AN ANALYSIS OF READING MATERIALS ON THE QUALITY OF ENGLISH TEXTBOOK "HEADLINE ENGLISH" PUBLISHED BY SEWU FOR GRADE VII STUDENTS OF JUNIOR HIGH SCHOOL

Presented as a Partial Fulfillment of the Requirements for the Attainment of the *Sarjana Pendidikan* Degree in English Language Education

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APPROVAL SHEET

**AN ANALYSIS OF READING MATERIALS ON THE QUALITY OF
ENGLISH TEXTBOOK "HEADLINE ENGLISH" PUBLISHED BY SEWU
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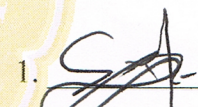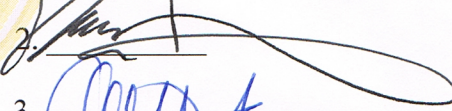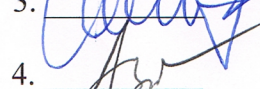
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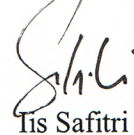
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     Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilniah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

     Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2014

Iis Safitri

iv

MOTTOS

Just do your best and take a rest and yourself a song.

Snow White

Forgive him who wrongs you, do goodness to him who does evil to you,

and speak the truth although it'll be against yourself.

(Prophet Muhammad)

DEDICATIONS

This thesis is lovingly dedicated to:
My beloved father and mother
(Pak Bowo and Bu Heni)
who have never failed to give me endless love, support,
patience, advice, prayer and trust.

My beloved sister
(Mbak Oni)
who always gives support and
be there in any condition..

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11. The others who cannot be mentioned one by one who have given her spirit to accomplish this thesis.

Finally, I hope that this thesis will be useful for the readers although I know this is far for being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, June 2014

Iis Safitri

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ABSTRACT

This research is aimed at analyzing the reading materialson the quality of English textbook "Headline English" published by SEWU for the first grade studentsof junior high school.

The research was carried out through document analaysis. The researcher analyzed the materials in three steps, reading the materials, identification, and classification. The subjects of the research were the texts found in Headline English for grade VIIof Junior High School published by SEWU (Srikandi Empat Widya Utama). The data of this study were qualitative in nature. The qualitative data were obtained by the steps that mentioned in the procedure of the research, i.e. reading, identification, and classification the text.

The result from this analysis can be seen from each step. When the writer read the text, she read all the text from the textbook. Then she identified the text, from the structure, from the vocabulary, and the relation between the based competences in the new curriculum. After that the researcher tried to classify in to the genre of the text. Most of the text in this textbook is descriptive text, because it has been adapted by the students' needs for the grade VII students. From this analysis the writer found that the content materials quite good, relevant, and appropriate to use in grade VII. By using this book, the students can understand the materials easily. They liked to have discussion with their friend. However, the ideas and the materials in this book could be more developed by giving supporting data. From the findings above, the implication of the study are as follows: The book is quite attractive. This book contains some activities. For example work in pairs, work in group, time for fun, and reflection. The variation in choosing the topics for reading text was effective. The students were motivated in reading as they were interested in the topics.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Because of that, students have to learn reading as well as the other skills if they want to master English. According to Nunan (2003:68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge. While, Alyousef (2005:144) states that "Reading can be seen as an "interactive" process between a reader and a text which lead to automaticity or (reading fluency)".

It is assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers' comprehension is based on how they work on it. It means that if the reader read more, they get better reading or comprehension. Most of students face difficulties in reading English text due to the different English language features from their first language.

Basically, teaching reading is conveying or guiding the students to gain some important message and get meaning from written text. Most of students are interested in reading the English written material such as; book, novel, newspaper, article, text, etc. In the English lesson of Junior

High School the development of reading skills, especially in analyses kinds of text.

Nowadays, the government finally decided to try out the new designed Curriculum, the 2013 Curriculum. It is an operational Curriculum which is formed and practiced by each school Indonesia. 2013 Curriculum will make a lot of changes to the face of education system of this country.

Although the 2013 Curriculum offers significant breakthroughs in improving the quality of teaching and learning process, the success of this Curriculum depends on how schools apply it. The key words are teachers and students. They determine whether the Curriculum can run well or not.

The main concept of the 2013 Curriculum is excellent. As an effort to improve the nation's education quality, the new Curriculum integrates science and civic education with religious and moral education. Students should be taught to think creatively. Education should be both accurate and offer the best lesson, and this can be achieved by teaching them to be creative.

In teaching and learning process, teacher should consider the learning materials which are used in the class. Textbook is one of the learning materials which are commonly used. It is kind of printed materials which have an important part in teaching and learning process. According to Tomlinson (1999:2), textbook is a main learning material

which is usually used by teacher and students. Textbook also has many advantages in teaching and learning process.

The advantages of textbook are (1) providing structure and a syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

To make students able to achieve the English materials, they need some English textbooks which have good quality. By learning those quality textbooks, they are able to improve their English skill productivity. There are some categories of a good book.

First, the contents of the textbook should deal with the current Curriculum; it might be from the genre with should be available in the textbook. Besides that, the contents of the textbook also go with the level of study. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook.

In addition, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

Based on those explanations, the writer would like to try to analyze the reading materials found in Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama). There are several reasons why the writer chooses the book;

First, Headline English textbook is one of book that suitable with the current Curriculum. Second, Headline English textbook used for teaching English to seventh year's students, and it is important to know whether the reading materials are appropriate with the students' need.

B. Identification of the Problem

There are some factors that affect students in comprehending the text. Those factors may come from the teacher, the students, the materials and the media being used by the teacher.

The first problem comes from the teacher. The teacher does not give attention to what students need in reading. She just gives the materials and asks students to answer the questions without giving guidance to comprehend the text. The teacher also does not try to build interaction with the students. It makes the students feel bored and do not enjoy the lesson.

Furthermore, the teacher rarely conducts collaborative work for the students. She usually lets the students do activities individually.

The second problem is derived from the students. The students' vocabulary mastery is still low. As a consequence, they get difficulty in interpreting the meanings of the difficult words. The students are also incapable of finding the main idea. They are not able to find the detail information of a text. Besides, the students do not have motivation in reading as it is reflected by their behavior in the class.

They often lay their head down on the table. When the teacher asks them to read a text, they just look at the text and do other activities like having a chat with their friends or playing with their pens. They are very noisy in the classroom and do not pay attention toward the teacher's explanation. Obviously, those can be obstacles for their comprehension in reading.

The third problem are the materials. Materials being used also have a big contribution dealing with the students reading comprehension. Materials are the core of the knowledge which is transferred to the students. In fact, most of the materials being taught were boring and monotonous. Therefore, the students were not attracted to get involved with the material. The impact was that they will not have a good reading mastery.

The last problem comes from the media used by the teacher. Media are another important factor. Through media, the materials taught can be delivered well. Besides, the students will be interested and motivated to get involved in the teaching and learning process and, finally, they will master the materials more easily. Moreover, media can improve students' enthusiasm in doing the reading activities. Unfortunately, the teacher did not realize the importance of media as the teaching and learning aids which helped students to learn in better and easier ways.

C. Limitation of the Problem

In reference to the background of the study and identification of the problem, the researcher focus on the reading materials found in the textbook. The reason for the limitation is that the materials can be crucial case for the students' reading comprehension. The researcher decided to conduct research focusing on the reading text and try to analyze the reading materials found in Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama).

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: how is the quality of reading materials English textbook "Headline English" published by SEWU for the seventh grade students of junior high school?

E. Objective of Study

The objective of the study is to find out and analyze the reading materials found in textbook "Headline English" for Grade VII Junior High School.

F. Significance of Study

There are some advantages that can be taken from this research. The following presents some possible ways.

1. The Teacher

       a. The teacher can select the textbook which is the most suitable in teaching learning process.

       b. The teacher can apply the result of this study as feedback to improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

2. The Students

       To improve the students' knowledge and ability in English reading materials, so that the students are able to understand the meaning of steps and rhetorical development in written text becomes better.

3. The Writer

       It would be useful for the writer because it can improve the writer's knowledge about the genres and the lexical density in reading materials.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Review of Related Theories

It is mentioned in the previous chapter that the aim of this study is concerned with analyzing the content of a textbook, in this case is the reading materials of an English textbook entitled "Headline English for grade VII of Junior High School" published by SEWU (Srikandi Empat Widya Utama). Thus, in this chapter the researcher describes some related theories on reading comprehension and English textbook support this study.

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning,

the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge (Pang, et al., 2003: 14). By having such skill, the readers combine their background knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning.

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008: 110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have.

b. The process of Reading Comprehension

As it is mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Understanding the process of reading is closely related to the way how the readers construct meaning from a text.

The ways of constructing meaning may be vary based on the readers' reference. According to Hudson (2007: 33-57) and Brown (2001: 298-299), there are three types of reading processes. Those are presented below:

1) Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is furthered by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linier processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

2) The top-down processing

In top-down processing, the process of reading is seen as the process happened inside of the readers. The readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007: 37). On the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the predictions having made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

3) Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing. As the process of reading happen, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in interactive process, the readers both recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in the process of reading. Those are bottom-up processing dealing with recognizing the words, top-down processing using the readers' background knowledge, and interactive processing combining words recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

c. **Teaching Reading Comprehension**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that the teacher let the students study by themselves. To make the teaching and learning process runs well, the teacher needs to set a good

situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she/ or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, et al., 2003: 14). By using certain strategies, students are also guided to find the main idea and detail information of the text.

In teaching reading comprehension, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading comprehension. As stated in Brown (2001: 307), there are fourteen micro-skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners' need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, et al., 2003: 14).

d. Strategies In Reading Comprehension

Reading comprehension cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Brown (2001: 306-310) as follows:

1) Identifying the purpose in reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as the students. Students have to know the purpose of the reading as it can help them in comprehending the text.

2) Using graphemic rules and patterns to aid in bottom-up decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

3) Using efficient silent reading techniques for relatively rapid comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also best practices to make the students become efficient readers.

4) Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and even supporting details.

5) Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

6) Guessing when the readers are not certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7) Analyzing vocabulary

In analyzing the vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word

brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

8) Distinguishing between literal and implied meaning

This strategy is closely related to the top-down processing skill. The meanings are got not only from its literal but also from the surface structure.

9) Capitalizing on discourse markers to process relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice on the phrases, clauses, and sentences as those usually bring discourse markers.

Indeed, there are some of strategies that can be used by the students to achieve their comprehension in reading. They can identify the purpose of reading, use bottom-up approach, use semantic mapping, guess, do skimming and scanning, and analyze the vocabulary. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

e. Principles in teaching Reading Comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principle in teaching reading. Those are described as follows:

1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important**.** When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

3) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

5) The teacher has to match the tasks to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

6) The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

f. Components of Reading Comprehension

Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension (Snow, 2002: 11-16) as follows:

1) The reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should have motivation in reading.

While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading comprehension.

2) The text

Texts may give great contribution to the students' reading comprehension. Those can be said easy or difficult. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because comprehension is not attained.

The topic of the text is also influence the students' reading comprehension. When the students are given a text with uninterested topic, they may find it difficult to understand although the text was categorized as easy. They even seem unwilling to read the text. On the other hand, the students can understand the text well when they are given a text which is interested and relevant to them (Snow, 2002: 26).

3) The activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading comprehension on texts. To achieve the students' reading comprehension, the activities entail the process of finding main idea, finding detail information, guessing meaning of difficult words from context, and creating meaning to the whole text.

g. Reading Materials

As a skill, reading is clearly one of the most important in many instances around the world. It is the most important foreign language. According to Harmer, reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text. From the explanation above, it means that reading is one of important language that to be mastered by students in the Junior High School.

To enable the students to master reading activity, teacher of English should provide materials. The teaching materials which are suggested by Curriculum are reading materials which are not only suitable with the topic which is discussed, but also a good reading for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language.

Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity.

2. Curriculum

a. Definition of Curriculum

The term Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, Curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and

readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

An individual teacher's Curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. Curriculum can also be designed as a design plan for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teacher, the students, and the content knowledge). Actually, anything and everything that the teacher teaches can we call as a Curriculum. Humans are born learning, thus the learned Curriculum actually encompasses a combination of all.

b. 2013 Curriculum

Indonesia has changed its Curriculum ten times from 1947 to KTSP (http://kupang.tribunnews.com). Those are Curriculum 1947 called Planning of Teaching (Rencana Pengajaran), 1964 Curriculum was Basic Education Planning (Rencana Pendidikan Dasar), 1968 Curriculum was Elementary School Curriculum (Kurikulum Sekolah Dasar), 1974 PPSP (Proyek Perintis Sekolah Pembangunan) Curriculum, in 1975 was Elementary School Curriculum, in 1984, it was called 1984 Designed Curriculum , in 1994: 1984 Designed Curriculum, in 1997 : 1994 Revised Curriculum, 2004 : Curriculum Basic of competence (Kurikulum Berbasis Kompetensi), 2006 : KTSP (Kurikulum Tingkat Satuan Pendidikan).

Ministry of education and culture of Indonesia has already published the new Curriculum for Indonesia's education. It is called the 2013 Curriculum.

The 2013 Curriculum will change the last Curriculum KTSP. By variety of reasons, the 2013 Curriculum is expected to be able to increase Indonesia's education in this globalization era. Then now the 2013 Curriculum is still being discussed as a pro-contra issue. KTSP which now is implemented in Indonesia has significant differences in the 2013 Curriculum. The most distinguished thing is the structures of those curricula.

The 2013 Curriculum will have a fewer subjects than KTSP. Total subjects for KTSP are 11, but in the 2013 Curriculum will just have 6 subjects. They are religion, civilization (PKn), Indonesian, mathematics, culture (SBK), and sport (PJOK). Together with the changed lesson science (IPA) and social (IPS) will be integrated into Indonesian subject.

Moreover, in the 2013 Curriculum will apply a thematic learning method starts from 1st grade until 6th grade, though KTSP applies thematic learning method for 1st grade until 3rd grade and for 4th grade uses lesson approach. Furthermore, there is an additional time in the 2013 Curriculum for elementary school. It was 26 hours, but in the new Curriculum it will be 30 hours every week. On one hand, KTSP and the 2013 Curriculum also have similarities. First, they are discussed and arranged by the

government, specifically the Department of National Education (Depdiknas). Then the 2013 Curriculum might be mentioned as one-fourth revision of the KTSP.

The implementation of the 2013 Curriculum has some effects in several ways somehow. The effects must be in positive or negative. The advantages are the good standard competence, the constructive approximation method, and the continuing competence from SD to SMA. Firstly, the graduation standard competence is well-ordered. According to KTSP, the subjects had to be fixed to maintain it. On the contrary, the 2013 Curriculum, the determination of graduation standard competence had to be fixed first before the subjects. Secondly, the 2013 Curriculum completes the approximation method based on the students' creativity.

The new Curriculum fulfils three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. In view of character building and religion subjects are inserted into the 2013 Curriculum more. Thirdly, the 2013 Curriculum is designed continuously from SD to SMA. Specifically, the SMA competence is a continuance from SD and SMP. In spite of those positive sides, the new Curriculum also has several weaknesses.

The disadvantages are teachers' position threatened to be relocated, obstruct children's intelligence, and unobvious lesson. First, English and IT (Information and Technology) teachers might lose their job. It is because IT subject that was taught in SMP and SMA would be removed and it is also done in English for SD. As a consequence, IT and English teachers who half of them are honorary teachers will have no time to teach or the worst is they will be fired. Second, the new Curriculum will just obstruct children's intelligence.

Children have eight kinds of intelligences which have to be developed. One of the eight intelligences is Language Intelligence which can be identified from child's skill in processing words while speaking or writing. Furthermore, If English is removed as a subject for SD, students would just know fewer vocabularies might be important to learn another subject. Such as when they learn science and some words in the textbook are absorbed from English.

As a result, they might have difficulties in saying English words in the future because when they were still being children, they were not accustomed to saying any English words. Third, the lesson will be unclear to learn. In fact, Social and Science lessons are combined into one. That is Indonesian. Naturally, it is difficult to differ for the students to learn science in the Indonesian. Additionally, Secretary-general of Indonesian Educators Assosiation from UPI, Dadang S Anshori, said that it is hard to integrate Social and Science lessons into Indonesian. They are not part of

Indonesian . The root of them are completely different, whether based on epistemology, ontology or axiology. Overall, the 2013 Curriculum seems to bright sides and dark sides to be implemented.

In this regard, the government should focus on preparing many things to implement the new Curriculum. At least there are three important things must be fixed. They are the textbook, teacher training; education governance. The most significant preparation is the textbook. If the Curriculum is revised, and the textbook is unchanged, as a result the new Curriculum will look like a paper tiger. It means something that seems as threatening as a tiger, but does not withstand a challenge. The government should prepare source books for teachers and students, and of course both contents are different.

The next prominent readiness is teachers training. In this case the implementation of the Curriculum is done stage by stage so the teacher training will also be applied continuously. If the implementation starts from the 1st grade, the 4th grade, the 7th grade, and the 10th grade, at least the teachers who will join approximately 500.000. The last eminent thing which has to be fixed is the education governance. The ministry has intended the stage of the education governance. For that reason, the education governance for the 2013 Curriculum is also adjusted such as the report administration book.

Surely, changing the Curriculum will change four aspects: the content standards, process standards, graduation standards, and assessment standards.

If four standards in the KTSP are changed so that the report administration book. All of these changes mean that the new Curriculum really needs a big set-up to be done by the government.

Therefore between KTSP and the 2013 Curriculum make some differences and resemblances. It can be a good side and a bad side indeed. In order to control the unexpected impacts, well-preparation of the government is completely needed. In conclusion, the implementation of 2013 Curriculum has faced many polemics. If the 2013 Curriculum will beimplemented in in the 2013/2014 academic year, the government, teachers, and every personincluded must support the change by doing considerably in their own authorities.

3. Textbook

.   a. Definition of English Textbook

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. Textbook is a book giving instruction in a subject, used especially in schools, etc. According to Thomson, "the textbook is a stimulus or instrument for teaching and learning". In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

b. The Functional of Textbook

A textbook has many functions. According to Thomson, the textbook has many functions as follows:

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above,

textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

3. Text

    a. Definition of Text

        A text is very important in our life. We need texts to communicate with others. Actually, when we speak or write something, we have made a text. Text is a means of   transferring message to the readers or listeners.

Text is an arrangement of   systematically words in a good diction, without ignore the rule of coherence and cohesive.

        Text is any stretch of language which is held together cohesively through meaning. In addition, Halliday and R. Hasan mention that text is meant any connected stretch of language that is doing job in some contexts.

        From the explanation above, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

The research study on analyzing the textbook was case study. This was categorized as case study since this approach is particularly appropriate for individual researcher because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale. The great strength of the case study method is that is allows the reason how to concentrate on a specific instance and to identify, or attempt to identify, the various interactive processes at work.

In conducting this research, the writer was analyzed in terms of what people in the book say and do in a certain text in order to evaluate whether the reading materials in the textbook are relevant to the new Curriculum, the 2013 Curriculum. The result of this research will be achieved directly.

B. Subject of the Research

In this study, the subject or the source of the data is the texts found in Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama). This textbook consists of six units and two hundred and sixty eight pages. Choosing the book as Grade VII as the source of the data, not the Grade VIII or IX is based on the assumption

that at Grade VII the students supposed to be comprehends the reading material well. It is hoped to be successful and students are trained to have ability in comprehending the text earlier.

C. Data of the Research

In conducting this study, the researcher takes some of reading texts in the textbook as the data. There are twenty one reading texts which are categorized into descriptive text.

D. Data Collection Technique

The technique which was used in collecting the data is document analysis. Document analysis may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion. In collecting the data, the researcher used three steps as follows:

1. Reading

    The first step is reading the textbook Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama).

2. Identification

Afterr reading text in the textbook, the next step is identifying the genre of the text.

3. Classification

The last step of the research is classification,. In this step the researcher classifies the text based on its genre. The researcher made a table in doing the classification.

No.	Genre	Number of Page	Sum

The first columnn used for numbering. The second column for the name of genre that found in Headline English for grade VII of Junior High School. The third column used for the number of the page of the text. The last column for the total of the text found in the textbook.

E. **Technique Data Analysis**

The data collected were in the form of qualitative. The qualitative data were collected from the steps that mentioned in the procedure of the

research, i.e., reading, identification, and classification the text. The outcomes of the data were supported from the beginning to the end.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure and Findings

This research used document analysis. There were some procedures which were done by the researcher. Those were reading, identification, and classification. In reading, the researcher read all the materials in the the textbook Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama). Then she focused on looking for the reading materials from the book in order to analyze the text.

Then, she identified the reading materials, in order to know the reading materials is suitable in teaching learning process or not. Beside that, the researcher identified the text to improve the knowledge a nd experience in choosing appropriate book, so that the students are better in reading skill. During the identification, the researcher also matched the text with the basic of competence in the new Curriculum, 2013 Curriculum.

After the researcher read and analyze the reading materials in the english textbook, the next step is identification. In this step the researcher classified the text based on its genre. From the identification, the researcher found that most of the reading materials are descriptive text. It has been adapted with the basic of competence for grade VII.

Here are some reading materials in the English textbook. The researcher will try to identify and analyze one by one.

Text 1

Unit 1 Activity 2 Page 10

Andika Introduces Himself

My name is Andika Pratama. My family calls me "Andika" for short. I am a student of MTs Negeri Karangtengah Demak. I am in the first grade. My class is VII C. I was born on May 10th, 2011. My heigts is 60 cm and my weight is 49 kg. I am fro, Semarang. I live at Jl. Sudirman No. 12 Semarang. My phone number is 085760156452. I like watching films, bicycling, and listening to music. My parents' name are Mr. Susilo and Mrs. Riana. Lia is my sister and Sofyan is my brother. You can email me at andika@gmail.com. My facebook ID is www.facebook/andika.

Text 2

Unit 1 Activity 4 Page 11

Cristiano Ronaldo

This is Cristiano Ronaldo dos Santos Aveiro, a famous football player. He plays in Real Madrid football team. He is 28 years old. His birthday is on 5th February. He comes from Portugal. He's got a brother and two sisters. He's handsome. He's got brown hair and brown eyes. He's 185 cm tall. He can run very fast and scores many goals. His favourite numberis 7. His favourite colour is red. He like fish and chips and he drinks Coca Cola.

From the two texts above the researcher read and try to analyze the content materials from the text. The researcher concluded that this text is easy to understand by the students, because the content materials from the text have been adapted to needs of VIIth grade students. The researcher also matched the content materials of the text with basic of competence in the new Curriculum, 2013 Curriculum.

In this text, the materials matched with basic of competence number 3.2 " Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya." The researcher said that the content materials has been matched with the basic of competence because the title of the text "*Andika Introduces Himself*" and *"Cristiano Ronaldo'*showed that the text talked about introducing someone. Not only from the text, the writer also describes the person in the text clearly, so the reader can easily guess that the text talked about introducing someone.

The researcher has mentioned before, that most of the text in this book is descriptive text. It can be seen from the vocabulary that used in the text 1 the writer described the person: Andika, clearly enough by mentioned the name, status, class, birthday date, height and weight, address, his parents' name, email address, and his Facebook ID. In the text 2, the writer added some information about Cristiano Ronaldo, for example, his sibling, favorite number and color, and so on.

Text 3

Unit 2 Activity 15 Page 63

Read the text carefully.

Hi, my name's Ernie. I'm 13 years old and i go to a junior high school. I'm in the first grade.

I want to tell you about my calssroom. It is new and really nice. There are big windows so there is a lot of light. There are twenty-two desks for the students and a table for the teacher. There is a board on the wall. On the other walls there are posters with pictures of animals. There are some posters of pet too.

There are four computers in our classroom, but there isn't a printer. It is in another room. There are also two maps on the wall. One is a map of indonesia ad the other one is map of the world.

After reading and analyzing the content of the text, the researcher concluded that this text is easy to understand by the students, because the content materials from the text have been adapted to needs of the VIIth grade students. The researcher also matched the content materials of the text with basic of competence in the new Curriculum, 2013 Curriculum.

In this text, the materials matched with basic of competence number 3.5 " Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

The researcher said that the content materials has been matched with the basic of competence because the title of the text *"My School"* that the text talked about describing a building. Not only from the text, the writer also describes the building in the text clearly, so the reader can easily guess that the text talked about description of a building.

The researcher has mentioned before, that most of the text in this book is descriptive text. It can be seen from the vocabulary that used in the text 1 the writer described the building school: the size of the building, the facilities in that school and the descrption of the building itself. Then, in text 2, the writer also describes the building, i.e. Ernie's classroom. In thistext, Erni describe her classroom, from the how big the class is, the condition, the facilities, and many more.

Text 4

Unit 3 Activity 10 Page 115

Hi, I am Sam and this is my room. It is very small but very lovely.

There is a bed in my room. There is ablue carpet. There are two chairs. There isn't wardrobe in my room for my clothes but there is a drawer. There is an aquarium in my room. There is a green night lamp and there are three pictures on my wall.

I love my room very much.

This text has been adapted from the basic of competence number 3.6 "Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya. It can be seen, that Sam, describe his lovely room clearly enough, altough the ideas could be more developed.

Text 5

Unit 3 Activity 14 Page 121

Hello everyone! My name is Budi and I have a grandfather. His name is Wahid and he is my best friend.

My grandfather is sixty-four years old and he has retired now, so he has plenty of time to play with me. I love him very much and i know he loves me too. We usually spend a lot of time together.

He is a widower and he live with me, my father, my mother, ad my brother, Kevin. We live in a big house in Medan. My grandfather is a very tall and strong man. My grandfather is a patient an caring man and sometimes i think he is a magician. He's always guessing what i want to do or to eat or whatI feel inside. When I am sad, he always makes me laughing with his funny faces.

Text 6

Unit 4 Activity 2 Page 159

Hi. My name is Linda Silvia. I am 12 years old and i live in Brussles, a big city in Belgium.

My school is Santa Maria High School. I have got many friends at school but my best friend is Marissa. In many class there 33 students.

I have got one brother and one sister. My brother is Tommy and he is 10 years old. My sister is Siska and she is 8 years old.

I'm slim and medium-height. I have got big brown eyes and long curly brown hair. My nose is small and my mouth is big.

I'm nice and sensitive but a bit bossy. I have got a pet: a cat called Nancy.

Text 7

Unit 4 Activity 8 Page 161

Ayu Ting Ting, a Phenomenal Singer

Ayu Ting Ting is a phenomenal singer. She is still young, just 21 years old. She is beautiful. She is 160 cm tall. She is 45 kilos. She has an oval face. Her nose is flat. She has white skin. She has long brown hair. She is very energetic. She becomes very popular after singing a song entitled "Alamat Palsu"

Text 8

Unit 5 Activity 7 Page 180

I've got a pet cat. Her name is Fluffy. She has got long grey fur, white whiskers, and blue eyes. She also got sharp claws and a long tail. She is twwo years old now. She can run really fast. She wears a bell to scare the birds and mice that she likes to catch. She eats only special cat food. She sleeps many hours every day. When she is happy, she purrs. She spends a lot of time washing herself, so she is very clean cat. Flussy is a good company. When I am sick, she sleeps on my bed. I love Fluffy and I am so glad that I have got her for a pet.

Text 9

Unit 5 Activity 13 Page 205

I have a cat. My cat is cute and clever. It has grayish fur and a long tail. It likes to follow me going around the house. Even when I want to go to school, it follows me until the gate of my house. It is very useful and helpful to catch the mice in the house. After catching a mouse, usually it leaves the mouse in front of me.

From the text above, the researcher concluded that this text has been adapted with the basic competence number 3.10 " Memahami fungsi sosial, strruktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.

There are five texts, in text 6, 7, and 8, the writer describe someone, not only the physical appearance, but also the characteristic from that person. The description from each person is quite clear and hopefully the students can understand easily. Then ini text 9 and 10, the writer describe an animal, in this case, a cat. The writer have already known that most of the people love cat. In this text, the writer describe, the physical appearance of the cat, the character, and the nehaviour in the daily life.

B. Discussion

The researcher was focused on analyze the content of the reading materials from the English textbook. In doing the research, the writer has read, identify, and classify the reading materials. The researcher found that the text in text is quite good, based on the vocabulary that used in the text, organization of the paragraph, although thee are some text could be more supported by some ideas or evidence to make the students understanding better in reading comprehension.

Beside that, the reading materials in this text have been adapted with the basic of competence in 2013 Curriculum. The basic of competence has been mentioned and described by the researcher on the previous of this discussion.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

This research is focused on analyzing the content of thereading materials in the English textbook entitled Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama). The researcher used document analysis as the method in this research. The researcher implemented three steps in doing this research, there are read the materials, identifying the text, and the last one is classification the text. In the firs step, the researcher ead all the reading materials in the English textbook, and try to understand the text.

Then, in the next step, the researcher identify the text, identify here means, the researcher try to match the text with the basic of competence mentioned in the textbook. Beside that, the writer also identify and analyze the text from the composition from the text. It can be seen from the, content of the text, the organization of the text, and the idea and also the supporting idea given on the text. After readand identify the text, the writer try to classify the genre of text. The genre of the text in this book is descriptive text.

It can be seen from the features of the text. From the research, the writer can conclude that the reading materials in this English textbook has been adapted by the needs of VIIth grade students. For example from the vocabulary,

the writer of the book used some vocabulary that the students have already known the meaning.

Beside that, the theme from the text also has been adapted by seeing the daily life of the students in grade VII. It can be concluded that the content of the reading materials from this book is appropriate to use by the students and hopefully this book can improve the students; knowledge and experience, so that the students are better in reading skill.

B. Implications

The research findings show that the content of the reading materials can improve the students' reading comprehension on texts. The text was adapted by the needs of the students in grade VII and has been adapted with the basic of competence in the new Curriculum, Curriculum 2103.

By using this book, the students can understand the materials easily. They liked to have discussion with their friend. However, the ideas and the materials in this book could be more developed by giving supporting data. From the findings above, the implication of the study are as follows:

1. The use of document analysis was effective to analyze the reading materials in the English textbook used by the students in order to improve their reading comprehension. It allowed the students to have practices in finding the main idea and detail information in the text.

2. The book is quite attractive. This book contains some activities. For example work in pairs, work in group, time for fun, and reflexion. It allowed the

students to have social skill by having discussion and interacting one another. They also were happy to do such of kind activities.

3. The variation in choosing the topics for reading text was effective. The students were motivated in reading as they were interested in the topics.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can ask other friends and have a discussion with the teacher.

2. To the English teachers

a. For the English teachers, it will be better for them to be more creative in choosing and select the textbook which is most suitable in teaching learning process.

b. The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

3. To other researchers

This research was focused on analyzing the content of thereading materials in the English textbook entitled Headline English for grade VII of Junior High School published by SEWU (Srikandi Empat Widya Utama). For

other researchers who want to conduct a research using the same technique, they have to prepare the texts well. They have to know exactly how the technique is conducted to select and teach reading. They also have to explain every step clearly to avoid students' misunderstanding of the use of the textbook.

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