The Compatibility between Reading Materials in *Look Ahead* Course Books and Basic Competence of Reading in The English Syllabus of KTSP

A Thesis

Written by:
Ria Elfrida Sirait
8212710021

POST GRADUATE OF ENGLISH EDUCATION DEPARTMENT
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
2013

APPROVAL SHEET

(1)

This thesis entitled The Compatibility between Reading Materials in *Look Ahead* Course Books and Basic Competence of Reading in the English Syllabus of KTSP prepared and submitted by Ria Elfrida SR. Sirait, S.Hum (8212710021) has been approved to be examined by the Board of Examiners for Acquiring the Master Degree in Teaching English as a Foreign Language by the following advisor:

Prof. Dr. Agustinus Ngadiman, M.Pd.

Thesis Advisor

APPROVAL SHEET

(2)

This thesis entitled The Compatibility between Reading Materials in *Look Ahead* Course Books and Basic Competence of Reading in the English Syllabus of KTSP prepared and submitted by Ria Elfrida SR. Sirait, S.Hum (8212710021) was examined and approved by the following Board of Examiners on oral examination with a grade of _____ on March 25th, 2013:

Dr. Ignatius Harjanto
Chairman

Prof. Dr. Agustinus Ngadiman, M.Pd.
Secretary

Y.G. Harto Pramono, Ph.D
Member

Approved by:

Prof. Anita Lie,Ed. D
Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is created by my own hand and thought. It is absolutely correct that I did not take any experts' ideas or works dishonestly. All the cited words in this thesis were quoted in accordance with the ethical code of academic writing.

Surabaya, March 25th, 2013

Ria Elfrida SR. Sirait, S.Hum

8212710021

ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to Jesus Christ for giving me a great blessing so that I could finish this thesis.

I would also like to express my gratitude to the following people who helped me in doing the research and finishing this thesis entitled "The Compatibility between Reading Materials in Look Ahead course books and the English syllabus of KTSP"

My deepest appreciation unforgettably goes to my beloved parents who always pray for my success and give me great affection and motivation. I would also thank to my husband and parents in law for supporting me to finish this thesis. I don't forget to thank to my sisters, Eva, Novi, Rosdiana, who are ready whenever I ask for help.

I would also like to convey my gratitude to my thesis advisor, Prof. Dr. Agustinus Ngadiman for his valuable advice and assistance in guiding me to accomplish this thesis.

I would also like to thank Dr. Ignatius Harjanto, who is also the Head of the English Education Department in Graduate School of Widya Mandala Catholic University, and Y.G. harto Pramono, Ph.D. for examining this thesis.

The deepest gratefulness is expressed to all lecturers who have taught me since I started my study at the Graduate School of Widya Mandala Catholic University.

The gratitude goes to my beloved classmates, batch 15 as well in English Education Program, Widya Mandala Graduate School, who have greatly supported me in terms of motivation, spirit, togetherness, and wonderful friendship since I initiated my study at the Graduate School of Widya Mandala Catholic University Surabaya.

The following thankfulness, I would like to deliver to Novita Eka Indah, S.Pd. M.Pd. who became the second researcher of the study to guarantee the objectivity of the study.

I realize that this thesis is far from being perfect. Criticism and suggestions, therefore, are welcomed. At last, this thesis hopefully will be useful for the readers and give a contribution for education system.

Surabaya, March 2013

The Writer

ABSTRACT

Sirait, Ria Elfrida Shintarouli. 2013. *The Compatibility between Reading Materials in Look Ahead course books and the English syllabus of KTSP.* Thesis, English Education Department, Graduate School, Widya Mandala Catholic University, Surabaya. Advisor: Prod. Dr. Agustinus Ngadiman.

Keywords: Course book evaluation, text types, reading exercises.

Course book has a function to achieve the goals of learning. Good course book are those which can fulfill its function. This study aimed at evaluating the text types and reading exercises in the series of Look Ahead course books in order to find out and to describe to what extent the text types and reading exercises in the *Look Ahead* course books are compatible with the basic competencies of reading stated in the English syllabus of KTSP.

To fulfill the aims of the study, the researcher followed the descriptive qualitative approach. She used checklists as the tools to collect the data of the study. The researcher built the criteria of evaluation based on the basic competence of reading stated in the English syllabus of KTSP and six levels of reading taxonomy by Anderson and Krathwol (2001). Then, she asked a favor from a colleague to evaluate the course book together with her for the sake of the objectivity.

The results show that the text types presented in the series of *Look Ahead* course books are compatible with the text types required in the English syllabus of KTSP. However, one text type is missing in *Look Ahead 3* course book. None of short functional text is presented there.

There are approximately 50% reading exercises in *Look Ahead 1* and *Look Ahead 3* compatible with the *remembering* level of reading taxonomy. While, there are 39% reading exercises in *Look Ahead 2* compatible with this level. Then, approximately 30% reading exercises in the series of *Look Ahead* are compatible with the *understanding* level of reading taxonomy. Next, there are only approximately 2% reading exercises in *Look Ahead 2* and *Look Ahead 3* compatible with the *applying* level of reading taxonomy. In addition, none of the reading exercises in *Look Ahead 1* is compatible with this level. Then, approximately 10% reading exercises in *Look Ahead 1* and *Look Ahead 3* are compatible with the *analyzing* level of reading taxonomy. While, there are 21% reading exercises in *Look Ahead 2* compatible with this level. Next, there are only approximately 3% reading exercises in *Look Ahead 1* and *Look Ahead 3* compatible with the *evaluating* level of reading taxonomy. While, there are 8% reading exercises in *Look Ahead 2* compatible with this level. Finally, less than 3% reading exercises in *Look Ahead 1* and *Look Ahead 3* are compatible with the *creating* level of reading taxonomy. In addition, none of the reading exercises in *Look Ahead 2* is compatible with this level.

In conclusion, text types presented in the series of *Look Ahead* are compatible with the text types required by the basic competence of reading in the English syllabus of KTSP. However, most of the reading exercises in the series of

Look Ahead course books are only compatible with the lower levels of reading taxonomy. In addition, *remembering* category as the lowest level of reading taxonomy dominates the reading exercises in *Look Ahead 1* and *Look Ahead 3*. Therefore, teachers are suggested to provide more exercises to achieve the higher levels of reading taxonomy: *analyzing*, *evaluating*, and *creating*.

TABLE OF CONTENTS

Approval Sheets (1)…..... i

Approval Sheets (2)…..... ii

Statement of Authenticity …..... iii

Acknowledgments…..... iv

Abstract. …..... vi

Table of Contents.. …..... viii

List of Table. …..... xi

List of Appendices. …..... xii

CHAPTER 1: INTRODUCTION

1.1 Background of the Study.. …..... 1
1.2 Research Questions . …..... 5
1.3 The Purpose of the Study…..... 6
1.4 The Significance of the Study…..... 6
1.5 The Scope and Limitation of the Study 7
1.6 Theoretical Framework 7
1.7 Definition of Key Terms... 8
1.8 Organization of the Thesis... 9

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 KTSP (School Based-Curriculum).. 11
2.1.1 The English Syllabus of KTSP. 13
2.1.2 The English Basic Competencies of KTSP.. 16
2.2 Course Book..... 25

2.2.1 The Role of Course book. 26
2.2.2 The Advantages and Disadvantages of Course book.. 27
2.2.3 The Criteria of a Good Course Book.. 30
2.2.4 *Look Ahead* Course Books.. 31
2.3 Evaluation.. 32
2.3.1 The Course Book Evaluation..... 32
2.3.2 Methods of Conducting Evaluation..... 33
2.4 The Relation of Curriculum and Course Book..... 34
2.5 Reading. 35
2.5.1 The Nature of Reading Comprehension.. 35
2.5.2 The Reading Taxonomy..... 36
2.6 Review of Previous related Studies..... 38

CHAPTER 3: RESEARCH METHODOLOGY

3.1 The Research Design..... 43
3.2 The Research Object..... 45
3.3 The Subjects..... 46
3.4 The Data of the Study 46
3.5 The Instruments 47
3.6 The Data Collection Procedures..... 49
3.7 The Data Analysis Procedure..... 49
3.8 Triangulation……..... 52

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Findings 54
4.1.1 The Text Types. 54
4.1.1.1 The Text Types in *Look Ahead 1*..... 54
4.1.1.2 The Text Types in *Look Ahead 2*..... 72
4.1.1.3 The Text Types in *Look Ahead 3*..... 89
4.1.1.4 Summary of Text Types..... 106
4.1.2 The Reading Exercises.. 109

4.1.2.1 The Reading Exercises in *Look Ahead 1*..... 109
4.1.2.2 The Reading Exercises in *Look Ahead 2*..... 114
4.1.2.3 The Reading Exercises in *Look Ahead 3*..... 120
4.1.2.4 Summary of Reading Exercises 126
4.2 Discussions..... 129

4.2.1 The Text Types in *Look Ahead* 129
4.2.2 The Reading Exercises in *Look Ahead*. 133

CHAPTER 5: CONCLUSION AND SUGGESTION

5.1 Conclusion 139
5.2.1 Suggestio..... 142
5.2.2 Suggestion for Further Studies 143

REFERENCES 145

List of Table

Table 2.1 Example of Syllabus 1..... 14

Table 2.2 Example of Syllabus 2..... 15

Table 4.1 Text Types in *Look Ahead 1*..... 71

Table 4.2 Text Types in *Look Ahead 2*..... 88

Table 4.3 Text Types in *Look Ahead 3*..... 104

Table 4.4 The Summary of Text Types..... 108

Table 4.5 Reading Exercises in *Look Ahead 1*..... 114

Table 4.6 Reading Exercises in *Look Ahead 2*..... 119

Table 4.7 Reading Exercises in *Look Ahead 3*..... 125

Table 4.8 The Summary of Reading exercises……..... 128

Table 4.9 Lower and Higher- Levels of the Reading Taxonomy ……..... 128

LIST OF APPENDICES

Appendix 1: Checklist “Evaluation of Text Types” in *Look Ahead 1*

Appendix 2: Checklist “Evaluation of Text Types” in *Look Ahead 2*

Appendix 3: Checklist “Evaluation of Text Types” in *Look Ahead 3*

Appendix 4: Checklist “Evaluation of Reading Exercises” in *Look Ahead 1*

Appendix 5: Checklist “Evaluation of Reading Exercises” in *Look Ahead 2*

Appendix 6: Checklist “Evaluation of Reading Exercises” in *Look Ahead 3*