

AN ANALYSIS OF READING MATERIALS IN “BRIGHT AN ENGLISH COURSE FOR JUNIOR HIGH SCHOOL STUDENT” YEAR VIII PUBLISHED BY ERLANGGA BASED ON THE 2013 ENGLISH STANDARD CURRICULUM

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ABSTRACT

Recently, the 2013 curriculum has been launched by *Peraturan Pemerintah No.32 Th. 2013* the educational system of Indonesia has launched the 2013 curriculum which the aim to prepare Indonesian people to be religious, productive, creative and innovative. From the new launched curriculum also make the change in learning sources. One of them is textbook that is conducting in 2013 curriculum. Because it is an important component that should be considered by the teacher in order to teach well. Textbook consist of several material that assist teaching and learning process. Brown (2001:136) says that the textbook is the most common material or teaching and learning. Richard (2001: 251) also says that the key component of language teaching is teaching material.

Selecting the best textbook is considering difficult for some teachers. Although there are many textbooks which are claimed suitable with the 2013 curriculum, there is no guarantee whether the textbook is relevant to the standard competences of the 2013 English curriculum. To solve this problem, the researcher focused this study: 1) to describe the relevance of the reading materials in textbook entitled “BRIGHT” to the 2013 English Standard Competence in term of cognitive aspects, 2) to describe the relevance of the reading materials in textbook entitled “BRIGHT” to the 2013 English Standard Competence in term of psychomotor aspects.

This study was designed in descriptive qualitative research. The instrument used to collect the data is observation in the form of checklists.

After being analyzed, it is found that all chapters in the first semester are not fully covering the indicators of cognitive aspects in the basic competences three. Meanwhile, some of the reading materials are irrelevant in terms of psychomotor aspects. After all, the researcher argues that this textbook is still appropriate to be used, since the materials are mostly relevant with the 2013 curriculum. This textbook is still suitable to be used in order to help teacher and students in the process of teaching and learning, but is not fully for reading.

Key words: analysis, relevance, reading materials, textbook, the 2013 Curriculum

ABSTRAK

Baru-baru ini, 2013 kurikulum telah diluncurkan oleh *Peraturan Pemerintah No.32 Th. 2013* sistem pendidikan Indonesia telah meluncurkan 2013 kurikulum yang bertujuan untuk mempersiapkan masyarakat Indonesia untuk menjadi religius, produktif, kreatif dan innovative. Dari kurikulum diluncurkan baru juga membuat perubahan dalam sumber-sumber belajar. Salah satunya adalah buku yang sedang melakukan pada tahun 2013 kurikulum. Karena merupakan komponen penting yang harus dipertimbangkan oleh guru untuk mengajar dengan baik. Buku terdiri dari beberapa bahan yang membantu proses belajar mengajar. Brown (2001: 136) mengatakan bahwa buku teks adalah bahan yang paling umum atau pengajaran dan pembelajaran. Richard (2001: 251) juga mengatakan bahwa komponen kunci dari pengajaran bahasa adalah mengajar materi.

Memilih buku yang terbaik sulit bagi beberapa guru. Meskipun ada banyak buku yang diklaim sesuai dengan kurikulum 2013, tidak ada jaminan apakah buku tersebut relevan dengan kompetensi standar dari 2013 kurikulum bahasa Inggris. Untuk mengatasi masalah ini, peneliti memfokuskan penelitian ini: 1) untuk menggambarkan relevansi bahan bacaan dalam buku berjudul "BRIGHT" ke 2013 English Standard Kompetensi dalam hal aspek kognitif, 2) untuk menggambarkan relevansi bahan bacaan di buku berjudul "BRIGHT" ke 2013 English Standard Kompetensi dalam hal aspek psikomotorik.

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Penelitian ini dirancang dalam penelitian deskriptif kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah observasi dalam bentuk checklist.

Setelah dianalisis, ditemukan bahwa semua bab pada semester pertama tidak sepenuhnya menutupi indikator aspek kognitif dalam kompetensi dasar tiga. Sementara itu, beberapa bahan bacaan yang relevan dalam hal aspek psikomotorik. Setelah semua, peneliti berpendapat bahwa buku ini masih layak untuk digunakan, karena sebagian besar bahan yang relevan dengan kurikulum 2013. Buku ini masih cocok digunakan untuk membantu guru dan siswa dalam proses belajar mengajar, tetapi tidak sepenuhnya untuk membaca.

BACKGROUND OF STUDY

Indonesian government has been launched the 2013 curriculum by *Peraturan Pemerintah No.32 Th. 2013* the educational system of Indonesia which the aim to prepare Indonesian people to be religious, productive, creative and innovative. It also hoped that they can give contribution for their social life, nation, country, and world civilization.

From the new launched curriculum also make the change in learning sources. One of them is textbook that will be conduct in 2013 curriculum. Because it is an important component that should be considered by the teacher in order to teach well. Textbook consist of several material that assist teaching and learning process. Brown (2001:136) says that the textbook is the most common material or teaching and learning. Richard (2001: 251) also says that the key component of language teaching is teaching material. It is also can be facilitate to reflect and apply curriculum which applied.

There are many various textbooks which claimed based on 2013 curriculum. But, the user of the textbook did not know that textbook relevance with 2013 English Standard Curriculum or not. However, there are many criteria should be analyze in the quality of the textbook. So, the textbook can be claimed based on 2013 curriculum and have good quality. As Tomlinson, 2003 said that the textbook written by professional writers are usually of good quality in terms of organization, packaging, and design, they tend to be lacking in qualities of being creative and imaginative.

Textbook is a book contains materials in teaching and learning process of a particular subject in a school. The materials of the textbook also have five basic skills which students should be mastered in English skill.

This research, the researcher chooses one skill which has the importance skill from five basic skills in English. There are two reasons why reading has an important role than the other skill. First, reading is inseparable activity in the students' daily lives. Every day they read books, both in Indonesia as well as in English. By reading books, they will get a lot of information and knowledge about everything that would be useful for their future. Moreover, in our today's society, there is a

greater demand on the ability of people to read since knowledge rapidly accumulates and is committed to print (Jonathan Anderson and Milicent Berry, 1969:3)

This research, the researcher chooses one skill which has the importance skill from five basic skills in English. There are two reasons why reading has an important role than the other skill. First, reading is inseparable activity in the students' daily lives. Every day they read books, both in Indonesia as well as in English. By reading books, they will get a lot of information and knowledge about everything that would be useful for their future. Moreover, in our today's society, there is a greater demand on the ability of people to read since knowledge rapidly accumulates and is committed to print (Jonathan Anderson and Milicent Berry, 1969:3)

Related to those reason above, the researcher choose one textbook which applied 2013 curriculum to analysis reading for eighth grader entitled "BRIGHT an English Course for Junior High School" Year VIII published by Erlangga. In this study, the researcher wants to find out whether the reading material in the textbook were in line with the standard competence mentioned in the 2013 English Standard Competence in terms of cognitive and psychomotor aspects or not.

METHODOLOGY

This study concerned to analysis reading material in textbook "BRIGHT" "with 2013 English Standard Competence in term of Cognitive and Psychomotor Aspects. The writer uses descriptive with qualitative approach. Qualitative research focuses on describing phenomenon by using verbal narratives and observation rather than numbers (MacMillan, ibid). The writer uses table of observation checklist which is to support the description of reading material. The data would be analyzed descriptively without any statistical calculation.

The textbook consists of 263 pages which divided into nineteen chapters. Each chapter consists of five skills which were presented separately. From nineteen chapters, there are several chapters that filled reading material in the textbook. Those are chapter seventh (invitation and greeting cards), chapter tenth (describe text), chapter thirteenth (describe people), chapter fourteenth (describe things and animals), chapter

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sixteenth (recount text), chapter seventeenth (short message), chapter eighteenth (announcement) and chapter nineteenth (narrative text). But, the concept of this book in one chapter divided into five parts. There are observing, questioning, exploring, associating and communicating. The researcher would be analyzed each part without accepted. The researcher analyzes reading material in the first and second semesters.

There are two observations to analysis the reading material in the textbook to 2013 English Standard Competence. The First checklist contains six columns. The first column contains Core Competence. The second column contains the Basic Competence. The third contains Sub- Basic Competence. The fourth column contains indicator of reading text based on the 2013 Curriculum. The fifth column contains learning materials in the textbook. The sixth column contains relevancy column, if the materials are relevance to 2013 English Standard Competence in terms of cognitive aspects can be showed with relevance and if the materials are not relevance can be showed with irrelevance in the same column.

The Second checklist contains five columns. The first column contains Core Competence. The second column contains the Basic Competence. The third contains Sub- Basic Competence. The fourth column contains indicator of reading text based on the 2013 Curriculum. The fifth column contains learning materials in the textbook. The sixth column contains relevancy column, if the materials are relevance to 2013 English Standard Competence in terms of psychomotor aspects can be showed with relevance and if the materials are not relevance can be showed with irrelevance in the same column.

The technique used to collect data in this study is using documentary study. The purpose of this study was to get description about the relevance of Reading material in “BRIGHT an English Course for Junior High School Students” Year VIII published by Erlangga based on the 2013 English Standard Curriculum with 2013 English Standard Competence in terms of cognitive and psychomotor aspects. First, the researcher selected the reading material in the textbook. Second, the writer analyze the relevance of Reading material in the textbook with 2013 English Standard Competence in terms of cognitive aspects and the relevance of Reading material to 2013 English Standard Competence in terms of psychomotor aspects on the available observation checklist. And finally, the researcher were analyzed and elaborated the data and result from both observation checklist.

RESULT AND DISCUSSION

4.1.1 The Relevance of the Reading material in the textbook with 2013 English standard Competence in term of Cognitive Aspects.

There are four core competences which have twenty two basic competences are suggested in 2013 English Standard Competences which divided into two semesters. But, the researcher used just two core competences which suitable with reading material in the textbook. Those are “*Memahami dan menerapkan pengetahuan (faktual, koseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata* (Understanding and applying knowledge (factual, conceptual and procedural) based on the feel to know about knowledge, technology, arts, culture related to phenomena and event which can looks)” and “*Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikas idan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang smadalam sudut pandang/teori* (Cultivating, presenting, and thinking in concrete (utilizing, elaborating, stringing, modifying, and making) and abstract (writing, reading, counting, painting, and composing) according to teaching learning process in the school and the other source in theory)”.

The basic competences that suitable with reading material in the textbook are (1) 3.1 *Understanding the aim, the structure of text, and the language feature for text especially spoken and written, in form private invitation, greeting card, message, announcement very short and simple*, (2) 3.2 *Understanding the aim, the structure of text, language feature from descriptive text spoken and written about person/animal/things, very short and simple*, (3) 3.3 *Understanding the aims, the structure of text and language feature from recount text spoken and written about experience/activity/event/incident, very short and simple*, (4) 3.5 *Understanding the aims, the structure of text and language feature from narrative text spoken and written in form fable, very short and simple*, (6) 4.3 *Getting the idea in the private invitation text, expression congratulation to event or achievement, short message, announcement, written and spoken, very short and simple*, (7) 4.5 *Getting the idea of descriptive text spoken and written, very short and simple*, (8) 4.7 *Getting the idea of recount text spoken and written, very short and simple*, (9) 4.10 *Understanding the meaning of narrative text, spoken and written, in form fable, short and simple*.

In order to answer the first research question is about the relevance of reading material in the textbook to 2013 English Standard competence in term cognitive aspects. The research analyzed reading material in each unit on the textbook. Reading material is about invitation card, greeting card, descriptive text, recount text, short messages, announcements and narratives text. Here are the tables of observation sheet to figure out the results of the relevance of “BRIGHT an English Course for Junior

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High School Students” textbook material with the 2013 English Standard Competences.

The Researcher used third and fourth basic competence to analyze the relevance of reading material in the textbook to 2013 English Standard Competence in terms of cognitive and psychomotor aspects.

Table 4.1.1.1 Analyzing invitation card to 2013 English Standard Competence in terms of cognitive aspects.

Core Competence	Basic Competence	Sub-Basic Competence	Indicator of Reading text based on 2013 Curriculum	Reading Material in the Textbook	Relevance
3. Understanding and applying knowledge (factual, conceptual and procedural) based on the feel to know about knowledge, technology, arts, culture related to phenomena and event which can looks.	3.2 Understanding the aim, the structure of text, and the language feature for text especially spoken and written, in form private invitation, greeting card, message, announcement very short and simple.	3.2.1 Understanding the aim, the structure of text and the language feature for text especially spoken and written, in form private invitation, card very short and simple.	1. Identify the purpose of the text	Activity 6, Page 72 - Why is there a party?	relevance
			2. Identify the generic structure of the text	Activity 2, Page 66 - Which one are formal invitations? - Which one are informal invitations?	relevance
			3. Identify language feature of the text	-	Irrelevance
			4. Finding the social function of the text.	-	irrelevance

Table 4.1.1.1 the conformity of invitation card to 2013 English Standard Competence in terms of cognitive aspects.

4.1.2 The Relevance of the Reading material in the textbook with 2013 English standard Competence in terms of Psychomotor Aspects.

“BRIGHT” Textbook is an English Textbook designed for eight graders of Junior High School which claimed that this textbook is designed based on 2013 English Standard Curriculum. This textbook has 263 pages which divided into nineteen chapters.

There are four core competences which have twenty two basic competences are suggested in 2013 English Standard Competences which divided into two semesters. But, the researcher used just two core competences which suitable with reading material in the textbook. Those are “*Memahami dan menerapkan*

pengetahuan (faktual, koseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian ntampak mata (Understanding and applying knowledge (factual, conceptual and procedural) based on the feel to know about knowledge, technology, arts, culture related to phenomena and event which can looks)” and “Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori (Cultivating, presenting, and thinking in concrete (utilizing, elaborating, stringing, modifying, and making) and abstract (writing, reading, counting, painting, and composing) according to teaching learning process in the school and the other source in theory)”.

The basic competences that suitable with reading material in the textbook in term of Psychomotor term are (1) 4.3 *Understanding the meaning private invitation text, expression congratulation to event or achievement, short message, announcement, written and spoken, very short and simple,* (2) 4.5 *Understanding the meaning of descriptive text spoken and written, very short and simple,* (3) 4.7 *Understanding the meaning of recount text spoken and written, very short and simple,* (4) 4.9 *Understanding the meaning of procedure text, spoken and written, in form recipe and manual, very short and simple,* (5) 4.10 *Understanding the meaning of narrative text, spoken and written, in form fable, short and simple*

In order to answer the second research question is about the relevance of reading material in the textbook to 2013 English Standard competence in terms psychomotor aspects. The research analyzed reading material in each unit on the textbook. Reading material are about, invitation card, greeting card, descriptive text, recount text, short messages, and narratives text.

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Table 4.1.2 Analyzing greeting card to 2013 English Standard Competence in terms of psychomotor aspects.

Core Competence	Basic Competence	Sub-Basic Competence	Indicator of Reading text based on 2013 Curriculum	Reading Material in the Textbook	Relevance
4. Cultivating, presenting, and thinking in concrete (utilizing, elaborating, stringing, modifying, and making) and abstract (writing, reading, counting, painting, and composing) according to teaching learning process in the school and the other source in theory.	4.3 Getting the idea in the private invitation on text, expression congratulation to event or achievement, short message, announcement, written and spoken, very short and simple.	4.3.2 Getting the idea in the private invitation on text, expression congratulation to event or achievement, short message, announcement, written and spoken, very short and simple.	1. Identify the main idea of the text.	Activity 5, Page 70-71 - Why the senders send the card? - Why Anisah write the card? - Why does Mrs. Resito write the card?	relevant
			2. Interpreting ideational meaning	Activity 5, Page 70-71 - What happened to Retno?	relevant
			3. Finding detail information of the text	Activity 5, Page 70 - Who sent the card?	relevant
			4. Interpreting the referral words of the text	-	Irrelevant

Table 4.1.2.2 the conformity of greeting cards to 2013 English Standard Competence in terms of psychomotor aspects

2 Discussion

Based on the results and the analysis above, the researcher can conclude that the most of all reading material in this English textbook are still quite relevance to reading indicator based on the 2013 English Standard Competence in term of cognitive and psychomotor aspect. From seven reading material in textbook is taken in unit 7, 10, 12, 13, 14, 16, 17, 18, 19 are not fully relevance to reading indicator based on the 2013 English Standard Competence in term of cognitive and psychomotor aspect. So, the researcher found the reading materials which are relevant to reading indicator based on the 2013 English Standard Competence in term of

cognitive and psychomotor are more than the irrelevant one. Therefore, the researcher argues that this textbook is appropriate to be used as the aid material in English teaching and learning process.

CONCLUSION AND SUGGESTION

1. Conclusion

This study is intended to analyze the relevance of reading materials in English textbook for eighth graders entitled “BRIGHT” published by Erlangga to the 2013 English Standard Competence. In this research, the researcher concerned to analyze the reading materials’ relevance to 2013 English standard competence in term of cognitive and psychomotor domains. From the analysis that had been conducted, the researcher can subtract two points of conclusions for this research.

The first point is the reading materials in the textbook ‘BRIGHT’ are all relevant with the cognitive aspects which are contained in the 2013 English Standard Competence. In the chapter four presented the third core competence which emphasize on cognitive domain are relevance with the 2013 English Standard Competence. There are seven analysis tables for core competences three which presented four basic competence (basic competence 3.2, 3.3, 3.4, and 3.6) because there are seven types of the text in the textbook (invitation card, greeting card, descriptive text, recount text, short message, announcement, and narrative text) From all the seven tables, the researcher found that all the reading materials are not fully relevance to the basic competences in the core competence three because, there are some reading indicators which are not suitable with reading material in the textbook. Those are identifying the language feature of the text and finding social function of the text. Therefore, the researcher concluded ‘BRIGHT’ English textbook is not fully relevant to the 2013 English curriculum in terms of cognitive aspects which are shown in basic competences three.

Meanwhile, in the second point the researcher found that the reading materials in the textbook ‘BRIGHT’ are quite relevance to 2013 English standard competence in term of psychomotor aspects. There are nine tables for the analysis of core competence three. From ten tables almost all the tables which showed that the reading materials in this textbook are not fully relevant reading indicator based on the 2013 English Standard Competence in term of psychomotor aspect. There is one table which showed that the reading materials are relevant because it match with reading indicators based on the 2013 English standard competence in term of psychomotor. Thus, the researcher concluded ‘BRIGHT’ English textbook is quite relevant

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to the 2013 English curriculum in terms of psychomotor aspects which are shown in core competence three.

According to the analysis above, the final conclusion states that reading material in the textbook 'BRIGHT' is still quite relevance with the 2013 English curriculum in terms of cognitive and psychomotor aspects. Since, the researcher found the reading material which are relevance to reading indicator based on the 2013 English Standard Competence in terms of cognitive and psychomotor are more than the irrelevant one. Therefore, the researcher argues that this textbook is appropriate to be used as the aid material in English teaching and learning process.

2. Suggestion

After the analysis of this textbook 'BRIGHT', the researcher would like to give suggestions for the teacher and also the textbook writer/publisher. First for teacher, they should be aware of what kind of textbook which is most suitable with their need. Since the process of teaching and learning depend on the curriculum, the teacher should be selective and careful to choose the most suitable textbook which covers the curriculum aims. The selected textbook should support the curriculum to achieve the instructional objectives.

For the textbook writers/publishers, they have to apply the criteria in developing the materials. For this period of time, the materials should be in line with the 2013 English Standard Competence stated in the 2013 curriculum. Furthermore, the writers/publishers should be able to serve the high quality textbook which is able to fulfill all of the indicators, topics, language features, text structure and the social functions related to the competences.

For the textbook writer of 'BRIGHT', they should concern more in conducting questions related to sub-competences understanding the texts. In order to be able to cover all the indicators stated in the sub-competences.

In addition, for further research, the researcher hopes that in the future there will be another research regarding to analyze textbook with the 2013 Curriculum. The next researchers can conduct their research for the same textbook but focus on the activities in second semester. Otherwise, they can conduct research for another textbook with different grade.

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