

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter will present about the result of research as problem of study stated in chapter 1 completely provides its discussion, including of; the appropriateness between instructional material written in workbook TALENTHA and the indicator stated in the KTSP Curriculum for junior high school.

#### **4.1 The appropriateness between instructional material written in the English workbook TALENTHA and indicators stated in the KTSP curriculum for junior high school**

The English workbook TALENTHA consists of such instructional material below:

- a. Transactional / Interpersonal Text:
  - Expressing Asking Opinion
  - Expressing Giving Opinion
  - Expressing Like
  - Expressing Dislike
  - Expressing of Asking Clarification
  - Expressing of Giving Clarification
  - Expressing of Asking for Fact
  - Expressing of Giving for fact
- b. Monolog Text
  - Descriptive
  - Procedure

And also consist of four skills (Actional Competence)

- Listening
- Speaking
- Reading
- Writing

For the complete data of the English workbook TALENTHA contents, so below:

## UNIT 5

### Think it's Healthy

KTSP Curriculum	THALENTA	Unit	Score	The appropriateness
<b>Listening</b>  7.2 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi dan merespon secara interpersonal.	<b>Listening</b>  7.2 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, dan merespon secara interpersonal.	5	3	Appropriate

8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.	8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.			
<b>Speaking</b>  9.2 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : memberi dan meminta pendapat, menyatakan suka dan tidak suka, meminta klarifikasi serta merespon secara interpersonal  10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan	<b>Speaking</b>  9.2 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : memberi dan meminta pendapat, menyatakan suka dan tidak suka, serta merespon secara interpersonal  10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan	<b>5</b>	<b>2</b>	<b>Fair Appropriate</b>

secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure	secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive			
<b>Reading</b>  11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.	<b>Reading</b>  11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.	<b>5</b>	<b>3</b>	<b>Appropriate</b>
11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedure.	11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive.			
11.3 Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive/ procedure dengan ucapan, tekanan dan intonasi yang berterima.	1.3 Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive dengan ucapan, tekanan dan intonasi yang berterima.			

<b>WRITING</b>	<b>WRITING</b>			
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<b>5</b>	<b>2</b>	<b>Fair Appropriate</b>
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedure.	12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.			

## **Discussion**

### **UNIT 5 Think It's Healthy**

#### **A. Listening**

From the basic competence 7.2 stated in KTSP Curriculum, we know that listening activity purposed to students be able to respond toward the instructional text about:

- |                  |                                 |
|------------------|---------------------------------|
| - Asking Opinion | - Expressing Like/Dislike       |
| - Giving Opinion | - Asking Clarification (unit 7) |

The researcher also finds the same indicators stated in TALENTHA (in the second Colum) about giving opinion, asking opinion, expressing like and dislike and asking for clarification. From this fact, we can conclude that indicator stated in TALENTHA to the indicator stated in KTSP curriculum.

But, let cross check the fact the instructional material as learning experience written in THALENTA, THALENTA leads students to listen their teacher that reads the transactional text between Jasmine and Brenda in the task 1 and then they asked to answer question as follow:

- a. Expression of asking opinion.

The expression of asking opinion in the work book contained in the dialogues between Jasmine and Brenda in page 4, task 1 dialogue number 3.

- i. *Jasmine : Yes, I do. What do..... My painting?*

The possible answer of question above is “your opinion about”. From this question, students to identify the expression of asking opinion in the transactional text.

b. Expression of giving opinion.

The expression of giving opinion in the work book contained in the page 4, task 2, and question number 4.

i. *What does jasmine think about Brenda's Painting?*

The possible answer from question above is “Jasmine think its really good”. From this question, students identify the expression of giving opinion in the transactional text.

c. Expression of like or dislike.

The expression of like or dislike in the work book contained in the page 5, task 5, the first sentence.

i. *Most of people like .... to keep their health. Some of them also do sport because of hobby.*

The possible answer from question above is “sport”. From this sentence, students express his/her feeling about something.

From the basic competence 8.2 stated in KTSP Curriculum, we can find point of basic competence in page 5, task 5, in monologue text (descriptive).

There are some questions proofs the indicator. However, in the listening activity used demonstration text exactly the same techniques could be applied when using a text for listening. (Doff, Andrian. *Teach English*. 203). Those, the author maybe written some question in order to students get the main idea supporting idea and so on that usually applied in listening activity using a text.

After performing the activity, the last instruction of listening activity is student asked to read the text they have just heard. Unfortunately, the author maybe used the instruction of read not perform orally that will lead student not to read the dialogue, because the activity is listening not reading. Comparing to the indicator that student hopes to response the expression of asking or giving opinion, expression like or dislike and give response to descriptive text. So that, the dialog must be performed orally in front of the class or without reading the text.

However, the researcher braves to give score 3. Means appropriate because the author has guided student to achieve the indicator in the some question above.

## **B. Speaking**

This activity as stated in KTSP curriculum purposed to student hoped to be able to speak or making conversation orally about asking and giving opinion, like and dislike opinion and speaking or making orally in the descriptive text.

The indicator stated in TALENTHA also states the same indicator. But, the researcher here will analyze the instructional material, either it reflects the indicator or not.

TALENTHA leads students to make a dialog or transactional text about expressing opinion and like/dislike in a group by choosing the topics, each topic recognized well, because they are possible to happen in daily conversation. And then they practice the dialog.

But, in the indicator 10.2 in the KTSP curriculum written “*menyebutkan fungsi komunikatif teks yang didengar dan menyebutkan ciri kebahasan teks yang didengar*”, this indicator also written in workbook TALENTHA. But in the workbook contain, there are nothing instruction support.

The researcher braves to gives score 2; it means “fair appropriateness”. Because of there is an inconsistency between the content of the indicator workbook.

### **C. Reading**

Let me first to analyze the appropriateness both indicator, between KTSP curriculum and TALENTHA in this term of reading activity unit 5. The researcher finds all point of KTSP Curriculum that it is found in TALENTHA indicator. So the researcher regards that in this reading activity there is appropriateness between both indicators because of all point there is appears in instructional material of TALENTHA work book.

### **D. Writing**

This activity needs interaction between teacher and student for consulting student work in order to get the good result of descriptive text. The indicator of

KTSP curriculum in this activity of writing unit 5 is adopted well in TALENTHA.

The researcher regards the Appropriateness between both indicators.

## UNIT 6

### May I Help You

KTSP Curriculum	TALENTA	Unit	Score	The appropriateness
<b>Listening</b>	<b>Listening</b>			
7.1 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi jasa , meminta dan memberi barang serta meminta dan memberi fakta	7.1 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi jasa , meminta dan memberi barang	6	3	Appropriate
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan			

lingkungan terdekat	lingkungan terdekat			
8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.	8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.			
<b>Speaking</b>  9.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : memberi dan meminta jasa, meminta dan memberi barang, serta meminta dan memberi fakta.	<b>Speaking</b>  9.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : memberi dan meminta jasa, meminta dan memberi barang.	<b>5</b>	<b>1</b>	<b>Less Appropriate</b>
10.1 Mengungkapkan makna yang terdapat dalam teks lisan	10.1 Mengungkapkan makna yang terdapat dalam teks lisan			

<p>fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat ragam dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat ragam dan berterima untuk berinteraksi dengan lingkungan terdekat</p>			
<p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</p>	<p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive</p>			

<b>Reading</b>	<b>Reading</b>			
11.1Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.	11.1Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.	5	3	<b>Appropriate</b>
11.2Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedure.	11.2Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive.			
11.3Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive dengan ucapan, tekanan dan intonasi yang berterima	11.3Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive dengan ucapan, tekanan dan intonasi yang berterima.			

<b>WRITING</b>	<b>WRITING</b>			
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.	<b>5</b>	<b>3</b>	<b>Appropriate</b>
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedure.	12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.			

## **Discussion**

### **UNIT 6 May I Help You?**

#### **1. Listening**

From the indicator stated in first column for KTSP Curriculum and second column for TALENTHA, the researcher finds the same statement of indicator that this activity of listening has indicator that may be translated as: *student be able to respond well toward the expression of: asking and giving help, asking and giving something and asking and giving fact (unit 7).*

But, the discussion is not enough until here to judge the appropriateness, because the researcher needs to cross check the analysis of instructional material or learning experience stated in TALENTHA whether reflects the indicators above or not.

- a. The activity of listening performed in task 2 up to 7 (see page 21-23), that students have performed the two activities before consists of warming up question and checking pronunciation.
- b. In task 2, 4 and 6, students asked fill in the blanks while the teacher is reading the text.
- c. Students then asked to practice the dialogs with partner.
- d. In task 2, 4 and 6, students study the four expressions, and then they read them aloud. There is also the expression asking and giving help and asking and giving something.

From the instructional material, the researcher still has not been found yet the meaning of indicator *student is able to respond*. So, the researcher judges that in this activity of listening unit 6, TALENTHA appropriate the KTSP Curriculum.

## **2. Speaking**

The researcher still finds the same based competence 9.1 and 10.1 in both column of KTSP Curriculum and TALENTHA, that at least means student be able speak or communicative orally in transactional text expressing asking and giving help, asking and giving something and asking and giving fact (unit 7).

And supported by the instructional materials in the workbook, which students asked to make a dialogue again, that actually this activity includes of writing activity because they perform in writing a text and teacher gives score of it. But it will be natural communication when students make conversation orally and directly practice without any worrying of writing score, but teacher only need to give score for the dialog practicing. The activity of making dialog in written may be purposed to make easy Indonesia students in performing their speaking, as their controller text.

But based competence 10.2 “mengungkapkan makna dalam monolog pendek sangat sederhana, dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive” not found in contain of workbook. There is nothing descriptive text in unit 6.

So the researcher regard this part score 1. It means “Less Appropriateness”. Because of there is inconsistency between based competence and content of workbook TALENTHA for speaking activity.

### **3. Reading**

Let me first to analyze the appropriateness both indicator, between KTSP curriculum and TALENTHA in this term of reading activity unit 6. Now, let me check the instructional material written in the TALENTHA.

- 1) The instructional material in this reading activity, started by reading the question first, in order to get easy understanding to find out the general information (topic and main idea). Then, student read the text. Next student answer the question.
- 2) The next activity, student usually ask to identify the generic structure of the text.
- 3) Finally, student asked to find another description text from various source.

Those make the researcher regard “appropriateness” in this reading activity of workbook TALENTHA.

### **4. Writing**

This activity needs interaction between teacher and student for consulting student work in order to get the good result of descriptive text. The indicator of

KTSP curriculum in this activity of writing unit 5 is adopted well in TALENTHA.

The researcher regards the Appropriateness between both indicators

## UNIT 7

### **Could You Repeat, Please?**

KTSP Curriculum	TALENTA	Unit	Score	The appropriateness
<b>Listening</b>	<b>Listening</b>			
7.1 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi fakta	7.1 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi fakta	6	3	Appropriate
7.2 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta klarifikasi.	7.2 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta klarifikasi			

8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat				
8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.	8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.				
<b>Speaking</b>  9.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi fakta.	<b>Speaking</b>  9.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi fakta.	<b>5</b>	<b>3</b>	<b>Appropriate</b>	
9.1 Mengungkapkan makna dalam	9.1 Mengungkapkan makna dalam				

<p>percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta klarifikasi</p>	<p>percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta klarifikasi.</p>			
<p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.</p>	<p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.</p>			

<b>Reading</b>	<b>Reading</b>			
11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive.	11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dengan esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive.	5	3	<b>Appropriate</b>
11.3 Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive dengan ucapan, tekanan dan intonasi yang berterima	11.3 Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk descriptive dengan ucapan, tekanan dan intonasi yang berterima.			
<b>WRITING</b>	<b>WRITING</b>			
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	5	3	
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa	12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa			

tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.	tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.			
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## **Discussion**

### **UNIT 7 Could You Repeat, Please?**

#### **1. Listening**

From the basic competence 7.1 and 7.2 stated in KTSP Curriculum, we know that listening activity purposed to students be able to respond toward the instructional text about:

- |                                    |                             |
|------------------------------------|-----------------------------|
| - Asking Help (unit 6)             | - Giving Help (unit 6)      |
| - Asking Something (unit 6)        | - Giving Something (unit 6) |
| - Asking Fact                      | - Giving Fact               |
| - Asking Opinion (unit 5)          | - Giving Opinion (unit 5)   |
| - Expressing Like/Dislike (unit 5) | - Asking Clarification      |

The researcher also finds the same indicators stated in TALENTHA (in the second Colum) about asking and giving fact and asking for clarification. From

this fact, we can conclude that indicator stated in TALENTHA to the indicator stated in KTSP curriculum.

But, let cross check the fact the instructional material as learning experience written in THALENTA, THALENTA leads students to listen their teacher that reads the transactional text between Dika and Wildan in the task 2 and then they asked to answer question as follow:

### 1. Expression of asking fact.

The expression of asking opinion in the work book contained in the dialogues between Dika and Wildan in page 41, task 2

- *Dika : yes, he did. How do you ...?*

The possible answer of question above is “knew”. From this question, students to identify the expression of asking fact the transactional text.

### 2. Expression of giving fact.

The expression of giving opinion in the work book contained in the page 4, task 2, and question number 4.

- *Wildan : I saw your uncle and your aunt .... On the street yesterday*

The possible answer from question above is “”. From this question, students identify the expression of giving fact in the transactional text.

### 3. Asking Clarification

The expression of giving opinion in the work book contained in the page 42, task 7,

From the basic competence 8.2 stated in KTSP Curriculum, we can find point of basic competence in page 42, task 6, in monologue text (procedure).

There are some questions proofs the indicator. However, in the listening activity used demonstration text exactly the same techniques could be applied when using a text for listening. (Doff, Andrian. *Teach English*. 203). Those, the author maybe written some question in order to students get the main idea supporting idea and so on that usually applied in listening activity using a text.

After performing the activity, the last instruction of listening activity is student asked to read the text they have just heard. Unfortunately, the author maybe used the instruction of read not perform orally that will lead student not to read the dialogue, because the activity is listening not reading. Comparing to the indicator that student hopes to response the expression of asking or giving opinion, expression like or dislike and give response to descriptive text. So that, the dialog must be performed orally in front of the class or without reading the text.

. From the basic competence 8.2 stated in KTSP Curriculum and TALENTHA, the researcher finds the same statement of indicator that this

activity of listening has indicator that may be translated as *Student are able to respond monolog text* : Procedure orally with:

- ii. Finding out the general information (topic and main idea)
- iii. Finding out the specific information
- iv. Finding out details information
- v. Retelling the text based on the generic structure given.

But, let the researcher analyses the instructional material in listening activity written in TALENTHA, as follows:

- a. The students listen to their teacher that will read some brief procedure text. Students do not allowed to open their book, but they must guess what it is.

This activity lead students to guess the meaning of words, and it is appropriate to the indicator stated in KTSP Curriculum above.

- b. Students listen to the other text of procedure read their teacher while they are filling in the blank.

This activity appropriate to the indicator completing cloze passage above

- c. Students will listen again to find the specific information by answering the question. But they brought to understand the question first.

- d. Students will listen again to find out the detail information by answering the list of questions, but they asked to understand the question first.

This one alternates the note taking above, because performing this activity will find the detail information about the text that will produce the same result with the activity of note taking.

- e. Finally, students lead to listen once again to check their answer, and then they asked to retell by their own word.

From the explanation above, the researcher braves to judge that the instructional material written in TALENTHA for listening activity in unit 7 appropriates well to the indicator stated in KTSP Curriculum.

## **2. Speaking**

The researcher still finds the same indicator in both column of KTSP Curriculum and TALENTHA, that at least means student be able speak or communicative orally in transactional text expressing asking and giving help (unit 6), asking and giving something (6) and asking and giving fact.

And supported by the instructional materials in the workbook, which students asked to make a dialogue again, that actually this activity includes of writing activity because they perform in writing a text and teacher gives score of it. But it will be natural communication when students make conversation orally and directly practice without any worrying of writing score, but teacher only need to give score for the dialog practicing. The activity of making dialog in written may be purposed to make easy Indonesia students in performing their speaking, as their controller text. Those teachers must consider of giving score.

However, the researcher finds the appropriateness between both indicator of KTSP Curriculum and TALENTHA.

### **3. Reading**

Let me first to analyze the appropriateness both indicator, between KTSP curriculum and TALENTHA in this term of reading activity unit 7.

The researcher finds one point of KTSP Curriculum and TALENTHA based competence that it is not found in TALENTHA content. It is “*membaca nyaring bermakna teks fungsional pendek berbentuk procedure dengan ucapan, tekanan dan intonasi yang berterima*” or usually call it *Reading Aloud*, while the indicator can be said appropriate, such as:

- a) Identifying the ideational meaning of the text as: main idea, supporting ideas, and details. Those stated in KTSP Curriculum indicator:
  - vi. Finding out the general information (topic and main idea)
  - vii. Finding out the specific information
  - viii. Finding out the details information
- b) Identifying rhetoric structure (interpersonal) of procedure text, stated in KTSP Curriculum indicator by: identifying generic structure and language features

Now, let me check the instructional material written in TALENTHA:

1. The instructional material in this reading activity started by reading the question first, in order to get easy understanding to find out the ideational meaning as stated above. Then, students read the text (but, there is no

instruction ‘Read Aloud’ , even in each procedure text). Next, students answer the question.

2. The next activity, students usually asked to identify the generic strure of the text.
3. Finally, student asked to find another procedure text from various sources.

The researcher still does not find the instruction of reading aloud above.

Reading aloud has many advantages such as:

- ix. Students read text as what they understand about how to pronounce and how far they understand the text. From this activity, teacher will lead them how to read the text as its function, and of course teacher will correct when students pronoun badly
- x. This activity will control the classroom. While one of students is reading aloud the text, the other students keep listening to her/him and identifying the difficult word

Those make the researcher regards that in this reading activity there is ***poor appropriate*** between both based competences because of there is no reading aloud appears in instructional material TALENTHA for reading activity.

#### **4. Writing**

This activity needs interaction between teacher and student for consulting student work in order to get the good result of descriptive text. The indicator of KTSP curriculum in this activity of writing unit 7 is adopted well in TALENTHA. The researcher regards the Appropriateness between both indicators

## 4.2 Recapitulation of the Score

From those stated in the table and proved in the discussion above, now the researcher will take the final result of the problem about the appropriateness between based competence stated in TALENTHA and instruction material written in TALENTHA used the interval score:

- <9 = Inappropriate
- 10-18 = Poor / Less Appropriate
- 19-27 = Fair Appropriate
- 28-36 =Appropriate

N	F
<b>Unit 1</b>	
Listening	3
Speaking	2
Reading	3
Writing	2
<b>Unit 2</b>	
Listening	3
Speaking	3
Reading	1
Writing	3
<b>Unit 3</b>	
Listening	3
Speaking	3
Reading	1
Writing	3
<b>12 Item</b>	<b>30</b>

As stated in the Data Analysis (Chapter III), score 30 includes on interval 29 – 36, so that English workbook TALENTHA Fair Appropriate to KTSP Curriculum.