

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher will present the research findings based on the result of data analysis. They will be presented based on the theory that the researcher use to clarify the findings.

A. General Description of the Subject

1. Profile of SMPN 33 Surabaya

SMPN 33 Surabaya is one of the favorite Junior High School, located in West Surabaya. SMPN 33 Surabaya precisely located on Jl. Putat Gede Selatan No. 8 Surabaya. It is very strategic place, close to the Graha Family Housing which access directly to get to the Gresik Regency. The area is very quiet and comfortable due to it is surrounded by the Government Tax Office and the office complex of Graha Family.

2. Vision and Missions of SMP N 33 Surabaya

SMPN 33 Surabaya was a school which has vision and missions based on faith, moral regulations and international science approach.

The visions of SMPN 33 Surabaya:

- a. To enable students' competencies in knowledge, science, and information technology
- b. Mastering national and international standard teaching learning process.

- c. To be able to communicate actively in English.
- d. Mastering national and international standard information and communication technology.
- e. Implementing effective learning and guiding to make every student develop optimally their own potential.
- f. Maintaining an effective partnership between parents, community, and school environments.
- g. Reaching national and international standard achievements.

The missions of SMPN 33 Surabaya

- a. To be able to produce moral graduates.
- b. To be able to produce students who can compete in the International scene.

3. Special Program (Bilingual Class)

Bilingual class is a special class for the student who has good intelligence and good performance in academic ability. This class is a special class which is different from regular class. It was established in 2010. The difference between bilingual class and regular class is, the bilingual class used national and some international textbooks from Singapore such as, physics, chemistry, and biology. The textbooks were presented in English. So, the students must learn each subject in English.

The eighth grade of the bilingual class still consists of 38 students like the regular. The bilingual class in this school has the same right to get free tuition,

except for buying some text books mentioned above. But all of them have special qualifications such as:

- a. The average score of national examination is at least 8,00
- b. The average score of the bilingual class test is at least 7,80. Lesson tests included English, Mathematics, and Science.
- c. Students who got good score in the psychological test.

4. Facilities of Education

- a. AC in every classroom.
- b. Strategic location Bukit Darma Golf, far away from main road.
- c. LCD in every classroom.
- d. Language laboratory of English
- e. Computer Laboratory.
- f. Scanner as correction tools.
- g. Library.
- h. Mosque.
- i. Timer program.

5. Extracurricular

In SMPN 33 Surabaya, there are many kinds of extracurricular provided to develop students' potential

- a. ETC (English Conversation Club).
- b. ETC (English training Club).
- c. English Camp.
- d. Basket Ball
- e. Swimming
- f. Chorus
- g. Style Band
- h. Foot Ball
- i. Volley Ball

B. Research Finding

The finding of this study is based on the research problems that are stated in the statement of the problem.

- 1. The relevance of the reading materials in functional texts in *BSE-Scaffolding* to reading materials based on in standard competence and basic competence on *KTSP*.**

In this case, explanation of reading materials that should be taught to students based on standard competence and basic competence were observed both by the

English teacher and the researcher. The observation is expressed in the form of the table below;

Table 4.1

Observation Sheet

Reading Materials Based on Standard competence	Reading Materials Based on Basic Competence	Reading Material Based on <i>BSE-Scaffolding</i>
<p>The First Semester Understand the meaning of written text and functional text of descriptive and recount text with regard to the surrounding environment.</p>	<p>The First Semester To respond the meaning contained simple short monolog accurately, fluently, and thankful to interact with surrounding environment in the form of descriptive and recount text.</p>	Unit 1 Functional text: Descriptive Text
		Unit 2 Functional text: Descriptive Text
		Unit 3 Functional text: Descriptive Text
		Unit 4 Functional text: Recount Text
		Unit 5 Functional text: Recount Text
<p>The Second Semester Understand the meaning of written text and functional text of narrative and recount text with regard to the surrounding environment</p>	<p>The Second Semester To respond the meaning contained simple short monolog accurately, fluently, and thankful to interact with surrounding environment in the form of narrative and recount text</p>	Unit 6 Functional Text: Recount Text
		Unit 7 Functional Text: Narrative Text
		Unit 8 Functional Text: Narrative Text
		Unit 9 Functional Text: Narrative Text

From the data above, it appears at the glance that the reading materials which were arranged in *BSE-Scaffolding* are relevant enough to reading materials which are

recommended in standard competence and basic competence in the curriculum. However, the appropriateness of reading materials in that text book still needs to be analyzed especially for the quality of each functional text. The explanation in each functional text in each chapter should be deal with students' need.

2. The appropriateness of reading materials in functional texts in *BSE-Scaffolding* to the students' need.

To complete results of the research on the first point, the English teacher at SMPN 33 had been asked as a validator based on her experience in teaching the students since from they were in the seventh grade up to eight grade. She was using the same text book when she taught regular or bilingual classes. The instrument as an indicator variable had been set up to give assessment for short functional texts in each chapter.

The English teacher was given assessment indicator as in table 4.2, 4.3, and 4.4. Some questions were answered by her related to reading materials contained in *BSE-Scaffolding*. Reading materials had been assessed by the English teacher were functional texts, which consist of descriptive text, recount text, and narrative text.

Table 4.2

Descriptive assessment

No.	Assessment Subject	Tick Yes or No
1	Understand the descriptive texts are factual texts that classify and describe the way things are.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Select appropriate text type based on purpose.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3	Use structure appropriate to subject, topic, and audience.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4	Tell reader about the subject with facts grouped through paragraphing	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

	and/or under headings.		
5	Begin descriptive with an opening general statement about the subject.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
6	Continue to describe the subject with facts or opinions supported by facts.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7	Classified information under headings.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8	Conclude with a summary statement.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Linguistic character of Descriptive Text.			
9	The descriptive text uses Present Tense	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
10	The descriptive text uses various adjectives that have functions for describing, numbering and classifying, for example: <i>two strong legs, sharp white fangs, etc</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
11	The descriptive text uses relating verbs to give information about subject, for example: <i>my mum <u>is</u> really cool, it has very thick fur, etc.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
12	The descriptive text uses thinking verb (e.g. believe, think, etc.) and feeling verb (e.g. feel, etc.) to reveal the researcher's personal views about the subject. For example: <i>the police <u>believes</u> the suspect is armed, I <u>think</u> it is a clever animal, etc.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13	The descriptive text uses adverbs to give information about adjective. For example: <i>it is <u>extremely</u> high, it runs <u>definitely</u> past, etc.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Form the assessment above, the researcher calculated the percentage of validity of reading materials in *BSE-Scaffolding*. The percentage calculation uses a calculation model as follows:

$$R = \frac{A}{A+D} \times 100\%$$

$$R = \frac{10}{10+3} \times 100\%$$

R = 76%

R = Percentage of Agreement

A = Agreement of the validator

D = Disagreement of the validator

The assessment from the English teacher in SMPN 33 Surabaya was explained base on the percentage. Descriptive text in this text book was quite relevance, because it only covered about 76%. Therefore the English teacher sometimes searches reading materials from other sources which has more complete explanation.

Disadvantages in the text book for descriptive text are the lack of supported opinion in each sentence. There were a few examples for supported opinion for the students. Second, there is no information under heading which can attract students' interest in reading text. Third, the text book lack of opening general statement described a text, so that the text contained the descriptive text in this book seems monotonous. The images presented are also too common. They are only talking about Indonesian culture. It seems only translation from Indonesian to English. We must remember that when we learn a language, then automatically we are also studying the culture, so it is better for the researcher of these book present images related to the area of origin of the foreign language to be described.

Table 4.3

Recount Assessment

No.	Assessment Subject	Tick Yes or No	
Uses recounts appropriately.			
1	Understand the purpose of recounts.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2	Identify the structure of recounts.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Writes well-structured recounts.			
3	Include an orientation that introduces who, what, when, and where.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4	Include logically sequences events.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5	Use cohesive paragraphs to describe each event in the series.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
6	Include a reorientation to sum up and conclude recount.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7	Identify and uses appropriate visual text.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Uses appropriate language features of recount.			
8	Use proper nouns, common nouns and pronouns appropriately.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
9	Use adjectives and groups of words to describe nouns.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
10	Use words that link events and indicate passing of time.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
11	Use conjunction to create more complex sentences.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
12	Include reported and quoted speech.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13	Use past tense.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14	Write in either first or third person	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Linguistic character of recount Text.¹			
15	The recount text uses past tense.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
16	Frequents use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as, etc.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
17	Recounts describe events, so plenty of use is made of verbs (action	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

¹ English Online, "Recount" (<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Recounts>, accessed on June, 29 2013)

	words), and of adverbs (which describe or add more detail to verbs).		
18	Details are often chosen to add interest or humor to the recount.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
19	Use of personal pronouns.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
20	The passive voice often used.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
21	The recount has a title, which usually summaries the text.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
22	It uses specific participants.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
23	Details are selected to help the reader reconstruct the activity or incident (factual recount).	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
24	The ending may describe the outcome of the activity.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
25	Details of time, place, and incident need to be clearly stated.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
26	Descriptive details may also be required to provide information. Example: he was a skinny boy with a blue shirt, red sneakers and long tied back hair (factual recount).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Form the assessment above, the researcher calculated the percentage of validity of reading materials in *BSE-Scaffolding*. The percentage calculation uses a calculation model as follows:

$$R = \frac{A}{A+D} \times 100\%$$

$$R = \frac{20}{20+6} \times 100\%$$

R = 77%

R = Percentage of Agreement

A = Agreement of the validator

D = Disagreement of the validator

The English teacher as the validator found the recount texts in the *BSE-Scaffolding* is relevant enough because it is only covers about 77%.

Disadvantages of this book for recount text are lack of reported speech on each sentence. We must remember that the function of recount text is to report on the events that come from one's words. So, it is better also explained the reported speech before entering the discussion of the genre. There are a few conjunctions in each text. The conjunction here will teach the students how to arrange the complex sentence. The complex sentence should be taught both regular and bilingual classes. Every English teacher should be creative in teaching functional texts based on *BSE-Scaffolding*. The school policy had recommended this book because the price is affordable for students.

Table 4.4

Narrative Assessment

No.	Assessment Subject	Tick Yes or No
Selects and uses appropriate narratives for specific purpose.		
1	Explain the difference between factual and fictional texts.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Know the purpose of different types of fiction.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3	Identify the audience the writing	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4	Explain the relationship between context, audience, and text.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

5	Know that narrative can be written from different perspective.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Writes well-structured narratives			
6	Include an orientation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7	Include a complication and series of events.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
8	Include a resolution.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
9	Include an appropriate reorientation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
10	Write logically sequenced, cohesive narrative.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
11	Identify and uses appropriate visual	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	text.		
Use appropriate language features of fiction in narrative form.			
12	Write clearly using correct sentences structures.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13	Use descriptive writing to establish plausible characterization.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14	Use descriptive writing to establish setting and mood.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
15	Use appropriate grammatical features.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
16	Use direct speech appropriately.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
17	It has varies sentence beginnings.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
18	Maintain appropriate tenses.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Use appropriate strategy to plan and write narratives.			
19	Arrange events in a logical sequence.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
20	Expand notes into well structured sentences and/or paragraphs.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
21	Proofread and edit text carefully.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
22	Use story maps etc. To plan plot development.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Form the assessment above, the researcher calculated the percentage of validity of reading materials in *BSE-Scaffolding*. The percentage calculation uses a calculation model as follows:

$$R = \frac{A}{A+D} \times 100\%$$

$$R = \frac{18}{19+3} \times 100\%$$

$$R = 82\%$$

R = Percentage of Agreement

A = Agreement of the validator

D = Disagreement of the validator

The English teacher as the validator found the narrative text in the *BSE-Scaffolding* is relevant by covering 82%.

Disadvantage of this book for narrative is lack of explanation of the various types of texts included in the narrative text. Students only know about fairy tales. The fairy tales are talking about Indonesian culture so students do not introduce the culture from the foreign language.

3. Improving students' reading skill after learning reading materials in *BSE-Scaffolding*.

To know the increasing, the researcher takes the data documentation from students' reading value in the first and second semester in each chapter. The value will show in the tables as follows:

Table 4.5

Scoring List

Class VIII G Bilingual		Descriptive Text		
NO	Students Name	VD	VD	VD
		1	2	3
1	Aldi Yustisia Supriatna	90	90	90
2	Aldyansyah Priyo Utomo	90	90	93
3	Alfianda Cahya Mubin	90	90	100
4	Ami Pratiwi	84	88	90
5	Ananda D P	86	90	100
6	Audrey Lintang Apsari	86	84	90
7	Bagus Akhmadi	88	90	100
8	Bima Satya Pratama	88	86	84
9	Charina Ayu Deviyanti	90	84	90
10	David Refandy	89	84	89
11	Denela Patrycia Sahertian	86	88	90
12	Dhea Fitri Tianto Permata	88	84	100
13	Diah Ayu	96	86	90
14	Dwi Bagaskara	84	80	80
15	Fatkul Mubin Choiriyah	83	89	90
16	Fitri Ubaidillah	87	89	91
17	Herinda Tia Lestari	83	83	84
18	Karina Jauharotul Muti'ah	90	90	88
19	Kinanti Elok Putri	100	97	94
20	Kirana Ragilia Wulandari	85	88	89
21	Lina Tri Maulida	87	89	84
22	M Rafi	91	94	89
23	Mega Aprilia	98	98	100
24	Nabila O	87	89	90
25	Pramudya Sabdo S D	90	92	90
26	Putu Fahriyan Perdana	90	89	88
27	Reginda Prahdiyan	94	96	90
28	Renda Stary Anjani	87	88	93
29	Risva Eka Pratiwi	82	80	80
30	Safitri Nur Fadila	82	86	87
31	Saprila Nur Fadila	87	94	96
32	Slyviandina Ramadhani	100	98	90
33	Sri Mulyaningrum	93	95	90
34	Vivi E	90	89	90
35	Vynda Myllariza	92	95	90
36	Vyndi Myllazari	92	94	80

37	Yolanda Virginia	95	87	90
38	Yusdin K	80	78	80
Total Avarage Score		87,3	87,7	87,9

Table 4.6

Scoring List

Class VIII G Bilingual		Recount Text		
NO	Students Name	VR 1	VR 2	VR 3
1	Aldi Yustisia Supriatna	100	85	90
2	Aldyansyah Priyo Utomo	85	88	93
3	Alfianda Cahya Mubin	84	86	86
4	Ami Pratiwi	100	88	90
5	Ananda D P	88	90	100
6	Audrey Lintang Apsari	88	88	90
7	Bagus Akhmadi	90	90	100
8	Bima Satya Pratama	84	86	84
9	Charina Ayu Deviyanti	90	90	90
10	David Refandy	88	86	88
11	Denela Patrycia Sahertian	88	90	90
12	Dhea Fitri Tianto Permata	90	90	100
13	Diah Ayu	90	90	90
14	Dwi Bagaskara	80	78	80
15	Fatkul Mubin Choiriyah	86	86	90
16	Fitri Ubaidillah	88	88	90
17	Herinda Tia Lestari	88	86	90
18	Karina Jauharotul Muti'ah	88	80	80
19	Kinanti Elok Putri	100	100	94
20	Kirana Ragilia Wulandari	88	88	89
21	Lina Tri Maulida	86	88	90
22	M Rafi	90	90	88
23	Mega Aprilia	98	98	100
24	Nabila O	87	89	90
25	Pramudya Sabdo S D	88	80	78
26	Putu Fahriyan Perdana	90	89	88
27	Reginda Prahdiyan	94	96	90
28	Renda Sary Anjani	87	88	93
29	Risva Eka Pratiwi	80	78	94
30	Safitri Nur Fadila	82	86	87
31	Saprila Nur Fadila	87	94	96

32	Slyviandina Ramadhani	100	98	90
33	Sri Mulyaningrum	93	95	90
34	Vivi E	90	89	90
35	Vynda Myllariza	92	95	90
36	Vyndi Myllazari	92	94	80
37	Yolanda Virginia	95	87	90
38	Yusdin K	80	78	80
Total Avarage Score		85,1	86,3	86,5

Table 4.7

Scoring List

Class VIII G Bilingual		Narrative Text		
NO	Students Name	VN 1	VN 2	VN 3
1	Aldi Yustisia Supriatna	90	85	90
2	Aldyansyah Priyo Utomo	88	90	92
3	Alfianda Cahya Mubin	80	88	90
4	Ami Pratiwi	100	100	90
5	Ananda D P	100	90	100
6	Audrey Lintang Apsari	84	88	90
7	Bagus Akhmadi	88	84	100
8	Bima Satya Pratama	86	86	84
9	Charina Ayu Deviyanti	92	90	90
10	David Refandy	88	90	88
11	Denela Patrycia Sahertian	84	90	90
12	Dhea Fitri Tianto Permata	88	100	100
13	Diah Ayu	88	92	88
14	Dwi Bagaskara	80	80	76
15	Fatkul Mubin Choiriyah	80	80	84
16	Fitri Ubaidillah	86	88	84
17	Herinda Tia Lestari	88	86	90
18	Karina Jauharotul Muti'ah	88	80	80
19	Kinanti Elok Putri	100	100	94
20	Kirana Ragilia Wulandari	84	88	92
21	Lina Tri Maulida	84	90	88
22	M Rafi	88	84	88

23	Mega Aprilia	96	100	100
24	Nabila O	80	84	90
25	Pramudya Sabdo S D	78	76	80
26	Putu Fahriyan Perdana	88	86	84
27	Reginda Prahdiyan	90	80	82
28	Renda Sary Anjani	88	84	80
29	Risva Eka Pratiwi	80	78	88
30	Safitri Nur Fadila	80	84	80
31	Saprila Nur Fadila	90	90	82
32	Slyviandina Ramadhani	90	80	80
33	Sri Mulyaningrum	90	85	80
34	Vivi E	90	85	82
35	Vynda Myllariza	90	88	90
36	Vynda Myllazari	90	88	80
37	Yolanda Virginia	90	90	90
38	Yusdin K	80	80	76
Total Avarage Score		85,3	85,8	85,0

From the average value of the bilingual class, we can understand that their values are relatively stable. There is no any value under the average value which is determined by the school policy, less than eighty. The increasing in the average values in each chapter are not much different. It means that almost all students can be done the examination easily. When the researcher asked the English teacher, she said that actually the materials in that text book are too easy for them.

Table 4.8

Scoring List

Class VIII A Regular		Descriptive		
NO	Students Name	VD	VD	VD
		1	2	3
1	Adinda Sukma	78	80	80
2	Aldo Nova P	76	76	80
3	Alfatikha Permata Nuraini	80	82	80
4	Amaynia Anggun Rosita	78	76	78
5	Anita Krisna	80	80	80
6	Audila Saprilia B.P.	82	80	78

7	Bagas Klana	78	86	84
8	Bunga Dianty Imawan	80	82	78
9	Cindy Nur Hidayah	96	98	100
10	Della Tasya Apella	80	78	80
11	Dhanita Wanda T	86	80	82
12	Dita Wahyu L	78	76	84
13	Eunika Anastasia	90	88	82
14	Farisa A	86	88	100
15	Fatwa Tiara Adella	84	80	82
16	Haidar Paramananda	80	78	80
17	Hizkia Rodeo Koho	80	78	80
18	Kevin Rian Damara	80	80	78
19	Lilis Ekawati	87	86	100
20	Lutfiah Virgita Budiani	80	78	80
21	M. Ridho Arif Baharudin	78	82	84
22	N. Paramitha Salsabila	80	78	82
23	Nabila Putri Ramdhani	84	85	84
24	Nur Qomaria Akhmad	80	82	88
25	Octafianie Merlinda Lorin L	82	80	100
26	Qoidharoh Febry hari K	78	80	82
27	Raudia Maharina S P	88	86	84
28	Restin Alfinda Zai	80	80	82
29	Rifina W	80	78	76
30	Rosdia Dewi Safitri	86	80	88
31	Sartika	80	80	78
32	Sherly Indriana L	80	80	82
33	Sultan M Z K	80	78	78
34	Tegar Novicara Abie	80	78	80
35	Vivi Puspita	80	80	80
36	Yohanes Hadi Saputra	78	78	80
37	Yonathan Joel K S	80	78	80
38	Zenilda Evelinawati	84	88	80
Total Avarage		79,4	79,1	80,9

Table 4.9

Scoring List

Class VIII A Regular		Recount		
NO	Students Name	VR	VR	VR
		1	2	3
1	Adinda Sukma	80	76	80
2	Aldo Nova P	77	80	80
3	Alfatikha Permata Nuraini	80	82	80

4	Amaynia Anggun Rosita	80	78	78
5	Anita Krisna	80	84	82
6	Audila Saprilia B.P.	82	80	90
7	Bagas Klana	80	86	84
8	Bunga Dianty Imawan	80	82	84
9	Cindy Nur Hidayah	90	92	90
10	Della Tasya Apella	82	80	80
11	Dhanita Wanda T	84	82	82
12	Dita Wahyu L	78	80	80
13	Eunika Anastasia	84	90	82
14	Farisa A	90	84	88
15	Fatwa Tiara Adella	84	80	82
16	Haidar Paramananda	80	78	80
17	Hizkia Rodeo Koho	80	78	80
18	Kevin Rian Damara	80	80	78
19	Lilis Ekawati	78	80	84
20	Lutfiah Virgita Budiani	80	80	82
21	M. Ridho Arif Baharudin	78	78	80
22	N. Paramitha Salsabila	80	78	82
23	Nabila Putri Ramdhani	80	82	82
24	Nur Qomaria Akhmad	80	82	84
25	Octafianie Merlinda Lorin L	80	78	100
26	Qoidharoh Febry hari K	80	78	82
27	Raudia Maharina S P	88	86	84
28	Restin Alfinda Zai	80	80	82
29	Rifina W	80	78	76
30	Rosdia Dewi Safitri	80	82	84
31	Sartika	82	80	80
32	Sherly Indriana L	78	76	82
33	Sultan M Z K	80	78	78
34	Tegar Noviara Abie	80	78	80
35	Vivi Puspita	78	82	80
36	Yohanes Hadi Saputra	80	82	80
37	Yonathan Joel K S	80	78	80
38	Zenilda Evelinawati	84	88	80
Total Avarage		78,9	78,9	80,1

Table 4.10

Scoring List

Class VIIIA Regular		Narrative		
NO	Students Name	VN	VN	VN
		1	2	3
1	Adinda Sukma	82	80	80
2	Aldo Nova P	80	82	80
3	Alfatikha Permata Nuraini	83	82	80
4	Amaynia Anggun Rosita	84	82	80
5	Anita Krisna	82	84	82
6	Audila Sapriia B.P.	80	90	90
7	Bagas Klana	90	100	100
8	Bunga Dianty Imawan	84	88	100
9	Cindy Nur Hidayah	90	92	100
10	Della Tasya Apella	82	94	100
11	Dhanita Wanda T	84	82	90
12	Dita Wahyu L	80	82	90
13	Eunika Anastasia	84	90	90
14	Farisa A	90	84	100
15	Fatwa Tiara Adella	90	80	100
16	Haidar Paramananda	80	80	82
17	Hizkia Rodeo Koho	80	82	80
18	Kevin Rian Damara	80	80	84
19	Lilis Ekawati	80	80	84
20	Lutfiah Virgita Budiani	80	80	84
21	M. Ridho Arif Baharudin	80	80	82
22	N. Paramitha Salsabila	82	80	84
23	Nabila Putri Ramdhani	80	82	82
24	Nur Qomaria Akhmad	80	82	84
25	Octafianie Merlinda Lorin L	80	82	100
26	Qoidharoh Febry hari K	80	80	82
27	Raudia Maharina S P	88	86	84
28	Restin Alfinda Zai	80	80	82
29	Rifina W	80	84	88
30	Rosdia Dewi Safitri	82	82	84
31	Sartika	82	80	90
32	Sherly Indriana L	80	80	82
33	Sultan M Z K	80	76	78
34	Tegar Noviara Abie	80	78	78
35	Vivi Puspita	78	82	80
36	Yohanes Hadi Saputra	80	82	80
37	Yonathan Joel K S	80	80	80
38	Zenilda Evelinawati	84	78	80
Total Avarage		80,1	80,8	84,1

From the average value of regular class, we can understand that students learn the reading materials good enough although some students' value almost under the average, which is seventy-five.

Based on the interview with the English teacher, reading materials in *BSE-Scaffolding* are quite relevant when they were taught in regular class. The students do not find any difficulties to understand the content.

The English teacher uses the communicative approach in teaching reading materials in the class with this book. Students can quite understand the reading materials because they get easy vocabulary in this text book. The texts are presented in Indonesian culture so that the students can easily understand the plot.

C. Discussion

Conformity curriculum with learning materials is essential to the success of students learning. *KTSP* is a curriculum which has been developed by the Ministry of National Education in Indonesia since 2006 and used widely in early 2009. *KTSP* is operational curriculum developed and implemented by each educational unit in this case is by schools². In this case each school is free to develop learning materials especially reading materials in English which are appropriate with the students' need in the school. The appropriateness is still based on *KTSP*. Each school is free to choose the textbook to be used even though the government regulations stated that the textbooks are available for the students at very affordable price.

² Republik Indonesia, "Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Bab I Pasal 1 Ayat (15).

The reading materials in the *BSE-Scaffolding* are relevance to reading materials are discussed in the standard competence and basic competence. But the relevance does not make the reading materials are appropriate wit students' need and terms of the presentation of a particular text in a textbook.

The researcher had given assessments indicator to the English teacher in SMPN 33 Surabaya to give assessment for materials in *BSE-Scaffolding*. The English teacher assessed for descriptive, recount, and narrative text. The results among the functional texts are different as described in research finding. This assessment will be used as a reference to determine textbook in next academic year. This assessment is also used as a discussion of school policy in determining learning materials for regular and bilingual classes.

In improving students reading skill, the researcher has used students' value in each functional text was tested on students. The increasing of value and the average will be analyzed based on the data documentation. The result is, there is a difference of understanding between regular and bilingual classes as described in the research finding. The difference should be a reference for the policy to open bilingual classes especially in preparing learning materials.