SOME DIFFICULTIES IN LEARNING READING BASED ON COMPETENCY-BASED CURRICULUM  
(A Case Study at Mts. Al-Ihsan Pamulang Tangerang)  

A “Skripsi”  
Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment of  
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Jakarta, 8th March 2006

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Finally, the writer realizes that this “skripsi” is not perfect. Therefore the writer would like to accept any contribute, criticism and suggestion that can make this “skripsi” better.

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(The writer)
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CHAPTER I
INTRODUCTION

A. Background of Study

Learning English as a second language as well as learning Bahasa Indonesia for the majority of students in Indonesia has been widely considered important to the national development. Trying to catch up and improve the qualities of education, especially in the field of language teaching, the government of Indonesia and the linguists have been doing some researches, but unfortunately no satisfactory improvement has been made. As Nuril Huda, the Professor of Second Language Acquisition at IKIP Malang, once said:

...for years effort have been made to improve the teaching of language in Indonesia, both Indonesian as a second language as well as English (in particular) as foreign language. Following a global trend in the field of language teaching, attempts have been made to change methods of teaching and revise curriculums and other aspects of instructions. And yet no satisfactory results have been achieved.¹

What Nuril Huda said above is not claptrap, but it is quite true. The fact says that aspect like method of teaching, curriculums, and other aspects, which should have been supporting teaching English skills, especially reading, have not been the solution for the teachers and students who run those activities even if those aspects have been again and again revised.

¹Nuril Huda, Language Learning and Teaching (Issues and Trends), (Malang: IKIP MALANG Publisher, 1999), p.ix
Now, our government has been applying Competency-Based Curriculum as revision of Curriculum 1994. The case that Nuril Huda told becomes a big challenge to people who are involved in education. The government as the policymaker, the school principal, the teacher and also the students have to proof whether they can implement this curriculum well or not, or it is only considered as a tradition of changing the curriculum.

To teach and learn reading using the newest curriculum that government proposed is not easy, therefore the teachers and the students themselves have to replace their old teaching-learning style with the new one. New concepts of teaching, which is formally used in our educational system, often confuse the teacher and the students. Both of them have to adjust the teaching-learning activities to the newest concepts unless they will be left behind. That is why the teacher has to work hard, otherwise the great expectations will trap him. In this case, the teacher faces some decisions to be made in order to provide fresh teaching learning atmosphere. Marianne Celce-Murcia once said, "Our conception of the teacher is someone faced with a great number of decisions to be made at every moment of classroom instruction. ...but decisions must be based on feel rather than knowledge."²

Reading itself is one of the very important skills that every student has to master. Learning reading skill has to gets a special attention more than other skills. Drs. H. Fauzi Bafadhal said as quoted by Selaparang; “reading is a mental activity to

²Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston, Heinle & Heinle Publisher, 1991), p.46
understand the meaning of symbols in various form; pictures codes and the movement that is pointed by the reading world is the studying act and the effective communication. Reading also means an active cognitive process that codes using graphic (letter) and phonic (sounds) information; but for fluent reader particularly, the language based semantic clues (meaning) and syntactic (grammar) seem far and away more than graphic and phonic clues.

Based on the explanation above, the writer tries to analyze the difficulties that students face in learning reading using the newest curriculum that government proposed. The writer also proposes some solutions to solve the problems based on the facts found.

B. Limitation and Formulation of the Study

To make the research runs more effectively, the writer limits the subject matter to some difficulties that the students face. The writer does the research at Junior High School (Mts) Al Ihsan Pamulang, Tangerang.

The formulation of the subject matter is “what are some difficulties faced by the students in learning reading using Competency-Based Curriculum?”

Based on the background, limitation, and formulation of study, the writer focuses his research on some students' difficulties in learning reading using Competency-Based Curriculum.

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S.W. Selaparang, Upaya Memasyarakatkan Buku, (Merdeka, 1987), p.57
C. Method of the Study

The writer does both library research and field research in order to get some valid data.

In library research, the writer searches some important information related to the subject matter by collecting the data from books, magazines, and some other resources.

In the field research, the writer does the research intensively at that school for about two months and observes the teaching learning activities intensively and gives some questionnaires and reading test to support the data. The writer also does an interview with the principle and English teacher at that school. The writer does a voice recording and some note taking directly while interviewing both of them.

D. Objectives of the Study

By doing this research, the writer wants to know some difficulties faced by the students in learning reading using Competency Based-Curriculum at MTs. Al-Ihsan Pamulang, Tangerang.

E. Significance of the Study

By doing this research, the writer expects this “skripsi” will describe honestly about the implementation of Competency-Based Curriculum at that school and the difficulties in learning reading using that curriculum and give significant inputs to the school principals, the English teachers and curriculum policymakers, especially at
MTs. Al-Ihsan. So that they can anticipate and know what should be done if they face the same cases.

F. Organization of the Writing

The writer divides this "skripsi" into four chapters.

Chapter One is Introduction. In this chapter, the writer describes the background of the study, limitation and formulation of the study, method of the study, objectives of the study, significance of the study, and organization of the writing.

Chapter Two is theoretical framework. In this chapter the writer describes the concepts of reading, kinds of reading, some problems involved in teaching reading, and Competency-Based Curriculum which consists of the meaning of Competency-Based Curriculum, role of teacher in Competency-Based Curriculum, and significance of implementing Competency-Based Curriculum.

Chapter Three explains about research methodology and findings. First, the writer describes about research methodology consisting of purpose of study, place and time of study, technique of sample taking, technique of data collecting and the technique of data analysis. Second, the writer discusses research finding consisting of data description and data analysis.

Chapter Four is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. The Concepts of Reading

Reading is a process to understand what the text says, what it means and it is not only a process to know the meaning of the text's word by word on the page we read but the meaning of the text's whole. It also means a process to recognize a representation of meaning, which is stated or not stated, more than merely identifying the word on the page, but understanding of whole sequences of sentences is a must.

According to Jo Ann Aebersold and Field, Richard (ed), "Reading is the ability to comprehend the thought and the feelings of another mind via the medium of text. Reading constitutes a powerful activity that confers knowledge, insight, and perspective on readers."¹

Farrel stated that "Reading is also considered as a process of constructing meaning through the dynamic interaction among the existing knowledge, the information suggested by the written language, and the context of the reading situation."²

²Farrel, Planning Lesson for A Reading class, RELC Portfolio Series 6, (Singapore: Regional Language Center, 2002).p.1
Reading is some kinds of catching the meaning of the content by mainly identifying written words, what the content speaks about, and the aim that the writer purposed in text contextually. It is not easy to catch what the writer stated in his literary and greatly needs fully practices. According to Heilman, “Reading comprehension is a process of make sense of written ideas through meaningful interpretation and interaction with language”.

According to Ekwall, “Reading comprehension is the meaning gained from what is written on the page. To comprehend is to understand what is written”.

Reading is not only pronouncing the word loudly but also understanding taken into consideration. As Christine Nuttall said “ it is unlikely that you were interested in pronunciation of what you read except in a tiny minority of cases, and it is even likely that you were interested in the grammatical structures used. You read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings or family community (from a letter): whatever it was, you wanted to get message that the writer had expressed.”

As the writer stated in Chapter One, reading is one of the most important skills that every student has to master. In fact, in many instances around the world we may argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject,

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3Eldon Ekwall and James L. Shanker, *Teaching Reading in the Elementary School*, (Columbus: Bell and Howell Company, 1985), P.207

but they may never actually have to speak the language.\textsuperscript{6} Perhaps these cases may happen in most students in Indonesia, they read a lot but they never speak the language. In addition, students in Indonesia are not skilled enough in reading, like Ramelan says that most Senior High School (SMA) graduates are still very poor in their reading comprehension, since they cannot read or understand articles in English dailies.\textsuperscript{7}

For students, reading is very important to develop their knowledge in their studies. Reading plays a great role in education, work and community of life. Most of books, reference materials or literary are written in English. Therefore they need some reading skills to understand those all. They will miss the latest information of news, sciences and technology unless they have good skill in reading.

Based on those definitions above, it can be concluded that reading is some kinds of cognitive activities to understand what the writer means in his literary through interpreting the meaning which is involved. To read means to catch the content of the text and also to find point of the text to reconstruct in readers' mind by using syntactic, semantic and rhetorical information.

2. Kinds of Reading

Reading is often used for many purposes, which are different from one person to another. A person may read for pleasure, or he may read for information. In reading for pleasure, he may read based on the way he likes either quickly or slowly,

\textsuperscript{6} Jo Mc. Donough and Christopher Shaw, Material and Method in ELT, (United Kingdom: Black Well, 1993) p.101-102

\textsuperscript{7} Ramelan, Introduction to Linguistics Analysis (Semarang: IKIP Semarang Press, 1992) p.2
and in reading for getting information such as news, sciences or other reading material that related to his study, he may read very slowly or even carefully otherwise he may miss point he seeks from the passage.

Depending on the purposes of reading, a person may read intensively or extensively. The first is used to gain a deep understanding of the text he reads. Here, the accuracy is needed. The second is used to gain a general idea. A person may also glance through quickly or superficially (skimming) or check carefully for a specific piece of information (scanning) while reading.

It is called skimming if a reader reads over the passage to get a general idea or a gist of that passage. “It is passing quickly over an entire selection to get a general idea or “gist” of its contents. For example, you skim a chapter in your history books to review your knowledge of the Civil War.” In skimming a reader must understand what the text is about generally. He must move his eyes quickly over the text, get an overview or hit only the major points of the remaining material. He reads the first few paragraphs, then glance over the remaining material, noting the chapter headings and word in bold type. “Skimming is useful for getting acquainted with a new text, for choosing suitable reference material for a report, or for selecting a book from the library.”

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9 Ibid, p.50
It is called scanning if a reader wants to seek a special piece of information like an address, a phone number, a date or a book over the paragraph. "It is glancing at selection for a specific piece of information, and stopping when you find it. For example you scan the S column in the telephone book looking for Joe Santiago's number." In scanning a reader must be aware whether the paragraph or the text contains what he is seeking or not, and he must find where it is located in that text if any. He also moves his eyes carefully more or less quickly over the text for specific items.

3. Some Problems Involved in Teaching and Learning Reading

Reading is a complex and difficult skill to master, because reading involves the comprehension and interpretation of written ideas. Reading comprehension thus involves progressive focusing and refinement of a complete, plausible, and coherent model of the meaning of the text. McLaughlin said as stated by Barbara Hawkins: 11

"Of all skills that the child must acquire in school, reading is the most complex and difficult. The child who accurately and efficiently translates a string of printed letters into meaningful communication may appear to be accomplishing that task with little mental effort. In fact, however, the child is engaging in complex interactive processes that are dependent on multiple subskills and an enormous amount of coded information."

It can be said that the quality of students' reading skills depends on other subskills they have, so the readers demand other aspects that help them to comprehend the meaning of what they read. Those aspects that influence the readers'  

10Ibid, p.50
comprehension are the knowledge that readers have experienced, the reading interest, the reading purpose, and words mastery. If the readers have those aspects, which are related to what they read, it will help them to comprehend the text easily.

Moreover, Competency-Based Curriculum for Junior High School emphasizes some basic competencies in reading that the students should achieve, like: to understand the meaning of text and its development steps especially descriptive, narrative and simple recount text, to express the meaning which is related to descriptive, narrative, simple recount and anecdote discourse given, and to express the meaning of text and its development steps especially narrative, procedural and reporting text.

Therefore, the students themselves should have basic comprehension skills, like: selecting appropriate words meaning, words grouping, sense of meaning and organizing sentences, sense of paragraph meaning and organization, and also inter-relationship understanding among the selection of the texts.

The motivation also becomes a problem in learning reading. For many learners, beginning to read the foreign language involves learning an entire new set of written symbols. And for the teacher, some preliminary decision needs to be made about how to teach them. Nuttal said: “Your problem is not that nobody reads the FL for authentic reasons, but that your students do not. And this is a problem of motivation. We cannot simply dismiss it, for it is the central problem for many
language teachers, but it is a problem of educational policy and organization and therefore largely outside the scope of this book”.

Therefore, the teacher should make various suggestions that may help to increase motivation by making FL reading interesting in itself; but nothing can replace the motivation supplied by needing to read.

The teacher also should draw students’ attention the sort of purposes for which they might conceivably find FL reading is useful outside the classroom. Besides that, the teacher should try to give them reading materials that reflect the authentic purposes for which people do read. Those will help them realizing that reading is not just a linguistic exercise but is involved with the getting of meaning out of a text for some purposes.

B. Competency-Based Curriculum

1. The Meaning of Competency-Based Curriculum

Competency-Based Curriculum is the newest curriculum that the government has proposed as the formal curriculum used in Indonesia. To create well-prepared students, which can take many hard challenges and uncertainty in their future, finally government establishes it as a revision of curriculum 1994. It is designed on the basis of the real need in work field.

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12 Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, Op cit, p.4
J. Gaylon Saylor & William M. Alexander defines curriculum as “The sum total of schools efforts to influence learning whether in the classroom, on the playground, or out of school”.\textsuperscript{13}

Harold B. Albertyes views the curriculum as “all of activities that are provided for student by the school”.\textsuperscript{14}

From these views it can be concluded that the role of curriculum is very necessary for the school as a guidance to perform teaching-learning activities well. So that it’s no wonder that the government puts a lot attention about the curriculum. Curriculum as guidance about what the principle, administrator and especially teachers should do, plays an important role to prepare the next generation.

Curriculum is something that school sells to their customers. Curriculum actually can describe the qualification and outcome competences of the school programs, and through curriculum, the school can make a plan to achieve those competences. So the better curriculum planned by school, the more customers are interested in that school. It just likes quality assurance of the school that proposed to the customers.

McAshan defines competency as “a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the

\textsuperscript{13}S. Nasution, \textit{Asas-Asas Kurikulum}, (Jakarta: Bumi Aksara, 1994), p.4

\textsuperscript{14}Ibid. p.5
extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behavior".\textsuperscript{15}

Pusat Curriculum, Balitbang, Diknas stated that “Competency is a knowledge, skill and the basic value that reflected in habitual action and thinking. The habitual action and thinking reflected continually allow someone to be competence, in mean having a knowledge, skills and basic value to do something”.\textsuperscript{16} Competency is basic ability that can be done by the students to the knowledge, skills, and attitude.

Thus Siskandar said, “Competency is knowledge, skills and value reflected in habit of thought and action”.\textsuperscript{17}

Based on these curriculums and competencies interpretation, we can conclude Competency-Based Curriculum emphasizes on ability of doing assignment with certain standard performance. Thus the student can feel its result of what have done. According to E. Mulyasa Competency Based Curriculum can be defined:

A concept of curriculum that emphasizes on competency development of doing the task with certain standard performances, so that the student can feel its certain competency he has mastered. Competency Based Curriculum is directed to develop knowledge, comprehension, skills, value, attitude, and learners’ interests in order to be a proficient, accurate, success with full of responsibility in doing something.\textsuperscript{18}

It focuses on students’ acquisition of certain competencies, so that this curriculum consists of amount competencies, and a set of objective instructions that

\textsuperscript{15}Dr. E. Mulyasa, M.Pd., \textit{Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi}, (Bandung: PT. Remaja Rosda Karya, 2004), p.38
\textsuperscript{16}Pusat Kurikulum, \textit{Kurikulum Berbasis Kompetensi}, (Jakarta: Balitbang Depdiknas, 2002) p.1
\textsuperscript{17}Dr. Dede Rosyada, MA., \textit{Paradigma Pendidikan Demokratis “Sebuah Model Perlibatan Masyarakat dalam Penyelenggaraan Pendidikan”}, (Jakarta: Prenada Media: 2004). P.48
\textsuperscript{18}Dr. E. Mulyasa, M.Pd., \textit{Oasit} p.39
can used as a tool to watch whether the teaching-learning activities influences students’ skills after all. Competency-Based Curriculum as a tool to improve the quality of education demands professional teacher who has certain quality in implementing this curriculum concepts in real, unless this concepts could be worthless.

Kay said that Competency-Based Curriculum is “an approach to instruction that aims to teach each student the basic knowledge, skill, attitudes, and values essential to competence”\(^\text{19}\).

Abdurrahman Saleh said, “Competency-Based Curriculum is an instrument of standard education which can take students to be competence in the field they learned”\(^\text{20}\).

However, this concept is not perfect concept that can be used as a prescription to solve all our education problems, at least it contributes some way outs to improve our education.

2. **Teacher and Student’ s Roles in Competency-Based Curriculum**

Competency-Based Curriculum is designed on the basis of behavioral psychology, which greatly emphasizes and focuses on the individual varieties, basic potency and students’ characters. Those varieties are intelligence, creativity, physical defect, need, and cognitive development. The school and the society have their own roles to accommodate those aspects, which relate to the students and society’s needs.

\(^{19}\text{Ibid. p. 40}\)
\(^{20}\text{Dr. Dede Rosyada, MA., Op cit. P.48}\)
This curriculum gives a great chance for the school and the teachers to develop and arrange their own classroom activities as they expected based on basic competency standard. Therefore, the teachers need some innovations to create good teaching-learning atmosphere.

To implement Competency-Based Curriculum successfully as stated by Dr. E. Mulyasa, M.Pd, the teacher has to do as follows:

1. Observe his students in every condition, even in the class or outside of class.
2. Provide enough times to meet them, before class, inside of class, and after the class.
3. Evaluate all students’ assignments and give them constructive critics.
4. Learn student’s notes.
5. Make group assignments, and
6. Provide special chances for those who have different capabilities.

Dr. E. Mulyasa, M.Pd. also said “Competency-Based Curriculum has a natural approach, because it originally comes, focuses and ends in students themselves to develop their own competencies”. It means that the students become the subject of teaching-learning activities, which run naturally in form of to do and to experience based on some certain competencies standard. The students also should be more active to analyze and solve the problems given in teaching-learning activities based on Competency-Based Curriculum, because the teaching-learning process in

\[21\] Dr. E. Mulyasa, M.Pd., Op. cit. p.186
\[22\] Ibid, p.69
Competency-Based Curriculum is designed as an active activity where the students must role actively and the teachers just role how to make them active.

In this case, students’ motivation is really important, and the students themselves should have their own motivations encouraged it in every moment of teaching-learning activities, besides the teacher also has to pay more attentions to this case. If the students have motivation and attention to what they do, they will do hard. For the teacher, giving clear and understandable assignments, and an appreciation to what they have done and effective punishment are so helpful.

The teacher acts as facilitator that gives his students a good milieu to enlarge competencies they have. It also can engage most of his students actively in teaching-learning activities and influence positive things to most of his students’ attitudes through teaching-learning activities. Here, the students hopefully can actuate themselves easily without fear of doing wrong in every step of their learning, because they feel comfort of being facilitated by their teacher.

Students are just like a baby, born with full of curiosity his mind so he has his own potential to comply that curiosity. For instance, when you give a toy for a baby, you will watch how happy he is playing with that toy. Sometimes he is moving parts of his body as a reaction to that toy, turning around with his hands, beating it, putting it into his mouth, or even throwing it. Those all done just because his curiosity to the toy given. Students also have that curiosity in his mind just like a baby, so the teacher has to realize that and make good teaching-learning atmosphere, then it can encourage students’ curiosity and they have enough motivation to learn.
3. Significance of Implementing Competency Based-Curriculum

Future challenges in third millennium such as technology, sciences, politics, and modern culture demand some changes in education. If the conventional education is still applied without enlarging output orientation or competency standards, some changes wanted will be an illusion. Thus, it can causes our educational systems runs inefficiently, and can hardly adapt to the latest knowledge, technology, art, and people’s demand.

Dede Rosyada said, “Some reformation’s consequences is an unavoidable changes in educational systems. Such as minimizing bureaucracy roles in curriculum policy, because the school and school committee take a role more.”

Jhon Dewey, a hundreds years ago had said about education reformation which is still relevant to think.

Education is the fundamental method of social progress and reform. All reforms, which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.

Education is a regulation of the process of coming to share in the social consciousness, and that the adjustment of individual activity on the basic of this social consciousness is the only sure method of social reconstruction.

School reformation has global meaning, not only limited in management. School perhaps can create good teaching-learning atmosphere for individual development of students. School is not mechanic, bureaucratic, and clumsy.

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23 Dr. Dede Rosyada, MA. Opini. P.15
institution. More than that, school should be a social democratic, and innovative institution.

As a result, the government established some educational policies to create the better education systems. One of those policies is Curriculum Based-Competency, which emphasizing on students’ competency in every instruction.

Implementing this curriculum hopefully can overcome some weaknesses in our educational systems, so that it can refresh the educational atmosphere in the school. More over it adjusts students’ ability to the latest development in knowledge, sciences, technology and information that grow so faster in every second, so that it influences some thoughts not only in developing economy but also in education. It also creates highly qualified human resources as the key of success in every field.
CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Purpose of Study

The purpose of writing this “skripsi” is to find out some difficulties that the students face in learning reading based on Competency Based-Curriculum and how to overcome those difficulties, especially at MTs. Al Ihsan Pamulang, Tangerang.

2. Method of Study

This research is a descriptive analysis research, which tries to analyze and describe some difficulties learning reading based Competency Based-Curriculum at MTs. Al-Ihsan Pamulang Tangerang.

As mentioned in Chapter I, the writer did both library and field research in the process of writing this skripsi. In library research, the writer read and analyzed some reference books, which are suitable for his research.

In field research, the writer observed directly the teaching learning activities done by the teacher and students to know the real teaching learning process at that school, and he also gave the students some questionnaires and reading tests to obtain the valid data. Besides that he also interviewed English teacher of that school and school principle as an informant, which is related to the topic to support the data.
3. **Place and Time of Study**

The data that was needed in this skripsi were taken from both library and field research. The field research took place at MTs. Al-Ihsan Pamulang, Tangerang.

The field research started in December 2005. On December 1, 2005, the writer asked permission to the school principal. Later, he directly observed the teaching learning activities and he ended the field research with an interview. He interviewed with the English teacher and also school principal who have responsibility to the teaching learning activities in that school. The interview was taken in January 25, 2005 and February 1, 2006.

4. **Techniques of Sample Taking**

The population of this research was the students of MTs. Al-Ihsan, from class I up to class III. There were 131 students at MTs. Al-Ihsan and the composition of each class is as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td>24</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>Class II</td>
<td>21</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>Class III</td>
<td>25</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>61</strong></td>
<td><strong>131</strong></td>
</tr>
</tbody>
</table>
5. Techniques of Data Collecting

To get some valid data, which is needed by the writer to describe the subject matter, the writer used some techniques to collect data by doing some:

a. Observation, the writer observed directly teaching learning activities and also those involved in those activities to know the problems of the students in learning reading based on Competency-Based Curriculum at that school. The writer took some note taking directly while direct observation as data to support the topic the research. Besides that the writer gave students some questionnaires and reading test.

b. Interview, the writer also did an interview with the principle and English teacher at that school. The writer did a voice recording and some note taking directly while interviewing both of them to know deeply about the process of teaching and learning reading based on Competency-Based Curriculum.

6. Techniques of Data Analysis

The writer based his analysis on the qualitative data, so that the writer used simple statistic analysis to process the data. Simple statistic analysis is looking for proportion, percentage and ratio. The writer tried to analyze data by using the technique, which is based on the validity and quality of the data as a result from the research. So the writer analyzed all of the data that he got from his research, then took the data that support to the topic of the research, and ignored unused data but did not throw it because all of unused data still would be used for appendix. Its formula is:
P = \frac{f}{N} \times 100\%

P = \text{Percentage}
F = \text{Frequency}
N = \text{Number of the students}^{1}

B. Research Findings
1. Data description

The questionnaires and reading test were given to class I up to class III of MTs. Al-Ihsan on Wednesday, January 25, 2006. There are about 131 students at that school. But unfortunately, there are 5 students from class I, 4 students from class II and 8 students class III who were absent at the time. So there are 114 students as the respondents. The detail descriptions as follows:

a. Reading Test

The reading test was given to know the students’ reading ability in correlating with implementation of Competency-Based Curriculum at that school. The reading test which classified into recognizing the idea, word definitions, pronoun referents, inferences, and restatement.\(^2\) The students reading scores of each class could be seen as follows:

---

\(^{1}\)Prof. Drs. Anas Sudijiono, *Pengantar Statistik pendidikan*, (Jakarta: Raja Grafindo Persada, 2004), p.43

\(^{2}\)See the appendix to know the reading test material
It can be seen that 53.51% students faced the problems to do the reading test given, they got scores under 50 and 46.49% students had not problems to do the reading test given, they got scores higher than 50. It means most of the students of MTs. Al-Ihsan face some difficulties in learning reading as most of them got bad scores in the reading test given.

The table below describes about student reading skills based on the test classification of each question. The detail descriptions as follows:

### Table 2
**Students’ Reading Scores**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>40</td>
<td>15</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>60</td>
<td>12</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table 3
**Students’ Ability in Reading Skills**

<table>
<thead>
<tr>
<th>Questions Specification</th>
<th>Students Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
</tr>
<tr>
<td>1. Recognizing the idea</td>
<td>50</td>
</tr>
<tr>
<td>2. Word definitions</td>
<td>70</td>
</tr>
<tr>
<td>3. Pronoun referents</td>
<td>77</td>
</tr>
</tbody>
</table>
From the table above, it can be concluded that most of students are able to define the word in order with 70 respondents have true answers and 44 have false, and understand the pronoun referents with 77 respondents has true answers and 37 have false, but they are lack in recognizing the idea in the text with 50 respondents answer true and 64 answer false, understanding inferences with 48 respondents have true answers and 66 have false and restatement with 41 respondents answer true and 73 answer false.

b. Questionnaires

The questionnaire was given to know the teaching learning activities and the interaction between the teacher and the students in the class as real. It consists of 20 items, with 5 options for each of them. The options are strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree. The data was used as comparison data in order to get the valid data. The description of each statement as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English is my favorite subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>10</td>
<td>8.77%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>48</td>
<td>42.11%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>50</td>
<td>47.37%</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that the respondents who answer Strongly Agree 10 persons (8.77%), Agree 48 (42.11%), Doubtful 50 persons (47.37%), Disagree 4 persons (3.51%) and Strongly Disagree 2 persons (1.75%). From the result we know that only several students who are really interested in learning English.

<table>
<thead>
<tr>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading is the skill that my English teacher frequently stresses to teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>11.40%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>16.67%</td>
</tr>
<tr>
<td>Doubtful</td>
<td>24</td>
<td>21.05%</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>26.32%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>28</td>
<td>24.56%</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we know that the respondents who choose the option Strongly Agree only 13 persons (11.40%), Agree 19 persons (16.67%), Doubtful 24 persons (21.05%), Disagree 30 persons (26.32%) and Strongly Disagree 28 persons
(24.56%). It can be concluded that reading is not frequently taught and some other skills is prominently taught in class.

Table 6
The Influence of Times Teaching in Enlarging Reading Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Learning time, which is provided in the class, is enough to enlarge my reading skill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>7</td>
<td>6.14%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>25</td>
<td>21.93%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>10</td>
<td>8.77%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>56</td>
<td>49.12%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>16</td>
<td>14.04%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

It can be seen from the above that the respondents who answer Strongly Agree 7 persons (6.14%), Agree 25 (21.93%), Doubtful 10 persons (8.77%), Disagree 56 persons (49.12%), and Strongly Disagree 16 persons (14.04%). It can be concluded that most of the students feel that they have no enough time to enlarge their reading skill. On the other word, they need much time in enlarging reading skill.
Table 7
Teacher Observation on Students’ Reading Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>My teacher always observes our English skills achievement in every detail of each student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>70</td>
<td>61.40%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>12</td>
<td>10.52%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>14</td>
<td>12.28%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

It can be seen from the above that there is no respondents who answer Strongly Agree, Agree 70 (61.40%), Doubtful 12 persons (10.52%), Disagree 18 persons (15.79%), and Strongly Disagree 14 persons (12.28%). It can be concluded that most of the respondents feel that their teacher gives them more attention to their English skills achievement.

Table 8
Student’s Reading Frequency

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Inside or even outside the class, I frequently read to enlarge my knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>31</td>
<td>27.19%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>8.77%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>60</td>
<td>52.63%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>4.39%</td>
</tr>
</tbody>
</table>
From the table above, we know that 31 persons (27.19%) choose Strongly Agree, Agree 10 persons (8.77%), Doubtful 60 persons (52.63%), Disagree 5 persons (4.39%), and Strongly Disagree 8 persons (7.02%). It can be concluded that most of respondents feel unsure with their reading habit whether it is inside or outside the class.

Table 9
The Influence of Reading Habit to Students’ Motivation in Learning Reading

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The more I read the more I am motivated to learn reading in the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>6</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>48</td>
<td>42.11%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>10</td>
<td>8.77%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>30</td>
<td>26.32%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>20</td>
<td>17.54%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the respondents who choose the option Strongly Agree 6 persons (5.26%), Agree 48 persons (42.11%), Doubtful 10 persons (8.77%), Disagree 30 persons (25.32%), and Strongly Disagree 20 persons (17.54%). It can be concluded that half of the respondents believe that their reading
frequency influences their reading activity in class. They also believe that motivation to learn reading can rise if they frequently have reading habits.

**Table 10**

Students' Ability in Understanding the Idea in the Text

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I am skillful enough to understand stated and unstated idea in the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>17</td>
<td>14.91%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>30</td>
<td>26.32%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>40</td>
<td>35.09%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>9</td>
<td>7.89%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we know that there are 17 (14.91%) respondents answer Strongly Agree, 30 (26.32%) respondents answer Agree, 40 (35.09%) respondents answer Doubtful, 18 (15.79%) respondents answer Disagree, and 9 (7.89%) respondents answer Strongly Disagree. It can concluded that only several respondents feel that they are have a skill to recognize the idea in the text whether it is stated or unstated.

**Table 11**

Students' Ability in Retelling the Idea

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I am skillful enough to retell what the text said in our words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It can be seen from the table above that only 6 (5.26%) respondents answer Strongly Agree, 22 (19.30%) respondents answer Agree, 39 (34.21%) respondents answer Doubtful, 29 (25.44%) answer Disagree, and only 18 (15.79%) respondents answer Strongly Disagree. It can be concluded that most of the respondents feel that they are not skillful enough to retell the idea in the text through their own words.

### Table 12
The Influence of Extracurricular Activities in Mastering English

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>My school does some extracurricular activities that support us to master English skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>15</td>
<td>13.16%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>35</td>
<td>30.70%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>31</td>
<td>27.19%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>22</td>
<td>19.30%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>11</td>
<td>9.65%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>
It can be seen from the table above that only 15 (13.16%) respondents answer Strongly Agree, 35 (30.70%) respondents answer Agree, 31 (27.19%) respondents answer Doubtful, 22 (19.30%) answer Disagree, and only 11 (9.65%) respondents answer Strongly Disagree. It can be concluded that most of the respondents say that their school has some activities to support the students in enlarging their English skills.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>My school has enough facilities to support reading activity especially in English reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>2</td>
<td>1.75%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>20</td>
<td>17.54%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>69</td>
<td>60.53%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>5</td>
<td>4.39%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we know that only 2 (1.75%) respondents choose the option Strongly Agree, 20 (17.54%) respondents choose the option Agree, 18 (15.79%) respondents choose the option Doubtful, 69 (60.35%) respondents choose the option Disagree, and only 5 (4.39%) respondents choose the option Strongly Disagree. It can be concluded that most of the respondents feel that the school has no
enough facilities to support students reading habits especially English literature books.

Table 14
Parents’ Role in Supporting Students to Read

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>My parent motivate us to read by providing some books especially English textbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>4</td>
<td>3.51%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>31</td>
<td>29.19%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>10</td>
<td>8.78%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>41</td>
<td>35.96%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>28</td>
<td>24.56%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that the respondents who choose Strongly Agree only 4 (3.51%) respondents, Agree 31 (29.19%) respondents, Doubtful 10 (8.78%) respondents, Disagree 41 (35.96%) respondents, and Strongly Disagree 28 (24.56%) respondents. It can be concluded that only several respondents feel that their parents have senses to motivate their children reading habits.
Table 15
Teachers’ Competency in Teaching English Reading

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>My English teacher has quite good competency in teaching English especially reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>15</td>
<td>13.16%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>35</td>
<td>30.70%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>26</td>
<td>22.81%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>20</td>
<td>17.54%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that only 15 (3.16%) respondents who choose Strongly Agree, 35 (30.70%) respondents choose Agree, 26 (22.81%) respondents choose doubtful, 20 (17.54%) respondents choose Disagree, and 18 (15.79%) respondents choose Strongly Disagree. It can be concluded that only several respondents believe that their English has good competency in teaching English especially reading.

Table 16
Teachers’ Technique in Teaching English

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>My English teacher teaches English in active and communicative way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>8</td>
<td>7.02%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>40</td>
<td>35.09%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>9</td>
<td>7.89%</td>
</tr>
</tbody>
</table>


From the table above, we know that only 8 (7.02%) respondents who choose Strongly Agree, 40 (35.09%) respondents choose Agree, 9 (7.89%) respondents choose doubtful, 26 (22.81%) respondents choose Disagree, and 31 (27.19%) respondents choose Strongly Disagree. It can be concluded that only several respondents who say that their teacher teaches English in communicative way.

**Table 17**
**Teachers' language Instruction**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>My teacher always uses English while explaining in the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>30</td>
<td>26.32%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>34</td>
<td>29.82%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>28</td>
<td>24.56%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>4</td>
<td>3.51%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that only 18 (15.79%) respondents who choose Strongly Agree, 30 (26.32%) respondents choose Agree, 34 (29.82%) respondents choose doubtful, 28 (24.56%) respondents choose Disagree, and only 4 (3.51%) respondents choose Strongly Disagree. It can be concluded that several respondents
say that their teacher communicate in English while teaching and explaining the material.

Table 18
The Influence of Family to Students’ Motivation in Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The motivation from my family encourages us to learn English harder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>50</td>
<td>43.86%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>16</td>
<td>14.03%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>35</td>
<td>30.70%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>8</td>
<td>7.02%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>5</td>
<td>4.39%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that 50 (43.86%) respondents who choose Strongly Agree, 16 (14.03%) respondents choose Agree, 35 (30.70%) respondents choose doubtful, 8 (7.02%) respondents choose Disagree, and only 5 (4.39%) respondents choose Strongly Disagree. It can be concluded that most respondents believe that the motivation from family encourages them to learn English harder.
Table 19
Teaching-Learning Media

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>My teacher frequently uses some tools as teaching-learning media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>16</td>
<td>14.03%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>15</td>
<td>13.16%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>13</td>
<td>11.40%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>40</td>
<td>35.09%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>30</td>
<td>26.32%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that only 16 (14.03%) respondents who choose Strongly Agree, 15 (13.16%) respondents choose Agree, 13 (11.40%) respondents choose doubtful, 40 (35.09%) respondents choose Disagree, and 30 (26.32%) respondents choose Strongly Disagree. It can be concluded that most of the respondents don’t say that their teacher frequently uses other tools except textbook as teaching-learning media in the class.

Table 20
Teaching-Learning Simulation

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>My teacher frequently does some simulation in teaching reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>8</td>
<td>7.02%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>32</td>
<td>28.07%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>16</td>
<td>14.03%</td>
</tr>
</tbody>
</table>
From the table above, we see that only 8 (7.02%) respondents who answer Strongly Agree, 32 (28.07%) respondents choose Agree, 16 (14.03%) respondents choose doubtful, 39 (34.21%) respondents choose Disagree, and 19 (16.67%) respondents choose Strongly Disagree. From the result, we can conclude that several respondents state that their teacher always does teaching-learning simulation in the class.

<table>
<thead>
<tr>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher always insists us to practice English wherever and whenever</td>
<td>33</td>
<td>29.95%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>31.58%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>13.16%</td>
</tr>
<tr>
<td>Doubtful</td>
<td>16</td>
<td>14.03%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>12.28%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table above, we see that 33 (29.95%) respondents answer Strongly Agree, 36 (30.70%) respondents answer Agree, 15 (13.16%) respondents answer doubtful, 16 (14.03%) respondents answer Disagree, and 14 (12.28%) respondents answer Strongly Disagree. From the result we can conclude most of the respondents argue that their teacher motivate them to practice English as good as possible.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>My teacher always modifies his teaching technique depends on the materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>14</td>
<td>12.28%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>20</td>
<td>17.54%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>12</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>36</td>
<td>31.58%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>32</td>
<td>28.07%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that 14 (12.28%) respondents answer Strongly Agree, 20 (17.54%) respondents answer Agree, 12 (10.53%) respondents answer doubtful, 36 (31.58%) respondents answer Disagree, and 32 (28.07%) respondents answer Strongly Disagree. From the result we can conclude that only few respondents argue that their teacher always modifies his teaching technique.
Table 23
Students' Confidence to Read English Text

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>I feel confident with our English skills especially reading</td>
<td>15</td>
<td>13.16%</td>
</tr>
<tr>
<td></td>
<td>skill right now</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>16</td>
<td>14.03%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>58</td>
<td>50.88%</td>
</tr>
<tr>
<td></td>
<td>Doubtful</td>
<td>18</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>6.14%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>114</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we see that 15 (13.16%) respondents answer Strongly Agree, 16 (14.03%) respondents answer Agree, 58 (50.88%) respondents answer doubtful, 18 (15.79%) respondents answer Disagree, and 7 (6.14%) respondents answer Strongly Disagree. From the result we can conclude that most of the respondents feel doubt whether they are confident with their English skills.

2. Data Analysis

Based on the observation, interview, and reading test, that have been done by the writer for couple of months, it can be argued that in implementation of Competency-Based Curriculum at MTs. Al-Ihsan Pamulang, Tangerang causes some difficulties that students face and it will be explained further.

Competency-Based Curriculum has been formerly applied at MTs. Al-Ihsan for about 2 year-ago. It was begun in July 2004, school principals and the teachers at
that school tried to applied the newest curriculum continuing the government policies about educational regional autonomy which give the chances to arrange or modify their own teaching learning program based on the local content subjects. One of those subject is English, so it is necessarily to develop English teaching-learning programs likes other subjects as well.

To support the process of this curriculum implementation, it is needed to observe some schools reference, which has applied this curriculum as comparison study. So based on that observation to some schools, the school can decide what is needed to applied likely in the school or combine with the school’s programs or materials, or even replace the old one with the new one to make the school’s program better and better.

It is also needed to increase the students’ ability in English, so the school needs to do some extracurricular programs such as language club. Those can give the students more learning time out of the class and daily activities besides what they get in the class. Those are also purposed to give much more opportunities to increase their English skill, because English skills need much more practices.

The school also should has enough facilities in order to support this curriculum implementation, so that it will run as well as we hope. The lack of instructional facilities or mediums can influence the goal of developing English curriculum indeed.

Based on that explanations and comparison with what the writer found in field research, there are some major points that causes some difficulties in teaching reading
using Competency-Based Curriculum at MTs. Al-Ihsan. Those difficulties that appear are:

a. **English is not primarily subject to teach and learn**

   Most of students still think that English is not a necessity. They accept English only as compulsory Education that every one has to learn formerly in the class, even as real, they do not respect at all and still do not understand the importance of English. This condition absolutely causes the teacher’s motivation in teaching it. He/she only teaches to fulfill the school procedure. He/she doesn’t teach in his/her best teaching-learning atmospheres. Finally, the goal of English curriculum is absolutely hard to reach.

b. **The lack of vocabularies mastery that supports students’ reading comprehension**

   It is absolutely hard to develop students’ comprehension skill in minimum vocabularies mastery. For the teacher, there are some hard works to do before or while he enters the reading materials. For instance, he has to introduce the unfamiliar vocabularies to students one by one. This case can trouble the teaching-learning activity in the class.

c. **The differences of students’ reading skill**

   This can cause the teaching-learning atmosphere in the classroom not conditioned well. The teacher has to know each student’s ability and teach with different way and technique to overcome this differences, choose right reading materials for both who at high reading level and low reading level unless there will be
a huge differences in skill achievement between the high reading level and the low reading level.

d. **It is hard to learn English with minimum times in the class**

   Teaching and learning English in the class is often limited by times. It will cause the quality of teaching and learning. Perhaps, it doesn’t matter for the students who already have high reading skill but it will be big matter for who have low reading skill. They will have difficulties to develop their reading skills.

   Moreover, Competency-Based Curriculum emphasizes the reaching goal competency individually or classically, and insists the teacher to change his paradigm in teaching in the class. So it is hard to develop the skills especially reading skill.

e. **The lack in instructional mediums and facilities, which can support teaching reading using this curriculum.**

   MTs. Al-Ihsan basically needs some instructional mediums or other facilities to support the progress and the effectiveness of implementation Competency-Based Curriculum. According the School principal, Mr. Agus Sunardi, the lack of instructional mediums and facilities basically influences this curriculum implementation indeed. Moreover, the facilities that can be used is only a computer laboratory and they extremely need other facilities, like a library, a language laboratory, and some sufficient medium of instruction.

f. **The parent’s roles in supporting their children reading motivation and school’s policy.**
The families especially the parents have an important role in increasing students reading habit. Because the reading habit can not rise alone, without some enforcement and training like by giving their children some interesting reading books to encourage their reading habits. It is so useful, because it can influence them to love the reading material in the school.

To solve those problems mentioned above, certain action must be done wisely and carefully. The school principals and all the responsible person in that school, who are involved should make and find various way and development in this cases.

There some ways could be done by the school principal and who involved in to overcome those difficulties. The ways out are also based out on research and interviews with the school principal and English teachers. The effort to anticipate and solve, such as:

a. Making good teaching-learning atmospheres in the class, by some kinds of simulations, practices and games and also supported by choosing the right methods and materials on the students’ need, so that the students can enjoy their learning times in the school.

b. Giving the students right proportion time to learn reading in the class, so that they have enough knowledge about reading skills.

c. The principal and the teacher also should pay more attention to teaching skill abilities and their knowledge about teaching using the newest curriculum. It is needed to increase their professionalism in teaching-learning activities. Seminar
and training center could be a solution to increase their skill besides they can learn by reading some books.

d. Increasing the extracurricular programs that support English teaching-learning activities such as language club. Here, the students have more times and more opportunities to improve their skills under teacher's guidance also. This program also have been done at MTs. Al-Ihsan cooperated with the English courses institution.

e. To overcome the lack of instructional mediums and facilities, the school could apply English zone or direct practice in order create more opportunities for the students to practice their English between students and students or even English teacher and students. To overcome the lack of reading resources, the school could apply mini library, which the books could be collected from the teacher and students themselves. This method supposes could support the teaching-learning activities in order to rise the students' reading habit.
Based on all research results at MTs. Al-Ihsan Pamulang Tangerang, discussed in Chapter III, the writer tries to draw conclusion and also suggestion in this chapter.

A. Conclusion

In general, the implementation of Competency-Based Curriculum at MTs. Al-Ihsan has run well even there are some weaknesses and difficulties, especially in teaching and learning reading.

Based on the research results in Chapter III, the conclusions are drawn, they are:

1. Most of the students are still unfamiliar with English reading. Because they basically have less motivation to read some English textbooks.

2. The English teacher is capable enough to teach English. But unfortunately he/she intends to teach other skills besides reading, so the students don't get enough knowledge about reading.

3. The lack of suitable reading materials that the English teacher should choose to be taught and also the lack of instructional mediums also influence the implementation of this curriculum, so it generally gives impacts to the goal of curriculum reaching.
4. The lack of English practices, so the students only learn English as a theory more than practice. On the contrary, English really need more practicing and training.

B. Suggestion

Based on the research results, the writer has some suggestions. They are:

1. English need more practices. Even to read need some practices. Let the students know about the importance of reading skills and try to guide them to read as their daily habits. It will help their motivation in reading.

2. Competency-based Curriculum emphasizes students' skills individually or classically. For the teacher has pay attention to this a lot, by practicing every English skill more than giving a theory. The teacher are also supposed to use English as instructional language on high frequency, so the students have enough times to practice.

3. The lack of instructional mediums, which causes some problem, is not a reason for the school. The principal and teacher can do some innovations in teaching the skills. Competency-Based Curriculum absolutely give more chances to do this and it is so needed.
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### ANGKET

**Petunjuk:**
1. Di bawah ini anda akan diberikan pernyataan-pernyataan berkaitan dengan aktivitas belajar anda di sekolah.
2. Pilihlah opsi dari pernyataan tersebut yang menurut anda sesuai dengan keadaan yang sebenarnya anda alami.
3. Hasil angket ini tidak akan mempengaruhi nilai akademik anda di sekolah.
4. Terima kasih atas kerja samanya.

1. Saya sangat memfavoritkan mata pelajaran Bahasa Inggris di sekolah
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

2. Guru bahasa Inggris saya menekankan penguasaan reading skill dalam mengajar di kelas
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

3. Waktu yang disediakan untuk belajar Bahasa Inggris di kelas, cukup untuk saya dalam menguasai reading skill
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

5. Saya sering berlatih membaca untuk menambah pengetahuan reading skill saya baik itu di kelas maupun di luar kelas
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

6. Semakin banyak frekwensi saya membaca, semakin termotivasi saya dalam mempelajari reading skill
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju

7. Saya cukup mampu untuk memahami informasi yang tersirat ataupun tersurat dalam text bahasa Inggris
   a. sangat setuju  b. setuju
   c. ragu-ragu  d. tidak setuju
8. Saya cukup mampu untuk mengungkapkan kembali informasi di dalam text bahasa Inggris ke dalam bahasa saya sendiri
   a. sangat setuju  
   b. setuju 
   c. ragu-ragu  
   d. tidak setuju  
   d. sangat tidak setuju 

9. Di sekolah saya ada beberapa extrakulikuler yang menunjang saya untuk menguasai skill bahasa Inggris
   a. sangat setuju  
   b. setuju 
   c. ragu-ragu  
   d. tidak setuju  
   d. sangat tidak setuju 

10. Fasilitas di sekolah saya cukup memadai untuk mendukung penguasaan skill bahasa Inggris khususnya penguasaan reading skill
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

11. Orang tua saya selalu memotivasi saya dalam membaca dengan menyediakan buku bacaan teruma yang berbahasa Inggris
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

12. Guru bahasa Inggris saya mempunyai kemampuan cukup baik dalam mengajarkan bahasa Inggris terutama reading skill
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

13. Guru bahasa Inggris saya mengajar cukup aktif dan lagi komunikatif dengan anak didik
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

14. Guru bahasa Inggris saya selalu menggunakan bahasa Inggris dalam mengajar di kelas
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

15. Motivasi belajar yang diberikan oleh keluarga saya menambah gairah saya untuk mempelajari bahasa Inggris lebih keras
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju 

16. Guru bahasa Inggris saya sering menggunakan alat-alat sebagai media pembelajaran sehingga pelajaran mudah dimengerti
    a. sangat setuju  
    b. setuju 
    c. ragu-ragu  
    d. tidak setuju  
    d. sangat tidak setuju
17. Guru saya sering mengadakan simulasi dan praktek disamping memberikan teori dalam mengajar
   a. sangat setuju   b. setuju
   c. ragu-ragu       d. tidak setuju   d. sangat tidak setuju

18. Guru bahasa Inggris saya selalu menekankan kepada anak didiknya untuk selalu mempraktekkan bahasa Inggris kapanpun dan dimanapun
   a. sangat setuju   b. setuju
   c. ragu-ragu       d. tidak setuju   d. sangat tidak setuju

19. Guru bahasa Inggris saya selalu memodifikasi teknik mengajarnya di kelas tergantung materi yang akan diajarkan
   a. sangat setuju   b. setuju
   c. ragu-ragu       d. tidak setuju   d. sangat tidak setuju

20. Selama ini saya merasa yakin dan percaya diri dengan kemampuan skill bahasa Inggris yang saya pelajari terutama reading skill
   a. sangat setuju   b. setuju
   c. ragu-ragu       d. tidak setuju   d. sangat tidak setuju
Reading Test

Class I
Read the following text carefully than answer the questions!

People from different ages like camping. They live outside their houses for one or more days. They bring food, clothes and other daily needs with them. They often bring some cooking utensils and cook their own food.

They spend several days, or even weeks in a tent. They do a lot activity, like fishing, swimming, watching birds and wildlife, and playing games.

Camping helps people free from the stress of city. They leave the city and move closer to the nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or sea nearby is a good exercise for the body.

1. What the text tells about?
   a. camping
   c. hiking
   b. swimming
   d. watching wildlife

2. “They live outside their house for one or more days”. The antonym of the word outside is.....
   a. outlook
   b. outlive
   c. inside
   d. insight

3. “They spend several days, or even weeks in a tent”. The word “they” in the sentence refers to....
   a. ages
   b. people
   c. clothes
   d. cooking utensils

4. Who like camping according to the text?
   a. Women only
   b. Men only
   c. All people
   d. people in the city

5. Which one is not true according to the text......
   a. Camping make people free from the stress of the city
   b. Camping is good for health
   c. Camping is living inside the houses forever
   d. Hiking is an activity that we can do in camping

Key Answer
1. a
2. c
3. b
4. c
5. c
Reading Test

Class II
Read the following text carefully than answer the questions!

One of the popular sports in Indonesia is badminton. Many people can play it indoor or outdoors. However, most players play it indoors.

Playing badminton is very expensive. The nets, rackets, and shuttlecock are equipment for playing badminton. We can buy nets and rackets in a sport shop. But we find shuttlecock in other shop as well. For that reason, people say that badminton is not cheap because you have to spend much money to play it.

Susi Susanti is the best female badminton player in Indonesia. She won four times in All England Championship. She becomes popular because badminton.

1. What does the text tell about?
   a. Susi Susanti  
   b. sport equipment  
   c. sport shop  
   d. badminton

2. “One of the popular sports in Indonesia is badminton”. The synonym of the word popular is…….
   a. well done  
   b. well known  
   c. welcome  
   d. well player

3. “Many people can play it indoor or outdoors” (paragraph I) the word it refers to…..
   a. sport  
   b. people  
   c. badminton  
   d. many

4. It can be inferred from paragraph 1 that…..
   a. playing badminton indoor is more popular  
   b. badminton is the only most popular sport in Indonesia  
   c. all people can play it  
   d. people can play it everywhere

5. Which the following is not mentioned according to the text?
   a. People can play badminton at home  
   b. We should have much money to play badminton  
   c. Susi Susanti is the best female badminton player in Indonesia  
   d. Susi Susanti won four times in All England Championship

Key Answers
1. d
2. b
3. c
4. a
5. a
Reading Test

Class : III

Read the following text carefully then answer the questions!

Anto studies at the Gajah Mada University in Yogyakarta. He comes from Jakarta. He goes home to Jakarta when he has a holiday. He likes to go by bus because he thinks that going by bus is more interesting than going by train.

One morning, Anto got up early and got dressed. He was going to go home to Jakarta. His friends, Andi fetched him at six o’clock. He took Anto to the bus terminal by motorcycle.

After saying goodbye to Andi, Anto got on the bus. He got a seat near a pretty girl. “Hi, where are you heading for?” he asked.

“To Jakarta,” the girl answered. “I have never been to Jakarta.”

“Really?” Anto said. “Where are you going to in Jakarta?”

“Pramuka Street.” The girl answered.

“Don’t worry,” Anto said. “I’ll tell you where to get off.”

“Thank you,” the girl answered happily. They had interesting conversation all the way to Jakarta.

1. What the text tells about?
   a. transportation
   b. holiday
   c. city
   d. conversation

2. “They had interesting conversation all the way to Jakarta”. The synonym of conversation is....
   a. talks
   b. silence
   c. speak
   d. walk

3. “They had interesting conversation all the way to Jakarta”. The word they refers to....
   a. Anto and his friend
   b. Anto and driver
   c. Anto and the pretty girl
   d. Anto and his mother

4. Who is Anto?
   a. a student
   b. a lecturer
   c. a worker
   d. a teacher

5. Which statement is not true according to the text?
   a. Anto doesn’t like going by train
   b. Going by train is more interesting than going by bus
   c. The girl knows where Pramuka street is
   d. They enjoy their conversation all the way to Jakarta

Key Answers
1. a
2. a
3. c
4. a
5. b
WAWANCARA
Voice Recorded


Kapan sekolah ini resmi didirikan?
Sekolah ini dibangun pada tahun 1974, diawali dengan berdirinya Madrasah Ibtdaiyah, baru pada tahun 1999 atas prakarsa Yayasan Al-Ihsan dan orang tua murid didirikannya Madrasah Tsanawiyah. Sebenarnya hal ini dilakukan karena pihak yayasan dan orang tua murid merasa kesulitan untuk menyekolahkan anaknya, karena sekolah setingkat madrasah Tsanawiyah masih sedikit dan jaraknya yang terlalu jauh. Sekolah ini bernaung dibawah Departemen Agama dan alhamdulillah pada tahun ajaran kemarin kami mendapat akreditasi “A”.

Misi dan Visi apa yang diembankan sekolah ini ditengah-tengah masyarakat?
Sekolah ini dibangun atas dasar dan prakarsa masyarakat yang merasa kesulitan untuk menyekolahkan anaknya baik karena alasan keuangan dan lain hal. Sekolah ini bertujuan untuk mencetak anak-anak yang terdepan dibidang ilmu pengetahuan supaya tidak ketinggalan dan sejajar dengan anak-anak lainnya, syukur-syukur sih setingkat lebih terdepan tanpa harus melupakan tuhannya yakni Allah SWT. Artinya sekolah ini ingin menciptakan ilmuwan-ilmuwan yang bertaqwa kepada Allah SWT.

Sudah berapa lama Bapak menjadi kepala sekolah disini dan bagaimana perkembangan pembelajaran disekolah ini?
Saya menjadi kepala sekolah dari tahun 1990 sudah hampir 16 tahun saya menjadi kepala sekolah dan mengabdi disini. Tentang perkembangan pembelajaran disini saya rasa sangat significant perkembangannya. Dari segi fisik, sekolah kami telah mempunyai 16 lokal ruang kelas, 1 lokal lab komputer, 1 lapangan serba guna, 1 ruang kepala sekolah, 1 ruang guru dan 1 ruang tata usaha. Ditambah lagi, saat ini kami sedang membangun 2 lokal ruang kelas. Dari segi non-fisik, kami terus berupaya memperbaiki profesionalitas guru dalam mengajar dengan mengirim guru-guru ke seminar-seminar dan pelatihan-pelatihan keguruan baik resmi ataupun non resmi untuk meningkatkan kualitas guru dalam mengajar dan murid sebagai anak didik. Seperti dikhit tentang Kurikulum Berbasis Kompetensi, kami selama dua tahun ini terus mengadakannya.

Disamping pendidikan formal, kami juga mengadakan pelajaran non-formal yang tergabung dalam extrakulikuler sekolah dengan harapan dapat memberi lebih dan wawasan kepada anka-anka kita disini. Extrakulikuler yang tercatat antara lain OSIS, pramuka, pasikbra, pencak silat, drumband, dokel (dokter cilik), untuk pengembangan bahasa Inggris kami berkerja sama dengan PEC (Practical English Course) dan pelajaran tambahan lainnya yang dianggap perlu untuk lebih diperhatikan. Dari semua instructur-instructur atau
pembina sebagian besar dari guru-guru dan sebagian lagi kami berkerja sama dengan pihak luar.

Berkaitan dengan Kurikulum Berbasis Kompetensi yang sudah mulai diterapkan di beberapa sekolah baik negeri maupun swasta, apa pendapat Bapak tentang hal ini?

Saya melihat memang perlu diadakan pembenahan-pembenahan atau perbaikan-perbaikan kurikulum secara berkesinambungan sehingga diharapkan terjadi perkembangan yang positif dalam dunia pendidikan kita. Tapi harapan saya perbaikan-perbaikan itu dapat dipikirkan secara matang dan menyeluruh jangan bersifat parsial. Pemegang kebijakan seharusnya tidak hanya memikirkan standar kompetensi atau isi yang harus dicapai oleh anak didik tetapi juga seharusnya memikirkan sarana penunjang dan profesionalisme guru sebagai orang melaksanakan kebijakan tersebut. Sehingga terjadi sinkronisasi antara kedua belah pihak.

Di sekolah yang saya pimpin, Kurikulum Berbasis Kompetensi sudah hampir dua tahun ini kami uji cobakan dalam kegiatan belajar-mengajar walaupun kami merasa masih banyak terjadi kekurangan-kekurangan yang sangat signifikan. Antara lain, fasilitas dan sarana belajar yang kami miliki sangat terbatas, masih kaburnya konsep kurikulum bagi guru-guru walaupun sebenarnya sudah beberapa kali diadakan seminar-seminar dan pelatihan-pelatihan, dan belum sikronnya materi, beban belajar dan jam belajar yang tersedia sedangkan Kurikulum Berbasis Kompetensi menuntut belajar tuntas. Tambah lagi biaya untuk keperluan adminitrasi jadi lebih mahal.

Sarana dan prasarana apa sajakah yang dimiliki sekolah saat ini dan apakah sarana dan prasarana tersebut sudah dapat menunjang implementasi kurikulum ini?

Seperti yang saya singgung sebelumnya, sekolah ini memiliki sekolah kami telah mempunyai 16 lokal ruang kelas, 1 lokal lab komputer, 1 rapangan serba guna, 1 ruang kepala sekolah, 1 ruang guru dan 1 ruang tata usaha. Ditambah lagi, saat ini kami sedang membangun 2 lokal ruang kelas.

Saya rasa semua belum cukup memadai untuk menunjang kurikulum terbaru ini. Anak-anak masih sangat membutuhkan fasilitas-fasilitas lainnya yang tidak kalah pentingnya, seperti untuk pengembangan bahasa Inggris kami membutuhkan lab bahasa, untuk praktik sains dan technology kami membutuhkan lab IPA, untuk penunjang minat baca anak-anak kami membutuhkan perpustakaan dan sarana dan alat penunjang pembelajaran lainnya.

Bagaimana Bapak mensosialisasikan kurikulum ini kepada staf pengajar disini dan bagaimana perkembangan selama ini?

Cara yang kami tempuh antara lain, mengirim guru-guru untuk observasi langsung ke beberapa sekolah yang telah berhasil menggunakan kurikulum ini seperti sekolah islam Al-Azhar dan sekolah lainnya, melalui buku-buku bacaan, dan mengikutsertakan guru-guru dalam seminar-seminar dan pelatihan-pelatihan baik itu yang diadakan oleh pemerintah maupun non-pemerintah yang bergerak dibidang pendidikan.

Perkembangannya ya cukup baik walaupun dengan serba keterbatasan yang ada tapi kami tetap mencoba melaksanakannya demi untuk kemajuan pendidikan terutama di sekolah kami ini.
Adakah pembinaan atau penyuluhan secara sistematis dan berkesinambungan dari pihak pemerintah berkaitan dengan implementasi kurikulum ini?

Pembinaan mungkin ada tapi yang secara sistematis dan berkesinambungan saya rasa tidak ada. Seminar-seminar dan pelatihan-pelatihan yang diadakan pun hanya beberapa hari saja dan itupun saya kami rasakan konsepnya tidak menyeluruh. Guru-guru disini pun berpendapat bahwa konsep kurikulum ini kurang jelas dan sangat membutuhkan bimbingan teknis sehingga ketidakjelasan konsep ini tidak terus menhantui guru-guru disini.

Saya berharap nantinya keterlibatan guru dalam implementasi kurikulum ini disertai bimbingan teknis yang sistematis dan berkesinambungan seperti pemberian ilmu dan keterampilan agar mutu lulusan dapat lebih baik dan ini menjadi tantangan guru-guru untuk lebih berkembang di masa yang akan datang.

Apa harapan Bapak dengan diterapkannya kurikulum ini?

Saya berharap adanya hubungan yang harmonis antara pembuat kebijakan dengan para guru di lapangan dalam setiap kebijakan yang berkaitan dengan pendidikan. Sehingga setiap kebijakan yang akan diterapkan dapat memberikan perubahan yang positif dalam dunia pendidikan kita bukan malah memberatkan salah satu pihak karena tidak adanya hubungan yang harmonis. Ini yang saya rasa perlu diperhatikan oleh pemerintah pusat.

Begitu pula dengan implementasi kurikulum ini, jika tidak ada hubungan yang harmonis antara keduaanya saya rasa akan sia-sia saja penerapan kurikulum ini. Para guru bisa saja akan terjebak dalam paradigma pembelajaran lama.
Pada hari Rabu, tanggal 1 Februari 2005, penulis mewawancarai Drs. Dudin, guru Bahasa Inggris madrasah tsanawiyah di ruang guru. Hasil dari wawancara ini merupakan gambaran real tentang penerapan Kurikulum Berbasis Kompetensi di Madrasah Tsanawiyah Al-Ihsan dan dijadikan salah satu dasar rujukan bagi penulis dalam penulisan skripsi ini. Berikut petikan hasil dari wawancara tersebut:

Sudah berapa lama Bapak mengajar di sekolah ini? Dan bagaimana perkembangan pembelajaran bahasa Inggris selama Bapak mengajar?

Saya mengajar di sekolah ini sejak tahun ajaran 2004-2005 dan alhamdulillah masih mengajar sampai sekarang, berarti saya mengajar di sekolah ini sudah hampir 2 tahun.


Skill apa yang bapak tekankan dalam mengajar Bahasa Inggris?

Saya menekankan pada kemampuan berkomunikasi anak-anak, karena menurut saya di zaman sekarang itu sangat dibutuhkan oleh anak-anak apalagi sekarang kita telah memasuki era globalisasi tentunya sangat membutuhkan Bahasa Inggris sebagai sarana berkomunikasi.

Lalu bagaimana dengan Reading, reading juga merupakan skill yang saya kira juga sangat penting untuk diajarkan anak-anak. Apa pendapat bapak tentang hal ini?

Ya, saya juga sepakat dengan anda tentang hal ini, menekankan pada speaking kan bukan berarti saya tidak mengajarkan skil-skil yang lain, mungkin porsi dari waktu yang saya berikan kepada anak-anak untuk belajar reading lebih sedikit dibandingkan dengan speaking, dan tidak sesering speaking.

Saya juga melihat minat anak-anak terhadap reading sangat kurang karena mereka ga terbiasa dengan membaca apalagi membaca artikel yang berbahasa Inggris dan itu sangat berat bagi mereka. Hal itu juga mungkin karena anak-anak gak terbiasa membaca di rumahnya. Ini juga seharusnya diperhatikan oleh orang tua murid untuk membantu sekolah dalam pendidikan anak-anak, jangan hanya membebankan kepada sekolah mereka juga seharusnya bertanggung jawab dan mendukung kebijakan sekolah.
Reading sendiri skill yang termasuk kompleks untuk diajarkan kepada anak-anak. Apa pandangan Bapak tentang hal ini?

Ya saya juga merasa juga begitu. Dalam mengajar reading banyak sekali hal-hal yang harus diperhatikan disamping anak-anak dituntut untuk belajar membaca, anak-anak juga dituntut untuk memahami apa yang mereka baca. Ibaratnya gak seperti burung beo mengucapkan sesuatu tapi dia gak mengerti apa yang dia ucapkan.


Berkaitan dengan Kurikulum Berbasis Kompetensi yang sedang gencar-gencar diujicobakan disekolah-sekolah. Apa pendapat bapak tentang hal ini?

Pertanyaan ini menarik sekali. Saya berpandangan kurikulum ini sangat ideal dan mungkin terlalu ideal buat kita. Terus terang ini bukan karena saya berpikiran skeptis tentang kurikulum ini. Selama dua tahun diujicobakan saya melihat banyak hal yang harus dibenahi baik itu skill guru sebagai pilar terdepan dalam implementasi kurikulum ini, dan juga yang tidak kalah pentingnya yakni fasilitas pendukung untuk pembelajaran. Seperti buku-buku, alat-alat peraga dan lain hal, kita belum punya itu semua. Karena saya berpandangan factor keberhasilan sebuah pendidikan tidak hanya ditentukan dengan kurikulum yang canggih tapi ada faktor-faktor lain yang ikut andil dalam keberhasilan sebuah pendidikan. Itu juga yang seharusnya dipikirkan oleh pembuat kebijakan kita, sudah siapkah sendi-sendinya sarana yang mendukung implementasi kurikulum ini.

Saya sendiri dalam mengajar bahasa Inggris sudah mengacu kepada kurikulum ini walaupun hal ini saya lakukan dengan segala kekurangan, tapi saya menilai implementasinya sudah cukup berhasil, pengajaran jadi tambah hidup karena yang aktif bukan hanya guru tetapi murid juga dituntut untuk lebih aktif. Saya kira kalau prasarana yang sangat mendukung dan kami sebagai guru diberikan bekal yang cukup tentang mengajar dengan kurikulum ini, kurikulum bisa diandalakan untuk seterusnya diterapkan.

Prasarana apa saja yang seharusnya ada untuk mendukung implementasi kurikulum ini?

Banyak yang harus dipenuhi, salah satunya, lab IPA, lab komputer, lab bahasa dimana anak-anak bisa mempraktekan bahasa Inggris mereka, perpustakaan dengan buku-buku bacaan dan penunjang yang cukup, alat-alat pendukung pengajaran baik alat peraga dan praktek, dan yang lainnya. Pokoknya sarana dan prasarana penunjang yang cocok dengan karakteristik belajar-mengajar dengan kurikulum ini.

Kendala apa saja yang Bapak hadapi dalam mengajar dengan kurikulum ini?

Dari segi sarana dan prasarana tadi kita sudah bahas sebelumnya.

Dari aspek substansi dan materi, masih telalu membebani dan tidak mudah diterapkan secara ideal. Apalagi materinya menjadi banyak dibanding dengan kurikulum sebelumnya, karena kurikulum ini menuntut belajar dengan konsep secara tuntas dan ini memberatkan guru dan anak-anak. Memang suasan belajar menjadi lebih dinamis karena
anak-anak dituntut untuk aktif dan kreatif dan lebih banyak berdiskusi namun materi menjadi lebih sulit dan diarahkan bersifat analisis. Anda bisa lihat indikator-indikator pencapaianannya dikurikulum.

Susahnya mengubah paradigma belajar anak-anak dan kita juga sebagai guru sering terbawa pola-pola lama dalam pengajaran. Yang saya maksud yakni kegiatan belajar-mengajar yang mengandalkan keaktifan guru dan komunikasi jadi cenderung searah, sedangkan Kurikulum terbaru ini menuntut keaktifan anak-anak.

Selain itu juga guru-guru minim pemahaman terhadap konsep kurikulum ini. Saya juga sangat merasakannya terkadang saya kesusah dalam menggunakan metode dan cara yang tepat dalam memberikan materi. Contohnya dalam mengajarkan tenses, waduh susahnya minta ampun untuk mengajak anak didik aktif, ya akhirya jadi komunikasi satu arah.

Sumber-sumber apa saja yang Bapak dapat dalam memahami konsep Kurikulum Berbasis Kompetensi ini?


Apa saja keuntungan dan kerugian dalam mengajarkan bahasa Inggris dengan menggunakan kurikulum terbaru ini?

Banyak sekali keuntungan apabila sekolah berhasil dalam penerapan kurikulum ini, antara lain kegiatan belajar-mengajar menjadi dinamis karena bukan hanya guru yang dituntut untuk aktif tetapi juga anak didik dituntut untuk lebih aktif dengan begitu terjadi interaksi yang positif antara keduanya, skill anak-anak juga lebih di perhatikan karena Kurikulum Berbasis Kompetensi menuntut belajar tuntas dengan indikator-indikator pencapaianan setiap kompetensi yang jelas, dan tentunya apabila ini berhasil diterapkan dunia pendidikan kita akan selakangkah lebih maju sebelumnya.

Kerugiannya antara lain mungkin, masih kurang jelasnya kosnsep kurikulum ini sehingga memberatkan guru dalam memilih materi dan metode pengajaran padahal guru dituntut untuk lebih professional dalam mengajar karena materi yang masih terlalu berat ditambah lagi infrastructural yang kurang memadai, materi menjadi lebih analisis dan ini memberatkan murid, menyulitkan pihak sekolah karena mahalnya biaya administrasi untuk penyelenggaraan kurikulum ini,
Assalamu’alaikum Wr. Wb.

Teriring salam dan do’a semoga Bapak selalu dalam lindungan dan kasih sayang Allah SWT, sehingga selalu sukses dalam menjalankan kehidupan sehari-hari. Amien.

Sehubungan akan berakhirnya masa studi program Strata I (S I) yang telah saya tempuh, maka saya yang bertanda tangan di bawah ini:
Nama : Abdul Azis
NIM : 101014020823
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris
Bermaksud mengajukan judul skripsi sebagaimana tertera di bawah ini:
“Some Difficulties in Teaching Reading Using Competency-Based Curriculum (A Case Study at Mts. Al-Ihsan Ciputat)”
Sebagai bahan pertimbangan bagi Bapak, bersama ini saya lampirkan:
1. Outline
2. Abstraksi
3. Daftar Pustaka Sementara

Demikian surat pengajuan judul skripsi yang saya ajukan, semoga Bapak berkenan menyetujui dan sekaligus menentukan Dosen Pembimbing. Atas segala perhatiannya saya haturkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Mengetahui,
Ketua Jurusan Pendidikan Bahasa Inggris

[Signature]

Drs. Nasrun Mahmud, M.Pd.
NIP. 150041070

Pembimbing

Abdul Azis
NIM. 101014020823

[Signature]

29/6/05
Assalamu'alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Abdul Azis
NIM : 101014020823
Jurusan / Semester : Pendidikan Bahasa Inggris / VIII
Judul Skripsi : “Some Difficulties in Teaching Reading Using Competency-Based Curriculum (A Case Study at MTs. Al-Ihsan Ciputat)”

Judul tersebut telah disetujui oleh Jurusan yang bersangkutan pada tanggal 29 Juni 2005 dengan abstraksi / outline sebagaimana terlampir.

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, yakni sampai dengan tanggal 29 Desember 2005.

Atas perhatian dan kesediaan Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

a.n. Dekan
Pembantu Dekan
Bisang Akademik,

Tembusan:
1. Dekan
2. Ketua Jurusan ybs.
3. Mahasiswa yang bersangkutan.
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Kepada Yth.
Kepala MTs. Al-Ihsan
Ciputat

Assalamu'alaikum wr. wb.

Dengan hormat kami sampaikan bahwa:

Nama: Abdul Azis
adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta:

N I M: 101014020823
Jurusan: Pendidikan Bahasa Inggris
Semester: IX (sembilan)

Sehubungan dengan tugas penyelesaian skripsi yang berjudul: “Some Difficulties in Teaching Reading Using Competency-Based Curriculum (A Case Study at MTs. Al-Ihsan Ciputat)”
Kami mohon kesediaan Saudara untuk menerima dan membantu mahasiswa/i tersebut.
Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Jakarta, 24 November 2005

[Signature]

Dekan

[Signature]

Dekan Bid. Akademik

B.E. Dr. H. Aziz Fahrurozi, MA
NIP. 150 202 343

Tembusan:
1. Dekan FITK
2. Ketua Jurusan ybs.
3. Mahasiswa yang bersangkutan.
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jakarta, 29 Desember 2005

Kami mengharapkan kesediaan Saudara untuk memperpanjang waktu Bimbingan I/II (materi/teknis)* penulisan skripsi mahasiswa:

Nama : Abdul Azis
NIM : 101014020823
Jurusan / Semester : Pendidikan Bahasa Inggris
Judul Skripsi : "Some Difficulties in Teaching Reading Using Competency Based Curriculum (A Case Study at MTs Al Ihram Pamulang Ciputat"

Penulisan skripsi mahasiswa tersebut telah habis batas waktu yang telah ditentukan sejak tanggal 29 Desember 2005 dan diperpanjang sampai dengan tanggal 29 Juni 2006.

Demikianlah, atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tembusan:
1. Dekan FITK
2. Ketua Jurusan ybs.
3. Mahasiswa yang bersangkutan.

a.n. Dekan
Pembantu Dekan Bid. Akademik,
Prof. Dr. H. Aziz Fahirurozi, MA
NIP. 150 202 343.
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : ET/TL.02.3/II/2006
Lamp. : ---
Hal : Perubahan Judul Skripsi

Jakarta, 15 Maret 2006

Assalamu’alaikum wr. wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta, memberitahukan bahwa:

Nama : Abdul Aziz
NIM : 101014020823
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Judul Skripsi : Some Difficulties In Teaching Reading using Competency Bared Curriculum (A Care Study at MTs Al-Ikhshan Pamulang)

Setelah judul skripsi tersebut dikonsultasikan oleh mahasiswa yang bersangkutan dengan pihak-pihak yang terkait berubah menjadi : "Some Difficulties in Learning Reading Bared on Competency - Bared Curriculum ."

Demikianlah, agar dapat diberikan bimbingan selanjutnya.

Wassalamu’alaikum wr. wb.

a.n. Dekan

[Signature]

[Stamp]

Prof. Dr. H. Aziz Fahrurozi, MA

Tembusan:
1. Dekan FITK
2. Ketua Jurusan ybs.
3. Mahasiswa yang bersangkutan.
SURAT KETERANGAN

No: MTs-i/S/17/PP.005/258/2006

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Al-Ihsan Pamulang Tangerang menerangkan bahwa:

<table>
<thead>
<tr>
<th>Nama</th>
<th>ABDUL AZIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tempat &amp; Tanggal Lahir</td>
<td>Tangerang, 5 Februari 1983</td>
</tr>
<tr>
<td>Status</td>
<td>Mahasiswa</td>
</tr>
<tr>
<td>NIM</td>
<td>101014020823</td>
</tr>
<tr>
<td>Fakultas</td>
<td>FTIK UIN Syarif Hidayatullah Jakarta</td>
</tr>
<tr>
<td>Jurusan</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
</tbody>
</table>

Telah melaksanakan penelitian penyelesaian skripsi mengenai “Some Difficulties in Learning Reading Based on Competency-Based Curriculum” pada tanggal 1 Desember 2005 s.d. 1 Februari 2006 di sekolah yang kami pimpin. Dalam hal ini kami telah memberikan kesempatan kepada pihak yang bersangkutan untuk menyelesaikan tugas yang diemban guna penyelesaian skripsi.

Demikianlah surat keterangan ini kami buat dengan sebenar-benarnya untuk diketahui oleh pihak yang terkait.

Pamulang, 1 Februari 2006

Kepala Madrasah

Drs. Agus Sunardi
NIP. 150 244 521