A syllabus functions as a guidance for the teacher in teaching learning process. The implementation of syllabus also holds the important role to help improve educational practices and achieve the goal of teaching learning. “Reading Comprehension IV” is one of main subjects at English Department as a requirement in mastering reading.

The research was conducted to know whether or not the material of “Reading Comprehension IV” was in accordance with English Department syllabus and the teacher’s difficulties when implementing the syllabus.

The research design used in this study was a descriptive qualitative design. The research took two teachers who were teaching “Reading Comprehension IV” at English Department of the University of Muhammadiyah Malang academic year of 2005-2006 as the research subject.

The result of study showed that the material of “Reading Comprehension IV” was not in accordance with the English Department syllabus. The two teachers who taught “Reading Comprehension IV” in academic year 2005-2006 modified English Department syllabus. The teachers implemented their own syllabus in teaching learning process. Even though both teachers modified English department syllabus by themselves, they still faced difficulties in implementing it.

The researcher expected that the result of this study would be useful for the teachers, English department, and future researchers. It was suggested for the teachers who teach “Reading Comprehension IV” that they should coordinate the meeting before implementing their syllabus in class so they would achieve the same goals. In addition the English Department should up-date the references to improve the quality of the material. It was expected that other researchers could make similar research or continue it.