

CHAPTER I

INTRODUCTION

This chapter consists of the introduction that contains of the background of the study, research problem, and objective of the study, significance of the study, scope and limitation of the study, definition of key term, research methodology and frame of discussions.

A. Background of the Study

In language learning, textbook takes a significant role during the process of teaching and learning. It is absolutely a difficulty for teacher to teach systematically without a textbook. A textbook also provide a guarantee for students on their systematic revision about what they have learn and guarantee for them about what they are going to learn.

Textbook is the most important of the teacher's tools. As the important media absolutely textbook should be good and suitable with the condition, levels of the students and most easy to read and understand. Besides that textbooks should consider many factors.

According to Littlejohn that in Hutchinson and Torres, textbook should consider many things that should be fulfilled. The idea that textbooks produce a kind of dependency culture among pedagogy teacher and learners.¹ In line with this, Halliwell gives the criteria of good presentation in the textbook. Beside that

¹Tom Hutchinson and Eunice Torres, “*The Textbook as agent of Change*”, *ELT Journal Volume 48*, Oxford University Press 1994, p. 317.

Halliwell gives the criteria of good presentation in textbook: 1. The book are interesting and fun. 2. The children can easily read what they have to do. 3. The book should provide much activities and task which are interesting and worthwhile or them not just language exercise. 4. The book should provide many activities for children who cannot read and write yet with confidence.

The classify a good textbook that must meet several requirements as mentioned follows: 1. First, it must be realistic which means that it can be used by both teachers and students and easily found in the market. 2. It must relevant to the age or level of the students and also the objectives that should be achieve. 3. It must be interesting to the students. 4. It must be in line with the approach used.

In the textbook is a part of the English is a subject matter in school that cover the four basic language skills: listening, speaking, reading and writing. Almost in every subject, students' learning actives involves reading. It is one of the complex ways in learning English.it is a kind of activity that comprehend the writer's ideas or the way the writer communicates with the readers by using of the written or printed words. Reading is an interactive process. The reader processes his/her background knowledge and the printed text using specific skills and strategies to from expectation and predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he gets from the printed message, and then reacts to it accordingly.²

²Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta:Muhammadiyah University Press, 2002, p. 139.

According to the explanation above the writer concludes that on the textbook that applied by the teacher. The teacher must selective to choose the good English textbook contains that suitable with level of the students because there are many English textbook which are offered by many publishers, so that the teacher must carefully to choose.

B. Previous Studies

The writer presented the results of her reviewing sources of information, which were related to the topic that discussed in this thesis. Then, there were some previous studies that were related to this study and some similarities and differences of these studies were shown to show the writer's position in conducting the study

The writer was interested with this case because the reading questions in the textbook very important for study. So, the writer continues to study the reading skills in the textbook.

The first, the research by the title "An analysis of English Sentence Structure in English Textbook For The First Grade of Senior High School Students" by RiniHandayani." The result showed thatthe kinds of sentence based on their structure applied in English textbook were: simple sentences consist of 118 sentences, compound sentences consist of 90 sentences, complex sentences consist of 82 sentences. There were eight simple sentence patterns found, they were: Noun+Verb+Adverbial(1), Noun+Verb+Adverbi(2), Noun+Verb+Noun,

Noun+ Adverbial + Verb, Noun+ Linking Verb+ Adjective, Noun+ Linking Verb+ Noun, Noun+ Linking Verb+ Adverb, and Noun+ Linking Verb+ Adverb.³

The difference between this study with RiniHandayani's research is focused on kinds of sentences applied by students in English textbook and the writer focused of the reading questions. The similar of this study is object that textbook.

The second, the journal by the title "A Comparative Study of English Textbooks used in Iranian Institutes" by MansoorSiyadat,

The difference between this study with MansoorSiyadat's journal is focuses comparative on structure and content do male of English Textbook. To this aim, a total of 320 male learners from a range of different institutes across West Azerbaijan were asked to voice their opinions on various aspects of four English textbooks. The result that through using a convenient website related to a specific course book, the learners would be highly motivated and enjoy the English language learning process.⁴ And the writer focused of the reading questions. The similar of this study is object that textbook.

The third, the journal by the title "The use of Critical Thinking In Social Science Textbooks of High School: A Field Study of Fars Province in Iran" by Seyed Ahmad Hashemi. The result showed that the teachers of the social studies textbook evaluated assessment of example and statements, and analysis and evaluation skills as not satisfactory respectively.

³RiniHandayani, *An Analysis of English Sentence Structure in English Textbook for the First Grade of Senior High School Students*, unpublished Thesis, Palangka Raya : ThesisSTAIN Palangka Raya, 2009.

⁴MansoorSiyadat, *A Comparative Study of English Textbooks Used In Iranian Institutes*, *International Journal of Asian Social Science*, p. 150-151.

The difference between this study with Ahmad Hashemi's journal is of critical thinking social science textbook. Critical thinking movement was strengthened under the effect of Robert Ennis's thoughts in the early 1960s. Ennis, the Cornell University professor, spoke about the learning and evaluation of critical thinking by designing the X and Y tests.⁵ And the writer focuses reading questions. The similar of this study is object that textbook.

The Fourth, the journal by the title "A Content Analysis On English For Kids Grade 3, A Textbook Used In Elementary Schools In Malang" by NestinVernilaKeban, AndiMuhtar and EvynurulLaily Zen. The problem How much does the English textbook, *English for Kids Grade 3*, a textbook used in Elementary schools in Malang meet requirements of a good EFL textbook. The results show 60.86% of the textbook met the criteria of a good EFL textbook that is categorized as adequately relevant to good EFL textbook criteria.

The difference between this study with NestinVernilaKeban, AndiMuhtar and EvynurulLaily Zen journal is focused with the content analysis but the writer be more focused with the reading questions.⁶ The similar of this study is object that textbook.

The Fifth, the study by the title "The Reability Level of Reading Text in the English Textbook Entitled Look Ahead 2 Published ByErlangga" by Fahrudin. The result of from 6 unit that divided into 23 reading texts in the English

⁵SeyedAhmad Hashemi, *The use of Critical Thinking In Social Science Textbooks of High School: A Field Study of FarsProvince in Iran*, *International Journal of Instruction* January 2011 • Vol.4, No.1, p. 64.

⁶NestinVernilaKeban, AndiMuhtar and Evy NurulLaily Zen, *A Content Analysis on English for Kids Grade 3, A Textbook usedin Elementary Schools in Malang*, *State University of Malang*, p. 1.

textbook, all the text are readable and suitable for the eleventh grade of Senior High School, but there two texts more proper used in senior high school that entitled Proverbial Value and can AFI Guarantee One to Be a Talented Singer, where both the text in fairly difficult. The difference between this Fahrudin's is focused analyses the readability text and there are six units of reading text that are analyzed in this study.⁷ But the writer be more focused with the reading questions. The similar of this study is object that textbook.

C. Research Focus

The writer chose English textbook used in class XI at school and entitled of book "BAHASA INGGRIS" but the writer just focused on reading questions.

D. Research Problem

1. What level of reading skill found in reading questions in the textbook?

E. Objective of the Study

1. To know level of reading skill found in reading questions in the textbook.

⁷Fahrudin, *The Readability Level of Reading Text in English Textbook Entitled Look a Head*
 2 Published by Erlangga, unpublished Thesis, Palangka Raya : Thesis STAIN Palangka Raya, 2012.

F. Theoretical Framework

1. Reading

There are some definitions of reading that are explained from some resources, namely, according to Anderson states that reading is a means to assist personal development, then to provide entertainment and information.⁸ Meanwhile, according to glossary definition &ct online states that reading is a process of retrieving and comprehending some form of stored information or ideas.⁹

Based on the explanation above, the writer conclude that reading is interactive process doing by the reader in reading a text and to understand the meaning from the text.

2. Textbook

Textbook is a book that contains a description of the material about the subject or field of study, which are arranged in systematic and has been selected based on specific objectives, orientation learning and development of students, to be assimilated

⁸Jonathan Anderson, et al., *Efficient Reading: At a Practical*, Sydney, Mc. Graw Hill Book Company, 1969, p. 3.

⁹*Ibid.*, p 3.

G. Significance of the Study

The findings of the research are expected to be significant in the following ways:

1. Theoretically, the result will strengthen the existing theory of the reading questions.
2. Practically, the results of study can be practiced by the teacher at school.

H. Operational Definition

It is necessarily to clarify the definition of key terms used in this study such as in the following:

1. Reading Comprehension

Reading comprehension is an active process in the construction of meaning. It is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the word and expressions that a writer uses to communicate information, ideas and viewpoints.¹⁰

2. Reading Skill

Reading skill is an acquired ability to perform well; proficiency. The term often refers to finely coordinated, complex motor acts that are the result

¹⁰*International Academy of Education, Teaching Reading: Educational Practice Series-12*, (online), (<http://www.curtin.edu.au/curtin/dept/smec/iae>, accessed May 6, 2015)

of perceptual motor learning, such as handwriting, golf, or pottery. However, skill is also used to refer to parts of acts that are primarily intellectual, as those involved in comprehension or thinking.¹¹

3. Reading Strategies

Reading strategy is techniques or style that students choose in their reading comprehension. Oxford, defined strategies in reading as activities or any sets of action that are chosen to facilitate learning by making learning enjoyable and easier so that attainment of new information will be more effective.¹²

4. An analysis

An analysis that make effort to analyze document to know the meaning and containing of it. Kinds of document such as: article, picture, grafic, painting, carton, biography, photography, report, textbook, newspaper, film, drama, diary, magazine and bulletin.

¹¹*Clarifying Differences Between Reading Skills and Reading Strategies*<http://deepblue.lib.umich.edu/bitstream/handle/2027.42/88049/RT.61.5.1.pdf?sequence=1>, (accessed May 20, 2015)

¹²Oxford, Rebecca L., *Language Learning Strategy*, New York: Newbury House Publisher, 1990.

I. Framework of the Study

1. CHAPTER I: Introduction

This chapter consists of the background of the study (this section discussed the phenomenon that become problems that being faced), previous study (studies related to conditional sentences) research focus, research problem (discussed about the problems that were researched), objectives of the study (this section discussed the goal that were going to be achieved reached in this study), theoretical framework, significant of the study (this section discussed the important beneficial in this study and consist of the theoretical and practical significant), operational definition (this section describe about the definition of key terms that were used in the study) and framework of the study.

2. CHAPTER II: Review of Related Literature

This chapter presents review of related literature which discussed the definition of reading comprehension, the process of reading, reading strategies, the techniques of reading skills, level of reading, macro skills and micro skills for reading, types of text, and textbook used in SMA.

3. CHAPTER III: Research Method

This chapter consists of research type, evaluating research, role of the researcher in the study, research site, source of the data, data collection procedures, data analysis procedures, and method for verification of the research finding.

4. CHAPTER IV: Result of the Study

This chapter presents the research finding, the writer presented the result of data analysis the reading skills in the English textbook which has been stated in the previous chapter.

5. CHAPTER V: Discussion

This chapter discussions, the writer presented the discuss about research finding.

6. CHAPTER VI : Closure

This last chapter would mainly presents the conclusion and the suggestions of the thesis. The analysis in this chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teacher, in choosing English textbook that applied.