

CHAPTER 1

INTRODUCTION

This chapter will discuss background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Reading plays an important language skill that more demand in nowadays than in any time. Browning (2000) cites that by having habit in reading, it can help the readers able to concentrate better. It is not debated more because while doing reading activity, the readers have to give all the attention and the focus on what they are reading in order to grasp the meaning and catch some new information. Furthermore, according to Winter-Héber (2013); Chow&Chou (2001), reading is an effective way to grow up vocabulary because the more we read, the more we gain new vocabularies. Hence, it could be aid to reach brighter career in the future.

Especially on vocational school, reading also holds a vital role as like stated on Board of National Standard of Education (BSNP: 2006), the aim of reading skill for vocational students is being a supported skill which leads and eases the students to reach their skillful program competency, such as: engineering technique, mechanical technique, office affairs, etc. because

through learning reading process, the students are able to understand unfamiliar words and how to use it, also grasp some information in some kinds of text, likes: short functional text, business letter, simple instruction and how to operate specific machine. Moreover, Vice of Education National Ministry (2014) stated that the students will be conditioned to read and to comprehend the passage in implementation of 2013 curriculum for language subject.

Meanwhile, vocational school is classified into three levels based on The Ministry of National Education Decrees No. 23 (2006) about Graduated Competency Standard (SKL) for elementary and intermediate grade. The first is *novice level* for the tenth grade students of SMK. The next is *elementary level* for the eleventh grade and the last is *intermediate level* for the twelfth grade students. Among those three levels, there are at least three points to differentiate each other, focusing on reading, includes: a) readability of the texts, b) the indicators for each level and c) the level of reading comprehension. Even though, the main aim in reading for vocational students is the same.

By the purpose of gaining national aim of reading above, the Ministry of National Education establishes the modified curriculum which includes cognitive competency, affective competency, and life-skill competency in integrate system as reflected on national standardization, named 2013 Curriculum (K13) or *outcomes-based curriculum*. It is get along with UU No. 20 (2003) & PP No. 19 (2005) about National Education System.

Cites on Dharma (2008), curriculum sets a plan concerning on the objectives, content, learning materials including the methods in conducting learning activities, and learning assessment and evaluation. Thus, the teachers have to construct a lesson plan first before they teach the students which emphasize on four aspects that is being majority, they are: listening skill, speaking skill, reading skill, and writing skill. The lesson plan they have made is the reflection of the teachers' understanding and interpreting in implementing of 2013 curriculum.

Besides constructing the lesson plan, the teachers also take a concern on selecting the textbook in English, especially on reading skill. It is being essential issue because textbook is one of the factors that influence the students to master reading skill, according to Tansasa (2013).

Textbook certainly has an influence on students' reading achievement, as some finding studies which conducted by experts. As found on Moulton (1994) & Akyüz (2004), their study have found that there is little strong relationship between using textbook in teaching learning process and students' reading achievement. Even though the relationship was not significantly influence on students' reading achievement, but the researchers found it was significantly impact on teachers' performance in teaching.

The fundamental position of textbook in reading skill is shown on Bakharuddin (2012) & Richards (2001:254). Textbook is one of the aspects that have to fulfill for the teachers in teaching and learning process. If the

textbook in used does not reflect on the curriculum, the objectives of reading will not achieve and the students could not pass their basic competence in reading.

However, nowadays Ministry of National Education suggest the schools to use the textbook made by Ministry of National Education, called *ebook*, because it can be downloaded from kemendikbud.go.id freely. So. It is responsibility of the Ministry of National Education to design and to serve the textbook which reflects all components and aims in every subjects and levels.

Even though, some prestige schools does not use *ebook* because the parents are willing to pay more to give their children the best one of essential issues in education (textbook), yet, the research do the analysis by using Textbook entitled: *Bahasa Inggris* because this textbook is also used in SMK Yasmu Manyar Gresik as the primary book which actually needs ESP (*English for Specific Purpose*) than *General English* as served in Textbook entitled: *Bahasa Inggris*.

Looking on the critical spot of textbook, it should be conducted analysis of textbook. Therefore, there are some researchers have been conducted a study in term of analyzing textbook. According to Littlejohn (1998) in Alamri (2008), there are three levels in analyzing textbook, they are: At the first level of analysis focuses on the physical aspects of materials, and at the second level the focus of analysis is on the actual role of learners in the classroom activities (language form or meaning is focused, forms of activities and

classroom participation) and the contents of the tasks. The third examines the implications derived by evaluating the overall aims of the materials, content, skills and abilities and the role of materials as a whole.

Derived from the important position of textbook in gaining reading achievement above, the researcher tries to conduct the study focusing on *analysis reading material in textbook entitled “Bahasa Inggris” used by tenth grade students of SMK.*

1.2 Statement of Problem

Derived from the background of the study above, the researcher design a problem, it is: *“How does reading textbook reflect on the curriculum for tenth grade student at SMK YASMU Manyar – Gresik?”*

1.3 Purpose of the Study

From the statement of problem above, the purpose of the study is analyzing the reflection of reading textbook on the curriculum on tenth grade student at SMK YASMU Manyar – Gresik.

1.4 Significance of the Study

There are two major significances in this study, they are:

a. Theoretical

- Generating idea on analyzing reading textbook for vocational school on tenth grade.

- Giving contribution toward the method used in analyzing reading textbook for vocational school on tenth grade.

b. Practice

- Being one of the references for the author or publisher to design and develop comprehension questions in reading textbook which reflects on the curriculum, especially on tenth grade of vocational school.
- Being a suggestion or reference how to select a good textbook, especially, in serving a good comprehension questions for the vocational students which is reflected on the curriculum.
- Being a guidance for the English teachers to be more understandable some indicators of each comprehension questions' types in order to assist the students in comprehending every passage which is read.

1.5 Scope and Limitation

The researcher limits this study while she is conducting the research due to limiting the broad topic and making distinctive with previous study. The scope and the limitation are: The researcher will conduct the study on the tenth grade at SMK YASMU Manyar – Gresik and only concerns on analyzing reading passages and reading activities. In addition, the researcher will analyze it by relating on three components of *novice level* or the tenth grade students of

SMK. Those three components are readability of texts, indicators of reading skill for novice level, and levels of reading.

1.6 Definition of Key Terms

There are three key terms in this study, they are:

- a. 2013 Curriculum is a modified of previous curriculum competency-based curriculum (KBK) and 2006 curriculum (KTSP) which highlights on three competencies (attitude, skill, knowledge) in order to fulfill the requirement of the society, beside to achieve national objectivity and it is designed in *discovery learning* also *scientific approach*.
- b. Textbook is divided into two types, major textbook and minor textbook which major textbook lists material of the subject and contains some activities base as the primary book for students. Meanwhile, minor textbook is as a guidance for teachers to teach the material for the students.
- c. Reading Material consists of the reading comprehension passage, and activities in reading, such as: group, peer and individual activity which taking highlight on *the newest taxonomy Bloom* as the groundwork of reading comprehension.