

CHAPTER II

REVIEW RELATED VARIABLES

This chapter will contain some references and literatures related to the variables in this study from some experts in order to support the study and give some relevant research finding which is useful in conducting the study. Thus, this chapter will discuss three major variables (curriculum; textbook; reading materials) and previous research.

2.1 Curriculum

2.1.1 The Nature of Curriculum

In teaching learning process, the teacher should follow a recent curriculum because it has been proposed what is the basic need that the students have to gain in every subject; the design of how will the teaching learning process run; and how the way to give assessment and evaluation to the students.

As cited on Cronbleth (1992) in Suparlan (2009), he defines curriculum as answering three major questions in educational field: “*What knowledge, skills and values are most useful? Why are they most useful? How do the students gain them?*”. It means curriculum takes an essential component in education system because its role is as guidelines for the school stakeholders and the students in order to gain national objectives.

UU No. 20 (2003:1) about National Education System stated curriculum is a set of plan and rules of national objectives, contains, textbook and method of teaching as a guideline in running teaching learning process in order to gain a specific education objectives.

In addition, according to Lunenberg (2011), he tried to make a conception and definition of curriculum by analysing its function. a) curriculum is as content which focuses on what will the learners study and what are the contents, b) it is as learning experiences which underlines the students' experiences in some learning process, likes: skills, values and attitudes which cannot be taught by making a content, c) it is as behavioural objectives which remarks on how it is defined as the objectivities of the teaching learning process, d) it is as a plan for instruction emphasizes on three stages which done in order to improve curriculum because in curriculum, all of the instructions and steps to gain national objectivity is documented, and e) it is as a nontechnical approach focuses on the new argument that curriculum cannot be exactly planned because it evolves as a living organism as opposed to a machine which is precise and orderly.

Derived from the definitions above, the curriculum is a concept as an instruction of teaching learning process which is aimed to achieve national objectivities and to fulfil the quality of society needed.

Based on the definition, we do so see how urgent the role of the curriculum itself in educational system because it is as the biggest umbrella

which covers anything related on educational system, likes: setting up the goals of national education, the objectives learning, the design of national education, the guided of teaching learning process, instruction method, tests or assessments method, and learning materials.

2.1.2 2013 Curriculum

2.1.2.1 Definition of 2013 Curriculum

According to Nuh (2013), 2013 Curriculum is outcomes-based competency which had been designed in concept both of competency-based curriculum (KBK) 2004 and school-based curriculum (KTSP) . It is not finished yet because there is a request to implement School-based curriculum (KTSP) as soon as possible and the formula is different from material-based curriculum.

Furthermore, Dzakiyyah (2013) stated that 2013 curriculum is a scientific-based curriculum which emphasizes on reaching three main competencies, they are: attitude, skill and knowledge in balancing condition.

Derived from those definitions above, 2013 curriculum is a modified of previous curriculum, competency-based curriculum (KBK) which highlights on three competencies (attitude, skill and 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*.

Cited on Olivia (1992:29) in Hasan (2013), curriculum is a product of time. It could be responded and be changed by some factors, likes: social pressure and educational leadership at that moment. It can conclude that curriculum is dynamic. So, it is able to improve or to develop in order to build up a competitive, a good personality and creative young generation which is needed by the society nowadays as in the globalization era.

2.1.2.2 Factors of 2013 Curriculum Improvement

The emerging of 2013 curriculum is influenced by some aspects and some pressures. According to Majid (2013), there are two biggest factors:

- a) Internal Pressure, there are two main problems occur from the inside forces, are: condition of education field which is chained to eight National Education Standardization, they are: content standardization; process of standardization; Graduated Standard National; standardize of teachers and staff; facilities standardization, management standardization, cost standardization, and standardize evaluation. The next problem is how the way to empowered of productive human resources into graduated students which has competency and skill in order to survive in the cruel era.
- b) External Pressure, it means the pressures which force to develop the new curriculum is coming from the outside of the national or the

civil society, likes: facing up with globalization era and shifting world economic power, and the impact of participation of technology, quality, infestation and educational transformation.

2.1.2.3 Foundations of 2013 Curriculum Improvement

In Indonesia, 2013 curriculum development is done by relying on three foundations, as cited on Ministry of Education and Culture (2012). They are:

- a. *Yuridia Foundation*, it is a fundamental of developing curriculum based on roles, constitution, and judgment from administrator and supervisor in educational field. Yuridia Curriculum foundations are Pancasila and Undang Undang Dasar 1945 (UUD 1945); UU No. 20/2003 about *National Education System*; UU No. 17/2005 about *Plan of Long-term National Reconstruction*; Government Decrees (Peraturan Pemerintah) No. 19/2005 and Ministry of National Education Decrees (Permendiknas) No. 23/2006 about *Graduated Standard Competency*; and Ministry of National Education Decrees (Permendiknas) No. 22/2006 about *Content Standardization*.
- b. *Philosophy Foundation*, this foundation takes the view of curriculum development urgency by looking onto national culture. According to this, the root of national education is national culture, today's alive and feature's alive because as

stated on UU RI No. 20/2003 about *National Education System*, the purpose of national education is to develop and to design the character and so the civilization which has dignity in order to create a smart society alive. Thus, it is hoped through this educational process, 2013 curriculum), the learners are able to be a decedent and developer of national culture. In raising this goal, it should have an appropriate education content which will learned by the students not only for a big achievement in long time ago but also any development in nowadays and will continues in the future. So, we need the content which is formulated into Graduated Standard Competency (SKL) and is developed into 2013 curriculum for the learners alive as a productive and responsible individual, part of society and civil society.

- c. *Theoretical Foundation*, 2013 curriculum is designed by following the theory of “*standard-based education*”, and theory of “*competency-based curriculum*”. According to this foundation, 2013 curriculum is designed to give *learning experience* as broader as possible for the learners in developing their attitude, skill and knowledge. The result of individual learning experience is reflected on study reported and is described as Graduated Standard Competency (SKL) of

individual quality. Meanwhile, study reported of all of the learners will be the result of implementing this curriculum.

2.1.2.4 Characteristics of 2013 Curriculum

The characteristics of *2013 curriculum*, stated on Ministry of National Education Decrees No. 70/2013 about basic concept and structure curriculum of SMK/MAK, are:

- i) Emerging balance between spiritual and social behavior, curious, creativity, and team worked with intellectual and psychomotoric skill,
- ii) School is part of society which give planned learning experience, so, the learners apply what they have already learned into the society and empowered the society as their learning resources,
- iii) Emerging a behavior, knowledge and skill, then, do so applying both of them in every atmosphere in the school and the society,
- iv) Giving much time to develop a behavior, knowledge and skill which is included in competency. They are conveyed in the form of central competency and more details into some basic competency,
- v) Central competency is being an unsure of organizing elements, and

- vi) Basic competency is settled by relaying on the accumulative principle, reinforcement, and enrichments.

2.1.3 2013 English Curriculum

English as one of the compulsory subject in Indonesia, especially at SMK, is positively follow the term in the country. One of them is following the current curriculum in teaching learning activities.

English is an adaptive subject which aims to provide students with *communicative competency*, means the students are able to communicate with others by using English in material context and to provide the students with *informational competency*, hopes the students are able to access the knowledge in English, as cited on Susilohadi&Setyayoga (2009). It is needed for the skilled program whether in form of oral and written. Furthermore, English also provides the students with communication competency in daily life which districts with globalization era and provides them to develop the competency into higher level. As we know, English has four major skills as the follow:

- a. *Listening skill*: understanding the meaning in interpersonal and transactional oral communication. It is usually in listening order and command in the daily life.
- b. *Speaking skill*: showing the meaning of interpersonal and transactional oral communication in the form of delivering order and command in the daily life orally.

- c. *Reading skill*: recognizing in interpersonal and transactional written communication in the term of gathering order and command in the daily life.
- d. *Writing skill*: showing the meaning in interpersonal and transactional written communication in the term of delivering order and command in the daily life in written form.

In 2013 curriculum, English in SMK has the same attention as in SMA because the government thinks that every students, regardless in SMK or SMA has the same chance to get knowledge and skill as much as they can, as cited on BSNP (2006). In this new curriculum, English is being a compulsory subjects which more remarks on building comprehension, trough out four skills (listening, speaking, reading and writing), and mastering the vocabulary as many as possible by *context-based approach*. Hence, the students will study some relevant vocabularies with the topic and use them in a context or sentence. Even thought, there will be English as interest which emphasizes on how to explore interest and talented of the students into English for specific purpose, such as: how to be a successful carrier women, how to write academic essay and free essay, how to be a smart translator, and so forth.

Get along with 2013 curriculum for English, Alwasilah (1994:144) stated that curriculum for language subjects should follows four fundamentals and will explain below:

- i. *Integration*, it means language competency should be integrated into the whole language's unsure. So, every themes which is given have to include four skill in language (listening, speaking, reading and writing) without any frictions and spaces. It is hoped the students will learn as natural as in the real life and real time. For instance: while learning about advertisement, the students are set up as the listener, then as the speakers, the readers and do so the writers in one time.
- ii. *Option*, learners have a chance to choose what activities they like and could motivated them to learn English. It is aimed to aware them about the goal of learning English. Example: they will master speaking depending on how often they speak and use some new vocabularies they had been gotten and not depend on speaking lesson.
- iii. *English into the whole curriculum*, language is a part of real event in life. Thus, learning English does so need natural setting and more practices in every daily life. In order to achieve students' mastery, English should apply in every other subjects. In the other words, every teacher is English teacher. So, the students will learn English not only from the English teachers, but also another teachers, headmasters, librarian, security, and all the elements in the school, even thought, it is in a simple sentence and utterance.

- iv. *Interesting themes*, it could not decline that theme is one of the factors which influences students to learn English. Hence, it is urgent to select some interesting themes and contextual themes in order to engage the students' motivation in learning English. If it is possible, the students have a freedom to select the actual themes they like most to learn.

2.2 Textbook

2.2.1 Definition of Textbook

Textbook is a complement tool as source to acquire new knowledge and information toward specific subject for the students besides it is as an instruction for the teacher in conducting teaching learning process. Textbook commonly is bought in a set which is every set consist of two books (major textbook and minor textbook) and having complement each other.

It is said on Richards (2001), textbook is a key component in most language program because it serves some input in acquisition new language. In some situation, textbook has a role as a major source for specific subject for the students and assist for the inexperience teacher in designing the class.

According to Thomson (2000) in Sholichatun (2010), "the textbook is a stimulus or instrument for teaching and learning". It can imply that textbook is a device for both teacher and students in teaching learning activities in order to gain same objection, it is standard educational national objectives.

2.2.2 The Function of Textbook

In Richards (2001), refers that textbook has some function in teaching learning process, they are as the follow:

- a. It provides instructional learning for a subject

Through textbook, the teachers especially inexperience yet able to decide where the subject goes by because textbook provides them systematically lesson plan and center core of the subject.

- b. It helps standardize instruction

Textbook can design transferring knowledge and adding new ideas is as same as in every class on the same subject.

- c. It maintains quality

At a moment when textbook is in used, its quality is not doubtless because the textbook is passing several phases. It has a trial and error, and then revises it.

- d. It can train teacher

Teachers are able to train their competency being a professional teacher by empowering the textbook.

e. It is effective

Using textbook is saving much time for the teachers because the contents are adequate and the teachers are not needed to develop new strategy.

f. It can provides widely learning sources

The last function from textbook is as a device to learn specific objective. Thus, it could serve widely source to get new knowledge and information.

O'Neill (1982) stated, there are four main functions of textbook. They are: a) it able to adapted and giving improvement, so, the teacher is not afraid anymore if there is a topic which is little bit Messy, b) it helps students who will catch up the study in order to gain the national aimed, 3) its appearance and the quality of the presentation will attract even the teachers or the students to buy it and read it, 4) it could design and organize what will happen in the class because through this textbook, the teacher has planned their lesson plan. Hence, she will be more ready to start teaching.

2.2.3 The Criteria of Appropriate Textbook

As stated on Williams (1983) & Tomlinson (2012), there are four criteria to select a good textbook, they are:

- a) The completeness and appropriateness of the items presented

It is very imperative thing that have be notice because completeness will influence satisfaction of the reader. Meanwhile, appropriateness is affected on building knowledge of the readers.

- b) The activities suggested for practicing the items selected

It also should be noted before we make a deal in choosing a textbook. All of activities should be reflected on exercising the topic in order to train how to master the topic.

- c) The sequencing of vocabulary

Reading is one of the ways to enrich vocabulary. In short, selecting the textbook has to give attention in development of the vocabulary from the easier to the more difficult related to the topic.

- d) The relevance of its contexts and situations

Nowadays, learning activities are included on process to socialize with the society and environment. Thus, in selecting textbook also look at the relation between content of material given and in the real life situation.

2.3 Reading Material

2.3.1 The Definition of Reading Material

Reading material consists of knowledge, skills and attitude and guides the students as their minimum effort to master reading in order to gain Graduation National Standard in reading skill.

Gebhard (2000:90), materials differ according to the beliefs of those who create them. Basically, materials are created by four groups of people, include publishing companies, government agencies, curriculum development teams at the school levels and classroom teachers. General materials usually content a set of needs of the skill and also a set of objectives. So, material is a set of media in form of *non-printed, printed and comprise both non-printed and printed* which is designed for providing needs and objectives of a skill.

Regarding to National Center for Vocational Education Research Ltd, in Icetea's (2010), there are three key points in defining material, as follows: 1) information, medium and texts which is needed by the teachers to make a plan and to evaluate the implementation of instruction, 2) every substance needed to support teachers in teaching learning process, and 3) a set of instructional substances which is designed systematically and displays the whole competencies for students to have achieved.

Thus, Reading material is consisted of the reading comprehension passages and activities in reading, such as: group activities, peer activities, and individual activities

2.3.2 Good Reading Materials

Considering to Arias (2007) stated selecting good reading materials can be looked into two aspects, students and texts. Aspect correlated toward the students are: students' levels, students' interests, students' background knowledge and students' need. In addition, aspects related to the text are: relevancy of text and topic with a students' real life, content of the text should be linked to students' interests and needs, and authenticity of the text in which the content of the text is related to students' culture, nation and real-life experience.

Meanwhile, Robinson (2013) cited there are at least four aspects to consider while choosing good reading materials, as mentioned follow:

1. Age Appropriateness, take a look on the students' level and select reading materials based on their levels. It is helpful to encourage students' motivation in reading,
2. Timely Subject Matter, emphasize on when the materials are delivering, what for the materials is being taught and how is the atmosphere at the moment. Three answers above influence which topic will be served.
3. Choice, get the students chance to choice at least the title of the passage to be learned because the passage will illustrate their interests.

4. Variety, teach the students with variety of topic and field. Moreover, the text appropriates with their special skill for SMK students. So, it can support their carrier.

2.3.3 Contents in Reading Materials

Contents of reading material in 2013 curriculum are divided into two big categories, they are:

2.3.3.1 Reading Passages

According to Permadi (2006), passages is a unity of content and distinctive shape in form of oral and written which has essential part especially in Language study because its purpose is as an order or information from *sender* to *receiver*.

There are types of texts which are taught on tenth grade students of SMK in 2013 curriculum, they are:

- a. SFT (*Short Functional Text*) in form of Letter and e-mail, this type appears in the first material and relies on “*Introducing Myself*” as the opening topic,
- b. Transactional Text or Dialogs which bring two upcoming topics, they are: expression of complementing and showing care also expression of intention,

- c. Descriptive text, it is served into three types (describing people, tourism places, and famous historical places), and
- d. Another SFT appears in the textbook, it is in form of Announcement, this type seems in the last topic and closes the first semester of 2013 curriculum on the tenth grade students in learning English.

2.3.3.2 Reading Activities

In 2013 curriculum, reading activities are defined on three kinds, they are:

- a. Group activities, this activity usually given in order to grow solidarity, respect, team-working, and tolerance among the students by giving some actual, factual and critical issue related to the topic and ask them to solve and present it,
- b. Peer activities, there are some parts in reading activity which need peer activity, such as: to measure reading fluency, the teacher usually ask the students to read in pairs. In some situation, it is able to pair high reader with lower ones to boost their comprehension, and
- c. Individual activities, some activities are in form of comprehension questions in any kinds of questions types,

likes: True or false, essay, identify main idea, filling the blanks, grouping, and matching.

Almost of the activities above are in order to enhance reading comprehension and as we know, comprehension in reading hold a vital thinking process to master reading. It is also an important part when you take an English test because it can help you to improve vocabulary, grammar, and logical thought ability, as cited on EnglishTestStore (2012).

In this study, the researcher wants to investigate the aspects of *Novice Level* for the tenth grade students of SMK, they are: a) length of the text or readability of text, b) indicators of *novice level*, c) levels of reading comprehension (lexical, interpretative, and critical comprehension)in textbook entitle “*Bahasa Inggris*” for the tenth grade students of SMK.

2.3.4 Readability of Text

The first component in *novice level* is readability of text. According to *Kamus Besar Bahasa Indonesia* (1988:62), readability is a term of readable of the text, so, it is able to understand, to identify and eases to remember by the readers.

Flesch (1974) also said that the successful of delivering message is indicated by feeling and attitude of the readers toward reading activity, likes:

the reader is easier to catch the meaning, more enjoyable, more understandable, and more remember able in long term period.

Measuring some texts are readable to a particular group of readers is not a simple work. Fry in Wahyuni (2006: 12) has opinion about how to measure readability. According to him, readability can be measured by means of subjective judgment, tryout on a simple audience and readability formula. In another opinion, Schulz in Wahyuni (2006:12) gives three ways to measure the readability of reading materials. They are: instructor's judgment, comprehension testing by cloze procedure and statistical readability formula.

Derived from the explanation above, it can conclude that the approach to assess the readability in three ways: a judgment, an objective test this is case cloze testing and use readability formula. There are many formulas nowadays. According to Hill in Wahyuni (2006: 13), there are four readability formulas that is used, they are: The Dale – Chall Formula, The Fry Readability Formula, SMOG Grading Formula and the last is Reading Ease Formula. Therefore, the researcher choose the easier one, it is Reading Ease Formula because the formula mostly used, simple and has easy step or direction to analysis.

Reading Ease Formula or usually called Flesch Readability Formula was developed by Rudolf Flesch in the early 1940's. It has been one of the most frequently in evaluating materials for readers. It is not requiring a specials words list (Hill in Wahyuni, 2006: 18). Based on Flesch, there are three

directions to measure the readability. **The first** is put 100 representative words as a sample from the passage. Words is a collective icon which has dot (.) in its right and its left side, such as: Leo, UNESCO, 2017. Meanwhile, comprehensive word means selecting a sample which reflect the text itself and doesn't contain pictures, formulas, tables and diagrams, numeric. **Second**, count the amount of sentences up to a ten closest words. For example: there are 15 sentences, and the last has 16 words which the 100 word is on the 8 word, so, the sentence will be counted as $8 \div 16 = 0.5$, then, it has 14.5 sentences. **Third**, count the syllables in words from a sample as they are pronounced and if a word has two accepted pronouncing use the one with fewer syllables and check a dictionary. **Fourth**, define the ASL (*Average Sentence Length*) by dividing sample words to amount of sentences. **Fifth**, define the ASW (*Average Syllables per Words*) by dividing amount of syllables to sample words. **Sixth**, find out the estimate of reading ease score by using the formula: **RE = 206.835 – (84.6*ASW) – (1.015*ASL)**

***Note:** RE = Reading Ease Score

The Reading Ease Score will put the text on a scale between 0 (practically unreadable) and 100 (easy for any literature person). To interpret the Reading Ease Score see table below:

Tables 1. Table of Flesch Readability Formula

Description of Style	Average Sentences Length	Average Number of Syllables per 100 words	Reading Ease Score	Estimated School Grade	Estimated Reading Grade
Very Easy	8 or less	123 or less	90 to 100	Fourth Grade	Fifth Grade
Easy	9 – 11	124 – 131	80 to 90	Fifth Grade	Sixth Grade
Fairly Easy	12 – 14	132 – 139	70 to 80	Sixth Grade	Seventh Grade
Standard	15 – 17	140 – 147	60 to 70	Seventh or Eighth Grade	Eight and Ninth Grade
Fairly Difficult	18 – 21	148 - 155	50 to 60	Some High School	Tenth to Twelfth Grade
Difficult	22 – 25	156 – 167	30 to 50	High School or some Collage	Thirteenth to Sixteenth Grade (Collage)
Very Difficult	26 - 29 or more	168 - 192 or more	0 to 30	Collage	Collage Graduated

Adopted from Flesch (1974:177)

2.3.5 Indicators of Reading Skill for Novice Level

As explain on the previous sub-chapter, 2013 Curriculum is a modifier of the latest curriculums, they are: Competency Based Curriculum (KBK) and 2006 Curriculum (KTSP). So, some aspects in the latest curriculum do not change, and one of them is levels of SMK students in learning English. Considered on Ministry of National Education Decrees No.23 (2006), there

are three levels for SMK students in learning English (*Novice level* for the tenth grade, *Elementary levels* for the eleventh grade and *Intermediate levels* for the twelfth grade). Every level has its indicators as requirement to pass and to continue to the higher level. Particularly in reading, 2013 curriculum takes taxonomy Anderson as the groundwork to improve students' reading skill.

The study focuses on the tenth grade students, thus, the researcher will mark the highline only on indicators for *novice level*. The indicators are shown below:

No.	Cognitive Domain	Indicators	Instructions in the Test
1.	<i>Remembering (C₁)</i>	<ul style="list-style-type: none"> - Reading for getting specific information - Reading for identifying the text 	<ul style="list-style-type: none"> - Know - Memorize - Identify - Repeat - Relate - Record - List - Name - Define - Recognize - Recall - Acquire
2.	<i>Understanding (C₂)</i>	<ul style="list-style-type: none"> - Reading for the main idea of the text - Reading to complete the gaps - Reading for clarifying and comprising 	<ul style="list-style-type: none"> - Restate - Locate - Report - Explain - Express - Review - Discuss - Describe - Infer - Illustrate - Interpret - Draw - Represent - Conclude - Differentiate

3.	<i>Applying (C₃)</i>	<ul style="list-style-type: none"> - Reading for finding synonym and antonym from contextual clue 	<ul style="list-style-type: none"> - Apply - Relate - Develop - Translate - Use - Operate - Organize - Employ - Restructure - Practice - Demonstrate - Show - Calculate - Exhibit - Dramatize
4.	<i>Analyzing (C₄)</i>	<ul style="list-style-type: none"> - Reading for detail information - Reading between the line - Reading for referring 	<ul style="list-style-type: none"> - Analyze - Compare - Probe - Inquire - Examine - Contrast - Categorize - Investigate - Detect - Survey - Classify - Deduce - Experiment - Discover - Scrutinize - Inspect - Dissect - Discriminate - Separate

Table 2. Indicators of Cognitive Domain

(Cited on Permendiknas No. 23:2006)

2.3.6 Levels of Reading Comprehension

According to Donoghue (2008:174), there are four levels of reading comprehension, as follows:

i) Literal Comprehension

It is also called '*explicit comprehension*' or '*reading on the lines*', stated on Donongue (2008). In this level, readers need to catch

and process explicit information in the text. It needs lower level of thinking because the process requires recognize and recall only. Considering to Rosidi (2006), literal comprehension is categorized into two, they are: *a) recognition* means the ability to identify and to state some explicit information. This ability scoops some areas, likes: identifying main ideas, sequencing events, comparing, showing relation of cause-effect and mentioning characters appear in the text, and *b) recall* means the ability to memorize some explicit information in the text. It scoops some ranges, such as: remembering main ideas, sequencing events, comparing, showing relation of cause-effect and mentioning characters appear in the text.

Event thought, it needs lower level of thinking, this level is vital because it is the foundation of the last three higher level of comprehensions (interpretative, critical and creative comprehension). It is the most uses on the test and uses to drill struggling readers.

Thus, the goal of comprehension level is understanding the text wholly and effectively. In addition, the readers have to read in order to get detail information in every words, sentences and paragraphs written in the text.

ii) Interpretative Comprehension

It is usually named '*Implicit comprehension*' or '*reading between the lines*'. It is a process of guessing what the author meant

and understanding some inference ideas. In this level, the readers have to call their perception, personal experiences, and imagination as the foundation for making inferences (Donongue: 2008).

Hafid (2007) cited there are five activities indicated interpretative comprehension, they are: (1) drawing a conclusion, (2) generalizing the content, (3) understanding implicit *cause-effect* relationship, (4) making some comparison, and (5) finding new reactivation among the facts in the text.

Moreover, Rosidi (2006) did state that interpretative comprehension usually signposts into some abilities: referring pronouns or adverb, determine word meanings from context, guessing the missing words, linking a story in the text with personal experience, predicting the continuous or the end of the story, and finding similarity and distinctive of the story implicitly.

iii) Critical Comprehension

It is namely as '*applied comprehension*' or '*reading beyond the lines*'. The readers require an ability to assimilate their own thinking through the facts in the text. In this level, the readers not only have to process the text literally but also to understand the text interpretatively. Hence, they understand what does the author discuss about, evaluate the information and ideas from the text and give judgment personally. The judgment could be in form of review,

judging the quality, decision, accuracy and distinguish between opinion or fantasy and reality.

According to Rosidi (2006), critical comprehension involves ability: i) to verdict and analyze the characters and characterization, setting in the story; ii) to summarize the plot; iii) to realize the way how the author create the atmosphere, iv) to compare the content in the text with personal experience, v) to ask what the author meant, vi) to give respond on the way the author express his ideas.

Cochran (1991) in Rosidi (2006) cited that there is no right or wrong answers because this level more stresses on impression, mood and judgment of author's style and purpose in creating his work.

iv) Creative Comprehension

The last level of reading comprehension is creative comprehension. This level is the most advanced for readers because they ask to develop their own original thinking based on the text they have read in order to find the alternative solution of the issue or problems.

Hafid (2007) stated that the readers need to process the text literally and try to interpret and give respond in form of judgment toward what the author stated in the text. Next, they develop their original ideas, new knowledge and their own mind border.

It also be defined as an '*appreciative or evaluate comprehension*' because this level remarks on expressing an emotional respond and esthetic standard to evaluate some kinds of printed pages. In here, the readers have to call their imagination in order to get a new concept which is different from the author served.

Meanwhile, standardization of reading comprehension's level for the tenth grade students of SMK which is on *novice level* is just till *critical comprehension*. It is according to *Programmed for International Student Assessment (PISA:2000)* which is cited on 2013 curriculum.

2.4 Previous Study

These are some previous study which is related to the study in order to ensure and contribute the strong evidence that the study is urgent to conduct and also support the researcher while she is conducting the study.

First study was conducted by Rokhmawati (2010) and the finding of the study indicated that the text presented in *Interlanguage: English for Senior High School Students X* was matches up with 2006 curriculum suggestion. Otherwise, only news item text that fulfills all of the indicators for reading activities suggested by the syllabus.

Moreover, Sholichatun (2011) did so conduct a study which focused on the lexical density in Reading materials of "*English on Sky*" used by ninth grade students. The results were displayed that from ten of the reading texts, there are

three lower lexical densities (easily to be understood), seven quite lexical densities. However, there is no the high one (difficult to be understood), most of them have quite lexical densities. It means that the texts are not quite difficult to be understood.

Consider to Sidek (2012) conducted a similar study in Malaysian EFL. He underlined the topic by conducting research on types of passage and length of passage in EFL textbook. He categorized the types into narrative and expository passages. However, number of narrative is higher than expository, as shown on: there were 36 passages for reading comprehension in the EFL textbook. 23 of the passages were narrative passages (63.9%) and 13 were expository passages (36.1%). In term of length, the finding was narrative passage got 312 words as a mean and expository got 540 words as a mean. In addition, the grade level for secondary is between 470-550 words. Thus, the passages were not on the level-grade.

Derived from the three previous studies above, it can be summarized that analyzing reading materials is a prominent issue in educational field because comprehending reading will let us to open the world and it is one of the factors to be a successful men. In contrary, almost Indonesian students are still having less habit to read. So, it will be a job for English teacher to enhance their reading comprehension throughout some reading activities in the textbook.

Based on the argument, the researcher conducts the study focusing on reading materials, but, there will be differences from the last three previous

studies. In this study, the researcher takes the limitation in analyzing between levels of reading comprehension (literal, interpretative, creative and critical comprehension) for SMK students at tenth grade which is served in reading materials and the weightiness of every levels for SMK which has been established by Ministry of National Education in the current curriculum.