

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Reading is an activity to get information about something. It is very important for teacher to improve the students' mastery of English. The main objective of English instruction both in lower and upper secondary school is the development of reading skill, and students graduated from secondary school must be competence in reading. Huda (in Fauziati, 2002 : 112) states that the goal of English teaching is the acquisition of communicative competence with an emphasis on reading skill, and not on oral skill. This is the reason why reading skill is so important. Reading skill is to develop fluent and proficient readers who are knowledgeable about reading process. Therefore, the use of suitable books must be appropriate with the standard criteria that could involve the student's competence in reading, the student feels comfortable and understand the content of the books.

According to Nutall (2005:1), different people use the term reading in different ways, and most of confusion can arise from consequent misunderstanding. A reading text and exercise, that are set out to teach language especially English, usually is not provided with reading section. Therefore, English textbook for the first year students of junior high school is used to make

the students understand the content of the text for the part of intensive reading. It is chosen since the students have to learn several particular topics.

The focus of interest in the reading lesson is not only the language and content but also both of them. The book used by the first year students of junior high school is to learn how language is used to convey content from the language that expresses it. There are some skills that are needed to extract the content of book from the language that expresses it. These skills are needed by the students in order that they can be such kind of effective independent readers.

Reading skills enable students to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. Reading skills are specific abilities which enable a reader to read the written form as meaningful language, anything written with independence, comprehension and fluency and to mentally interact with the message. Reading questions establish a basis for identifying and clarifying a meaning, purpose this influences the method of reading, degree of comprehension reading rate and the skill employed. The questions must be developed in reading comprehension to lead new knowledge and skill, help to quell controversy which promotes useful discussion. Reading text is very important in order to support teaching learning process especially in reading class.

To help the students becoming independent readers, reading comprehension questions should cover many types. In this case Nutall (1996) categorizes them into six classification system. The first is Literal comprehension literal comprehension which refers to an understanding of the

straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Second is Reorganization, which is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. The third, Inference, involves more than a literal understanding. Student may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. The fourth is Prediction, which involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next. The fifth is Evaluation, which requires the learner to give a global or comprehension judgement about some aspects of the text. The last is Personal response, which requires readers to respond with their feelings for the text and the subject.

Concerning with equipment the student with different types of reading skill and strategies, the material given to students should involve different types of text. As mentioned in text book, the authentic text given to students passages, dialogues and story.

In teaching learning process the use of suitable books is very important. Hence, the English teacher choose right and fit textbooks. The problem is sometimes they use expensive books since they think the books have a good material and they do not think whether the books.

Based on the rationale above, the writer wants to know whether or not the reading texts of students work book of the Junior High School First Year student. Based on the explanation above, the writer takes the research paper

entitled: **THE ANALYSIS OF READING TEXT AND THE EXERCISES IN “*ENGLISH FOR JUNIOR HIGH SCHOOL*” USED IN THE FIRST YEAR OF JUNIOR HIGH SCHOOL.**

## **B. Problem Statement**

On the basis of the background of the study the writer formulates the problems as follows:

1. What kind of reading texts that are given in “ENGLISH FOR JUNIOR HIGH SCHOOL”?
2. What are the types of comprehension questions developed in “ENGLISH FOR JUNIOR HIGH SCHOOL”?
3. What are the dominant types of comprehension?

## **C. Limitation of the Study**

By focusing on the problem above, the writer evaluates the reading texts and the exercise in student’s book of **ENGLISH FOR JUNIOR HIGH SCHOOL**. The writer analyzes the student’s work book on the first year of the junior high school. The book is entitled **ENGLISH FOR JUNIOR HIGH SCHOOL** written by Drs. W. J. Tripudyatmoko, et al which is published by **BALAI PUSTAKA**

## **D. Objective of the Study**

Based on the problems of research the written formulates the objectives of the study as follows.

1. To describe kinds of reading texts which are given in ENGLISH FOR JUNIOR HIGH SCHOOL text book.
2. To identify the type of comprehension question developed in ENGLISH FOR JUNIOR HIGH SCHOOL based on Nutall Taxonomy.
3. To describe the dominant types of comprehension questions.

#### **E. Significance of the Study**

The writer expects that this research will be give some benefits both theoretically and practically.

##### **1. Theoretical Benefits**

Theoretically, the finding of this research will be useful not only for readers but also for knowledge development readers are interested in analyzing English textbook especially about reading text including the exercise on it.

##### **2. Practical Benefit**

There some benefits from this research for students. (a) This research is expected to help the teacher of Junior High School in developing materials, (b) The study gives valuable information to the writer and publisher of English textbook in designing English textbook that is appropriate with the learners' need, (c) The result of the study help the teacher to select English reading text which is appropriate with particular students.

## **F. Definition of the Key Terms**

In this research there are five key terms, they are analysis, English reading text, reading comprehension, reading comprehension question and reading taxonomy.

### **1. Analysis**

Analysis is a study of something by examining its parts and their relationships.

In this research the writer wants to analyze the content of reading textbook including the exercises on it that is used by the first year students of junior high school first year.

### **2. English Reading Text**

According to Adam (1990) and Howell (1993:182), reading is an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with the executive control strategies to understand. English text on reading skill means some comprehensive texts in order to improve the English reading skill.

### **3. Reading Comprehension**

Reading comprehension is the ability to interpret large chunks of texts in a sensible, defensible fashion.

### **4. Reading Comprehension Question**

Questions are very helpful when you read a text, most of the time, people read first, and then look at questions at the end of the text. This will help you know what specific information to look for.

## **5. Reading Taxonomy**

Reading taxonomy is an overview of types of understanding that foreign language learners need to have if they are to read a written text.

## **G. Research Paper Organization**

In conducting the research paper, the writer organizes it in order to give a clear guide in reading and understanding the content of the study both the reader and the writer herself. The writer conducts her study into five chapters.

Chapter I is introduction which covers the background of the study, problem statement, limitation of the study, objective of the study, significance of the study, definition of the key terms, and research paper organization.

Chapter II is review of related literature which covers previous study, notion of English textbook, reading comprehension, comprehension taxonomy, and summary.

Chapter III is research method, which covers the type of the study, subject of the study, object of the study, data and source of data, method of collecting data, and technique for analyzing data.

Chapter IV is data analysis and discussion, data analysis and discussion.

Chapter V is conclusion and suggestion. This is last chapter of this research paper.