

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to senior high school level. In English there are four skills that must be mastered well: listening, speaking, reading, and writing skill and it is emphasized mostly in reading. The reason why reading is mostly emphasized here because reading is very important in student's life. By reading the student will get much information and benefits. The more we read, the more we understand one thing, the A to Z of things. Reading allows us to understand many things because by reading we will increase our knowledge. Reading also increases the understanding of the rules of life, in order to adapt, adopt, and accommodate the society better for example to play well in a game, we need to understand the rules well enough.

Reading text also provides opportunities for the student to learn vocabulary, grammar, and pronunciation. It is hard to imagine any skilled work that does not require the ability to read.

Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken

language. Comprehension is the process of making sense of words, sentences and connected text.

Based on the previous explanation, we can conclude that reading is an important skill in teaching learning English. Therefore the English teacher demands his students to comprehend the text. By comprehending the text the students will get information, either implicit or explicit information so that the purpose of teaching reading will be achieved.

One of the ways to comprehend the text is answering comprehension question activity. This activity is usually done by the teachers after they ask their students to read the text in the classroom. When they are doing this activity, sometimes they get difficulties of answering the question. It may happen because they understand a little bit about the question or type of the question should not be asked to the students at their age. It means the question is not suitable with their level.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies (Wikipedia.org).

In general the teacher uses textbook as their reference rather than workbook in teaching learning English activities. According to Quest (1985: 266), teachers use it because the textbook is completed an appropriate means of teaching. It means textbook is an appropriate source in teaching-learning process. On the textbook the writer often finds the kinds of reading text questions, such as the student is asked to find the main idea, summarize text, complete the sentence, answer the text question and etc. therefore the writer wants to analyze those types of questions.

Indonesia has a new curriculum named the 2013 Curriculum. Because of that new curriculum the publisher will publish new kinds of book which is appropriate with the new curriculum. In this case the writer is interested in analyzing the types of reading text question in English textbook entitled *Bright* for the seven grade junior high school. The writer prefers to choose *Bright* because many schools in Indonesia use *Bright* for their textbook. This book is published by Erlangga and we know that Erlangga is also a big publisher in Indonesia. It has published many kinds of textbook which is taught in the school, so many schools in Indonesia used textbook from Erlangga including English textbook *Bright*. The title of this research is “**An Analysis of the Types of Reading Question in the English Textbook *Bright* for the Seven Grade Published by Erlangga**”

B. Limitation of the Study

In this research, the writer limits the research to analyze the item of reading text questions in the English textbook *Bright* published by Erlangga in 2013. The analysis is begun from unit 1 until unit 8. This research is based on the types of reading question according to Nuttall theory of the classify of reading comprehension question.

C. Problem Statement of the Study

Based on the background of the study above, the problems of the study are as follows:

1. What types of reading text question are there in the seventh grade junior high school English textbook *Bright* published by Erlangga in 2013?
2. What is the type of the reading question which appears most in the seven grade junior high school English textbook *Bright* published by Erlangga in 2013?

D. Objectives of the Study

Based on the problem statements, the objectives of the study of this research are:

1. to know the types of the types of reading question in the seven grade junior high school English textbook *Bright* published by Erlangga.
2. to know the types of reading question which appears most in the seven grade junior high school English textbook *Bright* published by Erlangga.

E. Significance of the Study

This research is expected to have to kinds of significance.

1. Theoretical Significance

- a. The writer hopes the result of this research can give information about the types of reading question.
- b. The result of the study might be used as a reference for the researchers who conduct the similar research.

2. Practical Significance

- a. The writer and the readers will get the knowledge about suitable types of reading question for the seven grade students.
- b. The writer and the readers know the types of reading question which appear most in the English textbook “BRIGHT” for the seven grade student.

F. Research Paper Organization

The researcher organizes the research paper into five chapters in order to make it easier to understand.

Chapter I is introduction that consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is dealing with review or related literature. This chapter covers underlying theory which covers previous study, definition of analysis, textbook, and questioning.

Chapter III is research method. It deals with that research method covering type of research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research result and discussion. The research result is an analysis of the types of reading question in the textbook entitled *Bright* for seventh grade junior high school.

Chapter V is conclusion and suggestion. The researcher draws the conclusion, and proposes the suggestion taken from the result of the research.