

CHAPTER I

INTRODUCTION

A. Background of the Study

A good course has a matching book to go with it. Because textbooks help clarify difficult subjects and they can provide many information about them. In elementary school, when the students learned how to infer the meaning of one word by reading the context of the other word, they get benefits from reading textbooks.

Many materials of school are employed on the textbook. It does not take long time for the teacher to present the materials. Sometimes the teacher can just ask the students to read the textbook suggested. If there are some difficulties, the students can ask to the teacher and he will explain it. This can be a brain storming before starting the class. It means that before the class, the students have read the book focused on the lesson will be learned, they will have some knowledge about it, then the teacher can start the class with the students that are ready to catch the materials.

As we know that textbook has a great role in teaching learning, it is like a guide for teacher in teaching and it can be a reference for students in studying. English textbook considered to be the course of the study, the guide on methods of instruction and the source of language. The choice of an English language textbook in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teachers and students. The selection of an inappropriate course book is likely to act as a straightjacket, forcing teachers to grapple with material that is too difficult or irrelevant

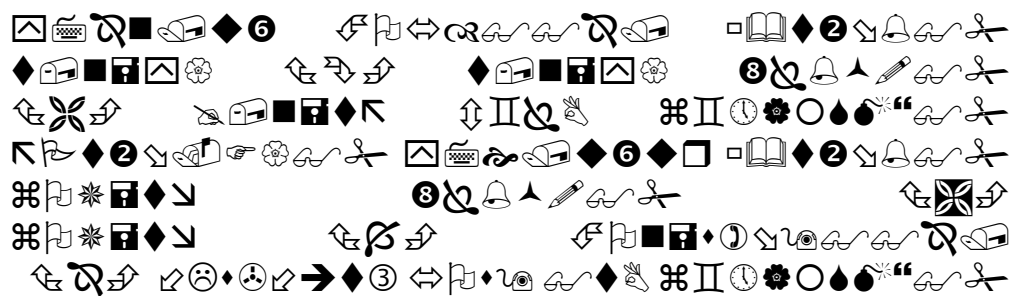
A textbook is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom impugned. Many students working on a textbook feel secure and have a sense of progress and achievement. They always have a book to relate to; they are not groping in the dark. Consequently, they become more confident and satisfied, as they

tackle the target language within a certain framework. Furthermore, a textbook provides them with the opportunity to go back and revise. And fails to engage learners. They can also use the textbook for self-study and as reference tool.¹

Talking about textbook as one of guide in teaching learning, it is very near with reading; because written language that is on the textbook, need to be read and understood. In order to get meaningful and understandable text, the reader, the students or the teacher must have skill in reading itself.

Reading is an active menthol process and it can make us to use our brain and can make us become smarter, because we can find deeper information from the books we read than just classroom discussion.

That is one of the importance of reading. As Allah said in the holy Qur'an in Surat Al Alaq:²



“(1) Proclaim! (Or read!), In the name of thy Lord and Cherisher, Who created, (2) Created man, out of a (mere) clot of congealed blood,(3) Proclaim! And thy Lord is Most Bountiful,- (4) He Who taught (the use of) the pen,- (5) Taught man that which he knew not.”

Because of the important of reading and textbook of English as a manual for teaching the language, the teacher should pay attention to the reading exercise in the textbook they used in the classroom. The teacher should examine whether reading exercise of textbook are relevant or not with the existing curriculum in term clear direction, present of example and type of reading exercise. They should observe whether the reading exercise in the textbook could lead student to the goal as stated in curriculum or not.

¹Razia Fakir Mohammad, *Effective Use in Textbook*, retrieved from <http://www.equipl23.net/jeid/articles/5/EffectiveUseTextbooks.pdf>. 9 march 2009

²Translated by Yusuf Aly retrieved from <http://www.usc.edu/schools/college/crcc/engagement/resources/texts/muslim/quran/096.qmt.html>

Based on assumption above, the researcher wants to discover whether the reading exercise in Developing English Competencies, an English textbook for Senior high school for year X, relevant or not with curriculum in term of clear direction, presence of example and type of reading exercise.

B. Reason for Choosing Topic

A number of considerations are proposed to show the important of conducting this study. They are as follows:

1. Teaching foreign language should be supported with some factors to get the process and the result can be received by the students. One of the factors that affect it is the teaching materials including the textbook.
2. Reading is one of important skills in language teaching and learning. In the process of it, the teacher often shows the written text to give new material or just give examples to the students.
3. Exercise or practice of the material is a something important to know the student ability in achieving the material which is given.
4. Learning reading is very complex. It can be mastered by a lot of practices. The researcher wants to find out the textbook is consisted with enough and appropriate exercises.

C. Research Focus

How do reading exercises in “Developing English Competencies 1” meet with two points below?

1. To which extent of reading exercises in Developing English Competencies 1 are relevant to KTSP?
2. What types of reading exercises are employed in Developing English Competencies I?

D. Objective of the Study

This proposal research is intended to meet the following objectives:

1. To find out the extent of reading exercise are relevant to KTSP in Developing English Competencies I

2. To find out the type of reading exercises in Developing English Competencies I

E. Significance of the Study

The result of this study is expected to be able to give the following benefits:

1. For English teachers, hopefully this research can give a reference to select suitable English course book in the language teaching process.
2. For English course book authors. It is hoped that in arranging a course book, they will present materials and exercises which are suitable with the ideal of course book materials.

F. Definition of Key Terms

In this thesis, the researcher would like to clarify the meaning of the terms used as follows:

1. Analysis

Analysis is the study by examining its part.³ Other opinions say that analysis is the process of breaking a complex topic or substance into smaller part to gain a better understanding of it. By examining each part of something. Someone will find the character of it; it means that analysis benefit a lot for those who are examining something, so they can judge something good or not.⁴

It also has meaning that a separating or breaking up of any whole into its part, esp. with an examination of three parts to find out their nature, proportion, interrelation, etc.⁵

The way to analyze is by selecting the groups of reading exercise that are employed in the textbook, then categorizing based on the type of

³Hornby, *Advance Learners Dictionary*, (Oxford : Oxford University Press, 1995),.p. 14

⁴*Explanation of Analysis*, retrieved from <http://www.total.or.id/info.php?kk=Qualitative%20da>. 1 March 2009

⁵Michael Agnes, *Webster New World College Dictionary* (Chief: 2000) Fourth Edition p.50

test, type of reading exercise, presence of example and relevancy with material of KTSP curriculum.

2. Reading Exercise

Reading is a thinking process that sets two people in action together – an author and a reader. The author has a purpose in writing and a message to get across. In writing, the author chooses the facts and ideas to include, chooses the word to express those facts and ideas, and organizes them in a clear way.⁶

Exercise is to exert for the sake of training or improvement; to practice in order to develop; hence, also, to improve by practice; to discipline, and to use or to for the purpose of training; as, to exercise arms; to exercise one's self in music; to exercise troops.⁷

It also means that a problem or group of written examples, passage, etc. to be studied and worked out for developing technical skill as in mathematics and grammar, etc.⁸

So reading exercise is a group of written example or passage to know measure the students' competence in reading skill development.

3. “Developing English Competencies I”

An English textbook for Student X years grade. It is arranged by Ahmad Doddy, Ahmad Sugeng and Effendi. It's published by Pusat Perbukuan Departemen Pendidikan Nasional.

⁶*Definition Of Reading*, retrieved from <http://www.ncrel.org/sdrs/areas/issues/content/contareas/reading/li7lk1.htm>, on 19 December 2009

⁷*Definition of Exercise*. Retrieved from <http://www.brainyquote.com/words/ex/exercise162589.html>. 4 march 2009

⁸Michael Agnes, *Op.cit.*, p.497.