

CHAPTER I INTRODUCTION

A. Research Background

Nowadays, technology is developing very rapidly, so as not to be left behind, we have to follow its development, such as by using applications or receiving information from various countries using the internet, which usually uses English because English has been designated as an international language. Therefore, every person in every corner of the world is required to be able to master English if they do not want to be considered to be left behind. One way that is used in learning English is by reading.

Reading is one of the essential ways to enrich our knowledge. Through reading we can find a lot of knowledge, new information, even more than we can imagine before. Reading is one area of skills in English. Reading is an important aspect of learning. Without reading we will not get new knowledge and the information we need is related to something.

Islam also emphasizes the importance of reading. This can be seen from the fact that the first revelation that came down was Surah Al-'Alaq 1-5 which means:

(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹

The Word explains that Allah commanded the Prophet Muhammad (peace be upon Him) to read, because Allah gave humans knowledge, and one way to get it is by reading. Through reading we can know a lot of things. Allah commands us to learn from seeking knowledge and to keep ourselves away from ignorance.

There are lots of reading sources, one of them is book. Books are a source of learning which its role cannot be underestimated, because the source of knowledge comes from books. In the world of education, books are part of the continuity of education. With books,

¹ Ma'had Tahfidh Yanbu'ul Qur'an Kudus, *Al-Qur'an Terjemah*, (Kudus: CV. Mubarakatan Thoyyibah), 596.

the implementation of education can run smoothly.² With the existence of books, knowledge can be assembled into one.³

There are lots of books used to support learning, but the type of book that is most used in the learning process is textbooks. Textbooks are books that contain descriptions of certain subjects or fields of study that are systematically arranged and have been selected based on specific objectives, learning orientation, and student development.⁴ Through textbooks, students can acquire new knowledge. Textbooks are an important and powerful tool for providing and fulfilling a large number of organized and indirect experiences.⁵ They can also relearn material they do not understand that their teacher has previously taught.⁶ There is no certain time limit for repeating the material. Students can spend as much time as possible to understand the material written in the textbook.

Textbooks do not only contain material that students need to learn, but also contain tasks. The use of tasks to enable meaningful communication and engagement is central to many ideas for "task-based instruction," which is an attempt to adapt principles from second language acquisition research to language education.⁷ There are many types of tasks tailored to the four basic skills in English. With these tasks, the teacher knows the extent of the students' understanding of the material that has been presented. However, in reality there are tasks that are not in accordance with the curriculum.

Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve

² Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media, 2010), 23.

³ Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media, 2010), 15.

⁴ Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media, 2010), 24.

⁵ Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 15.

⁶ Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media, 2010), 16.

⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 93.

certain educational goals.⁸ The curriculum is also used as a guide in the implementation of the teaching and learning process at various types and levels of schools. The curriculum becomes the basis and reflection of the philosophy of a nation's view of life, where and how the future life of this nation will be directed, all of which are determined and described in an educational curriculum.⁹

The curriculum used in Indonesia today is the 2013 curriculum. Education with the 2013 curriculum emphasizes character education. The development of student character-based education and competency/skills-based education is expected that the Indonesian people will later become a dignified nation, have added value and selling points that can be offered with other nations/countries.¹⁰ Due to the COVID-19, the curriculum was revised in such a way to adapt to current conditions.¹¹

Coronaviruses are a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two known types of coronavirus cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been identified before in humans. The virus that causes COVID-19 is called Sars-CoV-2. Corona virus is zoonotic (transmitted between animals and humans).¹²

Given the fact that not all tasks are in accordance with the curriculum, the writer is interested in further examining whether the

⁸ Saifullah, *Pengembangan Kurikulum: Analisis Filosofis dan Implikasinya dalam KBK dan KTSP*, (Banda Aceh: FTK Ar-Raniry Press, 2016), 2.

⁹ Hasan Baharun, et.al, *Pengembangan Kurikulum: Teori dan Praktik*, (Probolinggo: Pustaka Nurja, 2017), 1.

¹⁰ Noviza Rizkia, et.al, "Analisis Evaluasi Kurikulum 2013 Revisi 2018 Terhadap Pembelajaran Kimia SMA" *Lantanida Journal* 8, No. 2 (2020): 170.

¹¹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia. "Kompetensi Inti dan Kompetensi Dasar pada Kurikulum Darurat (dalam Kondisi Khusus) untuk PAUD, Dikdas, Dismen Berbentuk SMA", BERSAMA HADAPI KORONA KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, accessed on December 9, 2021. <https://bersamahadapikorona.kemdikbud.go.id/kompetensi-inti-kompetensi-dasar-pada-kurikulum-2013-pada-paud-dikdas-dan-dikmen-berbentuk-sekolah-menengah-atas-untuk-kondisi-khusus/>.

¹² Kementerian Kesehatan RI Direktorat Jenderal Pencegahan dan Pengendalian Penyakit, "PEDOMAN PENCEGAHAN DAN PENGENDALIAN CORONAVIRUS DISEASE (COVID-19) REVISI KE-4", (Jakarta,2020), 11.

reading tasks in the book “Pathway to English” are in accordance with the applicable curriculum in Indonesia or not.

The existence of this fact has also attracted other researchers to study it. One of them is a research conducted by Niar Fauzia entitled “An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali”. The aims of this research are to clarify the types of the reading task that found in the textbook “*Developing English Competencies*” and to describe the compatibility of tasks in reading text with the requirements of the 2013 curriculum. The results of this study are the open ended query form is 13 data or 39.39 percent, the multiple choice type is 3 data or 9.09 percent, the vocabulary in a text type is 6 data or 18.18 percent, the missing sentence is 2 data or 6.06 percent, the writer opinion or reader answer is 3 data or 9.09 percent, Matching the heading with the paragraph is 1 data or 3.03 percent, placing the paragraph in the correct order is 2 data or 6.06 percent, true/false reading assignment is 3 data or 9.09 percent, and putting the paragraph in the correct order is 2 data or 6.06 percent. The most common form of question is an open-ended one. The compatibility of reading task between the textbook “*Developing English Competencies*” and the syllabus for the 2013 Curriculum is required to be 100 percent or very good in quality. It means that students in the tenth grade of Senior High School can use the reading assignment from the textbook.¹³ The equation of this study with the writer’s title is that both discuss reading tasks contained in English textbooks. The difference lies in the book being analyzed. This study analyzed the reading tasks contained in the book “*Developing English Competencies*” while the writer analyzed the book “*Pathway to English*”.

This fact also attracted other researcher to study it, namely Nurayu Prelia Putri with her research entitled “An Analysis of Writing Tasks in “Bahasa Inggris Think Globally Act Locally” Textbook for Ninth Grade Students of Junior High School”. From the study, it was finally discovered that there are 29 writing tasks in the textbook that match the type of writing task suggested by Nation's theory, out of 34. There are 6 tasks in the experience task, 0 tasks in the shared task, 9 tasks in the guided task, and 14 tasks in the independent task. According to the findings, out of the 27 types of writing tasks

¹³ Niar Fauzia, “An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali”, (Skripsi, Universitas Muhammadiyah Surakarta, 2015), 1-9.

suggested by Nation's theory, 7 types of writing tasks are given in this textbook, with a percentage of 25,92 percent. The most common task is independent task, which has 14 tasks and a percentage of 48,27 percent. English textbook “Bahasa Inggris Think Globally Act Locally” has 14 chapters. The final task from each chapter is "independent task" in which students are required to write a report about their learning experience in that chapter, including what they have just learned, the activities they enjoy the most, the activities they find the most challenging, and what they need to improve on is/are. This form of assignment is beneficial because it encourages students to develop a habit of writing fluently.¹⁴ The equation of this study with the writer's title is both analyzing tasks in English textbooks. Meanwhile, the difference lies in the types of tasks and books being analyzed. The study analyzed the writing tasks contained in the English textbook Think Globally Act Locally, while the writer analyzed the reading tasks contained in the book "Pathway to English".

Based on the reason above, the writer is interested to make the research entitled **The Analysis of Reading Tasks in Textbook Entitled “Pathway to English” For Second Grade Students of Senior High School.**

B. Research Focus and Scope

The focuses and scopes of this research are:

1. The writer focused on the reading task provided in Pathway to English textbook for second grade students of Senior High School published by Erlangga.
2. The English Textbook that would be analyzed was Pathway to English textbook for second grade students of Senior High School published by Erlangga.

C. Research Questions

Based on the background of the problem, it can be concluded that the Statement of Problem from this study are:

1. What are the types of reading tasks contained in the Pathway to English textbook for second grade students of Senior High School published by Erlangga?

¹⁴ Nurayu Prelia Putri, “An Analysis of Writing Tasks in “Bahasa Inggris Think Globally Act Locally” Textbook for Ninth Grade Students of Junior High School” (Skripsi, UIN Raden Intan Lampung, 2019), 80-112.

2. Are the reading tasks contained in the Pathway to English textbook for second grade students of Senior High School published by Erlangga according to the 2013 curriculum?

D. Objectives of Research

Based on the statement of problem, the purposes of this research are:

1. To find out the types of reading tasks contained in the Pathway to English textbook for second grade students of Senior High School published by Erlangga.
2. To find out whether the reading tasks contained in the Pathway to English textbook for second grade students of Senior High School published by Erlangga according to the 2013 curriculum.

E. Significances of Research

The benefits of this research are:

1. Theoretically

The results of this study are expected to contribute to education, especially in English, and enrich existing research results and provide an overview of reading tasks contained in English textbooks that are in accordance with the 2013 curriculum.

2. Practically

- a. The students

This research provides an opportunity for students to know the quality of their English textbooks.

- b. The teachers

This research is useful for teachers as material for study and consideration in choosing textbooks to be used in the teaching and learning process in classrooms that are adjusted to the 2013 curriculum.

- c. The School

The results of this study can be used as a source of information on how to determine which textbooks are appropriate for the 2013 curriculum.

- d. Other Researchers

This research can be used as a contribution of knowledge and thought discourse to develop, deepen, and enrich theoretical knowledge about the quality of the English textbook “Pathway to English”, as well as provide a framework for future research.

F. Definition of Key Terms

1. Reading Task

A task is an activity which learners carry out using their available language resources and leading on a real outcome. In carrying out task, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development.¹⁵ So, it can be concluded that reading task is an activity which learners carry out using their available language resources and leading on a real outcome in the field of reading.

2. Textbook

Textbook is a book compiled by experts in that area of study in a specific field of study that is basic books / reference books made for educational purposes equipped with appropriate teaching facilities and easily understood by users in universities and schools so that they can support a teaching program.¹⁶

3. Textbook Analysis

The analysis of textbooks is essentially a simple, analytical "matching process: matching demands to accessible answers."¹⁷ This analysis serves to determine the quality of the books used.

4. 2013 Curriculum

The 2013 curriculum is a new government policy in the field of education which is expected to be able to answer the challenges and problems that will be faced by the Indonesian people in the future. The fundamental change in the 2013 curriculum compared to previous curricula is a change at the level of the education unit where the implementation of this curriculum is carried out at the education level starting from elementary school, junior high school, and high school or vocational high school.¹⁸

¹⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 94.

¹⁶ Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 13-14.

¹⁷ Rizky Akbar, "An Analysis of Selected Eleventh Grade English Textbooks", *Journal of English and Education* 4, No.1 (2016), 112.

¹⁸ Hasan Baharun, et.al, *Pengembangan Kurikulum: Teori dan Praktik*, (Probolinggo: Pustaka Nurja, 2017), 62-63.

G. Organisation of Thesis

This systematic is useful to provide a clear and not deviating picture of the subject matter in a systematic proposal. This thesis is as follows:

CHAPTER I : INTRODUCTION

This chapter describes the background of the problem, research focus and scope, the statements of the problem, the objectives of the study, the significances of the study and organization of the study.

CHAPTER II : THEORITICAL REVIEW

In this chapter, the theoretical basis related to the study will be described, theoretical framework, and the review of previous studies that are relevant to the study.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will describe the basis of the types of approaches, research subjects, instrument and data collection techniques, research data validity, and data analysis techniques.

CHAPTER IV : FINDING AND DISCUSSION

In this section, an overview of research objects, description of research and data analysis from the research.

CHAPTER V : CLOSING

As the final chapter, this chapter will briefly present conclusions obtained from the discussion and also contain suggestions for interested parties for the development of further research.