

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Reading

###### a. The Importance of 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.

Reading is given considerable attention in many second or foreign language classrooms. This is due to a variety of factors. For starters, reading is commonly one of the most essential tasks for many foreign language students. They need to be able to read for knowledge and enjoyment in order to advance in their careers and studies. Second, written materials may be used for a variety of educational objectives. The process of language learning can be aided by extensive exposure to linguistically understandable written texts.<sup>1</sup>

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:

اِقْرْ بِاِسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرْ  
وَرَبُّكَ الْاَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمِ ٥

Translations:

(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 The Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.<sup>2</sup>

The Words explain 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.

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<sup>1</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 273.

<sup>2</sup> Ma'had Tahfidh Yanbu'ul Qur'an Kudus, *Al-Qur'an Terjemah*, (Kudus: CV. Mubarakatan Thoyyibah), 596.

Through reading we can know a lot of things. Allah commands us to learn from seeking knowledge and to keep ourselves away from ignorance.

b. The Importance of Reading

Reading should begin at home, in elementary school, junior and senior high school, and continue through college. It is necessary to develop a reading habit in order to comprehend science and technology, which are always changing. People who enjoy reading will gain new insights and increase their intelligence, preparing them to face future challenges.<sup>3</sup>

On the other hand, Harrison claims that reading is important not just for the acquisition of information but also for people's ability to think. Emotional, moral, and linguistic intelligence will all be built on this foundation. Furthermore, these processes influence the type of person that people become. As a result, reading is critical for kids to increase their knowledge as well as their thinking skills in relation to the development of moral, emotional, and linguistic intelligence.<sup>4</sup>

Furthermore, according to Goodman in Burt, Peyton, and Adam, reading is important because it (1) helps people learn a new language, (2) helps people build a better vocabulary, (3) helps people become more comfortable with written English, and (4) can help people plan to study in an English-speaking country. Reading not only improves our reading abilities, but it also improves our other talents. The advantages of reading listed above will aid students much throughout their lives.<sup>5</sup>

As a result, reading is a critical skill for students to learn. Any exposure to reading has several advantages for pupils who are learning a new language and improving their cognitive and emotional abilities. Exposure to more English texts enhances the reader's acclimatization to written English materials. It will improve their ability to decode printed language and recall its meaning.

c. Reading Task

1) Definition of Reading Task

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<sup>3</sup> Ratna Sari Dewi, et.al, "Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University", *Talent Development & Excellence* Vol.12, No.1, 2020, 241.

<sup>4</sup> Collin Harrison, *Understanding Reading Development*. (London: Sage Publications, 2004), 3.

<sup>5</sup> M. Burt, et.al, 2003. *Reading and Adult English Language Learners: A Review of the Research*, (Washington DC, 2003), 33.

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.<sup>6</sup> 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) Types of Reading Task

According to Sally Burgess and Katie Head, the types of reading tasks are as follows:<sup>7</sup>

### a) Multiple Choice

It is made up of a text (or texts) of practically any form (narrative, descriptive, etc.) and genre, as well as one or more multiple choice items from which students must pick one.

### b) True or False

It is made up of a text (or texts) and a set of statements. According to the text, students decide whether the statements are valid (true) or inappropriate (false).

### c) Matching

Students pick from a set of prompts in the matching activity. Headings, phrases, or question completions may be used as prompts. Students may be asked to match a description to the relevant paragraph of a text, or to match words and phrases to their meanings.

### d) Gapped Texts

In gapped text, students are required to fill in gaps in sentences or paragraphs with the appropriate words or sentences.

### e) Proofreading

Finding intentional mistakes of different types in the text given was part of the proofreading task.

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<sup>6</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 94.

<sup>7</sup> Sally Burgess and Katie Head, *How to Teach for Exam*, (London: Longman, 2005), 27-28.

## 2. Curriculum

### a. Definition of Curriculum

#### 1) According to KBBI

According to Indonesia Dictionary (KBBI), the curriculum is a set of subjects taught in educational institutions.<sup>8</sup>

#### 2) According to Oxford Dictionary

The Oxford Dictionary explains that curriculum is subjects included in a course of study or taught in a school.<sup>9</sup>

#### 3) Other Definitions

In addition to the meaning by the dictionary, the curriculum can also be interpreted as an educational plan, providing guidelines and guidance on the type, scope, and order of content, as well as the educational process.<sup>10</sup> The curriculum is also a field of study that is occupied by experts or curriculum specialists who are a source of concepts or provide theoretical foundations for curriculum development in various educational institutions.<sup>11</sup>

Sudarman states that curriculum has two meanings. Curriculum in a narrow sense is a set of lists of lessons along with the details that learners need to learn to reach a certain level in accordance with predetermined goals. While the curriculum in a broad sense is not only limited to a list of lessons, but all the learning experiences experienced by learners.<sup>12</sup>

Allan C. Ornstein and Francis P. Hunkins in their book define the curriculum into four definitions. First, the curriculum is defined as a plan to achieve goals or targets. Second, the curriculum is defined as something related to the experience of learners (students). Third, Curriculum is an area of study with its own set of foundations, knowledge areas, analysis, theory, concepts, and experts. Last but not

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<sup>8</sup> Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "KBBI Daring" Accessed on April 7, 2021, <https://kbbi.kemdikbud.go.id/>.

<sup>9</sup> *Oxford Learners' Pocket Dictionary (fourth edition)*, (Oxford: Oxford University Press, 2008), 109.

<sup>10</sup> Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktek*, cet.21, (Bandung: PT. Remaja Rosdakarya, 2017), 4.

<sup>11</sup> Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktek*, cet.21, (Bandung: PT. Remaja Rosdakarya, 2017), 4.

<sup>12</sup> Sudarman, *Pengembangan Kurikulum: Kajian Teori dan Praktik*, (Samarinda: Mulawarman University Press, 2019), 5.

least, curriculum can be described in terms of content or subject matter.<sup>13</sup>

The curriculum has a central position in the entire educational process. The curriculum directs all forms of educational activities for the achievement of educational goals.<sup>14</sup>

#### b. Curriculum 2013

Since independence, Indonesia has made 9 different curricula. In the last 22 years, the curriculum has been changed 4 times. The oldest used curriculum is the Education Plan which was made in 1947. Curriculum changes are basically needed when the current curriculum is deemed ineffective and no longer relevant to the demands and developments of the times and every change will contain certain risks and consequences. Finally, the government has formulated and implemented a new national curriculum, namely the 2013 curriculum, which is expected to be able to bridge the achievement of educational goals in Indonesia.<sup>15</sup>

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.<sup>16</sup> Due to the COVID-19, the curriculum was revised in such a way to adapt to current conditions.<sup>17</sup>

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<sup>13</sup> Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundations, Principles, and Issues*, (Edinburgh: Pearson Education, 2017), 26-27.

<sup>14</sup> Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktek*, cet.21, (Bandung: PT. Remaja Rosdakarya, 2017), 4.

<sup>15</sup> Hasan Baharun, et.al, *Pengembangan Kurikulum: Teori dan Praktik*, (Probolinggo: Pustaka Nurja, 2017), 62.

<sup>16</sup> Hasan Baharun, et.al, *Pengembangan Kurikulum: Teori dan Praktik*, (Probolinggo: Pustaka Nurja, 2017), 62-63.

<sup>17</sup> 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->



### 3. Textbook

#### a. Definition of 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.<sup>18</sup>

In addition, there are also those who define textbooks as school books that provide selected content in written form that meets certain criteria in teaching and learning activities for certain disciplines and are systematically compiled to be assimilated.<sup>19</sup>

#### b. The Function of Textbook

The textbook is an important and influential way for a large number of structured indirect experiences to be given and fulfilled. Information can be collected in a container that is still permanently accessible with the aid of books (and other printed media).<sup>20</sup>

The role of the textbook for the Outlines of the Teaching Program (GBPP) is as follows:

- 1) Represents a clear and modern teaching perspective and shows its implementation in the teaching materials presented
- 2) Presenting a rich, easy-to-read and varied source of subject matter according to the desires and needs of the students as the basis for proposed program activities when expressive skills are gained under conditions close to those of real life
- 3) Provides a formal and progressive resource for expressive skills that resolve major communication issues
- 4) Presents instructional strategies and tools to inspire students-along with the manual book
- 5) Provides needed initial fixation (deep feeling) as well as training and realistic assignment support

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[dasar-pada-kurikulum-2013-pada-paud-dikdas-dan-dikmen-berbentuk-sekolah-menengah-atas-untuk-kondisi-khusus/](#).

<sup>18</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 13-14.

<sup>19</sup> Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media, 2010), 50.

<sup>20</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 15.

- 6) Presenting suitable assessment and remedial materials / tools.<sup>21</sup>
- c. Strengths and Weaknesses of Textbook
  - 1) Strengths of Textbook
    - a) Learning experiences may be personalized to the knowledge of students
    - b) The learning tempo is related to the personal needs of each student
    - c) There is chance for repetition and review
    - d) Students can take notes in the book
    - e) A variety of supporting services or approaches make learning easier for students
    - f) Textbooks can also be used to test your memory.<sup>22</sup>
  - 2) Weaknesses of Textbook
    - a) Textbooks are not teaching (although some learning activities can be accomplished by reading them), but they are a teaching tool.
    - b) The contents that are presented as learning activities are combined artificially for each particular class.
    - c) Trainings and practical assignments are somewhat inadequate due to limitations in the size of the textbook and due to the large number of practices, training that needs to be carried out in action.
    - d) Teaching facilities are also scrimped and short because of the limitations of the space, place, or container available in it.
    - e) Assistance related to evaluation is only suggestive and does not evaluate the total or completeness desired.<sup>23</sup>
- d. Criteria of Good Textbook
  - 1) Can attracts students
  - 2) Can provide motivation to students who wear it
  - 3) Loads of interesting illustrations
  - 4) Considering linguistic aspects so that it fits the students' abilities
  - 5) Its content must be closely related to other lessons

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<sup>21</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 17.

<sup>22</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 38.

<sup>23</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 26.

- 6) Must be able to stimulate, stimulate personal activities of students who use it
- 7) Avoid vague and unusual concepts, so as not to confuse students
- 8) Must have a clear and firm point of view
- 9) Must be able to provide consolidation and emphasis on the values of children and adults
- 10) Must be able to respect students' personal differences.<sup>24</sup>

#### 4. Textbook Analysis

##### a. Definition of Textbook Analysis

A professional teacher certainly does not just use textbooks, he certainly wants to be sure whether the textbooks are suitable for achieving predetermined teaching goals.<sup>25</sup> To find out whether the textbook is suitable or not to achieve the stated teaching objectives, it is necessary to do a textbook analysis.

The analysis of textbooks is essentially a simple, analytical "matching process: matching demands to accessible answers."<sup>26</sup> This analysis serves to determine the quality of the books used.

##### b. The Function of Textbook Analysis

- 1) As a guarantor of the consistent implementation of the curriculum
- 2) As a guarantor, there are no elements that contradict Pancasila and the 1945 Constitution in teaching materials
- 3) As a guarantor of the stability of the theory, principles, and generalizations of the knowledge presented
- 4) As a guarantor of systematic stability and the level of material submitted
- 5) As a guarantor of the perfection of teaching and learning process facilities
- 6) To guarantee the high quality of the teaching and learning process
- 7) To guarantee the creation of high efficiency in the teaching and learning process

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<sup>24</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 20-21.

<sup>25</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 83.

<sup>26</sup> Rizky Akbar, "An Analysis of Selected Eleventh Grade English Textbooks", *Journal of English and Education* 4, No.1 (2016), 112.



- 8) As a guarantor of student learning activities towards teaching goals
- 9) To guarantee the integration of theory and practice so that students' understanding is more perfect
- 10) As a guarantor for improving the quality of educational outcomes
- 11) As a guarantor for the spread of knowledge, socializing knowledge.<sup>27</sup>

## B. Theoretical Framework

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. One way to test the extent of our reading skills is to do the reading tasks contained in our textbooks.

Reading tasks are needed to measure the extent of our ability to understand a reading, as well as so that we can further develop our reading comprehension. But, as students, of course we have to follow the existing guidelines in doing the reading task. We must know whether the reading task is in accordance with the existing guidelines or not. The guidelines in question are the curriculum.

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.<sup>28</sup> With the curriculum, learning becomes more organized.

Knowing the importance of the role of the curriculum, we must apply it to the learning process so that it is organized and appropriate. Next, we need to know whether the reading task we are doing is in accordance with the applicable curriculum or not. To find out, we need to do an analysis.

From this paragraph, we can see how important it is to analyze the reading tasks contained in the textbook to determine the quality of the reading tasks contained in the textbook.

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<sup>27</sup> Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 103.

<sup>28</sup> Hasan Baharun, et.al, *Pengembangan Kurikulum: Teori dan Praktik*, (Probolinggo: Pustaka Nurja, 2017), 1.

### C. Review of Previous Study

The existence of previous research as a comparison to existing research both regarding the advantages and disadvantages that existed before. In addition, previous research also has great benefits in order to obtain adequate information about the theories that are related to the title to be studied. As far as tracing related research, the writer found several previous results that were relevant to this study, namely as follows.

1. Research conducted by Niar Fauzia (2015) 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”. In the study, it was finally discovered that 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.<sup>29</sup>

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".

2. Research conducted by Nurayu Prelia Putri (2019) 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

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<sup>29</sup> 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.

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 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. 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.<sup>30</sup>

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".

1. Research conducted by Dita Ayuk Prastian (2014) entitled "An Analysis on Writing Task of English Textbook Entitled *Bright* for The Seventh Grade Students of Junior High School". In the study, it was finally discovered that the writing tasks that are suitable for Raimes' requirements: controlled writing, translation, and free writing are the three categories in the English textbook Bright. This textbook offers seven different types of controlled writing. This textbook contains no translations. In this textbook, there are two types of free writing. Students can improve their writing skills by using the writing tasks in the English textbook Bright. The percentage of the writing task in the English textbook Bright is 64.28 percent, according to the author. The author believes that this book is beneficial because the resources assist students in improving their writing skills by offering several writing exercises.<sup>31</sup>

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<sup>30</sup> 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.

<sup>31</sup> Dita Ayuk Prastian, "An Analysis on Writing Task of English Textbook Entitled *Bright* for The Seventh Grade Students of Junior High School". *Skripsi*. (Surakarta: Universitas Muhammadiyah Surakarta, 2014). 5-14.

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 book being analyzed. The study analyzed the writing tasks contained in the English textbook "Bright", while the writer analyzed the reading tasks contained in the book "Pathway to English".

2. Research conducted by Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo (2018) entitled "An Analysis of English Textbook Relevance to the 2013 English Curriculum". In the study, it was finally discovered that the English textbook used in SMK Sintang in tenth grade was applicable to the 2013 English curriculum utilized today. It has met the requirements proposed by Kemendikbud (2013), namely, it has incorporated all four skills in English, two key language components necessary in English, the scientific approach method, and the students' character values and cultural awareness. As a consequence, both the results of the teacher interview and the document checklist demonstrated the textbook's excellent relation to the 2013 English curriculum material.<sup>32</sup>

The equation of this study with the writer's title is both analyzing English textbook. Meanwhile, the difference lies in the book being analyzed. The study analyzed textbook entitled English Textbook Contextual Teaching and Learning "Bahasa Inggris Sekolah Menengah Pertama", while the writer analyze textbook entitled "Pathway to English".

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<sup>32</sup> Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum", *Journal of English Educational Study* 1, no.1 (2018): 27-31.