

CHAPTER I

INTRODUCTION

A. Background of Study

In daily life, language is always used by people for communication. As human being, people tend to live or interact with other people. It proves that in general, human beings are social creatures who need each other. As social creatures, the most important thing is that naturally they are motivated to interact with other people to express their existence, experience, needs, opinions, and to influence other people or sharing each other. The importance of language includes all of the aspects of life because experience, feeling, and idea of someone can only be known by other people by using language. It means that the language is used for communication. English is an important means of communication which is used in many countries in the world.

English plays an important role in the process of modernization as an international language to be taught in schools. (Ramelan : 6) The purpose of teaching English is to develop four skills; listening, speaking, reading and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of English. The teacher must develop four language skills that their students own, so that they can use language to communication and to express their mind, their experience, their feeling and their idea. The four skills are important to be mastered without ignoring each other. For many students, reading

is the important of the four skills in second language. As a skill, reading is one of important language skill that the students have to read English material for their lesson . The students often thought to be easier to obtain information from written text by reading.

Allah explain in the holy Qur'an in the Al-Alaq verse 1 - 3 as follow :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

From the verse above Allah tell and explain to us how important reading is. Reading skill in one language is not necessarily transferred to another language. The result of teaching reading, however, is still considered to be unsatisfactory despite how long it has been taught in school and various techniques of teaching reading used. Most of students face difficulties in reading English text due to the different English language features from their first language. Basically, teaching reading is conveying or guiding the students to gain some important message and get meaning from written text. Most of students are interested in reading the English written material such as; book, novel, newspaper, article, text, etc. In the English lesson of Junior High School the development of reading skills, especially in analyses kinds of text. Nowadays, the government has arranged the 2013 Curriculum but there are some school that still use School-Based Curriculum or KTSP. The aim of English teaching according to the School-Based Curriculum is that the students of Junior High School hopefully can achieve that functional level of literacy because they are preparing to continue their study to the Senior High School. Besides that, School-Based Curriculum also deals with the four language skills, such as; listening, speaking, reading, and writing. In reading, it refers to the

text. It means that the students are able to understand and producing various shorts functional and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, report and etc. The materials can be authentic materials, for example from magazine, newspaper, textbook, or etc.

Teacher can get reading material from manysource, for example from books; one of the books is the textbook that is usually used at school. In the textbook, provides some reading text that the teacher can use for their students. The textbook used for teaching English is usually written by some group of people, such as publisher and educator. According to Gebhard, he stated “materials used in EFL/ESL classrooms are created by four groups of people: publishing companies, government agencies, curriculum development teams at the school level, and classroom teacher.” (Gebhard, 2006, p. 101) In Indonesia, textbook is written by publishing companies and they sell it at the market to be bought by teacher or student for their learning media. The Ministry of Education in Indonesia also publishes a textbook. They buy the copyright of the book from the publisher and then they publish it online in order to the teacher can download it and use it as their source material. The textbook that are published by the Ministry of Education is signed by mark of “BSE” (*Buku Sekolah Elektronik*). Before they published this book, they have done the evaluation of this book based on the criteria that they have designed. Therefore, this textbook will usually be claimed compatible with the curriculum. In previous research Siti Sholichatun in her research “Content Analysis of reading materials on Sky textbook for Junior

High School” she analyzed the lexical density in the Sky textbook for Junior High School.

There are some categories of a good book. First, the contents of the textbook should complement students level of intellectual, should appropriate with difficulty (topics, genre, background knowledge, cultural assumption, grammatical complexity, length of texts organization, and vocabulary) also the text should be interesting and coherently linked (e.g topics/tasks). (Murcia,2001, p. 190) and also the text complexity how are the vocabulary, sentence, meaning, focus, or words that used in the text. Based on those explanations, the writer would like to try to analyze the content of reading materials/text on the textbook, whether the materials/text good or not. Because all of the reasons above, the writer intends to discuss and to observe it to know more detail about the textbook under the title “CONTENT ANALYSIS OF READING MATERIAL IN ENGLISH TEXTBOOK “INTERLANGUAGE FOR 11TH GRADE OF SENIOR HIGH SCHOOL” published by Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008. There is a reason why the writer chooses the book, *English Interlanguage* textbook used for teaching English to 11th grade students in MA Raudatussyubban Sungai Lulut.

B. Research Questions

1. What are the genre of reading text in the book?
2. How is the text complexity in reading materials in the book?

C. Objective of Study

The objective of the study are to find out what are the genre of the reading text in the textbook and How is the text complexity in reading text/ material in the textbook.

D. Significance of Study

The result of this research hopefully:

1. Will increase teachers' awareness in choosing a textbook for the students and it can be a guide for teacher to choose the suitable textbook to be used.
2. To be a consideration because a textbook has the important role in the process of teaching and learning.

E. The Definition of Key Terms

1. Analysis

An examination of data and facts to uncover and understand cause-effect relationship, thus providing basis for problem solving and decision making

2. Content

Substantive information or creative material viewed in contrast to it's actual or potential manner of presentation.

3. Content Analysis

Analysis to determine the meaning, purpose, or effect of any type of communication, as literature, newspapers, or broadcasts, by studying and evaluating the details.

4. Reading

Written or printed matter that can be read.

5. Material

A group of ideas facts, data, etc., that may provide the basis for or being
corporate into some integrated work

6. Textbook

A book used as a standard work for the study of a particular subject.