

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading has a very important role in learning. Reading is also one of the four language skills students must learn. This is considered to be the most common means of learning new info and getting various explanations. The ability to read has also made a very important contribution to human life. Through reading, individuals will get a lot of useful information, updates, ideas, and inspiration that will enrich their knowledge and they will learn about the latest events in the world. Reading will facilitate or train individuals to develop their thoughts and views when facing and determining events in life.

Reading can also be interpreted as a process where readers can learn something from reading and include it in an academic background as part of education.¹ When thinking changes from not knowing to know, it is called learning. Because reading is included in learning, the brain tries and masters the text that is being read by explaining, synthesizing, evaluating, and selecting important information. Moreover, according to Grabe “Reading is a strategic method for a variety of skills and processes used in

¹ William Grabe. *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009), 05.

learning. It also implies efforts on the part of the reader to anticipate the text, determine the title, mentally compile and summarize the story, monitor comprehension, correct distractions, and also adjust understanding for the reader's purpose.”²

2. Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning.³ Guidance is provided through leading pupils through activities in the pursuit of knowledge. The Teacher can assist pupils in obtaining knowledge by providing resources such as tasks. By assigning these activities, the teacher is allowing the pupils to study independently. To ensure that the teaching and learning process works smoothly, the instructor must create a conducive learning environment for the pupils. In order to create a positive environment, the teacher must examine the classroom method or approach that is employed, since this might affect how she or he handles the class.

Based on the description above, teaching reading comprehension may be described as the assistance provided by the teacher to help students achieve their reading comprehension on texts by employing a certain approach. The teacher can lead the learners to understand a text by using

² William Grabe. *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009), 15.

³ Emelda Syafrina and Arono, "Features of English Textbooks for the First-Year of Senior High School Implementing the 2013-Curriculum", *JOALL (Journal of Applied Linguistics & Literature)*. Vol. 2, No. 2 (2017), 1–13.

some strategies for reading comprehension.⁴ Students are also encouraged to identify the primary concept and comprehensive details of the text by applying certain techniques.

In addition to teaching reading comprehension, the instructor assists students in learning micro-skills in reading in order to improve their reading comprehension.⁵ To achieve reading comprehension, pupils must complete fourteen micro-skills. Among them are: (1) identifying word cores and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, and so on), systems (such as tense, agreement, and pluralization), patterns, rules, and elliptical forms (3) identifying coherent devices in written discourse and their function in signaling the connection between and among clauses, (4) identifying the rhetorical forms of written discourse and their relevance for interpretation, (5) understanding the communicative functions of written texts in terms of form and purpose, (6) inferring context that is not apparent by employing background knowledge, (7) inferring linkages and connections between events and ideas, deducing causes and effects, and recognizing such relations as main idea, supporting concept, fresh information, provided information, generalization, and exemplification,

⁴ B.P. Sengupta and A.S. Kanaujia, G.C. Georgie, S.N. Mehta, V.P. Dixit, *However, Good Textbook Is the Textbook Which Is Match with the Curriculum at the School*, (Animal Reproduction Science, 1985), 95–98.

⁵ Sori Merianda Sigalingging, Berlin Sibarani, and Sumarsih Sumarsih, "Teaching Reading Comprehension of Analytical Exposition Text To the Eleventh Grade Students of Sma in Medan", *GENRE Journal of Applied Linguistics of FBS Unimed*. Vol. 6, No. 2 (2018).

(8) differentiating between literal and suggested meaning, (9) recognizing culturally unique allusions and interpreting them in the context of the relevant cultural schemata, (10) creating and employing a set of reading techniques such as scanning, skimming, identifying discourse markers, estimating the meaning of words from context, and activating schemata for text interpretation.

To summarize, teaching reading comprehension is an activity performed by the teacher to provide chances for students to grasp texts via the use of certain methods. During the teaching and learning process, the teacher must examine which techniques are appropriate for the learners' needs, the texts, and the state of the class. This is due to the fact that various comprehension texts necessitate distinct reading comprehension techniques.⁶

3. Reading Material

Reading material in class is arguably the most important part because it will provide advice and know the teaching process. High-quality reading materials should encourage clear relationships between students and teachers and between students themselves to complete the learning process. As a result, teachers need to work hard to build material that is in harmony with their lives and the students themselves. But in reality, most of the teachers have something important in terms of making their

⁶ Jack Richards and Jack C Richards, *The Role of Textbooks in a Language Program* (2015), 1–6.

textbooks, consequently using textbooks is the only option. In addition, textbooks have not been synchronized with the special needs and characteristics of students. So that teachers still need to determine or even modify textbook material wisely.⁷

According to Harmer, reading is a mode of language. Reading text provides opportunities to learn a language such as a vocabulary, grammar, punctuation, the way sentences, paragraphs, and text are constructed.⁸ It can be seen from the explanation above that reading is one of the important languages that students need to master. For students to master reading activities, the English teacher must provide material. The textbooks suggested by the school are not only suitable for reading material from the topics discussed but are also good books for students in terms of background information, thought flow, text structure, language features, and vocabulary accuracy.

B. Curriculum

According to Beauchamp, The curriculum is writing that contains some material, but basically, it is a concept for the education of these students while they are in school.⁹ Beauchamp emphasizes that a curriculum is an educational or teaching plan. Richards and Schmidt outline curriculum as, an overall plan

⁷ Antartika Sidoarjo and others, "The Application of Speed Reading To Increase Reading Comprehension for the First Grade Students of Sma", Vol, No.1 (2013), 18–25.

⁸ Jeremy Harmer. *How to Teach English* (United State: Addison Wesley Longman, 1998), 68.

⁹ George A. Beauchamp, *Curriculum Theory* (Wilmette, Illinois: The KAGG Press, 1975), 6.

for a course or program, as in the freshman composition curriculum. Such programs sometimes state:¹⁰

1. The educational purpose of the program, viewed by purpose. The purpose of education is to build the ability of students to become pious human beings and believe in God Almighty, virtuous, strong, educated, talkative, inventive, independent, and become citizens of a dignified and reliable society.
2. Content of the program and the sequence of teaching (also known as the syllabus). A syllabus is an archive outlining all the basic data about a college course. It records the themes you will study, such as the due date of each course including tests, quizzes, or exams. Your educator will provide you with a syllabus for each class of your school. Read them all carefully to learn about evaluation approaches, teacher working hours, and everything else you need to know.
3. Pedagogical procedures & learning activities to be used (i.e. methodology). The methodology is the arrangement of practices and methods used by an educator to educate. This will be based on beliefs about the idea of language, and how language is learned (known as the 'Approach').
4. Advice accustomed to assessing student learning (i.e. assessment and testing). Assessment is a basic piece of guidance, as it decides if the

¹⁰ Jack C. Richards, Richard Schmidt. *Dictionary of Language Teaching & Applied Linguistics* (Harlow, Essex: Pearson Education, 2010), 151.

objectives of schooling are being met. Assessment influences choices about grades, situation, progression, educational requirements, educational plan, and, at times subsidizing. While, Testing is the act of making target decisions concerning the degree to which the framework meets, surpasses, or neglects to meet expressed destinations.

5. Advice accustomed to assessing whether an event has achieved its goal (i.e. evaluation). Evaluations are value-centered and may reflect class segments in addition to course substance and degree of dominance. Assessment can be used as a final audit to measure teaching quality.

From the above definition, the author concludes that the curriculum is a plan that is developed to create good teaching and learning activities. This is a kind of guidance in the teaching and learning process. Curriculum reform is sometimes done to enhance or make better educational quality. The curriculum also contains science, knowledge, and decent experience given to students to accept educational goals.

C. Textbook

1. Definition of English Textbook

A textbook can be a means to help academics in teaching activities. The teacher sometimes uses some reasonable media to make it easier for him to interpret the teaching material. Textbooks are a commonly used medium. Textbooks are also easy to buy, carry and study. Although many media can compete with printed communication materials, textbooks are

still a major school resource. Textbooks are the most frequently used of all written instructional materials. In the hands of knowledgeable practitioners, this textbook is one of several aids to helping students master clear subject information.¹¹

According to Richards, textbooks use a variety of ways to use language. For example, a reading textbook may serve as a basis for reading skills, providing reading text formation and skill practice. A writing textbook may provide sample compositions and a list of topics for the student to write about grammar textbooks can serve as textbooks and provide models and exercises for building grammar knowledge. A speaking text can provide passages for students to read and discuss. A listening text using an audio cassette or CD may serve as the primary listening input on listening.¹² Textbooks are generally believed to be teaching material. In this case, the learning material helps teachers and students to achieve learning goals. It is also used when it can do a better job than other available pedagogical material. The teacher finds something significant in the textbooks being studied. This generally encapsulates something of particular value. Text can also keep the same thing because of the common copy that each student has.

¹¹ Maya Arianingsih, Faculty Of, and Teacher Training, "An Analysis of the Appropriateness of Junior High School English Textbook Entitled When English Rings a Bell for VIII Grade Based on Bsnp Criteria an Analysis of the Appropriateness of When English Rings a Bell for VIII Grade", (2017).

¹² J. C Richards, *Curriculum Development in Language Teaching* (USA: Cambridge University Press, 2001), 254.

2. The Role of Textbook

In the teaching method, textbooks play a very important role in handling the materials which will be delivered to learners. Cunningsworth on Richard¹³ mentioning the role of the material in a textbook in language teaching includes:

- a. A resource for presentation materials (spoken and written), textbooks are a sign that students are subjects that need to be taken seriously.
- b. A supply of activities for learners follows and communicative interaction. One of the reasons students learn is because of the book. They have no purpose for learning if they do not have books. If there are no learning books, they will believe that there is nothing to learn.
- c. A reference supply for learners on grammar, vocabulary, pronunciation, and so on. Without textbooks, students will also not find a clear focus. They will then increase their dependence on their educators. That way, educators will have a very heavy task because they are used as the focus of learning.
- d. A supply of stimulation and ideas for room activities, the book can be used to create a framework that organizes and schedules the time for teaching program activities.
- e. A syllabus (where they mirror learning objectives that have already been determined), means in many situations, textbooks serve a dual

¹³ J. C Richards, *Curriculum Development in Language Teaching* (USA: Cambridge University Press, 2001), 251.

purpose, such as serving as a syllabus and providing teaching texts and learning assignments. Furthermore, the availability of this book facilitates the work of educators and students due to its ready-to-use format.

- f. Support for inexperienced teachers who have not yet gained confidence, for teachers especially those who do not have much experience, textbooks serve as a weapon that secures, provides guidance, and assists in carrying out their work.

3. Book Center, Ministry of National Education

The book center defines many criteria for a quality textbook. Some of the aspects include:¹⁴

a. Aspect of Content

- 1) The conformity among reading materials and curriculum.

To find out the conformity among reading materials and curriculum, Alternatively, this examination could be simply done by reviewing the textbook from its table of content.

- 2) Quite genres were discovered inside the reading materials.

To find out quite genres were discovered inside the reading materials contained in the textbook is following the genre expected in the National Syllabus. They are descriptive, narrative, and recount.

¹⁴ Mulyarti, "The Analysis of Reading Materials in English Textbook Based on 2013 Curriculum for the First Grade of Vocational High Schools". (2019), 4.

- 3) The arrangement of reading materials is based on the level of difficulty.

To find out the arrangement of reading materials is based on the level of difficulty, then we have to look at the reading materials and judge it from the easiest to the hardest.

- 4) Reading tasks are given to broaden students' abilities.

To find out reading tasks are given to broaden students' abilities, we must explore and also understand whether the reading tasks are adequate and whether they are by the student's capacity.

- 5) The reading material which are supporting life skills.

To find out the reading materials are supporting life skills, we have to analyze all the reading material in the textbook, therefore we will get the results whether it is appropriate or not.

- 6) The reading materials are considered the aspects of gender, religion, and race.

To find out the reading materials are considered the aspects of gender, religion, and race. We must also analyze and consider all the reading materials in the textbooks so that we will get results whether or not they are by these aspects.

b. Aspect of Presentation

- 1) Learning purposes are stated explicitly and lead to mastery of communication competence.

To answer this point, the researcher looked at the pictures on the first page of each chapter to make it easier to analyze whether the title and learning objectives had met the criteria or not. The goal is to make it easier for teachers and students to master English communication skills.

- 2) The presentation of each chapter displays the logical course and coherence.

For this point, the researcher analyzes each chapter whether the presentation is logical and coherent or not.

- 3) The presentation of each chapter turned into prepared from easy to difficult materials.

For the next point, the researcher analyzes each chapter and looks at the easy to difficult levels of the activity or task of the textbook.

- 4) The conformity among tasks and materials.

For this point, the researcher also analyzes the material and assignments of each chapter whether they are appropriate or related or not.

- 5) The presentation of each chapter engages students to talk English actively.

To fulfill this point, the researcher explores several tasks in the textbook.

- 6) The presentation of each chapter supports students to be interested in English subjects.

At this sixth point, the researcher analyzes each chapter because each chapter describes interesting things to learn and can attract students' interest in English.

- 7) The presentation of each chapter helps students to reflect and appraise themselves.

The last point activity is the researcher analyzes each chapter whether the presentation of each chapter has helped students to reflect and assess themselves or not.

c. Aspect of Language Use and Readability

- 1) The nice of English language use in line with the language rules.

At this first point, the researcher analyzes each chapter in the textbook to see whether the writing is by the language rules or not.

- 2) The use of English is appropriate with the needs of communication learning.

Then the second point, the researcher analyzed each chapter whether the language style used in the reading material was efficient and communicative or not. This kind of language style can be identified in the instructions and questions that continue or follow the reading material.

- 3) The presentation of paragraphs is presented effectively by considering coherence and cohesiveness.

At the next point, the researcher analyzes each chapter whether it contains one reading material in the form of a paragraph that follows the rules of paragraph writing or not because the researcher can find coherence and cohesiveness in one part and the accompanying part.

- 4) The usage of illustrations that are unit beneficial and relevant with the materials.

For the last point, the researcher analyzed each chapter to see the illustrations in the textbook.

