

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the research, scope of the research, statement of the problem, research objective, and significance of the research.

#### **A. Background of the Research**

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Therefore it becomes one of the language skills that needed to be mastered by students. Reading skill give much benefit to students such as increasing personal confidence, reducing social isolation, fostering a sense of community and encouraging communication skills (Billington *et al.*, 2010:81). Through reading, students could improve their vocabulary, get new information and learn many things. Reading is a process of gaining a message which is convey by a writer through words or written language. When reading, eyes are going to recognize every word meanwhile brain try to analyze and link to the meaning of the writing.

Reading is an attempt to understand the meaning of that exists in a text and, this activity is also useful for readers because it will obtain information from a passage. In essence reading is the basic ability possessed by every human being, in which the ability must go through a very complex process due to involving many

factors such as internal factors and external factors of each reader. Internal factors involve interest, talent, knowledge, the purpose of reading and willingness. Meanwhile, external factors are more directed on the influence of social-economic backgrounds, reading facilities, and reading habits. Due to the explanation before we can conclude that reading is very complex and cannot stand alone.

Textbook is a book which is designed to give material, assessment and evaluation for the students. It also shapes the process of teaching learning in the class that provides the primary form of linguistic input. It is very influential in changing students' mindsets because they can affect students' knowledge and specific value. It also becomes the main resources in education learning to get standard competence and the main competence, which means that it has significance role in Indonesian objective curriculum. In Indonesian's curriculum textbook has an important role in teaching and learning process. It is also mentioned in the Indonesian government regulation number 32 in 2013 article 1 section 23 as, stated: "*Buku teks pelajaran adalah sumber pembelajaran utama untuk mencapai kompetensi dasar dan kompetensi inti*". Thus, in order to support English language teaching, the design materials in a textbook must be appropriate with learning objectives.

Richards (2011) stated that textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the

kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge. When reading English textbook students may encounter many factors contribute as the cause of students' difficulties in comprehending text. Some of those factors are language knowledge, learner's background knowledge, motivation, the lack of reading strategies, and reading process.

The students usually know the meaning of the text that they read but could not comprehend the text well such as; identifying the main idea, interpreting important points, and making conclusion of the text that they read from the textbook. Therefore most students feel sleepy, bored, and seems like do not have any spirit in studying English specially in reading skill.

English Education Study Program students have used the English textbooks when they were in high school. However, Abanda's (2016) result of his study proved that English Education Study Program of the 3rd semester students have the average score in reading comprehension of items 1-29 is poor (32) even the average score in items 30-45 is very poor (25,56). Therefore researcher is going to deeply analyze the students of the English Education study program of Khairun University comprehend English textbook.

## **B. Scope of the Research**

This research focuses on the fifth semester students' Reading Comprehension in reading English textbook at the English Language Education Study Program of Khairun University.

## **C. Statement of the Problem**

What is the fifth semester students' reading comprehension in reading English textbook at the English Language Education Study Program of Khairun University?

## **D. Objective of the Research**

Related to the above statement of the problem, the research objective is to know the fifth semester students' reading comprehension in reading English textbook at the English Language Education Study Program of Khairun University.

## **E. Significance of the Research**

### **1. Theoretical Significance**

The results of this research are expected to enrich and develop existing literature related to reading comprehension particularly reading an English textbook.

### **2. Practical Significance**

The results of this study are expected to be beneficial for teachers and lectures of English, students, and prospection researchers.

a. For English Teachers and Lectures

The teachers and lectures of English may use this research results as one reference for further material about reading skill and how to use textbook in teaching reading skill. Moreover, this research may progress teachers and lecturers' knowledge in teaching reading for both school and university.

b. For students

This research can be useful for students as a media to improve their reading comprehension skill thorough reading English textbook. In addition, it can motivate others to improve their reading skills.

c. For Prospective Researchers

It is expected that this research results can be a reference for further research relating to students' reading comprehension in English textbook.