

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Teaching materials play the most prominent things in teaching learning process. In teaching and learning process of English language numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre- teaching preparations, while the teaching and learning are on progress, or after the teaching and learning take place. Teachers' roles are obviously important in teaching and learning proces. They plan the syllabus, prepare the materials, and teach in the classroom and so on. And that's a whole lot of task to be done by a teacher.

That is why media of a prepared teaching material is needed. One of that are used in the learning process is textbook. According to researcher textbook important to help teachers in providing them teaching materials.

In English subject, textbook is used to serve students' need about language skill. The student must have capability related to four following skills; listening speaking reading and writing. The relationship of those skill is very closed because they can't be essentialy separated each other.

According to Kennedy (1981:5) reading is the ability of an individual that recognize a visual form to associate the form with the sound or meaning acquired in the past, and, on the past experience, understand, and interpret is meaning.

According to the reasearcher reading is important skill because students can develop their knowledge about any kind of information and adding new vocabularies.

According to Murcia (2001:187) the purposes of reading for students are to search for information, for general comprehension, to learn new information, and to evaluate information. Although these purposes of reading might give the impression that there are very different ways to read a text, these differing purposes actually depend on stable set of process and skills that underlines all reading, though in differing combinations of relative importance.

Because of the important of reading and textbook of English as manual for teaching the language, the teacher should pay attention to the reading exercise in the textbook they used in the classroom. The teacher should examine whether reading exercise of textbook are relevant or not with the existing curriculum in term clear direction, present of example and type of reading exercise. They should observe whether the reading exercise in the textbook could lead student to the goal as stated in curriculum or not.

The researcher choose Pathway To English as a English textbook in this research. Based on Pathway To English textbook the researcher find 45 data reading exercises from 11 chapter. The reading exercises are multiple choice, matching test, true or false, completion items, short and long answer question. The researcher find short and long answer question, completion items, matching test, almost there find in every chapter but multiple choice and and true or false seldom to find in Pathway To English textbook.

Considering the statement above, the researcher choose English textbook entitled Pathway to English to analyze the reading exercises . According to the aim , the researcher tried to analyze and interpret it under title “The Analysis Of Reading Exercises In English Textbook For The Senior High School Grade X”.

## **1.2. The Problems of the Study**

Based on the background above, the researcher formulates the problem as follow:

1. What type of reading exercises are employed in Pathway To English for Senior High School grade X ?
2. What type of reading exercise are dominant employed in Pathway To English Senior High School grade X?

### **1.3 The Objectives of the Study**

1. To find out the type of reading exercises in Pathway to English for Senior High School grade X.
2. To find out the dominant types of reading exercise are employed in Pathway To English grade X.

### **1.4. The Scope of the Study**

The researcher only focuses on the reading exercise in the textbook Pathway To English in terms of its relevance with the criteria of reading exercise. The criteria of reading exercises are: type of reading exercise, presence of example and relevancy with material of curriculum.

In this reading exercise, there are some kinds of exercises according to Sally Burgess and Katie Head (2005:27)

#### **a. Multiple-Choice**

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality; it is easy to administer and be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

#### **b. Matching Test**

Matching can be an effective method of assessing reading at this level. The students read the words and write the appropriate letter beside the word.

#### c. True/ False Reading Test

True/ False test is one of the most used tests of reading comprehension. Because of the scoring of this test are quick and reliable with the reading comprehension. The item can also be constructed easily and quickly.

#### d. Completion Items

Completion items measure recall rather recognition. In this item, the students usually supply a word or short phrase.

#### e. Short or Long Answer Question

##### 1) Short-answer question

Short – answer question is reading test that the students spend 3-5 minutes to answer the question.

##### 2) Long – answer question

Long – answer question is a reading test that the students spend 5-7 minutes to answer the question

### **1.5 Significance of Research**

#### 1. Theoretically

Theoretically, this research is expected to be significance as an input in English teaching learning process. Besides, this research will give a profitable description for any further researcher who wants to study the same case. This study becomes a helpful information and useful reference to the next study.

#### 2. Practically

a. For the researcher

For the researcher, it is expected that it will be useful knowledge and experience for the researcher when he/she will begin his/her profession as a teacher in teaching reading in the future time.

b. For the teacher

For English teacher, hopefully this research can give a reference to select suitable English course book in the language teaching process.

c. For the students

By appropriate materials and exercises in teaching reading hopefully the students will improve their English skill. They may improve their English through a lot of sources that they like and understand easily such as practice their English texts with some interesting methods prepared by the teachers in teaching reading.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presents review of theories concerning the topics and conceptual framework. This is important to clarify in order to avoid misunderstanding among the readers in understanding the analysis that will be presented. The following ideas and theories are as follows:

## **2.2 Reading**

### **2.2.1 Definition of Reading**

There are four major skills taught in English, those are listening, reading, speaking and writing. There are so many sources that can support the achievement, like English books, magazines or newspapers. So people should master the reading skill.

There are some definitions of reading presented by some experts. According to Kennedy (1981:5) reading is the ability of an individual that recognize a visual form to associate the form with the sound or meaning acquired in the past, and, on the past experience, understand, and interpret its meaning. Based on the explanation, it can be concluded that reading is individual ability in understanding and finding the message.

According to Smith (1982) reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message.

Reading may be defined as the meaningful interpretation of printed or written verbal symbols. For the beginner, reading is concerned mainly learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

Richards and Renandya (2002:273) also state that reading receives a special focus since the written text serve various pedagogical purposes in which comprehending the written texts can enhance the process of language acquisition. From that definition it can be derived that reading is categorized as an important skill that sustains other language skills since the written words are the sources of knowledge for readers.

Nuttal (1982:5) even though reading is learnt from an early stage, it is often found difficult for many readers. One apparent reason of the difficulty in reading is that not all the messages of the text get into the readers' minds. It is obvious that the meaning of the text is unfortunately no guarantee that the readers will get it out, a text that seems easy to one person may seem difficult to another.

### **2.2.2 Purposes of Reading**

Murcia (2001:187) mentioned that purposes of reading for students are to search for information, for general comprehension, to learn new information, and to evaluate information. Although these purposes of reading might give the impression that there are very different ways to read a text, these differing purposes actually depend on stable set of process and skills that underlines all reading, though in differing combinations of relative importance.

Grabe in Murcia (2001:188) mentioned that we can still talk about reading in the singular and define it as such, as long as we recognize the processes and skills combine in differing ways depending on the reader's purposes.

Rivers and Temperly (1978:187) suggest that there are seven main purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic
2. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).

3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened ( as reported in newspaper, magazines, reports)
7. For enjoyment or excitement.

### **2.2.3 Techniques of Reading**

Techniques of reading play an important role in understanding reading materials. They facilitate students who want to read efficiently. A student who has determined what he expects to gain from his reading should select a reading technique which best suits his particular purpose.

Kustaryo (1988:9) There are 2 techniques of reading:

1. Skimming

Skimming is an a technique used to look for the gist of what the author is saying without a lot of detail. This used if one of only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts.

2. Scanning

Scanning is not a reading process in the true sense of the word. It is a searching that requires a reader to float over the material until he finds what he needs.

### **2.2.4 Method of Teaching Reading**

According to Neville G (1987: 80), he defines the method of teaching reading are three methods. They are:

- a. Presenting a Text



In this term, the teacher should present text well. Because a good presentation can give some benefits, they are as follows:

- 1) It can make the students more interested
- 2) It can make the students reminding their previous knowledge that related to the text
- 3) It can be as a pre teaching
- 4) It can give a reason for reading. This gives students a sense of purposes.

There are some suggestions to have the effective presentation.

They are:

- 1) Using a picture
- 2) Using other relevant sense
- 3) Giving pre reading questions
- 4) Setting a problem
- 5) Using information grid
- 6) Giving a listening exercise
- 7) Asking the students to preview a text

#### b. Developing Lesson

It means that the teacher can develop the process of teaching reading with some various reading methods.

#### c. Follow Up

It's the important thing in teaching reading to know how much the students understand about the reading passage. The main thing to remember is that a successful follow up to reading

exercise involves integrating the language skills – especially speaking and writing. In this way reading and the other aspects of the syllabus are mutually reinforcing.

## **2.3 Reading Comprehension**

### **2.3.1 Definition of Reading Comprehension**

Reading comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension involves understanding the vocabulary seeing the relationships among words and concept, organizing ideas, recognizing the author's purpose, making judgements, and evaluating Kustaryo (1988:12)

### **2.3.2 Level of Reading Comprehension**

Specific Comprehension skills can't be completely isolated because they are so interrelated that one skill depends to some degree on another skill. Kustaryo (1988:10) stated that divide three levels of reading comprehension:

1. Literal reading

Literal reading refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired.

The literal level of comprehension is fundamental to all reading skills that any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level is considered to easisest level of reading comprehension because a reader is not required to go beyond what the author actually said.

2. Inferential

To get inferences, or implied meanings, from the reading material one must read between lines. Inferential are ideas a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and make generalization, and detects the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.

### 3. Critical reading

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing and evaluating.

## 2.4 Reading Exercise

Longman Dictionary of Contemporary English (1982:380) exercise is defined as a set of questions in a book that test a student's knowledge and skill In the other words, exercise can be called as task too.

In this reading exercise, there are some kinds of exercises according to Sally Burgess and Katie Head (2005:27)

### 1. Multiple-Choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality; it is easy to administer and be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

- Multiple-choice vocabulary/ grammar tasks

Example:

He's not married. He's \_\_\_\_\_.

- a. young
- b. single
- c. first
- d. Husband

- Contextualized multiple-choice vocabulary/grammar tasks

This kind of darting from one context to another in a test has become so commonplace that learners almost expect the disjointedness. Some improvement of these items is possible by providing some context within each item:

Example:

Manager: Do you like to work by yourself?

Employee: Yes, I like to work \_\_\_\_\_.

- a. independently
- b. definitely
- c. impatiently

- Multiple-choice cloze vocabulary/grammar tasks a better contextualized

is to offer a modified cloze test for adjusted to fit the objectives being assessed.

Example:

I've lived in the United States (21) \_\_\_\_\_ three years. I (22) \_\_\_\_\_ live in Costa Rica. I (23) \_\_\_\_\_ speak any English. I used to (24) \_\_\_\_\_ homesick, but now I enjoy (25) \_\_\_\_\_ here. I have never (26) \_\_\_\_\_ back home (27) \_\_\_\_\_ I came to the United States, but I might (28) \_\_\_\_\_ to visit my family soon.

## 2. Matching Test

Matching can be an effective method of assessing reading at this level. The students read the words and write the appropriate letter beside the word.

- Picture-cued matching word identification

Example:

Clock \_\_\_\_\_

Chair \_\_\_\_\_

Books \_\_\_\_\_

- . Picture-cued sentence identification

Example:

The man is reading a book

The cat is under the table

- Vocabulary matching task

Example:

Write in the letter of the definition on the right that matches the word on the left.

\_\_\_\_\_ 1. Exhausted a. unhappy

\_\_\_\_\_ 2. Disappointed b. understanding of others

\_\_\_\_\_ 3. Enthusiastic c. tired

\_\_\_\_\_ 4. Empathetic d. Excited

- . Selected response fill-in vocabulary task

Example:

1. At the end of the long race, the runners are totally \_\_\_\_\_

2. My parents were \_\_\_\_\_ with my bad performance on the final

Choose from among following:

Disappointed

Empathetic

### **3. True/ False Reading Test**

True/ False test is one of the most used tests of reading comprehension. Because of the scoring of this test are quick and reliable with the reading comprehension. The item can also be constructed easily and quickly.

Example:

1. The sun rises in the west T F
2. Fish can't fly, but bird can T F
3. Lagos is a large as London T F
4. When ice melts, it turns into water T F

### **4. Completion Items**

Completion items measure recall rather recognition. In this item, the students usually supply a word or short phrase.

Example:

256 Weaton Road,

2nd floor, Hong Kong,

7th June, 1974

Dear David,

I'm very sorry that I could not meet you last night. I hope that you didn't wait too long outside the New York Theater. I had to look my small brother until my mother returned home. She was a long time at the doctor's and she arrived home very late. I ran all the way to the bus stop, but I had already missed the bus, I decided to get on a tram and I arrived at the New York Theater at eight o'clock. I didn't that you would still be there because I as three quarters of an hour late. I do hope that you will forgive me.

Your friend

Peter

Write one word or more in each blank.

1) Peter lives at.....

2) He wrote the letter on.....

3) Peter went to the New York theater by.....

### **5. Short or Long Answer Question**

- Short-answer question

Short – answer question is reading test that the students spend 3-5 minutes to answer the question.

- Long – answer question

Long – answer question is a reading test that the students spend 5- 7 minutes to answer the question.

### **2.5 Text Book**

### **2.5.1 Definition of Textbook**

The most commonly found elements in classroom around the world are teachers, learners, and textbooks. The success or the failure of English language teaching does not only depend on the learners and the teacher, but also the use of visual aids, teaching methods, teaching materials and other facilities. Textbook is a book giving instruction in a subject, used especially at schools. According to Thomson (2000:175), the textbook is a stimulus or instrument for teaching and learning.

According to Richards (2002:252), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Generally, textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Van Dormolen, 1986).

Modern textbooks basically have been affected by different curricular reforms. Therefore, many advocates of textbook designer have argued the importance of basic skills required in supporting certain curriculum should be integrated in the textbooks. Developers of innovative curriculum projects that have chosen a subject-specific approach to content organization have argued that certain curricula place a greater emphasis on all skills required in the curriculum itself and devote more time reviewing content previously taught instead of presenting new content (Usiskin, 2003)

Textbook generally is a book which contains some materials of certain subject to be learned by the students in the school. It is used as a main component to deliver the material



framework designed in the curriculum. It also can help teachers in providing them with teaching materials as stated by Chandra (2003).

The term textbook has several meaning, according to Oxford dictionary, of a textbook means “a book giving instruction in a branch of learning.” It means that a textbook is a kind of book used in some studies at school. Meanwhile, related to English language teaching, textbooks are used in different ways in language programs. For example, a reading textbook contains the main materials of reading skill, some reading passages and several questions related to. It is included for measuring student’s achievement in this skill. In this case, the other language skill textbooks have the same composition materials with the previous one. It helps students maximize their understanding to the subject.

### **2.5.2 The Function of Textbook**

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandra (2003:162). Textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth (1984:7), there are several functions and roles of textbook which are:

- a. A resource of presentation material
- b. A source of activities for practice and communicative interaction
- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus
- e. A resources for self-directed learning or self- access
- f. A support for less experienced teachers.

The essence of textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the teaching materials that are going to be taught and in the other hand. As for the students, it helps them to maintain and trace back their input learning.

## **2.6 Pathway to English**

Pathway to English for Senior High School compiled based on Curriculum 2013. Task based activities can give students opportunities for students to learn English and then build the character of students.

This book have type of text that relevant with students daily life in order to help them get used to any kinds of text as possible corresponding to Curriculum 2013 textbook. Based on the book the researcher look at some text from difference grade

Grade X : Descriptive text, Recount text, Narrative text

Grade XI : Report, Explanation, Analytical Exposition, Hortatory Exposition

Grade XII : Procedure, Anecdote, Spoof

The researcher picks a textbook with the title Pathway to English an English textbook for the Senior High School grade X. "Pathway to English" by Erlangga for Senior High School grade X. It is arranged by Th. M. Sudarati and Eudia Grace and published by Erlangga 2013. The textbook consist of 11 chapters and 248 pages. The researcher focused on just one book and the reading exercise in the textbook.

## **2.7 Curriculum 2013**

In Indonesia's curriculum, English becomes a compulsory subject with a very important existence. The curriculum of English has experienced changes to acquire better student results in learning English (Emilia, 2005).

The 2013 curriculum is hoped to realize the development of students' potential to create Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative and independent through the integrated attitudes (students know "why"), skills (students know "how"), and knowledge (students know "what") (Education and Culture Ministry policy, No. 68 year 2013).

The 2013 curriculum emphasizes more on competences and character buildings, because characters have important values to run and form the ethical and individual principles (Howard *et al.*, 2004). The students attain academic benchmarks to construct and employ their knowledge and skills and need the same time and opportunity to develop and conduct good characters (Stein *et al.*, 2000).

According to Wachidah (2013) the 2013 English Curriculum seems to be the reactions or correction of the previous curriculum and the reality that has happened. The reality shows that most high-school learners can hardly use English in the real world even for simple purposes. It is also far below the nationally set standards of English Competence. A number of factors appear to account for the problems as the following:

1. Students learn pronunciation, word stressing, and intonation, yet these elements are severely ignored. The coherence among different skills and language components is also untouched. The activities of listening, speaking, reading and writing are not integrated.
2. Students learn too many expressions, not activities.
3. Students focus on grammar and vocabulary, not the texts.

4. Artificial texts are presented in several textbooks, not the real texts.
5. Reading and writing exercises are given priority, not using the language.
6. The teaching and learning activities are text-book based, which consequently make students not to have maximum learning opportunity to make meanings for real communication purposes in almost all activities in listening, speaking, reading, and writing tasks.
7. The learning process is teacher centered. Students' learning process depends on the teacher's explanation and provision of, practice and homework.

## **2.8 The Textbook Relevance to 2013 English curriculum**

This section focuses on the relevance of the English textbook used to the 2013 curriculum (Syahmadi : 2013). There are four criteria being used here. These are:

- a. The integration of four skills in learning English (reading, listening, speaking and writing).
- b. The inclusion of two main language components (grammar and vocabulary)
- c. The integration of scientific approach (observing, questioning, exploring, associating, and communicating)
- d. The integration of character value and cultural awareness

Scientific Approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge (Suharyadi, 2013:1). The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating

1) Observing - to develop student's curiosity, to create meaningful learning process and help students acquire knowledge. The teacher asks the students to observe objects, events, phenomena, concepts and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material. At the same time, students construct their knowledge and facilitate them to fulfill their need of knowing something. In this activity, the context is also presented to make students connect what they have learned with what they are going to learn..

2) Questioning - to construct knowledge as a concept. The students are required to have a critical thinking to evoke high level of thinking questions. Furthermore, the students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask. Questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own.

3) Experimenting - to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials. The students also experience the skill process to enhance knowledge and employ scientific method to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games.

4) Associating - to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and

given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory.

5) Communicating - to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or nonverbally. Communicating is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. The students present the communicative and effective written or spoken knowledge based on what they have learned.

## **2.9 Previous Research**

Iis Safitri (UNY, 2014) entitled "An Analysis of Reading Matterias on The Quality of English Textbook "Headline English" Published by SEWU for Grade Students of Junior High School". The objectives of this study are to find out and analyze the reading materials found in textbook "*Headline English*" for grade VII junior high school. The research study on analyzing the textbook was case study and analyzed in terms of what people in the book say and does in a certain text in order to evaluate whether the reading materials in the textbook are relevant to the curriculum. Subject of this research is the text found in "Headline English". Some with writer to analyses reading to relevance to curricullum. The differences with writer entitled of textbook and sample

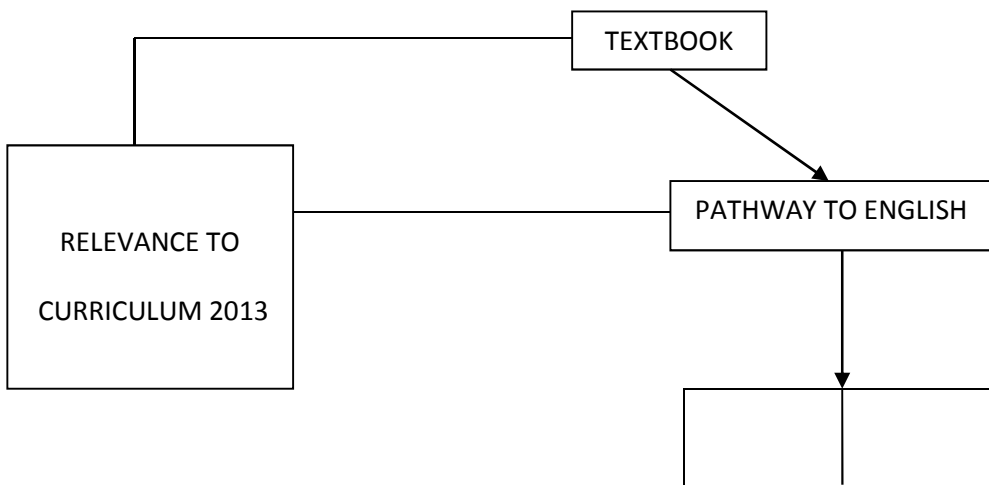
Sholichatun (2014) has conducted his research about "analysis of reading materials in *English on Sky* textbook for Junior High School". This study is intended to find out the genre of the reading material that was found in *English on Sky*, and then the writer's analyze lexical density in each text. As a result, the genre of text that was showed in the book is three types. It is consist of procedure, report, narrative text and these genres fulfilled the KTSP English syllabus

requirement. The ongoing research will differ to this research, this research will intend to analyze reading material in Senior High School in different curriculum; of course it will differ with Sholichatun's research. The difference are on the title of textbook, the problems and the objectives study.

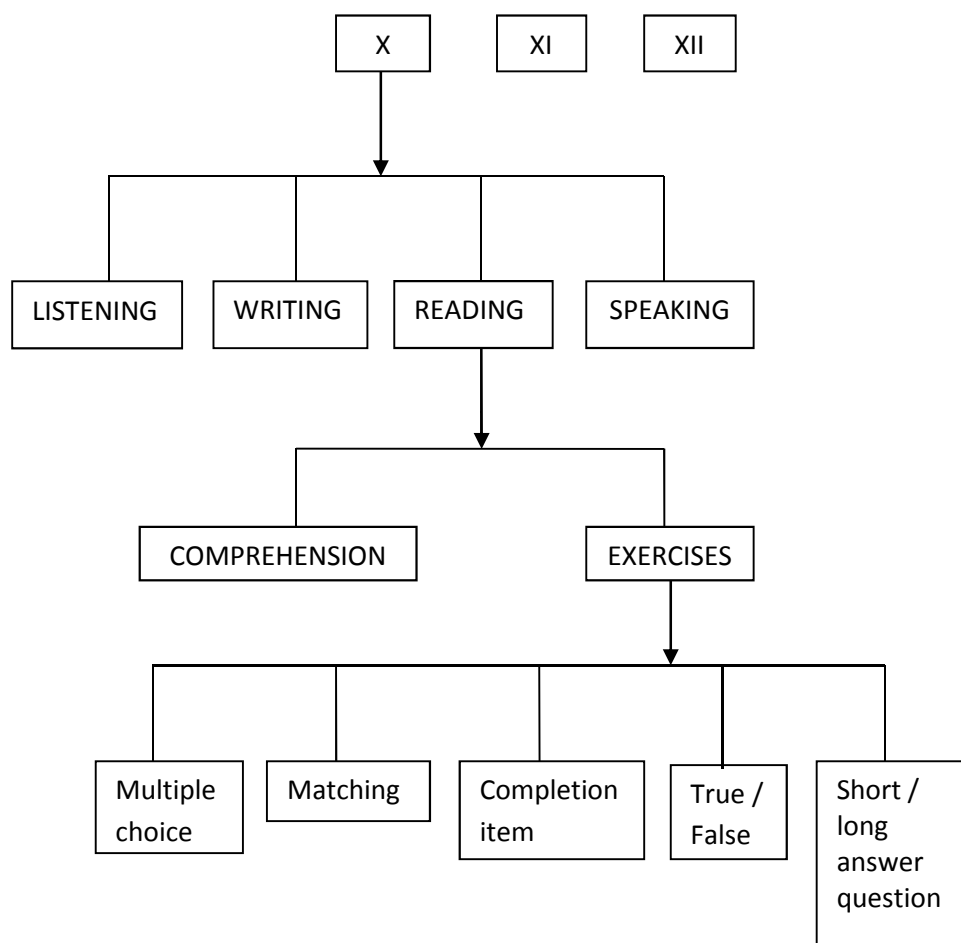
Dias Andrian Adiwana from students of Islamic Education and Teacher Training, IAIN 2015 (*An Analysis on Bright English Textbook for Seventh Grade Students of Senior High School With the 2013 Curriculum*). This research analyzed the *Bright English Textbook*. The result of this study shows that the textbook is compatible with curriculum according to good textbook classification. Studies the same scope with the writers thesis, the difference are on the title of textbook, the problems and the objectives study.

Ayu (2014) has conducted her research entitled "An Analysis of Reading Material in *English Alive* Textbook in The Second Grade of Senior High School" This study is intended to find out the correlation between reading materials in that book with the school based curriculum. As a result, the reading materials in that book appropriate with reading indicators and have already developed in accordance with the requirements specified in the School-Based Curriculum (KTSP). The current research will differ to this research. This research is about analysis reading exercises while Ayu's research is about correlation between reading materials in that book with the school based curriculum.

## 2.10 Conceptual Framework







**Figure 2.10**  
**The Conceptual Framework of Research**

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter describes the design in this study, participant and place, the data collection. The setting of the study, data collection technique, data collection instrument, and the analysis data. To get the clever view of the above matters each

of them elaborated in the following description.

### **3.1 Research Design**

There are two types of research namely qualitative research and quantitative research. In conducting this study, the writer uses qualitative research. According to Kumar (2005:8) “qualitative research either do not have these attributes or have them to a lesser degree. They are less specific and precise, and do not have the same structural depth.

And also Kumar says qualitative research is to understand, explain explore, discover and clarify situations, feeling, perceptions, attitudes, values, beliefs and experiences of a group of people. In qualitative studies the distinction between study design and methods of data collection is far less clear.

According to Best and Khan (2005:246) qualitative research is often described by a negative, Qualitative research is to understand to research subject to topic, identification, classification that is, it is research that is non quantitative, qualitative research is only what quantitative research isn't rather than positively stating what it is. In conducting this study, the writer uses a descriptive qualitative research.

Since this study deals with analysis of the content of the textbook especially in the form of document book, the researcher implemented descriptive qualitative content analysis in this research design.

As stated by Moleong (2005), Qualitative research is research which has purpose to understand phenomena about what is happen to the research subject, for instance behavior, perception, motivation, act, holistically, in descriptive ways in forms of words and languages, in natural and specific context use various natural method.

Qualitative research gave priority to analyze data. The data in this study analyzed in the form of description and identification or analysis of the test. In this research, the researcher analyzed reading exercise in the English Textbook “Pathway to English” for Senior High School.

The researcher chose the descriptive qualitative design because the researcher wanted to analyzed whether the reading exercise in the Textbook “Pathway to English”.

The researcher focused on the analysis of reading exercise English Textbook “Pathway to English” for Senior High School Tenth Grade Students. Most of research methods needs a resource of book to support the research. There is a little difficulty to distinguish between library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of each research. In the field research, literature is needed as a basic theory to prepare the research design.

The purpose of this research will be analyze the reading exercises in “Pathway to English” an English textbook for Senior high school Tenth grade students.

### **3.2 Subject of Research**

The subjects of this research is the English teacher. The researcher find textbook from English teacher at grade tenth of SMA SWASTA METHODIST 7 Medan. The data of this research are the reading exercises which displayed on “Pathway To School” an English textbook for Senior High School grade X. There are 47 reading exercises in “*Pathway To English*” an English textbook.

### **3.3 Technique of Collecting Data**

In this study, the researcher will be used documentary analysis as the technique of collecting the data. According to Rose and Grosvenor (2001:50). Documentary research is a

valuable method for understanding and explaining social relations. Document analysis is not only collecting and writing in quoting from but also finding the result of analysis of the document.

The technique of collecting data in this research involved several activities in analysis:

#### 1. Reading

The first step of data collection procedure was reading the "*Pathway to English*", an English Textbook for senior high school grade X, published by Erlangga 2013. The researcher was reading all text and exercises in the textbook to find which exercises are considered as the data. The data are only the reading exercise in the textbook.

#### 2. Identification

After the complete reading was done, the next step was identification. The researcher was identify the type of reading exercise, the learning activities.

#### 3. Classification

The next step was classification. The data had been identified was then classified based on the competency and skill which are emphasized in the exercise.

#### 4. Simplification

To simplify data, the researcher was randomly select one of the materials from each group as the representative of each competency and skills from the whole classified data and then analyze it.

### **3.4 Technique of Analyzing Data**

In term of qualitative data analysis, Bodgan in Sugiyono (2013:334), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other

materials that you accumulate to increase your own understanding of them and the enable you to present what you have discovered to others.

1. Identifying the topic

The researcher was reading the textbook and then identify the topic, it is reading exercise.

2. Clustering the topic into categories

The researcher was clustering the reading exercises into some categories. They are in type of reading exercises.

3. Drawing explanation from the patterns

The aspects discussed in the thesis are:

a. Aim

b. Relevancy

c. Type of reading exercise

4. Calculating the dominant types of reading exercises in Pathway to English textbook