CHAPTER 1
INTRODUCTION

Chapter 1 of this research provides the basic idea related to the study being carried out. This chapter presents the background of the study, statement of problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

Teaching learning process in Indonesia is based on a certain curriculum, which is developed by the minister of education and culture. There have been several changes of curriculum to meet the needs of the society and to improve the quality of education. Curriculum is one of the important things of education. It is the education system that can be used as a reference by each of education units. It is good for both organizer as well as executor, especially for instructor and headmaster. In this case curriculum has been centralized by government in order to get easy consensus, keep the culture nationally, help to expansion of learning opportunity, and make innovation. So each education unit has to do it and must implement it according to the instruction that has been arranged by the government.

Curriculum in Indonesia has been changed several times with those needs. The first curriculum was set up in 1947, 1952, 1968, 1976, 1984, 1994 and supplement the curriculum 1999, 2004, 2006 and the last curriculum is a curriculum of 2013.

The curriculum of the first born during the independence puts the 1947, new lesson plans are implemented schools in 1950. A number of people calling the history
curriculum begins from the curriculum in 1950. The term “LeerPlan” in the Netherlands, meaning more popular is lesson plans, rather than curriculum (United Kingdom). Basic education set forth the Pancasila.

Second, the curriculum is more detailing each subject called lesson plans Unravel 1952. The syllabus of lesson are clearly and a teacher teaches one subject in the classroom. The focus on the development of creativity, taste, karsa, paper, and morals (Pancawardhana). The subjects are classified in five groups of fields of study: morals, intelligence, artistic or emotional, skills, and physical. Basic education more emphasis on practical knowledge and functional activities.

Third, is the 1968 Curriculum. The birth of the 1968 Curriculum are political: replacing the 1964 education plan which is imaged as a product of old order. The aim at the creation of a true man of Pancasila. The curriculum emphasizes organizational approach of the 1968 subject matter: Pancasila, the coaching group's knowledge base, and special skills. Lesson number 9. Point weigh in on what the right material given to students at every level of education.

Fourth, the 1975 Curriculum emphasizes on goal, making education more efficient and effective. This period was known the term "Satuan Pelajaran", that lesson plan in each discussion. Every unit of study must be specified again: general instructions, specific instructional objectives, learning materials, learning tools, learning activities, and evaluation. The 1975 curriculum was heavily criticized. The teacher kept busy writing the details of what will be achieved from each learning activity.
Fifth, the 1984 Curriculum, brings the process skill approach. Despite the emphasis on process approach, but the goal remains an important factor. This curriculum often called the 1975 Curriculum that enhanced “Kurikulum 1975 yang disempurnakan”. Students as a subject of study. This curriculum implement four activities, which was done by the teacher including the observing, classifying, discussing, and reporting. This model is called “Cara Belajar Siswa Aktrif (CBSA) or Student Active Learning (SAL).

Sixth, is the 1994 Curriculum. The 1994 curriculum is continually implemented based on the previous curriculum. It soul would like to combine the curriculum between 1975 and 1984 Curriculum, between the process approach. Scatter criticism, due to the burden of students rated were too heavy from the national to the local charge. Local content material tailored to the needs of each area, such as the artistry, skill area, and others.

The seventh is 2004 Curriculum. Commonly known as Kurikulum Berbasis Kompetensi (KBK). Each lesson is implemented based on competence are to be achieved by the student. Unfortunately, confusion arises when linked to gauge studentscompetence, namely the examination. The final examinationeither from the school or the national examination from government were in the form of multiple choice question. When the target competencies to be achieved, surely the evaluation is more than the practice or the essay that is able to measure the extent of understanding and competence of students.

The eighth is the 2006 Curriculum. 2006 Curriculum in early trials, Competency-Based Curriculum (KBK) was stopped. The 2006 Curriculum can be called
“Kurikulum Tingkat Satuan Pendidikan” (KTSP). However, 2006 curriculum was not still implemented accurately. Review in terms of content and process of the achievement of the target competence lessons by students until the technical evaluation is not a lot different from the curriculum in 2004. The most prominent difference is given more freedom for teachers planning learning environment and in accordance with the conditions of the students as well as school conditions are. Due to the fundamental framework “Kerangka Dasar” (KD), the standard of competence of graduates “Standar Kompetensi Lulusan” (SKL), the standards of competence and basic competence “Standar Kompetensi dan Kompetensi Dasar” (SKKD) each subject for each educational unit has been established by the Ministry of national education.

Finally the new one was changed into the curriculum of 2013, which was implemented since July in 2013. Every change of curriculum has a better content in order to reach the purpose of learning. Continuing the development of a competency-based curriculum has been released in 2004 with competence encompasses attitudes, knowledge, and integrated skill. (Ministry of National Education, 2012: 5).

2013 curriculum is the newest curriculum in Indonesia which has already applied by some target schools in Indonesia that is chosen by the government, for elementary school first grade, fourth grade, for junior high school seventh grade, and tenth grade in senior high school. It has differences with previous curriculum, the element of curriculum where changed consist standard competency, standard contents, standard process, and standard assessment.
The teaching learning activities on 2013 curriculum must apply and emphasize on modern pedagogical dimension in learning by using a “scientific approach”. Scientific approach is the basic concept underlying the formulation that inspire or teach methods of applying the scientific characteristics.

Scientific learning approach (scientific teaching) is part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method. Scientific approach (scientific approach) referred to learning include observing, asking, reasoning, trying, forming a network for all subjects (Present).

The first is Observing, the activity is to identify the characteristics of a particular object by means of his senses carefully, using relevant facts and adequate observations, using tools or materials as a means to observe objects in the context of collecting data or information and is done by using the five senses. In this case the teacher presents a learning device in the form of instructional media. The activity of observing, the teacher presents video, images, miniature, impressions, or the original object. Students can be invited to explore the object to be studied.

The second is Asking. Learning activities is asking questions about information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to the questions that are hypothetical). Developed competence is to develop creativity, curiosity, the ability to formulate questions to establish the critical thinking necessary for intelligent living and lifelong learning. In this step a successful learning environment is the subject matter of discussion active communication.
In the third is reasoning. Activity is the first study, to process the information that has been collected from the results of the activities are limited either to collect / experiments would also result from observing activities and information gathering activities, secondly, the processing of the information gathered is to add breadth and depth to the information processing that are looking for a solution from various sources that have a different opinion to the contrary. Developed competence is to develop an attitude to be honest, meticulous, disciplined, law-abiding, hardwork, ability to implement procedures and inductive and deductive thinking skills in concluding. In this activity students will make sense of connecting what is being learned with what is in everyday life.

After that, in the fourth is trying. Activities undertaken is gathering information or experiment. Learning activities is to experiment, read sources other than textbooks, observing the objects, events or activities, interviews with informants. Developed competence is developing conscientious attitude, honest, polite, respect the opinions of others, the ability to communicate, implement the ability to gather information through a variety of ways to learn, develop the habit of learning and lifelong learning. In the learning step, each student is required to try to practice what is learned.

In the last is Forming a network for all subjects (Presenting). After going through the above four processes, the process of presenting this, the students returned to play its role. Learning activities is to convey the results of observations, conclusions based on the results of the analysis of oral, written or other media. Developed competence is to develop an attitude to be honest, conscientious, tolerance, the ability to think systematically, to express their opinions briefly and clearly, and to develop good
language skills and correct. At this stage the students present their skills on what they have learned while other students respond. Another student responses can include questions, objections or support of presentation materials. Teachers serve as facilitator of this activity. In this activity, all students will receive proportionately the same rights and obligations. Students will be trained to be a resource, be the one who will defend scientific ideas and people who can be independent and be a person who can be trusted. All activities lesson will return to the realm of learning achievement that is the realm of attitudes, cognitive skills and domain.

The above information is based on the theoretical consideration. Empirically the studies about textbook have been carried out by many researchers, such as: Rahma (2005), Agustin (2005), and Rohmawati (2011).

Rahma (2005) in her thesis about the analysis is of English Textbook based on English on Copetence Based Curriculum (CBC) for the first year school publish by Erlangga and PT Intan Pariwara. She used a descriptive analysis method. The result of this research shows that both of the textbooks already presented materials based on Competence Based Curriculum.

Agustin (2005) analyzed about the teaching learning activities of English textbook on “English on Sky” published erlangga for the first grade in SMP. She used descriptive research design. The result of this research showed that English textbook based on the 2006 english curriculum contains of all the skill activities in book covered speaking, reading, writing, and listening activities.

Rohmawati (2011) analyzed about the reading materials in Senior High School English Textbook based on the 2006 English Curriculum. She used documentation.
The result of this research showed that English textbook based on the 2006 English Curriculum contains other presented in reading materials; the readable texts for the tenth grade of Senior High School are only five. They are text 5, text 14, text 19, text 23 and text 24 have significant level 50 to 60 of reading easy score and the description of style is fairly difficult. It means that the significant level of 50 to 60 of reading easy score, the estimated School Grade Completed is some high school and the Estimated Reading Grade is tenth to twelfth grade.

Based on the previous researcher above, all writers analyzed about the textbook that will based on the 2004 and 2006 English curriculum. Therefore the writer want to analyzed the textbook that is based on the new 2013 Curriculum is Reading activities of "When English Rings the Bell" publish by Ministry of National Education based on 2013 English Curriculum for the Seventh Grade Junior High School.

1.2 Statement of Problems

Based on the background of the study above, the problem of this study is:

1. What are the reading activities of "When English Rings the Bell" published by Ministry of National Education based on 2013 English Curriculum for the Seventh Grade Junior High School?

2. What are the dominant activity for reading activities of "When English Rings the Bell" published by Ministry of National Education based on 2013 English Curriculum for the Seventh Grade Junior High School?

1.3 Purpose of the study

In line with the research problem stated above, the purposes of this study are to analyze reading activities. The details of the research purpose are:
1. To describe the reading activities in “When English Rings the Bell” published by Ministry of National Education based on 2013 English Curriculum for the Seventh Grade Junior High Shool

2. To know the dominant activity for reading activities of “When English Rings the Bell” published by Ministry of National Education based on 2013 English Curriculum for the Seventh Grade Junior High Shool.

1.4 Significance of the study

The result of this study is expected to:

1. Give information to the English teacher who are responsible for selecting that material for instructional process, so that they will be able to select the appropriate material for their students.

2. Give information and contribution to English textbook writers for junior high school so that they can improve the textbook for later edition.

3. For the next researchers, this study will also provide basic information for further study about reading materials that consist of reading texts and the activity, also the relevancy with 2013 English Curriculum.

1.5 Scope and limitation

The scope of this study is the analysis of reading activities in Junior High School English Textbook. Meanwhile, this study is only limited to the seventh year of Junior high school English textbook “When English Rings the Bell” chapters 1 up to 11, published by Ministry of National Education based on 2013 English Curriculum.
1.6 Definition of key terms

To avoid misunderstanding and misinterpretation to the term used in this study. The researcher provides some definitopn as follows:

a. **Reading** is an active process in which people attend to extract ideas, concept, thoughts, or images from the pattern of words set fort on the printed page. (Callahan in Imayati, 2007).

b. **Teaching** is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing, with knowledge, causing to know or understand. (Brown, 2000).

c. **Learning** is acquiring or getting of knowledge of a subject or a skill by study experience, or instruction. (Brown, 2000).

d. **Activity** is a combination of action and theoretical understanding (Mohan, 1985).

e. **English Textbook** is unit of printed instructional material composed in the form of a book which prepared for teaching and learning activities of English.

f. **“When English Rings the Bell”** is one of many textbook published by Ministry Education that is being analyzed.

g. **2013 Curriculum** is Continuing the development of a competency-based curriculum that has been released in 2004 with competence encompasses attitudes, knowledge, and skills in an integrated. (Ministry of National Education, 2012: 05)