

CHAPTER I

INTRODUCTION

In this section, the writer described the background and the problem of the study, scope and limitation, objectives and significances of the study and the frame of the discussion.

A. Background of the Study

Mastering English is important toward the English as an international language. English taught as a formal subject for Senior High School. It is being one of curricular program that aims to develop attitude, knowledge and skills competence of learners as basic skills and strengthening capabilities in the life of society, nation and state in every Senior High School.¹

Teaching English in the school is not easy. It has an explicit planning to achieve the goals. This statement is supported by Penick and Bonnstetter which have asked the parents, teachers, administrators and scientist in more than 25 cities during a 10-years about their goals for students.² They wanted their students to (1) become more creative, (2) be affective communicators, (3) use science to identify and solve the problems, (4) know how to learn science, and (5) develop a positive attitude toward science. This result is in line with the goals as the 2013 curriculum mentioned above. So, foreign language teachers must know how the

¹ Permendikbud Nomor 59 Tahun 2014 Tentang Kurikulum 2013 SMA/MA

² John. E. Pennick and Robin Lee Harris. *Teaching With Purpose: Closing the Research-Practice Gap*. NSTA Press. Arlington, Virginia. 2005. P.4

appropriate way and what material given to enhance and growing his teaching sections.

Krashen in his input hypothesis, the most important element of any language teaching program is input, so language acquisition can take place when a message which is being transmitted is understood.³ In language teaching process, teacher actually need course materials to enhance and support them. What would be language classes be without books, pictures, charts, and technological aids (Computer, tape, LCD)? Yes, the teacher could have a conversations, discussions, role-play, games, but it need a lot of energy. It also deriving much of instructions from supporting materials. Then, what kind of materials is available? How the teacher decides what will work and what won't? Is it worthwhile for the teachers' learning? If so, what sorts of things can be relatively easily made?

Then, Brown stated that the most obvious and most common of material support for language instruction comes through textbooks.⁴ Textbook is a kind of teaching and learning media that most commonly used in every teaching and learning process although many innovative media has been developed for educators to teach in new ways. Textbook used to support and enhance the student learning process. He also said that textbook is one type of text, a book use in an educational curriculum.⁵ The textbook as a medium should given way to resource

³ Krashen, Stephen. *The Natural Approach, Language Exposition in the Classroom*. Prentice Hall Europe. 1995. P. 55

⁴ Brown, H. Douglas. 2000. *Teaching by Principle; Second Edition*. California. Longman. P. 137

⁵ Ibid., P. 141

packs and the like.⁶ So, the writer conclude that the book has many roles in order to improve students' understanding and learning process. And that is why textbook being an important medium to teach English especially in the Senior High School. For the students, textbook can be guidance to organize their learning both inside and outside the classroom. It helps them to learn the material better, faster, clearer and easier. For the teacher, they can find creative use for the textbook used by handed it like a supervisor.

Reading is one of skills that are highly associated the reader to the textbook because it is one of receptive skills. Therefore, the textbook with appropriate materials can help for students' reading comprehension. In learning a language, it is important to make sure that the reading material is readable for the students to make it more easily understood. The readable material is quite important to be considered by the teachers as long as to improve students' ability in understanding the materials. Sometimes, the reading material is presented in the English textbook are too easy, so that the student get bored. On the other hand, some textbooks include the reading materials that are too difficult for students. It is make the students frustated so that they cannot understand the material faster and easier. If the students face some difficulties to read the material, the comprehension comes to the lack. So, the learning of English language will not run properly. Whereas, the student have high expectation to the textbook used in the learning process. The English textbook used in learning process can help them in understanding the material better and easily. These facts may confuse some

⁶ Ibid., P. 317.

teachers to determine the right textbook for their students. As a result, teachers have to choose among many English textbooks that are appropriate for changing focuses on the curriculum instruction and the changing language material needs of learners and their level so on. According to the reason mentioned above we got a line that the teacher must be selective to choose the good English book contains the suitable with level of the students

Many English textbook series for adult learners are designed with similar components or sections. Kathleen stated a common design or “lay out” which can help teachers compare and contrast content and instructional methods used in different textbooks. A typical student book may contain these major components,⁷ (1) Introduction, notes to the teacher and/or learner, (2) Scope and sequence, a table of contents listing the topics, vocabulary, skills, outcomes and standards covered in each unit, (3) Units, each unit may include a presentation of new language (vocabulary, content, structures), practice activities, application activities, and an evaluation or end of unit performance assessment, (4) Tape scripts, (5) Answer key, (6) Grammar appendices, (7) Index.

Several options of English language textbook are available under the guidance of National Curriculum Standards in Indonesia. The Ministry of Education and Culture of Indonesia has provided English language textbook for every level called BSE (Buku Elektronik Sekolah) which originally published in

⁷ Santopietro Weddel, Kathleen. 2009. *How to Choose Good ESL Textbook for Adult Education and Family Literacy Learners*. Northern Colorado Professional Development Center, p.5,

the form of electronic book and freely printed by educators. This kind of English textbook is mostly used by the teacher and students to teach English lessons especially for those who teach in public school. This statement answer why this textbook used as guidance for Elementary to Senior High School. It is supported with the Regulation of The Minister of Education and Culture Number 71 of 2014 about the textbook lessons and teacher guides for Primary and Secondary education.⁸ This government role claimed that English teachers have to use the English textbook as guidance accordance to the curriculum applied. And another choice of English language textbook is the commercial textbook that also based in the current curriculum guidelines. Because there are many English textbooks are offered by many publishers, even most of the textbooks are use standard of curriculum (Kurikulum 2013). It is not guarantee that the book is appropriate for students. The lacks of transferring message always happen toward understanding the meaning of a textbook. But, the problem of readability, is on their level or not, can reduce by exploring readability formulas to the textbook.

One of the methods to help the teacher choosing appropriate English textbook for the student is by considering the readability of reading material found in the textbook. What is readability? Readability is the ease of understanding or comprehension the text. In line with this Richards and Schmidt said readability is how easily written materials can be read and understood. Readability depends on many factors,⁹ including (a) the average length of sentences in a passage, (b) the

⁸ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 71 Tahun 2014 Tentang Penggunaan buku ajar untuk pendidikan dasar dan menengah

⁹ Jack. C Richards and Richards Schmidt, P. 442.

number of new words a passage contains, (c) the grammatical complexity of the language used. Based on some definitions, readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. Readability may help the learners comprehend how much of the idea and the language presented in the text. This condition could be a success parameter in the reading activity. There are many formulas to measure the readability. They are The Dale Chall Formula, Fry Graph Readability Formula, SMOG Grading, Gunning Fog Index, Flesch-Kincaid, and Reading Ease Formula (Flesch Readability Formula).

In this study, the writer will analyze the readability level of reading texts in the English textbook. This is a documentation research. The document is the English textbook entitled *BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1* published by the Ministry of Education and Culture of Indonesia. This English textbook used in the beginning step of implementing *Kurikulum 2013*. There are five reading texts in the textbook.

This English textbook is analyzed because of some reasons the writer found at eleventh grade of SMKN 2 Palangkaraya in the year of 2014. Firstly, based on the teacher experience who used “*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*”, the understandable that book become conspicuous feature of learner language, then raising a question ‘Why do learners difficult to understand the reading texts in the book?’. Second, it is useful for teachers to know what understandable learners did. The writer had conducted an observation

in the school where this study will conduct.¹⁰ Based on the informal interview on November 20th, 2014 with **Muhammad Rasyid**, the students have been taught about the book of “*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*” especially in reading materials.¹¹ He face some difficulties in comprehending some reading texts in the textbook. Rasyid said that the reading texts on the “*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*”, are difficult to be understood. Then, some text is too long, so they felt bored to read it. In addition, the teacher also suggest analyzing the students’ comprehension in the reading texts. In the conclusion, the researcher has an assumption about the textbook. This textbook is the first and the only one English textbook which consider to the curriculum used. Meanwhile, the readability of the reading texts in the textbook is questionable. Another reason is this textbook has never researched before. Therefore, this study aimed to find the readability level of the reading texts on those textbook especially on senior high school eleventh grade. So, the writer decides to present the research with the title “**THE READIBILITY LEVEL OF READING TEXTS IN THE ENGLISH TEXTBOOK ENTITLED *BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1* PUBLISHED BY THE MINISTRY OF EDUCATION AND CULTURE OF INDONESIA**”

B. Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows:

¹⁰*First Observation*, on November 17 2014.

¹¹*Interview with Rasyid.*, on November 20 2014.

1. What is the readability level of reading texts on the English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester I*” which published by The Ministry Of Education And Culture of Indonesia?
2. What is students’ perception toward using English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester I*” published by The Ministry Of Education And Culture of Indonesia?

C. Objective of the Study

The main objective of this study is still in line with the question above, the study is aimed to know the readability texts in the English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester I*” using a Readability formula. Then, the writer measure the readability texts in the English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester I*” by giving some questionnaire to the students have used this textbook. This study analyses the readability texts.

D. Significances of the Study

Finding the readability level is very important. Therefore, the writer hopes from the result of this study, both theoretical and practical, it would provide positive contribution especially for the students, teachers, the writer of English textbook and also publishers. Theoretically, this study aim to support the theory of Rudolph Flesch, the inisiator of Reading Ease Formula, as one way to measure the readability of content or text. This study try to give the real condition of reading material in the English textbook. In the result, it can be a critical and evaaluation for a better content.

Practically, for the author (the writer English textbook) and publishers, this study provides some information from the result about clarifying the textbook readability. For the teachers, the result can help them to find and choose the reading material that accordance with the level of their students by considering Reading Ease Formula. If the material is match the students' grade level, the textbook applied in the class will be motivated and interesting more. It means that the comprehension of the reading text can be achieved. The readability prediction is useful for the writers of English textbook and publishers. It will help them conceptualize the material with the students' reading level.

E. Scope and Limitation

According to the background of study, the writer limits the study only focus on analyzing the readability level. The readability level is find on five reading texts in the English text book entitled "*Bahasa Inggris SMA/MA/MAK For Grade XI Semester I*" published by The Ministry of Education and Culture of Indonesia.

F. Definition of Key Terms

The following terminology is used by the writer to avoid misunderstanding in interpreting the meaning of the terms in this proposal thesis.

1. *Readability* refers to easy or pleasant to read. The analyzing of readability is the readable of some texts that are easy or difficult to read.¹²
2. *Readability Text* how easily written materials can be read and understood.

Readability depends on many factor,¹³ including (a) the average length of

¹² Scott A. Crossley, Dkk., *Text readability and intuitive simplification: A comparison of readability formulas*, Reading in foreign language Journal, 2001, page 85

sentence in passage (b) the number of new words a passage contains(c) the grammatical complexity of the language used. Procedures used for measuring readability are known as “readability formula”.

3. *Reading text* is any form of written material that is aimed for reading comprehension.
4. *Textbook* is an instruction used as guidance in the teaching and learning process.¹⁴

G. Framework of the Discussion

Chapter I : Introduction consists of background of the study, the problems of the study, the objectives of the study, the significances of the study, scope and limitation, the definition of key term, framework of the discussions.

Chapter II : Review of related literature consist of previous studies, nature of textbook, types of textbook and textbook component, the criterion of good textbook, nature of reading text, criteria of good reading text, nature of syllabus, syllabus in Senior High School, nature of readability, approach to measure readability, the judgment, readability formula, and procedure in counting readability.

¹³ Jack C. Richards and Richards Schmidt. *Dictionary of Language Teaching and Applied Linguistics*, Malaysia: Longman Pearson Education, 2002., page. 442.

¹⁴ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, 1995, page. 1234

Chapter III : Research method consist of the research design and approach, research subject, data collecting procedure, instrument to collect the data, data analysis, and method for verification of the research findings.

Chapter IV : Results of the study and discussion

Chapter V : Closing consist of conclusion and suggestions