CHAPTER I

INTRODUCTION

A. The Background of the Study

Every school uses textbooks as the media in teaching and learning process. Especially in learning English, textbook has been the dominant learning source apart from other learning sources such as materials provided by teachers or the internet.

Curriculum is the one which the textbooks are based on, including the procedure of the teaching process and the materials in teaching process. *Kurikulum Tingkat Satuan Pendidikan* (KTSP) is one of the curriculum applied in Indonesia's education. Based on the KTSP, there are four language skills presented in the English. Reading skill is the one highly associated to the textbook. In regards with reading skill, the standard competency based on the KTSP is the students are able to understand short functional texts and genre based texts. For eleventh grade students of vocational high school the genres are analytical exposisition, descriptive, procedure and report.

In Indonesia, many textbooks from different publishers are designed based on the KTSP. It means, the textbooks contain the same text types but with different topics and difficulties. Teachers should be able to select a textbook with the suitable difficulty for the reading materials. Difficulty of a reading materials can be determined by measuring the readability of the materials.

According to Anderson & Davison (1986, p.3) and Dubay (2004, p.1), readability of a reading material can be measured by considering various factors,

some of them are words difficulty and sentence length which have been considered as the direct cause of difficulty in comprehension.

Appropriate readability of a reading material will motivate the students to enjoy reading. In result, it will be easier for the students to comprehend the reading materials and surely, it will help their learning process. In contrary, inappropriate reading materials will make the students bored and frustrated, furthermore if the students are forced to read a material which is too difficult for them, the students will not only fall behind in their education but will also have a miserable time (Flesch, 1949, p. 147). This statement is supported by researcher's observation in SMK Negeri 1 Beringin, where researcher found the reading materials in the textbook were too hard for the students (in fact, when the online test was conducted, the readability level of the text was for college students), resulted in less enthusiasm by the students to read their textbook and following the learning process.

The data as follows:

Queuing systems

Queue represents a certain number of customers waiting for service (of course the queue may be empty). Typically, the customer being served is considered not to be queue. Sometimes the customers form a queue literally (people waiting in a line for a bank teller). Sometimes the queue is an abstraction (planes waiting for runway to land). There are two important properties of a queue: Maximum Size and Queuing Discipline.

Maximum Queue Size (also called System capacity) is the maximum number of customers that may wait in the queue (plus the one(s) being served). Queuing Discipline represents the way

the queue is organized (rules of inserting and removing customers to/from the queue). There are these ways:
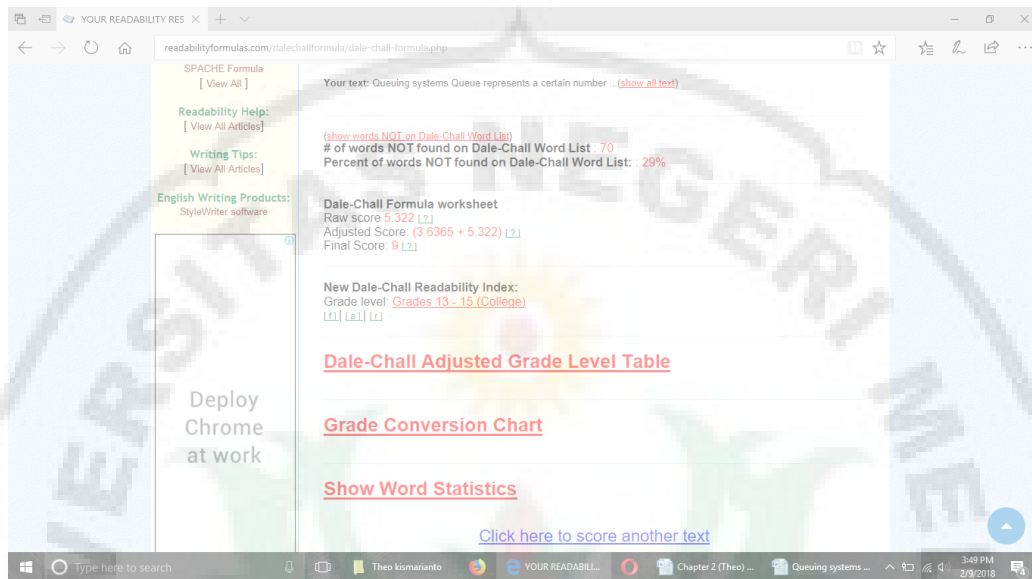
1. FIFO (First In First Out) also called FCFS (First Come First Serve) – orderly queue.

2. LIFO (Last In First Out) also called LCFS (Last Come First Serve) – Stack.

3. SIRO (Serve In Random Order)

4. Priority Queue that may be viewed as a number of queues for various priorities.

5. Many other more complex queuing methods that typically change the customer's position in the queue according to the time spent already in the queue, expected service duration, and/or priority. These methods are typical for computer multi-access systems.

   Queuing Theory is a collection of mathematical models of various queuing systems that take as inputs parameters of the above elements and that provide quantitative parameters describing the system performance.

The online result for the text above:

Figure 1.1. **Dale and Chall Online Test**

Figure 1.2. **Dale and Chall Online Test Result**

From the statements above, it can be said that readability plays a critical role in a learning process. Regarding the readability, there have been some studies about the readability of reading materials in various schools which showed varying results. Owu-Ewie (2014, p. 35) conducted a study to find out the readability of 48 comprehension passages of English texbooks in Ghana and found out that most of the passages were too hard to read and comprehend for the readers.

Another study by Browne (1996, p. 1), who conducted a study about Japanese EFL Reading Texts, he found out that the difficulty of the Japanese EFL Reading texts varied from low to high difficulty. Another study conducted in Indonesia by Mulyadi (2015, p. 149) who studied the readability of reading materials used by university level students and it was found out that some of the texts were too difficult for the students.

Those three studies indicate that not all reading materials are readable for the students. Therefore, it is necessary to measure the readability of a reading material. In measuring the readability of a reading material, there are some readability tests available. The readability tests are readability formulas, cloze test, checklist, scales, and text leveling. The popular one is readability formula which measures the readability of a text by using the vocabulary difficulty and length of text as factors to measure. Readability formulas are objective in giving prediction of a text difficulty, while no other tests provide the same objectivity like the readability formulas do (Dubay, 2004, p. 3). Also, readability formulas are valid for a broad spectrum of English readers that includes non-native as well as native readers. In other words, they work quite well to predict the relative EFL/ESL difficulty of English academic texts (Greenfield, 2004, p. 11).

Therefore, this study was focused on the use of readability formula to analyze the readability of the reading texts from the English textbooks used by eleventh grade students in SMK Negeri 1 Beringin.

B. The Problem of the Study

Based on the background, the problem of the study was formulated as follow: What are the readability of the English reading texts which consist of analytical exposition, descriptive, procedure and report texts in English textbooks for eleventh grade students in SMK Negeri 1 Beringin according to the Dale and Chall Original Readability Formula?

C. The Objective of the Study

In relation with the problem of the study, the objective of this study was to describe the readability of the English reading texts in an English textbook used by the eleventh grade students of SMK Negeri 1 Beringin using the Dale and Chall Original Formula.

D. The Scope of the Study

This research measured the readability of reading texts which consist of analytical exposition, descriptive, procedure and report texts from the English textbooks, *English in Professional Job Situations Developing Competencies in English for Elementary Level Grade XI* Published by Grafindo Media Pratama were designed under the guidance of *Kurikulum Tingkat Satuan Pendidikan* (KTSP). It is important to analyze the readability of the English reading texts used by the students. Suitable English reading texts for the students' level can help them improve their reading comprehension.

E. The Significances of the Study

After conducting this research, the researcher expects that the result of the study will give these following benefits:

1. Theoretically, the result of the study would enrich and strengthen the knowledge of the theories on readability of English reading texts in the teaching of reading comprehension.

2. Practically

    a. For Teachers

       It could give a new perspective for the English teachers in using, selecting, adapting, or designing reading text materials that are suitable for the students' educational level.

    b. For the Researchers of Textbooks

       It could give them consideration on how to make good materials for reading that are appropriate for the target students.

    c. For Other Researchers

       It could inspire other researchers to conduct studies in similar fields.