

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In teaching, teachers have learning objectives which the students are hoped to achieve it. Hence, teachers need tool to facilitate teaching and learning activity in the classroom to achieve the objectives of the study. The tool mostly used is textbook.

Textbook is used as a tool to facilitate both teacher and students in the classroom to achieve the goal of teaching and learning. Cunningsworth (1995: 7) points out that coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learners needs. Textbook is either published by government or publishers. It contains learning materials about particular subject that will be taught agree with the students' grade. The good textbook will help the learners in the learning process if it provides good quality of materials and discussions that are needed by the students.

It cannot be neglected that teachers mostly teach rely on the materials provided in the textbook. Each subject in the Indonesia schools has textbook that is used in the learning process, including English subject. English textbook generally contains four language skills integrated; speaking, listening, reading, and writing, and also grammar, pronunciation and vocabularies.

Reading is one of four language skills that should be mastered by the students. It is not only about read a text, but also understand and comprehend the content of the readings. Reading aims to understand the reading materials in order

to get new information. It is obvious in that any person could say that understanding a text is a purpose of reading (Grabe & Stoller, 2002: 19).

In the reading section of a textbook, it contains reading materials to practice and improve students' reading skill. Reading materials are any materials for reading which purposed to help the readers to improve their reading skill. Reading materials provided in English textbook are various. It can be in the form of text, dialogue, notice, announcement, invitation letter, etc. Text is the most common reading material that can be found in the textbook. Students mostly practice reading through texts.

Textbook has requirements to be fulfilled. There are some components considered for evaluating a textbook as stated in the Article 43 Paragraph (5): "the feasibility of content, language use, presentation, and the graphic of a text book will be evaluated by BSNP and set by the Regulation of Minister". The component of language in the article is divided into some indicators, including the readability of the textbook (BSNP, 2007).

Readability comes from word readable which means easy to read and easy to understand. Readability is a concept that describes the degree to which a text is easy or difficult to read (Brown, Janssen, and Trace, 2012: 1). It measures the difficulty of the text whether easy or difficult to read by particular reader.

Text has level of readability which indicates the text is relative easy or difficult to read. The level of readability of a text can be analyzed through readability formula and cloze test. If we have known the readability of a text, we can know for whom or which level of reader the text is intended to.

As quoted by Janan & Wray (2012: 1), learners who are given reading materials that are too easy are not challenged and their learning growth can be stunted (Chall & Conard, 1991) while learners who are given reading materials that are too difficult can fail to make progress (Gambrell, Wilson, & Gantt, 1981). Therefore, the reading materials with appropriate difficulty can help the students to practice their reading skill.

Reading texts cannot be generalized similarly. A text can be regarded easy or difficult by different students. Sometimes some students may face some obstacles when they read particular text. They cannot read it clearly because they do not understand it. They may face the obstacles either in the grammar or vocabulary. Consequently, they cannot catch the information well from the texts that they have read. As found by the researcher, the eleventh grade students in SMA Swasta Galih Agung faced some obstacles in reading the texts. They cannot construct the meaning of the text. Here is the example of sentences they confused its meaning:

The river catfish may be overshadowed by its famed cousin, the Mekong giant catfish, which shares the same river system in Southeast Asia. These unique fish have the nickname "iridescent shark catfish," a seemingly ill-suited comparison for a toothless, freshwater fish.

Besides, they also found some unfamiliar words in those sentences such as *catfish*, *overshadowed*, *iridescent*, *seemingly*, *ill-suited*. That problem caused them need extra time to read the text. Furthermore, they also cannot answer clearly the teacher's questions related to the text, such as the main idea of the text. Consequently, they were not able to understand the text clearly.

As the obstacles faced by the students in reading the text, the writer tried to find out the readability of reading texts in the English textbook they used in the learning activity. The textbook used by the eleventh grade students at SMA Swasta Galih Agung is *Talk Active 2* textbook. This book is written by Lanny Kurniawan, published by Yudhistira in 2013 and has been developed based on the National Curriculum 2013.

In the matter of improving students' reading skill, it is important to know the readability of the reading texts in the textbook. By doing this, the teacher can help students to understand a reading text. Moreover, we can see whether the reading texts in the textbook are appropriate or not with the grade level of the students. If the texts are too difficult, the students are hard to understand it and not able to follow the learning activity well.

### **B. The Problem of the Study**

Based on background of the study above, the writer identified the problems of the study as follow:

1. How is the readability level of the reading texts in the textbook entitled *Talk Active 2* for the eleventh grade Senior High School by using Flesh Reading Ease Formula and administering Cloze Test?
2. Are the reading texts readable for the eleventh grade students at SMA Swasta Galih Agung?

### **C. The Objective of the Study**

The objectives of the study were:

1. To find out the readability level of reading texts in the textbook entitled *Talk Active 2* for the eleventh grade students Senior High School.
2. To find out whether the reading texts in that textbook are readable for the eleventh grade students at SMA Swasta Galih Agung.

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

The scope of the study was finding out the readability of reading texts in the textbook entitled “Talk Active 2 for Grade XI Senior High School”. It applied in the second grade senior high school. The main focus was analyzing the readability of six selected reading texts in that textbook by using Flesh Reading Ease Formula and Cloze Test.

### **E. The Significance of the Study**

The results of this study were expected to provide information practically and theoretically for English teachers.

Theoretically, the results of this study later will add some new theories and provide information for the readers in the matter of readability especially in the case of English textbook.

Meanwhile practically, the results can be source of reference for English teachers in their attempts to find out the readability of reading text for their students. Moreover, it is hoped that the results of this study can inspire other researchers to conduct studies in similar field.



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