

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In language learning, Reading has always been one of the other skills like listening, speaking, and writing, that needs to be mastered by students. Reading is an indirect way of communication between writer and reader through text. Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The process results from a negotiation of meaning between the text and its reader.

Reading is an essential part to success in school and lifelong learning. It is crucial because students need to read to improve their vocabulary and communication skills. It clearly shows that reading understanding is needed by students to get success in the 21<sup>st</sup> global century.

Since reading is crucial to academic success, textbooks are also a crucial teaching and learning material composed of the text and images that is used in many schools for facilitating sequences in learning activities. Therefore, the role of textbooks is dominant in the teaching and learning process because it is developed on the curriculum, it can be useful as a guideline either for the teacher or the students. So, the textbook should be readable to learners to make the teachers' intent transmittable to the intended learners.

In teaching and learning English, a textbook also still has an important role in facilitating teaching and learning activities. It is used to facilitate students in improving their English skills. Reading a foreign language text is different from

reading Indonesian text. The text provided in a textbook should be presented according to the ability and the level of the students.

In Indonesia, many textbooks are produced to support English language teaching and learning. Besides the textbooks that are published by the Ministry of Education and Culture- Kementerian Pendidikan dan Kebudayaan (Kemendikbud), there are also textbooks that are published by public publishers. These textbooks can be used as additional materials by the teachers. Thus, teachers and schools need to choose and select suitable textbooks for their students in order to match the students' learning needs because the suitability of textbooks and students' reading level will help students in comprehending the reading texts.

Selecting textbooks carefully is important because textbooks have a dominant role in the success of foreign language teaching and learning. Textbooks are used as a guideline by teachers to meet students' needs, especially in reading comprehension. Therefore, the effect of choosing unsuitable textbooks can cause students' low achievement in reading comprehension because there is no suitability between the textbook and the students' reading level.

To support the selection of suitable textbooks, teachers need to see if the texts in the textbook are readable and suitable with the students' reading level. In addition, Nuttal (1982:25) states that there are three points of view in selecting text for reading material. They are readability, suitability of content, and exploitability. Thus, readability becomes one of the points that make the selection of reading materials important. This also deals with the statement that in the English language teaching and learning, teachers have a role as the ones who

provide materials, not the ones who create them. Therefore, teachers have an important role in textbook selection.

Readability or text difficulty is an important in applied linguistics. Establishing text difficulty is relevant to the teacher and syllabus designer who wish to select appropriate material for learner at a variety level. It is also critical to test developer in selecting reading texts at appropriate levels for inclusion into the reading sub tests of examination. Writer of text for various audience also need guidance related to the range of factors which make texts more or less accessible. Texts readability has to be analyzed in order to see their level of suitability. Asem (2012:46) states in her article that since the beginning of the readability study, many researchers believe that reading difficulty relates to the reading materials. This statement implies that students' assumption about the difficulty of a text relates to the text itself.

The text readability level can be adjusted with the reader. In the other hand, if the text readable is not balanced with the ability of the reader, the text cannot be understood by the reader. And finally, there is the text message can be delivered by the author to the reader.

Readability, defined by Ziriki (2009) as reading ease, especially as it results from a writing style. It also said to be the reading difficulty level of a textbook in relation to the class for which it is meant. The readability level of a book therefore, one of the factors that determine the understanding of a subject by the students. Readability, according to Frank (2006), can be used as a rough estimate for placing written material in appropriate grade levels.

Readability of the text is a must for the readers. Readability of the text can allow the reader to understand the text. Reader can easily catch on the meaning of the text message if the readability text is higher level. Matching students' reading level to appropriate reading material is a difficult problem for many teachers. This is because the principle that students read most successfully if the reading material they are given matches their reading level is easy to accept but hard to use (Bloor, 1995). The importance of reading materials, especially prescribed textbooks in the school system need not to be overemphasized. This is because textbooks are vital instrument for teaching and learning. Gilliland (1998) states that textbooks as the books used as standard work for the study of a particular subject.

Readability studies aim to analyze texts to find the right fit between students and the texts. Readability is an important issue and finding the right fit between students' reading ability and the text difficulty is an important and challenging task for the teachers Armbruster (1984). So, the textbook plays an important role in academic success.

Thus, the suitable level of readability of a teaching material is very important because it affects the motivation and interest of the readers to read and understand the text. Readability is an attempt to match the reading level of written material to the "reading with understanding" level of reading. Neil (1992:212) states that a text can be readable when the reader can match the concept of the text and has a scheme for processing it.

Reading comprehension is an activity where the reader does an interaction with a text. The text can be understood by the reader because the reader has

perspective for the text. Comprehension also are a complex cognitive process that is regulated by a person's mental, emotional, perceptual and social experiences. Furthermore the purpose of reading comprehension are acquiring information from context and combining disparate element in to whole. Student's success in understanding a passage depend more on what they already know about the topic an on a grade level determined by readability formula.

Readers (students) are very concerned with the readability text. The suitability level (readability) of the teaching material is very important because it affect the motivation and interest of the reader to reader to read and understand the texts. Readability is an attempt to match the reading level of written material to the "reading with understanding" level of the reader. Neil (1992:212) states that the students' success in understanding a passage depend more on what they already know about topic and then in each age level (grade) needs different readability in understanding the text. Hence the readability text need to understand in each level. The student's need will increase if the readability of text is higher. Therefore, the readability of text is needed by students (readers).

The text are easy to read by students who have high level of text. Readability of text is very different from primary until junior high school students (SMP). Age differences can affect student in understanding the text, so also in textbook, the readability of the textbook is expected by all students due the readability of the reading material, the students will be able to understand of the textbook. The textbook should be readable and understandable by the students according to their instructional level. And also to break and gap between student and the text.

Many factors influence the readability of text material in the reading test. Such as: vocabulary, sentences length, sentences complexity, idea organization, reader interest, reader background, size and style of print and etc. Some test in the textbook not suitable with index readability in text that used the class. The using textbook for purpose encouraged many publishers to produce textbook that will be used in school, thus teacher should be able to select and use appropriate English textbook that used in class.

Many kinds of English textbooks which are offered by publishers to various levels of students in the schools. A good English textbook are readable, understandable and comprehensible for students. The text are easy to be read and understood by the students so that it will encourage them to learn English. If they have difficulty to understand the textbook, they usually get bored and it will make them frustrated in learning English. Meanwhile, type of text (genre) has been included in some text of English textbook.

Some studies have been conducted to investigate readability to analyze texts to find the right fit between student and texts. One of them is Handayani (2014) the research about *readability level of science book for junior high school tear VIII*, Published by the Minister of National Educational Directorate General Management of Primary Education Directorate of Junior Secondary High School Developed 2009. It is found that the lexis used contain many unfamiliar word and new ones for the students. It terms of grammatical complexity of the sentences it is found that the complexities are quite high with an average sentences length of 14 word per sentences. The complexity of lexis and grammar in the science book

affect the students understanding although the students have a good enough background of English mastery.

For the preliminary data the researcher take data below from one of text in the textbook *Learning more English 2 by Facil*,

### **The summer festival**

One of the second Sunday on our last holiday, my parent took my sister and I to the summer festival. It was held every Sunday from 9 am until 10 pm during summer. There were carrouseles, games, counters, ice-cream and pop corn stalls and much more. There were also clowns everywhere.

When we were sitting near the *carouseles* and having our delicious ice cream, I saw a little girl crying. I though the girl just wanted to buy something or ride on something but the mother or father did not allow her to do it.

But the realized that the girl was all alone. She was crying because she was scared. I told my parent about the girl. My father *approached* her and tried to ask her something but the girl did not answer. She kept on crying. I decided to try to talk to her. I ask my little sister to come along so that the girl would not get scared. We succeeded. The girl talked. She said her name was Eva. She was only three years old. She was there with her mother and her brother. She was flying with her brother near the pop corn stall. She run too fast and too far. She got father away from her brother.

Then, all of us took her to the information counter where there was a radio speaker. The officer *announced* Eva's mother's name. Thanks God, Eva remembered her mother's full name. Luckily, it only took 5 minutes for her mother to come. She was crying while running to Eva. Eva's brother followed her. They were holding each other to tight. They were all crying. This time it was a cry of happiness. So, everybody was happy. I was happy to see that. Actually, I was glad that I did something to help Eva.

In this text, in second paragraph have too long sentences of the text and have too often using pull stop in every sentences. In this text also have unfamiliar word (aslant).

Meanwhile, type of text (genre) has been included in some test of English test and book. Reading test as a genre were found in the textbook, beside reading test, structure and listening are also included in the test, nowadays, the junior high

school's curriculum have been concentrated on the use of genre, student are able to comprehend short functional text , dialogue and monolog text and in any kind of genre.

Further, based on the description above, the reseach is interested in conducting the research related to readability of the text in english textbook for junior high school second grade publish by facil. The reason the researcher chooses this textbook as the object of this study is because mostly used in junior high school so it is important to know whether the reading text are appropriate or not for the students. And also, the writer wants to know readability of reading texts affects the student's mastery quality upon the text's content.

Based on the explanation above, the researcher would like to know the readability of texts in English textbook in term of reading text found in is Learning More English 2 for second grade in junior high school published by facil.

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

Based on the background of the study, the following question was forwarded as the research problem:

1. How is the readability level of reading texts in textbook and Grammatical Intricacy in the textbook for Second grade of Junior high school in Mts.Swasta AL-JIHAD Medan ?



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

Based on the problem of the study, the objective of the study was supposed to answer the research problem. Therefore, this research is done to find out the readability level of reading text in textbook and Grammatical Inrticacy in the textsbook for second grade of Junior high school in Mts.Swasta AL-JIHAD Medan.

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

The scope of This study was level of readability text that applied in the text of the textbook. The readability text is explored by the calculating of Flechsh Reading Ease formulation. Therefore, there was seven levels and frequencies score of text readability. The readability text be investigated in the textbook specifically in reading comprehension part. Then this study explored the type of text in the textbook. There was four kind of the texts that they was studied by the teacher in the junior high school. They are recount, narrative, description, short functional text. Besides, there are some problems taht faced by the students, such as sentences lenght, the complexities of grammar and unfamiliar words.

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

The result of the study was considered significant which is theoretical and practically applicable to the English developing. The finding of the study was expected to be useful for those who are interest to become a writer to do relevant research. Practically. The teacher, useful information in selecting suitable textbook as the additional material for their students. The students, improving

their reading comprehension skill by providing suitable textbook with readable texts, The researcher or publisher may become a guideline in conducting readability study for the next researchers.



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