

# CHAPTER I

## INTRODUCTION

### **I.I The Background of the Study**

Reading is a process of transfer knowledge from text (the author) to the reader. In order to the message of the writer can be caught to understood by the reader, 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 can not be understood by the reader and finally, there is the text message can not be delivered by the author to the reader.

Readability of text is a must for the readers. Readability of text can allow the reader to understand the text. Readers can easily catch on a meaning of a text message if the readability text is higher level. According to expert that the readability text is ease the why to understand the text that is conveyed into the meaning.

Thus, the suitability level of (readability) of a teaching material is very important because it affects the motivation and interest of the reader 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 the reader. John DM. Neil (1992:212) stated; a text can be readable when the reader can match the concepts of the text and has scheme for processing it.

Reading comprehension is an activity where the readers do an interaction with a text. The text can be understood by the reader because the reader has a perspective for the text. Furthermore The purpose of reading comprehension is acquiring information from context and combining disparate elements into a whole. Student's success in understanding a passage depends more on what they already know about the topic and on a grade level determined by readability formula.

Readers (students) are very concerned with the readability text . John Neil (1992:212) stated that the students' success in understanding a passage depends more on what they already know about topic and than 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 a text is needed by the students (readers). The need for text legibility is very helpful in understanding the text that students taught by the teacher in the school. According to the Education Law of 2003 contained in The Curriculum Unit Level Education (KTSP) for high school students that the student should be able to read and understand texts that are personal and interpersonal skills in a variety of text types form. The clear relevance of research into text readability and simplification to test developers is that they need to consider the readability of the texts used for testing comprehension and should only use texts that are appropriate in difficulty.

The text is easy to read by students who have high levels of text. Readability of text is very different from primary until senior high school

students (SMA). Age differences can affect students in understanding the text. So also in the national exam, the readability of text in the national exam is expected by all students due to the readability of text by the student, the student will be able to answer the questions in the national exam.

Meanwhile the minimum score in curriculum is seventy. The teacher should motivate the student to increase their score in national test. It means that the result of national test should be improved by the students.

Many factors that cause students got low scores in the reading test. such as; test that have presented in the national test does not match with material in the student handbook, the national test is more difficult than test that have given to student by the teacher, a national exam taken from the text directly from the outside country, or the readability of text is very difficult for the students.

Otherwise, the government said in news paper through the education and culture ministry has set up a center to hear complaints about leaks and cheating in national examinations and have received 254 reports from the country's 33 provinces. Data from the center said that on April 15, one day before the tests began, there were 142 reports mostly on allegations of cheating and leaked answers. Head of the National Education Standards Agency (BSNP) Aman Wirakartakusumah said that the Education and Culture Ministry and BSNP had decided that students could take repeat exams in areas or schools where leaked answers or cheating were reported. The ministry had earlier decided that no repeat exams would be allowed this year. (*The Jakarta Post: 17 April 2012*)

In the examination state, the form questions provided by the government in this case the National Education Standards Agencies (BSNP) are applied the multiple choice question. By using the multiple choice in national test is very relevant and suitable for the test. The problem in evaluating the national test can be assessed objectively about the truth score. And test can avoid the score subjectively.

Therefore the readability of text and objective assessment in the national exam is expected by the students. Students can measure themselves to be able to answer or not the questions that is in the national exam. On the other hands, each close to the national exam, students have started to fear and anxiety. This is evident from the reports of the national ministries of education and culture.

Meanwhile, types of text (genre) has been included in some tests of English test and book, such as In the national test 2004, reading texts as genres were found in national test. Besides reading text, structure and listening are also included in that test. The beginning in 2005 until now, the test only concerns in listening and reading comprehension.

Now days, the senior high school's curriculum have been concentrated on the use of genre. According to the 2007/2008 the competency standard for senior high school (Depdiknas, 2007:2) students are to be able to comprehend short functional text, dialogue and monologue text in any kinds of genre.

## **1.2 The Problems of the Study**

Based on the background of the study, the problem will be formulated as the following.

1. What do levels of text readability frequently occur in state examination?
2. What kind of text is the highest level of text readability in state examination?
3. How is readability of text represented in state examination?

## **1.3 The Objectives of the Study**

Based on the problem of the study mention above, the objectives of the study are supposed to answer the research problems. Therefore, this research is done to find out:

- The levels of text readability will occur frequently in state examination
- The type of text is the highest score of the text readability of state examination.
- Readability of text in state examination of senior high school.

## **1.4 The Scope of the Study**

This study is focused on the level of readability text that applied in national test of English lesson. The readability text is explored by the calculating of Flechsh Kincaids Formulation. Therefore, there are seven levels and frequencies score of text readability. The readability text will be investigated in the state examination of senior high school specifically in reading comprehension part.



Then this study will explore the types of text in state examination. According to the expert there are thirteen kinds of text that they are studied by the teacher in the senior high school. They are recount, spoof, reports, analytical exposition, news items, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews.

### **1.5 The Significance of the Study**

The result of study is considered significantly relevant to the scientific information which is theoretically and practically applicable to the English developing. Theoretically, the findings of the study are expected to be useful for those who are interested to become a writer to do the relevant research. Practically, it will be useful for students who joint the state examination and they should be calm down to follow the national test, teachers, in which they can motivate the students in doing the national test , and government as policy maker in making state examination

