

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is a very important subject that must be taught to students at every level of education in Indonesia, from elementary school to college. Moreover, English is one of the subjects tested in the National Examination which indicates how important English is in Indonesian education. Therefore, it can be concluded mastering English is a must for students in Indonesia.

In learning a language, particularly English, reading is one important skill that must be mastered by students besides the other 3 skills (listening, speaking, and writing). Reading skill is important since it is the most skill used in the process of teaching and learning in the classroom. As stated in the Ministry of Education and Culture of Indonesia Republic Regulation, Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum on Elementary and High School Education, reading has a large portion in learning English subject. It is stated in appendices 37 (for Junior High School) and 47 (Senior High School) concerning Core and Basic Competencies of General English for High School Level that each point of Knowledge and Skill Basic Competencies formulates “text” as the basis of learning English. It confirms that reading has a big role in the learning process of English subject that presented in the form of reading texts.

Based on research conducted by Toni (2017) in SMP Budaya Bandar Lampung. he conducted an interview to an English teacher and asked about the

textbook used in her class. The teacher usually used textbook entitled “English On Sky 2 for Grade VIII”. The teacher said that the student face some difficulties in comprehending some reading texts in the textbook and the reading texts on the textbook are difficult to be understood for her student. Then, some texts is too long, so they felt bored to read it. Furthermore, Toni asked the teacher about the criteria of the score in reading skill, based on criteria Brown, the students’ reading score is poor if the students get 45-67. Based on the data obtained by reading test from the students of eighth grade at SMP Budaya Bandar Lampung, from 29 students of eighth grade only 11 (38%) got above criteria and 18 (62%) students got under criteria. Therefore, it can be said that students’ reading comprehension is low. It means that textbooks which are used in the school have not maximally helped the students in improving their reading comprehension.

Because of the big role, providing suitable reading texts for students is very important. Suitable means the texts level matches the students’ level of reading. This aims to facilitate students in understanding the contents of the reading texts.

According to Gilliland as cited in Asem (2012), “matching the reader and the text has come to be called ‘readability’.” It can be said that readability is the level at which a text can be understood by the reader at a certain level. It means giving reading texts that the readability level is appropriate with the students’ level will make it easier for students to understand the contents of the reading text. So, it is important to notice the readability of reading texts given to students since it affects the way students understand the reading texts. If students are given a reading text that is too easy or is below their level, it will not make their reading

ability progressed. On the contrary, giving a reading text that is too difficult or is above students' level will frustrate them in understanding the reading text. The things mentioned above can cause a lack of students' reading skill. Several previous relevant study that prove the readability is important for selecting the good english textbook for students.

Kurnia (2011) discussed about "The Readability level of reading text in English textbook entitled 'Linked to the World 1' English for Senior High School Grade X first and second semester published by Yudhistira". The writer used Flesch Reading Ease formula to analyze data. The result of this study shows that from six texts analyzed in the textbook there are two texts categorized into fairly easy with Reading Ease Score 78.05 and 76.84. One text categorized into standard with Reading Ease Score 66.22, two texts categorized difficult with Reading Ease Score 35.01 and 36.64, one texts categorized into fairly difficult with Reading Ease Score 57.84, and one text categorized into very difficult with Reading Ease Score 16.85. Based on the result above only two texts is suitable for the tenth grade students of senior high school.

Afrizal (2011) discussed about "The Readability of Reading Passages in English Textbook of 'Contextual Learning' Published by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan in the Academic Year of 2011/2012". He used the descriptive analysis method to explain, describe, and measure the readability level of the reading texts by the students. The instruments of his study are the Flesch Reading Ease Formula and the Cloze Test Procedure. Based on the result of the Cloze Test Procedure from five reading texts are: text 1 is 60%. Text 2 is 50.85%, text 3 is 71.83%, text

4 is 49.50%, and the text 5 is 49.33%. So, it can be concluded that the students can understand the texts and the level readability is instructional level because the Cloze Test scores are below 60%.

However, as it is known that English learning is based on reading texts, so the lack of students' ability to read can cause serious problems for most students. The lack of preparation students have in reading will cause them to become poor readers in the next level of education. Students who have lack preparation in reading in the elementary school are possible to become poor readers in the junior high school, and then students who lack preparation for reading in junior high school are possible to become poor readers in the Senior High School, and so on. This is a result of not matching the reading text given to students with their reading level.

By means of the empirical finding above, it can be seen that the way students understand a text depends on its readability. Readability is important thing to be considered in selecting reading texts as the subject material that will be used in teaching and learning activities. This is why the writer wants to conduct a study about readability of reading texts in English subject. Practically, English subject materials are presented in a textbook. As a means of learning in schools, indeed the material presented in the textbook is adapted to the applicable curriculum. Schools have two choices of textbooks that can be used in teaching and learning activities, namely textbooks published by the Ministry of Education and Culture and textbooks published by private companies. The textbooks published by the Ministry of Education and Culture can be used by teachers for

free since the textbooks are deliberately distributed by the government to schools in Indonesia from elementary to high school level.

Based on the writer's experiences when doing the teaching practice, the textbook used by the English teacher to teach English is the textbook published by the Ministry of Education and Culture. The content and learning experience presented in this book also refers to a text-based language learning approach as the implementation of the 2013 Curriculum. Because of its role as the teacher's reference book that is used for teaching English in the classroom and also its compatibility with the applicable curriculum make the writer interested to analyze whether the reading texts existed in the English textbook for the eleventh grade of Senior High School published by the Ministry of Education and Culture have the appropriate readability for the students' reading level.

From the reasons above, the writer is interested to analyze the readability level of the English textbook is published by the Ministry of Education and Culture for the eleventh grade of Senior High School. In more specific, the writer use two instruments to analyze the readability level of the English textbook is published by the Ministry of Education and Culture for the eleventh grade of Senior High School, they are Flesch's Reading Ease formula and Cloze Test procedure.

Finally, the writer determines to analyze the 2017 revised edition of English textbook for the eleventh-grade students of Senior High School published by the Ministry of Education and Culture entitled *Bahasa Inggris*, so that the study titled *The Readability Level of Reading Texts in English Textbook Entitled "Bahasa Inggris" for The Eleventh Grade Students of Senior High School*.

B. The Problem of the Study

In the line with the background of the study above, the writer formulates the problem of the study into “How is the readability level of reading texts in *Bahasa Inggris* textbook of 2017 revised edition published by the Ministry of Education and Culture for the eleventh grade students of Senior High School?”

C. The Objective of the Study

Based on the problem of the study, the objective of the study is to find out the readability level of reading texts in *Bahasa Inggris* textbook of 2017 revised edition for the eleventh grade students of Senior High School published by the Ministry of Education and Culture.

D. The Scope of the Study

Considering the limited time and capability of the writer, this study give a limitation in this study to avoid an overlapping and misleading discussion, the writer limits the study on analyzing the readability level of reading texts which is genre based text.

The text are reading texts in the English textbook entitled *Bahasa Inggris* published by the Ministry of Education and Culture for the eleventh grade students of Senior High School 2017 revised edition.

E. The Significance of the Study

The findings of this research in theoretically and practically are:

1. Theoretically, to give some information about the the readability level of reading texts in *Bahasa Inggris* textbook of 2017 revised edition published by the Ministry of Education and Culture for the eleventh grade students of Senior High School.
2. Practically, the findings of the study are expect to give some advantages for the English teachers, the publisher and other researchers.
 - a. English teachers, as it will convince them to choose the appropriate materials, particularly reading texts that match their students' reading level.
 - b. The related publisher (the Ministry of Education and Culture), as it will serve as a database and suggestions to further improve the material quality presented in the published textbooks.
 - c. The other researcher(s), as it is hoped to give useful information and guideline to conduct a further study.