

CHAPTER I

INTRODUCTION

A. The Background of The Study

Textbook is a kind of teaching and learning media which is commonly used in every teaching and learning process. Tok (2010:509) also states that textbooks play a prominent role in the teaching-learning process and they are the primary agents in conveying the knowledge to the learners. Beside, one of the basic functions of textbooks is to make the existence of knowledge available and apparent to the learner in a selected, easy and organized way. By using textbook, student will understand the instruction from the teacher faster and better cause of direct contact with textbook. Moreover, it can be realized that textbook can make students be autonomous learner when teacher end the lesson.

There are many kinds of media instruction in teaching learning process, such as textbook, powerpoint presentation, video, etc. Textbook is one of media instruction that is used in almost every grade level of students at school. Moreover, Brown states that the most obvious and most common form of material support for language instruction comes through textbooks. The role of textbook is dominant in teaching learning process because it is developed based on the curriculum so it can be useful as a guideline either for teachers or students. And that is why textbook is being an important medium to teach English, especially in the Senior High School. For the students, the textbook can guide to organize their learning both inside and outside the classroom. It helps them to

learn the material better, faster, clearer and easier. in the textbook includes the reading material, the students can develop their ability and understand the reading materials by reading.

There are four language skills that should be mastered in teaching and learning English, namely listening, speaking, reading and writing. Among those skills, reading is the skill that learnt when people studies foreign language in educational institution. Reading, as a receptive way in learning language, plays a significant role in developing students' English mastery. Alyousef (2006:64) reading is defined as an "interactive" process between a reader interacts dynamically with the text as she/he tries to elicit the meaning and where various kinds of knowledge are being used. Burhan (2009:9) says, "Reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters". In the teaching English process, reading an English textbook is one of the primary components in teaching English.

The role of teaching English in Indonesia is stated at school based on curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). In the curriculum, it is stated that developing the ability to communicate is an objective in teaching English; either in spoken or written form. Teaching English is not an easy matter because there are four skills in English that should be mastered by the students, they are speaking, reading, listening, and writing. Furthermore, English an integrated process in which the learner should learn the four basic skills.

Therefore, teacher and students require technique and some media instruction in order to support the process of teaching and learning.

The teacher should know how to choose the best English textbook in his/her class. The good textbook which is appropriate for student is readable, understandable, and comprehensible. All the contents of the textbook should be appropriate for the students. One of them which has big influence in the textbook is the reading text.

There are kinds of reading texts in English learning such as Narrative text, Recount text, Descriptive text, Report text, Explanation text, News item, Spoof text, Analytical Exposition text, Discussion text, Review text. The selection of an appropriate reading text is crucial.

One of the factors that determines quality in reading text is readability. Dubai (2007:3) states that readability is what makes some texts easier to read than others. Asem (2013:7) says that the concept of readability is one of the most important factors that determines the efficacy of a written material. Readability of a text generally refers to how well a reader is able to comprehend the content of a text, through reading. This depends on several factors including the average length, the number of new words contained sentences, and grammatical complexity of the language used in a passage. Those are the parts to measure the readability level of the reading text.

It is important to consider the readability of reading texts. Readable text means that the reading text is appropriate with students' grade based on the formula which is used to measure the readability of current text. Every formula

has its own criteria to conclude whether a text is readable or not to the learners/readers in specific target. For example, Fry formula determines text which has 142 up to 148 syllables per one hundred words, and 3.7 sentences are readable for the tenth grade. Readability measures the difficulty of reading text; in this case, the content is the one of criteria of good textbook requirement. By considering the readability level of the text, teachers can predict whether the text is difficult or easy for their students. Appropriate readability of the reading texts will lead students' enthusiasm in reading a text. As a result, it will help the learning process which the students enjoy in comprehending the reading text itself easily. Whereas, inappropriate readability of reading text will make students frustrated to read the text even in the first paragraph caused of the level of the text is too difficult for students. Besides, students' ability will not improve in reading because the text is too easy. Furthermore, it will consume much time to comprehend the reading text by searching the meaning of hard words.

By analyzing the readability level of the texts, the teacher can predict whether the text is difficult, plain or easy for students, actually, there are some ways in measuring the readability level of the text. the most common used are the instructor's judgment, comprehension testing by close procedure and the last by using statistical readability formulas. The four most formula widely used readability formulas for measuring text difficulty are Flesch Reading Ease Score, Flesch-Kincaid Grade Level, Gunning Fog Index and SMOG (acronym for Simple Measure of Gobbledgook) Index are used to calculate the readability score of the poetic text. These readability formulas when applied to the written

text produces a numerical score based on certain textual variables such as word and sentence length, number of syllables, etc.

These are some previous researchers of readability analysis. Rahmawati and Lestari (2012), found the readability of English school textbook entitled “*Developing English Competencies for Grade X*” published by Department of National Education and “*English Today 1*” published by Quadra. The reading materials of this textbook is easy but less challenging for the tenth graders.

Langeborg (2010), who made a readability analysis of four English textbooks series for 7-9 graders student of Swedish School by using Flesch Reading Ease and Flesch-Kincaid in Microsoft Word 2007. He found that 2 from the books have more difficult texts and perhaps not suitable textbook series for all classes.

Maryansyah (2016), analyzed a readability of English reading texts in a textbook entitled “*Kompetensi Bahasa Inggris Jembatan for Grade IX (yudhistira Press, 2007), Let’s Talk (Pakar Raya Press, 2005), and Perancah Bahasa Inggris used in SMA (Pusat Perbukuan Departemen Pendidikan Nasional, 2008)*” in Bengkulu by using Fry readability formula and have the result that the reading texts were inappropriate for the student. The textbooks have majority of the texts that do not fit their reading level.

Based on preliminary research in SMA Harvard Medan on September 26th, 2019, the researcher conducted an interview to an English teacher, namely Mrs. Sri Harni. The researcher asked about the textbook used in her class. She usually used textbook entitled “*Bahasa Inggris*” published by Yrama Widya. It was claimed to be based on School-Based curriculum. The genres of the texts in the

textbook are Descriptive text, Recount text, Narrative text, and it was based on the syllabus of the tenth grade students.

For example of the text in their textbook page 58 *“Taj Mahal represents the finest architectural and artistic achievement. The mousoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs.* The Teacher said that the student face some difficulties in comprehending some reading texts in the textbook. They use textbook that do not match the needs of all students. There are also unfamiliar words, some sentences are too long in reading texts, and the use of grammar is quite difficult to understand in their textbook. So the researcher would like to know whether the reading texts in students’ textbook are appropriate to their grade and focuses her research on measuring the readability level of reading texts in the textbook.

B. The Problem of the Study

In relation to the background of the study, the research problem is formulated as following: *“How is the readability level of reading texts in English textbook Bahasa Inggris for the tenth grade students of SMA Harvard Medan*

C. The Objective of The Study

Based on the problem stated above, the objective of the study is to find out the readability of reading text in English textbook *Bahasa Inggris* for the tenth grade students of SMA Harvard Medan.

D. The Scope of The Study

The scope of the study is focus on the analyzing the readability of reading texts in English textbook *Bahasa Inggris* for the tenth grade of SMA Harvard Medan. Fry Formula will be used to analyze the readability level of the reading text in the textbook.

E. The Significance of the Study

The Findings of the study are expected to be useful as claimed in the following.

a. For Teachers

The finding of this study will be useful for English teachers in selecting English textbooks and knowing whether the reading texts in the textbook are readable and suitable for their students. For the students, reading the readable text will help them in improving their reading skill.

b. For the Researchers of Textbooks

The result of the study can give them consideration on how to make good materials for reading that are appropriate for the target students.

c. For Other Researchers

The result of this study will be a new source of information to increase the knowledge of content analysis of reading materials, especially concerning with readability of text.



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