

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and it is used to communicate and interact with other people in the world that has different background nation and language. That is the reason why English has important roles in every life aspect. This also affects the education in Indonesia. English becomes one of foreign languages taught in Indonesia. Indeed, English is a subject taught from kindergarten to university. The Indonesian government has a priority in English to be developed and learned. They establish the objective in learning English based on the students' grade. To achieve those teaching English purposes above, students were taught four basic language skills in English like listening, speaking, reading, and writing.

Reading is one of skills which has to be mastered by the students of elementary level to college, and it is the second receptive abilities beside listening. The students will find a lot of information when they read text in their English textbook. The relation between the writer and the reader is using written medium. Many information such as news, story, knowledge and the others are very effective to be published using written

form. However, the students who do not understand the importance of learning to read will not be motivated to learn.

Reading is the interaction between a reader and writer, which the reader tries to reconstruct the writer's message. Learning to read should be treated as an extension of process of learning spoken language. Related to this, Grabe found that most of reading passages are too long and the reading in material is not too interesting.¹ Because of the reason the teachers and students require some instruction media in supporting and facilitating the process of teaching and learning.

There are many kinds of media instruction. For example textbook, video, power point, etc. Textbook is one of the media of instruction which is used in almost every grade levels of students in the school. Teacher must look for the suitable English textbook which contains suitable reading material based on the students' level of reading.²

Textbook is a crucial teaching and learning material composed of text and/or images that is used in many schools

¹ William Grabe & L. F. S., *Teaching and Researching Reading*, (Britain, 2002), p. 11

² Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilan Publisher Limited, 1995), p. 109

for facilitating sequences of learning activities.³ Moreover, the role of textbook is dominant in the teaching and learning process because it is developed based on the curriculum so it can be useful as a guideline either for the teachers or students.

There are many kinds of English textbooks which are offered by publishers to various levels of students in schools. Department of National Education has provided textbook for every level which originally published in the form of electronic book and freely printed by the students. This kind of English textbook is mostly used by the teachers to teach English lesson. Another choice of English textbook is the commercial textbook that also based on the 2013 curriculum.

A good English textbook is readable, understandable and comprehensible for students. The text is 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. Sometimes, the reading materials presented in the English textbook are too easy, so that the students get bored. On the other hand, some textbook include the reading materials that are too difficult for

³Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilan Publisher Limited, 1995), p. 17

students.⁴ It will make the students frustrated. So, they cannot understand the material faster and easier.

Unfortunately, not all content of textbook is appropriate with the level of the students' ability. Consequently, a teacher has to select a textbook which is appropriate with the whole students in the class according to their competence level and the different background of knowledge. Besides, the teacher has to consider whether or not the materials in the textbook are appropriate with the syllabus and curriculum.

One of technique to evaluate the appropriateness of the textbook is by analyzing the reading text. The reading texts in the textbook should be suitable with students' level. The teachers can analyze the text leveling of the reading texts because it is the most common way in evaluating a textbook. The text leveling itself refers to the difficulty level of the reading texts according to the level of the students' educational background. The analyzing of leveling of the reading texts can help the teacher to predict whether the text is difficult, plain, or easy for the students.

Many readability formulas have been presented in order to estimate the leveling of reading material. Some of

⁴Janette K. Klingler, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York : Guilford Press, 2007), p. 87

them are the Dale-Chall formula, SMOG Grading, Fry Graph formula, and Flesch Reading Ease formula. In this research, the researcher chooses to use Flesch Reading Ease formula to estimate the leveling of text. This formula is the most publicized readability formula used to estimate the readability of text. The subject of this study is a student English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016. This textbook is the new revised edition of the year 2014 before. This book also has never researched before.

Based on the explanation above, the researcher is interested in conducting the research under the title “An Analysis of the text leveling of reading texts in the English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016.

B. Research Question

Based on the background of the study above, the question of this research is formulated into: How is the text leveling of reading texts in the English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016?

C. Objective of the Study

In line with the above question, the objective of the study is to find out the readability level of the reading texts in the English Textbook for the tenth grade students entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016.

D. Significances of the Study

The significance of the research is addressed to all people who read this research. However, this study especially addressed to:

1. English teachers

The researcher hopes that this research will be useful for them in choosing the appropriate English textbook that will be used for their students. And also knowing whether the reading texts in the textbook are readable and suitable for their students or not.

2. Next researchers

This research is expected to give more information about aspects of readability of the texts in textbook. The researcher hopes that this research finding will be useful for other researchers who want to investigate English textbook, especially dealing with the readability.

3. Publishers

This research is also expected to give information in evaluating textbook and encourages them to produce better textbooks.

E. Previous Research

Considering the topic discussed in this thesis, there are some studies that have done related to the topic. These previous researches are used by the writer as the guideline in arranging her research. The first study is conducted by Deni Ernawati (English Education, Syarif Hidayatullah State Islamic University of Jakarta. 2013), under the title “*An Analysis Of The Readability Level Of Reading Texts In Passport To The World 2 Textbook By Using Cloze Test*”. The objective of the study was carried out to find out the readability level of the reading texts. The method used in this study was descriptive analysis using quantitative data. To find out the readability level of the reading text, she conducted the study by analyzing the reading text using the *Cloze Test*. From the 15 reading text, she chooses 8 reading texts as the sample. The procedures were conducted by distributing the cloze test to the students, collecting data, correcting data, calculating data, analyzing data, interpreting data and the last was concluding the result of the study. As the result, among the 8 reading texts analyzed, texts 1 to 5 were included in the

Independent level. Texts 6 to 8 were included in the *Instructional level.*

The difference of this study is on the method. The researcher used descriptive qualitative method, whereas the previous study used descriptive quantitative method. The researcher used Flesch Reading Ease Formula to analyze the readability of reading text, whereas the previous study used Cloze Test. The object of the study is also different. The previous study used textbook entitled “*In Passport To The World 2*”. This study uses English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016. The similarity of previous study with this study is about the object of study. The object of study was reading text in the English textbook. The purpose of the study is also same. It is to find out the readability level of reading texts.

The second study is conducted by Floridawaty Siregar (2123121016) under the title *The Readability of English Textbook for the Tenth Grade Students of SMK Negeri 1 Binjai*. A thesis in English and Literature Department Faculty of Languages and Arts, State University of Medan. 2016. This study used descriptive quantitative research. The data of the study was seven reading texts from an English textbook entitled *Bahasa Inggris* published by *Kementerian Pendidikan*

dan Kebudayaan in 2014 with various length and genres as the source of data tested to 30 students as the research sample. The instruments of the research were Flesch Formula and Cloze Procedure Test. The results of the study showed that based on the cloze test result, the researcher got the average score of 7 reading text was 57.39 % and based on the Flesch Formula the average score was 6 so it can be concluded that reading texts were included in the *Independent level*.

There are some differences of the study with the researcher's study. The previous study used an English textbook entitled *Bahasa Inggris* published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2014 as the subject of research. This study uses the new revised edition of English textbook entitled "*Bahasa Inggris*" for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan Dan Kebudayaan* in the year of 2016. The researcher used only one method in finding the readability of reading texts, that is Flesch Reading Ease Formula, whereas, the previous study used more than one method. The previous study used Cloze Test and Flesch Reading Ease Formula. Besides, the purpose of the study is also same. It is to find out the readability level of reading texts.

F. Research Method

1. Research Approach

The type of this research is library research and the researcher chooses descriptive qualitative approach. Qualitative research means a kind of research which does not find the statistic procedure or another counting form such as biography, history and attitude of human beings. Besides, it is also about role organizations, social movement, and inter relationship.⁵

According to Donald, qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's lives. Researchers use qualitative methods gather data that serve as evidence for their distilled descriptions. Qualitative data are gathered primarily in the form of spoken or written language rather than in the form of numbers. Possible data resources are interviews with participants, observations, documents, and artifacts.⁶

⁵Anselm Strauss & Juliet Corbin, *Dasar-dasar Penelitian Kualitatif*, (Jogjakarta: Pustaka Pelajar, 2009), p. 4

⁶ Donald E. Polkinghorne, *Language and Meaning: Data Collection in Qualitative Research*, (America: The American Psychological Association, Journal of Counseling Psychology, 2005 Vol.52 No. 2), p. 137

The objective of descriptive method is to describe systematically the facts about the object that is analyzed.⁷The researcher used library research. Therefore the researcher tried to describe the readability level of reading text in the English textbook entitled *Bahasa Inggris* for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016. This research is also supported by another source such as the theory of textbook, readability, Flesch Reading Ease, etc.

2. Source of Data

There are two kinds of data, primary data and secondary data. Primary data were the main data that has direct relation to the research. The primary source of data used in this research is the English Textbook entitled "*Bahasa Inggris*" for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016.

Secondary data were data that support the main data. The secondary data used in this research are the books, journals, thesis, articles, internet resource related to the research.

⁷Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2009), p. 157.

3. Focus of the Study

The researcher focuses on analyzing the readability level of reading texts on student English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan dan Kebudayaan* in the year of 2016. There are many methods to measure the readability level of reading texts. In this research, the researcher uses the *Flesch Reading Ease Formula*. The texts that will be analyzed are all texts in the Reading Section in every chapter. The total texts are 10 texts.

4. Data Collection Technique

The researcher used content analysis and the reading texts available on student English textbook entitled “*Bahasa Inggris*” for X grade of senior high school 2013 Curriculum, published by *Kementerian Pendidikan Dan Kebudayaan* in the year of 2016. To collect the data, in this study the researcher selected texts, counted the number of sentences, words and syllables of each text. The researcher then continued to get the average number of syllables per words and words per sentences from each text. After that, the researcher analyzed the data.

5. Data Analysis Technique

The researcher used Flesch readability formula (Reading Ease Formula). The formula of Flesch readability formula (Reading Ease Formula) was expressed as follows⁸:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score = position on a scale of 0 (difficult) to 100 (easy).
With 30 = very difficult and 70 = suitable for adult audiences.

ASL = Average Sentence Length (the number of words divided by number of sentences)

ASW = Average Number of Syllables per Word (the number of syllables divided by the number of word)

In order to get the calculation of Flesch readability formulas (Reading Ease Formula), there are several steps to be taken, they are as follows:

1. Count the syllables, words, and sentences of a text
2. Find the average sentence length (ASL) and average number of syllable per word (ASW)
3. Find the readability score by using formula

⁸William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 21

For the last steps, the researcher determined the difficult level and reading grade by reading ease scale of Flesch readability formula (Reading Ease Formula) as stated on table below:

Table 1: Reading Ease Scale of Flesch Formula⁹

Score	Difficult Level	Reading Grade
0 to 30	Very Difficult	College graduate
30 to 50	Difficult	13 th to 16 th grade (college)
50 to 60	Fairly Difficult	10 th to 12 th grade
60 to 70	Standard	8 th and 9 th grade
70 to 80	Fairly Easy	7 th grade
80 to 90	Easy	6 th grade
90 to 100	Very Easy	5 th grade

⁹William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 22