

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study that describes the reason why the researcher conducts the study. It additionally states the identification of the problem that bring this research to a few cases, the scope and limitation of the study, formulation of the problems, the research objective of the study that presents the aim of the research. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

#### **A. Background of the Study**

Language activity is an activity carried out by humans in their life with other humans to communicate. The media of communication used in language is language. The purpose of language as a means of social message in society will not be separated from the community itself as speakers. Language skills have four main components, including speaking, listening, writing, and reading skills. Listening and reading are receptive skills, even speaking and writing are productive skills. These four skills are found in learning at school. One of the very important skills for every individual to have is reading skills. Reading skill is a process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text. By reading various information can be obtained. Humans can obtain information and enlarge their knowledge by reading. In today's era, a person is required to follow the development of science and technology in order to absorb various information,

both from printed and electronic media. To understand the information conveyed through printed media, an activity is needed, namely reading. Readers are predictable to be able to read well so that the information conveyed by the author can be understood properly. Hence, reading is not only a skill that supports success in participating in learning at school, but a skill that every individual needs to have in life in society, both during the study period and after finishing education at school.

Learning activity is an activity that is very important in an educational process. In learning activities, teachers and students are involved in an interaction with the learning material as the media. In this interaction it is students who are more active than teacher. Student activity certainly includes all physical and mental activities, individually or in groups. Therefore it is said to be maximal if it occurs among teachers and all students, students and teachers, students and students, students with learning materials and media, even students with themselves, but still in order to attain the goals that have been set together, namely learning outcomes optimal.

In addition, teaching and learning activities between teachers and students will not be separated from the teaching materials. Teaching materials are vital part of implementing teaching and learning activities in class. Teaching materials must be made in accordance with the terms of manufacture. Mendiknas (2008: 6) stated that teaching materials are learning materials used to help learning of students. The material in teaching and learning it can be written material or spoken material. By using teaching materials the teacher

will find it easier to convey the learning objectives to students and students will better understand the teaching materials that they are going to study. In terms of the use of ICT, a creative teaching model might increase the students' participation in the learning process and offer them new experiences of learning (Nurhayati, 2019). There are many styles of media instruction in the teaching learning process, such as power point, video, textbook etc.

Textbook is one of the forms of teaching material or media in teaching and learning. This media instruction is also used almost in every grade level students at school. According to Brown (2001:137) stated that textbook is the most crucial and common form of teaching learning material that supports language instruction. It is hoped that textbooks have excellent content in harmony with the related curriculum, both in terms of content standards, as well as in terms of how easy or not teaching materials are understood by teachers and students, and are presented attractively. One of the factors determining student success in using textbooks is determined by the quality of the textbooks. High quality textbooks can provide optimal results in the learning process.

According to Government Regulation No. 19 of 2005 article 43 paragraph 5 in measuring the quality of textbooks, important aspects must be considered, namely the appropriateness of content, language, presentation and graphics. If the textbooks used do not meet the criteria, it is feared that students' understanding is different from the content of the textbooks. Bacon in Tarigan (1986: 11) says that textbooks are books that are designed for the use of

classroom learning activities carefully prepared by experts in that field, and equipped with appropriate teaching facilities. As a teacher who uses textbooks, it is necessary to first analyze the content of the teaching materials in the textbook. The need for textbooks is currently still a top priority in implementing teaching and learning activities. Textbooks are not only a main reference for students in learning, but also a reference for teachers in the learning process. For teachers who are not talented or ready to make teaching materials based on applicable criteria, textbooks are a short solution for obtaining teaching materials. Thus, the role of books used as a reference or guide for teachers in learning activities at the educational level is very important.

Compared to other learning sources, learners get and understand more learning materials from books. Learning to read is an essential aspect of one's education, and literacy development is often compared to athletes who train for competition (Nurhayati, 2019). Information in books can be read over and over again and can also be discussed. Therefore, to improve the function of books as a source of information, messages conveyed through books need to be designed, compiled and presented in a form that is not only visually attractive but also easy to understand. Therefore, reading is the skill that must be mastered by students to comprehend the material in the textbook. In the textbook with suitable materials can help for students reading comprehension.

Moreover, Suparman States in Suryani (2012) in order to achieve the goal of teaching reading comprehension effectively, it is very authoritative for

any teacher, lecturer or curriculum designer to reflect the appropriateness the materials for the students. Some of the material used teaching reading comprehension will never be effective if it is too easy or difficult for the learners.

Inappropriately, sometimes the reading material, which is consist of various text where students will learn, accessible in the English textbook is too easy so that students sometimes get bored. Yeni (2020) stated some textbook include the reading materials that are too difficult for her students. It makes the students feel unfulfilled so that they do not understand the material earlier and easier. If the students face some difficulties to read the material, the comprehension comes to the lack. Therefore, the learning of English language will not run properly. Whereas, the students have high expectation to the textbook used in the learning process. The learning English textbook used in the learning process can help them in understanding the material better and easily. Therefore, it is important to make sure that the reading material is readable for the students to make it more easily understood. The readable material is quite important to be considered by the teacher as long as to improve students' ability in understanding the material. One of the techniques to help the teacher choosing appropriate reading material for the students is by considering and analyzing the readability of reading material found in the textbook.

Readability of learning materials and modules greatly determines the success of achieving learning objectives in the preparation of teaching

materials. Based on Anne (2008:4) “English language learners require special considerations because English language text might contain unfamiliar words or difficult academic vocabulary”. The reading text that provided in the textbook should be fit with student’s level and the material must be suitable for the students’ ability. So, readability is the effort level of a sentence or the form of the reading text. The importance of the readability of a textbook will greatly affect the achievement of the learning objectives itself.

The readability aspect relates to the level of ease of language, such as vocabulary, sentences, paragraphs, and discourse. High readability means that the sentences are easy to understand, the paragraph has unity, completeness and adequate content, the chapters are coherent and the language style is simple (Hardjasujana, 1999:10). That’s why to make the text easier to read, the readability is needed (Dubay, 2004:3).

By analyzing the readability level of the text the teacher can predict whether the text is difficult, plain or easy for the students. Besides, readability is one form evaluation of the book and its measurements are carried out by readability test. Actually, there are a lot of ways in measuring the readability level of the text. The most common used are the instructor’s judgment, comprehension testing by cloze procedure and the last by using statistical readability formulas. The four formula that widely used for measuring the text are *Flesch-Kincaid Grade Level*, *Flesch reading Ease Score*, *Gunning Fog Index* and *SMOG* (acronym for Simple Measure of Goobledygook) index are used to calculate the readability score of the poetic text (Asem, 2012:49).

Another formula that can be used to measure the text are by using *Fry Readability Estimate Graph, Cloze Test, Spache and Raygor Readability Estimate*.

The study of readability level of reading text has been carried out, which have contributed a lot in this research. In this case, the researcher categorize into several categories include the research comes from the previous research. *First*, a research comes from Indah Bilqis Sholihah in the 2018 entitled “*An Analysis of Readability Level of Reading Texts entitled “Bahasa Inggris” for Senior High School Students Grade XII*”. She used descriptive qualitative research to analyze the reading text in the textbook by using Flesch Reading Ease Formula to gather the readability level of the text. She found 6 texts from 16 texts that suitable or readable with senior high school grade XII. Those are categorizing as readability level range score 50-60 and readability level range score 30-50. The description style of the text is fairly difficult and and difficult.

*Second*, a research comes from Nuraini Indah Budiarti in the 2014 entitled “*The readability level of English Reading Texts For Grade VIII Students of SMP Negeri 1 Jetis Bantul in the Academic Year of 2014/2015*”. The focus of this research is to find out whether the English reading texts are appropriate or not in terms of readability level for the target students. She used descriptive quantitative research and study was three reading texts from an English textbook entitle “English in Focus for Grade VIII” with various length and genres as the source of the data tested to 147 students as the research

sample. Fry Readability Formula (FRF) and Fog Index (FI) were used to analyze the data from the book. A cloze test also used to collect the data from the research sample. the result of the study show that the average readability level of the texts is at level 7 based on Fog Index (FI) and 6 based on Fry Readability Formula (FRF). The result of the Cloze Test shows the average of the percentage of the mean score is 58.48% which belongs into independent reading level. Based on the findings, it can be conclude that the texts are appropriate and readable for the target students.

*Third*, a research comes from Elsa Nur Alipah in the 2019, this research used descriptive qualitative study to analyze the data. The reading texts were taken from English language textbooks entitled “*Bahasa Inggris*” for tenth Grade Student of Senior High School. There are 14 reading texts selected as research population. All of selected texts were analyzed using Flesch Reading Ease formula and Cloze test The result of Flesch’s Reading Ease formula calculation was 1 text is in the Easy level; 4 reading texts are in the Fairly Easy level; 5 texts are in Fairly Difficult level; and 4 reading texts are in the Difficult level. It means from fourteen reading texts in Bahasa Inggris textbook of 2017 revised edition only 5 reading texts were appropriate for the tenth grade students of Senior High School. They were which in Fairly Difficult level with score ranged from 50 to 60. Furthermore, those 5 appropriate texts based on the Flesch’s Reading Ease formula calculation were made the cloze test and given to the tenth grade students of SMA PGRI 3 Jakarta. The results got from the 50% sample of the population taken randomly showed that those 5



reading texts were in the Instructional Level or in the cloze test ideal level of comprehension. The results obtained from the 2 instruments used in this study confirm that the 5 texts were indeed appropriate for the tenth-grade students of Senior High School, especially SMA PGRI 3 Jakarta.

From the previous research, the researcher concludes that the reading text in the textbooks that were used for teaching and learning process sometimes are not suitable for the students' level. The level of readability in a material must be adjusted to the level of student ability. Thus readability is the level of difficulty of a sentence or the form of a reading text. The importance of the level of readability of a textbook will affect the achievement of the learning objectives itself. Therefore the researcher interests to be analyzed the research about the readability level of reading text in the textbook. The difference about this research with the previous research is the use of both formula those are *Flesch Reading Ease Scale formula* and *Flesch Kincaid Grade Level formula* to test the text. Although both formula use the same core steps, those are use using the word and sentence length, they have different weighting factors. In other words, the Flesch ease scale formula has a relatively higher score while the Flesch kincaid grade formula has a lower score.

The reasons for the researcher in choosing this test tool were based on several things, such as (1) There has never been any previous researcher used both formula (*Flesch Reading Ease Scale formula* and *Flesch Kincaid Grade Level formula*) to test the readability level of reading textbook before, (2) The preparation of the readability test tool was relatively easy, (3) the

administration of the test results was easier, (4) the results of the test tool were able to provide a better description or have a higher correlation than the other test tools, and (5) more accountable interpretation of research results.

The object used in this research is the textbook used by some of the Vocational school that located at Buay Madang districts. Buay Madang is a sub-district from the Southern part of Sumatra. Based on the observation and interview some English teachers from some schools in Vocational school in Buay Madang district, almost all of the school was used *LKS (Lembar Kerja Siswa)* rather than using textbook as source of teaching and learning. There are 4 schools in the Vocational school who apply those books as English textbook those are SMK Muhammadiyah 03 Sukaraja, SMK Nurul Huda Sukaraja, SMKN 1 Buay Madang, and SMK Muhammadiyah Rawabening. From the four school itself, the researcher interview part of the school especially the English teacher about the use of the textbook itself. Most of them stated that the used of the textbooks are not suitable. The reason comes from the material are too general for students. As we know that Vocational school has several majors, such as technical, computer, electricity, etc. However, the ESP material in the textbook that given for them are not suitable based on their majors. Sometimes the students do not understand the focus of the material or the application of the material. So they felt difficulties in understanding the material. From the reason itself, the researcher are interested to choose the textbook used by the schools as object of the research to know the readability of the textbook. The novelty of this research are the researcher want to give the

feedback that the students need are not same. So it is need an analysis and assessment to design a textbook that appropriate with students need based on their ESP and students major. The object of this research was the textbook used by the eleventh grade students because after checked the textbook for the tenth grade, eleventh grade and twelfth grade, the eleventh grade textbook has a lot of reading text compared than others. The textbook was published by Erlangga entitled *“Forward an English (Course for Vocational School Students Grade XI)”*. Arsiah (2020) as one of the headmaster of the Vocational school stated that the use of this book was based on its availability which was adequate and easy to access at that time. Besides, this book contains the main material which is mostly presented in the form of discourse in the reading form to practice communicating. It can also be said to be an exemplary textbook because it is compiled by experts language. Publisher Erlangga is one of the many publishers of the text book. Therefore, the tittle of this research was ***“The Readability Level of Reading Texts in English Textbook Entitled “Forward an English (Course For Vocational School Students Grade XI)”***.

## **B. Identification of the Problem**

Learning reading English material is one of the problems that faced by the students. Yeni (2020) as an English teacher of SMK Muhammadiyah 03 Sukaraja at the eleventh grade students stated that the use of English in activities is also very lacking and the reading habit too. The teacher stated that there were many students who gained low score in reading. It was caused by the ESP material in the textbook are not appropriate for their majors, so they

faced low understanding of the reading text. The students face some difficulties in comprehending some reading text in the textbook. Some other things that students usually see from the reading materials are the length and the difficulty level of the vocabulary. They feel intimidated if they think that the materials are too difficult or too easy for them. While the teachers get reading materials from the textbook. A lack of reading materials and unsuitable ones can influence the result of the teaching reading process. The right selection of reading materials can give a significant contribution towards the development of reading skill. It is very crucial to find the right materials for the students' proficiency level. The appropriate reading materials for the students ability level is related to readability level of the English reading materials. Another reason is because this textbook entitled "*Forward an English (Course for Vocational School Students Grade XI)*" has never been done before. Therefore, the study conducted is to know the readability level of some reading text on those textbook.

### **C. Scope and Limitation of the Problem**

Based on the identifications of the problem, there are many factors that stimulus the teaching reading practice in the classroom. It is hard to examine the factors one by one. Therefore, this study limits the materials related to the readability level of the English reading text. The object that used in this research is the English textbook was published by Erlangga entitled "*Forward an English (Course for Vocational School Students Grade XI)*" used by some schools at Buay Madang district in academic year 2020/2021 especially in

reading text. It is important to analyze the readability level of the English reading text for students' level can help them to advance their reading comprehension.

This topic is chosen by the researcher because there are not many studies that deal with the readability level English reading text by using are *Flesch Reading Ease Scale formula and Flesch Kincaid Grade Level formula* simultaneously done by others. Also the textbook used entitled "*Forward an English (Course for Vocational School Students Grade XI)*" in the eleventh grade was chosen because there is no study about the same matter of the textbook before.

#### **D. Formulation of the Problem**

Based on the background and identification of the problem, the researcher hereby identifies several formulation of the problem, as follows:

1. What is the readability level of the English reading text entitled "*Forward an English (Course for Vocational School Students Grade XI)*" by using Flesch Reading Ease Scale formula?
2. What is the readability level of the English reading text entitled "*Forward an English (Course for Vocational School Students Grade XI)*" by using Flesch Kincaid Grade Level formula?
3. What is the appropriate reading text contained in the English textbook used by the eleventh grade students entitled "*Forward an English (Course for Vocational School Students Grade XI)*" by using Flesch Reading Ease Scale formula and Flesch Kincaid Grade Level formula?

### **E. Research Objectives**

Based on the formulation of the problem, the objectives of this research as follows:

1. To describe the readability level of the reading English texts used by the eleventh grade students entitled "*Forward an English (Course for Vocational School Students Grade XI)*" according to Flesch Reading Ease Scale formula
2. To describe the readability level of the reading English texts used by the eleventh grade students entitled "*Forward an English (Course for Vocational School Students Grade XI)*" according to Flesch Kincaid Grade Level formula
3. To describe the appropriate reading text contained in the English textbook used by the eleventh grade students entitled "*Forward an English (Course for Vocational School Students Grade XI)*" by using Flesch Reading Ease Scale formula and Flesch Kincaid Grade Level formula.

### **F. The Significances of the Research**

In general, the significant of the study is to increase understanding about teaching and learning English specifically in reading textbook. Besides that, this research is expected to give benefits to those directly and indirectly relate to application and parameters teaching English in reading textbook. It is hoped that this study can get a new application in learning interaction and the

way to build learning English style. More specifically, the research is expected to be the length of the following benefits:

### **1. Theoretically**

The result of this research are expected to add to the treasury of science especially learning English in term of and reference materials can be used for similar research in the future and information materials for further research.

### **2. Practically**

- a. For Institution, it can be used as a reference in efforts to improve quality and the material can be used as evaluation in the implementation of teaching and learning English.
- b. For Practical teacher, this research hope can help the teacher to develop their teaching approach. Besides, this research is expected to be a consideration for schools and teachers in choosing English learning textbooks according to the level and ability of students
- c. For Students, it is to build the competence by exploring their awareness, experience and understanding of learning English
- d. For Researcher, this research can be used to add insight or knowledge of researchers about the use of readability of reading English textbook.
- e. To University, the result of this research can serve as the material of study to add the knowledge about things that relate to the model of readability of reading English textbook.

- f. For Publisher, this Research of the readability of school textbooks is important to make an evaluative effort for the makers or publishers of textbooks at school. This is because this research encourages them to make appropriate textbooks on target. This research can also be used as a reference in making English learning textbooks at Senior high school level.

## **G. Definition of Key Terms**

### **1. Reading Text**

Reading is an activity to understand what the text contains that includes understanding, meaning, and interpretation of meaning, readers' reactions and their application to life. Reading is essentially a complex thing that involves many things, not just pronounce the writing, but it also involves activity visual, thinking, psycholinguistic, and metacognitive. As a visual process, reading is a process of translate written symbols (letters) into words oral. Besides as a thought process, read includes word recognition activities, understanding literal, interpretation, critical reading, and understanding creative.

### **2. Readability Level**

Readability is a measure of the difficulty level of a textbook. Readability relates to the reader. Basically, readability is a description of the message presented with attractive, easy, clear, right on target, it does not



cause multiple meanings and deep commonplace oral or written communication. It means reading text that contains information or messages it must be presented in a communicative manner and not cause double meaning. Reading text of this research refers to the textbook entitled “*Forward an English (Course for Vocational School Students Grade XI)*” that used by the eleventh grade students in the Buay Madang districts.

### **3. Readability Formula**

Readability formula are a procedures used for measuring readability by using mathematically resulting indices of text difficulty based on analysis of language variables. Readability used to make judgment about instructions materials or used as predictive technique. These judgments are global, to be sure and are not intended to be precise indicators of text difficulty. The formula that used is *Flesch Reading Ease Scale formula* and *Flesch Kincaid Grade Level formula*.

### **4. English textbook**

Textbooks are books intended for classroom use, carefully compiled and prepared by experts in the field and equipped with appropriate and compatible teaching facilities (Tarigan, 1986:11). Thus, textbooks are a reference or guideline for students in the form of textbooks that are used during the learning process and are easily understood by readers. *Forward an English (Course for Vocational School Students Grade XI)*” is a textbook published by Erlangga in 2017. The textbook written by by Shyla K, Lande

and Eka Mulya Astuti and printed by PT Gelora Aksara Pratama. The textbook consist of 170 pages and 9 chapters which the whole contents represent the basic competence of the syllabus for the eleventh grade of vocational school.