

CHAPTER I

INTRODUCTION

This chapter presents information about this research, the point are the background study, formulation of the problem, objectives of the study, significance of the study, and definition of key terms.

A. Background of Study

Education is one way to increase superior human resources in accordance with the expectations of the times. In the world of education, a person is presented in a system that requires a person to develop better. The stage of achievement of development is passed in the teaching and learning process (Ginanjar, 2020).

The teaching-learning process is a process that contains a series of activities between teachers and students on the basis of mutual relationships. This activity takes place in an educational situation to achieve certain goals. Teachers can deliver lessons using various learning models that are tailored to the classroom situation and curriculum. The process of delivering lessons cannot be separated from the function of lesson textbooks. Textbooks are textbooks in a specific field of study, which are standard books, compiled by experts in that field for instructional purposes and purposes, which are equipped with teaching facilities that are compatible and easy to understand by users in schools and colleges so that they can support a teaching program. Textbooks are used for certain subjects (Rohman, 2016).

A textbook is one of printed material which is used for teacher. Many teachers use it as medium in teaching and learning process in classroom. Textbook is chosen because the easiness of the textbook such as it is easy to be brought by the student and the teacher to schools and student could review the material at home (Reed et al, 1998).

Teaching English is not easy because sacrifice their time and energy to prepare better students in a constantly growing competitive environment. Readability is one of many method that is used by the teacher to teach their students. So, choosing the textbook should be done selectively. According to Gunning (2023), the role of Readability in today's classrooms emphasizes the importance of providing students with materials on the appropriate level of challenge. Major readability formulas and leveling systems that might be used to access the difficulty level of materials that are reviewed.(Gunning, 2003) Because formulas are restricted to object the factors and leveling systems rely too heavy on subjective judgement. Being able to measure the readability of a text with a simple formula is an attractive prospect, and many groups have been using readability formulas in a variety of situations where estimates of text complexity are thought to be necessary. The most obvious educational publishers designing basal and remedial reading texts; some states, in fact, will consider using a basal series only if it fits certain readability formulas criteria. Increasingly, public documents such as insurance policies, tax forms, contracts, and jury instructions must meet criteria stated in terms of readability formulas.

Klare (1963) defines readability as “the ease of understanding or comprehension due to the style of writing.” This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Hargis & Her colleagues at IBM (1998) state that readability, the “ease of reading words and sentences,” is an attribute of clarity. The creator of the SMOG readability formula McLaughlin (1969) defines readability as: “the degree to which a given class of people find certain reading matter compelling and comprehensible.” This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation.

In the 1920s, educators discovered a way to use vocabulary difficulty and sentence length to predict the difficulty level of a text. They embedded this method in readability formulas, which have proven their worth in over 80 years of application. Progress and research on the formulas was something of a secret

until the 1950s. Writers like Rudolf Flesch, George Klare, Edgar Dale, and Jeanne Chall brought the formulas and the research supporting them to the marketplace. The formulas were widely used in journalism, research, health care, law, insurance, and industry. The U.S. military developed its own set of formulas for technical-training materials. By the 1980s, there were 200 formulas and over a thousand studies published on the readability formulas attesting to their strong theoretical and statistical validity.

Dale and Chall's (1949) definition may be the most comprehensive: "The sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting."

Textbook also an important source of knowledge in out on which the transmission of academic knowledge often relies, especially in the early stages of academic learning. Finding the right fit between students' reading ability and textbooks is very important for comprehension. Readability studies aim to analyze texts to find the right fit between students and texts. Readability formulas can be used together with benchmark and checklists. It's showed that readability formulas rely heavily on a surface features of texts and gives a rough estimate of the text readability. Assuming that textbooks authors have conducted the readability measure, many its users often take this key feature of a good textbook for granted. Nonetheless, considering the unique context of each classrooms and the generic nature of textbooks written for the public, teachers should double-check the appropriateness of the book they use, including its readability. Although tech-assisted readability measurement is developing in many parts of the world, in Indonesia, this area is still under-researched. For this reason, the present study attempts to examine the readability level of an English Textbook using Readability Checker and Road to Grammar Formula. Content analysis is employed since the object being analyzed is a textbook (Gunning, 2003).

This study also expand previous studies on Readability measures by building dialogue between the result of Readability Checker and Road to Grammar Formula with the students' perceived readability. The goal of matching texts to the reader can be aided by using readability formulas in concert with considering text, task, reader, and strategy variables. For example, signaling makes sentences longer and readability scores, but eases readability for readers employing the structure strategy and looking for such signals. Coherent texts are easier to understand. The top-level structure of a text and its clarity to readers, enhanced by signaling are important factors to consider when matching readers with appropriate texts materials. Examples or readers from grade X to retirement years demonstrate the importance of text structure as an aspect of readability (The Coherence of Readability). The readability formula is based on two factors, there are length, shortness and difficulty of the word, which is characterized by the number of many and few syllables that make up each word in the discourse (Pebriana, 2021).

Based on observations made using the flesch reading ease formula, it was found that out of 5 reading texts there are still some texts that are not suitable for grade 10 students of SMK 1 Boyolangu and it can be said that the reading texts are still classified at a difficult level so that this can be considered as reading material that is not suitable for grade 10 students or can be declared classified as difficult for grade 10 students to understand. Then, in the pathway to english, the textbook for grade 10 students was also declared not in accordance with the English syllabus of the 2013 curriculum. The existence of these problems is one of the reasons to measure the level of readability of students in the textbooks that the students have studied.

This is also due to previous research conducted by Fata et al (2022) that students in the first 15 reading texts are at a level that is quite difficult, as well as three of the 13 texts that are the same as students also experience quite difficulty in the second textbook. Research conducted by Zahra (2016) that students are still at the instructional level, which means that students still need help from teachers in reading the material and teachers must help students when

reading textbooks. Research conducted by Almizan (2022) found that out of 15 reading texts, there were 3 texts that were suitable for 10th grade high school students but were classified at a fairly difficult level and were assessed that the content of the Pathway to English textbook for students was not very good and irrelevant to the 2013 curriculum.

Based on the above background, the researcher wants to conduct a study to measure the level of readability in the English Textbook of 10th grade students of Vocational High School 1 Boyolangu and examine more deeply whether students will be in a group that has difficulty understanding texts or so on.

B. Formulation of The Problem

Based on the background of the study, the study problem is formulated into “How is the level of Readability in English Textbook for 10th Grade Students of Vocational High School 1 Boyolangu on Academic Year 2022/2023?”

C. Objectives of The Study

According with the formulation of problem, this study is conducted to find out the level of Readability in English Textbook for 10th grade students of Vocational High School 1 Boyolangu, Tulungagung on Academic Year 2022/2023.

D. Significance of The Study

First, it is of the utmost importance to take into consideration whether or not the level of difficulty of a textbook is suitable for the level of reading ability of the students who will be using the book. The elements that impact readability are something that teachers need to be aware of. If the textbook will be utilized at a higher readability level for the pupils, then the teacher will need to choose another reading material from a different source. Second, the study's results should help English instructors to improve their teaching, improving pupil's acquaintance and giving more exertion in selecting an applicable book based on the texts' readability, so that the pupils' will have improved reading abilities. Furthermore, the publisher should be able to use the information to choose the right books to publish, and this study may help other researcher to learn more about how easy is to read the text in textbooks.

E. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

English Textbook: outline of the usage, characteristics, and grammatical principles of the English Language.

Readability Level: a measuring device of how easy a piece of text is to read. It can include elements of complexity, legibility, and typography. Readability formulas usually look at factors like sentence length, syllable density and word familiarity as part of their calculations.