

CHAPTER I INTRODUCTION

A. Research Background

Education is an effort to prepare students to have an active and positive role in the present and future in order to increase human resource quality. Education has a direct relationship with the quality of human resource. Therefore, education requires serious attention from various parts, especially the government.¹ The quality of education is indicated by the success of students through the learning process. Learning is an effort so that learning programs can develop optimally. Learning uses all the potential of students to achieve competence so that each individual becomes a lifelong claimant of knowledge and realizes a learning-loving society.² Learning happens when someone becomes better, both in attitude and mindset.

English is the language of global communication. English is learned from elementary school to university. This is a compulsory subject that students of any level must study. The global language of the world is English, which is known as the "lingua franca." It basically signifies that English is an international language spoken by those who do not speak their original language or mother tongue. If they desire to communicate with non-native speakers, individuals all over the world must speak English. Many professions, including business, research, entertainment, television, diplomacy, and even education, use it as their primary language.

In order to have a good English language skill, in formal education like school, students are provided with a set of textbooks as a reference or guide to find out how far they have to study. According to Brown, textbooks are the most evident and popular sort of material assistance for

¹ Syamsul Ma'arif, *Selamatkan Pendidikan Dasar Kita* (Semarang: Nee's Press, 2009), 43.

² Baharuddin dan Esa Nur Wahyuni, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jogjakarta: Ar Ruzz Media, 2010), 103.

language instruction.³ Textbooks are chosen from a list of teaching materials defined by the Minister of Education and Culture based on feasibility recommendations from the Badan Standar Nasional Pendidikan (BSNP).⁴ Despite the fact that the government has reviewed the majority of textbooks, teachers must be cautious and selective in selecting which textbooks are appropriate for their students' characteristics and psychology. "The relevance of textbooks in English as a second language classes requires careful consideration during the selection process. Choosing the textbook is sometimes the teacher's job," Celce Murcia explains.⁵ Improving the readability of the textbook is one of the techniques. This study can be used to determine and select the best textbook for the classroom. "English language learners require unique considerations since English language books may contain foreign terms or complex academic vocabulary," Anne says.⁶

It's important to evaluate textbooks for readability by students. It has the potential to improve students' comprehension of the subject to be conveyed. For students, a good English textbook is easy to read, comprehend, and understand. The most crucial factor is the message provided and the students' overall comprehension of the book. The material or text offered in textbooks can be overly simple at times, causing students to become bored fast. On the other hand, certain books are rated excessively tough for students, causing them to feel frustrated in their attempts to comprehend the information. Once again, the textbooks are prepared by the teacher with the consideration that the selected textbooks are in accordance with the standardized curriculum.

³ Brown, H. Douglas, *Teaching by Principles 2nd edition* (California: Longman, 2001), 137.

⁴ Badan Standar Nasional Pendidikan. *Butir Instrumen I Penilaian Buku Teks Pelajaran Bahasa Inggris SMA / MA*. Jakarta: Kementerian Pendidikan Nasional. 2014.

⁵ Marianne, Celce Murcia, *Teaching English as a Second or Foreign Language 2nd edition* (Boston: Heinle & Heinle Publishers, 1991), 432.

⁶ Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts* (New York: The Guildford Press, 2008), 4.

Teachers should be aware of the importance of text readability because it is so important. The term "readability" is used to describe how easy or difficult it is to read a certain piece of text. The readability of written materials refers to how easily they may be read and comprehended. The term "readability formulae" refers to the procedures for determining readability.⁷ Flesch Reading Ease Formula, Flesch Kincaid Grade Level, Index Fog Formula, and SMOG are the 4 most extensively used readability algorithms for determining text difficulty.⁸ To clarify the readability level, the researcher will use Flesch Reading Ease Formula and Flesch Kincaid Grade Level. The number of syllables, words, and sentences are used in statistical readability algorithms to determine the level of readability.

There have been many researchers who attempt to study this topic. Here is the study which is in line with the researchers' research from Ahmad Rijal Azizi (2015), An Analysis of the Readability Level of Reading Texts in "Passport to the World 2" Textbook (a Case Study at the 8th Grade Students of SMPN 17 Depok), UIN Syarif Hidayatullah Jakarta. The objective of the research focused on describe and analyze the readability level of the selected reading texts in the textbook by using the Flesch Reading Ease Formula and Cloze Test. Meanwhile, the researcher will analyze the readability of English textbook entitled BAHASA INGGRIS SMA/MA/SMK/MK KELAS X using the Flesch Reading Ease Formula and Flesch Kincaid Grade Level. The Ministry of Education and Culture is the publisher of this textbook. It includes 224 pages and 15 chapters in the 2018 edition. Because it is issued by the Ministry of Education and Culture, the researcher chose

⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th edition* (Great Britain: Pearson Education Limited, 2011), 482.

⁸ Bidyarani Asem, "Readability Assessment of Printed Material: Going Beyond Readability Formulas," *International Journal of Environment, Ecology, Family, and Urban Studies (IJEEFUS)*, Vol. 2 (2012): 49.

this textbook. Second, because this book is based on the 2013 curriculum, which is already being used in the classroom as a source of learning, teachers and students have high expectations on it. Because it is the first year of high school, the 10th grade was chosen. This is the level of transition from junior high to senior high school, and students' English skills will develop at this level, implying that their English knowledge will improve.

The researcher wanted to see if the text of the textbook used by the 10th grade students in senior high school is appropriate or not for their grade level in terms of readability. As a result, this study's title is "ANALYZING READABILITY LEVEL OF READING TEXT IN "BAHASA INGGRIS SMA/MA/SMK/MK KELAS X" TEXTBOOK."

B. Limitation of Problem

The research is limited to analyzing the readability level of reading passages in the English textbook BAHASA INGGRIS SMA/MA/SMK/MK KELAS X produced by the Ministry of Education and Culture.

The researcher will take the basic theories that were previously used analyzed data from the statistical readability formula theory of the Flesch Reading Ease and the Flesch Kincaid Grade level.

C. Research Questions

Based on the background of the problem described earlier, the problem can be formulated:

1. How is the readability level of the English text in BAHASA INGGRIS SMA/MA/SMK/MK KELAS X textbook according to Flesch Reading Ease Formula?
2. How is the readability level of the English text in BAHASA INGGRIS SMA/MA/SMK/MK KELAS X textbook according to Flesch Kincaid Grade Level?

D. Research Objectives

1. The goal of this study is to use the Flesch Reading Ease to measure the readability of reading passages from an English textbook released by the Ministry of Education

and Culture for the tenth grade of senior high school called Bahasa Inggris SMA/MA/SMK/MK Kelas X.

2. The goal of the study is to determine the readability level of reading passages in an English textbook released by the Ministry of Education and Culture for the tenth grade of Senior High School called Bahasa Inggris SMA/MA/SMK/MK Kelas X based on Flesch Kincaid Grade Level for the 10th grade of senior high school.

E. Significances of the Study

The results of this study are expected to have benefits both theoretically and practically, namely as follows:

1. Theoretically

The results of this study are expected to provide suggestions for the school in selecting appropriate textbooks for students and also expected to provide more information for publishers in evaluating this textbook to make it better.

2. Practically

Practically, this research is significant for:

- a. Teachers of English subjects can use this information to choose which English textbook is appropriate for the grade level.
- b. The findings of this study have the potential to boost students' critical thinking abilities when it comes to their reading materials.
- c. This study can assist publishers in determining the textbook's readability level. So that it can be used as research and revision material for future textbook publication.

F. Systematic of Writing

The systematic is useful to provide a clear and not deviating picture of the subject matter in a systematic proposal. This thesis is as follows:

Chapter I is introduction. This chapter describes the research background, limitation of problem, research

questions, research objectives, significance of the study, and systematic of writing.

Chapter II is review of related literature. In this chapter, the theoretical basis related to the study will be described, the review of previous studies that are relevant to the study and theoretical framework.

Chapter III is research methodology. This chapter will describe the basis of the type's approaches, research settings, research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is finding and discussion. In this section, an overview of research objects, description of research, and data analysis from the research.

Chapter V is closing. As the final chapter, this chapter will briefly present conclusions obtained from the discussion and also contain suggestions for interested parts for the development of further research.

