

CHAPTER I

INTRODUCTION

This chapter explains the background of the study that describes the reason why the researcher conducts this study. It also contains the research questions that formulate this study to some cases, the objective of the study that states the purpose of the study, significance of this study and the scope and limitation of the study are also presents. Finally, this chapter ends with the definition of the key terms.

1.1 Background of Study

Reading is one of the important skill that every student must master in. Through reading, readers will absorb the new informaton. Reading is the process of understanding the message of writer wants to convey through his/her writing. Hence, now a days reading has an important role in human life. In the 21st global digital century, it is easy to find many kinds of text. Readers can find it on digital magazine, newspaper, blog, journal, comic website, textbook and so on.

In academic setting, textbook also is the best way to measure the students' reading comprehension of English written text. One of the assessment to measure students' reading comprehension is a textbook. According to Brown (2000:137) the most obvious and most common of material support for language instruction comes from textbook. Textbook contains a lot of explanation and exercise for both teachers and students. In this case, teacher should be selective to choose the best textbook that

appropriate for each students' level. Miftaahurrahmi, Fitrawati & Syarif (2017 : 199) stated that there are three things to be considered while choosing reading textbooks for students: First, *suitability* of content, the students should find the texts absorbing, attractive, challenging, and apposite for their goals. Second, *exploitability*, the texts should assist the attainment of certain language and content goals, which is exploitable for instructional tasks and techniques, and allied with other skills. Last, *readability*, a text with lexical and structural difficulty will challenge students without overwhelming them.

One of the methods to help the teacher choosing appropriate English textbook for the student is by considering the readability of reading text found in textbook (Hidayat, 2016 : 122). Readability is a measure of a person's comfort or ease in understanding the content of a text. Hence, how well the students can successfully understand a text depends on readability itself. An accomplished reader is likely to be bored by unreadable materials, while a poor reader soon becomes discouraged by texts he/she finds too difficult to read fluently (Owu, Ewie 2014 : 26). Readability level of text is measured by readability formulas. There are various readability formulas but they mostly measure two aspects of text. They are semantic and syntactic complexity (Bahrudin, 2016 : 45). The other formulas have been developed to predict the readability of reading material. Another formulas is The New Dale-Chall Readability Formula, The Dale-Chall Formula, Fry Graph, SMOG Reading, ATOS, Gunning Fox Index, Coh-Matrix and Reading Ease Formula (Hidayat, 2016 :122).

Based on the previous study that have same focus (e.g Miftaahurrahmi, Fitrawati & Hermawati 2017, Salihah, Sahiruddin & Putu 2019, Sholihah 2018) They have evaluated the readability of reading text on the students' English textbook. From the previous study above, the conclusion from the study that has conducted by the reseachers above mostly not appropriate for students' level. Although the textbooks is published by a well-known publisher. That is why the reseacher conduct this study to know the reading text on *Interlanguage : English For Senior High School Students XI* is appropriate with students' level or not. This book has chosen because mostly Senior High School in Indonesia used this book to support teaching and learning process. To help students to achieve their learning objectives, English textbook with good quality is needed to get reading text which appropriate with their levels. This study also give information to English teacher that is important to measure the level of readability because reading text that suitable with students' level can help them to improve their reading comprehension. It is also necessary to choose whether the textbook that teacher gives to students contain aspects of the quality of good textbook, so that they are suitable for the level of the students.

In line with those explanation above, it is necessary for the reseacher to conduct this study by evaluating the readability level of a texts. For those reason, the reseacher carried out the study entittled "The Readability Analysis of Reading Text on *Interlanguage : English For Senior High School Students XI*". This kind of English textbook has used by the second grade students of Senior High School mostly in several public school. It published by

Department of National Education. This textbook consist of 225 pages and consists of 5 units for each first semester and second semester, each part of unit contains a lot of reading text. This book used the 2013 curriculum as a guideline for teaching students. This study used Flesch Reading Ease Formula to analysis the reading text. In Flesch Reading Ease, the reseacher input the number of sentences, number of words and number of syllables to the formula.

1.2 Research Question

Based on the explanation above, the research problem can formulated as following question :

“How is the student’s textbook readability on “*Interlanguage : English for Senior High School Students XI*” published by Department of National Education using Flesch Reading Ease Formula?”

1.3 Objective of Study

Based on the research of study that has been stated above, the objective of this study is :

To investigate the readability of students’ textbook on “*Interlanguage : English for Senior High School Students XI*” published by Department of National Education using Flesch Reading Ease Formula.

1.4 Significant of Study

The finding of the study is expected to give contributions theoretically and practically. The significance of this research formulated as follows:

1.4.1 Theoritically

Theoritically the reseachers expect the result of this study to further explore the readability analysis. In addition, the reseacher also hope that this study will be useful for acientific knowledge in the field of education in Indonesia.

1.4.2 Practically

Practically, this study is expected to be useful for readers to contribute to the understanding of readability analysis and how important it is in the world of education.

1.5 Scope and Limitation

The scope of this study focuses on analyzing the readability level of reading texts in “*Interlanguage : English for Senior High School Students XI*” published by Department of National Education. The researcher limits this study through analyzing the readability score of reading text in the textbook. The fact is, there are many object that can be analyze, but the reseacher focused to analyze the readability score in “*Interlanguage : English for Senior High School Students XI*” using Flesch Reading Ease formula.

1.6 Definition of Key Terms

In order to equate understanding between the researcher and the reader, so that there is no misunderstanding about the terms used in this research, the researcher defines them as in the following:

1.6.1 Reading skills

Reading skills is an ability of individual to read, comprehend and interpret a written text on a page of article or any other reading text. Reading is interpreting a printed or written symbol meaningfully, the readers interpret the symbols to obtain the meaningful message in the text (Bahrudin, 2016 : 49).

1.6.2 Textbook

Textbook is a students' handbook that is uses as refrence for students learning process. Textbook contains a lot of explanation and exercise that will be taught by teacher. In this study, text book refers to Interlanguage : English for Senior High School Students XI by Department of National Education.

1.6.3 Readability

Readability is a measure to predict the difficulty of text using readability formulas. Hence, how well the students can successfully to understand a text depends on readability.

1.6.4 Flesch Reading Ease Formula

Flesch Reading Ease Formula is an one of formula to determine the readability of a text. The most common and the most publicized readability formula was credited to Rudolf Flesch.