

CHAPTER I

INTRODUCTION

A. Background of the Research

Textbooks, in educational practice, are one of important sources for improving quality of learning outcomes. They usually become the main handbooks for teachers and students during the learning process. Therefore textbooks preparation and selection must be adjusted to learning goals in order to make sure the process of learning is measurable and well-ordered.

Textbooks for primary and secondary level are selected from the learning material that has been determined by the Minister of Education and Culture based on the recommendations from National Education Standards Agency (BSNP), in case of their feasibility aspects. The aspects refer to content, language, presentation and graphics of the textbooks. They urge, schools, especially teachers to select textbooks for their learning process carefully. Although, most of the textbooks has been examined by the government, the teacher should be aware and selective in choosing them to be accordance with their students' characteristics and psychology. One of the ways is that teachers should clarify the readability level of the textbook. This kind of analysis can be used as a benchmark to determine and select the right textbook for the learning process.

Examining textbook according to students' readability level is important. It can improve the students' ability to understand the material to be conveyed. This adjustment does not mean limiting knowledge transfer about complex structures to students. However, the most important thing is the delivered message and students understanding of the text as a whole. Textbooks with

appropriate materials can assist students to understand the text. Sometimes, the material or text presented in textbooks is too easy and make students easily bored. On the other hand, there are several books consider too difficult for students so they become frustrated in comprehending the material. Once again, the teacher must be selective in choosing and considering reading material or text based on the students' abilities so that the learning process can run well.

There are many available textbooks with the guidelines of the National Curriculum Standards of Indonesia, such as English textbook published by the Ministry of Education and Culture as well as other options of English textbooks that can be used by teachers. The textbooks are commercial books from various publishers based on the national standards. According to the law of Minister of Education and Culture Number 71 Year 2014 concerning textbooks and teacher guides for Primary and Secondary Education, the government states that English teachers must use English textbooks as their teaching guide by referring to the applied curriculum. However, based on observations done by the researchers, the readability level has not been examined, either the textbooks from the government or other publishers.

Considering the importance of text readability, teachers should be aware of this aspect. The term of readability here is used to describe the ease or difficulty level in reading material or discourse. According to Richards and Schmidt (2002: 442), readability is the level of difficulty of the material to be read and understood. This aspect depends on many factors, including (1) the length of the average sentence, (2) the number of new words, and (3) the

grammar. Moreover, the readability of text is influenced by several factors such as reader' interest, text type, reader ability, words' difficulty, length of sentences and grammatical features.

There are many strategies that can be used to measure the level readability of the text like the Dale Chall Formula, Fry Graph , SMOG-Formula, Gunning Fog Index, Readability Checklist, Flesch-Kincaid, Flesch Readability Formula, and Cloze Test. Here, the researcher swill use Cloze Test to clarify the readability level. The consideration for this method is based on several theories which state that Cloze Test can provide more accurate information than other techniques (Mariotti and Homan, 2001; Ruddell, 2005; Vacca and Vacca, 2005). On the other hand, the researcher will also try to use Fry Graphs and the SMOG Formula as another strategies that will be used by the researcher to measure the texts readability level and also as a comparison with the result of the Cloze Test.

In this research, researcher will analyze the readability of English reading texts of senior high school textbooks in Yogyakarta, especially for X grade. This textbook is entitled BAHASA INGGRIS SMA FOR GRADE X SEMESTER 1. This textbook is published by the Ministry of Education and Culture. It is the latest edition, i.e the revised edition of 2017. It has 175 pages, 17 chapters and almost at every chapter of this textbook has one type of reading text.

This textbook is chosen due to several considerations, firstly, this textbook is published by the Ministry of Education and Culture and it has been widely used by many schools in Indonesia. Secondly, it is extensively used by

teachers and students as the only source of learning in the classroom so that teachers and students have high expectations on this textbook. In addition, the researcher has also conducted pre-research in the form of informal interviews with the students and the teachers at the school as the research settings. The interview results showed that some students found it difficult to understand the reading texts of this textbook, in terms of words' difficulty level and length of the text, so they feel bored to read it. Therefore, researcher assumed that there is a problem with the readability aspect of this textbook. Also, there is no research which investigate the content of this textbook. Referring to the background of the research, the researcher formulated this research as "THE READABILITY LEVEL OF ENGLISH READING TEXT IN THE SENIOR HIGH SCHOOL TEXTBOOK ".

B. Identification of the Problem

Based on the background of the research above, the problem can be identified as follows.

1. The readability level of reading text in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture is not found yet.
2. The appropriateness of the textbook with student needs is not found yet.
3. The quality of the widely used textbooks is not found yet.
4. The most appropriate strategy to measure the readability level of English reading texts for Indonesian learners is not found yet.
5. The function of the readability of the reading text is not found yet.

C. Delimitation of the Problem

Based on the problem identification, the researcher focus on the readability level of reading text in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture.

D. Formulation of the Problem

Based on delimitations of the problem and the identifications of the problem above, it is known that the research aims at inquiring the following research problem namely:

1. What types of texts are contained in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture.?
2. What is the readability level of reading texts in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture using Cloze Test?
3. What is the readability level of reading texts in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture using Fry Graphs and the SMOG Formula?
4. Is there a difference in the readability levels of reading text based on type of the texts in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture?
5. What are the factors affecting of the readability level based on the results of Cloze Test, Fry Graph and SMOG Formula?
6. What is the most suitable formula to the results of the Cloze Test?

E. Objective of the Research

The objectives of the research are:

1. To reveal the types of texts are contained in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture.
2. To reveal the readability levels of reading text in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture using Cloze Test.
3. To reveal the readability levels of reading text in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture using Fry Graphs and the SMOG Formula.
4. To reveal the difference in the readability level of reading text based on type of the texts in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture.
5. To reveal the factors affecting of the readability level based on the results of Cloze Test, Fry Graph and SMOG Formula.
6. To reveal the most suitable formula to the results of the Cloze Test.

F. Significance of the Research

This Research is expected to provide benefits for some people theoretically and practically.

1. Theoretical benefit

The results of this research are expected to provide valuable information that can be used as a reference to develop the readability analysis of reading texts.

2. Practical benefit

a. Teachers

The results of this research can be used as a benchmark to determine the reading material that fits the students' characteristics so that the learning objectives can be achieved properly.

b. Students

Firstly, the results of this research can improve students' critical attitudes towards their reading material. Secondly, the readability of the text is expected to explore students' interest in learning English due to its readability level. Finally, students will be more interested in learning English without any feeling of under pressured.

c. Writer/ publisher

This research can provide input to publishers regarding the readability level of the textbook. Thus, it can be taken into consideration and revision for the upcoming textbook publication.