

CHAPTER I

INTRODUCTION

A. The Background of the Study

As the international language, English become a language that considered as important to be learnt. This statement is suitable with the fact that English is the tool to communicate with people abroad, in other words English become one of the way to make world wide communication. As stated by Sulisty, Haryanto, Widodo, and Elyas the fact that English is an International language, has led people to feel enthusiastic for learning it.¹ In Indonesia itself, English is one of the important subject that must be learnt by the students in every level of their study time at school even university. Parents in Indonesia often put their children into a course in order to get advanced English skill.

There are four skills in English which should be mastered by the people who want to learn about it. These skills are listening, speaking, reading, and writing. From all the skills, reading is one of the important skill because by reading, students can get many knowledge which can help them increase their insight. Beside that, reading is important because by reading, students is believed can get more vocabularies which can help them improve their English fluency. In 1951, India became one of the country which largely illiterate where 18% of the

¹Urip Sulisty et.al., The Portrait of Primary School English in Indonesia: Policy Recommendation. *International Journal of Primary, Elementary and Early Years Education*, 2019, p. 1.

population have the most basic reading skill.² However, since gaining independence they have national goal to develop the literate population which is resulting multiple initiatives of the five-year-plans by the government.

While in Indonesia, reading skill is also important because in the practice, reading is main process used in teaching and learning activity, especially in the classroom. This statement is based on the regulation from the Ministry of Education and Culture of Indonesia which can find in number 24 of 2016 especially concern about the Core Competencies and Basic Competencies of lesson found in 2013 Curriculum. The conclusion is, reading have the largest portion in English subject.

In order to learn English especially in the school, beside journal or article, students and teachers also need the use of textbook. In every teaching and learning process, textbook has a big role to serve the knowledge and contain teaching materials. By using textbook, students can be easier to comprehend the explanation by the teacher. The materials in the textbook were depend on the curriculum. The textbook used in this observation named *Bahasa Inggris* published by the Ministry of Education and Culture Indonesia based on 2013 curriculum. The skill contained in the textbook were listening, speaking, reading, and writing skill, but for this study, the writer limits it only about reading skill.

² David D. Paige, Victoria Spagnoli and Holly Wood, Literacy Acquisition in Indian Students: A Descriptive Study of Reading Achievement in One English Medium School. *World Journal of Education*. 2013, p. 1

According to Wells and Moon a textbook was not contain only one subject but it has totally large explanation. It can contains knowledge, skills, values, perspectives, theories, even philosophies.³ It will be hard for student get the values of the textbook even they read it for many times if they truly do not understand the meaning of every sentence they have read. There are many things put in a textbook and it will be wasting the time if the true content of it cannot served and delivered the message well to the readers. The readability means the level of difficulties from the vocabulary in the textbook suitable to students' understanding level.

Based on the explanation above, the fact that textbook have a big role, the suitable teaching materials in the book also being a concerned. The suitable things which have been stated here means that the level of difficulties of the sentence used in the book is adapted to students' level of understanding. The readability from the textbook should be appropriate with the level of the students. It called as readability when the students can understood the content of the book at their current level or grade in the school. If the textbook is readability for the students, then the students will absorb the knowledge from the book and understand it. That is why having an appropriate readability textbook will help students to understand the content of the book while they were reading the text from the book. The appropriate level of difficulties from the textbook is really important. It is because their knowledge will nor increase when the textbook difficulties level is lower

³Shannon Wells and Brian Moon, Towards An Anatomy of English Textbooks: Counting What Counts as English. *English in Education*, 2019, p. 1.

from their level, they cannot improve their ability. Meanwhile, if the textbook is too difficult and higher than their level, it will make them confuse and cannot understand the content of the book.

Selecting the difficulties of the book or the readability of the book is not something simple. There are many factors which can influence the selection of difficulties. Dubay stated that one of the way to select the difficulties from a textbook is vocabulary.⁴ In order to have effective teaching and learning process, teacher should know whether the textbook which they used in the teaching and learning process is readable for the students or not. When the textbook is one of the gate to delivered knowledge for the students, it means it should be understandable and readable fro the students.

The writer have experience in observing classroom activity and found the reality when the teacher was the center of the class and delivered the materials for students by using textbooks. While they were reading the text together, the students still did not understand the content of the book, while the teacher help the students to translate the strange vocabulary for them. Beside that, the writer also got information from some students of SMA N 4 Negeri Kisaran that there are some texts which is hard to be understood. Based on this experience, the writer then got an inspiration to analyze and understand more about readability from a textbook, because from that activity the writer realized that textbook is very useful as the teaching materials, and when they practiced the learning process some

⁴Willam H. Dubay, *A Principles of Readability*, (Costa Mesa, CA: Impact Information, 2004), p. 2.

students still did not understand the value from the text. Then it occurred to the writer that readability from a textbook as the teaching materials is important.

Furthermore, although the study about readability is commonly found, but lately study focused on the readability level of English textbook published by the Ministry of Education and Culture specifically for the twelfth grade of Senior High School by using The New Dale-Chall formula and Flesch's Reading Ease formula is a little known. For analyzing this study, the writer adapted two instruments in order to understand the readability of the textbook published by the Ministry of Education and Culture especially for twelfth grade of Senior High School namely New Dale-Chall Formula and Flesch's Reading Ease Formula.

Finally, based on the explanation above, the writer specify to analyze the 2018 revised edition of English textbook for twelfth grade of Senior High School which published by the Ministry of Education and Culture. Furthermore, the writer formulated the title of her study as, **“An Analysis of *Bahasa Inggris* Textbook for Twelfth Grade Students by Using The New Dale-Chall Formula and Flesch's Reading Ease Formula.”**

B. The Problem of the Study

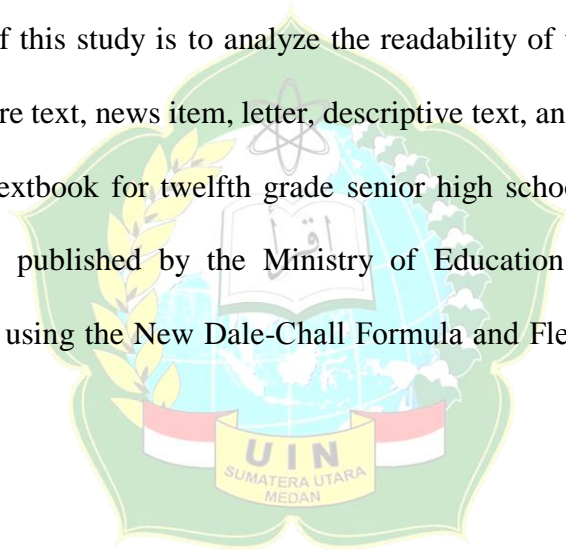
Based on the background of the study above, the writer formulated the problem of the study as following: “Is the *Bahasa Inggris* Textbook readable for the twelfth grade senior high school students at SMA Negeri 4 Kisaran?”

C. The Objective of the Study

The objective of this study is to analyze and find out the readability level of the *Bahasa Inggris* Textbook 2018 revised edition for twelfth grade senior high school students at SMA Negeri 4 Kisaran published by the Ministry of Education and Culture.

D. The Scope of the Study

The scope of this study is to analyze the readability of thirteen texts which consist of procedure text, news item, letter, descriptive text, and recount text in the *Bahasa Inggris* Textbook for twelfth grade senior high school students at SMA Negeri 4 Kisaran published by the Ministry of Education and Culture 2018 revised edition by using the New Dale-Chall Formula and Flesch's Reading Ease Formula.



E. The Significance of the Study

The findings of the study are expected to deliver information which may consist of theoretical and practical significance.

Theoretically, the findings of the study expected to provide some new theories and information dealing with readability and the information in order to select appropriate and readable textbook.

Practically, the study will become one of the references in order to analyze and count the readability of a textbook by using the New Dale-Chall Formula and Flesch's Reading Ease Formula since both of this formula was used on this study. This study also will be useful for English teacher specifically for senior high school English teachers as the source or reference to find and select readable textbook and appropriate to their students' level. This study also expected to give more information to the authors or publishers about the readability of their textbook, in order to have an improvement in the next time.

