

CHAPTER I

INTRODUCTION

The researcher explained the background of the problem. This chapter also mentions the research problems, the research question, the objective of the research, and the significance of the research.

A. Background

In Indonesia, English has been taught as a foreign language. According to the hadith narrated by Imam Tirmidzi, the Holy Prophet Muhammad ordered one of His secretaries, Zaid bin Tsabit, to study the Syriac language, which was used by the Jews at the time. This was motivated by the many letters that came to the Prophet peace be upon him, but the Prophet was afraid that if he ordered the Jews to reply to these letters, there would be additions and subtractions (Hakim, 2017). That is why language, including English, is becoming increasingly important to teach..

Reading skill is one of important skill which defined as a process capture or obtain the concepts intended by the author, interpret, evaluate the author's concepts and reflect or act as contemplated by the concept. Reading skill is not only operating a variety of skills to understand words and sentences but also the ability to interpret, evaluate in order to obtain a comprehensive understanding. IMiftaahurrahmi et al (2017) said that "reading is

essentially something complicated that involves many things, not just reciting the text, but also involving visual activity, thought, psycholinguistics, and metacognitive”. As a process visual, reading is the process of translating written symbols (letters) into in spoken words. As a thinking process, reading includes activities word recognition, literal comprehension, interpretation, critical reading, and creative understanding.

In relation to reading ability, teachers should provide media for students to achieve the lesson's goal. Indonesian students, as second language learners, require a textbook to help them learn English. Pratiwi & Indriani (2018) claims Second language learners require books in order to properly learn the language. As a result, teachers supplement their instruction with a variety of textbooks. There are some teaching books in Indonesia that can be used in school to learn English. One of them is a textbook published by Mediatama.

A textbook is a material created to be used in the teaching learning process in order to increase the learners' knowledge and experience (Tomlinson, 2003). The textbook should be viewed as a resource for achieving goals and objectives that have already been established in terms of learner needs. A textbook is also a book prepared for school students to use in the teaching and learning process. It serves as the primary component for delivering the curriculum's material framework. They may lay the groundwork for the content of the lessons, the balance of skills

taught, and the types of language practice in which the students engage (Cunningsworth, 1995).

When choosing appropriate textbooks, such as English textbooks published by Kemendikbud, Mediatama, Yudisthira, and Erlangga, teachers must evaluate the textbooks to determine whether they should reject, adapt, or modify them. Because textbooks are produced and published for a wide range of user targets, it is impossible to find a textbook that is a perfect fit for a single school context. Finding a good textbook that meets the needs of the students, on the other hand, is not impossible. In a nutshell, textbook selection is the thorough examination of the appropriateness of textbook materials to be used in classrooms. A textbook's appropriateness may include pedagogical aspects (Nunan, 2003).

There are some senior high schools in Kota Bengkulu which uses Mediatama textbook in teaching English, such as; SMAN 1 Kota Bengkulu, SMAN 5 Kota Bengkulu, and SMAN 4 Kota Bengkulu. However, the teachers at SMAN 2 Kota Bengkulu uses Mediatama English textbook for teaching all grades in that school. Therefore, it was found some gaps related to the use of Mediatama textbook at SMAN 2 Kota Bengkulu.

Based on the researcher's pre-observation at SMAN 2 Kota Bengkulu on November 19, 2022, the researcher discovered that most students have the same reasons for being reluctant to read English reading texts. They believe that those

reading texts are difficult to understand because they contain many difficult words. They also claim that the texts are too long and tedious to read. Moreover, the English teachers also admitted that they did not do readability check firstly before using the textbook. They even did not know whether the reading material of the textbook they used were too difficult or easy for the students. These two problems are actually related to the readability of the reading text in the textbook. Therefore, the researcher will conduct a research entitled “Readability Analysis of English Textbook “*Bahasa Inggris*” for Tenth Grade Students at SMAN 2 Kota Bengkulu”.

In this case, considering the use of reading materials in the textbook may be necessary, as reading is an essential input skill that students must master when learning English. According to Nunan (2003), reading is a fluent process in which readers combine information from the text with their own background knowledge to build meaning. Teachers should be well-informed on how to pick up some reading materials well in order to cope with some of the above reading problems because reading materials play a significant role in defining the course itself.

There are some researchers who also did similar field to this study, as Kurnianto (2016) found that the reading materials in Real Time textbook were appropriate with the criteria of a qualified English textbook proposed by Pusat Perbukuan, Ministry of National Education. There was nonconformity found

in the textbook, i.e. there were some reading materials which are not presented in the textbook. Moreover, Putra and Pranowo (2019) found that the reading texts in this textbook can be studied independently by students even though there are some notes for some texts that are still at the instructional level. All of the previous studies above had limited on the textbook used as the object of the study, therefore this present study will analyze the readability of the textbook that mostly used by English teachers in Kota Bengkulu. It also aims to determine whether a textbook contains good or bad materials, an evaluation should be performed to determine the quality of the textbook. Based on the problems above, the researcher is interested in conducting research with the title "Readability Analysis of English Textbook *"Bahasa Inggris"* For Tenth Grade Students at SMAN 2 Kota Bengkulu".

B. Identification of the Problem

Regarding to the background above, the researcher found two main problems of this research;

- a. Most students are reluctant to read English reading texts for the same reasons. They believe that those reading texts are difficult to understand because they contain many difficult words. They also claim that the texts are too long and tedious to read.
- b. The English teachers admitted that they did not do readability check firstly before using the textbook. They

even did not know whether the reading material of the textbook they used were too difficult or easy for the students.

C. Limitation of The Research

This research is limited on the analysis of the readability level of the reading texts in English textbook based on SMOG. The textbook used is English textbook entitled “Bahasa Inggris” by Tsasa Yusac Ershanaz as the author and published by Mediatama.

D. Research Question

Regarding to the limitation of the research above, the question of this research is: “How is the readability level of reading text in English Textbook “Bahasa Inggris” for Tenth Grade Students based on SMOG?”

E. Objective of The Research

The objective of this research is: to find out the readability level of reading text in English Textbook “Bahasa Inggris” for Tenth Grade Students based on SMOG.

F. Significance of the Study

The finding of the study may be useful as information for some theoretical and practical, they are:

1. The research will theoretically provide beneficial and referential contributions in providing general knowledge of how to evaluate English instructional materials.
2. The research findings are useful in practice for:

- a. English teachers, the research findings may be useful in selecting and evaluating good materials before making a decision to use them in the classroom.
- b. Stakeholders (Publisher or Author) , this evaluation may prove to be input to the author or publisher by serving as a possible textbook evaluation.
- c. Further research, the result may become a consideration for further research to conduct another research in similar field related to readability on English textbook.

G. Definition of Key Terms

In order to avoid misunderstanding related to each variable of this research, below are the definition of each key terms of this research.

1. Readability: The ease or difficulty with which text material is read by readers. Readability, according to DuBay (2004), is "the ease of understanding or comprehension due to the style of writing." Readability is also defined by DuBay (2004) as "the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skill, interest, and motivation of the audience."
2. Textbook : A book that contains materials used by the teachers and learners in school. Richards (2001) argues that

textbooks provide a basis of language input and language practice occurred in the language classroom.

