CHAPTER I
INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Then, the problem is formulated along with the objective of the study. This is followed by the significance of the study to inform how the results will be useful. Some limitation about what is included and what is not in this study are given in the scope of the study. Finally, the last part is the definition of key terms.

A. Background of the Study

English is a second language for Indonesian country. It is taught from elementary level to college. It is one of the government efforts to create the young generation in order to be able to face the globalization competition that is fully signed by knowledge and technology.

Mastering English is very important thing for all human who want to be able to speak English to face globalization era. For this case, of course, English teachers and English textbook have important role to develop the students’ ability in English.

According to Burhan, there are four skills contributed to proficiency as follows: reading is the ability to comprehend and interpret text or written information, listening is the ability to understand the spoken information, writing
is the ability to produce written text with content and format, and speaking is the ability to use oral language appropriately and effectively in learning activities in the classroom and social interaction.¹

As mentioned above, reading is one of skills which have to be mastered by the students of elementary level to college, and it is the second receptive ability besides listening. The relation between the writer and the reader is using written medium. Many information whether they are news, story, knowledge and the others are very effective to be published using written form. The ability to read is vital to functioning in a literate society. However, the students who do not understand the importance of learning to read will not be motivated to learn. Reading is a highly complex, because it is the interaction between a reader and writer, which the reader tries to reconstruct the writer’s message. Learning to read should be treated as an extension of process of learning spoken language.

Related to this, Grabe found that most the reading of passage is too long and the reading in material is not too interesting.² Because of the reason the teacher must look for the suitable English textbook which contains suitable reading material based on the students’ level of reading.

Furthermore, Halliwel gives the criteria of a good presentation in textbook: (1) the book are interesting and fun, (2) the children can easily read what they have to do, (3) the book should provide much activities and tasks which

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are interesting and worthwhile for them not just language exercise, (5) the book should provides much activities for children who cannot read and write yet with confidence.³

Nowadays, there are many English textbooks which are offered by many publishers, but we don’t know which English textbooks are suitable with the students’ ability and grade. The writer chooses this book because in her preliminary study, she has found that the book is mostly used in many schools in Surabaya. Moreover, this book is used since it is designed based on the 2006 curriculum (KTSP).

In this study, the researcher will analyze the readability level of reading texts in the English textbook. This is a documentation research, and the document is this English textbook entitled Linked to the World 1 English for Senior High School Grade X first and second semester published by Yudhistira. In this analysis, the writer will use Flesch readability (Reading Ease formula) as the formula to measure the reading text.

In line with this, the reason why the writer attempts to analyze the book using the method is because the textbook has never been researched before. The writer found the previous study showed that the analysis was about the relevance between the textbook “Linked to the World” published by Yudhistira and Competence-Based Curriculum in terms of the profile or the appearance of the

textbook, the text presented and the development of the language skills based on two cycles and four stages using descriptive analysis method. The findings of the study showed that the appearance of the textbook met the requirements of CBC English textbook, but the book didn’t elaborate the two cycles and four stages. The material development of each unit is only in the form of teaching learning instruction. Even though the book used seems similar, but it’s really different because the book used CBC and it’s not relevant anymore with the curriculum used this time. Whereas the book used by the writer is using 2006 curriculum or KTSP and the content is also changing although the title is still the same.

In addition, the writer found other study about readability level using other method that was cloze procedure and also using different book. The study used descriptive method to analyze the readability of the book. The result showed that from the twelve texts that have been measured, only two texts that were readable. The other six texts were too easy for the level, and other four texts were too difficult for junior high school. Whereas the method uses by the writer to measure readability is Flesch readability formula and also uses different textbook.

As a result, the writer decides to present the research with the title: “The Readability Level of Reading Texts in the English Textbook Entitled Linked to the World 1 English for Senior High School Published by Yudhistira”.

B. Statement of the Problem

Based on the background of the study, it is formulated as “What is the readability level of reading texts in the English textbook entitled *Linked to the World 1 English for Senior High School Grade X first and second semester* published by Yudhistira?”

C. Objective of the Study

In line with the above question, the study is aimed to know and measure the readability level of reading texts in the English textbook entitled *Linked to the World 1 English for Senior High School Grade X first and second semester* published by Yudhistira. This study analyses the readability just on the reading texts, and there are seven units of reading text that are analyzed in this study.

D. Significance of the Study

The writer hopes that from the result of the study, it would provide useful information for the students, teacher, and writer of English textbook and reading test developer. It gives clear description of the readability level of reading text faced by the students. From the result the student can read some texts with easier, more interesting and understandable, because they found the text on their grade. And the teacher also can easily find and choose a good English textbook for the students based on the students’ level.
For the writer of English textbook and test developer, this study would provide information from the result about the way how to write some texts to the readers based on the readability level of the readers; the text will be easier, more interesting, enjoyable, and understandable in meaning of texts.

E. Scope and Limitation

English textbook entitled Linked to the World 1 English for Senior High School Grade X first and second semester published by Yudhistira is the chosen book that is analyzed its readability of the reading texts. The book contains four language skills that are contributed; they are listening skill, speaking skill, reading skill, and writing skill.

The English textbook entitled Linked to the World 1 English for Senior High School Grade X first and second semester published by Yudhistira consists of seven units that are measured of the readability level, they are: unit 1 of the reading text is about An Unforgettable Experience, unit 2 is John’s English Teacher, unit 3 is How To Develop the Tourism in Indonesia, unit 4 is Steve’s Favorite Sport, unit 5 is Life in Ancient Rome, unit 6 is Healthy Life, and unit 7 is about Rossi Sweeps to Australian GP Victoria.

F. Definition of Key Terms

The following terminology is used in order to avoid misunderstanding and the readers will have the same interpretation in understanding the study.
a. **Readability** refers to easy or pleasant to read. The analyzing of readability is the readable of some texts that are easy or difficult to read.\(^4\)

b. **Readability level** refers to the grade level of reading materials as result of applying the readability formula.

c. **Reading text** is any form of written material that is aimed for reading comprehension.

d. **Textbook** is an instructional used as guidance in the teaching and learning process.\(^5\)

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\(^4\) Davis Foulger, [http://foulger.info/davis/papers/SimplifiedFleschReadingEaseFormula.htm](http://foulger.info/davis/papers/SimplifiedFleschReadingEaseFormula.htm)
