CHAPTER I
INTODUCTION

A. The Background of the Study

English in indonesia is learnt and used as a foreign language. It is officially taught as a local-content subject at secondary (junior and senior) schools. One of the objectives of English language teaching and learning in Indonesia is to equip and prepare students both in textbook and other references.

Teachers and students may find varied instractional materials such as textbook, videos, internet, computer and etc. However it is varied, textbooks still has important role than others. Textbook is one of instructional materials that is used to aid in the transference of information from the writer/ one person to the reader/ another.

Textbook have strong proponent and remain a commonly used resource at all levels of education.[1] It can be conclude that textbook is the main materials in the teaching and learning process. Textbook helps teachers to deliver the material to their students, because textbook as set of learning and teaching instruction.

Since the textbook becomes an important intructional material in learning and teaching process, many publishers produce diverse textbooks. Beside the textbooks that are published by the Ministry Of Education And Culture- *Kementrian Dan Kebudayaan* (Kemendikbud), there are also textbooks that are published by privat publisher. Thus, it

[1]Alice Wanjira Kiai, PhD and geoffery mokua maroko, PhD, *Textbook Selection Experiences Among Secondary School Teachers Of English In Kenya*. (Kenya : 2013) p. 4

is not easy to choose and select suitable textbooks for their students in order to match the students' learning needs. The textbooks must be suitable for the students' to helps students' in comprehending all the materials, especially the reading text.

Furthemore, textbooks are used as a guidelines by teachers to meet students' need, especially in reading comprehension. Selecting textbook carefully is important because it has dominant role in the success of foreign language teaching and learning. Therefore, choosing the right textbook become very important for the teachers, because unsuitable textbook can cause students' low achievements in reading comprehension.

That there are three points of view in selecting text for the reading material. They are readability, suitability of content,and exploitability.[2] Thus, the statements support teachers to sellect the suitable and readable textbook. Readable for the students in the reading materials and suitable to the students' reading level. Therefore, teachers have important role in textbook selection.

In addition, the aim of the textbook, especially an English language textbook for second language learners is to help readers improve their English language competence. This statement implies that the textbook should be suitable to students' reading level to help teachers in increasing students' English competence especially in reading comprehension.

In addition, since reading is cruicial to academic success, textbooks, worksheet, and/or examination papers should be readable to learners to

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[2] Yee Chiew, *et all. Evaluating The ESL Reading Texts For Intermediate Learners of English From The Perspective of Students.* Global Journal of Human sicial science (USA: 2012)p. 55

make our intent transmittable to the extended learners. Therefore the readability level of reading texts has to relate to the students' reading ability in order to be matcing. To find out how all of these are interconnected, the writer would like to investigate the readability level of reading text in the English textbook used by junior high school students.

The current curriculum in Indonesia is KTSP which is the abbreviation *Kurikulum Tingkat Satuan Pendidikan* or the school level-based curriculum. As Mulyasa said in Amaiy's paper, KTSP is a curriculum developed in accordance with the educational unit, the potential shool/area, the characteristic of the school/ area, the local social culture, and characteristics of learners.[3] Furthemore, indonesia is still aplied this curriculum for some school, some others used *Kurtilas* or 2013 curriculum.

To support the curriculums, *Kemendikbbud* publishes the textbooks that are used in school that apply the curicculum. Thus, the teacher should not be worry about selecting a good textbook as the important source in English and language teaching. This is because the school which apply the new curriculum are able to use the textbooks published by *Kemendikbud*. Not only the textbook published by *kemendikbud*, the teachers are able to choose the commercial book, but teachers need to select the textbook carefully because they need to select the maching one for their students.

The textbook that published by the goverment is named Electronic School Book, also called BSE, is an innitiative from the ministry of

[3] N Yani Saniyatul Amaniy (The Readability Of Reading Texts In Pathaway To English 2) S1 degree Paper. Jakarta: FTIK UIN syarif hidayatullah , 2014

education Indonesia is aiming for a review provide electronic textbook to review educational level from elementary, junior high, high school and vocational school. One of the problems of books in today's era is that difficult to meet the book that available with the national standards with ceap prices that are accessible by the public.

BSE intended to facilitate an Indonesian society for general and especially for the students in accesing the textbook. The question is whether BSE has been worth to accomodate students skill especially in English language? If so, the society will be greatly assisted by the BSE. But if not, then the BSE will not affecting anything.

In line to the students' understanding of texts, Perekeme and Abgor state that one of the fators determining students' understanding of a text is text readability.[4] hence, this is the basic preview the writer to choose this topic for her paper. In conduct this study on analyzing the readability level, she uses Flesch Reading Ease Formula and Cloze Procedur Test.

The Flesch Reading Ease Formula using the formula to counting the readability level of a text and clacifying in seven style discrimination. Different from Flesch Reading Ease Formula, Cloze Procedure Test measures the readability by eliminating systematically n- in the text.[5] in addition, in using the cloze procedur test, not only the readability score can be known, but also the category of part of speech are considered by

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[4] Bertola A. D. Perekeme And Chaterine Alex Abgor, *Readability Of Languge Textbooks Prscribed For Junior Secondary Schools And Students' Performance In Reading Comprehension In Bayelsa State, Nigeria,* British Journal Of Arts And Social Sciences, Vol. 9 No. 1, 2012, P. 90

[5] Ida Syafrida, "Keterbacaan Text Tiga Surat Kabar Berbahasa Indonesia". S1 Degree Paper. Jakarta: FS UI

the eight grade students may also be recorded, by clasifiying the words according to it class.

Further, the writer choose *Scafolding English for Junior High School* as the textbook to be analyzed because it is intentionally compiled to provide a framework for teaching and learning English based on KTSP curiculum. This textbook was published in 2008, however, some schools belongs to KTSP curriculum are still using this book. The writer also choose this textbook as a nobject of the research because this is the last *kemendikbud'*s book belongs to KTSP curriculum.

In addition, BSE published by the privat publisher, this book is ideal to use as the research material to see the standart of books in Indonesia. Moreover, BSE is very easy to access.

In addition, the writer also choose this textbook that claimed to allow students to practice the four-skills: listening, reading, speaking and writing competence. Besides, integratife materials and exercices develop sudents' integrity in life.[6]

Hence, Many researchs only focus on single counting the readability percentage. In this research the writer not only discuss the percentage of the readability using cloze procedure test and Flesch reading ease formula, but also she tries discuss the readability in line to linguistic. Hence, it will detect the tendency of low readability level acording to its word class category from the students' answer sheet from cloze test.

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[6] Joko Priyana, Arnys R Irjayanti And Virga Renitasari, *Scafolding Emglish For Junior High School Students Grade VIII*, (Jakarta, Pusat Perbukuan Kementrian Pendidikan Nasional, 2008) P. Iv

Finnaly, this research will be analyzed the readability level and the tendency of low readability level to its word class chategory of reading texts in *Scafolding English for Junior High School*, students' textbook for the eight grade of junior high school published *by Pusat Perbukuan Kementrian Pendidikan Nasional* in 2008.

B. The Limitation of The Study

Based on the background of the study, the writer limits this study on analyzing the readability level and also the tendency of low readability level based on its word class category of selected reading texts in *Scafolding English For Junior High School* text book for the eight grade of junior high school students published by *Pusat Perbukuan Kementrian Pendidikan Nasional.*

C. Method of the Study

The writer uses descriptive method in which she tries to describe, elaborate and analyze the readability level of textbook entitled *Scafolding English For Junior High School*. This method is done by using two techniques; they are *Flesch Reading Ease Formula* and *Cloze Procedure Test Formula*. She also conduct library research to find and read some reading sources such as books, articles, web-site, journals and other resources, which are related to this study.

D. The Formulation of the Study

The writer would like to formulate this study as:

1. How is the readability level of reading texts in *Scafolding English For Junior High School* textsbook for the eight grade of junior high

school students published by *Pusat Perbukuan Kementrian Pendidikan Nasional* using Cloze Procedure Test and Flesch Reading Ease Formula?

2. Is there any certain word class that caused low readability scores based on the Cloze Procedure Test answer sheets?

E. The Objective of the Study

In line with the formulation of the study, the objective of this study is to find out :

1. The readability level of the reading texts in *Scafolding English For Junior High School* for the eight grade of junior high school students published by *Pusat Perbukuan Kementrian Pendidikan Indonesia.*
2. To identify the word class category caused the lower readability scores based on the Cloze Procedure Test Answer sheeets.

F. The Significance of the Study

This study has significance for the writer herself as a candidate of teacher and for the reader. The writer expects that this reasearch will have some contribution in the process of the English language teaching and learning at the junior high school. First, this research may give broader insight or perception about the textbook selection that has suitable materials for their students. Second, this research may help the students in improving reading skill with readable texts.

G. Organization of Writing

This research is systematically dividing into five chapters as below:

Chapter one is introduction, consists of Backround of Study, Limitation and Formulation of The Problem, Objective of The Study, Significance of The Study and Organization of Writing.

Chapter two consists of Theoritical Framework, Discuss About Textbook, Text , The Readability Measurments, The English Curriculum Of Eight Grade Students and Previouse Study.

Chapter three consists of Research Methodology, Consisting The Objective of The Study, Source of The Study, Instrument of The Study, Time And Place of The Study and Technique of Data Analysist.

Chapter four consists of Research Finding, will talk the result of study that is description of study and discussion of research result.

Chapter five: The writer gives conclusion and suggestion