

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Teaching activity cannot be separated from the use of teaching media. The most common type of media used in teaching and learning is textbook. Nowadays, the use of authentic textbooks written by native speakers has become crucial in teaching EFL students because it can bring a real-life situation in learning English (Sujono, 2017). Moreover, university students often use textbooks as their referential books. Bahtiar (2015) states that a referential book is a scientific writing in the form of a book with the substance of the discussion in one field of science. The books are widely used by students as study material and also used as references in research. Additionally, Owu-Ewie (2015) proposes that since textbook is essential for academic performance, the textbooks used in class need to be legible for students to comprehend what they have read.

However, most of the studies found that the textbooks used had a higher or lower level of difficulty than the actual class of students (Burton, 2014; Gyasi & Slippe, 2019). One of them is a research by Gyasi & Slippe (2019), they discover that the diploma students' textbook was difficult to read and beyond their reading ability. It may be stated that every textbook has a level of difficulty that influences students' ability to read it. According to Pamar (2020), he explains that if students are having difficulty reading a textbook, their reading comprehension would be hampered. Teachers should be able to consider in choosing books as references to be read by students. Students will get bored quickly if the book is too easy to read. They will also lose motivation and interest, if the book is difficult to understand. Moreover, the teacher can determine if the book is complicated, simple, or easy for students by examining the readability level of the texts.

Furthermore, teachers may choose the best reading materials for their students based on their level using readability. According to Bailin and Grafstein (2016), readability refers to how easy it is for

readers to comprehend a text and finding appropriate text to read. It is not only assessing the text's difficulty, but also the reading ability of the individual reader. Therefore, the analysis' findings can be used as a guide to help teachers decide what to do. Ulusoy (2006) states the readability of a textbook can be assessed using a number of techniques, including readability formula, cloze procedure, and judgment using checklists or scales. The Flesch Reading Ease Formula is the readability formula that has been utilized most frequently by researchers in the past. Durwin & Sherman (2010) convey that in addition to being an accurate of text quality from the viewpoint of the learners, student judgment is a crucial factor in the teacher's selection of a book. Therefore, this study use readability formula and the students' judgments of the textbook given to measure the level of readability, as well as its readability factors.

The previous studies have been conducted in the readability of textbooks but few studies have used the Miyazaki EFL Readability Index as a readability measurement of textbooks, especially at the college student level. However, the current study focused on descriptive quantitative study using Miyazaki EFL Readability Index (MEFLRI) and students' judgment of their referential book they had read to measure readability of the textbook, as well as providing possible factors affecting the readability of the textbook. Based on the explanation above, the researcher is interested in analyzing the readability of students in referential book used in the English Language Education Department. Therefore, the researcher tries to investigate a research entitled "The Readability of Referential Book Used in English Language Education Department".

## **B. Limitation of the Problem**

In this study, the researcher focuses on analyzing the readability of the Morphology textbook using Miyazaki EFL Readability Index (MEFLRI), students' judgment of the textbook readability, and the factors affecting students' readability on the students batch 2021.

## **C. Research Question**

Based on the background above, the researcher formulates problem as follow:

1. What is the readability of referential book in the English Language Education Department for the students batch 2021 using Miyazaki EFL Readability Index?
2. What is the students' judgment of referential book used by the students batch 2021 of English Language Education Department?
3. What are the factors affecting the readability of the textbook according to students batch 2021 of English Language Education Department?

#### **D. Purpose of the Study**

Based on the issue description above, the goal of this research is to find out the readability of referential book using Miyazaki EFL Readability Index, students' judgment, and the factors affecting the textbook readability in the English Language Education Department for the students batch 2021.

#### **E. Significance of the Study**

##### **1. Theoretical Benefit**

This research provides information related to the readability of textbooks in the English Language Education Department. This study also provides a favorable description for further research that wanted to study in the same case, so this research becomes helpful information and a useful reference for the next study.

##### **2. Practical Benefit**

###### **a. For the English teacher**

The researcher hopes that the result of this study will be useful for the other teachers' in choosing appropriate materials or referential books that match with their students' reading ability and they can also predict whether a text is difficult, plain, or easy for their students. So, the learning material to be achieved becomes more effective and efficient because it is well understood by students.

###### **b. For students**

By using the appropriate reading material, the researcher hopes that students would be interested and more motivated in the learning by reading English books. As a result, it can also improve their reading comprehension.

**c. For researcher**

The researcher hopes this study will give new knowledge to the other researchers about the readability of referential book used in the English Language Education Department and also this study can be useful as guidance of reference to the next researcher in understanding this topic.