AN ANALYSIS OF LEVEL DIFFICULTY ON READING EXERCISES IN ENGLISH TEXTBOOK USED BY THE FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL

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ABSTRACT

English plays an important part in our educational system of Indonesia. Since it is an international language, almost all the application of technology uses English as the instruction, so that our government requires it to be taught since elementary school level. Moreover, in achieving the goals of four basic-English skills in teaching and learning English, some medias are required; one of them is a textbook. Today, there are so many English textbooks published by different publishers which are distributed to every level of education; Elementary School, Junior High School, Senior High School, College, etc. It makes English teachers have more choices in selecting what textbooks they are going to use. On the other hand, selecting a good textbook which is suitable for students is still one of the problems for the teacher. They have to know the requirements or criteria of a good textbook before choosing which textbook they are going to use. There are many considerations the teacher should take, such as the difficulty level, the discrimination index, and etc.

In this thesis, the researcher tried to investigate the difficulty level of the exercises in the book entitled Progress published by Ganeca in 2007 that was used by the first level students at senior high school.

This study used descriptive qualitative as the method. Furthermore, document or content analysis was employed in analyzing the level difficulty of reading exercises on Progress textbook which was published by Ganeca in 2007.

The findings showed that the reading exercises in Progress published by Ganeca that was used by the first year level students of senior high school had sufficient distribution of difficulty level of text, since the average difficulty level of that book is in the range of 0.30-0.70.