

**AN ANALYSIS OF READABILITY LEVEL OF
READING TEXTS IN ENGLISH TEXTBOOK
ENTITLED
“BAHASA INGGRIS” FOR SENIOR HIGH SCHOOL
STUDENTS GRADE XII**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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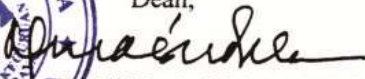
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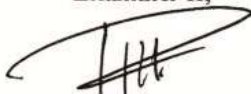
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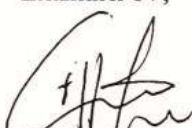
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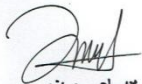
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ABSTRACT

Bilqis Sholihah, I (2018), An Analysis The Readability Level Of Reading Texts In English Textbook Entitled “*Bahasa Inggris*” For Senior High School Student Grade XII. A thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Irma Soraya, M.Pd, Rakhmawati, M.Pd

Key Words: *Readability Level, Reading Text,*

Reading is the ability to understand the words in a document. It means that reading is about understanding written texts. If reading English text is not interest, vocabularies are hard to understand, the students get difficult to understand the reading passage. Therefore, the readability level of text is needed to motivate students to be able to build up their interest in reading text. This research investigates the readability level of reading texts in English Textbook Entitled “*Bahasa Inggris*” for senior high school students grade XII. The method used in this study is descriptive qualitative. The data were gathered through analysis the readability level of the texts used Flasch Reading Ease Formula. The finding results of this research show that there are 6 texts from 16 texts that is readable or suitable with Senior High School students grade XII. Those are categorizing as readability level range Score 50-60 and readability level range score 30-50. The description style of the text is fairly difficult and difficult.

ABSTRAK

Bilqis Sholihah, I (2018), Analisis Tingkat Keterbacaan dari Bacaan Teks di Buku Bahasa Inggris berjudul “ Bahasa Inggris” untuk SMA kelas XII. Skripsi Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Dra. Irma Soraya, M.Pd, Rakhmawati, M.Pd

Kata kunci: *Tingkat Keterbacaan, Bacaan Texts,*

Membaca adalah kemampuan untuk memahami kata-kata dalam dokumen. Itu berarti membaca adalah tentang memahami teks tertulis. Jika membaca teks bahasa Inggris tidak menarik, kosakata sulit dipahami, para siswa menjadi sulit untuk memahami teks. Oleh karena itu, tingkat keterbacaan teks diperlukan untuk memotivasi siswa agar dapat membangun minat mereka dalam membaca teks. Penelitian ini menginvestigasi tingkat keterbacaan teks bacaan dalam Buku Teks Bahasa Inggris Berjudul “Bahasa Inggris” untuk siswa SMA kelas XII. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data dikumpulkan melalui analisis tingkat keterbacaan teks-teks yang digunakan Flasch Reading Ease Formula. Hasil temuan dari penelitian ini menunjukkan bahwa ada 6 teks dari 16 teks yang dapat dibaca atau sesuai dengan siswa kelas XII SMA. Teks dikategorikan pada tingkat keterbacaan 50-60 dan tingkat rentang keterbacaan 30-50. Gaya deskripsi teks adalah cukup sulit dan sulit.

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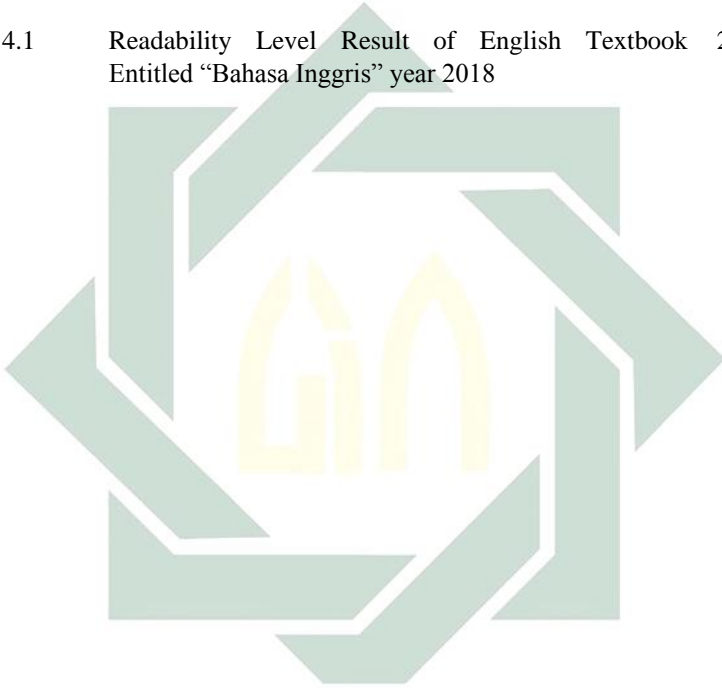
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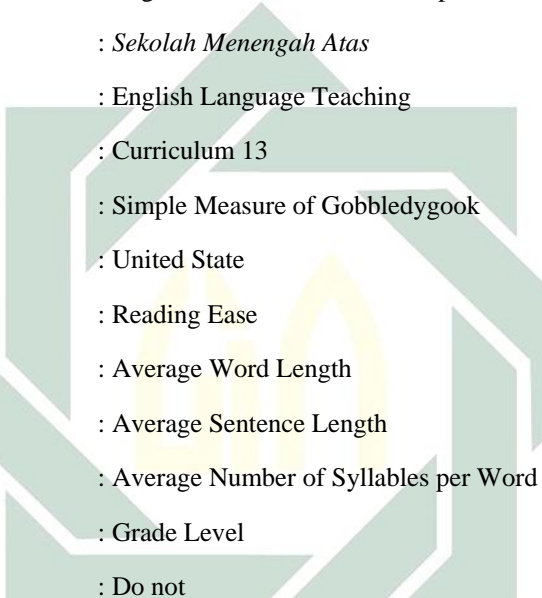
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LIST OF ABBREVIATION



UIN	: Universitas Islam Negeri
ETED	: English Teacher Education Department
SMA	: <i>Sekolah Menengah Atas</i>
ELT	: English Language Teaching
K13	: Curriculum 13
SMOG	: Simple Measure of Gobbledygook
U.S	: United State
RE	: Reading Ease
AWL	: Average Word Length
ASL	: Average Sentence Length
ASW	: Average Number of Syllables per Word
GL	: Grade Level
Don't	: Do not

CHAPTER I

INTRODUCTION

This chapter presents the background of the study that describes the reason why the researcher conducts the study. It also states the research questions that bring this research to some cases, the objective of the study that presents the aim of the research, the scope and limitation of the study and significance of this study are also provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of The Study

There are four language skills that should be mastered in teaching and learning English, namely listening, speaking, reading and writing. Among those skills, reading is the skill that is learnt when people studies foreign language in educational institution. As a skill, reading is one of the important skills in Learning English, besides other skills such as speaking, writing and listening. By reading, the reader can get much information about anything from book, journal, magazine, blog and other, so that's why reading is very influenced with our knowledge. Moreover, the reader can get much information, but also the reader can increase or enhance their knowledge of the outside world. For instance, students who read English text most have many benefits. First, it can increase their vocabularies and understanding about reading English. Second, it can also improve the memory of our brain. Since with a lot of reading, we will regularly continue to hone the ability of our brain.

Reading is the ability to understand words in a document and utilize the knowledge for personal growth and development¹. It means that reading is about understanding written texts. The reader prosecuted to understand the reading text. If reading English text is not interest, vocabularies are hard to understand and the reading of the passage is too long, the students get difficult to understand the

¹ Dadzie, P. S. *Reading for Education: The roles of Libraries*. Ghana Library Journal Vol. 20. No.1. pp. 1-14. 2008

reading passage. The ability to read is the most essential to functioning in a literate society.

Reading text is generally involves reading books, notes, memos, letters, specifications, regulations, journals or manuals reports. It also includes forms that contain at least one paragraph of text². There are kind of reading texts in English Learning such as narrative text, recount text, Descriptive text, report text, explanation text, news item, spoof text, analytical exposition text, discussion text and review text . The selection of an appropriate reading text is crucial. Furthermore, Halliwell gives the criteria of a good presentation in textbook:³ (1) the book are interesting and fun, (2) the students can easily read what they have to do, (3) the book should provide much activities and tasks which are interesting and worthwhile for them not just language exercise, (5) the book should provides much activities for students who cannot read and write yet with confidence. If the chosen part is inappropriate for any reason, the chances of success for that particular lesson are substantially diminish.

One of the factors of determines the quality of a reading text is Readability. According to Richards, readability means how easily written materials can be read and understood⁴. This depends on several factors including the average length, the number of new words contained sentences, and the grammatical complexity of the language used in a passage⁵. Those are the parts to measure the readability level of the reading text. The Reading text must have quality to attract students' attention from the first line to the last line of written discourse⁶. Porekem and Abgor stated that one of

² SNOW, " *Reading Text*". <https://snow.idrc.ocadu.ca/node/209.2017>. Accessed on 27 April 2018

³ Halliwell, S. 1995. *Teaching English in the Primary Classroom*. New York: Longman Publishing.

⁴ Richards, J. C., Platt, J., & Platt, H. *Longman dictionary of language teaching and applied linguistics London*: Longman. (1992).

⁵ Richards, J. C., Platt, J., & Platt, H. *Longman dictionary of language teaching and applied linguistics London*... 30

⁶ Yee Chiew Ling α , Chong Seng Tong σ & Ng Yu Jin. *Evaluating the ESL Reading Texts for Intermediate Learners of English from the Perspective of Students*. Global Journal of Human Social Science. Volume 12 Issue 7 Version 1.0 April 2012

the factors determining students understanding of the text is text readability.⁷ Therefore, Readability is important to be checked.

As mention above the researcher decided to analyze English textbook entitled “*Bahasa Inggris*” for senior high school students grade XII. This book is student books that prepared by the Government for the implementation of the Curriculum 2013 revised year 2018. This students's book is prepared and reviewed by the coordination of the Ministry of Education and Culture Indonesia and is used in the early stages of applying the Curriculum 2013. This book consists of writing skill, speaking skill, reading skill, listening skill. There are sixteen reading texts in this book. It is mostly used by teacher and students to teach and learn English in public school and private school in Indonesia. It does not ensure that this book is appropriate for students. Sometimes, the lack of delivering message always happens towards understanding the text.

Based on the preliminary research which has done by the researcher through conversation with English teacher of SMA Assa'adah stated that around 60% students of SMA Assa'adah at Grade XII have low understanding in English reading text. As stated by Miss Y as English teacher of SMA Assa'adah, the low of reading interest as well low students' insight, it influences student's motivation of reading. Not only low of motivation in reading but also influence with low of the students' achievement in English material. Xie xijun stated that High motivation improves learning and success or perceived success can sustain motivation.⁸ If the students do not interest in reading, it can influence their reading skill, not only reading skill but also influence other skills. Elley said that there is 'a spread of effect from reading competence to other language skills speaking, writing, and control over syntax.'⁹

⁷ Bertola. A. D. perekeme and Catherin e alex borge, *readability of language textbook prescribed for junior secondary school and students ' performance in reading comprehension in Bayelsa state .Nigeria*, vol.9, No. 1, 2012. P. 90

⁸ Xijun Xie. *Objects Management and English Achievements---Teacher's Role in Inspiring Students' Motivation and Objects Managements, Exploration of Medical Education* No. 1. 2003.

⁹ Elley, W.B. 'Acquiring literacy in a second language: the effect of book-based programmes.' *Language Learning*. 1991. 41. 375-411

Several researchers regarding this issue have been conducted. The first previous study entitled “*An Analysis of the Readability Level of Reading Texts in Passport to the World 2 Textbook For Second Grade of Junior High School*” by Ahmad Rijal Azizi. This study aimed to describe the readability level of the textbook used Flesch Reading Ease Formula and used a cloze procedure Test to know the result. The second previous study by Hassan Mohebbi1, Akram Nayernia, Majid Nemati, Behzad Mohebbi entitled “*Readability Of Esp Textbooks In Iran: A Neglected Issue Or A Taken-For-Granted One?*”. This research investigates the readability index of the ESP textbooks taught at Iranian universities. Seven main readability indexes, including Gunning Fog, Flesch-Kincaid Grade Level, Flesch Reading Ease, The Coleman-Liau Index, The SMOG Index, Automated Readability Index, and Linsear Write Formula were used to assess the readability of the texts. The findings of this research underscore that the texts used in the ESP textbooks at Iranian universities are not appropriate for ESP students in terms of the readability of the texts. The third previous study entitled “*Readability Level of Reading Texts in Bahasa Inggris for Senior High School Grade X Published by Kemendikbud*”. The data were collected using document analysis. In calculating readability level, the researcher conducted used descriptive quantitative content analysis design and Fry Readability Graph formula. From those several researchs, in general is the readability level of textbook others readability formula. Therefore, this research uses Flesch Reading Ease formula to measure the readability level of the reading text. This research, not only discuss the readability of reading text but also identify do the teachers adapt the text during the learning process.

From those several researches above, the researcher tries to focus on measure the readability level of the reading texts in English textbook entitled “*Bahasa Inggris*” for Senior High School Students grade. The document of this research is English textbook entitled “*Bahasa Inggris*” for Senior High School Grade XII. To measuring the readability level of the text, the researcher uses Flesch Reading Ease formula.

B. Research Question

What is readability level of reading texts in English textbook entitled “*Bahasa Inggris*” for Senior High School Students Grade XII?

C. Objective of The Study

As the problem of research has been stated above, this research aimed to find out the readability level of reading text in English textbook entitled “*Bahasa Inggris*” for Senior High School Students Grade XII.

D. Significance of The Study

Below are the advantages of conducting this research.

1. For the students, this study guides them to read the texts easily and understandable because they found the texts are suitable for their level.
2. For the teachers also can improve the suitable texts for their students so it can fulfill what actually the students’ needs based on their level. The teacher also can modify the text based on the student’s text level.
3. For the book author, this study will improve the way to develop and compose a good book that contains readable reading texts which suitable with the grade of the students.
4. For the next researchers, this study hopefully can be useful for the next researcher with the same topic. There are many books which should analyze too with another formula of readability.

E. Scope and Limitation of the Study

The scope of the study focuses on analyzing the readability level of reading texts. The researcher measured readability level of reading text in English textbook entitled “*Bahasa Inggris*” for Senior High School grade XII by counting the words, syllables, and sentences based on Flesh Reading Ease Readability Formula theory and there sixteen reading texts. The limitation of this research is subject research; the subject of the research is reading text of English Textbook entitled “*Bahasa Inggris*” for Senior High School grade XII.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher tried to explain some related terms as follows;

1. English Textbook entitled “*Bahasa Inggris*” for Senior High School grade XII

This book is one of the English Book that published by *Departemen Pendidikan Nasional*, this book had judged by *Badan Standar Nasional Pendidikan* which has fulfilled curriculum K13 revision year 2018 regulation of Indonesian education. This book consists of writing skill, speaking skill, reading skill, and listening skill. This book of this research refers to the textbook that used to analyze the reading text in this book.

2. Reading Text

Reading Text generally involves reading notes, memos, letters, specifications, books, regulations, journals or manuals reports. It also includes labels and forms that contain at least one paragraph of text¹⁰. Reading text of this research refers to reading material in the form of sentences and paragraph in BSE book which measured the readability level.

3. Readability level

Readability was designed to assess the suitability of books for students at particular grade levels or ages¹¹. Readability in this research is defined by measuring the reading text level in English textbook entitled “*Bahasa Inggris*” for senior high school grade XII.

4. Readability Formula

Readability formula is the easiest formula to read only explains a number of factors, especially sentences, word lengths and syllables, since these factors best indicate ease of reading. It depends on various factors, including content, structure, style, and layout and design¹². There are several

¹⁰ SNOW, “*Reading Text*”. <https://snow.idrc.ocadu.ca/node/209.2017>. Accessed on 27 April 2018

¹¹ Zakaluk, Beverly. L and Samuels, S. Jay *Readability: It's Past, Present & Future*. Newark, Delaware: The International Reading Association. (1988).

¹² Dr. Martie Young, Northwestern Oklahoma State University

formula of readability level; the SMOG readability formula, Flesch reading ease scale formula, Gunning “FOG” Readability Formula,



CHAPTER II REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that will support this research.

A. Theoretical Framework

1. Reading Text

Reading Text is generally involves reading notes, story, memos, letters, specifications, books, regulations, journals or manuals reports. Those include labels and forms which contain at least one paragraph of text¹³. Johnson state reading is the practice of using text to create meaning.

Johnson definite simply, but emphasize two key words, that are creating and meaning. Hornby state reading text is any form of written material that is aimed for reading comprehension.¹⁴ The statement quite enough information, reading text is the written material presented for reader while reading itself the process to read the text. From the definitions above, it can be conclude reading is a process to understand about meanings of the text conveys. Sometimes reading and reading text are most similar. Therefore, it will be worthwhile to explain about reading text in different place to distinguish or avoid misinterpretation both them.

2. Criteria of Good Reading Text

Some of the criteria of the text are Exploitability, readability and interest¹⁵. Interest is one of the most important factors in selecting a reading text. Williams claims that "without interesting texts, very little is possible¹⁶." Carrell stated: "First, teachers should use reading material that are

¹³ SNOW, " *Reading Text*". <https://snow.idrc.ocadu.ca/node/209>. 2017." accessed on 27 April 2018

¹⁴ A. S. Hornby, Oxford., page., 1234

¹⁵ Richard R. Day. *Selecting a Passage for the EFL Reading Class*. Vol 32 No 1, January - March 1994 Page 20

¹⁶ Williams, R.. *Teaching the recognition of cohesive ties in reading a foreign language. Reading in a Foreign Language*.1983.1,1, pp. 35 53.

interested by the students, including materials self-selected by the student¹⁷." Nuttall who refers to interest as "suitability of content," stated that having texts that interest learners is more critical than either the linguistic level of the text or its "exploitability"¹⁸. If the students interest with the reading text, it can motivate the students in reading, and can increase their reading achievement.

The second factor criterion of reading text is exploitability, which the facilitation of learning, is a key factor in selecting a reading passage defined by Nuttall. One of way teachers can determine the exploitability of a text is to do the exercises and activities in the reading lesson. The third factor criteria of reading text are Readability. The factor of readability ranks with interest and exploitability as one of the most important considerations in selecting a reading passage. Carrell used the term to refer to the following phenomena: syntactic appropriateness; logical/rhetorical ordering of ideas; textual phenomena at the discourse level; lexical appropriateness; and background knowledge of the reader. Readability which used here to include the phenomena mentioned by Carrell.

Based on the some explanation, it can be inferred that reading text include story, letter, books, journal and etc that may student find in many sources. Moreover, there are several criteria of good reading text, namely interest, exploitability and readability that can make the reader easy in making the reading selection and enjoy their reading.

3. Readability

According to Beverly L. Zakaluk and S. Jay Samuels, Readability is the ease of reading documents so that they can be read easily¹⁹. Readability refers to how easily writing is to read and understand. Readability was created to assess the suitability of text for student at a certain grade levels or ages.

¹⁷ Carrell, P. L. Journal, 68, 4. *Schema theory and ESL reading: Classroom implications and applications. The Modern Language.*1984.pp. 332 43

¹⁸ Nuttall, C. *Teaching reading skills in a foreign language.* London: Heinemann Educational Books.1982

¹⁹ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future.* Newark, Delaware: The International Reading Association.(1988).

Readability as it is applied to language is concerned with the comprehensibility or understanding ability of a piece of written text. "...the efficiency with which a text can be comprehended by a reader, as measured by reading time, amount recalled, questions answered, or some other quantifiable measure of a reader's ability to process a text..."²⁰

The creator of the SMOG readability formula G. Harry McLaughlin defines readability as: "the degree to which a given class of people find certain reading matter compelling and comprehensible."²¹ This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation. In other words, readability means how much of the idea and the language presented in the text are comprehended by the reader, that determines of success in reading.

4. Factors that influence Readability

There are some factors that influence readability of written text. These factors involve reader interest, vocabulary, typical of text, levels of reader, easy word, the short of sentences and simple grammatical.²² Richard R Day also explains about the factors that influence the readability. He mentions five factors as follow²³:

1) Lexical knowledge

Lexical knowledge is important factor because when the number of unknown lexical item in reading passage increase, students will get more difficult in comprehending the text.

2) Background knowledge

Background knowledge is essential in the readability of a text. The more readers know about the particular topic, the more quickly and accurately they can read it.

3) Organization

²⁰ Dubay, H. William. The principle of readability.

²¹ Dubay, H. William. The principle of readability...4

²² Thomas Oakland and Holly B. Land, Language, Reading and Readability Formulas..9

²³ Richards.R.Day.Selecting passage for EFL reading class, journal of English teaching forum, vol. 32. 1994

Organization refers to both the rhetorical organization of the text and the clarity of the organization. A passage that is not well organized might present problems for EFL students, especially at the beginning stages.

4) Discourse phenomena

Textual phenomena at the level of discourse include the arrangement of topics, and comments in a reading passage, and consideration of cohesiveness and coherence.

5) Length of Passage

The final factor of readability concerns to length of potential reading passage. The most common mistake of inexperienced teacher or teacher who are not able judge the reading abilities of their students is to select passage that is too long.²⁴

Another factors influence the readability of a text²⁵. These include:

- a) Physical factors such as typeface, font size, spacing and layout
- b) Reader factors such as prior knowledge, reading ability, and motivation of the reader
- c) Difficulty of vocabulary
- d) Structure text
- e) Text coherence and cohesion syntax

Therefore, the teacher has to know about these factors that influence the readability of a text.

1) Approach to Measure Readability

The concept of readability commonly is the text comprehensibility and makes the ideas to a particular audience. Therefore Oakland and Lane state the method that used to measure readability, "Readability methods that consider both quantitative and qualitative variables are performed by seasoned professionals are

²⁴ Richards.R.Day.Selecting passage for EFL reading class, journal of English teaching forum, vol. 32. 1994

²⁵ <http://www.readability.biz/> accessed on 23/5/2018. 11:57

recommended. Research examining the use of readability formulas applied to test content is needed.”²⁶

From the statement above indicate to measure readability, the method is about quantitative and qualitative, because both factors above very essential and always make relationship, especially in measuring readability.

Besides that, Nancy Padak state the concept of readability is complex. There are seven factors that can be influence text difficulty or unreadable, (1) Reader’s interest or background knowledge. It is depend on background of background of knowledge the reader if the reader less information it will find hard to interpret the meaning, (2) Words. Unfamiliar and abstract make difficult to understand, (3) Syntax or language pattern. Long complex sentence and sentences in passive voice are more difficult to read, (4) Internal organization. The lack of presentation ideas can influence the readability, (5) contextual support. Textbook-like texts lack features such as headings, graphics, illustrations, etc that can influence the readers, (6) Format. Font size, length and even in appearance of the text on a page can cause more difficult to read. Padak illustrate many things should consider to determine the readability of book contents.

Fry suggests that an objective measured like readability formula is used when it is important to determine the difficulty level of passages, although subjective judgment and try out should not be abandoned.²⁷ Schuldz in Ainiyah gives three ways to measure the readability of reading materials: instructors’ judgment, comprehension testing by cloze procedure, and statistical readability formula.²⁸ From the explanation above, it can conclude that the approaches to assess readability minimal use two ways: a judgment and readability formula. The text

26 Thomas Oakland and Holly B. Land, Language, Reading and Readability Formulas: Implication for Developing and Adapting tests, International Journal Of Testing, page. 2

²⁷ Dubay. page. 12

is a measure of how easily and how well a text in conveying its intended meaning to a reader of the texts.

5. Readability Formula

The easiest formula to read only explains a number of factors, especially sentences, word lengths and syllables, since these factors best indicate ease of reading. It depends on various factors, including content, structure, style, and layout and design²⁹. There are several formulas to measure the readability level of the text³⁰:

a. The SMOG Readability Formula

Dr. G. Harry Mc Laughlin stated that SMOG Readability formula is a method that are able to use to determine the reading level of your writing material if a person reads at or above a grade level, they will understand 90 – 100 % of the information. In addition, to ensure the text is readable and clear, this is how to use the SMOG formula to measure reading level³¹:

- 1) Count 10 sentences in
- 2) A row near the beginning of your reading texts. Count 10 sentences in the middle. Count 10 sentences near the end (30 total sentences).
- 3) Count every word with three or more syllables in each group of sentence, even if the same words appear more than once.
- 4) Add the total number of word counted. Use the SMOG Conversion Table I to find the grade level.

b. Fesch Reading Ease Scale Formula

The Flesch Reading Ease readability formula calculates an index score of a text sample based on number of words, sentences length and the number of syllables.³² Flesch Reading Ease is best meant for school text and is a

²⁹ Dr. Martie Young, Northwestern Oklahoma State University

³⁰ William H Dubay. *The Principles of Readability*. 126 E. 18th Street, #C204 Costa Mesa, CA 92627.2004.P 20-25.

³¹] McLaughlin, G. *HSMOG grading: A new readability formula*. *Journal of Reading*.(1969). 12(8), 639-646.

³² William H. DuBay. *The Principles of Readability*. Costa Mesa, California. 2004.21

standard used by many U.S. government agencies, including the U.S. Department of Defense. Scores range from 0-100 (the higher the score, the easier to read) and average documents should be within the range of 60-70.³³

Flesch Reading Ease Scale is one of the most tested and reliable and the most used formula outside.³⁴ It measures reading from 100 (for easy to read) to 0 (for very difficult to read). A zero score indicates text has more than 37 words on the average in each sentence and the average words are more than 2 syllables. Flesch has identified a “65” as the plain English score.

Procedural to count the readability using Reading Ease Formula, those are four steps that explain below:

2) Step 1

Count a sentence of full units of speech marked by period, colon, semicolon, dash, question mark, or exclamation point as one sentence. Sometimes a 100-word mark falls in the middle of a sentence. Count such as a sentence as one of those in the sample if the 100-word mark falls after more than half of words in it; otherwise discarded.

3) Step 2

Count the words; count each word in the up to 100. After the 100th word, put a mark. Count as one word for numbers, symbols, constructions, hyphenated words abbreviations, figures and their combination that are surrounded by one space.

4) Step 3

Count the number of syllables. Count the syllables as they are pronounced, for example: here has one syllable, number consists of two, and combination consists of four syllables. If a word has two accepted pronunciations, use the one with fewer syllables. For example: the word beloved has two kinds of

³³ William H. DuBay. *The Principles of Readability...21*

³⁴ Chall, J. S. *Readability: An appraisal of research and application*. Columbus, OH: Ohio State University Press. Reprinted 1974. Epping, Essex, England: Bowker Publishing Company. 1958

pronunciation (bilavd and bilavId), choose the fewer one.

5) Step 4

Find the readability score. Then, find the average number of score and word length of the text in the readability table. The instruction of readability score shows on the reading ease score (see table 2.1).

The Flesch Reading Ease formula is a number from 0 to 100, with higher score indicating easier reading. If we were to draw a conclusion from the formula, then the best text should contain shorter sentences and words. The score between 60 to 70 is large considered acceptable, it has standard as the description of style and the estimated reading grade is eighth to ninth grade. If we find a result of readability with other score, we can compare it with other criteria in the table.

The data obtained were analyzed by using Flesch reading ease formula which is used applies to analyze. The formula is³⁵:

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

Where:

RE : Reading Ease Score

AWL : Number of Syllable per 100 words (i.e., the number of words divided by the number of sentences)

ASL : Average number of words per sentence (i.e., the number of syllables divided by them number of words)

³⁵ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark, Delaware: The International Reading Association, 1988.

Table 2.1 the Interpretation Table for Flesch Reading Ease Scores

Descript ion of style	Flesch Reading Ease Score	Average Sentence Length in Words	Average No. of Syll. Per 100 Words	Estimated School Grade Completed	Estima ted Reading Grade
Very Easy	90-100	8 or less	123 or less	4 th Grade	5 th Grade
Easy	80-90	11	131	5 th Grade	6 th Grade
Fairly Easy	70-80	14	139	6 th Grade	7 th Grade
Standar d	60-70	17	147	7 th Grade	8 th and 9 th Grade
Fairly Difficul t	50-60	21	155	Some High School	10 th to 12 th Grade
Difficul t	30-50	25	167	High School or Some College	13 th to 16 th Grade (College)
Very Difficul t	0-30	29 or more	192 or more	College	Colleg e Gradua ted

c. Gunning “FOG” Readability Formula

Here are steps to analyze a writing using the Fog Index.³⁶

- 1). Choose a sample of at least 100 words. Count the number of sentences. Divide the total number of words in the sample by the number of sentences to get the average sentence length (ASL).
- 2). Count the number of words with three or more syllables in the sample, do not count: 1) proper nouns; 2) hyphenated words; or 3) two-syllable verbs made into three with -es and -ed endings.
- 3). Divide this number by the number of words in your sample. For example, 15 long words divided by 100 words gives you 15 percent hard words (PHW).
- 4). To get the fog index, add the average sentence length and the percent hard words and multiply this by .4. The formula looks like this: $(ASL + PHW) .4 =$ Grade Level. This is the number of years of schooling the reader would have to have to understand the writing sample.

d. Fry Readability Graph

The Fry graph is created for most text, technical documents, including literature, and can be used for both primary and secondary age reading materials.³⁷ Edward Fry introduced the Fry Graph as a way to predict the readability of a text. He created the formula in 1968 while working as a Fullbright scholar in Urwanda teaching teachers to teach English as a second language.³⁸ The graph originally determined readability through high school. According to Dubay, later the graph was extended to predict the readability of materials meant for primary and college levels³⁹.

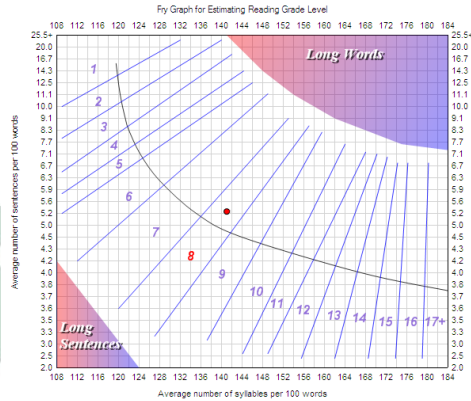
³⁶ Gunning, R. *The technique of clear writing*. New York: McGraw-Hill.(1952).

³⁷ Fry, E. B. *A readability formula that saves time*. *Journal of Reading*, (1968). 11, 513-516

³⁸ DuBay, W. H. (2007). *Smart Language: Readers, Readability, and the Grading of Text*. Costa Mesta, CA: Impact Information.

³⁹ DuBay, W. H. (2007). *Smart Language: Readers, Readability, and the Grading of Text*.20

Below is an example of a Fry graph;



The Fry Graph formula is:

- 1) Take a 100-word passage from the selection. If the material is long, take sub samples from the beginning, middle, and end.
- 2) Count the number of sentences in every passage. Count a half sentence as .5.
- 3) Count the number of words in every passage containing three or more syllables.
- 4) Find the point on the Fry Graph.

This test requires a 100-word sample and it is suitable for all ages from infant to upper secondary.

e. Flesch-Kincaid Formula

Based on The Flesch-Kincaid readability formula is a US Government Department of defense standard test. It was created for technical documents and is mostly applicable to forms and manuals, rather than schoolbook text or literary works. This test calculates the U.S. the grade level of a text sample based on sentence length and syllable count. This

test, along with Simplified ARI and New Fog Count, is part of the Navy Readability Indices collection of tests.⁴⁰

The Flesch-Kincaid Grade Level readability score analyzes and rates text on a U.S. grade-school level based on the average number of words per sentence and syllables per word, for example, a score of 8.0 means that an eighth grader would understand the text. Given standard writing averages seventh to eighth grade, aim for a Flesch-Kincaid score between 7.0 and 8.0.⁴¹

The Flesch-Kincaid Formula is below:

$$GL = (11.8 * ASW) + (.39 * ASL) - 15.59$$

Where

GL	U.S. grade level
ASW	Average number of syllables per word

⁴⁰ Kincaid, J.P., Fishburne, R.P, Rogers, R.L. & Chissom, B.S. *Derivation of new readability formulas (automated readability index, Fog count and Flesch reading ease formula) for navy enlisted personnel*. Research Branch Report 8-75. Naval Air Station, Memphis, TN. (1975).

⁴¹ Kincaid, J.P., Fishburne, R.P, Rogers, R.L. & Chissom, B.S. *Derivation of new readability formulas (automated readability index, Fog count and Flesch reading ease formula) for navy enlisted personnel...40*

ASL	Average sentence length
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f. FORCAST Formula

Based on the FORCAST readability formula was devised for assessing U.S. army technical manuals and forms. It is the only test not created for running narrative, so it is mostly suitable for multiple-choice quizzes, applications, entrance forms, etc. This test calculates the US grade level of a text sample based on its number of monosyllabic words.⁴²

In addition, FORCAST results may be little bit different from other tests because it does not consider sentence length into account. If the document is arranged mostly with lists and tables then expected there to be some variance between the FORCAST grade level and other tests' grade levels.

Here is the FORCAST formula.⁴³

$$GL = 20 - (M/10)$$

Where:

GL	U.S. grade level
M	Number of monosyllabic

⁴² Ford, P., Caylor, J., and Sticht, T. *The FORCAST Readability Formula*, Pennsylvania State University Nutrition Center, Bridge to Excellence Conference, 1992.

⁴³ Ford, P., Caylor, J., and Sticht, T. *The FORCAST Readability Formula* ...50

	words
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This formula was validated at only a 35 % score on comprehension tests and only focuses on the count of one-syllable word.

g. Dale-Chall Readability Formula

The Dale-Chall Formula is based on an average number of unfamiliar words and the sentence length, using a list of 3,000 words commonly known by fourth grade children.⁴⁴ The idea behind this formula is that readers typically find it easier to read, process and recall a passage if the words are familiar. The Dale-Chall formula is applied only to books appropriate for students in grades four and up.⁴⁵

From those briefly explanations about the literature of this research, including the measurements formulas that can be used to measure the readability, the researcher comes to the end decision about the readability formula that used later is The Flesch Reading Ease Scale Formula to analyze the first research question. The researcher decides to use this formula is the best meant for school text and is because Flesch formula is used as a standard by many U.S. government agencies, including the U.S. department of defence. Moreover, Flesch is also the most widely used formula outside of educational circles. It is also the easiest formula to use and it makes adjustment for the higher end of the scale.

⁴⁴ Chall, J.S. & Dale, E. *Manual for the new Dale-Chall readability formula*. Cambridge, MA: Brookline Books. 1995.

⁴⁵ Chall, J.S. & Dale, E. *Manual for the new Dale-Chall readability formula...* 32

h. Coh-Metrix

The Coh-Metrix L2 Reading Index is calculated using three linguistic indices reported by the Coh-Metrix tool. These three indices are CELEX Word frequency, text readability and intuitive simplification frequency (logarithmic mean for content words), sentence syntax similarity (sentence to sentence adjacent mean), and content word overlap (proportional adjacent sentence unweighted).⁴⁶

These indices and their relation to text processing are discussed below. The Coh-Metrix formula is below: $-45.032 + (52.230 \times \text{Content Word Overlap Value}) + (61.306 \times \text{Sentence Syntax Similarities Value}) + (22.205 \times \text{CELEX Frequency Value})$.

i. Linsear Write Readability Formula

The Linsear Write readability formula is generally recommended for technical manuals and is primarily used by the U.S. Air Force. This test calculates the U.S. grade level of a text sample based on sentence length and number of complex words (i.e., words that contain three or more syllables). Note that all numeral words are treated as monosyllabic for this test, so *Readability Studio* always ignores your numeral syllabication setting when calculating it.

The Linsear Write Formula

- 1) Count the number of easy words (i.e., words containing two syllables or less).
- 2) Count the number of hard words (i.e., words containing three syllables or more).
- 3) Multiply the number of hard words by 3.
- 4) Add these numbers together.
- 5) Divide this sum by the number of sentences from the sample.
- 6) If the result is larger than 20 then divide by 2.

⁴⁶ Scott. A. Crossley et al., page 91

- 7) Else if the result is less than or equal to 20 then subtract 2 and divide by 2.

This test recommends using a 100-word sample when performing it manually; however, note that Readability Studio always analyzes your entire document to guarantee the most accurate results and does not use subsamples for any of its test calculations.

B. Previous Study

A research related to this issue has been conducted by Perekeme, Bertola A. D and Agbor, Catherine (Ph.D) entitled “*Language Textbooks Prescribed for Junior Secondary Schools and Students’ Performance in Reading Comprehension in Bayelsa State*”, 2012.⁴⁷ This study, using a Descriptive Survey Design, investigated the readability of English Language Textbooks prescribed for Junior Secondary Schools and Students’ performance in Reading Comprehension in Bayelsa State. The sample of this study are comprised 620 Junior Secondary Three (JS3) Students randomly drawn from Ten (10) Secondary Schools in Bayelsa State and Intensive English for Junior Secondary Schools (Books 3) written by Oluikpe, et al. This study use two instruments, namely the Fry Readability Graph Formula and a Cloze Test on Reading Comprehension were used to collect data. Findings revealed that although, the prescribed English Language Textbook falls within the level of the students, yet most of the students read at frustration level. The implications of the findings were discussed and recommendations made.

The other research entitled *The Readability Level Of Reading Texts In English For Academic Purposes (Eap) Book 2007 – 2008 of D1 English Program At University of Muhammadiyah Gresik*

⁴⁷ Perekeme, Bertola A. D and Agbor, Catherine (Ph.D) entitled “*Language Textbooks Prescribed for Junior Secondary Schools and Students’ Performance in Reading Comprehension in Bayelsa State*”. British Journal of Arts and Social Sciences. ISSN: 2046-9578, Vol.9 No.1 (2012)

by Siti Wasiatur Rahma.⁴⁸ This study focused on the readability level in textbook for EAP Book, this study used Flesh Reading Ease formula to measure readability reading level. This research used descriptive qualitative design. The reading texts that readable for English for Academic Purposes (EAP) students' of D1 English program at University of Muhammadiyah Gresik are follows; in book 1, the reading texts are number 2, number 3, number 4, number 5, number 9 and number 10 A. While in book 2, the reading texts that are readable are texts number 1, number 3, and text number 10.

The similar research is written by Afrizal entitled “ *The Readability of Reading Passage in English Textbook of “ Contextual Learning” Published by Grafindo Media Pratama : A Case Study at the eleventh Grade of SMA Negeri 9 Tangerang Selatan in Academic year 2011/2012*”⁴⁹. This study was carried out to find out the readability level of the reading texts in Passport to the World 2 textbook by using cloze test at the eighth grade students of SMPN 3 Tangerang Selatan. The method used in this study was descriptive analysis using quantitative data. This study used two instruments; the instruments are the flesh reading ease formula and the cloze test procedure. The result showed that texts 1 to 5 got the average score above 53%. Each score was 92.10%, 89.90%, 73.46%, 78.08%, and 81.20%.

The other research entitled “*The Readability level of reading text in the English textbook entitled to the world I English for Senior High School published by Yudhistira*”, 2009, by Iswatul Ainiyah.⁵⁰ This study aimed to know and measure the readability level of that book. This research used descriptive qualitative method. To collect the data, the writer used one kind of instrument, i.e. Flesch readability formula as a measurement device. The finding shows that from seven reading texts in the English

⁴⁸ Siti Wasiatur Rahma. *The Readability Level Of Reading Texts In English For Academic Purposes (Eap) Book 2007 – 2008 of D1 English Program At University of Muhammadiyah Gresik*.

⁴⁹ Afrizal. *The Readability of Reading Passage in English Textbook of “ Contextual Learning” Published by Grafindo Media Pratama : A Case Study at the eleventh Grade of SMA Negeri 9 Tangerang Selatan in Academic year 2011/2012*. Universitas Negeri Jakarta

⁵⁰ Ainiyah, Iswatul. 2009. *The Readability level of reading text in the English textbook entitled to the world I English for Senior High School published by Yudhistira*”, UINSA

textbook, only one reading text that is readable and suitable for first grade of Senior High School, it is text 5 with the title Life in Ancient Rome. Whereas text number 1 and 4 are suitable for first grade of Junior High School, text 2 is for second and third grade of Junior High School, text 6 and 7 are suitable for college level, and text 3 is suitable for college graduated. The differences between this study is different subject and different research question, the researcher not only focus on the readability level but also analyze the teachers' adapting or modify the text during learning process.

The similar research is done by Yupika Maryansyah entitled "*An Analysis on Readability of English Reading Texts for Grade Ix Students at Mtsn 2 Kota Bengkulu*".⁵¹ This research is a descriptive research which used quantitative method. It aimed at investigating the readability of texts used in teaching reading for IX grade students of MTsN 2 Kota Bengkulu. The subjects of this research were 63 texts used in teaching reading for IX grade students at MTsN 2 Kota Bengkulu. The instrument used to collect data was Fry readability formula (graph). The data were interpreted by using percentage. The research findings show that 54% out of 63 texts are easy for grade IX students of MTsN 2 Kota Bengkulu; 27% out of 63 texts are difficult; 10 % out of 63 texts are invalid; and 9% out of 63 texts are appropriate.

From all previous studies that mentioned above, in general, Most of the researches focus on using formula of readability level and cloze test to measure readability level of the textbook. In this research analyze English textbook entitled "*Bahasa Inggris*" for Senior High School Students Grade XII to analyze this research only use readability formula from Flesh Reading Ease Scale formula of readability level.

⁵¹ Yupika Maryansyah. "*An Analysis on Readability of English Reading Texts for Grade Ix Students at Mtsn 2 Kota Bengkulu*". FTKIP

CHAPTER III RESEARCH METHOD

In this chapter, the researcher discusses and review research methodology that used in this research. They include research design, research location, subject of study, data and source of data, data collection technique, research instrument, and data analysis technique,

A. Research Design and Approach

The design of this research is used descriptive qualitative research to find out the result of research question. Ahmadi stated that qualitative method is used when the research aims to describe phenomena; and the data used are opinion (interview), behaviour, and document which are not analysed using statistics' pattern.⁵² Data collection of the qualitative descriptive studies focuses on finding the nature of the specific events research. Data collection also may include observations, and examination of records, reports, photographs, and documents⁵³. This research used qualitative descriptive design means the data collected by using document study.

The purpose of qualitative research is to describe a situation. The main point of this research is collected the data onto descriptive way. It describes the readability level of reading texts .

B. Research Subject

In this research, the subject of this research is Reading Text in English textbook entitled "*Bahasa Inggris*" for Senior High School Students Grade XII. The researcher focuses on the reading texts; there are sixteen units of reading texts in this English textbook.

⁵² Rulam Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruz Media, 2014), 4.

⁵³ Vickie A. Lambert, DNSc, RN, FAAN Clinton E. Lambert, PhD, RN, CS, FAAN. Editorial: *Qualitative Descriptive Research: An Acceptable Design*. October – December, 2012. Vol. 16 No. 4

C. Data and Source of Data

To find the readability level of reading texts, the researcher used document study to be the source of data of research question. The document is about reading texts from English textbook entitled “*Bahasa Inggris*” for Senior High School Students Grade XII.

D. Research Instruments

Data are required to undertake the findings of this research. Those data can be obtained by using the following instruments; the particular tools are needed for collecting the data in this study is document Study. Document study consist of public and private records that qualitative researcher obtain about site or participant in a research, that can include, textbook, journal, newspapers, and letters ⁵⁴.The first instrument is Document study of English textbook entitled “*Bahasa Inggris*” for Senior high School Students Grade XII. Documents in this research are reading texts in English textbook entitled”*Bahasa Inggris*”. Documents represent a good source for text (word) data for qualitative research⁵⁵.The readability level formula is the most important instrument in this research. That formula was used as the basic data in analyzing what is the readability level of reading texts in English textbook entitled “*Bahasa Inggris*” for senior high school grade XII.

E. Data Collection Technique

The first data collection of this study used document study of reading texts available in English textbook entitled “*Bahasa Inggris*” for Senior High School Students Grade XII. The procedure to collect the data is:

1. Identify the texts of reading texts in English textbook entitled “*Bahasa Inggris*” for Senior High School Students Grade XII
2. Count the number of sentences, words, and syllables each text.
3. Count point 2 with the formula of Flash Reading Ease formula.(see in the result of finding)

⁵⁴John W Creswell. *Educational Research. :planning, conducting and evaluating quantitative and qualitative research*. University of Nebraska-Lincoln.2012.223

⁵⁵ John W Creswell. *Educational Research. :planning, conducting and evaluating quantitative and qualitative research....*223

4. Determine the grade of readability level of the text according formula of Flasch Reading Ease.

F. Data Analysis Technique

The researcher analyzed the data using descriptive qualitative method. The data analyzed through document study. The researcher has completed the following steps. To analyze the first research question, the researcher counting the number of word, sentence and syllables of reading text, after that the researcher calculate and determine the grade level used Flesch Reading Ease readability formula to analyze the data. Than describing the result and giving explanation related readability level. Determining the grades of the reading text according Flesch Reading Ease Readability Formula which one is relevant or suitable to Senior high School level. This formula is became the most widely used formula and one of the most tested and reliable⁵⁶. Flesch reading ease formula which is used applies to analyze. The formula is⁵⁷:

Where:

RE	: Reading Ease Score
AWL	: Number of Syllable per 100 words (i.e., the number of words divided by the number of sentences)
ASL	: Average number of words per sentence (i.e., the number of syllables divided by the number of words)

⁵⁶ Chall, J. S. *Readability: An appraisal of research and application*. Columbus, OH: Ohio State University Press, Reprinted 1974. Epping, Essex, England: Bowker Publishing Company, 1958.

⁵⁷ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark, Delaware: The International Reading Association, 1988.

Table 3.1 The Interpretation Table for Flesch Reading Ease Scores

Description of style	Flesch Reading Ease Score	Average Sentence Length in Words	Average No. of Syll. Per 100 Words	Estimated School Grade Completed	Estimated Reading Grade
Very Easy	90-100	8 or less	123 or less	4 th Grade	5 th Grade
Easy	80-90	11	131	5 th Grade	6 th Grade
Fairly Easy	70-80	14	139	6 th Grade	7 th Grade
Standard	60-70	17	147	7 th Grade	8 th and 9 th Grade
Fairly Difficult	50-60	21	155	Some High School	10 th to 12 th Grade
Difficult	30-50	25	167	High School or Some College	13 th to 16 th Grade (College)
Very Difficult	0-30	29 or more	192 or more	College	College Graduated

Those result of this analyzed of readability level of reading texts, we can see in the finding result.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher presents the finding and discussion. In finding, the researcher describes the process of collecting the data and the result of analyzing the readability texts by using Flesch Readability formula and teacher adapt the text in class according Jo McDonough, Christopher Shaw and Hitomi Masura in Materials and Method in ELT A Teacher's Guide Book which has been stated in the previous chapter.

A. Findings

1. The Readability Level of Reading Texts

This description about the counting of sentences, words and syllables of reading texts. The first steps were done by analyzing the data of reading text by counting the sentences, words, and syllables. This data to answer research question.

a. Text 1

In text the researcher found that there are 28 number of sentences, 418 number of words, and 671 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 671 : 418$$

$$= 1.60$$

$$ASL = \text{Number of words} : \text{Number of sentences}$$

$$= 418 : 28$$

$$= 14.92$$

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$= 206.835 - (84.6 \times 1.60) - (1.015 \times 14.92)$$

$$= 206.835 - (135.36) - (15.14)$$

$$= 56.33$$

The finding result of text 1 is 56.33, it shows that fairly difficult for the description of style because it is in Flesch Reading Ease Score 50-60.

b. Text 2

In text 2, the researcher found that there are 12 number of sentences, 151 number of words, and 214 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 671 : 418$$

$$= 1.60$$

$$ASL = \text{Number of words} : \text{Number of sentences}$$

$$= 418 : 28$$

$$= 14.92$$

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$= 206.835 - (84.6 \times 1.41) - (1.015 \times 12.58)$$

$$= 206.835 - (119.28) - (12.76)$$

$$= 74.79$$

The finding result of text 2 is 74.79, it means the description of style is fairly easy because it is in Flesch Reading Ease Score 70-80.

c. Text 3

In text 3, the researcher found that there are 12 number of sentences, 192 number of words, and 379 syllables. Those are count with readability formula of Flesch reading ease,

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$\text{AWL} = \text{Number of syllables} : \text{Number of words}$$

$$= 379 : 192$$

$$= 1.97$$

$$\text{ASL} = \text{Number of words} : \text{Number of sentences}$$

$$= 192 : 12$$

$$= 16$$

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$= 206.835 - (84.6 \times 1.97) - (1.015 \times 16)$$

$$= 206.835 - (166.66) - (16.24)$$

$$= 23.93$$

The finding result of text 3 is 23.93, it means the description of style is very difficult because it is in Flesch Reading Ease Score 0-30.

d. Text 4

In text 4, the researcher found that there are 15 number of sentences, 198 number of words, and 388 syllables. Those are count with readability formula of Flesch reading ease,

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$\text{AWL} = \text{Number of syllables} : \text{Number of words}$$

$$= 388 : 198$$

$$= 1.95$$

$$\text{ASL} = \text{Number of words} : \text{Number of sentences}$$

$$= 198 : 15$$

$$\begin{aligned}
 &= 13.2 \\
 \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\
 &= 206.835 - (84.6 \times 1.95) - (1.015 \times 13.2) \\
 &= 206.835 - (164.97) - (13.39) \\
 &= 28.47
 \end{aligned}$$

The finding result of text 4 is 28.47, it means the description of style is very difficult because it is in Flesch Reading Ease Score 0-30.

e. Text 5

In text 5, the researcher found that there are 5 number of sentences, 115 number of words, and 244 syllables. Those are count with readability formula of Flesch reading ease,

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$\begin{aligned}
 \text{AWL} &= \text{Number of syllables} : \text{Number of words} \\
 &= 244 : 114 \\
 &= 2.14
 \end{aligned}$$

$$\begin{aligned}
 \text{ASL} &= \text{Number of words} : \text{Number of sentences} \\
 &= 114 : 5 \\
 &= 22.8
 \end{aligned}$$

$$\begin{aligned}
 \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\
 &= 206.835 - (84.6 \times 2.14) - (1.015 \times 22.8) \\
 &= 206.835 - (181.04) - (23.14) \\
 &= 2.65
 \end{aligned}$$

The finding result of text 5 is 2.65, it means the description of style is very difficult because it is in Flesch Reading Ease Score 0-30.

f. Text 6

In text 6, the researcher found that there are 7 number of sentences, 104 number of words, and 146 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 146 : 104$$

$$= 1.40$$

$$ASL = \text{Number of words} : \text{Number of sentences}$$

$$= 104 : 7$$

$$= 14.85$$

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$= 206.835 - (84.6 \times 1.40) - (1.015 \times 14.85)$$

$$= 206.835 - (118.44) - (15.07)$$

$$= 73.32$$

The finding of result of text 6 is 73.32, it means the description of style is fairly easy because it is include Flesch Reading Ease Score 70-80.

g. Text 7

In text 7, the researcher found that there are 6 number of sentences, 98 number of words, and 171 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$\begin{aligned} \text{AWL} &= \text{Number of syllables} : \text{Number of words} \\ &= 171 : 98 \\ &= 1.74 \end{aligned}$$

$$\begin{aligned} \text{ASL} &= \text{Number of words} : \text{Number of sentences} \\ &= 98 : 6 \\ &= 16.33 \end{aligned}$$

$$\begin{aligned} \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\ &= 206.835 - (84.6 \times 1.74) - (1.015 \times 16.33) \\ &= 206.835 - (147.20) - (16.57) \\ &= 43.06 \end{aligned}$$

The finding result of text 7 is 43.06, it means the description of style is difficult for because it is in Flesch Reading Ease Score 30-50.

h. Text 8

In text 8, the researcher found that there are 20 number of sentences, 209 number of words, and 355 syllables. Those are count with readability formula of Flesch reading ease,

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$\begin{aligned} \text{AWL} &= \text{Number of syllables} : \text{Number of words} \\ &= 355 : 209 \\ &= 1.69 \end{aligned}$$

$$\begin{aligned} \text{ASL} &= \text{Number of words} : \text{Number of sentences} \\ &= 209 : 20 \\ &= 10.45 \end{aligned}$$

$$\begin{aligned}
 \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\
 &= 206.835 - (84.6 \times 1.69) - (1.015 \times 10.45) \\
 &= 206.835 - (142.97) - (10.60) \\
 &= 53.26
 \end{aligned}$$

The finding result of text 8 is 53.26, it means the description of style is fairly difficult because it is in Flesch Reading Ease Score 50-60.

i. Text 9

In text 9, the researcher found that there are 47 number of sentences, 521 number of words, and 850 syllables. Those are count with readability formula of Flesch reading ease,

$$\text{RE} = 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$$

$$\begin{aligned}
 \text{AWL} &= \text{Number of syllables} : \text{Number of words} \\
 &= 850 : 521 \\
 &= 1.63
 \end{aligned}$$

$$\begin{aligned}
 \text{ASL} &= \text{Number of words} : \text{Number of sentences} \\
 &= 521 : 47 \\
 &= 11.08
 \end{aligned}$$

$$\begin{aligned}
 \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\
 &= 206.835 - (84.6 \times 1.63) - (1.015 \times 11.08) \\
 &= 206.835 - (137.89) - (11.24) \\
 &= 57.70
 \end{aligned}$$

The finding result of text 9 is 57.70, it means the description of style is fairly difficult for because it is in Flesch Reading Ease Score 50-60.

j. Text 10

In text 10, the researcher found that there are 19 number of sentences, 225 number of words, and 404 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$\begin{aligned} AWL &= \text{Number of syllables} : \text{Number of words} \\ &= 404 : 225 \\ &= 1.79 \end{aligned}$$

$$\begin{aligned} ASL &= \text{Number of words} : \text{Number of sentences} \\ &= 225 : 19 \\ &= 11.84 \end{aligned}$$

$$\begin{aligned} RE &= 206.835 - (84.6 \times AWL) - (1.015 \times ASL) \\ &= 206.835 - (84.6 \times 1.79) - (1.015 \times 11.84) \\ &= 206.835 - (151.43) - (12.01) \\ &= 43.39 \end{aligned}$$

The finding result of text 10 is 43.39, it means the description of style is difficult for because it is in Flesch Reading Ease Score 30-50.

k. Text 11

In text 10, the researcher found that there are 8 number of sentences, 101 number of words, and 188 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$\begin{aligned} AWL &= \text{Number of syllables} : \text{Number of words} \\ &= 188 : 101 \end{aligned}$$

$$= 1.86$$

ASL = Number of words: Number of sentences

$$= 101: 8$$

$$= 12.62$$

RE = $206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$

$$= 206.835 - (84.6 \times 1.86) - (1.015 \times 12.62)$$

$$= 206.835 - (157.35) - (12.80)$$

$$= 36.68$$

The finding result of text 11 is 36.68, it means the description of style is difficult because it is in Flesch Reading Ease Score 30-50.

1. Text 12

In text 12, the researcher found that there are 11 number of sentences, 113 number of words, and 171 syllables. Those are count with readability formula of Flesch reading ease,

RE = $206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$

AWL = Number of syllables : Number of words

$$= 171 : 113$$

$$= 1.51$$

ASL = Number of words: Number of sentences

$$= 113: 11$$

$$= 10.27$$

RE = $206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL})$

$$= 206.835 - (84.6 \times 1.51) - (1.015 \times 10.27)$$

$$= 206.835 - (127.74) - (10.42)$$

$$= 68.67$$

The finding result of text 12 is 68.67, it means the description of style is standard because it is in Flesch Reading Ease Score 60-70.

m. Text 13

In text 13, the researcher found that there are 11 number of sentences, 139 number of words, and 196 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 196 : 139$$

$$= 1.41$$

$$ASL = \text{Number of words} : \text{Number of sentences}$$

$$= 139 : 11$$

$$= 12.63$$

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$= 206.835 - (84.6 \times 1.41) - (1.015 \times 12.63)$$

$$= 206.835 - (119.28) - (12.81)$$

$$= 74.74$$

The finding result of text 13 is 74.74. it means the description of style is fairly easy because it is in Flesch Reading Ease Score 70-80.

n. Text 14

In text 14, the researcher found that there are 51 number of sentences, 587 number of words, and 824

syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 824 : 587$$

$$= 1.40$$

$$ASL = \text{Number of words} : \text{Number of sentences}$$

$$= 587 : 51$$

$$= 11.50$$

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$= 206.835 - (84.6 \times 1.40) - (1.015 \times 11.50)$$

$$= 206.835 - (118.44) - (11.67)$$

$$= 76.72$$

The finding result of text 14 is 76.72, it means the description of is fairly easy because it is in Flesch Reading Ease Score 70-80.

o. Text 15

In text 15, the researcher found that there are 32 number of sentences, 637 number of words, and 864 syllables. Those are count with readability formula of Flesch reading ease,

$$RE = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

$$AWL = \text{Number of syllables} : \text{Number of words}$$

$$= 864 : 637$$

$$= 1.35$$

$$\begin{aligned} \text{ASL} &= \text{Number of words: Number of sentences} \\ &= 637: 32 \\ &= 19.90 \end{aligned}$$

$$\begin{aligned} \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\ &= 206.835 - (84.6 \times 1.35) - (1.015 \times 19.90) \\ &= 206.835 - (114.21) - (20.19) \\ &= 72.43 \end{aligned}$$

The finding result of text 15 is 72.43, it means the description of style is fairly easy because it is in Flesch Reading Ease Score 70-80.

p. Text 16

In text 16, the researcher found that there are 18 number of sentences, 277 number of words, and 394 syllables. Those are count with readability formula of Flesch reading ease,

$$\begin{aligned} \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\ \text{AWL} &= \text{Number of syllables : Number of words} \\ &= 394 : 277 \\ &= 1.42 \end{aligned}$$

$$\begin{aligned} \text{ASL} &= \text{Number of words: Number of sentences} \\ &= 277: 18 \\ &= 15.38 \end{aligned}$$

$$\begin{aligned} \text{RE} &= 206.835 - (84.6 \times \text{AWL}) - (1.015 \times \text{ASL}) \\ &= 206.835 - (84.6 \times 1.42) - (1.015 \times 15.38) \\ &= 206.835 - (120.13) - (15.61) \end{aligned}$$

= 71.09

The finding result of text 16 is 71.09, it means the description of style is fairly easy because it is in Flesch Reading Ease Score 70-80.

From those calculate of the readability level of the texts, the researcher concludes that the finding result of the readability level of the text at English Book entitled "*Bahasa Inggris*" for senior high school grade XII are:

Table 4.1
Readability Level Result of English Textbook Entitled “Bahasa Inggris”

Flesch Reading Ease Score/Readability Level	Text	Result
70-80	Text 2	74.79
	Text 6	73.32
	Text 13	74.74
	Text 14	76.72
	Text 15	72.43
	Text 16	71.09
60-70	Text 12	68.67
50-60	Text 1	56.33
	Text 8	53.26
	Text 9	57.70

30-50	Text 11	36.68
	Text 7	43.06
	Text 10	43.39
0-30	Text 3	23.93
	Text 4	28.47
	Text 5	2.65

Based on table 4.17 above there are five categories that the researcher found. There are six texts in the average reading ease score of 70-80 the readability level score of text 2 has result 74.79, text 6 is 73.32, text 13 74.74, text 14 is 76.72, text 15 is 72.43, and text 16 is 71.09. There is one text in the reading ease score of 60.70, text 12 that has result 68.67. There are three texts in the reading ease Score of 50 – 60, those are text 1, text 8 and text 9. Text 1 is 56.33, text 8 is 53.26, and text 9 is 57.70. There are three in the average reading ease score of 30 – 50, those are text 11 is 36.68, text 7 is 43.06, and text 10 is 43.39. And there are three texts in the reading ease score of 0-30, those are text 3 has the result 23.93, text 4 is 28.47, and text 5 is 2.65.

B. Discussion

1. The Readability level of Reading Texts

Readability is used to describe a combination of structural and lexical difficulties of a text⁵⁸. It is important to assess the right level of readability level for the right student's level. This section discusses the analyzing result of reading texts in English Textbook Entitle “*Bahasa Inggris*” for Senior High School Students Grade XII Year 2018. In this part, the

⁵⁸ Sacha Anthony Berardo. *The Use Of Authentic Materials In The Teaching Of Reading*. Vol. 6, No. 2, 2006.

researcher has measured all of the reading texts in an English textbook, which is that book consists of 16 reading texts. The researcher here uses Flesch Reading Ease formula to measure those 16 reading texts. Based on the result of findings there five categorize the level of readability level of reading text which found in this research, as follow:

1) Readability Level Range Score 70-80

Based on the result of the finding, the text number 2, 6, 13, 14, 15, and 16 categorized as readability level for the result range Score 70-80 (See appendix 1). It can be classified that it is fairly easy. According to Flesch reading ease score, actually when a text belongs to fairly easy, it is created for reading grade sixth and seventh grade junior high school⁵⁹. But the researcher find a different things, the researcher see that in English textbook grade xii, Apparently in Textbook grade xii, there are six texts from sixteen texts or 31% texts in this level is not readable with the students grade xii. Because English language has just learnt in junior high school so skill in Senior high school is equivalent with grade sixth and seventh in native speaker. It means that those texts are not suitable or readable for Senior High School grade XII. The factor that influence the text is because that language used in the text is too low for Senior High School students, the vocabularies and structure text is too easy to students Senior high school grade XII.

2) Readability Level Range Score 60-70

The result of the finding, the text 12 categorized as readability level for the result 60-70 (See Appendix 1). It can be classified that is standard. According to Flesch reading ease score, actually when a text belongs to standard, it is created to reading grade seventh and eighth grade junior high school⁶⁰. But the researcher find a

⁵⁹ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark...21

⁶⁰ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark...21

different things, the researcher see that in English textbook grade xii, Apparently in Textbook grade xii, there is one text or 6 % text from sixteen texts in this level is not readable with the students grade xii. Because English language has just learnt in junior high school so skill in Senior high school is equivalent with grade sixth and seventh in native speaker. It means that those texts are not suitable for Senior High School grade XII. The factor that influence the text is because that language used in the text is too low for students, the vocabularies and structure text is easy to students Senior high school grade XII.

3) Readability level Range Score 50-60

Based on the result of the finding, the text number 1, 8, and 9 categorized as readability level for the result 50-60 (See appendix 1). It can be classified that is fairly easy. According to Flasch reading ease score, actually when a text belongs to fairly ease, it is created to reading grade tenth to twelfth grade Senior high school⁶¹. The researcher find a same things, the researcher see that in English textbook grade xii, Apparently in Textbook grade xii, there is three texts or 19 % texts from sixteen texts in this level is readable with the students grade xii. Because English language in this level is equivalent with Senior High School Students Grade XII in native. It means that those texts are suitable for Senior High School grade XII. The factor that influence this text is the language used in the text, the vocabulary and the coherence of those texts are appropriate for students in Senior high school grade XII.

4) Readability Level Range Score 30-50

Based on the result of the finding, the text number 7, 10 and 11 categorized as readability level for the result 30-50(See appendix 1). It can be classified that is fairly easy. According to Flasch reading ease score, actually when a text belongs to fairly ease, it is created to reading

⁶¹ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark...21

grade some senior high school or some college⁶². The researcher find a same things, the researcher see that in English textbook grade xii, Apparently in Textbook grade xii, there is three texts or 19 % texts from sixteen texts in this level is readable with the students grade xii. Because English language in this level is equivalent with Senior High School Students Grade XII in native. It means that those texts are suitable for Senior High School grade XII. The factor that influence this text is the language used in the text, the vocabulary and the coherence of those texts are appropriate for students in Senior high school grade XII.

5. Readability Level Range Score 0-30

Based on the result of the finding, the text number 3, 4, and 5 categorized as readability level for the result 0-30(See appendix 1). It can be classified that is very difficult. According to Flasch reading ease score, actually when a text belongs to very difficult, it is created to reading grade college graduated and to the estimated school is for college students⁶³. But the researcher find a different things, the researcher see that in English textbook grade xii, Apparently in Textbook grade xii, there is three text or 19% text from sixteen texts in this level is not readable with the students grade xii. it means that those texts are nor readable with Senior High School students grade xii. The factors that influence the text is the text structure, the vocabulary, Physical factors such as typeface, font size, spacing and layout is difficult to read for students in students Senior high school grade XII.

The conclusion of the explanation above, the readability level of reading texts in English textbook entitled “*Bahasa Inggris*” for Senior High School grade XII which readable with grade XII is readability level Range Score 50-60 and readability level range score 30-50. It can be classified those are fairly

⁶² Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark...21

⁶³ Zakaluk, Beverly. L and Samuels, S. Jay. *Readability: It's Past, Present & Future*. Newark...21

difficult and difficult. The conclusion is there are six texts are readable, and those are text 1, 7, 8, 9, 10 and 11 (see appendix 2). But most of those texts in English textbook grade xii are 31% fairly easy. It appropriates with junior high school students. This finding reinforces the previous study by Yupika Maryansyah about “*An Analysis on Readability of English Reading Texts for Grade Ix Students at Mtsn 2 Kota Bengkulu*”.⁶⁴ These research findings showed that 54% out of 63 texts are easy for grade IX students. It means that the readability level of reading texts in Indonesia inappropriate with Flesch reading ease Formula, because those level is for native language, moreover in Indonesia, English is foreign language.



⁶⁴ Yupika Maryansyah. “*An Analysis on Readability of English Reading Texts for Grade Ix Students at Mtsn 2 Kota Bengkulu*”. FTKIP

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, the researcher concludes this study as

Follow:

The researcher concludes the readability level of reading texts in English Textbook Entitled "*Bahasa Inggris*" for senior high school students grade XII which readable with Students Senior High School grade XII are: from sixteen reading texts, there are six texts that readable with Senior High School Grade XII students. The reading texts are text 1, text 7, text 8, text 9, text 10 and text 11 (see appendix 2). It can be classified Flesch Reading Ease Score 50-60 and 30-50, the description of the style of the text is fairly difficult and difficult style classification. Most of those texts in English textbook grade xii are 31% it is categorized fairly easy.

B. Suggestion

Based on the conclusion above, some suggestions are intended to the teacher, and the next researcher who has the same topic as here. The suggestion is as follow:

1. For the teacher
The teacher of student's grade XII are suggested whenever they find the unreadable reading texts. The teacher may look for another reading material from other resources which are related to the topic. The teacher also is able to adapt the reading material which felt difficult to understand by the students. From this study, the researcher hopes that the teacher will understand the importance of readability of the reading texts that they give to the students. However, if the reading texts that given to them are unreadable, the reading texts' message and the information in it will not be reached well.
2. For the book author
The researcher suggests that before they publish the book it is strongly recommended for them to measure the readability of the reading texts first and change the material into the readable

- one. The suggestion is given so that the book is suitable based on the level of the students' grade.
3. For the next researcher,
The researcher wishes there will be further research to continue this analysis in measuring the readability aspects of the reading texts using another formula or even another book as the resource.



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