

**THE READABILITY LEVEL OF READING TEXT IN ENGLISH
TEXTBOOK ENTITLED “ BAHASA INGGRIS” FOR THE ELEVENTH
GRADE STUDENTS OF SENIOR HIGH SCHOOL**

*Bagus Krisdianto

**Dr. Siti Aisah Ginting, M.Pd.

ABSTRACT

Krisdianto, Bagus. Registration Number: 2142121003, *The Readability Level of English Textbook Entitled "Bahasa Inggris" for Eleventh Grade of Senior High School. A Thesis: English Education Program, Faculty Languages and Arts, State University of Medan, 2021.*

This study was aimed to find the readability level of reading texts in *Bahasa Inggris* textbook published by the Ministry of Education and Culture for the eleventh grade of Senior High School of 2017 revised edition. This study is categorized as a mixed method reseach which used the embedded design. It means that combines both of qualitative and quantitative approach in one study. The data were collected by using document analysis Flesch Reading Ease formula and Flesch Reading Ease Score were used as the instruments of this study to measure the readability level of reading texts in *Bahasa Inggris* textbook of 2017 revised edition textbook. The result of Flesch Reading Ease formula calculation was one text is in the *Easy* level; two reading texts are in the *Fairly Easy* level; one text is in the *Standard* level; four texts are in *Fairly Difficult* level; and two reading texts are in the *Difficult* level. The findings of this study showed that from ten reading texts in *Bahasa Inggris* textbook of 2017 revised edition only four reading texts were readable for the eleventh grade students of Senior High School. They were which in *Fairly Difficult* level with score ranged from fifty to sixty.

Keywords: *Reading Text, Readability, Textbook, Flesch Reading Ease*

*Graduate Status

** Lecturer Status

I. INTRODUCTION

II. Background of Study

English is a very important subject that must be taught to students at every level of education in Indonesia, from elementary school to college. Moreover, English is one of the subjects tested in the National Examination which indicates how important English is in Indonesian education. Therefore, it can be concluded mastering English is a must for students in Indonesia.

In learning a language, particularly English, reading is one important skill that must be mastered by students besides the other 3 skills (listening, speaking, and writing). Reading skill is important since it is the most skill used in the process of teaching and learning in the classroom.

Based on research conducted by Toni (2017) in SMP Budaya Bandar Lampung, he conducted an interview to an English teacher and asked about the textbook used in her class. Based on the data obtained by reading test from the students of eighth grade at SMP Budaya Bandar Lampung, from 29 students of eighth grade only 11 (38%) got above criteria and 18 (62%) students got under criteria. Therefore, it can be said that students' reading comprehension is low. It means that textbooks which are used in the school have not maximally helped the students in improving their reading comprehension.

Because of the big role, providing suitable reading texts for students is very important. Suitable means the texts level matches the students' level of reading. This aims to facilitate students in understanding the contents of the reading texts. However, as it is known that English learning is based on reading texts, so the lack of students' ability to read can cause serious problems for most students.

By means of the empirical finding above, it can be seen that the way students understand a text depends on its readability. Readability is important thing to be considered in selecting reading texts as the subject material that will be used in teaching and learning activities.

From the reasons above, the writer is interested to analyze the readability level of the English textbook is published by the Ministry of Education and Culture for the eleventh grade of Senior High School.

III. REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents the review of literature related to the basic theories and foundation of the research.

1. Reading text

Reading is one of the four language skill that is needed to be mastered in learning English. Reading is a way for the readers to communicate with the writer of the texts they read. According to Cetin and Sidekli (2018), reading is “a process in which seeing, understanding, and comprehending the words, sentences, punctuation, and other elements in a written text are needed”. In addition, Guines in Cetin and Sidekli defines reading as “a complex process that consists of different operations in brain such as seeing, understanding, vocalization, comprehension, and constructing”. it can be concluded that reading is a process of understanding and comprehending the contents of the written text that the readers do in order to get information.

2. Textbook

Textbook is a book that teaches a particular subject and that is used especially in schools and colleges. Then, Lalău (2014:59) pointed that “the textbook presents information about a particular domain, in a selective and attractive manner, respecting the objectives and the contents scheduled in the syllabus, these been adapted to the age and to the intellectual level of students.”

3. Readability

One of the most renowned facets of text evaluation is Readability. George Klare in DuBay (2004:3) defined readability as “the ease of understanding or comprehension due to the style of writing.” DuBay (2007:6) also defined readability

as “the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skill, interest, and motivation of the audience.” Parallel with those definitions, Ruddell (2008) said “readability refers to the difficulty level of text materials, an area of continuing concern for teachers, students, textbook authors, and publishers.” Then, Ruddell also adds that readability refers to “the degree to which texts are considered to be “readable” by a target population.”

5. Approaches to Measuring Readability

Schulz (1981) mentioned three ways to measure readability, includes evaluator judgment, comprehension testing by cloze procedure and statistical readability formulas.

- a. Judgement: Some studies explain that judgment of readability may or may not be reliable. This procedure of determining the readability depends on the subjectively on the evaluator and also without involving any formulas or tests.
- b. Cloze Procedure: The cloze procedure or cloze test was introduced by Wilson Taylor in 1953. The word “cloze” which seems to be a spelling corruption of the word “close” was derived from the Gestalt psychology concept of “closure”. This concept explains the symptom that humans have to accomplished the alreadyknown but not perfect yet patterns
- c. Statistical Readability Formulas: Principally, readability formula is an instrument to estimate the difficulty level in understanding a reading text. According to Foulger (2003), there are four famous formulas to measure the readability of reading texts, they are; The Dale-Chall Formula, The Fry Graph Readability Formula, SMOG-Grading, and Reading Ease Formula (Flesch Readability Formula).

IV. RESEARCH METHODOLOGY

This research was employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data. From four types of mixed method research designs. This study most appropriately employed the explanatory model, which contains first quantitative data collection followed by qualitative data collection.

The data were taken from the genre texts in the *Bahasa Inggris* textbook, 2017 revised edition for the eleventh grade students of Senior High School. The source of data is an English textbook *Bahasa Inggris* for the eleventh grade students of Senior High School 2017 revised edition.

The instruments of this research were Flesch Reading Ease formula and Flesch Reading Ease Score. The data of the research were gathered through documentation study. This technique of collecting data suits the research design as the descriptive research. In this research, the writer used published textbook as the document. The writer has chosen English textbook for the eleventh grade of Senior High School. The writer met English Teacher in one of Senior High School in Batang Kuis and asked permission to borrow the textbook used there. After getting permission the textbook was taken by the researcher and then copied (rewrote) the texts into Microsoft Word that will be analyzed in this research as primary document.

To analyze the data, four steps were conducted to analyze the data as in the following: Analyzing and counting the sentences, words, and syllables in each text of the reading material in countwordsworth.com. Measuring the readability of each text based on the Flesch Reading Ease Formula. According to Dubay (2004), the readability of text by using Flesch Reading Ease formula can be analyzed using the following formula:

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

After that describing and give further explanation relate to the readability. And the last step is determining the grades of reading texts by comparing the results to Flesch Reading Ease Score.

IV. RESEACH FINDINGS AND DISCUSSION

A. Data

The textbook used as the object of the research is titled *Bahasa Inggris*. This is an English textbook for the eleventh grade students of Senior High School published by the Ministry of Education and Culture. This textbook is written by Mahrukh Bashir, and is the 2017 revision edition done by the Ministry of Education and Culture. The writer took the 10 reading texts in the reading session and the enrichment session as the data of th research.

B. Research Findings

The researcher used Flesch Reading Ease Formula and Flesch Reading Ease Score to find out the readability level of the reading texts on the textbook *Bahasa Inggris*, the readability score was gotten by counting the syllables, words, and sentences of each text. After counting the number of words, sentences and syllables, the researcher then counted average sentence length and average number of syllable per- word. Furthermore, after counting the ASW and ASL of each text, the researcher continued to count the readability by using Flesch Reading Ease Formula and match the data to Flesch Reading Ease Score.

The Result of Readability Score of the Reading Texts

Texts	Readability score	Level	Estimated Reading Grade
Text 1	37	Difficult	13th to 16th grade
Text 2	50	Fairly Difficult	10th to 12th grade
Text 3	57	Fairly Difficult	10th to 12th grade
Text 4	55	Fairly Difficult	10th to 12th grade
Text 5	56	Fairly Difficult	10th to 12th grade
Text 6	62	Standard	8th to 9th grade

Text 7	77	Fairly Easy	7th grade
Text 8	80	Fairly Easy	7th grade
Text 9	34	Difficult	13th to 16th grade
Text 10	85	Easy	6th grade

C. Discussion

The result of Flesch Reading Ease Formula show that 10 reading texts on the textbook *Bahasa Inggris* were categorized into five levels: The first category was easy level, there was 1 reading text in this level. The readability scores were 80 – 90 and the estimated of reading grade, it was for sixth grade of elementary school. The second category was fairly easy level, there were 2 reading texts in this level. The readability scores were 70 – 80 and the estimated of reading grade was seventh grade of junior high school. The third category was standard level, there were 1 reading texts in this level. The readability scores were 60 – 70 and the estimated reading grade, it was eighth to ninth of junior high school. The fourth category was fairly difficult level, there were 4 reading texts in this level. The readability score was 50 – 60. The estimated of reading grade, it was tenth to twelfth of senior student. The fifth category was difficult level, there were 2 reading texts in this level. The readability score was 30 – 50. The estimated of reading grade, it was thirteenth to sixteenth of college student.

The result of analysis readability formulas shows that over half texts are too easy and difficult for eleventh grade students. This becomes a problem for the students if the readability of students' reading material is too easy, students will be less interested in reading and students' reading skills will not develop or increase. The other side if the readability of students' reading material is difficult, students will difficult to comprehending the English reading texts.

V. CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data of reading texts on the textbook “Bahasa Inggris” by using Flesch Reading Ease Formula and Flesch Reading Ease Score, the researcher found readability of reading texts in the “Bahasa Inggris“ are not readable for eighth grade students of junior high school. Based on the findings previously described, the result from using the Flesch Reading Ease formula are one text is in the *Easy* level; two reading texts are in the *Fairly Easy* level; one text is in *standard* level; four texts are in *Fairly Difficult* level; and two reading texts are in the *Difficult* level. This finding states that out of ten reading texts in *Bahasa Inggris* textbook of 2017 revised edition, published by the Ministry of Education and Culture, there are only four reading texts readable for the eleventh grade students of Senior High School. They are which in *Fairly Difficult* level.

B. Suggestion

Based on the conclusion above, the writer would like to give suggestions for English teachers to find the readability level of reading texts in the textbook the teachers use in the classroom before use it. Students to improve their reading skill, they are expected to could draw conclusion about what they are read. Enrich vocabulary dan comprehend tenses and grammar in English. And for researchers, this study can be a reference as the initial data for the other researchers who want to do a similar study on reading texts readability, especially in English textbook.

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