AN ANALYSIS OF READABILITY OF ENGLISH TEXTBOOK USED BY THE SECOND GRADE STUDENTS OF SMK NEGERI 1 KELAYANG

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ABSTRACT

Based on the interview with an English teacher at SMK Negeri 1 Kelayang, the textbook used by the teacher to teach English is "*Forward an English by Erlangga 2017*". In relation to the students' understanding of texts, Parekeme and Abgor (2012) state that one of the factors determining students' understanding of a text is text readability. Thus, this becomes the reason that the researcher decides to conduct this study on analyzing the readability level of selected reading texts in the English Zone textbook for the tenth grade of senior high school students by Penerbit Erlangga to see their readability level. The purpose of this research is to know the readibility level of English Textbook used at the second grade of SMK Negeri 1 Kelayang. There were 25 students as samples of this research. This research used content analysis method with quantitative approach. In collecting the data, the researcher distributed a test called Cloze test. The result was the mean score of the Cloze test was 18. Based on the judgement of the students' readibility level, the score below 40 is classified as frustration level. In conclusion, that the English textbook at second grade students of SMK Negeri 1 Kelayang is not appropriate for the students.

Keywords: *Reading, Textbook, Readibility*

INTRODUCTION

English is a commonly used language among foreign language speakers. Many countries use English as their national language. People usually speak English when they want to interact with other people with different nationalities. English is used as a means of communication and it plays an important role in people's life, either in written or oral forms. Written forms include: textbooks, newspapers, articles (in newspapers, journalism, magazines), letters, notices, signs, etc., while, oral forms include: dialogue, news in the television or radio, conversation, speech, etc.

Reading has become a very important skill for people in this modern era. It has been known that many books, articles, journals, and manuals are published in English. If someone wants to read books and articles without waiting for translated versions in their native

language for a long time, they have to be able to read them in English. It takes times to translate them and when they are translated, the knowledge will not be so new anymore.

In the teaching and learning process, both the teacher and the students need some mediums of instruction to facilitate them. One of the mediums of instruction which is used prominently in every level of students in the schools is a textbook. A textbook has an important role in facilitating students studying the language, especially in senior high school.

Michael in Reed et al. (1998) states that 75 percent of time in classroom is used with the text materials. Therefore, the materials that are mostly used in the classroom are textbooks. This becomes an important task for schools that they have to provide good textbooks as one of the English material sources.

A good English textbook is readable, understandable and comprehensible for students. The text is easy to be read and understood by the students so that it will encourage them to learn English. If they have difficulties in understanding the textbook, they usually get bored and it will make them frustrated in learning English.

Bowers and Christopher Brumfit (1991) define that selecting textbooks carefully is important because textbooks have a dominant role in the success of foreign language teaching and learning. Textbooks are used as a guideline by teachers to meet students' need, especially in reading comprehension. Therefore, the effect of choosing unsuitable textbook can cause students' low achievement in reading comprehension because there is no unsuitability between the textbook and the students' reading level.

To support the selection of suitable textbook, teachers need to see if the texts in the textbook are readable and suitable with the students' reading level. Nutall (1982) states that there are three points of view in selecting text for reading material. They are readability, suitability of content, and exploitability. Thus, readability becomes one of the points that make the selection of reading materials is important. This also deals with the statement that in English language teaching and learning, teacher have a role as the ones who provide materials, not the ones who create them. Therefore, teachers have an important role in textbook selection.

English textbook selection aims at choosing the appropriate textbook to be used by students according to their educational levels. One way to know whether an English textbook is appropriate for students is readability analysis. It is used to analyze the readability level of texts in a textbook. Readability test, as the tool for analyzing, is needed

to know whether English texts provided in English textbook is difficult, plain or easy for students. The English textbook "*Forward an English by Erlangga 2017*".

This textbook is chosen because the students think that the reading texts in the textbook are difficult to understand, the researcher also asked the teacher about the text in that book whether they are readable for students or not. The teacher said that some of the students still get difficulty to understand the reading texts in the textbook. In addition, based on the researcher's experience in teaching practice, the researcher found that there were many students who achieved the low score in reading. It was caused by their low understanding of the reading texts. From some classes, the researcher found that there were some students who understood the reading texts while others did not. Thus, students' low score caused by their low understanding of the reading texts.

Based on the interview with an English teacher at SMK Negeri 1 Kelayang, the textbook used by the teacher to teach English is "*Forward an English by Erlangga 2017*". In relation to the students' understanding of texts, Parekeme and Abgor (2012) state that one of the factors determining students' understanding of a text is text readability. Thus, this becomes the reason that the researcher decides to conduct this study on analyzing the readability level of selected reading texts in the English Zone textbook for the tenth grade of senior high school students by Penerbit Erlangga to see their readability level. The researcher also chooses this textbook because this is claimed to allow students to practice the four-skills: listening, speaking, reading and writing in order to help them to develop their discourse competence.

Moreover, some previous studies have discussed about the readability. The first research is "The Readability of Reading Textbook Instruction in The Textbook Let's Talk English for Students of Grade VIII for SMP 257 Jakarta Timur". It is unpublished research written by Nursanti Handayani. The researcher of the research found the result that all the texts in the textbook "Let's Talk English for Students of Grade VIII" are readable. Then, research titled "An Analysis of the Readability Level of Reading Texts in Passport to the World 2 Textbook by Using Cloze Test". The finding of this research is that all the texts in the textbook "Passport to The World 2" is so easy to be read by the students, it means that the texts is too readable. The third research is "The Analysis on The Readability of English Textbook English on Sky 2 Focused on Reading Passages Used at The Second Year of SMP DHARMA KARYA UT, Pamulang". From this research it is found that the texts in the textbook "English on Sky 2" is not readable for the students.

Furthermore, based on what the researcher found, there has been no study about readability level of "*Forward an English by Erlangga 2017*". For this reason, the researcher is more interested to analyze the readability level of the English textbook is "*Forward an English by Erlangga 2017*". In more specific, the researcher use one instruments to analyze the readability level of the English "*Forward an English by Erlangga 2017*", they are Content Analysis with two part that is Flesch reading ease and Cloze procedure test. The researcher would like to formulate the problem of "*How is the readability level of English textbook used by the second grade of SMK Negeri 1 Kelayang?*"

METHOD

This study will use content analysis with descriptive study as the research design to analyze the readability level of reading texts in *Forward an English by Erlangga 2017*. There are 8 chapters and an enrichment in the textbook with total reading texts are 18 texts. The reading texts consist of 2 transactional interaction texts (personal letters), 5 interpersonal interaction text, 1 formal invitation text, 1 analytical exposition text, 1 personal letter, 6 lyric of the song, 1 explanation text, and 1 narrative text (folktale).

There were one instruments used in the study, they were test, and using two aprropaches that is flesh reading ease and Cloze-Test.

Flesch reading is to measuring the textbook is appropriate for the students' using analyzes the readability level through the number of syllables, words and sentences.

Cloze Test was given to students to get the data about the student' understanding of the texts. The cloze test used by the researcher was Multiple-choice cloze test.

Population is a group of research subjects as a whole. According to Creswell (2012), population is a group of individuals who have same characteristic. The target of population in this research is the eleventh grade-students of SMK Negeri 1 Kelayang. According to (Gay & Mills, 2019) states that sample is a collection of people, things, or events that represent the characteristic of the larger group from which the sample was drawn. Sample was part of the number and characteristic possessed by the population. The researcher used purposive sampling in this research. According to Gay & Mills (2019) states that purposive sample is a subset of the original sample that is choose at purposefully for the

quantitative phase. The researcher purposefully selected the participants or class that considered by the researcher, the sample was no more than 25 students and then the XI BDP

1 was choosen as sample based on the suggestion by english teacher in that school that consist 25 students.

To collect data, the researcher first chose the three reading texts from "Forward an English by Erlangga 2017". After that, the researcher chechked that the textbook is appropriate for students' by using flesch reading ease formula. After that, counted the readability level of the texts by using Cloze Tests to the eleventh grade of SMK negeri 1 Kelayang.

RESULTS

Flesch's Reading Ease formula

As stated before, the researcher uses Flesch reading ease formula to gain the readability score of the three reading textbook.

The readability score gained by counting the syllables, words, and the sentences. Furthermore, the researchers count the number of syllables, words, and the sentences of each text by using count word. The procedure in counting them is by typing the text in the column in the website. Then, the number of syllables, words, and sentences are automatically detected. Finally, the researcher finds the calculation result as follows:

Table 1. The Number of Syllables Words and Sentences of The Three Texts

No	Components	Text 1	Text 2	Text 3
1	Syllables	236	230	290
2	Words	156	148	168
3	Sentences	10	11	9

The table above shows that the text 3 Entitled "English language" is the longest text which consist of 290 syllables, 168 words, and 9 sentences.

Then, the researcher counts the number of average sentence length (ASL) or the number syllables per words and the number of words per sentence (ASW). ASL is result form the number of words divided by the number of sentences. While ASW is result from the number of syllables divided by the number of words.

Table 2. The Result of ASL and ASW Calculation of The Texts

Text	Average sentence length	Average Syllable per Word
1	15,6	1,5
2	13,4	1,5
3	19,7	1,7

Furthermore, after counting ASL and ASW, the researcher tries to find out the readability score of each text by using Flesch reading ease formula.

After elaborating the calculation of each reading texts, to make the presentation of calculation result easier, the researcher provides in the following table:

Table 3. The Readability Score of The 3 Reading Texts

Text	Readability score	Difficulty level	Reading grades
1	64	Standard	10-12
2	66	Standard	10-12
3	44	Difficult	College

Cloze Test

After getting data of students' readability, from the result of the students' test. Then the researcher want to show the students' descriptive score of students' readability in cloze test as follows:

Table 4. The Students' Descriptive Score of Readability in Cloze Test

		Frequency	Percent	Valid percent
Valid	5	4	1,0	1,0
	10	2	0,5	0,5
	15	6	1,5	1,5
	20	8	2,0	2,0
	25	4	1,0	1,0
	30	1	0,25	0,25
	55	1	0,25	0,25
	Total	25	100.0	100.0

From the table above, tbale 5 describe that from 25 students, (1,0%) of students get score 5, (0,5%) of students get score 10, (1,5%) of students get score 15, (2,0%) of students get socre 20, (1,0%) of students get score 25, (0,25%) of students get score 30, (0,25%) of students get score 55.

To know the students' readability of english textook at second grade students of SMK Negeri 1 Kelayang, the researcher look on the mean score of the cloze test score, as follows:

Table 5. Descriptive Statistics of The Students' Readability of English Textbook at Second Grade Students of SMK Negeri 1 Kelayang

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	5	55	18	10,30776
Valid N (listwise)	25				

Based on the table above, it can be seen that the lowest score of the students' readability of English textbook used at second grade students of SMK Negeri 1 Kelayang is 5 and the highest is 55, while the mean score is 18. Based on the judgement of the students' readibility level that is appeared in chapter II, the score below 40 is classified as frustration level.

DISCUSSIONS

This research has been done by the researcher to know the readability of the English textbook used by second grade students of SMK Negeri 1 Kelayang. The researcher used the content analysis with quantitative approach to do this research. After taking the data from 25 respondents and analyse it, the reseracher found that the mean score of the readibility of the English textbook at second grade students of SMK Negeri 1 Kelayang is 18. Based on the judgement of the students' readibility level that is appeared in chapter II, the score below 40 is classified as frustration level. It means that the English textbook used is not apropriate with the students' level at second grade students of SMK Negeri 1 Kelayang.

The research about the readibility of the textbook has been done by some previous researchers. First, a research by Dzulhijjah Yetti (2019) entitled "an analysis of readability level of reading materials in english textbook for the first grade of senior high school". The result of this reserach is English Textbook entitled 'Bahasa Inggris' for first grade of Senior High School' Published by the Curriculum and Books Center, Research and Development Agency, the Ministry of Education and Culture, Republic of Indonesia is not appropriate with level of the tenth grade students. The second reserach is from Nurul Zahra (2016) entitled "the readibility of reading passages of an English textbook 'Pathway to English' published by Erlangga. The resultt of this research is the students still need help from the teacher in reading the material and teacher have to assist student in reading.

Based on the explanation above, the reseracher conlcude that the English textbook "*Forward an English by Erlangga 2017*" used by the second grade students of SMK Negeri 1 Kelayang is not appropriate for the students.

CONCLUSIONS

This research objective was to know the readability of the English textbook used by second grade students of SMK Negeri 1 Kelayang. Referring the data analysis in chapter IV, the researcher found that there is no student in independent level, there is 4% of the students in instructional level, and there are 96% of the students in frustration level. In conclussion, the English textbook at second grade students of SMK Negeri 1 Kelayang is not appropriate for the students.

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