AN ANALYSIS OF READABILITY LEVEL OF READING TEXT IN THE ENGLISH TEXTBOOK ENTITLED FORWARD AN ENGLISH (COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE XI) PUBLISHED BY ERLANGGA

An Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By:
YUSTIKA ADI LESTARI
NPM. 1711040176

Study Program	**: English Education**
Advisor	**: Nurul Puspita, M.Pd**
Co-Advisor	**: Dr. Nur Syamsiah, M.Pd**

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2023

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ABSTRACT

AN ANALYSIS OF READABILITY LEVEL OF READING TEXT IN THE ENGLISH TEXTBOOK ENTITLED FORWARD AN ENGLISH (COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE XI) PUBLISHED BY ERLANGGA

Textbook is crucial teaching learning material composed of text or images that is used many school and facilitating sequences of learning activities. Reading is the ability to connect the reader, the text, and the interaction between the reader and the text, forming the meaning of information. Therefore, the readability level of text is needed to motivate students to be able to build up their interest in reading text. This study aimed to investigate what is readability level in English textbooks entitled "Forward An English" published by Erlangga. This study adopted a theory statistical readability formula Flesch Reading Ease.

Therefore of this study was to find out the readability level of reading text in the English textbook entitled *"Forward An English (Course for Vocational School Students Grade XI)"*. The method used in this study was descriptive qualitative. The instrument of this study was the researcher herself. The data were gathered through document analysis the readability level of reading texts using Flesch Reading Ease Formula. There were 10 units and 26 reading texts of this study in the English textbook *Forward An English (Course for Vocational School Students Grade XI)*.

The data finding showed that in the English Textbook contained seven texts were readable or suitable for the eleventh grade students of Vocational School. The criteria of readability level of the reading texts were fairly difficult. Based on Flesch Reading Ease formula shows that there were four reading texts (15,4%) in a range score 80 – 89 classified into "Easy" reading level, four reading texts (15,4%) in a range score 70 - 79 classified into "Fairly Easy" reading level, six reading texts (23%) in a range score 60 – 69 classified into "Standard" reading level, seven reading texts (27%) in a range score 50 – 59 classified into "Fairly Difficult" reading level, four reading texts (15,4%) in a range score 30 – 49 classified into "Difficult" reading level, one reading texts (3,8%) in a range score 0 – 29 classified into "Very Difficult" reading level.

Keywords: *Reading Text, Readability Level, Textbook.*

DECLARATION

I am a student with the following identify:

Name   : Yustika Adi Lestari
Student's Number : 1711040176
Thesis   : An Analysis of Readability Level of Reading
                  Text in the English Textbook Entitled Forward
                  An English (Course for Vocational School
                  Students Grade XI) Published by Erlangga

I hereby that this is definitely my own work. I am completely responsible for the contents of this thesis. Other writer's opinion, references, and research findings from various sources are properly acknowledged in the text.

Bandar Lampung, December 03rd 2022
Declared by

Yustika Adi Lestari
NPM. 1711040176

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APPROVAL

This is to testify that the following thesis:

Title : **AN ANALYSIS OF READABILITY LEVEL OF READING TEXT IN THE ENGLISH TEXTBOOK ENTITLED "FORWARD AN ENGLISH" (COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE XI) PUBLISHED BY ERLANGGA**

Student's Name : **Yustika Adi Lestari**
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ADMISSION

A thesis entitled: **AN ANALYSIS OF READABILITY LEVEL OF READING TEXT IN THE ENGLISH TEXTBOOK ENTITLED "FORWARD AN ENGLISH" (COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE XI) PUBLISHED BY ERLANGGA,** By: Yustika Adi Lestari, NPM: 1711040176, Study Program: English Education** was tested and defended in the final examination session held on: Friday, December 23th 2022.

Board of Examiners:

The Chairperson	: Meisuri, M.Pd	(............)
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The First Co- Examiner	: Nurul Puspita, M.Pd	(............)
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The Dean of
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Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 19640828198802002

MOTTO

<div dir="rtl">

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا مَآ ءَاتَىٰهَا ۚ سَيَجْعَلُ ٱللَّهُ بَعْدَ عُسْرٍ يُسْرًا ﴿٧﴾

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"Allah does not burden a person except (according to) what Allah
has given it. Allah will give spaciousness after narrowness."
(Q.S At-Talaq : 7)[1]

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[1] Q.S At-Talaq 1-12

DEDICATION

With gratitude and loves, this thesis is dedicated to everyone who
loves and cares me a lot. I would
like to dedicate this thesis to:

1. Allah Subhanahu Wata'ala. Thanks for giving me strength each day of my life. Whose blessing and mercy have been very crucial to completion of my thesis.
2. My beloved parents, Mr. Adi Mustofa and Mrs. Siti Romlah. Thanks for your patient, sacrifice, love and support end lessly, pray for my success, and advice you have put me through all of my life.
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CURRICULUM VITAE

The name of the researcher is Yustika Adi Lestari. She was born on July 29th, 1999 in Seputih Mataram. She is the second daughter of Mr. Adi Mustofa and Mrs. Siti Romlah. She has one brother, his name is Yusuf Kurniansyah.

She accomplished her Kinder Garden at PT. Gula Putih Mataram, Lampung Tengah. Then, she continued her Elementary School at SDS 01 Gula Putih Mataram, Lampung Tengah and finished in 2011. Next, she continued her Junior High School at SMP Sugar Group Companies, Lampung Tengah and finished in 2014. After that, she continued her Senior High School at SMAN 2 Metro and finished in 2017.

After she completed her study at Senior High School, she continued her study at State Islamic University of Raden Intan Lampung, for pursuing her bachelor's degree in the English Education Department of Tarbiyah and Teacher Training Faculty.

The Researcher,

Yustika Adi Lestari
NPM. 1711040176

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First of all, praise to be Allah Subhanahu Wata'ala the Almighty, the most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best best wishes and salutations be upon the great messenger prophet Muhammad peace be upon Him. This thesis entitled **"An Analysis of Readability Level of Reading Text in the English Textbook Entitled Forward An English (Course for Vocational School Students Grade XI) Published by Erlangga"** is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-degree. This thesis could not be done well except with others' support and guidance. Therefore, the researcher would like to give much thanks to the following people for their ideas, time, support, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staff, who has given the researcher an opportunity tostudy untill the end of this thesis composition.
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Finally, none or nothing is perfect and neither in this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this is expected that can be useful for the other researchers particulary and the reader generally. Especially for those who are involved in the English teaching profession.

Bandar Lampung, December 03rd 2022
The Researcher

Yustika Adi Lestari
NPM. 1711040176

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CHAPTER I

INTRODUCTION

A. Title Affirmation

  The purpose of title afffirmation is better to provide a various understanding of the stated title. The researcher feels the need to emphasize the meaning of the title stated, "An Analysis of Readibility Level of Reading Text in the English Textbook Entitled Forward An English (Course For Vocational School Students Grade XI) Published By Erlangga". As the first step to understand the title of this research, the researcher will explain the title used in this research. The aim of this title used to know and to find out the readability level of reading text in the textbook. This explanation is aimed to provide information about the title and to avoid misunderstanding to the readers. The description of the meaning contained in the title as follows:

  An Analysis is to breaking down its idea and structure to understand it better, and draw conclusions. Accroding to Wiradi analysis is an activity that include the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance.

  Textbooks Analysis is a research technique for making replicable and valid inferences from texts to the context of they use.

  Reading is an act of reading something. Reading is an active process of constructing meanings of words. It helps the reader to direct goal information and focuses their attention.

  Readability is the fact of being easy, clear, interesting, and enjoyable to read. Readability refers to how easy a text to read and understand. By analysing the readability of the texts, we can make that the texts as clear as possible and better match it with the students.

From the explanation above, the title "An Analysis of Readibility Lever of Reading Text in the English Textbook Entitled Forward An English (Course For Vocational School Students Grade XI) Published by Erlangga" means that the process of collecting data of reading text in the textbook to know suitable or not the reading texts with the grade level according to the eleventh grade students by using Flesch Reading Ease Formula. The advantages of this title between other previous research were so many reading texts that put in the textbook that make the researcher interest to analyzed it.

B. Background of The Problem

In learning activities, good learning resources are needed so that learning objectives can be achieved and can be said to be successfull. Therefore, the determination of the source learning that will be presented in class is very important. Learning resources are devices that can be used by teachers or students in studying subject matter. Through good learning resources, competency standards and basic competences contained in the curriculum can be achieved. Thus, a teacher must be able to choose good learning resources to be used in learning activities.

Textbook is one of media instruction which is used in almost every grade levels of students in the school. Presence textbooks greatly affect learning activities in the classroom. Textbook cannot separated from learning activities. Currently, learning resources are very close and practically is a textbook. This is because in the textbook it is already included instructional goals that guide the success of an activity learning. According to Yulianti, a textbook is an instructional material that consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.[1] There are many kinds of media instruction. For

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[1] Reinildis & Suhermanto, Content Analysis on The English Textbook Entitled "English in Mind Starter (Student's Book)", Unpublished Journal of Linguistics State University of Malang, p.1

example textbook, PowerPoint presentation, video, etc. Moreover, Brown states that the most obvious and most common form of material support for language instruction comes through textbooks.[2] The role of textbook is dominant in teaching learning process because it is developed based on curriculum so itcan be useful a guideline either for teachers or students. For the students, the textbook can guide to organize their learning both inside and outside the classroom. It helps them to learn the material better, faster, clearer, and easier. In the textbook includes the reading materials, the students can develop their ability and understand the reading materials by reading.

Textbooks are used as mandatory references by teachers and students in learning (Regulation of the Minister of National Education No. 11 of 2005 Article 2). The feasibility of the content, language, presentation, and graphic of textbooks are assessed by National Education Standards Agency (BSNP) and determined by Minister. Determination of criteria the standard of eligibility for textbooks is intended so that the books that will be used in truly quality learning so that it can support the achievement of goals learning. There are many kinds of English textbooks which are offered by publishers to various levels of students in schools. Department of National Education has provided textbook for every level which originally published in the form of electronic book and freely printed by the students. This kind of English textbook is mostly used by the teachers to teach English lesson. Another choice of English textbook is the commercial textbook that also based on the 2013 curriculum.

One of the criteria of textbook is that the textbook must be consider linguistic aspects so that it is in accordance with the abilities of the students who use the textbook. This study focuses on these criteria because the reading text in the textbook contains materials that are presented communicatively. Therefore, linguistic aspects are important to consider in compiling textbooks

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[2] Brown, H. Douglas, *Teaching by Principles 2nd edition*, (California: Longman, 2001), p. 137

because indirectly able to affect the ability of the material presented in the textbooks that to be read and the message caught by the reader. The ability of reading text in the textbook by the reader is the definition of readability. The relationship between the reader and the reading text can be seen from the point of view of language such as the choice of words and terms in reading, the unity and coherence in the reading text, and the suitability of the reading content with the reader. 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. Sometimes, the reading materials presented in the English textbook are too easy, so that the students get bored. On the other hand, some textbook include the reading materials that are too difficult for the students.[3] In this case, the publisher should re-check before published the textbook and determine what are the reading texts that should be put in the English textbook according to the grade level of students. If the textbooks are not appropriate, it will make the students frustrated. So, they cannot understand the material faster and easier. And the teachers only choose the textbook that the content of reading texts are appropriate.

One of technique to evaluate the appropriateness of the textbook is by analyzing the reading text. The reading texts in the textbook should be suitable with students' level. The text leveling itself refers to the difficulty level of the reading texts according to the level of the students' educational background. Readability is what makes some texts easier to read than others.[4] Readability is a term used to determine the ease with which people read and understand a particular text. Readability is a term used to determine the ease with which people read and understand a particular text. Educators have used the term readability to describe all the text features that influence how person reads and

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[3] Janette K. Klinger, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Press, 2007), p.87

[4] William H. Dubay, *The Principles of Readability*, (California: Costa Mesa Impact Information, 2004), p.3

understand a book.[5] Readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. Readability may help the learners comprehend how much of the idea and the language presented in the text. This condition could be a success parameter in the reading activity.

Many factors that affect readability for example, content of the texts, vocabulary and style of writing. The concept of readable is important as the concept of who can read a text. Since the texts are produced for a specific target level. The term readability is often used to describe the educational level a reader needs to understand a text. This research will prove that reading is still need to be improved. Although reading seems as an easy activity to do, there are not many students enjoying this activity. They rarely read books or articles in their spare time. It is not a strange phenomenon to see many students rarely go to libraries. They do not like reading newspapers or even novels printed in English. Students often get a hold of English reading texts only from textbooks. However, sometime they have less enthusiasm in reading materials that they learn in the textbooks. Because of this lack practice, they have poor reading skill. Therefore it is necessary to know about the readibility level of reading text in the English textbook.

The most common used are the instructor's judgment, comprehension testing by cloze procedure and the last by using statistical readability formulas. The four most widely used readability formulas for measuring text difficulty are Flesch Reading Ease Score, Flesch-Kincaid Grade Level, Gunning Fog Index and SMOG (acronym for Simple Measure of Gobbledygook) Index are used to calculate the readability score of the poetic text.[6] Each readability score has a specific description

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[5] Heidi Anne E, Mesmer, *Tools for Making Readers to Texts*, (New York: The Guildford Press, 2008), p.4

[6] Bidyarani Asem, *Readability Assessment of Printed Materials: Going Beyond Readability Formulas*, International Journal of Environment, Ecology, Family and Urban Studies (IJEEFUS). Vol.2, 2012, p.49

such as easy, standard, difficult, and so on, along with the corresponding reading grade level. Many writers and scholars use the readability formulas as standards for testing readability. The purpose is to predict how hard the material will be without actually asking readers to read the material themselves.[7] However, the focus of this research is using statistical readability formulas that is Flesch Reading Ease. Flesch Reading Ease formula is created by Rudolf Flesch. It is a statistical readability formula that analyze the readability level through the number of syllables, words, and sentences. Chall states in Dubay that this formula is popular, reliable, tested, and the most one.[8]

Based on preliminary research in SMK Sugar Group on February 26th, 2022, the researcher conducted an interview to n English teacher, namely Mr. Imam. The researcher asked about the textbook used in his class. He used textbook entitled "Forward An English (Course for Vocational School Students Grade XI). He said that the students face some difficulties in understood the reading texts for his students. Then, some texts are too long, so they felt bored to read it. Furthermore, the researcher asked the teacher about the criteria of the score in reading skill, based on Flesch Reading Ease Formula. Based on the data obatined by readability level from the reading texts in the English Textbook for eleventh grade students of Vocational School, from 26 reading texts; only 7 texts categorized into "Fairly Difficult" (27%) are suitable for the students and 1 text categorized into "Very Difficult" (3,8%) are not suitable for the students. It means that textbook which are used in the school have not maximally helped the students in improving their reading ability.

There are several previous studies related to the research, the first study conducted by Dzulhijjah Yetti "An Analysis of Readability Level of Reading Material in English Textbook for First Grade of Senior High School". This study used the

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[7] Heidi Anne E, Mesmer, *Tools for Making Readers to Texts*, (New York: The Guildford Press, 2008), p.15

[8] William H. Dubay, *The Principles of Readability*, (California: Costa Mesa Impact Information, 2004), p.22

descriptive quantitative design.. The data were collected using document analysis. This study employed the Flesch Reading Ease Formula. The result showed that there were 9 texts; 3 texts were descriptive texts, 4 recount texts, and 2 narrative texts. According to Flesch Reading Ease Formula were 3 texts in Fairly Easy level, 3 texts in Fairly Difficult level, and 3 texts in Difficult level (57.3%). So, the texts were in appropriate level for tenth grade students .[9]

The second study discussed by Paula Rombepajung "An Analysis on Readability Level of English Reading Texts in the English Textbook Entitled Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI By Otong Setiawan DJ. And Supeni". This study was categorized as descriptive quantitative research. The data used the reading material in the English textbook was more than 100 words. There were 14 reading using two readability formulas, namely Flesch Reading Ease and Flesch-Kincaid Grade Level. The calculation result showed that from 14 texts, eleventh (78.6%) reading texts were not in accordance to the eleventh grade students. Only three (21.5%) reading texts were accordance to the students level.[10]

The third study discussed by Yupika Maryansyah "An Analysis on Readability of English Reading Texts for Grade IX Students at MTsN 2 Kota Bengkulu". This study was a descriptive research which used quantitative method. The subject of this study were 63 texts used in teaching reading fo IX grade students at MTsN 2 Kota Bengkulu. The instrument used to collect data was Fry Readability formula. 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%

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[9] Dzulhijjah Yetti, *An Analysisof Readability Level of Reading Material in English Textbook for First Grade of Senior High School, Journal of Education and Teaching,* UIN Sultan Syarif Kasim Riau, 2021, Vol 2 No. 1

[10] Paula Rombepajung, *An Analysis on Readability Level of English Reading Texts in the English Textbook Entitled Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI By Otong Setiawan DJ. And Supeni*, Journal of Teaching English, Linguistics, and Literature published by English Education Department Faculty of Languages and Arts, University of Manado, 2022, Vol 1 No. 1

out of 63 texts are difficult; 10% out of 63 texts are invalid; and 90% out of 63 texts are appropriate.[11]

The fourth study discussed by Yulianto "An Analysis on Readability Level of English Reading Texts for Eight Grade Students". The writer used Flesch-Kincaid Readablity Formula to analyze data. The result of this study shows that from eight texts analyzed in the textbook. This study will be analyzed in this qualitative method. The result of this study only one text was appropriate for seven or eight grade of Junior High School students. Six texts were appropriate for Elementary School. And one text was suitable for Senior High School students. The calculating result of readability level only one text from eight texts were appropriate to the eight grade students of Junior High School.[12]

From all those studies that have been mentioned above, there are similarities and differences with this research. The similarities with this research, in the first conducting by Dzulhijjah Yetti entitled *"An Analysis of Readability Level of Reading Material in English Textbook for First Grade of Senior High School"*. The research same with this research is analysis the readability level of reading texts through Flesch Reading Ease Formula. The differences between this research, the researcher using different English Textbook. And also this research using qualitative approach to analyze the data while the study uses a quantitative approach to analyze the data.

The object of this research is limited to an English textbook entitled Forward An English (Course for Vocational School Students Grade XI) published by Erlangga. The reason for choosing this textbook is because contains the material which is mostly presented in the form of reading. Erlangga publisher is one

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[11] Yupika Maryansyah, *An Analysis on Readability of English Reading Texts for Grade IX Students at MTsN 2 Kota Bengkulu,* Premise Journal, University of Muhammadiyah Bengkulu, 2016, Vol 5 No.1

[12] Yulianto, *An Analysis on Readability Level of English Reading Texts for Eight Grade Students*, Jurnal Tadris Bahasa Inggris, Universitas Islam Riau, 2019, Vol 6 No. 1

of the publishers who publish a lot of textbooks and it is use as the research object. According to the background above, the researcher wanted to analyze the reading text of the textbook used by the eleventh grade students by using Flesch Reading Ease Formula is appropriate in readibility level with their grade or not. Therefore, the tittle of this research is **"An Analysis of Readibility Level of Reading Text in the English Textbook Entitled Forward An English (Course For Vocational School Students Grade XI) Published By Erlangga"**. This research not going to test whether certain textbook is good or bad, but the most important thing from this research is the appropriateness of the textbook in the readibility level texts.

C. Focus and Sub-focus of the Research

Based on the background above, the researcher focuses on the subject matter in analyzing the reading text in the textbook based on readibility level. One of the textbook entitled "Forward An English (Course For Vocational School Students Grade XI) Published by Erlangga". Reading texts are divided into several types to be analyzed, there are recount text, descriptive text, procedure texts, and exposition texts. So, the total of reading texts there were twenty-six reading texts in the English textbook. This research conducted to know about the appropriate or not textbook based on readibility level of the reading texts in the textbook.

Sub-focus in this study is the researcher taken the underlying theory is used to analyze data from a theory statistical readability formula Flesch Reading Ease. There are three direction to measure the readibility. First, count the number of sentences, words, syllables, ASL and ASW. Second, measure with the Flesch readability formula. Third, find the readability level. This formula developed by the pioneering Rudolf Flesch.

D. The Formulation of the Problem

What is the readability level of reading texts in the textbook Forward An English published by Erlangga for the eleventh grade students of Vocational School?

E. The Objective of the Research

The study described the readability of reading texts in "Forward An English" textbook which is published by Erlangga and the author of this textbook is Shyla K. Lande and Eka Mulya Astuti. More specifically this study is aimed to find out the readability level of reading texts in the English textbook entitled "Forward An English" (Course For Vocational School Students Grade XI) Published by Erlangga.

F. The Significant of the Research

1. Theoretically

The result of this research are excepted to give benefits for readers to increase their knowledge of readability level in English textbook including theory is used to analyze data from a theory statistical readability formula Flesch Reading Ease.

2. Practically

a. For the English Teachers

To give information to the English teachers in choosing the appropriate English textbook that will be used for their students and the teachers could predict whether the text was difficult, plain, or easy.

b. For the students

By using the appropriate textbook, the students would be interested, more motivated, and understand in learning English so that their reading comprehension would be increase.

c. For the other researcher

This research can be used as a source of information for other researchers who are interested in conducting the relevant research.

d. For the publisher

This research is important to make an evaluative effort for the publishers because this research encourages them to make appropriate textbooks on target level.

G. Relevant of Study

To conduct this study, the researcher took several other studies. The first study discussed by Hidayat, with his research entitled "The Readability Level of Reading Texts in the English Textbook Entitled "Bahasa Inggris SMA/MA/MAK" For Grade XI Semester 1 Published by the Ministry of Education and Culture of Indonesia". Moreover, this study was qualitative descriptive and the writer used Flesch Reading Ease Formula to find out the readability of reading text in the textbook. There are five reading texts in the textbook. The result of this study are one text in Easy level, Reading Ease Score 82.94, two texts in Fairly Easy level, Reading Ease Score 71.06 and 76.48, one text in Standard level, Reading Ease Score 61.83 and one text in Fairly Difficult level, Reading Ease Score 54.70. There is only one text appropriate with grade level.[13]

The second study discussed by Indah Bilqis Sholihah, with her research entitled "An Analysis of Readability Level of Reading Texts in English Textbook Entitled "*Bahasa Inggris*" For Senior High School Students Grade XII". Moreover, this study was qualitative descriptive and the writer used Flesch Reading Ease Formula. There are sixteen texts from the textbook, but for the result of this study there are six texts that readable with Senior

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[13] Hidayat, *The Readability Level of Reading Texts in the English Textbook Entitled "Bahasa Inggris SMA/MA/MAK" For Grade XI Semester 1 Unpublished by the Ministry of Education and Culture of Indonesia* (IAIN Palangkaraya; 2015)

High School Grade XII students. The reading texts are text 1 in Fairly Difficult (56.33), text 7 in Difficult (43.06), text 8 in Fairly Difficult (53.26), text 9 in Fairly Difficult (57.70), text 10 in Difficult (43.39) and text 11 in Difficult (36.68).[14]

The third study discussed by Ahmad Rijal Azizi, with his research entitled "An Analysis of the Readability Level of Reading Texts in *Passport To The World 2* Textbook For Second Grade of Junior High School". Moreover, this study was descriptive analysis and the writer used Flesch Reading Ease Formula. There are eight reading texts that consist two descriptive texts, three recount texts, and three narrative texts. Based on the analysis by using the Flesch Reading Ease Formula, 1 text was classified into Easy Level, and 4 texts were classified into Very Easy Level. The result of the research bsed on the Cloze Procedure Test, there are five texts have the cloze test score over 53%. They are the first text, *Rina* (82.00%); the second text, *Ithung the Bear* (83.05%); the third text, *Dina Won the Match* (62.21%), the forth text, *The First Camping* (70.64%); and the fifth text, *George Washington and the Cherry Tree* (75.71%). Five texts are in Independent Level, three texts are in Instructional Level, and there is no text is in Frustrational Level.[15]

H. Research Method

1. Research Design

This research used descriptive qualitative analysis method as a design. In this research, the researcher tried to describe, elaborate, and analyze the readability level of reading texts in Forward An English (Course for Vocational School Students Grade XI) Published by Erlangga. Research design is a strategy or the method how the research worker

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[14] Indah Bilqis Sholihah, *An Analysis of Readability Level of Reading Texts in English Textbook Entitled "Bahasa Inggris" For Senior High School Students Grade XII* (UIN Surabaya; 2018)

[15] Ahmad Rijal Azizi, *An Analysis of the Readability Level of Reading Texts in Passport To The World 2 Textbook For Second Grade of Junior High School* (UIN Jakarta; 2015)

gets valid information, analyze them, and at last return to the answers of the analysis issues.[16] According to Walliman, Data in qualitative research is descriptive because it was gathered from documents, audio-video recordings, transcripts, words, and photographs.[17] Because this research involve the analysis of the textbook content, especially the formal analysis. This research design not aim to test certain hypothesis or to test the correlation between variables. The content analysis used only to explain. Describe some aspects and characters of a text or message.

Research method is a set of technical procedure that arrange systematically and logically along with scientific principles. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.[18] Therefore, content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, newspaper and other types of documents.

Although, this research used qualitative descriptive design means the data collection by using document study. The analysis process of readibility use a mathematical pattern in this research to find out readability level of selected reading texts in the English textbook entitled "Forward An English (Course For Vocational School Students Grade XI)".

2. Research Subject

In this research, researcher used textbook "*Forward An English (Course for Vocational School Students Grade XI)*" as research subject. It is published by Erlangga, one of the famous publisher of learning textbook. The author are Eka

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[16] S. Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik)*, (Jakarta: Rineka Cipta, 2013), p.90

[17] Walliman, N, *Your Research Project*, (London: Sage Publication Itd, 2001)

[18] Donal Ary Et.Al, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 29

Mulya Astuti and Shyla K. Lande. It is published on year 2017 in Jakarta which is ISBN 978-602-434-654-6. The series is made based on 2013 curriculum. The researcher focused on the reading texts; there are 26 texts in this English textbook. Then the textbook have 10 units:

Unit 1: What's Your Opinion?

Unit 2: Can I Take a Message?

Unit 3: Please, Attend the Event

Unit 4: Best Whises

Unit 5: Follow the Instructions Below

Unit 6: It's Made of Glass

Unit 7: If You Study Hard, You Will Succeed

Unit 8: Factual Reports

Unit 9: Is It Good for Us?

Unit 10: Do You Know These People?.

3. **Research Instrument**

Data are required to undertake the findings of this research. The instrument of the research is equipment that is used by the researcher to collect the data, in which it is important to get the accurate data.[19] Arikunto declared that research instrument is that the tool which is employed by researcher to collect the information of a study through a precise.

An instrument is some tools that were used to get data which was done by analyzing or observation the object to collect the appropriate data. The researcher employed the Flesch readibility formula as the way to measurement, because there were mostly used, simple, and has easy step to analyze. Those data will be obtain by using the following

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[19] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, ed. Brittany Bauhaus, 4th ed. (United States of America: SAGE, 2014, p. 223

instruments; the particular tools are needed for collecting the data in this study are observation and data display.

The main instrument in this research document. The researcher is the tool to support the research when using method of collecting data. In here, the researcher used human instrument as the primer instrument. Human instrument means the researcher herself who would be the instrument. In doing this research, the researcher allowed to set the way of planning to the research, collecting data, analyzing the data, and representing the data by herself.

4. Data and Source of Data

The data in this research is the suitability of the reading texts in the English textbook with the appropriate grade level for Vocational School Students Grade XI. The data for analysis collected from textbook "Forward An English" because the source of data is in the form of document, the method used to gather data is called Documentation Method.[20]

The data and source of data in this research is adopted from an English textbook entitled "Forward An English (Course for Vocational School Students Grade XI)". This textbook consists of ten units. It is publish by Erlangga. It is compose by Shyla K. Lande, and Eka Mulya Astuti. It was published on year 2017 which has ISBN 978-602-434-654-6. Forward An English textbook consisted of 10 units and the textbook based on 2013 curriculum.

5. Data Collecting Technique

The data collection steps are used to collect information by carrying out observations, interviews, documents, and visual materials as well as establishing

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[20] Arikunto, S. Prosedur Penelitian (Suatu Pendekatan Praktik), (Jakarta: RinekaCipta, 2013)

information recording protocols.[21] The researcher use documents technique to collect the data. Document data can be obtained from books, archieves, magazines, and anything else that support documents. The material that use in this research was a reading texts in the English textbook. In collecting the data, here some steps that the researcher do:

a. Identified the reading texts in the English textbook entitled "Forward An English (Course For Vocational School Students Grade XI)"

b. Count the number of words, sentences, syllables of each reading text using a website of readability formula, namely *www.readabilityformulas.com*

c. Count the ASL and ASW

d. Count the readability score using Flesch Reading Ease formula

e. Determine the grade level of readability score result according to the table 2.1

f. Find the high percentage of reading text according to the categories of reading level.

g. The researcher make a conclusion.

So in this research, the researcher used publish textbook as the document. The researcher choose the eleventh grade students of Vocational School. And the researcher used English textbook entitled "Forward An English (Course For Vocational School Students Grade XI)" that was analyze in this research as primary document.

6. **Data Analysis**

In data analysis some methods used on the research. Data analysis is process of searching and arrange the data

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[21] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, ed. Brittany Bauhaus, 4th ed. (United States of America: SAGE, 2014, p. 238

systematically which is obtained by interview, field notes, and documentation, with organize the data into categories, break down into units, do synthesis, arrange into a pattern, decide which are important and which are must be learned, and make conclusion to make it easy to understand.[22] Bogdan said data analysis is a process of finding and compiling study materials collected by researchers to increase their understanding to ensure that they can present what they have found to others.[23] After data collecting, there are three steps:

a. Data Reduction

Data reduction is the process selection of the data to the field notes. After the field notes, the data reduction process continues until the final report is completed. Data reduction is conduct by using purposive sampling, which is selecting the reading texts that are suitable with the criteria of Flesch Reading Ease inputs. The researcher selected the texts that having more than 150 words and below 3.000 words as limited by Flesch Reading Ease.

b. Data Display

In qualitative research, the data is presented in table form, graphic, pie chart, pictogram.[24] The data display conduct by displaying the readability level of reading texts. Through the data display, the data became well organized. It makes more easy to understand.

c. Conclusions Drawing

The researcher make a conclusion and explain the result of readability score of reading texts in English textbook using Flesch Reading Ease formula.

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[22] Sugiyono, "*Metode Penelitian Kualitatif*", (Bandung : ALFABETA, 2018), p. 131

[23] Bogdan and Biklen, "*Qualitative Research for Education: An Introduction to the Theory and Method*", (Boston: Allyn and Bacon, Inc 1998), p. 145

[24] Sugiyono, "*Metode Penelitian Kualitatif*", (Bandung : ALFABETA, 2018), p. 137

7. Trustworthiness of the Data

Proposal developers need to convey the steps they will take in their studies to check for the accuracy and credibility of their findings.gibbs states, that qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects.[25] The validity test of qualitative research is divided into 4 criteria such as credibility, transferability, dependability, and also confirmability. In this research, only uses credibility to check the trustworthiness or validity of the data.

Data credibility is a method used to prove that the data obtained is true and correct. There are several ways to obtain credibility data, such as expanding the scope of observation, increased persistence, discussing with peers, triangulation, member inspection, and negative case analysis. In this research, the researcher uses triangulation.

Triangulation in qualitative validation assesses the adequacy of data in accordance with the sources and procedures for collecting data.[26] There are 4 types of triangulation, namely, source data triangulation, method triangulation, investigator triangulation and theoretical triangulation based on Miles and Huberman.[27]

a. Source Data Triangulation

Source triangulation is defined as a method used to test credibility data by checking data from several sources such as observations, documentation and interviews.

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[25] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, ed. Brittany Bauhaus, 4th ed. (United States of America: SAGE, 2014

[26] *Ibid*.

[27] A. Michael Miles, B. Matthew and Huberman, *Qualitative Data Analysis: An Expended Sourcebook, Sage Publication*, 2nd ed. (California, 1994)

b. Methodological Triangulation

Means that a methodological is carried out using several findings from several researchers using a different method.

c. Investigator Triangulation

Means that this triangulation uses more than one expert to research and analyze the data found.

d. Theoretical Triangulation

Means that this type is carried out using several theories which related to research in analyze data such as articles, journals, books, etc.

Based on the types of triangulation mentioned above, the researcher used investigator triangulation to check the validity of the data. The researcher have read several sources that are consistent with the understanding of readability level of reading texts from various thesis, journals and articles. In this form, the data is analyse validation from the lecturer. In this research study, the researcher analyzed data the readability level of reading texts uses a theory statistical readability formula Flesch Reading Ease Formula by Rudolf Flesch.

I. Systematics of the Discussion

The systematic of the discussion of the overall discussion in this research consists of three chapters, they are:

Chapter I. Introduction

This chapter contains the Title Affirmation, Background of the Problem, Focus and Sub-focus of the Research, Problem Formulation, Objective of the Research, Significance of the Research, Relevant Research, Research Method, and Systematic of the Discussion.

Chapter II. Literature Review

This chapter contains descriptions of several theories from expert to support this research study which consists of theory about Definition of Textbook, The Concept of Textbook, The Role of Textbook in ELT, Textbook Selection, The Advantages and Disadvantages of Textbook, Definition of Reading, Reading Comprehension, Definition of Text, Types of Text, Readability, Readability Factor, and Flesch Reading Ease Formula.

Chapter III. Description of the Research Object

This chapter contains General Description of the Object in the research is Flesch Reading Ease formula, and there are Facts and Data Display of the research to show how the result of data analysis will be presented.

Chapter IV. Research Analysis

This chapter contains Data Analysis to find out the readibility level of reading texts in the textbook, and there is Research Findings to discuss about the result of this research.

Chapter V. Conclusion and Recommendation

This chapter contains Conclusion and Recommendation to show the final result according to this research and recommend the following parties to consider the research findings.

CHAPTER II

LITERATURE REVIEW

A. Textbook

1. Definition of Textbook

Richard said that textbooks are perhaps the commonest form of teaching materials in language teaching.[28] In language program, textbook used in different ways. For example, a reading textbook might be the basis for a course on reading skills. It provided both asset of reading texts and exercises for skills practice. A writing textbook might provide model composition and a list of topics for students to practice their writing. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss; as a result they can practice their speaking. A listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course.

Textbook is consider as the primary instructional resources in school. It is play an important role in educational programs, it still use dominantly in teaching learning process. Moreover, the term of textbook is not only as a course book but also as a set of teaching and learning guidelines. According to Pope in Karen Bargate's paper, a textbook is a book for teaching and learning and it's written primarily with students and teacher in mind.[29] Pamungkas mentioned that a textbook was one of the many kinds of instuctional materials

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[28] Jack C. Richard, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 254

[29] Karen Bargate, *Criteria Considered by Accounting Faculty When Selecting and Prescibing Textbook – A South African Study*, International Journal of Humanities and Social Sciences Vol. 2 No. 7, April 2012, p. 114 Available on http://www.ijhssnet.com/journal/index/936

used in learning and it was usually written, tightly organized, and greatly condensed.[30] Hornby mentioned that textbook is an instructional used as guidance in the teaching and learning process.[31] According to Sheldon, textbook are the visible heart of any ELT programme, in which he illustrates the vital important of textbooks in teaching English.[32]

Additionally, Kolahi and Shirvani define that textbook is the core learning composed of text/images designed to bring about a specific set of educational outcome; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.[33] As we found textbook that we usually saw or used, it is a print book that consists of materials with instructions/illustrations that is design based on the sequence of learning activities. Textbook is intend to be used as one of learning facilitations and to make a specific educational outcome.

From those definitions, the researcher concluded that textbook is a coherent body consisting of some materials in form of printed text and/or images that is used as an instructional material in the teaching and learning process.

2. The Concept of Textbook

Many schools use the textbook as the main media in teaching and learning. Textbook is the printed material that student and teacher can bring easily. In some region in Indonesia, it is cheaper sources using a tablet or other

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[30] Pamungkas, D. A, *The Quality of the English textbook used by International Standard Junior High School*, Unpublished Thesis, English Department, Faculty of letters, State University of Malang, 2010

[31] Honrby, AS, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1986)

[32] Sheldon. L. E, *Evaluating ELT Textbooks and Materials*, ELT Journals; 42(4), 1988, p. 237

[33] Sholeh Kolahi and Elaheh Shirvani, *A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translations*, International Journal of Linguistic, Vol. 4, No. 4, 2012, p. 346 Available on http://www.macrothink.org/journal/index.php/ijl/article/view/2737/pdf

resources. Sometimes, it is side by side with CD to support the content in the textbook.

Teacher as the role model in the class has to decide which textbook is appropriate for students. Because of selecting textbook involves matching the material in the textbook with the current curriculum in the school. According to Alan Cunningsworth, there were not a best textbook but at least teacher can find the better textbook based on the aim of their teaching process.[34]

3. **The Role of Textbook in English Language Teaching (ELT)**

Nowadays, textbook played important role in English language teaching process. According to Sheldon in Wong a textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities.[35] Patricia Byrd in Fernando states that most teachers depend on textbooks often as require tool because they provide content and activities that shape what happen in the classroom.[36]

Hutchinson and Torres explain that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques. In addition, a

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[34] Alan Cunningsworth, *Choosing your Textbook*, (Oxford: Macmillan Henimann, 1995), p. 73

[35] Wong Pak Wing Lawrence, *Textbook Evaluation: A Framework For Evaluating The Fitness of The Hong Kong New Secondary School (Nss) Curriculum*, Department of English City University of Hong Kong, 2011), p. 5

[36] Luis Fernando Gomez-Rodriguez, *English Textbook for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?*, Universidad de La Sabena, 2010, Vol. 13, No. 3, p. 332

textbook can be the guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.[37]

Addition the role textbooks provided available source of ELT materials for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials. It meant using textbook was more efficient with readily material and available source for their students'.

From the explanation above the researcher conclude that textbook became a crucial and main sources to the teachers in teaching English language, because textbook provide the material and content of the lessons to their students. The textbook also could guide the teacher because it provided ideas on how to plan and teach lessons as well as formats that teachers could use.

4. The Advantages and Disadvantages of Using Textbook In Language Teaching

According to Grave, textbooks have some the advantages as follow:

a. Provide a syllabus for the course

b. Provide a security for the students

c. Provide a set of visual, activities, reading, ect

d. Provide teachers with a basis for assessing students learning

e. It may includes supporting materials

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f. Provide consistency within a program across a given level, if all teachers use the same textbook.[38]

Besides that, there were some disadvantages of textbooks:

a. The content or example may not be relevant or appropriate to the group you are teaching

b. The content may not be at the right level

c. It may include everything you want to include

d. There may be not be the right mix of activities

e. The sequence is lockstep

f. The activities, readings, visuals, etc may be boring

g. The material may go out of date

h. The timetable for completing the textbooks or parts of it may be unrealistic.

From the statement above, we know that teachers who relied so much on the use of textbook without using other materials, often found a difficulty to improve their teaching in language. They are tend to focus on what was written than to provide other materials that support the language teaching. This is one of the disadvantages of textbook. Further, another disadvantages is textbook form a same format from one unit to the next. This might make students feel bored for learning in same sequence. In order to reduce the disadvantages of the textbook, the teachers had to be creative and understanding about the text is appropriate for students' level. Actually, the main role in the teaching and learning process in the class is not only a textbook but also the teacher. Teacher has the crucial role in the success of teaching and learning process. Therefore, teachers have to be innovative when they find that the textbook is not appropriate for their students especially in the appropriateness of reading texts.

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[38] Thomson. Heinle , *Designing Language Course, A Guide for Teachers*, (Boston: Heinle, Cengage Learning, 2000), p. 174

B. Reading

1. Definition of Reading

There are some definitions of reading. Reading is clearly an important skill because by reading the readers got a lot of information and learning something from the written material. As stated by Andrew that reading is the practice of using text to create meaning. Consequently reading is doing something regularly related to the text to get the meaning.[39] According to McWhorter, reading is a way of taking new ideas and identifying information to be learned, it means that when one is reading a text, he may find information that will help him in learning something.[40] To be a successful reader, one might comprehend or understand the information in written materials. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words means.[41] Moreover Urquhart and Weir in Grabe states that "reading is the process of receiving and interpreting information encoded in language from via the medium of print".[42]

Reading is an interactive between the readers and the writer. The reader also brought a wide rage of background knowledge to reading, and she or he actively constructed the meaning of the text by comprehending what the writer intended and by interpreting it in term of background knowledge activated by the reader.[43] According to Stuffer in Petty and Jensen, there are some definitions of reading:

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[39] Andrew P. Johnson, *Teaching Reading and Writting: A Guidebook for Tutoring and Remediating Students*,(New York: The Rowman & Littlefield Publishing Group, 2008), p. 3

[40] McWhorter, K.T, *Guide to College Reading*, (New York: Longman, 1999), p. 212

[41] Jeremy Harmer, *How to teach English*, (London: Pearson Education Limited, 2007), p. 70

[42] William Grabe, *Reading In a Second Language Moving From Theory to Practice*, (Cambridge: Cambridge University Press, 2009), p. 14

[43] *Ibid*. William Grabe, 2009, p. 13

a. Reading is the complex process.

b. Reading means to get information from the printed page.

c. Reading is the ability to pronounce and comprehend the printed word.

d. Reading is interpreting signs, letters, or symbols by assigning word.

e. Reading is receiving ideas and impressions from an author via the printed word.[44]

From the definition above, the reseacher concludes that the reading is the process of receiving and interpreting the meaning and information encoded in language from via printed of medium.

C. Text

1. Definition of Text

According to Siahaan and Shinoda, text is meaning linguistic unit in context. The meaning of text here referred to either linguistic content (the linguistic unit before and after a text) or non linguistic context (outside a text). A text is both a spoken text and a written text.[45] According to Anderson and Anderson text is words are put together to communicate a meaning a piece of text is created.[46]

A spoken text was any meaning spoken text. It could be a word, phrase, sentence or discourse. A spoken discourse can be monologue, dialogue or conversation. It can be a song, poetry, drama, lecture, etc. Moreover, a written text is any meaningful written text. It could be a notice direction,

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[44] Petty and Jensen, *Developing Children's Language*, (United States of America: Allan and Bacon Inc, 1980), p. 207

[45] Sanggam Siaham and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

[46] Mark Anderson, and Kathy Anderson, *Text Types in English*, (South Yara: MacMillan Education Australia).

advertisement, paragraph, essay, article, book, etc. A text refers to any meaningful short or long spoken or written text.

According to Gerot and Wignell, a text is defined as the result of some words which are put together to communicate a meaning. Unconsciously, when someone speaks or writes to communicate a message, he is constructing a text. When someone reads or listensto a piece of text, he is interpreting its meaning.[47] Creating a text requires us to make choices about the words we use and how we put them together. Our choice of words will depend on our purpose and our surroundings context.

Based on explanation above, the researcher concludes that the text is a unit meaningful linguistic which coherent and appropriate in a context. It can be a word, phrase, a sentence, or a discourse. In addition, text is meaningful spoken or written words to communicate the meaning, and the term of text. In this study is belong to reading text (written words) the printed material on the textbook which is used in the process of teaching and learning.

2. **Type of Text**

According to Anderson and Anderson there are two main categories of texts; literacy and factual. There are the main text types in literacy category. Media text such as film, videos, television shows, and CDs. Below is the explanation of each text:

a. Narrative Text

Tell a story using spoken and written language. The examples are fantasy novels, historical fictions, and stories.

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[47] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995), p. 206

b. Poetic Text

Express feeling and impressions of life. The example are song lyrics, limericks, and ballads.

c. Dramatic Text

Use acting to communicate ideas and experiences. The examples are films scripts, stage plays, improvisations and street theatre.

Meanwhile, the main text types in factual category. Below is the explanation of each text:

a. Recount Text

A piece of text that retells past events, usually in the order in which they happened. The examples are speeches, letters, newspaper reports, television interviews, and conversations.

b. Response Text

A person's response or action to another text. The exampleare book reviews, movie reviews, song reviews, and theatre reviews.

c. The Explaining Text

Tells how or why something occurs. The examples are how to solve problem, why something different, and how something occurs.

d. The Discussion Text

Gives the for and against. The examples are talkback radio, debates, newspaper articles, etc.

e. Procedure Text

A piece of text that gives us instructions for doing something. The example are directions, recipes, instruction manual, and itineraries.

f. Information Report

A piece of text that presents information about a subject. The examples are textbooks, lecturers, reference articles, and research assignment.

g. Exposition Text

A piece of text that presents one side of an issues. The examples are advertisement, legal defences, editorial, and spoken argument.[48]

D. Readability

1. Definition of Readability

Readability is one of the most important aspects that should be considered in selecting a good passage for students.[49] Since readability could determine the achievement of the goal in teaching reading, some experts defined the term readability of a text differently. Actually, readability is not only determined by the length of the passages or the length of the words, but it is also determined by how interestingly and attractively the text is written.[50] Barbara Woods also defined that the readability of text was investigated to measure the writing complexity and to estimate the reading or education level required for comprehension of the text.[51]

Furthermore DuBay defines "Readability is what makes some texts easier to read and understand than others".[52] It means that the term readability is a factor that made a text easy to be read and understood by particular readers.

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[48] Anderson Mark and Kathy Anderson, *Text Types in English*, (South Yara: MacMillan Education Australia PTY LTD, 1997), p. 2

[49] Hill Walter, *Secondary School Reading*: Process Program and Procedures, (Boston: Allyn & Abcon, 1979), p. 190

[50] William H. Dubay, *The Principles of Readability*, (California: Costa Mesa Impact Information, 2004), p. 3

[51] Barbara Woods, et, all, *A Critical Review of Readability and Comprehensibility tests*, The Journal of Tourism Studies, Vol. 9, 1998, p. 51

[52] *Ibid*, p. 3

According to Klare "readability is the ease of understanding or comprehension due to style writing". This the definition focuses on writing style, in contrast like format, features organization and content.[53]

Edgar Dale and Jeanna Call in DuBay define readability as "the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting".[54] We can also say that when the students find a text is interesting for them and they are able to read and understand it, then the text was readable for them.

From some concepts above, knowing that the readability means how much of the idea and the language presented in an extended reading text that are comprehended by reader that determines his or her success in reading. The readability also measure of how well and how easily a text conveyed the meaning to reader from a text.

E. Readability formula

1. Flesch Reading Ease Formula

Rudolf Flesch created Flesch reading Ease formula. A statistical readability formula analyzed the readability level through the numbers of syllables, words and sentences. According to Chall and Klare as cited in Dubay, Flesch Reading Ease Formula become the most widely used formula and one of the most tested and reliable.[55] The Flesch Readability Formula has advantages. The first, they are very convenient. Because Microsoft Word was so widely used,

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[53] Anagnostou. N.K and Weir. G.R.S. From Corpus-Based Collocation Frequencies to Readability Mesure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop, 2006. p. 3

[54] *Op.Cit*, p. 3

[55] William H. Dubay, *The Principles of Readability*, (California: Costa Mesa Impact Information, 2004), p. 20

these readability formulas are available to many people. With digital scanners that can copy the text into a file, user can avoid typing text into a Microsoft Word file and a simply obtain the readability estimate. Furthermore, Flesch formed the fromula as follow:

RE = 206.835 – (1.015 x ASL) – (84.6 x ASW)

Where **RE** = Readability Ease

ASL = Average Sentence Length (the number of words divided by the number of sentences)

ASW = Average Number of Syllables per Word (the number of syllables divided by the number of words)

It calculated reading ease on a scale from 1 to 100, with the range of 0 – 29 being "very difficult", 30 – 49 being "difficult", 50 – 59 being "fairly difficult", 60 – 69 being "standard", 70 – 79 being "fairly easy", 80 – 89 being "easy" and 90 – 100 being "very easy". The description could be easier to be understood in the table 2.1:

Table 2.1

Table 2.1 The Interpretation Table for Flesch Reading Ease Scores

Description of style	Flesch Reading Ease Score	Average Sentence Length in Words	Average No. of Syllables per 100 words	Estimated School Grade Completed	Estimated Reading Grade
Very Easy	90-100	8 or less	123 or less	4th Grade	5th Grade
Easy	80-89	11	131	5th Grade	6th Grade
Fairly Easy	70-79	14	139	6th Grade	7th Grade

Standard	60-69	17	147	7th Grade	8th and 9th Grade
Fairly Difficult	50-59	21	155	Some High School	10th to 12th Grade
Difficult	30-49	25	167	High School or Some College	13th to 16th Grade (College)
Very Difficult	0-29	29 or more	192 or more	College	College Graduated

Adopted: William H. Dubay, The Principles of Readability[56]

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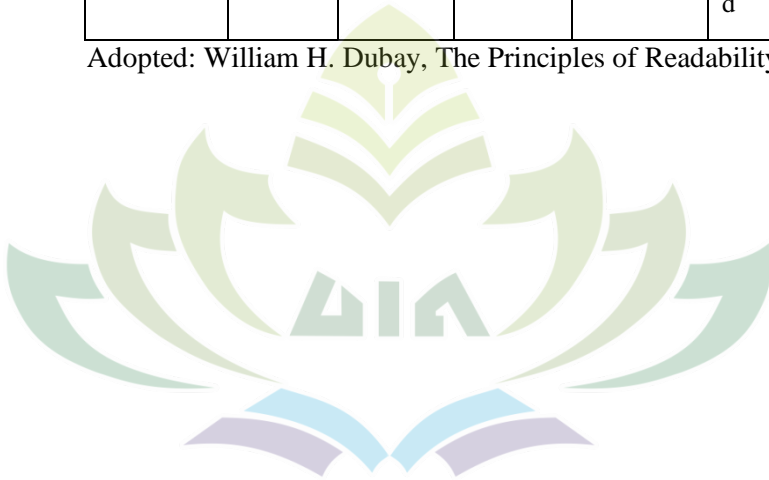
[56] William H. Dubay, *The Principles of Readability*, (California: Costa Mesa Impact Information, 2004), p. 25

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