

**THE CORRELATION BETWEEN READABILITY LEVEL  
AND STUDENT'S READING COMPREHENSION IN  
NARRATIVE READING TEXTS OF TENTH GRADE**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

**ADELIA RIZCA KUSWOYO**

**NPM. 1711040178**

**Study Program : English Education**

**Advisor : Nurul Puspita, M.Pd**

**Co-Advisor : Agus Hidayat, M.Pd.**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY**

**1444 H/2022**

## ABSTRACT

### THE CORRELATION BETWEEN READABILITY LEVEL AND STUDENTS' READING COMPREHENSION IN NARRATIVE READING TEXTS OF TENTH GRADE

The low reading performance of Indonesian students caused by many factors, one of them was called as the degree of difficulty of the texts or Readability level. It was important for English Teachers to know whether the texts were appropriate for their students or not. This study was conducted using correlational research in order to know whether there was correlation between readability level and students' reading comprehension or not. This study involved the Tenth grade students of SMA Gajah Mada and SMAN 7 Bandar Lampung in academic year 2020/2021. Reading comprehension test was conducted in order to get the data of students' reading comprehension. There were 12 narrative reading texts from Bahasa Inggris Textbook by Menteri of Education and Culture, Talk Active Textbook by Yudhistira and Pathway to English Textbook by Erlangga. The researcher measured the readability of the texts using Flesch Reading Ease Formula and classified the Readability level using CEFR Level. The finding of this study showed that there was positive correlation ( $r=0,9054$ ). There were six narrative reading texts that suitable for tenth grade students.

**Key words:** *CEFR, Correlation, Readability, Reading Comprehension*

## DECLARATION

The researcher was a student with the following identity :

Name : Adelia Rizca Kuswoyo  
Student Index Number : 1711040178  
Thesis Title : The Correlation Between  
Readability Level And Students'  
Reading Comprehension In  
Narrative Reading Texts Of Tenth  
Grade

Hereby states that this undergraduate thesis was definitely my own work. I am completely for the content of this undergraduate thesis. Other writers' or experts' opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2022



Adelia Rizca Kuswoyo  
NPM. 1711040178



**KEMENTRIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

**APPROVAL**

**Title : THE CORRELATION BETWEEN  
READABILITY LEVEL AND STUDENTS'  
READING COMPREHENSION IN  
NARRATIVE READING TEXTS OF TENTH  
GRADE**

**Student's Name : Adelia Rizca Kuswoyo  
Student's Number : 1711040178  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, The State Islamic University  
Raden Intan Lampung

**Advisor,**

**Nurul Puspita, M.Pd  
NIP. 198907172015032004**

**Co-Advisor,**

**Agus Hidayat, M.Pd  
NIP.**

**The Chairperson  
of English Education Study Program**

**Dr. Moh. Muhassin, M.Hum  
NIP. 197708182008011012**





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

**ADMISSION**

A thesis entitled: **“THE CORRELATION BETWEEN READABILITY LEVEL AND STUDENTS’ READING COMPREHENSION IN NARRATIVE READING TEXTS OF TENTH GRADE”**, by: **Adelia Rizca Kuswoyo, NPM: 1711040178**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, November 18<sup>th</sup> 2022**.

**Board of Examiners:**

**Chairperson : Iwan Kurniawan, M.Pd**

**Secretary : M. Nawawi, M.Pd**

**Primary Examiner : Dewi Kurniawati, M.Pd**

**Co-Examiner : Nurul Puspita, M.Pd**

**Advisor : Agus Hidayat, M.Pd**



**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof. Dr. Hj. Nirva Diana, M.Pd**  
NIP. 196408281988032002

## MOTTO

لَا تَحْزَنُوا إِنَّا اللَّهُ مَعَنَا

(Q.S At-Taubah : 40)

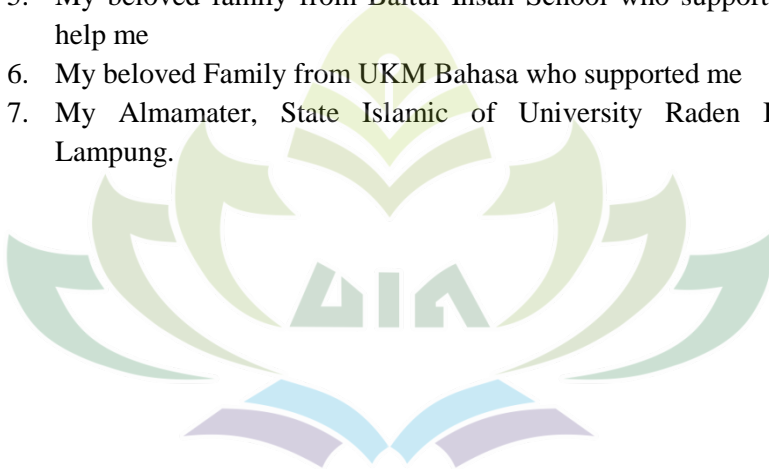
“Grieve not, surely Allah was with us”



## DEDICATION

I offer up my praise and gratitude to Allah SWT for always giving the abundant blessing to me. Then, I sincerely dedicate this undergraduate thesis to:

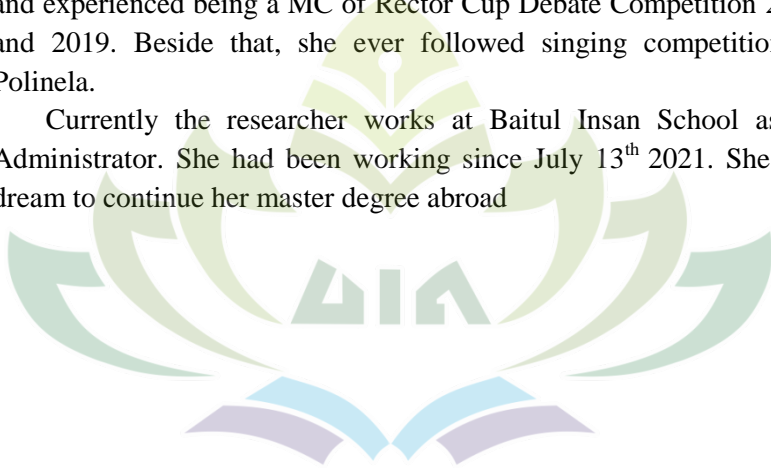
1. My beloved parents Mr. Toni Kuswoyo and Mrs. Enna Mahdalena who always pray and support me until I could finish this undergraduate thesis,
2. My beloved younger sisters who always give me a support to complete my undergraduate thesis,
3. My beloved big family who support and give me advice,
4. My beloved friends who support, give advices and help me,
5. My beloved family from Baitul Insan School who support and help me
6. My beloved Family from UKM Bahasa who supported me
7. My Almamater, State Islamic of University Raden Intan Lampung.



## CURRICULUM VITAE

The researcher's name was Adelia Rizca Kuswoyo. She was born on March 19<sup>th</sup>, 1999 in Bandar Lampung. She was the first child from three siblings of Mr. Toni Kuswoyo and Mrs. Enna Mahdalena. She began her educational at SDS Citra Insani Rawa Jitu, and then in 2009 moved to SDN 4 Waylaga Panjang and graduated in 2011. After that, she continued her study at MTsN 1 Bandar Lampung and graduated in 2014. Then, she graduated from MAN 2 Bandar Lampung in 2017. She was accepted to be a student in English Education Study Program at State Islamic of University Raden Intan Lampung. During her college life, she joined one of the campus organizations, UKM Bahasa and experienced being a MC of Rector Cup Debate Competition 2018 and 2019. Beside that, she ever followed singing competition in Polinela.

Currently the researcher works at Baitul Insan School as an Administrator. She had been working since July 13<sup>th</sup> 2021. She had dream to continue her master degree abroad





## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*, to beginning, the researcher would like to convey her thankfulness to the almighty Allah SWT for providing her with an opportunity, guidance, and blessings. As a result, the researcher was able to arrange and complete this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad peace be upon him, who had taken us from darkness to brightness. By the grace of Allah SWT, the researcher was able to complete her undergraduate thesis, “*The Correlation Between Readability Level and Students’ reading Comprehension In Narrative Reading Text of Tenth Grade.*” This undergraduate thesis was one of the requirements for the award of an undergraduate degree in the English Education Study Program at the State Islamic University of Raden Intan Lampung.

The researcher could not have completed this study and undergraduate thesis on her own. She had received a lot of aid, guidance, and prayers from people around her. Therefore, the researcher wanted to convey her greatest appreciation to those who have always taken care of her, and she wants to express her sincere appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung and all the staff.
2. Dr. Moh. Muhassin, M.Hum , as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. M. Ridho Kholid, S. S. M.Pd as the secretary of English Education Study Program of UIN Raden Intan Lampung.
4. Nurul Puspita, M.Pd. as the Advisor who had given guidance, support and solution to the researcher in the accomplishment of undergraduate thesis.
5. Agus Hidayat, M.Pd., as the Co- Advisor who had helped, guidance, support and solution until this undergraduate thesis finished.
6. Helta Anggia, S.Pd, M.A, as the Validator of this thesis who had kindly and willingly spared his time to validate this undergraduate thesis.

7. My beloved Family, Mom and Dad, my younger sisters Zahra and Nina and my cousins Mba Tika and Iren.
8. My beloved friends (Indah Octaviani, Ardiansyah Rambe, Nikola Patrio, Mifath Khairunnisa, Ayu Anggraini, Inayatul Aini, Syifa Luthfiannisa, Vivi Vidari, Fanny Aditya Putri, and all of my classmates (PBI Class E 2017) and my family at Baitul Insan School who cannot be mentioned one by one.

However, the researcher realizes that this undergraduate thesis had limitations in certain way and it was far from being perfect. Thus, critique, comment, and suggestion were expected to arrange a better paper in the future. Hopefully, this research will be useful and can give the beneficial for the readers who want to get information about gender representation.



Bandar Lampung,  
The writer

ADELIA RIZCA KUSWOYO  
NPM. 1711040178

## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>ADMISSION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>

### **CHAPTER I: INTRODUCTION**

A. Title Affirmation.....	1
B. Background of the Problem .....	2
C. Identification of the Problem .....	6
D. Focus and Sub-Focuses of the Research .....	6
E. Formulation of the Problem .....	7
F. Objective of the Research .....	7
G. Benefits of the Research .....	7
H. Relevancy Studies .....	8

### **CHAPTER II: REVIEW OF RELATED LITERATURE**

A. Frame of Theory .....	11
1. Textbook .....	11
2. Readability .....	12
3. CEFR.....	20
4. Reading .....	23
5. Reading Comprehension .....	27
6. Aspect of Reading Comprehension .....	28
7. Narrative.....	30

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design .....	33
B. Population, Sample .....	34
C. Sampling Technique .....	35
D. Variable of The Research .....	36
E. Operational Definition of Variables .....	36

F. Data Collectig Technique .....	37
G. Research Instrumet .....	37
H. Research Procedure .....	40
I. Validity Of The Test .....	41
J. Data Analysis .....	43

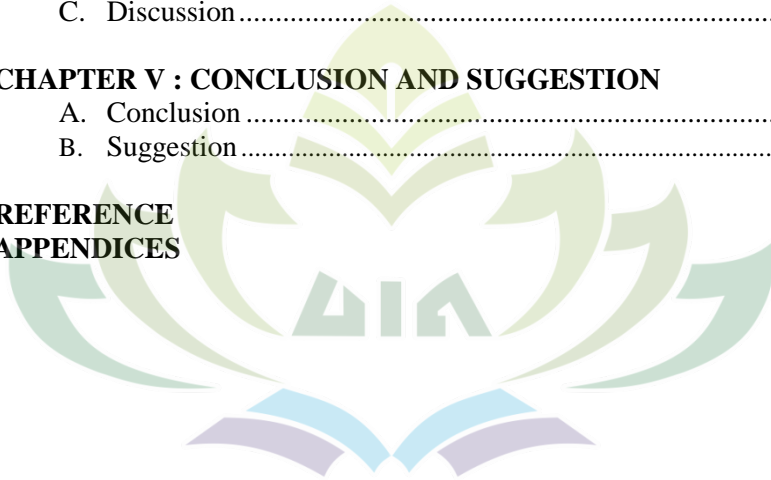
**CHAPTER IV : FINDING AND RESULT**

A. Results Of Readability Level and Students’ Reading Comprehension .....	45
1. The Results of Readability Level in Narrative Reading Texts.....	45
2. The Results of Students’ Reading Comprehension Test in Narrative Reading Texts.....	48
B. Data Analysis.....	49
C. Discussion.....	51

**CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	53
B. Suggestion.....	54

**REFERENCE  
APPENDICES**





## LIST OF TABLE

Table	Page
Reading Ease Formula Scale Of Flesch Formula.....	15
SMOG Conversion Table.....	17
Cloze Procedure Test Score Table .....	20
Characteristics of Narrative Text .....	31
Table of Population .....	34
Table of Sample .....	35
Table of CEFR Intepretation level in Education System .....	38
Table of Narrative Reading Texts .....	39
Table of Classification of Students' Reading Test Score .....	40
Table of Result of Readability Level.....	45
Table of Result of Students' Reading Comprehension .....	48
Table of Normality Test .....	49
Table of Homogenity Test.....	50
Table of Hyphotetical Test.....	51

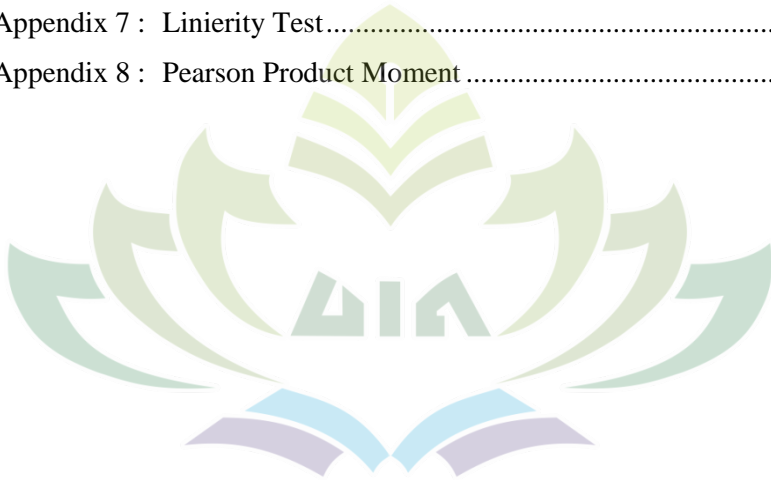
## LIST OF FIGURE

Figure	Page
Picture of Fry Graph.....	19



## LIST OF APPENDICES

Appendix	Page
Appendix 1 : Syllabus .....	61
Appendix 2 : Narrative Texts and Reading Comprehension Test.....	67
Appendix 3 : Instrument Validation.....	93
Appendix 4 : Students' Reading Comprehension Score .....	96
Appendix 5 : Results Of Readability Level Using Flesch Reading Ease Formula .....	100
Appendix 6 : Normality Test .....	107
Appendix 7 : Linierity Test.....	109
Appendix 8 : Pearson Product Moment .....	112



# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

As the first step to understand the title of this research, the researcher explained the title used in this research. This was aimed to provide informations about the title and to avoid misunderstanding to the readers. The title provided an overview to facilitate the process of making this proposal as well as the need for an explanation of the terms related to this proposal. The title of this research was “The Correlation Between Readability Level And Student’s Reading Comprehension Of Tenth Grade.” The explanation of the title as follows:

In the correlational research method, the research examined the differences between the two characteristics of the study group. Bold noted that the purpose of a correlational study was to establish whether two or more variables were related. Creswell defined correlation as a statistical test to establish patterns for two variables.<sup>1</sup> It used to denote the association or relationship between two (or more) quantitative variables.<sup>2</sup> The correlation between two sets of measures of variables could be positive or negative. It was said to be positive when an increase (or decrease) in the corresponds to an increase (or decrease) in the other. It was negative when increased corresponds to decrease and decreased corresponds with increase. There was also possibility of third type of correlation i.e. zero correlation between the two sets of measures of variables if there exists no relationship between them.<sup>3</sup>

Readability was used to determine the ease with which students read and understand the text. By analyzing the readability level of the texts, we could predict whether the text was difficult,

---

<sup>1</sup> Williams, Carrie. *Research Methods*, journal of Business and Economic Research (2007) Vol. 5 no. 3 p. 66

<sup>2</sup> NJ Gogtay, UM Thatte, “Principles of Correlation Analysis”, Vol. 65 (2017) : 78

<sup>3</sup> Kumar Singh, Yogesh. *Fundamental of Research Methodology and Statistics*, in Chitrakoot, 2006, Chapter 21



plain, or easy for the students. In testing readability level, the researcher used Flesch Reading Ease Formula to measure the text and CEFR to classify the criteria of the texts.

Reading comprehension was an ability to understand or to gain the information from a text.<sup>4</sup> According to Woolley in Yolanda's Thesis, reading comprehension was the process of making meaning from text. The goal was to gain an overall understanding of what was described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.<sup>5</sup> Therefore, reading comprehension had process of making meaning in a text

This research used three English textbooks for the tenth-grade students from different publishers will be analyzed by the reasearcher. Three English textbooks were "Bahasa Inggris" published by Ministry of Education and Culture, "Pathway to English" published by Erlangga, and "Talk Active" published by Yudhistira.

From the explanation above, it could be concluded that the aim of this research was to find out whether therewas correlation between readability level of the text and student's reading comprehension or not. Thus, the researcher was interested to conduct a research entitled "The Correlation Between Readability Level And Student's Reading Comprehension In Narrative Reading Texts Of Tenth Grade"

## **B. Background Of The Problems**

Reading was one of the keys that improves learning results in many fields of study. Carnie stated in Nurainun's Thesis, reading was defined as getting information from the text and interpretation.

---

<sup>4</sup> Grabe William, and Fredricka L Stoller,. (2002), *Teaching and Researching Reading*. (New York: Longman), p. 7

<sup>5</sup> Melandita, Yolanda. *Students' Difficulties in Comprehending The English Reading Text At The Second Semester of The Eighth Grade of SMP Darul Falah Bandar Lampung in The Academic Year of 2018/2019*, in UIN Raden Intan Lampung, (2019), p.16 : unpublished Thesis

In other words, reading was the ability to draw from the printed text and interpret the information appropriately<sup>6</sup>. Students have to be compelled to have great reading skill for obtaining knowledge and learning new information. Yilmaz explain, “reading was often characterized as a receptive skill in which one looks at and attempts to understand what had been written”<sup>7</sup>. It means that the students were expected to be able to explain about the topic of the text or passage after they comprehend the reading text. That was why the purpose of reading was to get some information from the text. Based on the curriculum 2013, the objective of teaching reading for the first grade of SMA students was to enable the students to identify the main idea of whole text, vocabularies, and some information from a reading text.

For instance, students who read English text most have many benefits<sup>8</sup>. First, it can increase their vocabularies and understanding about reading English. Second, it can also improve the memory of our brain. Since with a lot of reading, we will regularly continue to hone the ability of our brain. Many students get in problem when they were asked to deal with the complicated sentence structures typical of more advanced reading materials. Such sentences may have multiple subjects and predicates, embedded clauses and phrases, passive voice, and/or unusual word orders. To know the difficulties in reading comprehension was important. The problems were faced by the students might be different in one school to another school.

Based on the English teachers in SMAN 7 Bandar Lampung and SMA Gajah Mada Bandar Lampung, they still have low motivation to comprehend the reading text. One of the reason was

---

<sup>6</sup> Nurainun, “*Improving the students’ reading comprehension in narrative reading text by using concept oriented reading instruction at grade VII private islamic junior high school ali imron medan*” in state islamic university of north sumatra, 2017 : unpublished thesis.

<sup>7</sup> Husna, “*The Correlation Among Readability level of Text, Reading Habit, and Reading Achievement of Eight Grade Students of MTs Al-Qur’an Harsallakum Bengkulu*” vol. 3, no. 1 (2016) : 51

<sup>8</sup>Sholihah, Indah Bilqis, “*An Analysis of Readability Level of Reading Text in English Textbook Entitled “BAHASA INGGRIS” For Senior High School Students Grade XII*”, In Sunan Ampel State University, 2018, page 1, unpublished thesis

the text was hard to be understood by the students. Pearson and Johnson say in Rohmatillah's Journal that difficulties in comprehending the texts may vary among readers. It may come from vocabularies, words, phrases, or sentence structures.<sup>9</sup> It was caused by the degree of difficulty of the texts. It's called as readability level.

Readability was used to describe the ease or difficulty of understanding a reading. Pikulski states, "readability was the level of ease or difficulty with which text material can be understood by a particular reader who was reading that text for a specific purpose"<sup>10</sup>. DuBay explains in Husna's Thesis "readability was 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"<sup>11</sup>. That was why, teacher needed to know whether the texts were appropriate for the students or not. Flesch Reading Ease Formula was one of the way to analyze whether the texts were suitable for student's grade or not. And to classify it, the researcher used CEFR. CEFR describes quite thoroughly what language learners were required to accomplish to communicate using a language. Additionally, it provides a sound basis for mutual recognition of language qualifications and assists learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts by using this universally recognized framework. The framework had six levels of descriptors which were used to categorize learners' ability to use a language. Language users were clustered into three main groups: Proficient users (levels C1 & C2), Independent users (levels B1 & B2) and Basic users (levels A1 & A2).<sup>12</sup>

There were previous studies that discussed about readability, The first research relate to this issue had been conduct by

---

<sup>9</sup> Rohmatillah, "Readability Level of Reading Text in English Textbook Entitled *English Alive for Senior High School Tenth Grade* Publish By Yudhistira", Jurnal Tadris Bahasa Inggris, UIN Raden Intan Lampung, p.82

<sup>10</sup> Loc Cit, Husna

<sup>11</sup> Loc Cit, Husna

<sup>12</sup> Farehah, Nurul. 2018 : Implementation of CEFR in Malaysia: Teachers' awareness and the Challenges, *The Southeast Asian Journal of English Language Studies – Vol 24(3): 168*

Mahdiannor entitled "*Content Analysis of Readability Narrative Reading Text In English Textbook by MGMP Bahasa Inggris Mts Kota Palangkaraya*". This study investigate the readability level in English textbook entitled "English Textbook by MGMP Bahasa Inggris". The data were gather through analysis the readability level of the texts Flesh Reading Ease formula. The finding results of this research show that there were 3 texts very easy level, 8 texts in easy level and 3 texts in fairly easy level. There were 3 text out of 14 texts which were suitable for VII grade.

The second research was written by Lailatul Isnaini entitled "*The Correlation Among Text Readability, Reading Strategy and Reading Comprehension*". The purpose of this study was to test the correlation among Text Readability, Reading Strategy and Reading Comprehension. This research use quantitative approach to analyze the data. All of select texts were analyzed using Flesch Reading Ease formula. In this research, the researcher find out there was correlation between text readability and reading comprehension ( $r_{xy} = -0.345$ ). However the coefficient was negative. And there was correlation text readability and strategy ( $r_{xy} = 0.254$ ). the coefficient was positive.

The third research was written by Husna "*The correlation Among Readability of Texts, Reading Habit, and Reading Achievemot of Eighth Grade Students of MTS AL-QUR'AN HARSALLAKUM Bengkulu*" The purpose of this study was to find out whether there were correlation among 3 variables or not. The researcher use correlational research design. The data in this study was quantitative data. There were three kinds of technique for collecting the data. The first was documentation to get information of the readability level of the text. The second was questionnaire to measure students' reading habit. The last was by the test to measure reading achievement.

The differences between the three researches and this research were This research used the three English textbooks which were "Bahasa Inggris" published by the ministry of education and culture, Talk Active by Yudhistira and Pathway To Englis by Erlangga. There will be 2 narrative texts from Bahasa Inggris book



by The Ministry of Education and Culture, 6 narrative texts from Pathway To English book by Erlangga, and 4 narrative texts from Talk Active book by Yudhistira. The total number of narrative texts were 12 narrative texts. The researcher will use Flesch Reading Ease Formula to measure the text and CEFR to classify the criteria of the texts. Beside that, the researcher will use Pearson Product Moment to analyze the data.

Armbruster claims that sometimes students learn textbooks that were difficult to read, understand, and learn.<sup>13</sup> Then, the text, which was too difficult, was unlikely to be suitable for particular students and make them give up reading at once. Due to this problem, the researcher was interested in analyzing the readability of narrative text in english textbooks and find out whether there were correlation between the readability level and student's reading comprehension or not.

Based on the problem above, the researcher would like to make a research that was entitled : "The Correlation Between Readability Level And Student's Reading Comprehension In Narrative Reading Texts Of Tenth Grade"

### **C. Identification of the Problem**

The identification of the problem of this research was required to give the clarification about the study which would be analyzed. Then the researcher arranges the identification of the problem referred background of the problem above :

1. Students still had low motivation to comprehend the reading text
2. Teachers did not know whether the texts in the textbook were appropriate for the students or not

### **D. Focus and Sub-Focuses of the Research**

This study only focused on Readability level and students comprehension of **narrative reading texts** in textbook entitled

---

<sup>13</sup> Ibid

*Bahasa Inggris* by Ministry of Education and Culture, *Pathway to English* by Erlangga and *Talk Active* by Yudhistira.

In order to determine the level of readability, the reseracher used CEFR because it was the most suitable for EFL students.

### **E. Formulation of the Problem**

1. Is there any correlation between the Readability Level and student's reading comprehension in narrative reading texts of tenth grade in textbook entitled *Bahasa Inggris* by Ministry of Education and Culture, *Pathway to English* by Erlangga and *Talk Active* by Yudhistira?

### **F. Objective of the Research**

1. To find out there were correlation between the Readability Level and student's reading comprehension in narrative reading texts of tenth grade in textbook entitled *Bahasa Inggris* by Ministry of Education and Culture, *Pathway to English* by Erlangga and *Talk Active* by Yudhistira.

### **G. Benefits of the Research**

1. Theoretically

The result of this research were expected to give benefits for readers to increase their knowledge of readability level in English textbooks and the correlation with reading comprehension including theories were used to analyze data from a theory statistical readability, also how to find out the correlation.

2. Practically

- a) English teachers, as it would convince them to choose the appropriate materials, particularly reading texts that match their student's reading level.
- b) The related publisher (the Ministry of Education and Culture, Yudhistira and Erlangga), as it would serve as a

database and suggestions to further improve the material quality presented in the published textbooks.

- c) The other researcher(s), as it was hoped to give useful information and guideline to conduct a further study.

## H. Relavance Studies

The first research relate to this issue had been conduct by Mahdiannor entitled "*Content Analysis of Readability Narrative Reading Text In English Textbook by MGMP Bahasa Inggris Mts Kota Palangkaraya*". This study investigate the readability level in English textbook entitled "English Textbook by MGMP Bahasa Inggris". This research method use qualitative. The type of qualitative research that the writer used was content analysis. The data were gather through analysis the readability level of the texts Flesh Reading Ease formula. The finding results of this research show that there were 3 texts very easy level, 8 texts in easy level and 3 texts in fairly easy level. There were 3 text out of 14 texts which were suitable for VII grade.

The second research was written by Lailatul Isnaini entitled "*The Correlation Among Text Readability, Reading Strategy and Reading Comprehension*". The purpose of this study was to test the correlation among Text Readability, Reading Strategy and Reading Comprehension. This research use quantitative approach to analyze the data. All of select texts were analyzed using Flesch Reading Ease formula. In this research, the researcher find out there was correlation between text readability and reading comprehension ( $r_{xy} = -0.345$ ). However the coefficient was negative. And there was correlation text readability and strategy ( $r_{xy} = 0.254$ ). the coefficient was positive.

The third research was written by Husna "*The correlation Among Readability of Texts, Reading Habit, and Reading Achievemet of Eighth Grade Students of MTS AL-QUR'AN HARSALLAKUM Bengkulu*" The purpose of this study was to find out whether there were correlation among 3 variables or not. The researcher use correlational research design. The data in this

study was quantitative data. There were three kinds of technique for collecting the data. The first was documentation to get information of the readability level of the text. The second was questionnaire to measure students' reading habit. The last was by the test to measure reading achievement.

*The differences between the three researches and this research were* This research used the three English textbooks which were "Bahasa Inggris" published by the ministry of education and culture, Talk Active by Yudhistira and Pathway To English by Erlangga. There will be 12 narrative reading texts would be analyzed by the researcher. And also the researcher used Flesch Readability formula to measure the readability level and CEFR to classify the readability level of the texts.





## CHAPTER II

### LITERATURE REVIEW

#### A. Frame Work of Theory

##### 1. Textbook

###### a. The Nature of Textbook

Book was a written or printed work consisting of pages glued or swen together along one side and bound in cover, and the mean of textbook a book used as a standard work for study of subject. In this world there were many kind of textbook and one of them was nature textbook.

According Hornby There were many definitions of textbook based on the experts, the first Hornby state that textbook was an instruction used as guidance in the teaching and learning process<sup>14</sup>. In line with this Richards and Schmidt stated, textbook was a book on a specific subject used as teaching learning guide, especially in a school or college. Textbooks for foreign language learning were often part of a graded series covering multiple skills (listening, reading, writing and grammar) or deal with a single skill (e.g. reading). Then, Lalāu 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.”<sup>15</sup>

From the definition above it can be concluded the textbook was compilation of the information, source of knowledge and as an instruction media that had been

---

<sup>14</sup> Mahdiannor, “Content Analysis of Readability Narrative Reading Text In English Textbook by MGMP Bahasa Inggris Mts Kota Palangkaraya” in State Islamic Institute of Palangkaraya, 2017 : p. 14, unpublished thesis

<sup>15</sup> Nur Alipah, Elsa. 2019. *The Readability Level Of Reading Text In Bahasa Inggris Textbook*, In Syarif Hidayatullah State Islamic University Jakarta, p.9 unpublished thesis.

adapted to the applicable curriculum so that it was appropriate to the students.

## 2. Readability

### a. Definition of Readability

Readability was one of the most important aspects that should be considered in selecting a good passage for students<sup>16</sup>. Since readability could determine the achievement of the goal in teaching reading, some experts defined the term readability of a text differently. Actually, readability was not only determined by the length of the passages or the length of the words, but it was also determined by how interestingly and attractively the text was written.<sup>17</sup> 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.<sup>18</sup>

Furthermore DuBay defines “Readability was what makes some texts easier to read and understand than others”.<sup>19</sup> It means that the term readability was a factor that made a text easy to be read and understood by particular readers.

According to Klare “readability was 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.<sup>20</sup>

---

<sup>16</sup> Hill Walter, *Secondary School Reading: Process Program and Procedures*, Boston: Allyn & Abcon, 1979, p. 190

<sup>17</sup> William H. Dubay, *The Principles of Readability*, California: Costa Mesa Impact Information, 2004, p. 3

<sup>18</sup> Barbara Woods, et, all, A Critical Review of Readability and Comprehensibility tests, *The Journal of Tourism Studies*, Vol. 9, 1998, p. 51

<sup>19</sup> *Ibid.* p.3

<sup>20</sup> Anagnostou. N.K and Weir. G.R.S. From Corpus-Based Collocation Frequencies to Readability Measure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop, 2006. P.3



Edgar Dale and Jeanne 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 was the extent to which they understand it, read it at an optimal speed, and find it interesting.”<sup>21</sup> We can also say that when the students find a text was interesting and they were 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 were 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.

## **b. Methods in Readability Assessment**

In assessing readability, some methods can be applied. Teachers who want to select appropriate text for the students in the process of teaching and learning reading could use any kind of method depended on their beliefs. The purpose of readability assessment was to help someone in knowing the readability level of text for certain reader. Readability of the text can be measured in two ways, they were:

### **1) Readability Formulas**

One common approached to predicting readability was using readability formulas. Chall states on his book that readability formula was a tool for predicting the difficulty of text.<sup>22</sup> Readability formulas measured certain textual characteristics that were quantifiable.

---

<sup>21</sup> Ibid

<sup>22</sup> Liselott Langeborg, *Readability; An Analysis of English Textbook, Academe for Utbildning Och Economy*, 2010, p. 2

Such as characteristics were usually described as “semantic” and if they concern the words used and “syntactic” if they have to do with the length or structure of sentences.<sup>23</sup> According to Haris and Hodges “readability formula were any of a number of objective methods of estimating or predicting the difficulty level of reading material by analyzing the sample from them with result usually expressed as a reading grade level.<sup>24</sup> Principally, readability formula was an instrument to estimate the difficulty level in understanding reading text. Amount of difficult words, amount of words in a sentence and the length of sentences got the readability score based on this formula in the reading text. The parts of readability formulas were mentioned as below:

#### 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.<sup>25</sup> Chall stated on Dubay’s book that the most popular formula and the most tested and reliable. The Flesch Readability Formula had advantages. The first, they were very convenient. Because Microsoft Word was so widely used, these readability formulas were 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 simply obtain the readability estimate.<sup>26</sup> Furthermore, Flesch formed the formula as follow:

---

<sup>23</sup> Anagnostou. N.K and Weir. G.R.S. From Corpus-Based Collocation Frequencies to Readability Measure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop, 2006. P.4

<sup>24</sup> Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts*, New York: The Guildford Press, 2008, p.15

<sup>25</sup> *Op. Cit*, William H. Dubay, 2004, p. 22.

<sup>26</sup> *Op. Cit*, Heidi Anne E, 2008, p.29

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

Where:

Score : Position on a scale of 0 – 100.

ASL : Average Sentence Length (the number of words divided by the numbers 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 – 30 being “very difficult”, 30 – 50 being “difficult”, 50 – 60 being “fairly difficult”, 60 – 70 being “standard”, 70 – 80 being “fairly easy”, 80 – 90 being “easy” and 90 – 100 being “very easy”. The description could be easier to be understood in the table below :

#### Reading Ease Scale of the Flesch Formula

Score	Difficult level	Reading grade
0 – 29	Very difficult	College graduate
30 – 49	Difficult	13th to 16th grade ( college)
50 – 59	Fairly difficult	10th to 12th grade
60 – 69	Standard	8th to 9th grade
70 – 79	Fairly easy	7th grade
80 – 89	Easy	6th grade
90 – 100	Very easy	5th grade

## 2. Flesch Kincaid Grade level Formula

The Flesch Kincaid Grade level formula translated the 0-100 to a grade level, making it easier for teachers, parents, librarians, and other to judge readability level of various books and texts. It could also meant the number of years of education generally required to understand this text. The grade level was

calculated with the following formula:

$$\text{FKGL} = (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59$$

Where:

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

ASW : Average Number of Syllables per word (the number of syllables divided by the number of words)

The result was a number that corresponded with a grade level. For example, a score of 8.2 would indicate that the text was expected to be understandable by an average student in 8<sup>th</sup> grade (usually around the ages 12-14 in Indonesia).

### 3. SMOG Formula

Harry McLaughlin developed the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. It was a tool designed to estimate the readability level of the texts by taking the sample of word and sentence length. The SMOG examines 10 consecutive sentences from the beginning, middle and end of the text.<sup>27</sup> Here were the steps in analyzing readability using SMOG formula:

1. Count 10 sentences in a row near the beginning, 10 in the middle and 10 in the end for a total of 30 sentences.
2. In the 30 selected sentences, count every word of three or more syllables in each group of sentences, even if the same word appears more

---

<sup>27</sup> Naudia Falcouner, et al. An Analysis of the Readability of Educational Materials on the Consumer Webpage of a Health Professional Organization: Consideration for Practice, *The Internet Journal of Allied Health Sciences and Practice*, Vol. 9, 2011, p. 3

than once.

3. Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.
4. Estimate the square root of the number of polysyllabic words counted.
5. This was done by taking the square root of the nearest perfect square. For example, if the count was 95, the nearest perfect square was 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count was 110, take the square root of 100 rather than 121.
6. Add 3 to the approximate square root. This gives the SMOG grade.<sup>28</sup> The conversion table of SMOG formula was stated in table below:

**SMOG Conversion Table**

<b>Word Count</b>	<b>Grade Level</b>
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16

---

<sup>28</sup> *Ibid*

183-210	17
211-240	18

#### 4. Fry Readability Graph

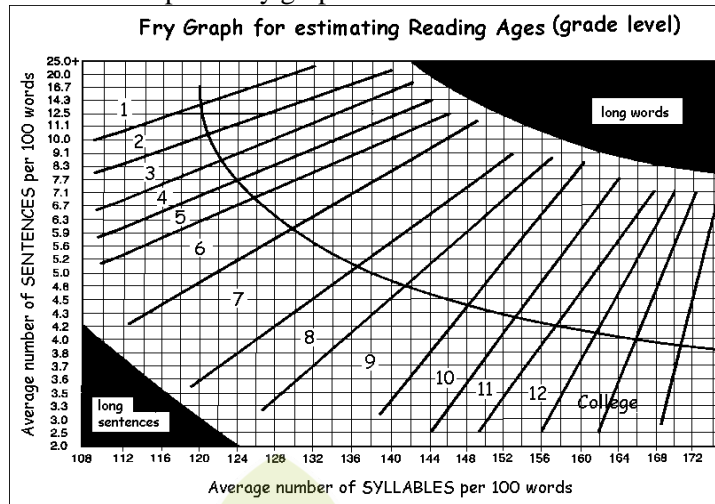
In 1968, Fry published a succinct graph and directions for use to estimate the readability of reading materials. Fry created the graph while teaching reading in Uganda.<sup>29</sup> Fry readability graph was developed by Burns, Roe and Ross in 2006. He claimed did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph had its own advantage. By using a chart, the teacher could write down his own criteria. The procedure involved counting the number of sentences and syllables in each hundred word samples and plotting on the graph the average number of syllables per hundred words. The following were the directions for computing Fry's Formula:

1. Select three 100-word passages from near the beginning, middle and end of the book.
2. Count the total number of sentences in each 100-word passage, estimating to the nearest tenth of a sentence. Average these three numbers.
3. Count the total number of syllables in each 100-word sample and average them for the three samples.
4. Plot on graph the average number of sentences per 100 words.

---

<sup>29</sup> *Op. Cit*, Heidi Anne E, 2008, p.27

The example of fry graph was shown as below:



**Figure 1.1 Picture of Fry Graph**

## 5. Cloze Test

Taylor in 1953 of the university Illinois' published "Cloze Procedures: Tool for measuring readability. The readability level also could be estimated by cloze procedure test. Cloze procedure text was a readability test which used the students' ability in comprehending the text. Taylor argued that words were not the best measure of difficulty but how they related to one another. He proposed using deletion tests called Cloze tests for measuring an individual' understanding of a text.<sup>30</sup> In addition, it was a test constructed by deleting words from a selection and requiring students to fill in the blanks. The deleted words could be at random or mechanical procedure (every "n" word) where "n" was usually a number 5 or above.<sup>31</sup>

A cloze test used a text with regularly deleted words (usually every fifth word) and required the

<sup>30</sup> *Op. Cit*, William H. Dubay, 2004, p.27

<sup>31</sup> *Ibid*. Bertola Perekeme, 2012, p.92



subjects to fill in the blanks. The percentage of words correctly entered was the Cloze score. The lower score's, the more difficult text. Because even advanced readers could not correctly complete more than 65% of the deleted words correctly in a simple text, texts for assisted reading require a cloze score of 35% or more. Bellow the table of judgments of cloze procedure test score:

**Cloze Procedure Test Score**

<b>Score Judgment</b>	<b>Percentage of the correct Answers</b>
Independent level	Over 53%
Instructional level	44%-53%
Frustration level	Up to 44%

As a final point, the researcher will concern to statistical readability formulas that were Flesch Reading Ease Formula to analyze the reading texts that were available in the English textbooks to find out the readability level because it was mostly used, simple, and had easy step or direction to analyze.

### **3. The Common European Framework of Reference for Languages (CEFR)**

The Common European Framework of Reference for Languages or CEFR was formulated in 2001 and designed to establish international standards for foreign language education to caterto the needs of language learners as well as academics and other professions related to assessment, teaching and learning of languages.<sup>32</sup> The CEFR was a comprehensive descriptive scheme offering a tool for reflecting on what was involved not only in language use,

---

<sup>32</sup> Farehah Mohamad, Nurul. 2018 : Implementation of CEFR in Malaysia: Teachers' awareness and the Challenges, : *The Southeast Asian Journal of English Language Studies – Vol 24(3): 168* <http://doi.org/10.17576/3L-2018-2403-13>

but also in language learning and teaching. The Framework provides a common basis and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher training programmes, and for relating language examinations to one another. It allows the different partners involved in planning and delivering language provision and in assessing language progress and proficiency, to co-ordinate and situate their efforts.

The CEFR was based on an action-oriented approach to language learning and use. One of its aims was to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose a Common Reference Level system was developed, a system of six ascending levels of proficiency with specific outcomes – a compendium of descriptors of language proficiency (proficiency implying not only the knowledge of a language, but also the degree of skill in using it).

The scheme proposed in the CEFR adopts a ‘Hypertext’ branching principle, starting from an initial division into three broad levels:

- a) Basic User: A1 and A2
- b) Independent User: B1 and B2
- c) Proficient User: C1 and C2.

1. A1 (Breakthrough or beginner)

An A1 level CEFR grade means the language user can use everyday expressions and basic phrases. They can interact very simply. People communicating them should keep it simple, be clear and be willing to help.

2. A2 (Waystage or elementary)

An A2 level means the user can understand frequently used sentences. These relate to functional language in everyday life. They can describe their background, immediate environment and other familiar matters.

3. B1 (Threshold or intermediate)

A B1 can understand familiar and everyday topics. They can deal with most situations where they need to use the language. They can give brief explanations of topics of personal interest.

4. B2 (Vantage or upper intermediate)

A B1 user can understand both concrete and abstract topics. They can interact with a degree of spontaneity. They were fairly fluent. They were comfortable talking to native speakers. B1s can discuss an issue in detail and provide pros and cons.

5. C1 (Effective operational efficiency or advanced)

A C1 was refined in their understanding of the language. They can understand implied as well as obvious meanings. Their language was fluent and spontaneous. They can discuss more complex topics with ease and detail.

6. C2 (Mastery or proficiency)

A C2 user was at the highest level. They can understand almost everything they hear or read. They can express themselves spontaneously, very fluently and precisely. They can differentiate finer shades of meaning even in the most complex situations.

**a. A comparison of different readability scales**

The Flesch-Kincaid readability analysis and the CEFR grading systems measure different parameters, so they will not necessarily produce the same result when assessing the difficulty of a text. Essentially Flesch-Kincaid analyses documents for their readability by people living in an English-speaking environment, whereas the CEFR scales analyse documents for their accessibility to learners of a foreign or second language.

In many cases the different systems will produce the same result but not always. Flesch-Kincaid, for example, underestimates the difficulty for non-native speakers of documents containing lots of short sentences, such as dialogues. Furthermore, applied to texts on Linguapress.com, neither Flesch-Kincaid scores nor CEFR scores can take account of the fact that difficult vocabulary was explained in word guides; nor do they take into account the fact that for speakers of other Romance languages (Spanish, Portuguese, French, Italian), many of the "complicated" words in English (those with Latin roots) were not complicated at all as they were very similar in these languages. For example, a CEFR text analysis will show the words humble and symbolic as being C2 level words, even though they were very similar in Romance languages and, in the case of the word symbolic, in many other languages too.

The reality of the situation was that the difficulty of any text in English will vary in function of the reader's native language, and not just in function of the words and structures used. While the word humble was of no difficulty at all for a French speaker, the word being identical in French and English, it may well be a new and incomprehensible word for a speaker of Korean or Hausa.

#### **4. Reading**

Carnie states, reading was defined as getting information from the text and interpretation. In other words, reading was the ability to draw from the printed text and interpret the information appropriately<sup>33</sup>. Carnie says that reading was the ability to get information from the text.

---

<sup>33</sup> Nurainun, "Improving the students' reading comprehension in narrative reading text by using concept oriented reading instruction at grade VII private islamic junior high school ali imron medan" in state islamic university of north sumatra, 2017 : unpublished thesis.

According to Daiek, reading was an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them<sup>34</sup>. Based on theory of Daiek, reading was a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

According to Burns, reading was a way of sharing another person's insight, joys, sorrow, or creative endeavors.<sup>35</sup> Being able to read can make it possible for a person to find places he or she had never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

From the explanation above we know how important reading, Allah say in Holy Qur'an in Surat Al-Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ نَكُنْ مِنْ آيَاتِنَا ۝ أَلَمْ نَكُنْ مِنْ آيَاتِنَا ۝ أَلَمْ نَكُنْ مِنْ آيَاتِنَا ۝  
 وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning:

“Read, In the name of your Lord, Who had created (all that exist). had created man from a clot (a piece of thick coagulated blood), read and your Lord was the most Generous, who had thought (the writing) by the pen (the first

<sup>34</sup> Anter Nancy, (2004), Critical Reading for College and Beyond, (New York: Mc Graw Hill), p. 5.

<sup>35</sup> Burns (et. al). (1984), Teaching Reading in Today's Elementary School (3rd edition), (New York: Longman), p. 3.

person to write was prophet Idress (Enoch). had taught man that which he know not.<sup>36</sup>

This first word of the verses was IQRA! That means Read. This had a big meaning for us as Allah creature, firstly however, we were the human come to this world cannot read everything at all, but with our ability be permit from Allah finally we can read everything what we want.

Furthermore, according to Clark et. al define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.<sup>37</sup>

From those opinion above it can be concluded that reading was a process of founding meaning in the text. When someone was reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It was important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are:<sup>38</sup> (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading was an active process that requires the learner to be active in his learning to read.(5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary was important. (7) Reading requires practice-time on task. (8)

---

<sup>36</sup> Lajnah Pentashih Mushaf Al-Qur'an. (2010), Al-Qur'an Terjemahan Dwibahasa Inggris Indonesia, (Bandung: Al-Mizan Publishing House), p. 753.

<sup>37</sup> Edithia Gloria Simanjuntak. (1988). Developing Reading Skills for EFL Students. (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan ), p.15.

<sup>38</sup> Edithia Gloria Simanjuntak. (1988). Developing Reading Skills for EFL Students. (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan ), p.15.

Favorable attitudes were important for effective reading. (9) Reading capabilities were different for each student. And (10) Reason for reading was important to be an effective reader. It was important to apply these principles of learning to the students' mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost unconsciously in most cases.<sup>39</sup> For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately.<sup>40</sup> They mention seven purposes of reading: (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) Reading to integrate the information. (5) Reading to write (search information needed for writing). (6) Reading to critique texts. And (7) Reading for general comprehension.

There were many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he was studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he was reading a text will influence the way he reads it. Reading short story at bedtime was likely different from reading a

---

<sup>39</sup> Grabe William, and Fredricka L Stoller,(2002), Teaching and Researching Reading. (New York: Longman), p. 11.

<sup>40</sup> Ibid, p. 13.



hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading selection and the purpose for reading it.<sup>41</sup> On the other hands, it was clear to say that reading purpose will influence the skills required or used. Skill was not only to learn knowledge, but also abilities to process information.

## 5. Reading Comprehension

Reading comprehension was complex skill that requires an active interaction between text elements and the reader. The reader was an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it was clearly understood that comprehension was the most important in reading. Since comprehension of the text was the ultimate goal in reading. Understanding comprehension processes was crucial to the study of reading.

According to Grabe and Stoller, reading comprehension was an ability to understand or to gain the information from a text.<sup>42</sup> Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that was read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.

---

<sup>41</sup> Dorothy Frant Hennings, (2003), *Reading with Meaning*, (Edinburg: Education Limited), p.2

<sup>42</sup> Grabe William, and Fredricka L Stoller,. (2002), *Teaching and Researching Reading*. (New York: Longman), p. 7

Goodman states reading comprehension was as an interaction between thought and language.<sup>43</sup> it means that an interaction in reading, it can produce a thought and then we were thinking, and we had a question for asked to someone, that called was language.

A crucial factor affecting comprehension was the importance of the reader's background of experience. One important area of a student's background of experiences was that related to language development and growth. The following factors were among those that affect the comprehension of written material Otto:<sup>44</sup>

## 6. Reading Comprehension Aspects

There were five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects were regards as difficulties that the students encounter in comprehending the text<sup>45</sup>.

### a) Determining Main Idea

The main idea was a statement that tells the author's point about the topic. According to Longan said that finding main idea was a key to understand a paragraph or short selection. Vener stated that the main idea was usually located in a sentence, it was usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea was located.

---

<sup>43</sup> Otto, Wayne, (1979). How to Teach Reading. (Philippines: Addison-Wesley Publishing Company, Inc). p. 70

<sup>44</sup> Ibid

<sup>45</sup> Hidayat, Nasrul. "Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar", Ar-Raniry State University, 2018, p. 11 : unpublised thesis.

**b) Locating Reference**

Reference was antecedent of a pronoun. Sharpe stated that the antecedent was a word or phrase to which a pronoun refers. In identifying reference, the students were expected to understand for what the pronouns in the sentences were used such as the pronouns that were used to show people, place, or situation.

**c) Understanding Vocabulary**

The student expands their knowledge of vocabulary while he was reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Sharpe stated that Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material was that they have lack of vocabularies.

**d) Making Inference**

In making of inference, the students were expected to comprehend the text to find the conclusion of the statements in the text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Therefore, sometimes the students were difficult to find the conclusion of the text because the meaning of the statement was not written on the text. These questions were often stated in one the following form:

“From the passage, we can conclude that ..”,

“It can be inferred from the passage...”

“what the meaning of the statement above?”.

### e) **Detail Information**

The last type of question that was usually found in reading test was detail question or information. This question used to check students ability to understand material that was directly stated in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following were the true except..”,

“A person, date, or place is,,,”

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

## 7. **Narrative Text**

Narrative was a story that created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or no-fictional events. According to Pradiyono, narrative text was a kind of text to retell the story that past tense. The purpose and social function of the narrative text was to entertain or to amuse the readers or listeners about the story.<sup>46</sup>

Hornby states that narrative text was a composition which consists of a fiction story. It means that narrative was concerned with the sequences of happening over a period of time. Narrative text had a least three elements that make t moves clearly and lively. The following were the three elements: (1) Plot : A plot was a sequence of event that occurs in narrative text. As narrative consist of certain

---

<sup>46</sup> Pradiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. (Yogyakarta: Andi), p. 20

events in chronological order, the plot was the form into which the author organized these events. Thus plot enables readers to follow the writers thought from the beginning until the end of the story. (2) Setting : The setting of narrative was the time and the place in which event occur. Setting was not only physical location like city, forest, river, mountain, etc. weather was also support the setting that describe to the event in the story. (3) Point of view : Point of view which addresses the reader directly uses first person pronoun such as I, me and mine while point of view that stands back form the events uses third person pronouns such as He, She, They, refers to the characters.

Type of the text that was taught in this study was narrative. Students were expected to be able to know the characteristics of narrative text below

<b>Social function</b>	<b>Generic structures</b>	<b>Significant lexicogrammatical Features</b>
1. To amuse, entertain, And to deal with 2. actual or vicarious experience in different ways. 3. Narrative deals with problematic events which lead to a crisis or turning point of some kind which was turn finds a resolution.	1. Orientation: sets the scene, time, and place 2. and introduces the participants. 3. Evaluation: a stepping back to evaluate the plight 4. Complication: a crisis arises 5. Resolution: the crisis was resolved 6. Reorientation: optional (can be appear or not)	1. Focus on specific and usually 2. individualized participants. 3. Use of material process 4. The use of simple past tense 5. To use of temporal conjunction 6. The use of noun phrase

The simple way, a narrative text was structured firstly by having orientation which introduces the readers about the setting of the story; either the place setting or time, or might be both of them. It was also recognize who were the characters or anyone who takes account in the story. After the orientation was set, then story flows to an introductory stage that move to the complication where certain conflicts were found between the characters. The final stage of resolution was revealed as problem solving stage when the conflict was intensively down.

In conclusion, reading narrative text was the activity of getting information from the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.



## REFERENCES

- Anagnostou. N.K and Weir. G.R.S. 2006, From Corpus-Based Collocation Frequencies to Readability Measure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop.
- Anter Nancy, (2004), *Critical Reading for College and Beyond*, (New York: Mc Graw Hill).
- Barbara Woods, et, all, 1998, A Critical Review of Readability and Comprehensibility tests, *The Journal of Tourism Studies*, Vol. 9.
- Burns (et. al). (1984), *Teaching Reading in Today's Elementary School* (3rd edition), (New York: Longman).
- Danielle S McNamara., (2007). *Reading Comprehension Strategies*. (New York: Lawrence Erlbaum Associates).
- Dorothy Frant Hennings, (2003), *Reading with Meaning*, (Edinburg: Education Limited).
- Edithia Gloria Simanjuntak. (1988). *Developing Reading Skills for EFL Students*. (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan ).
- Farehah Mohamad, Nurul. 2018 : *Implementation of CEFR in Malaysia: Teachers' awareness and the Challenges*, : *The Southeast Asian Journal of English Language Studies – Vol 24(3): 168-183* <http://doi.org/10.17576/3L-2018-2403-13>
- Grabe William, and Fredricka L Stoller, 2002, *Teaching and Researching Reading*. (New York: Longman)
- Heidi Anne E. Mesmer, 2008, *Tools for Matching Readers to Texts*, New York: The GuildfordPress.
- Hidayat, Nasrul. 2018, “*Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*”, Ar-Raniry State University: unpolished thesis.



- Hill Walter, 1979, *Secondary School Reading: Process Program and Procedures*, Boston: Allyn & Abcon.
- Husna, 2016 , “*The Correlation Among Readability level of Text, Reading Habit, and Reading Achievement of Eight Grade Students of MTs Al-Qur’an Harsallakum Bengkulu*”, Journal Of English Literacy Educatin, vol. 3, no. 1 <https://doi.org/10.36706/jele.v3i1.2975>
- Jack Richards, John Platt, and Heidi Weber. (1998), *Longman Dictionary of Applied Linguistics*. Harlow, Essex, (London : Longman).
- John W. Cresswell. 2012, *Educational research planning, conducting and evaluating quantitative and qualitative research*(4<sup>th</sup>ed)(Boston:Pearson)
- John J. Pikulski, 2002, *Readability*, University of Delaware: Mifflin Company.
- Kumar Singh, Yogesh. 2006, *Fundamental of Research Methodology and Statistics*, in Chittrakoot, Chapter 21
- Liselott Langeborg, 2010, *Readability; An Analysis of English Textbook, Academe for Utbildning Och Economy*.
- Lajnah Pentashih Mushaf Al-Qur’an. (2010), *Al-Qur’an Terjemahan Dwibahasa Inggris Indonesia*, (Bandung: Al-Mizan Publishing House).
- Mahdiannor, 2017 , “*Content Analysis of Readability Narrative Reading Text In English Textbook by MGMP Bahasa Inggris Mts Kota Palangkaraya*” in State Islamic Institute of Palangkaraya, unpublished thesis.
- Naudia Falcouner, et al. 2011, *An Analysis of the Readability of Educational Materials on the Consumer Webpage of a Health Professional Organization: Consideration for Practice*, *The Internet Journal of Allied Health Sciences and Practice*, Vol. 9. Doi 10.46743/1540-580X/2011.1360
- NJ Gogtay, UM Thatte, 2017, “*Principles of Correlation Analysis*”, *Journal Of The Association Of Phsyician of India*, Vol. 65

- Nurainun, 2017 , “*Improving the students’ reading comprehension in narrative reading text by using concept oriented reading instruction at grade VII private islamic junior high school ali imron medan*” in state islamic university of north sumatra : unpublished thesis.
- Otto, Wayne, (1979). *How to Teach Reading*. (Philippines: Addison-Wesley Publishing Company, Inc).
- Pradiyono. (2007). *Pasti Bisa!Teaching Genre-Based Writing*. (Yogyakarta: Andi)
- Rohmatillah, “*Readability Level of Reading Text in English Textbook Entitled English Alive for Senior High School Tenth Grade Publish By Yudhistira*”, Jurnal Tadris Bahasa Inggris, UIN Raden Intan Lampung
- Sholihah, Indah Bilqis, 2018 , “*An Analysis of Readability Level of Reading Text in English Textbook Entitled “BAHASA INGGRIS” For Senior High School Students Grade XII*”, In Sunan Ampel State University, unpublished thesis
- Sukirah Kustaryo. (2000). *Reading Technique for College Students*. (Jakarta: Publication Ltd)
- W. Arthur Heilman, et al. (1981). *Principles and Practices Reading 5th Edition*. Washington: A Bell and Howell Company).
- William H. Dubay, 2004, *The Principles of Readability*, California: Costa Mesa ImpactInformation.
- Williams, Carrie. (2007) *Research Methods*, journal of Business and Economic Research, Vol. 5 no. 3 p. 66  
<https://doi.org/10.19030/jber.v5i3.2532>