THE READABILITY LEVEL OF THE READING TEXTS IN ENGLISH TEXTBOOK ENTITLED *'BAHASA INGGRIS X'*; CASE STUDY IN TENTH GRADE STUDENTS

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Abstract. In this research, the writer focuses on analyzing the readability level of the selected reading texts in in English textbook entitled *'Bahasa Inggris X'* which is used at the tenth grade students of MA Tanwirul Qulub, Sungelebak, Karanggeneng by using cloze test. Meanwhile, there are nine reading texts in textbook and the writer chooses all nine texts to be analyzed because those nine texts include in three types of texts which are required by English curriculum for the tenth grade of senior high school. The texts are descriptive, recount and narrative. the writer finds that there are three texts in fairly easy level and the score is 70-79. They are *My Idol, Issumboshi, The Legend of Malin Kundang.* Then, there are three texts in fairly difficult level and the score is 50-59. They are *Tanjung Putting, Taj Mahal* and *Cut Nyak Dhien.* Further, there are three texts in difficult level and the score is 30-49. They are *Visiting Niagara, The Battle of Surabaya,* and *B.J. Habibie.* Furthermore, the last four texts are include in frustrational level. They are descriptive text entitled '*Visiting Niagara*' (42,2 %), recount text entitled '*B.J. Habibie*' (36,7 %), recount text entitled '*Cut Nyak Dhien*' (40,5 %) and narrative text entitled '*Issumboshi*' (32,9 %). These texts consist of many deleted words so the students were confused to fill them. In other word, these texts are difficult to read and understand by the students.Based on the result Flesch Reading Ease Formula, it can be concluded that only three texts are considered as readable texts.

Keywords: readibility, textbook, tenth grade, decriptive, recount, narative

INTRODUCTION

This study selects reading texts in English textbook *'Bahasa Inggris X'* revised edition 2017. The writer chooses English textbook *'Bahasa Inggris X'* revised edition 2017 to be analysed because it is intentionally compiled to provide a framework for teaching and learning English based on curriculum 2013 new-revised edition. Furthermore, the writer selects tenth grade students of MA Tanwirul Qulub, Sungelebak, Karanggeneng to conduct a cloze test. The writer chooses MA Tanwirul Qulub, Sungelebak, Karanggeneng because the school uses curriculum 2013 new revised edition in which the English textbook *'Bahasa Inggris X'* appropriates with the curriculum. Moreover, the tenth grade students of MA Tanwirul Qulub, Sungelebak, Karanggeneng use textbook *'Bahasa Inggris X'* in English teaching and learning process.

In this research, the writer focuses on analyzing the readability level of the selected reading texts in in English textbook entitled *'Bahasa Inggris X'* which is used at the tenth grade students of MA Tanwirul Qulub, Sungelebak, Karanggeneng by using cloze test. Meanwhile, there are nine reading texts in textbook and the writer chooses all nine texts to be analyzed because those nine texts include in three types of texts which are required by English curriculum for the tenth grade of senior high school. The texts are descriptive, recount and narrative. Based on the limitation of the problem above, the problem of this study is to measure the readability level of reading texts in English textbook entitled *'Bahasa Inggris X'*.

REVIEW OF RELATED LITERATURE

Some previous studies which are related to analysis of the readability level of the reading texts in English textbook have been conducted by some researchers. The first previous study was done by Sutianah in 2014. It is *The Readability Level of Reading Texts on Advanced learning English 2.* The textbook was used by eleventh grade students of SMAN 4 Tanggerang. In analysing readability, Sutianah used Flesch Ease Reading Formula. In her

study, she analysed 17 texts of the textbook. Based on Flesch Ease Reading Formula, Sutianah had the result; 1 text is in the very easy level with score between 90-100, 4 texts are in the easy level with score between 80-90, 4 texts are in the fairly easy level with score between 70-80, 4 texts are in the standard level with score between 60-70, 3 texts are in the fairly difficult level with score between 50-60, and 1 text is in the difficult level with score between 30-50. In average, the texts are in the fairly easy level (70,82). It means that the texts are in the appropriate level for eleventh grade students.

The second previous study was done by Ernawati in 2013. It is *An Analysis Of The Readability Level Of Reading Texts In Passport To The World 2 Textbook By Using Cloze Test*. In analysing readability, Ernawati used Cloze Test as instrument. The result shows that there are five texts have the cloze test score over 53%. They are the first text, Rina (92.10%); the second text, Ithung the Bear (89.90%); the third text, Dina Won the Match (73.46%); the forth text, The First Camping (78.08%); and the fifth text, George Washington and the Cherry Tree (81.20%) so the judgment score is in the Independent level. While three others texts have the cloze test score approximately 44%-53%. They are the sixth text, The Lion and the Mouse (52.06%); the seventh text, Moon Game (50.49%); and the eighth text, The Story of Helen Keller (52.58%) so the judgment score is in the Instructional level. From the finding result, the writer got the average score of 8 reading texts is 71.11%. It could be concluded that the reading texts were in the Passport to the World 2 textbook were not suitable to be used by the class and teacher of SMPN 3 Tangerang Selatan since the readability level of the reading texts were in the Independent Level and they were predicted to be quite easy.

Those previous studies used different instrument in analysing readability. Sutianah (2014) used Flesch Ease Reading Formula in which the writer only saw the readability level based on the textbook and Ernawati (2013) used Cloze Test in which the writer only saw the readability level based on students' preception. Meanwhile, this study does not only use one instrument. This study uses Flesch Ease Reading Formula in finding the readable texts of textbook. Besides that, the writer also uses Cloze Test because the writer wants to investigate the matching of readable texts to students. However, those relevant studies show a strong relation to this study because the instruments used are same.

Definition of key term

Readability Level is what makes some texts easier to read and understand than others. Readability level is the degree to which a given class of people find certain reading matter compelling and comprehensible (William H. Dubay, 2004: 3). **Reading text** refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. Reading text provides opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text (Harmer, 1998: 68). **Cloze test;** according to Alderson, is a test typically constructed by deleting every n-th word. The tenth word is said to be the words between every 5th and 12th (Alderson, 2000: 207). In this research, to measure thereadibility Flesh Reading Ease Score is used..The statistical readability formula that analyzes the readability level through the number of syllables, words and sentences. It is the most popular formula and the most tested and reliable (Dubay, 2004: 22). The formula for the updated Flesch Reading Ease score is: Score = 206.835 – (1.015 x ASL) – (84.6 x ASW). It calculates reading ease on a scale from 1 to 100. The description is in the table (Dubay, 2004: 22);

Tabel 2.1
The Flesch Reading Ease Score

Score	Difficult level	Reading Grade
90-100	Very easy	5th Grade

80-89	Easy	6th Grade
70-79	Fairly easy	7th Grade
60-69	Standard	8th and 9th Grade
50-59	Fairly difficult	10th to 12th Grade
30-49	Difficult	13th to 16th Grade
0-29	Very difficult	College Graduate

RESEARCH METHODS

This study is conducted by using descriptive-qualitative method. Vanderstoep and Johnston (2009: 7) explained that qualitative research produced narrative or textual descriptions of the phenomena under studies. Auerbach (2003: 3) stated that qualitative research was a research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns which describe of a particular phenomenon. This study employs a descriptive qualitative method since it describes and analyses the readability level of reading texts in English textbook entitled *'Bahasa Inggris X'*. It is classified as qualitative research method since it is deal with Auerbach's statement (2003: 3) in which this study analyzes, interprets and describes readability level of texts in English textbook.

In conducting a study, the writer needs data and data source. Tanzeh (2011: 79) stated that data was the unit information which is recorded, can be analyzed and relevant with certain problems. Therefore, the writer explains the data and data source which will be analyzed in this study. The data of this study are 9 reading texts contained in the textbook *'Bahasa Inggris X'.* The texts consist of three descriptive texts, four recount texts and two narrative texts. By using the data of reading texts, the writer conducts cloze test in which the result of cloze test are believed to be more reliable data. A cloze test is kind of test which uses a text with regularly deleted words (usually every fifth word) and requires the subjects to fill in the blanks (Dubay, 2004: 27).

The data Source of this research is textbook entitled *'Bahasa Inggris X'.* This textbook is intentionally compiled to provide a framework for teaching and learning English based on curriculum 2013 new-revised edition. Furthermore, the writer needs sample to conduct cloze test. The writer selects tenth grade students of MA Tanwirul Qulub, Sungelebak, Karanggeneng as the population used to obtain data about the understanding of the reading texts. The writer selects a class of 17 students as the sample. Those 17 students are selected because based on teacher's perception, those students include in active students although those students do not have interesting in English. Further, the writer believes that the score average of each student will not be so far different and the scoring will be easy to be constructed.

To collect data, the writer firstly selects the textbook that is used as the object of this study. After selecting the textbook, the writer analyzes its content by finding the types and the number of texts. The writer analyzes selected reading texts by using Flesch Reading Ease Formula to find the readable texts. After finding the readable texts, the writer selects some texts that are basically suitable for the tenth grade of senior high school students and attempts to find out the texts' reading difficulty level by using cloze test. Then, the ways or steps of analysis are explained in the next point that is technique of data analysis.

FINDINGS

The readability level of the reading texts in English textbook entitled 'Bahasa Inggris X'

The data of this study are all nine texts contained in English textbook entitled *'Bahasa Inggris x'.* The texts are recount, narrative and descriptive in which the kinds of texts have been determined in the textbook based on the theme and content. The texts consist of three descriptive texts, four recount texts and two narrative texts. The writer uses the texts as the

data since those nine texts have been accomplished with basic competence in curriculum 2013 for tenth grade students of senior high school. Here are the descriptions of the texts;

Table 4.1: The Description of Texts

Kind of Text	Code	Title of Text	Page
Descriptive Text	D 1	Tanjung Putting National Park	53
Descriptive Text	D 2	Taj Mahal	58
Descriptive Text	D 3	Visiting Niagara	72
Recount Text	R 1	Meeting My Idol	110
Recount Text	R 2	The Battle of Surabaya	123
Recount Text	R 3	B.J. Habibie	134
Recount Text	R 4	Cut Nyak Dhien	145
Narrative Text	N 1	Issumboshi	157
Narrative Text	N 2	The Legend of Malin Kundang	172

Based on the table above, the writer gives data description by presenting the kind of text, code, title of text and page of each text. The code given aims to ease the writer and reader in categorizing the texts. The code means an acronym of the kind of text based on the initial or first letter of kind of texts and ordinal of texts. For example, there are some descriptive texts; descriptive 1, 2 and 3. Then, the writer uses the code such as D 1 means descriptive text 1 entitled *Tanjung Putting National Park*, etc.

By using the data of the texts, the writer firstly gains the readability score by using Flesch Reading Ease Formula. To gain the readability score by using Flesch Reading Ease Formula, the first step that has to be done by the writer is counting the number of sentences from each text. Then, the second step is counting the number of words from each text. The third step is counting the number of syllables from each text. Furthermore, the writer counts the number of syllables, words and sentences of each text in http://www.countwordsworth.com/. The procedure in counting the texts is by typing the texts in the column of website page. Then, the number of syllables, words and sentences are automatically detected. Finally, the writer finds the calculation result as follow;

Table 4.2: The number of sentences, words and syllables

Code of Text	Sentences	Words	Syllables
D 1	24	411	665
D 2	18	265	427
D 3	30	477	807
R 1	28	366	530
R 2	21	319	566
R 3	36	496	903
R 4	37	592	927
N 1	77	673	1000
N 2	29	408	570

To gain the finding of the first purpose of the study, the writer uses Flesch Reading Ease Formula to figure out the readability level of textbook. The readability of a text by using the Flesch Reading Ease Formula can be analyzed by using this formula;

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW), (Dubay 2004:21).

Before getting the score of readability, the writer counts the ASL (average sentence length) and ASW (average syllable per word) of each text. The result of Average Sentence Length (ASL), Average Syllable Per Word (ASW) and Readability Levels calculation of each text can be seen in table below;

Table 4.3: The Result of ASL and ASW Calculation

Code of	ASL	ASW

Text		
D 1	17,1	1,6
D 2	14,7	1,6
D 3	15,9	1,7
R 1	13,1	1,4
R 2	15,2	1,8
R 3	13,8	1,8
R 4	16	1,6
N 1	8,7	1,5
N 2	14,1	1,4

After counting the number of ASL and ASW, the next step is finding the readability score and classifying the readability level by using Reading Ease Scale of Flesch Reading Ease Formula. The writer provides it in the following table by using Reading Ease Scale of Flesch Reading Ease Formula (Dubay, 2004: 22);

Table 4.4: The Readability Score of Reading Texts

Code of Text	Readability Score	Difficulty level	Appropriateness
D 1	54	Fairly difficult	10th to 12th grade
D 2	57	Fairly difficult	10th to 12th grade
D 3	47	Difficult	13th to 16th grade
R 1	75	Fairly easy	7th grade
R 2	39	Difficult	13th to 16th grade
R 3	41	Difficult	13th to 16th grade
R 4	55	Fairly difficult	10th to 12th grade
N 1	71	Fairly easy	7th grade
N 2	74	Fairly easy	7th grade

Based on the table and previous explanation, the texts gain the level based on the length of text. In the calculation of Fesch Reading Ease Formula, the writer cannot determine text as short, middle and long text or easy and difficult text only based on the writer's perception. The texts can be determined as short, middle and long text or easy and difficult text based on the result of ASL and ASW (average of sentence length and syllable per words) and it is not always dominated by the kinds of text or long sentence only. In other words, the balance between number of sentences, words and syllables influence the readability score and the level of reading difficulty. If the text gets higher average of sentence and syllable per words, the text gets lower readability score and the text is more unreadable (difficult). Based on the table above, those texts include in three levels, they are fairly easy, fairly difficult and difficult level based on the score. Below is the description;

1. Fairly easy level; there are three texts include in fairly easy level. The first is recount text entitled *My Idol.* It has 28 sentences, 366 words and 530 syllables. This text gains 13,1 for for Average Sentence Length (ASL) and 1,4 Average Syllables per Words. The readability score of this text is 75. The second is narrative text entitled *Issumboshi.* It has 77 sentences, 673 words and 1000 syllables. This text gains 8,7 for for Average Sentence Length (ASL) and 1,5 Average Syllables per Words. The readability score of this text is 71. The third is narrative text entitled *The Legend of Malin Kundang.* It has 29 sentences, 408 words and 570 syllables. This text gains 14,1 for for Average Sentence Length (ASL) and 1,4 Average Syllables per Words. The readability score of this text is 74. Based on the readability score, these texts are suitable for the 7th grade. This level is dominated by the kinds of text, that is narrative text. However, the other one text include in this level because the result of ASL and ASW is low and it causes the text getting high readability score.

2. Fairly difficult level; there are three texts include in this level. The first is descriptive text entitled Tanjung '*Putting National Park*'. It has 24 sentences, 411 words and 665 syllables. This text gains 17,1 for for Average Sentence Length (ASL) and 1,6

Average Syllables per Words. The readability score of this text is 54. The second is descriptive text entitled *Taj Mahal.* It has 18 sentences, 265 words and 427 syllables. This text gains 14,7 for for Average Sentence Length (ASL) and 1,6 Average Syllables per Words. The readability score of this text is 57. The third is recount text entitled *Cut Nyak Dhien.* It has 37 sentences, 592 words and 927 syllables. This text gains 16 for for Average Sentence Length (ASL) and 1,6 Average Syllables per Words. The readability score of this text is 55. Basically, these texts are suitable for the 10th to 12th grade. This level is also dominated by the kinds of text, that is descriptive text.

3. Difficult level; there are three texts include in this level. The first is descriptive text entitled *Visiting Niagara.* It has 30 sentences, 477 words and 807 syllables. This text gains 15,9 for for Average Sentence Length (ASL) and 1,7 Average Syllables per Words. The readability score of this text is 47. The second is recount text entitled *The Battle of Surabaya.* It has 21 sentences, 319 words and 566 syllables. This text gains 15,2 for for Average Sentence Length (ASL) and 1,8 Average Syllables per Words. The readability score of this text is 39. The third is recount text entitled *B.J. Habibie.* It has 36 sentences, 496 words and 903 syllables. This text gains 13,8 for for Average Sentence Length (ASL) and 1,8 Average Syllables per Words. The readability score of this text is 41. these texts is suitable for the 13th to 16th grade. These texts include in this level because the readability scores are lower than the others.

As final point, there are 3 texts classified into fairly difficult level and basically suitable for tenth grade students of senior high school. The texts are descriptive text entitled Tanjung *Putting National Park,* descriptive text entitled *Taj Mahal* and recount text entitled *Cut Nyak Dhien.* These texts include in this level because the readability scores are 50-59. This result is appropriates with theory of Flesch Reading Ease Formula that states that shorter sentences usually are more readable than longer one, especially those which contain numerous prepositional phrases and have complex, compound or complex compound construction (Walter, 1979: 191). It means that sentences that contain a lot of words are more difficult to follow than shorter sentences. Similarly, words that contain a lot of syllables are harder to read than words that use fewer syllables. Those three texts which include in fairly difficult level contain sentences with shorter words and syllables or average syllables per words than the other three texts which include in difficult level. The number of ASL can be seen in table 4.3. Finally, it can be interpreted based on the result that if the readability level of e text is higher than other texts, it will be easier to be understood by students. However, if the readability level of e text is lower than other texts, it will make the text difficult to be understood.

CONCLUSION

After analyzing and interpreting the data by using Flesch Reading Ease Formula, the writer finds that there are three texts in fairly easy level and the score is 70-79. They are *My Idol, Issumboshi, The Legend of Malin Kundang.* Then, there are three texts in fairly difficult level and the score is 50-59. They are *Tanjung Putting, Taj Mahal* and *Cut Nyak Dhien.* Further, there are three texts in difficult level and the score is 30-49. They are *Visiting Niagara, The Battle of Surabaya,* and *B.J. Habibie.* Based on the result Flesch Reading Ease Formula, it can be concluded that only three texts are considered as readable texts.

Therefore, the writer investigates those texts by using cloze test to figure out the difficulty level based on the students' perception. After analyzing and interpreting the data of the nine reading texts in the '*Bahasa Inggris X*' textbook through cloze tests, the result shows that there are two texts only which have the cloze test score over 53% (independent level). They are descriptive text entitled '*Taj Mahal*' (53,1) and narrative text entitled '*The Legend*

of Malin Kundang' (53,8). The texts are predicted to be quite easy; it means that the students are likely to be able to cope with the text alone. These texts are short enough. While, the other three texts are include in instructional level. They are descriptive text entitled '*Tanjung Putting National Park*' (46,5 %), recount text entitled '*My Idol*' (44 %), and recount text entitled '*The Battle of Surabaya*' (45 %). The texts are predicted to be of appropriate difficulty; it means that the students may need some continuing assistance with the texts. Further, the last four texts are include in frustrational level. They are descriptive text entitled '*Visiting Niagara*' (42,2 %), recount text entitled '*B.J. Habibie*' (36,7 %), recount text entitled '*Cut Nyak Dhien*' (40,5 %) and narrative text entitled '*Issumboshi*' (32,9 %). These texts consist of many deleted words so the students were confused to fill them. In other word, these texts are difficult to read and understand by the students.

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