

**ANALYSIS OF READABILITY LEVEL ON READING TEXT
IN ENGLISH WORKBOOK ENTITLED "BAHASA INGGRIS
UNTUK SMA/MA MATA PELAJARAN WAJIB KELAS XI"
BY INTAN PARIWARA**



AN UNDERGRADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

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Wassalamu'alaikum Wr. Wb.

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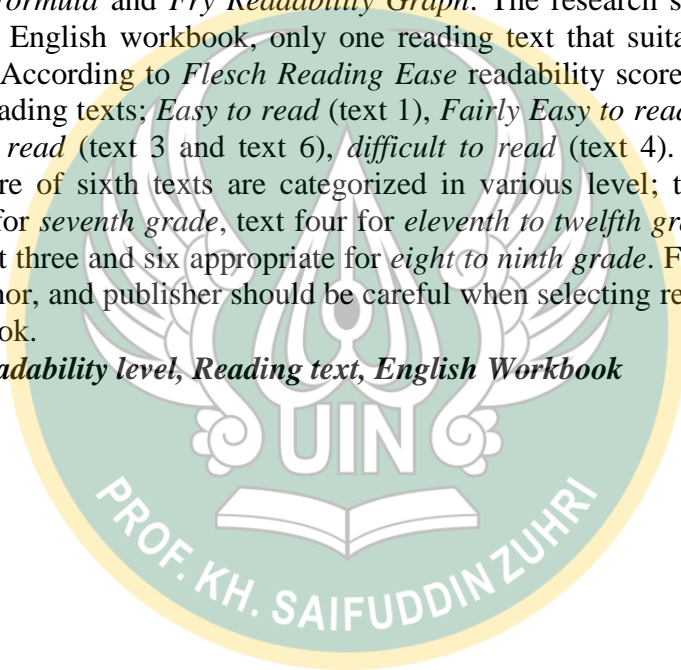
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**ANALYSIS OF READABILITY LEVEL ON READING TEXT IN ENGLISH
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Abstract: According to Rori et al., English for Foreign Language workbook are imperfect. If the text is too easy, the students do not enchant their reading ability. Then, if the text is too difficult, the students' motivation will suffer. The research aimed to analyze the readability level of sixth reading texts in the English workbook. The study used a qualitative approach with readability formulas that are *Flesch Reading Ease Formula* and *Fry Readability Graph*. The research shows that in the *Intan Pariwara* English workbook, only one reading text that suitable for eleventh grade students. According to *Flesch Reading Ease* readability score there are fourth level of sixth reading texts; *Easy to read* (text 1), *Fairly Easy to read* (text 2 and text 5), *standard to read* (text 3 and text 6), *difficult to read* (text 4). Meanwhile, Fry Readability score of sixth texts are categorized in various level; text one for *fifth grade*, text two for *seventh grade*, text four for *eleventh to twelfth grade*, text five for *tenth grade*, text three and six appropriate for *eight to ninth grade*. For consideration, the teacher, author, and publisher should be careful when selecting reading texts in an English workbook.

Key words: *Readability level, Reading text, English Workbook*



**ANALISIS TINGKAT KETERBACAAN PADA TEKS BACAAN DI BUKU
KERJA BAHASA INGGRIS BERJUDUL “BAHASA INGGRIS UNTUK
SMA/MA MATA PELAJARAN WAJIB KELAS XI”
OLEH INTAN PARIWARA**

**Nurma'Sumah
NIM. 1717404029**

Abstrak: Menurut Rori dkk, buku kerja untuk pembelajar bahasa asing tidak sempurna. Jika teks tersebut terlalu mudah untuk siswa, siswa tidak dapat meningkatkan keterampilan membacanya. Apabila teks terlalu sulit, motivasi siswa akan berkurang. Penelitian ini bertujuan untuk menganalisis tingkat keterbacaan dari enam teks bacaan di buku kerja Bahasa Inggris dengan menggunakan pendekatan kualitatif dan terintegrasi dengan dua rumus keterbacaan, yaitu *Flesch Reading Ease Formula* dan *Fry Readability Graph*. Penelitian ini menunjukkan bahwa dari keenam sampel teks bacaan pada buku Bahasa Inggris untuk kelas 11 terbitan Intan Pariwara hanya terdapat satu teks bacaan yang sesuai untuk siswa kelas 11. Hasil *Flesch Reading Ease* menunjukkan bahwa ada empat tingkatan keterbacaan yaitu *Easy to read* (Teks 1), *Fairly Easy to read* (Teks 2 and Teks 5), *standard to read* (Teks 3 and Teks 6), *difficult to read* (Teks 4). Sementara itu, hasil dari Grafik Fry menunjukkan bahwa keenam teks bacaan dikategorikan pada berbagai level yaitu teks satu untuk kelas lima, teks dua untuk kelas tujuh, teks empat untuk kelas sebelas sampai dua belas, teks lima untuk kelas sepuluh, teks tiga dan teks enam sesuai untuk kelas delapan sampai kelas Sembilan. Sebagai pertimbangan, guru, penulis, dan penerbit seharusnya lebih cermat dalam memilih teks bacaan pada buku kerja Bahasa Inggris.

Kata Kunci : *Tingkat Keterbacaan, Teks Bacaan, Buku Kerja Bahasa Inggris*

MOTTO

Say What You Want To Say

Mr. Tasrun



DEDICATION

Indeed, i dedicated this for myself whom always keep struggling.

My beloved parents, H. Abdul Rohman Wahid and Dasminah who always give their best to support me.

My beloved brother, Ahmad Kholid Fadillah

My future partner

All the Readers of this thesis



PREFACE

Alhamdulillah, praise be to Allah SWT, the lord of universe, who has given blessing, guidances, and helps thus the researcher could complete this thesis entitled **ANALYSIS OF READABILITY LEVEL ON READING TEXT IN ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS UNTUK SMA/MA MATA PELAJARAN WAJIB KELAS XI” BY INTAN PARIWARA**. Peace and salution be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever that bring us from the darkness to the brighness.

This thesis is presented as a partial fulfillment of the requirement for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. KH. Saifuddin Zuhri Purwokerto

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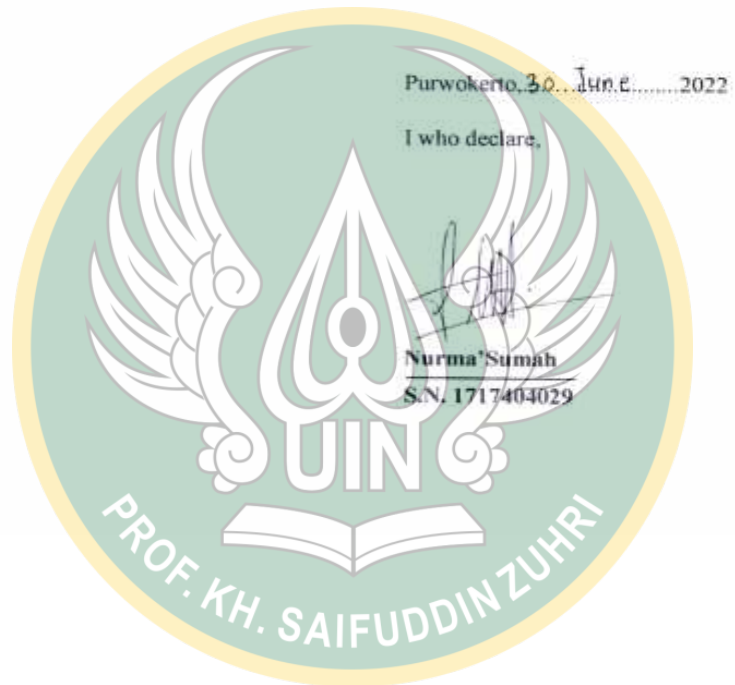


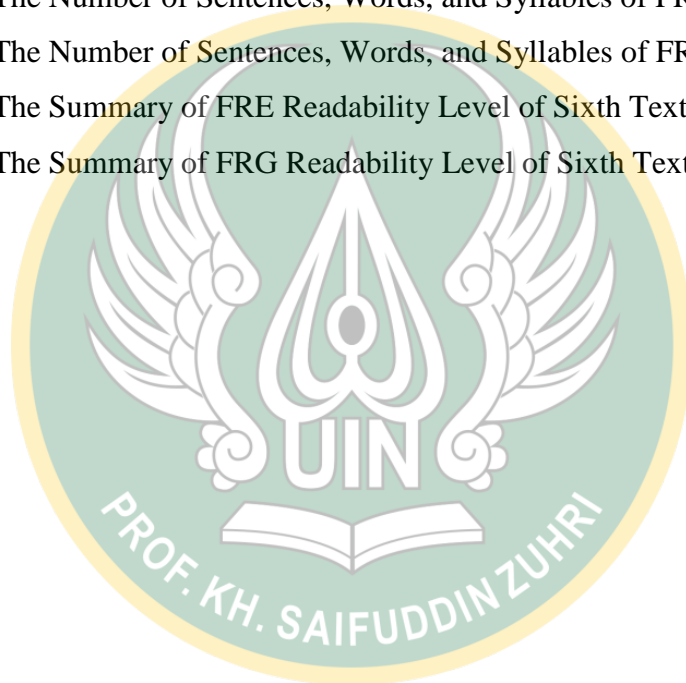
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LIST OF ABBREVIATION

FRE : Flesch Reading Ease

FRG : Fry Readability Graph

ASL : Average of Sentence Length

ASW : Average of Syllables per Words



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- Appendix 1 The Reading Text Samples
- Appendix 2 The FRE Readability Score of Sixth Reading Texts
- Appendix 3 The Fry Readability Graph of Sixth Reading Texts



CHAPTER I INTRODUCTION

A. Background of Study

Reading has become one of the main rules for increasing student's knowledge in the English Subject. According to Munjin, the purposes to learn english is the mastering fourth skills, such as *speaking, Writing, Reading* and *Listening*.¹ Reading presents several visual-printed materials to enhance the student's knowledge to master their ability to get important information and knowledge. According to Kalavathi, reading also the best tool in the education atmosphere because it widens the scope of deciphering and interpreting the content of the reading text.² On the other hand, Hadi stated that reading is a skill that developed from the beginning of teaching and learning then follow by other language skills.³ Based on Yurko, reading can improve conventional English.⁴ As stated by Crandal, reading is claimed as the core and the center of the classroom, because reading is most of the student's activities during learning English.⁵ Reading skill also has to support by the reading text.

Reading text is a crucial material for language learners in gaining knowledge and improving their reading skills. Based on Fitzgerald cited in Rohmatillah, there are four most important text characteristic; complexity, text density,

¹ Munjin, "Puisi sebagai Metode Alternatif dalam Pembelajaran Bahasa Inggris", *Jurnal Pemikiran Alternatif Pendidikan*, 2008, vol. 1, No.3, p.1

² Kalavathi and Chandran, "Reading Skill –A Key to Self-Learning", *PalaArch's Journal of Archeology of Egypt/Egyptology*, 2021, Vol.18, No.1, p.4333

³ Ratri Handayani.et.al," The Readability Level of Reading Texts in Erlangga Straight Points Series :English for Eleventh Grade Students,*Jurnal Pendidikan, Teori, Penelitian, dan Pengembangan*, 2020, Vol.05, No.11,p.1579

⁴ N.A. Yurko and U.M.Protsenko,"Reading Comprehension : The Significance,Features and Strategies",*UDC*,...p.108

⁵ Nofrizal Pamar," An Analysis of English Reading Texts Readability Used for Grade XI Students of SMAN 1 Bukitinggi",2019,Vol.411,p.382

information load, and phrase diversity.⁶ In teaching reading, the printed material is one of the precious learning materials that use to support students while gaining knowledge. One of the learning media that is widely used by the teacher to support their language-learning program is textbooks that consist of material and reading text for the students.

Workbook always become the teacher's choice to be a learning media while teaching reading in the classroom because textbooks provided the kinds of reading text. A workbook is an important source in the classroom. It provides organized units of work, which helps teachers and students to understand the materials.⁷ A workbook is a source of learning and media that are critical to support the achievement of the objectives of learning competencies.

As a supporting source of English reading skill in each grade at Indonesia, the uses of English workbook encourage some publishers to produce it. Based on Darwin, many english textbook are available under the guidelines of the government. Sometimes, The schools are required to use it as a learning sources.it is different for teachers, where teachers are required to have more references, so teachers has supporting books that publish by several educational institution.⁸ Workbook ideally as the suplement book. Based on Tarigan, the workbook should follow the main textbook because workbook as the guide and supporting book to help teacher in evaluate the students achievemnt in learning.⁹According to

⁶ Rida Paranduk, Mister Gidion Maru, and Javier Tuerah, "Readability Level of English Reading Text in The Era of Pandemic", *Syntax Literate: Jurnal Ilmiah Indonesia*,2021,Vol. 06,No. 07,p.3449

⁷Wahyu Indah Mala Rohmana, "Immersing Islamic Values in English Language Teaching :A Challenge for English Teacher" ,*SCOPE Journal of English Language Teachin*,2020,Vol.04,No. 02,p. 49

⁸ Kurnia Puspita Pitriani Darwin, 'Readability Level of Reading Texts in The English Textbook Published by Intan Pariwara for Junior High School Grade IX at Junior High School 2 Grogol Kediri', *EDUCATION AND LINGUISTICS KNOWLEDGE JOURNAL*, 4.1 (2022), 62–70 (p. 63).

⁹ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009).p. 44

Margaret Kerr, the workbook should be examined by the teacher before they purchased it. So, the teacher has opportunity to select the workbook carefully.¹⁰

According to Nuttall in *Teaching Reading Skills in a Foreign Language*, those are three criteria before fulfilled in selecting texts; sustainability contents; exploitability; and readability.¹¹ A good text is just not being easy to read, but the text also is not too difficult for the reader. Indeed, the measure of readability in the reading text is important because when the text is too easy, it will make the students less of comprehension while reading it. Besides that, when the text is too difficult, it will make the reader did not catch the important message and information.

Based on DuBay, Smart language is all about readability. Readability is what makes some texts easier to read than others.¹² Based on Edgar Dale and Jeanne Chall, readability as the sum total of all these elements, it is on printed material that success to affect the reader. In this case, a success which they understand it read that texts in at optimal speed, and finally find it as interesting text.¹³ Longman Dictionary of Language Teaching and Applied Linguistics, readability is how written material is easy to read and consist of comprehension to the reader.¹⁴

To measure readability, there is number of specific techniques. Based on Steve and her college, Readability formula is determine the readability level for

¹⁰ Margaret Kerr, 'Teaching with Workbooks', *The Elementary School Journal*, 48.4 (1947), 218–21 (p. 220).

¹¹Ratri Handayani.*et.al*, "The Readability Level of Reading Texts in Erlangga Straight Point Series: English for Eleventh Grade Students", *Jurnal Pendidikan Teori, Penelitian, dan Pengembangan*, 2020, Vol.03,No. 1,p.1580

¹²William H.Dubay, *Smart Language: Readers, Readability, and the Grading of Text*,(California:2007, impact Information),p.04

¹³William H.Dubay, *Smart Language*...p.05

¹⁴William Kodom Gyasi and Dorcas Pearl Slippe, "Readability of English Language Textbook for Diploma students of the University of Cape Coast", *International Journal of Research Studies in Language Learning*, 2019, Vol.08, No.01, p.109

passage by examining word difficulty and sentence length.¹⁵Based on Mesmer, Readability formulas are a mathematical equation that estimates how difficult a material that will give for the students. Those have specific purposes; readability formulas predict how hard that material is without ask the students to read them.¹⁶ The most common readability formulas are the New Dale-Chall Readability Formula; Fry Readability Graph; Flesch-Kincaid Grade Level and Flesch Reading Ease Formula; the primary Readability formula.¹⁷

Fry Readability Graph created by Edward Fry while teaching reading in Uganda. Fry Graph is very popular. It shows a unique graph that delivers whole-grades estimates of reading level. Word difficult estimate with the number of syllables in words then sentences difficulty estimate with the number of words in sentences. It is not copyrighted and republished numerous times, widely available. Other advantages fry readability graph quite simple, it is flexible to apply in widely materials.¹⁸ This research will be the measurement with Flesch Reading Ease Formula because based on DuBay, Flesch Reading Ease Formula is widely used and readable formulas to measure readability level.¹⁹

In this study, the primary source is an English workbook entitled *Buku Bahasa Inggris untuk SMA/MA kelas XI semester 2* from *Intan Pariwara* publisher because based on curriculum 2013; the special part of this book is each material has assessment to measure the student's ability. It contains attitude features that advise students in their daily life. In addition, it also related to *Merdeka Belajar* the newest curriculum model in 2020. It also related to CT (*computational Thinking*) equipped with QR code and technology literate and this

¹⁵William Kodom Gyasi and Dorcas Pearl Slippe, "Readability of English Language Textbook ...Vol.08,p.109

¹⁶Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts*,(NewYork:2008, Guilford Publication) .p.15

¹⁷Heidi Anne E.Mesmer,*Tools for Matching Readers to Texts...*p.26

¹⁸Heidi Anne E.Mesmer,*Tools for Matching Readers to Texts...*p.27

¹⁹WilliamH.Dubay, *The Principles of Readability*, (California : 2004, Costa Mesa impact infromation).p.21

book implemented PISA (*Program International Assessment*). Based on the preliminary research by interviewing *Mr. T* as the English Teacher of MAN 01 Cilacap on Tuesday on 21 September 2021 by Whatsapp text, He stated that the reading text on English workbook is too difficult for the students.

Other preliminary research conducted by Indah Bilqis Sholihah in 2018 with the title *An Analysis of Readability Level of Reading Texts in English Textbook Entitled Bahasa Inggris for Senior High School Students Grade XII* Found that the readability level on reading texts in English Textbook entitled *Bahasa Inggris* for senior High School grade XII published by the ministry of Education and Culture Indonesia from sixteen reading texts; there are six texts that readable with senior high school grade XII students.²⁰

From the explanation above, the study choose to analyze the readability level in reading text. It is aimed to analyze the readability level on English workbook, the readability level describes how written material is appropriate for the student. Considering those reasons, the researcher intends to conduct a research under the title **“Analysis of Readability Level on Reading Text in English Workbook Entitled Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib kelas XI by Intan Pariwara”**

B. Operational Definition

There are following definitions that provided to make readers have the same perception for important term that used in this study. They are provided to avoid ambiguity and misunderstanding. There are four key terms, as below:

1. Readability

According to DuBay, readability is what makes some texts easier to read than others.²¹ Another definition come from Ann Grafstein, readability determined

²⁰ Indah Bilqis Sholihah, ‘An Analysis of Readability Level of Reading Texts in English Textbook Entitled “Bahasa Inggris” for Senior High School Students Grade XII’ (unpublished Undergraduate, UIN Sunan Ampel, 2018), p. 18.

²¹William H. DuBay, *Smart Language : Readers, Readability, and the Grading of Text*, (California: Cosa Mersa Impact Information,2007).p.4

by a variety of linguistic factors including syntactic, semantic, morphological, and textual (discourse) properties.²² Based on Edgar Dale and Jeanne Chall, readability is sum total that includes the interaction between the reader and the text within a given piece of printed material. That the material will give success affect to the reader. The success affects are the readers understand it, read it with optimal speed, and find the text as interesting to read. George Klare gives the best definition of readability; he said that readability is the ease of understanding or comprehension due to the style of writing. According to William H. DuBay, all of them definition stressed the interaction between the text and readers which known level of skill, the reader knowledge, and the reader interest.²³ Based on Mesmer define Readability formulas are a mathematical equation that estimates how difficult a material that will give for the students. Those have a specific purpose; readability formulas predict how hard that material is ask the students to read text.²⁴ The most common readability formulas are the New Dale-Chall Readability Formula; Fry Readability Graph; Flesch-Kincaid Grade Level and Flesch Reading Ease Formula; the primary Readability formula.²⁵ Meanwhile, this research used Flesch Reading Ease and Fry Readability graph.

2. Workbook

Based on Tarigan, workbook is a couple, support, complete or supplement of main textbook that has functions such as a guide for the students in do their exercise based on the maintain book. It also help the teacher in evaluate the students achievement in every learning theme.²⁶

²²Alan Bailin and Ann Grafstein, *Readability: Text and Context*,(UK : Palgrave Macmillan,2016).p.2

²³William H. DuBay,*Smart Language...*p.5

²⁴Heidi Anne E.Mesmer, *Tools for Matching Readers to Texts*,(NewYork:2008,Guilford Publication), p.15

²⁵ Heidi Anne E.Mesmer, *Tools for Matching Readers to Texts...*p.26

²⁶ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia...*p.44

In this study used Intan Pariwara English workbook entitled "*Buku Bahasa Inggris untuk SMA/MA kelas XI semester 2*" based on curriculum 2013, the special part of this book is each material has assessment to measure the student's ability. It also contains attitude features that advise students in their daily life. In addition, It is also related to *Merdeka Belajar* the newest curriculum model in 2020. This book is also related to CT (*computational Thinking*) equipped with QR code and technology literate and this book implemented PISA (*Program International Assessment*). It has fourth chapters with 80 pages of content, 1 references page, 4 biographies of the writer, and the editor pages.

3. Reading text

Based on Bergstr m and Jervelycke, text included the complex interaction between the reader and the activity which at the end of this interaction get the product namely reading comprehension.²⁷

C. Research Question

Based on the background of the study above, the research question formulated as follow:

What is the Readability level of Reading Text in English workbook entitled *Bahasa Inggris untuk SMA/MA mata pelajaran wajib kelas XI semester 2* published by *Intan Pariwara*?

D. Objective and Significances of the research

1. The objective of the research
 - a. To analyze the readability level of reading text in English workbook entitled *Bahasa Inggris untuk SMA/MA mata pelajaran wajib mata pelajaran wajib kelas XI semester 2* published by *Intan Pariwara*.
2. The significance of the research

²⁷ Rida Paranduk, Mister Gidion Maru, and Javier Tuerah, "Readability Level of English Reading Text in The Era of Pandemic", *Syntax Literate: Jurnal Ilmiah Indonesia*, 2021, Vol. 06, No. 07, p.3448

The significance of this study consist of two aspects, they are theoretical and practical significances.

a. Theoretical significances

Theoretical significances of the research are:

- 1) The researcher expects this research can provide more knowledge in understanding readability that is implied in English workbook, especially for the students who read and used it widely in the classroom.
- 2) The researcher expects this research can be useful to improve knowledge in learning, especially related to the implementation and teacher awareness while providing the material.
- 3) The researcher expects this research can use as a reference for further researchers.

b. Practical significances

Practical significances of this research are:

1. For teacher

The result of this research hopefully gives advantages for helping the teacher to provide suitable written material based on the students' readability level.

2. For the next research

The next research hopefully give different readability level by using others readability formula in others english textbook.

E. Previous Studies

Based on several sources related to this research, the researcher shows several previous studies that have match to this research. Here is the result comparison between this research and the previous studies:

1. The Fourth, a Journal conducted by Rida Paranduk, Mister Gidion Maru, and Javier Tuerah, entitled *Readability Level of English Reading Text Used in The Era of Pandemic* in 2021 from Syntax Literate :Jurnal Ilmiah Indonesia found out that the reading text often not at all of the students, it discloses that

it is merely one out four texts that appropriate for 9th-grade students. At SMP Kristen Madidir Bitung have unassisted reading than the students in SMPN 6 Bitung, which determines the number of students who require the instruction of need assisted in reading. They conducted the readability measure with readability tool feature on Microsoft word, cloze test, and interview to get the data. The differences with this research are this research will focus to measure the readability level on reading text by using Flesch's Reading Ease Formula (FRE) and Fry Readability Graph.

2. The Third, a thesis written by Ratih Prezilia in 2020 with the title *The Analysis of Readability level of Texts "English on Sky 2" (kurikulum 2013 Revisi) published by Erlangga* from Raden Intan Lampung Islamic State University. found that the text readability in "English on Sky 2" (kurikulum 2013 revisi) by Flesch Reading Ease Formula shows that the texts are easy. The score shows 33,3%. (*too easy*) for eighth-grade students. The similarity with this research is discussed about readability level on English textbooks. The differences with this research are this research will use English workbook from *Intan Pariwara* publisher for Senior High School especially grade XI. Then, this research will focus to find out the readability level of reading texts in English textbook by using Flesch's Reading Ease Formula and Fry Readability Graph.
3. The Second, a thesis written by Elsa Nur Alipah in 2019 with the title *The Readability of Reading Texts in Bahasa Inggris Textbook* from Syarif Hidayatullah Islamic State University. This research discusses the readability level of reading texts on English textbook published by the Ministry of Education and Culture for tenth grade of Senior High School of 2017-revised edition used Flesch's Reading Ease (FRE) formula and Close test to measure the Readability level of reading text. The similarity with this research is the previous research discussed readability level text on reading text in English textbook. The differences between the previous research and this research are

this research will use the workbook from *Intan Pariwara* Publisher. Indeed, this research will focus on analyzing to measure the Readability level of reading text on English workbook by use Fry Readability Graphs and Flesch's Reading Ease (FRE) formula.

4. The First, thesis was written by Indah Bilqis Sholihah in 2018 with the title *An Analysis of Readability Level of Reading Texts in English Textbook entitled "Bahasa Inggris" for Senior High School Students Grade XII* from Sunan Ampel Islamic State University. The similarity is analyzing the readability level of reading texts in English Textbook. The differences are the research analyzing readability on English textbook published by MONEC with K13-2018 revision, in this study will about analysis readability on English workbook published by *Intan Pariwara* Publisher. To measure the readability level of reading text in this research will use Fry Readability Graph and Flesch's Reading Ease Formula (FRE).

F. Methodology

1. Types of the Research

The types of research are content analysis with qualitative approach. A qualitative approach is an approach that used post-positivism philosophy, used in study nature objects that are the researcher as key instrument, triangulation data collection, inductive analysis, the result pressing on meaning.²⁸ Content analysis is a research method applied to written or visual material for identifying specified characteristics of the material. The material that can use in this research can be textbooks, newspaper, WebPages, speeches, television programs, advertisement, *et.c.*²⁹

²⁸Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015). p.09

²⁹ Donald Ary, et.al, *Introduction to Research in Education Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.457

2. Sources of the Research

The primary source is an English workbook for Senior High School students in grade XI entitled *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib Kelas XI* in second semester. It was published by a commercial publisher, PT. Penerbit Intan Pariwara. There are three compiled authors namely Drs. Bachtiar Bima Mustriana, Sonny Irawan Putra, S.Pd., M.Pd and Susiningsih, S.S. It has been published in one copy at 2020. It is claimed that the use of *Computational Thinking* uses PISA (*Programme for International Students Assessment*), and consists of self-reflection. The English workbook also has specific feature to support the students such as *Log onto the Website* feature using barcode scan, *Technology Literate feature* that relevant with how the students use internet access and applied it. The *attitude feature* provided motivation and advice for the students. English workbook entitled *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib* for grade eleventh in second semester consist of 90 pages. There are fourth chapters with specific headlines such as Chapter I My Letter, Chapter II What The Reason, Chapter III Precise Explanation, Chapter IV Music makes Me Happy. Chapter I,II and III are chosen as the source to identify reading text. Chapter IV did not select because its consist of song lyric.

3. The Steps in Collecting the Data

In collecting the data, this study use documents as the source of data to complete this research. A document is a past event record, it can be script, picture, or monumental works of a person.³⁰ Based on Krippendorff, there are sixth components in collecting the data such as unitizing, sampling, recording/coding, reducing data, inferring, and narrating.³¹ However, this study just used unitizing, sampling, and recording/coding because the analysis

³⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.240

³¹Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*,(London:Sage Publications,Inc,2004),p.83

of readability used specific readability formulas. There are data collections techniques of readability used in this study:

1. The first step is chosen the chapter of the workbook. There are fourth chapters in the workbook. The selected chapter was chapter 1, chapter 2, and chapter 3. It was because chapter 4 just consists of song lyric. Based on Sangam Siahan and Kisno Shinoda stated that, there are fifteen reading texts such as joke, yarn, account, analysis, headlines, amusement, narration, process, description, persuasion, elucidation, argument, summation, and assessment.³²
2. The second step is selected two reading texts sample randomly in each chapter.
3. The third step is listed the data into a table. In coding the data, the researcher coded in accordance with provisions that are the number of data, chapter, pages, and the kinds of readability formula. The coding of the data was shown in this table below :

Table 3. The Example of reading text coding

Data	Code
Text on activity 10	Text1/CH.01/P.08

Note :

Text 1 : number of data

CH.01 : number of chapter

P.08 : number of page

Then, the data for Flesch Reading Ease formula coded in this table:

Table 4. The Example of Flesch Reading Ease Coding

³² Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 27-143

Data	Code
Text 1 for Flesch Reading Ease formula	Text 1/CH.01/P.08/FRE

Note :

Text 1 : number of data

CH.01 : number of chapter

P.08 : number of page

FRE : Flesch Reading Ease Formula

Meanwhile, the data for Fry Readability Graph coded in this table:

Table 5. The Example of Fry Readability Graph Coding

Data	Code
Text 1 for Fry Readability Graph	Text 1/CH.01/P.08/FRG

Note :

Text 1 : number of data

CH.01 : number of chapter

P.08 : number of page

FRG : Fry Readability Graph

4. Techniques of data analysis

The researcher used the Flesch Reading Ease formula and Fry Readability Graph. There are several steps below:

1) selecting the suitable textbook.

The current research choose english workbook entitled *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib Kelas XI Semester 2* published by PT. Intan Pariwara. Because it is suitable with the 2013 curriculum.

2) sorting the reading text in the textbook.

This workbook has 80 pages with four chapters. In each chapter, the researcher chosen two reading texts randomly. In chapter one, there are two reading texts entitled text 1 of activity 10 on page 8 and text 2 of activity 12 on page 9. Both of them are personal letter text. Indeed, in chapter two there are two texts; text of activity 8 on page 24 and text of activity on 16 page 28. Those are cause-effect text. Chapter three there are two reading texts there is text of activity 03 entitled *How do Hurricanes Form?* on page 40 and text of activity 14 entitled *Why People Move to Suburbs from City* on page 47. Those are explanation texts. All of them are chosen as reading text samples because suitable with the English workbook eleventh grade Learning material. The summary of reading text samples shows in this following table:

Table 6. The Reading Text Samples

Text code	Reading Text
Text 1/CH.01/P.08	Text 2 on activity 10
Text 2/CH.01/P.09	Text on activity 12
Text 3/CH.02/P.30	Text on activity 17
Text 4/CH.02/P.36	Text on student activity
Text 5/CH.03/P.40	How do Hurricanes Form?
Text 6/CH.03/P.47	Why People Move to Suburbs from Cities

3) analyzing the data

In analyzing the data, the research used Flesch Reading Ease Formula and Fry Readability Graph. For the first steps, the researcher used Flesch Reading Ease Readability Formula to obtain the readability level on reading

text. There are several steps to applied this formula such as counting the syllables, words, and sentences of each reading text that have been chosen. The Next, counting the average of Syllables per word (ASW) by dividing number of syllables and number of words. After that, counting The Average of Sentence length (ASL) by dividing between words and the number of sentences. After that, filling the result of ASL and ASW into this formula;

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

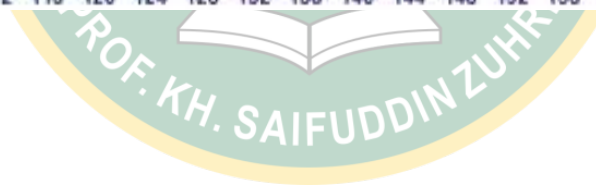
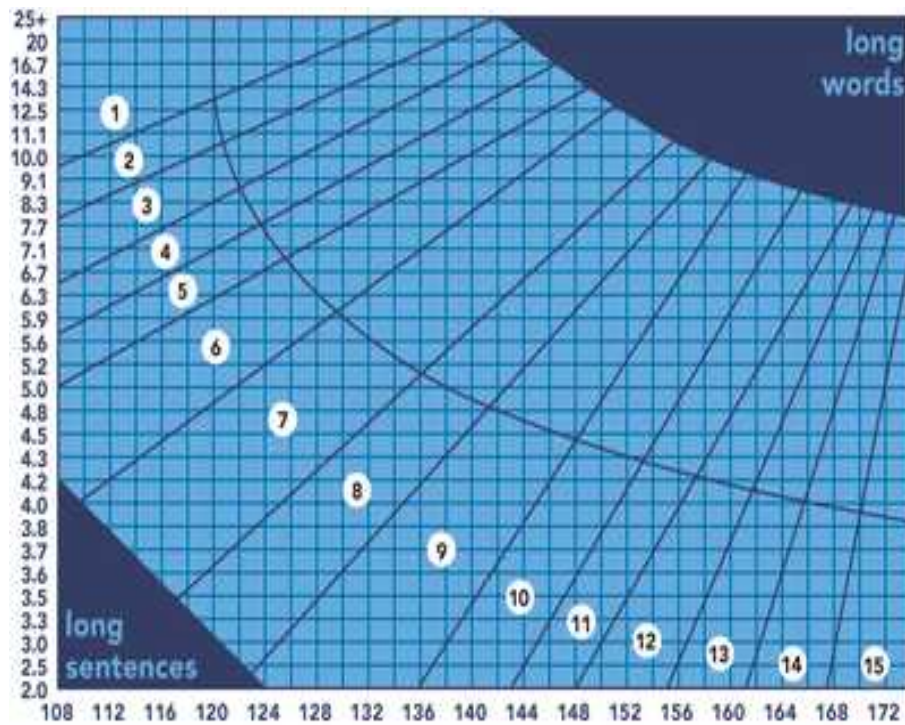
Then, appropriate the result by using FRE Score Table, as follow :

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very difficult	College Graduate
30 to 40	Difficult	13 th to 16 th grade
50 to 60	Fairly difficult	10 th to 12 th grade
60 to 70	Standard	8 th and 9 th grade
70 to 80	Fairly easy	7 th grade
80 to 90	Easy	6 th grade
90 to 100	Very easy	5 th grade

For the second step, the study analyzed the readability level by using Fry Readability Graph. There are several steps to applied this formula; first, selecting more than 100 sample of words. Second, calculating the Average Number of Sentences per 100-word as vertical coordinate (y) on Fry Readability Graph. Third, calculating the Average Number of Syllables per 100-word sample as horizontal coordinate (x) on Fry Readability Graph.

Fourth, plotting the two coordinates which is met by using Fry Readability Graph, as below:

Figure 1.2 The Fry Readability Graph



G. Structure of the Research

To systematically this research, it is important to classify the structure of this research. This research is divided into five chapters, there are:

Chapter I was the introduction which is consists of the background of the study, operation definitions, research questions, objectives and significances of the research, review relevant studies, literature review, research method, and structure of the research.

Chapter II explained the theories of analysis readability level on reading text in English workbook consist the sub-section; those are readability, reading text, and English workbook.

Chapter III was the research method, which deals with the research design, subject of the research, and object of the study, technique data collections, and data analysis techniques.

Chapter IV presented the results of the research, which consists of a general description of the readability level on reading text in an English workbook published by Intan Pariwara Publisher.

Chapter V was the conclusion, the limitation of study, the suggestion of the research, and the implications of the study. In this chapter, consist of the conclusion, the limitation of it, give some suggestions related to the research and implications of the study.

CHAPTER II

LITERATURE REVIEW

A. Readability

1. The Definition of Readability

The linguist has discussed the concept of readability for a long time. Based on Alan Bailin and Ann Grafstein, readability is an essential theme to practitioners and scholars because it has been widely used and has a wide range such as practical level readability needed in selecting appropriate reading materials, effectively technical communication, medical, and business information. Readability is essential in many fields of theory, including applied linguistics, text and discourse theory, and natural language processing.³³ Therefore, according to those reasons, readability is necessary to considered while selecting appropriate written text for reading skills.

According to DuBay, Readability is what makes some texts easier to read than others do.³⁴ Edgar Dale and Jeanne Chall cited in DuBay defined readability as sum total include all the interactions of the reader and also the passage in this case printed material which success in effect a group of readers. The term of success is the scope to which they understand it, the Reader reads the text at an optimal speed, then finds the text interesting.³⁵ Based on Yulianto, readability is easy with which a reader can understand a written text.³⁶ Alan Bailin and Ann Grafstein stated that, readability is concerned with effective communication of ideas and information.³⁷

³³ Alan Bailin and Ann Grafstein, *Readability: Text and Context*, UK : Palgrave Macmillan, 2016,p.01

³⁴ William H. DuBay, *The Principles of Readability*, Costa Mesa : Impact Information ,2004, p.03

³⁵ William H. DuBay, *Smart Language : Readers, Readability, and The Grading of Text*, Costa Mesa : Impact Information, 2004, p. 05

³⁶ Yulianto, "An Analysis on Readability Level of English Reading Texts for Eighth Grade Students", *Journal of English for Academic*,2019, Vol. 6, No. 01,p.90

³⁷ Alan Bailin and Ann Grafstein, *Readability: Text and Context*,...,p.01

Therefore, readability is what makes a text easier to read and to understand than others include all interaction between the reader and written text.

2. The Influences Factor of Readability

According to DuBay, there are features to connect the text and the reader such as prior knowledge, reading skill, interest, and motivation.³⁸

a. Prior knowledge

Based on Woern in DuBay, prior knowledge shows that the world affected comprehension significantly. Entin and Klare took up the study about the interaction between the readability of text and prior knowledge. From they are study confirmed that easier readability of a text has more benefits for those of knowledge and interest than those of more.³⁹

b. Reading skill

Based on Brown, Reading is a talent that teachers simply expect students to master when learning a foreign language. Reading, possibly the most important skill for success in all educational contexts, remains a skill of crucial importance.⁴⁰

There are macro skills in reading comprehension, such as the ability to differentiate among distinct graphemes and orthographic patterns of English, to retain chunks of language of various lengths in short-term memory, to process writing at an efficient rate of speed to suit the purpose, to recognize a core of words, to recognize grammatical word classes, to acknowledge an important independent variables may be expressed in grammatical forms, and to recognize cohesive devices in written discourse. Macro skills of reading comprehension are recognize the rhetorical forms of written discourse and their significance for inference, recognize the communicative functions of written text, according to form and objective, infer context that is not explicit by using background

³⁸William H. DuBay, *Smart Language : Readers, Readability, and The Grading of Text...*,p.05

³⁹William H. DuBay, *Smart Language : Readers, Readability, and The Grading of Text...*,p.69

⁴⁰H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, NewYork:Pearson Education, 2004, p.185

knowledge, from describing event, idea and other aspect to infer links and connection it to get new information, distinguish between literal and implied meanings, identify culturally specific references and interpret them in the context of the sociocultural schema.⁴¹ According to Maria Dakowska stated, there are many types of reading such as, silent reading, reading aloud, extensive reading, intensive reading, skimming, and scanning.⁴²

c. Interest

Based on Klare cited in DuBay, comprehension of a text is not improved by writing the material but at the grade level of the readers.⁴³ According to Edgar Dale and J.S.Chall stated that, interesting and readability are related factor that influenced the readability level. Because the content of the text has effect to build interest for the reader. Teachers has long compiled list of the books for different age and grade levels. The interest jus not depend with the theme of a books. It also depend with the style and size of a book, illustration that provided in a book. The other aspect that influences the interest is the stylistic or expressional elements in the book that provided.⁴⁴

d. Motivation

Based on Klare cited in DuBay, the use of formula to revise text showed the different levels of motivation and reading ability, it also indicated the readability of a text is more important when interest is low than when it is high.⁴⁵ Those features of the text that make reading easy; content, style, design, and organization.⁴⁶

⁴¹ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, ...,p.187-188

⁴² Maria Dakowska, *Teaching English as A Foreign Language*, Warzawa: wydanictwo naukowe pwn, 2005, p.205-207

⁴³ William H. DuBay, *Smart Language : Readers, Readability, and The Grading of Text...*, p.70

⁴⁴ Edgar Dale and Jeane S. Chall, "The Concept of Readability", 1949, *Elementary English*, Vol. 26, No. 1, p.3

⁴⁵ William H. DuBay, *Smart Language...*, p. 69

⁴⁶ William H. DuBay, *Smart Language...*, p. 05

Meanwhile, Richard cited in Rori et.al determined that, there are five factor that influenced readability. The first factor was lexical knowledge because it was an important factor for readability, while lexical number unknown in reading text the students experienced the difficulty in comprehending a text. The second factor was backgroud knowledge. It was an essential factor; when the students know about a particular topic, it will help them skim the text accurately. The third factor was organization. Reading text with the wretched organization might present problems for the students. The fourth factor was discourse phenomena. It included the arrangement level of discourse such as topics, comments in a reading text, and consideration of cohesiveness and coherence. The last factor was the length of a text. The length of reading text must be suitable for students in specific grades. Unfortunately, the teachers cannot judge their reading abilities such as selecting a long text.⁴⁷

3. The definition of Readability Formula

According to Harris and Hodges cited in Mesmer, readability formulas are any of many objective methods of estimating or predicting the difficulty level of reading materials by analyzing the samples from them with results usually expressed as a reading grade level.⁴⁸ Based on Mesmer stated, the readability formula is a mathematical equation that estimates how difficult the material will be for the reader. The purpose is to predict how hard the material will be without asking the readers to read the material.⁴⁹ Moreover, morales defined, readability formula is an equation that estimates the degree of difficulty of the text objectively.⁵⁰

⁴⁷ Restynia Rori, et.al," Assessing Readability of Reading Texts in 'Bright', An English Course for Junior High School Students", *Journal of English Language and Literature Teaching*, 2021, Vol. 6, No.1, p.25-26

⁴⁸Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,New York:The Guilford Press,2008,p.15

⁴⁹Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,...,p. 15

⁵⁰Benjamin Cárcamo Morales,"Readability and Types of Question in Chilean EFL High School Textbooks",*TESOL J*,2019...,p.03

Therefore, readability formulas are a mathematical equation to measure and estimate a text's readability level.

4. The advantages and disadvantages of using the readability formula

Readability Formula as the predicting of readability result consist many advantages and disadvantages, according to Pooneh stated that, the formulas of readability has advantages and disadvantages, as below:

Those are several advantages of using the readability formula:

- 1) The result from using the readability formula provides the writer of the text much-needed information to reach the reader.
- 2) The readability formula can save time, money, and energy because it does not require the readers to first go through the text to decide if the text is too hard or too easy to read.
- 3) The researcher and reader find them easy to use because readability formulas are text-based formulas.
- 4) Readability can be performed by a computer.
- 5) Readability formulas help writers convert their written material into plain language.

Despite that, the readability formula has many advantages. Those are several disadvantages of using the readability formula, as follow:

- 1) Readability is not of much help if one wants to know how well the reader understands the text.
- 2) There are many readability formulas, there is an increasing chance of getting wide variation as a result of the same text.
- 3) Readability formulas cannot measure the context, prior knowledge, interest level, difficulty of concept, or coherence of the text.⁵¹

⁵¹ Pooneh Heydari, "Readability of Texts :Human Evaluation Versus Computer Index", *Mediterranean Journal of Social Sciences*, 2012, Vol. 3, No. 01, p.179

5. The kind of readability formulas

According to Carrell in Chol *et.al*, readability appear in the 19th century in the United States, and presently, there are over 200 readability formulas with varying degrees of accuracy and success rates. Tomkins in Chol *et.al* also claimed the past 40 years or more, teachers have used readability formulas to estimate the difficulty level of trade books and textbooks.⁵² According to Mesmer, the Flesch Reading Ease, the Fry Readability Graph, The Flesch-Kincaid Grade Level, The Space Formula, and The primary Readability Formula are the most common.⁵³ However, this study just explained fourth of them.

a) Flesch Reading Ease Formula

Flesch Reading Ease is a readability formula published in 1943 by Rudolph Flesch. It is the one of Microsoft Word Readability Package. According to Mesmer, Flesch originally designed this formula for use in grade 3 and higher. The reading ease score is based on 100 points.⁵⁴ There are procedural to count the readability by using Flesch Reading Ease Formula, as follows:

1. Counting the syllable, word, and sentence.
2. Counting Average of the syllable.
3. Counting average of word
4. Put the resulting average of syllables and average of words to Flesch Reading Easy Formula.
5. Range the result with Flesch Reading Ease score rang based on Flesch reading easy table.

Flesch reading Easy Formulas has a specific mathematical formula :

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW);$$

⁵² Seonghee chol,*et.al*,"Developing The Korean EFL Readability Formula (KRF)",*English Language and Literature Teaching*,2012,Vol.18,No.03,p.02

⁵³ Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,...,p.26

⁵⁴ Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,...,p.27

RE as Readability Ease;

ASL as Average Sentence Length, the number of words divided by the number of sentences;

ASW is the Average Number of Syllables per word, the number of syllables divided by the number of words.⁵⁵

Table 1. The FRE Readability Score

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very difficult	College Graduate
30 to 40	Difficult	13 th to 16 th grade
50 to 60	Fairly difficult	10 th to 12 th grade
60 to 70	Standard	8 th to 9 th grade
70 to 80	Fairly easy	7 th grade
80 to 90	Easy	6 th grade
90 to 100	Very easy	5 th grade

b) Fry Readability Graph

Mesmer stated the Fry Readability Graph was published in 1968 by Edward Fry. He published a succinct graph and direction to estimate the material's readability. He also extended the grade range of the graph, validated it for elementary materials, and created a formula for shorter passages. Many advantages are using the Fry Readability graph such as widely available, simple to use, the Fry Readability Graph could be apply to a wide range of material, and has a strong history.⁵⁶ There are many directions to use Fry Readability Graph, as follow:

1. Selecting three samples of reading text in the English textbook

⁵⁵ Seonghee chol,et.al,"Developing The Korean EFL Readability Formula (KRF)"p.03

⁵⁶ Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,...,p.27

2. Counting the number of syllables for each sample.
3. Counting the number of sentences for each sample.
4. Plotting the average to get the readability level
5. On Fry Readability Graph, when the number of sentences and syllables is met, that will indicate the grade of readability level of the text

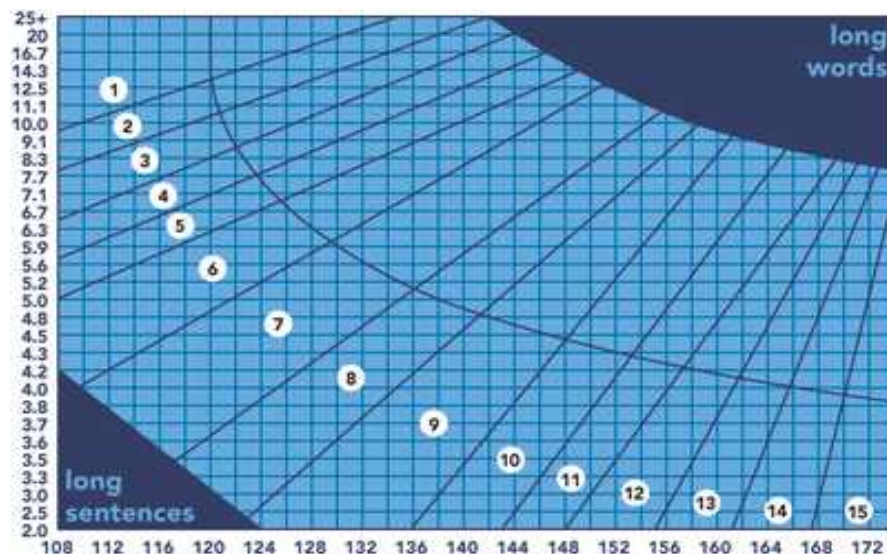


Figure 1. The Fry Readability Graph

c) Flesch-Kincaid Grade Level

According to Yulianto, the Flesch-Kincaid Readability Level (FKGL) is one of the most famous readability formulas that is calculated by using sentence and word length as the variable. This formula was developed by Rudolph Flesch and John P. Kincaid.⁵⁷ Mesmer claimed that both of the Flesch formula (Flesch-Kincaid Grade Level and Flesch Reading Ease) are the variation of the Flesch readability formula, both of them also become popular because use as Microsoft Word Software Package.⁵⁸ Based on Scott cited in Handayani and Wirza, the Flesch Kincaid Grade Level assesses the approximate reading

⁵⁷Yulianto, "An Analysis on Readability Level of English Reading Texts,....p.87

⁵⁸ Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts,....p.28*

grade level of a text.⁵⁹ On the other hand, Mesmer stated that, the Flesch – Kincaid Grade Level delivers grade levels from 0 to 17 on upper elementary material. both the Flesch Reading Ease Formula and the Flesch –Kincaid Grade Level have advantages, first they are very convenient because Microsoft Word is so widely used, these readability are available to many people, second with digital scanners that copy text into a file, users can avoid typing text into on Microsoft Word file and simply obtain the readability estimate. Because of the ease of application, users may be tempted to use the Flesch Formulas heavily without considering their limitations become a weakness of both of their formulas.⁶⁰ Based on Putri et.al study, There are many steps to utilized FKGL formula, as follow:

1. Select random text.
2. Count with FKGL formula

$$FKGL = (0.39 \times ASL) + (18.8 \times ASW) - 15.59$$

The detail of FKGL formula;

FKGL as Flesch Kincaid Grade Level.

ASL as Average Sentences Length.

ASW as Average Number of Syllables per Word.⁶¹

d) **New Dalle-Chall Readability Formula**

The Dalle-Chall Readability Formula was designed by Edgar Dale and Jeanne Chall in 1967.⁶² This formula was developed for adults and children above fourth years old. There are several steps to apply The Dalle-Chall Readability Formula:

⁵⁹ Handayani,et.al, "The Readability Level of Reading Texts in Erlangga Straight Point Series: English for Eleventh Grade Students",*Jurnal Pendidikan : Teori, Penelitian dan Pengembangan*,2020,Vol.05,p. 204

⁶⁰ Heidi Anne E. Mesmer,*Tools for Matching Readers to Texts*,...,p.29

⁶¹Putri Rafa Shalihah,et.al,"Text Readability in 11 and 12 Grade English Textbook of Indonesian Senior High School Published by Intan Pariwara with FKGL Formula", *Diglossia*, 2020, Vol.12,No.1,p.14

⁶² William H. DuBay, *The Principles of Readability*,...,p.22

1. First, selecting 100-word samples throughout the text (the specific recommendation while using books is to select every tenth page).
2. Second, computing average sentence length in words.
3. Third, computing the percentage of the word outside the Dale list of 3.000 words.
4. Fourth, computing the equation formula :

$$\text{Raw Score} = .1579\text{PDW} + .0496\text{ASL} + 3.6365$$

The detail of this formula:

Raw score as The Reading Grade of a reader who answers one-half of the test question on a passage.

PDW (Percentage of a Difficult Word), words not on the Dalle-Chall word list.

ASL as the average sentence length in words.⁶³

Table 2. Dale-Chall Formula Grade-Correction Chart

Formula Raw Score	Grade Level
4.9 and below	4 th Grade and below
5.0 to 5.9	5-6 th Grade
6.0 to 6.9	7-8 th Grade
7.0 to 7.9	9-10 th Grade
8.0 to 8.9	11-12 th Grade
9.0 to 9.9	13-15 th Grade (College)
10.0 and above	16 th Grade and above (College Graduated)

⁶³William H. DuBay, *The Principles of Readability*,....p.123

B. The nature of the reading text

1. The Definition of reading

According to Willian Grabe, reading is a straightforward process, an efficient process, a comprehension process, an interactive process, a strategic process, and a flexible process. As a consequence, reading is understood as a complicated interplay of activities..⁶⁴ Based on Urquhart and Weir cited in Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁶⁵ On the other hand, based on Maria Dakowska, Reading is a high interaction which is the interaction are understood as the mutual influence of the participant of communication event on each other.⁶⁶ According to Catherine Wallace, reading as interpreting means reacting to writing text as a piece of communication.⁶⁷ In addition, Elizabeth S.Pang defined, reading as understanding the written text because reading is a complex activity that collaborates between perception and thought of reading consists of two related processes such as word recognition which refers to the process of perceiving how written symbols correspond to one's spoken language, comprehension can be defined as the process of making sense of the word, sentences, and then connected to the text.⁶⁸ According to Christine Nuttal, Reading is a process of collaborating between focusing on written words and reflecting on a common experience by decode, decipher, identify, articulate, speak, pronounce.⁶⁹

According to Harmer, reading is useful for language acquisition because provided the students more and less in understanding what they read, the more

⁶⁴ William Grabe, *Reading in a Second Language : Moving from Theory to Practice*, New York :Cambridge University Press, 2009, p.14

⁶⁵ William Grabe, *Reading in a Second Language : Moving from Theory to Practice*, ..., p.14

⁶⁶ Maria Dakowska, *Teaching English as A Foreign Language*, Warszawa: wydaniectwo naukowe pwn, 2005, p.190

⁶⁷ Catherine Wallace, *Reading*, Oxford:Oxford University Press, 1992, p.05

⁶⁸ Elizabeth S. Pang, et.al, *Teaching Reading*, France:IAE, 2003, P.06

⁶⁹ Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, Oxford: Heinemann English Language Teaching, 1989, p.02

they read, the better they get it.⁷⁰ In line with the statement, Elizabeth S. Pang stated, that learning to read is an important educational goal because it can be open up new worlds and opportunities.⁷¹

Therefore, reading is a combination of complex processes and collaboration between the written word and reflection.

According to Maria Dakowska, readings come across with the special term about reading processes; there are bottom-up and top-down processes. Both of them emphasize the interactive and constructive nature of reading.⁷²

Bottom-up processes are initiated and dominated by the textual information on the printed page, the text form, the stimulus structure.⁷³ According to Christian Nuttal, the reader builds up meaning from the black marks on the page such as recognizing letters and words, working out sentence structure. Bottom-up processing can be used as a corrective to tunnel vision (seeing a thing only from own limited point of view).⁷⁴ According to Alderson, bottom-up processes begin with printed material, then recognize graphic stimuli, decode printed material to sound, recognize the word, and decode meanings. In the bottom-up, each subprocess takes place independently of each other and builds prior subprocesses.⁷⁵

in conclusion, the bottom-up process acknowledges and interprets a written text or printed material. It has subprocesses (printed material, recognizing graphic stimuli, decoding written text or printed material to sound, after that recognizing a word, and the last one decodes the meaning).

The top-down process is related to the knowledge from the reader, especially in concepts and schemata.⁷⁶ According to Alderson, top-down emphasize the

⁷⁰Jeremy Harmer,*How to Teach English*,England: Pearson Education,2010,p. 99

⁷¹Elizabeth S. Pang,et.al,*Teaching Reading*,...,P.06

⁷²Maria Dakowska,*Teaching English as A Foreign Language*,...,p.191

⁷³Maria Dakowska,*Teaching English as A Foreign Language*,...,p. 192

⁷⁴Christine Nuttal,*Teaching Reading Skill in a Foreign Language*,...,p. 17

⁷⁵J. Charles Alderson,*Assessing Reading*, Cambridge: Cambridge University Press,2001,p.16

⁷⁶Maria Dakowska,*Teaching English as A Foreign Language*,..., 192

importance of the schemata and the reader's contribution, over the incoming text.⁷⁷ According to Christine Nuttal, the top-down process is relevant to the reader's intelligence and experience as the prediction is based on schemata acquired. She also stated that the top-down gives a sense of perspective and makes use of all that the reader brings to the text include prior knowledge, common sense that is sometimes undervalued in the reading.⁷⁸

Therefore, the top-down process is a process in reading that related to the reader's intelligence and the reader's experiences.

2. The purpose of reading

Based on Grabe, while the students begin to read, they have some number important decisions. There are many purposes for reading, such as reading to search for simple information, reading to skim, reading to learn from texts, reading to integrate information, reading to write, reading to analyze texts, and reading for general comprehension.⁷⁹ In addition, according to Clarke and Silberstein cited in Weeks et.al mentioned that, there are fourth reading purposes The first purpose was reading to induce an outline of writer or skimming. The next purpose was scanning (reading to get specific information of data). The third is reading to acquire a comprehension in understanding the text. The last purpose was reading to access data to figure out a framework in the text.⁸⁰

3. The types of reading

Based on Harmer, the maximum benefits of reading activities, the reader needs to be involved intensive and extensive reading.⁸¹

a. Intensive reading

⁷⁷ J. Charles Alderson, *Assessing Reading*, ..., p.18

⁷⁸ Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, ..., p.17

⁷⁹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading (second edition)*, Great Britain: Routledge, 2013, p.07

⁸⁰ Priscillia L. Wekes et.al, "An Analysis on Readability Level of English Reading Text in The English Textbook Entitled Bahasa Inggris untuk Siswa SMA-MA/SMK-MK Kelas XI by Otong Setiawan and Supeni", *JoTELL*, Vol.1, No.1, 2022, p.07

⁸¹ Jeremy Harmer, *The Practice of English Language Teaching*, UK: Pearson Education, Inc, 2014, p.326

According to Maria Dakowska, intensive reading is connected with a more in-depth study and analysis of a relatively limited amount of text as well as the use of external resources to supplement the reader's knowledge.⁸² in addition, Nation defined, Intensive reading is the grammar-translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by sentence.⁸³

b. Extensive reading

Based on Nation, extensive reading is a form of learning that used meaning-focused input. While in extensive reading the students' interested in text content rather than just learning the language features of the text.⁸⁴ Harmer stated that, the term of extensive reading refers to reading which students do often away from the classroom. extensive reading should be involved reading for pleasure."⁸⁵ According to Renadya and Chong cited in Mualim and Aziz, extensive reading is a reading activity that needs a large amount of reading material to build the reader speed and fluency of reading more than examining every point of the text.⁸⁶ Based on Nation and Waring stated that, the extensive reading is involves each learner independently and silently reading lots of material which is at the right level of them.⁸⁷

4. The Definition of text

According to Elizabeth S.Pang, the text for a reading level are neither too easy nor too hard for a particular reader, while choosing a suitable difficulty of a text

⁸² Maria Dakowska, *Teaching English as A Foreign Language*, ..., p.206

⁸³ Nation I.S.P, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, 2009, p.25

⁸⁴ Nation I.S.P, *Teaching ESL/EFL Reading and Writing*, ..., p.49

⁸⁵ Jeremy Harmer, *The Practice of English Language Teaching*, ..., p.99

⁸⁶ Maulana Mualim and Feisal Azies, "Reading Portfolio As A Supplementary Activity to Leverage Students' Reading Competency, 2020, Vol. 07, No. 02, p.247

⁸⁷ I.S.P Nation and Rob Waring, *Teaching Extensive Reading in Another Language*, New York : Routledge, 2020, p.4

and interest level will encourage the reader to read and to enjoy what they are reading.⁸⁸ Based on Christine Nuttal, three main criteria influenced the text. The first, suitability of content. Suitability of content relevant with the importance to choosing interesting content by finding what the students like. Second, exploitability is arguable as the most important criterion after interest because the focus of the reading lesson is language and content. The third is readability. Readability is necessary to assess the right level for the students⁸⁹. Based on Anderson and Anderson cited in Rohmatillah claims, the text is words that are put together to communicate a meaning a piece of text is created.⁹⁰ Based on Rohmatillah point out text is an arrangement of systematic words that gain together by considering the rule of coherence and cohesion.⁹¹ Therefore, text is words that put together and it has a systematic arrangement.

Meanwhile, Richard R Day stated that in selecting reading text depends on two factors. The first categories was factors which relevant to the proficiency-related factors. It depended on the students' linguistic proficiency such as syntactic appropriateness, logical or rhetorical ordering of ideas, textual phenomena, progression of topics, lexical appropriateness, interest, size of the print, and background knowledge of the students. The second categorized was factors not related to learner proficiency. It was not depend on the learner's linguistic abilities or proficiency such as exploitability, the length of reading text, the ease of reading text, cultural and political suitability, the layout of the reading text, and the presentation of reading text.⁹²

⁸⁸ Elizabeth S. Pang, et.al, *Teaching Reading*, ...p.17

⁸⁹ Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, ...p.171

⁹⁰ Rahmatillah, "Readability Level of Reading Texts in the English Textbook Entitled English, ... P.90

⁹¹ Rahmatillah, "Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira", *English Education: Jurnal Tadris Bahasa Inggris*, 2015, Vol.7, ...P.90

⁹² Richard R. Day, "Selecting An ESL/EFL Reading Passage", *University OF Hawai'i Working Papers in ESL*, Vol.08, No.1, 1989, p.116-120

5. The kinds of reading text

According to Knapp and Watkins, text can be classified and organized in several ways, such as everyday text, formal text, entertaining text, and information text. In simple ways, there are three types of text: literary, factual, and media.⁹³

Literary texts can be defined as the text that has a purpose of reflecting and interpret individual and social life in real or imaginary, relevant to everyday experience. The literary text uses language that concrete representation and functional modes of language, language to create an image in readers mind so the reader incorporates their meaning and understanding. Several kinds of text are included in literary text such as novels, epics, poems, dramas, and sagas. Factual text can be defined as a text that has a primary aim of communicating knowledge that deals with the exchange of knowledge. There are several kinds of factual text such as technical description, explanations, and procedures, essays, reviews, and arguments. Media text is any text, whether literary or factual, that is used in mass communication in can be print, audio, or audio-visual that has different modes of communication such as for writing, speech, picture or sound or all of these.⁹⁴

Therefore, there are three kinds of text. The literary text deals with how the reader can interpret individual and social life in real or in imaginary in daily experience; factual text deals with the primary aim to exchange knowledge; media text is a text used in mass communication.

According to Sangam Siahhan and Kisno Shinoda, there are several kinds of texts such as joke, yarn, account, analysis, headlines, amusement, narration, process, description, persuasion, elucidation, argument, summation, and assessment.⁹⁵ However, this subchapter discussed yarn, analysis, account,

⁹³ Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, Sydney: UNSW Press Book, 2005, p.30

⁹⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, ..., p.31

⁹⁵ Sanggam Siahhan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 01

narration, and process. The Yarn is a text written out to make a report about an experience of a past event with the function is to retell pas event for informing and entertaining purpose. The Recount text has three components such as orientation, events, and reorientation. The Analysis text is an expository text that informs about the truth of a fact or a certain object with the function is to persuade the reader that something in the case. Analysis text has three components such as thesis, arguments, and reiteration. The Account text is a text that can be written out with a descriptive technique, describe an object to the readers with the function is to describe the way things are. Account has two components such as general classification and description. The Narration text can be defined that any written English text that the writer wants to amuse, entertain the reader, and deal with actual or vicarious experiences. There are five components of narration such as orientation, evaluation, compilation, resolution, and re-orientation. The Process text is defined as any written English text that the writers describe how something is accomplished through a sequence of actions or steps. There are four components of the process such as goal, material, method, and re-orientation.⁹⁶

On the other hand, Knapp and Watkin categorized the text based on fundamental of writing in school. There are describing, explaining, instructing, arguing, and narrating. the genre of describing is one of the fundamental functions of any language systems. It is also the first skills emergent language-users learn to control. The kinds of describing such as classification, personal and commonsense descriptions, literary descriptions, animal reports, and information reports. The second genre is a genre of explaining. It is a fundamental language function for understanding the world and its works. The explaining-genre has two main orientations that appear in explanatory text such as explaining why and explaining how. There are kind of explaining-genre such as personal or

⁹⁶ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*,....p.35-73

commonsense explanation, scientific or technical explanations, and interpretative explanations. The third genre is instructing genre. It was a text that instructing function. The function is to tell someone what to do or how to do things. There are two kinds of text such as procedural instructions and non-procedural instructions. The fourth genre was the genre of arguing. A fundamental language process involves reasoning, evaluation, and persuasion. There are two kind textual arguments such as exposition and discussion. The fifth genre is narrating. The narrating-genre is a big of macro genre that it can easily accommodate on or more the other genre and remains dominant. There are two kinds of reading texts in this genre such as recount text and fables text.⁹⁷

6. The Definitions of workbook

According to Lange cited in Tarigan, textbook is a basic book that consist of the fundamental book and supplement book. The other name of supplement book was a complete book, an added book, and workbook.⁹⁸ Based on Tarigan, the workbook is a couple, support, complete or supplement book of the fundamental book that has function to help and guide the students and teaching in learning process. It also to help the teacher while evaluate the students' achievement in each learning material.⁹⁹ According to Koischwitz, the workbook is different from textbooks, drillbooks, and exercise books because it was design to engage the pupil in some relatively independets and creative work in a certain subject.¹⁰⁰

7. The Principles to Arrange a Workbook

Based on Gray cited in Tarigan, there are many principles in arrange a workbook, as follow:

1. The author has to arrange the workbook based on the language skills program in every grade.

⁹⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, ..., p.97-226

⁹⁸ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009), p. 43.

⁹⁹ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* p. 44.

¹⁰⁰ Otto Koischwitz, 'Preparing a German Workbook', *Monatshefte Für Deutschen Unterricht*, 25.6 (1933), 176-79 (p. 176).

2. The author should provide the exercise in various exercise and based on the students' need.
3. The workbook is the way to reach the aim in leaning activities.
4. The workbook as a basic for additional learning, every practical learning should a diagnostic learning.
5. The workbook should easy to the students and it has to mastering what, how, and why the students do the activity in the workbook.¹⁰¹

According to Greene and Petty cited in Tarigan, the teacher should consider the principle in used a workbook such as; the teacher should understand the learning objectives; the teacher should selected in choose learning materials; the teacher scoring the exercise, practice, and assessment quickly; the teacher should use a workbook based on the students' need.¹⁰²

8. The Advantages and Disadvantages of Workbook

According to Tarigan, the workbook has several advantages that support the learning process, as below:

1. The workbook is useable because all of the exercise, practice, questions of it arranged in a systematic ways and reference to the textbook.
2. Save the time because it has explicit instruction and the language accordance to the students as the user of the workbook. So, the use of time in learning process suitable with learning schedule.
3. Try the student to has habitual for work because it guide and motivate the student to do their activity in systematic and discipline to do their exercise in a subject.
4. Help in monitoring the students.
5. The workbook also provides the relevant exercises.
6. The workbook also provides learning material and individual exercises.

¹⁰¹ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009), p. 45.

¹⁰² Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia...* p.59-60

7. The workbook also provides feedback to help the teacher in conduct the next learning program.
8. It also diagnostic and remedial book, the workbook is a search engine for identification of the students' learning difficulty.
9. The workbooks also complete the source in learning because it has various try out, practice and question.
10. Save money, because the workbook is relative cheap to buy and fulfill the learning tools.¹⁰³

Based on Greene and Petty, the workbooks also has several disadvantages such as; the workbook was confine the educational program in a class or for the students, sometimes the workbook contain illogical exercise, the workbook also help the lazy teacher to be uncreative teacher, the workbook also failed to increase the students skills, the workbook fail in fulfill the personal differences between the students.¹⁰⁴

9. The Criteria of Good Workbook

According to Tarigan, the good criteria of workbook consist of five aspects such as the aims of the workbook, the material in the workbook, the workbook method, the evaluation of workbook, and the students' need.

1. The aims of workbook

Tarigan stated that, the aims of learning, the workbook should support and strengthen the goals of learning programs. It should help the students to achieve their learning goals.

2. The material in workbook

The learning material in workbook should fulfill the criteria such as the learning material should logic and systematic, it also provide the various

¹⁰³ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* , pp. 49–52.

¹⁰⁴ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009), p. 53.

exercise based on the students ability, the material has to stimulate the students, it also has up to date topic.

3. The workbook method

The workbook method should enriching class activities, contain of various and motivate exercise, the direction and instructions are clear and easy to understand, the exercise should fullfill the individual differences.

4. The evaluation of workbook should open assesment and review. It also has a way to assess the students' learning material, the assessment should be simple, practically used, and easy calculation. The last is it can stimulate the students' personal assessment.

5. The students' need

The workbook should require some aspects such as attractive, interest, adding the students belief, motivating exercise for the students', the vocabulary based on them, stimulate the students' personal assessment, and worth it to buy.¹⁰⁵

C. The Use of Readability for Reading Text

According to Schulz stated that, there are three basic approaches to measured readability such as instructor judgment, cloze procedures testing and Statistical Readability Devices.¹⁰⁶ Based on Hall in Schulz stated that instructor judgment is dependable when judging a text is very easy to read or very difficult to read, it was showing less agreement while judging a text in medium difficulty categorized. Meanwhile, Shluz stated that, the instructor sometimes underestimated the linguistic difficulty of a text, because they evaluated just four main textual dimensions, there is text simplicity, visible and logical internal sequence text, length, concentration, conciseness of essential information of a text, and interest simulation. Therefore, it needed a credible instructor to judge

¹⁰⁵ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009), p. 57-58

¹⁰⁶ Renate A. Schulz, "Literature and Readability: Bridging The Gap in Foreign Language Reading", *JSTOR: Modern Language Journal*, 1981, ..p.45

and interpret the text. The second is readability can be measured by cloze procedure testing. In measuring the readability by close procedure testing, randomly selected words for deleting it. Then, ask the students to fill in the blank with appropriate words. Proponents of this procedure argued it was a superior test of readability because of comprehending the meaning and the pattern between the reader and the texts. However, the lack of this procedure was not predicting readability and inappropriate for determining the readability while the students focused to attain the reading comprehension. The third approach to measured readability by using statistical readability devices. Based on Schulz stated that two factors affected the linguistic difficulty of reading text such as syntactic complexity and word difficulty. In syntactic complexity, confer about the average sentence length, syllables, and the number of clauses per word. Meanwhile, the word complexity was explained by the average word length, the number of difficult words, and words of three or more syllables-number of affixes, or percentage of words.¹⁰⁷ The measured readability level was necessary because it has advantages. The result of readability formula provides the writer of the text much-needed information to reach the reader; it can save time, money, and energy; the researcher and reader find them easy to use because readability formulas are text-based formulas; Readability can calculated by using computer; Readability formulas help writers convert their written material into plain language. In addition, based on Fry in Hidayat stated that he was suggested an objective measure such as the readability formula because it was necessary to determine the difficulty level of reading text.¹⁰⁸ In conclusion, the readability level is measured by three approaches as mentioned above but the most credible

¹⁰⁷ Renate A. Schulz," Literature and Readability: Bridging The Gap in Foreign Language Reading",...p.45-46

¹⁰⁸ Restynia Rori, et.al," Assessing Readability of Reading Texts in 'Bright', An English Course for Junior High School Students", *Journal of English Language and Literature Teaching*,2021, Vol. 6, No.1,p.26

measurement is using readability formulas, using readability formulas has several advantages.

English Textbooks have become the crucial learning media that are widely used by teachers and students. It has to cover fourth skills such as writing, reading, speaking, and listening. One of them was Reading skills. In mastering reading skills, the textbook provides the reading texts with various readability levels. The reading text should match to the students in a certain grade. The lacks of teachers who check the readability level of the reading text become a problem. According to Seminar et.al, a text must be compatible with the students; if the material is too challenging, the students' motivation will suffer. Meanwhile, if the text is too simple, it will not improve the students reading skills.¹⁰⁹ So, analysing the readability level for Reading text becomes a necessary method.

There are many readability formula to analyzed reading text. The most popular and easy to used was *Flesch Reading Ease Formula*, *Fry Readability Graph*, *Flesch-Kincaid Readability Formula*, and *The Dale-Chall Readability formula*. This research used two of them, it were *Flesch Reading Ease Formula* and *Fry Readability Graph*.

¹⁰⁹ Asminar et.al, "Readability of English Reading Texts in Textbook and Handout of Grade Eleventh at SMAN 1 Padang Sago", *ICOELT*, 2020,p.221

CHAPTER III

PROFILE OF *BAHASA INGGRIS UNTUK SMA/MA MATA PELAJARAN WAJIB KELAS XI* WORKBOOK

A. Identity of *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib Kelas XI*

The study discussed about an English workbook for eleventh grade in Senior High School entitled *Bahasa Inggris Untuk SMA/MA Mata Pelajaran Wajib Kelas XI* published by Intan Pariwara. There are three authors who compiled the textbook, namely Drs. Bachtiar Bima Mustriana, Sonny Irawan Putra, S.Pd., M.Pd, and Susiningsih, S.S. it has been published in one copies, that was printed in 2020. As learning source that widely use in Indonesia, workbook has several function in English Teaching and learning process. Based on Tarigan, a workbook has three functions such as the workbook as the guide in implementing lesson, the workbook as the students guide in carrying tasksm questions and exercise, and the workbook also as a record of the students assigment.¹¹⁰

B. Structure of The Workbook

Workbook *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib Kelas XII* for eleventh grade of Senior High School consist of 80 pages. There are 4 chapters contained in the workbook for the second semester. Each chapter has a specific theme. The distribution can be seen below :

Chapter I My Letters

Chapter II What's The Reason?

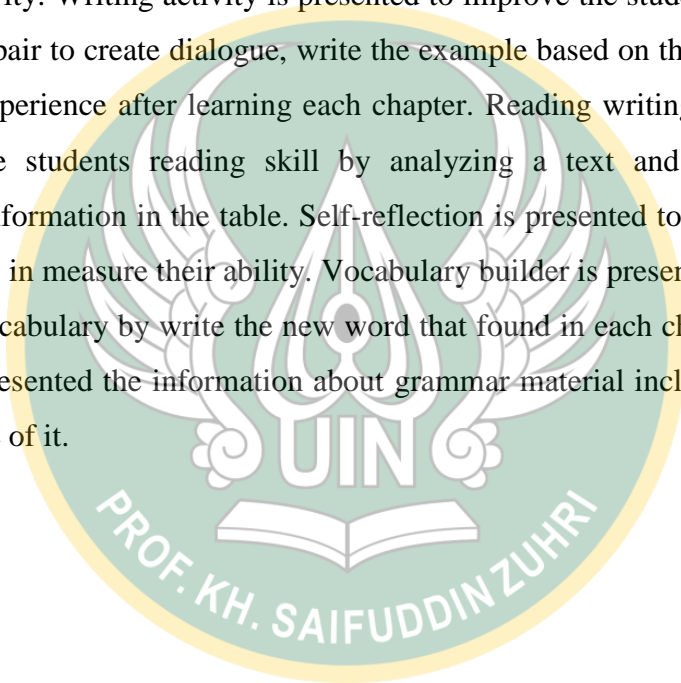
Chapter III Precise Explanation

Chapter IV Music Makes Me Happy

In the workbook, exercises that arranged based on the theme in each chapter various materials. The contents of it was shown in several sections:

¹¹⁰ Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Penerbit Angkasa, 2009), p. 44

Brain storming, learning material, speaking activity, listening activity, writing activity, reading activity, self-reflections, and vocabulary builder, grammar review, assessment in each chapters of it. Brain Storming is presented as preliminary activities, which is mostly in the form of question based on the topic in each chapter. Learning material is presented about the material that explains the main material in each chapter. Speaking activity is presented the dialogue practice script. Listening activities are presented the complete a blank text and listening-answer activity. Writing activity is presented to improve the students writing skill by work in pair to create dialogue, write the example based on the command, and write the experience after learning each chapter. Reading writing is presented to improve the students reading skill by analyzing a text and then write the important information in the table. Self-reflection is presented to help the teacher and students in measure their ability. Vocabulary builder is presented to enrich the students' vocabulary by write the new word that found in each chapter. Grammar review is presented the information about grammar material include the example and exercise of it.



CHAPTER IV

READABILITY LEVEL OF READING TEXTS

This chapter presents the data presentation and research finding. There is the data presentation presents all the data collected about the readability level of reading text by using Flesch Reading Ease Formula and Fry Readability Graph. In the research finding, the researcher presents the data based on the result of data analysis.

A. The data of Readability Level

This part presents the data of readability level on reading text by using Flesch Reading Ease Formula and Fry Readability Graph on English workbook entitled *Bahasa Inggris untuk SMA/MA Mata Pelajaran Wajib Kelas XI Semester 2* it was published by PT. Intan Pariwara Publisher. It was compiled by Bachtiar Bima Mustriana, Sonny Irawan Putra, and Susiningsih. It was printed by PT Mancanan Jaya Cemerlang. The English workbook consists of 90 pages and 4 chapters completed with listening, speaking, reading, and writing skills. The Excellent features such as *Attitude Feature, Log onto Website Feature, Let's Look for Feature, Technology-Literate Feature, Self-Reflection Feature, My New Word Feature, Assessment, Student Activity Feature, Computational Thinking Feature, and PISA assessment* are consist in this English workbook.

1. The readability level of Flesch Reading Ease

In obtaining the readability level of reading text the first steps is calculated the number of sentences, word, and syllables by used an automatic readability checker on www.readabilityformula.com. The result of the number of sentences, word, and syllables summarized in the table 4, as follow:

Table 7. The Number of Sentences, Words, and Syllables of FRE

No.	Text code	Sentences	Word	Syllables
1	Text 1/CH.01/P.08/FRE	16	160	221

2.	Text 2/CH.01/P.09/FRE	10	110	168
3.	Text 3/CH.02/P.30/FRE	7	120	173
4.	Text 4/CH.02/P.36/FRE	7	116	189
5.	Text 5/CH.03/P40/FRE	9	128	203
6.	Text 6/CH.03/P.47/FRE	11	132	205

After obtaining them, count the average sentences length. Then, counting the average of syllables per word. The next steps, counting the data result by using the FRE formula, as below :

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

In the last step is appropriate the reading ease score and estimated reading grade by using Flesch's Reading Ease Scores table.

a. Text 1/CH.01/P.08/FRE

This text 2 on page 08. There is 160 word of reading text samples, as below :

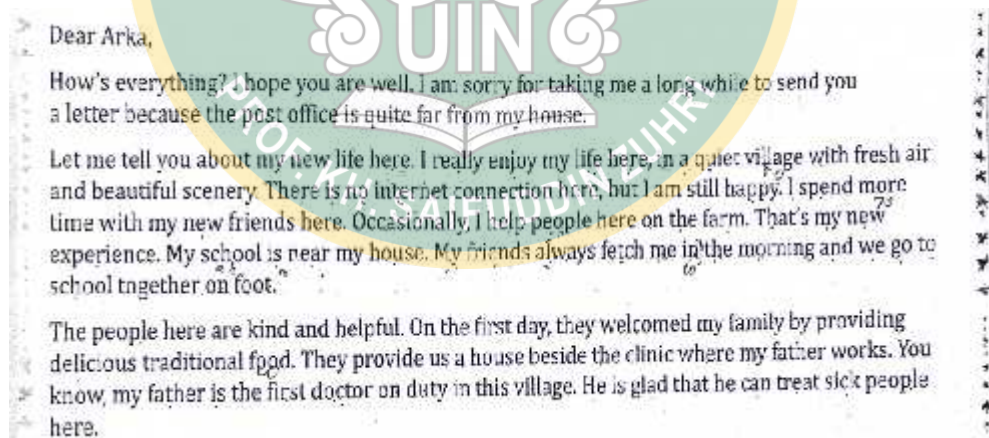


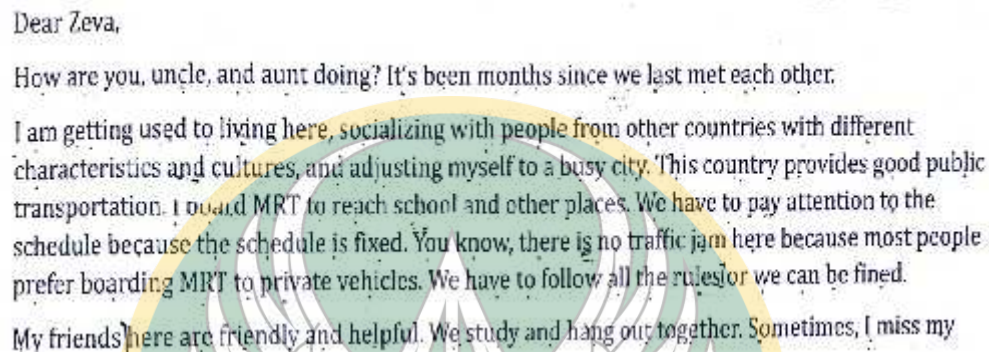
Figure 2. The part of Text 1 for FRE samples

There are 160 words as readability of reading text samples. The 160-words is positioned on third paragraph and occupied in the word *here* at the fifth

sentence. The FRE Readability Level score is 85.6 (*easy to read*). This text appropriate for 6th grade.

b. Text 2/CH.01/P.09/FRE

The second reading text sample is text of activity 12 on page 09. There are 110 words as reading text samples. As below:



Dear Zeva,

How are you, uncle, and aunt doing? It's been months since we last met each other.

I am getting used to living here, socializing with people from other countries with different characteristics and cultures, and adjusting myself to a busy city. This country provides good public transportation. I board MRT to reach school and other places. We have to pay attention to the schedule because the schedule is fixed. You know, there is no traffic jam here because most people prefer boarding MRT to private vehicles. We have to follow all the rules or we can be fined.

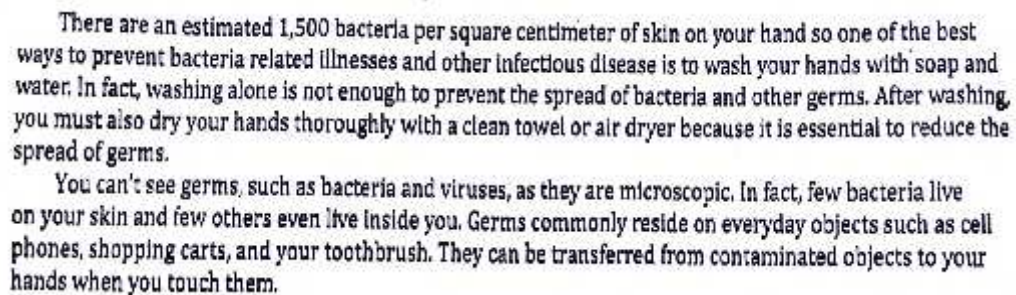
My friends here are friendly and helpful. We study and hang out together. Sometimes, I miss my

Figure 3. The Part of Text 2 for FRE samples

There are 110 words as reading text samples. The 110-words occupied in second paragraph and plotted in the second sentences at *together* word. The Flesch Reading Ease score is 72.6 (*Fairly Easy to Read*) and appropriate for 7th grade. (see appendix)

c. Text 3/CH.02/P.30/FRE

The third reading text sample is text on activity in page 30. There are 120 words as reading text samples. As below:



There are an estimated 1,500 bacteria per square centimeter of skin on your hand so one of the best ways to prevent bacteria related illnesses and other infectious disease is to wash your hands with soap and water. In fact, washing alone is not enough to prevent the spread of bacteria and other germs. After washing, you must also dry your hands thoroughly with a clean towel or air dryer because it is essential to reduce the spread of germs.

You can't see germs, such as bacteria and viruses, as they are microscopic. In fact, few bacteria live on your skin and few others even live inside you. Germs commonly reside on everyday objects such as cell phones, shopping carts, and your toothbrush. They can be transferred from contaminated objects to your hands when you touch them.

Figure 4. The Part of Text 3 for FRE samples

There are 120 words as readability of reading text samples. It was occupied at second paragraph in line three at *tootbrush* word. The result of FRE readability score is 61.8 (*standard to read*) and appropriate for 8th and 9th grade.

d. Text 4/CH.02/P.36/FRE

The fourth reading text sample is text on student activity on page 36. There are 116 of words as reading text sample:

The modern society of consumerism and rampant 'development' is destroying our world. The biggest problem with consumerism is the fact that people do not realize that there is a problem. We are already consuming resources at an alarming rate and quicker than our planet is able to replenish. Research shows a close link between the rise of the modern culture of consumerism and the worrying rates of obesity we are seeing around the world. However, this should come as no surprise, since consumerism implies exactly that—using as much as we can, rather than as much as we need. This causes a domino effect of problems on society. Over-consuming leads to obesity, which in turn leads to further cultural and social problems. For example, medical services are stretched further and further as the worldwide obesity rates rise. In the USA, per capita medical expenses are said to be around \$2,500 more for obese people than for people of a healthy weight.

Figure 5. The Part of Text 4 for FRE samples

There are 116 word samples to get readability level of this text. The positioned of 116-word in the third paragraph on second line at *problems* word. The readability score is 49.3 (*difficult to read*). It was appropriate for 13th to 16th grade. (see appendix)

e. Text 5/CH.03/P.40/FRE

The fifth reading text sample is a text on page 40 with the title *How Do Hurricanes Form*. As below:

How do Hurricanes Form?

Hurricanes are the most violent storms on Earth. People call these storms by other names, such as typhoons or cyclones, depending on where they occur. The scientific term for all these storms is tropical cyclone. Only tropical cyclones that form over the Atlantic Ocean or eastern Pacific Ocean are called "hurricanes."

Tropical cyclones are like giant engines that use warm, moist air as fuel. That is why they form only over warm ocean waters near the equator. The warm, moist air over the ocean rises upward from near the surface. Because this air moves up and away from the surface, there is less air left near the surface. Another way to say the same thing is that the warm air rises, causing an area of lower air pressure below.

Figure 6. The part of Text 5 for FRE samples

The 129-words occupied in the fifth line on second paragraph at *below* word. The readability score is 71.4 (*fairly easy to read*). It was appropriate for 7th grade.(see appendix)

f. Text 6/CH.03/P.47/FRE

The sixth reading text sample is a text on page 47. The title of text 6 is *Why People Move to Suburbs from Cities*. These paragraphs consist of 133 words, as below:

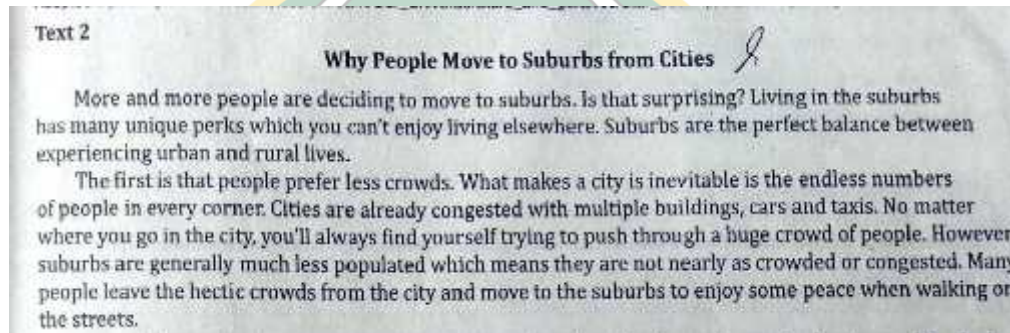


Figure 7. The Part of Text 6 for FRE samples

The 129-words located in the second paragraph, at streets word. The readability score is 66.5; it indicates that the text is (*standard or average*). Moreover, the text is appropriate for 8th and 9th grade. (see appendix)

2. The Readability level of Fry Readability Graph

In presenting Fry Readability Graph Score the researcher calculated it by using an online readability checker at www.readabilityformula.com. The first steps is calculating the number of sentences, word and syllables. There are sixth reading text as samples. It was obtain more than 100 words as reading text samples. Here is the score of them :

Table 8. The Number of Sentences, Word, and Syllables of FRG

No.	Reading Text samples	Sentences	Word	Syllables
1	Text 1/CH.01/P.08/FRG	21	201	280
2.	Text 2/CH.01/P.09/FRG	12	139	206
3.	Text 3/CH.02/P.30/FRG	7	120	173
4.	Text 4/CH.02/P.36/FRG	7	116	189
5.	Text 5/CH.03/P.40/FRG	9	128	203
6.	Text 6/CH.03/P.47/FRG	11	132	205

After obtaining the number of sentences, words, and syllables. The next steps is calculating the average of syllables as *X-axis*. Then, calculating the average of sentences as *Y-axis*. In the last steps, appropriate the readability level by plotting both of them in Fry Readability Graph. (See appendix)

a. Text 1/CH.01/P.08/FRG

The first reading text sample is text 02 on page 08. There are 201 words and 280 syllables as samples for Fry Readability Graph Score in this following picture.

Dear Arka,

How's everything? I hope you are well. I am sorry for taking me a long while to send you a letter because the post office is quite far from my house.

Let me tell you about my new life here. I really enjoy my life here, in a quiet village with fresh air and beautiful scenery. There is no internet connection here, but I am still happy. I spend more time with my new friends here. Occasionally, I help people here on the farm. That's my new experience. My school is near my house. My friends always fetch me in the morning and we go to school together on foot.

The people here are kind and helpful. On the first day, they welcomed my family by providing delicious traditional food. They provide us a house beside the clinic where my father works. You know, my father is the first doctor on duty in this village. He is glad that he can treat sick people here.

I have many pictures and videos about my new village, friends, and villagers. I will show you when I return home next holiday. I believe you want to visit and stay here.

That's all my story. See you soon.

Figure 8. The Part of Text 1 for FRG's Sample

The selected words sample was start at the word *dear* in the first word. The 201- words was placed at the last sentences. It was *soon* word. The *X-axis* is the average number of syllables per 100 words score. The score of ASW is 139. Moreover, *the Y-axis* line as the average number of sentences per 100 words score was 10.4. The score of Readability level of text 02 showed by *G-symbol* with the result of Readability level is *5th Grade*. (See appendix)

b. Text 2/CH.01/P.09/FRG

The second sample is Text on Activity 12. In this text, there are 139 words and 206 syllables, as below :



Dear Zeva,
 How are you, uncle, and aunt doing? It's been months since we last met each other.
 I am getting used to living here, socializing with people from other countries with different characteristics and cultures, and adjusting myself to a busy city. This country provides good public transportation. I board MRT to reach school and other places. We have to pay attention to the schedule because the schedule is fixed. You know, there is no traffic jam here because most people prefer boarding MRT to private vehicles. We have to follow all the rules or we can be fined.
 My friends here are friendly and helpful. We study and hang out together. Sometimes, I miss my family and my friends. Wish me to finish my studies soon and I can return home. Pass my warm regards to our uncle and aunt.

Figure 9. The Part of Text 2 for FRG's Sample

The selected words in this text chosen begin with the word *dear* in the first sentences. Then, the 139 -words occupied at fifth line in the second paragraph. It was *aunt* word. The average number of syllables per 100 words is 148 shown in *the X-axis* line. The average number of sentences per 100 words is 8.6 shown in *the Y-axis* line. The result of the Readability Grade Level is shown in *G-Symbol*. The *G-Symbol* is located at the seventh-grade area. So, text on activity 12 is appropriate for *7th grade*. The fry Readability Graph of text 2 was shown in appendix 2.

c. Text 3/CH.02/P.30/FRG

Text on activity 17 on page 30 is the third reading text sample. This text has 120 word as reading text samples and 173 syllables, as below:

*Read the following text.
Listen to the questions and answer them orally.*

There are an estimated 1,500 bacteria per square centimeter of skin on your hand so one of the best ways to prevent bacteria related illnesses and other infectious disease is to wash your hands with soap and water. In fact, washing alone is not enough to prevent the spread of bacteria and other germs. After washing, you must also dry your hands thoroughly with a clean towel or air dryer because it is essential to reduce the spread of germs.

You can't see germs, such as bacteria and viruses, as they are microscopic. In fact, few bacteria live on your skin and few others even live inside you. Germs commonly reside on everyday objects such as cell phones, shopping carts, and your toothbrush. They can be transferred from contaminated objects to your hands when you touch them.

Figure 10. The Part of Text 3 for FRG's Sample

The first words was selected from the word *there* at the first line in paragraph one. The 120-word occupied in the second paragraph at the third line. It was *toothbrush* word. The average of syllables per 100 words pointed on the *X-axis* line in Fry readability graph. Meanwhile, the average of sentences per 100 words showed at the *Y-axis* in the Fry's graph. The score of *X-axis* is 144. Then, the score of *Y-axis* is 5.8. The *G-symbols* placed at eighth grade. (See appendix)

d. Text 4/CH.02/P.36/FRG

Text on student activity on page 36 consists of 116 words and 189 syllables, as below:

The modern society of consumerism and rampant 'development' is destroying our world. The biggest problem with consumerism is the fact that people do not realize that there is a problem. We are already consuming resources at an alarming rate and quicker than our planet is able to replenish.

Research shows a close link between the rise of the modern culture of consumerism and the worrying rates of obesity we are seeing around the world. However, this should come as no surprise, since consumerism implies exactly that—using as much as we can, rather than as much as we need.

This causes a domino effect of problems on society. Over-consuming leads to obesity, which in turn leads to further cultural and social problems. For example, medical services are stretched further and further as the worldwide obesity rates rise. In the USA, per capita medical expenses are said to be around \$2,500 more for obese people than for people of a healthy weight.

Figure 11. The Part of Text 4 for FRG's Sample

This text selected from the first paragraph to third paragraph. The 116-words placed in the third paragraph at second line of it. It is *problems* word. Therefore, from the text above has been sorted from the word *The* at first paragraph till *problems* word at the second line of third paragraph. The score of Fry Readability level of text 4 was for 11th to 12th grade. The vertical line of Fry's graph showed the score of *X-axis*. The *X-axis* score was 163. The horizontal line in Fry's Graph pointed the score of *Y-axis*. The *Y-axis* score was 6. The *G-symbols* is the meeting of both them as the score of readability level. (See appendix)

e. Text 5/CH.03/P.40/FRG

How Do Hurricanes Form? On page 40 in Chapter III. There are 129 words and 203 syllables selected as the reading text samples, as follow:

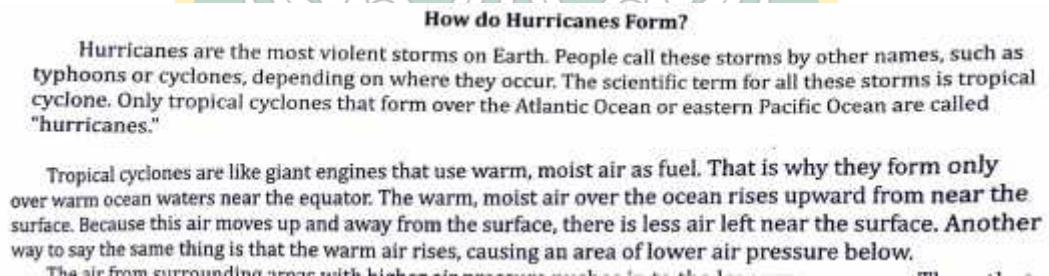



Figure 12. The Part of Text 5 for FRG's Sample

The selected words sample start on the word of *Hurricanes* in the first paragraph at the first line. The 129-word placed in the second paragraph at the fifth line. It was *below* word. As can see in appendix 2 the score of X-axis is 5.8 and Y-axis score was 144. The G-symbol was located at *tenth grade level*.

f. Text 6/CH.03/P.46/FRG

This text placed on pages 47 in Chapter III. This text consist fourth paragraph. There are 132 words and 205 syllables that chosen as readability text samples. As below:

Why People Move to Suburbs from Cities 

More and more people are deciding to move to suburbs. Is that surprising? Living in the suburbs has many unique perks which you can't enjoy living elsewhere. Suburbs are the perfect balance between experiencing urban and rural lives.

The first is that people prefer less crowds. What makes a city is inevitable is the endless numbers of people in every corner. Cities are already congested with multiple buildings, cars and taxis. No matter where you go in the city, you'll always find yourself trying to push through a huge crowd of people. However, suburbs are generally much less populated which means they are not nearly as crowded or congested. Many people leave the hectic crowds from the city and move to the suburbs to enjoy some peace when walking on the streets.

Figure 13. The Part of text 6 for FRG's Sample

The selected word samples were from paragraph one to two. The sum total of the words above was 132. The **first word** occupied in the first paragraph at the first line. It was *more* word. Then, the 132-words placed in the second paragraph at the sixth line. It was *streets* word. The scoring average of syllables (*X-axis*) is 155. Then, the scoring average of sentences or *the Y-axis* is 8.3. The *G-symbol* pointed that the met of the *X-axis* line and *Y-axis* line in the middle of 8th grade and 9th grade. Therefore, text 6 was appropriate for *8th to 9th grade*. (See appendix)

3. The Summary of Readability Level

a. The Flesch's Readability Level

The readability level score of sixth texts by used FRE formula present various grade level. From text 1 shows it was appropriate for the students in sixth grade, text 2 for the students in seventh grade, text 3 for the students eight and ninth grade level, text 4 for 13th to 16th Grade, text 5 has same grade with text 2, and text six for the students eighth and ninth grade. Table 5 presents the average grade level of six texts. As bellow:

Table 9. The Summary of FRE Readability Level of Sixth Texts

Text	Score	Style Description	Estimated Reading Grade
Text 1/CH.01/P.08/FRE	85.6	Easy	6 th Grade
Text 2/CH.01/P.09/FRE	72.6	Fairly Easy	7 th Grade

Text 3/CH.02/P.30/FRE	61.8	Standard	8 th and 9 th Grade
Text 4/CH.02/P.36/FRE	49.3	Difficult	13 th to 16 th Grade
Text 5/CH.03/P.40/FRE	71.4	Fairly Easy	7 th Grade
Text 6/CH.03/P.46/FRE	66.5	Standard	8 th and 9 th Grade

b. The Fry's Readability Level

The readability level score of sixth texts by used FRG formula showed different grade level. Table 6 shows the all result of FRG readability level. As follow:

Table 10. The Summary of FRG Readability Level Score of Sixth Texts

Text	ASW	ASL	FRG level
Text 1/CH.01/P.08/FRG	139	10.4	5 th Grade
Text 2/CH.01/P.09/FRG	148	8.6	7 th Grade
Text 3/CH.02/P.30/FRG	144	5.8	8 th to 9 th Grade
Text 4/CH.02/P.36/FRG	163	6	11 th to 12 th Grade
Text 5/CH.03/P.40/FRG	158	7	10 th Grade
Text 6/CH.03/P.46/FRG	155	8.3	8 th to 9 th Grade

From the table describe that text 1 appropriate for the students in fifth grade; text 2 is appropriate for seventh grade; text 3 appropriate for eight to ninth grade; text 4 appropriate for eleventh to twelfth grade; text 5 is appropriate for the students in tenth grade; and text 6 is appropriate for the students for eight to ninth grade.

B. Discussion

This section discussed the result of analyzing the reading text in an English workbook. The analysis that focused on the readability level in reading text by using Flesch Reading Ease Formula and Fry Readability Graph. The first formula

is Flesch Reading Ease Formula. There are various readability results of each reading texts

The result of Flesch Reading Ease Formula show that from six reading texts on the workbook *Bahasa Inggris untuk SMA/MA* were categorized into four levels: the first categorized was *Easy to read*. There was 1 reading text that include in this categorize. The readability scores placed between 80-90 in FRE reading ease chart. It was for sixth grade of elementary school. The second categorized was *Standard or Average to read*. The Two texts were appropriate in this level. It was place in number 60-70 with the estimated grade; it was for the students in eighth and ninth grade of Junior High School. The Third categorized was *Fairly Easy to read*. There were two texts that suitable with this level. It was in 70-80 with the estimated grade is appropriate for the students in seventh grade of Junior High School. The fourth level was *difficult text to read*. There was one text in this level. This readability score place in number 30-40 in the Chart. The estimated grade is appropriate for the students' thirteenth to sixteenth grade of college.

Meanwhile, in Fry Readability levels every text has their own readability score as see in the table 6. The readability level of text 01 is appropriate for fifth grade students in elementary school. The score of ASL (*Average of Sentences Length*) was 10.4. Then, 139 is the score of ASW or (*average of syllables*). Text one is not appropriated for the students in eleventh grade because it was too easy. Carrell stated that, if the text is too easy, the students will unchallenged it.¹¹¹ The text 02 was appropriate for the students in seventh grade of Junior High School. It has 8.6 as the score of ASL and 148 as the score of ASW. Text 02 also too easy for the students in eleventh grade of Senior High School. According to Asminar *et.al*, the students will understanding the text when it compatible for them. The

¹¹¹ Patricia L. Carrell, 'Reading in ESL' (presented at the Twenty-First Annual TESOL Convention, Miami, Florida, 1987), p. 21.

unsuitability of the text greatly affects the students learning outcomes.¹¹² Then, text 03 was appropriate for the students in eighth to ninth grade. Asminar *et.al* stated that, if the students read the text below their reading level, the students feel bored of it.¹¹³ Text 4 appropriated for the students in eleventh to twelfth grade in Senior High School. It has 6 as ASL score and 163 as ASW score. Meanwhile, the text 5 was appropriate for the students in tenth grade of Senior High School. It was 7 as the ASL score and 158 as the ASW score. Text 6 was appropriate for the students in eighth to ninth grade of Junior High School. Then, the score of ASL was 8.3 and ASW was 155. Text 6 was too easy for the students in eleventh grade of Senior High School.

According to the description above, the result of readability levels in reading text on English workbook in *Bahasa Inggris Mata Pelajaran Wajib* is low readability level for the students in eleventh grade. Based on the result of Flesch Reading Ease formula, it proves that none of the reading text samples categorizing for the students in eleventh grade. The average of the reading text appropriate for the students in seventh to ninth students of Junior High School because fourth reading text samples was categorized in *standard to Fairly Easy to read*. In line with the current study Yulianto stated that, an exciting text will carry the reader to read it more and more than a dull text.¹¹⁴ The result of Fry readability level in sixth reading texts has various readability levels. However, the Fry Readability level showed that there is one text that appropriate for the students in eleventh to twelfth grade in Senior High School. Even though, the dominant grade of reading texts was for the students in *eight to ninth grade* level

¹¹² Asminar *et.al*, 'Readability of English Reading Text in Textbook and Handout of Grade Eleventh at SMAN 1 Padang Sago', in *ICOELT -8 2020* (presented at the English of International Conference on English Language and Teaching, Atlantis Press, 2020), p. 220.

¹¹³ Asminar *et.al*, 'Readability of English Reading Text in Textbook and Handout of Grade Eleventh at SMAN 1 Padang Sago', p.221

¹¹⁴ Yulianto, 'An Analysis on Readability Level of English Reading Texts for Eight Grade Students', *J-SHMIC Journal Od English Academic*, 06.01 (2019), p. 83.

of Junior High School. It proven by look the table 6, two texts was appropriate for the students in that level. It was text 3 and text 6.

On the other hand, there is one text categorized as *easy to read*. It was text one. After appropriate the text with FRE reading score table. It was categorized of easy to read, it was appropriate for the students in six grade. It means the text is too easy for the students in eleventh grade. Meanwhile, in Fry Readability Level of text one was appropriate for the fifth students in elementary school. Based on them calculation score, it indicated that text 1 was too easy for 11th grade of Senior High School. According to carrell cited in Masyansyah stated that, if the text is too easy, students are unchallenged. In contrary, if the text is too difficult, the students can not withdrawn the message of it.¹¹⁵

On the contrary, there is one text that categorized as *difficult to read*. It was text 4. The readability score was 49.3. It was appropriate for the student in the 13th to 16th by Flesch Readability score. The difficult of reading texts will implies the students abandon it. In line with the statement, Mikeladze cited in Paranduk *et.al* stated that, a difficult or unreadable reading texts will make the students not attractive to it.¹¹⁶ However, text 4 was appropriate for 11th grade in Fry Readability level. Despite the differences of both readability score for text 4, the teacher should select reading text carefully before given it to the students. As stated by Nuttall, there are three important poin in selecting reading text such as suitability of content, exploitability, and readability.¹¹⁷

¹¹⁵ Yupika Maryansyah, "An analysis on readability of English reading texts for grade IX students at MTsN 2 Kota Bengkulu", *Premise: Journal of English Education and Applied Linguistics*, Vol.5, 2016, p.73

¹¹⁶ Rida Panduk, *et.al*, 'Readability Level of English Reading Text in The Era of Pandemic', *Syntax Literate: Jurnal Ilmiah Indonesia*, 06 (2021), p. 3449.

¹¹⁷ Christine Nuttall, *Teaching Reading Skill in a Foreign Language* (Oxford: Heinemann English Language Teaching, 1989), p. 170.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The current study is about analysis of readability level of an workbook entitled *Bahasa Inggris Untuk SMA/MA Mata Pelajaran Wajib Kelas XI* published by intan pariwisata. In analysis the book, the study used automatic readability checker on www.readabilityformula.com. There are two readability formulas used in the research; Flesch Reading Ease Formulas and Fry Readability Graph.

According to FRE (Flesch Reading Easy) Readability score, from six reading texts on workbook entitled *Bahasa Inggris Untuk SMA/MA Mata Pelajaran Wajib Kelas XI* published by intan pariwisata were categorize into four levels there are *easy to read* placed between 80-90 (Text 1/CH.01/P.08/FRE), *standard to read* placed between 60-70 (Text 3/CH.02/P.30/FRE and Text 6/CH.03/P.46/FRE), *Fairly Easy to read* placed between 70-80 (Text 5/CH.03/P.40/FRE), and *difficult to read* placed between 30-40 (Text 4/CH.02/P.36/FRE) in FRE readability table. Meanwhile, the Fry Readability Graph (FRG) score has various levels such as; the first text with the code (Text 1/CH.01/P.08/FRG) was appropriate for the fifth grade; the second text (Text 2/CH.01/P.09/FRG) was match for the seventh grade; there are two reading text that appropriate for the eight to ninth grade, it was Text 3/CH.02/P.30/FRG and Text 6/CH.03/P.46/FRG; then, text five (Text 5/CH.03/P.40/FRG) was appropriate for tenth grade; the last is text four(Text 4/CH.02/P.36/FRG) was appropriate for eleventh to twelfth grade.

Based on the findings and discussion above, the readability level by used FRE and FRG formulas showed that from sixth reading texts sample in *Buku Bahasa Inggris Untuk SMA/MA Mata Pelajaran Wajib* for eleventh grade only one text that convenient for the students in the eleventh grade of Senior High School. In the FRE readability level showed that from sixth texts, there are four reading text

categorized as *fairly easy to standard* (70-80) to read. The estimated grade appropriated for the student in the grade range between *seventh to eight grade levels*. It means that the reading text is too easy for the students in eleventh grade. Meanwhile, the Fry Readability level showed that only one reading text that appropriate for eleventh grade. Nevertheless, the readability levels average of sixth reading texts appropriated for the students in eight to ninth grade of Junior High School. It proven by two reading texts was appropriate for the students in eight to ninth grade.

B. LIMITATION OF STUDY

1. The study only used one workbook.
2. The study only used Flesch Reading Ease Formula and Fry Readability Graph, it may be create the differences score because both of them has specific calculation.
3. The type of the research is library research, so the result depend on the score of readability formulas.

C. SUGGESTION

According to the conclusion above, there are several suggestions for the teacher, publisher, and the future researcher, as follow:

1. The English Teacher

The English teacher should analyze and selecting before using the reading texts from English textbook. Analyzing the readability level on reading text can help the teacher in appropriate the students' readability level. More selected to choose the reading text for the students in eleventh grade.

2. The students

The suggestion for the students is the students should be build their vocabulary to mastering reading texts.

3. For the authors and publisher

The author and publisher should analyzing the readability level of reading text before publish the English textbook. They also should be consider about three point of selecting text there are suitability, exploitability, and the most important was readability.

4. For the future researcher

The writer hopes for the future researcher can analyzing about readability level of reading texts in other English textbook in every grade by using other readability formula such as *fog readability formula*, *Coh-matrix readability formula*, and *common lit Ease of Readability (CLEAR) corpus* using automatic readability checker such as *Microsoft word* and *www.readable.com*.

D. IMPLICATIONS

1. THEORITICAL IMPLICATION

The theoritical implication of the reseach proporse that due to the readability has many advantages teacher as the instructor in the classroom should used it to help them in selected the reading texts.

2. PRACTICAL IMPLICATIONS

The implications of the research proporse that the appropriate reading texts for eleventh grade of Senior High School should be used in teaching and learning process. Then, the passage that below or above eleventh grade should be modified. Moreover, the teachers should check the readability level of passage before given it to the students.

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A. Identity

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B. Study

1. Formal Education
 - a. SD N KURIPAN 01, graduate year : 2011
 - b. SMP N 03 KESUGIHAN, graduate year : 2014
 - c. MAN 01 CILACAP, graduate year : 2017
 - d. UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO, 2017
2. Informal Education
 - a. Pondok Pesantren Darul Abror Watumas, Purwokerto Utara

C. Research Study

1. Conference of English Language Teaching UIN Prof. K.H Saifuddin Zuhri Purwokerto 2021, with the title *The Use of Comic Strips to Improve Students Writing Skills in Write Narrative Text* was present at June 2021.

D. Organization

1. Member of LENTERA Darul Abror at 2019-2021
2. Member of informal education (Kebun Belajar Semesta Alam Desa Kuripan)
3. Member of IPPNU Desa Kuripan 2019- now
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Purwokerto, 30 June 2022



Nurma'Sumah