

**AN ANALYSIS OF READABILITY LEVEL OF
READING MATERIAL IN ENGLISH
TEXTBOOK FOR FIRST GRADE
OF SENIOR HIGH SCHOOL**

THESIS

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of Master in English Education



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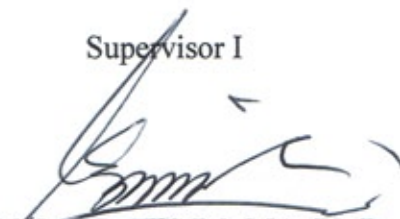
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If in the future, it is found that the whole of parts of this thesis is not my work or there are any plagiarism in some parts, I will accept the sanctions based on the related regulation and law.

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Above all, I realize that there might be weaknesses and limitations in this research; therefore, constructive advice, critics and valuable suggestions are welcomed. Finally, I hope that this thesis could be useful for the development of education, especially at the English Education Program UIN Suska Riau.

Thank you.

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ABSTRACT

Dzulhijjah Yetti (2019) : **An Analysis of Readability Level of Reading Materials in English Textbook for the First Grade of Senior High School**

It has been recognized that predicting readability level of reading texts can help the teachers to match the texts with student levels. The appropriate reading text is expected to ease the students to comprehend the materials. This research focused on the readability level of English reading materials contained in English Textbook entitled '*Bahasa Inggris*' for first grade of Senior High School' Published by the Curriculum and Books Center, Research and Development Agency, the Ministry of Education and Culture, Republic of Indonesia. This study attempted to find out whether the reading materials are appropriate or not in terms of readability level for the target students. Descriptive quantitative design was used in this research while the object was English Textbook entitled '*Bahasa Inggris*' for First Grade of Senior High School published by the Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. The textbook consists fifteen chapters containing various reading materials such as dialogues and reading texts. The researcher only focused on analyzing the reading materials in the book. There are three kinds of genre found in this book; namely, descriptive, recount and narrative. The data were collected by using document analysis. To find out the readability level, the Flesch Reading Ease (FRE) formula was employed. The results of the study showed that 9 reading texts were found in the Bahasa Inggris textbook; that is, 3 descriptive texts, 4 recount texts, and 2 narrative texts. Based on the analysis using Flesch Reading Ease (FRE) formula, it was found that 3 texts were in Fairly Easy level, 3 texts in Fairly Difficult level, and 3 texts in Difficult level. The analysis of Readability level from the 9 texts, only 3 texts were relevant to Senior High School students; namely; the texts entitled Tanjung Putting National Park, Taj Mahal and Cut Nyak Dien. It means that the reading materials of this textbook are not appropriate with level of the tenth grade students.

Keyword: *Readability level, reading material, textbook.*

ABSTRAK

Dzulhijjah Yetti (2019): *Analisis Tingkat Keterbacaan Bahan Bacaan dalam Buku Teks Bahasa Inggris untuk Kelas Satu SMA*

Telah diakui bahwa memprediksi tingkat keterbacaan bahan bacaan dapat membantu para guru untuk mencocokkan teks dengan level siswa. Teks bacaan yang sesuai diharapkan memudahkan siswa untuk memahami materi. Penelitian ini berfokus pada tingkat keterbacaan bahan bacaan bahasa Inggris yang terkandung dalam Buku Teks Bahasa Inggris yang berjudul 'Bahasa Inggris' untuk kelas satu SMA 'yang diterbitkan oleh Pusat Kurikulum dan Buku, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, Republik Indonesia. Penelitian ini berusaha untuk mengetahui apakah bahan bacaan sesuai atau tidak dalam hal tingkat keterbacaan untuk target siswa. Desain kuantitatif deskriptif digunakan dalam penelitian ini sedangkan objeknya adalah Buku Teks Bahasa Inggris berjudul 'Bahasa Inggris' untuk Sekolah Menengah Tingkat Pertama yang diterbitkan oleh Pusat Kurikulum dan Buku, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. Buku teks ini terdiri dari lima belas bab yang berisi berbagai bahan bacaan seperti dialog dan teks bacaan. Peneliti hanya fokus menganalisis bahan bacaan dalam buku. Ada tiga jenis genre yang ditemukan dalam buku ini; yaitu, teks deskriptif, teks recount dan teks naratif. Data dikumpulkan dengan menggunakan analisis dokumen. Untuk mengetahui tingkat keterbacaan, rumus Flesch Reading Ease (FRE) digunakan. Hasil penelitian menunjukkan bahwa 9 teks bacaan ditemukan di buku teks Bahasa Inggris; yaitu, 3 teks deskriptif, 4 teks recount, dan 2 teks naratif. Berdasarkan analisis menggunakan rumus Flesch Reading Ease (FRE), ditemukan bahwa 3 teks berada pada level Cukup Mudah, 3 teks pada tingkat Cukup Sulit, dan 3 teks pada tingkat Sulit. Analisis tingkat Keterbacaan dari 9 teks, hanya 3 teks yang relevan untuk siswa SMA; yaitu; teks yang berjudul Taman Nasional Tanjung Puting, Taj Mahal dan Cut Nyak Dien. Ini berarti bahwa bahan bacaan dari buku teks ini tidak sesuai dengan tingkat siswa kelas sepuluh.

Kata kunci: Tingkat keterbacaan, Bahan Bacaan, Buku Teks.

مخص

رو ل حج قتي (2019) (نحوي دستوي قراءه مواد لقراءه قياتاب ل غ ل ن ج ه ي ي ة نص ف الأول في ان م دار سلن ثا ل ه ي ق ل ا ح ك م ي ة.

ك ن و ت و ت س ر ي ي ق ش ر ا ج ي ا ن ق ش ر ا ج أ س ا ع ذ ل م ع ل ف ي ط ا ق ح ا ن ض ن س ج ا ن ا ل ب ي ا ن ش ج ي أ س م ط ن ق ش ر ا ج ا ن ا س ق ت ل ن ا ل ب ع ل ف ي ا ن ل ا ش ك ض ف ر ا ن ا ث ح ث ع ل ي س ر ي ي ق ي ل ه ق ش ر ا ج ي ا ق ش ا ع ل ه غ ا ل ا ج م ض ح ا ن ت ج و ج ف ل و ا ب ي ذ س س ن ه غ ا ل ا ن ج ل ح ا ن ع ن و ا ن ل ه غ ا ل ا ن ج ل ح ن ه ظ ف الأول ف ا ن ذ ل س ط ا ن ا ت ا ي ل ح ن ل ي ح ا ن ر ش ش ل ا ي ك ض ا ن ا ه ج ل ن ل و ق و ك ا ن ا ث ح ث و ز و ط و ش و ط ل س ج ا ن ا ن ش ح و ن ق ف ل ح . ت س ع ي ه ز ا ن ن ا س ح ا ن ش ف ح ي ا ل ا ك ا د ي ل ا ل ن ق ش ر ا ج ي ا س ح ا ن ل ا ي ح ن ت ي س ر ي ي ق ت ه ل ن ق ش ر ا ج ن ه ط ا ن ة ل س ر ه ذ ف . ف ر ا ا ن ش ت ل ر خ ذ ل و ا ن ر ط ئ ا ن ي ط ف ا ن ك . ي ي ض ر ع ف ر ا ن ا ث ح ه ل و ا ب ي ذ س س ن ه غ ا ل ا ن ج ل ح ا ن ع ن و ا ن ل ه غ ا ل ا ن ج ل ح ن ه ظ ف الأول ف ل ن س ح ا ن ا ت ا ي ح ا ن ر ش ش ي ه ج ع ل و 3102 . ر ك ي ف ر ا ن ل و ا ب ي خ س ح ش و ش ظ ا ل ذ ح ر ي ع ل ي ا ي ا ع ي خ و ه ي ي ي ا ن ق ش ر ا ج ي ث م ا ن ح ي ل و ط ي ص ا ن ق ش ل و ج . ق ط ش ش ل ل ن ا ت ا ش ح ع ل ي ذ ح م ي ا ن ق ش ا ج . ه ا ل ت ل ك ا ي ا ع ي ا ل ا ي ا ع ا ن ت ج و ج ف ر a ن ل و ا ب ، و ه و ه ل ح ، ا ع ل ا ق ي ص a ل و ا خ ، ز و ل ش د . و ف ج غ ا ن ا ا خ ت ا س ر خ ذ ل ذ ح ا ن ه ل ا ق . ف ح س ا ب ي س ر ي ي ق ت ه ل ن ق ش ل و ج ، ق ذ ل ر خ ي د ا ن ا ش ي ي ض ج س ر ا ن ق ش ر ا ج ن ا س ر ن ح (FRE) . ط ل ه ش خ ا ن ر ط ا ج أ ه ا ك 9 ط ل و ص ن ق ش ر ا ج ف ا ن ل و ا ب ل ن س س ه غ a ل ا ن ج ل ح . و ي 9 ط ل و ص ن ق ج ذ خ 2 ط ل و ص و ط ف ح ، 4 ط ل و ص ا ع ل ا ق ي ص a ل و ا خ ، و 3 ض س ر ش د . ف و ق ا ن و ح ه م ت ل ر خ ذ ل و ي ض ج س ر a ن ق ش ر ا ج ن ا س ر ن ح (FRE) ، و ج ذ خ ا ن ا ش ح أ ه ا ك 2 ط ل و ص ع ل ي س ر ي ي ن ل س ه ه ا ن ا ي ح ، و 2 ط ل و ص ع ل ي ل س ر ي ي a ل و ا خ ا ن ا ي ح ، و 2 ط ل و ص ع ل ي ا ن س ر ي ي a ل و ا خ . ي ف ن ذ ك ي ل ط ي ط ف س ر ي ي a ل و ا خ 2 . 3 .) . ت ا ء ع ي ط ش ح ر ي ض ج ذ ل ق ش ا ج ل س ه ن ج (FRE) ، و ج ذ ع ل ي أ ا ن ط ل و ص ف ا ن س ر ي ي ا ن ا س ة ت a ل ب ا ن ظ ف a ل ا ش .

ل ك ه م ا ت a ل س ل س ي ة : م س ت و ي ل ق ر ا ء ة ، م و ا د ل ق ر ا ء ة ك ت ا ب ا ن ن ص .

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the rationale behind the importance of conducting the study. Then, the problem of the study, the formulation along with the objectives of the study followed by the significance of the study. The limitation and the focus of the study are also stated and this chapter ends with the definition of the key terms used.

1.1 Background of the Study

It is undeniable that reading is very important in the second and the foreign language learning for academic purposes, especially in higher education that deals with extensive use of academic materials written in English. It has been known that many books, articles, journals, and manuals and the like are written in English in their publications. Also, not all sources that people want to read are always written in their own language. In addition, only limited number of good books, journals and etc are translated into one's own language. Therefore, reading skill is important to possess in order to get the required information about the world.

Reading in English is becoming increasingly important for the students. They need to be able to read texts in English, not only for academic purposes or simply for pleasure, but also for their careers. They need to be able to have good reading skills to support their learning process in school. If they have good

reading skills in English, it is easier for them to find many resources for their studies through books or articles written in English.

Reading in English is a crucial part in a foreign language learning and teaching. The ability to comprehend a text makes the students able to understand what the text is about. In addition, the students can improve their comprehension of the texts and are able to get the main points contained in the texts. Moreover, the role of reading a textbook is dominant in the teaching and learning process and is developed based on the curriculum so that it can be useful as a guideline for both teachers and students.

Today, various kinds of media in teaching and learning process can be easily found such as power point presentation (PPT), videos, games, etc. A textbook is one of the media which is used in almost every grade level of students in Senior High School. This fact has encouraged many book writers to provide English textbooks for secondary school students. Furthermore, there are various English textbooks based on the 2013 Curriculum whose readability must be assessed in order to know their suitability for the students.

Textbooks are important resources for teaching both productive and receptive skills. It is not surprising that some teachers “use a textbook as the backbone of their courses” (Graves 2000:174). Many beginning teachers lack the experience and confidence to prepare their own materials and to rely on the textbooks to ease their teaching. Some teachers, experienced and inexperienced, simply follow what is presented in the textbook, while others supplement it by

using materials from other textbooks or sources. As Celce Murcia (2001: 381) states that for teachers, using a textbook involves the selection of the book, and the teaching of its materials in class.

A good textbook can be an extremely valuable ELT device, especially in situations where interesting and motivation, authentic materials are difficult to compile in an organized manner (McDonough and Shaw, 1993: 12). There are some requirements of a good book. First, its contents should deal with the current curriculum, and the genres should be available in the textbook. Besides, the contents of the textbook also suit the level of study. The second requirement is that a textbook should have an interesting display because it can give motivation to readers to read the textbook. In addition, the language is not ambiguous so that the reader can understand easily.

Besides considering the criteria of a good textbook according to some experts, the teacher must know the appropriate materials to teach. The choice of the materials in English textbooks can determine the quality of teaching. Nowadays, there are so many English textbooks from different publishers and teachers should be able to choose the best one. So, as a teacher who uses the textbook, the lessons to be presented to the students should suit the students' need. Otherwise, the teacher doesn't know which books are appropriate with the students' grade or level. Some teachers either experienced or inexperienced, take the material in the textbook to be taught the students without making need analysis first.

To make sure that reading materials are appropriate, teachers have to evaluate their readability level before presenting them to the students. According to DuBay (2004), readability is what makes some texts easier to read than other. It means that readability refers to the difficulty level of the written text based on the level of the students' educational background. Analyzing the readability level of reading materials can also help the teacher to predict whether the text is difficult, plain, or easy for the students. If the readability level of reading material is not suitable with students' level, it will be difficult for them to understand. Students commonly get difficulties in answering questions based on the text such as about the main idea, details, the moral values of the text, and etc. They find it difficult to understand because they think that the reading material is hard to be comprehended especially in grasping the main idea of the paragraphs and unfamiliar vocabulary. So, to avoid it, teachers task is to evaluate the readability level of text before using it in teaching and learning activities.

In this research, the researcher analyzed the readability level of reading material that are found on the English mandatory textbook for the first grade students of Senior High School in Indonesia based on the 2013 Curriculum. The textbook used is *Bahasa Inggris* Textbook written by Utami Widiati, et al. This book is prepared by the government Indonesia in implementing the 2013 Curriculum as the current curriculum in the country.

Furthermore, the researcher decided to carry out this research for some reasons. First, the researcher wanted to know the readability level of reading materials which are found on the Bahasa Inggris textbook for the first grade of

Senior High School because this book is mostly used by senior high schools in Indonesia. To enable the students to achieve their learning objectives, they need to have the materials in some English textbooks with good quality. Dealing with the quality of a textbook, in 2013 the Department of National Education published some BSE (Buku Sekolah Elektronik) English textbooks. One of them is the English textbook for tenth grade students of Senior High School entitled “*Bahasa Inggris*” which has been used by public schools. Based on the background of the study above, the researcher conducted the study to see whether *Bahasa Inggris* textbook contains the aspects of quality English textbooks.

It is important, therefore, to know whether or not the readability of the reading materials suit the students level. It can also be the teachers’ consideration to keep using this book or they want to find other learning sources which are appropriate with students’ level. Secondly, to give information to English teachers that measuring readability level is important because suitable reading texts for students can help them improve their reading comprehension.

The explanation above shows that it was necessary for the researcher to do this research by evaluating the readability level of texts because teachers have to select texts with appropriate readability levels of the students. For those reasons, the researcher carried out the research entitled “An analysis of Readability level of Reading Materials in English Textbook for the First Grade of Senior High School”.

1.2 Statement of the Problem

Textbook is an instruction used as the guidance in the teaching and learning process (Hornby, 1986). It means that textbook has an important role in teaching and learning process which helps teachers to present the materials. Teachers can teach the material well if there are appropriate textbooks they use in the teaching-learning process, not only in class but also out of class. (extracurricular activities). *Brown (2000: 136)* states that “ The most obvious and most common form of material support for language instruction comes through textbook”.

The book which does not have the qualities is a non-readable book or a book that is difficult to read. It means that the book lacks readability. The non-readable book hinders the process of reading that ultimately affects the reading comprehension. Reading is one of skills which has to be mastered by the students of every level, and it is the second receptive skill besides listening.

According to Mr. B.S. Bhagoliwal (1961), "the most commonly emphasized factors of readability are legibility, interest and ease of reading and understanding. These three factors of readability are of course interrelated". Interest, for example, depends on many internal and external factors such as the content of the subject-matter and theme, clarity and colour of printing and illustrations, the length of passage, the total get-up of the book, etc. The personal taste of a reader also determines whether a book is readable or not. Although interest in a subject has its own importance, it is not the only yardstick that is used

to measure readability. Ease of reading or understanding not only depends on the style of writing but also depends on the reader's interest in the subject-matter.

Most of the quantitative research on readability has been done with regard to the style in which a book is written. Certain elements of style such as vocabulary, sentence length and sentence structure could be analyzed without difficulty to examine the readability of the book. This aspect can be examined objectively whereas the difficulty of the concepts and ideas described in a book cannot be measured and evaluated objectively. This aspect of style of writing can be examined objectively by means of readability formula and it is emphasized by all the research workers in estimating the readability level of the book.

Reading is a highly complex, because it is the interaction between a reader and writer, which the reader tries to reconstruct the writer's message. Learning to read should be treated as an extension of process of learning spoken language. Related to this, Grabe (2009) found that most the reading of passage is too long and the reading material is not interesting. It means that if the text is too long and the material is not interesting for the students, they will get bored in reading. Therefore, the teacher must look for a suitable English textbook which contains suitable reading materials based on the students' level of reading.

To make students able to deal with the English materials, they need some English textbooks which have good quality. By learning those textbooks, they are able to improve their English skills productivity. However, the researcher thinks there is no guarantee that textbooks published by Department of National Education meets the requirements of quality English textbooks because the

readability level of this book is unknown. Based on the explanation above, the researcher wanted to analyze the reading materials presented in *Bahasa Inggris* textbook published by the Department of National Education for the first grade of senior high school. To make sure that reading materials are appropriate, it is important to know whether the readability of the reading materials are suitable with the student levels.

1.3 Delimitation of the Problem

A textbook consists of texts, tables, graphics, pictures, and students activities like questions, reading materials, conversations and etc. Based on the statement of the problem above, the researcher limited the problem in order to avoid misunderstanding. This research was focused on analyzing the readability level of reading materials in *Bahasa Inggris* textbook written by Utami Widiati, et al for first grade of Senior High School. This book was published by the Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. Here, the researcher used the Flesch Reading Ease formula to measure and to analyze the readability level of each text.

1.4 Research Question

Based on the focus of the research, the problem of this research is formulated in the following question:

“How is the readability level of reading materials in *Bahasa Inggris* textbook written by Utami Widiati, *et al* for first grade of Senior High School by using Flesch Reading Ease formula?”

1.5 Objectives of the Research

The objective of this research was to find out the readability level of reading materials in *Bahasa Inggris* textbook written by Utami Widiati, *et al* for the first grade of Senior High School by using Flesch Reading Ease formula.

1.6 Significance of the Research

It is essential to consider that the difficulty of a textbook needs to be appropriate for the reading ability of the students for whom the book is intended. Teachers have to know about the factors that influence readability. When the textbook that will be used has higher readability level for students, it means that a teacher has to choose another reading text from another source.

One of factors affecting readability is the length of the passage. In fact, it is an intuitive belief that the longer a passage, the more difficult it will be. With regard to this point, Chastain (1988, p. 234) contends that “language teachers usually favor short reading passages. This tendency may have its roots in a desire not to overload the students, but it probably is an outgrowth of the idea of reading as a laborious process of deciphering a complex and sometimes unfamiliar linguistic code for which the students were required to know all grammar and vocabulary. The result has been that students focus too much attention on language as opposed to meaning, and they read much too slowly.”

The finding of the research is expected to give the valuable contributions to the students or other readers, English teachers, other researchers, and the publishers.

Firstly, it expectedly can help senior high school students to be able to distinguish the text readability of the textbook. Since text readability is very essential for their achievement, they need to be aware that the readability should be increased. Finally, if they start to care, they will be able to use it properly in their reading.

Secondly, it is expected the research finding can help English teachers to apply the result of the study as a feedback on their teaching activity, improve their knowledge, experience, and can give more effort in choosing appropriate book based on text readability so that the students have better reading skills.

In addition, it is also expected to help the publisher to present the information in selecting proper books that will be published, and for other researchers, in conducting further research this study is expected to give more information about the aspects of readability of texts in textbooks.

Hopefully, this study will be a new source of information to increase the knowledge of content analysis of reading materials, especially concerning the readability level of texts.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about the terms used in this research, the researcher defines them as in the following:

1. Readability level

Readability level is the level at which someone can read successfully (Pam M.S., 2013).

2. Reading Material

Reading material refers to any texts or passage that brings certain messages or ideas to be shared to the reader through the process of reading activity.

3. Textbook

According Webster (1983; 1988), textbook is giving instructions in the principles of subject study. The textbook is a media of teaching and learning process. In this study, text book refers to Bahasa Inggris for Senior High School written by Utami Widiati *et al.*

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the theories which support the focus of the study concerning readability. To be more specific, this review of related literature discusses the factors affecting readability, reading, texts, reading materials, genres, textbook and approaches to measure readability; namely, judgment, cloze procedure, and readability formula. The chapter ends with the review of previous studies and the presentation of conceptual framework to investigate the readability level.

2.1 Understanding Readability

According to Webster's dictionary, 'readable' means ~~legible~~, pleasing, interesting or offering no difficulty to the reader". This means that the book which is neatly printed in proper size of the type, distance between words and lines could be said to be legible and interesting. This type of book can be read easily or without least difficulty. Hence, it could be called a readable book. The book which does not have these qualities is a non-readable book or a book that is difficult to read. It means that the book lacks readability. The non-readable book hinders the process of reading which ultimately affects the reading comprehension. This is the general meaning of the term readability. In order to understand the concept of readability, it is very essential to examine some of the definitions given by the persons who have done remarkable work in this area.

Many attempts have been made to define the term readability. It seems as if there was no one good definition of readability. But it would be realized that many definitions of readability, on the contrary, have broadened its scope. While defining the term readability, different writers have emphasized different factors of readability. Readability is the term used to cover the various aspects of written materials which together determine the reading difficulty of a printed page.

According to Mr. B.S. Bhagoliwal (1961), "the most commonly emphasized factors of readability are legibility, interest and ease of reading and understanding. These three factors of readability are of course interrelated". Interest, for example, depends on many internal and external factors such as the content of the subject-matter and theme, clarity and colour of printing and illustrations, the length of the subject-matter, the total get-up of the book, etc. The personal taste of a reader also determines whether a book is readable or not.

Although interest in a subject has its own importance, it is not the only yardstick that is used to measure readability. Ease of reading or understanding depends on the style of writing. It also depends on reader's interest in the subject-matter. Books on relatively familiar ideas are usually easier to read than those dealing with abstract and complicated ideas. The format of a book such as bold type, good paragraphing and summaries may affect ease of understanding. Again, poor legibility of a book will result in poor interest and ease of understanding. Thus, the factors of readability are highly interdependent.

Readability is a measure of the style of a piece of writing. The wise teachers will certainly take readability into account when ordering new books to their students. Readability is one of the most important aspects that should be considered in selecting a good passage for students. According to Allington and Strange (1980), readability also means “comprehensibility”; but because understanding, or comprehension, is unique to each learner, an estimate of the readability of a section of material is only an estimate. However, according to the researcher, readability and comprehensible almost have similar meaning, but she concludes that its difference is that readability means can be read easily, while comprehensible can be comprehended.

Readability is not only determined by the length of passages or the length of words, but it also determined by how interestingly and attractively the text is written. Klare in the Hill’s book (1979) concludes that the term “readability” has come to be used for indicating legibility of either handwriting or typography, ease of reading due to either the interest value or the pleasantness of writing, and ease of understanding or comprehension due to style of writing. The writer obtains a comprehension that readability presents a written text which is legible, understandable, and comprehensible.

Readability is related to reader’s ease or success in dealing with written language. It describes the ease of the written materials to read. Nuttall (1982) views that “Obviously a text should be at the right level of difficulty for the students. The combination of structural and lexical (i.e vocabulary) difficulty is *readability*”. It means that vocabulary affects the readability of a text.

Meanwhile, Van Els *et. al* (1984) claim the readability of texts is investigated to obtain a standard for the relative degree of difficulty of the textbooks of which one would eventually have to be selected. Hence, readability is used to know the difficulty level of a textbook. It can be synthesized that readability is concerned with the ease and difficulty level of the reader in reading and understanding a text. A good text has a high readability level if it is easy to be understood by the readers.

The study of readability is an active research area. The early readability study which began in 1923 tended to concentrate on vocabulary aspects such as difficulty, diversity, and range. It was developed by Lively and Pressey based on Thorndike's book: *The Teacher's Work Book*. The formula then became the basis of the other formula which also concentrated on vocabulary aspects (Wahyuni, 2006).

Readability is one of the most important aspects that should be considered in selecting a good passage for students (Walter, 1979). Since readability can determine the achievement of the goal in teaching reading, some experts or researchers define the term readability of a text differently. Basically, readability is not only determined by the length of passages or the length of words, but it also determined by how interesting and attractive the text is. Readability refers to the term that's used in three ways, they are: to indicate eligibility either handwriting or typography, ease of reading due to interest the value of writing, ease of understanding or comprehension owing to the style of

writing (Wahyuni, 2006). In relation to this, Sutaria (1970) discusses readability in the broader sense stating that:

Readability is defined as the sum total of all elements in a piece of material that determines to what extent a group of the reader can read easily and at a measureable speed, understanding and enjoy it. If it is applied to school's books, it can be thought of as the presence of characteristic conducive to successful reading by the pupils for whom they are intended.

In the subsequent period of readability studies, the investigation was concentrated on a greater variety of factors, including vocabulary, syntax, interest, organization, etc. Lorge (1958), for example, proposed vocabulary load, sentence structure and style, and interest as the factors of readability. Lorge, then, opted five variables to predict readability. They are: (1) the number of different words, (2) the percentage of uncommon words, (3) the relative number of personal pronouns, (4) the relative number of prepositional phrases, and (5) the average sentence length.

Similarly, Sutaria (1970) mentions five factors that influence readability, namely: (1) content, (2) vocabulary, (3) structure, (4) typography, and (5) illustration. From the point of view of the content, a book is likely to be highly readable if the content lies within the field of the readers' experience and if the topic interests them as long as familiar vocabulary and structure are used. The presence of too many new difficult words may be difficult because the reader is

not familiar with their forms or their meanings. The sentence structure also contributes to the difficulty level of numerous infrequent or rare patterns and long sentences can affect readability.

Readability is one of the most important aspects that should be considered in selecting a good passage for students. Since readability can determine the achievement of the goal in teaching reading, some experts or researchers define the term readability of a text differently. Barbara Woods also views that the readability of a text is investigated to measure the writing complexity and to estimate the reading or education level required for comprehension of the text.

There are a great number of textbooks that have been published; however, it is not easy to decide the appropriateness of the textbook that will be used suited to the students' level. As a result, analyzing readability level can be used to help the teachers to assess the textbook.

Based on some definitions above, it can be concluded that readability is the complexity level of the reading text which is influenced by some factors and which are suited to the level of a certain readers. Today, when the term readability is used, it is usually interpreted as comprehensibility. However, stresses that actually, these two terms are not the same. According to her, readability is the quality that makes a book or a passage easy to read and enjoy, whereas comprehensibility is the quality that makes ideas understandable to a particular audience, so comprehensibility is an element of readability. Comprehensibility is related to the factor of readers, such as personality, attitudes, interest, motivation,

habits, abilities, and experiential backgrounds, while readability is related to the factors of the text.

Shortly, readability means that as far as the readers can read the text in some books, it means that the text in those books is readability. In other words, It means the ideas and the language presented in an extended reading text are comprehended by the reader that determines his or her success in reading.

2.2 Factors Affecting Readability

Many factors can influence readability of a written text. These factors include vocabulary, use of conversational elements in narrative, frequency of affixed morphemes, level of abstraction, number of details or implications of abstract ideas, non-language qualities, including text legibility, and interest

Richard R. Day (1994) also explains about the factors that influence readability. He mentions five factors as in the following:

a. Lexical knowledge

Lexical knowledge is an important factor because when the number of unknown lexical items in a reading passage increases, students will get more difficulties in comprehending the text.

b. Background knowledge

Background knowledge is essential in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it.

c. Organization

Organization refers to both the rhetorical organization of the text and the clarity of the organization. A passage that is not well organized might present problems for EFL students, especially at the beginning stages.

d. Discourse phenomena

Textual phenomena at the level of discourse include the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence.

e. Length of passage

The final factor of readability concerns the length of the potential reading passage. The most common mistake of inexperienced teachers or teachers who are not able to judge the reading abilities of their students is to select a passage that is too long.

One aspect of style in general which makes a book difficult to read is the use of long and complicated sentences. A few long sentences together with frequent use of shorter sentences would make the subject matter easier for the normal high school reader. But a book full of long sentences has an inevitable factor of reading difficulty that affects many readers. In this connection Prof. Aukerman (1972) reports that "several researchers have found that as many as fifty percent of the high school students they examined could not read the textbooks in their classes. In a large number of cases, this is due to the length of sentences in those texts".

Psychologists provide an explanation for this. A long sentence contains more than one concept in sequence. Many students cannot hold several concepts into an organized whole and hold them so for a longer period. To do this a sharp visual memory is needed which is not found among most of the students. Again, some students may not be able to separate many individual concepts found in a long sentence. If short sentences, each containing one or two concepts, are employed, the students may find the reading easier and interesting too.

Traditionally, research effects of text difficulty on comprehension has predominantly focused on word frequency (signifying word difficulty) and sentence length, with less frequent (low frequency) words and longer sentences characterizing more difficult texts (Perfetti, 1985). This focus on word frequency and sentence length has been criticized because it largely ignores, except by proxy, inter-sentential factors that affect text difficulty.

With regards to the effects of the passage length on reading comprehension, Alderson (2000) maintains that, “a problem all reading test developers face is how long the texts should be on which they base their tests” (p. 108). He goes on to argue that few studies have previously researched the text length as a main variable. However, the argument that the length of the text may have an impact on readers’ comprehension process seems legitimate. As many researchers have discussed (Alderson, 2000; Bachman, 1990; Bachman and Palmer, 2010), the length of the text used in the standardized reading comprehension tests is one of the critical factors that have an impact on the readers’ performance when it comes to reading comprehension.

According to Bachman (1990), a test-takers' performance in reading comprehension tests is affected by the characteristics of test methods. Among these test method facets of the testing environment, the rubric, the test input and the expected response, ~~the~~ text length is part of the facets of the test input affecting the test-takers' test scores" (Bachman, 1990, p. 118). In the reading comprehension tests administered, a primary issue has become the text input, with a specific focus on the length of passages. Passages that are too long can be unwieldy, burdensome and may end up assessing endurance rather than language.

As Chastain (1988) noted, language teachers intuitively think that the longer the passage, the more difficult it will become because the longer passages containing a greater number of ideas could be a cognitive burden on the students. This tendency is due to the natural result of their idea of reading ~~as~~ a laborious process of deciphering a complex and sometimes unfamiliar linguistic code for which the students were required to know all grammar and vocabulary" (p. 234). Sternberg (1991), argues that the length of texts should be a matter of concern when it comes to the cognitive processing need for reading comprehension. He claims, ~~the~~ cognitive processing needed to integrate a longer text is different in kind from the cognitive processing needed to pull together a shorter text (p. 541)".

Therefore, the teachers have to know about these factors because by knowing the factors that influence readability, the teacher can decide the readability level of the texts. When the textbook to be used has higher readability

level for students, a teacher has to choose another reading text from another source. However, when the text that will be used has lower readability level for students, the teacher has to look for or change some sentences in order to make it appropriate for certain students.

According to Flesch in Rohmatillah (2015), there are six indicators to measure readability level of text. First, vocabulary. The issue regarding vocabulary centers around familiarity. The important factor here therefore is the structured introduction and planned use of subject specific vocabulary to develop verbal competence before it is included in written text. Second, sentences structure. This is associated with ensuring that sentences are not unnecessarily long and complex. The aim may be to consider the needs of the readers and respond do that. Some may only be able to use sentences that convey one fact, whilst other may be able to understand two or more. Third, length. This refers to the length of the piece of the text. Readers may lack of ability to hold facts in their short term memory and so producing a summary or a reduced version of the original text can greatly support recall and comprehension

Fourth indicator is elaboration. Elaboration means making information more meaningful and less abstract. It draws on visualization skills to improve understanding and recall. Fifth, coherence and unity. Coherence refers to the way in which the information is supplied, is it in a logical order? Does it build on knowledge given in a sequence? Unity refers to the clarity of the text provided. Is it explicit and narrow, or does it include peripheral material that is distracting?

The last, audience appropriateness. This refers to how relevant the text is to the reader. Can they relate to it and be interested in it? Are there increased ways of presenting the text that will encourage engagement? Are these associated with how the subject is introduced, the legability of the font and the background paper and illustrations?

2.3 Readability Measurement

Readability can be defined in several ways, Björnsson (1971) defines it as the sum of linguistic properties in a text that makes the text more or less available to the reader. This definition separates readability from issues concerning the layout and how interesting the text is. There are three ways the term readability is used in research (Klare, 1963):

1. To indicate legibility of either handwriting or typography.
2. To indicate ease of reading due to the interest-value or the pleasantness of writing.
3. To indicate ease of understanding or comprehension due to the style of writing.

The first definition focuses on the presentation of the text, typeface, colors and the placing of pictures are important factors. Modern research focuses on the first definition since the use of web pages has increased and more people act as web designers. The advanced lay-out options, available for web-designers and software developers makes the research important from a commercial point of view.

The second definition covers the content of the text. If the text is interesting, exciting or annoying, it will influence the readability. Most research concerning the second definition is performed by studying children's comprehension of texts. The third definition defines the readability through looking at the structure of sentences, words and phrases, and based on that decide how difficult the text is to read.

In some ways, the second definition intersects with the third, since it is difficult to separate the views in test situations. The text which is difficult to read because of the style of writing will influence the interest value of the text. The definition of readability used in this thesis is belongs to third definition.

There are methods for determining readability. Methods that analyze linguistic properties of a text and returns a measurement of the readability are called readability formulas. Readability formulas are traditionally constructed by linguists for manual analysis of texts, but some of them have been computerized. The usage is traditionally for someone who are supposed to write or select a text for a specific group of readers, where a tool for classifying texts into a readability level can help the user to adjust the complexity of the text to an appropriate level. Readability formulas are used by teachers to guide in the selection of reading material for their students. Some well known word processor programs have implementations of one of the most popular readability formulas; that is, Flesch Reading Ease which gives the user a tool to measure the readability. The readability formulas perform poorly when integrated in a search engine, mainly

because they often need at least 100 words and well formed sentences to be able to analyze the text (Collins-Thompson and Callan, 2004).

There is a lot of readability research available, of which most were conducted between 1930 and 1960. The research has resulted in numerous, more or less used and accepted, formulas for deciding the readability of a text for different languages. Since readability formulas are language dependent it is not possible to take a formula for English or German and apply it to Swedish (Klare, 1963). Most existing formulas are designed for American English. Furthermore, many of the existing readability formulas are designed to cope with a small portion of the written language, e.g. a formula classifies into a level that correlates to an American school grade or one of different adult levels. The fact that the formulas are so unadaptable, makes readability formulas less suitable to computerize. Readability formulas are mathematical formulas initially designed to determine the suitability of books for students at a certain age or grade level. As an implication of the fact that the readability was measured manually and not by a computer, readability formulas tend to contain as few features as possible. The different features were evaluated against each other to see which ones correlate and capture the same phenomenon. A feature that is a good indicator of readability may still be left out because of the increased workload to measure it (Björnsson, 1971).

Readability formulas are devices which have been evolved to determine the difficulty level of reading material. Prof. Aukerman (1972) defines readability formula : "as an objective method of measuring several components of writing

which, when considered in relationship to each other, result in a quantitative estimate of the reading difficulty of the sample". The experimental analysis of mechanical qualities (rather than ideas or concepts) which affect difficulty has led to the development of readability formulas.

To know the measurement of some texts or passages is readable or not to a particular group of readers is not a simple work since it involves not only the text or passage but also the person who deals with it. Furthermore, related to this, Fry (1990) has an opinion about how to measure readability. According to him, readability can be measured by means of subjective judgment, try out on a simple audience, and readability formula. However, he suggests that an objectively measured like readability formula is used when it is important to determine the difficulty level of passages, although subjective judgment and try out should not be abandoned.

Many approaches may be used to measure the readability of a textbook. Smith explains that provided three ways to measure a readability level of textbook, namely: 1) comprehension test, 2) cloze procedure, 3) readability formula.

a. Comprehension test

Comprehension test is used to evaluate the readability of a textbook. Silent reading and question them about the author's message are several examples of comprehension test which are administered to measure the readability level.

b. Cloze test

The cloze test was originally intended to measure the reading difficulty level of a text. The cloze test is one of the measurements for reading texts. In these procedures, words are deleted from the text and readers are asked to fill in the blank with the appropriate or a similar word. As the cloze test is the theoretical framework for this study. A more detailed description of it is presented in section D.

c. Statistical Readability Formulas

A readability formula is a tool for predicting the difficulty of text. The use of readability formulas to predict reading ease of materials is the most widely recognized, and perhaps most viable, means of assessing readability. Readability formula is other assessment in determining a readability of a text. In addition, it provides a quick, objective, and inexpensive means of anticipating the reading ease of written materials. Thus, readability measures are useful to teachers when selecting textbook for their students. The purpose is to affect a “best match” between intended students and texts. sSchuldz (1982) gives three ways to measure the readability of reading materials: instructor’s judgment, comprehension testing by cloze procedure, and statistical readability formula.

From the explanation above, it can be concluded that the approaches to assess readability fall in three ways: a judgment, an objective test in this case cloze test and readability formula. The elaboration of each approach is presented below.

2.3.1 Judgement

Some studies explain that judgment of readability may or may not be reliable. This procedure of determining the readability depends on the subjectively on the evaluator and also without involving any formulas or tests. Griesse (1977) explains that in this procedure only the instructor, subjectively, is involved in determining the difficulty level of text without using formula. The instructor should decide whether the difficult text is appropriate for the students or not. If the text is judged by several teachers individually, the result of interpretation will vary from one to another, and the readability is questionable.

Schuldz (1982), then gives the principle on judging the text readability as follows:

1. The text simplicity, it is in term of vocabulary and structure.
2. The structure and the sequence of text should be from the easy one to the more difficult.
3. The length of the text, the longer the text, the more difficult it is.
4. The presence of interest stimulators such as exclamation, direct speech and rhetorical questions

2.3.2 Cloze test

The readability level also can be estimated by cloze procedure test. Cloze procedure text is a readability test which uses the students' ability in comprehending a text. In addition, it is a test constructed by deleting words from a selection and requiring students to fill in the blanks. The deleted words can be at

random or mechanical procedure (every n^{th} word) where n is usually a number 5 or above.

The term cloze test is used in at least three different ways. The first and the most general definition is the systematic deletion of words from the text, where systematic remains undefined. The second definition is to take the words and divide them into two types of system: either random deletion of words or rational deletion. The last definition is the deletion of every fifth word from text (Burns, 1984).

Cloze test is the accurately in measuring readability level of text as Taylor and Klare in Oller's book recommend that the best estimates of readability might be obtained by clozing" every word in sample texts.

The cloze test was developed by Taylor in 1953 as he published "*Cloze Procedure: A New Tool for Measuring Readability*", which he argued that words are not the best measure of difficulty but how they relate to one another. He proposed using deletion tests called Cloze Test for measuring an individual understands of a text.

The cloze test procedure shows how well students can read a particular text or selection by having them supply words that are systematically deleted from the text. It means that we don't delete the word randomly but systematically. The cloze test is easy to construct, administer, and score.

Furthermore, Alderson defines, cloze tests are typically constructed by deleting from selected texts every n -th word (n usually being a number

somewhere between 5 and 12) and simply requiring the test taker to restore the word that has been deleted.” From the Alderson’s definition, means that we delete every nth word, either it is noun, verb, adjective, preposition, or someone’s name. The same definition is stated by Beard that “words can be deleted on a random, nth word basis (structural deletions) or in more specific way, for instance all pronouns or technical nouns (lexical deletions).” The construction of cloze procedure can be done in various ways such as random, structural or lexical deletion depending on the approach being is used.

From the explanation above, it can be concluded that the cloze test is a kind of fill-in-the-blank test which is constructed by deleting words from a continuous text and replacing them with blanks to be filled by the testers with the appropriate words.

2.3.3 Readability formula

Jeanne S. Chall states on his book that readability formula is a tool for predicting the difficulty of a text. Principally, readability formula is an instrument to estimate the difficulty level in understanding a reading text. The readability score based on this formula is obtained by the number of difficult words, the number of words in a sentence and the length of sentences in the reading text.

According to Foulger (2003), there are four formulas to measure the readability of reading texts, they are:

- a. The Dale-Chall Formula
- b. The Fry Graph Readability Formula
- c. SMOG-Grading, and
- d. Reading Ease Formula (Flesch Readability Formula).

These formulas will be discussed as below.

a) The Dale-Chall Formula

The Dale-Chall Formula is the result of the collaboration of two researchers who had been working on the problem of readability for several years prior to their successful joint venture; they are Edgar Dale and Jeanne Chall. This formula utilizes a number of specific rulers but it is based on just two counts; (1) average sentence length, and (2) percentage of unfamiliar words (www.ReadabilityFormulas.com)

According to Foulger (2003), the pattern of the Dale-Chall formula is as follows:

$$\text{Raw Score} = 0.1579 \text{ PDW} + 0.0496 \text{ ASL} + 3.6365$$

Where

Raw Score = Reading Grade of a reader who can answer one-half of the test questions on the passage

PDW = Percentage of Difficult Words

ASL = Average Sentence Length in Words.

The Dale-Chall raw score can be converted into the corrected grade level score which ranges from approximately fourth and below grade to sixteenth grade (college graduate). To interpret the score, it's presented in the following table 2.1:

Table 2.1 Table of Dale-Chall Score

RAW SCORES	ADJUSTED SCORES
4.9 and below	Grade 4 and below
5.0 to 5.9	Grade 5-6
6.0 to 6.9	Grade 7-8
7.0 to 7.9	Grade 9-10
8.0 to 8.9	Grade 11-12
9.0 to 9.9	Grade 13-15 (college)
10 and above	Grade 16 and above (college Graduate)

*Quote from Wiwin Sutianah (2014)

b) The Fry Graph Readability Formula

Fry readability graph is developed by Burns, Roe and Ross in 2006. He claimed did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph has its own advantage. By using a chart, the teacher can write down his own criteria. The procedure involves counting the number of sentences and syllables in each hundred word samples and plotting on the graph the average number of syllables per hundred words. This method was popular because it was purposely designed to save time. The attempt

to save time and effort make Fry's Graph achieve wide usage because of its convenience and ease of application.

The Fry Graph Readability Formula is one of the most popular reading formulas and it was developed by Fry. He (1990) developed a readability test based on the graph. This graph-based test determined readability through high school; it was validated with materials for primary and secondary schools and with results of other readability formulas. (www.ReadabilityFormulas.com)

Expanded directions for working the fry graph readability formula is:

1. Select three samples of 100-words passages randomly (eliminate the numbers from word count). www.ReadabilityFormulas.com
2. Count the number of sentences in all three 100-word passages, estimating the fraction of the last sentence to the nearest 1/10th.
3. Count the number of syllables in all three 100-word passages as presented in Table 2.2. below.

Table 2.2 Table of Fry Graph Readability Formula

	Number of sentences	Number of syllables
First 100 words		
Second 100 words		
Third 100 words		
Total		
Average		

*Quoted from Wiwin Sutianah (2014)

4. Enter the graph with average sentence length and number of syllables. Plot dot where the two lines intersect, where the dot is plotted, signifies the approximate reading grade level of the content.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable (Paul, 1984: 306)

c) SMOG-Grading

Another formula delivering a general estimated of readability is SMOG-Grading that's created by McLaughlin (1969); this formula is created as an improvement over other readability formulas. SMOG is an acronym for Simple Measure of Gobbledygook. Like other formulas, it samples words and sentences length. (www.ReadabilityFormulas.com)

The SMOG formula is considered appropriate for secondary age (4th grade to college level) readers, and the pattern is:

SMOG Grade = 3 + Square Root of Polysyllable Count

The directions for working SMOG grading are:

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

3. Calculate the square root of the member arrived at in step 3 and round it off to nearest 10.
4. Estimate the square root of the number of the syllabic word counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than 121.
5. Add 3 to the approximate square root. This gives the SMOG grade (Walter, 1979: 194). The conversion table of SMOG formula is stated in Table 2.3.

Table 2.3 SMOG conversion Table

Word Count	Grade Level
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12

91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

*Quote from Wiwin Sutianah (2014)

d) Reading Ease Formula (Flesch Readability Formula)

Flesch reading Ease formula is created by Rudolf Flesch. It is a statistical readability formula that analyzes the readability level through the numbers of syllables, words and sentences. Chall states on Dubay's book that It is the most popular formula and the most tested and reliable.

Flesch readability formula is considered as one of the oldest and most accurate readability formulas. It was developed by Rudolph Flesch in 1948. This formula is a simple approach to assess the grade level of the reader. It's also one of the few accurate measures around that we can rely on upon without too much scrutiny (Foulger, 2003).

According to Foulger (2003), the formula is considered easier to use, requiring no comparisons with word lists. The computations involve only the counting of syllables, words, and sentences. The formula is the best combination of simplicity and meaningfulness. Moreover, Flesch readability formula is the best used and appropriate on school text (to assess the difficulty of a reading passage

written in English), whereas the other formulas are practical and can be used for other written forms, for example, newspaper, articles , and journalism.

Flesch readability formula measures length: the longer the words and sentences, the harder the passage to read. Like most of the readability formulas, it involves the sampling of 100-word sample. Based on the Flesch, there are three directions to measure the readability. The first step is count the sentences. Second is count the words, hyphenated words, abbreviations, figure, symbols, and either combination are count as single words. Then measure with the Flesch readability formula and find the readability level.

According to Dubay (2004) The specific mathematical pattern for the formula is:

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

Where

Score = Position on a scale of 0 (difficult) to 100 (easy).

RE = Readability Ease

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

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

Flesch set directions to use the formula by giving series of steps:

Step 1 : Count the sentences

Count a sentence of full units of speech marked by a period, colon, semicolon, dash, question mark, or exclamation point as one sentence. Sometimes a 100-word mark falls in the middle of a sentence. Count such a sentence as one of those in the sample if the 100-word mark falls after more than half of the words in it; otherwise disregarded. A complete sentence has three characteristics: First, it begins with a capital letter. In addition, it includes an end mark—either a period [.], question mark [?], or exclamation point [!]. Most importantly, the complete sentence must contain at least one main clause.

Step 2: Count the words

Count each word in the up to 100. After the 100th word, put a mark. Count as one word for numbers, symbols, contractions, hyphenated words, abbreviations, figures, and their combination that are surrounded by one space. For example, count the following as a single word; 1980, \$ 17.2, e.g., C.O.D, hasn't, week-end.

Step 3: Count the number of syllables

Count the syllables as they are pronounced, for example: asked has one syllable, seven consists of two, determined has three, pronunciation consists of four syllables. If a word has two accepted pronunciations, use the one with fewer syllables. For example, the word *beloved* has two kinds of pronunciation (*bilavd* and *bilavld*), choose the newer one. Count the number of syllables in symbols and figures according to the way they are normally pronounced, two syllables for \$

(dollar), three for C.O.D (si-o-di), and four for 1980 (nineteen eighty). Syllables constitute words, phrases and sentences through the combination of their prosodic features: loudness – stress, pitch – tone, duration – length and tempo. Syllables may be stressed, unstressed, high, mid, low, rising, falling, long, short.

Step 4: Find the readability score

Find the average number of the score and word length of the text in the readability table. The instruction of readability score shows on the reading ease score. (see Table 2.4).

The Flesch reading ease formula is a number from 0 to 100, with a higher score indicating easier reading. If we were to draw a conclusion from the formula, then the best text should contain shorter sentences and words. The score between 60 and 70 is largely considered acceptable, it has standard as the description of style and the estimated reading grade is eighth to ninth grade. If we find a result of readability with another score, we can compare it with the other criteria in the table. Table 2.4 below is helpful to assess the ease of readability in a reading text:

Table 2.4 Reading Ease Scale of the Flesch Formula

Description	Average	Average	Reading	Estimated
of Style	Sentence	Number of	Ease	Reading
	Length	Syllable per	Score	Grade
		100 words		
Very Easy	8 or less	123 or less	90 – 100	Fifth Grade

Easy	11	131	80 – 90	Sixth Grade
Fairly Easy	14	139	70 – 80	Seventh Grade
Standard	17	147	60 – 70	Eighth to Ninth Grade
Fairly Difficult	21	135	50 – 60	Tenth to Twelfth Grade
Difficult	25	167	30 – 50	Thirteenth to sixteenth Grade (College)
Very Difficult	29 or more	192 or more	0 – 30	College Graduated

Flesch (1949, p.149), *Quote from Wiwin Sutianah (2014)

In this research, the researcher has decided to use Flesch Reading Ease formula because it is considered as one of the oldest and most accurate readability formulas. This formula is a simple approach to assess the grade level of the reader. The formula is considered easier to use, the calculation of this formula only counting syllables, words, and sentences. Moreover, Flesch readability formula is the best used and appropriate on school text to assess the difficulty of a reading passage written in English, whereas the other formulas are practical and can be used for other written forms, such as newspaper, articles, and journalism.

2.4 Reading

At Senior high school, English subject is intended for the students to have also some skills as follow (a) communicate spoken and written to get a functional literacy level, (b) to enhance nation competition in global society, and (c) to develop of students' understanding between language and culture. From the statements above, it means that the curricular objectives of English subject in senior high school are specified into the instructional objectives of tenth grade, eleventh grade and twelfth grade students. Then, the objectives for each grade are more specified into objective of four skills, where stated on competence standard and basic competence.

From the four skills, the writer will focus on reading skill. Reading is the most concerned material for students especially at the eighth grade. Reading receives a special focus in many second or foreign language teaching situations. Richards and Renandya mention a number of reasons for this.

First, many foreign language students often have reading as one of the most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes.

Based on the statements above, reading is one of the important skills that students need to learn. Reading involves some others language components such as vocabulary, grammar, punctuation, and also reading as an activity involves the comprehension and interpretation of texts.

Reading is one of the most important skills to be learned in any language. It is used not only as a source of information and pleasure but also as a means of consolidating and extending knowledge of the language. Reading has been called as a process of decoding a particular writing system into a language or a process of getting meaning from written material. Reading is an enjoyable activity when it is carried out effectively. The students should be motivated to acquire this skills and they should also read a lot of any kind of information in order to increase their knowledge.

To learn reading is a life long process. Reading keeps a man conversant with the latest facts and information in the area that he is interested in. Reading is a most powerful medium for acquisition of informations and knowledge. It helps a great deal in the development of individual's mental personality. Well read persons are honoured and respected in the society. Thus reading plays an important role in building up personality in general and status in the society. Reading here means reading with understanding.

Although this is true, very few people have the clear concept of reading ability. To many people reading is a simple process, All that the reader has to do, is to decipher the sounds of the letters and speak them one after the other as they occur in words or sentences. But this is not the scientific concept of reading. It is a concept of a layman who is not familiar with the physiological and psychological aspects of reading process. Reading is a much more complex process. In the words of Ruth Strang (1961) : "Reading as we now view it, is more than

pronouncing printed words correctly, more than recognizing the meaning of individual words".

Meanwhile, Johan Carroll (1970) in his book, "The Nature of Reading Process" says, "Reading is a complex and carefully integrated hierarchy of well-organized system of stimuli". Thus reading is more than pronouncing printed words or recognizing them. It is a meaning-seeking process rather than a meaning-extracting process. Reading is, further, a purposeful, complex process consisting of various skills such as perception, recognition, interpretation, understanding, reaction and evaluation.

In the light of the views of the thinkers and scholars as quoted above one can conclude that reading is a matter of great importance in study in particular and in life in general. Hence, naturally a person would like to be a good reader. A person can definitely become a good and efficient reader provided the nature of reading is within his knowledge and understanding.

To summarize, reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

Reading is one of important language skills that to be mastered by student especially in learning foreign language. It plays an important role in guiding students to be succesfull in language learning. Patel and jain (2008: 113) state that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. It means that reading has influence in daily life, a writer can finds everything that he or she wants to know by reading, so do a speaker. So that reading is very important for each individual. In addition, Patel and Jain (2008: 113) also argue that reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge. It means that in order to get the information from the text, readers should bring their own knowledge of the topic for the text then relate it to the new knowledge that is implied in the text.

In line with the statements above, Gibbons (1992: 70) views that reading is a process of getting meaning for print. It means that readers will able to catch the idea of the print or text by reading it carefully. Knowing the correct pronunciation of words is important but the reader will not be able to comprehend what they read without a proper understanding of the meaning. Many things happen when the process reading is taking place. The readers relate many things when they are reading a text. This process can vary among different readers and different texts.

Urquhart and Weir in Grabe (2009) also state that reading is a process of receiving and interpreting information encoded in language via medium of print.

So, readers may find a lot of information from written language in print version such a manual book, newspaper, magazine, and so on. By reading they can develop their creativity and critical thinking, improve their knowledge, acquire new ideas, obtain needed information, broaden their interest and get the message that the writer has expressed.

From the definition above, it can be concluded that reading is a complex process of receiving, interpreting and analyzing information and meaning that encoded in language from via written text. In getting the information from the text, readers take a great role comprehending the text. They are the ones that construct the meaning. They are not only doing reading for the shake of saying words. They do many things such as attaching the meaning from the words or sentences, creating visual images or becoming emotinally involved with the characters, or even predicting what will happen next.

2.5 Text

2.5.1 Definition of Text

According to Nuttall ~~the~~ the text is defined as the core of the reading process, the means by which the message is transmitted from writer to reader”. It means that the text is a mean to transfer a message from the writer to reader. Mark and Kathy Anderson add ~~when~~ when you speak or write to communicate a message, you are constructing a text”. In can be understood that a text according to them is what we speak and write to communicate a message.

Moreover, other explanation of a text is that ~~a~~ text is usually longer than just a word or a sentence contains a series of sentences, as in a letter or postcard, in which the sentences are connected to one another by grammar and vocabulary and/or knowledge of the world.” The writer agrees with that statement. We can find a text surrounding our life like in a novel, letter, or announcement, etc. Sentences in them are put together to communicate a meaning in a text form, so a text consists of some words and sentences.

Furthermore, Hughes specifies a number of the parameters of the texts as follow:

- a. Text types include: textbooks, handouts, articles (in newspapers, journals or magazines), poems/verse, letters, advertisements, reviews, notices, signs, etc.
- b. Text forms include: description, exposition, argumentation, narration, etc.
- c. Graphic features include: tables, charts, diagrams, etc.
- d. Topics may be listed or defined in general way or in relation to a set of candidates whose background is known.
- e. Style may be specified terms offormality.
- f. Intended readership can be quite specific (e.g. native speaking science undergraduate students) or more general (e.g. young native speakers)
- g. Length is usually expressed in number of words.
- h. Readability which measure difficulty of texts.
- i. Range of vocabulary may be indicated by a complete list of words
- j. Range of grammar may be a list of sentences.

From the specification of the texts above, it could be synthesized that text is everything we hear or say in spoken language, and what we read or write in written language.

Based on the explanation from Sanggam Siahaan and Kisno Shinoda, a text is linguistic unit that is put in a context and has meaning. The meaning of context here refers to either linguistic context (the linguistic unit before and after a text) or nonlinguistic context (outside a text). A text is both a spoken text and a written text.

A spoken text is any meaning spoken text. It can be a word, phrase, sentence or discourse. A spoken discourse can be monolog, dialog or conversation. It can be a song, poetry, drama, lecture, etc. Moreover, a written text is any meaningful written text. It can be a notice, direction, advertisement, paragraph, essay, article, book, etc. A text refers to any meaningful short or long spoken or written text.

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

In addition, Alan Davies stated on his book, *Dictionary of Language Testing*, a text is any piece of written or spoken language of variable length. It may

be as short as a single word (eg. Help!), but is more considered to consist of two or more utterances or sentences joined together according to rules of cohesion and rhetorical organization, and may include an extended piece of spoken discourse or any number of pages of writing. Therefore, it can be concluded that text is meaningful spoken or written words to communicate the meaning, and the term of text in this study is belong to reading text (written words); the printed material on the textbook which is used in the process of teaching and learning reading.

2.5.2 The Criteria of Good Texts

The number of textbooks has increased dramatically. Reading text is one of important aspects in an English textbook. Since in the reading activities always involve the reading passages therefore the selection of a good passage becomes an important thing. Selecting a good passage is not an easy matter. Since reading texts plays an important role in the reading activities, therefore it is better to find out the criteria of good text.

Normally, the senior high school's books present the reading texts. It is good to check first the criteria of the good textbook before we read a text in the textbook. Based on the explanation from Siahaan and shinoda (2008), a text is a linguistic unit that is put in a context and has meaning. The meaning of context here refers to either linguistic context (outside a text). A text is both a spoken text (word, phrase, sentence or discourse like monolog, dialog or conversation) and written text (notice, direction, advertisement, paragraph, essay, article, book, etc). A text refers to any meaningful short or long spoken or written text.

Rombepajung (1988) clarifies that a good textbook must meet for requirements. First, it must be realistic which means that it can be used by both teachers and students and easily found in the market. Second, it must be relevant to the age or level of the students and also the objectives that should be achieved. Third, it must be interesting to the students. And last, it must be in line with the approach used. So it is not easy to choose textbook which is suitable for the students.

Penny (2009) also mentioned some points in selecting English reading texts. They are coverage, text, and task. The first is coverage. It means that every single unit of textbook should cover a fair range of language content and skills. The second is text. It should be an inappropriate level and interesting. The text also should be readable. The last is task. It should provide an opportunity for plenty of use of the target language. It also should be interesting, relevant and useful to students.

In line with that, Orstein (1990) gave some characteristics of a good textbook. It should be well organized, coherent, unified, relatively up-to-date, accurate, and relatively unbiased. Scholars, educators, and minority groups have scrutinized it. Its reading level and knowledge base match the development of their intended audience. Teacher's manuals, test items, accompany it, study guides, and activity guides.

Besides, there are also criteria for choosing a reading text for students. According to Nuttal (2000). there are three criteria of a good reading text for

students, they are: (1) Suitability of content, it means that the materials for the students are interesting, enjoyable, challenging, and appropriate for their goal of learning English, (2) exploitability, is a text that facilitates the achievement of certain language and contain goals which is exploitable for instructional tasks and techniques; and it's interpretable with other skills (listening, speaking, and writing), (3) readability, the text with lexical and structural difficulty that will challenge the students and also should be at the appropriate level of difficulty for students.

It can be synthesized that criteria of good text can be seen from the readability, not only structural and lexical difficulty but also on the interestingness of the text for the readers. An exciting text will carry the readers to read it more and more than a dull text that is not likely to contribute them to the development of reading competence.

2.5.3 Kinds of Text

Anderson and Anderson (1997) pointed out about text types in English. According to them there are two main categories of texts – literary and factual. Within these are various text types. Each text type has common way of using language. Literary texts include Aboriginal dreaming stories, movie scripts, limericks, fairy tale, plays, novels, song lyrics, mime and soap operas. There are there main text types in this category: narrative, poetic and dramatic. Media texts such as films, videos, television shows and CDs can also fall in this category. Below is the explanation of each text:

1. Narrative text types tell a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning. Narratives are usually told by a story teller. The examples are fantasy novels, bedtime stories, historical fiction and stories.

2. Poetic text types express feeling and impressions of life. A poem can tell a story or give the poet's views on people and events. Poems can have common structures such as rhyming the last word of lines or using certain number of lines. The examples are ballads, haiku, limericks, and song lyrics.

3. Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written. They often use visuals such as facial expressions, costumes and sets to help communicate meaning. Examples are film scripts, stage plays, improvisations and street theatre.

Meanwhile, the main text types in factual text are recount, response, explanation, discussion, information report, exposition and procedure. The explanation is as follows:

1. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Some examples of recount text types are: newspaper reports, television interviews, conversations, eyewitness accounts, speeches and letters.

2. Response text type is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and a judgement.

Example of response text types are book reviews, movie reviews, song reviews, and theatre reviews.

3. The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). Some examples of explanations are how something occurs, why something happened, why things are alike or different, and how to solve a problem.

4. The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your position. Some examples of discussions are talkback radio, current affairs interviews essays, debates, letters to the auditor and newspaper articles.

5. Procedure text is a piece of text that gives us instructions for doing something. The purpose of procedure text type is to explain how something can be done. Some examples are directions, recipes, instruction manual and itineraries.

6. Information report is a piece of text that presents information about a subject. This type of text gives a lecture on a topic or writes about such things as computers, sport or natural disaster. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities. Some examples of information reports are textbooks, lectures, research assignment and reference articles.

7. Exposition text is a piece of text that presents one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side of

an argument. Some examples of exposition texts are advertisement, editorial, spoken arguments and legal defences.

There are various kinds of text. It is very important for either the teachers or students to know about these kinds of text because they can help them to understand about the purpose of texts.

Mark and Kathy Anderson divided text into two types, literary and factual. Literary texts include aboriginal dreaming stories, movie script, limericks, fairy tales, novels, song lyrics, mimes and soap operas. Literary text can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category narrative, poetic and dramatic. Media texts such as film, videos, television shows and CDs can also include in this category.

Factual texts include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Furthermore, Rahmad Wahidi also states that there are 15 text types. They are, analytical exposition text, anecdote text, recount text, report text, spoof text, narrative text, hortatory exposition text, discussion text, explanation text, procedure text, news item text, review text, description text, argument text and exposition text. He also gave the example of every text on his writing so that the writer can understand the differences among them.

Text has different kinds. Students may have known a kind of texts when they learn in the school or read a book. Anderson and Anderson write category of text below:

There are two main categories of texts; namely, literary and factual. Literary texts include aboriginal dreaming stories, movie, scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three main text types on this category: narrative, poetic, and dramatic. Media text such as films, videos, television show, and CD can also be told in this category. Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. The main text types in these categories are recount, response, explanation, discussion, information report, exposition, and procedure.

From the explanation above, the writer concludes that literary texts include literatures such as fairy tales, novels, etc. It can be fiction or non-fiction to amuse the readers, even make them laugh or cry as they record that its aim is to express their feelings or experience. While factual texts is according to factual phenomenon happening in surround us to show and tell the audience.

2.5.4 Factors in Text Selection

Selecting text is a very important thing that has to be done by the teacher because the text that will be learned by the students must be appropriate based on their levels.

Many factors influence a text. Some factors influencing learning from reading textual materials are mentioned as follow:

- a. Reading ability is a complex skill and many issues surround its measurement.
- b. Readability, it is to estimate the level difficulty of textual material on a grade-equivalent scale, the most common of this estimate is some measure of word frequency and sentence length.
- c. Writing style, the style in which an author attempts to communicate ideas can cause difficulty.
- d. Learners' intentions, to "get through" assigned material usually results in little true learning or understanding.
- e. Teachers' intentions, it becomes the basis for decisions about how they will use text in general or a single textbook in particular.
- f. Vocabulary, developing an understanding of a discipline's specialized vocabulary is a primary role of instruction.
- g. Previous knowledge, what we are able to understand is intimately linked with what we already know.

The teacher is expected to be wise in selecting the texts which are readable, understandable and interesting. To be truly effective to choose the texts, the teacher has to pay attention to some factors influencing a text which includes its vocabulary and writing style, and more significantly can modify teaching strategies accordingly. Thus, the students will be encouraged to read the material well.

According to Richard R. Day (2002), there are seven factors that influence the text selection. They are:

a. Interest

Interest is an important factor in selecting reading texts. It is important because it really influences the motivation of students to read. Nuttal states on Day's book that teachers should find the reading text that contains of the proper information. Since, students will get difficulty when the reading texts contain of too much new information. Furthermore, the reading text should not contain too little new information because it can make them bore.

b. Exploitability

Exploitability is the facilitation of learning. Teachers give the students exercises after they read the reading text. It is one of the ways to determine the exploitability of the reading texts.

c. Readability

This term is used to refer to the following phenomena: syntactic appropriateness, logical/rhetorical ordering of ideas, textual phenomena at the discourse level, lexical appropriateness, and background knowledge of the reader.

d. Topic

The topic of the reading texts also becomes an important factor to consider because a wide variety of topics would be helpful to maintain students' interest and motivation. It means that a topic and students' interest has close relationship.

Therefore, the teachers are recommended to explore three or four topics during the reading course as an aid in facilitating reading comprehension.

e. Political Appropriateness

The teachers have to consider the political appropriateness because for some countries, the political content of reading texts is a critical issue. Teachers should not cut the reading texts that do not agree with their political beliefs.

f. Cultural Suitability

Of course it is very important factor in selecting text because every country has different culture. It can be very contrast when Indonesian teachers use the western textbook in teaching and learning English. There will be many texts tell about the western culture which is not appropriate to be read by Indonesian students.

g. Appearance.

Appearance is also the essential factor because it includes three points. The first is layout, size, and font. The texts that are provided by the picture can be more interesting and help students in understanding the text. Moreover, the size of font also must be considered because too small fonts lead to make students confuse and less motivated in reading the text.

In addition, Christine Nuttal mentioned on *Teaching Reading Skills in a Foreign Language* that there are three factors that influence selecting a text. The first factor is readability; the texts should be at the appropriate level of difficulty

for students. The second factor is suitability of the content; the texts should interest the students. The last is exploitability; it is concerned with how a text is exploited.

From the explanation above, we can get the point that readability is one of the factors which influences the text selection. Teachers can use it to measure the appropriateness of reading text for certain level of students. The readability also becomes the factor that is chosen by the writer in her study because it is easy to select the textbook by estimating the readability level of reading texts in the textbook compare with other factors.

2.5.5 Matching a Text to Students

A teacher has to match text to the students' reading levels to break a gap between students and text. Guthrie explains –High-interest books that are readable are available to struggling middle and high school students.”According to the writer, it is true that the students will be more motivated if the textbook used is readable since it helps them in studying either in group or in person. Moreover, when teachers and schools spend the time, money, and effort on selecting texts that can be matched to students' reading levels and interests, students are more motivated to spend their own time, effort, and enthusiasm in learning from them. We have to know that texts should match the students' levels. As Guthrie states that:

We use many ways to check our students' reading levels, including (1) having students read aloud, (2) asking students to write a summary of one page, (3) requesting that students write questions on a brief section of text, (4) giving a

short-answer test, (5) giving a multiple-choice test, or (6) asking students to explain a text aloud. We use these informal classroom assessments with the textbooks, supplementary materials, or trade books.

However, it is not easy enough to do those assessments. The teacher has to try them one by one or two by two, not to apply all at once. Besides, Chall and Dale add that in matching the reader and text, we need some information as in the following::

To make a best match between readers, especially the students and text it is necessary to obtain some information about the intended readers, information about the readability of the material, and information about the purpose for its use. A student's reading ability may be estimated by scores or bands on a recently administered reading test. Estimates of reading ability may be made by noting the readability of the books, magazines, and newspaper they read. Recently, research indicates, however, that when used for instructional purposes, the text may be somewhat above the student's level to encourage optimal development of reading comprehension.

As the teacher's experience when she was doing the teaching practice in the senior high school, the students were bored and lazy to read the texts because the reading texts were hard and difficult to understand. Besides, there were some texts which did not belong to the students' interest. Most of the students were interested in sports but the reading texts in their textbook had different subject materials, in which the students didn't want to read them. Therefore, the teacher has to realize it and try harder to select the suitable texts for the students.

In addition, Gillet *et. al.* point out that a cloze procedure is another way of matching readers and texts. However, the students will be more interested and easy to read with the familiar texts. Unfamiliar texts will generally be harder to read. Also, the same texts need the help of a teacher or a more knowledge peer. Thus, it is important to match students to the texts based on their knowledge.

2.5.6 Selecting a Text

In the selection of texts one should not only pay attention to the degree of L2 proficiency the learners have already attained, and their interests, but also to the degree of difficulty of texts. Selecting a text also need to pay attention to students' interest in order to we don't choose the inappropriate text to them. Furthermore, ~~pointing~~ about the degree of difficulty of a text is not only determined by the number of words and structures known, but also by things such as the subject matter of the text, the way in which the writer approaches the subject, and the knowledge the learners already have about the subject". Here, the writer realizes that the factors affect the degree of difficulty of texts include words, structures, approaches, and previous knowledge of students.

Moreover, Guthrie, points out that ~~the~~ procedure for selecting effective test is simple: identity the reading level of students via standardized reading tests, identity readable books based on a readability formula or judgments by teacher teams, and match the books with the students". In the nutshell, students usually need a text relates to their real world, prior knowledge and previous experience.

2.6 Reading Materials

According to Cashdan, ~~r~~reading is an activity that one does; comprehension is understanding something that one does. It means that during we read a text, we also comprehend that text. While Guthrie gives his definition that ~~r~~reading comprehension is a process of connecting the text and the student's prior knowledge about the topic of the text. So, reading comprehension is a way to join text and students' previous knowledge. It means that if the student lacks prior knowledge, new knowledge cannot be built and reading comprehension is impossible.

Readability and reading comprehension of readers cannot be separated. If the reader can read and understand the text easily, it can be assumed that the text has a high readability. On the contrary, if a text is difficult to read and understand, it means it has a low readability. Thus, to make the reader understand and comprehend the text, it should have a good readability.

In more schools, textbook become the primary source of learning material. So, it is important to know the definition of textbook, the functions of textbook, and the advantages of using textbook. Textbook is an instructional used as guidance in the teaching and learning process (Hornby, 1986). It means that textbook has important role in teaching and learning process which help teachers to present the materials.

Moreover, McGrath (2002) states that a textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught. Similarly he asserts it is significant to view the images that teachers have as this

reflects their attitudes and beliefs toward textbooks which will impact on how teachers use textbooks.

From the definition above, it can be concluded that textbook is instructional material which provides source of teaching and facilitates the teacher and students to attain the objective of teaching and learning process. In Indonesia, the role of textbook is very significant. Textbook becomes the main instructional material that must be used in the school in order to facilitate either teacher or students in the teaching and learning process in the class.

Teacher has an important role in determining a certain material to read by the students. Ehlers-Zavala (2008: 80) believes that the teacher has to be able to select appropriate reading materials for students so that they can success academically. It is necessary for the teacher to choose a wide variety of reading materials, at different levels, for multiple purposes for the students to improve their reading comprehension. Students who have been exposed to more diverse types of reading materials have higher reading achievement than students who have more limited exposure to different types of texts (Salinger and Campbell, 2002). The right selection of reading materials by the teacher can improve student's motivation in reading a text.

Since reading materials are used for students, it is important to see them from their point of view. Most students usually are picky readers. They choose what they want to read. It is necessary for the teacher to choose a reading material which is interesting and can be used to improve their motivation to read. Hoffman

and McCarthey in Westwood (2001) criticizes that bad materials can cause a detrimental effect to students' fluency, interest and motivation. Unfortunately, the kind of reading materials that these students want to read may be hard to find or even nonexistent in schools. It depends on the teacher how to solve it by finding good reading materials that arouse their interest.

Although considering students interesting students interest is important, the teacher should also be wise in considering what students need. According to Renandya and Jacobs (2008: 297), it is important to consider the variety of topic and genre of the reading materials and the material level should be within the students level of comprehension. Students should be exposed to different types of material so that they become familiar with the variety of genres and accustomed to read for different purposes in different ways. Students might want to read only certain materials but the teacher should be able to ensure them the importance of reading various kinds of materials.

As a conclusion, the reading material level should be within the students level of comprehension. However, it is alright to use a material that are near to their current level of comprehension. The reading material can be one level lower or higher from their current level of comprehension. The reading material can be one level lower or higher from their current level of comprehension. At first, it is better for them to read the easier material rather than the challenging one. Then, the teacher can increase the difficulty of the level step by step.

According to Richard (1994) –Some of the criteria of the text are Exploitability, readability and interest”. Interest is one of the most important factors in selecting a reading text. Williams claims that "without interesting texts, very little is possible." Carrell stated: "First, teachers should use reading material that are interested by the students, including materials self-selected by the student." Nuttall who refers to interest as "suitability of content," stated that having texts that interest learners is more critical than either the linguistic level of the text or its "exploitability". If the students interest with the reading text, it can motivate the students in reading, and can increase their reading achievement.

The second criterion of reading text is exploitability, which the facilitation of learning, is a key factor in selecting a reading passage defined by Nuttall. One of way teachers can determine the exploitability of a text is to do the exercises and activities in the reading lesson. The third factor criteria of reading text are Readability. The factor of readability ranks with interest and exploitability as one of the most important considerations in selecting a reading passage. Carrell used the term to refer to the following phenomena: syntactic appropriateness; logical/rhetorical ordering of ideas; textual phenomena at the discourse level; lexical appropriateness; and background knowledge of the reader. Readability which is used here includes the phenomena mentioned by Carrell.

Based on the explanation, it can be inferred that reading texts include stories, letters, books, journals and so forth that students may find in many sources. Moreover, there are several criteria of a good reading text; namely, interest,

exploitability and readability that can make the reader easy in making the reading selection and enjoy their reading.

2.7 Genre

Gerot and Wignell (1995) divided text into several types or genre, those are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and review.

1. Spoof

Social Function: To retell an event with a humorous twist.

Generic Structure:

- a. Orientation : sets the scene
- b. Event : tell what happened
- c. Twist : provides the 'punchline'

Language Features:

- a. Focus on individual participants e.g a man, a penguin, the policeman, etc.
- b. Use material processes e.g was walking, came across, walked up, etc.
- c. Circumstances of time and place e.g once, the next day, etc.
- d. Use of past tense

2. Recount

Social Function: To retell events for purpose of informing or entertaining.

Generic Structure:

- a. Orientation : provides the setting and introduces participants
- b. Events : tell what happened, in what sequence

- c. Re-orientation : optional-closure of events

Language Features:

- a. Focus on specific participants
- b. Use of material processes
- c. Circumstances of time and place
- d. Use of past tense
- e. Focus on temporal sequences e.g first, then after that, next, etc.

3. Report

Social Function: to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Generic Structure:

- a. General Classification : tells what the phenomenon under discussion is
- b. Description : tells what the phenomenon under discussion is like in terms of : parts (and their functions), qualities, habits or behaviors, if living: uses, if non-natural.

Language Features:

- a. Focus on generic participants e.g the whale, the skin etc.
- b. Use of relational Processes to state what is and that which it is.
- c. Use of simple present tense.
- d. No temporal sequences.

4. Analytical Exposition

Social Function: To persuade the reader or listener that something is the case.

Generic Structure:

a. Thesis

- i. Position: introduces topic and indicates writer's position.
- ii. Preview: outlines the main arguments to be presented.

b. Arguments

- i. Point: restates main argument outlined in preview.
- ii. Elaboration: develops and supports each Point/Argument.

c. Reiteration: restates writer's position.

Language Features:

- a. Focus on generic human and non-human participants.
- b. Use of simple present tense.
- c. Use of relational processes.
- d. Use of internal conjunction to stage argument.
- e. Reasoning through causal conjunction or nominalisation.

5. News Item

Social Function: to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

Generic Structure:

- a. Newsworthy Event: recounts the event in summary form
- b. Background Events: elaborate what happened, to whom, in what circumstances.
- c. Sources: comments by participants in, witness to and authorities expert on the event.

Language Features:

- a. Short, telegraphic information about the story captured in headline
- b. Use of material processes to retell the event
- c. Use of projecting verbal processes in sources stage
- d. Focus on circumstances

6. Anecdote

Social Function: to share with others an account of an unusual or amusing incident.

Generic Structure:

- a. Abstract: signals the retelling of an unusual incident
- b. Orientation: sets the scene
- c. Crisis: provides details of the unusual incident
- d. Reaction: reaction to the crisis
- e. Coda: optional-reflection on or evolution of the incident

Language Features:

- a. Use of exclamation, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
- b. Use material processes to tell what happened.
- c. Use of temporal conjunctions.

7. Narrative

Social Function: to entertain and to deal with actual or vicarious experience in different ways: Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic Structure:

- a. Orientation: sets the scene and introduces the participants
- b. Evaluation: a stepping back to evaluate the plight
- c. Complication: a problem arise
- d. Resolution: The problem is resolved, for better or for worse
- e. Re-orientation: optional

Language Features:

- a. Focus on specific and usually individualised participants
- b. Use of material processes
- c. Use of relational processes and mental processes
- d. Use of temporal conjunction and temporal circumstances
- e. Use of past tense

8. Procedure

Social Function: To describe how something is accomplished through through a sequence of actions or steps.

Generic Structure:

- a. Goal
- b. Materials
- c. Steps to achieving the goal

Language Features:

- a. Focus on generalised human agents
- b. Use of simple presents tense, often imperative
- c. Use mainly of temporal conjunctions or numbering to indicate sequence

d. Use mainly of material processes

9. Description

Social Function: To describe a particular person, place or thing.

Generic Structure:

- a. Identification: identifies phenomenon to be described
- b. Description: describes parts, qualities, characteristics

Language Features:

- a. Focus on Specific Participants
- b. Use of attribute and identifying processes
- c. Frequent use of adjectives
- d. Use of simple present tense

10. Hortatory Exposition

Social Function: To persuade the reader or listener that something should or should not be the case.

Generic Structure:

- a. Thesis: announcement of issue of concern
- b. Arguments: reasons for concern, leading to recommendation
- c. Recommendation: statement of what ought to or ought not to happen.

Language Features:

- a. Focus on generic human and non-human participants, except for speaker or writer referring to self
- b. Use of

(1) Mental processes: to state what writer thinks or feels about issue.

(2) Material processes: to state what happens

(3) Relational processes: to state what is or should be.

c. Use of simple present tense

11. Explanation

Social Function: To explain the processes involved in the formation or workings of natural or sociocultural phenomena

Generic Structure:

a. A general statement to position to the reader

b. A sequenced explanation of why or how something occurs

Language Features:

a. Focus on generic, non human participants

b. Use mainly of material and relational processes

c. Use mainly of temporal and causal circumstances and conjunctions

d. Use of simple present tense

e. Use of passive voice

12. Discussion

Social Function: To present at least two points of view about an issue

Generic Structure:

a. Issue

(1) Statement

(2) Preview

b. Arguments for and against or statements of differing points of view

(1) Point

(2) elaboration

c. Conclusion or recommendation

Language Features:

a. Focus and generic human and generic non-human participants

b. Use of mental processes, and mental processes

c. Use of comparative: contrastive and consequential conjunction.

13. Review

Social Function: to critique an art work or event for a public audience

Generic Structure:

a. Orientation: general information of the text

b. Interpretative recount: summary of an art works including character and plot

c. Evaluation: concluding statement, judgement, opinion, or recommendation.

d. Summary: the last opinion consist the appraisal or the punch line of the art works being criticized.

Language Features:

a. Use of simple present tense

b. Focus on specific participants

c. Using adjective

d. Using long and complex clauses

e. Using metaphor.

2.8 Textbook

In more schools, textbook become the primary source of learning material. So, it is important to know the definition of textbook, the functions of textbook, and the advantages of using textbook.

2.8.1 Definition of Textbook

Textbook is one of the medium of instructions. It has an important role in educational program, because it can facilitate either the teachers or the students in teaching learning process. Moreover, the term textbook is not only as a course book but also as a set of teaching and learning guideline, as Theo van Els (1948) point out, “textbook for a coherent body of teaching materials which may consist of either just the course book(s), but also of a learning package consisting of several parts”.

Richards says “textbooks are perhaps the commonest form of teaching materials in language teaching.” In language program, a textbook is used in different ways. For example, a reading textbook might be the basis for a course on reading skills. It provides both assets of reading texts and exercises for skills practice. A writing textbook might provide model composition and a list of topics for students to practice their writing. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss; as a result they can practice their speaking. A listening textbook together

with audio cassettes or CDs might serve as the primary listening input in a listening course.

Celce-Murcia states, “The importance of the textbook in an English as a Second Language (ESL)/English as a Foreign Language (EFL) class makes the selection process crucial. Sometimes, it is the responsibility of the teachers to select the textbook they will use in a given class”. Textbook is used both by the teachers and the students to determine the activities in the classroom. By using textbook, the teachers can decide what and how to teach the materials based on curriculum and syllabus.

Allington and Strange give their similar view of the importance of textbook, “a textbook serves as a single repository of information on a subject, allowing both the teacher and the learner to use a single common source for acquiring the desired content”. By using a textbook, the teacher and learners are expected to obtain subject material that are needed in the textbook.

To sum up, that a textbook is one of a primary instructional medium which provide teaching materials and facilitate teachers and students about what and how to teach in the classroom in teaching learning process. Textbook is one of the many kinds of instructional materials used in learning and it is usually written, tightly organized, and greatly condensed (Pamungkas in Rohmatillah, 2015). Textbook is an instructional used as guidance in the teaching and learning process (Hornby, 1986). It means that textbook has an important role in teaching and learning process which helps teachers to present the materials.

Moreover, McGrath (2002) states that a textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught. Similarly he asserts it is significant to view the images that teachers have as this reflects their attitudes and beliefs toward textbooks which will impact on how teachers use textbooks.

Additionally, Kolahi and Shirvani defines ~~textbook~~ is the core learning composed of text/images designed to bring about a specific set of educational outcome; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.” As we find textbooks that we usually see or use, are printed books that consist of materials with instructions/illustrations that are designed based on the sequence of learning activities. Textbooks are intended to be used as one of learning facilities and to make a specific educational outcome.

From the definition above, it can be concluded that textbook is instructional material which provides sources of teaching and facilitates the teacher and students to attain the objective of teaching and learning process. In Indonesia, the role of textbook is very significant. Textbook becomes the main instructional material that must be used in the school in order to facilitate either teacher or students in the teaching and learning process in the class.

2.8.2 Function of Textbook

Thomson in Graves (2000) already mentions some functions of textbook as follows:

- a. Individualization of instruction. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

- b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question.

Written textbooks give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

- c. Tutorial Contribution

A teacher often uses textbooks to help students learn how to read better, to study, to add evidence, and solve problems.

- d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

2.8.3 Advantages and Disadvantages of Textbook

There are some advantages and disadvantages of textbook. Penny Ur states on her book about this matter clearly. Firstly, the advantages of textbook are:

- a. Framework

A textbook provides the clear explanation about material that will be learnt. Therefore, teachers and students can understand the material generally.

- b. Syllabus

Sometimes, a textbook serves a syllabus that should be followed by the teacher in the teaching process. If the teacher has followed the syllabus in the textbook regularly, the whole materials will be covered well.

c. Ready-made Text and Tasks

Almost in every textbook in the school provide the texts and tasks which are likely to be of an appropriate level for most of the classes. Therefore, it can facilitate teachers in making tests.

d. Economy; the price of the book is also the cheapest from other learning materials for each learner.

e. Convenience; It is light and small enough to carry around easily.

f. Guidance; It can help teacher who are inexperienced in teaching.

g. Autonomy

The students can learn the material in the textbook on their own. They also can use it for review the material that has been learnt.

Secondly, the disadvantages of the textbook are:

a. Inadequacy

There will not be a textbook that can cover every student's needs because every student has different needs. Therefore, choosing the appropriate textbook is not an easy matter.

b. Irrelevance; The topics in the textbook may not be relevant or interesting for the students.

c. Limitation; Sometime, textbook leads to boredom and lack of motivation.

- d. Homogeneity; Textbooks have their own rationale and chosen teaching and learning approach.
- e. Over-easiness; Teachers find it too easy to follow the textbook uncritically instead of using their initiative.

Moreover, Jack C. Richard also mentioned some advantages and disadvantages of textbook as in the following:

- a. Textbook provides structure and a syllabus for a program
- b. Textbook helps standard size instruction.
- c. Textbook maintains quality.
- d. Textbook provides a variety of learning resource.
- e. Textbook is efficient.
- f. Textbook can provide effective language models and input.
- g. Textbook can train teachers.
- h. Textbook is visually appealing.

After mentioning the positive side of textbook, Jack C. Richard also mentioned the negative effects or the disadvantages of textbook. They are:

- a. Textbook may contain inauthentic language.
- b. Textbook may distort contents.
- c. Textbook may not reflect students' needs.
- d. Textbook can deskill teachers.
- e. Textbook is expensive.

In order to reduce the disadvantages of the textbook, the teachers have to be creative and understand about the text that is appropriate for students' level.

Actually, the main role in the teaching and learning process in the class is not only a textbook but also the teacher. Teacher has the crucial role in the success of teaching and learning process. Therefore, teachers have to be innovative when they find that the textbook is not appropriate for their students especially in the appropriateness of reading texts.

There are many advantages in using a textbook to teach in the class, even if the textbook is suitable to the whole students. According to Harmer, the advantages of the textbook are as follow:

- a. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise the grammatical and functional points that they have been concentrating on.
- b. Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside theclass.
- c. Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
- d. There is a greater variety of published material for teaching and learning English than everbefore.

It can be concluded that textbook has some advantages not only for the teacher but also for the students. By using textbook, the teacher get support in teaching the material in the class, while the students can concentrate on a certain material that they want to learn.

Graves (2000) also lists the following as some of the advantages of using a textbook:

- a. It provides a syllables for the course
- b. It provides security for the students because they have a kind of road map of the course
- c. It provides a set of visual, activities, readings, etc, and so saves the teacher time in finding or developing such materials
- d. It provides teachers with a basis assessing students' learning
- e. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
- f. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between level (Graves, 2000: 174)

2.8.4 Selection of Textbook

The dominant role of a textbook makes the selection a textbook is an important decision. The importance of a textbook, encourage many writers and publishers producing textbooks in a large number of textbooks for various students' level. Swan states, "There are fewer dull courses around their days and many modern courses contain interesting and motivating material, with good texts, attractive visuals, and well-chosen readings". The writer also finds that almost textbooks that are offered by publishers have own anxiety such as picture models, variant texts, contents, etc.

Due to that problem, the teacher's job is the ability to decide which one of the appropriate textbook for large numbers of students although they lack precise information about individual students. The teachers need to have enough information about it.

The information of textbooks can be obtained from two sources; they are textbook description and textbook evaluation. More detailed is explained as follow:

a. Textbook Description

Textbook description is defined as the collection and description of data on the content and form of the textbook itself. It can be seen from:

- 1) Authors' and publishers' information
- 2) Textbook reviews
- 3) Checklists
- 4) Textbook descriptions and the development of new descriptive tools

b. Textbook Evaluation

Text book evaluation involve two things:

- 1) Users' judgments (teachers and learners)
- 2) Experimental research into the effects of textbooks.

Thus, the selection of a textbook can be done in two ways. First, the selection of the textbook itself and the selection of the users of that textbook. In addition, there are two stages in the selection of a textbook:

- a. Global selection, which has sufficient superficial appeal. The information needed to make such a choice can be obtained from textbook reviews, users'

judgments, information from authors and publishers, and the teacher's own global analysis.

b. Analysis of the textbooks remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comment from users, and, where available, reports on empirical research into the effects of type textbook in question can be very useful.

The writer concludes that these two stages are similar to the previous two sources in selecting a textbook; the difference is in its classification. Besides, Davis judges a range of criteria in selecting a textbook as follows:

- 1) Accuracy and currency of contents
- 2) Coherence and clarity of contents
- 3) Level of difficulty and interest for students
- 4) Cost
 - a. choose the less expensive work if it is of comparable quality.
 - b. choose paperbacks rather than hard backs.
 - c. limit the total cost of books for your course by placing some works on reserve in the library.
- 5) size (heavy large texts are hard to carry)
- 6) format and layout (ease of reading)

From the specifications above, the writer sums up that the criteria in selecting a textbook covers the organization and contents implicate the level of difficulty and interest for students; accuracy not ambiguity; and attractiveness of

cover, size, and layout. Therefore, the principals, especially the teachers have to be wise in selecting which one the good textbook for their students in the class.

It seems useful to distinguish between the following two stages in the selection of a textbook:

a. Global Selection

This is a first selection of textbooks where the information needed to make such a choice can be obtained from textbook reviews, users' judgment, information from authors, publishers and teacher's own global analysis.

b. Analysis of theTextbook

The information bellow will be very useful in analyzing the textbook.

- 1) Checklist
- 2) Comparative textbook description
- 3) Detailed comments from users
- 4) Reports on empirical research into the effects of the textbooks in question

There are four criteria for selecting textbooks based on Jack C. Richard. The explanations are mentioned as follow:

- a. They should correspond to learners' needs. They should match the objectives of the language learning program.
- b. They should help to equip students in using language effectively for their own purposes.
- c. They should take account of students' needs as learners and should facilitate

their learning processes, without dogmatically imposing a rigid ~~method~~.”

d. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learners.

In addition, he also mentions other factors that influence textbook selection. The first is program factors; relating to concerns of the program. The second is teacher factors; relating to teacher concerns. The third is learner factors; relating to learner concerns. The fourth is content factors; relating to the content and organization of the material and reading texts in the book. The last is pedagogical factors; relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercise types.

Furthermore, Penny Ur also mentioned some points in selecting English reading texts. They are coverage, text and task. The first is coverage. It means that every single unit of textbook should cover a fair range of language content and skills. The second is text. It should be in appropriate level and interesting. The text also should be readable for the certain students' level in order to facilitate their understanding. The last is task. It should provide opportunities for plenty of use of the target language. It also should be interesting, relevant and useful for students. Therefore, analyzing the readability level of the reading texts in the textbook is one technique of selecting textbook from the textbook itself.

In selecting textbook that will be used in the school, every school has its own reasons. Sitepu said on his journal that schools, especially in Indonesia, often choose the textbook that is offered by the publisher.

Therefore, it is very important for the school to know about the quality of the textbook especially about readability level of reading text in the textbook as there are many choices of textbook from different publishers.

2.8.5 Bahasa Inggris Textbook

Bahasa Inggris textbook for grade X of Senior High School is a book written by Utami Widiati, *et al* and published by Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. This is a second edition which is published on 2016. There are 15 chapters in this book, those are:

Chapter 1: Talking about Self

Chapter 2: Congratulating and complimenting others

Chapter 3: Expressing Intention

Chapter 4: Which one is Your Best Getaway?

Chapter 5: Let's Visit Niagara Falls

Chapter 6: Giving Announcement

Chapter 7: The Wright Brothers

Chapter 8: My Idol

Chapter 9: The Battle of Surabaya

Chapter 10: B.J. Habibie

Chapter 11: Cut Nyak Dien

Chapter 12: Issumboshi

Chapter 13: Malin Kundang

Chapter 14: Strong Wind

Chapter 15: You've Got a Friend

In this research, the researcher only focuses on analyzing the readability level of text in this textbook. Based on the 2013 Curriculum, there are three genres that are learned by first grade students of senior high school; namely, descriptive, recount, and narrative.

2.9 Relevant Studies

In conjunction with this research, the researcher finds some researchers or projects that are nearly similar but different in research data that become the guidance in writing this research especially as the comparison for current research.

The first research was conducted by Siti Solichatun (Solichatun, 2011) from Walisongo State Institute for Islamic Studies entitled 'Content Analysis of Reading Materials in English on Sky Textbook for Junior High School'. This research focused on finding the kind of genre contained in the reading passages found in English on sky textbook and finding the lexical density of reading text based on English on Sky textbook. There are three genres which are used in that textbook; namely, procedure, report and narrative. The lexical density of the reading text is around 50% - 60%. It means that the reading texts are not difficult, easy to understand and suitable for students.

Second research was conducted by Deni Ernawati from Syarif Hidayatullah State Islamic University. This research entitled 'An Analysis of the Readability Level of Reading Texts in Passport to the World 2 Textbook by Using Cloze Test'. The scope of the research in analyzing the readability level of the

reading texts in Passport to the World 2 textbook was by using cloze test for the Second grade students of SMPN 3 Tangerang Selatan. The result of this research showed that texts 1 to 5 got the average score above 53%; those reading texts were included in the Independent Level. It means that the students could understand them and the texts were predicted to be quite easy as the correct scores were above 60%.

The third research was conducted by Wiwin Sutianah (Sutianah, 2014) from Syarif Hidayatullah State Islamic University entitled ‘The Readability Level of Reading Texts on Advanced Learning English 2’. The conclusion was made whereby most of texts in the textbook are in the fairly easy level.

The fourth research was conducted by Vinh To, Si Fan, and Damon Thomas (To, *et al*, 2013) from University of Tasmania entitled ‘Lexical Density and Readability: A case study of English Textbooks’. This research focused on examining the lexical density and the readability of four texts from English textbooks known as Active Skill for Reading. The analysis revealed that three of four texts were of high lexical density, apart from the text for upper-intermediate level. In terms of readability, the level of texts corresponded to readability levels.

The fifth research was carried out by Fahriah and Puji Sri Rahayu from IAIN Antasari Banjarmasin entitled ‘Readability Level of “Bahasa Inggris” Textbook for the Seventh Grade Students’. The result of this research showed that through Flesch Reading Ease Formula, the readability score for the whole texts of the English textbook entitled ‘Bahasa Inggris’ was 76,35 (fairly easy) and through cloze test, the textbook has high readability which shown by its

readability score of 62,068. It means that ~~–Bahasa Inggris~~” Textbook Published by Mediatama was readable and suitable for the seventh grade of SMP Negeri 1 Banjarmasin.

The sixth research was conducted by Yupika Maryansyah from Universitas Muhammadiyah Bengkulu entitled An Analysis on Readability of English Reading Texts for Grade IX Students at MTSN 2 Kota Bengkulu. This research was a descriptive research which used quantitative method. It aimed at investigating the readability of texts used in teaching reading for IX grade students of MTsN 2 Kota Bengkulu. The subjects of this research were 63 texts used in teaching reading for IX grade students at MTsN 2 Kota Bengkulu. The instrument used to collect data was Fry readability formula (graph).

The seventh research was done by Tiffany Gallagher and Xavier Fazio from Brock University entitled ‘A Comparison of Readability in Science-Based Texts: Implications for Elementary Teachers. This study focused on science-based text in elementary literacy readers, trade books, and online articles to ascertain how text readability measures compare when mapped onto grade-specific science curriculum standards and whether or not there were differences among readability measures and text sources (e.g., literacy readers, trade books, online articles).

The eighth research was undertaken by Kevyn Collins-Thompson from University of Michigan entitled ‘Computational Assessment of Text Readability: A Survey of Current and Future Research’. This article provided the background on how readability of texts was assessed automatically, reviews the current state-

of-the-art algorithms in automatic modeling and predicting the reading difficulty of texts, and proposes new challenges and opportunities for future exploration not well-covered by current computational research.

The Ninth research was conducted by Nneka Justina Eze from Ebonyi State University – Nigeria entitled Readability of Igbo Language Textbook in use in Nigerian Secondary Schools. The data for the research were collected using the Igbo Language Readability Test (ILRT). The readability text was comprised of cloze passages drawn from the five Igbo language textbooks that were selected for this research. Data were analyzed using percentages and chi-square test of independence.

The Tenth research was carried out by Gökhan ÇETGŦNKAYA, Arzu AYDOĖANYENMEZ, TuĖba ÇELĖK, and Ėlknur ÖZPINAR from Pamukkale University – Turkey entitled ‘_Readability of Texts in Secondary School Mathematics Course Books’. This study employed the descriptive document analysis which was a qualitative research method. The readability of the Mathematics course books were subjected to a quantitative analysis by Çetinkaya – Uzun Readability Formula. Addressing the readability levels of the texts in secondary mathematics course books, this study performed analyses of average word and average sentence lengths of the texts in secondary school course books. These analyses showed that there was no linear correlation between Grade level and word and sentence length averages.

The eleventh research was conducted by Menglin Xia, Ekaterina Kochmar, and Ted Briscoe from University of Cambridge entitled *Lexical Density and Readability: A case study of English Textbooks*. This research addressed the task of readability assessment for the texts aimed at second language (L2) learners. One of the major challenges in this task was the lack of significantly sized level annotated data. For the present work, we collected a dataset of CEFR graded texts tailored for learners of English as an L2 and investigated text readability assessment for both native and L2 learners.

The Last research was conducted by Lucy Sibanda from Rhodes University entitled *'The readability of two Grade 4 natural sciences textbooks for South African schools'*. The case study was conducted by means of a qualitative content analysis of factors that are not accommodated in the readability formula which were used to investigate the textbooks. While the findings from the two instruments were ambivalent for Book 1, with the content analysis showing the book to be largely readable, but the readability calculator indicating it to be beyond the learners' reading level. Both instruments indicated poor readability for Book 2. The study recommended a close consideration of text readability by both authors and teachers.

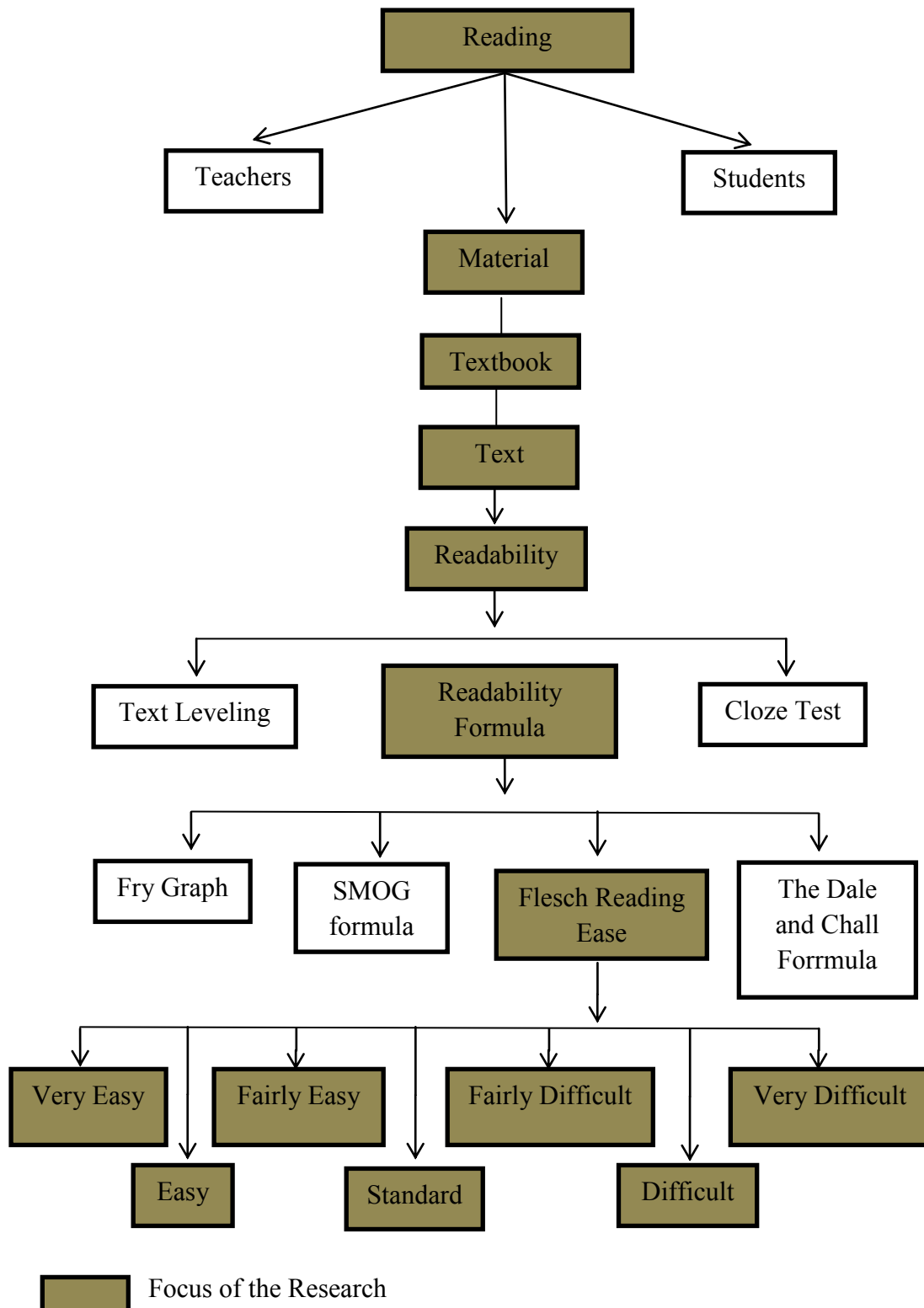
From those researches having explained above, it is clear that this research is different from other already conducted studies. What makes it different are: first, the data were absolutely different, this research used reading materials in Bahasa Inggris Textbook by Utami Widiati, *et al* for first grade students of Senior High School as the data source. The way to analyze the readability level of the

text was also different. In that research, the researcher used cloze procedure and in this research Flesch Reading Ease formula was used to measure the readability level of texts.

2.10. Conceptual Framework

Readability is the degree of difficulty or ease of a text that can be understood by the readers. It deals with how easily a text conveys its intended meaning to a reader of that text. Readability can be measured with three approaches. They are judgement, readability formula, and cloze test. The analytical construct of this research can be seen in figure 2.1

Figure 2.1



Reading is an active process that involves a reader and a text in order to construct meaning. It is up to the reader on how to interpret the text based on their knowledge, perspective, imagination, value, belief, culture, etc. Many students do not really enjoy reading activity in the classroom. It therefore is very important to arouse their interest in the teaching reading process in the classroom because most of the students get a hold of English reading texts only when they are in the classroom. It is the best chance for them to enhance their reading skill.

There are some factors affecting teaching reading process in a classroom. They are teachers, students, and reading materials. These factors can give a great influence toward the success of the learning. These factors can also be the reasons why the students do not achieve the result of the learning as expected. It is important to interrogate why the students are reluctant to read could be because the reading materials are not suitable for them. The right selection of reading materials can give a significant contribution towards the development of reading skill. If the teacher cannot give good materials, it will influence their achievement in reading comprehension.

One thing that teachers must consider when they present their students a reading text is the readability of that reading passage. Reading texts that have the right readability level for students can help them in the teaching reading process and the wrong selection can discourage them to learn the materials.

Measuring readability level by judgement cannot be guaranteed it will give an excellent result. It is such a subjective matter so it is difficult to measure

something based on it. It may also vary from one person to another. It is possible to get different results if a text is judged by different evaluators.

Rather than judgement, readability formulas and cloze test give more valid result of readability of a text. Although it is only a rough estimation of readability, the result is more objective since they are developed based on researches and mathematical formulas. Cloze procedure is a testing technique that can be used to measure language proficiency as well as reading comprehension. In this case, it can also be used to measure the readability level of passages.

There are many readability formulas but only four of them are popular. They are Fry Readability graph, Flesch Reading Ease Formula, The Dale and Chall original formula, and Mc Laughlin SMOG formula. From those four formulas, Flesch Reading Ease formula is considered the formula that is easy to use because it is more simple and popular among the other formulas.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the methodology used in conducting the research covering the research design, sources of the data, data collection technique, and data analysis technique.

3.1 Research Design

This research used descriptive quantitative design. Gay and Airasian (2000) state that descriptive method is useful for investigating a variety of educational problems and issues. Descriptive studies have an important role in educational research because it greatly increases people's knowledge about what happens in learning process by describing the results in a specific way and reasons using number of scores and tables. In this research, the researcher analyzed the readability level of texts in the text book 'Bahasa Inggris for Senior High School' written by Utami Widiati *et al* by using readability formula. It means that the descriptive quantitative research is in line with the purpose of the research to find out the readability scores of the texts and analyzed the levels of readability based on their characteristics.

The object of this research was English textbook used in first grade of Senior High School. The book was *Bahasa Inggris* Textbook written by Utami Widiati, *et al* published by the Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. This textbook was

claimed to be appropriate with the 2013 curriculum standard. To analyze the texts, Flesch Reading Ease (FRE) was used to count the readability scores of the texts.

3.2 Source of Data

The researcher collected the data from Bahasa Inggris Textbook for first grade students of Senior High School. The publisher of this book is Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture, second edition that was published in 2016.

The English Textbook consists of 234 pages and 15 chapters. Each chapter is presented in four-skill sections; namely, Listening, Speaking, Reading, and Writing. Besides, this textbook also takes a concern in grammar, pronunciation and vocabulary building. The whole chapters contains reading materials but only chapter 4, 5, 8, 10, 11, 12, and 13 contain reading texts. In this research, the researcher only focused on analyzing the reading materials. There were no population and sample of the study because all of reading texts in the book were used as the research subject.

Based on the syllabus, there are only three kinds of genre that are learned by first grade students of Senior High School; that is, descriptive, recount, and narrative. There are 3 descriptive texts, 4 recount texts, and 2 narrative texts. The following are the list of the texts:

Table 3.1 Kinds of Text of Reading Materials

Descriptive Text	Recount Text	Narrative Text
Tanjung Puting National Park	Meeting My Idol B. J. Habibie	Issumboshi
Taj Mahal	The Battle of Surabaya	The Legend of Malin Kundang
Visiting Niagara Falls	Cut Nyak Dien	

In this research, the researcher used Flesch Reading Ease formula to measure the readability level of the text. To apply this formula, a website was used. The address of the website is countwordsworth.com that could help the researcher to count the syllables, the words, and the sentences.

3.3 Data Collection Technique

The the data of the research were gathered through documentation study. This technique of collecting data suits the research design as the descriptive research. Sukardi (2009) states that the objective of the descriptive method is to describe systematically the facts about the object that is being analyzed. This research is also supported by library research method to find out the theories related to the topic of this research such as the theories of textbook, readability, Flesch Reading Ease, etc. Furthermore, the researcher also found the theories from other sources such as websites, articles, and journals.

Hopkins (1993: 140) stated that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available.

The documentary data was an English textbook for the first grade of Senior High School. In this research, the researcher used documentation content analysis, because it analyzes the contents of reading texts in the English Textbook for first grade of Senior High School. The data needed in this research were the data from the analysis of the reading texts by FRE formula. The data in the form of documents were taken from the first grade students of senior high school textbook entitled *Bahasa Inggris*. The data were collected by analyzing the texts then calculated them by using the FRE formula.

To collect the data, some steps were used. The procedures are presented below:

1. Determining the English textbook for Senior High School
2. Identifying the texts of the reading material in *Bahasa Inggris* Textbook written by Utami Widiati, *et al.* published by the Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture.
3. Reading the reading material in *Bahasa Inggris* Textbook written by Utami Widiati, *et al.* published by Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture.

4. Counting the number of sentences, words and syllables in each text in countwordsworth.com.
5. Measuring the readability of each text based on the Flesch readability formula (Reading Ease Formula).

According to Dubay (2004), the readability of text by using Flesch Reading Ease formula can be analyzed using the following formula:

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

RE = Readability Ease

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

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

3.4 Data Analysis Technique

In this research, the researcher decided to use Flesch Reading Ease formula (Flesch, 1949) because it was considered as one of the oldest and most accurate readability formulas. This formula is a simple approach to assess the grade level of the reader. The formula is considered easier to use, the calculation of this formula only by counting syllables, words, and sentences. Moreover, Flesch readability formula is the best used and appropriate on school text to assess the difficulty of a reading passage written in English, whereas the other formulas are practical and can be used for other written forms, like newspapers, articles, and journals.

To make easier to analyze the reading materials, four steps were conducted to analyze the data as in the following:

1. Analyzing and counting the sentences, words, and syllables in each text of the reading material in countwordsworth.com.
2. Measuring the readability of each text based on the Flesch readability formula (Reading Ease Formula)

Flesch Reading Ease Formula is considered as one of the oldest and most accurate readability formulas. It is a simple approach to assess the grade level of the reader. It's also one of the few accurate measures around that we can rely on upon without too much scrutiny.

3. Describing and giving further explanation related to the readability.
4. Determining the grades of each chapter of reading texts by comparing the results of the scores to the other criteria as shown in the readability table below:

Table 3.2 Reading Ease Scale of the Flesch Formula

Description of Style	Average Sentence Length	Average Number of Syllable per 100 words	Reading Ease Score	Estimated Reading Grade
Very Easy	8 or less	123 or less	90 – 100	Fifth Grade
Easy	11	131	80 – 90	Sixth Grade
Fairly Easy	14	139	70 – 80	Seventh Grade

Standard	17	147	60 – 70	Eighth to Ninth Grade
Fairly Difficult	21	135	50 – 60	Tenth to Twelfth Grade
Difficult	25	167	30 – 50	Thirteenth to sixteenth Grade (College)
Very Difficult	29 or more	192 or more	0 – 30	College Graduates

*Flesch (1949, p.149), Flesch's Reading Ease Scores

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This final chapter provides the conclusion on the basis of the findings of the study along with some recommendations for everyone who directly use the English textbooks: teachers, students and other parties.

5.1 Conclusion

The research was conducted using Flesch Readability Formula to find out the level of readability of the texts in the textbook used by senior high schools students. The research was conducted by determining the book, identifying the texts, reading the texts, and counting the number of the sentences, words, and syllables. After that, the data were analyzed to measure the readability of each text.

Having analyzed the data through reading texts in the textbook (*Bahasa Inggris Textbook for First Grade of Senior High School*) by using Flesch Reading Ease, it was discovered that of the 9 reading texts available in the text book, they are categorized into three levels; Fairly Easy (3 texts), Fairly Difficult (3 texts), and Difficult (3 texts). The analysis of readability level from the 9 texts, only 3 texts are relevant to the level of Senior High School students of that grade; namely, the texts entitled Tanjung Putting National Park, Taj Mahal and Cut Nyak Dien. It means that the reading materials contained in the textbook are not all appropriate for the tenth grade students of Senior High School. In conclusion, the

reading materials in text book entitled ‘Bahasa Inggris for the First Grade of Senior High School’

5.2 Recommendations

Based on the findings of the research and the conclusion some recommendations for several parties are provided for the smooth running of the teaching English as a foreign language at Senior High School especially dealing with the suitability of reading materials in terms of their readability.

1. The English teachers

1. Since the text on the English textbook entitled Bahasa Inggris Textbook for first grade of Senior High School written by Utami Widiati, *et al* is in Fairly Difficult level, it is recommended that English teachers choose the texts which are not beyond the student level.

2. The English teachers are recommended that they know that readability is not the only factor that influences students’ comprehension, but also other factors such as teaching method, students’ vocabulary knowledge and reading practice. Therefore, they need to bear in mind those factors for them to put into practice in the classroom.

2. The Students

- a. The students are recommended that they build up their reading habits of any genre related to class room reading especially kinds of text such as descriptive text, narrative text, recount text, and etc.

- b. The students are recommended that they pay more attention to the teacher when he/she is explaining the reading material.

3. The Author and Publisher

Since people keep commenting on the strengths and the weaknesses of the reading materials contained in the text books produced by the government, it is very important for the writers and publishers of the books to consider the requirements of being a good textbook such as being realistic, relevant, interesting, and suited to the student level.

4. Other Researcher

- a. Other researchers are recommended that they consider other factors that influence the text such as interest, exploitability, topic, political appropriateness, cultural suitability, and appearance.
- b. Other researchers are also recommended that they have other techniques to find out the readability level of English texts by using other techniques such as Cloze Procedure test, SMOG formula and etc.

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Countwordsworth.com

APPENDICES

APPENDIX 1

The Text of Reading Material

Text 1

Title : Tanjung Puting National Park

Kind of Text : Descriptive

Page : 53-54

Number of Paragraph : 6

Readability Level : Fairly Difficult

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, Which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city. This is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing otangutans is usually the visitors" main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their live are

spent in trees where otangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous center for research about orangutans which has been conducted by the famous primatologist Dr.Biraute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night,

you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

The Sources : [1] <http://www.lonelyplanet.com>

[2] <http://www.Indonesiantravel.com>

[3] <http://www.exploguide.com>

Text 2

Title : Taj Mahal

Kind of Text : Descriptive

Page : 58-59

Number of Paragraph : 3

Readability Level : Fairly Difficult

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mauspleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Text Source : [1] <http://www.history.com>

[2] <http://www.tushky.com>

Text 3

Title : Visiting Niagara Falls

Kind of Text : Descriptive

Page : 72-73

Number of Paragraph : 8

Readability Level : Difficult

Visiting Niagara Falls

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the

other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is ***Maid of the Mist Boat Tour***. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is ***Niagara's Wax Museum of History***. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to

guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy ***Rainbow Air Helicopter Tours*** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

Text Sources : [1] <http://www.wikipedia.org>

[2] <http://niagara-usa.com>

Text 4

Title : Meeting my Idol

Kind of Text : Recount

Page : 110-111

Number of Paragraph : 3

Readability Level : Fairly Easy

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went event crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really

just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

Text Sources : [1] <http://www.mataberita.com>

Text 5

Title : The Battle of Surabaya

Kind of Text : Recount

Page : 123-124

Number of Paragraph : 6

Readability Level : Difficult

The Battle of Surabaya

On 10 november, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their waeponry to British army. British Army at that time was part of

the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr.Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a british plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to to otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose **weaponry** which **hampered** the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Text Source: <http://www.Globalindonesianvoices.com>

Text 6

Title : B. J. Habibie

Kind of Text : Recount

Page : 134-135

Number of Paragraph : 7

Readability Level : Difficult

B.J Habibie

Bacharuddin Jusuf Habibie known as BJ.Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998-1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewomen from

Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moves to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohammad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie

Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

Text Source: <http://www.wikipedia.com>

Text 7

Title : Cut Nyak Dien

Kind of Text : Recount

Page : 145-146

Number of Paragraph : 8

Readability Level : Fairly Difficult

Cut Nyak Dhien

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uléë Balang aristocratic class in VI *mukim*, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI *mukim* in 1873, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, weapons, and ammunition, using these supplies to help Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack

on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

Text Source: <http://en.wikipedia.org>

Text 8

Title : Issumboshi

Kind of Text : Narrative

Page : 157-159

Number of Paragraph : 35

Readability Level : Fairly Easy

Issumboshi

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!". They looked and saw a crying baby who looked just like a little finger."This child must be a gift from God. Thanks to God!"

"We will call this child „Issumboshi“", they said

They raised Issumboshi with much care, but Issumboshi never grew bigger.

“Hey, Issumboshi, do you want to be eaten by a frog?” Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. “Eat a lot, and grow up quickly,” Grandmother said.

One day, Issumboshi said, “I will go to the capital to study and become a respectable person. Then I will come back.” Grandfather and Grandmother were worried about him, but Issumboshi’s mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

“I’m going now”, Issumboshi said.

“Is he safe? With such a small body?” Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

... ..

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

“There is a fine palace over there. I shall ask them at once.”

At long last Issumboshi arrived at the palace.

“Excuse me, but I want to meet the feudal lord.”

The lord came to the door. “What? Who’s there?”

“Here I am, at your feet.”

“Oh. How small! Why do you want to meet me?”

“Please let me be your retainer.”

“I wonder if your very small body can do anything.”

“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. It would be good if you became the Princess’s man.”

“Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm.

“I will defend you upon my life,” said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi, who

was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

“Do you want me to stab your eyes, too ?” Issumboshi asked.

“Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me.” And saying this, he ran off in a hurry.

“Thank you, Issumboshi. You have saved my life,” the princess said.

“Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The Princess waved it and asked, “May Issumboshi become big!”

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi the got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adopted from Japanese Fairy Tales, 1987)

Text 9

Title : The Legend of Malin Kundang

Kind of Text : Narrative

Page : 172

Number of Paragraph : 5

Readability Level : Fairly Easy

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he was a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a

beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here.”

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly, a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Text Source: <http://www.understandgtext.blogspot.com>

APPENDIX 2

The Calculation of ASL and ASW

1. Text 1

ASL = Number of words : Number of Sentences

$$= 421 : 26$$

$$= 16.19$$

ASW = Number of Syllables : Number of Words

$$= 685 : 421$$

$$= 1.63$$

2. Text 2

ASL = Number of words : Number of Sentences

$$= 265 : 19$$

$$= 13.95$$

ASW = Number of Syllables : Number of Words

$$= 426 : 265$$

$$= 1.61$$

3. Text 3

ASL = Number of words : Number of Sentences

$$= 476 : 31$$

$$= 15.35$$

ASW = Number of Syllables : Number of Words

$$= 809 : 476$$

$$= 1.70$$

4. Text 4

ASL = Number of words : Number of Sentences

$$= 368 : 28$$

$$= 13.14$$

ASW = Number of Syllables : Number of Words

$$= 530 : 368$$

$$= 1.44$$

5. Text 5

ASL = Number of words : Number of Sentences

$$= 318 : 22$$

$$= 14.45$$

ASW = Number of Syllables : Number of Words

$$= 565 : 318$$

$$= 1.78$$

6. Text 6

ASL = Number of words : Number of Sentences

$$= 496 : 37$$

$$= 13.41$$

ASW = Number of Syllables : Number of Words

$$= 904 : 496$$

$$= 1.82$$

7. Text 7

ASL = Number of words : Number of Sentences

$$= 579 : 38$$

$$= 15.24$$

ASW = Number of Syllables : Number of Words

$$= 907 : 579$$

$$= 1.57$$

8. Text 8

$$\text{ASL} = \text{Number of words} : \text{Number of Sentences}$$

$$= 658 : 81$$

$$= 8.12$$

$$\text{ASW} = \text{Number of Syllables} : \text{Number of Words}$$

$$= 978 : 658$$

$$= 1.49$$

9. Text 9

$$\text{ASL} = \text{Number of words} : \text{Number of Sentences}$$

$$= 408 : 30$$

$$= 13.6$$

$$\text{ASW} = \text{Number of Syllables} : \text{Number of Words}$$

$$= 570 : 408$$

$$= 1.40$$

APPENDIX 3

The Calculation of Readability Score by using Flesch Reading Ease Formula.

Text 1

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 16.19) - (84.6 \times 1.63) \\
 &= 206.835 - 16.43 - 137.90 \\
 &= 52.505 = 53
 \end{aligned}$$

Text 2

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 13.95) - (84.6 \times 1.61) \\
 &= 206.835 - 14.16 - 136.21 \\
 &= 56.465 = 56
 \end{aligned}$$

Text 3

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 15.35) - (84.6 \times 1.70) \\
 &= 206.835 - 15.58 - 143.82 \\
 &= 47.435 = 47
 \end{aligned}$$

Text 4

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 13.14) - (84.6 \times 1.44) \\
 &= 206.835 - 13.34 - 121.82 \\
 &= 71.675 = 72
 \end{aligned}$$

Text 5

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 14.45) - (84.6 \times 1.78) \\
 &= 206.835 - 14.67 - 150.59 \\
 &= 41.575 = 42
 \end{aligned}$$

Text 6

$$\begin{aligned}
 \text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 13.41) - (84.6 \times 1.82) \\
 &= 206.835 - 13.61 - 153.97 \\
 &= 39.255 = 39
 \end{aligned}$$

Text 7

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

$$= 206.835 - (1.015 \times 15.24) - (84.6 \times 1.57)$$

$$= 206.835 - 15.47 - 132.82$$

$$= 58.545 = 59$$

Text 8

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

$$= 206.835 - (1.015 \times 8.12) - (84.6 \times 1.49)$$

$$= 206.835 - 8.24 - 126.05$$

$$= 72.545 = 73$$

Text 9

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

$$= 206.835 - (1.015 \times 13.6) - (84.6 \times 1.40)$$

$$= 206.835 - 13.80 - 118.44$$

$$= 74.595 = 75$$



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SERTIFIKAT
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

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Nomor ID : 21790125708

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Tanggal Lahir : 14 Mei 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 53
القراءة : 54
القواعد : 63
النتيجة : 567

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*Arabic Proficiency Test® Certificate Provided by
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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلاميه الحكوميه



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Dzulhijjah Yetti

ID Number : 21790125708

Date of Birth : May 14, 1994

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 55

Structure & Written Expressions : 51

Reading Comprehension : 50

Overall Score : 520

Expiry Date : April 1, 2020



English Proficiency Test Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004

HP. 0852 7144 0823 Fax. (0761) 858832

Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center

Drs. H. Kalayo Hasibuan, M. Ed- TESOL

NIP. 196510281997031001



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 2277/Un.04/PPs/PP.00.9/2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 27 September 2019

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

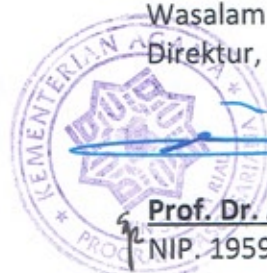
Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk
mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Dzulhijjah Yetti
NIM	: 21790125708
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: An Analysis of Readability Level of Reading Material In English Textbook For First Grade of Senior High School

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari Dinas Perpustakaan dan Kearsipan Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,



Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126



032010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/26308
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2277/Un.04/PPs/PP.00.9/2019 Tanggal 27 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama : **DZULHIJJAH YETTI**
2. NIM / KTP : **21790125708**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **AN ANALYSIS OF READABILITY LEVEL OF READING MATERIAL IN ENGLISH TEXTBOOK FOR FIRST GRADE OF SENIOR HIGH SCHOOL**
7. Lokasi Penelitian : **DINAS PERPUSTAKAAN DAN ARSIP PROVINSI RIAU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 2 Oktober 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Perpustakaan dan Arsip Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU

DINAS PERPUSTAKAAN DAN KEARSIPAN

Jl. Jend. Sudirman No. 462 Telp./Fax. (0761) 34068
Jl. Cut Nyak Dien No. 3 Telp. (0761) 26613

PEKANBARU

Kode Pos : 28126

SURAT KETERANGAN

Nomor : 071/Dipersip /13 /34.

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/26308 tanggal 2 Oktober 2019 Tentang Pelaksanaan Kegiatan Riset/Pra Riset dan Pengumpulan Data Untuk Bahan Tesis, bersama ini disampaikan bahwa Mahasiswa yang bernama :

Nama : **DZULHIJJAH YETTI**
NIM : 21790125708
Program Studi : Pendidikan Agama Islam

yang bersangkutan benar telah melaksanakan Kegiatan Riset/Pra Riset dan Pengumpulan Data Untuk Bahan Tesis yang berjudul "AN ANALYSIS OF READABILITY LEVEL OF READING MATERIAL IN ENGLISH TEXTBOOK FOR FIRST GRADE OF SENIOR HIGH SCHOOL" di Dinas Perpustakaan dan Kearsipan Provinsi Riau.

Demikian Surat Keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 8 Oktober 2019
9 Shafar 1441 H

a.n. KEPALA DINAS PERPUSTAKAAN
DAN KEARSIPAN PROVINSI RIAU
SEKRETARIS,



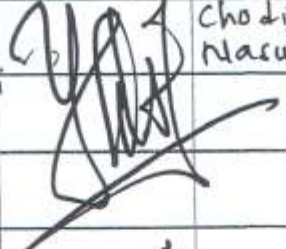



AYU SUSANTI, SE
Pembina Tk. I

NIP. 19680427 199803 2 001

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DZULHIJJAH YETTI
 NIM : 21790125708
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27/6 - 2019	Manajemen Program full day School dalam pembentukan karakter Religius Siswa di SD IT Bunayya		Nasrullah
2				
3				
4		Pengaruh pelaksanaan Akreditasi terhadap peningkatan kualitas Administrasi terhadap peningkatan kualitas Administrasi dan Mutu Program Studi Magister di Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau		Zikri Rahman
5				
6				
7				
8				
9		Pengaruh kebudayaan Sekolah dan keteladanan Guru terhadap karakter siswa di Madrasah Aliyah Hasanah Pekanbaru		Chodijah Nasution
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11				
12				
13		Pendidikan Inklusif dalam Perspektif Pendidikan Islam		Jumarsi
14				
15				


Pekanbaru, 27 Juni 2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dzulhijjah Yetti
NIM : 21790125708
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Friday, 2018 14 September	The effect of Think-Pair-Share (TPS) Technique towards students speaking skill and Their motivation at Grade X of SMAN 12 Pekanbaru		Merlina Ananda
2				
3		The investigation of student's Reading comprehension of Academic Journal Case study of English study Program at Islamic university of Riau.		Maya Sari
4	== ==			Justi
5				
6	== ==	English Camp Community Program as a strategy to improve speaking skill of students in polytechnic LP31 Bandung		Tuti
7		Pekanbaru campus		Astuti
8				
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Pekanbaru, 14 September 2018
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dzulhijjah Yeti
 NIM : 21790125708
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	07 September 2018	The effect of Interview Technique to Students' Speaking and writing ability at first semester In IAIN Padang Sidempuan	<i>Jh</i>	Nurhalimah Nasution
2	-1- -	An exploration of students' speaking anxiety in Learning english as a foreign Language in a state Islamic University in Pekanbaru	<i>Jh</i>	Destika Zamitra Putri
3	-11 -	The effect of using story Board Technique on students' Descriptive text in writing ability at Senior High school 1 Tambusai Utara	<i>Jh</i>	Susmawati
		Rokan Hulu		

Pekanbaru, 07 September 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DEULHIJAH YETTI
NIM : 21790125708
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25 / 10 2017			
2				
3	Ahsan Zikri	The effect of Using contextual Teaching and Learning students' Reading		
4	21591105793			
5				
6	Pesda Rista 21591206095	The influence of Personality Traits and self confidence Towards students' speaking ability at English Education Department of UIN SUSKA RIAU		
7				
8				
9				
10	Julanas 21591206067	The influence of self-efficacy and self esteem Towards students' Achievement at Sekolah Tinggi Teknologi Dumai		
11				
12				
13	Yolanda Dita Aptree	The influence of story telling Toward students' Picteng skill and Learning Motivation at SMK farmasi Ibahari PKU		
14	21591205791			
15				

Pekanbaru, 25 - 10 - 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DZULHILWAH YETTI
 NIM : 21790125708
 PROGRAM : Pasca sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	8 Desember 2017	Pengembangan Budaya Sekolah Dalam		Zulkifli
2		Meningkatkan karakter Disiplin Siswa		
3		di Madrasah Aliyah Negeri Se-kota		
4		Pekanbaru		
5		Pengembangan Budaya Religius Pembun-		Nazri
6		tukan karakter Siswa di SMA IT AL-		
7		Itihah dan SMA IT Itihah Rumbai		
8		Pekanbaru		
9		Pengaruh Penelitian dan sumber Belajar		Syafrizal
10		Terhadap Keterampilan Mengajar Guru		
11		di SMA N Se-kecamatan Bandar		
12		Se-kajang kab. Pelalawan		
13		konsep Pend. Multikultural dlm perspektif		Abbar
14		Al-qur'an		Zaki
15		Isi konsep Bud. Islam dlm Pend. Islam Menurut Buya Hamka		Amirah

Pekanbaru, 8 Desember 2017
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar.
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dzulhijjah Setti
NIM : 21790125708
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	kamis, 26 - 4 - 2018	Tahليل Uslubit taukid wamuna sabatuhu fil sura is tsalasin minal Qur'an al-karim		Azroty
2		Uda nazhori Ahmad al-Hasyimi fil kitab jauhilul Balaghah fil maani wal bayah		
3		Wal badi		
4		Pengembangan buku ajar bahasa arab berbasis karakter sesuai kurikulum		Riska
5		2013 se Kecamatan Tebing Tinggi (studi analisis buku ajar Bahasa Arab kemen-		
6		trah Agama tahun 2014		
7				
8		Dirasah tahliiyah An Uslub qasar bi		Hisrohu Zannah
9		Tharraqah Innamaa fil qur'anulkarim		
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Pekanbaru, 26 APRIL 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rzulhijjah Yetti
 NIM : 21790125708
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jumat 27/04/ 2018	Kesehatan Jiwa Dalam Membentuk karakter dan Implikasinya Terhadap Pend. Islam		Sariha
2				
3		Pend. Karakter Islam Berbasis Nilai-nilai kearifan lokal Melayu Riau		Feri
4				
5		Nilai-nilai Pend. Islam Dalam Novel Api Tauhid karya Habibur Rahman El-Shireg		Feri
6				
7		Konsep Pengajaran Iman Dari Islam Sebagai Pembentuk kepribadian Islam Dan Relasi		Fildona
8		nya dalam Pend. Azar Islam (Studi Pemikiran Sidi Gazalba)		Wahyu
9		konsep epistemologi Ped. karakter Islam dalam perspektif Imam Al-Ghazali		
10		kajian terhadap kitab Al-Nawawi		
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Pekanbaru,
Direktur,

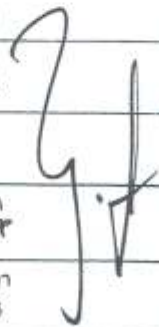
20.

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DZULHIJAH YETTI
 NIM : 21790125708
 PROGRAM : PASCA SARJANA
 PRODI : PENDIDIKAN AGAMA ISLAM
 KONSENTRASI : B.INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	JUM'AT 27 APRIL 2018	Manajemen Pendidikan Kepribadian dan Masyarakat menurut pemikiran R.H. Ahmad Dahlan		Wessa Susila
2	— " —	Integrasi Ilmu Pendidikan Islam & Ilmu Pendidikan Umum menurut Muhammad Nasir		Nadra Relastri
3	— " —	Kesetaraan Gender dalam pendidikan Perspektif Rahma Elyanusiah		Meira Rahmi
4	— " —	Konsep Insan kamil Menurut Pemikiran Imam Al-ghazali & Aplikasinya terhadap Kurikulum 13		Fatimah Ma'wa
5	— " —	Konsep kepemimpinan dan Pendidikan dalam perspektif Prof. Dr. H. M. Yunus		Nur Arnah
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Pekanbaru, 27 APRIL 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DZULHIJAH YETTI
NIM : 21790125708
PROGRAM : PASCASARJANA
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS




NO	TGL/HARI TUESDAY	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	(06-02-2018) NOURAL EFRENDI	The effect of using CALLA on students' speaking and writing skills at Junior High school Muhammadiyah 2 Pekanbaru.		NOURAL EFRENDI
2	TUESDAY (06-02-2018)	The concept of Islamic English for Moslem CA study of Ismail Raji "Al-faruq's book toward Islamic English)		ELIS NURWATA
3	TUESDAY (06-02-2018)	An Analysis of phonetic : English sound of letter (and alphabet song for the first grade of elementary school		ARMA NOFIANTI
4	TUESDAY 06-02-2018	A content analysis of redding materials: In look ahead : Textbook for Senior High School on tenth grade students		ENDAH HALDIANI
5	TUESDAY 06-02-2018	The influence of using electronic photofolio on speaking performance at State Islamic Senior High school Pekanbaru		HERIANI SAPUTRA
6	TUESDAY 06-02-2018	The Analysis of descriptive text found in English text book "When English rings a bell at Junior High School for seventh grade.		ALFIREM
7	TUESDAY 06-02-2018	The influence of Phonological Awareness toward Bilingual Preschooler and Reading ability in preschool at the Payung Sekaki District		JENERLI ARLATI
8	TUESDAY 06-02-2018	The Effect of using summarization technique of English teaching on students reading comprehension & students motivation in SMP AN-Namiroh - PKU.		RESTU NELISA SEPTI
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Pekanbaru, 06 FEBRUARI 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 1989031 002

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dzulhijjah Jetty
 NIM : 21790125768
 PROGRAM : Pascasarjana
 PRODI : DAI
 KONSENTRASI : DAI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	7-9-2018/Jumat	Pengaruh sertifikasi Halal Terhadap Perilaku Konsumen Dalam Membeli Produk Makanan Impor di Kota Pekanbaru		Uti Munawaroh
2		Persepsi Masyarakat tentang WAKAF Produktif dalam meningkatkan Ekonomi Umat di Kota Pekanbaru		Zulbaidi
3		Manajemen Pengelolaan Wakaf dalam Pemberdayaan Wakaf Produktif (Studi Badan Wakaf Indonesia / BWI Kab Sikt)		Arif Ti Yoga

Pekanbaru, _____ 2018
 Direktur



Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	30/6/2019	Ket. Eff. Anal		
2.	2-8-19	Kontrol tgl + Revisi Bab I		
3.	28/8-2019	Revisi Bab II		
4.	28/9-2019	Revisi Bab III & IV		
5.	20/9-19	Revisi Bab IV, V del.		
6.	22/10-2019	Tesis Appr. 1		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 21-10-2019

Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	02 Juli 2019 Selasa	Konsultasi Bab III Research Methodology		
2.	30 Agustus 2019 Jumat	Revisi Bab III & Acc. lanjut Bab IV & V		
3.	13 September 2019	Konsultasi Bab IV		
4.	26 September 2019	Revisi Bab IV		
5.	3 Oktober 2019	Revisi Bab IV & V		
6.	24 Oktober 2019	Tesis Approved		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 20.....

Pembimbing II / Co Promotor*

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Dzulhijjah Yetti
Place of Birth : Airtiris
Date of Birth : May 14th, 1994
Address : Jl. Akasia, No.24 Kec. Bangkinang Kota, Kampar
Phone Number : 0853 6428 0374
E-mail : dzulhijjah_yetti@yahoo.com
Nationality : Indonesian



EDUCATION BACKGROUND

Thesis Title (S1) : The Correlation Between Students' Reading Comprehension and Vocabulary Knowledge of Fifth Semester Students at English Study Program of FKIP UIR

Thesis Title (S2) : An Analysis of Readability Level of Reading Material in English Textbook for First Grade of Senior High School

2012-2016 : UNIVERSITAS ISLAM RIAU FAKULTAS PENDIDIKAN
JURUSAN BAHASA INGGRIS

2009-2012 : SMAN 1 BANGKINANG

2006-2009 : SMPN 1 BANGKINANG

2000-2006 : SDN 047 LANGGINI