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SUSMITRA MUHAMMAD EFENDI

SIN. 11810413006

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1445 H/2024 M

**AN ANALYSIS OF READABILITY OF ENGLISH TEXTBOOK
USED BY THE SECOND GRADE STUDENTS OF
SMK NEGERI 1 KELAYANG**



UIN SUSKA RIAU

SUSMITRA MUHAMMAD EFENDI

SIN. 11810413006

Thesis

Submitted as Partial Fulfillment of the Requirements
for Bachelor Degree of English Education (S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU

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STATEMENT OF AUTHENCITY

I hereby,

Name : Susmitra Muhammad Efendi
 Student Number : 11810413006
 Phone Number : 085215658178
 Email : susmitra17@gmail.com
 Department : English Education
 Faculty : Education and Teacher Training
 University : State Islamic University of Sultan Syarif Kasim Riau

Certify that this skripsi entitled “an analysis of readability of english textbook used by the second grade students of smk negeri 1 kelayang” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this skripsi. Others’ opinion findings included in this skripsi are quoted in accordance with ethical standards.

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11810413006

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The thesis entitled “an analysis of students’ readability of english textbook used at the second grade students of smk negeri 1 kelayang” is written by Susmitra Muhammad Efendi, SIN.11810413006. it has been accepted and approved to be examined in the meeting of the final examination committe of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul awal 10th, 1445 H

Dec 26th, 2023 M

Approved by

The Head of
The English Education Department
The State Islamic University of Sultan Syarif Kasim Riau

Supervisor
Supervisor

Dr. Faurina Anastasia, S.S., M. Hum

NIP. 198106112008012017

Nurdiana, S.Pd.I., M. Pd.

NIP. 198108222014112003



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Pekanbaru, Rabiul Akhir 17th, 1445 H

April 23th, 2024 M

Examination Committe

Examiner I

Dr. Bukhari, M.Pd.

NIP. 197905122007101001

Examiner III

Kurnia Budiyantri, M.Pd.

NIP. 130210020

Examiner III

Mainar Fitra, M.Pd.

NIP. 198105192014112001

Examiner IV

Harum Natasha, M.Pd.

NIP. 198203012009012009

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag.

NIP. 196505211994021001



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Pekanbaru December 27th, 2023 M

The Researcher

Susmitra Muhammad Efendi

SIN. 11810413006

ABSTRACT

Susmitra Muhammad E. (2023): An Analysis of Readability of English Textbook Used at The Second Grade of SMK Negeri 1 Kelayang.

The purpose of this research is to know the readability level of English Textbook used at the second grade of SMK Negeri 1 Kelayang. There were 25 students as samples of this research. This research used content analysis method with quantitative approach. In collecting the data, the researcher distributed a test called Cloze test. The result was the mean score of the Cloze test was 18. Based on the judgement of the students' readability level, the score below 40 is classified as frustration level. In conclusion, that the English textbook at second grade students of SMK Negeri 1 Kelayang is not appropriate for the students.

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ABSTRAK

Susmitra Muhammad E. (2023 : Analisis Keterbacaan terhadap Buku Teks Bahasa Inggris yang Digunakan di Kelas Dua SMK Negeri 1 Kelayang.

Tujuan dari penelitian ini adalah untuk mengetahui tingkat keterbacaan Buku Teks Bahasa Inggris yang digunakan di kelas dua SMK Negeri 1 Kelayang. Sampel penelitian ini berjumlah 25 siswa. Penelitian ini menggunakan metode analisa konten dengan pendekatan kuantitatif. Dalam pengumpulan data, peneliti membagikan tes yang disebut tes Cloze. Hasilnya, nilai rata-rata tes Cloze adalah 18. Berdasarkan penilaian tingkat keterbacaan siswa, nilai di bawah 40 tergolong tingkat frustrasi. Kesimpulannya, buku teks bahasa Inggris pada siswa kelas dua SMK Negeri 1 Kelayang tidak sesuai untuk siswa.

خلاصة ملخص

سوسميترا محمد إفيندي، (٢٠٢٤): تحليل إمكانية قراءة كتاب اللغة الإنجليزية المستخدم في الصف الثاني في المدرسة الثانوية المهنية الحكومية ١ بكيلايانج

الهدف من هذا البحث هو معرفة مستوى إمكانية قراءة كتاب اللغة الإنجليزية المستخدم في الصف الثاني في المدرسة الثانوية المهنية الحكومية ١ بكيلايانج. وكان هناك 25 تلميذا كعينة لهذا البحث. استخدم هذا البحث أسلوب تحليل المحتوى مع المدخل الكمي. وجمع البيانات قام الباحث بتوزيع اختبار يسمى اختبار كلوزي. وكانت النتيجة أن متوسط درجات اختبار كلوزي كان 18. واستنادا إلى الحكم على مستوى إمكانية القراءة لدى التلاميذ، يتم تصنيف الدرجة الأقل من 40 على أنها مستوى إحباط. في الختام، فإن كتاب اللغة الإنجليزية لتلاميذ الصف الثاني في المدرسة الثانوية المهنية الحكومية ١ بكيلايانج غير مناسب للتلاميذ.

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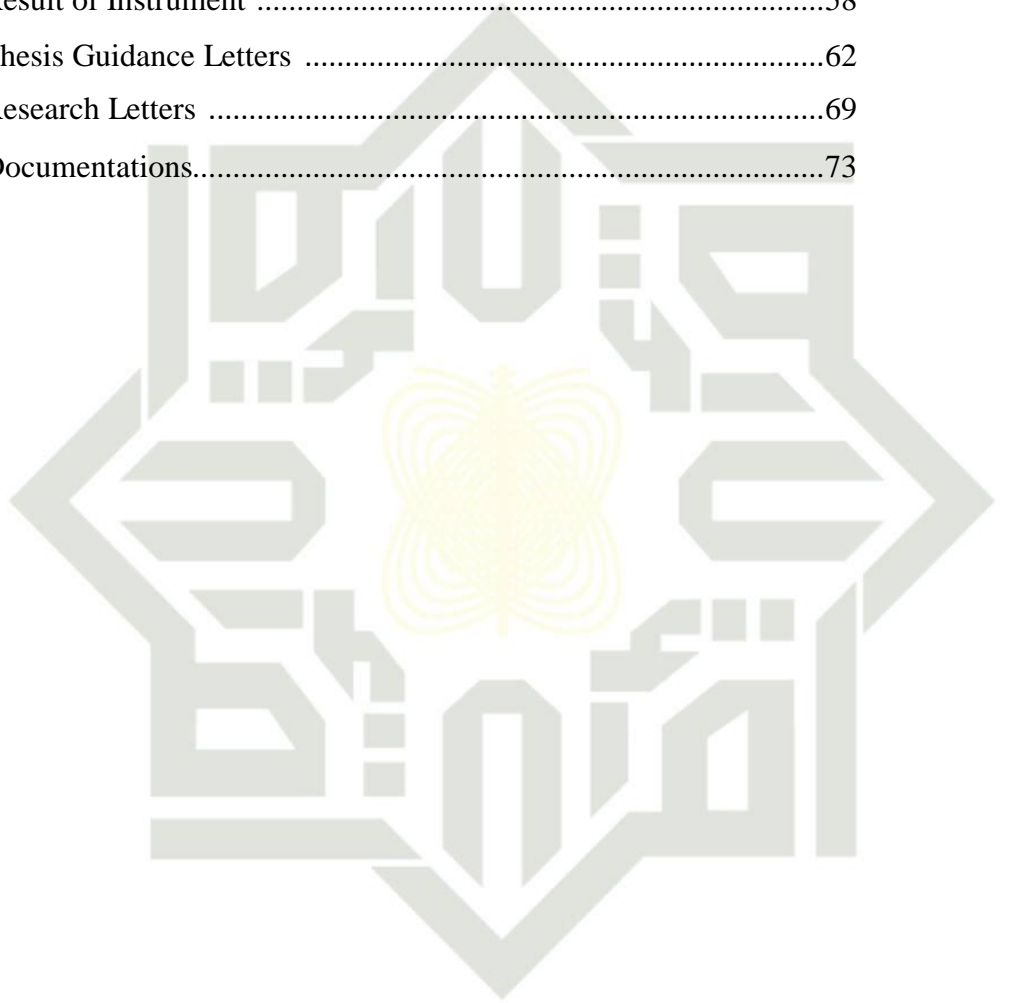
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CHAPTER I INTRODUCTION

A. Background of the Problem

English is a commonly used language among foreign language speakers. Many countries use English as their national language. People usually speak English when they want to interact with other people with different nationalities. English is used as a means of communication and it plays an important role in people's life, either in written or oral forms. Written forms include: textbooks, newspapers, articles (in newspapers, journalism, magazines), letters, notices, signs, etc., while, oral forms include: dialogue, news in the television or radio, conversation, speech, etc.

In Indonesia, English is the first foreign language that must be learnt as a compulsory subject from junior and senior high school, as an optional subject for university, and a local content subject for elementary school. The students have to understand the language covering the four language skills; listening, speaking, reading, and writing. However, different learners will have different priority in which one should be mastered the most. It also depends on the needs of the language learners.

Reading has become a very important skill for people in this modern era. It has been known that many books, articles, journals, and manuals are published in English. If someone wants to read books and articles without waiting for



translated versions in their native language for a long time, they have to be able to read them in English. It takes times to translate them and when they are translated, the knowledge will not be so new anymore.

In the teaching and learning process, both the teacher and the students need some mediums of instruction to facilitate them. One of the mediums of instruction which is used prominently in every level of students in the schools is a textbook. A textbook has an important role in facilitating students studying the language, especially in senior high school.

Michael in Reed et al. (1998) states that 75 percent of time in classroom is used with the text materials. Therefore, the materials that are mostly used in the classroom are textbooks. This becomes an important task for schools that they have to provide good textbooks as one of the English material sources.

A good English textbook is readable, understandable and comprehensible for students. The text is easy to be read and understood by the students so that it will encourage them to learn English. If they have difficulties in understanding the textbook, they usually get bored and it will make them frustrated in learning English.

Bowers and Christopher Brumfit (1991) define that selecting textbooks carefully is important because textbooks have a dominant role in the success of foreign language teaching and learning. Textbooks are used as a guideline by teachers to meet students' need, especially in reading comprehension. Therefore, the effect of choosing unsuitable textbook can cause students' low achievement in reading comprehension because there is no unsuitability between the textbook

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and the students' reading level.

To support the selection of suitable textbook, teachers need to see if the texts in the textbook are readable and suitable with the students' reading level. Nisall (1982) states that there are three points of view in selecting text for reading material. They are readability, suitability of content, and exploitability. Thus, readability becomes one of the points that make the selection of reading materials important. This also deals with the statement that in English language teaching and learning, teacher have a role as the ones who provide materials, not the ones who create them. Therefore, teachers have an important role in textbook selection.

English textbook selection aims at choosing the appropriate textbook to be used by students according to their educational levels. One way to know whether an English textbook is appropriate for students is readability analysis. It is used to analyze the readability level of texts in a textbook. Readability test, as the tool for analyzing, is needed to know whether English texts provided in English textbook is difficult, plain or easy for students. The English textbook "*Forward an English* by Erlangga 2017".

This textbook is chosen because the students think that the reading texts in the textbook are difficult to understand, the researcher also asked the teacher about the text in that books whether they are readable for students or not. The teacher said that some of the students still get difficulty to understand the reading texts in the textbook. In addition, based on the researcher's experience in teaching practice, the researcher found that there were many students who achieved the

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low score in reading. It was caused by their low understanding of the reading texts. From some classes, the researcher found that there were some students who understood the reading texts while others did not. Thus, students' low score caused by their low understanding of the reading texts.

SMK Negeri 1 Kelayang is a state senior high school located on Jendral Sudirman Street, Indragiri Hulu, Riau. As a formal educational institution, this school also uses the textbook the title "*Forward an English by Erlangga 2017*". Based on the interview with several students of this school, the researcher found that the students find difficulty in understanding the reading text on the textbook they use. Besides, the author and the publisher who compiled the English textbook rarely concern on the aspect of the readability of the textbook. Moreover, not all content of English textbook will always be appropriate for students.

Based on the interview with an English teacher at SMK Negeri 1 Kelayang, the textbook used by the teacher to teach English is "*Forward an English by Erlangga 2017*". In relation to the students' understanding of texts, Paekeme and Abgor (2012) state that one of the factors determining students' understanding of a text is text readability. Thus, this becomes the reason that the researcher decides to conduct this study on analyzing the readability level of selected reading texts in the English Zone textbook for the tenth grade of senior high school students by Penerbit Erlangga to see their readability level. The researcher also chooses this textbook because this is claimed to allow students to practice the four-skills: listening, speaking, reading and writing in order to help

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them to develop their discourse competence.

Moreover, some previous studies have discussed about the readability. The first research is “The Readability of Reading Textbook Instruction in The Textbook Let’s Talk English for Students of Grade VIII for SMP 257 Jakarta Timur”. It is an unpublished research written by Nursanti Handayani. The researcher of the research found the result that all the texts in the textbook “Let’s Talk English for Students of Grade VIII” are readable. Then, a research titled “An Analysis of the Readability Level of Reading Texts in Passport to the World 2 Textbook by Using Cloze Test”. The finding of this research is that all the texts in the textbook “Passport to The World 2” is so easy to be read by the students, it means that the texts is too readable. The third research is “The Analysis on The Readability of English Textbook English on Sky 2 Focused on Reading Passages Used at The Second Year of SMP DHARMA KARYA UT, Pamulang”. From this research it is found that the texts in the textbook “English on Sky 2” is not readable for the students.

Furthermore, based on what the researcher found, there has been no study about readability level of “*Forward an English by Erlangga 2017*”. For this reason, the researcher is more interested to analyze the readability level of the English textbook is “*Forward an English by Erlangga 2017*”. In more specific, the researcher use one instruments to analyze the readability level of the English “*Forward an English by Erlangga 2017*”, they are Content Analysis with two part that is Flesch reading ease and Cloze procedure test.

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Finally, the researcher determines to analyze the textbook title *Forward an English by Erlangga 2017*, so that the study titled: **“An Analysis of Readability of English Textbook Used by The Second Grade Students of SMK Negeri 1 Kelayang”**

B. Identification of the Problem

From the background above, the problems that can be identified are:

- a) The author and the publisher who compiled the English textbook rarely concern on the aspect of the readability of the textbook.
- b) Not all content of English textbook will always be appropriate for students.
- c) The students often find difficulty in understanding the reading text on the textbook they use.

C. Limitation of the Problem

In this research, the researcher limits the problem and focus analyzing the readability of the reading texts titled *Forward an English by Erlangga 2017*. The textbook is used by SMK Negeri 1 Kelayang. The researcher wanted to analyze the readability of the reading text because the readability matter is sometime being ignored by the publisher and the teacher. Also the researcher wanted to know whether the reading text in the textbook *Forward an English by Erlangga 2017* are suitable with the grade level or not.

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D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the researcher would like to formulate the problem as follow:

How is the readability level of English textbook used by the second grade of SMK Negeri 1 Kelayang ?

E. Objective of the Research

This research was conducted to what extent is the readability of English Textbook used by the eleventh grade students of SMK 1 Negeri kelayang.

F. Significance of the Research

Theoretically, this study is aimed to assisting teacher or researcher about the readability of an English textbook. In addition, this study can also give contribution to teacher guides students to learning English effectively by using an appropriate English textbook. Practically, it can be used for the researcher and readers to get the information about readability of an English textbook. Besides, this study can be used to give positive contribution to students of SMK Negeri 1 Kelayang to use an appropriate English textbook, increase their motivation to study English.

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Definition of the Key Term

1. Reading

Guines in Cetin and Sidekli (2018) defines reading as a complex process that consists of different operations in brain such as seeing, understanding, vocalization, comprehension, and constructing. Furthermore, Anderson & Anderson in Erliana (2011) define text as something constructed when a person speaks or writes to communicate a message. Therefore, reading text is where the interaction between reader and researcher happens. Reading text is a readable written form consists of information that reader needs to obtain by the process of understanding and comprehending.

2. Textbook

Laläu pointed (2014) that the textbook presents information about a particular domain, in a selective and attractive manner, respecting the objectives and the contents scheduled in the syllabus, these been adapted to the age and to the intellectual level of students. From the definitions above, it can be concluded that textbook is a means of learning contains certain subject materials that has been adapted to the applicable curriculum so that it is appropriate to the students" level.

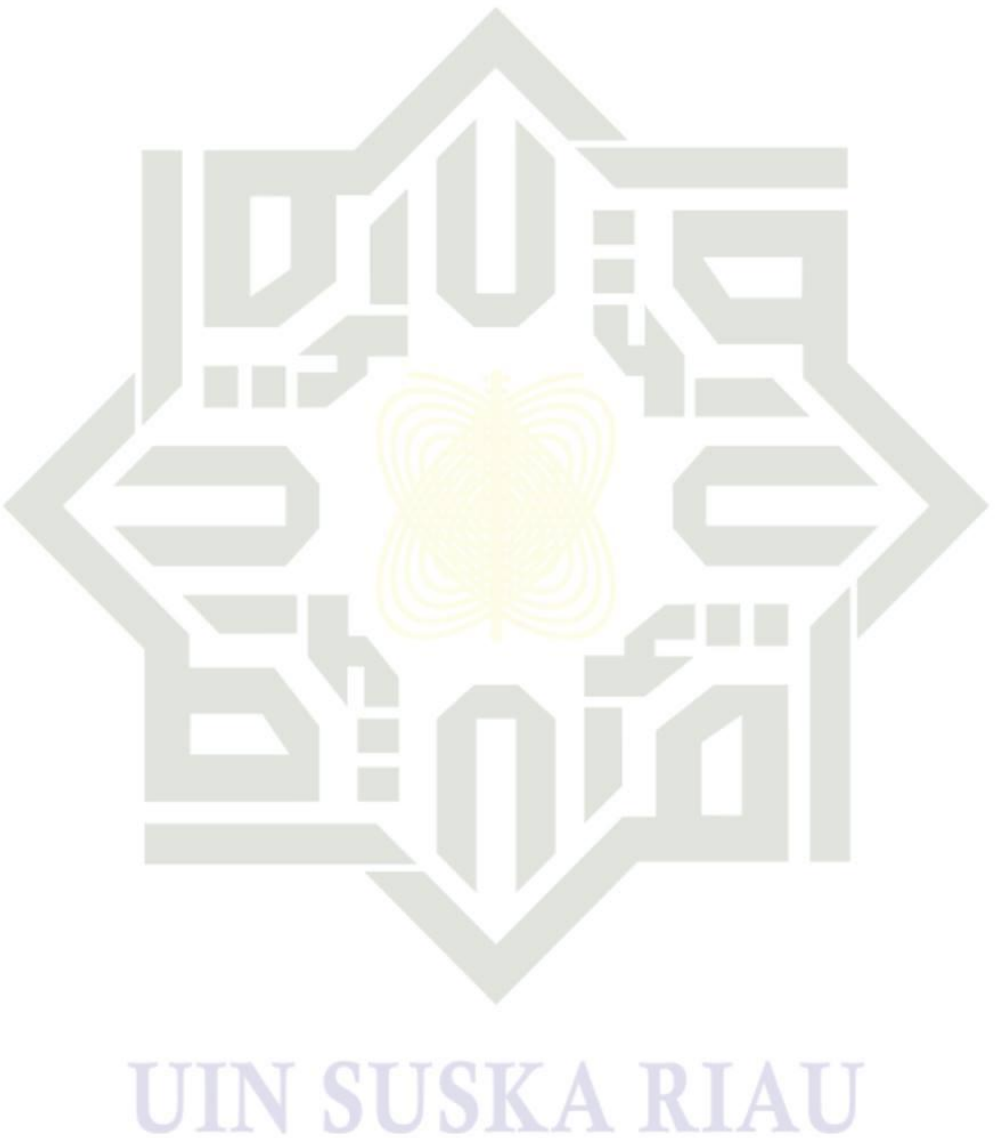
3. Readability

According to DuBay (2007) readability is the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skill, interest, and motivation of the audience. It can be

concluded that readability is a term that shows how easy or difficult a text is to be read and understood by its readers.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is one of the four language skill that is needed to be mastered in learning English. Reading is a way for the readers to communicate with the researcher of the texts they read. According to Cetin and Sidekli (2018), reading is a process in which seeing, understanding, and comprehending the words, sentences, punctuation, and other elements in a written text are needed. In addition, Guines in Cetin and Sidekli (2018) defines reading as a complex process that consists of different operations in brain such as seeing, understanding, vocalization, comprehension, and constructing. In line with the definition above, Kusdemir and Bulut (2018) also defines reading as a process which starts with seeing, continues with the reception of information on the basis of attention and perception and results in comprehension in the brain. From the definitions above, it can be concluded that reading is a process of understanding and comprehending the contents of the written text that the readers do in order to get information.

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b. The purpose of Reading

According to Harris and Smith (1992) stated that the purpose of reading is similar for the beginner and the mature reader. It can be categorized into five categories: finding main idea, finding supporting detail, grasping the author's plan of organization, following a sequence of event though, and critically appraising the author's work. Reading is not only to understand words, sentences and paragraphs, but it is also to understand the whole content and to find the author's ideas.

Moreover, Grabe and Stoller (2004) identify seven kinds of reading as follows:

1) Reading to develop skill and strategy

According to Aebersold and Field, introducing vocabulary in the context of the hope of a reading text and not a list of words separate from the topic of context, is vital to comprehension. Contextual provides a framework and all the associations that reader have of the word within that framework help the students learn.

2) Reading to present or recycle grammar items and vocabulary

According to Aebersold and Field, introducing vocabulary in the context of the hope of a reading text and not a list of words separate from the topic of context, is vital to comprehension. Contextual provides a framework and all the associations that

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reader have of the word within that framework help the students learn.

3) Reading to search of simple information

Reading to search is usually used in reading task. In reading to search, readers typically scan the text for a specific piece of information. Similarly, when the readers want to get the idea of what they read they usually skim the text.

4) Reading to learn from texts

Reading to learn usually occurs in academic and professionals contexts where a person needs to learn information from a text. It is carried out at a reading rate than general reading comprehension.

5) Reading to integrate information

This kind of reading requires additional supporting information from various sources in order to integrate the information they already know before.

6) Reading to write

This kind of reading is used as a model for writing. Learners are usually asked to write something based on the model (reading text). What the reader has read is actually for the basic knowledge of what the reader will write.

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7) Reading to general comprehension

This kind of reading is the basic purpose for reading. Reading for comprehension requires motivation, concentration and good study techniques.

c. The Problems of Reading

In reading a text or a book, there are some problems that the reader might face. According to Paula Fleming (1981), there are some typical causes which then arise toward students' difficulty in reading:

- 1) Limited intelligence
- 2) Overemphasis on word recognition
- 3) Overemphasis on oral reading
- 4) Insufficient background for reading selections
- 5) Failure to adjust reading techniques to reading purpose
- 6) Lack of appropriate teacher guidance.

2. Textbook

a. Definition of Textbook

Textbook is one of the medium instructions. It is considered as the primary instructional resource in schools. It has an important role in educational program. It can facilitate either teachers or the students in teaching learning process. As one of teaching materials, textbook is used both of teachers and students. It determines the activities in the classroom. By using the textbook, teacher can decide what kind of materials which are



determined by the curriculum and syllabus. In 2014, when the curriculum that was used at that time change into the new one, it requires the teachers and students in all over Indonesia to use the same book. Nowadays most of schools in Indonesia, especially in public schools, they use the textbooks published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014.

Almost in all of schools whether it is public school or private school, textbook is used as one of instructional sources for teaching and learning activities. Jean (1985) stated that the textbook predominated throughout as the medium of instruction, except in kindergarten. With each advance in grade level, dependence on the textbook increased. According to Strange (1980), a textbook serves 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.

According to Theo (1984) the term of textbook refers to a coherent body of teaching materials which may consist of either just a course (books) but also a learning package consisting of several parts. As one of teaching material, textbook is used by teachers and students. Textbook determines the activities in the classroom. By using textbook, teachers can decide “what” and “how” materials which are determined by the Curriculum and syllabus. Textbook is not only as a course book but also a set of teaching and learning guideline.

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By all those explanations above, the researcher concludes that textbook is a tool for teaching and learning process which contains lots of materials which is designed based on the curriculum. In Indonesia textbook plays the most important role in teaching and learning process. Teachers in Indonesia use textbook a lot in giving materials or exercises to the students rather than create a new kind of exercise for students.

b. Advantages and Disadvantages of Textbook

Using commercial textbooks in teaching has both advantages and disadvantages. It does not only depend on how they use, but also the contexts and the purposes for their use. Penny (2009) stated on her book about this matter clearly. Firstly, the advantages of the textbook are:

- 1) Framework; A textbook provides the clear explanation about material that will be learnt. Therefore, teacher and students can understand the material generally.
- 2) Syllabus; Sometimes, textbook serves a syllabus that should be followed by the teachers in teaching process. If the teacher has followed the syllabus in textbook regularly, whole material will be covered well.
- 3) Ready-made text and Tasks; Almost in every textbook use in the school provide the texts and tasks which are likely to be an appropriate level for most of the classes. Therefore, it can facilitate teachers in making the test

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- 4) Economy; book is cheaper than any other learning sources/materials.
- 5) Convenience; it is light and small enough to carry around easily.
- 6) Guidance; it can help the teacher who has no experience in teaching.
- 7) Autonomy; students can learn the material in the textbook on their own, they can also use it to review what they already learnt.

Then, The advantages of the textbook based on Penny (2009) are:

- 1) Inadequacy; there is no textbook that can cover every students' needs because every student has different needs. Therefore, choosing the appropriate textbook is not an easy matter.
- 2) Irrelevance; the topics on the textbook may not be relevant or interesting for the students.
- 3) Limitation; textbook sometime leads to boredom and lack of motivation.
- 4) Homogeneity; every textbook has their own rationale.
- 5) Over-Easiness; Teachers find it too easy to follow the textbook uncritically instead using their own initiative and creativity.



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Moreover, Jack Richard (2001) also mentioned some advantages and disadvantages of the textbook in his own book. The advantages of textbook are:

- 1) They provide structure and a syllabus for a program
- 2) They help standardize instruction
- 3) They maintain quality
- 4) They provide a variety of learning resources
- 5) They are efficient
- 6) They can provide a variety effective language models and input
- 7) They can train teachers
- 8) They are visually appealing

From the explanations above, it can be concluded that the use of a textbook as teaching materials has some advantages and disadvantages. To reduce the disadvantages, teachers should be carefully in selecting the textbook which is appropriate with the students' level.

c. Selection of Textbook

Every year, many publishers produced many textbooks to be used in schools. That is why the number of textbook always increases from year to year. In order to get a good numbers of profit, every publisher should increase the quality of the textbook they are published. As textbook becoming important, it encourages many researchers and publishers to



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produce large numbers of textbooks in various students' level. Swan (1991) stated that 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.

In foreign language teaching textbook plays dominant role that is why making the selection of textbook is an important decision. Based on Jack C. Richard (2001) there are four criteria in selecting textbook:

- 1) They should correspond to learners' needs. They should match the objectives of the language learning program.
- 2) They should help to equip students in using language effectively for their own purposes.
- 3) They should take account of students' needs as learners and should facilitate their learning process, without dogmatically imposing a rigid "method".
- 4) They should have a clear role as a support for learning; such as teachers, they mediate between the target language and the learners.

In addition he also mentioned other factors that influence textbook selection, there are:

- 1) Program factors; relating to the concern of the program
- 2) Teachers factors; relating to the teachers' concern
- 3) Learners' factors; relating to the learners' concern.



- 4) Content factors; relating to the content and organization of the materials and reading texts in the book.
- 5) Pedagogical factors; relate to the principles underlying the materials and pedagogical design of the materials, including choice of activities and exercises.

In addition, Theo (1991) also stated that there are two stages in the selection of a textbook: (1) Global selection. This is a first selection of textbook which have 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 teachers' own global analysis (based, for instance, on a textbook typology). (2) Analysis of the textbook remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comments from users, and, where available, reports on empirical research into the effects of the textbook in question can be very useful.

In addition, Davis (1993) pointed out the criteria in selecting a textbook as follow: Accuracy and currency of content, Coherence and clarity of the content, level of difficulty and interest for students, Cost, Size (heavy large text are hard to carry), and format and layout (ease of reading). Selecting textbooks can be done in two aspects: selecting from the textbook itself and selecting from the users of the textbook. One way in selecting textbook from the textbook itself is by

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doing an analysis on the readability of texts in the textbook.

From all the specifications above, it can be concluded that the criteria in selecting textbook cover the organization and content implicate the level of difficulty and interest for the students; accuracy not ambiguity; and the attractive cover, size and layout. That is why the teachers have to be wise and detail in selecting the suitable textbook for the students in order to succeed the teaching and learning activity.

3. Readability

a. Definition of Readability

Selecting the textbook becomes the responsibility of the school; teachers also need to evaluate the contents of the textbook in order to know about the appropriateness of the textbook. One of the evaluations of the textbook is about the analysis of the reading texts provided in the textbook. The analysis of the reading texts can be done by analyzing the readability level of the texts. Readability should be considered as the most important aspects in selecting a good text for the students. Since, the achievement of the goal in teaching reading can be determined by the readability. The analysis on the readability level of the reading texts can help the teacher predict whether the text is difficult, standard or easy for the students. Some language experts define the term of readability of a written text differently.

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In general, readability is an attribute of a text, referring to whether or not it is interestingly and attractively written, and easy to understand. According to Harrison (1999) said that the study of readability relates to systematic examination of a wide range of factors that in combination have been found to be associated with the interest and difficulty level of texts.

As stated in Webster Collegiate Dictionary (Webster, 1966) readability is a noun form of readable (adj) which means able to read easily. Thus, readability is about how a text must be readable to be read, so the readers could comprehend the text and make their own schemata from what they read. Some experts relate the term of readability with the difficulty of the structural and lexical combination. It is stated by Nuttall (1966) that the term of readability is often used to refer combination of structural and lexical difficulty. A statement by Soelistio (2003), readability is defined as ease of a written text and its suitability of writing style and grade level for whom the text is intended to. Readability is not only determined by the length of the texts or the words. It is determined by how interestingly and attractively the text is written. Moreover, Hill (1979) stated 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.

From all the definitions above, it can be concluded that readability is a level of difficulty in reading text. A text is called readable when the

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reader can easily comprehend the text and get the information by reading only once.

b. Factors Affecting Readability

According to Johnson (2014) the term of readability refers to all factors that affect success in reading and understand a text. These factors are:

- 1) The interest and motivation of the reader
- 2) The legibility of the print (and of any illustration)
- 3) The complexity of words and sentences in relation to the reading ability of the reader.

Furthermore, as Day (1994) stated that there are six factors that influence the readability of a text:

- 1) Lexical knowledge

It is more difficult for the students to comprehend the text if the numbers of unknown lexical items in a reading text increase.

- 2) Background knowledge

As like lexical knowledge, background knowledge is also important in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it. Since the background knowledge of EFL readers play a critical role in their comprehension of the passage, teachers should make sure that the topic of the passage is familiar to their students.



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3) Syntactic appropriateness

Syntactic constructions in a passage affect its readability. If a passage contains grammatical constructions that the learners do not know, they might have a hard time reading it.

4) Organization

Organization refers to both the rhetorical organization of the text and the clarity of the organization. The EFL reading teacher should carefully examine a text to see how it is organized. A passage that is not well organized might present problems for EFL students, especially at the beginning stages.

5) 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.

6) 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. If students are unable to finish the reading passage, the lesson is not successful.

c. Approaches Measuring Readability

There are some approaches that can be used in measuring the readability of the text. there are three ways to measure the readability of the text, they are testing, flesch reading ease formulas, and cloze procedures.. The same approaches with different terms in measuring the readability are stated by Beard (1990). He distinguished three broad approaches to the assessment of the text suitability. These can be grouped as teacher-based, text-based, and pupil-based. Procedures used to measure readability are known as readability formulas. Today, there are more than 40 different readability formulas used to measure readability, but some of them are better known and more popular than others.

Among those approaches, the researcher would explain about the approaches in measuring readability.

1) Comprehension Test

Comprehension test can be given to students by asking them to read the text first. After they read the text, give them question about the author's message from the text they read. If the students understand about the text about 70 or 80 percent of the ideas they conveyed by the author, across a number of samples, it means that material is probably suitable for instructional use in the classroom.

2) Flesch reading ease

Flesch reading ease formula is created by Rudolf Flesch (1900). It is a statistical readability formula that analyzes the readability level

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through the number of syllables, words and sentences. Chall states on Dubai' book that is the most popular formula and the most tested and reliable. Furthermore, Flesch formed the formula as follow :

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})10$$

Where :

Score = Position on a scale 0-100

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 divide by the number of the word)

It calculates reading ease on a scale from 1 to 100, with the range of 0 – 30 being “very difficult”, 30 – 50 being “difficult”, 50 – 60 being “fairly difficult”, 60 – 70 being “standard”, 70 – 80 being “fairly easy”, 80 – 90 being “easy”, and 90 – 100 being “very easy”. We can conclude as table below:

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Table II. 1
Flesch Readability Grade

Score	Dfficulty	Reading Grade
0 to 30	Very difficult	Collage to Graduate
31 to 50	Difficult	13 th to 16 th Grade
51 to 60	Fairly difficult	(collage)
61 to 70	Standart	10 th to 12 th Grade
71 to 80	Fairly easy	8 th to 11 th Grade
81 to 90	Easy	7 th Grade
91 to 100	Very easy	6 th Grade 5 th Grade

3) Cloze Procedure Test

The cloze procedure test was originally intended to measure the reading difficulty level of a text (Heaton, 1988). Cloze procedure is a technique in which words are deleted from a passage according to a word-count formula or various other criteria. The passage is presented to students, who insert words as they read to complete and construct meaning from the text. In the same manner as stated by Anderson that cloze tests are typically constructed by deleting from selected texts.

The cloze procedure test was developed by Taylor in 1953 as the published “Cloze Procedure: A New Tool for Measuring Readability”. 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 individual understanding of a text (Dubay, 2004).

According to Alderson (2000) Cloze Procedure Test is typically

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constructed by deleting every n-th word. The n-th word is said to be the word between every 5th and 12th. Cloze procedure test requires students to restore the deleted words. To help students understand the text, one or two sentences of the beginning of the text are usually left intact. After distributing the test to students, teachers have to correct the students' answer and find out the percentage. To find out the percentage of the Cloze Procedure Test, Anas Sudjiono (2006) had formulated a formula as follows:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = Frequency of the right answer

N = Number of item

After finding the percentage of the cloze test, teachers try to find out the cloze score. Beard (1990) classifies the cloze score level as below:

The following judgments can be made on the percentage of words correctly supplied by the reader to fill in gaps on a cloze test.

(Correct words misspelled are counted as correct in this instance.

Up to 40% of gaps correctly filled: **Frustration Level** (suggesting that the text is too difficult for this particular reader); 40%-60% of

gaps correctly filled: **Instructional Level** (suggesting that the reader may need some continuing assistance with the text); over

60% of gaps correctly filled: **Independent Level** (suggesting that



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the reader is likely to be able to cope with the text alone.

Based on the definition above, the judgments of the cloze test result is presented in the following table:

Table II.2

The Judgment of the Students' Readability Level

No.	Percentage of the Correct Answers	Score Judgment
1.	Over 60%	Independent
2.	40% – 60 %	Instructional
3.	Up to 40%	Frustration

(Beard, 1990)

B. Relevant Research

There is some research about the readability. The first research is “The Readability of Reading Textbook Instruction in The Textbook Let’s Talk English for Students of Grade VIII for SMP 257 Jakarta Timur”. It is an unpublished research written by Nursanti Handayani. This research is descriptive analysis; the researcher used Flesch formula and comprehension test by using open-ended and closed-ended questions as the instrument to measure the readability of the text. The researcher was also making interview to the students. The researcher of the research found the result that all the texts in the textbook “Let’s Talk English for Students of Grade VIII” are readable.

The second research titled “An Analysis of The Readability Level of Reading Texts in Passport to The World 2 Textbook by Using Cloze Test”. This study used Cloze test as the research instrument. The researcher also interviewed



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the linguist, English teacher and also the students in order to get information about their comment for the cloze test and to know the students' knowledge about English learning. The finding of this research is that all the texts in the textbook "Passport to The World 2" is so easy to be read by the students, it means that the texts is too readable.

Operational Concept

There is one variable only in this research, it is the readability of textbook *Forward an English by Erlangga 2017*. The researcher did not investigate the factors that affect the readability of the reading texts, instead it focused only on how is students' readability level according to the textbook to find out wether or not the book is appropriate with the grade level or not. Jeanne S. Chall (1949) states on his book that readability formula is a tool for predicting the difficulty of a text. Pricipally, readability is an instrument to estimate the difficulty level in undersatnding reading text. The part of readability formulas are mentioned below :

1. using flesch reading ease formula (rudolf flesch) to analyzes the readability level through the number of syllables, words and sentences.
2. using cloze procedure test to see students' ability in comprehension the text. The complexity of words and sentences in relation to the reading ability of the reader.

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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This study will use content analysis with descriptive study as the research design to analyze the readability level of reading texts in *Forward an English by Erlangga 2017*. There are 8 chapters and an enrichment in the textbook with total reading texts are 18 texts. The reading texts consist of 2 transactional interaction texts (personal letters), 5 interpersonal interaction text, 1 formal invitation text, 1 analytical exposition text, 1 personal letter, 6 lyric of the song, 1 explanation text, and 1 narrative text (folktale).

There were one instruments used in the study, they were test, and using two approaches that is flesh reading ease and Cloze-Test.

Flesch reading is to measuring the textbook is appropriate for the students' using analyzes the readability level through the number of syllables, words and sentences.

Cloze Test was given to students to get the data about the student' understanding of the texts. The cloze test used by the researcher was Multiple-choice cloze test.

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B. Time and Location

This research was conducted by the researcher on January 2023. It was conducted in SMK Negeri 1 Kelayang. It is located in Jend. Sudirman Street, Sungai Lala, Indragiri Hulu, Riau.

C. The Subject and Object of the Research

The subject of this research is the eleventh grade of SMK Negeri 1 Kelayang, and the object of this research is the readability of English textbook (*Forward an English by Erlangga 2017*).

D. Population and Sample**1. Population**

Population is a group of research subjects as a whole. According to Creswell (2012), population is a group of individuals who have same characteristic. The target of population in this research is the eleventh grade-students of SMK Negeri 1 Kelayang.

Table III. 1
Total Population

No.	Classes	Male	Female	Total
1	XI ATP 1	16	19	35
2	XI ATP 2	15	18	33
3	XI ATP 3	16	18	34
4	XI ATP 4	17	18	35
5	XI APHP 1	10	15	25
6	XI APHP 2	11	12	23
7	XI APHP 3	13	11	24
Total population				209

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2. Sample

According to (Gay & Mills, 2019) states that sample is a collection of people, things, or events that represent the characteristic of the larger group from which the sample was drawn. Sample was part of the number and characteristic possessed by the population. The researcher used purposive sampling in this research.

According to Gay & Mills (2019) states that purposive sample is a subset of the original sample that is choose at purposefully for the quantitative phase. The researcher purposefully selected the participants or class that considered by the researcher, the sample was no more than 25 students and then the XI BDP 1 was choosen as sample based on the suggestion by english teacher in that school that consist 25 students.

Table III. 2
The Sample of SMK Negeri 1 Kelayang

No.	Classes	Male	Female	Total
1	XI BDP 1	10	15	25
2	XI BDP 2	11	12	23
3	XI BDP 3	13	11	24
Total Sample				72

E. Technique of Collecting Data

To collect data, the researcher first chose the three reading texts from “Forward an English by Erlangga 2017”. After that, the researcher checked that the textbook is appropriate for students’ by using flesch reading ease formula. After that, counted the readability level of the texts by using Cloze Tests to the eleventh grade of SMK negeri 1 Kelayang.

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Table III. 3

The Blueprint of Radability

No	Indicator
1	Researcher using flesch reading ease to check that book used is appropriate for the students'.
2	Students' are testing by using cloze procedure test.
3	Researcher determine how was students' readability level.

F. Technique of Analyzing Data

The researcher purposely took of the results as the sample of the research and counted the result of the test with the steps as follow:

1. The researcher using flesch reading ease to check that the text is appropriate for the students' or not
2. Flesch readings ease formula : Flesch formed the formula as follow :

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})10$$

Where :

Score = Position on a scale 0-100

ASL = Average sentence length (the number of words divided by number of sentences)

ASW = Average number of Syllables per word (the number of syllables divide by the number of the word)

It calculates reading ease on a scale from 1 to 100, with the range of 0 – 30 being “very difficult”, 30 – 50 being “difficult”, 50 – 60 being “fairly

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difficult”, 60 – 70 being “standard”, 70 – 80 being “fairly easy”, 80 – 90 being “easy”, and 90 – 100 being “very easy”.

Flesch Readability Grade

Score	Dfficulty	Reading Grade
0 to 30	Very difficult	Collage to Graduate
31 to 50	Difficult	13 th to 16 th Grade (collage)
51 to 60	Fairly difficult	10 th to 12 th Grade
61 to 70	Standart	8 th to 11 th Grade
71 to 80	Fairly easy	7 th Grade
81 to 90	Easy	6 th Grade
91 to 100	Very easy	5 th Grade

3. The researcher checked the sample students’ answers of the cloze test and found the number of their right answers of each texts;
4. Then the researcher counted the sample students’ right answers into percentage using the formula as follow:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = Frequency of the Right Answer N = Number of Items

5. After all percentages of the sample students’ right answers are obtained, the researcher added them and averaged them per text. Then it was obtained the average percentage of the sample students’ right answers for each text.

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6. After the average percentages of the students' right answers from each texts are obtained, compare them to the level of comprehension in the following table:

TABLE III. 4
Cloze Test Score

Cloze Score	Difficulty Level
Below 44%	Frustration level
44 – 57%	Instructional level
Above 57%	Independent level

(Joseph, 2014)

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CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

This research objective was to know the readability of the English textbook used by second grade students of SMK Negeri 1 Kelayang. Referring the data analysis in chapter IV, the researcher found that there is no student in independent level, there is 4% of the students in instructional level, and there are 96% of the students in frustration level. In conclusion, the English textbook at second grade students of SMK Negeri 1 Kelayang is not appropriate for the students.

B. SUGGESTION

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. The teacher should take a look on the students English textbook. The teacher should pretend to change the English textbook if it is too hard for the students to read.
2. The students should improve the reading skills. They should ask more the teacher if they found something that hard to understand in the textbook so their reading skill to read the textbook will be better and the textbook will be more readable for the students
3. The next researcher who wants to study about the readability of an English textbook should focus on the book that spread in their regio



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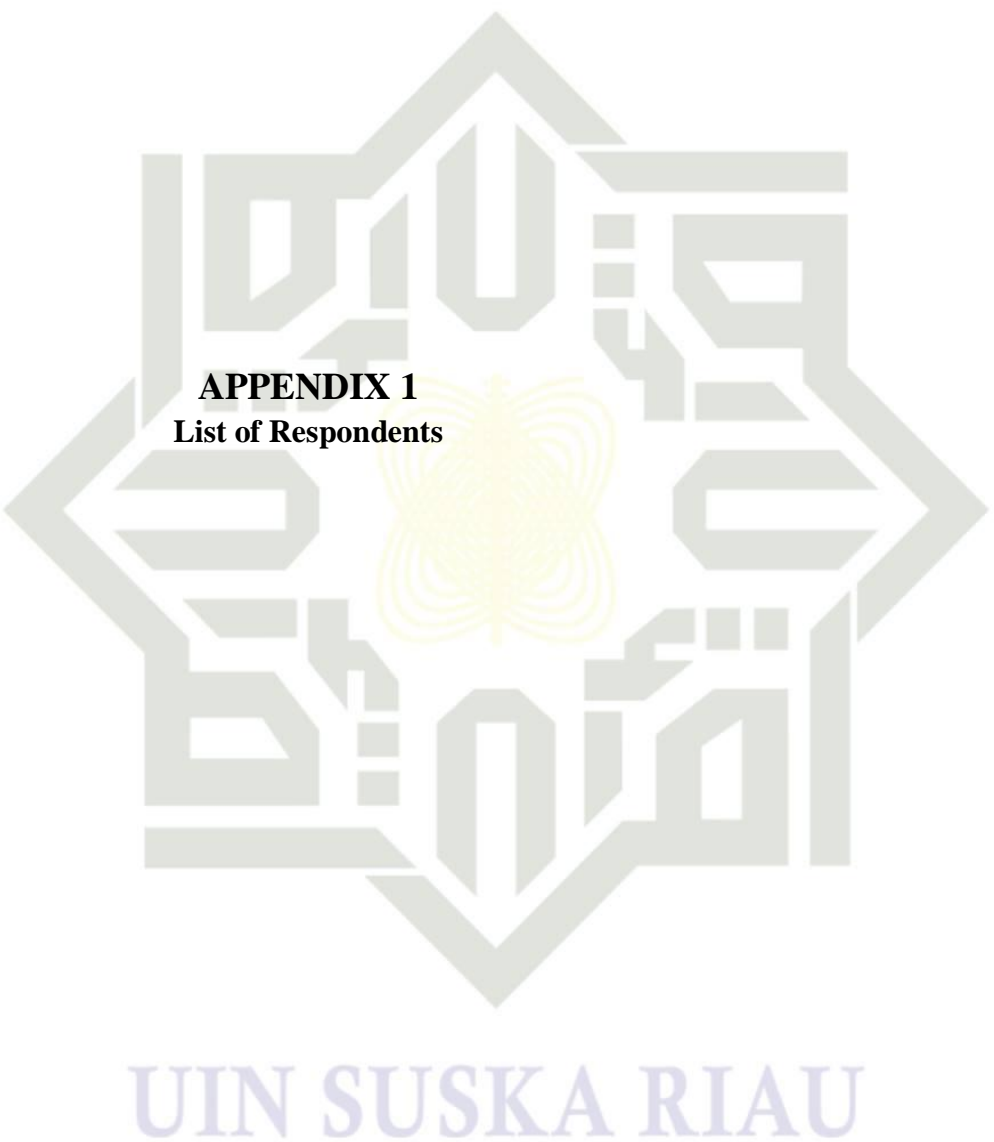
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APPENDIX 1

List of Respondents

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Name	Class
AISAH VELIANA	XI APHP 1
ALWENDA FEBRIANSYAH	XI APHP 1
ARDILIATI	XI APHP 1
DWI AULIA ISMI	XI APHP 1
ELZI SAPUTRA	XI APHP 1
HELISA AMELIA PUTRI	XI APHP 1
M. DAMAR SUHENDRA	XI APHP 1
MERI NOVITA SARI	XI APHP 1
MUAMMAD AKBAR EKA PUTRA	XI APHP 1
NADIYAH SYAHIDAH KARIMAH	XI APHP 1
NISA DESTIA ASTUTI	XI APHP 1
NUGRAHA RAMADHANI	XI APHP 1
NURLIA	XI APHP 1
PINGKY ANDRIAN	XI APHP 1
PAREL ARVISA PUTRA	XI APHP 1
REVA AULIA	XI APHP 1
REVINA. M	XI APHP 1
RIA SAFITRI	XI APHP 1
RIRIN DWI ARIANTI	XI APHP 1
ROSPI YANTI	XI APHP 1
SARUL	XI APHP 1
SITI ANI LOI	XI APHP 1
SUANDI	XI APHP 1
TIO APRIANSYAH	XI APHP 1
YOLI PIANDRI	XI APHP 1



APPENDIX 2

Research Instrument

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UIN SUSKA RIAU



TEST KEMAMPUAN MEMBACA SISWA SMK NEGERI 1 KELAYANG

Tes ini digunakan untuk kepentingan analisis data penelitian.

Hasil dari tes ini tidak ada kaitannya dengan nilai adik-adik di sekolah.

Jawablah soal berikut ini dengan mengisi bagian yang kosong dengan pilihan yang telah disediakan.

Terima kasih atas partisipasi dan waktu yang adik-adik berikan untuk mengisi test berikut.

Name :

Class :

Best of all
Then
Next
After that
Finally

meanwhile
Make sure you
Be careful not to
Remember to
Don't forget to

one
two
three
first
second

TEKS 1

(1)_____ click Print from the File menu. (2)_____ under Page Range, click the radio button next to Pages and enter the odd-numbered pages (1,3,5,7, etc.) (3)_____ click Print. (4)_____ remove the printed pages from the printer and keep them. Make sure that the printed side is on the bottom with the top of the pages in your document, (5)_____ remove the last printed page from the top the stack and keep it safe for now. If there is an even number of pages, just continue to the next step. (6)_____ empty the paper tray and insert your stack of printed pages into it. (7)_____ repeat the print process, but this time choose the even-numbered pages (2,4,6,8, etc) and tick the “reverse pages” box to reserves the printing order. If you saved a page

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengacuhkannya atau menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



TEKS 2

from step 5, (8) _____ add it to the bottom after printing. This is your final page.

next
two
Be careful not to
second
finally

first of all
make sure you
after that
first
Remember to

(1) _____, connect your iphone. (2) _____ use the cable that came with your iphone, connetc one end to the phone, and the USB plug into your computer or USB hub. (3) _____ open photo gallery. Click the “start” button, and in the search box, type “photo gallery”. In ther reuslt list, klik “photo gallery”. (4) _____ click the “home” tab. When that opens, klik “import photos”. (5) _____, select your iphone, in the “import photos and videos” dialog, locate and click your iphone, then click “import” (6) _____ klik “more options”. Select where you want to save your photos and what format to use, folder and file names. (7) _____ select import method. This enables “review, organize and group items to import”, or “import all new items now”, and then click next. (8) _____, after you review, organize, or assign tags to your photos, click “import”.

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh isi tulisan ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Important
example
also
too
In additon

Many
much
finally
because of that
Because of it

TEKS 3

English is an international language and has become the most (1)_____ language. (2)_____ english to communicate to people all over the world in written or sopken ways. (3)_____ countries have their own language but a few of (4)_____ are more likely to use english in daily communication.

(5)_____ to the usage to communicate in daily life and in business, english is also used to read manual guides and instructions of many devices which is written in english. For (6)_____, when you buy a new gadget or a pack of instant noodles, the manual instruction is also written in english. English is (7)_____ used as a key to open doors, leading to scientific and technical knowledge.

(8)_____, english is the only common medium of communication which cannot be overstated. (9)_____, the knowledge of english is quite important for acquiring jobs as it helps in communicating with people from different parts of the world. To be pasrt of the global era, everyone needs to learn english.

THANK YOU



APPENDIX 3 **Result of Instrument**

UIN SUSKA RIAU

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Acc 20/6/2023 p.

TEST KEMAMPUAN MEMBACA SISWA SMK NEGERI 1 KELAYANG

Tes ini digunakan untuk kepentingan analisis data penelitian. Hasil dari tes ini tidak ada kaitannya dengan nilai adik-adik di sekolah.

Jawablah soal berikut ini dengan mengisi bagian yang kosong dengan pilihan yang telah disediakan.

Terima kasih atas partisipasi dan waktu yang adik-adik berikan untuk mengisi test berikut.

Name :

Class :

First of all
Then
Next
After that
finally

meanwhile
Make sure you
Be careful not to
Remember to
Don't forget to

one
two
three
first
second

TEKS 1

(1) _____ click Print from the File menu. (2) _____ under Page Range, click the radio button next to Pages and enter the odd-numbered pages (1,3,5,7, etc.) (3) _____ click Print. (4) _____ remove the printed pages from the printer and keep them. Make sure that the printed side is on the bottom with the top of the pages in your document. (5) _____ remove the last printed page from the top the stack and keep it safe for now. If there is an even number of pages, just continue to the next step. (6) _____ empty the paper tray and insert your stack of printed pages into it. (7) _____ repeat the print process, but this time choose the even-numbered pages (2,4,6,8, etc) and tick the "reverse pages" box to reserves the printing order. If you saved a page from step 5, (8) _____ add it to the bottom after printing. This is your final page.

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

one
Then
meanwhile
three
Don't forget to

next
two
Be careful not to
second
finally

first of all
make sure you
after that
first
Remember to

TEKS 2

(1) _____, connect your iphone. (2) _____ use the cable that came with your iphone, connect one end to the phone, and the USB plug into your computer or USB hub. (3) _____ open photo gallery. Click the "start" button, and in the search box, type "photo gallery". In the result list, click "photo gallery". (4) _____ click the "home" tab. When that opens, click "import photos". (5) _____, select your iphone, in the "import photos and videos" dialog, locate and click your iphone, then click "import" (6) _____ click "more options". Select where you want to save your photos and what format to use folder and file names. (7) _____ select import method. This enables "review, organize and group items to import", or "import all new items now", and then click next. (8) _____, after you review, organize, or assign tags to your photos, click "import".

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We use
We usage
Them
They
in the end

Important
example
also
too
In additon

Many
much
finally
because of that
Because of it

TEKS 3

English is an international language and has become the most (1) _____ language. (2) _____ english to communicate to people all over the world in written or sopken ways. (3) _____ countries have their own language but a few of (4) _____ are more likely to use english in daily communication.

(5) _____ to the usage to communicate in daily life and in business, english is also used to read manual guides and instructions of many devices which is written in english. For (6) _____, when you buy a new gadget or a pack of instant noodles, the manual instruction is also written in english. English is(7) _____ used as a key to open doors, leading to scientific and technical knowledge.

(8) _____, english is the only common medium of communication which cannot be overstated. (9) _____, the knowledge of english is quite important for acquiring jobs as it helps in communicating with people from different parts of the world. To be part of the global era, everyone needs to learn english.

THANK YOU



APPENDIX 4 Thesis Guidance Letters

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Nomor: Un.04/F.H.4/PP.00.9/16749/2022
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 23 September 2022


Kepada
Yth. Drs. Samsi Hasan, M.H.Sc.


Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUSMITRA MUHAMMAD EFENDI
NIM : 11810413006
Jurusan : Pendidikan Bahasa Inggris
Judul : The Analysis on the Readability of English Text book Bahasa Inggris Kelas XI uset at the Second Year of SMAN 1 SUNGAI LALA
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an Dekan
Wakil Dekan I

Dr. Zarkasir, M. Ag.
IP. 197210171997031004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/18566/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 27 September 2023

Kepada
Yth. Nurdiana, S.Pd.I., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUSMITRA MUHAMMAD EFENDI
NIM : 11810413006
Jurusan : Pendidikan Bahasa Inggris
Judul : An Analysis of students readability of English textbook used at the second grade students of SMK Negeri 1 Kelayang
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an, Dekan
Wakil Dekan I
Har Kasih, M.Ag.
IP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. Samsi Hasan M.H.Sc
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Susmitra Muhammad Efendi
4. Nomor Induk Mahasiswa : 11810413006
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	5/6 2022	Judul, Pembahasan dari The Analyst Jadi An Analyst		Revisi
	6/7 2022	formulation of the problem		Revisi
	10/10 2022	Acc for Attending Proposal		Acc

Pekanbaru, 10 October 2022
 Pembimbing,



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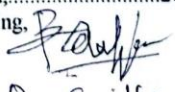


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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. Samsi Hasan M.H.Sc
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Susmitra Muhammad Efendi
4. Nomor Induk Mahasiswa : 11810413006
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/6 2023	Buat Instrument Penelitian		Revisi
2.	20/6 2023	Acc Instrument & core list		Acc
3.				
4.				
5.				
6.				

Pekanbaru, 20 Juni 2023
 Pembimbing, 



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Susmitra Muhammad Efendi
 Nomor Induk Mahasiswa : 11810413006
 Hari/Tanggal Ujian : Jumat, 9 Desember 2022.
 Judul Proposal Ujian : An Anlysis of Student's Readability of English Textbook
 Used at The Second Grade Students of SMK NEGERI 1
 KELAYANG
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, M. Hum.	PENGUJI I		
2.	Kurnia Budiati, M. Pd.	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 10 Maret 2023
 Peserta Ujian Proposal

Susmitra Muhammad Efendi
 NIM. 11810413006



APPENDIX 5

Rsearch Letters

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Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fk.uinsuska.ac.id, E-mail: eflak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/7311/2023
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan Prariset**

Pekanbaru, 10 April 2023

Kepada
Yth. Kepala SMK Negeri 1 Kelayang
di
Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau
dengan ini memberitahukan kepada saudara bahwa :

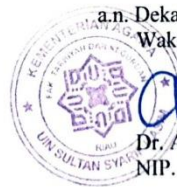
Nama : Susmitra Muhammad Efendi
NIM : 11810413006
Semester/Tahun : X (Sepuluh)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001





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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMK NEGERI 1 KELAYANG**

Alamat : Jl. Simpang Mangga, Desa Sungai Banyak Ikan, Kec. Kelayang, Kab. Indragiri
Hulu, R I A U. Email : smkn1_kelayang@gmail.com
NSS : 321090406001 NPSN : 10401570 Akreditasi A



SURAT PERNYATAAN

Nomor : 169 / 421.5 / IV / 2023 / 421.3
Lampiran :-
Perihal : Balasan Permohonan Izin Penelitian

Kepada Yth,
Kepala Universitas Islam Negeri Sultan Syarif Kasim Riau
Fakultas Tarbiyah Dan Keguruan UIN Suska Riau
di-

Pekanbaru

Dengan hormat,

Sehubungan dengan surat Saudara tanggal 10 April 2023 Perihal izin Melakukan
PraRiset mahasiswa atas Nama SUSMITRA MUHAMMAD EFENDI

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan mengizinkan Pelaksanaan Penelitian tersebut di tempat kami
2. Surat izin melakukan penelitian diberikan semata-mata untuk keperluan Akademik.

Demikian surat balasan ini dibuat untuk dapat digunakan sebagaimana mestinya terima kasih.

Kelayang, 02 Mei 2023
Kepala Sekolah


 Diah FATHONY, M.Pd
 NIP. 19641007 199003 1 006



- Hak Cipta Dilindungi Undang-Undang**
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Fax. (0781) 561647 Web www.fk.uinsuska.ac.id E-mail: effak.uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/10283/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 22 Juni 2023 M

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

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Susmitra Muhammad Efendi**
NIM : 11810413006
Semester/Tahun : X (Sepuluh) 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis Of Student's Read Ability Of English Textbook Used At The Second Grade Student's Of SMK Negeri 1 Kelayang
Lokasi Penelitian : SMK Negeri 1 Kelayang
Waktu Penelitian : 3 Bulan (22 Juni 2023 s.d 22 September 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.


NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
 JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
 PEKANBARU

Nomor : 800/Disdik/1.3/2023/ 31020 Pekanbaru, 15 DEC 2023
 Sifat : Biasa
 Lampiran :
 Hal : Izin Riset / Penelitian

Yth. Kepala SMK Negeri 1 Kelayang

di- Tempat


Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/57632 Tanggal 16 Juni 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SUSMITRA MUHAMMAD EFENDI
 NIM/KTP : 11810413006
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : AN ANALYSIS OF STUDENT'S READABILITY OF ENGLISH TEXTBOOK USED AT THE SECOND GRADE STUDENT'S OF SMK NEGERI 1 KELAYANG
 Lokasi Penelitian : SMK NEGERI 1 KELAYANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.



a.n. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS,

EDI RUSMA DINATA, S.Pd, M.Pd
 Pembina Tingkat I (IV/b)
 NIP. 19720822 199702 1 001

Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



APPENDIX 6 Documentation

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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CURRICULUM VITAE



Susmitra Muhammad Efendi is the last son of Mr. Hendri Bakar and Mrs. Asnah. He was born in Sei Banyak Ikan, February 22th, 2000. In 2012, he graduated from SDN 014 Sei banyak ikan. He also finished his study at SMP 3 Kelayang in 2015 and SMAN 1 Sungai Lala in 2018. In 2018, he was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, he was doing KKN (Kuliah Kerja Nyata) program in Bongkal malang, Indragiri Hulu. Then, he was doing Pre-Service Teacher Practice (PPL) program at SMPN 2 Kelayang in October 2021 until December 2021. To fulfill the requirements for undergraduate Degree in English Education, he conducted the research on July 2022 by the thesis entitled “An Analysis of Students’ Readability of English Textbook Used at the Second Grade Students of SMK Negeri 1 Kelayang”.