

**CONTENT ANALYSIS OF READABILITY NARRATIVE
READING TEXT IN ENGLISH TEXTBOOK BY MGMP
BAHASA INGGRIS MTs KOTA PALANGKA RAYA.**



**BY
MAHDIANNOR**

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
1439 H / 2017**

**CONTENT ANALYSIS OF READABILITY NARRATIVE
READING TEXT IN ENGLISH TEXTBOOK BY MGMP
BAHASA INGGRIS MTs KOTA PALANGKA RAYA.**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree *Sarjana* in English Language Education



**BY
MAHDIANNOR
NIM. 1201120809**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1439 H / 2017**

ADVISOR APPROVAL

Thesis Title : **CONTENT ANALYSIS OF READABILITY
NARRATIVE READING TEXT IN ENGLISH
TEXTBOOK BY MGMP BAHASA INGGRIS MTs
KOTA PALANGKA RAYA.**

Name : Mahdiannor

SRN : 1201120809

Faculty : Teacher Training and Education

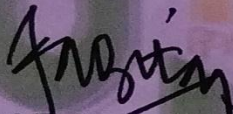
Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

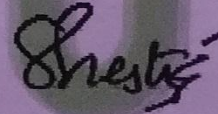
Palangka Raya, November 8th, 2017

Advisor I



Santi Erliana, M.Pd.
ORN. 198012052006042003

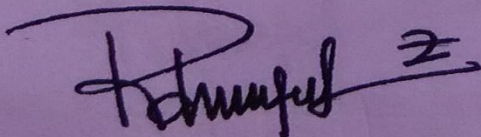
Advisor II



Hesty Widiastuty, M.Pd.
ORN. 198709282015032003

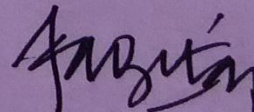
Acknowledged by:

Vice Dean in Academic Affairs



Dra. Hj. Rodhatul Jennah, M.Pd.
ORN. 196710031993032001

Chair, Department of Language
Education



Santi Erliana, M.Pd.
ORN. 198012052006042003

OFFICIAL NOTE

Palangka Raya, October 2017

Case : Examination of
Mahdiannor's Thesis

To
The Dean of Faculty of Education and Teacher
Training of State Islamic Institute of Palangka
Raya

In- Palangka Raya

Assalamu 'alaikumWr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

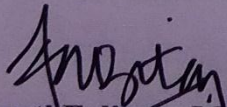
Name : Mahdiannor
SRN : 1201120809
Thesis Title : **CONTENT ANALYSIS OF READABILITY NARRATIVE
READING TEXT IN ENGLISH TEXTBOOK ENTITLED
"MOUNT : AN ENGLISH BOOK" FOR JUNIOR HIGH
SCHOOL EIGHTH GRADE BY MGMP BAHASA INGGRIS
MTs KOTA PALANGKA RAYA.**

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in the Study Program of English Education of the Language Education of the Faculty of Education and Teacher Training of the State Islamic Institute of Palangka Raya.

Thank you for the attention.

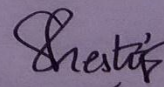
Wassalamu 'alaikumWr. Wb.

Advisor I



Santi Erliana, M.Pd.
ORN. 198012052006042003

Advisor II



Hesty Widiastuty, M.Pd.
ORN. 198709282015032003

THESIS APPROVAL

Thesis Title : **CONTENT ANALYSIS OF READABILITY
NARRATIVE READING TEXT IN ENGLISH
TEXTBOOK BY MGMP BAHASA INGGRIS MTs
KOTA PALANGKA RAYA.**

Name : Mahdiannor
SRN : 1201120809
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Wednesday
Date : November 8th 2017 M / 1439 H

BOARD OF EXAMMINERS

1. Sabarun, M.Pd. (Chair / Examiner) (.....)
2. Luqman Baehaqi, S.S., M.Pd. (Main Examiner) (.....)
3. Santi Erliana, M.Pd. (Examiner) (.....)
4. Hesty Widiastuty, M.Pd. (Secretary / Examiner) (.....)

Approved by:
Dean, Faculty of Teacher
Training and Education



Drs. Fahmi, M.Pd.
ORN. 196105201999031003

MOTTO AND DEDICATION

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

(5) so, verily, with every difficulty, there is relief (6) Verily, with every difficulty there is relief

This thesis is dedicated to:

My beloved Father Mr. Matli and Mother Mrs. Jamrud for their valuable endless prayer, sacrifice and support. And my beloved brothers and sister, Norzani, Hermansyah, M. Ipansyah and Aida Halimah.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Mahdiannor
SRN : 1201120809
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other territory education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 24th, 2017

Yours Faith fully



Mahdiannor
SRN. 1201120809

ABSTRACT

Mahdiannor. 2017. *Content Analysis of Readability Narrative Reading Text in English Textbook Entitled "Mount : An English Book" for Junior High School Eighth Grade*, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erliana, M.Pd., (II) Hesty Widiastuty, M.Pd.

Keywords: *content analysis, flesch ease formula, readability, english book, narrative texts.*

The aim of this study is to know and measure the readability and how students comprehension of narrative text in English textbook entitled "Mount : An English Book" for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*. This study analyses the readability text, and there are fourteen of narrative text that are analyzes.

The study used qualitative method with content analysis design. To collect the data, this study was used purposive sampling technique and Flesch Ease Formula for instrument to check the readability of data. In analyzing data, Some procedures executed to carry out this study, as follow, (1) Classifying and collecting the data (narrative texts) (2) Count the syllables, words, and sentences. The subject of this study was the students of VIII-5 from MTsN-1 MODEL Palangka Raya consisted of 35 students by using multiple choice test.

After the analysis, the result of Flesch Ease Formula showed that the readability of narrative texts is below of students' level with Easy (85.194) where none of any text that equal with students' level and from the result of students' multiple choice test showed the similar result which is included to good category with the average percentage of (82.657) and the most difficult test for the students were from inferential text test.

ABSTRAK

Mahdiannor. 2017. Analisis isi keterbacaan narrative teks dalam buku bahasa inggris yang berjudul “Mount : An English Book” for Junior High School Eighth Grade, skripsi, Jurusan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Hesty Widiastuty, M.Pd.

Keywords: *analisis isi, flesch ease formula, Keterbacaan, buku berbahasa inggris, narrative teks.*

Tujuan dari penelitian ini adalah untuk mengetahui keterbacaan teks narrative dalam buku bahasa inggris dengan judul “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*.

Penelitian ini menggunakan metode kualitatif dan menggunakan desain analisis isi. Penelitian ini menggunakan Flesch Ease Formula oleh Rudolf Flesch untuk mengoleksi data penelitian mengklarifikasikan teks dan didapatkan 14 teks narrative dan menghitung (1) kata (2) kalimat (3) suku kata dan Subjek dari penelitian ini adalah siswa kelas VIII-5 dari MTsN-1 MODEL Palangka Raya terdiri dari 35 siswa data peneliti menggunakan tes pilihan ganda.

Setelah dilakukan perhitungan, hasil dari Flesch Ease Formula menunjukkan hasil keterbacaan teks narrative dibawah level siswa dengan hasil mudah (85.194) dimana tidak ada satu teks pun yang setara dengan level siswa dan untuk hasil perhitungan tes pilihan ganda siswa menunjukkan hasil yang serupa dimana hasil yang didapatkan termasuk dalam kategori bagus dengan persentase rata-rata (82.657) adapun kesulitan siswa terdapat pada soal tersirat.

ACKNOWLEDGMENTS

The writer would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. His thesis advisors, Santi Erliana, M.Pd. and Hesty Widiastuty, M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of his thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom he got in-depth knowledge of English and English teaching.
8. His classmates of Study Program of English Education, especially the 2012 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish his study.
9. His beloved parents, Mr. Matli and Mrs. Jambrud, for their moral support and endless prayer so that he is able to finish his study. May Allah SWT bless them all. *Amin.*

Palangka Raya, November 8th, 2017

The writer,

A handwritten signature in dark ink, consisting of several stylized, overlapping loops and strokes, positioned above the printed name.

Mahdiannor
SRN.1201120767

TABLE OF CONTENTS

| | |
|---------------------------------|------|
| COVER | i |
| COVER (Second Page) | ii |
| ADVISOR APPROVAL | iii |
| THESIS APPROVAL | iv |
| MOTTO AND DEDICATION | v |
| DECLARATION OF AUTHORSHIP | vi |
| ABSTRACT | vii |
| ABSTRAK (Indonesian) | viii |
| ACKNOWLEDGEMENT | ix |
| TABLE OF CONTENTS | xi |
| LIST OF TABLES | xiv |
| LIST OF FIGURES | xv |
| LIST OF APPENDICES | xvi |
| LIST OF ABBREVIATIONS | xvii |

CHAPTER I: INTRODUCTION

| | |
|-----------------------------------|---|
| A. Background Of The Study..... | 1 |
| B. Problem of the Study..... | 6 |
| C. Objective of the Study..... | 6 |
| D. Significance of the Study..... | 7 |
| E. Scope and Limitation..... | 8 |
| F. Definition of Key Term..... | 8 |

CHAPTER II: REVIEW OF RELATED LITETRATURE

| | |
|---|----|
| A. Previous Study..... | 11 |
| B. Textbook..... | 13 |
| 1. Nature of Textbook..... | 13 |
| 2. Types and Components of Textbook..... | 14 |
| a. Types of Textbook..... | 14 |
| b. Textbook Components..... | 15 |
| c. Criteria of Good Textbook..... | 16 |
| C. Reading Text..... | 17 |
| 1. Nature of Reading Text..... | 17 |
| 2. Criteria of Good Reading Text..... | 18 |
| D. Syllabus..... | 19 |
| 1. Nature Syllabus..... | 19 |
| 2. The Syllabus of Reading in Junior High School..... | 20 |

| | |
|--|----|
| E. Readability..... | 21 |
| 1. Nature of Readability | 21 |
| 2. Approach to Measure Readability | 22 |
| a. Reading Ease Formula..... | 24 |
| b. Ms. Word (2007) | 24 |
| c. Flesh Apps | 25 |
| d. Multiple Choice | 25 |
| 3. Readability Formula | 27 |
| 1) The Dale-Chall Formula | 27 |
| 2) The Fry Graph Readability Formula | 28 |
| 3) SMOG Readability Formula | 30 |
| 4) Gunning Fox-Index | 31 |
| 5) Flesch Kincaid..... | 32 |
| 6) Coh-Metrix | 32 |
| 7) Flesch Reading Ease Formula..... | 33 |

CHAPTER III: RESEARCH METHOD

| | |
|--|----|
| A. Research Design and Approach | 35 |
| B. Research Subject..... | 36 |
| C. Time and Place | 37 |
| D. Data Collecting Procedures | 37 |
| E. Research Instrument | 38 |
| F. Population and Sample | 40 |
| G. Data Analysis Procedures | 41 |
| H. Method For Verification Of The Research Finding | 42 |
| 1. Credibility | 43 |
| a. Extention Reading..... | 43 |
| b. Increased Persistence | 44 |
| c. Use Reference Material..... | 44 |
| 2. Transferability | 44 |
| 3. Dependability | 45 |
| 4. Conformability | 45 |

CHAPTER IV: RESULT OF THE STUDY AND DISCUSSION

| | |
|------------------------------|----|
| A. FINDING | 44 |
| 1. Readability | 47 |
| a. Textbook Description..... | 47 |
| b. Data Description | 48 |
| c. Data Analysis | 49 |

| | |
|--|----|
| 2. Students' Comprehension (Test)..... | 62 |
| B. DISCUSSION..... | 65 |
| CHAPTER V CLOSING | |
| A. Conclusion | 71 |
| B. Suggestion..... | 72 |
| REFERENCES | |
| APPENDICES | |

LIST OF TABLES

| Table | Page |
|---|------|
| 2.1 Student Range Score..... | 26 |
| 2.2 Dale-Chall Score..... | 28 |
| 2.3 Fry Graph..... | 29 |
| 2.4 Gunning Fox-Index..... | 31 |
| 2.5 Flesch Reading Ease Score | 34 |
| 3.1 Number of Student MTsN-1 MODEL Palangka Raya..... | 41 |
| 4.1 Description of Sentence, Word, Syllables | 48 |
| 4.2 The Result of ASL and ASW | 53 |
| 4.3 Reading Ease Scale of Flesch Formula | 61 |
| 4.4 Ms 2007 and Flesch apps Score | 62 |
| 4.5 Students' test Toward the Reading Narrative | 63 |
| 4.6 The divided numbers of questions..... | 64 |
| 4.7 Six lowes answers from students' test..... | 67 |
| 4.8 Frequency and Presentation Deviation | 69 |

LIST OF FIGURES

| Figure | Page |
|--|------|
| 4.1 Statistics Flesch & Ms Word 2007 Little Red Reading Hood..... | 54 |
| 4.2 Statistics Flesch & Ms Word 2007 Mouse Deer and Crocodile..... | 54 |
| 4.3 Statistics Flesch & Ms Word 2007 The Fox and the Crow | 55 |
| 4.4 Statistics Flesch & Ms Word 2007 The Four Friends | 55 |
| 4.5 Statistics Flesch & Ms Word 2007 The Mouse and the Hawk..... | 56 |
| 4.6 Statistics Flesch & Ms Word 2007 Little Red Reading Hood..... | 56 |
| 4.7 Statistics Flesch & Ms Word 2007 TIMUN EMAS | 57 |
| 4.8 Statistics Flesch & Ms Word 2007 MALIN KUNDANG..... | 57 |
| 4.9 Statistics Flesch & Ms Word 2007 SIUK BIMBIM AND SIUK BAMBAM | 58 |
| 4.10 Statistics Flesch & Ms Word 2007 YOU MUST BE CLEVER..... | 58 |
| 4.11 Statistics Flesch & Ms Word 2007 A FAIR SHARE | 66 |
| 4.12 Statistics Flesch & Ms Word 2007 THE STILTS | 67 |
| 4.13 Statistics Flesch & Ms Word 2007 THE GOLDEN SNAIL | 67 |
| 4.14 Statistics Flesch & Ms Word 2007 Hanuman and I | 68 |

LIST OF APPENDICES

Appendix 1

Source of Data.....

Appendix 2

Documentation

LIST OF ABBREVIATIONS

| | |
|--------------|--|
| IAIN | : Institut Agama Islam Negeri |
| PERMENDIKBUD | : Peraturan Pemerintah Pendidikan dan Kebudayaan |
| RE | : Readability Ease |
| ASL | : Average Sentence Length |
| ASW | : Average Number of Syllables per word |
| L1 | : English as Foreign Language |
| L2 | : Second Language |

CHAPTER I

INTRODUCTION

This chapter covers the background and the problem of the study, scope and limitation, objectives and significances of the study and the frame of the discussion.

A. Background of the Study

According to Lauder (2008:1) in Indonesia, system of education has been arranged by government, because education is the important part to developing human resource. Furthermore in the globalization era, who want to be good competitor absolutely education is the first regulation.

Awarded with the condition the government make great effort and emplacement english as the first foreign language and compulsory subject in the school. The legitimate of english in education, the government arranged the regulation in the law. Allan Lauder state in Komaria the 1989 law, chapter IX, Section 39, verse 3, english is specified as a compulsory subject, part of the basic curriculum (Lauder, 2008:1).

Googleweblight.com (August 13th 2016 at 8:30 PM) mentions that Teaching learning English is a process of transfer English knowledge involved students, teachers and media. In dictionary, teaching learning English is one of noun words which means as the practice and theory of learning and teaching English for people whose first language is not English.

Based on Permendikbud (Nomor 59 Tahun 2014 Tentang Kurikulum 2013 SMP/MTs), Teaching learning English in Indonesia is one of the ways of Indonesian government to face globalization era.

Teaching learning English becomes one of lessons in the schools since 1975 until now. In the year, English was taught from junior high school until in university. In teaching learning English, teachers and students need textbook as one of media. and usually, teachers use textbook without analyze the textbook base on the standard of good textbook.

Permendikbud also stated Mastering English is important toward the English as an international language. English taught as a formal subject for Junior High School. It is being one of curricular program that aims to develop attitude, knowledge and skills competence of learners as basic skills and strengthening capabilities in the life of society, nation and state in every Junior High School.

Moreover, based on students of IAIN Palangka Raya who practiced teachings (PM) at some Junior High Schools in Palangka Raya, there are schools used workbooks as main source of learning and some schools do not have certain textbook as main source in teaching learning English. Actually, workbook is just a complementary book which has main function to make students more active.

According to Tomlinson that the work book is a book which contains extra practices for learners to work on their own time. It is also use as complement of textbook and to support Lesson Plan (RPP).

According Permendikbud (Nomor 71 Tahun 2014 Tentang Penggunaan buku ajar untuk pendidikan dasar dan menengah) Mentions Several options of English language textbook are available under the guidance of National Curriculum Standards in Indonesia. The Ministry of Education and Culture of Indonesia has provided English language textbook for every level called BSE (Buku Elektronik Sekolah) which originally publish in the form of electronic book and freely printed by educators, this kind of English textbook is mostly used by the teacher and students to teach English lessons especially for those who teach in public school. This statement answer why this textbook used as guidance for Elementary to Senior High School. It is support with the Regulation of The Minister of Education and Culture Number 71 of 2014 about the textbook lessons and teacher guides for Primary and Secondary education.

This government role claim that English teachers have to use the English textbook as guidance accordance to the curriculum apply, and another choice of English language textbook is the commercial textbook that also base in the current curriculum guidelines, because there are many English textbooks are offered by many publishers, even most of the textbooks are use standard of curriculum (Kurikulum 2013). It is not guarantee that the book is appropriate for students. The lacks of transferring message always happen toward understanding the meaning of a textbook, but the problem of readability is on their level or not, can reduce by exploring readability formulas to the textbook.

There are criteria of good textbook as media or main source in teaching learning English. In this chapter writer discusses in short two points of good textbook criteria First, good textbook must fit with school's Curriculum; and second good textbook fits with students' level, ability and need.

First, Good textbook must fit with school curriculum, every school has their own curriculum which should be suitable with national curriculum in Indonesia there are some changes of curriculum. Two newest curriculum in Indonesia are KTSP and Curriculum 2013 since 2014, all of school in Indonesia have use curriculum 2013. But during applying of curriculum 2013, there are many conflict happened. In 2015, ministry of education and culture of Indonesia state that every school in Indonesia must be back to KTSP as national curriculum.

Second, good textbook must fit with students' level, ability and need. In teaching learning English especially in Indonesia, there are skills which must pay attention by teachers and students. The skills are listening and reading as received skills; speaking and writing as productive skills. In this study, writer focused on reading skill.

The writer's reason to focus on reading skill is because many students get in problem when they are asked to deal with the complicated sentence structures typical of more advanced reading materials. Such sentences may have multiple subjects and predicates, embedded clauses and phrases, passive voice, and/or unusual word orders.

According Stevens (1982:A3B4) It becomes our challenge to solve this problem, we need to know which one of the texts that is easy or difficult to understand in reading process. So as a teacher, we can make our students like reading, as an author we can write/create understandable written text. According those reasons, as English teacher candidate, writer wants to analyze English textbook, so it will be useful for schools especially English teachers that use the book.

One of the methods to help the teacher choosing appropriate English textbook for the student is by considering the readability of reading material found in the textbook. What is readability? Readability is the ease of understanding or comprehension the text. In line with this Richards and Schmidt said readability is how easily written materials can be read and understood. Readability depends on many factors, (Richards and Schmidt:422) including (a) the average length of sentences in a passage, (b) the number of new words a passage contains, (c) the grammatical complexity of the language used.

Based on some definitions, readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. Readability may help the learners comprehend how much of the idea and the language presented in the text. This condition could be a success parameter in the reading activity. There are many formulas to measure the readability. They are The Dale Chall Formula, Fry Graph

Readability Formula, SMOG Grading, Gunning Fog Index, Flesch- Kincaid, and Reading Ease Formula (Flesch Readability Formula).

In this study, the writer analyze the readability level of reading texts in the English textbook with Reading Ease Formula (Flesch Readability Formula) and as support that theory the writer use Flesch Apps and Ms Word 2007. This is a documentation research, the document is the English textbook entitled ‘Mount : An English Book’ for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*.

B. Problems of the Study

There are 2 problems of study in this case :

1. How is readability level of narrative reading texts in the English textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*?
2. How is students comprehension of narrative reading texts in the English textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*?

C. Objective of the Study

The main object of this study is still in line with the question above, the study is aimed to know and measure the readability and how students comprehension of narrative text in English textbook entitled “Mount : An English

Book'' for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*. This study analyses the readability text, and there are fourteen of narrative text that are analyzes.

D. Significance of the Study

The writer hopes from the result of this study, both theoretical and practical, it would provide positive contribution especially for the students, teachers, the writer of English textbook and also publishers.

Theoretically, this study aim to support the theory of Rudolph Flesch, the initiators of Reading Ease Formula, as one way to measure the readability of content or text. This study tries to give the real condition of reading material in the English textbook. In the result, it can be a critical and evaluation for a better content.

Practically, for the author (the writer English textbook) and publishers, this study provides some information from the result about clarifying the textbook readability. For the teachers, the result can help them to find and choose the reading material that accordance with the level of their students by considering Reading Ease Formula. If the material is match the students' grade level, the textbook apply in the class will be motivation and interesting more. It means that the comprehension of the reading text can be achieve. The readability prediction is useful for the writer of English textbook and publishers. It will help them conceptualize the material with the students' reading level.

1. As the reference for teachers who teach English by using textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*.
2. As the reference for school and teachers who need English textbook as English teaching media/resource.
3. As the reference for next researches who wants to make the same research or related research with different study to know level of readability of reading text.
4. As the reference and knowledge for author, when creates English textbook.
5. As the knowledge for writer who writes this research.
6. As contribution and knowledge for author and publisher of textbook entitled: “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*.

E. Scope and Limitation

This study only focused on Readability level and students comprehension of narrative reading texts (fourteen texts) in textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya*.

F. Definition of Key Term

According Krippendorff (1982:8) terminology is use by the writer to avoid misunderstanding in interpreting the meaning of the terms in this thesis proposal.

1. Content analysis is a technique to make conclusions by identifying the characteristics of certain messages objectively and systematically. Klaus Krippendorff define analysis is the contents as a research technique in making conclusions from the data context. Based on the two above definition, then there are two content analysis functions, namely: providing a systematic description and can be tested on the content and latent manifest a narrative discourse, and produce a valid conclusion based on the context of narrative descriptions of the content. presents three main functions of content analysis, there are:

- Describing the characteristics of the communication by asking the question: what, how, and to whom the message was delivered.
- Make conclusions, such as the antecedents of communication, asking why the message was delivered
- Make conclusions about the consequences of communication with the use of what effects the message.

2. *Readability* refers to easy or pleasant to read. The analyzing of readability is the readable of some texts that are easy or difficult to read (Crossley, 2001:85).

3. *Readability Text* how easily written materials can be read and understood. Readability depends on many factor, including (a) the average length of sentence in passage (b) the number of new words a passage contains(c) the grammatical complexity of the language use.

Procedures use for measuring readability are known as “readability formula”(Hornby, 1995:1234).

4. *Reading text* is any form of written material that is aim for reading comprehension.
5. *Textbook* is an instruction use as guidance in the teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the readability. To be more specific, this review of related literature discusses about previous studies, nature of textbook, types of textbook and textbook component, the criterion of good textbook, nature of reading text, criteria of good reading text, nature of readability, nature of syllabus, syllabus in Junior High School, approach to measure readability: supporting and readability formula, and procedure in counting readability.

A. Previous Study

The writer takes some previous studies as the comparison and guidance of this research. The first is “Assessing Text Readability Using Cognitively Based Indicators” (Scott Acrossley, Jerry Greenfield, Daniel S. McNamara). This study was an exploratory examination of the use Coh-Metrix, a computational tool that measures cohesion and text difficulty at various levels of language, discourse and conceptual analysis. It was suggested that Coh-Metrix provides an improved means of measuring English text readability for second language (L2) readers, not least because three Coh-Metrix variables, one lexical confederality, one measuring syntactic sentence similarity and one measuring word frequency, have correlates in psycholinguistic theory. The current study draws on the validation exercise conducted by Greenfield with Japanese EFL students, which ‘partially replicated Bormuth’s study with American students. It finds that Coh-Metrix, with its conclusion on the three variables, yields a more accurate prediction of reading

difficulty than traditional readability measures. The finding indicates that linguistic variables related to cognitive reading process contribute significantly to better readability prediction than the surface variables used in traditional formulas. Additionally, because these Coh-Metrix variables better reflect psycholinguistic factors in reading comprehension such as decoding, syntactic parsing, and meaning construction, the formula appears to be more soundly based and avoids criticism on the grounds of construct validity.

The second is *“Evaluating Online Health Information: Beyond Readability Formulas”* by Goudy Leroy, PhD, Stephen Helmreich, PhD, James R. Cowie, PhD, Trudi Miller, and Wei Zheng. There were formulas to measure readability levels, but there was little understanding of how linguistic structures contribute to these difficulties. They were developing a tool of linguistic metrics that were validated with representative users and can be measured automatically. In this study, they provide an overview of their corpus and how readability differs by topic and source they compare two documents for three groups of linguistic metrics. They report on a user study evaluating one of the differentiating metrics: the percentage of function words in a sentence. Their results show that this percentage correlates significantly with ease of understanding as indicated by users but not with the readability formula levels commonly used. Their study was the first to propose a user validated metric, different from readability formulas.

The third is *Readability - An Analysis of English Textbooks for Swedish School Years 7-9*. Results of this study are from Flesch Reading Ease and Flesch-

Kincaid in Microsoft Word 2007 indicated that the texts in general become more difficult for each school year and with assigned level. However, the study showed that there are differences among the four series as regards. (Langeborg, 2010)

The fourth, “The Readability Level of Reading Text in the English Textbook Entitled “Look Ahead 2” Published by Erlangga” this study is written by Fahrudin. The writer uses this study as the main reference in finding readability. The study aimed to know and measure the readability level of the reading texts in the English textbook entitled “Look Ahead 2” Published by Erlangga. The finding shows that from 6 units that divided into 23 reading texts in the English textbook, all the text are readable and suitable for the eleventh grade of Senior High School, but there two texts more proper used in senior high school that are entitled *Proverbial Value and Can AFI Guarantee One to be a Talented Singer*, where both the text are fairly difficult. (Fahrudin, 2012)

The differences between those fourth related studies with this study was used the book by MGMP Bahasa Inggris MTs Kota Palangka Raya would be analysis. The writer interest to analyze this book because new book and local product, and hopes this research would to support the next edition for these books. The writer focus only on the readability level of narrative reading textbook with Flesch Ease Reading Formula by Rodulf Flecsh, on reading textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya.

B. Textbook

1. Nature of Textbook

Book is a written or printed work consisting of pages glued or sewn together along one side and bound in cover, and the meaning of textbook is a book used as a standard work for study of subject. In this world there are many kinds of textbooks and one of them is a natural textbook.

According to Hornby (1992:43) There are many definitions of textbooks based on the experts, the first Hornby states that a textbook is an instructional material used as guidance in the teaching and learning process. In line with this Richards and Schmidt stated, a textbook is a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing and grammar) or deal with a single skill (e.g. reading).

From the definition above it can be concluded that a textbook is a compilation of information, a source of knowledge and as an instructional media that is prepared to explore students' potential.

2. Types and Components of Textbook

a. Types of Textbook

Types of textbooks involve those based on Schmidt (1993:550)

- (1) Core textbook series, text in a leveled sequence for pre-beginning to high-intermediate level.
- (2) Supplemental texts, books that can be used alongside a core textbook which included a specified skill categories such

listening, reading, speaking, writing, vocabulary, and pronunciation.

- (3) Grammar texts. There are two categories of grammar texts, they are Core Grammar series that included usage and rules followed by oral and written practice and assessment. Then, Reference Grammar Texts do not contain assesment and practice, but list and index of English Grammar rules.
- (4) Content based texts, texts that address specific subjects or topic areas such as citizenship, social studies, academic preparation, or workplace ESL. These books are published as individual stand alone texts or in leveled series.
- (5) Dictionaries, the references are available that include definitions that draw from limited, high frequency and vocabulary.

Based on the explanation, some of textbook types above perhaps can help the teacher in choosing or looking references.

b. Textbook Components

According Weddel (1981:86) there are many core textbook series for adult learners designed with similar components or sections. Weddel gives the common design or layout that may be can help the teachers compare and contrast contents and instructional methods used in different textbooks. Those are typical student book and a typical teacher book or guide, for more specific as follow:

A typical students book may contain these major components are (1) Instruction, notes to the teacher and/or learner, (2) Scope and sequence, a table of contents listing the topics, vocabulary, skills, outcomes and standards covered in each unit, (3) Units, each unit may include a presentation of new language (vocabulary, content structures), practice activities, application of activities and an evaluation or end of unit performance assessment, (4) Tape scripts, (5) Answer key, (6) Grammar appendices, (7) Index.

Weddel also said with the various components of the textbook be expected students can improve their reading skills in this regard in accordance with the major students interest.

c. Criteria of Good Textbook

According Ainiyah (2009:8) The selection of the good textbook is not easy job for the teacher, because it should be based on the psychological needs, interests and abilities of the student. Rombe panjung clarified in Ainiyah about classify a good textbook that must meet several requirements as mention as follows: First, it must be realistic which means 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 the objectives should be achieved. Third, it must be interesting to the students. The last, it must be in line with the approach used. More specific Sequin explained the good English textbook divided into two aspect that are Academic features and Physical features, as mentioned below:

Sequin (1989:18) stated Good English textbook based on academic features, (1) introduction of the author, (2) Exercises, (3) Glossary, (4) Illustrations and, (5) Bibliography. And for physical features, there are six components those (1) Printing, (2) Size, (3) Paper, (4) Cover, (5) Binding and, (Price). Sequin also break down the aspects of textbook evaluation. Aspects which should be evaluated correspond to those defined as determining the quality of textbooks are, (1) Content, (2) Pedagogical approach, (3) Language, and (4) Illustrations. In the readability context, all those aspects are equally important. Their level should judged to be at least very satisfactory if the final manuscript or textbook is to be approved. Imperfections or inferior level in one aspect will inevitably have negative impacts on the others. For example, phrases which are too long and complex, or too many unfamiliar words and terms, can impede comprehension of the text and discourage the main interest in content.

From the expert explanation above hope it would be guide line for the teacher to consider good textbook which including interest, levels and background of knowledge for the student that relevant with the condition.

C. Reading Text

1. Nature of Reading Text

Hornby (1995:123) stated Reading is the process of constructing meaning through the dynamic interaction. The reader's existing knowledge, the information suggested by the text being read and the context of the reading situation.

Johnson (1990:23) stated reading is the practice of using text to create meaning, Johnson definite simply, but emphasize two key words, that are creating and meaning. Hornby stated reading text is any form of written material that is aimed for reading comprehension.

The statement quite enough information, reading text is the written material presented for reader while reading itself the process to read the text.

From the definitions above, it can be concluded reading is a process to understand about meanings of the text conveys. Sometimes reading and reading text are most similar, therefore it will be worthwhile to explain about reading text in different place to distinguish or avoid misinterpretation both them.

2. Criteria of Good Reading Text

According Sweet and Snow (2003:5) The features of a text have large effect on comprehension, and interpretation therefore teacher should determine the good reading text that suitable and enjoyable by the student. Sweet and snow said text that are badly written or poorly structured are harder to understand. Text that omit crucial information, or link between bits of information, are also hard to understand, and of course, text that draw upon background knowledge unavailable to the reader are hard to understand. The statement indicate if the text has important role, and wide infect, therefore the text or reading text should be good and carefully in choose.

Numerous factors that contribute in comprehend the texts. Berardo(1998:132) said, there are four criteria of a good text for students, they are:

- a) Suitability of content, it means that the achievement the materials for the students are interesting, enjoyable, challenging, and appropriate for their goal in learning English.
- b) Exploitability, is a text that facilities the achievement in certain language and content goals which is exploitable for instructional task and techniques; and it's interpretable with other skills (listening, reading, speaking and writing).
- c) readability, the text with lexical and structure difficulty that will challenge the students.
- d) Presentation, it is about the content, does it look authentic, attractive, grab the students' attention and it make him want to read more.

The criteria above were the good reading material that would help the students to promote their skill, because they find the book that relevant to them, clear goal, the structure challenging, then the material complete which mean covered four skills of English. Without giving attention to the some criteria that mentioned, the student will be hard to understand. So that, in using textbook should be consider many things in order to the process of transferring information and knowledge are really come to the goal.

D. Syllabus

1) Nature of Syllabus

A syllabus is an official “map” on a school subject, it provides teachers with:

- a rational and outline of the school subject

- an overview and specification of what should be taught and learned
- guidance on applying centralized standards to assess students to ensure that classroom and school-level assessment aligns with systemic practice.

Salim (1987:98) Explains that "It is Outline syllabus, summaries, abstracts, or Main points or From the content of learning material".

Yulaelawati (2004:123) Explaining that the syllabus is a set of plans and the implementation of learning and assessment arrangements are made for a system containing all the components have a relationship with the goal of mastering basic competencies.

The explanation above indicates if then syllabus is the guideline and standard role for the teacher to find out the material, topic and specific contents to teach the students and it should be match with the students need.

2) The Syllabus of Reading in Junior High School

a. Core of competency

Basic competence is the minimum number of capabilities that must be possessed of learners in order to master SK certain subjects. Basic competencies selected from those contained in Content Standards. Before determining or selecting the Basic Competence, authors must first assess the standard of competence and basic competences of subjects with attention the following matters:

- (1) order based on the hierarchy of the concept of discipline and / or level of difficulty basic competencies.

(2) between standard linkage competence and basic competences in the subject.

(3) standard linkage competence and basic competences between lesson material .

b) Standard of competency

5.1 Competence is the standard qualification that describes the ability of learners acquisition of knowledge, attitudes, and skills to be achieved in certain subjects. Competency Standards taken from the Content Standards (Competence Standard and Basic Competence) Subject.

c) Indicators

1. Student are able to offer based on context properly
2. Student are able to respond an offer properly
3. Student are able to give a suggest based on context properly
4. Student are able to respond a suggestion properly
5. Student are able to write offering expression correctly
6. Student are able to write suggestion correctly.

E. Readability

1. Nature of Readability

In this section the writer applied the readability definition and how the approach of readability formulas and the writer chooses one of them, that is Flesch Readability Formula.

Oakland and Land stated (1999:89) Readability is the ease of understanding or comprehension the text. There are some definition of

readability base on the experts that are taken from many resources. Dubay state that readability is what makes some texts easier to read than others do. It is often confused with legibility, which is a concern with typeface and layout.

Readability as it is applied to language is concerned with the comprehensibility or understandability of a piece of written text.

“...the efficiency with a which a text can be comprehended by a reader, as measured by reading time, amount recalled, questions answered, or some other quantifiable measure of a reader’s ability to process a text...”

The creator of the SMOG readability formula G. Harry McLaughlin defines readability as: “the degree to which a given class of people find certain reading matter compelling and comprehensible.” This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation.

In line with this Richards and Schmidt (1992:178) said readability is how easily written materials can be read and understood. Readability depends on many factors, including (a) the average length of sentences in a passage, (b) the number of new words a passage contains, (c) the grammatical complexity of the language used.

Based on some definitions, readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. In other words, readability means how much of the idea and the language presented in the text are comprehend by the reader, that determines of success in reading.

2. Approach to Measure Readability

According Richards and Schmidt (1992:148) they stated the concept of readability commonly is the text comprehensibility and makes the ideas to a particular audience. Therefore Oakland and Lane state the method that used to measure readability,

“Readability methods that consider both quantitative and qualitative variables are performed by seasoned professionals are recommended. Research examining the use of readability formulas applied to test content in needed.”

From the statement above indicate to measure readability, the method is about quantitative and qualitative, because both factors above very essential and always make relationship, especially in measuring readability.

Besides that, Nancy Padak (2005:145) stated the concept of readability is complex. There are seven factors that can be influence text difficulty or unreadable, (1) Reader’s interest or background knowledge. It is depend on background of background of knowledge the reader if the reader less information it will find hard to interpret the meaning, (2) Words. Unfamiliar and abstract make difficult to understand, (3) Syntax or language pattern. Long complex sentence and sentences in passive voice are more difficult to read, (4) Internal organization. The lack of presentation ideas can influence the readability, (5) contextual support. Textbook-like texts lack features such as headings, graphics, illustrations, etc that can influence the readers, (6) Format. Font size, length and even in appearance of the text on a page can cause more difficult to read. Padak illustrate many things should consider to determine the readability of book contents.

Based on the explanation above can be concluded that to calculate the legibility of a text there are some things or processes that must be done are by:

- (1) The number of syllables of the text
- (2) Number of words in text
- (3) Number of sentences in the reading

In this study writer used Flesch Ease Formula by Rodulf Flesch and for the support the writer used two items, there were Flesch Apps and Ms Word 2007. And for the answer second problem of study writer do the test for the student with used multiple choice, the elaboration of each approaches was presented below:

a. Reading Ease Formula

Readability formulas work by measuring certain features of a text based on mathematical calculations. We base these readability measures on a handful of factors, like the number of words in a sentence, as well as the number of letters or syllables per word. Most readability formulas are based on one semantic factor, i.e., the difficulty of words, and one syntactic factor, i.e., the difficulty of sentences. We don't need to calculate other factors, as they tend to make the formulas more complex and achieve little in return. In this case writer use Reading ease Formula by Rudolph Flesch

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

RE = Readability Ease

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

ASW = Average Number of syllables per word (the number of syllables divided by the number of words).

The writer interest used flesch ease formula because have many steps for measuring the readability and flesch ease formula also have basic letter for calculated and the writer should count the word, sentence and syllable in the text if used flesch ease formula. And for the supporting data from flesch reading ease, writer use 2 items:

b. Ms. Word (2007)

Microsoft Word is word processing software that allows users to create and edit text documents. Users can start with blank documents or work from pre-configured templates for projects with frequently used formats. Microsoft Word is often packaged with the Microsoft Office Suite, but it is also sold independently. Microsoft Word let users format various aspects of a document, ranging from text alignment to custom table layouts. Beyond basic data entry, the program enables users to insert and format images and shapes or view and edit PDF files. To simply use the program as a document viewer, individuals can access documents in Read mode to avoid accidental changes. The software is valuable for businesses because it allows remote collaboration on documents projects, making it easy to share file updates.

c. Flesh Apps

Flesh is a Java application designed to analyze a document (plain text, rich text, Word documents, and PDFs) and display the difficulty associated with comprehending using the Flesch-Kincaid Grade Level and the Flesch Reading Ease Score. Basic text statistics are also displayed, including number of characters, words, sentences, and average number of characters per word, syllables per word, and words per sentence.

d. Multiple Choice

Kehoe (49:1995) stated in writing multiple-choice test items multiple choice is a form of an objective assessment in which respondents are asked to select the only correct answer out of the choices from a list. Multiple choice items consist of a stem, the correct answer, keyed alternative, and distractors. The *stem* is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information. The options are the possible answers that the examiner can choose from, with the correct answer called the *key* and the incorrect answers called *distractors*. Only one answer can be keyed as correct. This contrasts with multiple response items in which more than one answer may be keyed as correct.

For advanced items, such as an applied knowledge item, the stem can consist of multiple parts. The stem can include extended or ancillary material such as a vignette, a case study, a graph, a table, or a detailed description which has multiple elements to it. Anything may be included as long as it is necessary to ensure the utmost validity and authenticity to the item. The stem ends with a lead-

in question explaining how the respondent must answer. In a medical multiple choice items, a lead-in question may ask "What is the most likely diagnosis?" or "What pathogen is the most likely.

The conformity of the relevance of the result students' comprehension, the indicator has been met the total number of category. The table of conformity percentage used in the scored process was presented followed:

Table 2.1 The conversion of fulfillment of conformity materials into four proposed category (Pusat Perbukuan, 2011)

| Range of Fulfillment Percentage | Category |
|---------------------------------|------------|
| 0-25 | Poor |
| 26-50 | Sufficient |
| 51-75 | Fair |
| 76-100 | Good |

3. Readability Formula

Generally, readability formulas give a rough estimate of text readability. According to Ulusoy in Bean and Baldwin (2006:14) over 30 different readability formulas and graphs have been developed. The writer noted that many readability formulas used in many different ways and procedures to measure the readability. Zamanian and Heydari state at least seven formulas that still exist in this time, they are:

- 1) The Dale-Chall Formula

- 2) The Fry Graph Readability Formula
- 3) SMOG Reading
- 4) Gunning Fox Index
- 5) Flesch-Kincaid
- 6) Coh-Matrix, and
- 7) Reading Ease Formula (Flesch Readability Formula).

1) The Dale-Chall Formula

The Dale-Chall formula is the result of the collaboration of two writers who had been working on the problem of the readability for several years prior to their successful join venture; they are Edgar Dale and Jeane 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. According to Zamanian and Heydari, the pattern of the Dale-Chall formula is follows:

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

Raw Score = Reading grade of 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 corrected grade level score which range from approximately fourth.

To interpret the score, it's presented in the following table below grade to sixteenth grade (college graduate).

Table 2.2 of Dale-Chall Score

| RAW SCORE | ADJUSTED SCORE |
|---------------|---------------------------------------|
| 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) |

2) The Fry Graph Readability Formula

The Fry Graph Readability Formula is one of the most popular reading formulas. It is developed by Edward Fry. Fry developed readability test based on graph. The graph-based test determined readability through high school; it was validated with materials from primary and secondary school and with results of other readability formulas.

Directions for use fry graph readability formula are:

1. Randomly select three 100-word segments of your text.
2. Count the number of syllables in each 100-word segment and calculate the average.
3. Count the number of sentences in each 100-word segment and calculate the average.

4. Plot the average number of sentences and the average number syllables on the graph.
5. The area in which the average number of sentences and syllables cross is the grade reading level of the text (U.S Department, 2010:23).

The way to counting readability level of reading texts by using Fry formulation is follow:

$$G = 669 I + 4981 LD - 2.0625$$

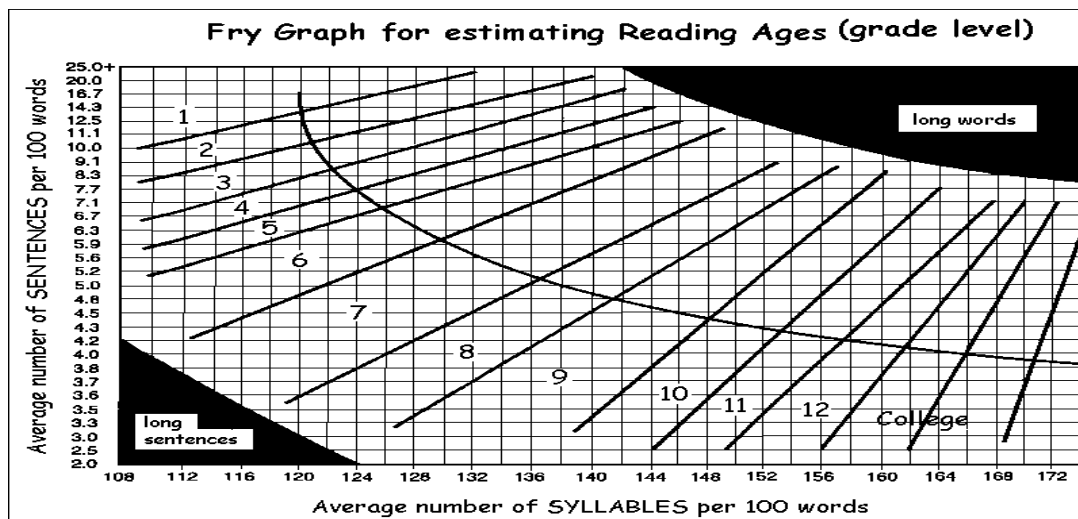
G = Reading Grade Level

I = Average idea unit length

LD = The average number of words

To estimate reading ages by Fry graph and the average of words, sentences, and syllables, see the figure below:

Look at Table 2.3



3) SMOG Readability Formula

Another formula delivering a general estimated of readability is SMOG Grading. It is created by Harry McLaughlin. 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. The SMOG formula is considered appropriate for secondary age (4th grade to college level) readers, (Niace, 2009:10-11) and the pattern is:

$$\text{SMOG Grade} = 3 + \text{Square Root of Polysyllable Count}$$

SMOG (Simple Measure of Gobbledygook) is much quicker and easier to used.

Directions to use are:

1. Select a text
2. Count 10 sentences
3. Count the number of words that have three or more syllables
4. Multiply this by 3
5. Circle the number closest to your answer
6. Find the square root of the number you circled
7. Add 8 readability level.

To gain the most accurate readability levels on longer texts the beginning, the middle and the end, and take the average of the three scores.

The calculating the SMOG level of a text:

1 4 9 16 25 36 49 64 81 100 121 144 169

1 4 9 16 25 36 49 64 81 100 121 144 169

2 3 4 5 6 7 8 9 10 11 12 13

4) Gunning Fox-Index

The Gunning Fox-Index use two variables, average sentence length and the number of word with more than two syllables for each 100 words.

The formula of Gunning-Fox Index looks below:

Grade Level = 4 (average sentence length = hards word)

Hards word = Number of words more than 2 syllables

Grade Level = 3.06080 = 0877 (average sentence length) + 0.984

(percentage of monosyllables)

A hard word is defined as a word that is more than two syllables long as shown the table below:

Look at Table 2.4

| Fox-Index | | Estimated Reading Grades |
|-------------|----|--------------------------|
| | 17 | College Graduates |
| | 16 | College Senior |
| | 15 | College Junior |
| | 14 | College Sophomore |
| Danger Line | 13 | College Freshman |
| | 12 | High School Senior |
| | 11 | High School Junior |
| | 10 | High School Sophomore |
| Easy | 9 | High School Freshman |
| Reading | 8 | Eight Grade |
| Range | 7 | Seventh Grade |
| | 6 | Sixth Grade |

5) Flesch Kincaid

Flesch-Kincaid Grade Level based on formula reported by Kincaid et al.

The formula is based on the number of words per sentence (sentence length) and the number of syllables per word (word length).

Direction to use this formula:

1. Calculate L, average sentence length (number of word divide number of sentence)
2. Calculate N, average number of syllables per word (number of syllable divide number of word)

$$\text{Reading Age} = (L \times 0.39) - 10.59 \text{ years}$$

L = Average sentence length

N = Average number of syllables per word

$$\text{Grade Level} = (L \times 11.8) - 15.59$$

6) Coh-Metrix

The Coh-Metrix L2 Reading Index is calculated using three linguistic indices reported by the Coh-Metrix tool. These three indices are CELEX Word are, text readability and intuitive simplification frequency (logarith mean for content words), sentence syntax similarity (sentence to sentence adjacent mean), and content word overlap (proportional adjacent sentence unweighted) (Crossley,2001:91).

$$\begin{aligned} & -45.032 + (52.230 \times \text{Content Word Overlap Value}) + (61.306 \times \\ & \text{Sentence Syntact Similarities Value}) + (22.205 \times \text{CELEX} \\ & \text{Frequency Value}) \end{aligned}$$

7) Flesch Reading Ease Formula (Flesch Readability Formula)

Here one of the readability formula which most used to test the readability of the text. And this formula will use in this study. The formula is Reading Ease formula by Rudolph Flesch.

Flesch readability formula is considered as one of the oldest formula which can survive among of the new formula appear. Flesch formula is most accurate to measure readability of the text. Flesch was developed it in 1948. This formula is a simple approach to assess the grade level of the reader.

According to Dubay, the formula is considered easier to use, requiring no comparison with word lists. The comparison involves only the counting of syllables, words and sentences. The formula is the best combination of simplicity and meaningfulness. Moreover, Flesch readability 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 form, for example newspaper, articles and journalism.

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

The following table was helpful to assess the ease of readability in a reading text:

Look at Table 2.5 Flesch Reading Ease Score table

Flesch Reading Ease Score table

| Flesch Reading Ease Score | Readability Level/ Category | Estimated Reading Grade |
|----------------------------------|------------------------------------|--|
| 0-29 | Very Difficult | College graduate |
| 30-49 | Difficult | 13 th to 16 th Grade (College) |
| 50-59 | Fairly difficult | 10 th to 12 th |
| 60-69 | Standard | (8 th or 9 th graders) |
| 70-79 | Fairly easy | (7 th graders) |
| 80-89 | Easy | (6 th graders) |
| 90-100 | Very Easy | (5 th graders) |

The table 2.2 above presented Flesch Reading Ease Score, Readability Level/ Category and Estimated Reading Grade.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design and approach which used in the study including data collecting procedure, instruments, data collection, data analysis while explaining the stages and processes involved in the study, and method for verification the research findings.

A. Research Design and Approach

To get the data in this study, writer used method which was suitable with purpose of study. Then the data answered the problem of study. In the other word, when we talked about research design and approach, it means that about the way to get the data.

According to Ary this study was qualitative research since this research seek to understand a phenomenon by focusing on analyzing the textbook. The goal was a depth understanding rather than a numeric data analysis. Although the analysis process of readability use a mathematical pattern conducted by Rudolph Flesch, it supported the main data from the students' test who had been learnt the textbook. In short, the writer wanted to know and measure the readability of textbook by studying this document.

There were many different types of qualitative research: Basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. In this study, the writer used content analysis design.

This study would analysed the written materials. The document was reading texts.

It is refers to Ary stated that,

“Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education.”

The writer used this research design because the writer would analyzed the readability of the text book. Based on the problem of study, the writer also comprehend what the meaning could be learned from the result of the study. Moreover, the textbook itself have stated that it need evaluation to improve the material comprehension quality most up-to-date, the appropriate content to the students' dynamic context and education changes.

The explanation of analysis process covered in descriptive approach, because of that the result of Reading Ease Formula will enrich the explanation of readability. From the statements above, it can be concluded that the study was categorized as descriptive content analysis since the study describes the readability of the textbook publish by MGMP *Bahasa Inggris* MTs Kota Palangka Raya. It means that what would be described in this the study was the condition that exists without giving any treatment.

B. Research Subject

Since the objective of the study was try to know the readability level of narrative reading texts in the English textbook, the subject was English textbook

entitled “Mount : An English Book” for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya.

In this study, the writer focused on the narrative text that was specific to 14 narrative reading texts in this English textbook. Then the writer only focused on calculation fourteen reading text in “Mount : An English Book” for junior high school eighth grade of Mts Kota Palangka Raya.

C. Time and Place of the Research

This research did at MTsN-1 MODEL Palangka Raya. The writer did in class VIII-5, this research for two months from August 13th 2017 till October 13th 2017.

D. Data Collecting Procedures

Brown, Janssen & Trace (2012:3) The simplest way to explain the *LI readability indexes* is to show the equations that define them. Flesch’s (1948) equation multiplies the average number of syllables per word in the text by .846, then subtracts the result from 206.835. From this result, the equation subtracts 1.015 times the average number of words per sentence. The way to collect the data in this research was by using documentation and the pocedures were:

- 1) Determined the English textbook for Junior High School
- 2) Identified the narrative texts on the “Mount : An English Book” for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya.

- 3) Read the narrative texts of ‘‘Mount : An English Book’’ for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya.
- 4) Counted the number of sentences, words, and syllables of each text.

E. Research Instrument

There were several instruments which are needed to collect the data. According to Ary (2010:421), the primary instrument used for collecting the data in qualitative research is the writer him- or herself, often collecting the data through direct observation or interviews.

According Arikunto (2006:158) The instrument of the research was the equipmet that used by the writer to collect the data, in which is important to get the accurate data. It means that instrument was very important to arrange the data.

In this study, the writer used documentation and test (multiple choice) as instrument (narrative texts) which were collected from ‘‘Mount : An English Book’’ for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya. It consisted of 14 narrative texts. These texts were used to help this research in order to measure the readability level and students test comprehension toward the texts.

The witer also used Flesch Reading Ease Formula as instrument, Flesch Reading Ease Formula is one of test forms to measure readability of reading texts. Flesch Reading Ease Formula used to analyze the readability level of English textbook entitled ‘‘Mount : An English Book’’ for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya. So, in this study

writer took all of narrative reading texts (14) in the textbook and analyze them by using Flesch Reading Ease Formula and as additional data persentation the writer used 2 items, they were Flesch Apps and Ms Word 2007. The result of formula calculation would be answered what was the level of narrative reading texts in the textbook.

The specific mathematical pattern for the formula is:

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

RE = Readability Ease

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

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

Procedural to count the readability using Reading Ease Formula, those are four steps that explain below:

a. Step 1

Count a sentence of full units of speech marked by 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 as a sentence as one of those in the sample if the 100-word mark falls after more than half of words in it; otherwise discarded.

b. 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,

constructions, hyphenated words abbreviations, figures and their combination that are surrounded by one space.

c. Step 3

Count the number of syllables. Count the syllables as they are pronounced, for example: *here* has one syllable, *number* consists of two, and *combination* 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 *bilavId*), choose the fewer one.

d. Step 4

Find the readability score. Then find the average number of score and word length of the text in the readability table. The instruction of readability score shows on the reading ease score (see table 2.5)

The Flesch Reading Ease formula was a number from 0 to 100, with 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 to 70 was large considered acceptable, it has standard as the description of style and the estimated reading grade was eighth to ninth grade. If we find a result of readability with other score, we can compared it with other criteria in the table.

F. Population and Sample

Broadly speaking, the *sample* was the group of people whom writers actually examine and the *population* was the group of people whom the survey

about. This study took a purposive sampling in order to minimized the effects of any extraneous or subjective variables that might affect the outcome of the study.

Zoltan illustrated that in the survey research literature a range of between 1%-10% of the population is usually mentioned as the 'magic sampling fraction,' depending on how careful the selection has been (*i.e.* the more scientific the sampling procedures applied, the smaller the sample size can be, which is why opinion polls can produce accurate predictions from samples as small as 0.1% of the population).

In this study, the respondents were the eighth grade students of Junior High School. The writer took the respondents from the eighth grade students of MTsN-1 MODEL Palangka Raya who have learnt this textbook. The population of eighth grade students of MTsN-1 MODEL Palangka Raya has grouped as the table below:

Table 3.1 The Number of Eighth Grade Students of MTsN-1 MODEL Palangka Raya

| NO. | CLASS | NUMBER OF STUDENTS |
|--------------|--------|---------------------|
| 1. | VIII-1 | 36 students |
| 2. | VIII-2 | 36 students |
| 3. | VIII-3 | 36 students |
| 4. | VIII-4 | 36 students |
| 5. | VIII-5 | 36 students |
| 6. | VIII-6 | 36 students |
| TOTAL | | 378 students |

G. Data Analysis Procedures

Reffe, Lacy and Fico clarify about the content analysis, like most research method; content analysis was comparable to detective word. Content analyses

examine evidence to solved problems and answer questions. From the statement, the data analysis was an activity to search and analyze the problems to found the relevant evidence.

In this study, the writer used Flesch readability formula (Reading Ease Formula) because this formula was the easiest one to measure the readability of reading texts. To make the analzing easier the writer conduct the ways to analyzethe data as followed:

1. Analyzed the sentence of full units of speech marked by a period, colon, semicolon, dash, question mark, or exclamation point as one sentence.
2. Analyzed eachword in the up to 100. Its process before count, than determine as one word for numbers, symbols, contractions, hyphenated words, abbreviations, figures, and their combination that are surrounded by one space.
3. Analyzed the syllables as the pronounced, for example: *here* has one syllable, *number* consists of two, and *combination* consists of four syllables.

H. Method for Verification of the Research Findings

According Moleong in Hidayat (2015:32-33) The validity of the data was the most important in the research. In this study, to find and make the verification of the research findings, the writer held some verification of the data. The data collected in this study is suitable in reality. It was to keep the data collected are true data and responsible.

The validity of the data was the conditions that fulfill:

1. Explained the right value,

2. Presented a base that be apply,
3. Permitted other opinion that made consistency.

In acquiring the data, in this writer used triangulation. (Gunawan in Hidayat, 2015:28-29) The triangulation used theory triangulation which involves consideration of how the phenomenon under study might be explained by multiple theories. There were four techniques to determine the validity of data, namely credibility, transferability, dependability and conformability.

According Sugiono (2010:366) To test the validity of data the writer used them, as followed:

1. Credibility

Credibility was the same as validity in quantitative research. The integrity of qualitative research depends on attending to the issue of validity. Validity concerns the accuracy or truthfulness of the findings. The term most frequently used by qualitative writers to refer to this characteristic was credibility. Credibility in qualitative research concerns the truthfulness of the inquiry's findings.

In test of data credibility or internal validity, the data must be admitted and received the truth by information source from the field of the study. To effort in order that the truth of result of the students believed, it is supported by some ways as followed:

- a. Extension Reading

The extension of reading to test the credibility of data research focused on the examination of the data has been obtained. If after rechecking the data that has been obtained found the right data then its mean the data was credible. In this study the writer done the extension of reading for one month for rechecking of data that have been found and analyzed.

b. Increased Persistence

Increased persistence means to observe more closely and continuously. By increased persistence then the writer can check to be sure that the data that has been found is wrong or not. The writer can also provide an accurate description of the data about what is observed. In this study the writer increased her persistence by reading the variety of books reference and documentation related to the findings that have been studied.

c. Use reference material

Reference material here mean to prove the existence of supporting data that has been discovered by writer.

2. Transferability

Transferability related to the questions, how far the result of the study might be applied by the other people in other context. Transferability was the external factor. Therefore, the writer demanded to report the data conclusion clearly, systematically and acceptably, to the result of the study could transfer to the similar classes.

3. Dependability

The technique was done by reporting of interim report or ending report that get of discussion with colleague. Discussing the data and information that have been collected from the others source. The technique has purpose, they are: The writer gift the true report of the research. The result and process must be balanced.

4. Confirmability

A term used in qualitative research, equivalent to validity in quantitative research, related to the degree to which findings in a study can be corroborated by others investigating the same situation. Confirmability in qualitative research was the same as the quantitative writer's concept of objectivity. Both deal with the idea of neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results. Because it may be impossible to achieve the levels of objectivity that quantitative studies strive for, qualitative writers are concerned with whether the data they collect and the conclusions they draw would be confirmed by others investigating the same situation. Thus, in qualitative studies, the focus shifts from the neutrality of the writer to the confirmability of the data and interpretations. In the present study, to reach the confirmability the writer followed the procedure of the study scientifically.

Example :

The Frog in the Well

There was a frog that lived in a shallow well.

” Look how well off I am here ! ” he told a big turtle from the Eastern Ocean. ” I can hop along the coping of the well when I go out, and rest by a crevice in the bricks on my return. I can wallow to my heart’s content with only my head above water, or stroll ankle deep through soft mud. No crabs or tadpoles can compare with me. I am master of the water and lord of this shallow well, What more can a fellow ask ? Why don’t you come here more often to have a good time ? “

Before the turtle from the Eastern Ocean could get his left foot into the well, however, he caught his right calw on something. So he halted and stepped back then began to describe the ocean to the frog.

” It’s more than a thousand miles across and more than ten thousand feet deep. In ancient times there were floods nine years out of ten yet the water in the ocean never increased.

And later there were droughts seven years out of eight yet the water in the ocean never grew less. It has remained quite constant throughtout the ages. That is why I like to live in the Eastern Ocean. ”

$$206.835 - (1.015 \times (\frac{223}{16})) - (84.6 \times (\frac{284}{223}))$$

$$206.835 - (1.015 \times 13.937) - (84.6 \times 1.273)$$

$$206.835 - (14.13) - (107.44)$$

$$192.705 - 107.44$$

$$85.265$$

So, after see that we know Flesch Reading Ease Score was 85.265. And thus the value entered in Readability Level / Category extent **Easy** and Flesch ease Formula, Level at 6th Graders. (see table 2.5)

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter presented the result of the study and discussion. The finding designs to answer the test and analyze the text by Reading Ease Formula. These section covers discussion of data finding or the students' test toward the implementation of English textbook entitled "Mount : An English Book" for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya.

A. FINDING

Readability (Flesch Reading Ease Formula)

A. Textbook Description

The writer analyzed an English textbook entitled "Mount : An English Book" for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya in 2016 especially the reading texts. This textbook was compiled by MGMP Bahasa Inggris MTs Kota Palangka Raya. This textbook was dedicate for eighth grade student of junior high school which was developed based on *2013 curriculum*. Moreover, in order to facilitated the process of teaching and learning, the eighth grade students junior high school in Palangka Raya are recommended to use this textbook.

The textbook consist of 156 pages and 14 units. Each unit is presented in skills of reading, speaking and writing. Furthermore, this textbook also takes a concern in grammar, pronunciation and vocabulary building. The

whole units have a topic based on the genre of the text such as descriptive text and narrative text.

B. Data Description

The writer used Flesch Reading Ease Formula to find out the readability level of narrative reading texts on the textbook entitled “Mount : An English Book” for Junior High School Eighth Grade”. And as support MS.Word 2007 and Flesh Apps.

Table 4.1
The Description of Sentence, Word, and Syllable of Reading Narrative Text
“Mount : An English Book” for Junior High School Eighth Grade by
MGMP Bahasa Inggris MTs Kota Palangka Raya”

| Text | Number of Sentences | Number of Words | Number of Syllables |
|---|---------------------------|-----------------------|---------------------------|
| Text 1 “ <i>Little Red Riding Hood</i> ” | 31 | 220 | 226 |
| Text 2 “ <i>Mouse Deer and Crocodile</i> ” | 27 | 175 | 239 |
| Text 3 “ <i>The Fox and the Crow</i> ” | 11 | 143 | 173 |
| Text 4 “ <i>The Four Friends</i> ” | 38 | 187 | 237 |
| Text 5 “ <i>The Mouse and the Hawk</i> ” | 16 | 239 | 471 |
| Text 6 “ <i>Little Red Riding Hood</i> ” | 40 | 455 | 581 |
| Text 7 “ <i>TIMUN EMAS</i> ” | 55 | 515 | 678 |
| Text 8 “ <i>MALIN KUNDANG</i> ” | 31 | 348 | 482 |
| Text 9 “ <i>SIUK BIMBIM AND SIUK BAMBAM</i> ” | 29 | 365 | 482 |
| Text 10 “ <i>YOU MUST BE CLEVER</i> ” | 26 | 316 | 417 |
| Text 11 “ <i>A FAIR SHARE</i> ” | 32 | 294 | 384 |
| Text 12 “ <i>THE STILTS</i> ” | 39 | 329 | 471 |
| Text 13 “ <i>THE GOLDEN SNAIL</i> ” | 34 | 520 | 717 |

| | | | |
|----------------------------------|----|-----|-----|
| Text 14 " <i>Hanuman and I</i> " | 38 | 456 | 616 |
|----------------------------------|----|-----|-----|

The table 4.1 above presented calculation of total sentences, total words, total syllables of each narrative texts "Mount : An English Book" for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya.

The way to measure the readability of a text used the Flesch Reading Ease formula was to calculate: (1) the number of syllables of the text; (2) Number of words in the text; and (3) Number of sentences in the reading. After getting the three points, the next step was to enter the numbers obtained in the formula or formula.

C. Data Analysis

Flesch Reading Ease Formula (Flesch, 1948)

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

RE = Readability Ease

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

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

For the first the writer count the number of ASL and ASW.

1. Text 1 "*Little Red Riding Hood*"

ASL = Number of Words : Number of Sentences

$$= 220 : 31 = 7.096$$

ASW = Number of Syllables : Number of Words

$$= 266 : 220 = 1.209$$

2. Text 2 "*Mouse Deer and Crocodile*"

ASL = Number of Words : Number of Sentences

$$= 175 : 27 = 6.481$$

ASW = Number of Syllables : Number of Words

$$= 239 : 175 = 1.365$$

3. Text 3 "*The Fox and the Crow*"

ASL = Number of Words : Number of Sentences

$$= 143 : 11 = 13$$

ASW = Number of Syllables : Number of Words

$$= 173 : 143 = 1.209$$

4. Text 4 "*The Four Friends*"

ASL = Number of Words : Number of Sentences

$$= 187 : 38 = 4.921$$

ASW = Number of Syllables : Number of Words

$$= 237 : 187 = 1.267$$

5. Text 5 "*The Mouse and the Hawk*"

ASL = Number of Words : Number of Sentences

$$= 239 : 16 = 14.397$$

ASW = Number of Syllables : Number of Words

$$= 292 : 239 = 1.221$$

6. Text 6 "*Little Red Riding Hood*"

ASL = Number of Words : Number of Sentences

$$= 445 : 40 = 11.375$$

ASW = Number of Syllables : Number of Words

$$= 581 : 445 = 1.276$$

7. Text 7 "*TIMUN EMAS*"

ASL = Number of Words : Number of Sentences

$$= 515 : 55 = 9.363$$

ASW = Number of Syllables : Number of Words

$$= 678 : 515 = 1.316$$

8. Text 8 "*MALIN KUNDANG*"

ASL = Number of Words : Number of Sentences

$$= 348 : 31 = 11.225$$

ASW = Number of Syllables : Number of Words

$$= 482 : 348 = 1.385$$

9. Text 9 "*SIUK BIMBIM DAN SIUK BAMBAM*"

ASL = Number of Words : Number of Sentences

$$= 365 : 29 = 12.586$$

ASW = Number of Syllables : Number of Words

$$= 482 : 365 = 1.320$$

10. Text 10 "*YOU MUST BE CLEVER*"

ASL = Number of Words : Number of Sentences

$$= 316 : 26 = 12.513$$

ASW = Number of Syllables : Number of Words

$$= 417 : 316 = 1.319$$

11. Text 11 “*A FAIR SHARE*”

ASL = Number of Words : Number of Sentences

$$= 294 : 32 = 9.187$$

ASW = Number of Syllables : Number of Words

$$= 384 : 294 = 1.306$$

12. Text 12 “*THE STILTS*”

ASL = Number of Words : Number of Sentences

$$= 329 : 39 = 8.435$$

ASW = Number of Syllables : Number of Words

$$= 471 : 329 = 1.431$$

13. Text 13 “*THE GOLDEN SNAIL*”

ASL = Number of Words : Number of Sentences

$$= 520 : 34 = 15.294$$

ASW = Number of Syllables : Number of Words

$$= 717 : 520 = 1.378$$

14. Text 14 “*Hanuman and I*”

ASL = Number of Words : Number of Sentences

$$= 456 : 38 = 12$$

ASW = Number of Syllables : Number of Words

$$= 616 : 456 = 1.350$$

The calculations above have shown the results from ASL and ASW, for the summary of the ASL and ASW calculations for each text can be seen in table 4.2:

Table 4.2 The Result of ASL and ASW Calculation

| Text | Average Sentence Length (ASL) | Average Syllable per Word (ASW) |
|-------------|--------------------------------------|--|
| Text 1 | 7.096 | 1.209 |
| Text 2 | 6.481 | 1.365 |
| Text 3 | 13 | 1.209 |
| Text 4 | 4.921 | 1.267 |
| Text 5 | 14.937 | 1.221 |
| Text 6 | 11.375 | 1.276 |
| Text 7 | 9.363 | 1.316 |
| Text 8 | 11.225 | 1.385 |
| Text 9 | 12.586 | 1.320 |
| Text 10 | 12.153 | 1.319 |
| Text 11 | 9.187 | 1.306 |
| Text 12 | 8.435 | 1.431 |
| Text 13 | 15.294 | 1.378 |
| Text 14 | 12 | 1.350 |

The table 4.2 above presented calculation of Average Sentence Length (ASL) and Average Syllable per Word (ASW) of each narrative texts “Mount : An English Book” for Junior High School Eighth Grade by MGMP *Bahasa Inggris* MTs Kota Palangka Raya.

After calculated and obtained the average sentence length (ASL) and average syllable per word (ASW), the next step was calculate to find the readability score by using Flesch Reading Ease Formula:

Text 1 “*Little Red Riding Hood*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 7.096) - (84.6 \times 1.209) \\
 &= 97.352
 \end{aligned}$$

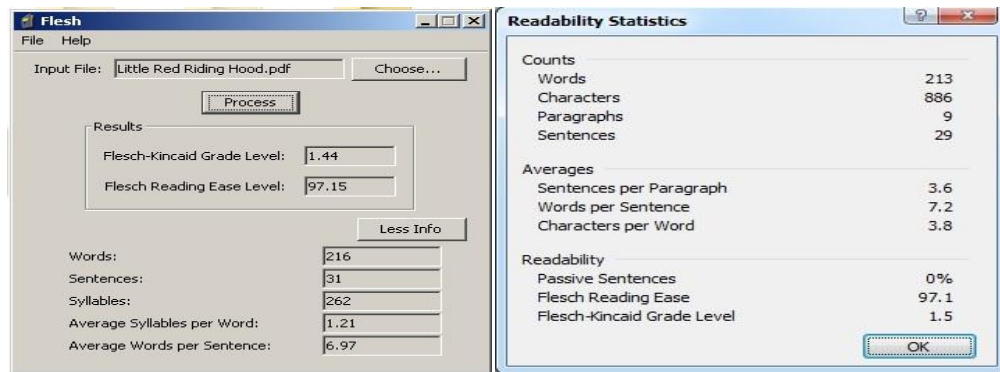


Figure 4.1. Statistics Flesh & Ms Word 2007 text 1 “*Little Red Riding Hood*”

Text 2 “*Mouse Deer and Crocodile*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 6.481) - (84.6 \times 1.365) \\
 &= 84.778
 \end{aligned}$$

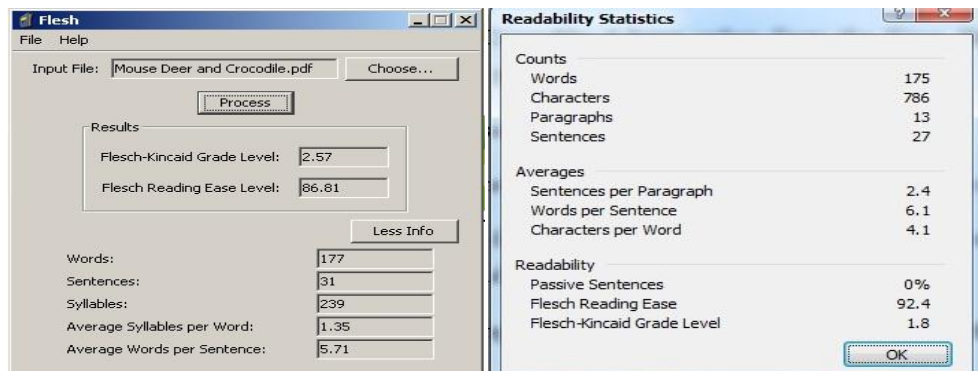


Figure 4.2. Statistics Flesh & Ms Word 2007 text 2 “*Mouse Deer and Crocodile*”

Text 3 “*The Fox and the Crow*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 13) - (84.6 \times 1.209) \\
 &= 91.359
 \end{aligned}$$

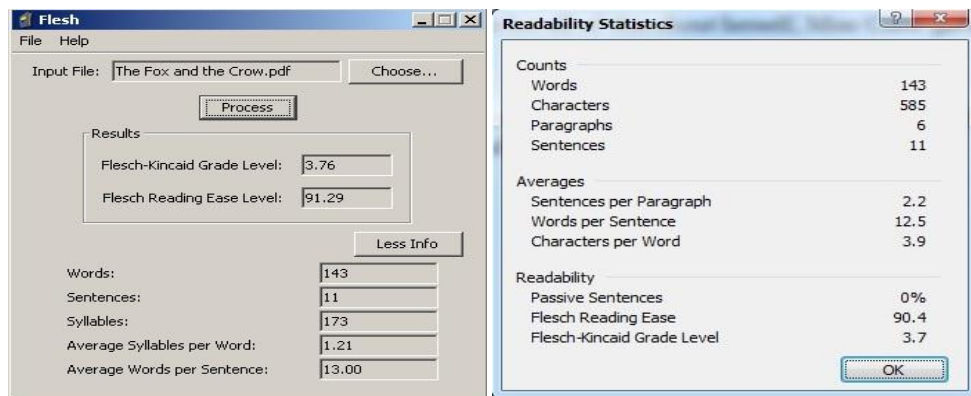


Figure 4.3. Statistics Flesh & Ms Word 2007 text 3 “*The Fox and the Crow*”

Text 4 “*The Four Friends*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 4.921) - (84.6 \times 1.267) \\
 &= 94.653
 \end{aligned}$$

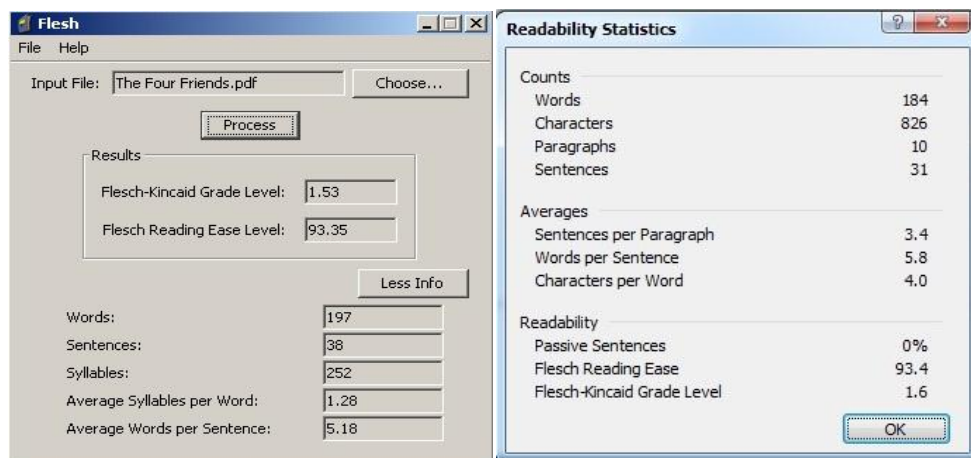


Figure 4.4. Statistics Flesh & Ms Word 2007 text 4 “*The Four Friends*”

Text 5 “*The Mouse and The Hawk*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 14.397) - (84.6 \times 1.221) \\
 &= 88.378
 \end{aligned}$$

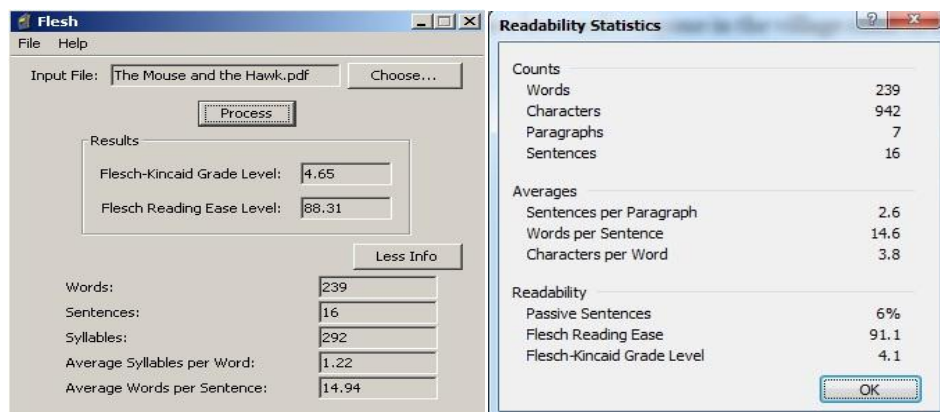


Figure 4.5. Statistics Flesch & Ms Word 2007 text 5 “*The Mouse and The Hawk*”

Text 6 “*Little Red Riding Hood*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 11.375) - (84.6 \times 1.276) \\
 &= 87.341
 \end{aligned}$$

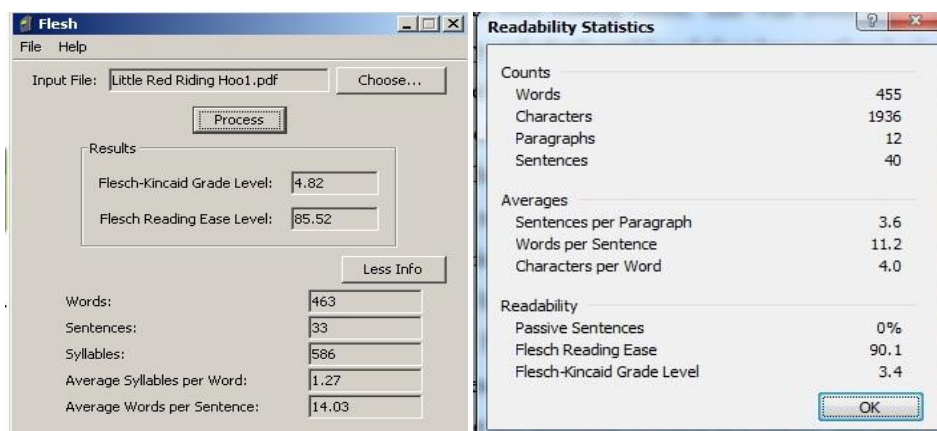


Figure 4.6. Statistics Flesch & Ms Word 2007 text 6 “*Little Red Riding Hood*”

Text 7 “*TIMUN EMAS*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 9.363) - (84.6 \times 1.316) \\
 &= 85.999
 \end{aligned}$$

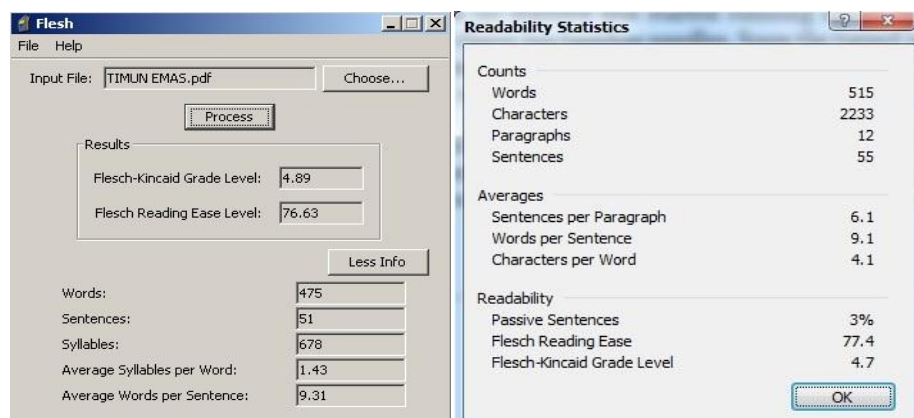


Figure 4.7. Statistics Flesh & Ms Word 2007 text 7 “TIMUN EMAS”

Text 8 “MALIN KUNDANG”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 11.225) - (84.6 \times 1.385) \\
 &= 78.141
 \end{aligned}$$

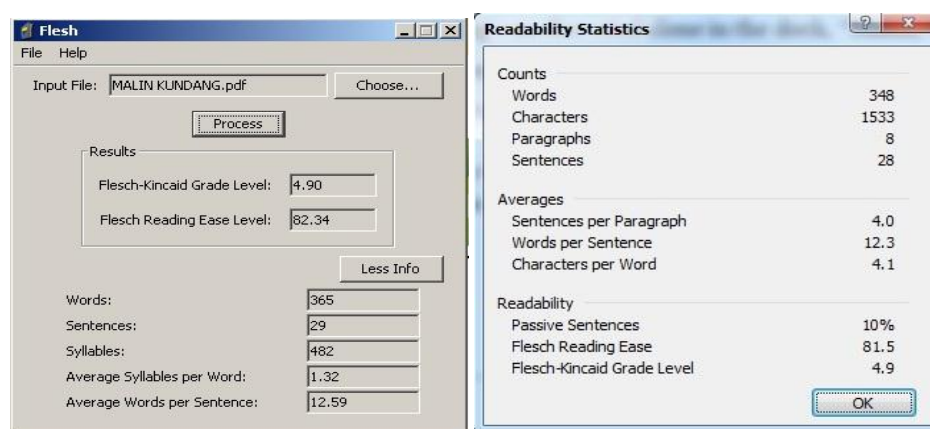


Figure 4.8. Statistics Flesh & Ms Word 2007 text 8 “MALIN KUNDANG”

Text 9 “SIUK BIMBIM DAN SIUK BAMBAM”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 12.586) - (84.6 \times 1.320) \\
 &= 82.389
 \end{aligned}$$

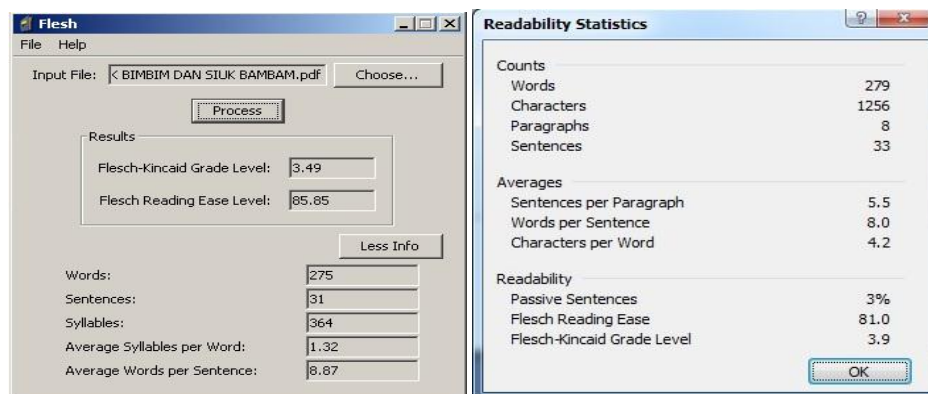


Figure 4.9. Statistics Flesch & Ms Word 2007 text 9 “*SIUK BIMBIM DAN SIUK BAMBAM*”

Text 10 “*YOU MUST BE CLEVER*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 12.513) - (84.6 \times 1.319) \\
 &= 82.913
 \end{aligned}$$

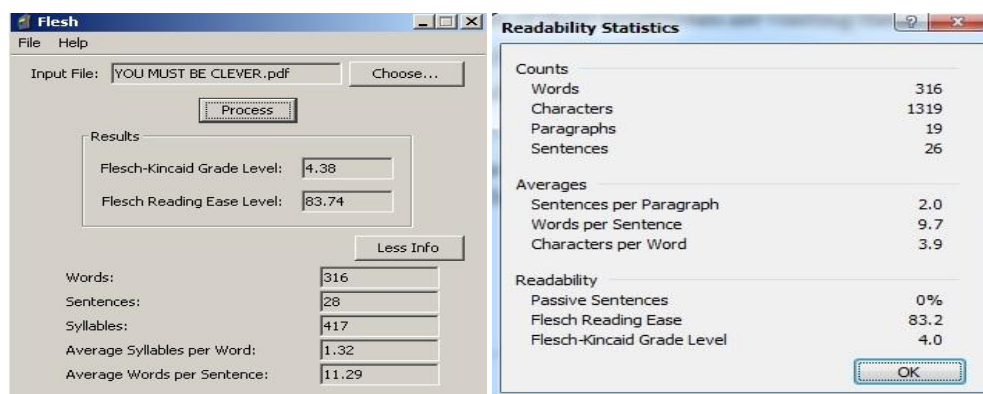


Figure 4.10 Statistics Flesch & Ms Word 2007 text 10 “*YOU MUST BE CLEVER*”

Text 11 “*A FAIR SHARE*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 9.187) - (84.6 \times 1.319) \\
 &= 87.024
 \end{aligned}$$

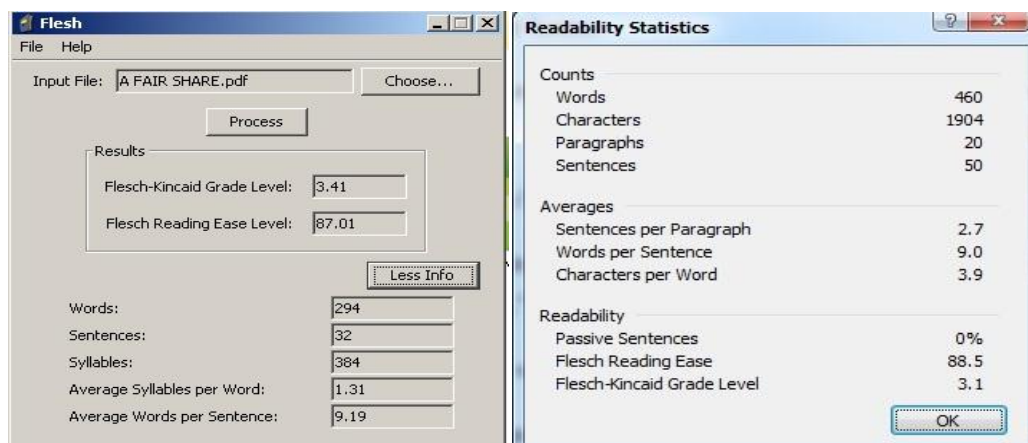


Figure 4.11. Statistics Flesch & Ms Word 2007 text 11 “*A FAIR SHARE*”

Text 12 “*THE STILTS*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 8.435) - (84.6 \times 1.431) \\
 &= 77.212
 \end{aligned}$$

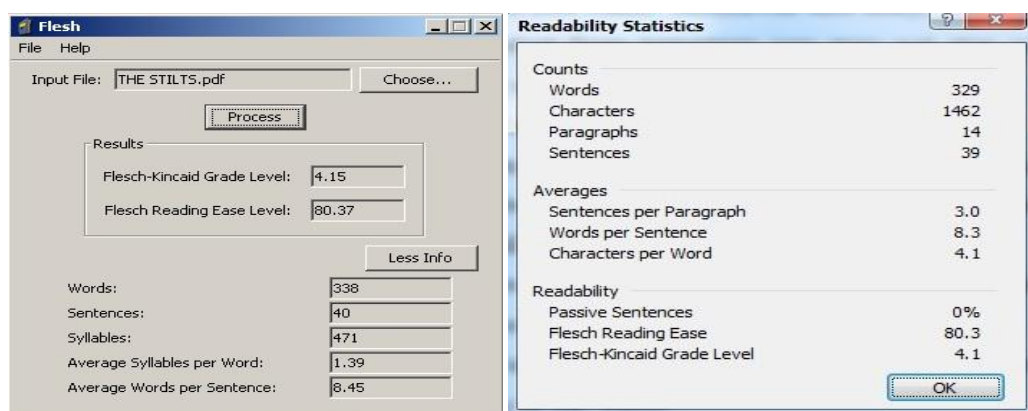


Figure 4.12. Statistics Flesch & Ms Word 2007 text 12 “*THE STILTS*”

Text 13 “*THE GOLDEN SNAIL*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 15.294) - (84.6 \times 1.378) \\
 &= 74.734
 \end{aligned}$$

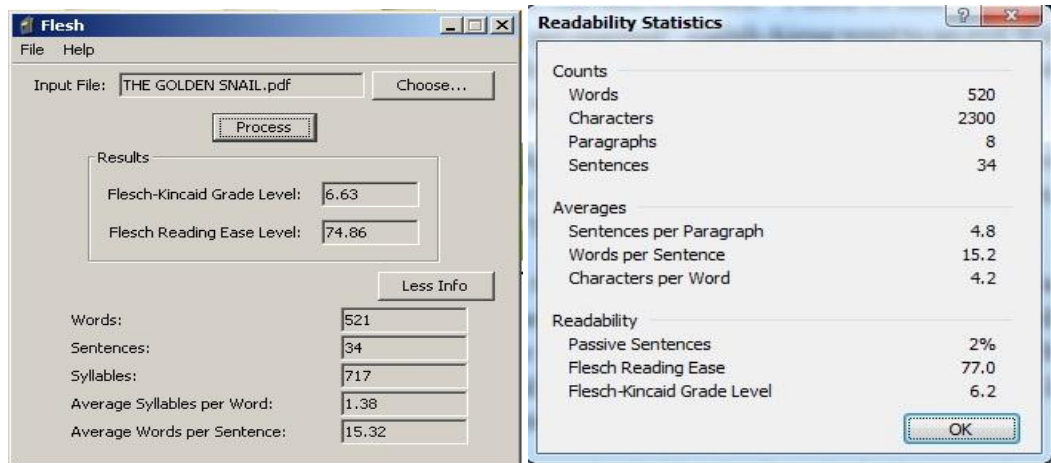


Figure 4.13. Statistics Flesch & Ms Word 2007 text 13 “*THE GOLDEN SNAIL*”

Text 14 “*Hanuman and I*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 12) - (84.6 \times 1.350) \\
 &= 80.445
 \end{aligned}$$

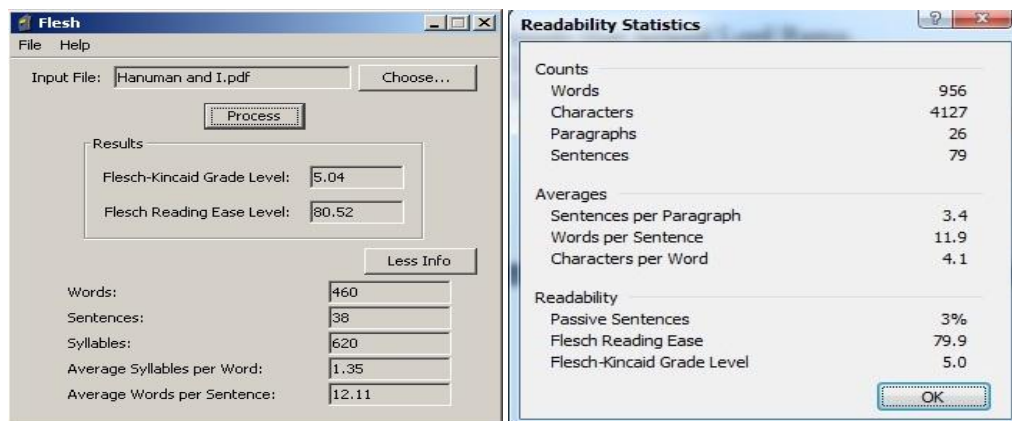


Figure 4.14. Statistics Flesch & Ms Word 2007 text 14 “*Hanuman and I*”

After the calculation of readability by using the Formula ease reading and additional supporting known the score of readability of each text, to more easily identify it please see table 4.3:

Table 4.3 The Score of the Reading Texts Based on Reading Ease Scale of the Flesch Formula

| Text | Readability Level | Difficult Level | Reading Grade |
|-----------------------------|--------------------------|------------------------|-------------------------------|
| Little Red Riding Hood | 97.352 | Very easy | 5 th Graders |
| Mouse deer and Crocodile | 84.778 | Easy | 6 th Graders |
| The Fox and the Crow | 91.359 | Very easy | 5 th Graders |
| The Four Friends | 94.653 | Very easy | 5 th Graders |
| The Mouse and The Hawk | 88.378 | Easy | 6 th Graders |
| Little Red Riding Hood | 87.341 | Easy | 6 th Graders |
| TIMUN EMAS | 85.999 | Easy | 6 th Graders |
| MALIN KUNDANG | 78.141 | Fairly easy | 7 th Graders |
| SIUK BIMBIM AND SIUK BAMBAM | 82.389 | Easy | 6 th Graders |
| YOU MUST BE CLEVER | 82.913 | Easy | 6 th Graders |
| A FAIR SHARE | 87.024 | Easy | 6 th Graders |
| THE STILTS | 77.212 | Fairly easy | 7 th Graders |
| THE GOLDEN SNAIL | 74.734 | Fairly easy | 7 th Graders |
| Hanuman and I | 80.445 | Easy | 6 th Graders |
| Total | 1192.718 | - | - |
| Mean | 85.194 | Easy | 6th Graders |

Based on the table above, there were **three texts** in **Very easy** level, **eight texts** in **Easy level**, **three texts** in **Fairly easy** level. All of those texts are followed the Flesch Readability Formula, even the result of mathematical mean counting by Flesch Readability Formula showed that its reading texts were **Easy** (see table 2.5)

The data below showed the result of analysis text used Ms 2007 and Flesch Apps.

Ms 2007 and Flesch Apps for Flesch Reading Ease

Table 4.4

| Text | Flesch Reading Ease | |
|-----------------------------|---------------------|-------------|
| | Ms 2007 | Flesch Apps |
| Little Red Riding Hood | 97.1 | 97.15 |
| Mouse deer and Crocodile | 92.4 | 86.81 |
| The Fox and the Crow | 90.4 | 91.29 |
| The Four Friends | 93.4 | 93.35 |
| The Mouse and The Hawk | 91.1 | 88.31 |
| Little Red Riding Hood | 90.1 | 85.52 |
| TIMUN EMAS | 77.4 | 76.63 |
| MALIN KUNDANG | 81.5 | 82.34 |
| SIUK BIMBIM AND SIUK BAMBAM | 81.0 | 85.85 |
| YOU MUST BE CLEVER | 83.2 | 83.74 |
| A FAIR SHARE | 88.5 | 87.01 |
| THE STILTS | 80.3 | 80.37 |
| THE GOLDEN SNAIL | 77.0 | 74.86 |
| Hanuman and I | 79.9 | 80.52 |

The table 4.4 presented narrative reading texts calculation flesch reading ease used Ms 2007 and Flesch apps.

A. Students' Comprehension about Reading Narrative Texts that Present in the Textbook "Mount : An English Book" for Junior High School Eighth Grade

Besides analyzing the text by using Flesch Reading Ease Formula and as support Flesch Apps and MS Word 2007, the writer also gave some test. In this case, the respondents are the VIII-5 grade students of Junior High School.

The writer taked the respondents from the eighth grade students of MTsN-1 MODEL Palangkaraya who have learned this textbook.

The result of students' test about the reading narrative texts in the textbook of "Mount : An English Book" for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya in 2016 covered in table below:

Table 4.5 The Eighth-Five Grade of MTsN-1 MODEL Palangkaraya Students' Test Toward the Reading Narrative Texts in the Textbook of "Mount : An English Book" for Junior High School Eighth Grade

| NO | CODE NAME | SCORE | NO | CODE NAME | SCORE | NO | CODE NAME | SCORE |
|-------|--------------|-------|----|--------------|-------|----|--------------|-------|
| 1 | AA | 90 | 13 | MAB | 73 | 25 | NAN | 86 |
| 2 | ARF | 90 | 14 | MAT | 73 | 26 | NJ | 76 |
| 3 | ARB | 93 | 15 | MA | 86 | 27 | RA | 83 |
| 4 | APW | 86 | 16 | MR | 66 | 28 | RBF | 70 |
| 5 | AZ | 73 | 17 | MS | 73 | 29 | RFN | 80 |
| 6 | DN | 73 | 18 | MZN | 63 | 30 | RL | 90 |
| 7 | DAD | 70 | 19 | MGH | 90 | 31 | RH | 93 |
| 8 | HK | 93 | 20 | MH | 86 | 32 | SSAP | 83 |
| 9 | IR | 70 | 21 | MB | 86 | 33 | SW | 86 |
| 10 | IH | 93 | 22 | NSS | 90 | 34 | YJ | 90 |
| 11 | KK | 83 | 23 | NN | 80 | 35 | ZNK | 93 |
| 12 | MAA | 93 | 24 | NNS | 90 | | | |
| TOTAL | | | | 2893 | | | | |
| MEAN | | | | 82.657 | | | | |

Based on table above, after the writer do the test for students of VIII-5 MTsN-1 MODEL Palangkaraya obtain very satisfactory results with mean score was 82.657. Based on the students' mean score, the result 82.657 which is the score was in **Good Category** (see table 2.1)

As for the type of questions was multiple choices, there were 30 questions and has been specified into 2 parts. 77% or equivalent to 23 questions literal and 23% or equivalent to 7 inferential questions.

**Table 4.6 The divided numbers of questions into two parts
Literal and Inferential**

| Level | ITEM | | FORMULA | MEANS | AVERAGE |
|-------------|------------|------------|------------|--------------------------------|--------------|
| Literal | 4 = 71.42 | 13 = 100 | 23 = 68.57 | | |
| | 5 = 94.28 | 14 = 100 | 24 = 91.42 | | |
| | 6 = 97.14 | 15 = 100 | 25 = 65.71 | 86.74 | |
| | 7 = 100 | 16 = 94.28 | 26 = 74.28 | | |
| | 9 = 100 | 19 = 100 | 27 = 82.85 | | |
| | 10 = 97.14 | 20 = 97.14 | 28 = 80 | $\frac{... ..}{35} \times 100$ | 83.71 |
| | 11 = 80 | 21 = 97.14 | 29 = 91.42 | | |
| | 12 = 91.42 | 22 = 68.57 | 30 = 94.28 | | |
| Inferential | 1 = 2.85 | 8 = 0 | | 57.13 | |
| | 2 = 97.14 | 17 = 74.28 | | | |
| | 3 = 94.28 | 18 = 74.28 | | | |

The table 4.5 above presented calculation number of Literal and Inferential questions there; 23 Literal, 7 Inferential.

Actually, the case is reading need a much time to process the written text to be idea. It will be increase or challenging along with the level of reading text itself. Moreover, skills of student managing their strict schedule with another lesson were the conscious problem faced. The fact above also threat another area of students soft skill such as time-management, discipline and not only transferring the idea from the book.

In short, reading is one way to transfer language, English or another language, to the reader as the user of language itself. The idea of reading textbook can be read if the text well transfer to the reader. Reading text in textbook of “Mount : An English Book” for Junior High School Eighth Grade under 2013 curriculum have taught in many Junior high school especially MTsN-1 MODEL Palangka Raya.

A. DISCUSSION

This section presents the discussion based on the findings of the study. The discussion was concern with the readability of reading texts that present in the textbook of “Mount : An English Book” for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya in 2016.

The findings of this study answered the problem of the study: “How is the readability level of narrative reading texts on the English textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya?”. The second question is “How is students’ test toward using English textbook entitled “Mount : An English Book” for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya?”.

To answer those questions the writer has two ways to measure the readability level. First, the writer utilized the Flesch Reading Ease Formula on analyzing all the reading narrative texts in the textbook of “Mount : An English Book” for Junior High School Eighth Grade by MGMP Bahasa Inggris MTs Kota Palangka Raya”. After getting the result of the data analysis based on the Flesch

Reading ease Formula, apps flesch, MS Word 2007, 14 reading narrative texts on the textbook of “*Mount : An English Book*” for Junior High School Eighth Grade are the classified into three levels as follow:

1. *Very easy*, there were 3 texts in this level. The readability score was between 90-100. **Text 1, Little Red Riding Hood**, has score 97.35. **Text 3, The Fox and the Crow**, has score 91.35. **Text 4, The Four Friends**, has score 94.65. It estimated for 5th Grade students.
2. *Easy*, there were 8 texts in this level. The readability score was between 80-89. **Text 2, Mouse Deer and Crocodile**, has score 84.77. **Text 6, The Mouse and The Hawk**, has score 88.37. **Text 7, Little Red Riding Hood**, has score 87.34. **Text 8, TIMUN EMAS**, has score 85.99. **Text 10, SIUK BIMBIM AND SIUK BAMBAM**, has score 82.38. **Text 11, YOU MUST BE CLEVER**, has score 82.91. **Text 12, A FAIR SHARE**, has score 87.02. **Text 14, Hanuman and I**, has score 80.44. It estimated for 6th Grade students.
3. *Fairly Easy*, there were 3 texts in this level. The readability score was between 70-79. **Text 8, MALIN KUNDANG**, has score 78.14. **Text 12, THE STILTS**, has score 77.21. Then **text 13, THE GOLDEN SNAIL**, has score 76.48. There are estimated for 7th Grade students.

In average, the texts in the textbook “*Mount : An English Book*” for junior high school eighth grade especially in the narrative reading sections are at the **Easy Level** (85.194). It is found that according to the theory of Flesch Reading Ease by Rudolph Flesch in (table 3.1), all the texts are **inappropriate** to the level

of students at the eighth grade of Junior High School. Besides, the reading texts in the textbook of Mount : An English Book” for junior high school eighth grade were readable to the level of eighth grade students of Junior High School. It leads the the following question “Is it because of the easy level of text or something else that make student get the high score?”

In discussing this question, scores of the students with the lowest ability in responding to the Multiple Choice Comprehension Questions is presented in the following table 4.6

Table 4.7 six lowes answers from students’ test.

| Clarification | Number of questions | Correct Answer |
|---------------|---------------------|----------------|
| Literal | 23 | 24 |
| | 25 | 23 |
| | 8 | 0 |
| Inferential | 1 | 1 |
| | 17 | 26 |
| | 18 | 26 |

Based on the table above, it can be seen that 4 questions were inferential and 2 questions were literal (see table 4.5). The division and clarification of 30 questions, 77% is literal (23 questions) and 23% is inferential (7 questions). It can be deduced that students have difficulty on the inferential question, and because the question of inferential only 7 questions from the whole, so the total score that obtained from the test is Good category.

Level of difficulty, after the writer did the test to students of VIII-5 MTsN-1 MODEL Palangka Raya obtain the concluded that students have

difficulty on 23% (7 inferential) questions obtain around 11% (3 inferential) questions wrong answers and almost all of students do not exactly answer on 6% (2 inferential) questions.

The level of students in every place may be different. The differences would be come from the culture, learning habitual, peer-learning, and the source of language itself. In Indonesia, English was taught as foreign language. These points are just only a few considerations, which publishers should to know and measure handbook or learning material, be qualified. Krashen in his theory of *i+1* stated that a handbook or supporting media for learning should be challenging one more step higher than their level. If it reached, this supporting media expected that classroom would full a lot of enthusiasm, active students and creative idea. So that why a media or handbook is important for students arranged up their level.

Even the result of counting the sentence, word and syllable by Flesch Reading Ease Formula showed that the reading text in textbook of Mount : An English Book'' for junior high school eighth grade are readable to the level of eighth grade were easy to the level of eighth grade students of Junior High School (85.194).

Comparing between the results of test and Flesch Reading Ease Formula, the writer concluded that the student readability level, the test show was Good results and appropriate with Flesch Reading Ease Formula showed. The formula showed the narrative reading text was easy to their level and the students indicating that the text were easy from the test results above.

As for the differences research with others is on the addition of 2 items that are Flesch Apps and Ms Word 2007 as supporting manual calculation using Flesch Readability Formula, and do test to student as result of applying for perusal.

The data below show Distribution Frequency and Presentation Deviation of Students' multiple Choice Score.

Table 4.8
Distribution Frequency and Presentation Deviation of Students'
multiple Choice Score

| NO | Score | Frequency | FX | X | X ² | F.X ² |
|-------|-------|-----------|----------------|-------------|----------------|---------------------------------|
| 1 | 93 | 6 | 558 | 10.37 | 107.536 | 645.216 |
| 2 | 90 | 7 | 630 | 7.343 | 53.919 | 377.433 |
| 3 | 86 | 6 | 516 | 3.343 | 11.175 | 67.05 |
| 4 | 83 | 3 | 249 | 0.343 | 0.117 | 0.351 |
| 5 | 80 | 2 | 160 | -2.657 | 7.060 | 14.12 |
| 6 | 76 | 2 | 152 | -6.657 | 44.315 | 88.63 |
| 7 | 73 | 4 | 292 | -9.657 | 93.257 | 373.028 |
| 8 | 70 | 2 | 140 | -12.657 | 160.199 | 320.398 |
| 9 | 66 | 2 | 132 | -16.657 | 277.455 | 554.91 |
| 10 | 63 | 1 | 63 | -19.657 | 386.397 | 386.397 |
| TOTAL | | ΣF = 35 | ΣFX = 2.892 | - 46.543 | 1141.43 | ΣF.X ² = 2827.533 |

a. Standard deviation

$$SD = \frac{\sqrt{\sum f X^2}}{N}$$

$$SD = \frac{\sqrt{2827.533}}{35}$$

$$SD = \sqrt{80.786}$$

$$SD = 8.988$$

b. Standard error

$$SE_{MI} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MI} = \frac{8.988}{\sqrt{35-1}}$$

$$SE_{MI} = \frac{8.988}{\sqrt{34-1}}$$

$$SE_{MI} = \frac{8.988}{5.830}$$

$$SE_{MI} = 1.541$$

The result of calculated showed the standard deviation of the score was 8.988 and the standard error of test score was 1.541. Specifically, the means score for inferential questions is 57.13 (Fair) and 86.74 (Good) for the literal level.

Finally, the correlation between flesch readability formula result (85.19) with the student test result got concluded that between readability formula with the student test according to existing the data where stated that text is under student level so that can be easily understood by student, seen from test result which have been tested with 30 questions multiple choice and get good category.

BAB V

CLOSING

This last chapter would mainly presented the conclusion and the suggestions of the thesis. The analysis in the previous chapter would be concluded and finally the writer would attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions were considered to be important for every one especially teachers in choosing English text applied in the school.

A. CONCLUSION

After analyzing the data of reading texts on the textbook “Mount : An English Book” for Junior High School Eighth Grade by *MGMP Bahasa Inggris MTs Kota Palangka Raya* by using Flesch Reading Ease Formula and finding the result, it can be concluded that from 14 reading narrative texts. They were categorized into three level: **Very Easy** for 3 texts and estimated for **5th Grade** (*Little Red Riding Hood, The Fox and the Crow, The Four Friends*). **Easy** for 8 text and estimated for **6th Grade** (*Mouse Deer and Crocodile, The Mouse and The Hawk, Little Red Riding Hood, TIMUN EMAS, SIUK BIMBIM AND SIUK BAMBAM, YOU MUST BE CLEVER, AFAIR SHARE, Hanuman and I*). **Fairly Easy** for 3 texts and estimated for **7th Grade** students (*MALIN KUNDANG, THE STILTS, THE GOLDEN SNAIL*).

In short, the Grade Level that Flesch recommended lowers than their level. Even the result of mathematical mean counting by Flesch Readability Formula showed that its reading texts are **EASY** (85.194). It means that according to the theory of Reading Ease Formula by Rudolph Flesch, all of the narrative

texts (14 texts) are in the inappropriate level of eighth grade students of Junior High School. The score itself means that the reading texts in the textbook were readable to the eighth grade of Junior High School level.

According to the result of formula has calculated, even the formula showed the reading text was **easy** to their level. There are three factors should consider the readability including the average sentence length in a passage, the number of new words a passage contains, and the grammatical complexity

Result of students test by multiple choice questions for students of VIII-5 MTsN-1 MODEL Palangka Raya obtain very satisfactory results with an average score of 82.657. From the results of this test can be concluded that the ability of students in reading text comprehension was **good category**.

B. SUGGESTION

Finally, the writer hopes this study would be useful for the readers. Therefore, based on the findings at the previous chapter, it is necessary to give some valuable suggestions for the teachers, the author and the next researchers also. The suggestion is order to improve the quality of English textbook course in the next days.

1. Suggestion for the Teachers

- a. Although the average result of this study shows that the reading texts on “Mount : An English Book” for Junior High School Eighth Grade are in Easy Level, the teacher still have to facilitate students in comprehending the text because every students has different reading ability.

- b. An English teacher must know that readability was not the only one factor influenced the students' comprehension in reading the text. However, the other factors such as reading teaching method, vocabulary-building practice have to improve creatively also.
- c. English teachers now were easier facilitating by Apps Flesch, Ms Word 2007 or online test. The writer suggests to visit *countwordsworth.com* for the simplest way to count and get readability predictions of Flesch Reading Ease, Flesch-Kincaid Grade Level, Dale-Chall Formula, Gunning Fox Index, and FORECAST Grade Level. The next challenge was how teacher can put the information and match with students ability.

2. Suggestion for the Authors

It is important for the authors and publishers to consider the suitability of the texts that would be learn by the students in certain level before published. Especially under the guidance of 2013 curriculum, there were many factors must reinvestigate such the relevancy to the area or social geography where the book used, vocabulary level, structural difficulty level, long-short text, variant of theme or topic in each section, and layout is the other one factor make the reader enjoy to see all the contents of the book.

3. Suggestion for the Next Researcher

The writer knows that this study is not complete enough to cover the readability of the book. Therefore, the writer hope for the next researcher:

1. In readability context, try to find another way to measure the readability such as SMOG Formula, Cloze Test, and Raygor Formula, take many respondents as researcher possible to make data more accurate.
2. Conduct different object such as exploitability and understandability of textbook;
3. Political appropriateness of textbook;
4. Cultural suitability and appearance between L1 (English as Foreign Language) and the textbook as learning media;
5. Legibility of the book layout and find the Standard of Indonesian students' readability textbook.

REFERENCES

- Ainiyah, Iswatul. 2009. *Readability Level of Reading Text in the English Textbook Entitled "Linked to the World 1 English for Senior High School Published by Yudhistira*. Unpublished S1 Thesis: State Institute for Islamic Studies Sunan Ampel Surabaya.
- Allan Lauder. 2008, the status and Function of english In Indonesia: A review of key Factors, Depok : University of Indonesia.
- A. S. Hornby. 1995, *Oxford Andvanced Learner's Dictionary*, Oxford University Press.
- Arnold, A. Griesse. 1977, *Do You Read Me? Practical Approaches to Teaching Reading Comprehension*, (California: Goodyear Publishing Company)
- Chun-hua Hsiao, Wei-lung Chang, and Ru-Jen Chen. 2006 *The Effects of Mood, Picture Image, and Repetition*. Page.3
- Daniel Rfee, et. Al. 2010, *Analyzing Media Messages*, New Jersey: Lawrebce Erlbaum Associates, Publisher Mahwah.
- Dillman D., SmythJ., & Christion LM. 2016, In [https://en. M. Wikipedia.org](https://en.M.Wikipedia.org) accessed at 8:35 on Monday, 21th March.
- Donald, Ary. 1985, *Introduction to Reseacrh in Education*. Eight Education.
- Don McGovern. 1994, English for Academic study series : Reading Text.
- Dorneyi, Zoltan. 2003. *Questionnaires in Second Language Research: Construction, Administration and Processing*. Lawrence Erlbraum Associates. Mahwah, New Jersey.

- William H. Dubay. 2004. *The Principles of Readability*, reasearch
- Fahrudin. 2012. *The Readability Level of Reading Text in the English Textbook Entitled "Look Ahead 2" Published by Erlangga*. Unpublished S1 Thesis: State Islamic College of Palangkaraya.
- Googlewelbight.com. accesed on July 20th 2016 at 10:27 AM
- Gunawan, Imam. 2003, *Metode Penelitian Kualitatif Teori dan Praktik*, Jakarta : PT. Bumi Aksara.
- Indri Murwati. 2010, *Readability of the "Science" Textbook Used by the First Year of RSBI Class of SMP Negeri 3 Pati In The 2009/2010 Academic Year*, Thesis. Surakarta : Sebelas Maret University, t.dt.
- Jack C. Richards and Richards Schmidt. 2002, *Dictionary of Language Teaching and Applied Linguistics*, Malasyia: Longman Pearson Education.
- Kathleen C. Stevens. 1982, *Reading Horizons Helping Students Understand Complicated Sentences* Volume 22, Issue 3 1982 Article 4 Copyright C By The Authors. Reading Horizons Is Produced By The Berkeley Electronic Press (Bepress). [Http://Scholarworks.Wmich.Edu/Reading Horizons](http://Scholarworks.Wmich.Edu/ReadingHorizons).
- Keith Johnson. 1995, *Readability article outline*.
- Lexy J. Moleong. 1999, *Metodologi Penelitian Kualitatif*, Bandung : PT. Remaja Rosdakarya.
- Liselott Langeborg. 2010, *Readability-An Analysis of English Textbooks for Swedish School Years 7-9*, Hogskolan I Galve, Essay, t.dt.

- Maryam Jalilehvand. 2012, *The Effect of Text Length and Pictures in Reading Comprehension of Iranian EFL Students*. Asian Social Science Journal. Page.331
- Mustafa Ulusoy. 2006, *Readability approaches: Implication for Turkey*. Internatioanl Education Journal.
- Niace. 2009, Promoting Adult Learner, *Produce Clear Written Materials for A Range of Reader*.
- Permendikbub Nomor 71 Tahun 2014 Tentang Penggunaan buku ajar untuk pendidikan dasar dan menengah.
- Permendikbud Nomor 59 Tahun 2014 Tentang Kurikulum 2013 SMP/MTs
- Roger Sequin. 1989, *The Elaboration of school textbooks Methodological Guide*, Division of Educational Sciences, Contents and Methods of Education UNESCO.
- Sacha Anthony Berardo. 2006, *The Use of Authentic Materials in The Teaching of Reading*, The reading Matrix.
- Scott A. Crossley, Dkk. 2001, *Text readability and intuitive simplification: A comparison of readability formulas*, Reading in foreign language Journal.
- Sugiono. 2010, *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, Bandung: Alfabeta.
- Suharsimi Arikunto. 2006, *Prosedur Penelitian.*, Yogyakarta: Rineka Cipta.
- The government of Queensland studies authority *Partnership and innovation*.

- Thomas Oakland and Holly B. Land. 2011, *Language, Reading and Readability Formulas: Implication for Developing and Adapting tests*, International Journal Of Testing.
- U.S Department of Health and Human Services. 2010, *Simple Put A Guide for Creating Easy-to-Understand Materials*, Atalanta.