

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter will present the result of the study and discussion. The finding designs to answer the questionnaire and analyze the text by Reading Ease Formula. This section covers discussion of data finding or the students' response toward the implementation of English textbook entitled "*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*" published by The Ministry of Education and Culture of Indonesia.

A. FINDING

1. Textbook Description

The writer analyzed an English textbook entitled "*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*" published by The Ministry of Education and Culture of Indonesia in 2014 especially the reading texts. This textbook is compiled by The Ministry of Education and Culture of Indonesia. This textbook is dedicated for eleventh grade student of senior high school which is developed based on *Kurikulum 2013*. Moreover, in order to facilitate the process of teaching and learning, the eleventh grade student senior high school in Indonesia are recommended to use this textbook.

The textbook consist of 116 pages and 5 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, narrative

text, and spoof text. For the reading sections, there are 2 descriptive texts, 2 narrative texts, and 1 spoof text.

2. Data Description

The writer uses Flesch Reading Ease Formula to find out the readability level of reading texts on the textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester 1*”. The readability score is gotten by accessed online through website *countwordsworth.com* and calculate the reading in online application.

The calculation result of sentences, words and syllables of each text is presented in table 4.1:

Table 4.1
The Description of Sentence, Word, and Syllable Calculation of Reading Text

| Text | Number of Sentences | Number of Words | Number of Syllables |
|--|----------------------------|------------------------|----------------------------|
| Text 1 “ <i>The Enchanted Fish</i> ” | 80 | 985 | 1297 |
| Text 2 “ <i>Bullying: A Cancer that Must be Eradicated</i> ” | 43 | 747 | 1191 |
| Text 3 “ <i>President Soekarno of Indonesia</i> ” | 37 | 485 | 755 |
| Text 4 “ <i>Vanity and Pride</i> ” | 110 | 1001 | 1486 |
| Text 5 “ <i>A Letter to God</i> ” | 91 | 1131 | 1574 |

3. Data Analysis

According to William. H. Dubay, the readability of text by using Flesch Reading Ease Formula can be analyzed by this formula:

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

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 "*The Enchanted Fish*"

ASL = Number of Words : Number of Sentences

$$= 985 : 80 = 12.31$$

ASW = Number of Syllables : Number of Words

$$= 1297 : 985 = 1.32$$

2. Text 2 "*Bullying: A Cancer that Must be Eradicated*"

ASL = Number of Words : Number of Sentences

$$= 747 : 43 = 17.37$$

ASW = Number of Syllables : Number of Words

$$= 1191 : 747 = 1.59$$

3. Text 3 "*President Soekarno of Indonesia*"

ASL = Number of Words : Number of Sentences

$$= 485 : 37 = 13.11$$

ASW = Number of Syllables : Number of Words

$$= 755 : 485 = 1.56$$

4. Text 4 “*Vanity and Pride*”

ASL = Number of Words : Number of Sentences

$$= 1001 : 110 = 9.1$$

ASW = Number of Syllables : Number of Words

$$= 1486 : 1001 = 1.48$$

5. Text 5 “*A Letter to God*”

ASL = Number of Words : Number of Sentences

$$= 1131 : 91 = 12.43$$

ASW = Number of Syllables : Number of Words

$$= 1574 : 1131 = 1.39$$

The following table summarizes the result of ASL and ASW calculation of each text which. It 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 | 12.31 | 1.32 |
| Text 2 | 12.37 | 1.59 |
| Text 3 | 13.11 | 1.56 |
| Text 4 | 9.1 | 1.48 |
| Text 5 | 12.43 | 1.39 |

After counting the number of ASL and ASW, the next step is finding the readability score by using Flesch Reading Ease Formula:

Text 1 *“The Enchanted Fish”*

$$\begin{aligned} RE &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 12.31) - (84.6 \times 1.32) \\ &= 82.94 \end{aligned}$$

Text 2 *“Bullying: A Cancer that Must be Eradicated”*

$$\begin{aligned} RE &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 17.37) - (84.6 \times 1.59) \\ &= 54.70 \end{aligned}$$

Text 3 *“President Soekarno of Indonesia”*

$$\begin{aligned} RE &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 13.11) - (84.6 \times 1.56) \\ &= 61.83 \end{aligned}$$

Text 4 *“Vanity and Pride”*

$$\begin{aligned} RE &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 9.1) - (84.6 \times 1.48) \\ &= 71.01 \end{aligned}$$

Text 5 *“A Letter to God”*

$$\begin{aligned} RE &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 12.43) - (84.6 \times 1.39) \\ &= 76.48 \end{aligned}$$

The calculation of reading texts by Flesch Reading Ease formula then shorted in the 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 |
|----------------------|--------------------------|------------------------|---|
| Text 1 (Narrative) | 82.94 | Easy | 6 th Grade |
| Text 2 (Descriptive) | 54.70 | Fairly Difficult | 10 th to 12 th Grade |
| Text 3 (Descriptive) | 61.83 | Standard | 8 th or 9 th Grade |
| Text 4 (Narrative) | 71.01 | Fairly easy | 7 th Grade |
| Text 5 (Spoof) | 76.48 | Fairly easy | 7 th Grader |
| Total | 346.96:5 | - | - |
| Mean | 69.392 | Standard | 8th or 9th Grade |

Based on the table there are one text in Easy level, two texts in Fairly Easy level, one text in Standard level, and one text in Fairly Difficult. Meanwhile the Grade Level that Flesch recommended lowers than their level. There is only one text, text 2 (descriptive; Bullying: A Cancer that Must be Eradicated) is in the appropriate grade level. The text should in 'Fairly Difficult' level to achieve their grade level mixed with other easy texts. Even the result of mathematical mean counting by Flesch Readability Formula showed that its reading texts are standard; from the harder passage of texts only have one text in Easy level. Other texts are in the higher level. The teacher need to give more attention teach the students on reading session.

4. Students' Perception About Reading Texts that Present in the Textbook “Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1

Besides analyzing the text by using Flesch Reading Ease Formula, the writer also give some questionnaires. In this case, the respondents are the eleventh grade students of Senior High School. The writer took the respondents from the eleventh grade students of SMKN-2 Palangkaraya who have learnt this textbook. According to Zoltan in Chapter III, page 44, the writer take random sampling between 1-10% for each class. Therefore, the writer set 10 students each class, 10 for APK, 10 for AKT, 10 for SAR's students. Total respondents are 30 students. It is very much 11% of total respondents only 1% higher than 10% as the minimum limit to assess the readability predictions.

The number of eleventh grade students of SMKN-2 Palangkaraya were grouped as the table below:

**Table 4.4 The Number of Eleventh Grade Students of SMKN-2 Palangka
Raya**

| NO. | CLASS | NUMBER OF STUDENTS |
|--------------|-----------------------------------|---------------------------|
| 1. | XI SAR (PEMASARAN) | 59 students |
| 2. | XI AKT (AKUTANSI) | 97 students |
| 3. | XI APK (ADMINISTRASI PERKANTORAN) | 102 students |
| TOTAL | | 258 students |

The result of students' perception about the reading texts in the textbook of *Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1* published by The Ministry of Education and Culture of Indonesia in 2014 covered in table below:

Table 4.6 The Eleventh Grade of SMKN-2 Palangkaraya Students' Perception Toward the Reading Texts in the Textbook of “Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1

| No. | Class | Students' Perception | | | |
|-----|---------------|------------------------|-----------------------------|------------|-------------|
| | | Easy to read (Content) | Many new vocabulary (Style) | Long text | Interesting |
| 1 | SAR, APK, SAR | 14 Students | 24 Students | 3 Students | 23 Students |

The table above resumed respondents answers through open-ended questionnaire served. There are eight questions mentioned in the the questionnaire. The first question was about the easy to read of reading text. Then, second was continued the first question which trying to cover their difficulty in reading the text. The third and the fourth questions were about vocabulary and how many word they understand about. The fifth and sixth questions were about their opinion of the longer text and what text they are like more between the long or short texts. The seventh question was explored their motivation to read the english textbook. The last question was about their activity in reading english textbook outside the class.

From *the easy to read* side, the result showed that a half of respondents stated that they were difficult to read the reading text in the Textbook of “*Bahasa Inggris SMA/MA/MAK*” for Grade XI Semester 1. Furthermore, some students were not familiar with English texts. Because of that, lacks of English grammar were the most reason why they did not understood the content of reading text. Another fact was the trouble of translating the text into their language (understandability). Subjectively, two of respondents did not like English lesson.

Moreover, five respondents extremely admitted that they never teach English using textbook of “*Bahasa Inggris SMA/MA/MAK*” for Grade XI Semester 1 even the textbook in hand.

Second, *the new vocabulary* side, there are many new vocabulary used in the text. This fact is supported by the statement of respondents whom said that they are hard to read and understand the meaning of the word. It means that the vocabulary used are rarely hear or read by the students. On the contrary side, there were a positive statement about this. There were few of students interest with the collection of new word published in the reading text. They felt challenging to know more even the dictionary always behind them. (for example, *enchanted, cottage, outstripped, guises, frantically, inkling, grudgingly, etc*). The challenging itself means that the vocabulary looks very formal. One of them stated that it is quiet different with English which used in video film and English song. The writer assumed that it is not only from the vocabulary factor, but lexical grammar of the reader may be other factor influence the reading skill of the reader.^a

Third, *long and short of text*, almost respondents were liked short text. There 22 respondents were in this position. It is only 3 respondents liked long text and the other is fifty-fifty. The writer ever take a little interview with a respondent in the name Putri. The writer asked about her opinion which is better between long or short of a text. She answered that long or short a text was not a matter along we are trying to learn the text seriously. She added that tutoring of the teacher and a little clues in the text will be helpful for the reader like them.

Limitedness of the respondents vocabulary also take a rough part. It is caused them apprehensive about the long text.

Fourth, *interesting of the text*, responds showed was varieties. Tittle of the story, short of text, themes of reading text, picture and layout design of the book were some reason why they interest to read the textbook. Then, the writer digest their passion in reading English book outside of the class. Another said that reading English textbook is their hobbies even it did in free time activity. Besides that, there a positive respond that stated English is important as international language to communicate others. In the opposite fact, the difficulty in learning English make students motivate less then subjectively judge English is an expert lesson. Respondents sure this fact by directly said they did not like reading textbook because it needed a lot of energy in recognizing and understanding the content. 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 transferred to the reader. Reading text in textbook of *“Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1 under Kurikulum 2013*

have taught in many senior high school especially SMKN 2 Palangka Raya. The result of open-ended questionnaire

B. DISCUSSION

This section presented the discussion based on the findings of the study. The discussion is concerned with the readability of reading texts that presented in the textbook of *Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1* published by The Ministry of Education and Culture of Indonesia in 2014.

The findings of this study are answered the problem that are; “What is the readability level of reading texts on the English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester 1*” published by The Ministry Of Education And Culture of Indonesia?”. The second question is “What is students’ perception toward using English textbook entitled “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester 1*” published by The Ministry Of Education And Culture of Indonesia?”.

To answer those questions the writer has two ways to measure the readability level. First, the writer explored the Flesch Reading Ease Formula on analyzing all the reading texts in the textbook of “*Bahasa Inggris SMA/MA/MAK For Grade XI Semester 1*”. After getting the result of the data analysis based on the Flesch Reading ease Formula, 5 reading texts on the textbook of “*Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1* are classified into four level:

1. Easy, there is 1 text in this level. The readability score is between 80-89.

Text 1, *The Enchanted Fish*, has score 82.94. It estimated for 6th Grade students.

2. Fairly Easy, there are 2 texts in this level. The readability score is between

70-79. **Text 4, *Vanity and Pride***, has score 71.01. Then **text 5, *A Letter to God***, has score 76.48. Both are estimated for 7th Grade students.

3. Standard, there is 1 text in this level. The readability score is between 60-

69. **Text 3, *President Soekarno of Indonesia***, has score 61.83. This reading estimated for 8th or 9th Grade students.

4. Fairly Difficult, there is 1 text in this level. The readability score is

between 50-59. **Text 2, *Bullying: A Cancer that Must be Eradicated***, has score 61.83. This reading estimated for 10th to 12th Grade students.

It can be interpreted that if the readability score of a text is higher than other texts, it will be easier to be understood by the students. However, if the readability score of a text is lower than other texts, it will make the text difficult to be understood by the students.

In average, the texts in the textbook "*Bahasa Inggris SMA/MA/MAK*" for *Grade XI Semester 1* especially in the reading sections are in Standard Level (69.392). It is found that according to the theory of Flesch Reading Ease by Rudolph Flesch in chapter II page 36, there are 4 texts are in the inappropriate level and 1 text that appropriate to the level of eleventh grade students of Senior High School. Besides it all, the reading texts in the textbook of *Bahasa Inggris*

SMA/MA/MAK” for Grade XI Semester 1 are **readable** to the level of eleventh grade students of Senior High School.

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 is 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 *Bahasa Inggris SMA/MA/MAK” for Grade XI Semester 1* were standard to the level of eleventh grade students of Senior High School (69.392), the questionnaire indicates different. Many negative answer of respondents indicates they felt hardly read the text. As Jack. C. Richards have stated in chapter II page 23, the readability depends on many factors, including the average sentence length in a passage, the number of new words a passage contains, and the grammatical complexity.

In this case, length text was one aspect be obtained to review to sure the text is readable or unreadable. It was only one text leave easy behind. Other texts were long is about three to five pages every text. For the writer it was making students afraid to read the textbook. Some studies have investigated the influence of text

length on EFL text comprehension. Jalilehvand stated the Engineer's findings showed that when text length was longer than 1000 words, the subjects' reading abilities could change.¹ The statement mean that more longer text more harder to read. It is made some students read unwilling heart.

In vocabulary side, there 24 students agree that the reading text contain many new vocabulary. Almost respondents stated that they found many unfamiliar words showed at the text. It indicates many possible things. It may the vocabulary size of the reader still limited. Next, the vocabulary used in the textbook is up to their level. The unfamiliar word appear in the text for example *enchanted, cottage, outstripped, guises, frantically, inkling, grudgingly, etc.*

Then, the grammatical used in the textbook are variants. There Indonesian style translating such as in Text 3 (President Soekarno of Indonesia:Speech at the Opening of the Bandung Conference, April 18, 1955), third paragraph, line 6. The sentence is *"Many who are in places of high power think, rather, of controlling the world."* This is not a sentence but it is a noun phrase. It confused students who are never learn about phrase and sentence. Moreover, complex sentence found in the seventh paragraph line 1. The sentence is *"And, I beg you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different part of Asia and Africa, knew"*. This looks complicated but the idea convey good enough to the reader because of the same translating style between English and *Bahasa*.

¹ Maryam Jalilehvand. 2012. The Effect of Text Length and Pictures in Reading Comprehension of Iranian EFL Students. Asian Social Science Journal. Page.331

In order to motivate students that reading is important, the writer also asked their reading activity outside formal learning in eighth question. There were only a few respondents sure English give something important to their career and future. They responded that book layout is good and elegant, the color matching of font looks nice and sweet, variation of font were positive statements attract by respondents. Those made them open the reading section and enjoying them even they did not know what exactly the meaning of the textbook. Clark and Paivio in Maryam Jalilehvand stated they believed that supportive pictures help explain the textual material and allow learners to build bridges between the verbal (text) and nonverbal (illustrations) information. So, the mere presence of pictures alone does not improve the reading comprehension performance.² Then it is supported by Childers & Houston in Chun-hua Hsiao, Wei-lung Chang, and Ru-Jen Chen which said that pictures take a prominent role in recall is that they enhance the ability of the imagination.³ Both statements are stressed pictures could increase reader skill to describe something easier and clearer.

Comparing between the results of questionnaire and Flesch Reading Ease Formula, the writer concluded that the student readability level, the questionnaire showed, is lower than Flesch Reading Ease Formula showed. The formula showed the reading text was in standard to their level however the students could not read the reading texts easily because of many reasons such as the writer have explained above.

² Ibid Page.330

³ Chun-hua Hsiao, Wei-lung Chang, and Ru-Jen Chen. *The Effects of Mood, Picture Image, and Repetition*. Page.3

