CHAPTER IV
RESULT OF THE STUDY AND DISCUSSION

This chapter will present the result of the study and discussion. This section covers discussion of data finding toward to the Readability of English textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga.

A. FINDING

1. Textbook Description

The writer analyzed an English textbook “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga especially the reading texts. This textbook is a series of English course books for Secondary High School students. All the activities in this book cover the four language skills: listening, speaking, reading and writing. This book was developed based on School-based Curriculum (KTSP) which had been launched since 2006.

The textbook consist of 205 pages and 6 units. Each units is presented in 2 stages. Every stage consist of sub titles: getting started, get it right, moving forward, hand in hand, show it off, and cultural awareness (stage 1), summary (stage 2). These materials of each subtitle are according to the unit’s topic.

The textbook owes its sincere gratitude to Paul Mc Adam, an English lecturer of President University, Cikarang, for his constructive advice in proofreading this book. Paul Mc Adam grew up Ottawa, Canada. He studied law at college and English/Psychology at university and has his TESOL
degree. He has been in Indonesia for 13 years, during that time he has taught all levels of English including TOEFL/IELTS/TOEIC. He has been the manager of a language school and taught many business professionals along with being a university lecturer at President University. Currently Mr. Paul has been teaching at President Senior High School for the past 5 years.

2. Data Description

The writer uses Flesch Reading Ease Formula to find out the readability level of reading texts on the textbook entitled “Look Ahead: An English Course 2”. The readability score is gotten by counting the syllables, words and sentences of a text by calculating it in. 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

<table>
<thead>
<tr>
<th>Text</th>
<th>Number of Sentences</th>
<th>Number of Words</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 1 page 11 “Ask Bridget”</td>
<td>15</td>
<td>225</td>
<td>305</td>
</tr>
<tr>
<td>Text 2 page 23 “The Solar System”</td>
<td>8</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>Text 3 page 24 “Insect Anatomy”</td>
<td>7</td>
<td>69</td>
<td>95</td>
</tr>
<tr>
<td>Text 4 page 25</td>
<td>9</td>
<td>98</td>
<td>128</td>
</tr>
<tr>
<td>Text 5 page 26</td>
<td>9</td>
<td>115</td>
<td>171</td>
</tr>
<tr>
<td>Text 6 page 26</td>
<td>7</td>
<td>44</td>
<td>62</td>
</tr>
</tbody>
</table>

1 http
<table>
<thead>
<tr>
<th>Text 7 page 26</th>
<th>6</th>
<th>45</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 8 page 27</td>
<td>3</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Text 9 page 27</td>
<td>4</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Text 10 page 27</td>
<td>3</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Text 11 page 27</td>
<td>9</td>
<td>109</td>
<td>154</td>
</tr>
</tbody>
</table>

**Unit 2**

<table>
<thead>
<tr>
<th>Text 12 page 48</th>
<th>Why do mosquitoes buzz?</th>
<th>7</th>
<th>114</th>
<th>145</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 13 page 51</td>
<td>Why Do Hawks Hunt Chicks?</td>
<td>17</td>
<td>200</td>
<td>243</td>
</tr>
<tr>
<td>Text 14 page 52</td>
<td>Why Do the Moon and the Sun Never Appear Together?</td>
<td>11</td>
<td>119</td>
<td>150</td>
</tr>
<tr>
<td>Text 15 page 58</td>
<td>Pourquoitales</td>
<td>16</td>
<td>127</td>
<td>186</td>
</tr>
<tr>
<td>Text 16 page 60</td>
<td>The Black Cat</td>
<td>38</td>
<td>460</td>
<td>562</td>
</tr>
<tr>
<td>Text 17 page 66</td>
<td>An Unforgettable Night</td>
<td>7</td>
<td>99</td>
<td>125</td>
</tr>
<tr>
<td>Text 18 page 67</td>
<td>Girl In the Mirror</td>
<td>10</td>
<td>153</td>
<td>194</td>
</tr>
<tr>
<td>Text 19 page 68</td>
<td>The Sign of Four</td>
<td>41</td>
<td>481</td>
<td>641</td>
</tr>
<tr>
<td>Text 20 page 70</td>
<td>A Lane Going up to The Hill</td>
<td>24</td>
<td>264</td>
<td>340</td>
</tr>
</tbody>
</table>

**Unit 3**
<table>
<thead>
<tr>
<th>Text 21 page 90</th>
<th>34</th>
<th>431</th>
<th>589</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Proverbial Values”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 22 page 90</td>
<td>15</td>
<td>152</td>
<td>210</td>
</tr>
<tr>
<td>Text 23 page 92 “The Importance of English”</td>
<td>8</td>
<td>114</td>
<td>183</td>
</tr>
<tr>
<td>Text 24 page 97</td>
<td>9</td>
<td>143</td>
<td>215</td>
</tr>
<tr>
<td>Text 25 page 108</td>
<td>10</td>
<td>120</td>
<td>162</td>
</tr>
<tr>
<td>Text 26 page 110</td>
<td>18</td>
<td>162</td>
<td>270</td>
</tr>
</tbody>
</table>

**Unit 4**

<table>
<thead>
<tr>
<th>Text 27 page 126</th>
<th>42</th>
<th>445</th>
<th>641</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 28 page 133 “Valentine’s Day is not Part of Our Culture”</td>
<td>20</td>
<td>265</td>
<td>403</td>
</tr>
<tr>
<td>Text 29 page 135 “The Lion and the Mouse”</td>
<td>9</td>
<td>190</td>
<td>226</td>
</tr>
<tr>
<td>Text 30 page 136 “The Stronger Man”</td>
<td>37</td>
<td>558</td>
<td>671</td>
</tr>
<tr>
<td>Text 31 page 141 “A Farmer and His Three Sons”</td>
<td>24</td>
<td>195</td>
<td>247</td>
</tr>
<tr>
<td>Text 32 page 150 “Two Travelers and a Big Trees”</td>
<td>15</td>
<td>211</td>
<td>264</td>
</tr>
<tr>
<td>Text 33 page 151 “The mouse Deer and the Crocodile”</td>
<td>30</td>
<td>214</td>
<td>282</td>
</tr>
</tbody>
</table>

**Unit 5**
<table>
<thead>
<tr>
<th>Text 34 page 165</th>
<th>12</th>
<th>142</th>
<th>208</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Body Language”</td>
<td>12</td>
<td>115</td>
<td>158</td>
</tr>
<tr>
<td>“New Baby”</td>
<td>10</td>
<td>107</td>
<td>133</td>
</tr>
<tr>
<td>“Magic Mirror”</td>
<td>10</td>
<td>147</td>
<td>201</td>
</tr>
</tbody>
</table>

**Unit 6**

<table>
<thead>
<tr>
<th>Text 38 page 185</th>
<th>14</th>
<th>175</th>
<th>267</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Should Mobile Phones be Banned in Schools?”</td>
<td>3</td>
<td>65</td>
<td>96</td>
</tr>
<tr>
<td>“Can ‘AFI’ Guarantee One to be a Talented Singer?”</td>
<td>10</td>
<td>206</td>
<td>331</td>
</tr>
<tr>
<td>Text 41 page 194</td>
<td>6</td>
<td>92</td>
<td>169</td>
</tr>
<tr>
<td>Text 42 page 195</td>
<td>8</td>
<td>180</td>
<td>278</td>
</tr>
<tr>
<td>“Should Ads be Banned from TV Programs?”</td>
<td>20</td>
<td>208</td>
<td>289</td>
</tr>
</tbody>
</table>
3. Data Analysis

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

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

\(RE\) = 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.

Text 1 page 11 “Ask Bridget”

\[
ASL = \frac{\text{Number of Words}}{\text{Number of Sentences}}
\]

\[
= \frac{225}{15} = 15
\]

\[
ASW = \frac{\text{Number of Syllables}}{\text{Number of Words}}
\]

\[
= \frac{305}{225} = 1.4
\]

Text 2 page 23 “The Solar System”

\[
ASL = \frac{\text{Number of Words}}{\text{Number of Sentences}}
\]

\[
= \frac{67}{8} = 8.4
\]
ASW = Number of Syllables : Number of Words
    = 100 : 67 = 1.5

Text 3 page 24 “Insect Anatomy”

ASL = Number of Words : Number of Sentences
    = 69 : 7 = 9.9

ASW = Number of Syllables : Number of Words
    = 95 : 69 = 1.4

Text 4 page 25

ASL = Number of Words : Number of Sentences
    = 98 : 9 = 10.9

ASW = Number of Syllables : Number of Words
    = 128 : 98 = 1.3

Text 5 page 26

ASL = Number of Words : Number of Sentences
    = 115 : 9 = 12.8

ASW = Number of Syllables : Number of Words
    = 171 : 115 = 1.5
Text 6 page 26

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{44}{7} = 6.3
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{62}{44} = 1.4
\]

Text 7 page 26

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{45}{6} = 7.5
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{65}{45} = 1.4
\]

Text 8 page 27

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{34}{3} = 11.3
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{47}{34} = 1.4
\]

Text 9 page 27

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}
\]
= 32 : 4 = 8.0

ASW = Number of Syllables : Number of Words

= 47 : 32 = 1.5

Text 10 page 27

ASL = Number of Words : Number of Sentences

= 69 : 7 = 9.9

ASW = Number of Syllables : Number of Words

= 95 : 69 = 1.4

Text 11 page 27 “Torandos”

ASL = Number of Words : Number of Sentences

= 109 : 9 = 12.1

ASW = Number of Syllables : Number of Words

= 154 : 109 = 1.4

Text 12 page 48 “Why do mosquitoes buzz?”

ASL = Number of Words : Number of Sentences

= 114 : 7 = 16.3

ASW = Number of Syllables : Number of Words
= 145 : 114 = 1.3

Text 13 page 51 “Why Do Hawks Hunt Chicks?”

ASL = Number of Words : Number of Sentences

= 200 : 17 = 11.8

ASW = Number of Syllables : Number of Words

= 243 : 200 = 1.2

Text 14 page 52 “Why Do the Moon and the Sun Never Appear Together?”

ASL = Number of Words : Number of Sentences

= 119 : 11 = 10.8

ASW = Number of Syllables : Number of Words

= 150 : 119 = 1.3

Text 15 page 58 “Pourquoi elles”

ASL = Number of Words : Number of Sentences

= 127 : 16 = 11.3

ASW = Number of Syllables : Number of Words

= 47 : 34 = 1.4
Text 16 page 60 “The Black Cat”

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}\n= \frac{460}{38} = 12.1
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}}\n= \frac{562}{460} = 1.2
\]

Text 17 page 66 “An Unforgettable Night”

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}\n= \frac{99}{7} = 14.1
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}}\n= \frac{125}{99} = 1.3
\]

Text 18 page 67 “Girl In the Mirror”

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}\n= \frac{153}{10} = 15.3
\]

\[
\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}}\n= \frac{194}{153} = 1.3
\]

Text 19 page 68 “The Sign of Four”

\[
\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}
\]
= 481 : 41 = 11.7

ASW = Number of Syllables : Number of Words

= 641 : 481 = 1.3

Text 20 page 70 “A Lane Going up to The Hill”

ASL = Number of Words : Number of Sentences

= 264 : 24 = 11.0

ASW = Number of Syllables : Number of Words

= 340 : 264 = 1.3

Text 21 page 90 “Proverbial Values”

ASL = Number of Words : Number of Sentences

= 431 : 34 = 12.4

ASW = Number of Syllables : Number of Words

= 589 : 431 = 1.4

Text 22 page 90

ASL = Number of Words : Number of Sentences

= 152 : 15 = 10.1

ASW = Number of Syllables : Number of Words
= 210 : 152 = 1.4

Text 23 page 92 “The Importance of English”

ASL = Number of Words : Number of Sentences
= 114 : 8 = 14.3

ASW = Number of Syllables : Number of Words
= 183 : 114 = 1.6

Text 24 page 97

ASL = Number of Words : Number of Sentences
= 143 : 9 = 15.9

ASW = Number of Syllables : Number of Words
= 215 : 143 = 1.5

Text 25 page 108

ASL = Number of Words : Number of Sentences
= 120 : 10 = 12.0

ASW = Number of Syllables : Number of Words
= 162 : 120 = 1.4
Text 26 page 110

ASL = Number of Words : Number of Sentences
= 162 : 18 = 9.0

ASW = Number of Syllables : Number of Words
= 270 : 162 = 1.7

Text 27 page 126

ASL = Number of Words : Number of Sentences
= 445 : 42 = 10.6

ASW = Number of Syllables : Number of Words
= 641 : 445 = 1.4

Text 28 page 133 “Valentine’s Day is not Part of Our Culture”

ASL = Number of Words : Number of Sentences
= 265 : 20 = 13.3

ASW = Number of Syllables : Number of Words
= 403 : 265 = 1.5

Text 29 page 135 “The Lion and the Mouse”

ASL = Number of Words : Number of Sentences
= 190 : 9 = 21.1

**ASW** = Number of Syllables : Number of Words

= 226 : 190 = 1.4

**Text 30 page 136 “The Stronger Man”**

**ASL** = Number of Words : Number of Sentences

= 558 : 37 = 15.1

**ASW** = Number of Syllables : Number of Words

= 671 : 558 = 1.2

**Text 31 page 141 “A Farmer and His Three Sons”**

**ASL** = Number of Words : Number of Sentences

= 195 : 24 = 8.1

**ASW** = Number of Syllables : Number of Words

= 247 : 195 = 1.3

**Text 32 page 150 “Two Travelers and a Big Trees”**

**ASL** = Number of Words : Number of Sentences

= 211 : 16 = 14.1

**ASW** = Number of Syllables : Number of Words
= 264 : 211 = 1.3

Text 33 page 151 “The mouse Deer and the Crocodile”

ASL = Number of Words : Number of Sentences
= 214 : 30 = 7.3

ASW = Number of Syllables : Number of Words
= 282 : 214 = 1.3

Text 34 page 165 “Body Language”

ASL = Number of Words : Number of Sentences
= 142 : 12 = 11.8

ASW = Number of Syllables : Number of Words
= 208 : 142 = 1.5

Text 35 page 167 “New Baby”

ASL = Number of Words : Number of Sentences
= 115 : 12 = 9.6

ASW = Number of Syllables : Number of Words
= 158 : 115 = 1.4
Text 36 page 167 “Magic Mirror”

\[\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{107}{10} = 10.7\]

\[\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{133}{107} = 1.2\]

Text 37 page 176 “We Don’t Subscribe to Any Newspaper”

\[\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{147}{10} = 14.7\]

\[\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{201}{147} = 1.4\]

Text 38 page 185

\[\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{175}{14} = 12.5\]

\[\text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{267}{175} = 1.5\]

Text 39 page 187 “Should Mobile Phones be Banned in Schools?”

\[\text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}}\]
= 65 : 3 = 21.7

ASW = Number of Syllables : Number of Words

= 96 : 65 = 1.5

Text 40 page 191 “Can ’AFI’ Guarantee One to be a Talented Singer?”

ASL = Number of Words : Number of Sentences

= 206 : 10 = 20.6

ASW = Number of Syllables : Number of Words

= 331 : 206 = 1.6

Text 41 page 194

ASL = Number of Words : Number of Sentences

= 92 : 6 = 15.3

ASW = Number of Syllables : Number of Words

= 169 : 92 = 1.8

Text 42 page 195

ASL = Number of Words : Number of Sentences

= 180 : 8 = 22.5

ASW = Number of Syllables : Number of Words
= 278 : 180 = 1.5

Text 43 page 197  “Should Ads be Banned from TV Programs?”

ASL = Number of Words : Number of Sentences

= 208 : 20 = 10.4

ASW = Number of Syllables : Number of Words

= 289 : 208 = 1.4

The following table summarizes the result of ASL and ASW calculation of each text which. It can be seen in table 4.2:

<table>
<thead>
<tr>
<th>Text</th>
<th>Average Length (ASL)</th>
<th>Average Syllable per Word (ASW)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 1 page 11 “Ask Bridget”</td>
<td>15.0</td>
<td>1.36</td>
</tr>
<tr>
<td>Text 2 page 23 “The Solar System”</td>
<td>8.38</td>
<td>1.49</td>
</tr>
<tr>
<td>Text 3 page 24 “Insect Anatomy”</td>
<td>9.86</td>
<td>1.38</td>
</tr>
<tr>
<td>Text 4 page 25</td>
<td>10.89</td>
<td>1.31</td>
</tr>
<tr>
<td>Text 5 page 26</td>
<td>12.78</td>
<td>1.49</td>
</tr>
<tr>
<td>Text 6 page 26</td>
<td>6.29</td>
<td>1.41</td>
</tr>
<tr>
<td>Text 7 page 26</td>
<td>7.5</td>
<td>1.44</td>
</tr>
<tr>
<td>Text 8 page 27</td>
<td>11.33</td>
<td>1.39</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Text 9 page 27</td>
<td>8.0</td>
<td>1.47</td>
</tr>
<tr>
<td>Text 10 page 27</td>
<td>13.33</td>
<td>1.53</td>
</tr>
<tr>
<td>Text 11 page 27 “Torandos”</td>
<td>12.11</td>
<td>1.41</td>
</tr>
</tbody>
</table>

**Unit 2**

<table>
<thead>
<tr>
<th>Text 12 page 48 “Why do mosquitoes buzz?”</th>
<th>16.29</th>
<th>1.27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 13 page 51 “Why Do Hawks Hunt Chicks?”</td>
<td>11.76</td>
<td>1.22</td>
</tr>
<tr>
<td>Text 14 page 52 “Why Do the Moon and the Sun Never Appear Together?”</td>
<td>10.82</td>
<td>1.26</td>
</tr>
<tr>
<td>Text 15 page 58 “Pourquoitales”</td>
<td>7.94</td>
<td>1.47</td>
</tr>
<tr>
<td>Text 16 page 60 “The Black Cat”</td>
<td>12.11</td>
<td>1.22</td>
</tr>
<tr>
<td>Text 17 page 66 “An Unforgettable Night”</td>
<td>14.14</td>
<td>1.26</td>
</tr>
<tr>
<td>Text 18 page 67 “Girl In the Mirror”</td>
<td>15.3</td>
<td>1.27</td>
</tr>
<tr>
<td>Text 19 page 68 “The Sign of Four”</td>
<td>11.73</td>
<td>1.33</td>
</tr>
<tr>
<td>Text 20 page 70 “A Lane Going up to The Hill”</td>
<td>11.0</td>
<td>1.29</td>
</tr>
</tbody>
</table>

**Unit 3**

<table>
<thead>
<tr>
<th>Text 21 page 90 “Proverbial Values”</th>
<th>12.68</th>
<th>1.37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 22 page 90</td>
<td>10.13</td>
<td>1.38</td>
</tr>
<tr>
<td>Text 23 page 92 “The Importance of English”</td>
<td>14.25</td>
<td>1.61</td>
</tr>
<tr>
<td>Text 24 page 97</td>
<td>15.89</td>
<td>1.50</td>
</tr>
<tr>
<td>Text 25 page 108</td>
<td>12.0</td>
<td>1.35</td>
</tr>
<tr>
<td>Text 26 page 110</td>
<td>9.0</td>
<td>1.67</td>
</tr>
</tbody>
</table>

**Unit 4**

| Text 27 page 126 | 10.60 | 1.44 |
| Text 28 page 133 “Valentine’s Day is not Part of Our Culture” | 13.25 | 1.52 |
| Text 29 page 135 “The Lion and the Mouse” | 21.11 | 1.19 |
| Text 30 page 136 “The Stronger Man” | 15.08 | 1.20 |
| Text 31 page 141 “A Farmer and His Three Sons” | 8.13 | 1.27 |
| Text 32 page 150 “Two Travelers and a Big Trees” | 14.07 | 1.25 |
| Text 33 page 151 “The mouse Deer and the Crocodile” | 7.13 | 1.32 |

**Unit 5**

| Text 34 page 165 “Body Language” | 11.83 | 1.46 |
| Text 35 page 167 “New Baby” | 9.58 | 1.37 |
| Text 36 page 167 “Magic Mirror” | 10.7 | 1.24 |
| Text 37 page 176 “We Don’t Subscribe to Any Newspaper” | 14.7 | 1.37 |

**Unit 6**

<p>| Text 38 page 185 | 12.5 | 1.53 |
| Text 39 page 187 “Should Mobile Phones be Banned in” | 21.67 | 1.48 |</p>
<table>
<thead>
<tr>
<th>School?&quot;</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 40 page 191 “Can ‘AFI’ Guarantee One to be a Talented Singer?”</td>
<td>20.6</td>
<td>1.61</td>
</tr>
<tr>
<td>Text 41 page 194</td>
<td>15.33</td>
<td>1.84</td>
</tr>
<tr>
<td>Text 42 page 195</td>
<td>22.5</td>
<td>1.54</td>
</tr>
<tr>
<td>Text 43 page 197 “Should Ads be Banned from TV Programs?”</td>
<td>10.4</td>
<td>1.39</td>
</tr>
</tbody>
</table>

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

Text 1 page 11 “Ask Bridget”

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

\[
= 206.835 - (1.015 \times 15.0) - (84.6 \times 1.35)
\]

\[
= 206.835 - 15.225 - 114.21
\]

\[
= 77.4
\]

Text 2 page 23 “The Solar System”

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

\[
= 206.835 - (1.015 \times 8.38) - (84.6 \times 1.49)
\]

\[
= 206.835 - 8.5057 - 126.054
\]

\[
= 72.3
\]
Text 3 page 24 “Insect Anatomy”

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

\[ = 206.835 - (1.015 \times 9.86) - (84.6 \times 1.38) \]

\[ = 206.835 - 10.0079 - 116.748 \]

\[ = 80.1 \]

Text 4 page 25

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

\[ = 206.835 - (1.015 \times 10.89) - (84.6 \times 1.31) \]

\[ = 206.835 - 11.05335 - 110.826 \]

\[ = 84.5 \]

Text 5 page 26

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

\[ = 206.835 - (1.015 \times 12.78) - (84.6 \times 1.49) \]

\[ = 206.835 - 12.9717 - 126.054 \]

\[ = 67.8 \]

Text 6 page 26

\[ RE = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \]
\[ \text{Text 7 page 26} \]

\[ \begin{align*}
\text{RE} &= 206.835 - (1.015 \times 6.29) - (84.6 \times 1.41) \\
&= 206.835 - 6.38435 - 119.286 \\
&= 81.2
\end{align*} \]

\[ \text{Text 8 page 27} \]

\[ \begin{align*}
\text{RE} &= 206.835 - (1.015 \times 7.5) - (84.6 \times 1.44) \\
&= 206.835 - 7.6125 - 121.824 \\
&= 77.4
\end{align*} \]

\[ \text{Text 9 page 27} \]

\[ \begin{align*}
\text{RE} &= 206.835 - (1.015 \times 8.0) - (84.6 \times 1.47) \\
&= 206.835 - 8.12 - 124.362
\end{align*} \]
Text 10 page 27

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 13.33) – (84.6 X 1.53)

= 206.835 – 13.52995 – 129.438

= 63.9

Text 11 page 27 “Torandos”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 12.11) – (84.6 X 1.41)

= 206.835 – 12.29165 – 119.286

= 75.3

Text 12 page 48 “Why do mosquitoes buzz?”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 16.29) – (84.6 X 1.27)

= 206.835 – 16.53435 – 107.442

= 82.9
Text 13 page 51 “Why Do Hawks Hunt Chicks?”

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

\[
= 206.835 - (1.015 \times 11.76) - (84.6 \times 1.22)
\]

\[
= 206.835 - 11.9364 - 103.212
\]

\[
= 91.7
\]

Text 14 page 52 “Why Do the Moon and the Sun Never Appear Together?”

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

\[
= 206.835 - (1.015 \times 10.82) - (84.6 \times 1.26)
\]

\[
= 206.835 - 10.9823 - 106.596
\]

\[
= 89.3
\]

Text 15 page 58 “Pourquoitales”

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

\[
= 206.835 - (1.015 \times 7.94) - (84.6 \times 1.47)
\]

\[
= 206.835 - 8.0591 - 124.362
\]

\[
= 74.4
\]

Text 16 page 60 “The Black Cat”

\[
RE = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})
\]
= 206.835 – (1.015 X 12.11) – (84.6 X 1.22)

= 206.835 – 12.29165 – 103.212

= 91.3

Text 17 page 66 “An Unforgettable Night”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 14.14) – (84.6 X 1.26)

= 206.835 – 14.3521 – 106.596

= 85.9

Text 18 page 67 “Girl In the Mirror”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 15.3) – (84.6 X 1.27)

= 206.835 – 15.5295 – 107.442

= 83.9

Text 19 page 68 “The Sign of Four”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 11.73) – (84.6 X 1.33)

= 206.835 – 11.90595 – 112.518
= 82.4

Text 20 page 70 “A Lane Going up to The Hill”

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

\[ = 206.835 - (1.015 \times 11.0) - (84.6 \times 1.29) \]

\[ = 206.835 - 11.165 - 109.134 \]

\[ = 86.5 \]

Text 21 page 90 “Proverbial Values”

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

\[ = 206.835 - (1.015 \times 12.68) - (84.6 \times 1.37) \]

\[ = 206.835 - 12.8702 - 115.902 \]

\[ = 78.1 \]

Text 22 page 90

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

\[ = 206.835 - (1.015 \times 10.88) - (84.6 \times 1.30) \]

\[ = 206.835 - 11.0432 - 109.98 \]

\[ = 85.8 \]
Text 23 page 92 “The Importance of English”

\[
\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
= 206.835 - (1.015 \times 14.25) - (84.6 \times 1.61) \\
= 206.835 - 14.46375 - 136.206 \\
= 56.2
\]

Text 24 page 97

\[
\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
= 206.835 - (1.015 \times 15.89) - (84.6 \times 1.50) \\
= 206.835 - 16.12835 - 126.9 \\
= 63.8
\]

Text 25 page 108

\[
\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
= 206.835 - (1.015 \times 12.0) - (84.6 \times 1.35) \\
= 206.835 - 12.18 - 114.21 \\
= 80.5
\]

Text 26 page 110

\[
\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})
\]
= 206.835 – (1.015 X 9.0) – (84.6 X 1.67)

= 206.835 – 9.135 – 141.282

= 56.4

Text 27 page 126

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 10.60) – (84.6 X 1.44)

= 206.835 – 10.759 – 121.824

= 74.3

Text 28 page 133 “Valentine’s Day is not Part of Our Culture”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 13.25) – (84.6 X 1.52)

= 206.835 – 13.44875 – 128.592

= 64.8

Text 29 page 135 “The Lion and the Mouse”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 21.11) – (84.6 X 1.19)

= 206.835 – 21.42665 – 100.674
= 84.8

Text 30 page 136 “The Stronger Man”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 15.08) – (84.6 X 1.20)

= 206.835 – 15.3062 – 101.52

= 90

Text 31 page 141 “A Farmer and His Three Sons”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 8.13) – (84.6 X 1.27)

= 206.835 – 8.25195 – 107.442

= 91.1

Text 32 page 150 “Two Travelers and a Big Trees”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 14.07) – (84.6 X 1.25)

= 206.835 – 14.28105 – 105.75

= 86.8
Text 33 page 151 “The mouse Deer and the Crocodile”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 7.13) – (84.6 X 1.32)

= 206.835 – 7.23695 – 111.672

= 87.9

Text 34 page 165 “Body Language”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 11.83) – (84.6 X 1.46)

= 206.835 – 12.00745 – 123.516

= 71.3

Text 35 page 167 “New Baby”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 9.58) – (84.6 X 1.37)

= 206.835 – 9.7237 – 115.902

= 81.2

Text 36 page 167 “Magic Mirror”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)
= 206.835 – (1.015 X 10.7) – (84.6 X 1.24)

= 206.835 – 10.8605 – 104.904

= 91.1

Text 37 page 176 “We Don’t Subscribe to Any Newspaper”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 14.7) – (84.6 X 1.37)

= 206.835 – 14.9205 – 115.902

= 76

Text 38 page 185

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 12.5) – (84.6 X 1.53)

= 206.835 – 12.6875 – 129.438

= 64.7

Text 39 page 187 “Should Mobile Phones be Banned in Schools?”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 21.67) – (84.6 X 1.48)

= 206.835 – 21.99505 – 125.208
= 59.6

Text 40 page 191 “Can ‘AFI’ Guarantee One to be a Talented Singer?”

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

\[ = 206.835 - (1.015 \times 20.6) - (84.6 \times 1.61) \]

\[ = 206.835 - 20.909 - 136.206 \]

\[ = 49.7 \]

Text 41 page 194

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

\[ = 206.835 - (1.015 \times 22.5) - (84.6 \times 1.54) \]

\[ = 206.835 - 22.8375 - 130.284 \]

\[ = 53.7 \]

Text 42 page 195
Text 43 page 197 “Should Ads be Banned from TV Programs?”

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

= 206.835 – (1.015 X 10.4) – (84.6 X 1.39)

= 206.835 – 10.556 – 117.594

= 78.7

The calculation of reading texts by Flesch Reading Ease formula then shorted in the table 4.3:

<table>
<thead>
<tr>
<th>Text</th>
<th>Readability Level</th>
<th>Difficult Level</th>
<th>Reading Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 1 page 11 “Ask Bridget”</td>
<td>77.4</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Text 2 page 23 “The Solar System”</td>
<td>72.3</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Text 3 page 24 “Insect Anatomy”</td>
<td>80.1</td>
<td>Easy</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Text 4 page 25</td>
<td>84.5</td>
<td>Easy</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Text 5 page 26</td>
<td>67.8</td>
<td>Standard</td>
<td>8th-9th Grade</td>
</tr>
<tr>
<td>Text 6 page 26</td>
<td>81.2</td>
<td>Easy</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Text 7 page 26</td>
<td>77.4</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Text 8 page 27</td>
<td>77.8</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Text 9 page 27</td>
<td>74.4</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Text 10 page 27</td>
<td>63.9</td>
<td>Standard</td>
<td>8th-9th Grade</td>
</tr>
<tr>
<td>Text 11 page 27</td>
<td>75.3</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
</tbody>
</table>

**Table 4.3 The Score of the Reading Texts Based on Reading Ease Scale of the Flesch Formula**
<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Torandos”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 12 page 48 “Why do mosquitoes buzz?”</td>
<td>82.9</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 13 page 51 “Why Do Hawks Hunt Chicks?”</td>
<td>91.7</td>
<td>Very Easy</td>
</tr>
<tr>
<td>Text 14 page 52 “Why Do the Moon and the Sun Never Appear Together?”</td>
<td>89.3</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 15 page 58 “Pourquoi’tales”</td>
<td>74.4</td>
<td>Fairly Easy</td>
</tr>
<tr>
<td>Text 16 page 60 “The Black Cat”</td>
<td>91.3</td>
<td>Very Easy</td>
</tr>
<tr>
<td>Text 17 page 66 “An Unforgetable Night”</td>
<td>85.9</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 18 page 67 “Girl In the Mirror”</td>
<td>83.9</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 19 page 68 “The Sign of Four”</td>
<td>82.4</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 20 page 70 “A Lane Going up to The Hill”</td>
<td>86.5</td>
<td>Easy</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 21 page 90 “Proverbial Values”</td>
<td>78.1</td>
<td>Fairly Easy</td>
</tr>
<tr>
<td>Text 22 page 90</td>
<td>85.8</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 23 page 92 “The Importance of English”</td>
<td>56.2</td>
<td>Fairly difficult</td>
</tr>
<tr>
<td>Text 24 page 97</td>
<td>63.8</td>
<td>Standard</td>
</tr>
<tr>
<td>Text 25 page 108</td>
<td>80.5</td>
<td>Easy</td>
</tr>
<tr>
<td>Text 26 page 110</td>
<td>56.4</td>
<td>Fairly difficult</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Text 27 page 126</td>
<td>74.3</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Text 28 page 133</td>
<td>64.8</td>
</tr>
<tr>
<td></td>
<td>“Valentine’s Day is not Part of Our Culture”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 29 page 135</td>
<td>84.8</td>
</tr>
<tr>
<td></td>
<td>“The Lion and the Mouse”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 30 page 136</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>“The Stronger Man”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 31 page 141</td>
<td>91.1</td>
</tr>
<tr>
<td></td>
<td>“A Farmer and His Three Sons”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 32 page 150</td>
<td>86.8</td>
</tr>
<tr>
<td></td>
<td>“Two Travelers and a Big Trees”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 33 page 151</td>
<td>87.9</td>
</tr>
<tr>
<td></td>
<td>“The mouse Deer and the Crocodile”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Text 34 page 165</th>
<th>71.3</th>
<th>Fairly Easy</th>
<th>7th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Body Language”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 35 page 167</td>
<td>81.2</td>
<td>Easy</td>
<td>6th Grade</td>
</tr>
<tr>
<td></td>
<td>“New Baby”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 36 page 167</td>
<td>91.1</td>
<td>Very Easy</td>
<td>5th Grade</td>
</tr>
<tr>
<td></td>
<td>“Magic Mirror”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 37 page 176</td>
<td>76</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td></td>
<td>“We Don’t Subscribe to Any Newspaper”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Text 38 page 185</th>
<th>64.7</th>
<th>Standard</th>
<th>8th-9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text 39 page 187</td>
<td>59.6</td>
<td>Standard</td>
<td>8th-9th Grade</td>
</tr>
<tr>
<td></td>
<td>“Should Mobile Phones be Banned in Schools?”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Students’ Perception About Reading Texts that Present in the Textbook

“Look Ahead : An English Course 2”

Besides analyzing the text by using Flesch Reading Ease Formula, the writer also gave some questionnaires. In this case, the respondents were the eleventh grade students of Senior High School. The writer took the respondents from the eleventh grade students of SMAN-1 Palangkaraya who have learnt this textbook. According to Zoltan in Chapter III, the writer took random sampling between 1-10% for each class. Therefore, the writer set 5 for IPS, 15 for IPA students. Total respondents are 20 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 SMAN-1 Palangkaraya who have learnt textbook entitled “Look Ahead: An English Course 2” were grouped as the table below:

<table>
<thead>
<tr>
<th>Text 40 page 191 “Can ‘AFI’ Guarantee One to be a Talented Singer?”</th>
<th>49.7</th>
<th>Fairly difficult</th>
<th>10th-12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 41 page 194</td>
<td>35.6</td>
<td>Difficult</td>
<td>13th-16th grade</td>
</tr>
<tr>
<td>Text 42 page 195</td>
<td>53.7</td>
<td>Fairly difficult</td>
<td>10th-12th grade</td>
</tr>
<tr>
<td>Text 43 page 197 “Should Ads be Banned from TV Programs?”</td>
<td>78.7</td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3262.5: 43</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>75.9</strong></td>
<td>Fairly Easy</td>
<td>7th Grade</td>
</tr>
</tbody>
</table>
Table 4.4  The Number of Eleventh Grade Students of SMAN-1 Palangka Raya who have learnt textbook entitled “Look Ahead: An English Course 2”

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>XI IPA</td>
<td>136 students</td>
</tr>
<tr>
<td>2.</td>
<td>XI IPS</td>
<td>41 students</td>
</tr>
</tbody>
</table>

The result of students’ perceptions about textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga covered in table below:

Table 4.5  The Eleventh Grade of SMAN-1 Palangkaraya Students’ Perception Toward the Reading Texts in the textbook entitled “Look Ahead: An English Course 2”

<table>
<thead>
<tr>
<th>Class</th>
<th>Students’ Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interesting and clear of book style</td>
</tr>
<tr>
<td>IPA &amp; IPS</td>
<td>19 students</td>
</tr>
</tbody>
</table>

The table above resumed respondents answers 8 questionnaires, those are 6 closed-ended Dichotomous questionnaires and 2 open-ended questionnaires served. The first question was about Interesting and clear of book style; The second question covered their easiness and difficulty in reading the text; The third question was about many new vocabulary which is found by the students in the textbook and the fourth questions were about length of text in the book; The fifth and sixth questions were about their opinion of the topic in the text and did they get complete information from the text or not. The
seventh and eight question were explored their interest and difficulty in studying process by using *Look Ahead: An English Course 2*.

In **first question**, the result showed that 95% of respondents stated that cover, font and picture which was in the textbook was interesting and clear. In **the second question**, students said that content of reading text in the textbook was easy to understand. **Third question**, more than half of respondents answered that many new vocabulary in the reading text. There 13 respondents were in this position. This answer has been supported by their answers on number 8 question about their difficulty. There was 12 respondents answered that they difficult to learn English caused they do not know the meaning of words.

From **length of the text** side, there was half of respondents answered that reading text on the textbook was long text category. As vocabulary side before, long text side is one of side which became difficulty. Then writer analyzed background knowledge of respondents by giving **fifth** question about **familiar topic** side. The result showed 13 respondents were familiar with the topic of reading text in the textbook entitled *Look Ahead : An English Course 2*. The **sixth** question was about **Complete Information**. There were 15 students answered that they got complete information when they read text in the textbook. And in **seventh** question, 13 respondents answered that they interested to reading text in the textbook. It confirmed that the topic in the text is interesting and respondents had good background knowledge about the text. Last in the **eighth** question, 13 respondents answered that they feel difficult to
understand some new vocabulary, 4 respondents said that there is lack of explanation about materials, 2 respondents had opinion that they feel difficult when they found long text, and 3 respondents feel difficult to understand material about tenses.

5. The readability Level of Reading Texts that Present in the Textbook “Look Ahead : An English Course 2” based on Cloze Test Procedure

This technique of collecting data involved 20 students of the Eleventh grade of SMAN 1 Palangka Raya. There were three texts that are chosen to be used for cloze test. The texts’ title were The Black Cat, A Lane Going up to The Hill, and The Stronger Man. The result of cloze test can be seen in the below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Names</th>
<th>Items Correctly</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adji Nor Yachya</td>
<td>57</td>
<td>33</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Agnes P. Embang</td>
<td>61</td>
<td>20</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Brilian H.S</td>
<td>21</td>
<td>6</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Chelsa Monica</td>
<td>57</td>
<td>34</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Claraniati</td>
<td>43</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Desi Indriyani</td>
<td>41</td>
<td>26</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Dhennyanto</td>
<td>35</td>
<td>23</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Emiliasi Widyasari</td>
<td>52</td>
<td>31</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Ghesid T</td>
<td>18</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Gitareja Maega</td>
<td>59</td>
<td>33</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Gustin Kurmawati</td>
<td>53</td>
<td>24</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I Wayan Yugi Widiana</td>
<td>47</td>
<td>23</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>M. Khabir Pahsimi P.</td>
<td>31</td>
<td>34</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Maya Maria Herli</td>
<td>33</td>
<td>22</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Naila Durratu S.</td>
<td>40</td>
<td>13</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Natalia Susana Putri</td>
<td>54</td>
<td>29</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
The readability level of the reading text based on the result of cloze test was discussed below:

Notes:

MX = the mean score of the test
k = the number of test items
Cs = cloze score
Cs- total = total cloze score

The mean score of reading text 1 is:

\[ MX = \frac{\sum fx}{\sum f} \]
\[ MX = \frac{890}{20} \]
\[ MX = 44.5 \]

Based on that calculation, the mean score of the first cloze test is 44.5. It means that from 62 test items, the 20 sample students averagely answered 44.5 items correctly. It means that the students are able to provide acceptable words in completing the gapped text. They can answer correctly more than half of 62 deleted words. Their ability in answering the test is presumably caused by their good understanding of the given topic, their prior knowledge, and their language competence.
The cloze test score of reading text 1 is:

$$Cs_1 = \frac{\text{MX}}{k} \times 100\% \ (k = \text{the number of item test})$$

$$Cs_1 = \frac{44.5}{62} \times 100\%$$

$$Cs_1 = 71.77\%$$

The first cloze test score is 71.77%. The score means the degree of readability of the first text is 71.77%. According to Zintz in Burns if a student had less than 40 percent correct, the material is probably at that individual’s frustration level and it is difficult. Thus, the teacher should offer alternative ways of learning the material. If the students had 40 percent to 60 percent correct, the material is probably at the instructional level for that students, and they will be able to learn from the text if the teachers provide careful guidance in the reading by developing readiness, helping with the new concept and unfamiliar vocabulary, and providing reading purposes to aid comprehension. If a student had more than 60 percent correct, the material is probably at his or her independent level, and he or she should be able to benefit from the material when reading it independently.

Based on Zintz’s classification, the score of the first cloze test (Cs1) 71.77% belongs to independent level. It can be assumed that the students can understand the text entitled *The Black Cat* easily.
The mean score of reading text 2 is:

\[ MX = \frac{\sum fx}{\sum f} \]

\[ MX = \frac{460}{20} \]

\[ MX = 23 \]

The mean score of the second cloze test is 23. It means that from 34 test items, the 20 sample students answered 23 items correctly. The students are able to provide acceptable words in completing the gapped text. The students can answer correctly 23 out of 34 deleted words. They are able to answer the test presumably because they already know the given topic and their prior knowledge and language competence are supporting them in choosing the right words in filling the text.

The cloze test score of reading text 2 is:

\[ Cs_2 = \frac{MX}{k} \times 100\% \]

\[ Cs_2 = \frac{23}{34} \times 100\% \]

\[ Cs_3 = 67.65\% \]

The score of the second cloze test is 67.65%. It means that the level of readability of the second text is 67.65%. In other words, the students understand 67.65% of the second text. The score 67.65% shows that the text 2 is in the independent level. It means that the students can understand the text entitled *A Lane Going up to the Hill* by themselves.
The mean score of reading text 3 is:

\[ MX = \frac{\sum f_x}{\sum f} \]

\[ MX = \frac{431}{20} \]

\[ MX = 21.55 \]

The mean score of the third cloze test is 21.55. It means that from 50 test items, the 20 sample students answered only 21.55 items correctly. From the score it can be seen that all of the students find confusing to answer the cloze test. They are confused to choose the appropriate word in completing the gap. The confusion is caused by their lack of knowledge of the given topic or their unsupported prior knowledge and their language competence in completing the missing words. And they need teacher’s helping.

The cloze test score of reading text 3 is:

\[ Cs3 = \frac{MX}{k} \times 100\% \]

\[ Cs 3 = \frac{21.55}{50} \times 100\% \]

\[ Cs3 = 43.1\% \]

The score of the third cloze test is 43.1%. It means that the level of readability of the third text is 43.1%. In other words, the students understand 43.1% of the third text. The score 43.1% shows that the text 3 is in the instructional level. It means that the students get in confused to the text entitled The Stronger Man, and they will be able to learn from the text if the teachers provide careful guidance in the reading by developing readiness, helping with
the new concept and unfamiliar vocabulary, and providing reading purposes to aid comprehension.

As stated in the previous chapter, to obtain the total score of cloze test, the score of reading text 1, the score of reading text 2, and the score of reading text 3 are added. Then, the result is divided by three (the number of reading text sample tested).

$$Cs - total = \frac{Cs_1 + Cs_2 + Cs_3}{3}$$

$$Cs - total = \frac{71.77\% + 67.65\% + 43.1\%}{3}$$

$$Cs - total = \frac{182.52\%}{3} = 60.84\%$$

The result of data analysis by using cloze test procedure shows that the readability of textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga. is 60.84%. It means that students understand 60.84% from the whole text in the textbook.

Based on Zintz’ classification, it can be said that the textbook belongs to independent level although the third text belongs to instructional level. It means that the students can understand the whole text in the textbook by themselves.
6. The Readability Level of Reading Texts that Present in the Textbook

“Look Ahead : An English Course 2” based on Judgment

As mentioned in the previous chapter, the judgment is given by professional teachers and experts. In this study, writer asked perception (in this study called judgment) of teacher in SMAN 1 Palangka Raya. The teacher’s name is Riani, S.Pd. She is an English teacher coordinator in SMAN 1 Palangka Raya.

In this study, writer interviewed Mrs. Riani to get her judgment about English textbook entitled “Look Ahead An English Course 2”. There were 8 questions in interviewing which was asked to know the judgment. First, the reason of choosing “Look Ahead An English Course 2” as main source in teaching learning process. Second, strength and lack of textbook entitled “Look Ahead An English Course 2”. Third, how to solve the lack of the textbook entitled “Look Ahead An English Course 2”. Fourth, the students’ difficulty in using the textbook entitled “Look Ahead An English Course 2”. Fifth, material development of the textbook entitled “Look Ahead An English Course 2”. Sixth, using the textbook entitled “Look Ahead An English Course 2” as main source in process of examination questions making. Seventh, the completeness of language component and language skill in the textbook entitled “Look Ahead An English Course 2”. And the last is the question about reading text in the textbook entitled “Look Ahead An English Course 2”.

First, the reason of choosing “Look Ahead An English Course 2” as main source in teaching learning process is caused teachers in SMAN-1
Palangka Raya have used the book during 7-8 years and the material which is in the book is good and suitable with school curriculum.

Second, strength and lack of textbook entitled “Look Ahead An English Course 2” side. The strength of the book are the book has complete material such as in reading material, there is clear and interesting picture, complete expression material, and complete exercise. And all of the materials are appropriate with the goal of teaching learning process. The other strength of textbook are good quality of papers and strong cover of the textbook. While, the lack of the textbook are no key answers for teacher to do correction in students exercise and sometimes teacher does not get listening cassette and materials.

Third, the way to solve the lack of the textbook entitled “Look Ahead An English Course 2” side. To solve the lack of the book which is about no key answers of exercises, the teachers make by their own self key answers before they give the exercises to the students. And to solve the lack of the book which is about the fact that sometimes teacher does not get listening cassette and materials, the teachers should look for the other listening materials in the internet.

Fourth, the students’ difficulty in using the textbook entitled “Look Ahead An English Course 2” side. Based on the answer of the teacher, it seemed that there was no students who got in difficult to use the textbook, because as the teachers they have explained the materials and exercises clear as they can. So the students could understand.
Fifth, material development of the textbook entitled “Look Ahead An English Course2” side. Usually, the teachers develop the materials by add the examples of expression material, and change the kind of reading text which is not appropriate with the students’ majority to reading text which is appropriate to students majority. The teachers developed materials by looking for in the internet.

Sixth, using the textbook entitled “Look Ahead An English Course2” as main source in process of examination questions creating. The textbook entitled “Look Ahead An English Course2” is textbook which is used in teaching learning process, but in creating of examination questions, teachers of SMAN-1 Palangka Raya take from many sources, it is not only from textbook entitled “Look Ahead An English Course2” but also from the other sources which is appropriate to the materials.

Seventh, the completeness of language component and language skill in the textbook entitled “Look Ahead An English Course2”. Mrs. Riani as one of teachers in SMAN 1 Palangka Raya could not conclude that textbook entitled “Look Ahead An English Course2” contains complete materials (language component and language skill) in detail, but in general, she judge that the textbook is complete. She added her opinion that we cannot judge a book is complete or not because it was depend on the students as learners group. There are many variants of learner group. They are the learners who were enough to understand the materials by answering the exercises which is put on the textbook; the learners who needed the simpler and detail exercises to make
them understand the materials. In conclusion we cannot judge that a textbook is complete on not and we cannot say that a textbook is not complete as not good textbook.

Eighth, reading text in the textbook entitled “Look Ahead An English Course2”. Almost same as the answer of question which is about complete or not complete textbook, mrs. Riani cannot judge the reading textbook is easy or not for their students, because it depended on students. But in general, she judge that reading text in the textbook entitled “Look Ahead An English Course2” is appropriate to senior high school students level.

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 textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga.

The findings of this study are answered the problem that is “How is readability level of texts in textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga?”

To answer those questions the writer has four ways to measure the readability level. First, the writer explored the Flesch Reading Ease Formula on analyzing all the reading texts; second, the writer gave questionnaire for students to ask their perception about text book. To recheck students’readability, writer do cloze test for students, and the last, writer interviewed teacher to get judgment of textbook “Look Ahead: An English Course 2”.
The result of the data analyzed by using Flesch Reading ease Formula, there were 43 reading texts on the textbook of “Look Ahead: An English Course 2” was classified into six levels:

1. Very Easy, there are 5 texts in this level. The readability score is between 90 – 100. **Text 13, Why Do Hawks Hunt Chicks**, has score 91.7; **text 16, The Black Cat**, has score 91.3; **Text 30, The Stronger Man**, has score 90; **Text 31, Farmer and His Three Sons**, has score 91.1; and **text 36, Magic Mirror**, has score 91.1. Those are estimated for 5th Grade students.

2. Easy, there are 15 texts in this level. The readability score is between 80-89. **Text 3, Insect Anatomy**, has score 80.1; **Text 4, has score 84.5; Text 6, has score 81.2; Text 12, Why Do the Mosquitoe buzz?, has score 82.9; Text 14, Why Do the Moon and the Sun Never Appear Together?, has score 89.3; Text 17, An Unforgettable Night, has score 85.9; Text 18, Girl in the Mirror, has score 83.9; Text 19, The Sign of Four, has score 82.4; **Text 20, A Lane Going Up to the Hill**, has score 86.5; **Text 22, has score 85.8; Text 25, has score 80.5; Text 29, has score 84.8; Text 32, Two Travelers and a Big Tree, has score 86.8; Text 33, The Mouse Deer and the Crocodile, has score 87.9; and **text 35, New Baby**, has score 81.2. Those are estimated for 6th Grade students.

3. Fairly Easy, there are 12 texts in this level. The readability score is between 70-79. **Text 1, Ask Bridget, has score 77.4; text 2, The Solar System, has score 72.3; text 7, has score 77.4; text 8, has score 77.8; text 9, has score 74.4; text 11, Tornados, has score 75.3; text 15, Pourquoitales, has score 74.4; text 21,
Proverbial Values, has score 78.1; text 27, has score 74.3; text 34, Body Language, has score 71.3; text 37, We don’t Subscribe Any Newspaper, has score 76; and text 43, Shuld adz be Banned from TV Programs?, has score 78.7. Those are estimated for 7th Grade students.

4. Standard, there are 6 texts in this level. The readability score is between 60-69. Text 5, has score 67.8; text 10, has score 63.9; Text 24, has score 63.8; Text 28, Valentine’s Day is not Part of Our Culture, has score 64.8; Text 38, has score 64.7; and Text 39, Should Mobile Phones be Banned in Schools?, has score 59.6. These readings text are estimated for 8th or 9th Grade students.

5. Fairly Difficult, there are 4 texts in this level. The readability score is between 50-59. Text 23, The Importance of English, has score 56.2; Text 26, has score 56.4; Text 40, Can ‘AFI’ Guarantee One to be a Talented Singer?, has score 49.7; Text 42, has score 53.7. These readings text are estimated for 10th to 12th Grade students.

6. Difficult, there is 1 text in this level. The readability score is between 30-49. Text 41, has score 35.6. It estimated for 13th to 16th 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 textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga especially in the reading sections are in Fairly Easy Level (75.9). It is found that according
to the theory of Flesch Reading Ease by Rudolph Flesch, there are 39 texts are in the inappropriate level and 4 texts that are appropriate to the level of eleventh grade students of Senior High School. Besides it all, the reading texts in textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga are readable and too easy for the level of eleventh grade students of Senior High School.

Based on the result of interview with the teacher, and the students’ answers of questionnaire, they agree that textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga is readable for the students in eleventh grade of Senior High School especially SMAN – 1 Palangka Raya.

Then, the students’ answers result is crosschecked to the cloze test’ calculation result. Related to the cloze test, Taylor stated that by using cloze test, readability is assessed through the ease with which the reader is able to provide acceptable items to complete the gapped text. The cloze test is testing the students’ prior knowledge and language competence as they attempt to fill in the deletions. The result show whether the text is suitable for them or not.

In line with the students’ answers result, the result of the cloze test shows that the textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga belongs to independent level. Zintz in Burns classified text level based on cloze test result into three levels. They are frustration, instructional, and independent level. In the frustration level, it is difficult the students to understand the text, then it makes them frustrated.
Then, the texts in the instructional level can be read by the students with the teachers’ guidance. The last level is independent level in which the students can read the book by themselves. In the other words the readable textbooks are the textbooks that are in the readers’ independent level.

Based on the Zintz’s theory, the students can explore their understanding toward the textbook entitled “Look Ahead: An English Course 2” by themselves. The students can independently read this textbook. It means that all of the information from the author is always accepted by the students’ mind, is caused by the students do not need the teachers’ guidance and help in using this book.

Having described the research findings viewed from some theories of the experts, it can be concluded that the textbook entitled “Look Ahead: An English Course 2” written by Th. M Sudarwati and Eudia Grace published by Erlangga that are used by the eleventh grade students of SMAN 1 Palangka Raya is readable and easy enough for the students. Even though it is readable, but in the detail of data there are some the difficulties is found in length of sentences, words choice (vocabulary), and tenses. The difficulties are seen from the result of closed-ended Dichotomous questionnaire showing that some sentences used in this textbook are too long for the students. It is beyond the students’ ability. Word difficulties also contribute in students difficulty. The students stated that there are some difficult words that become a barrier in understanding the textbook. And the last, some of students said that they felt difficult about tenses.

The students’ statement is supported by the result of cloze test. Writer mapped the answer sheet of cloze test (read on appendixes) showed in detail that
the respondents got wrong answer in 3.13% adjective words, 6.90% adverb, 
1.89% comparative, 3.58% conjunction, 8.97% determiner, 1.18% indefinite 
adverb, 2.31% indefinite determiner, 1.39% indefinite pronoun, 0.50% modal, 
0.62% negative determiner, 20.25% noun word, 0.69% object words, 0.59% 
possessive noun, 5.18% possessive pronoun, 11.16% preposition, 5.51% 
pronoun, 0.95% pronoun number, 2.72% to be and 22.17 % verbs . This data 
explore some factor influenced readability like as explanation in chapter II page 
22 which is stated by Stephens. This data explained in detail factor which 
discussed about pronouns, average number of words in sentences, percentage of 
different words and number of prepositional phrases.

But in general the result of closed-ended Dichotomous questionnaire 
showing that textbook entitled “Look Ahead: An English Course 2” written by 
Th. M Sudarwati and Eudia Grace published by Erlangga that are used by the 
eleventh grade students of SMAN 1 Palangka Raya is readable for the students. 
In line with the closed-ended Dichotomous questionnaire result, interview to the 
teacher showed that the textbook is readable for the students and cloze test result 
also indicates that the students can understand the textbook by themselves. 
Furthermore the result score of reading text based on Flesch Formula showed that 
reading text in textbook entitled “Look Ahead: An English Course 2” written by 
Th. M Sudarwati and Eudia Grace published by Erlangga are Fairly Easy Level 
(appropriate to 7th grade).
Based on theory about criteria of good reading text on chapter II page 14 are fits with teaching learning purpose, fits with students’ ability and needs, challenging, and able to develop students’ competency.

On the other words, the textbook entitled “Look Ahead: An English Course 2” do not reach as good reading text yet, because the textbook is too easy for students and not challenging.