

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 years¹.

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

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

¹ http

Text 7 page 26	6	45	65
Text 8 page 27	3	34	47
Text 9 page 27	4	32	47
Text 10 page 27	3	40	61
Text 11 page 27 <i>“Torandos”</i>	9	109	154
Unit 2			
Text 12 page 48 <i>“Why do mosquitoes buzz?”</i>	7	114	145
Text 13 page 51 <i>“Why Do Hawks Hunt Chicks?”</i>	17	200	243
Text 14 page 52 <i>“Why Do the Moon and the Sun Never Appear Together?”</i>	11	119	150
Text 15 page 58 <i>“Pourquoitales”</i>	16	127	186
Text 16 page 60 <i>“The Black Cat”</i>	38	460	562
Text 17 page 66 <i>“An Unforgettable Night”</i>	7	99	125
Text 18 page 67 <i>“Girl In the Mirror”</i>	10	153	194
Text 19 page 68 <i>“The Sign of Four”</i>	41	481	641
Text 20 page 70 <i>“A Lane Going up to The Hill”</i>	24	264	340
Unit 3			

Text 21 page 90 <i>“Proverbial Values”</i>	34	431	589
Text 22 page 90	15	152	210
Text 23 page 92 <i>“The Importance of English”</i>	8	114	183
Text 24 page 97	9	143	215
Text 25 page 108	10	120	162
Text 26 page 110	18	162	270
Unit 4			
Text 27 page 126	42	445	641
Text 28 page 133 <i>“Valentine’s Day is not Part of Our Culture”</i>	20	265	403
Text 29 page 135 <i>“The Lion and the Mouse”</i>	9	190	226
Text 30 page 136 <i>“The Stronger Man”</i>	37	558	671
Text 31 page 141 <i>“A Farmer and His Three Sons”</i>	24	195	247
Text 32 page 150 <i>“Two Travelers and a Big Trees”</i>	15	211	264
Text 33 page 151 <i>“The mouse Deer and the Crocodile”</i>	30	214	282
Unit 5			

Text 34 page 165 <i>“Body Language”</i>	12	142	208
Text 35 page 167 <i>“New Baby”</i>	12	115	158
Text 36 page 167 <i>“Magic Mirror”</i>	10	107	133
Text 37 page 176 <i>“We Don’t Subscribe to Any Newspaper”</i>	10	147	201
Unit 6			
Text 38 page 185	14	175	267
Text 39 page 187 <i>“Should Mobile Phones be Banned in Schools?”</i>	3	65	96
Text 40 page 191 <i>“Can ‘AFI’ Guarantee One to be a Talented Singer?”</i>	10	206	331
Text 41 page 194	6	92	169
Text 42 page 195	8	180	278
Text 43 page 197 <i>“Should Ads be Banned from TV Programs?”</i>	20	208	289

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.

Text 1 page 11 “Ask Bridget”

$$\begin{aligned} \text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 225 : 15 = 15 \end{aligned}$$

$$\begin{aligned} \text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 305 : 225 = 1.4 \end{aligned}$$

Text 2 page 23 “The Solar System”

$$\begin{aligned} \text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 67 : 8 = 8.4 \end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 100 : 67 = 1.5\end{aligned}$$

Text 3 page 24 “Insect Anatomy”

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 69 : 7 = 9.9\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 95 : 69 = 1.4\end{aligned}$$

Text 4 page 25

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 98 : 9 = 10.9\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 128 : 98 = 1.3\end{aligned}$$

Text 5 page 26

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 115 : 9 = 12.8\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 171 : 115 = 1.5\end{aligned}$$

Text 6 page 26

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 44 : 7 = 6.3\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 62 : 44 = 1.4\end{aligned}$$

Text 7 page 26

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 45 : 6 = 7.5\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 65 : 45 = 1.4\end{aligned}$$

Text 8 page 27

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 34 : 3 = 11.3\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 47 : 34 = 1.4\end{aligned}$$

Text 9 page 27

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

$$= 32 : 4 = 8.0$$

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?”

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

$$= 200 : 17 = 11.8$$

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

$$= 243 : 200 = 1.2$$

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

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

$$= 119 : 11 = 10.8$$

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

$$= 150 : 119 = 1.3$$

Text 15 page 58 “Pourquoiatales”

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

$$= 127 : 16 = 11.3$$

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

$$= 47 : 34 = 1.4$$

Text 16 page 60 “The Black Cat”

ASL = Number of Words : Number of Sentences

$$= 460 : 38 = 12.1$$

ASW = Number of Syllables : Number of Words

$$= 562 : 460 = 1.2$$

Text 17 page 66 “An Unforgettable Night”

ASL = Number of Words : Number of Sentences

$$= 99 : 7 = 14.1$$

ASW = Number of Syllables : Number of Words

$$= 125 : 99 = 1.3$$

Text 18 page 67 “Girl In the Mirror”

ASL = Number of Words : Number of Sentences

$$= 153 : 10 = 15.3$$

ASW = Number of Syllables : Number of Words

$$= 194 : 153 = 1.3$$

Text 19 page 68 “The Sign of Four”

ASL = Number of Words : 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”

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

$$= 114 : 8 = 14.3$$

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

$$= 183 : 114 = 1.6$$

Text 24 page 97

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

$$= 143 : 9 = 15.9$$

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

$$= 215 : 143 = 1.5$$

Text 25 page 108

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

$$= 120 : 10 = 12.0$$

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

$$= 162 : 120 = 1.4$$

Text 26 page 110

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 162 : 18 = 9.0\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 270 : 162 = 1.7\end{aligned}$$

Text 27 page 126

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 445 : 42 = 10.6\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 641 : 445 = 1.4\end{aligned}$$

Text 28 page 133 "*Valentine's Day is not Part of Our Culture*"

$$\begin{aligned}\text{ASL} &= \text{Number of Words} : \text{Number of Sentences} \\ &= 265 : 20 = 13.3\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of Syllables} : \text{Number of Words} \\ &= 403 : 265 = 1.5\end{aligned}$$

Text 29 page 135 "*The Lion and the Mouse*"

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

$$= 190 : 9 = 21.1$$

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*"

ASL = Number of Words : Number of Sentences

$$= 107 : 10 = 10.7$$

ASW = Number of Syllables : Number of Words

$$= 133 : 107 = 1.2$$

Text 37 page 176 "*We Don't Subscribe to Any Newspaper*"

ASL = Number of Words : Number of Sentences

$$= 147 : 10 = 14.7$$

ASW = Number of Syllables : Number of Words

$$= 201 : 147 = 1.4$$

Text 38 page 185

ASL = Number of Words : Number of Sentences

$$= 175 : 14 = 12.5$$

ASW = Number of Syllables : Number of Words

$$= 267 : 175 = 1.5$$

Text 39 page 187 "*Should Mobile Phones be Banned in Schools?*"

ASL = Number of Words : 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?*”

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

$$= 208 : 20 = 10.4$$

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

$$= 289 : 208 = 1.4$$

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

Table 4.2 The Result of ASL and ASW Calculation

Text	Average Sentence Length (ASL)	Average Syllable per Word (ASW)
Unit 1		
Text 1 page 11 “ <i>Ask Bridget</i> ”	15.0	1.36
Text 2 page 23 “ <i>The Solar System</i> ”	8.38	1.49
Text 3 page 24 “ <i>Insect Anatomy</i> ”	9.86	1.38
Text 4 page 25	10.89	1.31
Text 5 page 26	12.78	1.49
Text 6 page 26	6.29	1.41
Text 7 page 26	7.5	1.44

Text 8 page 27	11.33	1.39
Text 9 page 27	8.0	1.47
Text 10 page 27	13.33	1.53
Text11 page 27 " <i>Torandos</i> "	12.11	1.41
Unit 2		
Text 12 page 48 " <i>Why do mosquitoes buzz?</i> "	16.29	1.27
Text 13 page 51 " <i>Why Do Hawks Hunt Chicks?</i> "	11.76	1.22
Text 14 page 52 " <i>Why Do the Moon and the Sun Never Appear Together?</i> "	10.82	1.26
Text 15 page 58 " <i>Pourquoiatales</i> "	7.94	1.47
Text 16 page 60 " <i>The Black Cat</i> "	12.11	1.22
Text 17 page 66 " <i>An Unforgettable Night</i> "	14.14	1.26
Text 18 page 67 " <i>Girl In the Mirror</i> "	15.3	1.27
Text 19 page 68 " <i>The Sign of Four</i> "	11.73	1.33
Text 20 page 70 " <i>A Lane Going up to The Hill</i> "	11.0	1.29
Unit 3		
Text 21 page 90 " <i>Proverbial Values</i> "	12.68	1.37
Text 22 page 90	10.13	1.38
Text 23 page 92 " <i>The Importance of English</i> "	14.25	1.61
Text 24 page 97	15.89	1.50

Text 25 page 108	12.0	1.35
Text 26 page 110	9.0	1.67
Unit 4		
Text 27 page 126	10.60	1.44
Text 28 page 133 <i>“Valentine’s Day is not Part of Our Culture”</i>	13.25	1.52
Text 29 page 135 <i>“The Lion and the Mouse”</i>	21.11	1.19
Text 30 page 136 <i>“The Stronger Man”</i>	15.08	1.20
Text 31 page 141 <i>“A Farmer and His Three Sons”</i>	8.13	1.27
Text 32 page 150 <i>“Two Travelers and a Big Trees”</i>	14.07	1.25
Text 33 page 151 <i>“The mouse Deer and the Crocodile”</i>	7.13	1.32
Unit 5		
Text 34 page 165 <i>“Body Language”</i>	11.83	1.46
Text 35 page 167 <i>“New Baby”</i>	9.58	1.37
Text 36 page 167 <i>“Magic Mirror”</i>	10.7	1.24
Text 37 page 176 <i>“We Don’t Subscribe to Any Newspaper”</i>	14.7	1.37
Unit 6		
Text 38 page 185	12.5	1.53
Text 39 page 187 <i>“Should Mobile Phones be Banned in</i>	21.67	1.48

<i>Schools?”</i>		
Text 40 page 191 “ <i>Can ‘AFI’ Guarantee One to be a Talented Singer?”</i>	20.6	1.61
Text 41 page 194	15.33	1.84
Text 42 page 195	22.5	1.54
Text 43 page 197 “ <i>Should Ads be Banned from TV Programs?”</i>	10.4	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 page 11 “*Ask Bridget*”

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

$$= 206.835 - (1.015 \times 15.0) - (84.6 \times 1.35)$$

$$= 206.835 - 15.225 - 114.21$$

$$= 77.4$$

Text 2 page 23 “*The Solar System*”

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

$$= 206.835 - (1.015 \times 8.38) - (84.6 \times 1.49)$$

$$= 206.835 - 8.5057 - 126.054$$

$$= 72.3$$

Text 3 page 24 "*Insect Anatomy*"

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 9.86) - (84.6 \times 1.38) \\ &= 206.835 - 10.0079 - 116.748 \\ &= 80.1 \end{aligned}$$

Text 4 page 25

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 10.89) - (84.6 \times 1.31) \\ &= 206.835 - 11.05335 - 110.826 \\ &= 84.5 \end{aligned}$$

Text 5 page 26

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 12.78) - (84.6 \times 1.49) \\ &= 206.835 - 12.9717 - 126.054 \\ &= 67,8 \end{aligned}$$

Text 6 page 26

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

$$= 206.835 - (1.015 \times 6.29) - (84.6 \times 1.41)$$

$$= 206.835 - 6.38435 - 119.286$$

$$= 81.2$$

Text 7 page 26

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

$$= 206.835 - (1.015 \times 7.5) - (84.6 \times 1.44)$$

$$= 206.835 - 7.6125 - 121.824$$

$$= 77.4$$

Text 8 page 27

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

$$= 206.835 - (1.015 \times 11.33) - (84.6 \times 1.39)$$

$$= 206.835 - 11.49995 - 117.594$$

$$= 77.8$$

Text 9 page 27

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

$$= 206.835 - (1.015 \times 8.0) - (84.6 \times 1.47)$$

$$= 206.835 - 8.12 - 124.362$$

$$= 74.4$$

Text 10 page 27

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

$$= 206.835 - (1.015 \times 13.33) - (84.6 \times 1.53)$$

$$= 206.835 - 13.52995 - 129.438$$

$$= 63.9$$

Text 11 page 27 "*Torandos*"

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

$$= 206.835 - (1.015 \times 12.11) - (84.6 \times 1.41)$$

$$= 206.835 - 12.29165 - 119.286$$

$$= 75.3$$

Text 12 page 48 "*Why do mosquitoes buzz?*"

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

$$= 206.835 - (1.015 \times 16.29) - (84.6 \times 1.27)$$

$$= 206.835 - 16.53435 - 107.442$$

$$= 82.9$$

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

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 11.76) - (84.6 \times 1.22) \\
 &= 206.835 - 11.9364 - 103.212 \\
 &= 91.7
 \end{aligned}$$

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

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 10.82) - (84.6 \times 1.26) \\
 &= 206.835 - 10.9823 - 106.596 \\
 &= 89.3
 \end{aligned}$$

Text 15 page 58 “*Pourquoiatales*”

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 7.94) - (84.6 \times 1.47) \\
 &= 206.835 - 8.0591 - 124.362 \\
 &= 74.4
 \end{aligned}$$

Text 16 page 60 “*The Black Cat*”

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

$$= 206.835 - (1.015 \times 12.11) - (84.6 \times 1.22)$$

$$= 206.835 - 12.29165 - 103.212$$

$$= 91.3$$

Text 17 page 66 "*An Unforgettable Night*"

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

$$= 206.835 - (1.015 \times 14.14) - (84.6 \times 1.26)$$

$$= 206.835 - 14.3521 - 106.596$$

$$= 85.9$$

Text 18 page 67 "*Girl In the Mirror*"

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

$$= 206.835 - (1.015 \times 15.3) - (84.6 \times 1.27)$$

$$= 206.835 - 15.5295 - 107.442$$

$$= 83.9$$

Text 19 page 68 "*The Sign of Four*"

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

$$= 206.835 - (1.015 \times 11.73) - (84.6 \times 1.33)$$

$$= 206.835 - 11.90595 - 112.518$$

$$= 82.4$$

Text 20 page 70 "*A Lane Going up to The Hill*"

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

$$= 206.835 - (1.015 \times 11.0) - (84.6 \times 1.29)$$

$$= 206.835 - 11.165 - 109.134$$

$$= 86.5$$

Text 21 page 90 "*Proverbial Values*"

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

$$= 206.835 - (1.015 \times 12.68) - (84.6 \times 1.37)$$

$$= 206.835 - 12.8702 - 115.902$$

$$= 78.1$$

Text 22 page 90

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

$$= 206.835 - (1.015 \times 10.88) - (84.6 \times 1.30)$$

$$= 206.835 - 11.0432 - 109.98$$

$$= 85.8$$

Text 23 page 92 "*The Importance of English*"

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 14.25) - (84.6 \times 1.61) \\ &= 206.835 - 14.46375 - 136.206 \\ &= 56.2 \end{aligned}$$

Text 24 page 97

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 15.89) - (84.6 \times 1.50) \\ &= 206.835 - 16.12835 - 126.9 \\ &= 63.8 \end{aligned}$$

Text 25 page 108

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 12.0) - (84.6 \times 1.35) \\ &= 206.835 - 12.18 - 114.21 \\ &= 80.5 \end{aligned}$$

Text 26 page 110

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

$$= 206.835 - (1.015 \times 9.0) - (84.6 \times 1.67)$$

$$= 206.835 - 9.135 - 141.282$$

$$= 56.4$$

Text 27 page 126

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

$$= 206.835 - (1.015 \times 10.60) - (84.6 \times 1.44)$$

$$= 206.835 - 10.759 - 121.824$$

$$= 74.3$$

Text 28 page 133 "*Valentine's Day is not Part of Our Culture*"

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

$$= 206.835 - (1.015 \times 13.25) - (84.6 \times 1.52)$$

$$= 206.835 - 13.44875 - 128.592$$

$$= 64.8$$

Text 29 page 135 "*The Lion and the Mouse*"

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

$$= 206.835 - (1.015 \times 21.11) - (84.6 \times 1.19)$$

$$= 206.835 - 21.42665 - 100.674$$

$$= 84.8$$

Text 30 page 136 "*The Stronger Man*"

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

$$= 206.835 - (1.015 \times 15.08) - (84.6 \times 1.20)$$

$$= 206.835 - 15.3062 - 101.52$$

$$= 90$$

Text 31 page 141 "*A Farmer and His Three Sons*"

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

$$= 206.835 - (1.015 \times 8.13) - (84.6 \times 1.27)$$

$$= 206.835 - 8.25195 - 107.442$$

$$= 91.1$$

Text 32 page 150 "*Two Travelers and a Big Trees*"

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

$$= 206.835 - (1.015 \times 14.07) - (84.6 \times 1.25)$$

$$= 206.835 - 14.28105 - 105.75$$

$$= 86.8$$

Text 33 page 151 "*The mouse Deer and the Crocodile*"

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 7.13) - (84.6 \times 1.32) \\ &= 206.835 - 7.23695 - 111.672 \\ &= 87.9 \end{aligned}$$

Text 34 page 165 "*Body Language*"

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 11.83) - (84.6 \times 1.46) \\ &= 206.835 - 12.00745 - 123.516 \\ &= 71.3 \end{aligned}$$

Text 35 page 167 "*New Baby*"

$$\begin{aligned} RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\ &= 206.835 - (1.015 \times 9.58) - (84.6 \times 1.37) \\ &= 206.835 - 9.7237 - 115.902 \\ &= 81.2 \end{aligned}$$

Text 36 page 167 "*Magic Mirror*"

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

$$= 206.835 - (1.015 \times 10.7) - (84.6 \times 1.24)$$

$$= 206.835 - 10.8605 - 104.904$$

$$= 91.1$$

Text 37 page 176 "*We Don't Subscribe to Any Newspaper*"

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

$$= 206.835 - (1.015 \times 14.7) - (84.6 \times 1.37)$$

$$= 206.835 - 14.9205 - 115.902$$

$$= 76$$

Text 38 page 185

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

$$= 206.835 - (1.015 \times 12.5) - (84.6 \times 1.53)$$

$$= 206.835 - 12.6875 - 129.438$$

$$= 64.7$$

Text 39 page 187 "*Should Mobile Phones be Banned in Schools?*"

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

$$= 206.835 - (1.015 \times 21.67) - (84.6 \times 1.48)$$

$$= 206.835 - 21.99505 - 125.208$$

$$= 59.6$$

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

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

$$= 206.835 - (1.015 \times 20.6) - (84.6 \times 1.61)$$

$$= 206.835 - 20.909 - 136.206$$

$$= 49.7$$

Text 41 page 194

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

$$= 206.835 - (1.015 \times 15.33) - (84.6 \times 1.84)$$

$$= 206.835 - 15.5595 - 155.664$$

$$= 35.6$$

Text 42 page 195

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

$$= 206.835 - (1.015 \times 22.5) - (84.6 \times 1.54)$$

$$= 206.835 - 22.8375 - 130.284$$

$$= 53.7$$

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

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

$$= 206.835 - (1.015 \times 10.4) - (84.6 \times 1.39)$$

$$= 206.835 - 10.556 - 117.594$$

$$= 78.7$$

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

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

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

<i>“Torandos”</i>			
Unit 2			
Text 12 page 48 <i>“Why do mosquitoes buzz?”</i>	82.9	Easy	6 th Grade
Text 13 page 51 <i>“Why Do Hawks Hunt Chicks?”</i>	91.7	Very Easy	5 th Grade
Text 14 page 52 <i>“Why Do the Moon and the Sun Never Appear Together?”</i>	89.3	Easy	5 th Grade
Text 15 page 58 <i>“Pourquoiatales”</i>	74.4	Fairly Easy	7 th Grade
Text 16 page 60 <i>“The Black Cat”</i>	91.3	Very Easy	5 th Grade
Text 17 page 66 <i>“An Unforgettable Night”</i>	85.9	Easy	6 th Grade
Text 18 page 67 <i>“Girl In the Mirror”</i>	83.9	Easy	6 th Grade
Text 19 page 68 <i>“The Sign of Four”</i>	82.4	Easy	6 th Grade
Text 20 page 70 <i>“A Lane Going up to The Hill”</i>	86.5	Easy	6 th Grade
Unit 3			
Text 21 page 90 <i>“Proverbial Values”</i>	78.1	Fairly Easy	7 th Grade
Text 22 page 90	85.8	Easy	6 th Grade
Text 23 page 92 <i>“The Importance of English”</i>	56.2	Fairly difficult	10 th -12 th grade
Text 24 page 97	63.8	Standard	8 th -9 th Grade
Text 25 page 108	80.5	Easy	6 th Grade
Text 26 page 110	56.4	Fairly difficult	10 th -12 th grade

Unit 4			
Text 27 page 126	74.3	Fairly Easy	7 th Grade
Text 28 page 133 <i>“Valentine’s Day is not Part of Our Culture”</i>	64.8	Standard	8 th -9 th Grade
Text 29 page 135 <i>“The Lion and the Mouse”</i>	84.8	Easy	6 th Grade
Text 30 page 136 <i>“The Stronger Man”</i>	90	Very Easy	5 th Grade
Text 31 page 141 <i>“A Farmer and His Three Sons”</i>	91.1	Very Easy	5 th Grade
Text 32 page 150 <i>“Two Travelers and a Big Trees”</i>	86.8	Easy	6 th Grade
Text 33 page 151 <i>“The mouse Deer and the Crocodile”</i>	87.9	Easy	6 th Grade
Unit 5			
Text 34 page 165 <i>“Body Language”</i>	71.3	Fairly Easy	7 th Grade
Text 35 page 167 <i>“New Baby”</i>	81.2	Easy	6 th Grade
Text 36 page 167 <i>“Magic Mirror”</i>	91.1	Very Easy	5 th Grade
Text 37 page 176 <i>“We Don’t Subscribe to Any Newspaper”</i>	76	Fairly Easy	7 th Grade
Unit 6			
Text 38 page 185	64.7	Standard	8 th -9 th Grade
Text 39 page 187 <i>“Should Mobile Phones be Banned in Schools?”</i>	59.6	Standard	8 th -9 th Grade

Text 40 page 191 “Can ‘AFI’ Guarantee One to be a Talented Singer?”	49.7	Fairly difficult	10 th -12 th grade
Text 41 page 194	35.6	Difficult	13 th -16 th grade
Text 42 page 195	53.7	Fairly difficult	10 th -12 th grade
Text 43 page 197 “Should Ads be Banned from TV Programs?”	78.7	Fairly Easy	7 th Grade
Total	3262.5: 43	-	-
Mean	75.9	Fairly Easy	7th Grade

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 4.4 The Number of Eleventh Grade Students of SMAN-1 Palangka Raya who have learnt textbook entitled “Look Ahead: An English Course 2”

No.	Class	Number of Students
1.	XI IPA	136 students
2.	XI IPS	41 students

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”

Class	Students’ Perception					
	Interesting and clear of book style	Easy to understand (Content)	Many new vocabulary	Long text	Familiar topic	Complete information
IPA & IPS	19 students	15 students	13 students	10 students	13 students	15 students

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 Course2*. 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 4.6 Students’ Result of Cloze Test

No.	Students’ Names	Items Correctly		
		Text 1 (The Black Cat)	Text 2 (A Lane Going up to The Hill)	Text 3 (The Stronger Man)
1.	Adji Nor Yachya	57	33	15
2.	Agnes P. Embang	61	20	27
3.	Briliant H.S	21	6	27
4.	Chelsa Monica	57	34	38
5.	Claraniati	43	12	20
6.	Desi Indriyani	41	26	30
7.	Dhennyanto	35	23	0
8.	Emiliasi Widyasari	52	31	16
9.	Ghesid T	18	1	12
10.	Gitareja Maega Marannu L.	59	33	36
11.	Gustin Kurmawati	53	24	43
12.	I Wayan Yugi Widiana	47	23	22
13.	M. Khabir Pahsimi P.	31	34	0
14.	Maya Maria Herli	33	22	11
15.	Naila Durratu S.	40	13	17
16.	Natalia Susana Putri	54	29	36

17.	Paska Aprilianto	50	19	18
18.	Peka Yani Lestari	41	30	15
19.	Sintya W. Atmanastusti	58	21	22
20.	Vania Augusta	39	26	26
Total		890	460	431

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:

$$Cs1 = \frac{MX}{k} \times 100\% \text{ (k = the number of item test)}$$

$$Cs1 = \frac{44.5}{62} \times 100\%$$

$$Cs1 = 71,77 \%$$

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:

$$Cs2 = \frac{MX}{k} \times 100\%$$

$$Cs 2 = \frac{23}{34} \times 100\%$$

$$Cs 3 = 67.65 \%$$

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:

$$MX = \frac{\sum fx}{\sum f}$$

$$MX = \frac{431}{20}$$

$$MX = 21.55$$

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:

$$Cs3 = \frac{MX}{k} \times 100\%$$

$$Cs3 = \frac{21.55}{50} \times 100\%$$

$$Cs3 = 43.1 \%$$

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 pervious 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).

$$\text{Cs - total} = \frac{\text{Cs1} + \text{Cs2} + \text{Cs3}}{3}$$

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

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

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 Course2*”. There were 8 questions in interviewing which was asked to know the judgment. First, the reason of choosing “*Look Ahead An English Course2*” as main source in teaching learning process. Second, strength and lack of textbook entitled “*Look Ahead An English Course2*”. Third, how to solve the lack of the textbook entitled “*Look Ahead An English Course2*”. Fourth, the students' difficulty in using the textbook entitled “*Look Ahead An English Course2*”. Fifth, material development of the textbook entitled “*Look Ahead An English Course2*”. Sixth, using the textbook entitled “*Look Ahead An English Course2*” 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 Course2*”. And the last is the question about reading text in the textbook entitled “*Look Ahead An English Course2*”.

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 Course2*" 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 Course2*" 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 Course2*" 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 or 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 Mosquitoes 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.