

THE READABILITY LEVEL OF READING TEXT IN THE ENGLISH TEXTBOOK ENTITLED “PATHWAY TO ENGLISH” USED THE ELEVENTH GRADE STUDENTS OF STATES ISLAMIC SENIOR HIGH SCHOOL IN TANGERANG

Tuti Tilawati ¹,

Program Studi Bahasa Inggris Pascasarjana Universitas Indraprasta PGRI Jakarta

Mamik Suendarti ²,

Program Studi Bahasa Inggris Pascasarjana Universitas Indraprasta PGRI Jakarta

e-mail: tuti.tilawati@yahoo.com ¹

e-mail: mamik.suendarti@unindra.ac.id ²

Abstract: The readability level of reading text in the English textbook entitled “Pathway to English” used by the eleventh grade students of State Islamic Senior High School in Tangerang. The objective of the research was to know whether the textbook is suitable to the ability of students, to know whether the reading texts are suitable to student and to know the readability level of reading texts in an English textbook entitled “Pathway to English” which is used by the eleven grade students of State Islamic Senior High School in Tangerang. Method of the research was descriptive qualitative method. The data analyzed through document study. The researcher has completed the following steps which she tries to describe, elaborate, and analyze the readability level of the textbook entitled “Pathway to English” a textbook for eleven grade of state Islamic senior high school in Tangerang. From the writer’s analysis, reading texts in English Textbook entitled “Pathway to English” a textbook for eleven grade of state Islamic senior high school in Tangerang which not readable with students for eleven grade of state Islamic senior high school in Tangerang are: from sixteen reading texts, there are six texts that readable with state Islamic senior high school in Tangerang. The reading texts are text 2, 3, 4, 11, 13 and 16. It can be classified Flesch Reading Ease Score 50-59 the description of the style of the text is fairly difficult. There are six texts from sixteen texts or 37.5 % texts at this level is readable with eleventh grade of state Islamic senior high school in Tangerang. Meanwhile, there are ten texts (62.5 %) from sixteen texts that not readable with state Islamic senior high school in Tangerang.

Key Words: reading comprehension; measuring of readability; the role of textbook.

Introduction

Language has an important role in human life because we use language as a means of communication and as a social symbol of humanity. By using language, a person can make statements, convey facts and knowledge, explain or report something, and maintain social relations between language users. This shows that by using language, people can express their ideas, feelings, and get information through communication. Humans cannot escape language. It is evident from its use for daily conversations, of course, there is a role for language which enables one another to communicate, convey meaning to one another. Not only in spoken form, of course language is also used in written form. Someone's thinking will certainly get more recognition when it is written, so that other people who read will know what a writer is trying to convey. Basically, all human activities will be closely related to language. Whether just chatting with friends, or formal activities such as school, college and even at work. Philosophy also cannot be separated from language.

In the world, there are many languages because all countries have their own language. All of countries decide English as an international language because if there is no an international language, we will be difficult to communicate with other countries, and we are also impossible to learn all of the languages in the world. English is the language of communication between people of different cultures. It is also a computer language that helps to communicate with people around the world through internet and email technology. People who know English can use the internet, which gets the information and communication revolution. And also one of the reasons that contributed to the spread of English is the language of the modern era. Where people use it in various fields of life such as, economics, e-commerce medicine, and aviation. In addition, it is the language used in tourism and travel. This is the motive for the reason people learn English. The ability to speak English is one of the most important abilities for students because English has become a universal language used in the world of technology, education, politics, trade, as well as being the communication tool most often used by the world. English is as a second language in Indonesia. Realizing the importance of English in the future, English learning must be given and implemented as early as possible in schools. Learning English in Indonesia places more emphasis on the aspects of language knowledge and understanding of discourse content.

Learning English is a challenge for students to be able to apply it in everyday life or to improve learning achievement in English. With the trust that each student has, individual students will very easily interact in their learning environment. Learning English in the digital era currently occupies a very important position in the world of education in Indonesia. Learning English is expected to produce Indonesian individuals who are able to communicate in international languages with various nations in the world. Mastery of English in Indonesia is urgently needed in order to open up horizons for the Indonesian people to absorb the development of science and technology from other countries. The technique of teaching English to children in primary schools is very different from teaching at later levels. Teaching English in primary schools is more difficult than teaching English in secondary schools. In teaching English in elementary schools, certain techniques are needed, which aim to make the learning atmosphere fun for children. Teachers must have several variations in teaching techniques, some variations that teachers can do with developing some existing techniques. The most important thing is that in its development the teacher can adapt to existing needs and conditions.

In Indonesia, it is taught from elementary level to college. In language learning can be obtained from teachers, textbooks or teaching materials. English teachers and textbook have an important role to develop the ability of students in English. Classroom learning acts as a means of interaction and books and teaching materials act as learning resources. Therefore, the purpose of language learning is to provide learning resources in the language learning process. Teachers must have an awareness of the selection of suitable teaching materials for students. Adjusting the material to students' abilities will have a good effect in learning so that later students can read, listen, write, and speak according to the teacher's expectations.

The text contained in the textbook should match the level of the student being taught. Complaints about the text that are difficult to read and understand are often raised by students about the textbooks they use. In addition, texts that are difficult to read naturally reduce motivation to learn because they have given up before starting the lesson. Their best learning when they are given material written according to their reading level. Teachers as book users are expected to realize the importance of legibility of a text so that they evaluate it first before using the text provided in the textbook. Selection of the right text will be effective for teaching and careful selection of text in textbooks will provide good input to students so that they can produce the desired language.

Learning English is usually done by reading, listening, speaking and writing and requires an appropriate and effective approach because it is a foreign language in Indonesia. Success in learning English depends on the presentation of learning where the teaching and learning process prioritizes interesting and fun things. Interesting and fun English study aids can motivate beginners to study hard. Learning English does not only prioritize absorption through the achievement of information, but also prioritizes the development of capabilities and information processing. For this reason, students' activities need to be improved through the exercises on English assignments by working in small groups and explaining ideas to others. These communication skills include listening, reading, speaking, and writing. The four abilities

are related to one another. Listening skills must be mastered by students because it can help students recognize sounds that differentiate meanings, recognize new vocabulary, and also recognize grammar. The ability to read must be owned by students because through reading activities new vocabulary will be obtained. The ability to speak and write can help students express their ideas, thoughts, and feelings both verbally and in writing. All of these language skills must be improved and balanced in teaching.

One of English skills is reading. According to Marshall (2010:95), “Reading is so essentially invisible and so commonplace that is difficult to actually “see” it and to untangle it from the many assumptions that we make it.” Therefore, in order to know understanding the text, students should know the meaning of the words in the text, but there are some students feel reluctant to read English reading texts. Reading is important to seek information and also add knowledge. Reading lessons are taught from elementary until college. Elementary students have learned to recognize letters in sentences according to their thinking abilities. In English, there is a reading lesson. It is reading comprehension, which means understanding what is being read. Usually textbooks on Reading Comprehension are designed in the form of a discourse accompanied by questions about the discourse to find out whether the reader can understand what is being read. Reading Comprehension is taught from Elementary School to Higher Education in English lessons and also courses.

The researcher conducted an interview with the English teacher of State Islamic Senior High School in Tangerang. The researcher asked about the textbook which was used in her class, and she informed that she usually uses the textbook entitled “Pathway to English”. She said that her students are difficult to understand reading texts because many difficult words which are found in reading text. They also inform that those texts are too long and too boring to read, so these two problems are actually related to readability level. Nowadays, there are many English textbooks which are offered by many publishers, but we don’t know which one English textbooks are suitable with the ability of students and grade. According to Bailin and Grafstein (2016:2), “Readability is concerned with effective communication of ideas and information. It is not, however, simply another term for communication studies.” The English textbook which is used in the learning process should be able to help them in understanding the material easily. Therefore, it is important to make sure that the reading material is readable for them to make it easier understanding.

According to Nemati (2012:97-99), there are some of widely used formulas to measure readability; (1) Flesch readability score This is perhaps the most widely (flesch, 1974) used readability metric. It is commonly used to evaluate the readability of school text, legal documents, and insurance policies. The formula of FRES is given as follows.

$$FRES = 206.835 - (1.015) \frac{(\text{words})}{\text{Sentences}} - (84.6) \frac{(\text{syllables} - ASW)}{\text{Words}}$$

FRES	READABILITY
0-29	Very difficult
30-49	Difficult
50-59	Fairly difficult
60-69	Standard
70-79	Fairly easy
80-89	Easy
90-100	Very easy

Where words, sentences, syllables, ASL and ASW denote the number of words, sentences, syllables, average syllables per word, and average sentences length in words respectively. FRES lies between 0 and 100, where higher value denotes greater readability. From the formula, we can notice that longer sentences and words result in a lower FRES; (2) Flesch grade level (FGL). The FGL provides a grade level required for comprehending text documents. The formula for computing FGL is given by $FGL = (0.39 * ASL) + 11.8 * ASW - 15.59$. The FGL index lies between 1 and 21, where a lower grade denotes easier text. FGL, like FRES, depends on average sentence length and word length. Longer sentence and word results in higher FGL; (3) Dale chall index (DCI), The dale chall index (DCI) is similar to FRES and FGL in a sense that accounts for sentence length and word complexity. However, word complexity in DCI

is measured based on whether each word is in a list of acceptable words. The following is used to compute DCI $DCI = 0.1579 * PDW + 0.0496 * ASL + 3.6365$

DCI	GRADE LEVEL
4.0-5	1-4
5-5.9	5-6
6-6.9	7-8
7-7.9	9-10
8-8.9	11-12
9-9.9	13-15
10+	16+

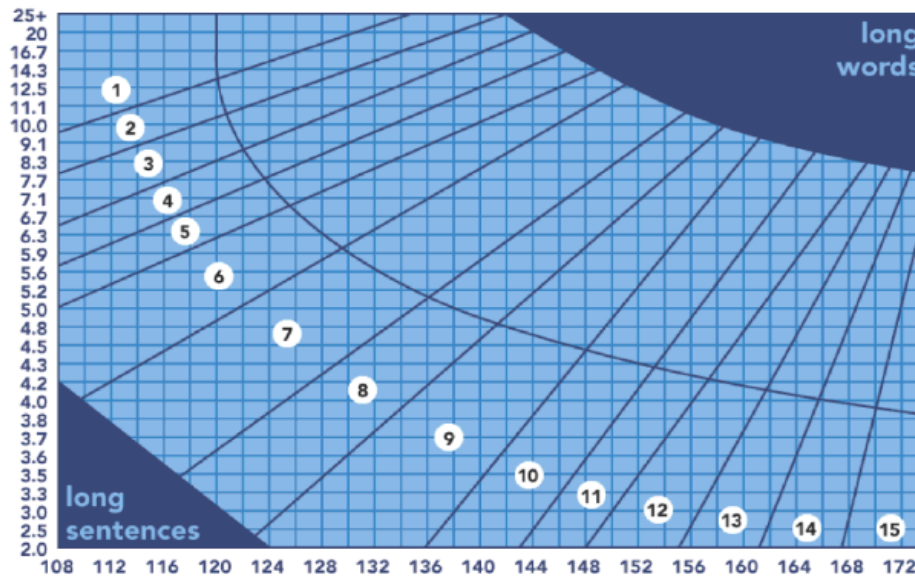
PDW denotes the percentage of difficult words (difficult words are defined as not appearing in the dale- chall word list). DCI is flexible, in the sense that, the word list can accommodate new word; (4) Fog index (FI), The fog index is similar to FGL, but instead of counting all of the syllables in a word, it accounts the percentage of words with more than three syllables. The formula to calculate the FOG index is given by $FI = (0.4 * ASL + 100 * (\text{complex words}))$.

Where complex words denote the number of words with greater than three syllables. The fog index map directly to grade level. Flexible, in the sense that, the word list can accommodate new word; (5) SMOG index (SMOG), SMOG index is simpler and faster to compute than other readability formulas. The formula to compute the SMOG index is given by $SMOG = (3 + \sqrt{\text{polysyllable count}})$, where the polysyllable count is the number of words of three or more syllables.

SMOG Grade	Educational level
0-6	Low literate
7	Junior high school
8	Junior high school
9	Some high school
10	Some high school
11	Some high school
12	High school graduate
13-15	Some college
16	University degree
17-18	Post graduate studies
19+	Post graduate degree

Fry Graph, The fry graph consists of the average length of sentences (on the y-axis) mapped against average number of syllables (on the x-axis). For a given text passage, the average sentence- length and

average number of syllables are marked on the fry graph. The intersection determines the ready ability level of the text passage.



Text books have an important function in the learning process in elementary school. Apart from being a reference in the implementation of learning, textbooks also function as a source of information and knowledge for students. In addition, the textbook also contains guidelines for ideal competencies that must be achieved by students. Considering the important role and function of textbooks in the implementation of classroom learning, the preparation of textbooks must be done with great care and care. Accuracy both in terms of information content and in terms of language. According to Marsden (2011:7), “The textbooks as authoritative pedagogic versions of an area of knowledge.” Textbooks contain teaching materials about a particular field of science. The book contains learning materials which are complemented by exercises and are used as a guide for both teachers and students. It is more commonly found in schools or formal educational institutions.

Based on the background above, the researcher wanted to know whether the textbook which was used by the eleven grade students of State Islamic Senior High School in Tangerang was appropriate in readability level with their grade or not, so the title of this research is “The readability level of reading text in the English textbook entitled “Pathway to English” used by the eleventh grade students of State Islamic Senior High School in Tangerang”.

Method

The researcher do analyses the data using descriptive qualitative method. The data analyzed through document study. The researcher has completed the following steps which she tried to analyze and describe the readability level of the textbook entitled “Pathway to English” a textbook for eleventh grade of state Islamic senior high school in Tangerang. The instrument was Flesch Reading Ease. The writer conducted 6 steps; counting the words, counting the syllable, counting the sentences, figuring words per sentence, and the last step finding the readability score. Flesch reading ease formula which is used applies to analyze. Newsom and Haynes (2020:388) explain how to measure of readability by using Flesch reading ease formula as follows:

$$FRES = 206.835 - (84.6 \times AWL) - (1.015 \times ASL)$$

FRES; Reading Ease Score, AWL; Number of Syllable per 100 words (i.e., the number of words divided by the number of sentences), ASL; Average number of words per sentence (i.e., the number of

syllables divided by the number of words). For table readability of Flesch reading ease according to Nemati (2012: 97-99) as below:

FRES	READABILITY
0-29	Very difficult
30-49	Difficult
50-59	Fairly difficult
60-69	Standard
70-79	Fairly easy
80-89	Easy
90-100	Very easy

For Flesch readability scores translated into school grades according to Lim (2010:119) as below:

SCHOOL LEVEL	SCORE
5 th grade	90-100
6 th grade	80-90
7 th grade	70-80
8 th – 9 th grade	60-70
10 th – 12 th grade (high school)	50-60
College	30-50
College graduate	0-30

The data is 16 reading texts on the textbook “Pathway to English”. They are garbage and flooding in Jakarta, why books are important for us, why students should stop cheating, the number of Joe restaurant’s customers is declining, ants, how a tsunami happens, auctions, the advantages of broccoli, Mentawai islands, mutual assistance in Indonesia, tahta, Judika, flooding, tsunami, hail, and decade. Data Source for conducting the research, the writer used a textbook entitled “Pathway to English”. This textbook is compiled by Erlangga. The technique of data collecting, the writer collects data by using *Statistical Analysis* (flesh reading ease formula), and she analyses the selected reading text from the textbook entitled “Pathway to English”. The technique of data collecting, the writer collects data by using statistical analysis (flesh reading ease formula), and she analyses the selected reading text from the textbook entitled “Pathway to English”. As for the data analysis technique, the writer uses Flesh Reading Ease Formula, the Procedures are count the syllables word, and sentence of the text, find the average sentence length (ASL) and average number of syllables per word (ASW), find the readability score formula by using reading Ease Score : $206.835 - (1.105 \times ASL) - (84.6 \times ASW)$ then determine the difficulty level and reading grade by reading ease scale of Flesch Formula.

Results and Discussion

From those calculate of the readability level of the texts, the researcher the find result of the readability level of the text in English Book entitled Pathway to English for eleven grade of senior high school as below:

Table 1 Readability Level Result of English Textbook Entitled “Pathway to English”

Flesch Reading Ease Readability Level	Text	Level
0-29	Text 5	28.17
	Text 14	16.08

30-49	Text 1	33.28
	Text 6	42.03
	Text 9	49.08
	Text 10	43.46
	Text 12	37.81
50-59	Text 2	56.84
	Text 3	58.24
	Text 4	56.60
	Text 11	56.92
	Text 13	58.27
	Text 16	54.33
60-69	Text 8	67.07
	Text 15	68.81
70-79	Text 7	72.77
80-89		
90-100		

Based on the table above, there are six categories that the researcher found. There are two texts in the reading ease score of 0-29, and those are text 5 and 15. Text 5 is 28.17, and text 14 is 16.08. There are five texts in the reading ease score of 30-49, and those are text 1, 6, 9, 10 and 12. Text 1 is 33.28, text 6 is 42.03, text 9 is 49.08, text 10 is 43.46, and text 12 is 37.81. There are six texts in the reading ease Score of 50–59, and those are text 2, 3, 4, 11, 13 and 16. Text 2 is 56.84, text 3 is 58.24, text 4 is 56.60, text 11 is 56.92, text 13 is 58.27 and text 16 is 54.33. There are two texts in the reading ease score of 60-69, and those are text 8 and text 15. Text 8 is 67.07, and text 15 is 68.81. There is one text in the reading ease score of 70-79, and that is text 7. Text 7 is 72.77.

Conclusions (12pt)

Based on the finding and discussion, the researcher concludes this study as Follow; (1) The textbook is not suitable to the ability of students for the eleventh grade students of State Islamic Senior High School in Tangerang; (2) The reading texts are not suitable to the ability of students for the eleventh grade students of State Islamic Senior High School in Tangerang; (3) The readability level of reading texts in an English textbook entitled “Pathway to English” which is used by the eleven grade students of State Islamic Senior High School in Tangerang is low because there are just three texts that are readable with state Islamic senior high school in Tangerang. The reading texts are text 2, 3, 4, 11, 13 and 16. It can be classified Flesch Reading Ease Score 50-59, and the description of the style of the text is fairly difficult. There are six texts from sixteen texts or 37.5 % texts at this level is readable with eleven grade of state Islamic senior high school in Tangerang. Meanwhile, there are ten texts (62.5 %) from sixteen texts that not readable with state Islamic senior high school in Tangerang. The reading texts is text 7. It can be classified Flesch Reading Ease Score 70-79 the description of the style of the text is fairly easy. The reading texts are text 8 and 15. It can be classified Flesch Reading Ease Score 60-69 the description of the style of the text is standard. The reading texts are text 1, 6, 9, 10 and 12. It can be classified Flesch Reading Ease Score 30-49 the description of the style of the text is difficult. The reading texts are text 5 and 14. It can be classified Flesch Reading Ease Score 30-49 the description of the style of the text is very difficult.

References

- Bailin, A & Grafstein, N. (2016). *Readability: Text and Context*. Switzerland: Springer international publishing.
- Marsden, W. (2011). *The School Textbook: Geography, History, and Social Studies*. New York: Routledge.
- Marshall, C. (2010). *Reading and Writing the Electronic Book*. Chapel Hill: Morgan and Claypool publisher.
- Nemati, R. (2012). *Optimizing information security and Advancing Privacy Assurance: New Technologies*. British: IGI Global.
- Newsom, D., & Haynes, J. (2020). *Public Relations Writing: Form & Style*. Boston: Wadsworth Cengage.

