

AN ANALYSIS OF READABILITY LEVEL OF READING MATERIAL IN ENGLISH TEXTBOOK FOR FIRST GRADE OF SENIOR HIGH SCHOOL

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Received: 30 Oktober 2019; Accepted 28 Mei 2021; Published 31 Mei 2021
Ed 2021; 2 (1): 1-7

ABSTRAK

Memprediksi tingkat keterbacaan teks bacaan dapat membantu guru untuk mencocokkan teks dengan nilai siswa. Teks bacaan yang tepat diharapkan dapat memudahkan siswa dalam memahami materi. Penelitian ini difokuskan pada tingkat keterbacaan bahan bacaan Bahasa Inggris yang terdapat dalam buku teks Bahasa Inggris berjudul Bahasa Inggris untuk kelas I Sekolah Menengah Atas yang Diterbitkan oleh Pusat Kurikulum dan Buku, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. Penelitian ini mencoba untuk mengetahui apakah bahan bacaan tersebut sesuai atau tidak ditinjau dari tingkat keterbacaan bagi siswa binaan. Penelitian ini menggunakan desain deskriptif kuantitatif. Objek penelitian ini adalah buku teks Bahasa Inggris berjudul Bahasa Inggris Kelas Satu Sekolah Menengah Atas terbitan Kurikulum 2013. Buku ajar terdiri dari lima belas bab yang berisi jenis bahan bacaan seperti dialog dan teks bacaan. Peneliti hanya fokus pada analisis bahan bacaan. Ada tiga macam genre yang ditemukan dalam buku ini, yaitu deskriptif, recount dan narrative. Pengumpulan data dilakukan dengan analisis dokumen. Dalam menghitung tingkat keterbacaan, peneliti menggunakan rumus Flesch Reading Ease (FRE). Hasil penelitian menunjukkan bahwa terdapat 9 teks bacaan dalam buku teks Bahasa Inggris. Dari 9 teks tersebut ditemukan 3 teks deskriptif, 4 teks recount, dan 2 teks naratif. Berdasarkan analisis menggunakan rumus Flesch Reading Ease (FRE), peneliti menemukan bahwa terdapat 3 teks pada level Cukup Mudah, 3 teks pada level Cukup Sulit, dan 3 teks pada level Sulit. Rata-rata teks berada pada level Cukup Sulit (57,3). Berdasarkan teori rumus Flesch Reading Ease (FRE) diketahui bahwa teks berada pada level yang sesuai untuk siswa kelas XI.

Kata Kunci: Tingkat Keterbacaan, Bahan Bacaan, Buku Teks.

AN ANALYSIS OF READABILITY LEVEL OF READING MATERIAL IN ENGLISH TEXTBOOK FOR FIRST GRADE OF SENIOR HIGH SCHOOL

ABSTRACT

Predicting readability level of reading texts can help the teachers to match the texts with student's grade. The appropriate reading text is expected to ease the students in comprehending the material. This research focused on the readability level of English reading material found in English textbook entitled Bahasa Inggris for first grade of Senior High School Published by Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. This study attempts to find out whether the reading materials are appropriate or not in terms of readability level for the target students. This research used descriptive quantitative design. The object of the research is English textbook entitled Bahasa Inggris for First Grade of Senior High School published by Curriculum 2013. The textbook consists fifteen chapters which contained kinds of reading materials such as dialogue and reading texts. The researcher only focuses on analyzing the reading materials. There are three kinds of genre found in this book, they are descriptive, recount and narrative. The data were collected by using document analysis. In calculating readability level, the researcher employed the Flesch Reading Ease (FRE) formula. The results of the study showed that there were 9 reading texts in the Bahasa Inggris textbook. From those 9 texts found that there were 3 descriptive texts, 4 recount texts, and 2 narrative texts. According to the analysis using Flesch Reading Ease (FRE) formula, the researcher found that there were 3 texts in Fairly Easy level, 3 texts in Fairly Difficult level, and 3 texts in Difficult level. In average, the texts are in Fairly Difficult level (57,3). Based on the theory of Flesch Reading Ease (FRE) formula, it is found that the texts are in the appropriate level for tenth grade students.

Keyword: *Readability level, Reading Material, Textbook.*

INTRODUCTION

Textbook are important resources for teaching both productive and receptive skills. It is not surprising that some teacher "use a textbook as the backbone of their courses" (Graves 2000:174). Many beginner teachers lack the experience and confidence to prepare their own materials and to rely on the textbook to ease their burden. Some teachers, experienced and inexperienced, simply follow what is presented in the textbook, while others supplement it by using materials from other textbooks or sources. As Celce Murcia (2001: 381) says that for teachers, using textbook involves, first, the selection of a book, and then, implementing the book in class. Besides considering the criteria of a good textbook based on some experts, the teacher must know the appropriate material in English. To make sure that reading materials are appropriate, teachers have to evaluate the readability level of the reading material before give it to the students. According to DuBay (2004), readability is what makes some texts easier to read than other. It means that readability refers to the difficulty level of the written text based on the level of the students' educational background.

In this research, the researcher analyzed the readability level of reading material that are found on the English mandatory textbook for First grade students of Senior High School in Indonesia based on Curriculum 2013. The textbook used is *Bahasa Inggris* Textbook written by Utami Widiati, et al. This book is prepared by the government in implementing Curriculum 2013 as the current curriculum in Indonesia. It is important to

know whether the readability of the reading materials based on students level or not. It is also can be teachers' consideration to keep using this book or wants to find another learning sources which appropriate with students' level. Second, to give information for English teachers that measuring readability level is important because suitable reading texts for students can help them to improve their reading comprehension.

The explanation above shows that it is necessary for the researcher to do this research. It is important evaluating readability level of texts because teachers have to select texts which its readability level appropriate with their students' level or not. Accordingly, the researcher carries out the research entitled "An analysis of Readability level of Reading Material in English Textbook for First Grade of Senior High School".

METHODOLOGY

This research used descriptive quantitative design. Gay and Airasian (2000) state that descriptive method is useful for investigating a variety of educational problems and issues. Descriptive studies have an important role in educational research because it greatly increase people's knowledge about what happens in learning process by describing the results in a specific way and reasons using number of scores and tables. In this research, the researcher analyzed the readability level of text by using readability formula. It means that the descriptive quantitative research is in line with the purpose of the research to find out the readability score of the texts and analyzed the level of readability based on its characteristics.

The object of this research was English textbook used in first grade of Senior High School. The book was *Bahasa Inggris* Textbook written by Utami Widiati, et al. It was published by Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. This textbook was claimed to be appropriate with the 2013 curriculum standard. In analyzing the texts, the researcher used Flesch Reading Ease (FRE) to count the readability score of the texts. The English Textbook consisted of 234 pages and 15 chapters. Each chapter was presented in four-skill sections namely Listening, Speaking, Reading, and Writing. Besides, this textbook also took a concern in grammar, pronunciation and vocabulary building. The whole chapters were contained reading materials but only chapter 4, 5, 8, 10, 11, 12, and 13 which were contained the reading text. In this research, the researcher only focused on analyzing reading material. There were no population and sample of the study because all of reading texts in the book are used as the research subject.

RESULT AND DISCUSSION

RESULT

After calculated the data, the researcher found that in average, the result showed that the readability level of reading material in the English textbook entitled *Bahasa Inggris* Textbook for first grade of senior high school written by Utami Widiati, et al especially in the reading section is in Fairly Difficult level (57.3). It can be concluded that the texts are suitable for first grade of senior high school level based on the theory of Flesch Reading Ease by Rudolf Flesch. The readability score in the average can be seen in the table below:

Table 4.1 The Average of readability score

No	Level	Number of the Texts	Readability Score in Average
1	Fairly Easy	3	73.3
2	Fairly Difficult	3	56
3	Difficult	3	46.6
	Average		57.3
Total		9	

Table 4.1 showed that the average of readability score was 57.3 (Fairly Difficult level). It can be concluded that the texts are suitable for first grade of senior high school level based on the theory of Flesch Reading Ease by Rudolf Flesch. Based on the syllabus, there were only three kinds of genre those are learned by the first grade students of senior high school. Those are descriptive, recount and narrative text. The table below showed the readability level of reading material by types of text in the average.

Table 4.5 The Average of Readability score by types of text

No	Type of text	Total of the Texts	Readability Score in Average
1	Descriptive	3	52
2	Recount	4	53
3	Narrative	2	74

Table 4.5 is presented the average readability score of Descriptive text, recount Text, and Narrative text. The average of Descriptive text was 52 (Fairly difficult), the average of Recount text was 53 (Fairly Difficult) and the average of Narrative text was 74 (Fairly Easy). It can be analyzed 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. It can be concluded that Narrative text was the higher with the readability score 74 that is classified into Fairly Easy and Descriptive text was the lower with the readability score 52 that classified into Fairly Difficult Level.

DISCUSSION

The Objective of this research is to find out the readability level of reading material in *Bahasa Inggris* textbook by Utami Widiati, et al for First Grade of Senior High School by using Flesch Reading Ease formula. The analysis of Readability level from 9 texts by Flesch Reading Ease Formula, the table shows the level of 3 texts from the textbook was still in the scope of ideal level of reading materials for First Grade of Senior High School Students with the readability score between 50-60 (Fairly Difficult), 3 texts in the scope of Seventh grade students with the readability score between 70-80 (Fairly Easy), and 3 texts in the scope of College students with the readability score between 30-50 (Difficult).

But, in average, the readability level of reading material in the English textbook entitled *Bahasa Inggris* Textbook for first grade of senior high school were in Fairly Difficult level. It can be concluded that based on Flesch Reading Ease, the texts were appropriate and readable for students. However, the score of first grade students of senior high school in reading comprehension is also affected by other factors, besides the textbook. Let's say the teaching method, effort of the students, and the reading practices.

The findings of this research give important information to the teacher and the authors of English textbook on the way how to select and provide good reading materials which are appropriate with the students level. Bad materials can cause a detrimental effect to students' fluency, interest, and motivation (Westwood, 2001). The teacher has to be able to select appropriate reading materials for students so that they can succeed academically (Ehlers-Zavala, 2008).

CONCLUSION

The research was conducted using Flesch Readability Formula. This research is necessary to finding the level of readability in the textbook. The research was conducted by determining the book, identifying the text, reading the text, and counting the number of the sentences, words, and syllables. After that, the data were analyzed to measure the readability of each text. After analyzing the data of reading texts on the textbook (*Bahasa Inggris Textbook for First Grade of Senior High School*) by using Flesch Reading Ease, it can be concluded that from 9 reading texts, they are categorized into three levels; Fairly Easy (3 texts), Fairly Difficult (3 texts), and Difficult (3 texts). In average, the texts are in Fairly Difficult level. It means that according to the theory of Flesch Reading Ease Formula by Rudolf Flesch, the reading materials are in the appropriate level for First Grade students.

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