CHAPTER II
LITERATURE REVIEW

A. Theoretical Description
1. Teaching Material
a. Definition

Teaching material is one of the most usable resources in the learning process since it contains knowledge and information that teachers will deliver to students. The learning process will be hampered if there is no educational material available. The most common problem that teachers confront in their classroom teaching activities is the lack of instructional material. Teachers must think about selecting or identifying acceptable topics or teaching material in order to achieve the learning process' goals, because using teaching materials that do not meet the needs of students, teachers, or existing facilities will result in learning goals not being fulfilled.[1] Therefore, the existence of teaching material will greatly help teachers, so the quality of teaching material will have a great influence on the learning process.

b. Types

According to Pranowo[2], there are several types of teaching material, as follows:
a. Textbook
b. Journal
c. Research report
d. Curriculum book
e. Internet
f. Media Audiovisual (TV, Radio, Tapes)
g. Daily, weekly, monthly publication
h. Environment (social, nature, art and culture, economic)
Since there are so many different types of teaching materials, it can be stated that the teaching materials can be written or non-written.

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[1] Pranowo, *Teori Belajar Bahasa* (Yogyakarta: Pustaka Pelajar: 2014), 236.

[2] Pranowo, *Teori Belajar Bahasa* (Yogyakarta: Pustaka Pelajar: 2014), 247 – 249.

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2. **Textbook**
   a. Definition of Textbook

   Although numerous creative media have been made for educators to teach in a new way, textbooks are one of the most often adopted media in every teaching and learning process. Students' learning is supported and enhanced by the usage of textbooks.[3] Textbooks are books on specific subject that are used in schools and colleges as teaching and learning resources. Textbook for learning a foreign language usually cover a number of skills (listening, writing, reading, and speaking) or only one (such as reading).

   According to the definition above, it can be concluded that textbook is a learning tool, compilation of information, and sources of knowledge which contains certain subject materials that have been adapted to the applicable curriculum so that is suitable for the level of the student.

   b. Function and Benefit

   A textbook has played an important role in the process of English teaching. According to Wong[4], the textbook has the following function:

   a. An instruction material for students,
   b. An evaluation material,
   c. As a tool for teachers in implementing the curriculum,
   d. To improve students' career and position.

   It can influence students' learning styles, motivations and behaviours. Although every student's influence is different, through reading textbook, students will be motivated according to their personality.

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[3] Elene Lalau, "Teacherss', Pupils', and Parents' Opinions on Primary Textbooks: Their Selection, Quality, and Use," *Acta Didactica Napocensia* Vol. 7, No. 3 (2014): 59.

[4] Wong Pak Wing Lawrence, "Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum," *Department of English City University of Hong Kong* (2011): 5.

The advantages of several textbooks force schools to use them. In terms of teachers, students, or the learning process, a textbook might motivate teachers to be more creative in their theme development. For students, the purpose of a textbook is to make knowledge easier and faster, to pique their interest, and to help them reach their full potential, which includes attitude education. A textbook is also considered a tool in the learning process because it may be used to send messages from teachers to students using the same instructional content. Thus, a textbook in general can facilitate and support the learning process according to the lesson plan to achieve the goal achievement result. From the explanation, the writer can conclude that textbooks become main sources in teaching English because the media guide the teachers in giving the material to their students.

c. Characteristics of Textbook

Textbooks are utilized in the field of education to help in the learning process. Textbooks are nearly identical to typical scientific books, yet they have unique characteristics. These characteristics are expressed by M. Muslich:[5]

1. Textbook focuses on specific purposes.
2. Textbook provides a certain material.
3. Textbook can guide teachers in teaching.
4. Textbook can trigger motivation for students learning creativity.

Textbooks are more focused on the students' circumstances, curriculum, and content offered, whereas scientific books are more universal. A good textbook, in conclusion, is one that is appropriate for the curriculum, teachers, and students.

d. Advantage and Disadvantage of Textbook

Textbook have advantages and disadvantages in their use. It can occur on students, teachers, or something

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[5] M. Muslich, *Textbook Writing: Dasar Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks* (Yogyakarta: Ar Ruzz Media, 2016), 60 – 62.

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related to learning. The following are some advantages listed by Richard:[6]

a. Provide structure and syllabus for a program.

b. Maintain quality.

c. Provide a variety of learning resources.

d. Help standardize instruction, ensure the students receive similar content.

e. Train teachers, for teachers who do not have much teaching experiences, it can be a teacher's training to teach based on the activities available in the textbook.

On the other side, the use of textbook as teaching material also have disadvantage. In fact, if teachers rely too much on textbooks, they are no longer creative in carrying out classroom activities because they have already used teaching materials in the textbooks. Then over time, they eventually become textbook-oriented. Such activities will bore the teachers because they teach the same material in the same way over a period of time, and will cause students to feel that learning English is something they have already known and become less and less motivating. Richards also lists some disadvantages from using textbook:[7]

a. May distort content, to be accepted in a learning environment, textbook materials avoid controversial topics and failed to present real issues.

b. May not reflect students' needs. There is possibility that the material in the textbook does not attract students' interest.

c. Can make teachers role changes. If too textbook-oriented, the teacher's function will change from a learning material provider become someone who presents material that has been prepared by the textbook.

d. May content inauthentic language, sometimes present inauthentic text in order to include teaching points that that does not indicate real language usage.

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[6] Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Express, 2001), 254 – 255.

[7] Jack C. Richards. *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Express, 2001), 255 – 256.

It seems that teachers need to be creative and not just rely on textbook. So that in the future teachers will not find difficulties in teaching. This may bore the students from learning in the same order. Actually, the main role in the teaching and learning process in the classroom is not only textbooks but also teachers. Teachers have an important role in the success of the teaching and learning process. It is important for teachers to make sure their students get material suitable at their level, especially reading as an important activity in textbooks.

3. **Reading**

Reading is a valuable skill since it allows us to gain access to a wide range of knowledge while also learning something from the written word. Allah SWT said in holy Qur'an about reading in Surah Al – Alaq: 1-5.[8]

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝

ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ

مَا لَمْ يَعْلَمْ ۝

Meaning: *"Read! In the name of the Lord Who created (1) created man from a clinging clot (2) Read! and your Lord is the Most Generous (3) Who taught by (the use of) the pen (3) taught man what he did not know (5)"*

Reading is one of the four language skills that must be learned in order to learn English (reading, writing, listening, and speaking). Reading is a way for readers to interact with the text's author. Reading, according to Cetin

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[8] Holy Quran

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and Sidekli[9], is "the act of perceiving, comprehending, and interpreting words, phrases, punctuation, and other aspects in written text." Kusdemir and Bulut define reading as "a process that begins with seeing, continues with the reception of information, and ends with comprehension in the brain," which is similar to the definition above.[10] To summarize, reading is the process of readers interpreting and digesting the content of written material in order to gain information.

Reading is a mind-body activity that involves both the eyes and the brain. The content is received by the eyes, and it must be processed by the brain in order to become information. According to Harmer, readers must develop both bottom-up and top-down skills. The reader obtains a general view by absorbing the overall picture in top-down skill, and understands the text in bottom-up skill by arranging detailed components together to build up as a whole in bottom-up skill. Detailed elements can occasionally assist a reader in comprehending the text as a whole, while the overall perspective can assist the reader in processing the details. When these two talents are combined, readers can have a deeper understanding of what they are reading.

4. **Text**
   a. Definition

   Text, according to Mahsun,[11] is a means of comprehending language. Text is a representation of spoken activity. You compose a text when you talk or write to transmit a message. You are interpreting the

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[9] Esra Cetin and Sabri Sidekli, "Reading Comprehension Reading Comprehension Skills in Terms of the Sentiments Given n Reading Texts," *International Journal of Evaluation and Research in Education (IJERE)* Vol. 7 No. 4 (2018): 317.

[10] Yasemin Kusdemir and Pinar Bulut. "The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation," *Journal of Education and Training Studies*, Vol. 6 No. 12 (2018): 97.

[11] M.S. Mahsun, *Teks Dalam Pembelajaran Bahasa Indonesia (Kurikulum 2013)* (Jakarta: PT. Raja Grafindo Persada, 2014), 1.

meaning of a piece of text when you read, listen to, or view it.[12]

Text is defined as a unit of language with a complete structure of thought that is used to express a social action both verbally and in writing. Text is a linguistic unit that expresses meaning in its context. The researcher believes that text is a linguistic unit with coherent and suitable linguistic meaning in a context based on the above description. It can be a single word, a phrase, a sentence, or an entire utterance.

b. Element of Text

1. Word

Word is the smallest free unit, smallest form, can stand alone, and have a meaning.

2. Phrase

Phrase is a combination of various words in English which have meaning but do not include subject and verb. It does not have a limit on the number of words, but certainly a phrase must be more than one word.

3. Clause

A clause is a grammatical unit that includes a subject, predicate, object, complement, and description. S V (O), (Complement), and (Adverb) are the clauses. The words in brackets are optional and do not have to be in the sentence. There are two types of clauses, independent clauses and dependent clauses.

- An independent clause is one that can stand on its own and is treated as a complete sentence.
- To make a complete sentence, a dependent clause needs the addition of another clause.

4. Sentence

A sentence is the smallest unit of language that express a complete thought.

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[12] Mark Anderson and Kathy Anderson, *Text Types in English* (London: Macmillan, 2003), 1.

5. Paragraph[13]

Paragraph is a group of interrelated sentences. The author arrange paragraph to deliver the whole subject easily, so the author should arrange paragraph systematically and logically. Several supporting sentences are required that is, transition, topic sentence, explanatory sentence, and closing sentence. This collection of sentences is linked together in a series to form an idea. Paragraphs always have the main idea that is used to build a unity of sentences.

5. Readability
a. Definition

The terms "readability" is derived from the base words "read," "able," and "ity." Readability is a noun form of readable (adj) that indicates being able to read easily, according to the Webster Collegiate Dictionary. Readability is also characterized as being suitable for reading, as well as being entertaining, agreeable, stylish, and entertaining.[14] Readability states that the text is attractive and easy to read so that the reader does not need a lot of time and effort to understand it.[15] One thing to consider when conveying reading text is the information captured and understood by the reader. This is necessary because if the reader cannot understand important and useful information, they will be useless. This level of understanding in reading is called readability.

Readability refers to how fascinating and appealing a text is written, and how easy it is to read it.[16]

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[13] Yakub Nasucha, *Bahasa Indonesia Untuk Penulisan Karya Tulis llmiah* (Yogyakarta: Media Pustaka, 2009), 32.

[14] Merriam Webster, *Webster Collegiate Dictionary, 11th ed* (Massachusetts: Merriam Webster's Incorporated, 2003), 1035.

[15] Rita Karmila Sari, "Analisis Keterbacaan Teks Bahasa Inggris dalam Buku Ajar Wajib di Sekolah Menengah Pertama dengan Menggunakan Formula Flesch," *Program Studi Informatika Universitas Indraprasta PGRI*, (2018): 1-2.

[16] William H Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 3.

Readability refers to how well the reader comprehends the idea and language offered in an extended reading book; it impacts their reading performance in terms of comprehension, learning, receiving information, memory, and speed. Readability, according to DuBay, is "the ease of reading provided by the choice of material, style, design, and organization that are suited to the audience's prior knowledge, reading competence, interest, and motivation."[17]

The initial aim of the text readability test is to develop a practical method for matching between the reading text and the students' abilities. This is done to make it easier for teachers, writers, and publishers to determine the level of text readability for the intended learners. Initial research on text readability was conducted by L.A. Sherman in 1880, professor of English literature at the University of Nebraska. He compared ancient literary texts with modern literature. He discovered the facts about the factors that made it difficult for his students to understand ancient literature compared to modern literature. This factor is the amount of vocabulary in one sentence. In pre-Elizabeth times it was found that there was an average of fifty words in a sentence, the Elizabethan era had forty-five words, the Victorian era had twenty-nine words, and in modern times there were only twenty words per sentence.[18]

To summarize, readability refers to the ease or difficulty with which a text can be comprehended by readers. Furthermore, following testing or measuring, a text can be viewed at an easy or tough level. After the results are known, the textbook can be divided into categories based on whether or not it is appropriate for the level of education.

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[17] William H Dubay, *Smart Language: Readers, Readability, and the Grading of Text* (Costa Mesa: Impact Information, 2007), 6.

[18] Rita Karmila Sari, "Analisis Keterbacaan Teks Bahasa Inggris dalam Buku Ajar Wajib di Sekolah Menengah Pertama dengan Menggunakan Formula Flesch," *Program Studi Informatika Universitas Indraprasta PGRI*, (2018): 2.

b. Readability Factor

Many factors influence readability as a measure of written language. There are various factors that can influence a text's readability, including:[19]

1. The number of sentences per paragraph and the number of paragraphs.
2. The sentence length (average number of words per sentence).
3. Number of words per sentence.

This goes along with the opinion of Janan and David that shows that readability is related to words, sentences and legibility. Accordingly, several assumptions are developed that:[20]

1. The fewer the different words, the easier it is to read the material.
2. The greater the amount of unfamiliar or long words in a text, the more difficult it is for the reader to understand the message.
3. The text becomes more difficult as the sentence lengthens.
4. The easier the text, the simpler the statement.

There are also other factors that can affect the readability level of text according to Putra[21] as follows:

1) The level of education of the reader, so that it matches the vocabulary that must be mastered.
2) The extent of the knowledge of a reader.
3) The place where the readers live and hang out.
4) The ability of a person to understand a text and remember it.
5) Diction or choice of foreign words by the author.

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[19] Dwiyanto Djoko Pranowo, "Instrument of Indonesian Texts Readability," *FBS Yogyakarta State University*, (2011): 7.

[20] Dahlia Janan and David Wray, "Readability: The Limitation of An Approach Through Formula," *Journal of Education British Educational Research Association Annual Conference University of Manchester*, Thesis (2012): 3-4.

[21] R. Masri Sareb Putra, "Fog Index dan Keterbacaan Berita Utama (Headline) Suara Merdeka 03 Mei 2013," *Jurnal Ilmu Komunikasi*, Vol.10 No.1 (2013): 43.

The phrase readability is not a simple one, but rather a complicated one. It considers not only the reading material but also the reader's interest. The same text may be simple for one reader, but it may be quite complex for another. Because the knowledge they had will have a significant impact on how well they comprehend writings that deal with specific areas.

c. Assessment of Readability Level

The assessment of readability level can be done in various ways, that is:

a. Index Fog Formula[22]

The Fog Index Formula, the finder of this formula is Gunning. He investigated reading problems that were difficult to understand. He had done a long time of research to find this formula. He found this readability formula that developed for adults in 1955 and because it was simple to use at the time, the Fog Index Formula became popular. The Index Fog Formula is based on two variables: average sentence length and the number of words in a reading text with more than two syllables per 100 words. Gunning employed the structure of English in the beginning of the finding; therefore, the outcome would be less accurate if it were applied to another language with a different structure. The following is the formula in Fog Index Formula:[23]

$$0.4 \left[\left(\frac{words}{sentences} \right) + 100 \left(\frac{complex\ words}{words} \right) \right]$$

b. Flesch Reading Ease Formula[24]

Rudolph Flesch, a writer, writing consultant, and proponent of the Plain English Language Movement, founded the Flesch Reading Ease in 1984. This formula

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[22] William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 20.

[23] William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 20.

[24] William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

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use English as a unit of measurement. In terms of readability, the Flesch Reading Ease formula is the most used. Each sentence's readability is determined by the average amount of syllables and words. The text has a Flesch Reading Ease score of 100. The higher the score, the easier the information is to comprehend. The majority of standard parts have easy to see scores ranging from 60 to 70.[25] There are 3 step to measure the readability:

1. Count the sentence.
2. Count the words.
3. Measure with Flesch Readability Formula and find the readability level.

This formula was considered effective enough at the time of its creation to become a readability formula widely utilized by US government agencies, and it quickly became the most widely used, as well as one of the most tested and dependable.

The following is the formula of calculation for Reading Ease Formula:[26]

The formula for the Flesch Reading Ease score is

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

where:

ASL = average sentence length (the number of words divided by the number of sentences)

ASW = average number of syllables per word (the number of syllables divided by the number of words)

The reading grade based on the Flesch Reading Ease formula can be seen on the table:[27]

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[25] Mostafa Zamanian and Pooneh Heydari, "Readability of Texts: State of the Art," *Theory and Practice in Language Studies*, Vol. 2 No. 1 (2012): 44.

[26] William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

[27] William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

Table. 2.1 Flesch Reading Ease Score

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very Difficult	College graduate
30 to 50	Difficult	$13^{th} - 16^{th}$ grade
50 to 60	Fairly Difficult	$10^{th} - 12^{th}$ grade
60 to 70	Standard	$8^{th} - 9^{th}$ grade
70 to 80	Fairly Easy	7th grade
80 to 90	Easy	6th grade
90 to 100	Very Easy	5th grade

c. Flesch Kincaid Grade Level Formula[28]

The grade-level calculations developed by Flesch Kincaid convert 0-100 to grade level, making it easier for teachers, parents, librarians, and others to evaluate the readability of different books and texts. It can also refer to the average education level required to comprehend this literature. The Flesch Kincaid Grade Level is calculated with the following formula:[29]

$$0.39 \left(\frac{\text{total words}}{\text{total sentences}} \right) + 11.8 \left(\frac{\text{total syllables}}{\text{total words}} \right) - 15.59$$

The result is a number corresponding to the grade level. For example, a score of 7.5 means that the text is expected to be understood by ordinary students in seventh grade.

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[28] William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

[29] William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

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d. Cloze Test[30]

Cloze test was first introduced by Wilson Taylor in 1953 with the name Cloze Procedure. The word "cloze" is spelling corruption of the word "close" was derived from Gestalt psychology concept of "closure", this concept describes the tendency of human to fill and complete something that actually exist but appears to be in an incomplete condition. A standard cloze test is a passage with blanks of standards length replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents.[31] Abbasian and Ghasemi adds that "cloze test is used to determine how well the students are in supplying the words deleted by tapping into their background and make them to think critically about the missing words to reconstruct the mutilated passage."[32]

From the above definition, we know that the cloze test directly deals with students because they do the cloze test themselves. Therefore, the cloze test can provide a more accurate estimate of readability because it involves a real reader to process the text. In the cloze test, every "x" word of the reading text will be deleted and replaced with a blank of the same length as the deleted word. "X" is usually a number between 5 and 12. As contextual information for students, one or two sentences are usually kept at the beginning and end of the text without deleting them.

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[30] Parvis Ajideh and Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective," *English Language Teaching*, Vol. 5 No. 11 (2012): 143.

[31] Parvis Ajideh and Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective," *English Language Teaching*, Vol. 5 No. 11 (2012): 144.

[32] Gholam-Reza Abbasian and Kowsar Ghasemi, "Contributing of Cloze Test Varieties and Procedures in Reading Instruction: A Washback Study," *International Journal of Educational Investigations,* Vol. 2 No. 8 (2015): 87.

After that, give the test to the students, find the number of correct answer and count it into percentage using this formula below:[33]

$$P = \frac{f}{N} \times 100\%$$

P = Percentage
f = Frequency of the Right Answer
N = Number of Items

The percentage obtained from the calculation above is the cloze score of the text. Then, the average cloze score resulted from each text are compared to the level of comprehension. The level of comprehension can be seen in the following table:

Table. 2.2 Cloze Test Score[34]

Cloze Score	Difficulty Level
Below 40%	Frustration Level
41 - 60%	Instructional Level
Above 60%	Independent Level

B. Previous Research

1. Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira[35]

This study was conducted by Rohmatillah. The study aimed to know the readability level of the text and also wanted to know kinds of text contained in the reading passage. This study used a descriptive qualitative which used content analysis as the method of the study. The

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[33] Parvis Ajideh and Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective," *English Language Teaching*, Vol. 5 No. 11 (2012): 144.

[34] Parvis Ajideh and Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective," *English Language Teaching*, Vol. 5 No. 11 (2012): 145.

[35] Rohmatillah, "Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira," *English Education Journal Tadris Bahasa Inggris UIN Raden Intan Lampung* Vol. 7 No. 1 (2015): 81 – 104.

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similarity with this research is both uses Flesch Reading Ease as readability measurement. The result from Flesch Reading Ease Formula showed that from 14 reading passages only 5 that have the proper readability for the 10th grade of Senior High School.

2. An Analysis of the Readability Level of Reading Texts in "Passport to the World 2" Textbook (a Case Study at the Eight Grade Students of SMPN 17 Depok)[36]

       Ahmad Rijal Azizi conducted the study to describe the readability level of reading texts in Passport to the World 2 textbook for the 8th grade of Junior High School students. The writer used descriptive analysis method in which the writer attempted to describe and analyze the readability level of the selected reading texts in Passport to the World 2 textbook by using the Flesch Reading Ease Formula and Cloze Test. The data analyzed in this study were 8 reading texts that consist of two descriptive texts, three recount texts, and three narrative texts. Based on the analysis by using the Flesch Reading Ease Formula, one text was classified into Very Fairly Easy Level, three texts were classified into Easy Level, and four texts were classified into Very Easy Level. Then, the results based on the Cloze Procedure Test were five texts were in Independent Level, three texts were in Instructional Level, and there was no text in Frustration Level.

3. The Readability Level of Reading Texts in the English Textbook Entitled "English on Sky 2" Used by the 8th Grade Students of Budaya Junior High School Bandar Lampung in the Academic Year of 2017/2018[37]

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[36]Ahmad Rijal Azizi, "An Analysis of the Readability Level of Reading Texts in "Passport to the World 2" Textbook (a Case Study at the 8th Grade Students of SMPN 17 Depok)." *A thesis presented to the Faculty of Educational Sciences in UIN Syarif Hidayatullah Jakarta* (2015): 1 – 68.

[37] Muhamad Zantoni, "The Readability Level of Reading Texts in the English Textbook Entitled "English on Sky 2" Used by the 8th Grade Students of Budaya Junior High School Bandar Lampung in the Academic Year of 2017/2018." *A thesis presented to the Faculty of*
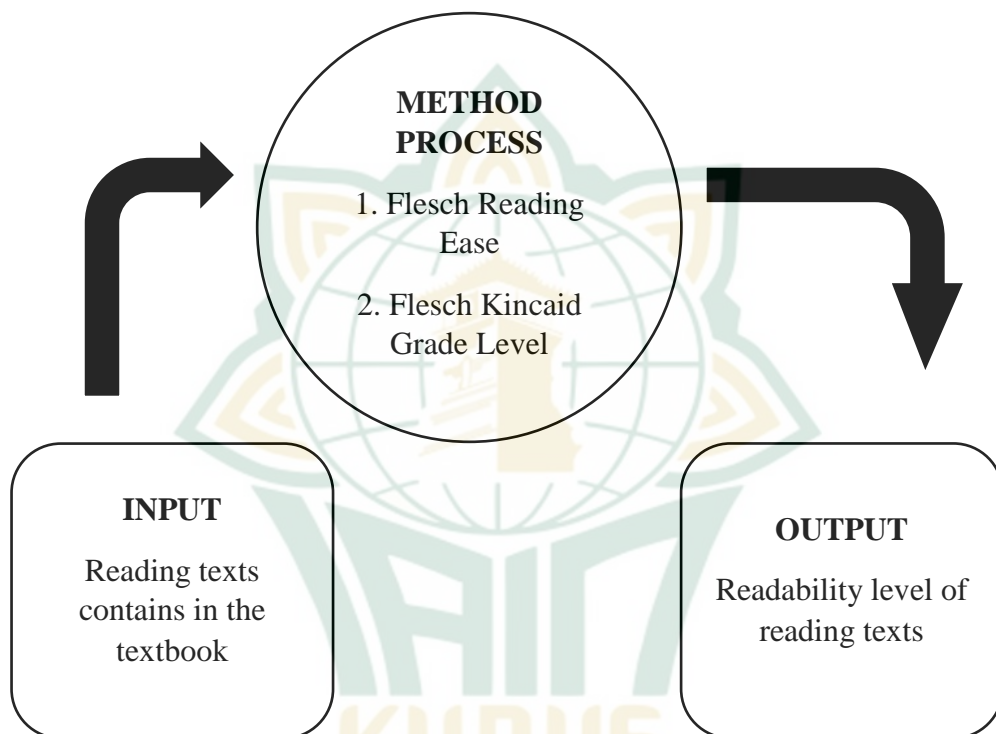
This study was carried out by Muhamad Zantoni to find the readability level of reading texts in "English on Sky 2" textbook for the 8th grade of Junior High School. The writer used a descriptive content analysis as a research design. The instruments used were the Flesch Reading Ease Formula and Flesch Kincaid Grade Level. The data analyzed in this study were 16 reading texts. Based on the analysis using Flesch Reading Ease Formula 1 text was classified into very easy level, 5 texts were classified into easy level, 5 texts were classified into fairly easy level, 2 texts were classified into standard level, 3 texts were classified into difficult level. Based on the analysis using Flesch Kincaid Grade Level showed that there were 10 texts (62.5%) have low readability and the other 5 texts (31.25%) have high readability for 8th grade students. There was only 1 (6.25%) reading text suitable for 8th grade students.

C. Theoretical Framework

A language learner must master four fundamental skills: listening, speaking, reading, and writing. Reading is one of the most crucial skills for students to develop. It is easier for them to obtain learning resources from written materials. Reading is a collaborative effort between the reader and the text to create meaning. The reader must interpret the book according to their knowledge, opinions, imagination, values, beliefs, and culture.

When requesting students to read, the teacher must consider the readability of the material. Reading texts with proper readability for students can help in the teaching of reading, but selecting the incorrect content may prevent them from learning the textbook. The readability of a text refers to how easily it may be read and understood by readers. It is concerned with how well writing communicates its intended meaning to its readers. Based on this concept, the author is interested in undertaking study into the readability of English textbooks.

Tarbiyah and Teacher Training Raden Intan in State Islamic University (2018): 1 – 100.

Furthermore, there are 2 instruments used in this study namely Flesch Reading Ease Formula and Flesch Kincaid Grade Level. After completing the analysis, the quality of reading material will be determined based on the readability level of text.

METHOD PROCESS

1. Flesch Reading Ease

2. Flesch Kincaid Grade Level

INPUT

Reading texts contains in the textbook

OUTPUT

Readability level of reading texts

Figure. 2 Theoretical Framework

INPUT : The researcher selects the textbook that will be the subject of this study and reads the texts contained inside it.

METHOD : Each text's number of sentences, words, and syllables is counted, and the average sentence length (ASL) and average number of syllables per word (ASW) are calculated.

OUTPUT : The researcher focused on determining the reading level after discovering the ASL and ASW.

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