

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The object used in this research was a textbook entitled Bahasa Inggris SMA/MA/SMK/MK Kelas X. This textbook was published by the Ministry of Education and Culture and arranged by Utami Widiati, Zuliati Rohmah, and Furaidah. It was published on 2018 which has ISBN 978-602-427-106-0. This textbook consists of 224 pages and 15 chapters and the textbook is based on 2013 Curriculum which the whole content represents the Basic Competence of the syllabus for the 10th grade of Senior High School. There were many sections in each chapter such as warmer section, vocabulary builder section, pronunciation practice section, reading section, reading comprehension section, vocabulary exercises section, text structure section, grammar review section, speaking section, writing section, dialog section, listening section, and reflection section. Since the research focused on the readability of reading text, the researcher only focused on the reading section of the textbook. Then she took all of the 21 reading texts in the reading section and the reading comprehension section as the data of the research.

2. Data Analysis

The researcher used Flesch Reading Ease Formula and Flesch Kincaid Grade Level to find out the readability level of the reading texts. As mentioned in data analysis technique the first way to calculate the readability level of reading text was count the number of sentences, words, and syllables of each text chosen.¹ To found these, she used online-utility.org to find number of words and sentences and howmanysyllables.com to find number of

¹Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: a Methods Sourcebook* (London: Sage Publication, 2012), 32-33.

syllables.² The steps to use these two sites are just copy and paste the text and the results will appear automatically. The calculation result of the sentences, words, and syllables of each text can be seen in table 5:

Table. 4.1 The Result of Sentences, Words, and Syllables Calculation of Reading Text

No	Title	Number of Syllables	Number of Words	Number of Sentences
1.	An email from Hannah	335	236	26
2.	A letter from Saidah	380	235	24
3.	Dialog	298	206	31
4.	Dialog	147	100	17
5.	Dialog	211	169	39
6.	Notes	117	73	4
7.	Dialog	335	271	44
8.	Tanjung Puting National Park	660	411	25
9.	Taj Mahal	413	266	18
10.	Visiting Niagara Falls	801	484	31
11.	Cancellation of JYJ Concert in Singapore	369	222	8
12.	McMaster Mini-Med School	310	190	12
13.	Interview with The Wright Brothers	437	306	32

²How Many Syllables, Workshop Syllables Counter, https://www.howmanysyllables.com/syllable_counter/, accessed on June 27 2021.

14.	Meeting My Idol	523	369	27
15.	Battle of Surabaya	602	325	18
16.	B.J. Habibie	982	507	32
17.	Dialog	140	99	16
18.	Cut Nyak Dien	988	591	37
19.	Issumboshi	922	671	77
20.	Malin Kundang	549	408	29
21.	Strong Wind	658	549	61

According to the table 4.1 the highest number of syllables is 988 in text 18 (Cut Nyak Dien) and the least number of syllables is 117 in text 6 (Complementing). The highest number of words is 671 in text 19 (Issumboshi) and the least number of words is 73 in text 6 (Complementing). And the highest number of sentences is 77 in text 19 (Issumboshi) and the least number of sentences is 4 in text 6 (Complementing).

After counting the sentences, words, and syllables, the next step was the researcher count ASL (Average Sentence Length) and ASW (Average Number of Syllable per Word).³ The ASL (Average Sentence Length) was obtained from the number of words divided by the number of sentences and the ASW (Average Number of Syllable per Word) was obtained from the number of syllables divided by the number of words.⁴ The result shown in the calculation below:

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

³Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: a Methods Sourcebook* (London: Sage Publication, 2012), 32-33.

⁴William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

Text 1

$$\begin{aligned} \text{ASL} &= 236 : 26 \\ &= \mathbf{9.08} \\ \text{ASW} &= 335 : 236 \\ &= \mathbf{1.42} \end{aligned}$$

Text 2

$$\begin{aligned} \text{ASL} &= 235 : 24 \\ &= \mathbf{9.79} \\ \text{ASW} &= 380 : 235 \\ &= \mathbf{1.62} \end{aligned}$$

Text 3

$$\begin{aligned} \text{ASL} &= 206 : 31 \\ &= \mathbf{6.64} \\ \text{ASW} &= 298 : 206 \\ &= \mathbf{1.45} \end{aligned}$$

Text 4

$$\begin{aligned} \text{ASL} &= 100 : 17 \\ &= \mathbf{5.88} \\ \text{ASW} &= 147 : 100 \\ &= \mathbf{1.47} \end{aligned}$$

Text 5

$$\begin{aligned} \text{ASL} &= 169 : 39 \\ &= \mathbf{4.33} \\ \text{ASW} &= 211 : 169 \\ &= \mathbf{1.25} \end{aligned}$$

Text 6

$$\begin{aligned} \text{ASL} &= 73 : 4 \\ &= \mathbf{18.25} \\ \text{ASW} &= 117 : 73 \\ &= \mathbf{1.6} \end{aligned}$$

Text 7

$$\begin{aligned} \text{ASL} &= 271 : 44 \\ &= \mathbf{6.16} \\ \text{ASW} &= 335 : 271 \\ &= \mathbf{1.24} \end{aligned}$$

Text 8

$$\begin{aligned} \text{ASL} &= 411 : 25 \\ &= \mathbf{16.44} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 660 : 411 \\ &= \mathbf{1.6} \end{aligned}$$

Text 9

$$\begin{aligned} \text{ASL} &= 266 : 18 \\ &= \mathbf{14.78} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 413 : 266 \\ &= \mathbf{1.55} \end{aligned}$$

Text 10

$$\begin{aligned} \text{ASL} &= 484 : 31 \\ &= \mathbf{15.61} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 801 : 484 \\ &= \mathbf{1.65} \end{aligned}$$

Text 11

$$\begin{aligned} \text{ASL} &= 222 : 8 \\ &= \mathbf{27.75} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 369 : 222 \\ &= \mathbf{1.66} \end{aligned}$$

Text 12

$$\begin{aligned} \text{ASL} &= 190 : 12 \\ &= \mathbf{15.83} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 310 : 190 \\ &= \mathbf{1.63} \end{aligned}$$

Text 13

$$\begin{aligned} \text{ASL} &= 306 : 32 \\ &= \mathbf{9.56} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 437 : 306 \\ &= \mathbf{1.43} \end{aligned}$$

Text 14

$$\begin{aligned} \text{ASL} &= 369 : 27 \\ &= \mathbf{13.67} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 523 : 369 \\ &= \mathbf{1.42} \end{aligned}$$

Text 15

$$\begin{aligned} \text{ASL} &= 325 : 18 \\ &= \mathbf{18.05} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 602 : 325 \\ &= \mathbf{1.85} \end{aligned}$$

Text 16

$$\begin{aligned} \text{ASL} &= 507 : 32 \\ &= \mathbf{15.84} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 982 : 507 \\ &= \mathbf{1.94} \end{aligned}$$

Text 17

$$\begin{aligned} \text{ASL} &= 99 : 16 \\ &= \mathbf{6.19} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 140 : 99 \\ &= \mathbf{1.41} \end{aligned}$$

Text 18

$$\begin{aligned} \text{ASL} &= 591 : 37 \\ &= \mathbf{15.97} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 988 : 591 \\ &= \mathbf{1.67} \end{aligned}$$

Text 19

$$\begin{aligned} \text{ASL} &= 671 : 77 \\ &= \mathbf{8.71} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 922 : 671 \\ &= \mathbf{1.37} \end{aligned}$$

Text 20

$$\begin{aligned} \text{ASL} &= 408 : 29 \\ &= \mathbf{14.07} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 549 : 408 \\ &= \mathbf{1.34} \end{aligned}$$

Text 21

$$\begin{aligned} \text{ASL} &= 549 : 61 \\ &= \mathbf{9} \end{aligned}$$

$$\begin{aligned} \text{ASW} &= 658 : 549 \\ &= \mathbf{1.2} \end{aligned}$$

Table. 4.2 The Result of ASL (Average Sentence Length) and ASW (Average Number of Syllable per Word)

No.	Title	Average Sentence Length (ASL)	Average Number of Syllable per Word (ASW)
1.	An email from Hannah	9.08	1.42
2.	An email from Saidah	9.79	1.62
3.	Dialog	6.64	1.45
4.	Dialog	5.88	1.47
5.	Dialog	4.33	1.25
6.	Notes	18.25	1.6
7.	Dialog	6.16	1.24
8.	Tanjung Puting National Park	16.44	1.6
9.	Taj Mahal	14.78	1.55
10.	Visiting Niagara Falls	15.61	1.65
11.	Cancellation of JYJ Concert in Singapore	27.75	1.66
12.	McMaster Mini-Med School	15.83	1.63
13.	Interview with The Wright Brothers	9.56	1.43
14.	Meeting My Idol	13.67	1.42
15.	Battle of Surabaya	18.05	1.85
16.	B.J. Habibie	15.84	1.94
17.	Dialog	6.19	1.41
18.	Cut Nyak Dien	15.97	1.67
19.	Issumboshi	8.71	1.37
20.	Malin Kundang	14.07	1.34
21.	Strong Wind	9	1.2

From the table 4.2 it can be seen the highest score of ASL is 27.75 in text 11 (Cancellation of JYJ Concert in Singapore) and the lowest score of ASL is 4.33 in text 5

(Dialog Complementing). And the highest score of ASW is 1.94 in text 16 (B.J. Habibie) and the lowest score of ASW is 1.2 in text 21 (Strong Wind).

After obtaining the ASL and ASW of each reading text, the next step is to insert the results of the previously calculated ASL and ASW into Flesch Reading Ease formula⁵, which is:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})^6$$

The result shown in the calculation below:

Text 1

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 9.08) - (84.6 \times 1.42) \\ &= 206.835 - (9.2162) - (120.132) \\ &= \mathbf{77.49} \end{aligned}$$

Text 2

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 9.79) - (84.6 \times 1.62) \\ &= 206.835 - (9.93685) - (137.052) \\ &= \mathbf{59.85} \end{aligned}$$

Text 3

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 6.64) - (84.6 \times 1.45) \\ &= 206.835 - (6.7396) - (122.67) \\ &= \mathbf{77.42} \end{aligned}$$

Text 4

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 5.88) - (84.6 \times 1.47) \\ &= 206.835 - (5.9682) - (124.362) \\ &= \mathbf{76.50} \end{aligned}$$

Text 5

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 4.33) - (84.6 \times 1.25) \\ &= 206.835 - (4.39495) - (105.75) \\ &= \mathbf{96.69} \end{aligned}$$

Text 6

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 18.25) - (84.6 \times 1.6) \\ &= 206.835 - (18.52375) - (135.36) \\ &= \mathbf{52.95} \end{aligned}$$

⁵Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: a Methods Sourcebook* (London: Sage Publication, 2012), 32-33.

⁶William H. DuBay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

Text 7

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 6.16) - (84.6 \times 1.24) \\ &= 206.835 - (6.2524) - (104.904) \\ &= \mathbf{95.68}\end{aligned}$$

Text 8

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 16.44) - (84.6 \times 1.6) \\ &= 206.835 - (16.6866) - (135.36) \\ &= \mathbf{54.79}\end{aligned}$$

Text 9

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 14.78) - (84.6 \times 1.55) \\ &= 206.835 - (15.0017) - (131.13) \\ &= \mathbf{60.70}\end{aligned}$$

Text 10

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 15.61) - (84.6 \times 1.65) \\ &= 206.835 - (15.84415) - (139.59) \\ &= \mathbf{51.41}\end{aligned}$$

Text 11

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 27.75) - (84.6 \times 1.66) \\ &= 206.835 - (28.16625) - (140.436) \\ &= \mathbf{38.23}\end{aligned}$$

Text 12

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 15.83) - (84.6 \times 1.63) \\ &= 206.835 - (16.06745) - (137.898) \\ &= \mathbf{52.87}\end{aligned}$$

Text 13

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 9.56) - (84.6 \times 1.43) \\ &= 206.835 - (9.7034) - (120.978) \\ &= \mathbf{76.15}\end{aligned}$$

Text 14

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 13.67) - (84.6 \times 1.42) \\ &= 206.835 - (13.87505) - (120.132) \\ &= \mathbf{72.83}\end{aligned}$$

Text 15

$$\begin{aligned}\text{Score} &= 206.835 - (1.015 \times 18.05) - (84.6 \times 1.85) \\ &= 206.835 - (18.32075) - (156.51) \\ &= \mathbf{32.004}\end{aligned}$$

Text 16

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 15.84) - (84.6 \times 1.94) \\ &= 206.835 - (16.0776) - (164.124) \\ &= \mathbf{26.63} \end{aligned}$$

Text 17

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 6.19) - (84.6 \times 1.41) \\ &= 206.835 - (6.28285) - (119.286) \\ &= \mathbf{81.27} \end{aligned}$$

Text 18

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 15.97) - (84.6 \times 1.67) \\ &= 206.835 - (16.20955) - (141.282) \\ &= \mathbf{49.34} \end{aligned}$$

Text 19

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 8.71) - (84.6 \times 1.37) \\ &= 206.835 - (8.84065) - (115.902) \\ &= \mathbf{82.09} \end{aligned}$$

Text 20

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 14.07) - (84.6 \times 1.34) \\ &= 206.835 - (14.28105) - (113.364) \\ &= \mathbf{79.19} \end{aligned}$$

Text 21

$$\begin{aligned} \text{Score} &= 206.835 - (1.015 \times 9) - (84.6 \times 1.2) \\ &= 206.835 - (9.135) - (101.52) \\ &= \mathbf{96.18} \end{aligned}$$

Based on the above calculations, the following table lists the readability scoring results of the reading text:

Table. 4.3 Readability Score of the Reading Texts Based on Flesch Reading Ease Formula

Text	Readability Score	Difficulty Level	Reading Grade
1	77.49	Fairly Easy	7 th grade
2	59.85	Fairly Difficult	10th – 12th grade
3	77.42	Fairly Easy	7 th grade
4	76.50	Fairly Easy	7 th grade
5	96.69	Very Easy	5 th grade

6	52.95	Fairly Difficult	10th – 12th grade
7	95.68	Very Easy	5 th grade
8	54.79	Fairly Difficult	10th – 12th grade
9	60.70	Standard	8 th – 9 th grade
10	51.41	Fairly Difficult	10th – 12th grade
11	38.23	Difficult	13 th – 16 th grade
12	52.87	Fairly Difficult	10th – 12th grade
13	76.15	Fairly Easy	7 th grade
14	72.83	Fairly Easy	7 th grade
15	32.00	Difficult	13 th – 16 th grade
16	26.63	Very Difficult	College graduate
17	81.27	Easy	6 th grade
18	49.34	Difficult	13 th – 16 th graduate
19	82.09	Easy	6 th grade
20	79.19	Fairly Easy	7 th grade
21	96.18	Very Easy	5 th grade

After counting the readability score of the reading texts based on Flesch Reading Ease Formula, the grade level in each text can be determined. From the table above, can be seen there were 5 texts categorized as fairly difficult level. So, these 5 texts are appropriate for the 10th grade of senior high school. Those texts are text 2 (A Letter from Saidah) with readability score 59.85, text 6 (Complimenting) with readability score 52.95, text 8 (Tanjung Puting National Park) with readability score

54.79, text 10 (Visiting Niagara Falls) with readability score 51.41, and text 12 (McMaster Mini-Med School) with readability score 52.87.

The next step is to insert the results of the previously calculated ASL and ASW into Flesch Kincaid Grade Level⁷, which is:

$$\text{Score} = (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59^8$$

The result shown in the calculation below:

Text 1

$$\begin{aligned} \text{Score} &= (0.39 \times 9.08) + (11.8 \times 1.42) - 15.59 \\ &= 3.5412 + 16.756 - 15.59 \\ &= \mathbf{4.7} \end{aligned}$$

Text 2

$$\begin{aligned} \text{Score} &= (0.39 \times 9.79) + (11.8 \times 1.62) - 15.59 \\ &= 3.8181 + 19.116 - 15.59 \\ &= \mathbf{7.3} \end{aligned}$$

Text 3

$$\begin{aligned} \text{Score} &= (0.39 \times 6.64) + (11.8 \times 1.45) - 15.59 \\ &= 2.5896 + 17.11 - 15.59 \\ &= \mathbf{4.1} \end{aligned}$$

Text 4

$$\begin{aligned} \text{Score} &= (0.39 \times 5.88) + (11.8 \times 1.47) - 15.59 \\ &= 2.2932 + 17.346 - 15.59 \\ &= \mathbf{4.05} \end{aligned}$$

Text 5

$$\begin{aligned} \text{Score} &= (0.39 \times 4.33) + (11.8 \times 1.25) - 15.59 \\ &= 1.6887 + 14.75 - 15.59 \\ &= \mathbf{0.8 / 1} \end{aligned}$$

Text 6

$$\begin{aligned} \text{Score} &= (0.39 \times 18.25) + (11.8 \times 1.6) - 15.59 \\ &= 7.1175 + 18.88 - 15.59 \\ &= \mathbf{10.4} \end{aligned}$$

⁷Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: a Methods Sourcebook* (London: Sage Publication, 2012), 32-33.

⁸William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

Text 7

$$\begin{aligned}\text{Score} &= (0.39 \times 6.16) + (11.8 \times 1.24) - 15.59 \\ &= 2.4024 + 14.632 - 15.59 \\ &= \mathbf{1.4}\end{aligned}$$

Text 8

$$\begin{aligned}\text{Score} &= (0.39 \times 16.44) + (11.8 \times 1.6) - 15.59 \\ &= 6.4116 + 18.88 - 15.59 \\ &= \mathbf{9.7}\end{aligned}$$

Text 9

$$\begin{aligned}\text{Score} &= (0.39 \times 14.78) + (11.8 \times 1.55) - 15.59 \\ &= 5.7642 + 18.29 - 15.59 \\ &= \mathbf{8.46}\end{aligned}$$

Text 10

$$\begin{aligned}\text{Score} &= (0.39 \times 15.61) + (11.8 \times 1.65) - 15.59 \\ &= 6.0879 + 19.47 - 15.59 \\ &= \mathbf{9.97}\end{aligned}$$

Text 11

$$\begin{aligned}\text{Score} &= (0.39 \times 27.75) + (11.8 \times 1.66) - 15.59 \\ &= 10.8225 + 19.588 - 15.59 \\ &= \mathbf{14.82}\end{aligned}$$

Text 12

$$\begin{aligned}\text{Score} &= (0.39 \times 15.83) + (11.8 \times 1.63) - 15.59 \\ &= 6.1737 + 19.234 - 15.59 \\ &= \mathbf{9.8}\end{aligned}$$

Text 13

$$\begin{aligned}\text{Score} &= (0.39 \times 9.56) + (11.8 \times 1.43) - 15.59 \\ &= 3.7284 + 16.874 - 15.59 \\ &= \mathbf{5.01}\end{aligned}$$

Text 14

$$\begin{aligned}\text{Score} &= (0.39 \times 13.67) + (11.8 \times 1.42) - 15.59 \\ &= 5.3313 + 16.756 - 15.59 \\ &= \mathbf{6.5}\end{aligned}$$

Text 15

$$\begin{aligned}\text{Score} &= (0.39 \times 18.05) + (11.8 \times 1.85) - 15.59 \\ &= 7.0395 + 21.83 - 15.59 \\ &= \mathbf{13.28}\end{aligned}$$

Text 16

$$\begin{aligned} \text{Score} &= (0.39 \times 15.84) + (11.8 \times 1.94) - 15.59 \\ &= 6.1776 + 22.892 - 15.59 \\ &= \mathbf{13.48} \end{aligned}$$

Text 17

$$\begin{aligned} \text{Score} &= (0.39 \times 6.19) + (11.8 \times 1.41) - 15.59 \\ &= 2.4141 + 16.638 - 15.59 \\ &= \mathbf{3.46} \end{aligned}$$

Text 18

$$\begin{aligned} \text{Score} &= (0.39 \times 15.97) + (11.8 \times 1.67) - 15.59 \\ &= 6.2283 + 19.706 - 15.59 \\ &= \mathbf{10.3} \end{aligned}$$

Text 19

$$\begin{aligned} \text{Score} &= (0.39 \times 8.71) + (11.8 \times 1.37) - 15.59 \\ &= 3.3969 + 16.166 - 15.59 \\ &= \mathbf{3.9} \end{aligned}$$

Text 20

$$\begin{aligned} \text{Score} &= (0.39 \times 14.07) + (11.8 \times 1.34) - 15.59 \\ &= 5.4873 + 15.812 - 15.59 \\ &= \mathbf{5.71} \end{aligned}$$

Text 21

$$\begin{aligned} \text{Score} &= (0.39 \times 9) + (11.8 \times 1.2) - 15.59 \\ &= 3.51 + 14.16 - 15.59 \\ &= \mathbf{2.08} \end{aligned}$$

Based on the above calculations, the following table lists the readability scoring results of the reading text:

Table. 4.4 Readability Score of the Reading Texts Based on Flesch Kincaid Grade Level

Text	Readability Score	Reading Grade
1	4.7	Appropriate for students in grade 4 th – 5 th
2	7.3	Appropriate for students in grade 7 th – 8 th
3	4.1	Appropriate for students in grade 4 th – 5 th
4	4.05	Appropriate for students in grade 4 th – 5 th
5	0.8 or 1	Appropriate for students in grade 1 st

6	10.4	Appropriate for students in grade 10th – 11th
7	1.4	Appropriate for students in grade 1 st – 2 nd
8	9.7	Appropriate for students in grade 9th – 10th
9	8.46	Appropriate for students in grade 8 th – 9 th
10	9.97	Appropriate for students in grade 10th – 11th
11	14.82	Appropriate for students in grade 14 th – 15 th
12	9.8	Appropriate for students in grade 9th – 10th
13	5.01	Appropriate for students in grade 5 th – 6 th
14	6.5	Appropriate for students in grade 6 th – 7 th
15	13.28	Appropriate for students in grade 13 th – 14 th
16	13.48	Appropriate for students in grade 13 th – 14 th
17	3.46	Appropriate for students in grade 3 rd – 4 th
18	10.3	Appropriate for students in grade 10th – 11th
19	3.9	Appropriate for students in grade 3 rd – 4 th

20	5.71	Appropriate for students in grade 5 th – 6 th
21	2.08	Appropriate for students in grade 2 nd – 3 rd

After counting the readability score of the reading texts based on Flesch Kincaid Grade Level, the grade level in each text can be determined. From the table above, can be seen there were 5 texts suitable for the 10th grade of senior high school. Those texts are text 6 (Complimenting) with readability score 10.4, text 8 (Tanjung Puting National Park) with readability score 9.7, text 10 (Visiting Niagara Falls) with readability score 9.97, text 12 (McMaster Mini-Med School) with readability score 9.8, and text 18 (Cut Nyak Dien) with readability score 10.3.

B. DISCUSSION

Textbooks convey knowledge about a specific area in a selected and interesting style, while following to the syllabus's objectives and contents, which have been customized to the students' age and intellectual level.⁹ "Textbooks are core learning consisting of text and images meant to achieve a certain set of educational outcomes; typically, a printed and bound book with drawings and directions to facilitate learning activities," according to Kolahi and Shirvani.¹⁰

Reading, according to Cetin and Sidekli, is "the act of perceiving, comprehending, and interpreting words,

⁹ Elene Lalău, "Teachers', Pupils', and Parents' Opinions on Primary Textbooks: Their

Selection, Quality, and Use," *Acta Didactica Napocensia* Vol. 7, No. 3 (2014): 59.

¹⁰Sholeh Kolahi and Elaheh Shirvani, "A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translation," *International Journal of Linguistics* Vol. 4 No. 4 (2012): 346.

phrases, punctuation, and other aspects in written text."¹¹ Reading comprehension is the process by which readers attempt to comprehend the substance of a text based on their prior knowledge in order to fully understand the author's message clearly.

Readability refers to how fascinating and appealing a text is written, and how easy it is to read it.¹² 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."¹³

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:¹⁴

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.

¹¹Esra Cetin and Sabri Sidekli, "Reading Comprehension Reading Comprehension Skills in Terms of the Sentiments Given in Reading Texts," *International Journal of Evaluation and Research in Education (IJERE)* Vol. 7 No. 4 (2018): 317.

¹²William H Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 3.

¹³William H Dubay, *Smart Language: Readers, Readability, and the Grading of Text* (Costa Mesa: Impact Information, 2007), 6.

¹⁴Dahlia 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.

There are also other factors that can affect the readability level of text according to Putra¹⁵ 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.

The results of Flesch Reading Ease Formula showed that the 21 reading texts on the textbook BAHASA INGGRIS were divided into:

1. Three reading texts (14.265%) were in very easy level with readability score 90 – 100, this reading level expected for students in 5th grade.¹⁶
2. Two reading texts (9.5%) were in easy level with readability score 80 – 90, this reading level expected for students in 6th grade.¹⁷
3. Six reading texts (28.57%) were in fairly easy level with readability score 70 – 80, this reading level expected for students in 7th grade.¹⁸
4. One reading text (4.8%) was in standard level with readability score 60 – 70, this reading level expected for students in 8th – 9th grade.¹⁹
5. Five reading texts (23.8%) were in fairly difficult level with readability score 50 – 60, this reading level expected for students in 10th – 12th grade.²⁰

¹⁵ 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.

¹⁶ William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

¹⁷ William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

¹⁸ William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

¹⁹ William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

²⁰ William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

6. Three reading texts (14.265%) were in difficult level with readability score 30 – 50, this reading level expected for students in grade 13th – 16th of college student.²¹
7. One reading text (4.8%) was in very difficult level with readability score 0 – 30, this reading level expected for college graduate.²²

Meanwhile, the results of data analysis of Flesch Kincaid Grade Level Formula showed that:

- Thirteen reading texts (61.9%) have low readability for the 10th grade students.²³
- Three reading texts (14.3%) have high readability for the 10th grade students.²⁴
- Five reading texts (23.8%) that are appropriate for the 10th grade students.²⁵

This research described the low readability of BAHASA INGGRIS textbook. According to Rudolf Flesch's theory, the results of the Flesch Reading Ease formula, it was proved that from among all 21 kinds of reading materials 11 texts were divided into very easy, easy and fairly easy levels, 1 text were standard, and 9 texts were divided into very difficult, difficult, and fairly difficult. Only 5 texts were in fairly difficult level and suitable for the 10th grade students. In addition, according to the results of the Flesch Kincaid Grade Level formula, it has the same result as the Flesch Reading Ease formula, and the readability of BAHASA INGGRIS textbook was low. The results showed that 13 reading texts (61.9%) were not appropriate for the 10th grade students because the score is under the 10th grade, 3 reading texts (14.3%) were

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

²²William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 21.

²³William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

²⁴William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

²⁵William H. Dubay, *The Principles of Readability* (Costa Mesa: Impact Information, 2004), 22.

not appropriate for the 10th grade students because the score is up above the 10th grade, and there were only 5 texts suitable for reading for the 10th grade students.

This is what needs to be considered regarding the importance of providing reading texts with a readability level that is in accordance with the readability level of students, as stated in *Petunjuk Teknis Pedoman Buku yang digunakan oleh Satuan Pendidikan dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku yang Digunakan oleh Satuan Pendidikan*, “Materi pengetahuan yang diinformasikan melalui Buku Teks Pelajaran dan Buku Non Teks Pelajaran sangat penting. Oleh karena itu penyajian materi harus ditata dengan menarik, mudah dipahami, memiliki tingkat keterbacaan yang tinggi...”²⁶

The findings of this study using textbooks produced by the Ministry of Education and Culture, as well as previous studies using textbooks published by private companies as research objects, both show that from the large number of reading text provided in textbooks, only a few of them is appropriate for the 10th grade of senior high school. The results of analyzing the readability formula show that many reading texts are too easy for the 10th grade students. Therefore, the text in the BAHASA INGGRIS textbook according to both of the formula is not suitable for the 10th grade students. If the readability of the reading material is too easy, this is a problem for students. Students’ interest in reading will decrease, and students’ reading skills will not develop or improve.

To further prove the conclusion that I got from calculating the readability formula, I interviewed a high school student who had used this book as teaching material in his class, his name was Akbar Noor Aidin, a student of SMA N 1 Kudus class X MIPA 6. Of the 21 texts I researched, I gave 5 texts to Akbar to read and understand.

²⁶ “Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku yang digunakan oleh Satuan Pendidikan”, *Petunjuk Teknis Pedoman Buku yang digunakan oleh Satuan Pendidikan*, p. 1.

After reading it, it turns out that from the 5 texts, 4 texts were read easily and quickly, only 1 text that he did not understand and confused. So, I conclude that the reading text in this book is too easy for the 10th grade students.

I also interviewed an English teacher from SMK NU Banat Kudus named Miss Arini. She uses this textbook as teaching material in her class. She is of the opinion that this textbook has a low reading difficulty level, and she even uses additional Student Worksheets as teaching materials in her class. "Many of my students understand immediately when they read the text in this textbook, both in terms of vocabulary and grammar," said Miss Arini. Miss Arini concluded that this textbook is included in the category of books suitable for the 10th grade students and there are some reading texts that are too easy for the 10th grade student. "But back to the ability of each student. Some of them think that the text is too easy but maybe for students who are not familiar with English, the text looks difficult. Therefore, the teacher must be smart in choosing the text and must be willing to accompany the students."