THE ENGLISH TEXTBOOK READABILITY OF THE ELEVENTH GRADE STUDENTS

SKRIPSI

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ABSTRACT

Siti Aisyah Rakhmadani Nasution. 1302050275. "The English Textbook Readability Of The Eleventh Grade Students". Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2017.

The objectives of this research were to find out whether the English reading texts were appropriate or not in terms of the readability level for the XI grade students of SMK Muhammadiyah 6 Medan. This research was focused on the readability level of English reading texts for grade XI students of SMK Muhammadiyah 6 Medan of the academic year 2016/2017. This research was categorized as descriptive quantitative qualitative research. The source of the research was five reading texts from an English textbook entitled Bahasa Inggris published by Yudhistira to be tested to 30 students as the research sample. The source research itself was taken by using total sampling technique. The instruments of the research were Flesch Kincaid Grade. The Flesch-Kincaid Grade Level Formula, the researcher counted the words, syllables, sentences, the average number of words per sentence and the average number of syllables per words of each reading text to determine the level of readability of the English texts on the students' textbook. The results of the research average, the text were in Fairly Easy (7.83). It was found that according to the theory of Flesch Kincaid Readability, the text were not appropiate level for XI grade students.

Keyword   :Readability, Textbook, Flesch Kincaid Readability

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Reading is a process undertaken to reduce uncertainty about meanings a text conveyed. It is very important for students in learning. According to Patel and Jain (2008:113-114) states that reading is an important activity in life with which one can update his/her knowledge. In addition, reading is more than just recognizing the words but also brings great memories , feel and defines some desire, identify a solution to desire, experiment with selecting, rejecting or controlling a selected path or way , and think of some ways of evaluation results . The whole thing, including the response of thinking.

In learning, textbook is very important to facilitate students in learning activities. Rahmawati and Lestari (2012:1) state that textbook is a kind of teaching and learning media that most commonly used in every teaching and learning process although many inovated media has been developed to help the educators to teach in new ways. Selecting the textbook is important to increase their outcomes. The textbook which is readeable and appropiate can make students easier in understanding it.

A good English textbook is readable, understandable and comprehensible for students. They are easy to read and understand. Many students get difficulties

in understanding textbook which they read, this condition causes the students have low motivation. They becomes bored because misunderstanding and it will make them frustated in learning English. Peng (2015:37) states that though many factors can lead students not to read the textbook, one of the endogenous variables that instructors can control the readability of the textbook. So, selecting the textbook should be appropiate for students too. It is neccessary to measure the readability of a reading materials.

Furthermore, Dubay (2004:3) states that readability is what makes some texts easier to read than others. It is often confused with legibility, which concerns typeface and layout. All the stated reasons give strong argument why the high quality of textbook is really important to the students because it plays very crucial parts in teaching and learning processes.

In measuring the readability of a reading material, there are some readability test are available. The readability test are readability formula, cloze test, checklist, scales, and text levelling. Readability formulas are objective in giving prediction of a text difficulty, while no other tests provide the same objectivity like the readability formulas do. In this research, researcher take The Flesch Kincaid Grade Level as readability formula.

Based on the PPL experience in SMK muhammadiyah 6 Medan the existence of those unfamiliar words and grammar makes students difficult in translating and understanding the words. The failure of students to grasp the meaning of some vocabularies listed in a text will then cause to students' failure to understand and comprehend the real meaning of a text. If that happens, students

will find it hard to improve their reading comprehension ability due to the appearance of the low frequency words which they do not understand.

Therefore, based on the background this research, the researcher focuses on the use of readability formula to analyze the readability of the reading English textbook which is provided in textbook, and this is also the reason researcher writes this research with the title "**The English Textbook Readability of The Eleventh Grade Students".**

B. **Identification of the Problem**

This research formulates the problems as below :

1. Selecting the textbook is important to increase learning result

2. The textbook must be readable and appropiate

3. The students have low motivation to read

4. Students get difficulty in understanding textbook

C. **Scope and Limitation**

The scope of this research focuses on reading comprehension of the English textbook published of Yudhistira. It is limited to reading textbook to the XI grade students of SMK BM Muhammadiyah 6 Medan.

D. **Formulation of The Problem**

The formulation of the research as follow "How is the readability of the reading texts of the XI grade students of SMK BM Muhammadiyah 6 Medan ?"

E. Objective of The Study

The objective of this research is "To find out the readability of the reading texts of the XI grade students of SMK BM Muhammadiyah 6 Medan".

F. Significance of The Study

1. Theoritically

This research will extend and enrich the theories of readability as a tool to measure the quality of reading texts in a textbook.

2. Practically

a. English teachers, as a tool to help them to be more aware in selecting English textbook.

b. Students, as an information to know how readable they are in understanding a textbook.

c. Other researchers, as references to investigate the English textbook, especially dealing with the readability.

CHAPTER II

REVIEW OF LITERATURE

A. Theorotical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. The terms have to be made clearly to avoid confusion to the readers. The researcher will present some theories related to the study in order to get the points clearly.

1. Readability

People can dissect the term "readability" into "read" + "ability," which translates into the ability to read. Readability has nothing to do with either legibility or literacy. In fact, readability is more of a judgmental exercise for the targeted audience. In addition, readability is not only determined by the length of the passages or the length of the words, but it also determined by how interestingly and attractively the text is written. They can consider readability as means to measure the difficulty of text or page layout, so the writer knows how effectively his text will reach his target audience before he publishes or distributes it. They can assess readability through readability tests by applying readability formulas.

Readability formulas are mathematical in nature; each formula's primary aim is to measure the grade level a person must have to read and comprehend a text. Writers consider readability formulas as simple ways to judge read-ability, i.e., the level of difficulty of a text. Readability formulas work is by measuring

certain features of a text based on mathematical calculations. They base these readability measures on a handful of factors; the most common factors include the number of words in a sentence, as well as the number of letters or syllables per word.

Most readability formulas are based on one semantic factor (i.e., the difficulty of words), and one syntactic factor (i.e., the difficulty of sentences). People do not need to calculate other factors, as they tend to make the formulas more complex and achieve little in return. Another startling fact about these formulas is that you do not need readers to read out (or try to read out) the text. However, readability formulas don't always work with 100% accuracy.

1.1 The Importance of Readability Formula

It requires much effort to come up with some kind of text. This text may be unique in its contents, yet it fails to serve its purpose of making the reader understand and use it. The problem many writers face is how to assess the 'readability' of their text. Readability formulas offer the solution. By applying these scientific and mathematical principles, the readability formulas aim to present an objective analysis about the readability of a particular text.

1.2 Factors that Influence Readability

There are many factors that influence readability of written text. These factors include vocabulary, use of conversational elements in narrative, frequency

of affixed morphemes, level of abstraction, amount of detail or amplificationof abstract ideas, non-language qualities, including text legibilityand interest.

Richard R. Day also explains about the factors that influence readability. He mentions five factors as follow:

a. Lexical knowledge

Lexical knowledge is an important factor because when the number of unknown lexical items in a reading passage increases, students will get more difficulty in comprehending the text.

b. Background knowledge

Background knowledge is essential in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it.

c. Organization

Organization efers to both the retorical organization of the text and the clarity of the organiozation. A passage that is not well organized might present problems for EFL students, aspecially at the beginning stages.

d. Discourse Phenomena

Textual phenomena at the level of discourse include the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence.

e. Length of Passage

The final factor of readability oncerns the length of potential reading passage. The most common mistake of inexperienced teachers or teacher

who are not able to judge the reading abilities of their studetns is to select a passage that is too long.

Therefore, the teachers have to know about these factors because by knowing the factors thst influence readability, the teacher can decide the readability level of the text. When the textbook that will be used has higher readability level for students, it means that a teacher has to choose another reading text from another source. However, when the text that will be used has lower readability level for students, the teacher has to look for or change some sentences in order to make it appropiate for certain students.

1.3 Commonly Used Readability Formula

Researchers and writers have been using readability formulas since 1920 and, over the years, they have spent much time devising the most accurate and scientific formulas to assess readability. Some of the popular and commonly used formulas include:

a. Rudolph Flesch's Reading Ease Formula

b. Flesch's Grade Level

c. J. Peter Kinkaid's Flesch-Kinkaid Index

d. Robert Gunning's Fog Index

e. The SMOG Readability Formula

f. Fry's Readability Graph

g. New Dale-Chall Formula

h. Powers-Sumner-Kearl Readability Formula

i. FORCAST Readability Formula

j. SPACHE Readability Formula.

The underlying message of each formula is the same: if someone uses shorter, average sentence lengths and fewer biglettered words, they can reduce the reading level and increases the speed and ease of reading.

1.4 Advantages of Readability Formulas

a. By definition, readability formulas measure the grade-level, readers must have to read a given text. The results from using readability formulas provide the writer of the text with much needed information to reach his target audience.

b. Readability formulas do not require the (targeted) readers to first go through the text to decide if the text is too hard or too easy to read. By using readability formulas, someone can know ahead of time if his readers can understand his material. This saves his time and money.

c. Readability formulas are text-based formulas; many researchers and writers find them easy-to-use.

d. Readability formulas help the text-creators convert the document into plain language if the readability levels are low (which is the case with the reading levels of many American people), or too high (which is normally the case with higher-studies' students, researchers and professionals).

e. Using readability formulas to perfect a document can help readers to increase their retention, understanding, and speed of reading; this, in turn, smoothens out the work-schedule of his readers.

f. A readable text always attracts a larger reader-base.

1.5 Disadvantages of Readability Formulas

a. "Readability" is different from "understand-ability." Unfortunately, readability formulas are not much help if someone wants to know if the target audience will understand the text.

b. Readability formulas also cannot measure the complexity of a word or phrase to pinpoint where he need to correct it.

c. The admirers of literary geniuses largely see readability formulas as an insult to their work. Most great literary works fail to pass the readability tests, but this doesn't mean that those works are inferior in quality. The critics view readability formulas as over simplification and a critique of creative writing.

d. Due to many readability formulas, there is an increasing chance of getting wide variations in results of a same text.

e. Readability formulas cannot measure everything that contributes to how readable a book is for a student, any more than a reading test can measure a student's reading behavior.

f. Readability formulas can't measure the context, prior knowledge, interest level, difficulty of concepts, or coherence of text.

g. Readability formulas apply mathematics to literature. This idea, itself, is not favored by language scholars and researchers.

1.6 Approaches to Measure Readability Formula

In assesing readability, there are some methods can be aplied. Teachers who want to select appropiate textfor the students in the process of teaching and learning reading can us any kind of method depand on their beliefs. The purpose of readability assessment is to help someone in knowing the readability level of text for certain reader. Basically, the readability of the text can be measured in two ways, there are:

a. **Readability formulas**

Jeanne S. Chall states on his book that readability formula is atool for predicting the difficulty of text. Principallt, readability formula is an instrument to estimate the difficulty level in undersaning reading text. The readability score based on this formula is got by amount of difficult words, amount of words in a sentence and te length of sentences in the reading text. The parts of readability formulas are mentioned as bellow :

a) Flesch Kincaid Readability Level

Flesch Grade Level Readability Formula improves upon the Flesch Reading Ease Readability Formula. In 1976, the US Navy modified the reading Ease Formulato produce a grade-level score by appling the Flesch Grade-Scale formula, or the Kincaid formula. John P. Kincaid was assisted by Fishburne, Rogers, and Chissom, in his research.

This formula is known by different names, like FleschKincaid Index, Flesch Kincaid Grade Level Score, FleschKincaid Scale, Flesch-Kincaid Score, Flesch Kincaid Readability Score, Flesch-Kincaid Readability Statistics, Flesch-Kincaid Grade Level Index, FleschKincaid Readability Index, Flesch-Kincaid readability equation, and so on.

Originally formulated for US Navy purposes, this Formula is best suited in education.

The Formula is:

FKRA = (0.39 × ASL) + (11.8 × ASW) - 15.59

Where,

FKRA − Flesch Kincaid Grade Level

ASL = Average Sentences Length

ASW = Average number of syllable per word

The result will be a number that equates to a grade level. For example, a 7.5 is a seventh grade reading level result, 8.0 is an eighth grade reading level result. In this formula, the higher the readings ease score, the more readable a text will be. The result, then, can be interpreted as shown in the below table:

Table 2.1. Flesch's Reading Ease Score

Reading Ease Score	Style Description	Estimated Reading Grade	Estimated Percent of U.S. Adult (1949)
0 to 30	Very Difficult	College graduate	4.5
30 to 40	Difficult	13th to 16th grade	33
50 to 60	Fairly Difficult	10th to 12th grade	54
60 to 70	Standard	8th to 9th grade	83
70 to 80	Fairly Easy	7th grade	88

| 80 to 90 | Easy | 6th grade | 91 |
| 90 to 100 | Very Easy | 5th grade | 93 |

Source: Dubay (2004:21)

b. Cloze Test

The readability level also can be estimated by cloze procedure text. Cloze procedure text is a readability test which uses the students' ability in comprehending the text. In addition, it is a test constructed by deleting words from a selection and requiring the students to fill in the blanks. The deleted words can be random or mechanical procedure (every n[th] word) where n is usually a number 5 or above.

As a final point, the writer concerned to the readability assessment using Flesch Kincaid Readability Formula to identify the sentence length and the number of syllables in a reading passages. This method will be used because the writer believes that shorter sentences usually are more readable than longer ones, especially those which contain numerous prepositional phrases and have complex, compound or complex compound constructions.

2. Understanding Reading

Reading has very important social role in life. Reading is used by the readers to obtain information, this would be submitted by the author through the written language. Moreover, reading is a language skill that relates to the other skills. The main purpose in reading activity is to find and to get information and also to understand the meaning of the passage.

By reading people will be able to get information about many kinds of information. Budiantari et al (2013:4) states that it is necessary to exploit reading in language learning process. By providing students a good reading material, teachers can automatically support the students to do optimum reading. There are central ideas in behind reading such as the idea of meaning, the transfer of meaning from one mind to another, the transfer of a message from the author to reader, how readers get meaning by reading, and how the reader, the author and the text all contribute to the process.

Based on the statement above, the researcher concluded that reading is a meaningful interpretation of printed or written verbal symbols. It means that reading is a process of constructing the meaning through printed words messages; get the meaning of some words from text. Therefore, reading can involve perceiving, achieving meaning and reading the ideas that is intended by the author.

3. Reading Comprehension

The goal in reading process is reading comprehension. Reading comprehension is the heart and the goal of reading, since the purpose of reading is to gather meaning from the printed page. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Moreover, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension needs the ability to understand or to gain the information from

text. Pamela et al (2004:321) state that reading comprehension is the process of understanding the message that the author is trying to convey. Very simple, it is making meaning from the text at hand.

Westwood (2001:11) states that effective comprehension requires that the reader maintains the meaning throughout the reading of the text. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary, finding the relationship among words and concepts, organizing the author's purpose, and making evaluation. To comprehend is not only depend on the skill but also on the student's prior knowledge.

3.1 The Basic Skill Comprehension

David (2005:241) defines the basic skills of comprehension as follows:

1. Reading word meaning (vocabulary knowledge).

2. Drawing inferences from content.

3. Following the structure of a passage.

4. Recognizing a writer's purpose, attitude, tone, mood.

5. Finding answer to questions answered explicity or in paraphrase.

3.2 Levels of Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, profiency readers, it means that how far the students understand information gotten from the text and which level that has been achieve.

There are four level of comprehension :

    1.Literal

    2.Inferential

    3.Evaluative

    4.Applied

3.3 Principal Strategies for Reading Comprehension

1. Identify your purpose in reading a text.

2. Apply spelling rules and conventions for bottom-up decoding.

3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.

4. Guess at meaning (of words, idioms, etc) when you aren't certain.

5. Skim the text for the gist and for main ideas.

6. Scan the text for specific information (names, dates, key words).

7. Use silent reading techniques for rapid processing.

8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

9. Distinguish between literal and implied meanings.

10. Capitalize on discourse markers to process relationship.

Comprehension is understanding the meaning of what is the read from the print, illustrations, layout and design (Elizabeth, 2008:190). Stop think for a moment. You are probably a very proficient reader, and proficient readers take comprehension for granted. As you read this book the written symbols create meaning. When you comprehend the words, does this mean that you are making

that you are making a mental image of the information in the words? Does comprehension depend on decoding and pronouncing the words on the pages? Comprehension is both of these things.

According to Elizabeth (2008:190) is the act *simultaneously* and *constructing* meaning from the text. Students have to extract meaning from the printed words on the page by working out how print operates to represent words. They also need to build new meanings by integrating new ideas with old information. In doing this , they are constructing meanings.

According to Hornby in Lusiana (2007:10) reading comprehension means reading with the power of understanding of the printed symbols.

According to Richards ,et al in Jaya(2005:9) states that reader's purposes in reading and the types of reading used referred to:

1. *Literal comprehension*, where reading in order to understand, remembers, or recall the information explicitly contained contained in a passage.

2. *Inferential comprehension*, where reading in order to find information, which is not explicitly stated in a passage, using the readers' experience and institution, and by inferring.

3. *Critical or evaluation comprehension*, where in order to compare information in a passage with the readers' own knowledge and values.

4. *Appreciative comprehension*, where reading in order to gain an emotional or other kind of valued response from a passage.

4. **Level of Reading Skill**

Hedge (2003) states that reading builds and assesses the use of content appropriate grade level texts with increasingly complex texts and questions that challenge students to read closely. There are three kinds of reading comprehension, namely: literal, inferential, and critical.

a. Literal Comprehension

Literal comprehension involves what the author is saying. It is an activity when the reader extracts information that is explicitly outlined in a text. The reader need to understand the information and ideas explicitly stated in the reading material. The information can be in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing.

b. Inferential Comprehension

Inferential comprehension deals with what the author means by what is said. It entails student to look at information in a text and search for the relationships and details to find connections. The reader must simply read between lines and make inferences about things not directly stated. It could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c. Critical Comprehension

Critical comprehension concerns itself with why the author says what he or she says. It demands more complex levels of understanding. The high level of comprehension requires the reader to use some external criteria from his/her own

experience in order to evaluate the quality, values of writing, the author's reasoning, simplifications, and generalizations.

5. **Textbook**

Textbook is a printed and bound artefact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject. It is very important to developing students achievement. Brown (2000:136) states that the most obvious and most common form of material support for language instruction comes through textbooks.

A good textbook should be suitable with curriculum, teacher and also for students. Nuttall (1989:170) states that a good textbook should fulfil some criteria such as suitability of content, exploitability and readability.

a. Suitability of content

The most important criterion is that the text should interest the reader, preferably enthral and delight them. It is suggested to look for motivating material implies the students' interest. In addition for being interesting, some classroom text at least should represent the kind of material students will need to handle.

b. Exploitability

Exploitability, The facilitation of learning. Teachers give the students exercises after they read the reading text. When teacher exploits a text, teacher uses it to develop the students' competence as the reader.

c. Readability

The term "readability" is often used to refer to the combination of structural and lexical difficulty. It forces on the easiness with which a text can be read. Since the language of a text may be difficult for one student and easy for another, it is necessary to assess the right level for the students.

B. **Previous Related Research**

1. Nadya Rizki Ardhani, with the title "*The Readability of English Textbook of the Eleventh Grade Students of SMA Swasta Al-Azhar Medan*" English and Literature Department Faculty of Languages and Arts State University of Medan 2016. The purpose of this research is to find out readability of English Textbook at second grade of SMA Swasta Al-Azhar Medan.

2. T. Adawiyah, with title "*An Analysis on the Readability Level of (Developing Competence in English Grade VIII) Textbook for Junior High School*". English Education Department Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah University 2006.

3. Rizki Mandasari, with title "*Readability of Textbook for the Eighth Grade Students of Junior High School*" English and Literature Department Faculty of Languages and Arts State University of Medan 2016. This research examines the readability of textbook at eighth grade students of junior high school.

C. Conceptual Framework

Reading is one of four main skills in English that students need to be mastered. All the information from all over the world, knowledge and science can be achieved by reading. It can be defined from two points of view. First, reading is to understand the written text in order to comprehend the ideas of the text. Second, reading as the process of decoding the printed letters into sounds. These activities enable the students to get the idea.

Textbooks are more commonly used in the social studies classroom than in any other content. Since there is so much dependency in the textbook, it is important that teachers are incorporating them appropriately into classroom instruction and that students understand the texts they are assigned to read. One factor typically used to select textbooks for instruction is readability, which is highly regarded by schools as a salient factor to consider when selecting texts.

Readability concerns with the ease and difficulty of the reader in reading and in understanding a text. A good text has a high readability level if the text is easy to be understood by the readers. In conclusion, readability and reading comprehension cannot be separated. If the reader can read and understand a text easily, it can be assumed that the text has a high readability. In opposite, if they are difficult to read and understand, the text has a low readability. Thus, to make the reader understands and comprehends, the text should have a good readability.

In order to get a valid and objective result, this research will implement two approaches, namely: readability formula. The readability formula used by the researcher is Flesch-Kincaid Grade Level. This formula aims to know the

readability level of a reading text in English textbook by counting the average sentence length and syllables per word of the reading texts.

CHAPTER III

METHOD OF RESEARCH

A. Location of The Research

This research was conducted at SMK Muhammadiyah 6 Medan at Jalan Denai Gg II No. 16 Medan of the XI grade students of academic year 2016/2017. The researcher choosed this location because the students got difficulties in understanding textbook.

B. Subject of Research

The subject of the research was the XI grade students' of SMK Muhammadiyah 6 Medan of the academic year 2016/2017 who consisted of 30 students.

C. Research Design

The type of this research was quantitative qualitative research. In this research, the researcher described the readability of English textbook committed by 30 students or sample at the XI grade of SMK Muhammadiyah 6 Medan. The way to the took sample was total sampling technique in which all the students of XI grade students of that school be came the sample. The quantitative research was used to know how high the result of students, and qualitative research was

used to know the readability, standard and category of the readability of the textbook.

D. Instrument of The Research

The data were collected by giving five texts from English textbook entitled **Bahasa Inggris** by Munash F. Anwar published of Yudhistira to the students of the XI grade of SMK Muhammadiyah 6 Medan. Students should fill in the blank with answers which were available in the box. The technique of collecting the data would be done by using The Flesch Kincaid Grade Level formula.

E. Technique of Data Analysis

Based on Flesch-Kincaid Grade Level Formula, the researcher counted the words, characters, sentences, paragraphs, the average number of words per sentence and the average number of syllables per word of the reading text to determine the level of readability of the English texts in students' textbook.

The techniques of analyzing the data would be done as follows:

1. Counting the number of words and sentences.
2. Finding the average sentence length by dividing the number of words to the number of sentences.
3. Counting the average number of syllables per word by dividing the number of syllables to the number of words.

The formula of Flesch-Kincaid Grade Level is:

FKRS   = (O.39 X ASL) + (11.8 X ASW) – 15.59

Where:

FKRS = Flesch-Kincaid Readability Score

ASL = Average sentence length in words or average number of words in sentence (number of words was divided by the number of sentences).

ASW = Average number of syllables per word (the number of syllables were divided by the number of words).

4. Calculating the data to find out the average score of readability level of the textbook by using formula below:

$$\frac{FKRS\ Text\ 1 +\ FKRS\ Text\ 2 +\ FKRS\ Text\ 3\ +\ ...\,n}{Sum\ of\ Text}$$

CHAPTER IV

DATA ANALYSIS AND FINDING

This chapter presented the finding and discussion of the research. The writer describes the process of collecting the data and the results of analyzing the readability text by using Flesch Kincaid Readability formula which has been stated in the previous chapter.

A. Data Analysis

In analyzing the data, the first step that was done by the writer was by counting the sentences, the second was by counting the words, the third was by counting the syllables, and counting all of them by using Flesch kincaid readability formula. The Counting of Sentences, Words, and Syllables As what has been mentioned before that the first step was done in analyzing the data was by counting the sentences, words, and syllables. The result of counting them was as follows:

Table 4.1

Table of Sentences, Words, and Syllables Counting

Number of Text	Sentences	Words	Syllables
Text 1	28	402	645
Text 2	17	300	447
Text 3	19	270	450
Text 4	18	243	361
Text 5	16	279	417

After finding the counting of sentences, words, and syllables as in table 4.1, then the writer measured all of them using Flesch readability formula.

1. The Calculation of Each Text. The next step that was done by the writer to analyze the data was by calculate the result counting of each sentence, word, and syllable by using Flesch kincaid readability formula. The pattern of the Flesch kincaid readability formula is:

FKRS = (O.39 X ASL) + (11.8 X ASW) − 15.59

Where:

FKRS = Flesch-Kincaid Readability Score

ASL   = Average sentence length in words or average number of words in sentence (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).

a. **Manners in Workplace (Text 1)**

$$= (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

$$= (0.39 \times \frac{402}{28}) + (11.8 \times \frac{645}{402}) - 15.59$$

$$= (0.39 \times 14.3) + (11.8 \times 1.6) - 15.59$$

$$= (5.5) + (18.88) - 15.59$$

$$= 8.79$$

Conclusion : inappropriate

The Flesch-Kincaid Grade Level score is 8.79; it means that the text has eighth grade reading level result and the reading text can be understood by 8th

grade students, or it was not appropriate to the XI grade students because it was too easy.

b. How to Keep Phone Calls Short (Text 2)

$$= (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

$$= (0.39 \times \frac{300}{17}) + (11.8 \times \frac{447}{300}) - 15.59$$

$$= (0.39 \times 17.6) + (11.8 \times 1.4) - 15.59$$

$$= (6.8) + (16.52) - 15.59$$

$$= 7.73$$

Conclusion : inappropriate

The Flesch-Kincaid Grade Level score is 7.73; it means that the text has seventh grade reading level result and the reading text can be understood by 7th grade students, or it was not appropriate to the XI grade students because it was too easy.

c. Apprenticeship (Text 3)

$$= (0.39 \text{ X } ASL) + (11.8 \text{ X } ASW) - 15.59$$

$$= (0.39 \times \frac{270}{19}) + (11.8 \times \frac{450}{270}) - 15.59$$

$$= (0.39 \times 14.2) + (11.8 \times 1.6) - 15.59$$

$$= (5.5) + (18.88) - 15.59$$

$$= 8.79$$

Conclusion : inappropriate

The Flesch-Kincaid Grade Level score is 8.79; it means that the text has eighth grade reading level result and the reading text can be understood by 8th grade students, or it was inappropriate to the XI grade students.

d. Job and Education Background (Text 4)

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

$$= (0.39 \times \frac{243}{18}) + (11.8 \times \frac{361}{243}) - 15.59$$

$$= (0.39 \times 13.5) + (11.8 \times 1.4) - 15.59$$

$$= (5.2) + (16.52) - 15.59$$

$$= 6.13$$

Conclusion : inappropriate

The Flesch-Kincaid Grade Level score is 6.13; it means that the text has sixth grade reading level result and the reading text can be understood by 6th grade students, or it was inappropriate to the XI grade students.

e. Telephones (Text 5)

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

$$= (0.39 \times \frac{279}{16}) + (11.8 \times \frac{417}{279}) - 15.59$$

$$= (0.39 \times 17.4) + (11.8 \times 1.4) - 15.59$$

$$= (6.7) + (16.52) - 15.59$$

$$= 7.63$$

Conclusion : inappropriate

The Flesch-Kincaid Grade Level score is 7.63; it means that the text has seventh grade reading level result and the reading text can be understood by

7th grade students, or it was not appropriate to the XI grade students because it was too easy.

From the explanation above, the researcher calculated the data to find out the average score of readability level of the textbook as follow:

$$\frac{8.79 + 7.73 + 8.79 + 6.13 + 7.63}{5} = 7 \text{ (Fairly Easy)}$$

The average score of readability is 7; it means that the text has seven grade reading level result and the reading text can be understood by 7th grade students.

From the calculation above, the writer concluded that the result of Flesch kincaid readability score of the reading text of English textbook entitled Bahasa Inggris for Senior High School published by Yudhistira were: The result of readability level of text 1 was 8.79, it means the description of style is standard, and the estimated reading grade is 8th grade or it is suitable for eighth grade of High School.

The result of readability level of text 2 was 7.73, it means the description of style is fairly easy and the estimated reading grade is 7th grade or it is suitable for seventh grade of High School.

The result of readability level of text 3 was 8.7, it means the description of style is standard and the estimated reading grade is 8th grade, it is suitable for eighth grade of High School.

The result of readability level of text 4 was 6.13, it means the description of style is easy and the estimated reading grade is 6th grade or it is suitable for sixth grade of Elementary School.

The result of readability level of last text was 7.63, it means the description of style is fairly easy and the estimated reading grade is 7th grade or it is suitable for seventh grade of High School.

Based on the analysis of all texts of the reading textbook applied by the XI grade students of SMK Muhammadiyah 6 Medan, it was found that the reading textbook applied by XI grade students of SMK Muhammadiyah 6 Medan was not appropriate.

B. Finding

The finding is the description of the readability of the textbook *Bahasa Inggris* published by Yudhistira used by the students of SMK Muhammadiyah 6 Medan. After analyzing the texts, the findings of this research could be seen below:

a. The first text entitled *Manners in Workplace* gains the Flesch Kincaid readability Level that was 8.79. The text was predicted to be standard and could be understood by students by 8th. Students got the high score because the topic of the text was familiar in their daily life.

b. The second text entitled *How to Keep Phone Calls short* gains the Flesch Kincaid readability Level that was 7.73. The text was predicted to be fairly easy and could be understood by students by 7th in High School. Students

got the high score because the topic of the text was familiar and easy to understood.

c. The third text entitled *Apperenticeship* gains the Flesch Kincaid readability Level that was 8.7. The text was predicted to be standard and could be understood by students in 8th.

d. The fourth text entitled *Job and Education Backround* gains the Flesch Kincaid readability Level that was 6.13. The text was predicted to be easy and colud be understood by students in 6th.

e. The last text entitled *Telephones* gains the Flesch Kincaid readability Level that was 7.61. The text was predicted to be fairly easy and could be understood by students by 7th. Students got the high score because the topic of the text was familiar in their daily life.

Based on the analysis of all texts of the reading textbook applied by the XI grade students of SMK Muhammadiyah 6 Medan, it was found that the reading textbook applied by XI grade students of SMK Muhammadiyah 6 Medan was not appropriate.

To be more clearly understood, the result of the readability level of reading texts in the English textbook entitled Linked to the World 1 English for Senior High School published by Yudhistira can be seen as in the following table:

Table 4.2

The Readability Score of The Reading Text Based on Flesch Kincaid

Readability

Text	Readability Score	Difficult Level	Reading Grade
Text 1	8.79	Standard	8th Grade
Text 2	7.73	Fairly Easy	7th Grade
Text 3	8.7	Standard	8th Grade
Text 4	6.13	Easy	6th Grade
Text 5	7.61	Fairly Easy	7th Grade

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to describe out the readability of the English reading texts which entitled Bahasa Inggris by Munash F. Anwar published of Yudhistira for eleventh grade students of SMK Muhammadiyah Medan in acedemic year 2016/2017 by using Flesch Kincaid Readability Level. The readability of the five representative texts in textbook indicates that the texts were not appropriate for the eleventh grade students since the level was for the sixth, seventh and eighth grade. The readability of the textbook were too easy for the eleventh grade students since the textbooks' level was for the sixth, seventh and eighth grade and the readability score of the text was not appropriate for XI grade students.

B. Suggestions

The following are the suggestion for English Teachers, Researchers of Textbooks and other Researchers. For English Teachers It is recommended for English teachers to understand and to know the readability of the reading materials given to their students. Teacher should find reading materials which are appropriate for the students. Appropriate reading materials can help the students to improve their reading comprehension.

For Researchers of Textbooks The researchers of textbook should give more concern about the readability of the reading materials in the textbooks that they research. They should match the readability of the reading materials to the

target students. It is better if the writers can provide information about the readability of the reading texts in the textbook.

For Other Researchers. There are many other textbooks offered by other publishers and also there are other types of readability tests and other readability formulas. The other researchers can use them as the subject of the research and type of test to implement in the research. The writer hopes that this research can give more information for further research.

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