

**THE ANALYSIS OF ENGLISH READING TEXT READABILITY AND  
READING LEVEL OF THE TENTH GRADE STUDENTS OF SMA  
NEGERI 4 PALEMBANG**

**A Thesis**

**by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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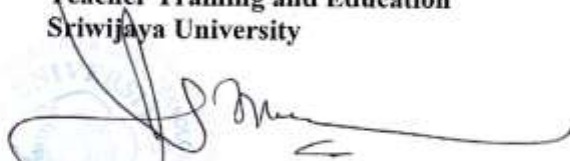
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## **THESIS DEDICATIONS**

- My beloved parents, Papa Ashropi Dhomanis and Mama Vera Morlina. Thank you to all your prayers and good wishes. It gave me the strength to persevere.
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## **MOTTO**

-Be a good woman for parents, country, and many people-

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## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>COMMITTEE APPROVAL</b> .....	<b>iii</b>
<b>DECLARATION OF PLAGIARISM</b> .....	<b>iv</b>
<b>THESIS DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
1.1 Background .....	1
1.2 The Problems of the Study .....	4
1.3 The Objectives of the Study .....	4
1.4 The Significance of the Study .....	4
<b>CHAPTER II: LITERATURE REVIEW</b> .....	<b>5</b>
2.1 Textbook .....	5
2.1.1 Advantages and Disadvantages of Textbook .....	5
2.1.2 Characteristics of a Good Textbook.....	6
2.1.3 The selection of Textbook.....	7
2.2 Text .....	8
2.2.1 Types of Text .....	8
2.2.2 Criteria of Good Text .....	10
2.2.3 The Selection of Text .....	11
2.2.4 The Matching of the Text to the Students .....	12
2.3 Readability .....	12
2.3.1 Flesch Reading Ease Formula .....	13

2.3.2 Flesch Kincaid Formula .....	13
2.3.3 Microsoft Word.....	14
2.4 Informal Reading Inventory .....	15
2.4.1 Jennings Test.....	15
2.5 Previous Related Study .....	16
<b>CHAPTER III: METHODOLOGY .....</b>	<b>17</b>
3.1 Research Design.....	17
3.2 Place and Time of the Study .....	17
3.3 Operational Definition .....	17
3.4 The Object of the Study .....	18
3.5 The Instrument of the Study.....	18
3.5.1 Readability Statistics.....	18
3.5.2 Jennings Test.....	19
3.6 The Technique of Collecting the Data .....	19
3.6.1 Readability Test .....	19
3.6.2 Reading Level Test .....	20
3.7 The Technique of Analyzing the Data .....	20
<b>CHAPTER IV: FINDINGS AND INTERPRETATIONS .....</b>	<b>21</b>
4.1 The Description of the Data.....	21
4.2 The Analysis of the Data.....	22
4.2.1 Readability of the Text.....	22
4.2.2 Reading Level of the Students .....	25
4.2.3 Appropriate Textbook .....	26
4.3 The Interpretation of the Data.....	26
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>28</b>
5.1 Conclusion .....	28
5.2 Suggestion.....	28



**REFERENCES.....30**

**APPENDICES**

## LIST OF TABLES

<b>Table 1</b>	Flesch Reading Ease Score.....	19
<b>Table 2</b>	Readability Score from Bahasa Inggris by Ministry of Education..	22
<b>Table 3</b>	Readability Score from Advanced English Learning 1 by Facil ....	23
<b>Table 4</b>	Readability Score from Pathway to English 1 by Erlangga .....	24
<b>Table 5</b>	Reading Level of the Students.....	25
<b>Table 6</b>	The Result of the Most Appropriate Textbook.....	26

## LIST OF APPENDICES

APPENDIX A	: Jennings Test
APPENDIX B	: Tanjung Puting National Park
APPENDIX C	: Taj Mahal
APPENDIX D	: Visiting Niagara Falls
APPENDIX E	: Meeting My Idol
APPENDIX F	: Heroes Day
APPENDIX G	: B.J. Habibie
APPENDIX H	: Cut Nyak Dhien
APPENDIX I	: Japanese Fairy Tale
APPENDIX J	: The Legend of Malin Kundang
APPENDIX K	: Taman Mini Indonesia Indah
APPENDIX L	: Merdeka Building
APPENDIX M	: Komodo National Park
APPENDIX N	: Old Jakarta
APPENDIX O	: Majapahit Kingdom
APPENDIX P	: (No title/journal)
APPENDIX Q	: Rapunzel
APPENDIX R	: Beauty and the Beast
APPENDIX S	: Sumatra
APPENDIX T	: Journal
APPENDIX U	: The Diponegoro War
APPENDIX V	: Auckland Museum Trip
APPENDIX W	: The Model Millionaire
APPENDIX X	: The Necklace
APPENDIX Y	: The Death of Bisma
APPENDIX Z	: The Nightingale and the Red Rose
APPENDIX AA	: Short Story
APPENDIX AB	: Attendance List of the Students
APPENDIX AC	: Usul Judul Skripsi

APPENDIX AD	: Approval of Research Design Seminar
APPENDIX AE	: Letter of Having Conducted the Research Design Seminar
APPENDIX AF	: Suggestion List of Research Design Seminar
APPENDIX AG	: SK Pembimbing
APPENDIX AH	: Permohonan Surat Izin Penelitian Kepada Dinas Pendidikan Provinsi Sumatera Selatan
APPENDIX AI	: Surat Izin Penelitian dari Kepala Dinas Pendidikan Provinsi Sumatera Selatan
APPENDIX AJ	: Surat Keterangan Pelaksanaan Penelitian dari SMA Negeri 4 Palembang
APPENDIX AK	: Documentation
APPENDIX AL	: Thesis Consultation Card

# The Analysis of English Reading Text Readability and Students' Reading Level at SMA Negeri 4 Palembang

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## ABSTRACT

The objectives of this study were to find out (1) the readability of English reading text, (2) the reading level of the students, and (3) the most appropriate book for the students. This study was descriptive quantitative research method. There were 30 students of the tenth grade students of SMA Negeri 4 Palembang and 3 different textbooks (Bahasa Inggris, Advanced Learning English 1, and Pathway to English 1). The data of this study were collected by taking readability test using Microsoft Word 2013 for measuring the reading text readability and giving reading test using Jennings Test for finding the reading level of the students. The results showed that each book had different readability on each reading text, but the readability of the reading texts in Erlangga's book were the most suitable to the students' reading level. It could be showed that the reading levels of the students were 1 to 7, and in Erlangga's book, it was included 67% of appropriate reading texts while others were only 33% and 37%. The result of readability score from Pathway to English 1 showed that there were 9 texts; 1 descriptive text, 3 recount texts, and 5 narrative texts. For descriptive texts, the readability score was 13. For recount text, the readability scores were 7, 11, and 6. The last, for narrative text, the readability scores were 8, 5, 6, 4, and 5.

**Keywords:** textbook, readability, reading level, tenth grade students

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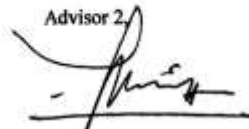
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## **CHAPTER I**

### **INTRODUCTION**

This chapter describes: (1) the background, (2) the problems, (3) the objectives, and (4) significance of the study.

#### **1.1 Background**

According to Perekeme and Agbor (2012), reading provides an advanced range of aims in the lives of different types of educated people. Reading is one of the most important aspects in life and also in language. The readers can gain lot of things: information and knowledge from reading books. Related to Perekeme and Agbor, Gupta (2014) states that the center of learning is reading because students have to comprehend texts in their academic disciplines. It means that, if the students could not read the text well they will not comprehend the lesson and if they do not comprehend the lesson, they will fail in that lesson. In English, reading is one of the four language skills. It means that reading has an important contribution in learning process. In learning English, students have to comprehend the texts in the textbook they use to make them get what they learn. In other words, the students must read to make them understand about the lesson. Thus, reading is the important aspect in learning English.

Related to reading skill, teachers should provide media for the students to achieve the aim of the lesson. As the second language learners, Indonesian students need a guide to learn English, that is a textbook. Chinelo (2016) writes the second language learners need books in order to learn the language properly. Therefore, teachers use several textbooks to support their teaching. In Indonesia, there are some books that can be used in learning English at school. One of them is the textbook published by Ministry of Education and Culture of Indonesia – Kementrian Pendidikan dan Kebudayaan Indonesia. There are also other textbooks from other publishers, for example the textbook published by Facil and Erlangga.

In this study, the writer checked the readability from three different textbooks. They were Bahasa Inggris published by Ministry of Education, Advanced Learning English 1 published by Facil, and Pathway to English 1 published by Erlangga. The writer chose the three books because those were used at SMA Negeri 4 Palembang.

All of the textbooks have different readability. Perekeme and Agbor (2012) state that one of the components that wrap up the object understanding by the students is readability level of a book. Readability is a measure of how well and how easily a text transfers the meaning to the reader (Ewie, 2014). Related to Ewie, Freahat (2014) states that the texts that are easy to understand have low readability level, and the texts that are difficult to understand have high readability level. It means that, the lowest level is the easiest to be understood and the highest level is the most difficult to be understood. In order to find the readability level, there are some formulas that can be used to magnitude the readability level of the book. The examples of the formulas are Flesch-Kincaid Formula, Flash Reading Ease Formula, and SMOG Formula.

It is crucial that the textbook readability is suitable for the students' reading comprehension for whom the books are designed (Freahat, 2014). Furthermore, Husna (2016) says that the low reading performance in Indonesia is caused by some factors and one of the factors is the readability level. It was found that some textbooks that are used at school are not appropriate for the students. Rahmawati and Lestari (2014) conducted the study in Surabaya and found that the readability of textbook that is used by the tenth grade students is for the seventh grade students. It means that the tenth grade students can read the texts easily. Related to Rahmawati and Lestari, Amani (2014) found that there are only 4 out of 32 reading texts in the textbook published by Erlangga that are appropriate for the eleventh grade students. The writer also had interviewed some students at SMA Negeri 4 Palembang and found that there are 7 students out of 10 students said that they got difficulties to get the meaning of the texts from their textbook. It means that the reading texts are not readable for the students. Thus, the first important thing the teachers should know is the difficulty level of the textbooks

that will be used. On the other hand, readability level is the primary aspect in choosing a textbook for the students. Teachers should check whether the textbook is suitable for the students or not.

In the textbooks there are many kinds of texts. Based on *Kurikulum 2013*, there are 3 kinds of text that must be learned by the tenth grade students. They are descriptive text, recount text, and narrative text. In this study, the writer measured the readability level of each kind of text. In order to find the readability level, there are some formulas that can be used to magnitude the readability level of a text. The examples of the formula are Flesch-Kincaid Formula, Flash Reading Ease Formula, and SMOG Formula. From the readability test, the writer found out the readability of each text from each textbook.

This study did not only focus on readability level but also on students' reading level. After finding the readability of each text, the writer gave a test to the students in order to see their reading level. Reading level means the level of the ability in interpreting a text correctly (Chinelo, 2016). The writer also conducted the reading level test because in Indonesia there is no standardized reading level in the curriculum. If the writer used the reading level based on the native speakers, it was not fair because the reading level of the American or British students is definitely different from the reading level of Indonesian students.

In this study the writer used Jennings Test to find out the reading level of the students. Jennings Test is part of Informal Reading Inventory (IRI) test. There are 3 parts of this test, they are word list, oral reading, and silent reading. Even though there are 3 parts of test, the writer used only the first part that was word list because that was the only part that could find the reading level of the students.

The last, after measuring the readability of the reading texts in the textbooks that were used for the tenth grade students and finding the reading level of the students, the writer decided which book is the most suitable for the tenth grade students.

In line with the description above, the writer was interested in conducting a study entitled **“The Analysis of English Reading Text Readability and**



**Students' Reading Level at SMA Negeri 4 Palembang.”** The purposes of this study were to find out the readability of English reading text from 3 books (Bahasa Inggris, Advanced Learning English 1, and Pathway to English 1), the reading level of the students, and the most appropriate textbook for the students.

### **1.2 The Problem of the Study**

Based on the background of the study, the writer formulates the problem of the study as follow:

1. What is the readability of English reading texts in the textbooks used for the tenth grade students of SMA Negeri 4 Palembang?
2. What is the reading level of the students of SMA Negeri 4 Palembang?
3. Which book is the most appropriate for the tenth grade students of SMA Negeri 4 Palembang?

### **1.3 Objectives of the Study**

Based on the problem above, the objectives of the study are to find out:

1. The readability level of reading texts from the textbooks that is used for the tenth grade students of SMA Negeri 4 Palembang.
2. The reading level of the students of SMA Negeri 4 Palembang.
3. The textbook that is most appropriate to the tenth grade students of SMA Negeri 4 Palembang.

### **1.4 Significance of the Study**

It is expected that the result of this study gave information to the teacher about the readability of the textbook that they are used in teaching and learning process at school and information about selecting the suitable textbook for the students. In addition, hopefully the teacher knew whether the textbook they used in their teaching and learning activity is appropriate or not. For the students, it is hoped that it helped the students to measure their reading level. From this study, hopefully the writer knew more about readability, reading level, and how to

choose the suitable textbook for students. The last, the writer hope that this study became a guideline in conducting readability study for the next writers.

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