

Readability Level of Reading Texts in the English Textbook

Entitled English Alive for Senior High School Grade X

Published by Yudhistira

By

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ABSTRACT

The objectives of this research are to find out kinds of text contained in the reading passage found in English textbook entitled English Alive for Senior High School Grade X published by Yudhistira and the readability level of reading text material in English textbook entitled English Alive for Senior High School Grade X published by Yudhistira.

This study is a descriptive qualitative study which used content analysis as the method of the study. The method is used to describe the content of the textbook. One of the purposes of this method is to identify bias, prejudice, or propaganda in textbook presentation. The object of this study is English textbook entitled English Alive for Senior High School Grade X first and second semester published by Yudisthira. The textbook consists of ten Chapters with illustrations. The book composed based on KTSP curriculum. The data were collected by using document analysis. In calculating readability level, the researcher employed the Flesch readability formula.

Research findings reveals that from the result of analysis there are five kinds of text, namely recount, narrative, procedure, descriptive and news items texts. Based on the result of calculating the readability level only five texts from sixteen texts are relevant to the students of Senior High School.

Key words: Reading texts, textbook, readability, reading ease formula.

A. Background of the Problem

There are four language skills that should be mastered in teaching and learning English, namely listening, speaking, reading and writing. Among those skills, reading is the skill that is learnt when people studies foreign language in educational institution. As a skill, reading is one of important language skill where students have to read English material for their subject. As stated by Anderson (1999), reading skills have an important role in the learning process.

Reading also links the reader, the text, and the interaction between the reader and the text as stated by Rumelhart in Singhal (1998) in forming meanings as information. In addition, the students will find a lot of information when they read newspaper, magazine, and books including their English textbook, etc. By reading, the students also can get the message from the authors that they had expressed especially when they read some texts in their English textbook. In reading a text, the students need to comprehend it. Sometimes they feel difficult to comprehend the text because the reading text is too difficult for them such as vocabularies used. Pearson and Johnson (1974: 15-17) say that difficulties in comprehending the texts may vary among readers. It may come from vocabularies, words, phrases, or sentence structures.

Related to this, Grabe (2009) found that most the reading of passage is too long and the reading material is not too interesting. It means that if the text too long and the material is not too interesting for the students, they will get bored in reading. Thus, the teacher should consider about those the problem. In presenting the material, the teacher prefers to use textbook. The contents of English textbook consist of grammar lesson, speaking, listening, writing and reading. Since the teacher uses textbook in their teaching, they should consider some criteria or aspects of a good textbook. Furthermore, Halliwell gives the criteria of a good presentation in textbook: (1) the book are interesting and fun, (2) the children can easily read what they have to do, (3) the book should provide much activities and tasks which are interesting and worthwhile for them not just language exercise, (5) the book should provides much activities for children who cannot read and

write yet with confidence. Moreover, before choosing textbook, teachers have to consider another criteria of a good textbook, such as, firstly content analysis. The content of textbook deals with current curriculum, and the students level including the students' age. Secondly is graph components including size book format. Thirdly, the appropriateness of language and the last is the layout of the book.

Besides considering the criteria of a good textbook based on some experts, the teacher must know the appropriate material in English. The choice of material in English textbook can determine the quality of teaching. As a part of material, textbook plays important role in students' success or failure in study.

In relation to previous explanation, nowadays there are so many English textbooks from different publisher and the teacher should be able to choose the best one. So, teachers should analyze the textbook before they use it because without analyzing textbook, the teacher does not know which books appropriate with the students' grade or level.

Furthermore, teachers should be able to select appropriate text material and supporting resources especially in reading. It is supported by Murcia' statement (2001:190), she says that a reading curriculum is heavily dependent on the reading material used: the choice of primary texts and textbooks, supporting resources, and classroom library materials have a major impact on students' motivations to read and their engagement with text. Text materials should complement students' intellectual levels and be at appropriate levels of difficulty for L2 readers include assumed background knowledge, cultural assumptions, demanding topics, grammatical complexity, lenght of texts, new conceptual knowledge, organization, unusual formatting, and vocabulary. She also says that the text materials selected for EAP setting should be interesting and coherently linked (e.g., by topics, task, and overall themes) to stimulate the demands of academic courses. Text materials and lessons should build in a degree of compexity through the introduction of new, though related, information and differing perspectives so that students feel some challenge and have opportunity to develop some expertise and pride in what they are learning. Ideally, free-

reading material should be easily accessible, plentiful, attractive, and available for learner used beyond class time (Day and Bamford: 1998).

Besides, there are also criteria for choosing reading text for students. Based on Nuttal, there are three criteria of a good reading text for students, they are: (1) suitability of content, it means that the materials for the students are interesting, enjoyable, challenging, and appropriate for their goal in learning English, (2) exploitability, is a text that facilitates the achievement of certain language and content goals which is exploitable for instructional tasks and techniques; and it's interpretable with other skills(listening, speaking, and writing), (3) readability, the text with lexical and structural difficulty that will challenge the students.

Related to previous explanation by some experts, in selecting appropriate reading material for the students, teacher also should do a test to know the difficulty level of reading text. The aim of doing this test is to help the students more easily to comprehend the text based on the appropriateness of their reading level. In order to know how well and how easily a text conveys its intended meaning to a reader of that text, it is needed a measurement of reading text that is called by text readability. Text readability is also an attempt to match the reading level of written material to the "reading with understanding" level of the reader. It is hoped that after doing this test the students can understand reading text easily, so the students problem in reading comprehension can be solved.

In testing readability level, the teacher uses some formulas to test the level of text. There are some formulas of readability test such as SMOG, Fry formula and Flesch readability formula. In this research, the researcher will use Flesch readability formula. In addition, besides knowing the readability level of the text, the researcher also wants to know kinds of text contained in the reading passage found in the English textbook entitled English Alive for Senior High School grade X published by Yudhistira.

Further, the formulation of the problems in this research are:

1. What kinds of text contained in the reading passage found in English textbook entitled English Alive for Senior High School Grade X published by Yudhistira?
2. What is the readability level of reading text material in English textbook entitled English Alive for Senior High School Grade X published by Yudhistira?

B. Review of Related Literature

1. Reading

There are some definitions of reading. Reading is a process of receiving and interpreting information encoded in language form via medium of print (Urquhart and Weir in Grabe, 2009). According to Koda in Grabe (2009), he defines reading as comprehension occur when the reader extracts and integrates various information from the text and combines it with what is already known. Bretnitz in Grabe (2009) also gives the definition of reading as an interaction between the reader and the writer. Reading is an interactive process in two ways. Reading combines cognitive processes working together at the same time.

Reading is a strategic process in that a number of the skills processes used in reading call for effort on the part the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns and match comprehension output to reader goal (Grabe:2009). In line with this statement, Deboer and Dallman (1964: 17) state that reading is much more complex process. It involves all of the higher mental process. It involves recalling, reasoning evaluating, imagining, applying, and problem solving.

Similarly, Stuffer in Petty and Jensen (1980: 207) states that there are some definitions of reading:

- a. Reading is complex process.
- b. Reading means to get information from the printed page.
- c. Reading is the ability to pronounce and comprehend the printed word.
- d. Reading is interpreting signs, lettters, or symbols by assigning word.

e. Reading is receiving ideas and impressions from an author via the printed word.

Within the complex process of reading, six general component skills and knowledge areas have been identified (Grabe 1991 in Murcia):

1. Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
2. Vocabulary and structural knowledge – a sound understanding of language structure and a large recognition vocabulary
3. Formal discourse structure knowledge – an understanding of how text are organized and how information is put together into various genres of text
4. Content/word background knowledge – prior knowledge of text-related information and a shared understanding of the cultural information involved in text
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring.

Richards and Renandya (2002:288) say that reading is one of a number of skills courses that supplement a content. Students may find a lot of information in written language such as manual book, newspaper, magazine, and so on. By reading they can develop their creativity and critical thinking, improve their knowledge, acquire new ideas, obtain needed information, seek support for their ideas, broaden their interest, get the message that the writer had expressed.

Moreover McGinnis and Smith (1982) define reading as a purposeful process of identifying, interpreting, and evaluating ideas in terms of the mental content or the total awareness of the reader. Meanwhile, Aebbersold and Field (1997) state that reading is what happens when people look at a text and assign meaning to the written symbols in that text. There are interactions between the reader and the text. The meaning the reader gets from the text may not exactly the same as the meaning the writer of the text wished to convey. In reading, “ an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader’s acting on or interpreting the text, and the interpretation is influenced by

the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading(Hudelson (1994) as cited in Murcia)

From the definition above, it can be concluded that reading is complex process of receiving, interpreting, analyzing, and evaluating the information and the meaning that encoded in language form via written text.

2. Textbook

a. Definition of Textbook

Pamungkas (2010:23) mentioned that a textbook was one of the many kinds of instructional materials used in learning and it was usually written, tightly organized, and greatly condensed. Textbook is an instructional used as guidance in the teaching and learning process (Hornby,1995). Textbook is in principle to be followed systematically as the basis for a language course (Ur, 1996). Cunningsworth (1984) defines coursebooks are best seen as a resource in achieving aims and objectives that have already been set in term of learner need.

Moreover, Seaton (1982: 40-41) states that the coursebook or textbook acts as a visual record of progress and can be a psychological support for the students. It is also useful as a memory aid and for consolidation of class work at home. Reed et al define textbook as an instructional tool mostly used in the classroom. McGrath (2002) states that a textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught. Similarly he asserts it is significant to view the images that teachers have as this reflects their attitudes and beliefs toward textbooks which will impact on how teachers use textbooks.

In addition, Sheldon also gives his definition of textbook, according to Sheldon (1988:237), textbooks are the visible heart of any ELT programme, in which he illustrates the vital importance of textbooks in teaching English. However, through an analysis of the theoretical and practical problems of textbooks, Sheldon (1988) reveals that textbooks merely grow from and imitate other textbooks and do not admit winds of change from research, methodological

experimentation, or classroom feedback. Textbook (In some references, using ‘a coursebook’) is a created material, refers to the textbook and other specially developed instructional resource (Richards, 2002).

From the definition above, it can be concluded that textbook is instructional material used as guidance of teaching and learning process usually in written form.

b. Functional of Textbook

Textbook has many functions. According to Thomson, the textbook has many functions as follows:

a. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

c. The Role of Textbook in English Language Teaching

Textbooks play a crucial role in English Language Teaching contexts. According to Sheldon (1988:237), “textbooks are the visible heart of any ELT programme”, in which he illustrates the vital importance of textbooks in teaching English. Hutchinson and Torres (1994) in Charalambous argue that during periods of change, a course book can serve as a tool for supporting teachers and as an

instrument of modifications and alterations. Most teachers consider course books to be valuable aids that offer useful material and support.

Hutchinson and Torres (in Awasthi,2006 :1) explain that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques. In addition, a textbook can be the guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.

From the explanation above it can be concluded that textbook becomes a main sources in teaching English because textbook guides the teacher in giving the material to their students.

d. The Advantages of Using Textbook

Cunningsworth (1995:7) states that coursebooks have important multiple roles in ELT. He summarizes these roles as follows:

- a. a resource for presentation materials (spoken and written)
- b. a resource of activities for learner practice and communicative interactions
- c. a reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. a resource of simulation and ideas for classroom activities
- e. a syllabus (where they reflect learning objectives which have already been determined
- f. a resource for self-directed learning or self-access work
- g. a support for less experienced teachers who have yet to gain in confidence

Graves (2000) also lists the following as some of the advantages of using a textbook:

- a. It provides a syllabus for the course
- b. It provides security for the students because they have a kind of road

map of the course

- c. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials
- d. It provides teachers with a basis for assessing students' learning
- e. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
- f. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels (Graves, 2000:174)

e. Text

1) Definition of Text

According to Anderson and Anderson (1997) text is words are put together to communicate a meaning a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to, or view a piece of text, you are interpreting its meaning. Halliday and R. Hasan mention that text is meant any connected stretch of language that is doing job in some contexts. Text is an arrangement of systematically words in a good diction, without ignore the rule of coherence and cohesive. Text is any stretch of language which is held together cohesively through meaning (Gerot, 1995 as cited in Sholichatun). A text is any stretch of language which is held together cohesively through meaning (Feez & Joyce, 2006).

From the definition of text according to some experts, it can be concluded that text is an arrangement of systematically words which is held together by considering the rule of coherence and cohesive.

2) Types of Text

Anderson and Anderson (1997) pointed out about text types in English. According to them there are two main categories of texts – literary and factual. Within these are various text types. Each text type has common way of using

language. Literary texts include Aboriginal dreaming stories, movie scripts, limericks, fairy tale, plays, novels, song lyrics, mime and soap operas.

There are there main text types in this category: narrative, poetic and dramatic. Media texts such as films, videos, television shows and CDs can also fall in this category. Below is the explanation of each text:

1. Narrative text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning. Narratives are usually told by a story teller. The examples are fantasy novels, bedtime stories, historical fiction and stories.
2. Poetic text types express feeling and impressions of life. A poem can tell a story or give the poet's views on people and events. Poems can have common structures such as ryming the last word of lines or using certain number of lines. The examples are ballads, haiku, limericks, and song lyrics.
3. Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written. They often use visuals such as facial expressions, costumes and sets to help communicate meaning. Examples are films scripts, stage plays, improvisations and street theatre.

Meanwhile, the main text types in factual text are recount, response, explanation, discussion, information report, exposition and procedure. The explanation are as follows:

1. Recount text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occured and when it occured. Some examples of recount text types are: newspaper reports, television interviews, conversations, eyewitness accounts, speeches and letters.

2. Response text type is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and a judgement. Example of response text types are book reviews, movie reviews, song reviews, and theatre reviews.

3. The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). Some examples of explanations are how something occurs, why something happened, why things are alike or different, and how to solve a problem.
4. The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your position. Some examples of discussions are talkback radio, current affairs interviews essays, debates, letters to the auditor and newspaper articles.
5. Procedure text is a piece of text that gives us instructions for doing something. The purpose of procedure text type is to explain how something can be done. Some examples are directions, recipes, instruction manual and itineraries.
6. Information report is a piece of text that presents information about a subject. This type of text gives a lecture on a topic or write about such things as computers, sport or natural disaster. An information report usually contains facts about the subject, a description and information on its parts, behaviour and qualities. Some examples of information reports are textbooks, lectures, research assignment and reference articles.
7. Exposition text is a piece of text that presents one side of an issues. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. Some examples of exposition texts are advertisement, editorial, spoken arguments and legal defences.

3.Readability

a. Definition of Readability

According to Pikulski (2002) readability is the level of ease or difficult with which text material can be understood by a particular reader who is reading

that text for a specific purpose. Readability is dependent upon many characteristics of a text and many characteristics of readers. As the Literacy Dictionary (Harris and Hodges: 1995 as cited in Pikulski) points out “Text and reader variables interact in determining the readability of any piece of material for any individual reader.

Chall in Pikulski also states that the purpose of readability assessment is to effect a “bet match” between intended reader and texts. Thus, optimal difficulty comes from interaction among the text, the reader and his/her purpose of reading.

According to Dubay (2004:3), readability is what makes some texts easier to read than others. George Klare (1963) in Dubay defines readability as the ease of understanding or comprehension due to style of writing. In a similar manner Hargis and her colleagues at IBM (1998) in Dubay state that readability as the ease of reading words and sentences. Mc Laughlin (1969) defines readability as the degree to which a given class of people find certain reading matter compelling and comprehensible. Dale and Chall (1949) also give their definition of readability. Their definition may be the most comprehensive, readability is the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at optimal speed, and find it interesting. Sutaria mentions five factors that influence readability, namely: (1) content, (2) vocabulary, (3) structure, (4) typography, and (5) illustration. From the point of view of the content, a book is likely to be highly readable if the content lies within the field of the readers experience and if the topic interests them as long as familiar vocabulary and structure are used. The presence of too many new or difficult vocabulary may be difficult because the reader is not familiar with its form or its meaning. The sentence structure also contributes the difficulty level of a numerous infrequent or rare patterns and long sentences can affect the readability.

In other words, readability means how much of the idea and the language presented in an extended reading text are comprehended by reader, that determines his or her success in reading.

b. Readability Formula

According to Foulger in Iswatul (2009), there are four formulas to measure the readability of reading texts, one of the formula is Flesch reading ease formula, the explanation as follows:

Flesch's reading ease formula became the most widely used formula and one of the most tested and reliable (Chall 1958, Klare 1963 as cited in Dubay). The Flesch Reading Ease Test is calculated by the following method: Average sentence length is multiplied by 1.015, and average number of syllables is multiplied by 84.6. These two products are subtracted, and the difference is subtracted from 206.835, resulting in a score ranging from 0 to 100. Therefore, the formula is:

$$206.835 - 1.015 (\text{total words}/\text{total sentences}) - 84.6 (\text{total syllables}/\text{total words})$$

Where **RE** = Readability Ease

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)

A score of 100 represents the easiest to read text and a score of 0 represents the most difficult to read text. Scores from 60 to 70 are plain English, readable by the average literate reader. Flesch readability formula measures length: the longer the words and sentences, the harder the passage to read. Like most of readability formulas, it involves the sampling of 100-word sample. The higher the score, the easier the text is to understand.

Table of Reading Ease Score

Description of Style	Average Sentence Length	Average Number of Syllables per 100 words	Reading Ease Score	Estimated Reading Grade
Very Easy	8 or less	123 or less	90-100	Fifth Grade
Easy	11	131	80-90	Sixth Grade
Fairly Easy	14	139	70-80	Seventh grade
Standard	17	147	60-70	Eight to ninth grade
Fairly difficult	21	155	50-60	Tenth to twelfth grade
Difficult	25	167	30-50	Thirteenth to sixteenth grade (college)
Very difficult	29 or more	192 or more	0-30	College graduated

Quoted from Wahyuni (2006:21)

Reading ease relates to consideration of:

Vocabulary: The issue regarding vocabulary centres around familiarity. The important factor here therefore is the structured introduction and planned use of subject specific vocabulary to develop verbal competence before it is included in written text.

Sentence structure: This is associated with ensuring that sentences are not unnecessarily long and complex. The aim may be to consider the needs of the reader and respond to that. Some may only be able to use sentences that convey one fact, whilst other may be able to understand two or more.

Length: This refers to the length of the piece of text. Readers may lack the ability to hold facts in their short term memory and so producing a summary or a reduced version of the original text can greatly support recall and comprehension.

Elaboration: Elaboration means making information more meaningful and less abstract. It draws on visualisation skills to improve understanding and recall.

Coherence and unity: Coherence refers to the way in which the information is supplied - is it in a logical order? Does it build on knowledge given in a sequence? Unity refers to the clarity of the text provided. Is it explicit and narrow, or does it include peripheral material that is distracting?

Audience appropriateness: This refers to how relevant the text is to the reader. Can they relate to it and be interested in it? Are there increased ways of presenting the text that will encourage engagement? Are these associated with how the subject is introduced, the legibility of the font and the background paper and illustrations?

In addition, Based on the Flesch, there are three directions to measure the readability. The first step is count the sentences. Second is count the words, hyphenated words, abbreviations, figure, symbols, and either combination are count as single words. Then measure with the Flesch readability formula and find the readability level.

C. METHOD

This study is a descriptive qualitative study which uses content analysis as the method of the study. The method is used to describe the content of the textbook. One of the purposes of this method is to identify bias, prejudice, or propaganda in textbook presentation.

A. FINDINGS

In this part the researcher explained the result of analyzing the types of reading text and the readability level of reading text by using Flesch readability formula. There were some steps in analyzing the data, first determining kinds of texts from the textbook. From the result of analysis there are five kinds of text, namely recount, narrative, procedure, descriptive and news items texts. Second, analyzing and counting the sentences, words and syllables in each text of the

reading text. Third, measuring the readability of each text based on the Flesch readability formula (Reading Ease formula). Fourth, describing and giving further explanation related to the readability and the last, determining the grades of each chapter of reading texts by comparing the results of the scores to the other criteria as shown in the readability table, which ones are relevant to Senior High School level. The result of analyzing reading texts can be described as follows:

The result finding of text 1 is 73.7. It means that the text categorized as fairly easy based on description of style of reading ease score 70-80 and the text is appropriate used for seventh grade students of Junior High School. The result finding of text 2 is – 40.71 It means that the text does not fulfill the criteria of reading ease score because the lowest score is 0. The result finding of text 3 is 73.77. It means that the text categorized as fairly easy based on description of style of reading ease score 70-80 and the text is appropriate used for seventh grade students of Junior High School. The result finding of text 4 is 55.535. It means that the text categorized as fairly difficult based on description of style of reading ease score 50-60 and the text is appropriate used for tenth to twelfth grade students of Senior High School.

The result finding of text 5 is 89.2787. It means that the text categorized as easy based on description of style of reading ease score 80-90 and the text is appropriate used for sixth grade students of Elementary School. The result finding of text 6 is 82.216. It means that the text categorized as easy based on description of style of reading ease score 80-90 and the text is appropriate used for sixth grade students of Elementary School.

The result finding of text 7 is 75.292. It means that the text categorized as fairly easy based on description of style of reading ease score 70-80 and the text is appropriate used for seventh grade students of Junior High School. The result finding of text 8 is 57.58. It means that the text categorized as fairly difficult based on description of style of reading ease score 50-60 and the text is appropriate used for tenth to twelfth grade students of Senior High School. The result finding of text 9 is 73.76. It means that the text categorized as fairly easy

based on description of style of reading ease score 70-80 and the text is appropriate used for seventh grade students of Junior High School. The result finding of text 10 is 54.891. It means that the text categorized as fairly difficult based on description of style of reading ease score 50-60 and the text is appropriate used for tenth to twelfth grade students of Senior High School. The result finding of text 11 is 71.335. It means that the text categorized as fairly easy based on description of style of reading ease score 70-80 and the text is appropriate used for seventh grade students of Junior High School. The result finding of text 12 is 66. It means that the text categorized as standard based on description of style of reading ease score 60-70 and the text is appropriate used for eighth to ninth grade students of Junior High School. The result finding of text 13 is 57.60. It means that the text categorized as fairly difficult based on description of style of reading ease score 50-60 and the text is appropriate used for tenth to twelfth grade students of Senior High school.

The result finding of text 14 is 57.874. It means that the text categorized as fairly difficult based on description of style of reading ease score 50-60 and the text is appropriate used for tenth to twelfth grade students of Senior High School. The result finding of text 15 is 87. It means that the text categorized as easy based on description of style of reading ease score 80-90 and the text is appropriate used for sixth grade students of Elementary School. The result finding of text 16 is 85.61. It means that the text categorized as easy based on description of style of reading ease score 80-90 and the text is appropriate used for sixth grade students of Elementary School.

The following table is summarizing result of Flesch Reading Ease:

Texts	Flesch Reading Ease	Description of Style	Estimated Reading Grade
1	73.7	Fairly Easy	Seventh grade of Junior High School
2	-40.71	-	-
3	73.77	Fairly Easy	Seventh grade of

			Junior High School
4	55.53	Fairly Difficult	Tenth to twelfth grade Senior High School
5	89.2787	Easy	Sixth grade of Elementary School
6	82.216	Easy	Sixth grade of Elementary School
7	75.292	Fairly Easy	Seventh grade of Junior High School
8	57.58	Fairly Difficult	Tenth to twelfth grade Senior High School
9	73.76	Fairly Easy	Seventh grade of Junior High School
10	54.891	Fairly Difficult	Tenth to twelfth grade Senior High School
11	71.335	Fairly Easy	Seventh grade of Junior High School
12	66	Standard	Eight to ninth grade of Junior High School
13	57.60	Fairly Difficult	Tenth to twelfth grade Senior High School
14	57.874	Fairly Difficult	Tenth to twelfth grade Senior High School
15	87	Easy	Sixth grade of Elementary School
16	85.61	Easy	Sixth grade of Elementary School

From the result of calculating Flesch readability formula, the researcher concluded that:

1. There are four texts categorized into easy, the result of flesch readability formula of text 5 is 89.2787, text 6 is 82.216, text 15 is 87 and text 16 is 85.61. It means that the estimated reading grade is sixth grade of Elementary School.
2. There are five texts categorized into fairly easy, the result of flesch readability formula of text 1 is 73.7, text 3 is 73.7, text 7 is 75.292, text 9 is 73.76 and text 11 is 71.335. It means that the estimated reading grade is seventh grade of Junior High School.
3. There is 1 text categorized into standard, the result of flesch readability formula of text 12 is 66. It means that the estimated reading grade is eighth to ninth grade students of Junior High School.
4. There are five texts categorized into fairly difficult, the result of flesch readability formula of text 4 is 55.53, text 8 is 57.58, text 10 is 54.891, text 13 is 57.60 and text 14 is 57.874. It means that the estimated reading grade is tenth to twelfth grade students of Senior High School.
5. There is only 1 text does not fulfill the criteria of reading ease score. Based on the table of reading ease score, the lowest score is 0.

D. CONCLUSION

Based on the research findings, the researcher draws some conclusions:

1. From the result of analysis there are five kinds of text, namely recount, narrative, procedure, descriptive and news items texts.
2. The result of Readability (Flesch Reading Ease) can be seen in the following table:

Texts	Flesch Reading Ease	Description of Style	Estimated Reading Grade
1	73.7	Fairly Easy	Seventh grade of Junior High School
2	-40.71	-	-
3	73.77	Fairly Easy	Seventh grade of Junior High School

4	55.53	Fairly Difficult	Tenth to twelfth grade Senior High School
5	89.2787	Easy	Sixth grade of Elementary School
6	82.216	Easy	Sixth grade of Elementary School
7	75.292	Fairly Easy	Seventh grade of Junior High School
8	57.58	Fairly Difficult	Tenth to twelfth grade Senior High School
9	73.76	Fairly Easy	Seventh grade of Junior High School
10	54.891	Fairly Difficult	Tenth to twelfth grade Senior High School
11	71.335	Fairly Easy	Seventh grade of Junior High School
12	66	Standard	Eight to ninth grade of Junior High School
13	57.60	Fairly Difficult	Tenth to twelfth grade Senior High School
14	57.874	Fairly Difficult	Tenth to twelfth grade Senior High School
15	87	Easy	Sixth grade of Elementary School
16	85.61	Easy	Sixth grade of Elementary School

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