

**AN ANALYSIS ON READABILITY LEVEL OF ENGLISH READING TEXTS IN
THE ENGLISH TEXTBOOK ENTITLED
BAHASA INGGRIS UNTUK SISWA SMA-MA/SMK-MAK
KELAS XI BY OTONG SETIAWAN DJ. AND SUPENI**

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Abstract: This research aimed to analyse the readability level of the reading material in the textbook entitled Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI by Otong Setiawan DJ. and Supeni. Researchers used quantitative methods to analyse the data. The data used in this study is the reading material in the textbook which is more than 100 words. There are fourteen reading texts which were analysed using two readability formulas, namely Flesch Reading Ease and Flesch-Kincaid Grade Level. The results of the calculations of these two formulas showed that, from fourteenth texts, eleventh (78.6%) reading texts are not in accordance to the eleventh grade students. Only three (21.5%) from fourteenth reading texts that are in accordance to students' level.

Keywords: *Readability, Reading text, Textbook, Flesch Reading Ease, Flesch-Kincaid Grade Level*

I. INTRODUCTION

The use of English which is an International Language is now widely used. Indonesia, as stated by Nihta Liando (2009) has used English for the purpose of communicating and establishing relations with other countries. So, many people want to master learning English as their second language. In addition, as stated by

Nihta Liando and Raesita Lumettu (2017) language learning and mastery in this case English as a Second Language there are four skills that must be considered, namely: writing, reading, speaking and listening, these four skills cannot be separated.

Reading activity can be used to gain knowledge, according to Anderson and Hiebert, Scott, & Wilkinson (1985) reading is a basic life skill. By reading, readers can benefit from developing language skills as stated in Jack C. Richards and Renandya (2002) that someone with good reading experience can improve other language skills such as; speaking skills, writing skills, grammar, idioms and learning languages such as vocabulary. It can be concluded that in a learning process, especially in language learning, reading activities should not be ignored. In a teaching and learning activity, reading material will be provided by the teacher Tatipang, Oroh & Liando, (2021).

Reading materials will be taken from textbooks at school or the teacher can provide books that are in accordance with the existing curriculum. As reading material, textbooks must be appropriate to the student's level because it aims to build students' language skills. According to Carrell (1987) in case material is excessively simple, it will not be a challenge for them and student learning progress will be hampered, conversely, in case materials are too difficult they will feel frustrated and no learning occurs. Therefore, preparing reading material according to the level of students is important for student success.

The number of books that can be found to support learning makes teachers have to be careful in choosing books that are appropriate for the level of students. In assessing the readability of the reading texts in the textbook, the teacher can use the Readability test before giving it to students so that they can find out whether the book is in accordance with the student's level or not. George Klare (1963) state the definition of readability as "the ease of understanding or comprehension due to the style of writing." Based on his explanation, readability can be say as how easily the text to be read and understand by the reader.

According to the description on the background above, the researcher wants to analyze the readability level of reading text on the English Textbook "Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI by Otong Setiawan DJ. and Supeni".

Statement of the Problem

There are a few reading material that can be found as a media in instructing and learning movement. Finding textbook with appropriate reading text for students will make the students easier for understanding the text. Therefore, the researcher wants to study the readability level on the textbook above.

Research Question

Is the level of readability of the reading materials in the book in accordance with the level of students?

Purpose of the Study

To see if the reading materials in the book corresponds to the level of 11th grade Senior High School students.

II. REVIEW OF LITERATURE

Readability

Jack Richard (1992) argues that readability is how easy the reader can read and understand the text or the content. The understanding of a text that can be understood properly depends on the text itself; how the author writes and composes a text will determine the level of readability and level of understanding. Oakland & Lane (2004) stated readability as "the ease with which the reader can read and understand a particular text" says that it is necessary to take into consideration that the reader and the text in making judgments about reading as an 'ease'. In any case, estimation in readability does not by and large reflect this meaning but focuses on features in the language of a text that would make the text easier or difficult, Harrison (1984).

Based on the description above, it can be said that readability is an ease felt by the reader when reading a text. This convenience is accompanied by an understanding of the text.

Factor Affecting Readability

Mr. B.S. Bhagoliwal stated that, "the readability factor most often emphasized is ease of reading, interest and understanding. These three factors of readability are of course mutually binding". For instance, interest. Interest depends on several internal and external factors such as the theme of the subject matter and the clarity of the reading, the color of the print, the illustrations, the length of the subject, the total preparation of the book, etc. A reader's desire can also determine whether a book is readable or not.

The ease of reading or understanding also depends on the writing style. Books about reading content that are relatively familiar are usually easier to read than books that contain abstract and complex reading content. The format of a book such as good paragraphs, bold letters and summaries is a factor that can affect the ease of understanding. Thus, the readability factors are highly interdependent.

Readability Formula

On the William H. Dubay (2004) Within the 1920s, teachers found a way to overcome and predict the trouble level of a content by using vocabulary difficulty and sentence length. They named this method the readability formula. Where this formula has proven its value for more than 80 years of application. Finally in 1980, there were 200 formulas and more than a thousand studies published on formula readability which proved its strong theoretical and statistical validity.

Flesch Reading Ease

This formula was created by Rudolph Flesch in 1948 There are two Flesch readability formulas, namely Flesch Reading Ease and Flesch Kincaid. William H. Dubay (2004) the Flesch Reading Ease formula is the most reliable and testable formula. Flesch readability formula is also believed to be the best and suitable for

use in English reading texts used in schools, while other readability formulas are practical and can be utilized more for other shapes of composing, such as daily papers, articles and news coverage. The result of the formula test is the highest score means the easier the material to be read and the lower score it means the material is more difficult to be read. The formula of this readability test is:

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

Abbreviation:

RE= Readability Ease

ASL= Average Sentence Length (the quantity of words within the text divided by the quantity of sentences)

ASW= Average Number of Syllables per word (the result of the quantity of syllables divided by the quantity of words)

The results of the calculation of ease of reading are described in the following table:

Table 1. Flesch's Reading Ease Score

Flesch Reading Ease Score	Readability Level/ Category	Estimated Reading Grade
0-29	Very Difficult	College graduate
30-49	Difficult	13th to 16th Grade (College)
50-59	Fairly difficult	10th to 12th
60-69	Standard	(8th or 9th graders)
70-79	Fairly easy	(7th graders)
80-89	Easy	(6th graders)
90-100	Very Easy	(5th graders)

(Flesch Reading Ease scale, Flesch, 1949)

The higher the result of the readability calculation, the simpler the text is to read.

The scale is described in this way;

- a. The score that is on the scale 90.0 and 100.0 (very easy) are considered easy to read by the average 5th grader.

- b. The score that is on the scale 60.0 and 70.0 (standard) are considered easy to read by 8th and 9th graders.
- c. The score that is on the scale 0.0 and 30.0 (very difficult) are considered easy to read by college graduates.

Flesch-Kincaid Grade Level

Another formula from Flesch is Flesch-Kincaid Grade Level. This formula is an adjusted formula of the Reading Ease formula existed in 1976 in a consider commissioned by the US Navy, where a modification of this formula was used to find Reading Ease which resulted in a grade level score. Formula grade level is determined by the accompanying formula:

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

Where:

ASL: Average Sentence Length (the quantity of words in the text divided by the quantity of sentences)

ASW: Average Number of Syllables per word (the result of the quantity of syllables divided by the quantity of words)

Examining the outcomes is simplified. For instance, a score of 6.0 shows a grade-school level; that is, a score of 7.1 means that a seventh grader could be able to read the document. This score can make it simpler for educators, guardians, administrators, and others to survey the readability of different books and texts for students.

Reading

Widdowson (1979) defines reading as the process of obtaining linguistic information through print media. What can be interpreted that the reading process is a activity of "obtaining linguistic information" from written material, there is some discussion in this sense is, Widdowson uses the word "linguistics" which makes the meaning narrow only leads to things syntax, morphology and lexis, when information can be of any sort of things that be composed. According to Paula A. Rombepajung (2019) reading is a complex and convoluted activity in understanding

the significance of a text. In the reading process, the activities incorporate perceiving letters and words, then, at that point, interfacing them with sounds and sounds importance, and make inferences fully intent on getting the message passed on by the Writer Wajong, Oliy, & Rombepajung (2020).

In light of the depiction above, it can be concluded that reading is a process where the reader getting the information and interpret it from the written language in a way understand the text that he/she read.

Types and Purposes of Reading

In common, there are four sorts of reading, and thus four reading purposes according to Clarke and Silberstein, (1979). There are

- (1) Skimming. To induce an outline of the creator,
- (2) Scanning. To getting specific realities or data,
- (3) Intensive or careful reading. To acquire a thorough comprehension of the understanding text, for this situation reading for subtleties.
- (4) Critical reading. To assess data to figure out where it squeezes into the framework trust somebody. This kind of reading can likewise be known as a reading system to acquire the important data and to decide the right way to deal with the understanding assignment.

Text

Lendo, Liando & Oliy (2021) said a text is made when words are assembled and to convey a significance. When we communicate a message in writing, we are creating a text. From this explanation, we can get that text is a collection of sentences that have meaning in written form. According to them, there are two primary classes of text, namely literacy text and factual text. They explain that literacy text includes film scripts, song lyrics, fantasies, and books. There are three types of literacy texts: poetic, narrative, and dramatic. While factual text is in the form of ideas or information that aims to inform, show or convince the reader. Factual text includes announcements, commercials, debates, plans and reports.

Types of factual text namely explanation, recount, report, exposition, discussion and procedure.

Textbook

Textbook is the important thing that use in teaching and learning activities. Cortazzi and Jin (1999) state that textbooks are teachers, maps, resources, coaches and authorities. Intended as a teacher that is, textbooks can provide relevant information to students related to sentence structure and vocabulary, such as as well as English talking nations and their societies. The textbook is like a map that is, it they show linguistic, social components and can guide students as well as teachers to follow the means taken in the past example. Textbooks are also seen as a source because of this contains a bunch of materials and exercises accessible to teachers that can be selected. Textbooks can also become coaches for aspiring teachers because it contains important direction, the support, and direction that a teacher needs. The last one is as authority, textbooks are deemed reliable, valid, composed by specialists and approved by a significant distributor or ministry of education.

Mogea, Wuntu, Robot & Tampakonda (2020) stated that, Textbooks in Indonesia are considered as a core component of educational plan. They define what, how, and what procedures are taught and learned in the classroom. They likewise give efficient prospectus to instructor to follow educate specific subject. In Indonesia textbook design by official publisher based recent educational program. Based on those explanation by the expert, it is show that textbook is so important and needed educational and methodological activities. Because it can help learners and the educators to have better teaching and learning activities in the classroom.

Advantages and Limitations of Textbooks

Richards, J. C. (2001) noted that there are some advantages and limitations of textbooks depending on how they are use and the context. The advantages are;

- 1) They give the design and schedule of a program. With the existence of textbooks, a program has a focus and students will receive a schedule that has been methodically arranged and created.
- 2) They contribute to the standardization of instructions. The utilization of textbooks in a program can guarantee that even if learners are placed in different grades, they will still receive the same content so they also can be test the same content in the same way
- 3) They keep up with quality. With good development the textbooks used by students are well designed and tested according to sound educational principles.
- 4) They give an assortment of learning assets. Some textbooks are often accompanied by a CD, video, workbook, CD ROM, and a comprehensive teaching guide. Thus providing rich and diverse resources for teachers and students.
- 5) They are effective. Because textbooks are very well available, teachers can spend time teaching rather than material production, saving teachers time.
- 6) They can give viable language information and models. Textbooks can provide support for teachers especially those whose first language is not English and who may have difficulty producing accurate language input on their own.
- 7) They can prepare instructors. For teachers with limited educational experience, textbooks can serve as a guide for teachers and serve as a vehicle for initial teacher training.
- 8) They are outwardly alluring. Commercial textbooks typically have a high production and design standards, making them attractive to both teachers and students.

Those are a few benefits of the textbook, although the textbook also has some limitations, those are;

- 1) They might contain unauthenticated language. are at times introduced in inauthentic language because dialogue, text, and other aspects of the content are usually written specifically to include educational points and often do not represent actual use of the language..

- 2) They can change content. Textbooks frequently represent an ideal worldview or may not reflect real-world problems. Avoid controversial topics regarding what makes textbooks acceptable in a variety of contexts.
- 3) It may not reflect the needs of students. Because textbooks are frequently composed for a worldwide market, they regularly fail to mirror the necessities and student interest. Consequently this might require transformation.
- 4) They can disappoint the teacher. If a teacher uses textbooks as their primary source of learning, the teacher's role may be reduced to a technician, leaving guidelines for the teacher to make basic learning decisions, and his function is primarily to present material prepared by others.
- 5) It is expensive. It cannot be denied that textbooks might become a financial problem for many students around the world, because it costs money to get it.

Criteria of a good textbook

Cunningsworth (1995) stated that a good English textbook must meet the criteria of appearance physical aspects such as the suitability of the textbook design and textbook completeness. Moreover, He stated that there are 8 criteria of a good book: goals and approaches, plan and association, content languages, descriptions, topics, methodologies, teacher books, and political considerations.

Moreover, in selecting the reading text Nuttall (2000) suggests three criteria, namely suitability, exploitability, and readability. Suitability means that there is a match between the contents of the text that makes students feel interested, enjoy, challenged, and able achieve learning targets. Exploitability, namely providing opportunities to achieve learning, texts can be in the form of in-depth exploration of instructional tasks, techniques, and can also be applied to other parts of language skills. Readability talks about the suitability of the reading level with the level of the reader so that the reader gets the reading that is appropriate to their level.

III. RESEARCH METHOD

Research Design

This study used a quantitative approach. Aliaga, and Gunderson (2002) depict quantitative research methods as clarifying a peculiarity or issue through information assortment as mathematical and examining with the assistance of numerical techniques; particularly insights.

Source of the data

The data that used in this research was the reading texts on the English Textbook "Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI by Otong Setiawan DJ. and Supeni". The minimum number of reading texts that can be counted for readability is 100 words.

Data Collection

Data collection of this research using collection technique. The researcher collected the reading materials and collected it in the collection sheet.

Data Analysis

Data were analyzed using a readability formula called Flesch Reading Ease to measure the readability of textbook texts and the Flesch Kincaid Grade Level was used to determine textbook reading text grades. To measure readability, the researchers used the readability website. The Flesch Reading Ease Formula is:

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

Abbreviation:

RE = Readability Ease

ASL: Average Sentence Length (the quantity of words in the text divided by the quantity of sentences)

ASW: Average Number of Syllables per word (the result of the quantity of syllables divided by the quantity of words)

After that, it is continued by describing and providing further explanation about the results of readability. Then the readability score of each reading is determined by the index by comparing the score results with the criteria as shown in readability index. See Table 1.

Kincaid-Grade level is calculated by the following formula:

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

Where:

ASL: Average Sentence Length (the quantity of words in the text divided by the quantity of sentences)

ASW: Average Number of Syllables per word (the result of the quantity of syllables divided by the quantity of words)

After that, it is continued by describing and providing further explanation about the results of readability. Analyzing the results is simpler. For example, a score of 7.0 indicates the school level; that is mean a seventh grader can read the document.

Data procedure

To do this research, the researcher divides it into several steps:

- 1) The researcher collected the reading texts. The reading text must consist of approximately 100 words.
- 2) The collected texts were counted the average sentence (i.e., the quantity of words divided by the quantity of sentences), the Average number of syllables per word.
- 3) After that, data were counted the readability through a readability website. All the reading text were measured one by one at the website. After completing all the steps above, the researcher collected the data to make a description and draw the conclusions.

IV. FINDINGS AND DISCUSSION

In conducting this study, the researcher used reading materials in English Textbook "Bahasa Inggris untuk siswa SMA-MA/SMK-MAK Kelas XI by Otong Setiawan Dj. and Supeni". It was published by Yrama Widya on 2016, this textbook is based on the 2013 curriculum. It consists of 9 chapters and 182 pages. While the researcher focused on the readability analysis, the researcher focused on the reading part, that is, the text to be read in the textbook.. There are fourteen

reading texts that fit the readability test category; text with a minimum of 100 words.

As mentioned in the data analysis to analyze the readability of the reading text, the researcher used Flesch Reading Ease and Flesch Kincaid Grade Level. Readability test scores are obtained by calculating the syllables, words, and sentences of each text. The result of the calculation the words, syllables, and sentences of each text is showed in the table.

Table 2.

The result of the calculation the words, syllables, and sentences of each text

Number of the text	Sentences	Words	Syllables
Text 1	23	410	601
Text 2	8	159	291
Text 3	22	244	336
Text 4	17	271	338
Text 5	8	151	243
Text 6	15	244	386
Text 7	14	270	437
Text 8	17	366	585
Text 9	21	261	450
Text 10	15	290	506
Text 11	26	408	639
Text 12	20	337	514
Text 13	39	526	857
Text 14	32	687	1173

After that, the reaseacher continued to count the ASL (Average Sentence Lenght) this is obtained from counting the quantity of words divided by the quantity of sentences and ASW (Average Number of Syllable) this is obtained by counting the quantity of syllables divided by the quantity of words, from each text. The result of the calculation is presented in the following table.

Table 3.

The result of the calculation ASL and ASW for each text

Number of the text	ASL (Average Sentence Length)	ASW (Average Number of Syllable)
Text 1	17.83	1.43
Text 2	19.88	1.86
Text 3	11.05	1.37
Text 4	15.94	1.24
Text 5	18.88	1.50
Text 6	16.27	1.52
Text 7	19.29	1.60
Text 8	21.53	1.61
Text 9	12.43	1.65
Text 10	19.33	1.69
Text 11	15.69	1.52
Text 12	16.85	1.45
Text 13	13.49	1.59
Text 14	21.47	1.71

After calculating the ASL an ASW for every text. The researcher started to counting the readability score using Flesch Reading Ease Formula and Flesch Kincaid Grade Level. Based on the results of the readability calculation, the results are described below;

1. On the first text the results of the readability measurement using Flesch Reading Ease is 67, this score belongs to the Standard category. It means that this text should be easily understood by 8th and 9th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.2, so it means that this text should be for the 8th – 9th grade students.
2. On the second text the results showed that the measurement using Flesch Reading Ease is 29, this score belongs to the Very Difficult category. It means that this text should be easily understood to the college students. The Flesch

Kincaid Grade Level showed the score 14.1 so it means that this text should be for the 14th – 15th grade students (college).

3. On the third text the results of the readability measurement using Flesch Reading Ease is 79, this score belongs to the Fairly Easy category. It means that this text should be easily understood by 7th grade students. Based on the Flesch Kincaid Grade Level this text is in score 4.8, so it means that this text should be for the 4th – 5th grade students.
4. On the fourth text the results of the readability measurement using Flesch Reading Ease is 85, this score belongs to the Easy category. It means that this text should be easily understood by 6th grade students. Based on the Flesch Kincaid Grade Level this text is in score 5.2, so it means that this text should be for the 5th – 6th grade students.
5. On the fifth text the results showed that the measurement using Flesch Reading Ease is 60, this score belongs to the Standard category. It means that this text should be easily understood by 8th and 9th grade students. Based on the Flesch Kincaid Grade Level this text is in score 9.5, so it means that this text should be for the 9th – 10th grade students.
6. On the sixth text the results of the readability measurement using Flesch Reading Ease is 62, this score belongs to the standard category. It means that this text should be easily understood by 8th and 9th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.6, so it means that this text should be for the 8th – 9th grade students.
7. On the seventh text the results of the readability measurement using Flesch Reading Ease is 51, this score belongs to the Fairly Difficult category. It means that this text should be easily understood by 10th to 12th grade students. Based on the Flesch Kincaid Grade Level this text is in score 10.9, so it means that this text should be for the 10th – 11th grade students.
8. On the eighth text the results showed that the measurement used Flesch Reading Ease is 49, this score belongs to the Difficult category. It means that

this text should be easily understood by the college students. Based on the Flesch Kincaid Grade Level this text is in score 11.8, so it means that this text should be for the 11th – 12th grade students.

9. On the ninth text the results of the readability measurement using Flesch Reading Ease is 54, this score belongs to the Fairly Difficult category. It means that this text should be easily understood by 10 th to 12th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.7, so it means that this text should be for the 8th – 9th grade students.
10. On the tenth text the results of the readability measurement using Flesch Reading Ease is 44, this score belongs to the Difficult category. It means that this text should be easily understood by the college students. Based on the Flesch Kincaid Grade Level this text is in score 11.8, so it means that this text should be for the 11th – 12th grade students.
11. On the eleventh text the results showed the measurement used Flesch Reading Ease is 61, this score belongs to the Standard category. It means that this text should be easily understood by 8 th and 9th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.5, so it means that this text should be for the 8th – 9th grade students.
12. The twelfth text the results of the readability measurement using Flesch Reading Ease is 67, this score belongs to the Standard category. It means that this text should be easily understood by 8 th and 9th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.1, so it means that this text should be for the 8th – 9th grade students.
13. On the thirteenth the results of the readability measurement using Flesch Reading Ease is 58, this score belongs to the Fairly Difficult category. It means that this text should be easily understood by 10 th to 12th grade students. Based on the Flesch Kincaid Grade Level this text is in score 8.4, so it means that this text should be for the 8th – 9th grade students.

14. The fourteenth text the results showed the measurement used Flesch Reading Ease is 40, this score belongs to the Difficult category. It means that this text should be easily understood by the college students. Based on the Flesch Kincaid Grade Level this text is in score 12.9, so it means that this text should be for the 12th – 13th grade students (college).

The results of the above readability test calculations have been concluded into the following table:

Table 4. The Result of Readability Test based on the scale of Flesch Reading Ease Formula

Number of the Text	Readability Score	Level	Estimated Reading grade
Text 1	67	Standard	8 th and 9 th grade
Text 2	29	Very Difficult	College Graduate
Text 3	79	Fairly Easy	7 th grade
Text 4	85	Easy	6 th grade
Text 5	60	Standard	8 th and 9 th grade
Text 6	62	Standard	8 th and 9 th grade
Text 7	51	Fairly Difficult	10 th to 12 th grade
Text 8	49	Difficult	In College
Text 9	54	Fairly Difficult	10 th to 12 th grade
Text 10	44	Difficult	In College
Text 11	61	Standard	8 th and 9 th grade
Text 12	67	Standard	8 th and 9 th grade
Text 13	58	Fairly Difficult	10 th to 12 th grade
Text 14	40	Difficult	In College

Table 5. The result of Readability test based on the scale of Flesch-Kincaid Grade Level

Number	Readability	Estimated
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of the text	Score	Grade Level
Text 1	8.2	8 th and 9 th grade
Text 2	14.1	14 th - 15 th grade
Text 3	4.8	4 th - 5 th grade
Text 4	5.2	5 th - 6 th grade
Text 5	9.5	9 th - 10 th grade
Text 6	8.6	8 th - 9 th grade
Text 7	10.9	10 th - 11 th grade
Text 8	11.8	11 th - 12 th grade
Text 9	8.7	8 th - 9 th grade
Text 10	11.8	11 th - 12 th grade
Text 11	8.5	8 th - 9 th grade
Text 12	8.1	8 th - 9 th grade
Text 13	8.4	8 th - 9 th grade
Text 14	12.9	12 th - 13 th grade

Discussion

The result of calculating the readability using FRE showed that fourteen reading texts on the textbook were categorized into 6 levels: first classification was Easy level, there was one reading text (7,15%) with score 85. The reading ease score that included on a scale of 80-90, basically can be read and understood with the estimated reading grade in six grade. Second classification was Fairly Easy level, there was one reading text (7,15%) with score 79. The reading ease score that

included on a scale of 70-80, basically can be read and understood with the estimated reading grade in seventh grade. The third classification was Standard level, there were five reading text (35,8%) with the score 60-67 in this level. The reading ease score that included on a scale of 60-70 , basically can be read and understood with the estimated reading grade in eighth and ninth grade. The fourth classification was Fairly Difficult, there were three reading texts (21,5%) with the score 51-58 in this level. The reading ease score that included on a scale of 50-60, basically can be read and understood with the estimated reading grade in tenth and twelfth grade. The fifth classification was Difficult, there was three reading texts (21,5%) with the score 40-49 in this level. The reading ease score that included on a scale of 30-50, basically can be read and understood with the estimated reading grade in the college. The last classification was Very Difficult, there was one reading text (7,15%) with the score 29 in this level. The score that included on a scale of 0-30, basically can be read and understood with the estimated reading grade at the college graduate. Meanwhile, on the calculation of Flesch-Kincaid Grade Level, the result show that The results show that 9 out of 14 (64,3%) texts were below the eleventh grade, 2 out of 14 (14,3%) texts were above the eleventh grade and 3 out of 14 (21,5%) texts were match for the eleventh grade students.

Based on the calculation of those formula, there were only three out of fourteen texts that accordance to the eleventh. From the FRE it show that there were 3 texts that in the Failry Difficult Level, this level is suitable with the eleventh grade sudents. There were seven texts that in the classification of easy for the eleventh grade students and the other four texts were difficult. Based on the result on FKGL calculation there were only three texts that is suitable with the eleventh grade students. There were nine texts that under the eleventh grade student and two texts above the eleventh grade students. Based on the result, the reseacher gives description that the readability on the Bahasa Inggris untuk siswa SMA-MA/SMK-MAK Kelas XI textbook is low.

This result of the analysis of readability formula shows that many texts are not in accordance for the eleventh grade students. There are some text that too easy the other are difficult. This is a problem for the students. Because if the reading text is too easy to read, it will not be a challenge for the students. But if the reading text is difficult for the student, it will make them feel frustrated and failed to understand the text.

V. CONCLUSION AND SUGGESTION

After analyzing the readability of reading material in Bahasa Inggris Untuk Siswa SMAMA/SMKMAK Kelas XI textbooks using the Flesch Reading Ease and Flesch Kincaid Grade levels, the researcher found that most of the reading texts in this book were not in accordance with the students' level. Both of these readability tests showed the same results, that is, from fourteenth texts, eleventh (78.6%) reading texts are not in accordance to the eleventh grade students. Only three (21.5%) from fourteenth reading texts that are in accordance to students' level. So the researcher conclude that, the readability of reading texts in the Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas XI textbook is low.

From the description about the analyze on readability above, researchers can make the following suggestions:

1. For English teacher

The English teachers should realize the importance of analysing the readability of texts in textbooks. When the teacher start to do the readability test to the reading text of the textbook, they could know if the reading texts are accordance to students' level or not.

2. For the author and publishers

The authors are expected to pay more attention to the level of readability of the books they make, that the reading texts of the textbook are accordance to

students' level or not. The publishers also can do the readability test before start to publish the book.

3. For readers

Readers are expected to pay attention to the level of readability of the books they read whether it is at their level or not.

The other researchers can also make an analysis of the readability of books available in bookstores using other readability formulas, such as SMOG, Fry readability graph, cloze test and etc.

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