AN ANALYSIS OF COMPREHENSIBILITY OF READING TEXT IN TEXTBOOK "BAHASA INGGRIS FOR GRADE XII SMA/MA" (A STUDY CONDUCTED AT SMA N 1 MOTOLING TIMUR)

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Abstract : This study aimd to describe the comprehensibility of reading texts in textbook "Bahasa Inggris for Grade XII SMA/MA". This research design using quantitative method that involved 25 participants of 12TH grade students SMA N 1 Motoling Timur in academic year 2021/2022. The author used cloze test consisted of 8 texts to measure the comprehensibility of reading texts in textbook. Where the "exact words/ real words from texts were missing" used as evaluation method, than the score calculated by using percentage formula, after collect all score from students answers to got the comprehensibility of reading texts in textbook and the result come out under 50% that's mean the text was not comprehensible.

Keywords: *Analysis, Comprehensibility, Reading, Texts, Students' Textbook*

INTRODUCTION

The ultimate purpose of English language teaching in Indonesia is to develop students' communicative competence in the language (Lalogiroth and Tatipang, 2021). The students are said to have communicative competence in the language only if they are skillful in listening, speaking, reading, and writing in English. Not only these, they should also be competence in how the language is used. Consequently, to achieve the purpose, these language skills should be given priority in English language teaching (Liando et al, 2021).

Of the four language skills, reading is given special emphasis. As a developing country, Indonesia tries hard to become a developed country (Liando et al, 2021). Consequently, the government tries to transfer modern sciences and technologies from developed countries. Transfer of modern sciences and technologies can be done by sending Indonesian students to study in developed countries (Tatipang, 2022). However, this is considered very expensive. Reading is considered as the cheapest and most efficient way of science and technological transfer.

Successful comprehension of reading passages is not easy for EFL learners. It depends on a number of factor. Moghadam et al (2012) also state that when a reader does not know many words in a text, such condition would hinder the effectiveness and efficiency of text processing. The more unfamiliar words in a reading passage, the more difficult it is comprehended

Another factor is sentence complexity. The inability to understand single sentences in a paragraph or passage can ultimately affect the overall comprehension of the paragraph or passage being read (Scott, 2009). Compared to spoken text, in written texts sentences are lexically dense (having a higher proportion of content words) and nominally embedded having a larger number of long NPs with both pre- and post-modification). Consequently, the longer the sentences in a reading passage, the more difficult it is to comprehend.

(Scott, 2009) argues that both vocabulary and sentence-level syntax are associated with readability. Readability is defined as "how easy or hard the text is for a group of readers of certain or at a great level (Davids, 2002). Reading comprehension is an important element and the question of the readability of the texts has special Importance (Tabatabael & Bagherl, 2013). Since comprehension is the ultimate purpose of reading, selection of reading passages to be included in

English textbooks for foreign language learners should be carefully done. In this case, readability of reading passages should be taken into account.

To be effective, reading passages in textbooks must be ordered properly so that the materials can motivate effective and joyful learning. In connection with this, reading passages as Instructional materials should be ordered following the logical and standard orders (Lengkoan et al, 2019). What is mean by logical and standard order is that reading passages in textbooks should begin with the shortest and easiest one and gradually moves on and end the longest and most difficult one. In this way, the readers can cope much better with the content of the passages in their English textbooks (Tabatabaei & Bagheri, 2013).

Reading passages selected for inclusion in EFL textbooks should be in standard level of readability. However, texts that are readable do not mean that necessarily mean that they are comprehensible. The reason is that readability concerns only with ease of reading, not with comprehensibility. Successful comprehension depends not only on whether the texts are readable, but also on other factors such as background knowledge and reading skills possessed by the readers. Thus, knowledge of vocabulary and sentences in a given text does not guarantee that the text is comprehensible.

1. Research problem

It has been pointed out that readability of treading texts in EFL textbooks have been studied by lots of researchers, while comprehensibility of those texts is rare. Therefore the research problem address is: Do reading texts in student 'Textbook English Bahasa Inggris for Grade XII SMA/MA comprehensible for students at SMA Negeri 1 motoling timur?

1. **_Purpose of study_**

   The purpose of the study is to describe comprehensibility of student 'Textbook English Bahasa Inggris for Grade XII SMA/MTs studied at SMA Negeri 1 motoling timur,

2. **Significance of study**

   The study provides information about comprehensibility of reading texts in Textbook English Bahasa Inggris for Grade XII SMA/MA studied at SMA Negeri 1 Motoling Timur. The information is important for a number of parties. First, the information is important for English teachers in selecting EFL textbooks for use in schools. Second, textbook writer may also use this information to reevaluate their textbooks that are in use to see if things need some improvement. Finally, researchers in reading English can make use of this information to conduct more studies on comprehensibility of texts in textbooks.

RESEARCH METHOD

3. **_Subject of Study_**

   This study design with quantitative method, there was 25 participant as subject of this research, the author used cloze test as instrument and exact words as evaluation method. The text used mostly was descriptive texts. Participant need to understanding the texts so they can guess the missing words in the texts. The result of their score was to measure the comprehensibility of reading text in textbook by author.

4. **_Research Design_**

   The subject of this study was 25 participant of twelfth grade students in two classes MIA (since studies) and IPS (social studies) in SMA Negeri 1 Motoling Timur in academic year 2021/2022.

5. **_Instrument_**

   The instrument used in this research is Close test with using the evaluation method "Exact Word" in fill the blanks that using to collect the test,

only the actual word in the missing parts. The test is usually used to asses comprehensibility of reading texts, there are 16 reading text in the book. Of these, 8 randomly selected to be used to assess their comprehensibility. Sample of the test was enclosed in appendix.

The test is developed based on the principle of close test construction :

1. No deletion in the first sentences in each text

2. Only the seventh word will be deleted or eight if the seventh word not in criteria.

3. The words deleted should be noun. Verb, adjective or adverb

Tenses like past, present, future, etc. misspellings will not count as errors

FINDINGS AND DISCUSSION

The following table is the number of words in each text along with the number of words that have been omitted as it is known that the word lost or blank is the actual word of the text. Can be seen in the following table,

Table 1.1 Word amount in tests.

Texts	Words total	Blanks total
No 1	139	17
No 2	151	17
No 3	130	15
No 4	192	23
No 5	212	26
No 6	220	26
No 7	212	23
No 8	218	26
Total	1.046	173

In the results of this study it was found that the level of comprehensibility of the text used to test on a total of 25 students in SMA Negeri 1 motoling timur Grade 12th only reaches frustration level. In the test conducted the Researcher gave 8 texts consisting of the first text of 139 words with the number of blanks 17, the second text 151 words with the number of blanks 17, the third text 130 words with the number of blanks 15, the fourth text 192 words with the number of blanks 23, the fifth text 212 words with the number of blanks 26, the sixth text 220 words with the number of blanks 26, seventh text 212 words with the number of blanks 23, eighth text 218 words with the number of blanks 26, and the total word of all texts 1,046 and blanks 173.

From the results that can be done with the test conducted on students, here is a breakdown of the number of right and wrong answers that are also at the end have totaled the overall answers of students.

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Table 1.2 Students answer amount.

Texts	Subject	Correct Answer	Incorrect Answer
1	25	138	287
2	25	128	297
3	25	112	263
4	25	41	534
5	25	39	611

6	25	60	590
7	25	77	498
8	25	86	564

The test results then got a score from 25 students, namely in the first text score that can be 138 correct from 425 if the 25 students fill all the blanks correctly, the second text score can be 128 correct from 425, the third text score can be 112 out of 375, the fourth text score can be 41 out of 575, The fifth text score can be 39 out of 650, the sixth text score can be 60 out of 650, the text to score can be 77 correct from 575, the eighth text score can be 86 correct from 650, and the total overall score of 25 students is 687 correct and 3,468 wrong answers.

Therefore, the score of the answer is calculated by summing it to the form of percent with the following results

Table 1.3 Comprehensibility level.

Texts	LC	Note
No 1	32.4	Frustration level
No 2	30.1	Frustration level
No 3	29.8	Frustration level
No 4	7.1	Frustration level
No 5	6	Frustration level
No 6	9.2	Frustration level
No 7	13.3	Frustration level
No 8	13.2	Frustration level

From the score that has been obtained the author then changed it to a percent form to see the level of comprehensibility of each text with the first text result got 32.4% which is at the level of frustration level where students were difficult to understand the text. In the second text with a result of 30.1% is also at the frustration level, in the third text with a result of 29.8% is also at the frustration level, in the fourth text 7.1% is also at the frustration level, in the fifth text only gets 6% of course at the frustration level. In the sixth text with a result of 9.2% is still at the frustration level. At texts to 13.2% and the eighth text of 13.2 is also still in the frustration level. Of the 8 texts it can be seen that students find it difficult to understand the text provided.

From the results the comparison of right and wrong answers is very large. In the data collection of the writer also found students who did not fill some of the tests given. Two of the 25 students who got the highest number of correct answers got only 49, and 1 in 25 got 7 correct answers.

6. Data Analysis

To calculate the total of all blanks answered correctly by students, the researcher multiplies the number of students who take the test by the number of blanks per text and the result is the number of answers / scores that will be if students fill all blanks appropriately. The researcher also used the percentage formula to get the level of comprehensibility of texts where the total correct answers from all students who took the test was compared with the results of the multiplication between the total students who took the test with the number of blanks in the text, then multiplied by 100 to get the percentage result.

In this study, the researcher also found limitations where this study was conducted in a school located in a village that is far from the city, in terms of teaching and background knowledge, whether students in the school have the same ability, learning, and understanding of text as students in the city.

CONCLUSION

In this study it can be said that the selection of text to be taught or learned by students is very important. Analyzing only readability is not enough every text selected for a curriculum should be checked for comprehensibility first, this will greatly help the reader especially learners to understand the text they are reading. From this research on an analysis of comprehensibility of text in textbook "English for grade XII SMA/MTS" at SMA Negeri 1 motoling timur. It can be concluded that the text used as a comprehensibility test level, the material does not reach the level that should be obtained to say a text can be understood by students. Students have difficulty understanding the text, so many of them answer incorrect answers, where the text used by the author comes from textbooks used by students on 12th grade generally.

Determining the text as teaching material for students must be more thorough and careful so as not to make it difficult for students to understand the lessons given especially for reading comprehensive. Understanding the text can be understood by students or not, and also whether the text is too easy or not is important in the learning process. For that, testing the text is a way to determine the text can be used as it should be. Students in SMA Negeri 1 motoling timur should memorized more vocabulary because it will make them understand the meaning of what they read.

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