

**THE READABILITY OF READING TEXTS IN “LOOK AHEAD: AN ENGLISH  
COURSE” TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS YEAR XII  
PUBLISHED BY ERLANGGA PUBLISHER**

**Thesis**

*Submitted as Partial Fulfillment of the Requirement to Obtain  
Strata One (S1) Degree*



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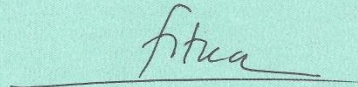
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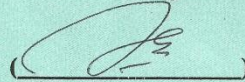
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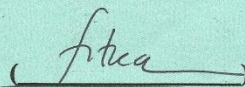
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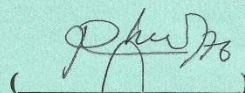
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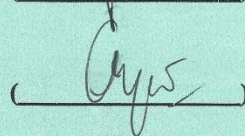
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## ABSTRAK

**Miftaahurrahmi, 2017, Keterbacaan dari teks bacaan pada buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII yang diterbitkan oleh Penerbit Erlangga.**

Penelitian ini berdasar pada fakta bahwa buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII yang diterbitkan oleh Penerbit Erlangga masih digunakan oleh sebagian besar sekolah menengah atas di Sumatera Barat sejak pertama kali terbit pada 2006 sampai saat ini dan keterbacaan teks bacaannya belum pernah dianalisis sebelumnya. Jadi penelitian ini dilakukan untuk mengetahui keterbacaan dari teks bacaan pada buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII yang diterbitkan oleh Penerbit Erlangga. Penelitian ini menggunakan penelitian deskriptif. Subyek penelitiannya adalah buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII yang diterbitkan oleh Penerbit Erlangga. Datanya diperoleh dari analisis keterbacaan teks menggunakan rumus keterbacaan. Rumus yang digunakan adalah Rumus Keterbacaan Flesch. Instrumen yang digunakan adalah format analisis. Hasil dari penelitian ini menunjukkan bahwa teks bacaan pada buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII adalah tidak berada pada tingkat kesulitan yang tepat dan tidak sesuai dengan tingkat siswa sekolah menengah atas kelas XII. Dari 10 teks yang dianalisis, hanya satu teks yang cocok untuk siswa sekolah menengah atas kelas XII, yaitu teks berjudul *Tsunami* dengan tingkat keterbacaan 50,3. Jadi, buku teks “*Look Ahead: An English Course*” for Senior High School Students Year XII yang diterbitkan oleh Penerbit Erlangga tidak layak lagi digunakan dalam kegiatan pembelajaran siswa sekolah menengah atas kelas XII.

***Kata kunci: teks bacaan, keterbacaan, dan rumus keterbacaan***

## ABSTRACT

**Miftaahurrahmi, 2017, The Readability of Reading Texts in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.**

This study was based on the fact that “Look Ahead: An English Course” textbook for Senior High School Students Year XII textbook published by Erlangga Publisher is still used at most senior high schools in West Sumatera from the very first time it was published in 2006 until now and the readability of the texts does not analyzed yet. So, this research was done to find out the readability of reading texts provided in “Look Ahead: An English Course” textbook for Senior High School Students Year XII published by Erlangga Publisher. This research was conducted by using descriptive method. The research subject of this study was “Look Ahead: An English Course” textbook for Senior High School Students Year XII textbook published by Erlangga Publisher. The data was gotten in form of analysis by using readability formula. The formula used was Flesch Reading Ease Formula. The instrument used was analysis format. The result of this research is that the reading texts in “Look Ahead: An English Course” for Senior High School Students Year XII are not in the exact level of difficulty and not suitable for the senior high school students year XII. From the 10 texts being analyzed, only one text that is suitable for the senior high school students year XII, which is the text entitled Tsunami with the Reading Ease Score 50,3. Thus, *“Look Ahead: An English Course” Textbook for Senior High School Students Year XII* Published by Erlangga Publisher is not appropriate to be used in teaching and learning activity for senior high school students year XII.

***Key words: reading text, readability, and readability formula***

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The researcher

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

Everybody who learns a language needs to master reading skill beside three other skills: listening, speaking, and writing. In English language learning activity, reading skill is important to measure whether the students could understand English written forms well. The other fact that shows how important the reading skill is that many information or texts are provided in written forms compared to the spoken ones. If the students have poor reading skill, they would not understand the text even they get the information. Moreover, reading is the interaction between the reader and the writer. The reader needs to catch what the writer is trying to encode to get the correct information. Furthermore, in high school, for example, reading is the core because through reading the students can find new things to improve their pronunciation, translation ability, and other skills. Thus, those are the reasons why reading skill is important so that English teachers who teach reading should pay serious attention to this.

One important thing to be considered in reading activity is the text. To improve students' reading comprehension, teachers need to prepare the appropriate reading texts for the students. If the text is too difficult, the students will be stressed. In contrast, if it is too easy, they will not get an accurate count of their ability. Because of the reason, the teacher must look for the suitable reading text for the students.

There is no doubt that the suitable reading texts should meet the criteria of good written text. There are some experts that come with the ideas about the criteria. Nuttal (1996) states that there are three things to be considered while choosing reading texts for students: First, *suitability of content*, the students should find the texts absorbing, attractive, challenging, and apposite for their goals. Second, *exploitability*, the texts should assist the attainment of certain language and content goals, which is exploitable for instructional tasks and techniques, and allied with other skills. Last, *readability*, a text with lexical and structural difficulty will challenge students without overwhelming them.

In addition, Arias (2007) also mentions four factors that the teacher should pay attention in choosing the text, such as: *students level*, the text selected needs to be suitable for the students level; *students' interest*, the text should be based on the students' interest; *students' needs*, considering the students' need in the text selection; and *students' background knowledge*, the text should be easy to recognize. She also added some important aspects related to the text which are *relevance*, relevant for the students' life; *content*, the content must be interesting, and *authenticity*, the texts must be authentic.

In accordance with the theories above, those experts states one similar point to judge the reading texts. It is the readability of the texts. Readability is the match between readers and the text. Readability suggests that content is clear, well expressed, and suited to the readers. It is to judge the conditions within the reader and within the text, which will create a successful connection (Richardson, 2012). As Nuttal (1996) says that readability is one of the criteria to choose reading texts for students, and Arias (2007) also mentions that the material selected needs to be

suitable for the students' level, so that the definition of readability brought by Richardson (2012) is match well to the theory of criteria of a good written text. To conclude, readability relates to the level of the texts whether it is easy to read and understand also suitable for the students level.

To meet this criterion, there have been many English textbooks that provide reading texts published. One of them is "Look Ahead: An English Course" Textbook for Senior High School Students Year XII written by Sudarwati and Eudia Grace which published by Erlangga Publisher. Based on the preliminary research, even though there are many English textbooks published, most of Senior High School English teachers in West Sumatera tend to use this textbook. It is supported by the research done by Yulizar (2012).

"Look Ahead: An English Course" Textbook for Senior High School Students Year XII was published in 2006 which is suitable for School Based Curriculum (*KTSP*). Even though in 2013 there is new curriculum released which is called 2013 Curriculum, not all school in West Sumatera apply this curriculum. Most of them still use *KTSP*. Based on the latest data from Indonesian Educational Department on 2016, from 213 senior high schools in West Sumatera, only 47 schools apply the 2013 Curriculum. It means that 166 others still use *KTSP* (see appendix 1). From this data, it can be seen that more senior high schools use *KTSP* than the 2013 Curriculum. The reason is that the government still advance the 2013 Curriculum both the teaching practice and material. Actually, there is no much difference between *KTSP* and the 2013 Curriculum. It is only the teaching practice like assessment, the teaching material is still the same. Thus, "Look Ahead: An English Course" Textbook for Senior High School

Students Year XII which is suited for *KTSP* is still use by most of senior high school in West Sumatera until now.

On account of this phenomenon, the researcher thinks that it is important to evaluate the readability of texts in this textbook; how the level of difficulty of the texts is and how suitable the texts are for the students level. “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher is chosen as the research subject because it is the highest level textbook for high school which provides high level texts that the students must comprehend. Another reason to choose this textbook is because it is suggested to use it in teaching and learning activity by the educational department.

## **1.2 Identification of the Problem**

From the background of the problem above, it is clearly stated that one important thing to be considered in reading activity is the text. The suitable reading texts should meet the criteria of good written text. One important criterion that must be considered is the readability of text. To fulfill this criterion, there have been so many textbooks released. One of them is “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher and used by most of English teachers in Senior High School in West Sumatera.

Based on this fact, analyzing the texts provided in this textbook is necessary to find out what is the readability of those texts. It is important to know how the level of difficulty of the texts is and how suitable the texts are for the students level. Because of the reason, the researcher is interested in conducting the research about analyzing the readability of texts provided in “Look Ahead: An

English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.

### **1.3 Focus of The Research**

The focus of this research is the readability of the reading text provided in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.

### **1.4 Formulation of the Problem**

Based on the focus of the research, the formulation of the problem is “How is the readability of the reading texts provided in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher?”

### **1.5 Research Question**

Based on the formulation of the problem, this study is conducted to answer these questions:

- 1) How is the level of difficulty of the texts in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher?
- 2) How suitable are the texts in “Look Ahead: An English Course” Textbook published by Erlangga Publisher for Senior High School Students Year XII level?

### **1.6 Purpose of the Study**

The purpose of this study is to find out the readability of reading texts provided in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.

### **1.7 Significance of the Study**

There are two significances of the problem of this research. Theoretically, it is conducted to enrich the findings on the readability of reading texts in textbook used by English teachers that has not been much conducted by many researchers in the field of readability. Practically, the result of the study will be useful for the students, teachers, textbook and reading test developer. In addition, it is to give clear description of the readability of reading texts to be used as tool for teaching and learning activity. Therefore, the students can read the texts that are easier to understand, more interesting because the texts are on their grade. Moreover, the teacher can easily find and choose a good English textbook for the students based on the students' level. Next, for the writer of English textbook and test developer, this study will provide information from the result about the way to write some texts to the readers based on the readability of the texts.

### **1.8 Definition of Key Terms**

To avoid misunderstanding and to build the same interpretation of the readers, here are the terminologies used in this study:

- a. *Reading text* is the written texts provided in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.
- b. *Readability* refers to how easy the reading texts in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher can be read and understood by the students and how suitable the texts are for the students level.

c. *Readability formula* is the formula used to measure the readability of reading texts in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher.

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the findings of this research, it can be concluded that the analysis of the readability of texts provided in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher is needed in order to know how is the level of difficulty by the students and how suitable the texts are for the students level. According to Flesch Reading Ease Formula, the readability results showed that the the level of difficulty of the texts in “Look Ahead: An English Course” Textbook for Senior High School Students Year XII published by Erlangga Publisher are not in the level that they should be and not suitable for the senior high school students year XII. From the 10 texts being analyzed, only one text that is suitable for the senior high school students year XII. It means that this textbook cannot longer be used in teaching and learning activity for the senior high school students year XII .

#### 5.2 Suggestions

After doing this research, the researcher will give suggestions related to this study. First, for the textbook and test developer, it is suggested to consider the readability of the texts whether it is in exact level of difficulty and suitable for the students level so that the students can read the texts that are easier to understand and more interesting because the texts are on their grade. So, for the writers of Look Ahead: An English Course Textbook, before taking or adapting texts to be put in students textbook, it is a must to consider the criteria of reading text for the students in a certain grade, in this case considering the readability of the text.

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