

**AN ANALYSIS OF READIBILITY LEVEL IN ENGLISH
TEXTBOOKS**



**An Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

**By:
FANNY ADITYA PUTRI
NPM. 1711040211**

**Study Program : English Education
Advisor : Rohmatillah, M.Pd
Co-Advisor : Fithrah Auliya Anshar, M.Hum**

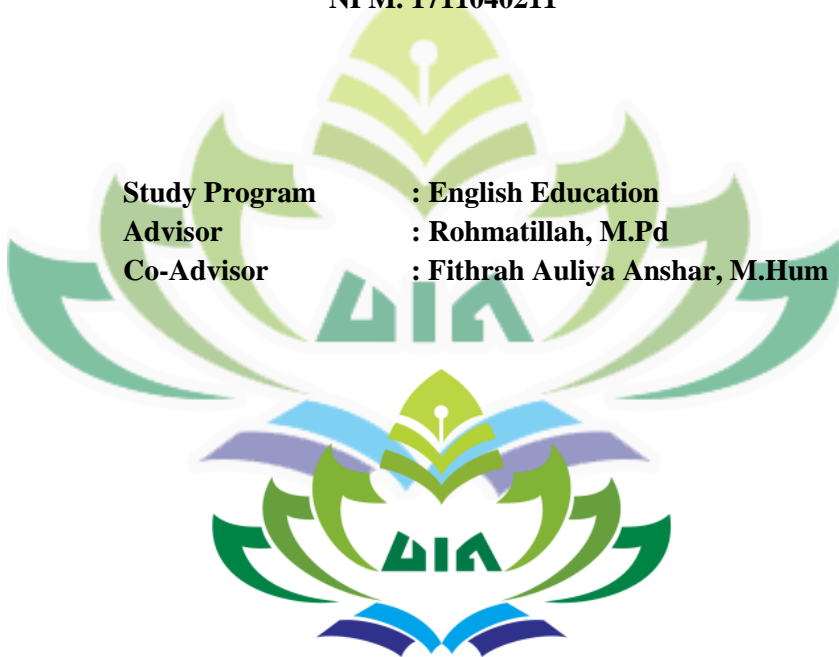
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1442 H / 2021 M**

**AN ANALYSIS OF READABILITY LEVEL IN ENGLISH
TEXTBOOKS**

**An Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

**By:
FANNY ADITYA PUTRI
NPM. 1711040211**

**Study Program : English Education
Advisor : Rohmatillah, M.Pd
Co-Advisor : Fithrah Auliya Anshar, M.Hum**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1442 H / 2021 M**

ABSTRACT

AN ANALYSIS OF READABILITY LEVEL IN ENGLISH TEXTBOOKS

Reading is the ability to connect the reader, the text, and the interaction between the reader and the text, forming the meaning of information. Therefore, the readability level of text is needed to motivate students to be able to build up their interest in reading text. This study aimed to investigate what is readability level in English textbooks entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture, “*Pathway to English*” published by Erlangga, and “*Talk Active*” published by Yudhistira for the tenth-grade students of senior high school. This study adopted a theory statistical readability formula Flesch Reading Ease.

The method used in this study was descriptive qualitative. The instrument of this study was the researcher itself. The data were gathered through document analysis the readability level of the reading texts using Flesch Reading Ease formula.

The data finding showed that three English textbooks contained fourteen reading texts from forty-two reading texts that were readable or suitable for the tenth-grade students of senior high school. This was categorized as readability level range score 50-60. The criteria of readability level of the reading text were fairly difficult. Three English textbooks dominantly presented were readable or suitable with the tenth-grade students of senior high school compared to were not readable or suitable with the tenth-grade students of senior high school. Most of those reading texts in “*Bahasa Inggris*” were four texts of score 70-80. It is categorized as fairly easy. Most of those reading texts in “*Pathway to English*” were six texts of score 50-60. It is categorized as fairly difficult. Most of those reading texts in “*Talk Active*” were five texts of score 50-60. It is categorized as fairly difficult.

Keywords: *Readability Level, Reading Text*

DECLARATION

I am a student with the following identity:

Name : Fanny Aditya Putri
Student's Number : 1711040211
Thesis : An Analysis of Readability Level in English Textbooks

Verify this thesis is completely my work, I am completely responsible for the content of this thesis. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, December 1st 2021

Declared by,



Fanny Aditya Putri

NPM. 1711040211



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Letkol. H. Endro Suratmin, Sukarame, Bandar Lampung (0721) 703260

APPROVAL

**Title : AN ANALYSIS OF READABILITY
LEVEL IN ENGLISH TEXTBOOKS**
Student's Name : Fanny Aditya Putri
Student's Number : 1711040211
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University, Raden Intan Lampung

Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001

Co-Advisor

Fithrah Auliya Ansar, M.Hum
NIP. 198910312015032002

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Letkol. H. Endro Suratmin, Sukarame, Bandar Lampung (0721) 703260

ADMISSION

**A thesis entitled: "AN ANALYSIS OF READABILITY LEVEL
IN ENGLISH TEXTBOOKS", by: FANNY ADITYA PUTRI,
NPM: 1711040211, Study Program: English Education, Tarbiyah
and Teacher Training of Faculty, Raden Intan State Islamic
University Lampung was tested and defended in the examination
session held on: Wednesday, February 16th, 2022.**

Board of Examiner:

Moderator : Iwan Kurniawan, M.Pd



(.....)

Secretary : Sri Suci Suryawati, M.Pd



(.....)

Primary Examiner : Nunun Indrasari, M.Pd



(.....)

Secondary Examiner: Rohmatillah, M.Pd



(.....)

Tertiary Examiner : Fithrah Auliya Ansar, M.Hum (.....)



(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. H. Mirza Diana, M.Pd
NPM. 19640828198803 2002

MOTTO

Surah Al-Baqarah Verse – 286

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا...

Meaning: Allah does not burden a soul but to the extent of their ability.



DEDICATION

Praise and gratitude to Allah Subhanahu Wa Ta'ala for abundant blessing to me and from my deep heart and great love, this thesis is dedicated to:

1. The greatest support in my life is my beloved family, Mr. Sukamto and Mrs. Suharyati. And not to forget my sisters and my brother. They are Miss. Risdiyanti, Mrs. Irmawati, and Mr. Tri Hartanto. All my family always pray for my success and give me inspiration, motivation, love, to support to always study hard.
2. All beloved lecturers and advisors who are always patient in giving direction in working on this thesis.
3. My almamater Raden Intan State Islamic University of Lampung



CURRICULUM VITAE

The author of this thesis is Fanny Aditya Putri famously called by her friends, Fanny. She was born on February 23rd, 1999 in the city of Bandar Lampung. Fanny is the fourth daughter of a romantic couple, Mr. Sukanto and Mrs. Suharyati. She has two sisters and one brother. They are Miss. Risdiyanti, Mrs. Irmawati, and Mr. Tri Hartanto.

She went to kindergarden at TK Aisyiah 1 in 2004-2005, SD Negeri 2 Labuhan Ratu, Bandar Lampung is her primary education and graduated in 2011. Her junior high school in SMP Al-Azhar 3 Bandar Lampung and graduated in 2014. Then she continued to senior high school in SMA Negeri 15 Bandar Lampung and graduated in 2017. Next, in the same year, she continued her study at Raden Intan State Islamic University of Lampung, for pursuing her bachelor's degree in the Departement of English Education.

Bandar Lampung, December 1st 2021

Author,

Fanny Aditya Putri

NPM. 1711040211

ACKNOWLEDGEMENT

Praise be to Allah Subhanahu Wa Ta'ala the Almighty God, the most merciful and the most beneficent, for blessing me with His Mercy and guidance to finish this thesis. Peace and salutation is upon to our prophet Muhammad Shallallahu'alaihi wassalam, with His family and flowerrrs. This thesis entitled "An Analysis Readability Level in English Textbooks" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, support, and many valuable things from various sides. Therefore, the researcher would sincerely thanks:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., The Dean of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University of Lampung with her staff, who has given a forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd., the chairperson of English Education Study Program Faculty, Raden Intan State Islamic University of Lampung.
3. Rohmatillah, M.Pd., is the first Advisor who has patiently guided and directed the writer until the completion of this thesis as well.
4. Fithrah Auliya Ansar, M.Hum., as the Co-advisor who has always patiently guided, helped supervision especially in correcting, and given countless time for the writer to finish this thesis as well.
5. All the people who helped the writer, who cannot mention one by one.

May Allah Subhanahu Wa Ta'ala bless and give in turns for every help they did to the writer. Finally, the researcher expected that this thesis can benefit the readers. Aamiin Allahumma Aamiin.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, December 1st 2021
Author,

Fanny Aditya Putri
NPM. 17111040211

TABLE OF CONTENT

COVER	i
ABSTARCT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	x
CHAPTER I INTRODUCTION	1
A. Title Affirmation	1
B. Background of the Study.....	3
C. Identification of the Problem.....	9
D. Focus and Sub-Focuses of the Research	10
E. Formulation of the Problem	10
F. Objective of the Research	11
G. Benefits of the Research.....	11
H. Relavance Studies	12
I. Research Methodology.....	14
1. Research Design.....	14
2. Research Subject	15
3. Source Data.....	16
4. Instrument of the Research	16
5. Technique of Data Collecting	16
6. Technique of Data Analysis.....	17
7. Trustworthiness of the Research	19
J. Systematics of the Research.....	20
CHAPTER II REVIEW OF RELATED LITERATURE	21
A. Frame of Theory.....	21
1. Reading	21
2. Text	23

a. Definition of Text	23
b. Types of Texts	24
3. Reading Text	25
a. Definition of Reading Text	25
b. Criteria of Good Reading Text	26
4. Textbook	28
a. Definition of Textbook.....	28
5. Textbook Analysis	30
a. Definition of Textbook Analysis.....	30
6. Readability	32
a. Definition of Readability	32
7. Readability Formulas	34
a. Flesch Reading Ease Formula.....	35
b. Flesch Kincaid Grade Level Formula	38
c. SMOG Formula	38
d. Fry Readability Graph Formula	39
CHAPTER III RESEARCH METHODOLOGY.....	43
A. General Description of the Object.....	43
1. Bahasa Inggris.....	43
2. Pathway to English	43
3. Talk Active.....	44
B. Presentation of Research Fact and Data	44
1. Data Analysis	44
a. Data Reduction	45
b. Data Display	46
c. Conclusion Drawing	47
CHAPTER IV DATA ANALYSIS AND DISCUSSION	49
A. Data Analysis	49
1. Data Reduction.....	49
2. Data Display.....	70
3. Conclusion Drawing	85
4. Trustworthiness of the Research	86
B. Discussion	86

CHAPTER V CONCLUSION AND SUGGESTION 103

A. Conclusion 103

B. Suggestion..... 104

REFERENCES



LIST OF TABLE

Table 2.1	Reading Ease Scale of the Flesch Formula	36
Table 2.2	The Comparison Between the Result of Coh-Metrix and Questionnaire.....	36
Table 2.3	SMOG Conversion Table Formula	39
Table 3.1	The Interpretation Table for Flesch Reading Ease Score.....	47
Table 4.1	Readability Level Result of English Textbook Entitled “ <i>Bahasa Inggris</i> ” Published by the Ministry of Education and Culture.....	60
Table 4.2	Readability Level Result of English Textbook Entitled “ <i>Pathway to English</i> ” Published by Erlangga	73
Table 4.3	Readability Level Result of English Textbook Entitled “ <i>Talk Active</i> ” Published by Yudhistira	84



LIST OF FIGURES

Figure 2.1 Fry Graph for Estimating Reading Ages (Grade Level) 40



CHAPTER I

INTRODUCTION

A. Title Affirmation

To clarify the subject of this thesis, it is better to provide an understanding of the important words contained in the title “An Analysis of Readability Level in English Textbooks.” As the first step to understanding the title of this research, the researcher explains the title used in this research. This explanation is intended to make the subject matter that has been discussed in this thesis more visible. And also this is aimed to provide information about the title and to avoid misunderstanding to the readers. In this case, the words that have been dissected or given a further meaning are analysis, textbook, textbook analysis, and readability level. The explanation of the title was as follows:

Analysis is useful in the choice of teaching methods, and it helped in the individualization of teaching.¹ Analysis is the process of considering something carefully or using statistical methods to understand it or explain it.

Textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught.² Textbook is a collection of the knowledge, concepts, and principles of a selected topic or material.

Textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used.³ Textbook analysis is a thorough investigation of textbooks using some kind of consistent

¹ Ahtineva A, “*Textbook Analysis in the Service of Chemistry Teaching.*”, Universitas Scientiarum Revista De La Facultad De Ciencias Pontificia Universidad Javeriana, Vol. 10, (2005), p. 31.

² McGrath I, “*Materials Evaluation and Design for Language Teaching.*” (Edinburgh: Edinburgh University Press, 2002), p. 4.

³ Fitriyani M, “*A Textbook Analysis of “When English Rings The Bell” An Textbook for The Seventh-grade of Junior High.*”, English Language Education Languages And Arts Faculty Yogyakarta State University 2013), A Thesis, p. 15.

evaluation procedure to identify the particular strengths and shortcomings in textbooks already in use.

According to the Oxford English Dictionary in Liselott, readability is defined as "the ease with which a text may be scanned or read".⁴ Readability level is used to determine the ease with which students read and understand the text. By analyzing the readability level of the texts, we can predict whether the text is difficult, standard, or easy for the students. The researcher took the underlying theory is used to analyze data from a theory statistical readability formula Flesch Reading Ease by Rudolf Flesch. A statistical readability formula analyzed the readability level through the numbers of syllables, words, and sentences. Flesch Reading Ease is the most popular formula and the most test and reliable. The Flesch Reading Ease formula has advantages. They are very convenient, this readability formula is available to many people. With digital scanners that can copy the text into a file, users can avoid typing text into a Microsoft Word file and simply obtain the readability estimate.

This research uses three English textbooks for the tenth-grade students from different publishers that have been analyzed by the researcher. Three English textbooks were "*Bahasa Inggris*" published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira. The researcher analyzed the readability level of reading texts on English textbooks used by the tenth-grade students of senior high school.

From the explanation above, it can be concluded that this research was to analyze what is readability level of reading texts in three English textbooks. Thus, the researcher is interested to conduct research entitled "An Analysis of Readability Level in English Textbooks."

⁴ Liselott L, "*Readability: An Analysis of English Textbook, Academic for Utbildning Och Economy.*", (2010), p. 1.

B. Background of the Study

English is the most widely spoken language among foreign language users. Many countries use English as their mother tongue. When people want to interact with other people of different nationalities, they usually speak English. English is used as a communication tool and plays an important role in people's lives, both in written and oral form. Written forms include: textbooks, newspapers, articles (newspapers, news, magazines), letters, notices, posters, etc. The spoken form includes: dialogue, TV or radio news, talk, speech, etc.

In Indonesia, English is the first foreign language to become a compulsory subject in junior and senior high schools, elective courses in universities, and local subjects in elementary schools. Students must understand language, which includes four language skills; listening, speaking, reading, and writing. However, different students have different priorities and must master more. It also depends on the needs of the language learner. Teaching English is not easy, because students must master four English skills: speaking, reading, listening, and writing. In addition, English is a comprehensive process in which students must learn four basic skills. Therefore, teachers and students need technology and some learning media to support the teaching and learning process.

Textbook is one of media instruction that is used in almost every grade levels students at school and facilitating sequences of learning activities. Moreover, Richards states that the most obvious and most common form of material support for language instruction comes through textbooks.⁵ The role of a textbook is dominant in teaching learning process because it is developed based on the curriculum so it can be useful as a guideline either for teachers or students.

⁵ Richards J. C., "*The Role of Textbooks in a Language Program.*", (2001), p. 1.

According to Brown, textbooks are one type of text, a book for use in an educational curriculum.⁶ Textbooks describe links between real world phenomena and scientific theories. In order to make it possible for students with such varying previous experiences to understand these associations, it is important to offer a variety of strategies and clarify the ways in which the information is manifested in the textbook.⁷ From those definitions above textbooks, it can be refer that textbooks are one type of text and a book use in teaching materials to contribution in teaching and learning process.

Textbooks are considered as the main source of learning in schools. Textbooks play an important role in educational programs. Textbooks are one component of the teaching-learning process. Because textbooks have been used by teachers for a long time, therefore textbooks still used dominantly in the teaching and learning process. Textbooks are use by teachers and students to determine the activities in the classroom. By using textbooks, teachers can decide what and how to teach materials based on the curriculum and syllabus. Textbooks are used as a guideline by teachers to meet students' need, especially in reading comprehension.⁸ Thus, the textbook is used to standardize the teaching and the instructional practices and finally to influence it.

Apple, et al. states that 75 percent of the time in a classroom is used with the text materials. Therefore, the materials that are mostly used in the classroom are textbooks. This becomes an important task for schools that they have to provide good textbooks as one of the English material sources.⁹ In the process

⁶ H. Douglas Brown, "*Principles of Language Learning and Teaching*", p. 146.

⁷ Ahtineva A, "*Textbook Analysis in the Service of Chemistry Teaching*.", Universitas Scientiarum Revista De La Facultad De Ciencias Pontificia Universidad Javeriana, Vol. 10, (2005), p. 26.

⁸ Yulianto, "*An Analysis on Readability Level of English Reading Texts for English Grade Students*.", (in J-SHMIC: Journal of English for Academic), Vol. 6, No. 1, (February 2019) p. 83.

⁹ Nababan U. L, "*The Readability in English Zone Textbook for the Tenth Grade Students of SMA N 2 Bandar Lampung*.", Universitas Negeri Medan, (2017), Vol. 6. No. 1, p. 3.

of teaching and learning English language, textbook plays an important role. Because there are four skills present in the English language textbook. Richards says that textbooks are perhaps the commonest form of teaching materials in language teaching.¹⁰

A good English textbook is readable, understandable, and comprehensible for students. The text is easy to be read and understand by the students so that it will encourage them to learn English. If they have difficulties in understanding the textbook, they usually get bore and it will make them frustrate in learning English. Sheldon states that the English textbook may be closely defined as a published book, most often produce for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and for communicative ability.¹¹

According to Muslikhati assert that texts in textbooks must conform with or fit the level of difficulty or readability.¹² Moreover, it should have already been assessing in terms of readability before it is used in educational settings (Salihah).¹³ Hence, the textbook has a vital role in the teaching and learning process that must be comprehend by the target reader.

In the textbook includes the reading materials, the students can develop their ability and understand the reading materials by reading. Reading is one of skills that are highly associated to the textbook. Therefore, the textbook with appropriate materials can help for students' reading comprehension. Nunan (in Ismail) states that reading is an active process that requires a great deal of practice and skill. Reading is a fluent process of reader combining

¹⁰ Jack C. Richards, "*Curriculum Development in Language Teaching.*", (New York: Cambridge University Press, 2001), p. 254.

¹¹ Sheldon L, "*Evaluating ELT Textbooks and Materials.*", ELT Journal, Vol. 42, No. 2, (1998), p. 239.

¹² Muslikhati, "*A. Analysis of Reading Materials in Bahasa Inggris by Utami Widiati Textbook for the First Grade of Senior high School in First Semester (A Research on Readability Level of Comprehension and Lexical Density of Reading Text.*", (Cirebon: Unpublished Thesis, IAIN Syekh Nurjati, 2015), p. 12.

¹³ Salihah R. P, "*An Analysis of Text Readability in 9th Grade English Textbook Using FRE Formula on Readable Software.*", (Diglossia_September 2020), Vol 12, No. 1, p. 12.

information from a text and their own background knowledge to build meaning.¹⁴

Additionally, reading skill is a vital instrument for academic performance. In line with that, Richards in Ismail, and Syahriza describe reading skills as skills need for discerning key concepts, comprehension of sequences, attention to specific information, making inferences, making comparisons, and drawing conclusions in a second language and foreign language teaching, moreover in the school environment.¹⁵ Reading skills are skills needed to understand, to find information or knowledge, and make conclusion in the teaching of foreign language. Overall, the learner's good ability of understanding reading texts will foster to construction of meaning to find information and knowledge, mainly in the textbook.

Reading is one of the important language skills where the student must read English material for their subject in class. Students can absorb information and knowledge by having reading skills to understand read textbooks and references written in English. So, based on the statement above that the students' ability to read texts in English is important as a bridge to understanding the textbook and references written in English.

To support the selection of suitable textbooks, teachers need to see if the texts in the textbook are readable and suitable with the student's reading level. Nutall states that there are three points of view in selecting text for reading material. They are readability, suitability of the content, and exploitability. Thus, readability becomes one of the points that make the selection of reading materials is important. This also deals for the statement that in English language teaching and learning, teachers have a role as

¹⁴ Ismail H., Syahriza, J.K., and Basuki, "Improving the Students' Reading Skill Through Translation Method.", Journal of English Education, Vol. 2, No. 2, (December 2017), p. 126.

¹⁵ Ismail H., Syahriza, J.K., and Basuki, p. 126.

the ones who provide materials, not the ones who create them. Therefore, teachers have an important role in textbook selection.¹⁶

Readability is a conformity between a text. According to Dalman, and other scholars' definition that readability is extent to which a text is suitable for particular readers seen from complexity point of view (Dalman in Yulianto).¹⁷ Readability is a factor to be considered in the preparation of textbooks. The suitability of a text is readers will encourage the readers to acquire the knowledge contained in the reading and will increase the readers' attention to what they read (Bailey and Rohmatillah). Similarly, Thomas and other scholars, point out that the appropriateness between textbook readability and students' reading ability will help the students succeed and maintain their motivation in reading (Thomas and Rohmatillah).¹⁸ From the explanation above, this readability aims to identify the quality of the text whether the text can be easily understood by the students. A text will be more interesting if it is delivered in simple language and can be understood by students. It can be conclude that the appropriateness between textbook readability and students' reading ability will help the students succeed and maintain their motivation in reading. Because 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.

Several teachers from the two schools that have been used the English textbooks used in teaching English in two schools that have been chosen by the Ministry of Education and Culture without any analysis before use. Therefore, the teachers do not

¹⁶ Nababan U. L, "*The Readability in English Zone Textbook for the Tenth Grade Students of SMA N 2 Bandar Lampung.*", Universitas Negeri Medan, A Thesis, (2017), p. 3-4.

¹⁷ Yulianto, "*An Analysis on Readability Level of English Reading Texts for English Grade Students.*", in J-SHMIC: Journal of English for Academic, Vol. 6, No. 1, (February 2019) p. 81-91.

¹⁸ Nurbayan Y, and Bahtiar I. R, "*The Readability of Arabic Textbook for Student of Sentor High School in Indonesia Written by Zakiyah Arifah and Nadia Afidati.*", EDUCARE: International Journal for Educational Studies (Agustus 3rd 2019), Vol. 12, No. 1, p. 27.

know whether the text in the textbook is easy, difficult, suitable, or unsuitable for students who are using it. This situation has an impact on students in terms of reading material from a point of view. And most students often fail to achieve the expected reading comprehension achievement. The students' scores show that the textbook should be figuring out whether they are too easy or too difficult. And from the reading texts in English textbooks indicate that are difficult for them to answer.

The students are not able to understand the reading texts which can be inferred from the difficulties of finding the main ideas. If students have difficulty reading the material, comprehension becomes less. Therefore, it is important to make sure that the reading material is readable for the students to make it more easily understand and the teachers need to analyze the English textbook first before they decide to use those as media in teaching and learning processes.

What teachers pay less attention to at school is evaluating the readability of textbooks for students. Teachers tend to choose textbooks by considering readability that is easy, interesting, and can be understood by the teacher. Teachers rarely choose textbooks that are easy, interesting, and can be understood by students. In fact, textbooks that meet the readability requirements or are easy, interesting, and understood by teachers are not necessarily easy, interesting, and can be understood by students.

Therefore, the author of the textbooks consider whether the textbooks are suitable or unsuitable for students who are use it. But when the textbook has been written by the author or has been published, the teacher should need to conduct an evaluative study of the readability level of the reading material in the textbook that will be used in teaching for students. Likewise, in the process of selecting the right textbook, the teacher should be required to be a good evaluator. This activity is intended to assess the feasibility of the textbooks used. This means that in one period of education, always conduct an assessment of the level of readability of the learning textbooks used. In its function as an assessor of reading

material in student textbooks, teachers should continuously follow the development of textbooks that have been evaluated from time to time.

So, that is why the researcher analyzed reading texts in English textbooks as text which have been calculated readability using the Flesch Reading Ease formula. But the researcher only selects the intact texts, the texts in evaluation like filling the blank the researcher do not select the text.

The researcher analyzed data the readability level of reading texts uses a theory statistical readability formula Flesch Reading Ease by Rudolf Flesch. The researcher analyzed the readability level of reading texts on English textbooks entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira for the tenth-grade students of senior high school. And also the researcher and teacher can predict whether the text is difficult, standard, or easy for the students.

According to the background above, the researcher wants to know whether the text of the textbooks uses by the tenth-grade students of senior high school in Bandar Lampung will appropriate in readability level with their grade or not. Therefore, the researcher is interested to conduct a research entitled "AN ANALYSIS OF READIBILITY LEVEL IN ENGLISH TEXTBOOKS."

C. Identification of the Problem

Based on the background of the problem, the researcher finds the identification of the problem there are:

1. The author of the textbooks consider whether the textbooks are suitable or unsuitable for students who are use it.
2. The teachers do not know whether the text in the textbook is easy, difficult, suitable, or unsuitable for students who are using it.

3. When the textbook has been written by the author or has been published, the teacher conducts an evaluative study of the readability level of the reading material in the textbook that will be used in teaching for students.
4. The reading texts in English textbooks indicate that are difficult for them to answer.
5. The students are not able to understand the reading texts which can be inferred from the difficulties of finding the mean ideas.

D. Focus and Sub-Focuses of the Research

1. Focus of Study

Based on the identification of the problem, the researcher focuses on the subject matter in analyzing the readability level of reading texts on English textbooks used by the tenth-grade students of senior high school. Reading text is divided into several types to be analyzed, there are narrative text, recount text, descriptive text, and report text. In English textbook entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture there were twelve reading texts, in "*Pathway to English*" published by Erlangga there were seventeen reading texts, and in "*Talk Active*" published by Yudhistira there were thirteen reading texts. So, the total of all reading texts were forty-two reading texts in the three English textbooks.

2. Sub-Focus of Study

Sub-focus in this study is the researcher taken the underlying theory is used to analyze data from a theory statistical readability formula Flesch Reading Ease.

E. Formulation of the Problem

1. What is readability level of reading texts in English textbook entitled "*Bahasa Inggris*" published by the Ministry of

Education and Culture for the tenth grade students of senior high school?

2. What is readability level of reading texts in English textbook entitled "*Pathway to English*" published by Erlangga for the tenth grade students of senior high school?
3. What is readability level of reading texts in English textbook entitled "*Talk Active*" published by Yudhistira for the tenth grade students of senior high school?

F. Objective of the Research

1. To find out the readability level of the reading texts on English textbook "*Bahasa Inggris*" published by the Ministry of Education and Culture for the tenth grade students of senior high school.
2. To find out the readability level of the reading texts on English textbook "*Pathway to English*" published by Erlangga for the tenth grade students of senior high school.
3. To find out the readability level of the reading texts on English textbook "*Talk Active*" published by Yudhistira for the tenth grade students of senior high school.

G. Benefits of the Research

1. Theoretically

The result of this research are expected to give benefits for readers to increase their knowledge of readability level in English textbooks including theory is used to analyze data from a theory statistical readability formula Flesch Reading Ease.

2. Practically

- a. For the Students

By using the right texts, the students will more easily to understand the reading texts so the student will be more

interested in reading text and also will be interested in learning English so that their English reading comprehension will increase.

b. For the Teachers

To inform English teachers to choose suitable English textbooks that will be useful for their students as well as teachers can predict whether the text is difficult, standard, or easy. So that when the teacher already knows that the text is difficult, standard, or easy for their students, the teacher can give their own text to the students appropriate to their level.

c. For the Author of the Textbooks

To inform the author of the textbooks consider when providing the reading in the textbooks appropriate to the student's level or word difficulty level.

d. For the Other Researcher

This research will be useful as a reference for other researchers who are interested in discussing similiar study.

H. Relevance of the Study

The first research relates to this issue has been conducting by Indah Bilqis Sholihah entitled "*An Analysis of Readability Level of Reading Texts in English Textbook Entitled Bahasa Inggris for Senior high School Students Grade XII*". This study investigates the readability level in English textbook entitled "*Bahasa Inggris*" for senior high school students in the twelfth-grade. This research method uses descriptive qualitative. The data are gathered through analysis of the readability level of the texts Flesch Reading Ease formula.

The second research is written by Muhamad Zantoni entitled "*The Readability Level of Reading Texts in the English Textbook Entitled "English On Sky 2" Used by the Eighth-grade Students of SMP Budaya Bandar Lampung in the Academic Year of 2017/2018*". The purpose of this study is to know the readability

level and students' perception of reading texts in English language textbooks use by the eighth-grade student in the academic year of 2017/2018. This research uses a quantitative approach to analyze the data. The reading texts were taken from English language textbooks "English on sky 2" for eighth-grade students of the junior high school published by Erlangga.

The third research is written by Devi Audina Pratama entitled "*An Analysis of Textbook Entitled "Pathway to English" Published by Erlangga at the first Semester of the 11th Grade of Senior high School*". The purpose of this study is to find out whether the *Pathway to English* textbook of the eleventh grade in the first semester fulfills syllabus points of the 2013 curriculum and how broad they present. The researcher uses descriptive qualitative research. The data will be gathered from document analysis of an English textbook entitled "Pathway to English" published by Erlangga.

The fourth research is written by Putri Ayu Imayatul Utami entitled "*An Analysis of Character Values in the Texts of English Textbook Entitled "Pathway to English" for Eleventh-Grade of Senior high School*". This research aims to describe: (1) character values found in the texts of English textbook entitled *Pathway to English* for senior high school Grade XI, (2) the strategies use in integrating character values in the texts of English textbook for senior high school Grade XI. This research applies qualitative research by focusing on the content analysis approach. The data are analyzed using content analysis.

There are differences between the four researches and this research:

From all those research articles that have been mentioned above, there are similarities and differences with this research. There are similarities with this research, first conducting by Indah Bilqis Sholihah entitled "*An Analysis of Readability Level of Reading Texts in English Textbook Entitled Bahasa Inggris for Senior high School Students Grade XII*". The research is the same with this research is analysis the readability level of the texts

through Flesch Reading Ease formula and the research method used descriptive qualitative it is the same with this research is the method use descriptive qualitative. Second, conducting by Muhamad Zantoni entitled "*The Readability Level of Reading Texts in the English Textbook Entitled "English On Sky 2" Used by the Eighth-grade Students of SMP Budaya Bandar Lampung in the Academic Year of 2017/2018*". There were similarities with this research is analysis the readability level of the texts through Flesch Reading Ease formula. And there were differences of this research, the research using different English textbook with this research, and also this research use qualitative approach to analyze the data while this research uses a quantitative approach to analyze the data.

The research analyze through readability level of the texts Flesch Reading Ease formula. This research method uses descriptive qualitative. Second, this research used three English textbooks for tenth-grade students entitled "*Bahasa Inggris* published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira. Three English textbooks are chosen because they are arranged by Curriculum 2013 and most of school using these textbooks.

I. Research Methodology

1. Research Design

The design of this research explains descriptive qualitative research to find out the result of the problem's formulation. According King et al. in Patrik qualitative research uses a variety of methods, such as intensive interviews or in-depth analysis of historical materials, and it is concerned with a comprehensive account of some event or chapter.¹⁹ Data collection of the qualitative descriptive studies

¹⁹ Patrik Aspers, "*What Is Qualitative in Qualitative Research.*", *Qualitative Sociology*, (February 2019), p. 8.

focuses on finding the nature of the specific events research. Data collection also may include observations, and examination of records, reports, photographs, and documents.²⁰ This research uses qualitative descriptive design means the data collection by using document study. The purpose of qualitative research is to describes the readability level of the reading texts.

2. Research Subject

In this research, the subject of this research was reading texts in English textbooks used by the tenth-grade students of senior high school. The English textbooks entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture, “*Pathway to English*” published by Erlangga, and “*Talk Active*” published by Yudhistira.

“*Bahasa Inggris*” is series of English textbook for senior high school students. It is published by the Ministry of Education and Culture. It is compiled by Utami Widiati, Zuliati Rohmah, and Furaidah. It is published in years 2016 is ISBN 978-602-427-106-0. “*Bahasa Inggris*” textbook consists of 15 chapters and the textbook based on curriculum 2013.

“*Pathway to English*” is series of English textbook for senior high school students. It is published by Erlangga. It is compiled by Th. M. Sudarwati and Eudia Grace. It is published on year 2016. “*Pathway to English*” textbook consists of 10 chapters and the textbook based on curriculum 2013.

“*Talk Active*” is series of English textbook for senior high school students. It is published by Yudhistira. It is compiled by Lanny Kurniawan, S. Pd., M. Si. It is published in years 2016 is ISBN 978-602-299-729-0. “*Talk Active*” textbook consist of 10 chapters and the textbook based on curriculum 2013.

²⁰ Vickie A. Lambert, DNSc, RN, FAAN Clinton E. Lambert, PhD, RN, CS,FAAN. Editorial: “*Qualitative Descriptive Research: An Acceptable Design.*”, Vol. 16, No. 4, (October – December, 2012), p. 256.

3. Source Data

To find out the readability level of reading texts, the researcher uses a document to be the source of the data of the problem's formulation. The documents were about reading texts from English textbooks entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira for the tenth-grade students of senior high school.

4. Instrument of the Research

Instrument in this research is the tool to support the researcher when using method of collecting the data. In qualitative research, the key instrument is the researcher itself.²¹ Here, the researcher used human instrument as the primer instrument. Human instrument means the researcher herself who would be the instrument. In doing the qualitative analysis, the researcher allowed to set the way of planning the research, collecting the data, analyzing the data, and representing the data by herself.

5. Technique of Data Collecting

Data collection of this research using document study of reading texts available in English textbooks entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira for the tenth-grade students of senior high school.

The researcher asks the English teacher at senior high schools about the English textbook used for teaching in the tenth grade. Then the researcher chooses three English textbooks that are mostly use in senior high schools.

The procedure to collect the data:

²¹ Donald Ary, et al., "*Introduction to Research in Education.*", 8th Edition, (Canada: Wadsworth 2010), p. 25.

- a. Identify the texts of reading texts in English textbooks entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture, “*Pathway to English*” published by Erlangga, and “*Talk Active*” published by Yudhistira for the tenth grade students of senior high school.
- b. Count the number of sentences, words, and syllables in each text.
- c. Count point 2 with the formula of Flesch Reading Ease.
- d. Determine the criteria of readability level of the text according to formula of Flesch Reading Ease.

6. Technique of Data Analysis

Data analysis is the important step of every research. As Creswell, Miles and Huberman stated which is quoted by Professor Denis, “Data analysis is an eclectic process occurs simultaneously with data collection, data interpretation and report writing.”²² In this research, the researcher is analyze data the readability level of reading texts uses a theory statistical readability formula Flesch Reading Ease by Rudolf Flesch. The researcher analyzing the data from reading texts in English textbooks, the researcher describing the result and giving an explanation relate to readability level. And the researcher and teacher can predict whether the text is difficult, standard, or easy for the students. And also the reading text is relevant or suitable to the senior high school level. Chall in William states that this formula is become the most widely used formula and one of the most tested and reliable.²³

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is

²² Miles B. Matthew and Huberman A. Michael, “*Qualitative Data Analysis.*”, (London, Sage Publications 1994), p. 10.

²³ William H. DuBay, “*The Principles of Readability.*”, Impact Information, 126 E. 18th Street, #C204, Costa Mesa, CA 92627, (949) 631-3309, (Agustus 2004), p. 21.

data reduction, data display, and conclusion drawing/verification.²⁴ In this research, the researcher uses Miles and Huberman's theory in analyzing the data, so there are steps to do as follows: data reduction, data display, and conclusion drawing.

a) Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, or organizes data in such a way that "final" conclusions can be drawn and verified.²⁵ Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.²⁶

b) Data Display

The second steps data display. Generally, the displayed in an organized and compressed collection of information allows drawing conclusions and actions.²⁷ In this step, the researcher shows or displays the data which is contains the readability level of reading texts uses a theory statistical readability formula Flesch Reading Ease.

c) Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. Final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.²⁸

²⁴ Op. Cit, p. 10-11.

²⁵ Op. Cit, p. 11.

²⁶ Op. Cit, p. 11.

²⁷ Op. Cit, p. 10.

²⁸ Op. Cit, p. 11.

7. Trustworthiness of the Research

In this research, the researcher analyzed the data using qualitative research, the conclusions obtained must be valid from the data. Moreover, data consistency is also important to note. This means, the research instrument must also be validated before being used to analyze the data, it is useful to get reliable findings. In addition, to obtain it, the researcher refers to triangulation independent measures the by Miles, Huberman, and Saldana.

Triangulation is the process of strengthening the finding by crosschecking the information. According to Miles and Huberman, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it.²⁹ Moreover, Miles also explain that triangulation can be identified as follows: (1) triangulation of data source, (2) methodological triangulation, (3) researcher or investigator triangulation, and (4) theoretical triangulation. The triangulation of data source can be done by using some data resources with different situations and circumstances such as the data that taken from the different people, time or different places. The methodological triangulation can be done by using the finding from the research that using the different methods. Research or investigator triangulation can be done by engaging some different researchers to analysis the data. And the last is theoretical triangulation that can be done by using some theories related to the research in analyzing the data.

After knowing the kinds of triangulation based on Miles, Huberman, and Saldana. The researcher used the method of researcher or investigator triangulation in this research, to check validity of the data. The researcher analyzed data the readability level of reading texts uses a theory statistical readability formula Flesch Reading Ease by Rudolf Flesch.

²⁹ Miles B. Matthew and Huberman A. Michael, "*Qualitative Data Analysis.*", (London, Sage Publications 1994), p. 266.

The researcher analyzed the readability level of reading texts on English textbooks entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture, “*Pathway to English*” published by Erlangga, and “*Talk Active*” published by Yudhistira for the tenth-grade students of senior high school. And also the researcher and teacher can predict whether the text is difficult, standard, or easy for the students.

J. Systematics of the Research

The researcher divides the systematics of writing this thesis into five chapters, there are:

Chapter I introduction, this chapter consistent of title affirmation, background of the problem, identification and limitation of the problem, focus and sub-focuses of the research, formulation of the problem, objective of the research, benefits of the research, relavance studies, research methodology, and systematics of the research.

Chapter II review of related literature, this chapter consistent of frame of theory.

Chapter III research methodology, this chapter consistent of general description of the object and presentation of research fact and data.

Chapter IV data analysis and discussion, this chapter consistent of data description and dicsussion.

Chapter V conclusion and suggestion, this chapter consistent of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Reading

a. Definition of Reading

To learn English, we must master four language skills, they are listening, speaking, reading, and writing. Among these skills, reading is a skill that people learn when they study foreign languages in educational institutions. Mickulecky and Jeffries in Ismail say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts, and experiences. Therefore, based on this opinion, reading skill has been viewed as something that can help students to enrich their insight into the English language.¹ As a skill, reading is an important language skill where students must read the English material their subject. And also Rumelhart said in Singhal, reading also connects the reader, the text, and the interaction between the reader and the text, forming the meaning of information.²

Reading is an activity of interactive process between reader and text simultaneously (Alyousef).³ It has been known that many books, articles, journals, and manuals are published in English. According to Patel and Jain (in Barus) states that

¹ Ismail H., Syahriza, J.K., and Basuki, "Improving the Students' Reading Skill Through Translation Method.", Journal of English Education, Vol. 2, No. 2, (December 2017), p. 125.

² Singhal Meena, "A Comparison of L1 and L2 Reading: Cultural Differences and Schema." In ITESL Journal [Online], Vol. 4, No 10, (October 1998) Available: <http://iteslj.org/Articles/Singhal-ReadingL1L2.html>. p. 1.

³ Alyousef H. S, "Teaching Reading Comprehension to ESL/EFL Learners" Journal of Language and Learning.", Vol. 5, No. 1, (2006), p. 92-102.

reading is an interpretation of the meaning of print texts (i.e. written symbols).⁴ Students will find a lot of information by reading newspapers, magazines, and books. Through reading, students can also obtain information that is expressed by the author, especially when reading certain texts.

Moreover, reading as a target language to build the vocabulary for English lesson it is realized that reading skill will open knowledge widely give more vocabularies and information. Because while reading the text, students must understand it. Sometimes it is difficult for them to understand the text because it is too difficult for them to read the text, as well as the vocabulary used.

Reading is an important skill because by reading the reader gets a lot of information and learns something from written material. Johnson state that reading is the practice of using text to create meaning.⁵ It means he emphasizes that are creating meaning. According to McWhorter, reading is approached as a thinking process in which the student interacts with the textual material and sorts evaluates and reacts to its organization and content.⁶ According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing.⁷ It means that reading is a method of obtaining new ideas and identifying the material to be studied, implying that when someone reads a text, he can find

⁴ Ricky Drimarcha Barus, "Through Directed Reading Thinking Activity.", p. 1.

⁵ Larasaty G and Sulastr A, "Improving Students' Reading Comprehension Using Learning Cell Technique.", Journal of English Language Learning (JELL) ISSN 2599-1019, p. 2

⁶ McWhorte K. T, "Guide to College Reading." (New York: Longman, 1999), p. 2.

⁷ Jeremy H, "How to Teach English.", (London: Pearson Education Limited 2007), p. 99.

information that will help in his learning. Of course, in this situation, the information will be superior to before.

According to Sacha, reading is considered to be an ongoing interaction, going beyond the physical context of the text, looking for meaning as well as processing information.⁸ it can be concluded reading is a process to understand about meanings of the text conveys.

From the definitions above, it can be synthesized that to learn English, we must master four language skills, there are listening, speaking, reading, and writing. Among these skills, reading is a skill that people learn when they study foreign languages in educational institutions. Because reading skills play an important role in the learning process. Therefore, reading is an important language skill where students must read English material from their subject. Because reading skill will open knowledge widely give more vocabularies and information. Reading also connects the reader, the text, and the interaction between the reader and the text, forming the meaning of information.

2. Text

a. Definition of Text

According to Siahaan, the text is meaning linguistic chapter in context.⁹ The meaning of context here refers to the linguistic context (linguistic chapters before and after the text) or non-linguistic contexts (outside the text).

Text is spoken text and written text. A spoken text is any meaning spoken text. It could be a word, phrase, sentence, or discourse. A spoken discourse can be in the form of a monologue, dialogue, or conversation. It could be a song, poetry, drama, lecture, etc. Moreover, a written text is any

⁸ Berardo A. S, “*The Use of Authentic Materials in The Teaching Of Reading.*”, *The Reading Matrix*, Vol. 6, No. 2, (September 2006), p. 63.

⁹ Sanggam S, and Kisno S, “*Generic Text Structure.*” (Yogyakarta: Graha Ilmu, 2008), p. 1.

meaningful written text.¹⁰ It could refer to any meaningful short or long spoken or written text.

According to Alderson (in Ismail) states that the text type such as newspaper articles, fairy tales, and business letters, if the students do not know what kind of the text, they can not understand what the text is about. Students can understand a text if they are familiar with the text type.¹¹ Creating text requires that we make choices about the words we use and how we combine them. Our choice of words will depend on our goals and our surroundings (context).

From the definition above, it can be concluded that text is spoken content and structured content. Expressed books are significantly expressed content. Very good may be words, expressions, sentences, or speaking. Speech expressed verbally can be in the form of speeches, discourses, or discussions. It can be a melody, verse, dramatization, speech, and so on. Creating text requires us to make decisions about the words we use and how we combine them. Our choice of words will depend on our goals.

b. Types of Texts

According to Rotter and Bendl (in Victory), there are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote spoof, news item. In this study, according to Kurikulum 2013, text types that would be learned by junior high school students are only narrative, recount, descriptive, report, and procedure text.¹²

Based on Rotter and Bendl (in Victory), the narrative's social function is to tell stories of past events and

¹⁰ Sanggam S, and Kisno S, p. 1.

¹¹ Ismail H., Syahriza J.K., and Basuki, "Improving the Students' Reading Skill Through Translation Method.", *Journal of English Education*, Vol. 2, No. 2, (December 2017), p. 125.

¹² Adi V. C, "The Uses of Text Type Board 7th and 8th Grades of SMA Putra Tama Batul.", A Thesis (2017), p. 11.

entertain the readers. The generic structure of the text is orientation, complication, and resolution. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. The generic structure is orientation, events, and reorientation. Rotter and Bendl (in Victory) also stated that descriptive text is texts which function to describe a particular person, place, or thing. The generic structure is identification and description. Report text is a text which presents information about something as it is. It is a result of systematic observation analysis. The generic structure is general classification and description. The procedure is a text that is designed to describe how something is achieved through the sequence of actions or steps.

From the definition above, it can be concluded that there are different types of writing and it is important for students to know this type of text because it can help them understand the reason for the content. Text is divided into several types, there are narrative text, recount text, descriptive text, procedure text, and report text.

3. Reading Text

a. Definition of Reading Text

According to the Office of Literacy and Essential Skills, reading text is generally involves reading notes, stories, memos, letters, specifications, books, regulations, journals, or manuals reports. Those include labels and forms which contain as least one paragraph of text.¹³

Reading text is a skill of interpreting the text, knowing the meaning, and connecting according to what the reader recognizes. Accordingly, Asem claim that readability is meant exclusively for the readers, reader`s varying reading

¹³ Snow, "Reading Text" (<https://snow.idrc.ocadu.ca/the-inclusive-classroom/test-page-10/3-3-1-reading-text/>), Accessed on 27 April 2018.

skills for depicting how much readable a concerned text is.¹⁴ Readability is influenced by many factors, ranging from the length of a word, sentence, and vocabulary. Additionally, Rapp states that readability refers to the level of complexity of text content, and the level at which target readers can read (is cited in Bahrudin, 2016).¹⁵

From the definitions above, it can be synthesized that reading presents as a visual-print material (e.g. in a textbook, letter, article). Readability refers to the level of complexity of the text content because it is influenced by many factors, ranging from the length of words, sentences, and vocabulary to be read and to be understood. Reading text is any form of written material aimed at understanding which creates reading meaning which involves reading notes, stories, memos, letters, books, and journals. it can be concluded reading is a process to understanding about meanings the text conveys.

b. Criteria of Good Reading Text

There is no doubt that the correct reading text must meet the criteria of a well written text. Several experts came up with the idea for the criteria. Nuttal (in Miftahurrahmi) states three things to consider when selecting texts to read for students. First, is the suitability of the content. Students need to find the text interesting, useful, and suitable for their purpose. Second, exploitability, texts can be used to teach assignments and will help students achieve certain language and content-related goals related to other skills. Last, readability, easy and difficult texts structurally challenge students without burdening them.¹⁶ Pikulski (in Rohmatillah)

¹⁴ Asem Bidyarani, "Readability Assessment of Printed Materials: Going Beyond Readability Formulas." International Journal of Environment, Ecology, Family and Urban Studies (IJEEFUS), Vol.2, (2012), p. 46.

¹⁵ Salihah R. P, "An Analysis of Text Readability in 9th Grade English Textbook Using FRE Formula on Readable Software.", Vol 12, No. 1, (Diglossia_September 2020), p. 13.

¹⁶ Hermawati Syarif, "The Readability of Reading Texts in 'Look Ahead: An English Course' Textbook for Senior high School Students Year XII Published By Erlangga Publisher.", Vol. 6, No. 1, (2017), p. 2.

states readability is the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose.¹⁷ Readability is one of the most important aspects that should be considered in selecting a good passage for students. And Van Els, et al. state that the readability of texts is investigated to obtain a standard for the relative degree of difficulty of the textbooks of which one will eventually have to be selected.¹⁸ It can be synthesized that the readability of texts is examined to establish a criterion for determining the relative difficulty of the textbooks from which one must eventually choose. And also readability is the concern with the ease and difficulty level of the reader in reading and understanding a text. A good text has a high readability level if the text is easy to be understood by the readers.

From the definitions above, it can be synthesized that some of the criteria of the text are exploitability, interest, and readability. The first-factor criterion of reading text is exploitability, which means that having texts that interest learners are more critical than either the linguistic level of the text or its "exploitability". The second-factor criterion of reading text is interesting, it can be the most important factor in selecting a reading text. The third-factor criterion of reading text is readability. Readability is one of the most important aspects that must be considered in choosing good reading for students. And readability is investigated to obtain a standard of the relative difficulty level of textbooks which in the end must be selected. text readability is examined to establish criteria for determining the relative difficulty of textbooks from which to finally choose. And also readability is a concern for the level of ease and difficulty of the reader in

¹⁷ Rohmatillah, "Readability Level of Reading Texts in The English Textbook Entitled *English Alive for Senior high School Grade X* Published by Yudhistira.", p. 92.

¹⁸ Nababan U. L, "The Readability in English Zone Textbook for the Tenth Grade Students of SMA N 2 Bandar Lampung.", Universitas Negeri Medan, (2017), Vol. 6, No. 1, p. 6.

reading and understanding a text. A good text has a high level of readability if the text is easily understood by the reader.

4. Textbook

a. Definition of Textbook

Pamungkas (in Lailatul) mentions that a textbook is one of the many kinds of teaching materials. The textbook is used in learning and is usually written, tightly structured, and very compact.¹⁹ The textbook is in principle to be followed systematically as the basis for a language course. A textbook is one of the many kinds of instructional materials used in learning. It can be concluded that textbooks are one of the most common sources of information used in classroom learning as a type of teaching material in written form, tightly structured, and very compact.

Grant claims that communicative textbooks create possibilities for students to communicate in the language because they consist of many communicative activities. As a result, students will be able to use the language when they have finished school. Here are some of the characteristics of communicative textbooks:²⁰

1. They focus on communicative aspects.
2. They try to cover topics that students are interested in.
3. They focus more on language skills than on grammar and therefore there are many communicative activities.
4. They emphasize students working together, in groups or in pairs.
5. Fluency is an important aspect as well as accuracy.

¹⁹ Kodriyah L., Dayu A., et al., “*ELT Textbook Pros and Cons In EFL Environment: How Teachers Should Make A Decision*”, E-ISSN 1513567470, <http://ojs.uniska-bjm.ac.id/index.php/EJB>, Vol 1, No.1, (April 2018) p. 1.

²⁰ Michael Nilsson, “*Textbooks and Alternative Material - Positive and Negative Aspects.*”, Växjö University School of Humanities, (2006), p. 3.

If students work with exercises in the classroom that help them use the language outside of school, those exercises are communicative activities. Moreover, when students do things in the classroom it is more likely that they will be able to do them in real life.²¹

According to Grant in Yeli Nurhamsih, there are two kinds of textbooks; they are traditional textbooks and communicative textbooks. Traditional textbooks focus on students learning the language as a system. While communicative textbooks try to give to the students to use the language in the classroom before using it in real life.²²

According to Tomlinson, the textbook is the learning material that is primarily used by teachers and students. For the students, the textbook can be the guidance to organize their learning both inside and outside the classroom. It helps them to learn the material better, faster, clearer and easier (Hutchinson and Torres).²³ Textbooks are a specialized field of study and are standard texts. Arrange for educational purposes, it is complete with a teaching process that is easily understood by readers in schools and colleges.

Moreover, Sheldon in McGrath states that a textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught.²⁴ 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 how teachers use textbooks. Therefore, textbooks are used as a guideline by teachers to meet students'

²¹ Michael Nilsson, *“Textbooks and Alternative Material - Positive and Negative Aspects”*, Växjö University School of Humanities, (2006), p. 3.

²² Nurhamsih Y, *“The Analysis of the Readability Levels of The Reading Texts in Textbook Entitled “Fast Tract to English” for the Third Year Students of SMA Based on Raygor Readability Estimate.”* International Journal of English Language and Teaching, Vol. 1, Issue 1, (September 2017), p. 51.

²³ Rahmawati I. Y, *“The Readability Level of Reading Texts in the English Language Textbooks Used by the Tenth Grade.”* Header Halaman Genap: Nama Jurnal, Vol. 1, No. 1, (2012), p. 1.

²⁴ McGrath I, *“Materials Evaluation and Design for Language Teaching.”* (Edinburgh: Edinburgh University Press, 2002), p. 3.

needs, especially in reading comprehension. Based on the statement above, it can be concluded that the effect of choosing an unsuitable textbook can cause students' low achievement in reading comprehension because there is no unsuitability between the textbook and the student's reading level.

From the definition above, it can be concluded that textbooks are used in learning and are made regularly, inviolable structure, and especially moderate. The reading material is at a key level that must be followed methodically as a justification for the language course. Textbooks are perhaps the most well-known source of information used in school learning as a kind of material that is displayed in the construction made, solid structure, and very traditionalist. there are two kinds of understanding material; it is a traditional textbook and useful understanding material. Textbooks are teaching materials that are essentially used by teachers and students. For students, the textbook can be a reference to know their learning both inside and outside the classroom. This helps them learn the material better, faster, and clearer.

5. Textbook Analysis

a. Definition of Textbook Analysis

According to Sheldon in Lawrence state that textbook analysis can be defined as a thorough investigation of textbooks using some kind of consistent evaluation procedure to identify the particular strengths and shortcomings in textbooks already in use. Moreover, Kayaoglu states that the information obtained from the analysis of the textbook is of most importance not only for understanding the merits and appropriateness of the current textbook but also for the effectiveness of language teaching in general.²⁵

²⁵ Fuyudloturromaniyyah N, "A *Textbook Analysis: An In-Depth Analysis of Activities in Scientific Approach's Perspective in An Efl Textbook for Seventh-*

Moreover, according to Krippendorff state that textbook analysis as a research method is a systematic and objective means of describing and quantifying phenomena. While a description on Krippendorff handbook of textbook analysis in Fitriyani, it is said that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they use.²⁶

As a technique, textbook analysis involves specializing procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook analysis provides new insights, increases researcher understanding of particular phenomena, or informs practical actions. This textbook analysis could be likely a research tool.²⁷

From the definition above, it can be concluded that the information obtained from the textbook analysis is of the most important not only for understanding the usefulness and suitability of current textbooks but also for the effectiveness of language teaching in general. Textbook analysis can be defined as a thorough investigation of a textbook using some type of consistent evaluation procedure to identify certain strengths and weaknesses in the textbooks already in use. As a research technique too, the textbook analysis provides new insights, increases the researcher's understanding of a particular phenomenon, or informs practical action. The analysis of this textbook may be a research tool.

grade.”, Departmen of English Education, Indonesia University of Education, Journal of English and Education, Vol. 3, No. 2, (2015), p. 51.

²⁶ Fitriyani M, “*A Textbook Analysis of “When English Rings The Bell” An Textbook for The Seventh-grade of Junior High School.*”, English Language Education Languages And Arts Faculty Yogyakarta State University 2013), A Thesis, p.15.

²⁷ Fitriyani M, p. 15.

6. Readability

a. Definition of Readability

One of the methods to help the teacher choose appropriate reading material for the students is in analyzing the readability of reading material found in the textbook. According to Anne “English language, learners require special considerations because English language, the text might contain unfamiliar words or difficult academic vocabulary.”²⁸ The reading text in the textbook should be suitable for the student’s level. Readability is a term used to determine the ease with which people read and understand a particular text. By analyzing the readability level of the texts, the teacher can predict whether the text is difficult, standard, or easy for their students. There are some ways in measuring the readability level of the text. The most common use are the instructor’s judgment, comprehension testing by cloze procedure, and the last by using statistical readability formulas.

The four most widely used readability formulas for measuring text difficulty are Flesch Reading Ease Score, Flesch-Kincaid Grade Level, Gunning Fog Index, and SMOG (an acronym for Simple Measure of Gobbledygook) Index are used to calculate the readability score of the poetic text.²⁹ According to Richards, *et al.*, readability means: “how easily written materials can be read and understood. This depends on several factors including the average length of sentences, the number of new words contained, and the grammatical complexity of the language used in a passage.”³⁰

Concerning the students’ understanding of texts, one of the actors determining students’ understanding of a text is

²⁸ Mesmer E. H. A, “*Using Text Analysis Tools for Matching Readers to Texts.*”, (New York: The Guildford Press, 2008), p. 4.

²⁹ Asem Bidyarani, “*Readability Assessment of Printed Materials: Going Beyond Readability Formulas.*” International Journal of Environment, Ecology, Family and Urban Studies (IJEEFUS), Vol.2, (2012), p. 46.

³⁰ Heydari P, “*The Validity of Some Popular Readability Formulas.*”, Mediterranean Journal of Social Sciences, Vol. 3, (March 2012) p. 423.

text readability. According to Zakaluk and Samuel, a text's readability is a function of an interaction between text characteristics and reader resources³¹. Readability refers to how easy writing is to read and understand. Readability is one of the most important aspects to consider in choosing a good passage for students. Readability will create to assess the suitability of texts for students at a certain grade level. Readability is influenced by many factors, ranging from the length of a word, sentence, and vocabulary. Soyibo states that the readability of printed material is the extent to which it can be read and understood by its readers.³² Moreover, Alvermann states that readers use their past knowledge and experiences to generate meaning from a text.³³ In addition, the readability of texts has to be analyzed to see their level of suitability. This statement implies that students' assumption about the difficulty of a text relates to the text itself.

However, the focus of this research is using statistical readability formulas that are Flesch Reading Ease by Rudolf Flesch. It is a statistical readability formula that analyzes the readability level through the number of syllables, words, and sentences.

From the definitions above, it can be synthesized that readability is a term used to decide the straightforwardness with which individuals peruse and comprehend a specific book. By the readability level of the writings, the students can foresee whether the content is difficult, standard, or easy for their students. The four most widely used readability formulas for measuring text difficulty are Flesch Reading Ease Score, Flesch-Kincaid Grade Level, Gunning Fog Index, and SMOG

³¹ Zakaluk Beverly. L and Samuels S. Jay, "*Readability: It's Past, Present and Future.*", (Newark, Delaware: The International Reading Association, 1988), p. 9.

³² Soyibo K, "*Relationships among Students' Grade Level, Gender, Location and School Type and Abilities to Comprehend Four Integrated Science Textbooks.*", iDepartment of Educational Studies 4 University of the West Indies, (April 1998), p. 3.

³³ Alvermann D. E, "*Teacher Student Mediation of Contentarea Text*", Theory into Practice, Vol 28, No. 2, (1989) p. 142–147.

(acronym for Simple Measure of Gobbledygook) Index are used to calculate the readability score of the poetic text. These readability formulas when applied to the written text produce a numerical score based on certain textual variables such as word and sentence length, number of syllables, etc. Each readability score has a specific criteria such as easy, standard, difficult, and so on, along with the corresponding reading grade level.

7. Readability Formulas

One common approach to predicting readability is using readability formulas. DuBay in Liselott state that they are the only objective method for determining the difficulty of written texts.³⁴ Unfortunately, Heydari states procedures used to measure readability are known as readability formulas.³⁵ It can be synthesized the readability formula measures how easy it is to read and comprehend a text. For assessing or forecasting the difficulty level of reading material by examining a sample from it, with the result commonly expressed as a reading grade level, are known as readability formulas.

Principally, the readability formula is an instrument to estimate the difficulty level in understanding reading text. Amount of difficult words, amount of words in a sentence, and the length of sentences got the readability score based on this formula in the reading text. The most common and the most publicized readability formula is the one credited to Rudolf Flesch (1948).³⁶ The popularity of his formula made by Flesch a leading authority on readability. The parts of readability formulas are mentioned as below:

³⁴ Liselott L, “*Readability: An Analysis of English Textbook, Academic for Utbildning Och Economy.*”, (2010), p. 4.

³⁵ Heydari P, “*The Validity of Some Popular Readability Formulas.*”, *Mediterranean Journal of Social Sciences*, Vol. 3, (March 2012), p. 423.

³⁶ Heydari P, p. 423.

a. Flesch Reading Ease Formula

Rudolf Flesch creates the Flesch Reading Ease formula. Flesch Reading Ease formula dropped the use of affixes and used only two variables, the number of syllables and the number of sentences for each 100-word sample. It predicts reading ease on a scale from 1 to 100, with 30 being “very difficult” and 70 being “easy.”³⁷ The popularity of his formula made Flesch a leading authority on readability. Flesch Reading Ease Readability Formula (1948) has also been incorporated and installed in Microsoft Office Word. A text in word can be checked for its spelling and grammar, as well as its readability level.³⁸ Furthermore, Flesch forms the formula as follow:

$$\text{Score} = 206.835 - (84.6 \times ASW) - (1.015 \times ASL)$$

Where:

Score: Position on a scale of 0 – 100.

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

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

It calculate reading ease on a scale from 1 to 100, with the range of

0 – 30 being “very difficult”,

30 – 50 being “difficult”,

50 – 60 being “fairly difficult”,

60 – 70 being “standard”,

70 – 80 being “fairly easy”,

80 – 90 being “easy” and

³⁷ William H. DuBay, “*The Principles of Readability.*”, Impact Information, 126 E. 18th Street, #C204, Costa Mesa, CA 92627, (949) 631-3309, (Agustus 2004), p. 20-21.

³⁸ Heydari P, “*The Validity of Some Popular Readability Formulas.*”, Mediterranean Journal of Social Sciences, Vol. 3, (March 2012), p. 423.

90 – 100 being “very easy”.

The description could be easier to be understand in the table:

Table 2.1
Reading Ease Scale of the Flesch Formula

Score	Difficult Level	Reading Grade
0 – 30	Very Difficult	College graduate
30 – 50	Difficult	13 th to 16 th grade (college)
50 – 60	Fairly Difficult	10 th to 12 th grade
60 – 70	Standard	8 th to 9 th grade
70 – 80	Fairly Easy	7 th grade
80 – 90	Easy	6 th grade
90 – 100	Very Easy	5 th grade

Based on the table of research results from Hakim:³⁹

Table 2.2 The Comparison Between the Result of Coh-Metrix and Questionnaire

Code	Flesch Reading Ease Score	Difficult Level	Flesch Kincaid Grade Level	Coh-Metrix L2 Readability	Questionnaire
T17	90.538	Very Easy	2.985	32.573	Fairly Easy (51.4%)
T15	81.169	Easy	4.762	21.340	Fairly Easy (51.4%)

³⁹ Hakim A. A, Setyaningsih E, et al., “Examining the Readability Level of Reading Texts in English Textbook for Indonesian Senior High School.”, Journal of English Language Studies, Journal Homepage: <http://jurnal.untirta.ac.id/index.php/JELS>, Vol. 6, No. 1, (2021), p. 18-35

T8	63.926	Standard	7.909	21.480	Fairly Difficult (45.7%)
T1	52.867	Fairly Difficult	10.606	14.095	Fairly Easy (45.7%)
T5	58.560	Fairly Difficult	9.143	16.497	Fairly Easy (48.6%)
T11	50.075	Fairly Difficult	11.016	3.383	Fairly Difficult (40%)
T2	45.991	Difficult	11.260	14.147	Fairly Easy (60%)
T7	32.795	Difficult	13.887	6.689	Fairly Easy (48.6%)
T9	38.194	Difficult	11.978	14.629	Fairly Easy (54.3%)

Based on the table above, the score of the results of the research, which is 90.538, is categorized as very easy. And 50.075 are categorized as fairly difficult.

The readability score of:

40-50 being "difficult"

50-60 being "fairly difficult"

80-90 being "easy"

90-100 being "very easy"

It can be concluded that the score of 90.538 is categorized as very easy because the score exceeds 90.00. And a score of 50.075 is categorized as fairly difficult because the score exceeds 50.00. Therefore, it can be concluded that a score of 50 in the score range of 40-50 and 50-60 depends on the

number after the comma, there are tens, hundredths, and thousandths.

b. Flesch Kincaid Grade Level Formula

The Flesch Kincaid Grade level formula translates the 0-100 to a grade level, making it easier for teachers, librarians, and others to judge the readability level of various books and texts. It could also be meant generally require understanding this text.

The grade level is calculated with the following formula:

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

Where:

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

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

A result is a number that corresponds with a grade level. For example, a score of 8.2 will indicate that the text is expected to be understandable by an average student in 8th grade (usually around the ages 12-14 in Indonesia).

c. SMOG Formula

Harry McLaughlin develop the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. It is a tool designed to estimate the readability level of the texts by taking the sample of word and sentence length. The SMOG examines 10 consecutive sentences from the beginning, middle, and end of the text.

The conversion table of the SMOG formula is stated in the table:

Table 2.3
SMOG Conversion Table Formula

Word Count	Grade Level
0 – 2	4
3 – 6	5
7 – 12	6
13 – 20	7
21 – 30	8
31 – 42	9
43 – 56	10
57 – 72	11
73 – 90	12
91 – 110	13
111 – 132	14
133 – 156	15
157 – 182	16
183 – 210	17
211 – 240	18

d. Fry Readability Graph Formula

While Edward Fry (1963) created one of the most popular readability tests that use a graph.⁴⁰ Fry readability graph is developed by Burns, Roe, and Ross in 2006. His claim did not require the use of long vocabulary and mathematical computations. He explains that Fry's Graph has an advantage. By using a chart, the teacher could write down

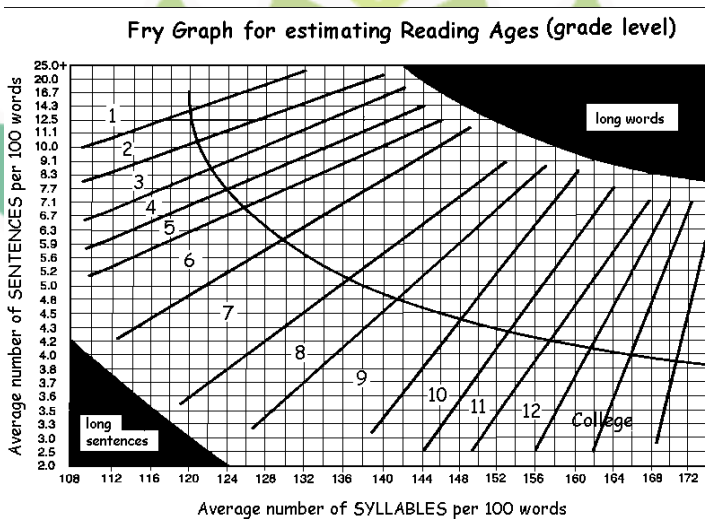
⁴⁰ William H. DuBay, "The Principles of Readability.", Impact Information, 126 E. 18th Street, #C204, Costa Mesa, CA 92627, (949) 631-3309, (Augustus 2004), p. 45.

his criteria. The procedure involves counting the number of sentences and syllables in each hundred-word sample and plotting on the graph the average number of syllables per hundred words.⁴¹

Directions:

1. Select samples of 100 words.
2. Find y (vertical), the average number of sentences per 100-word passage (calculating to the nearest tenth).
3. Find x (horizontal), the average number of syllables per 100-word sample.
4. The zone where the two coordinates meet shows the grade score.⁴²

Figure 2.1

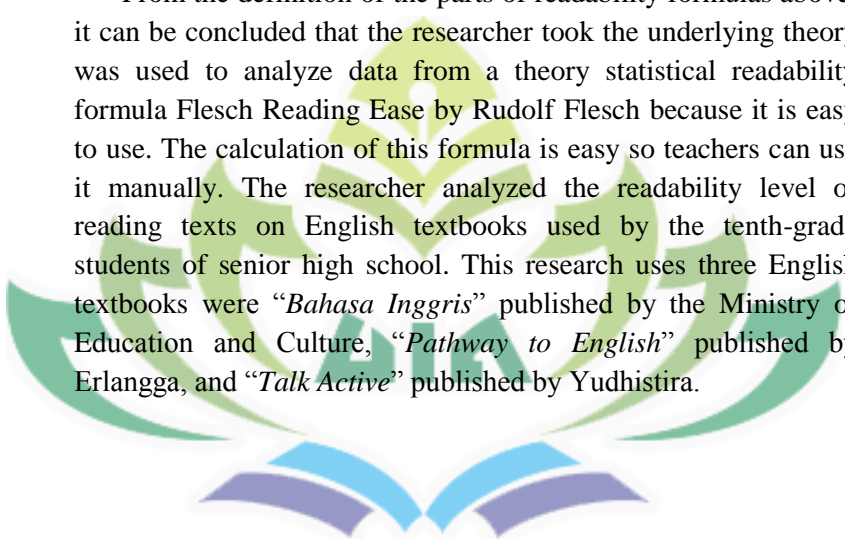


⁴¹ Zantoni Muhamad, “*The Readability Level of Reading Texts in The English Textbook Entitled “English On Sky 2” Used by The Eighth-grade Students of SMPBudaya Bandar Lampung in The Academic Year of 2017/2018.*”, A Thesis, (2018), p. 25.

⁴² William H. DuBay, “*The Principles of Readability.*”, Impact Information, 126 E. 18th Street, #C204, Costa Mesa, CA 92627, (949) 631-3309, (Agustus 2004), p. 46.

From the definitions above, it can be synthesized that one common approach to predicting readability is using readability formulas. The readability formula is an instrument to estimate the difficulty level in understanding reading text. Amount of difficult words, amount of words in a sentence, and the length of sentences got the readability score based on this formula in the reading text. The parts of readability formulas are Flesch Reading Ease formula, Flesch Kincaid Grade level formula, SMOG (Simple Measure of Gobbledygook) formula, and Fry readability graph formula.

From the definition of the parts of readability formulas above, it can be concluded that the researcher took the underlying theory was used to analyze data from a theory statistical readability formula Flesch Reading Ease by Rudolf Flesch because it is easy to use. The calculation of this formula is easy so teachers can use it manually. The researcher analyzed the readability level of reading texts on English textbooks used by the tenth-grade students of senior high school. This research uses three English textbooks were "*Bahasa Inggris*" published by the Ministry of Education and Culture, "*Pathway to English*" published by Erlangga, and "*Talk Active*" published by Yudhistira.





REFERECES

Adi Victory. C. *“The Uses of Text Type Board 7th and 8th Grades of SMA Putra Tama Batul.” A Thesis* (2017).

Alvermann Donna E. “Teacher Student Mediation of Content Area Text.” *Theory into Practice*. Vol. 28. No. 2. (1989).

Alyousef Hesham Suleiman. “Teaching Reading Comprehension to ESL/EFL Learners.” *Journal of Language and Learning*. Vol. 5. No. 1. (2006).

Ahtineva A. “Textbook Analysis in the Service of Chemistry Teaching.” *Universitas Scientiarum Revista De La Facultad De Ciencias Pontificia Universidad Javeriana*. Vol. 10. (2005).

Asem Bidyarani. “Readability Assessment of Printed Materials: Going Beyond Readability Formulas” *International Journal of Environment, Ecology, Family and Urban Studies (IJEEFUS)*. Vol.2. Issue 4. (2012).

Berardo S. A. “The Use of Authentic Materials in The Teaching of Reading”. *The Reading Matrix*. Vol. 6. No. 2. (2006).

Brown H. Douglas. “Teaching by Principles: An Interactive Approach to Language Pedagogy.” *New York: Longman*. (2001).

Donald Ary, et al. “Introduction to Research in Education.” 8th Edition. *Canada: Wadsworth*. (2010).

Fitriyani M. "A Textbook Analysis of "When English Rings the Bell" An Textbook for The Seventh-grade of Junior High." *English Language Education Languages And Arts Faculty Yogyakarta State University*, A Thesis. (2013).

Fuyudloturromaniyyah N. "A Textbook Analysis: An In-Depth Analysis of Activities in Scientific Approach's Perspective in An Efl Textbook for Seventh-grade." *Departmen of English Education, Indonesia University of Education. Journal of English and Education*. Vol. 3. No. 2. (2015).

Hakim A. A, Setyaningsih E, et al. "Examining the Readability Level of Reading Texts in English Textbook for Indonesian Senior High School.", *Journal of English Language Studies*, Journal Homepage: <http://jurnal.untirta.ac.id/index.php/JELS>, Vol. 6, No. 1, (2021)

Harmer Jeremy. " How to Teach English." *London: Pearson Education Limited*. (2007).

Hermawati Syarif. "The Readability of Reading Texts in 'Look Ahead: An English Course' Textbook for Senior high School Students Year XII Published By Erlangga Publisher" Vol. 6. No. 1. (2017).

Ismail H., Syahriza J. K., and Basuki. "Improving the Students' Reading Skill Through Translation Method." *Journal of English Education*. Vol. 2. No. 2. (December 2017).

Kodriyah L., Dayu A., et al., "ELT Textbook Pros and Cons In EFL Environment: How Teachers Should Make A Decision", *E-ISSN 1513567470*, <http://ojs.uniska-bjm.ac.id/index.php/EJB>, Vol 1 No.1, (April 2018).

Larasaty G and Sulastr A. "Improving Students' Reading Comprehension Using Learning Cell Technique.", *Journal of English Language Learning (JELL) ISSN 2599-1019*

Liselott Langeborg. "Readability: An Analysis of English Textbook." *Academe for Utbildning Och Economy*. (2010).

McGrath Ian. "Materials Evaluation and Design for Language Teaching." *Edinburgh: Edinburgh University Press*. (2002).

McWhorter Kathleen. "Guide to College Reading." *New York: Longman*. (1999).

Mesmer E. Heidi Anne. "Using Text Analysis Tools for Matching Readers to Texts." *New York: The Guildford Press*. (2008).

Michael Nilsson. "Textbooks and Alternative Material - Positive and Negative Aspects." *Växjö University School of Humanities*. (2006).

Miles B. Matthew and Huberman A. Michael. "Qualitative Data Analysis" *London, Sage Publications*. (1994).

Miles B. Matthew and Huberman. A. Michael, and Johnny Saldana. "Qualitative Data Analysis: a Methods Sourcebook." *Arizona: Sage Publications*. (2014).

Muslikhati A. "Analysis of Reading Materials in *Bahasa Inggris* by Utami Widiati Textbook for the First Grade of Senior high School in the First Semester (A Research on Readability, Level of Comprehension and Lexical Density of Reading Text)." *Cirebon: Unpublished Thesis, IAIN Syekh Nurjati*. (2015).

Nababan Lilis Uliartha. "Readability in English Zone Textbook for the Tenth Grade Students of SMA N 2 Bandar Lampung." *Universitas Negeri Medan, A Thesis*. (2017).

Nurbayan Y and Bahtiar I. R. "The Readability of Arabic Textbook for Student of Senior High School in Indonesia Written by Zakiyah Arifah and Nadia Afidati." *EDUCARE: International Journal for Educational Studies*. (Agustus 3rd 2019).

Nurhamsih Yeli. "The Analysis of the Readability Levels of The Reading Texts in Textbook Entitled "Fast Track to English" for the Third Year Students of SMA Based on Raygor Readability Estimate." *International Journal of English Language and Teaching*. Vol. 1. Issues 1 (September 2017).

Patrik Aspers. "What Is Qualitative in Qualitative Research." *Qualitative Sociology*. (February 2019).

Pooneh Heydari. "The Validity of Some Popular Readability Formulas." *Mediterranean Journal of Social Sciences*. Vol. 3. (2012).

Rahmawati Ika Yuli. "The Readability Level of Reading Texts in the English Language Textbooks Used by the Tenth Grade." *Header Halaman Genap: Nama Jurnal*. Vol. 1 No.1. (2012).

Richards Jack C. "Curriculum Development in Language Teaching." *New York: Cambridge University Press*. (2001).

Ricky Drimarcha Barus. "Through Directed Reading Thinking Activity."

Rohmatillah. "Readability Level of Reading Texts in The English Textbook Entitled English Alive for Senior high School Grade X Published by Yudhistira."

Salihah, Putri Rafa, Sahiruddin, Degeng, Putu Dian Danayanti. "An Analysis of Text Readability in 9th Grade English Textbook Using FRE Formula on Readable Software." *Diglossia_September*. Vol 12. No. 1. (2020).

Siahaan Sanggam and Kisno Shinoda. "Generic Text Structure." *Yogyakarta: Graha Ilmu*. (2008).

Singhal Meena. "A Comparison of L1 and L2 Reading: Cultural Differences and Schema." *In ITESL Journal*. [Online], Vol. 4, No. 10. (October 1998.) Available: <http://iteslj.org/Articles/Singhal-ReadingL1L2.html>

Sheldon Leslie. "Evaluating ELT Textbooks and Materials." *ELT Journal*. Vol. 42. No. 2. (1988).

Snow. "Reading Text." <https://snow.idrc.ocadu.ca/the-inclusive-classroom/test-page-10/3-3-1-reading-text/>". Accessed on 27 April 2018. (2017).

Soyibo Kola. "A Comparison of Communication Strategies Among Three Caribbean High School Biology Textbooks." *Journal of Biological Education*. Vol. 30. No. 3. (1996).

Vickie A. Lambert, DNSc, RN, FAAN Clinton E. Lambert, PhD, RN, CS, FAAN, Editorial: "Qualitative Descriptive Research: An Acceptable Design." Vol. 16 No. 4. (October – December 2012).

William H. DuBay. "The Principles of Readability." *Impact Information*, 126 E. 18th Street, #C204, Costa Mesa, CA 92627, (949) 631-3309. (Agustus 2004).

Yulianto. "An Analysis on Readability Level of English Reading Texts for English Grade Students." in *J-SHMIC: Journal of English for Academic*. Vol. 6, No. 1. (February 2019).

Zakaluk Beverly. L and Samuels S. Jay. "Readability: It's Past, Present and Future." *Newark, Delaware: The International Reading Association*. (1988).

Zantoni Muhamad. "The Readability Level of Reading Texts in The English Textbook Entitled "English On Sky 2" Used by The Eighth-grade Students of SMP Budaya Bandar Lampung in The Academic Year of 2017/2018." *A Thesis*. (2018).

