

Readability of English Reading Text in Textbook and Handout of Grade Eleventh at SMAN 1 Padang Sago

Asminar^{1*}, Hermawati Syarif², and Zul Amri³

^{1,2,3} Affiliation: English Education Graduate Program, Universitas Negeri Padang, Indonesia

*Corresponding author. Email: aaasminar346@gmail.com

ABSTRACT

The purpose of this study is to find readability level of the reading texts in the textbook and the handout by using cloze test at the eleventh grade of SMAN 1 Padang Sago. This study has used 20 reading texts and 60 students as the sources of the data. The writer has taken 20 reading texts and the students of grade eleventh that consist of 60 students. This study has used descriptive analysis as the method by using quantitative data. The researcher has conducted the research by giving the test to the students in Close test model. The researcher found 17 texts have the average score more than 50%. The result of this research is reading texts were categorized as the Independent level which the students could understand them by their own understanding and the texts are categorized as quite easy. Furthermore, 3 text is below 50% which belongs to instructional level. These texts could be understood by the students but the teacher should give any instruction or guidance in understanding the texts. Then, the texts were predicted belongs to middle level; it's correct score between 35%-50%. The result of this study is the writer got the average score of textbook reading texts is 68.04%; while the handout get the score 87.64%. So, the conclusion is readability level of reading texts in the textbook is lower than handout.

Keywords: *The textbook and the handout, the reading Texts, and Readability Level*

1. INTRODUCTION

Reading skill is a lifelong skill that is used by the students in the school and throughout life. According to Anderson, Hiebert, Scott and Wilkinson in Kocukoglu, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. The students are demanded to master some skills in reading. Having good reading skill will make them easier to understand books, articles that are mostly written in English [1]. In conclusion, having good ability in reading will give the benefit for their life.

Although reading seems a simple activity, there are many students who do not enjoy this activity. Most Indonesians are now still confined to the oral tradition. They do not have proper reading habit. Obviously, that many students rarely go to libraries to read books, articles, newspaper, or any fiction book in English version. They read English texts only from the main reading textbooks. As a result, it is indicated that they are low in reading test.

There are several reasons why students feel reluctant to read the English text. Sasmita states that some factors that make the students have difficulties in understanding English reading text are

related to vocabulary, grammar knowledge, and reading interest. The other research which is related to the students' difficulties in reading is the research of Atikah which is focused to find out the students' difficulties in linguistic problem in reading comprehension and the finding showed that the students have difficulties in vocabulary, grammar and spelling. Students often face problems when reading English texts due to the many words that are not understood. These reasons influence their understanding of the reading text.[2]

Appropriate reading materials are significant for the students to improve their reading skill, especially in understanding the text. The students will understand the reading text easily, if the text is compatible for them. Therefore the unsuitability of the text greatly affects student learning outcomes. So, if the teacher gives good text, it also gives good influence to students' reading skill.

The teachers have responsibility to choose appropriate reading text in learning process. Some reading texts found in the textbooks or other sources are to be included in the learning process by the teacher. According to Nutal, Yee, Chong, and Ng the most important criterion in selecting reading materials for the learners is the suitability of the content.[3]

In selecting reading materials, readability is one of the considerations recommended for the teacher in determining text before using text in the learning process. Klare in Dubay states that readability is concerned with the problem of matching between a reader and a text. It is a matter of choosing a right reading text for a certain reader. Accomplished readers usually will feel bored if they are given easy texts below their reading level. On the other hand, poor readers will feel discouraged when they have to read texts that too difficult for them [4].

Laughlin in Dubay also states the definition of readability is the degree to which a given class of people find certain reading matter compelling and comprehensible. This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation [5]. Dale and Chall in Dubay also states about the definition of readability. They state that readability is the way to choose a good text which in their reading, the students can use time optimally, understand the text, and interested with the text [6].

The text should be compatible for the readers. If the text is too difficult, it affects to students' motivation in reading the text. They can be less motivation; on the other hand if the text is too easy, it will not enhance their reading skill. Based on the study of Sahrudin and Agustiawan about text complexity levels and reading performance of Indonesian students, the text complexity level is significantly contributed to second language reading performance. This can be reference for the researcher to do the research on readability of text in summative test in senior high school in Padang Pariaman [7].

Constructing cloze test mode can help us to measure the level of readability of the text. Renkema states that cloze test is used as a means in measuring understanding based on the assumption; the more comprehensible text is the readers are easy to fill the missing words of the text. By deleting the part of the sentences, the students are suggested to fill the missing word. The result of each students will give the conclusion if the text is readable for the students or not [8].

Many researchers have done the research on readability of text. First, Maryansyah found that there are four texts used had poor readability at MTsN 2 Kota Bengkulu. He measured the text that is included in Let's talk and Radio. He used Fry Graph Formula while the researcher will use cloze test as instrument. The result of his study that 54% out of 63 texts are categorized as easy; 27 of 63 texts are categorized as difficult; 10 % of 63 texts are categorized as invalid; and 9% of 63 texts are appropriate to use. Next researcher is Sari(2015),

also did the research on readability of English text. He used Microsoft word application, questionnaire and interview as the instruments of the research. The finding showed that four texts used had poor readability. Based on students' interview, some factors causing the problems in the text readability involve: students' lack of knowledge about functional grammar, students' lack of awareness in recognizing coherence and cohesion devices, lack of vocabulary mastery, the length of sentence and students' carelessness.

The researcher, therefore, is interested to conduct a research to analyze The Readability Of English Reading Text In The Textbook And Handout Of Eleventh Grade Student OF SMAN 1 Padang Sago In Padang Pariaman. Such investigation is needed in order to get a scientific insight about readability of text and to answer any further pedagogical considerations needs to be taken

The primary goal of present study is to investigate the readability of reading text in the text book and handout of grade xi of sman 1 padang sago; How is the readability level of reading texts in textbook and handout of eleventh grade at SMAN 1 Padang Sago in Padang Pariaman? What kind of texts is most readable and unreadable for the students of SMAN 1 Padang Sago in Padang Pariaman? Are there any significant differences in the readability of english reading text on textbook and handbook?

2. METHOD

2.1. Research Design

The researcher used descriptive quantitative as the method of the research. It is called as a descriptive research since it describes a phenomenon. In this research, the researcher investigated the level of readability of the text used in textbook and handout for XI grade students of SMAN 1 Padang Sago in Padang Pariaman. The result of this research is a description of readability level of text that is used in learning process by XI Grade students of SMAN 1 Padang Sago in Padang Pariaman. As stated by Milan "a descriptive study simply describes a phenomenon, and it is usually in the form of statistics such as frequencies, or percentages, averages, and sometimes variability [9]."

Gay also states that quantitative research is collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. The philosophical approach of this research is quantitative. The data in this research are numerical (the readability calculation) which is used to describe the level of readability of the text [10].

2.2. *Setting and Source of the Data*

The source of the data is the students of SMA N 1 Padang Sago grade XI. There are 60 students of Grade XI in SMA Negeri 1 Padang Sago. Class XI.1 has 30 students, class XI.2 has 30 students. Based on Arikunto's theory in Husna's research, he states that if the population is less than 100, it is better to take all participants as the sample of the research. But if population is more than 100, the sample should be taken 10-20% or 20-25% or more [11]. Because of total of populations are 60 students, so the researcher will take all the students as the source of the data.

The other sources of the data are documents. The documents are 12 texts that are taken from English Book of education minister, the third edition (Intan Pariwara, 2018) and 8 texts in handout. These texts will be designed in cloze test formation and it will be given to the 60 students of grade XI of SMA N 1 Padang Sago.

2.3. *Instrumentation*

The instrument of this research is cloze test. Cloze test is used to predict the understanding of the students on the texts given. By functioning cloze test, the researcher obtained the data of reading grade level of each text in English textbook of Education Minister, the third edition (Intan Pariwara, 2018) and in handout done by students grade XI of SMA N 1 Padang Sago in Padang Pariaman.

The researcher believes that Cloze test can be an instrument in this research. Firstly, the as stated by Fraenkel and Wallen which is "instrument is the device used to gather data". Cloze test can be recommended becoming instrument in analyzing the text to get the data it self [12].

Cloze test also can be one of effective way to identify students' understanding on texts. It can help us to know if it is appropriate or not for the students. According to Doughlas 1998; Brown 2001; Sasaki 2002, said that cloze tests are relatively easy to administer and provide valid and reliable information about a student's language proficiency by deliberate deletion of targeted language features such as verb forms, prepositions and lexical items [13].

2.4. *Technique of Data Collection*

The data is collected from 12 texts English text book and 8 texts of handout of SMAN 1 Padang Sago in Padang Pariaman. Each text's readability level was manually assessed by employing cloze test. Cloze test is the instrument used which directly points out the grade of text user. Then, cloze test was given to the students of SMA 1 Padang Sago

The data is collected by employing cloze test. In deleting word, modified fix ration method will be taken in designing cloze test. According to Brown, modified fix ration method is better because if the word is not compatible, it can be skeeped and can be changed to the other word [14]. Based on Renkema, In cloze test, 20 texts will be blocked out every fifth word .The researcher will use exact word method. According to David R. Litz & Allison K. Smith "one method for scoring Cloze tests is known as exact replacement scoring or exact word scoring (ERS) in which only the words that have been deleted from the text are counted as being the correct responses for replacement." [15] What the originally word that has been in the text, test taker should be filled it. If it is not, they will lose the point.

2.5. *Technique Of Data Analysis*

Data analysis includes some steps as; scoring, describing, classifying and interpreting. Texts' reading grade level is calculated through cloze test. The scores gained by Leslie and Caldwell classification of the level of readability. The data of this research will be analyzed through the following steps; The data from the cloze test had statistical descriptions. The statistics used in the research are mean, the average score attained by the subjects of the research and standard deviation (SD), the average variability of all the scores around the mean. In getting the score, there are some steps done. First, the researcher checks students' answer sheet and calculate the score. The answer is exactly the word that had been in the text. If the students' answer is true, they will get 1. On the other hand, if their answer is wrong, they will get 0. To know the percentage of each students, the resercher uses the following formula:

$$P = \frac{f}{N} \times 100$$

P is the percentage of the data. It is the score of each student in doing the task.

f is the right answer of students

N is the number of the blank item in the text

The researcher will sum up the students score know the readability level of each text. From the score of 60 students, the level of the text can be identified, either the text in low position or in the high position. As explained in Dubay table, the level of the text is divided into 3 categories.

The researcher will analyze the result further. Based on Dubay table, they will be categorized into three classifications; independent level, instructional level, and frustration level. It depends on the result of their test it self. If they have at least above 50% correct

for independent level, 30 -50% for instructional level, and below 30% for frustration level.

After that, the researcher will sum up the average score of the text based on genre of text to analyze the most readable text and unreadable of text based on the genre of text. Then, the researcher will identified the differences between both texts in the textbook and in the handout. The researcher will compare readability and the word used of the text in the textbook and handout. Finally, the researcher will compare the readability of textbook and handout.

3. RESULTS

The Description of the Data

Textbook

English text book by Indonesia Education Minister was chosen by the author as an object of this research . It was published by Intan Pariwara 2017. This textbook is used by eleventh grade students of senior highschoools. In addition, this book had been adapted to the 2013 curriculum teaching system. So, it is recommended for all of school that is applied the curricullum.

There are 170 pages and 8 units to be learned in two semesters. In the first semester, four units will be discussed. Then, for more unit is discussed in the second semester. This textbook also contains 2 analitical exposition texts, 2 personal letters, 2 explanation texts,3 narrative texts, 1 argumentative text (opinion),1 speech text, and 1 narrative non fiction. Several text types was included by the author of the book. But, the researcher just employ 12 texts. Two analytical expositions are: Global Warming and Banning Of Motorbikes Is Necessary In Housing Area; 2 personal letter; 2 explanation texts: Earthquakes and How Volcanoes Are Formed; 3 Narrative texts: Enchanted Fish, Letter To God, and The Last Leaf; 1 argumentative text(opinion) bullying: A Cancer Must Be Eradicacated ; 1 speech act: speech at the opening OF bandung conference, april, 1955; 1 narrative nonfiction : Ki Hajar Dewantara

Handout

The handout which is analyzed by the writer is eleventh students'handout. The handout is compiled by the teacher of eleventh grade of SMAN 1 Padang Sago. The handout consists of 8 texts. The texts are 6 analytical exposition texts,1 personal letter and 1 explanation text

Close test

Cloze test is a tool to measure the level of the text. The researcher has stated that if the cloze test will be applied to identified readability of students' textbook and handout. Twenty reading texts are the object of this

research. These texts are designed as a test for 60 students of the eleventh grade of SMAN 1 Padang Sago. The writer deletes the 5th words or word existing after in the texts. The researcher will not delete the similar word, but the sixth word will be determined. The test sheet will offer alternative word. Its function is to make easier in doing the test.

For example:

Ratih gets 12 of 14 missing words of text.

The formula is = $12/14 \times 100\% = 85.7\%$

After that, the writer conduct the average score of each text. The example of the calculation is presented below:

Text 1: The score of each texts = $85,7\% + 86,7\% + 89\% + \dots / 60 = 85.71\%$

Below is the table of average score of each text

Table 1. The score of each text

Text	The score of the text	Level
Text 1	98.61%	Independent level
Text 2	71.05%	Independent level
Text 3	65.36%	Independent level
Text 4	70.17%	Independent level
Text 5	69.00%	Independent level
Text 6	92.00%	Independent level
Text 7	47.00%	Instructional level
Text 8	46.00%	Instructional level
Text 9	50.36%	Independent level
Text 10	70.00%	Independent level
Text 11	46.73%	Instructional level
Text 12	74.00%	Independent level
Text 13	96.00%	Independent level
Text 14	94.00%	Independent level
Text 15	89.00%	Independent level
Text 16	98.00%	Independent level
Text 17	98.00%	Independent level
Text 18	97.00%	Independent level
Text 19	92.00%	Independent level
Text 20	88.00%	Independent Level

4. DISCUSSION

From the average score of each text above, the writer calculate and sum up the average score of each genre of text. The calculation result of the average score

of each genre of the text are below: from seventh analytical exposition texts gain the score 92,09%, from 4 the personal letter text gain the score 81.13 %. Then, the score of three explanation texts are 83.00%. After that from 3 narrative texts gain the score 54.00 %. The argumentative text gain the score 46.00%. Then, the speech act text get the score 50.36%. the last text is narrative non-fiction gaining the score 74.00%

Next procedure is the writer will identified the differences between readability of text in the textbook and handout. the writer will calculate the score of the text in the textbook and in the handbook to know the level of readability both text in the textbook and in the handbook. The readability score of the textbook is 66.69%; while the handout get the score 94.00%.

5. CONCLUSION

The problem of this research tries to observe the readability level of reading texts of textbook and handout of grade eleventh in SMAN 1 Padang Sago. The writer design twenty text in cloze test model to be dedicated for 60 students. These text are belongs to 7 genres of text. After analyzing and interpreting the data of seven genre of texts in the English textbook and Handout through cloze tests, the result shows that there are seventeen texts have the cloze test score over 50%. In addition, three texts that is below 50 %. The text entitled is bullying: the cancer that must be eradicated, enchanted fish, and last leaf.

After sum up the score of twelve reading texts in textbook, the researcher get the average score 66.69%; it can be said reading texts of textbook from education minister are in the Independent level because the reading texts are readable and understandable for the eleventh grade students of SMAN 1 Padang Sago, and the texts are in the level of quite easy. And, the text in handout get the score 94.00%. So, the readability level of handout higher than the textbook. Therefore, the writer takes a conclusion that this textbook and also handout cannot be used for students at the eleventh grade students of SMAN 1 Padang Sago because the is not compatible. The texts in the textbook is categorized quite easy.

The suggestions are dedicated for:

1. English teachers

In the learning english, the teacher should include some texts. The text is crucial thing in learning process. The student is demanded to understand the text both meaning and structure. Because of that reason, teacher should choose the appropriate text for students.

2. The next autor

This study can be reference for the next author who will produce some books. The consideration is the

text included in the text book must drive students to increase their skill in reading.

3. Other Researchers

Here, the researcher use cloze test as the model to measure readability of text. hopefully, next researcher will find other formula in measuring readability of the text.

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