

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading

Reading is one of important language skills that to be mastered by students especially in learning foreign language. It plays an important role in guiding students to be succesful in language learning. Patel and jain (2008:113) state that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. It means that reading has influence in daily life. a writer can finds everything that he or she wants to know by reading, so do a speaker. So that reading is very important for each individual. In addition, Patel and Jain (2008:113) also argue that reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of language. It means that in order to get the information from the text, readers should bring their own knowledge of the topic to the text then relate it to the new knowledge that is implied in the text.

In line with the statements above, Gibbons (1992:70) says that reading is a process of getting meaning from print. It means that readers will be able to catch the idea of the print or text by reading it carefully. Knowing the correct pronunciation of words is important but the reader will not be able to comprehend what they read without a proper understanding of the meaning. Many things happen when the process of reading is taking place. The readers relate many

things when they are reading a text. This process can vary among different readers and different texts.

Urquhart and Weir in Grabe (2009) also state that reading is a process of receiving and interpreting information encoded in language via medium of print. So, readers may find a lot of information from written language in print version such as manual book, newspaper, magazine, and so on. By reading they can develop their creativity and critical thinking, improve their knowledge, acquire new ideas, obtain needed information, broaden their interest and get the message that the writer had expressed.

From the definition above, it can be concluded that reading is a complex process of receiving, interpreting and analyzing information and meaning that encoded in language form via written text. In getting the information from the text, readers take a great role in comprehending the text. They are the ones that construct the meaning. They are not only doing reading for the shake of saying words. They do many things such as attaching the meaning from the words or sentences, creating visual images or becoming emotionally involved with the characters, or even predicting what will happen next.

2.2 Reading Material

Teacher has an important role in determining a certain material to read by the students. Ehlers-Zavala (2008: 80) believes that the teacher has to be able to select appropriate reading materials for students so that they can success academically. It is necessary for the teacher to choose a wide variety of reading

materials, at different levels, for multiple purposes for the students to improve their reading comprehension. Students who had been exposed to more diverse types of reading materials had higher reading achievement than students who had more limited exposure to different types of texts (Salinger and Campbell, 2002). The right selection of reading materials by the teacher can improve student's motivation in reading a text.

Since reading materials are used for students, it is important to see them from their point of view. Most students usually are picky readers. They choose what they want to read. It is necessary for the teacher to choose a reading material which is interesting and can be used to improve their motivation to read. Hoffman and McCarthy in Westwood (2001) criticizes that bad materials can cause a detrimental effect to students' fluency, interest and motivation. Unfortunately, the kind of reading materials that these students want to read may be hard to find or even nonexistent in schools. It depends on the teacher how to solve it by finding good reading materials that arouse their interest.

Although considering students interest is important, the teacher should also be wise in considering what students need. According to Renandya and Jacobs (2008: 297), it is important to consider the variety of topic and genre of the reading materials and the material level should be within the students level of comprehension. Students should be exposed to different types of material so that they become familiar with the variety of genres and accustomed to read for different purposes in different ways. Students might want to read only certain

materials but the teacher should be able to ensure them the importance of reading various kinds of materials.

As a conclusion, the reading material level should be within the students level of comprehension. However, it is okay to use a material that are near to their current level of comprehension. The reading material can be one level lower or higher from their current level of comprehension. At first, it is better for them to read the easier material rather than the challenging one. Then, the teacher can increase the difficulty of the level step by step.

2.3 Genre

Gerot and Wignell (1995) divides text into several types or genre, those are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and review.

1. Spoof

Social function : to retell an event with a humorous twist.

Generic structure:

- a. Orientation : sets the scene
- b. Event : tell what happened
- c. Twist : provides the 'punchline'

Language Features:

- a. Focus on individual participants e.g a man, a penguin, the policeman, etc.
- b. Use material processes e.g was walking, came across, walked up, etc.
- c. Circumstances of time and place e.g once, the next day, etc.

- d. Use of past tense

2. Recount

Social function: To retell events for purpose of informing or entertaining.

Generic Structure:

- a. Orientation: provides the setting and introduces participants
- b. Events: tell what happened, in what sequence
- c. Re-orientation: optional-closure of events

Language Features:

- a. Focus on specific participants
- b. Use of material processes
- c. Circumstances of time and place
- d. Use of past tense
- e. Focus on temporal sequences e.g first, then, after that, next, etc.

3. Report

Social function: to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Generic structure:

- a. General Classification: tells what the phenomenon under discussion is
- b. Description: tells what the phenomenon under discussion is like in terms of : parts(and their functions), qualities, habits or behaviors, if living: uses, if non-natural.

Language Features:

- a. Focus on generic participants e.g the whale, the skin, etc.
 - b. Use of relational Processes to state what is and that which it is.
 - c. Use of simple present tense.
 - d. No temporal sequences.
4. Analytical Exposition

Social function: to persuade the reader or listener that something is the case.

Generic Structure:

- a. Thesis
 - i. Position: introduces topic and indicates writer's position.
 - ii. Preview: outlines the main arguments to be presented.
- b. Arguments
 - i. Point: restates main argument outlined in preview.
 - ii. Elaboration: develops and supports each Point/Argument.
- c. Reiteration: restates writer's position.

Language Features:

- a. Focus on generic human and non-human participants
- b. Use of simple present tense
- c. Use of relational processes
- d. Use of internal conjunction to stage argument
- e. Reasoning through causal conjunction or nominalisation.

5. News Item

Social function: to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

Generic Structure:

- a. Newsworthy Event: recounts the event in summary form
- b. Background Events; elaborate what happened, to whom, in what circumstances.
- c. Sources: comments by participants in, witness to and authorities expert on the event.

Language Features:

- a. Short, telegraphic information about the story captured in headline
- b. Use of material processes to retell the event
- c. Use of projecting verbal processes in sources stage
- d. Focus on circumstances

6. Anecdote

Social Function:to share with others an account of an unusual or amusing incident.

Generic Structure:

- a. Abstract: signals the retelling of an unusual incident
- b. Orientation: sets the scene
- c. Crisis: provides details of the unusual incident
- d. Reaction: reaction to the crisis
- e. Coda: optional-refelction on or evolution of the incident

Language Features:

- a. Use of exclamation, rethorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
- b. Use material processes to tell what happened.
- c. Use of temporal conjunctions.

7. Narrative

Social function: to entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution.

Generic Structure:

- a. Orientation: sets the scene and introduces the participants
- b. Evaluation: a stepping back to evaluate the plight
- c. Complication: a problem arise
- d. Resolution: the problem is resolved, for better or for worse
- e. Re-orientation: optional

Language Features:

- a. Focus on specific and usually individualised participants
- b. Use of material processes
- c. Use of relational processes and mental processes
- d. Use of temporal conjunction and temporal circumstances
- e. Use of past tense

8. Procedure

Social function: to describe how something is accomplished through a sequence of actions or steps.

Generic Structure:

- a. Goal
- b. Materials
- c. Steps to achieving the goal

Language features:

- a. Focus on generalised human agents
- b. Use of simple present tense, often imperative
- c. Use mainly of temporal conjunctions or numbering to indicate sequence
- d. Use mainly of material processes

9. Description

Social function: to describe a particular person, place or thing.

General Structure:

- a. Identification: identifies phenomenon to be described
- b. Description: describes parts, qualities, characteristics

Language Features:

- a. Focus on Specific Participants
- b. Use of attribute and identifying processes
- c. Frequent use of adjective
- d. Use of simple present tense

10. Hortatory Exposition

Social function: to persuade the reader or listener that something should or should not be the case.

Generic Structure:

- a. Thesis: announcement of issue of concern
- b. Arguments: reasons for concern, leading to recommendation
- c. Recommendation: statement of what ought to or ought not to happen.

Language Features:

- a. Focus on generic human and non-human participants, except for speaker or writer referring to self
- b. Use of
 - 1) Mental processes: to state what writer thinks or feels about issue.
 - 2) Material processes: to state what happens
 - 3) Relational processes: to state what is or should be.
- c. Use of simple present tense

11. Explanation

Social function: to explain the processes involved in the formation or workings of natural or sociocultural phenomena

Generic structure:

- a. A general statement to position to the reader
- b. A sequenced explanation of why or how something occurs

Language Features:

- a. Focus on generic, non-human participants

- b. Use mainly of material and relational processes
- c. Use mainly of temporal and causal circumstances and conjunctions
- d. Use of simple present tense
- e. Use of passive voice

12. Discussion

Social function: to present at least two points of view about an issue

Generic structure:

- a. Issue
 - 1) Statement
 - 2) Preview
- b. Arguments for and against or statements of differing points of view
 - 1) Point
 - 2) elaboration
- c. Conclusion or recommendation

Language Features:

- a. Focus on generic human and generic non-human participants
- b. Use of mental processes, relational processes, and mental processes.
- c. Use of comparative: contrastive and consequential conjunction.

13. Review

Social function: to critique an art work or event for a public audience

Generic Structure:

- a. Orientation: general information of the text

- b. Interpretative recount: summary of an art works including character and plot.
- c. Evaluation: concluding statement: judgement, opinion, or recommendation.
- d. Summary: the last opinion consist the appraisal or the punch line of the art works being criticized.

Language Features:

- a. Use of simple present tense
- b. Focus on specific participants
- c. Using adjective
- d. Using long and complex clauses
- e. Using metaphor.

2.3 Readability

The research on readability has been done for more than eighty years in many languages. Readability is assumed as a simple concept yet it can be very broad. To know what readability is and matters related to it, it is better to study what experts say about this matter.

2.4.1 The Concept of Readability

According to Dubay (2004:3), readability is what makes some texts easier to read than other. George Klare in Dubay (2004) defines readability as the ease of understanding or comprehension due to style of writing. In a similar manner, Hargis and her colleagues at IBM in Dubay (2004) state that readability as the ease

of reading words and sentences. Mc Laughlin (1969) defines readability as 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.

Klare (1963) also 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.

The readability level of a text gives impact on reading fluency. If the text is beyond the level of the readers, they become frustrated and feel discouraged to read the text. Westwood (2001: 64) believes that the readers should at least understand 97% of words on the page so that they can easily understand the text.

As a conclusion, readability is the degree of difficulty or easiness of a text can be understood by the readers. It is a measure of the style of a piece of writing. A good text has a high readability level if the text is easy to be understood by the readers. Text that is complex in terms of concepts, vocabulary, sentence length, and structure is difficult for readers to process. So, the readers have to read based on their level.

2.4.2 Components of Readability

According to DuBay (2007), there are two elements contribute to reading ease. Those are; a) The reader. Those features of the reader that make reading easy are prior knowledge, reading skills, interest, motivation. b) The writing.

Those features of the text that make reading easy are content (arguments, structure, and coherence), style (semantics and syntactic), design (typography, layout, illustrations), organization (chapters, navigation and heading)

Besides, Gray and Leary (1935) states that readability on written text can be measure with seventeen components such as; 1) average sentence length in words, 2) percentage of easy words, 3) number of words not known to 90% of sixth-grade students, 4) number of easy words, 5) number of different “hard” words, 6) minimum syllabic sentence length, 7) number of explicit sentences, 8) number of first, second, and third-person pronouns, 9) maximums syllabic sentence length, 10) average sentence length in syllables, 11) percentage of monosyllables, 12) number of sentences per paragraph, 13) percentage of different words not known to 90% of sixth grade students, 14) number of simple sentences, 15) percentage of different words, 16) percentage of polysyllables, and 17) number of prepositional phrases.

But, Gray and Leary (1935) only put five main components to measure readability on written text. Those are average sentence length in words, number of different “hard” words, number of first, second, and third-person pronouns, percentage of different words, and number of prepositional phrases.

In developing readability formula, Flesch (1949) only uses two components in measuring readability of a text: a) sentence length as judged by the average number of words in a sentence; b) word length as judged by the average number of syllables in a word. The rationale here is straightforward. Sentences that contain a lot of words are more difficult to follow than shorter sentences.

Similarly, words that contain a lot of syllables are harder to read than words that use fewer syllables.

2.4.3 Factors Affecting Readability

According to Flesch in Rohmatillah (2015), there are six indicators to measure readability level of text. First, vocabulary. The issue regarding vocabulary centers around familiarity. The important factor here therefore is the structured introduction and planned use of subject specific vocabulary to develop verbal competence before it is included in written text.

Second, sentence structure. This is associated with ensuring that sentences are not unnecessarily long and complex. The aim may be to consider the needs of the readers and respond to that. Some may only be able to use sentences that convey one fact, whilst other may be able to understand two or more.

Third, length. This refers to the length of the piece of text. Readers may lack of ability to hold facts in their short term memory and so producing a summary or a reduced version of the original text can greatly support recall and comprehension.

Fourth, elaboration. Elaboration means making information more meaningful and less abstract. It draws on visualization skills to improve understanding and recall.

Fifth, coherence and unity. Coherence refers to the way in which the information is supplied - is it in a logical order? Does it build on knowledge given in a sequence? Unity refers to the clarity of the text provided. Is it explicit and narrow, or does it include peripheral material that is distracting?

The last, audience appropriateness. This refers to how relevant the text is to the reader. Can they relate to it and be interested in it? Are there increased ways of presenting the text that will encourage engagement? Are these associated with how the subject is introduced, the legibility of the font and the background paper and illustrations?

2.4.4 Readability Measurement

According to DuBay (2008:11) there are currently three methods in assessing the readability of a text, those are text leveling, cloze test, and readability formulas.

2.4.4.1 Judgement

Experts in certain field knows their field the best. Baesd on this assumption, it is claimed that they will be able to judge and select materials that suitable for the intended readers. For this instance, Pikulski (2001) believes that eachers and librarian are good judges of readability.

However, the assumption above may not be reliable and trustworthy. Judgement is such a subjective matter and may vary from one person to another. It is possible to get different results if a text is judged by different evaluators. The difference of the result will make the readability of the text is questionable.

2.4.4.2 Cloze Test

According to Taylor in DuBay (2004:26), cloze testing is based on the theory that the readers are better able to fill in the missing words as their reading skill improve.

A cloze test uses a text with regularly deleted words (usually every fifth word) and requires the subject to fill in the blanks. The percentage of words correctly entered is the cloze score. The lower the score, the more difficult the text.

A cloze test uses a text with selected words deleted and replaced with underlines of the same length. Having at least 50 blanks in the reading selection increases the reliability of the test. To score a cloze test, use the percentage of all the words that are correctly entered, that is, the right words in the right form, numer, person, tense, voice, and mode.

2.4.4.3 Readability Formula

Readability formulas are formula for evaluating the readability of text, usually by counting syllables, words, and sentences. They were developed in 1920s in the United States of America. At least there are four formulas are used in education, those are Flesch Reading Ease (1948), the Dale-Chall (1948), Fry graph (1963) and SMOG formula (1969). Those formulas have different characteristics and guidelines in using them to predict readability of a text. The first formula is called Fry Readability Formula (FRF). It is introduced by Edward

Fry in 1977. FRF is one of the most popular readability formula that use a graph. It involves the calculation of the length of the sentences and the number of the syllables.

The second is the Dale-Chall Original formula. This formula was developed by Edgar Dale in 1948. The original Dale-Chall formula was developed for adults and children above the 4th grade. The third is Mc Laughlin SMOG formula. The formula is published by G. Harry Mc Laughlin in 1969. He believes that the word length and sentence length should be multiplied rather than added. By counting the number of words of more than two syllables (polysyllable count) in 30 sentences, he provides this simple formula:

SMOG grading = $3 + \text{square root of polysyllable count}$.

McLaughlin uses a 100 percent correct-score criterion. As a result, his formula generally predicts scores at least two grades higher than the Dale-Chall formula.

The fourth formula is Flesch Reading Ease (FRE). It is introduced by Flesch in 1948. Flesch Reading Ease formula is considered as one of the oldest and the most accurate readability formula. It is a simple approach to assess the grade-level of the reader. This formula is best used on school text. Flesch counts average sentence length in words and average word length in syllables to arrive at a “reading ease” score.

According to Flesch (1948:213-216) there are several steps in using Flesch Reading Ease Formula. First, take enough samples to make a fair test (three to five of an article and 25 to 30 of a book).

Second, count the words in the piece of writing. If using samples, take each sample and count each word in it up to 100. Count contractions and hyphenated words as one word. Count numbers and letters as words, too, if separated by spaces. For example, count each of the following as one word: 1948, \$19,892, e.g., C.O.D, wouldn't, week-end.

Third, counting the sentences. In counting sentences, follow the units of thought rather than the punctuation: usually sentences are marked off by periods, colons and semicolon. But do not break up sentences that are merely joined by conjunction like *and* or *but*.

Fourth, count the syllables in your 100-word samples or, if you are testing a whole piece of writing, compute the number of syllables per 100 words. Count the number of syllables in symbols and figures according to the way they are normally read aloud, e.g two syllables for \$ (dollars). Then, figure the average number of syllables per word by dividing the number of syllables with the number of words.

Sixth, figure the average number of words per sentence by dividing the number of words with the number of sentences in the piece of writing. The last step is finding the readability score. To find the readability score we have to multiply the average sentence length by 1.015. Multiply the average word length by 84.6. sum the two numbers. Subtract this sum from 206.835. the balance is the readability score. As describe in the specific mathematical formula below:

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

Where:

Score = position on a scale of 0 (difficult) to 100 (easy).

ASL = average sentence length (the number words divided by the number of sentences)

ASW = average number of syllables per word (the number of syllables divided by the number of words).

Table 2.1

the description of the Flesch Reading Ease score into School Grades

Readability Level	Reading Ease score	Estimated Reading Grade
Very Difficult	0 to 30	University Graduate
Difficult	30 to 50	University Student
Fairly Difficult	50 to 60	10th to 12th Grade (15- to 17 year-old students)
Standard	60 to 70	8th to 9th grade (14- to 15-year-old students)
Fairly Easy	70 to 80	7th grade (13-year-old students)
Easy	80 to 90	6th grade (12-year-old students)
Very Easy	90 to 100	5th grade (11-year-old students)

. In this research, the researcher decides to use Flesch Reading Ease formula because it is easy to use. The calculation of this formula is easy so teachers can use it manually.

2.4.5 Characteristics of Readability Level

In this research, the researcher using readability level styles which are developed by Rudolph Flesch. According to Flesch (1949), there are seven pattern of readability level: very difficult, difficult, fairly difficult, standard, fairly easy, easy and very easy. Each levels have characteristics, the characteristics is based on two factors that have crucial influence in readability formula, those are sentence length as judged by the average number of words in a sentence, word length as judged by average number of syllables in a word and long or hard words as judged by number of syllables in a word that are more than 2 syllables. The characteristics of each level will be described in table 2.2.

Table 2.2

The characteristics of readability level

Readability Level	Average Sentence Length	Average Number of syllables per 100 words	Number of Long or hard words per 100 words
Very difficult	29 or more	192 or more	16 or more
Difficult	22-25	167-190	13-15
Fairly difficult	18-21	156-167	11-12
Standard	15-17	147-155	7-10
Fairly easy	12-14	139-146	6-7
Easy	9-11	131-138	3-5
Very Easy	8 or less	123 or less	0-3

2.5 Textbook

In some schools, textbook become the primary source of learning material. So, it is important to know the definition of textbook, the functions of textbook, and the advantages of using textbook.

2.5.1 Definition of Textbook

Textbook is one of the many kinds of instructional materials used in learning and it was usually written, tightly organized, and greatly condensed (Pamungkas in Rohmatillah, 2015). Textbook is an instructional used as guidance in the teaching and learning process (Hornby,1986). It means that textbook has important role in teaching and learning process which help teachers to present the materials.

Moreover, McGrath (2002) states that a textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught. 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 on how teachers use textbooks.

From the definition above, it can be concluded that textbook is instructional material which provides source of teaching and facilitates the teacher and students to attain the objective of teaching and learning process. In Indonesia, the role of textbook is very significant. Textbook becomes the main instructional material that must be used in the school in order to facilitate either teacher or students in the teaching and learning process in the class.

2.5.2 Funtion of Textbook

Thomson in Graves (2000) already mentions some functions of textbook as follows:

- a. Individualization of instruction. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

- b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

- c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to add evidence, and to solve problems.

- d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

2.5.3 Advantages of Textbook

Graves (2000) lists the following as some of the advantages of using a textbook:

- a. It provides a syllabus for the course

- b. It provides security for the students because they have a kind of road map of the course
- c. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials
- d. It provides teachers with a basis for assessing students' learning
- e. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
- f. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels (Graves, 2000:174)

2.5.4 Bahasa Inggris Textbook

Bahasa Inggris textbook for grade X of Senior High School is a book written by utami Widiati, et al and published by Curriculum and Books Center, Research and Development Agency, Ministry of Education and Culture. This is a second edition which is published on 2016. There are 15 chapter in this book, those are:

Chapter 1: Talking about Self

Chapter 2: Congratulating and complimenting Others

Chapter 3: Expressing Intention

Chapter 4: Which One is Your Best Getaway?

Chapter 5: Let's Visit Niagara Falls

Chapter 6: Giving Announcement

Chapter 7: The Wright Brothers

Chapter 8: My Idol

Chapter 9: The Battle of Surabaya

Chapter 10: B.J. Habibie

Chapter 11: Cut Nyak Dien

Chapter 12: Isumboshi

Chapter 13: Malin Kundang

Chapter 14: Strong Wind

Chapter 15: You've Got a Friend

In this research, the researcher only focuses on analyzing the readability level of text in this textbook. Based on 2013 Curriculum, there are three genre will be learned by first grade students of senior high school, those are descriptive, recount, and narrative.

2.6 Relevance Studies

Going together with this research, the researcher finds some researches or project that nearly similar but different in focus and certainly different in research data. They are become guidance in writing this research especially as the comparison for current research.

First research is conducted by Wiwin Sutianah (Sutianah, 2014) from Syarif Hidayatullah State Islamic University entitled The Readability Level of Reading Texts on Advanced Learning English 2. This research focused on analyzing the readability level of reading texts in the textbook using Flesch Reading Ease Formula. The goals of this research is to find out the readability

level of reading text in textbook. This research got a conclusion that most of texts in the textbook are in the fairly ease level.

Second research is conducted by Anis Muslikhati (Muslikhati, 2015) from Syekh Nurjati State Islamic Institute entitled *An Analysis of Reading Materials in Bahasa Inggris by Utami Widiati Textbook for the First Grade of Senior High School in the First Semester*. This research has the aims to find out the level of readability in the reading material in the textbook, the level of comprehension in each question of the reading material in the textbook and to find out the lexical density of reading material in the textbook. The result of the analysis found that the dominant category on Bahasa Inggris textbook is fairly difficult category. There are 104 questions in reading materials; it is divided to four level of comprehension. Then, the lexical density of reading text in Bahasa Inggris textbook for first grade of senior high school by Utami Widiati is middle lexical densities. It means that the text is not difficult, and easy enough to understand.

The third research is conducted by Siti Solichatun (Solichatun, 2011) from Walisongo State Institute for Islamic Studies entitled *Content Analysis of Reading Materials in English on Sky Textbook for Junior High School*. This research focused on finding the kind of genre contained in the reading passage found in English on Sky textbook and finding the lexical density of reading text based on English on Sky textbook. There are three genre which are used in that book, they are procedure, report and narrative. The lexical density of the reading text is around 50%-60%. It means that the reading texts are not difficult, easy to understand and suitable for students.

The fourth research is conducted by Vinh To, Si Fan, and Damon Thomas (To, et al, 2013) from University of Tasmania entitled Lexical Density and Readability: A case Study of English Textbooks. This research focused on examining the lexical density and the readability of four texts from English textbooks known as Active Skill for Reading. The analysis revealed that three of four texts were of high lexical density, apart from the text for upper-intermediate level. In the terms of readability, the level of texts corresponded to readability levels.

The last research is conducted by Deni Ernawati from Syarif Hidayatullah State Islamic University. This research entitled An Analysis of The Readability Level of Reading Texts in Passport to the World 2 Textbook by Using Cloze Test. This research's scope is analyzing the readability level of the reading texts in Passport to the World 2 textbook by using cloze test at the eight grade students of SMPN 3 Tangerang Selatan. The result of this research showed that texts 1 to 5 got the average score above 53%, those reading texts were included in the Independent level. It means that the students could understand them by their own and the texts were predicted to be quite easy as the correct scores were above 60%.

From those researches having explained above, it is clearly that this research is different from them. What makes it different are: the first is the data itself absolutely different, this research used reading materials in Bahasa Inggris textbook by Utami Widiati, et al for first grade students of senior high school as the data source. The second difference is the theory focus, most of those researches investigated lexical density and readability level of reading text but this

research only focuses on the readability level of text. The way in analyzing the readability level of text also different, in the fifth research, the researcher used cloze procedure and in this research uses Flesch Reading Ease formula to measure the readability level of texts.

2.7 Conceptual Framework

Reading is an active process that involved a reader and a text in order to construct meaning. It is up to the reader on how to interpret the text based on their knowledge, perspective, imagination, value, believe, culture, et cetera. Many students do not really enjoy reading activity in the classroom. It is very important to arouse their interest in the teaching reading process inside the classroom because most of the students get a hold of English reading texts only when they are inside the classroom. It is the best chance for them to enhance their reading skill.

There are some factors affecting teaching reading process in a classroom. They are teachers, students, and reading materials. These factors can give a great influence toward the succes of the learning. These factors can also be the reasons why the students do not achieve the result of the learning as expected. It is important to interrogate why the students are reluctant to read inside the classroom. One of the reasons why they are reluctant to read could be because the reading materials are not suitable for them. The right selection of reading materials can give a significant contribution towards the development of reading skill. If the teacher cannot give good materials, it will influence the students achievement in reading comprehension.

One thing that teachers must consider when they present their students with a reading text is the readability of that reading passage. Reading texts that have the right readability level for students can help them in the teaching reading process and the wrong selection can discourage them to learn the materials.

Readability is the degree of difficulty or ease of a text can be understood by the readers. It deals with how easily a text conveys its intended meaning to a reader of that text. Readability can be measured with three approaches. They are judgement, readability formula, and cloze test.

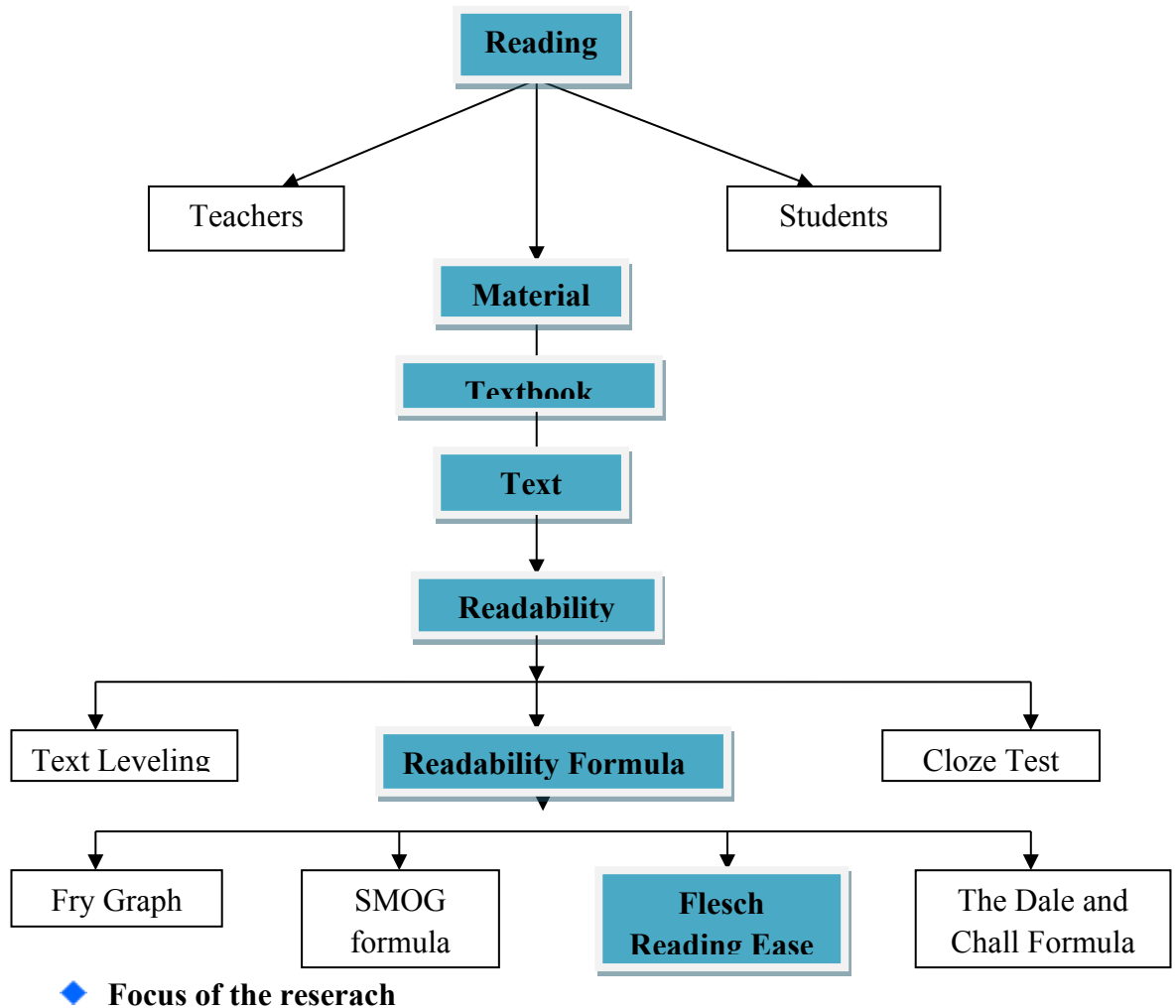
Measuring readability level by judgement cannot be guaranteed will give an excellent result. It is such a subjective matter so it is difficult to measure something based on it. It may also vary from one person to another. It is possible to get different results if a text is judged by different evaluators.

Rather than judgement, readability formulas and cloze readability test give more valid result of readability level of texts. Readability formulas are procedures used to measure readability of a text. Although it is only a rough estimation of readability, the result is more objective since they are developed based on researches and mathematical formulas. There are so many readability formulas but only four of them are popular. They are Fry Readability graph, Flesch Reading Ease formula, The Dale and Chall original formula, and Mc Laughlin SMOG formula. From those four formulas, Flesch Reading Ease formula is considered as the formula that is easy to use. It is more simple and popular among the other formulas.

Cloze procedure is a testing technique that can be used to measure language proficiency as well as reading comprehension. In this case, it can also be used to measure the readability level of passages. Cloze procedure promotes more valid result than readability formulas because it also take into consideration of both factors affecting readability of a passage, readers and texts.

After all the explanation above, it becomes clear what the study is about.

The analytical construct of this study can be seen in Figure 2.1



2.8 Assumption

The researcher assumes that the readability level of reading texts in *Bahasa Inggris* textbook for first grade students of senior high school is suitable for students level.