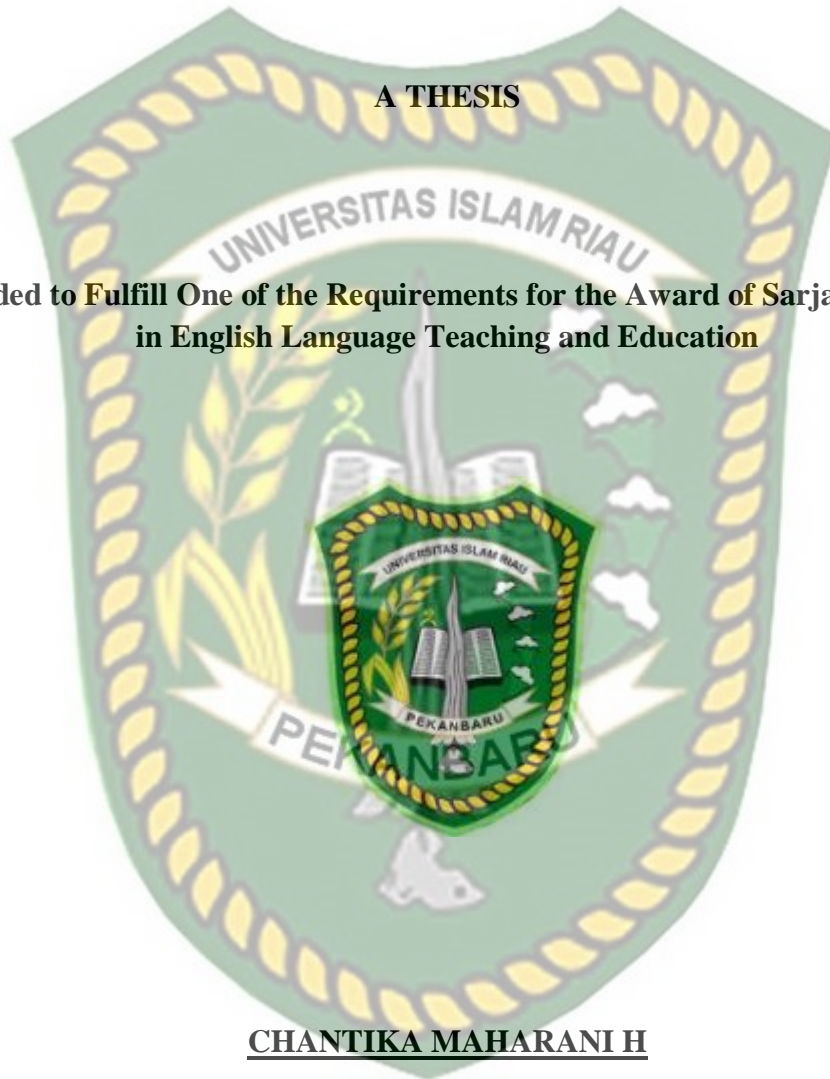


**AN ANALYSIS OF READABILITY LEVEL OF READING TEXTS IN
“PATHWAY TO ENGLISH” ENGLISH TEXTBOOK WITH FLESCH
KINCAID IN GRADE X OF SENIOR HIGH SCHOOL**

A THESIS

**Intended to Fulfill One of the Requirements for the Award of Sarjana Degree
in English Language Teaching and Education**



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**ENGLISH LANGUAGE EDUCATION
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PEKANBARU**

2022

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“AN ANALYSIS OF READABILITY LEVEL OF READING TEXTS IN “PATHWAY TO ENGLISH” ENGLISH TEXTBOOK WITH FLESCH KINCAID IN GRADE X OF SENIOR HIGH SCHOOL”

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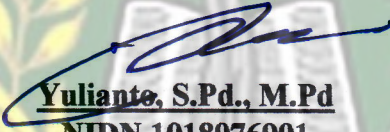
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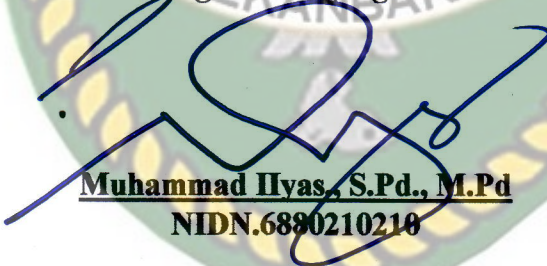
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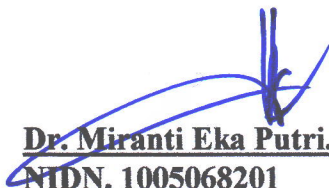

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










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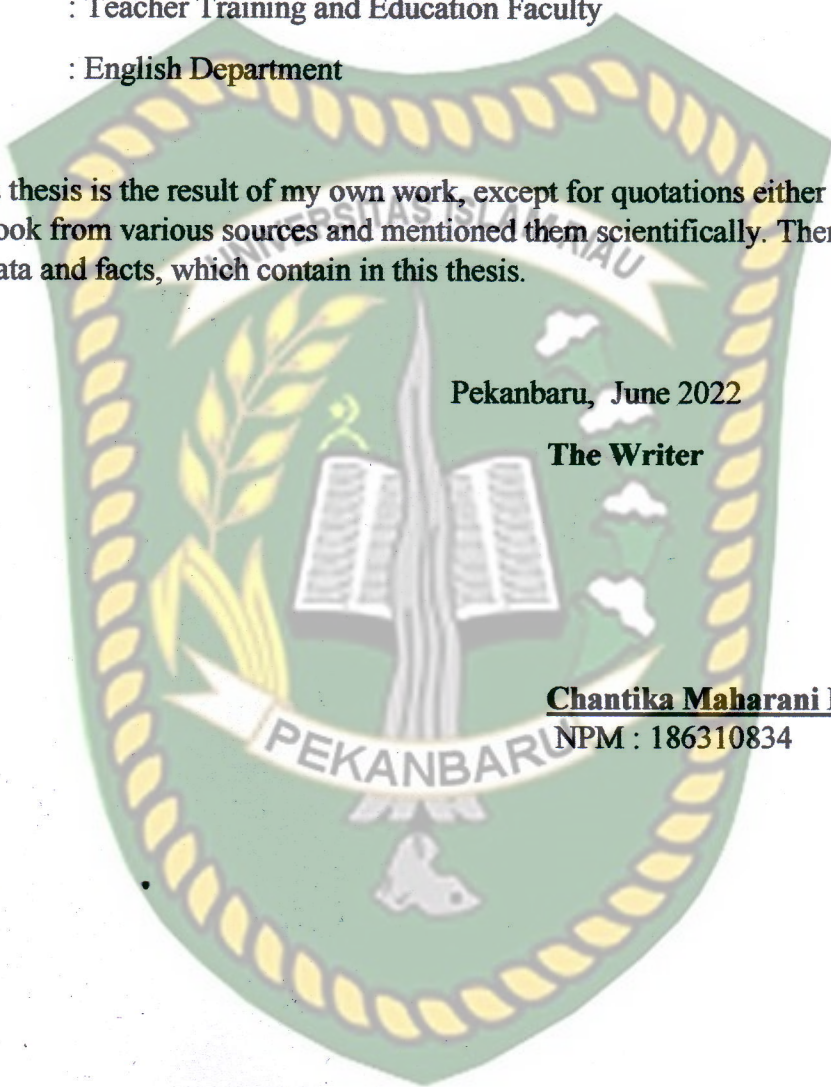
I declare that this thesis is the result of my own work, except for quotations either directly or indirectly that I took from various sources and mentioned them scientifically. Then i am responsible for data and facts, which contain in this thesis.

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Pekanbaru, June 2022

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ABSTRAK

Chantika Maharani H. Sebuah Analisis Tingkat Keterbacaan Teks Bacaan di “Pathway to English” Buku Bahasa Inggris dengan Flesch Kincaid di kelas X Sekolah Menengah Atas. Skripsi Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata kunci: Analisis, Tingkat Keterbacaan, Teks Bacaan, Buku Bahasa Inggris, Flesch Kincaid

Artikel ini bertujuan untuk mendeskripsikan hasil penelitian tentang tingkat keterbacaan pada buku bahasa Inggris “Pathway to English” untuk kelas X Sekolah Menengah Atas. Serta mengetahui kecocokan antara tingkat baca pada buku dengan level bacaan siswa.

Penelitian deskriptif ini menggunakan metode kuantitatif yang dianggap sebagai pendekatan yang tepat sebagai jenis penelitian. Sumber data nya adalah sebuah buku berbahasa Inggris untuk kelas X SMA dengan judul “Pathway to English” ditulis oleh . data dikumpulkan dari teks bacaan di setiap bab pada buku dengan cara menyalin teks ke dalam dokumen. Selanjutnya data dianalisis dengan menggunakan rumus Flesch Kincaid dan website untuk mengetahui hasil tingkat bacaannya.

Terakhir, hasil analisis data menunjukkan bahwa hasil tingkat keterbacaan nya berada di level cukup mudah yaitu dengan nilai 70-80, level mudah 1 teks bacaan dengan nilai 80-90, satu teks bacaan standar, 1 teks bacaan menunjukkan di cukup sulit, 1 teks bacaan di susah dan 1 teks juga di tingkat sangat susah dengan nilai 0-30. Jadi, dapat disimpulkan bahwa, teks bacaan pada buku bahasa Inggris “Pathway to English” untuk kelas X tingkat keterbacaannya mudah untuk dibaca, dan tingkat kelasnya hanya 4 teks bacaan yang sesuai dengan kelas siswa pada buku tersebut.

ABSTRACT

Chantika Maharani H. An Analysis of Readability Levels of Reading Texts in "Pathway to English" English Book with Flesch Kincaid in class X of Senior High School. Thesis Pekanbaru: English Language Study Program, Faculty of Teacher Training and Education, Islamic University of Riau.

Keywords: *Analysis, Readability Level, Reading Texts, English Textbook, Flesch Kincaid*

This article aims to describe the results of research on the level of readability of the English book "Pathway to English" for class X Senior High School. And knowing the match between the reading level of the book and the students' reading level.

This descriptive research uses quantitative methods which are considered the right approach as a type of research. The data source is an English book for class X SMA with the title "Pathway to English" written by . data was collected from the reading text in each chapter of the book by copying the text into the document. Furthermore, the data was analyzed using the Flesch Kincaid formula and the website to determine the reading level results.

Finally, the results of data analysis show that the results of the readability level are at a fairly easy level, namely with a value of 70-80, an easy level of 1 reading text with a value of 80-90, 1 reading text standard reading text, 1 reading text indicating quite difficult, 1 reading text in difficult and 1 text is also in the very difficult level with a value of 0-30. So, it can be concluded that, the reading text in the English book "Pathway to English" for class X is easy to read, and the class level is only 4 reading texts that are in accordance with the class of students in the book.

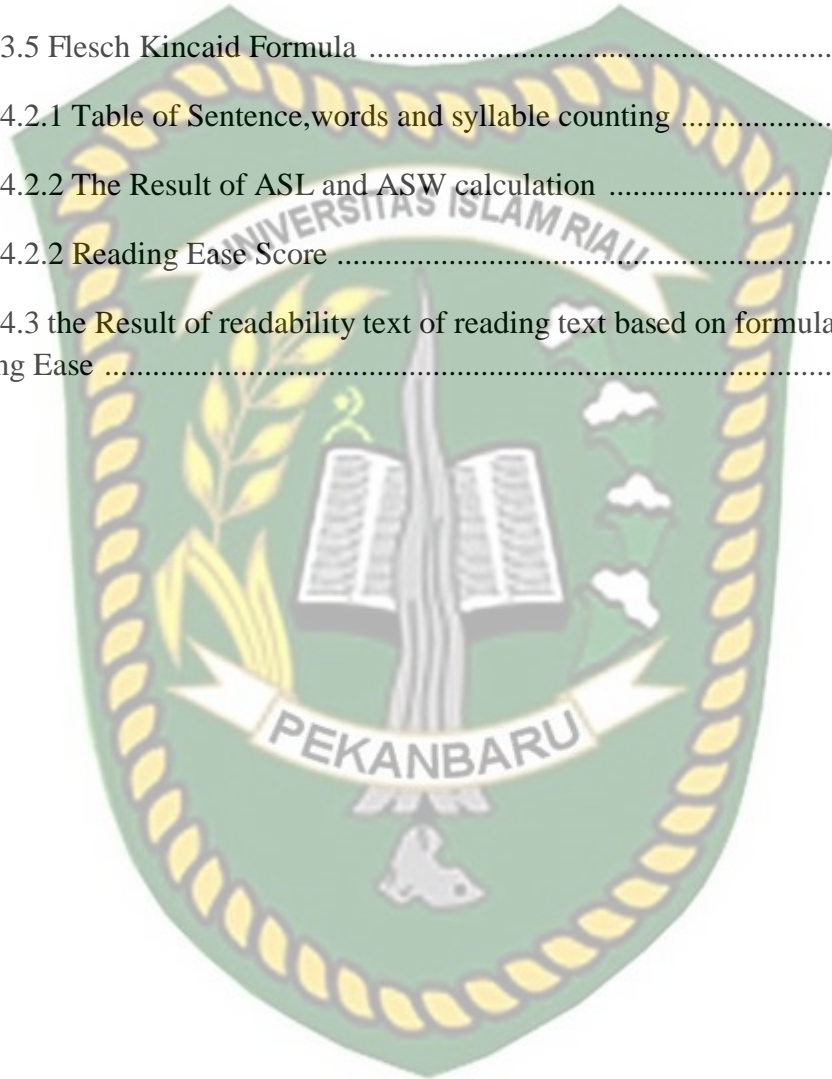
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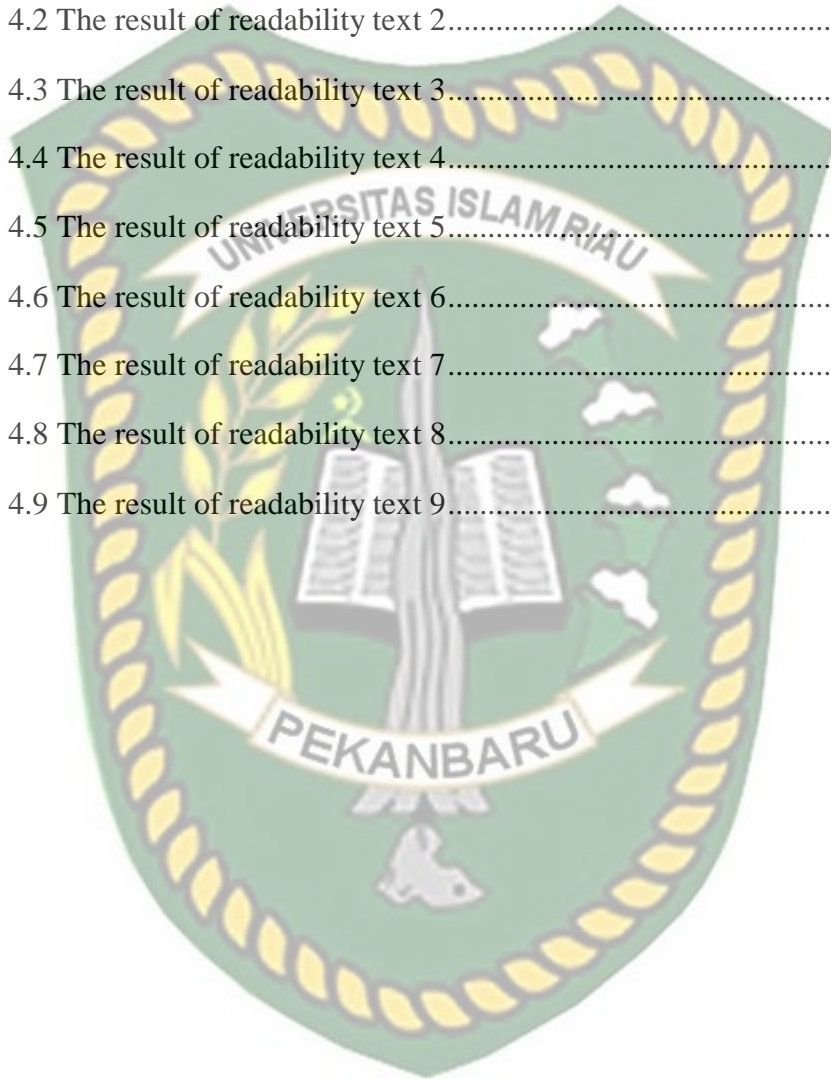
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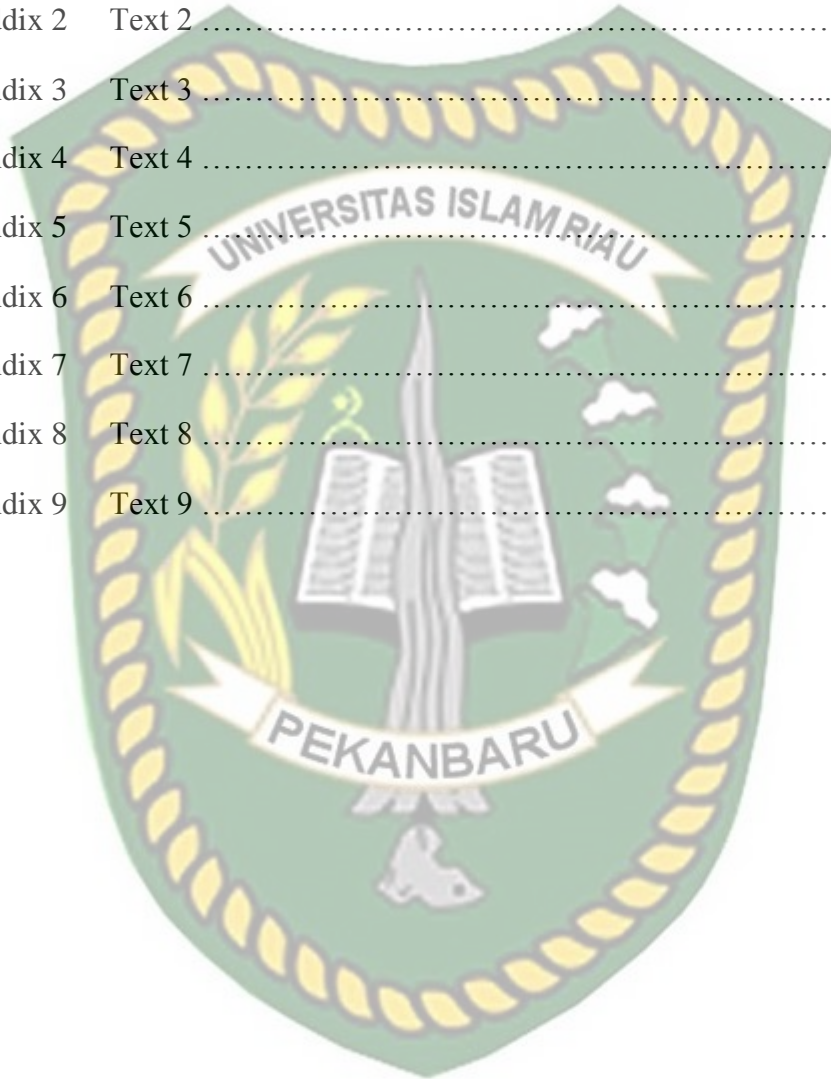
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Textbooks on subjects are very important in the learning system. Therefore, textbooks include facilities that have been set by the government to support the learning process in the schools. This can be proven by the existence of libraries in every educational institution. The library contains various textbooks such as books in the fields of language, science and art. Textbooks are media or tools for the transfer of knowledge from teachers to students. With the book makes it easier for students to understand the lessons given by the teacher. In the book, it not only contains reading material but also contains a test of students' ability to understand each sub-chapter.

Many English textbooks are published by several publishers, for example the book "Pathway to English" published by Erlangga for various schools especially senior high school for grades 10, 11 and 12. This book is published as a means of the learning process in order to achieve the goals set in the curriculum. This can be an option for teachers in choosing books that are appropriate to the level of students so that there are less obstacles experienced during the learning process.

Choosing textbooks according to students' abilities is important because books are an important role in success in a learning process. According to (Mashar, 2020) in his research, he has found readability problems in management

teaching reading by some teachers low class has not received attention. Most of the lower grade teachers don't know how to measure readability text, so they don't do textbook analysis before they use it as teaching materials. This will obviously have an impact on success process study teach because, if the textbook is rated bad legibility, comprehension process student on the textbook is interrupted.

The role of the textbook is to help present the material and organize the content of each chapter. According to (Yazidi et al., 2012) stated that the text will have the effect of levels to comprehension reading in improving reading interest, intelligence and maintaining reading habits. And addition by (Yasinta, 2020) that reading speed in ease to understanding are influenced by the level of difficulty of the discourse to be read by readers at that level.

Therefore, the effect of selecting inappropriate textbooks will lead to low student achievement in reading comprehension because of the suitability between books and students level of reading ability. According to (Yuliato, 2019) to support the selection of an appropriate textbook, the teacher considers three points of view, namely readability, content suitability and exploitability. So for that, the books need to measure with readability.

Readability is created to assess the suitability of texts for students at different grade levels or ages. Readability is can makes some texts easy to read and understand opposed to others. So, the readability level is where the class of the person finds the reading material interesting and understandable. Things that can affect it include the length of sentences and words, if the text longer it's mean difficult it will be to understand. In addition, the ability to read texts has each level

such as at the elementary, junior high school, senior high school and college levels. To measure readability used formula like Flesch Kincaid, Reading Ease, SMOG, Fry Graph and FOG. But, formula Flesch Kincaid-reading ease is easier to analysis.

Flesh Kincaid is one of formula that can measure the readability of a text. The thing that is measured in this formula is the grade level according to the student's ability. This formula can find out whether the textbook is at this level of intended student readability. The grade levels are elementary, junior high school, senior high school, college and adult.

For this reason, researchers are interested in conducting research measuring textbook readability levels according to their levels or not using Flesch Kincaid. So the researchers conducted a research entitled "*An Analysis of Readability Levels of Reading Text in "Pathway to English" English Textbook.*"

1.2 Identification of the Problem

Based on the background explanation above, the researcher found a problem, namely that usually reason students did not understand the contents of the reading in the text because the reading text in the textbook did not match with students' readability level. For this reason, the researchers analyzed using formula. And, formula of readability has variety such as SMOG readability formula, Flesch reading ease, Flesch Kincaid, FOG and FRY readability graph. This formula used to measure readability in the textbooks with the title "Pathway to English" were in accordance with the readability level of senior high school students in class X.

1.3 Focus of the Problem

Based on identification of the problem, the researcher only focuses on analyzing the readability level reading text in the textbooks entitled “Pathway to English” for senior high school grade X with formula Flesch Kincaid by counting syllables, words and sentences.

1.4 Research Questions

Based on the focus of problem above, the problem of this research is what is readability level of reading text in textbooks entitled “Pathway to English” suitable with students grade X of senior high school ?

1.5 Objective of the Research

Based on the research question above, the purpose of this research to determine readability level of reading text in textbooks entitled “Pathway to English” suitable with students grade X of senior high school ?

1.6 Significance of the Research

The results of this research are expected to be useful for students, teachers and book authors as follow as :

1. Students, the results of this study can guide them to be easy to understand reading texts because researchers have found formulas that help find texts that are suitable for their level.
2. Teachers, can find and improve reading texts that are suitable for their students so that, they can meet the needs of students according to their

level. Inappropriate texts can also be modified by the teacher so that the text can be easily understood by students.

3. Book Author, this research can improve the way to develop and compile a good book that contains reading texts that are appropriate for the student's grade level.
4. Next researcher, hopefully this researcher can be useful for further researchers with the same topic. There are many books out there that must be analyzed with the same or different readability formulas.

1.7 Definition of the Key Terms

To give a clear understanding and avoid misunderstandings, the researcher wrote down some terms that need to be defined and as a guide for readers to understand the contents of this study. Following are the definitions of the key terms used in this study:

1.7.1 Reading

According to (Pourhosein Gilakjani & Sabouri, 2016) Reading is a process of interaction between the reader and the writing to produce meaning so that the message conveyed by the author into the text can be well received by the reader.

1.7.2 Readability

According to (Zantoni, 2018) Readability is the suitability of the text read at the level of students so that they can easily understand the contents of the text in the book.

1.7.3 Textbooks

According to (Rosmaini, 2009) that textbooks are handbooks by students that are used as learning media (instructional), compiled by authors who are experts in their fields.

1.7.4 Flecsh Kincaid

According to (Janisa,2018) stated that Flesch Kincaid is a formula modified from the Reading Ease formula. This formula is used to assess the level of readability in text. It is reliable because the size is accurate.



CHAPTER II REVIEW OF LITERATURE

This chapter would like to describe some kinds of theories related to the study. Those theories focus on relevant theories, relevant studies, conceptual framework.

2.1 Relevant Theories

This section presents some theories that become the basis for the discussion. It is purposed to give better understanding about the basic principles related to the research.

2.1.1 The Nature of Reading

A. Definition of Reading

Meanwhile, according to (Azizi, 2015) Language skills have four skills: reading, writing, listening, and speaking. Reading is the ability to translate the meaning of symbols created such as writing. That's means reading is an activity while transfer words after reading teks to the mind and then get meaning. Sometimes, we need to understand the language of the text only at a certain level according to our age such as word level, sentence level, and whole text level.

(Solihah, 2018) stated that Reading Texts generally involves reading notes, stories, memos, letters, specifications, books, regulations, journals or manual reports. That includes labels and forms that contain at least one paragraph of text. The reading is a exercise that is dominated by the eyes and the brain. The eye receives the message and the brain then has to figure out the significance of this message. And the reading can be understood if a text is at the level according to

the age of the reader. And this can be measured by readability. From the definitions, it can be concluded that reading is a process to understanding the meaning conveyed by the text.

B. Definition of reading comprehension

According to Kalalo & Fauzan (2007) in that reading is an interaction process to gain an understanding of the text and is carried out by the reader and the text. Meanwhile, (Maznum, 2018) comprehension is an activity that is carried out simultaneously between the mind and the eye in reading a text to get a new conclusion. So, it can be said that reading comprehension is an activity carried out between the reader and the text to get new conclusions by digesting what has been read.

And additional by (Amer, 1997) stated that read aloud can help students to analysis meaning word or the phrases in the text. So, the student can simultaneously read while analyzing and keep their eyes on the next word. And to deepen reading comprehension, there are two ways: first, read and focus on the text, then the second is done by answering questions related to the text.

So, it can be concluded that reading comprehension is an activity between the reader and the text to understand the meaning contained in it. There are two ways to do this, namely by reading and then answering questions related to what has been read.

C. Kinds of Reading Comprehension

According to (Fauziana, 2019) that there are four kinds categorized of the reading namely; Literal reading comprehension ability, interpretative reading comprehension ability, critical reading comprehension ability and creative reading comprehension ability.

D. Literal reading comprehension

This activity does not require students to think too highly, because students are only required to know the meaning of words, ideas or sentences in the text. So, they don't need help from the teacher because they can analyze it themselves. The questions used in this regard are (1) facts based on the text, (2) true-false statements in the text, (3) complete sentences, and (4) multiple-choice exercises.

2. Interpretive reading comprehension

Interpretative uses thinking skills because students are required to investigate things deeper than literal understanding in the text. This is indicated by, in interpretive students can find the meaning of the statement sentences in the text. There are several things in interpretive reading such as (1) making generalizations, (2) finding cause and effect, (3) finding relationships, (4) anticipating the end and (5) making comparisons.

3. Critical reading comprehension

Critical reading skills are things that are needed for development in social life. In this ability the reader can evaluate, give a personal value to the text, an accuracy

and facts in the reading. For example in a question like “is a mother justified to leave her children alone?”

4. Creative reading comprehension

Creative reading is now used for a thought process in reading. This usually starts with the student’s curiosity and begins to delve deeply into the meaning of the text. Personally, you can motivate yourself to explore the meaning of the text. However, this is rarely done by students. An example of a question that requires students for creative reading comprehension is “how to solve this problem?”

E. The Purpose of Reading Comprehension

Basically, reading has its own purpose. The purpose of reading must also be placed in accordance with the conditions and situations. Because, this will have an impact about they have read. For this reason, the general purpose of reading is stated by (Kusumaningsih, 2020) that there are four objectives, namely; as knowledge, as entertainment, understanding conditions, understanding life, understanding oneself and others.

In this context reading is for learning and knowledge. Therefore, the purpose of reading to students is to; facilitate reading from words into sentences, train eye focus between one word and the next, understand the contents of the attached text and can add insight so that it can meet academic tests. This is the goal of reading comprehension for students.

2.1.2 Readability

A. Definition of readability

Readability is a measure of the suitability between the text and the students' abilities. The ability of these students can be measured when they understand what he has read. However, sometimes students understand a reading text because this will be caused by a text that is not in accordance with the student's grade level. This can happen to books published for fields of study in educational institutions, be it for elementary, junior high, high school or college levels.

Alternatively, (Zantoni, 2018) readability is one of the most important aspects that must be considered in choosing good reading for students. Because legibility can be used to determine a person's ability to complete a task during study, a number of people have defined several types of legibility. Furthermore (Yetti, 2021), readability is what makes some texts easy to read compared to others. This means that readability based on the level of students' educational background refers to the level of difficulty of the written text.

According to (Solihah, 2018) stated that readability refers to the extent to which writing is to read and understand. Readability was created to assess the suitability of texts for students at different grade levels or ages. In addition by (Sujatna, 2019) Readability of texts are different from one to another since they are influenced by many factors. So, the readability level is where the class of the person finds the reading material interesting and understandable.

In the readability factor, the result showed that the most influencing factor in determining the readability level of the textbook was interest and words in the text. Interest is known as the reader factor in readability level. It is important for students to have the desire to read and find enjoyment in reading. Besides, the vocabulary is known as the text factor. If the larger number of easy words are used in a textbook, the textbook will be easier to understand by (Hidayatillah & Zainil, 2020).

B. Formula of Readability

Based on (Azizi, 2015) that the readability formula contains all the predictive information that provides quantitative ease of reading writing, usually through several combinations of language elements. Books such as readability, choice, chapter, and others may be found in legibility. As a result, sampling from a representative choice in the assessment formula material is applied, such as other legibility measures, is necessary. According to (Solihah, 2018) There are several formulas for measuring text readability:

A. SMOG Readability Formula

SMOG (Simplified Measure of Gobbledygook) developed by McLaughlin in primary and secondary education. The use of this formula is intended to measure the suitability of the text with the age of the reader. This formula is designed to measure the readability of very little text (at least 10 sentences) to long text (done by sample).

B. Flesch Reading Ease legibility formula

This formula calculates a sample text index score based on word count, sentence length, and syllable count. Flesch Reading Ease is best for school texts and is the standard used by many US government agencies, including the US Department of Defense. Scores range from 0-100 (the higher the score, the easier it is to read) and the average document should be in the range of 60-70.33. The Flesch Reading Ease Scale is one of the most tested and reliable formulas and the most widely used outside. Measures readings from 100 (for easy reading) to 0 (for very difficult to read). If we find readability results with other scores, we can compare them with other criteria in the table.

C. The “FOG” Readability Formula

According to (Septyani et al., 2020), the fog index was first discovered by Robert Gunning, a graduate of Ohio State University. His interest in readability began with his observations of high school graduates in America who were unable to read reading material well. In the end, he developed a fog index as one of the ways the author can avoid the complexities contained in the discourse. In his book entitled *The Technique of Clear Writing*, Gunning formulated a readability formula developed for adults with the term fog index.

Gunning also stated his findings that at first the discourse readability test through the fog index was only intended for English texts, but in its development it was universally applicable including

being able to be used for Indonesian language discourse. Gunning suggests that the fog index uses two variables, namely the average sentence length and the number of words more than two syllables for every 100 words. Difficult words are words that consist of more than two syllables.

D. Fry Readability Graph

Fry charts are made for most texts, technical documents, including literature, and can be used for primary and secondary school age reading material. Edward Fry introduced the Fry Graph as a way to predict the readability of a text. He created the formula in 1968 while working as a Fullbright scholar in Urwanda teaching teachers to teach English as a second language. Graphics initially determined readability up to secondary school. The graph was later expanded to predict the readability of material intended for primary and college levels.

2.1.3 English Text Book

The textbook is employed as the major source of education in the school, according to (Adawiyah, 2006). This is one of the most crucial things to remember in a learning program. A lot of dominant is utilized in the process of teaching and learning. The term textbook refers to "a set of teaching materials that teachers and students use text books to determine activities in the classroom as one of the teaching materials. Using a text book, the teacher may determine what

and where the material is that is being taught in the curriculum and Syllabus in this also able in (Handayani et al., 2021) that to achieve the teaching and learning objectives, a teacher should be more active in selecting appropriate textbook or reading material based on the curriculum and students' need.

Intentionally, special textbooks to become study companions for students (Zahro, 2015). Students in the published books are directed to study independently or in learning situations in the classroom and outside the classroom. As a consequence, it is possible for students to learn independently without relying on the teacher in presenting. In most cases, a book of instructions is organized thematically. That is, in it there are various units that contain other themes. Each unit is built up of a certain subject that includes a variety of abilities.

Texts with a high readability level will help readers by boosting interest in learning and memory, improving reading speed and efficiency, and lowering reading habits, according to (Yazidi et al., 2012). To present teaching materials in a language appropriate to their level, good and correct textbooks. Levels of ease of language (word choice and effectiveness of sentence use) and levels of ease of reading are related to the readability aspect of the book.

2.1.4 Flesch Kincaid

The flesch Kincaid is one of formula which famous to reability in legability studies. This was confirmed by (Salihah et al., 2020), that the most commonly used is the Flesch Kincaid Reading Ease formula to asseses text which written by writer suitable for the target reader. An additional by (Zuhri, 2016) that The

Flesch Reading Ease Readability Formula is one of the oldest and most accurate. This formula Flesch Kincaid Grade Level used to measuring level grade of students from score ease read text. And this formula also best used in a text for school students reading.

According to (Kim, Youngsu & Ma, 2012) stated that This Kincaid Flesch formula was first created by Rudolph Flesch as a writer, writer consultant and plan supporter. This man is from Austria studying law and earned his Ph.D in English from Columbia University. Then, Flesch wrote a journal article entitled "A New Readability Yardstick published in the Journal of Applied Psychology in 1948, in that title he proposed a reading ease formula to measure reading ease.

After that, in 1976, the US Navy modified its formula to produce grade-level scores by applying the flesch garde scale formula or Kincaid formula. To modify this formula John P. Kincaid was assisted by his colleagues Fishburne, Rogers, and Chissom in his research. Initially, this formula was formulated for the purposes of the US Navy only, but after being developed this formula is more suitable for the field of education. At the time, the US Military used this formula to evaluate the readability of their manuals.

Then, based on (Ulu Kalin, 2017), "Flesch Reading Ease formula" and "Flesch-kincaid grade-level formula" are two types of formulas that are similar. Even if the goals of the two types are similar, they differ in terms of evaluation and scaling methods. In Flesch reading ease formula, if high score means the text is easy. Otherwise, low score that the text is difficult.

The length of sentences and syllables is determined in the 100 word section of the text. To determine word length, the total number of words is divided by the total number of clauses. To determine the length of a clause, the total number of syllables is divided by the total number of words. The data obtained were analyzed using the Flesch reading ease formula which is used for the analysis. The formula Reading Ease is:

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

And Formula Flesch Kincaid Grade Level is :

$$\text{FKRA} = (0.39 \times \text{ASL}) + (11.8 + \text{ASW}) - 15.59$$

Where:

RE : Reading Ease Score

FKRA : Flesch Kincaid Reading Age

ASW: Number of Syllables per 100 words (that is, number of words divided by number of sentences)

ASL : Average number of words per sentence (that is, number of syllables divided by number of words)

If the results show:

Table 2.1.4 Flesch Reading Ease

0-29	Very confusing
30-49	Difficult
50-59	Quite difficult
60-69	Standard
70-79	Quite easy
80-89	Easy
90-100	Very easy.

To calculate the readability grade level in a text, you can choice two ways to analyze readability level using formula Flesch-Kincaid. First, using formula above to measure Flesch Reading Ease and the result match with that table to determine grade level of students. And also use the website. There is a simpler one where the results are analyzed by the website itself, only copied text in the coloum in website and klik calculate so, the result of Flesch reading Ease and Flesch-Kincaid Grade Level will be seen. As well number words, syllable, sentences can also be counted. Websites that can be visited are:

<https://www.webfx.com/tools/read-able/flesch-kincaid.html>

2.2 Relevant Studies

There are several studies that have been done by previous researchers the research is also related to the readability level. The study will be a reference and comparison material for researchers. In 2021, Dzulhijjah Yetti conducted research with title "An Analysis of Readability Level of Reading Material in English Textbook for First Grade of Senior High School". This method of the research used descriptive quantitative and collecting data in document. The researcher analyzed 5 chapter and 9 unit using formula Flesch Reading Ease. And the result of this study of 9 unit that 3 unit easy level, 3 unit fairly difficult level and 3 unit difficult level.

In 2020, Putri Rafa.S, Sahiruddin and Putu Dian was conducted research on them journal entitled "text readability in 11th and 12th grade english textbook of Indonesia senior high school published by intan pariwara with FKGL formula". This method of the research used descriptive quantitative to investigate the level of readability of grade 11th and 12th thusing FKGL formula available online at www.readable.com the totally data were 10 text taken by simple random sampling. The results of this study from 10 reading texts there are indicate that textbook is to easy to read and to comprehend. Average of 6,8 is obtained in grade 11th and estimated for grade 7th. And 11 t,6 in grade 12th is suitable for grade 12th.

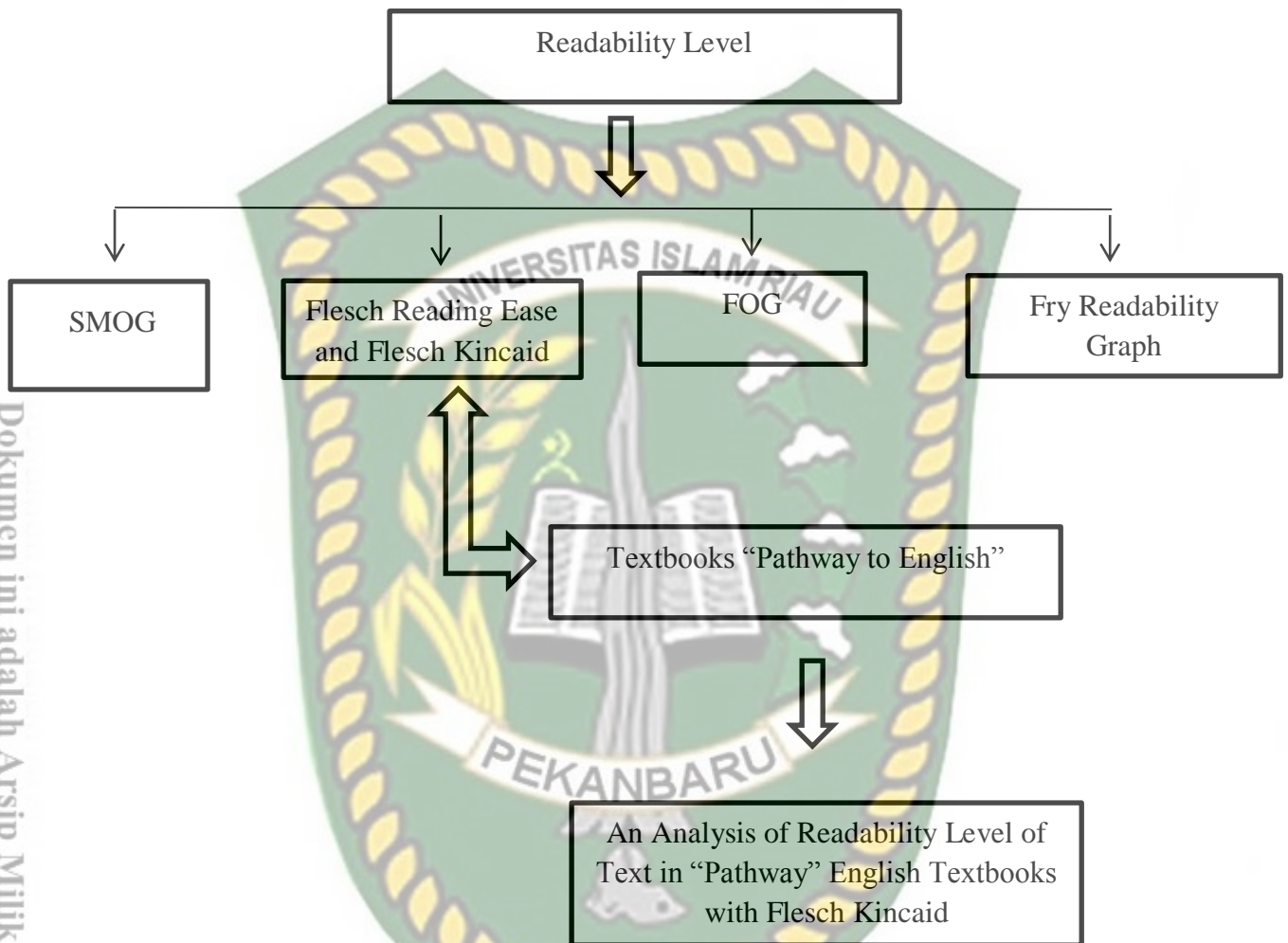
Finally, in 2018, M. Zantoni has conducted research using a quantitative approach to analyze data. The research is entitled "The Readability Level of Reading Texts in The English Textbook Entitled "English on Sky 2" Used by The

Eighth Grade Students of SMP Budaya Bandar Lampung in The Academic Year of 2017/2018". The reading text is taken from the textbook "English on sky 2" for grade VIII junior high school by Erlangga. The researcher used the Flesch Reading Ease and Flesch Kincaid Grade formulas to analyze the data taken from the reading text. The results of the Reading Ease formula, from 16 reading texts only 10 (62.5%) were very suitable for eighth grade students and 2 reading texts (12.5%) are suitable for eighth grade. While using Flesch Kincaid 10 reading texts (62.5%) which are for under eighth grade.

2.3 Conceptual Framework

In this study, researchers will analyze the readability level using a formula to measure it. The formula is divided into 4, namely SMOG Readability Formula, Flesch Reading Ease and Flesch Kincaid, FOG Readability Formula, Fry Readability Graph. However, the researchers used the Flesch Kincaid formula. The sources that will be examined are student handbooks or English textbooks entitled "Pathway to English" by Erlangga for grade X of senior high school.

In this case the researcher presents the conceptual framework as follows:



CHAPTER III METHODOLOGY OF THE RESEARCH

3.1 Research Design

The type of this research was descriptive content analysis in quantitative research. The researcher applied this paper because it is an appropriate approach to describe the result of research. According to (Gay, 2015) that quantitative research using numeric to collecting and analyzing the data to describe, explain and control phenomenon that occurred in this research. Descriptive method was used to analyze and describe the level of readability of the text reading in the textbooks "Pathway to English" for student grade X published by Erlangga because the researcher wanted to describe using the Flesch Kincaid formula.

3.2 Sources of Data

This research was conducted using an English text book entitled "Pathway to English" for student's grade X SMA/MA curriculum 2013 that have perfect to elective programme and author is Theresia Sudarwati and Eudia Grace, published by Erlangga. The book consists of 10 chapters and each of the chapters has a reading text that will be investigated by the researcher.

3.3 Instruments of the Research

In this study, the researcher functions as researcher and data collector. The researcher acts as an instrument in this research. The most important research instrument is the researcher with or without helped by others. Meanwhile based on Melong (2004) stated that the researcher is a main instrument because his task is

collecting data, plants the research, analyzed data, interprets and report of the result research.

For that, researchers use documentation. Documentation is used to analyze the level of readability using formula Flesch-Kincaid of the text in the English textbook entitle "Pathway to English" for class X students by Erlangga. And, the document itself is the source of the writings in the book.

3.4 Data Collection Technique

To collect data, the researcher follow step by step based on Yulianto (2019) the researcher has five steps. The steps are as follows:

1. First, determine the English textbook that will be used as a research source
2. Second, identify the reading of the English text entitled "Pathway to English" published by Erlangga.
3. After that, read the text carefully.
4. Then, scan and copy reading text.
5. Last, count the number of words, syllables and sentences contained in the reading text with website formula flesch-kincaid

3.5 Data Analysis Technique

To analyze the researcher used the Flesch readability formula theory by John P. Kincaid (1976) on the grounds that this formula is easier to analyze English texts. Researchers used five steps to analyze the data as follows:

1. First, the researcher chose a text with a minimum length of 100 words, and entered it into Microsoft word.
2. After that, analyze and count sentences, words and syllables in each reading text
3. Measuring the readability of each text based on the Flesch readability formula.
4. Describe and provide further explanation regarding readability.
5. Finally, determine the value in each reading text by comparing the score results with other criteria as shown in the readability table which is more relevant for grade X of senior high school.

For a more concise way is as follows:

1. First, open the website: <https://www.webfx.com/tools/read-able/flesch-kincaid.html>
2. Klik, test readability and picture book with green color
3. After opened, there are several options like Enter URL, Enter text, refer from website. Then, select enter text.
4. And, copy the text into that column and click calculate readability.
After that the formula will work to analyze the text that has been copied.
5. After a while, the results will come out including the number of words, syllables and sentences in the text.

6. Finally, analyze the readability level according to the formula flesch Kincaid and the table that has been determined.

And the formula by John P. Kincaid used to analyze readability is:

$$RE = 206,835 - (84.6 \times ASW) - (1,015 \times ASL)$$

Where:

RE : Reading Ease Score

ASW : Number of Syllables per 100 words (that is, number of words divided by number of sentences)

ASL : Average number of words per sentence (that is, number of syllables divided by number of words)

Table 3.5 Flesch Kincaid Formula

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very Difficult	College graduated
30-50	Difficult	13 th to 16 th grade (college)
50-60	Fairly difficult	10 th -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

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Descriptions

The researcher analyzed an English textbook entitled “Pathway to English” published by Erlangga in 2016. This textbook have written by Theresia Sudarwati and Eudia Grace for grade X of Senior High School which is development by curriculum 2013. For the analysis, the researcher choose 10 reading text by each chapter. Moreover, it’s also as a facilitate on process teaching and learning English in the class grade X of SMAN 1 Pangkalan Kuras.

The researcher using formula Flesch Reading Ease and Flesch Kincaid to find out the readability level of reading text on the textbook Pathway to English, the readability score is gotten by counting the syllables, words and sentences of a text by calculating it in www.readability.com.

4.2 Data Analysis

4.2.1 The Counting of Sentences, Words, and Syllables

In analyzing the data, the first step was counting the sentences. The second was by counting the words, the third was by counting the syllable, and counting all of them by using Flesch reading Ease Formula. The result of counting there are as follow :

Reading text 1 page 11 has 175 words, 8 sentences and 241 syllable. Reading text 2 entitled *Flightunit Advice Coloumn for High School Students* page 30 has 297 words, 21 sentences and 418 syllable. Reading text 3 entitled *What is Your Zodiac Sign* page 47 has 183 words, 7 sentences and 377 syllable. Reading text 4 entitled *The Early Life of Marie Curie* page 84 has 300 words, 26 sentences and 474 syllable. Reading text 5 page 133 has 152 words, 12 sentences and 358 syllable. Reading text 6 entitled *130 Cars in Foggy UK Pile-up By Briana Altergott* page 112 has 224 words, 21 sentences and 359 syllable. Reading text 7 entitled *Ocean Liner* page 155 has 173 words, 9 sentences and 282 syllable. Reading text 8 page 64 has 108 words, 8 sentences and 174 syllable. Reading text 9 entitled *Mother How are You Today* page 195 has 82 words, 5 sentences and 106 syllable.

The calculation result of the sentences, words, and syllable of each text is presented in table 4.1 :

Table 4.2.1 Table of Sentence, Words and Syllable Counting

Text	Page	Number of Sentence	Number of Words	Number of syllable
Text 1	11	8	175	261
Text 2	30	24	303	421
Text 3	47	10	189	357
Text 4	84	27	304	480
Text 5	133	12	153	223
Text 6	112	21	224	329
Text 7	155	10	177	292
Text 8	64	8	108	174
Text 9	195	5	82	106

4.2.2 The Calculating of Each Reading Text

In this study, the researcher using two steps to count readability text with formula *Flesch Reading Ease* and *Flesch Kincaid*, namely using formula with count manual and website.

For the first, the researcher must counts the number ASL (average sentence length) with way the number of word divided by number of sentences and ASW (Average syllable word) with way the number of syllables divided of words.

a. *Flesch Reading Ease*

After counting the number of ASL and ASW, the next step is finding the readability score by using *Flesch Reading Ease* Formula :

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

Where : **RE** = Reading Ease

ASL = Average sentence length

ASW = Average number of Syllable per word

b. *Flesch Kincaid*

After find out the result score of *Flesch Reading Ease*, the researcher suitable score with grade in table *Flesch Kincaid*.

Tabel 4.2.2 Reading Ease Score

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very Difficult	College graduated
30-50	Difficult	13 th to 16 th grade (college)
50-60	Fairly difficult	10 th -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

1. Reading text 1

Reading text 1, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 8

Number of Word : 175

Number of Syllable : 261

ASL : number of word : number of sentence

ASL : 175 : 8

ASL : 21.8

ASW : number of syllable : number of word

ASW : 261 : 175

ASW: 1.49

The Formula :

$$RE : 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

$$RE : 206.835 - (1.015 \times 21.8) - (84.6 \times 1.49)$$

$$RE : 206.835 - 148.181$$

$$RE : 58.654$$

$$RE : 58.6$$

The result finding of reading text 1 was 58.6 for Reading Ease, it means that the text was **fairly difficult** for the description of style because it was in 50-60 score and for Flesch Kincaid estimated reading grade was 10th - 12th grade.

Score result using readability calculator or website :

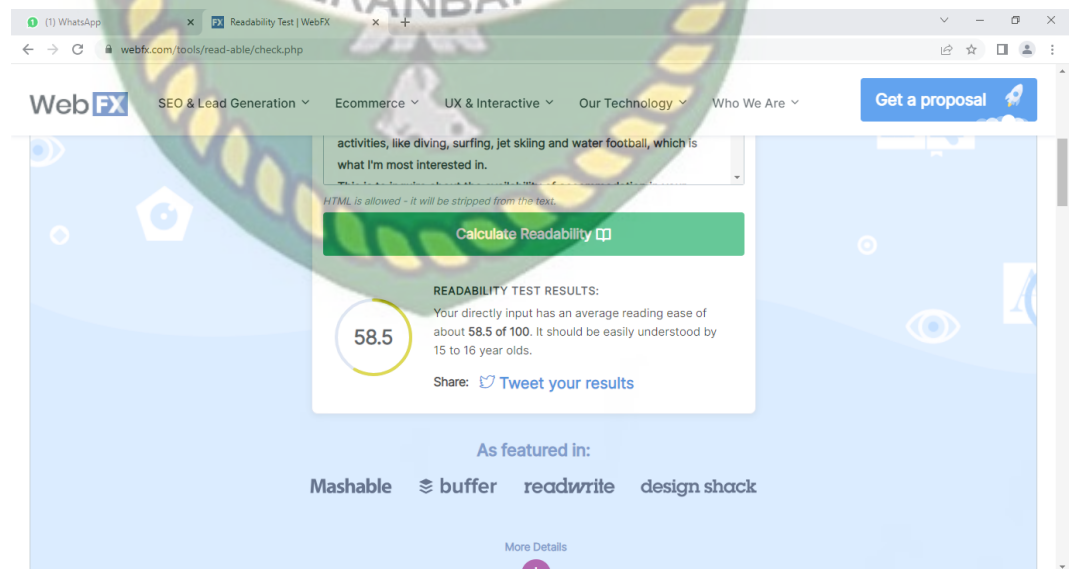


Figure 4.1 The result of readability text 1

Information 3

Dear Sir,

I read about your hotel in an advertisement in "People" magazine. The most attractive thing to me is that I want to spend this year's vacation at a seaside area and get involved in some water-sports activities, because your hotel has a good sea view with plenty of water-sports activities, like diving, surfing, jet skiing and water football, which is what I'm most interested in.

This is to inquire about the availability of accommodation in your hotel in August this year. My wife, my son and I are scheduled to visit Bali for 3 days from 13th to 16th August and wish to stay at your hotel. I am looking for a well-furnished double-deluxe balcony room suite, bath attached.

Please let me know your tariff and availability of the dates I have mentioned and a cost comparison with other weekdays.

I would appreciate it if you would call me regarding this reservation as soon as you can.

I look forward to hearing from you soon.

Yours faithfully,

Hadi Ibrahim

Information 4

Danias Haryanto is in the bank now to withdraw some money from his savings account (999 - 6723-5577).

- 12/03/2017
- 999 - 6723 - 5577
- Saving accounts
- Five hundred thousand rupiah
- Enter signature and full name
- Rp500.000

2. Reading text 2

Reading text 2 entitled *Fightunit Advice Coloumn for High School Students*, see the text,the classification of sentence,words and syllable in reading text.

The classification :

Number of Sentence : 24

Number of Word : 303

Number of Syllable : 421

ASL : number of word : number of sentence

ASL : 303: 24

ASL : 12.6

ASW : number of syllable : number of word

ASW : 421 : 303

ASW : 1.38

The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 14.14) - (84.6 \times 1.38)$

RE : $206.835 - 14.3521 - 116.748$

RE : $75.7349 = 75.7$



The result finding of reading text 2 was 75.7 for Reading Ease, it means that the text was **fairly easy** for the description of style because it was in 70-80 score and Flesch Kincaid estimated reading grade was 7th grade.

Score result using readability calculator or website :

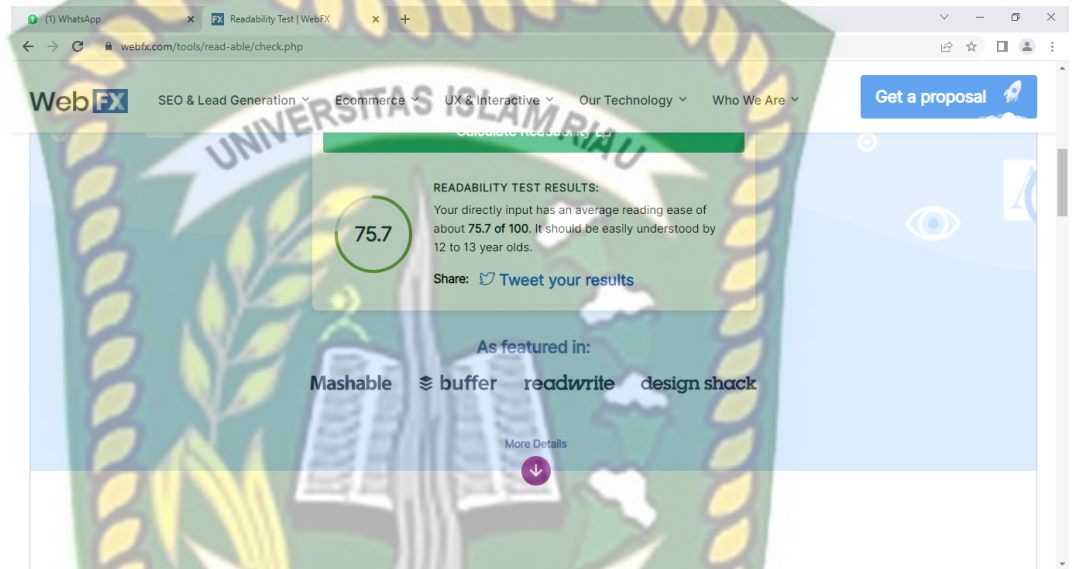


Figure 4.2 The result of readability text 2

16. Read the following consultation column.

Flightunit

ADVICE COLUMN FOR HIGH SCHOOL STUDENTS

QUESTION

Dear Flightunit,

My name is Jameer, I'm a grade 10 student and I feel like high school is a waste of time. I don't feel motivated to do my homework or even attend my classes. Please help me.

ANSWER

Dear Jameer,

Thank you for your inquiry. This is a very common and popular question among high school students. In life, it is very easy to get bored with things and, as you get older, you will see that this problem is a recurring one. If you plan on living life to the fullest, it is important that you first adopt the mindset of **"I am going to make the most of every situation"**. And, secondly, it's important that you learn to take the initiative to make sure that your situation is as enjoyable as it can be. Don't be afraid to be creative. There is always a smart resolution to a problem and to solve this problem I would recommend getting more involved in your school. I think you should take the time to make new friends by joining a school club/team. You had better speak with your teacher and provide him or her with a suggestion to make your class more enjoyable. Don't be afraid to be the class hero. **EVERYONE** loves a hero. Batman is mine! You should not forget the bigger picture. We all want to graduate because we know that school can provide us with multiple opportunities and can bring us one step closer to accomplishing our dreams/goals. Also you should feel free to challenge yourself. Remember, the less time you have to be bored, the less time that you will be bored. Hope we were able to help you out. Thanks for your questions, Jameer!!!

(Adapted from: www.flightunit.com/advice-column/)

3. Reading text 3

Reading text 3 entitled *What is Your Zodiac Sign ?*, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 10

Number of Word : 189

Number of Syllable : 357

ASL : number of word : number of sentence

ASL : 189 : 10

ASL : 18.9

ASW : number of syllable : number of word

ASW : 357 : 189

ASW : 1.88

RE : $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$

RE : $206.835 - (1.015 \times 26.14) - (84.6 \times 1.84)$

RE : $206.835 - 26.532 - 155.664$

RE : $24.639 = 24.6$

The result finding of reading text 3 was 24.6 for Reading Ease, it means that the text was **very difficult** for the description of style because it was

in 0-30 score. And Flesch Kincaid formula estimated grade was college graduate.

Score result using readability calculator or website :

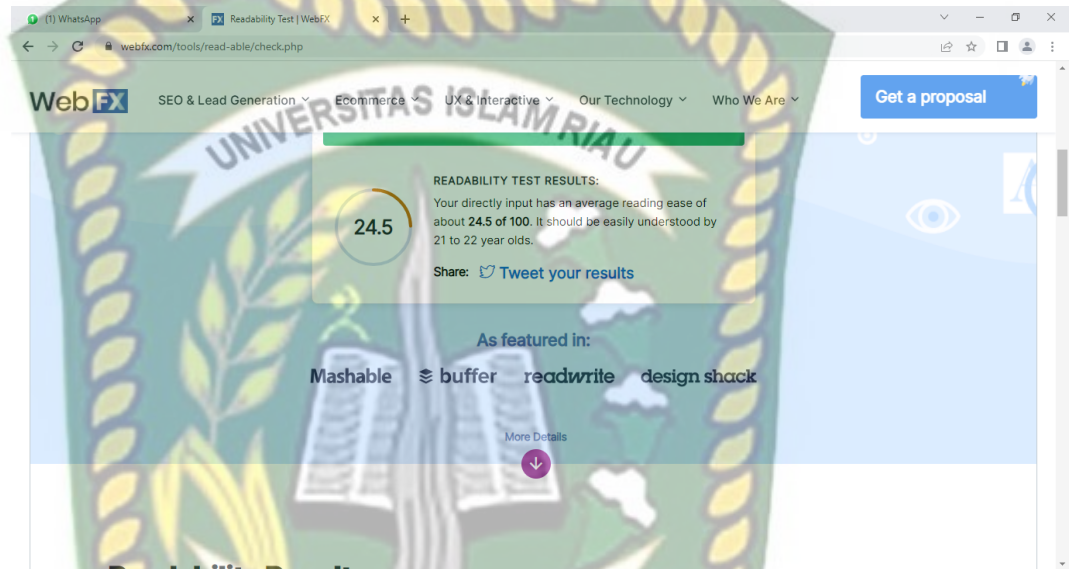


Figure 4.3 The result of readability text 3

CULTURAL AWARENESS ●●●

WHAT IS YOUR ZODIAC SIGN?

In Western astrology, astrological signs are the twelve 30° sectors of the ecliptic, starting at the vernal equinox (one of the intersections of the ecliptic with the celestial equator), also known as the First Point of Aries. The order of the astrological signs is Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius and Pisces.

The concept of the zodiac originated in Babylonian astrology. According to astrology, celestial phenomena relate to human activity on the principle of "as above, so below," so that the signs are held to represent characteristic modes of expression, or primary energy patterns indicating specific qualities of experience, through which planets manifest their dimension of experience.

Western Zodiac is founded on the movements and relative positions of celestial bodies such as the Sun, Moon and planets, which are analyzed by their movement through signs of the zodiac during the year.

The Chinese Zodiac relates each year to an animal and its reputed attributes, according to a 12-year cycle in a combination of five elements (earth, water, heaven, fire and wind).

(Adapted from http://en.wikipedia.org/wiki/Astrological_sign)



Clipart.com

TODAY'S BIRTHDAY

This will be a good year for you. Everything will go well. Friends will be happy to know you, romance flourishes, and you will make money. There could be a promotion at work.

VIRGO (August)

4. Reading text 4

Reading text 4 entitled *The Early Life of Marie Curie*, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 27

Number of Word : 304

Number of Syllable : 480

ASL : number of word : number of sentence

ASL : 304 : 27

ASL : 11.2

ASW : number of syllable : number of word

ASW : 480 : 340

ASW : 1.41

The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 11.54) - (84.6 \times 1.58)$

RE : $206.835 - 11.7131 - 133.668$

RE : $61.4419 = 61.4$

The result finding of reading text 4 was 61.4 for Reading Ease, it means that the text was **standard** for the description of style because it was in 60-70 score. And the Flesch Kincaid estimated grade was 8th -9th grade.

Score result using readability calculator or website :

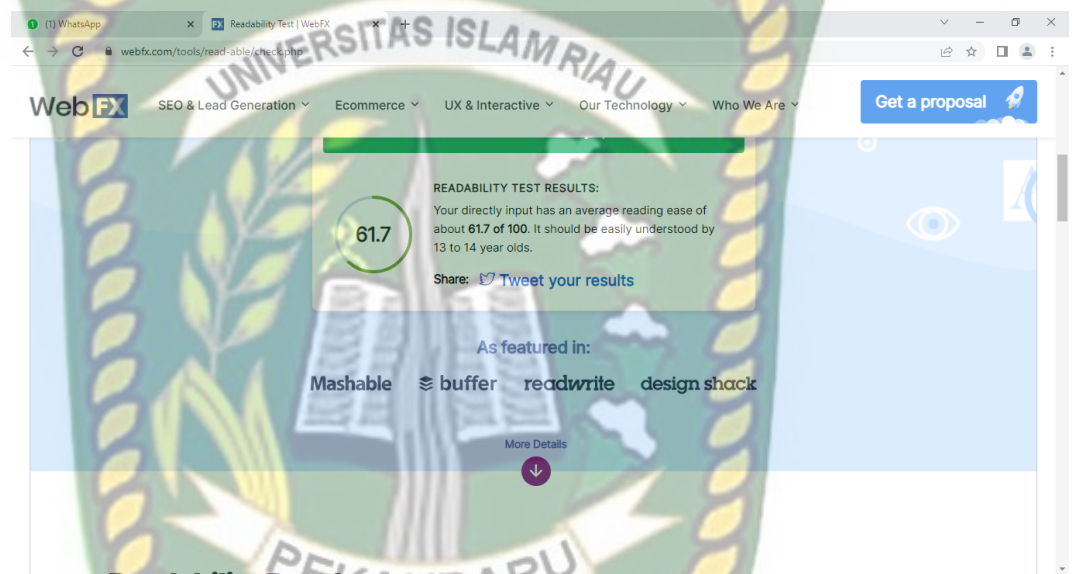


Figure 4.4 The result of readability text 4

LET'S LEARN IT MORE ●●●

8. Do the following activities.
- Choose the problems you are going to discuss with your teacher.
 - Discuss the problems with your teacher.
 - The text structure of a biography
 - The purpose of writing biography
 - Kinds of recount text
 - The tenses in a biography
 - Summarize the result of your discussion

9. Read and study the structure and the language features of the following text

The Early Life of Marie Curie

Marie Curie (Maria Skłodowska) was a Polish-born French physicist. She was born on November 7, 1867 in Warsaw. She was the youngest of five children. Her mother passed away due to tuberculosis when she was 11. Then, she was brought up by her father, Ladislas. Like her father, she had interest in math and physics.

She was an outstanding student in secondary school. In spite of her intelligence, she could not attend University of Warsaw because it was only for men. Therefore, she attended Warsaw's "floating university," an informal and secret higher education institution. That's the reason why she and her sister, Bronya, dreamed of studying for a formal degree abroad. However, they did not have any money for that. Then, she made a deal with her sister. Curie would support Bronya's education. She would reciprocate after completing her studies.



wikipedia commons

For about five years, Curie worked as a tutor and a governess while she was studying. At that time, she read a lot of physics, chemistry and math books. Finally she had an opportunity to realize her dream. She registered herself at Sorbonne in Paris. She was very serious about learning in Paris. She dedicated most her time studying. She did not care about her health. She had to survive in Paris with a little money, so buttered bread and tea were her only diet. That's the reason why her health sometimes suffered.

Curie had a master's degree in physics and mathematics. In the 1890s, she was assigned to carry out a study on different types of steel and their magnetic qualities. To do so, Curie did her experiments in Pierre Curie's laboratory. Then, she married Pierre Curie. They became a scientific dynamic duo.

Structure:

Orientation: The main character is introduced

Events:

Curie's life story

Education

Work

Curie's personality

Relationship

(Adapted from several sources)

5. Reading text 5

Reading text 5, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 12

Number of Word : 153

Number of Syllable : 223

ASL : number of word : number of sentence

ASL : 153 : 12

ASL : 12.7

ASW : number of syllable : number of word

ASW : 223 : 153

ASW : 1.45

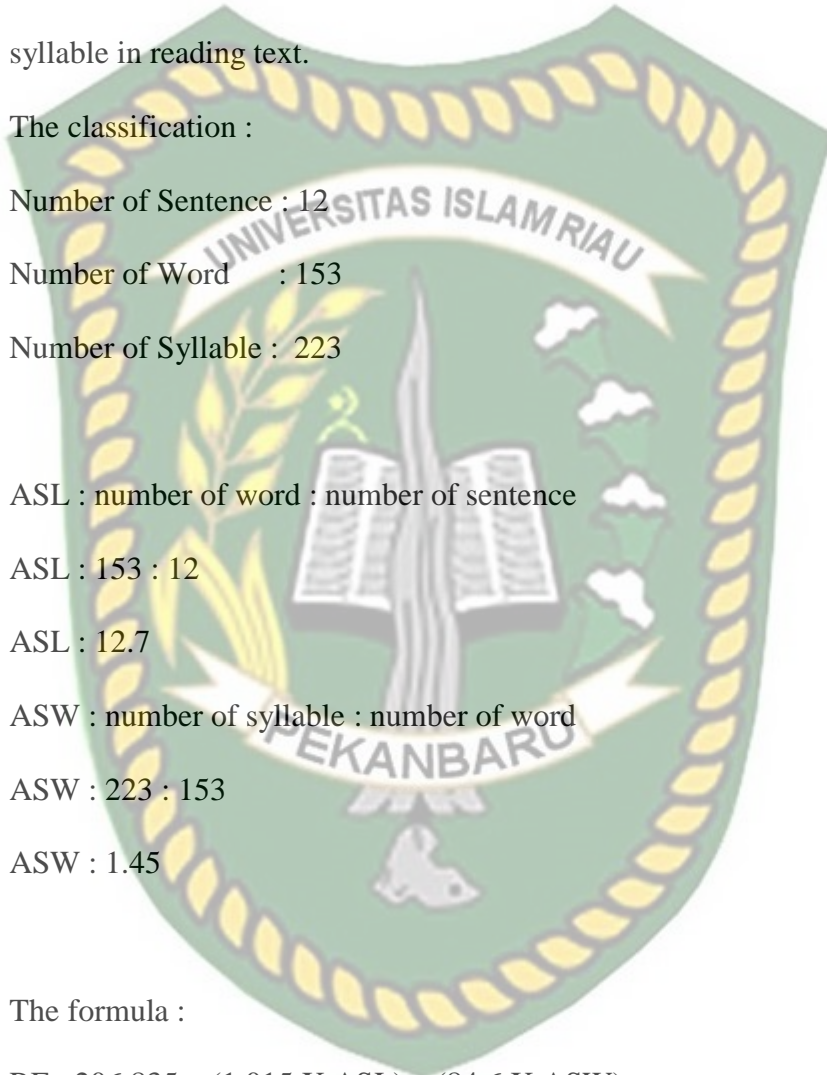
The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 12.67) - (84.6 \times 1.47)$

RE : $206.835 - 12.86005 - 124.362$

RE : $69.612 = 69.6$



The result finding of reading text 5 was 69.6 for Reading Ease, it means that the text was **standard** for the description of style because it was in 60-70 score. And Flesch Kincaid estimated grade was 8th - 9th grade.

Score using readability calculator or website :

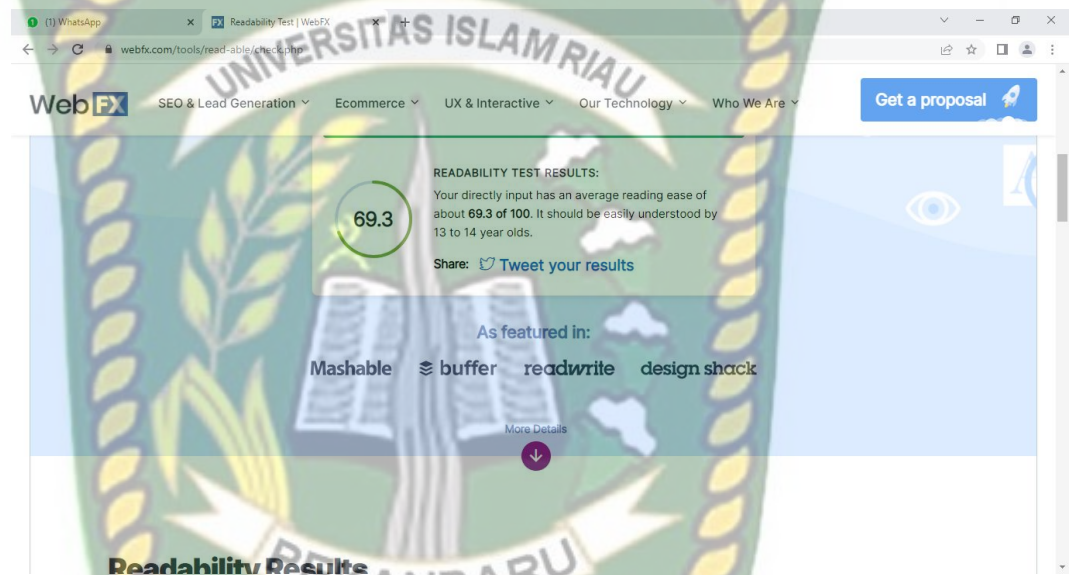


Figure 4.5 The result of readability text 5

18. Read the texts carefully.

Text 1



Do you want to spend an evening listening to traditional Chinese music? 'Kencana' Art Entrepreneur is proud to present many mainland Chinese artists. They will touch our hearts on 30 May 2017 at 'Balai Kartini', Jakarta. Tickets will be available from 1 May 2017. The concert will be performed in Mandarin and Indonesian at 7.30.p.m. Reserve a seat by visiting www.kencanaart.com

Text 2



Orchard Fashion Runway is the biggest fashion show in Singapore. It is held annually on Orchard Road. This show began in 2011.

During the show, people can see about 150 models sashaying on a 660m runway. It is the longest catwalk show in the world.

Cars and other vehicles are not allowed on this street during these fabulous moments. The event is a real traffic-stopper.

Are you shopaholics? You can get your wallets, clothes and accessories. They are shown on the runway and available to buy from the stores around you, at special prices.

Come to this show and look out for the numerous fashion-inspired events and activities: style workshops hosted by top stylists, fashion-themed photography exhibitions and, if you're lucky, a chance to hobnob with fashion types at parties and cocktail "dos".

While shopping, you'll have a great chance to get cool gifts at malls and boutiques

6. Reading text 6

Reading text 6 entitled *130 Cars in Foggy UK Pile-up*, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 24

Number of Word : 303

Number of Syllable : 421

ASL : number of word : number of sentence

ASL : 224 : 21

ASL : 10.6

ASW : number of syllable : number of word

ASW : 329 : 224

ASW : 1.46

The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

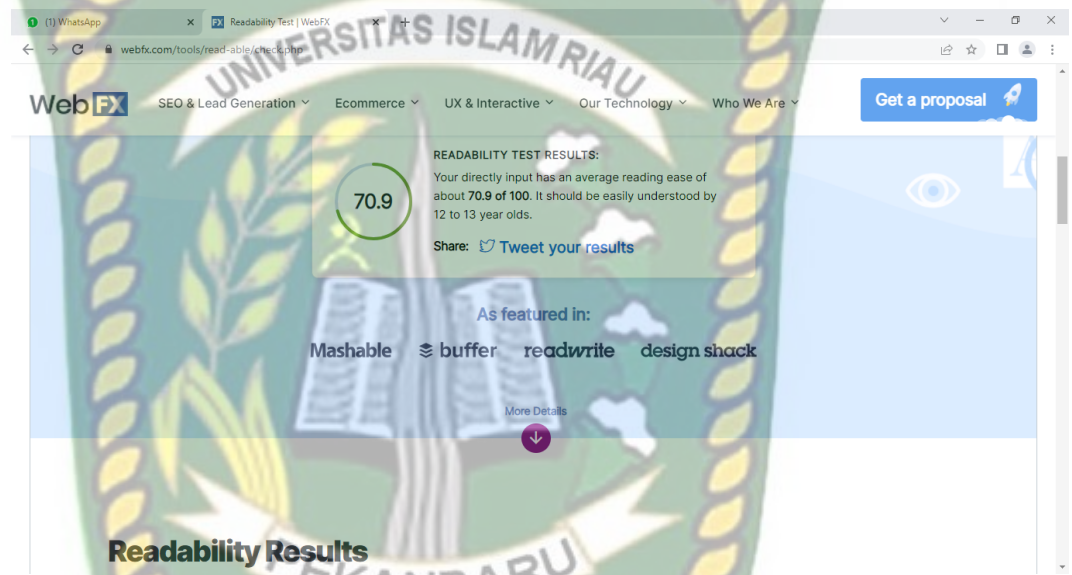
RE : $206.835 - (1.015 \times 11.62) - (84.6 \times 1.47)$

RE : $206.835 - 11.7943 - 124.362$

RE : $70.679 = 70.6$

The result finding of reading text 6 was 70.6 for Reading Ease, it means that the text was **fairly easy** for the description of style because it was in 70-80 score. And Flesch Kincaid estimated grade was 7th grade.

Score result using readability calculator or website :



Readability Results

Figure 4.6 The result of readability text 6

15. Read the following news carefully and answer the following questions.

130 Cars in Foggy UK Pile-up

BY BRIANA ALTERGOTT

More than 100 vehicles were damaged in a series of crashes on the A249 Sheppey crossing in Kent, England, on Thursday morning.

Authorities were called to the scene around 7 a.m. to find 130 wrecked cars strung all along the bridge that connects the Isle of Sheppey to the Kent mainland.

"It was very bad."

"And how upsetting was it?"

"Extremely. I was so glad to realize that we were okay."

"Actually, there was a worse accident in front of me. So it became a domino effect, really, cars colliding into each other. And people were badly hurt actually, yeah."

Dozens of people were taken to a nearby hospital, and about 200 people were treated by emergency responders at the crash site. No fatalities have been reported.

Officials aren't sure enough what caused the massive crash, but they suspect the thick fog that covered the crossing early Thursday morning could have something to do with it.

"We know that visibility was very bad, I understand the visibility was down to about 25 meters with thick fog. ... I've been doing this job for over 20 years. I've never seen anything this size or scale before."

Officials have voiced concerns about lighting on the bridge before and have said they will talk to police about whether poor lighting played a role in the crashes.



Clipart.com

(Adapted from KentOnline)

Answer the following questions.

1. Who wrote the transcript?
2. What is the transcript about?
3. Where did the series of crashes happen?
4. How did the series of crashes happen?
5. What is the main reason for the crashes?
6. What is the main reason for sending injured people to the hospital?
7. Choose the correct meaning of the words in bold.

7. Reading text 7

Reading text 7 entitled *Ocean Liners*, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 10

Number of Word : 177

Number of Syllable : 292

ASL : number of word : number of sentence

ASL : 177 : 10

ASL : 17.7

ASW : number of syllable : number of word

ASW : 292 : 177

ASW : 1.29

The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 19.22) - (84.6 \times 1.63)$

RE : $206.835 - 19.508 - 137.898$

RE : $49.429 = 49.4$

The result finding of reading text 7 was 49.4 for Reading Ease, it means that the text was **difficult** for the description of style because it was in 30-50 score. And Flesch Kincaid estimated grade was 13th - 16th grade.

Score result using readability calculator or website :

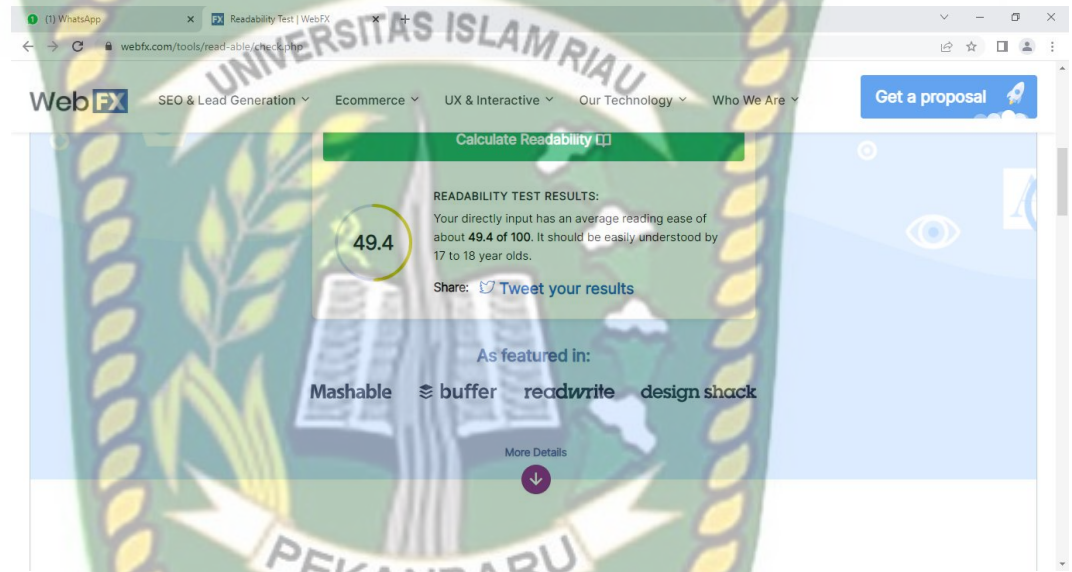


Figure 4.7 The result of readability text 7

ACT IT OUT ●●●

13. Read this text carefully.

Ocean Liners

An ocean liner is a large ship designed to carry passengers with speed and comfort between ports on opposite sides of the ocean. The largest liners are those in use on the North Atlantic route between Europe and the United States. Ocean liners are among the largest ships in the world.

An ocean liner provides its passengers with all the comforts of a fine hotel. They are equipped with swimming pools, deck games, excellent restaurants and shops, theatres, ballrooms, libraries, dog kennels, medical facilities, radiotelephones, internet access in the cabin, and air conditioning.

Modern safety construction makes a liner almost totally fireproof and practically unsinkable. An ocean liner can carry as many as 4,000 passengers on each trip, at speeds up to 30 knots an hour. They usually have two or three classes of accommodation: first class, second or cabin class, and tourist class.

The latest trend in liner construction is to devote all the space to second-class and tourist-class accommodations, leaving the luxury trade to the airlines.

(source: Golden Home Encyclopedia)



istock.com

8. Reading text 8

Reading text 8, see the text ,the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 8

Number of Word : 108

Number of Syllable : 174

ASL : number of word : number of sentence

ASL : 108 : 8

ASL : 13.5

ASW : number of syllable : number of word

ASW : 174 : 108

ASW : 1.61

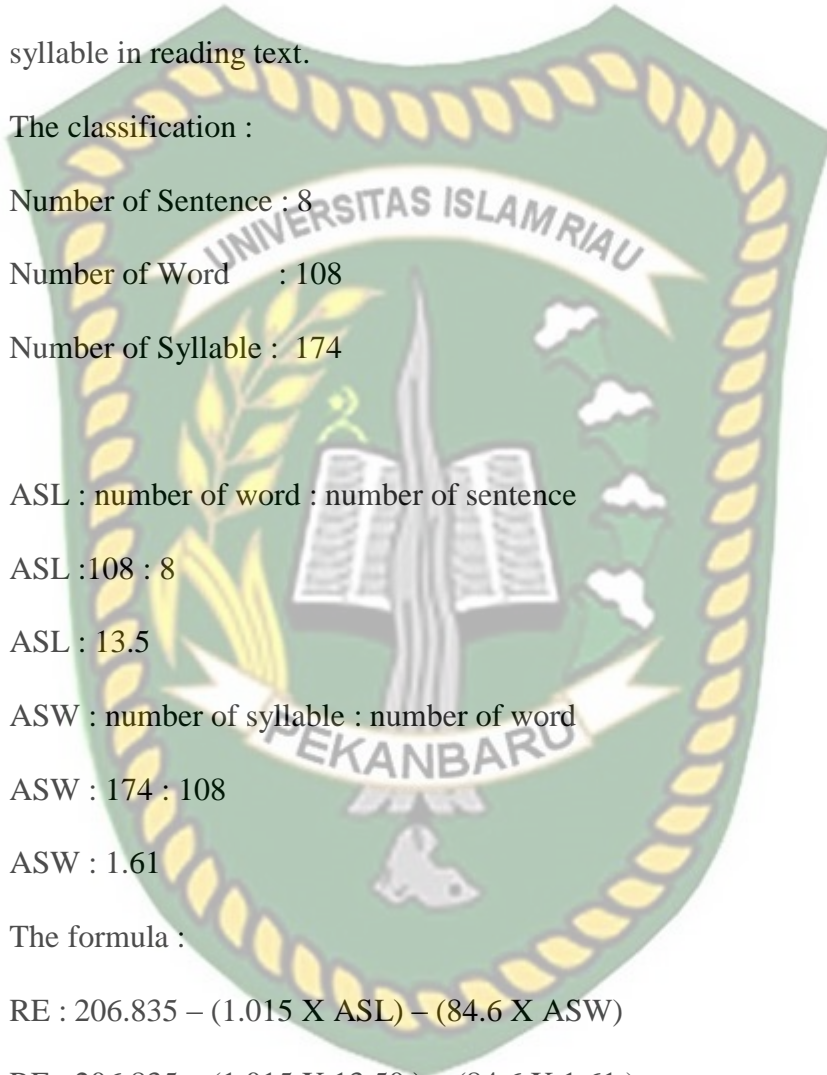
The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 13.50) - (84.6 \times 1.61)$

RE : $206.835 - 13.702 - 136.206$

RE : $56.927 = 56.9$



The result finding of reading text 8 was 56.9 for Reading Ease, it's mean that the text was **fairly difficult** for the description of style because it was in 50-60 score. And Flesch Kincaid estimated grade was 10th - 12th grade.

Score result readability calculator or website :

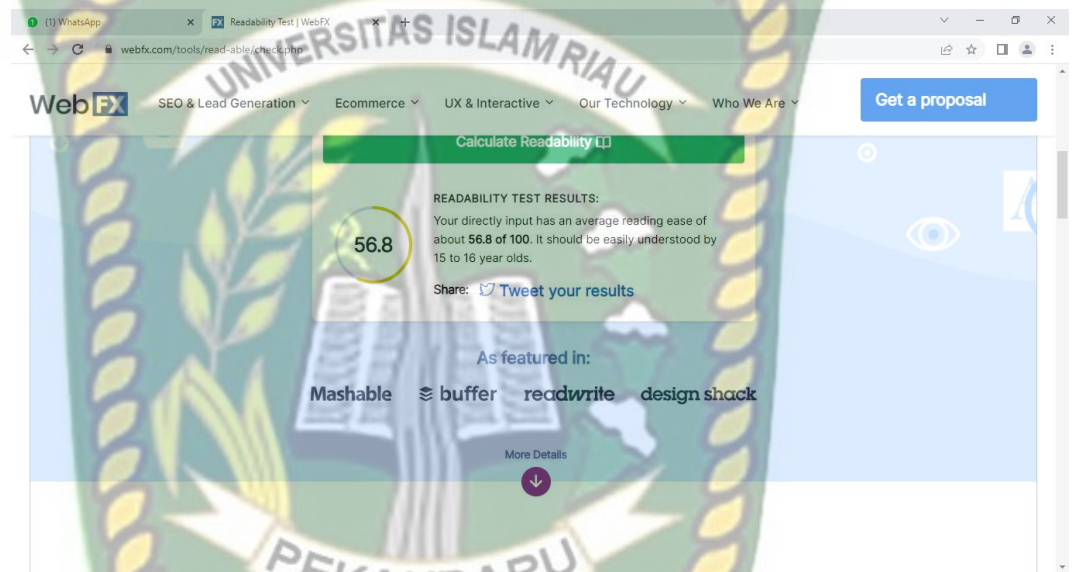


Figure 4.8 The result of readability text 8

LET'S LEARN MORE ●●●

8. List the correlative conjunctions in the following paragraph and write the elements that correlate. One has been done for you as an example.



Thirty years ago, people knew about neither spaceships nor astronauts. They were fascinated by machines called automobiles, and they were nervous about flying in airplanes. Gradually both automobiles and airplanes became commonplace. The coming of jets caused a small sensation, but soon people got used to them too. Today, we are accustomed not only to satellites being launched from the earth and put into orbit, but also to astronauts spending several days in space. Astronauts have even landed on the moon. Parents of the past worried about airplanes. Parents of today may either have to accept space travel for their children or make themselves and their children unhappy.

No.	Correlative Conjunctions	What correlate?	Connected nouns
1.	neither . . . nor . . .	nouns	spaceships, astronauts
2.			
3.			
4.			

9. Look at the following sentences. In pairs, analyse what are being related. One has been done for you as an example.

a. Robert is not only talented but also handsome.
adjective adjective

b. Beth plays not only the guitar but also the violin.
noun noun

c. Jeb writes not only correctly but also neatly.
adv adv

9. Reading text 9

Reading text 9 entitled *Mother How are You Today*, see the text, the classification of sentence, words and syllable in reading text.

The classification :

Number of Sentence : 5

Number of Word : 82

Number of Syllable : 106

ASL : number of word : number of sentence

ASL : 82 : 5

ASL : 16.4

ASW : number of syllable : number of word

ASW : 106 : 82

ASW : 1.7

The formula :

RE : $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

RE : $206.835 - (1.015 \times 16.4) - (84.6 \times 1.29)$

RE : $206.835 - 16.646 - 109.134$

RE : $81.055 = 81$

The result finding of reading text 9 was 81 for Reading Ease, it's mean that the text was **easy** for the description of style because it was in 80-90 score. And Flesch Kincaid estimated grade was 6th grade.

Score using readability calculator or website :

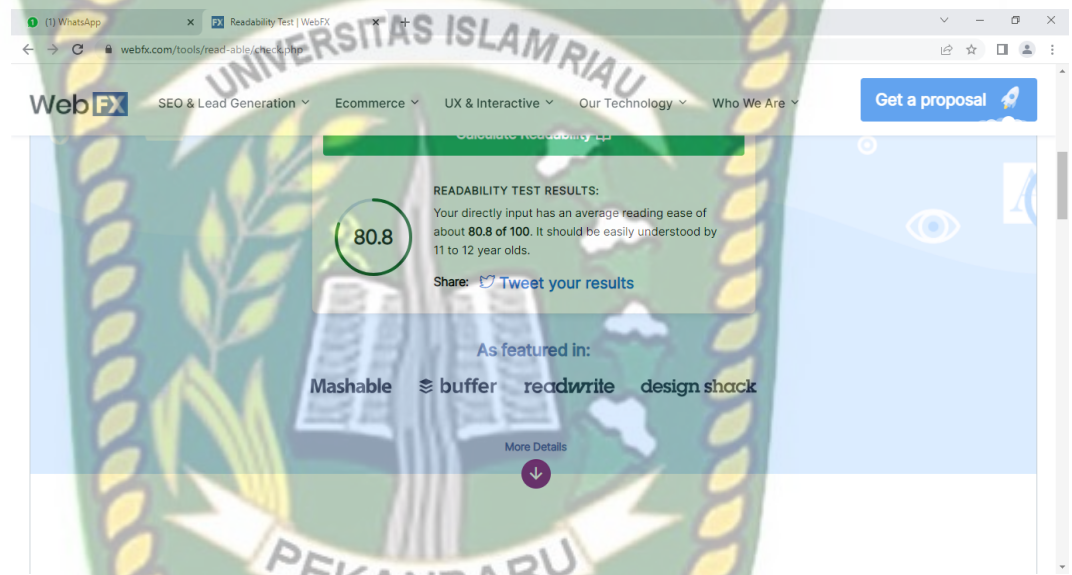


Figure 4.9 The result of readability text 9

6. Answer these questions.

1. Have you heard the lyrics before?
2. What does a "chorus" mean?
3. What is the song about?
4. What would the writer want to do with the song?
5. Play the song and sing together with the whole class.

7. Listen to the song and choose the correct word according to the song.

Mother How Are You Today

(written by A. May)

Mother, how are you today?

Here is a (1. note/ wrote) from your daughter

With me everything is ok

Mother, how are you today?

Mother, don't (2. worry/hurry), I'm fine

Promise to (3. see/sea) you this summer

This time there will be no (4. delight/ delay)

Mother, how are you today?

Refrain: I (5. Found/fond) the man of my dreams

Next time you will get to (6. now/)know him

Many (7. think/things) happened (8. while/whilst) I was away

Mother, how are you today?



8. a. Listen to the song again and then describe the mood of the song.

For example:

- sad
- happy
- optimistic
- bitter
- etc

b. Write down the words you choose and then work in pairs to compare your words.

c. State your opinion or feelings about this song.

4.3 Interpretation

Table 4.3
The result of readability text of reading text based on formula Flesch Reading Ease.

Text	Readability score		Difficult level	Reading grade
	Manual	Website		
Text 1	58.6	58.5	Fairly Difficult	10 th to 12 th grade
Text 2	75.7	75.7	Fairly Ease	7 th grade
Text 3	24.6	24.5	Very difficult	College graduate
Text 4	61.4	61.7	Standard	8 th to 9 th grade
Text 5	69.6	69.3	Standard	8 th to 9 th grade
Text 6	70.6	70.9	Fairly Easy	7 th grade
Text 7	49.4	49.4	Difficult	13 th to 16 th grade
Text 8	56.9	56.8	Fairly difficult	10 th -12 th grade
Text 9	81	80.8	Easy	6 th grade

Based on the table above that the result counting score between manual using Flesch reading ease and Flasch Kincaid same with the result using website flesch kincaid and the level also showing it same. So, no different count manual and website.

After getting the result of the data analysis from the *Flesch Reading Ease* formula, 9th texts on the English textbook “Pathway to English”. To sum up data analysis result, the writer presented it as follows :

1. The first text, has 175 words, 8 sentences and 241 syllable. This text gained 21.8 for ASL and 1.49 for ASW. The readability score of this text was 59. it indicate this text was in fairly difficult and suitable for the 10th to 12th grade.
2. The second text, was entitled *Flightunit Advice Coloumn for High School Students* has 297 words, 21 sentences and 418 syllable. This text gained 14.14 for ASL and 1.38 for ASW. The readability score of this text was 75.7. it indicate this text was in Fairly easy and suitable for the 7th grade.
3. The third text, was entitled *What is Your Zodiac Sign* has 183 words, 7 sentences and 377 syllable. This text gained 26.14 for ASL and 1.84 for ASW. The readability score of this text was 24.6. it indicate this text was in very difficult and suitable for the college grade.
4. The fourth text, was entitled *The Early Life of Marie Curie* has 300 words, 26 sentences and 474 syllable. This text gained 11.54 for ASL and 1.58 for ASW. The readability score of this text was 61.4. it indicate this text was in Standard and suitable for the 8th to 9th grade.
5. The fifth text, has 152 words, 12 sentences and 358 syllable. This text gained 12.67 for ASL and 1.47 for ASW. The readability score of this

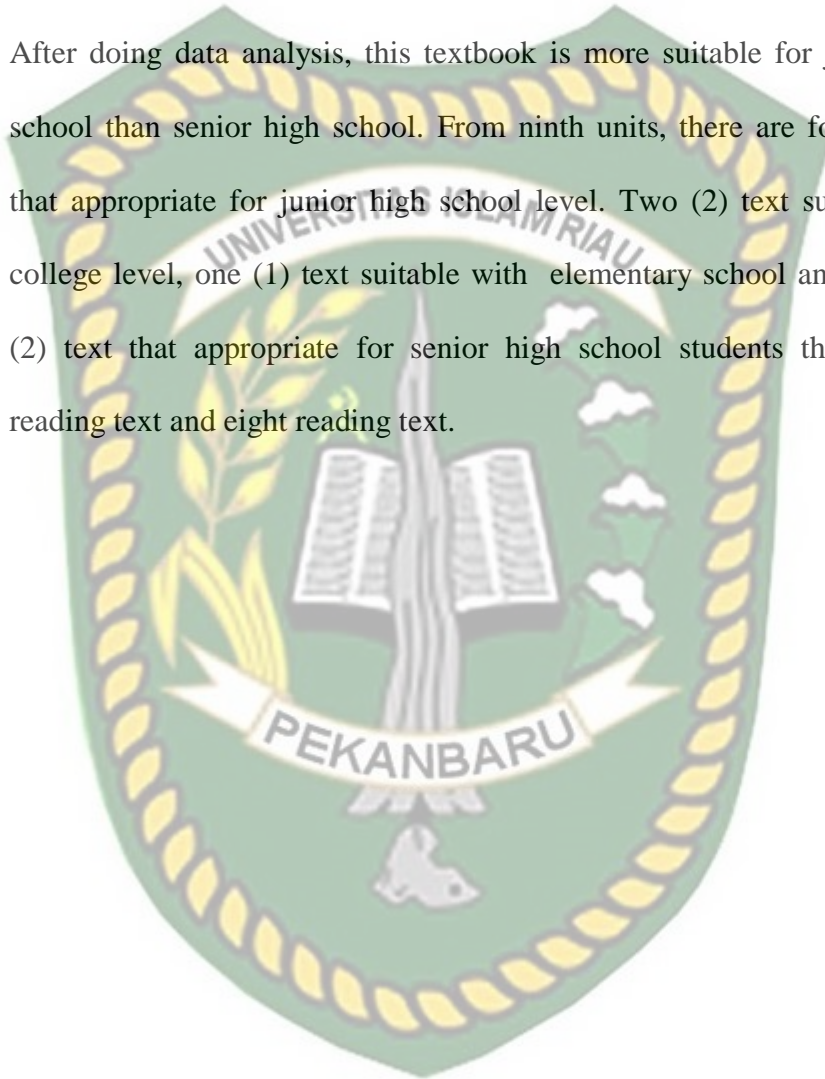
text was 69.6. it indicate this text was in Standard and suitable for the 8th to 9th grade.

6. The sixth text, was entitled *130 Cars in Foggy UK Pile-up By Briana Altergott* has 224 words, 21 sentences and 359 syllable. This text gained 11.62 for ASL and 1.47 for ASW. The readability score of this text was 70.6. it indicate this text was in Fairly ease and suitable for the 7th grade.
7. The seventh text, was entitled *Ocean Liner* has 173 words, 9 sentences and 282 syllable. This text gained 19.22 for ASL and 1.63 for ASW. The readability score of this text was 49.4. it indicate this text was in Difficult and suitable for the 13th to 16th grade.
8. The eighth text, has 108 words, 8 sentences and 174 syllable. This text gained 13.50 for ASL and 1.61 for ASW. The readability score of this text was 56.9. it indicate this text was in Fairly difficult and suitable for the 10th-12th grade.
9. The ninth text, was entitled *Mother How are You Today* has 82 words, 5 sentences and 106 syllable. This text gained 16.4 for ASL and 1.29 for ASW. The readability score of this text was 81 . it indicate this text was in Easy and suitable for the 6th grade.

It can be interpreted that if the readability score of a text is higher than other texts, it will be easier to be understood by the students.

However, if the readability score of text is lower, so it will be make the difficult to be understood.

After doing data analysis, this textbook is more suitable for junior high school than senior high school. From ninth units, there are four (4) text that appropriate for junior high school level. Two (2) text suitable with college level, one (1) text suitable with elementary school and only two (2) text that appropriate for senior high school students there is first reading text and eight reading text.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data of reading texts on the textbook “Pathway to English” by using Flesch Reading Ease Formula and Flesch Kincaid and finding the result, it can be concluded that from 9 reading texts, only were two (2) text that appropriate for senior high school students and its categorized Fairly difficult. Meanwhile, there were fourth (4) text were appropriate for junior high school students and its categorized standard and fairly easy. Two (2) text were appropriate for college and graduate, its categorized very difficult and difficult. Then, one (1) text appropriate for elementary school its categorized very easy. Overall, according to the theory of *Flesch Reading Ease* and *Flesch kincaid* by Rudolf Flesch, the texts were in the appropriate level for 10th-12th grade students only two (2) text and its categorized Fairly Difficult.

5.2 Suggestion

Finally, the researcher really hopes that this study will be useful for the readers. Therefore, the writer would like to give some suggestion that expectantly can improve the teaching and learning process as follow:

1. The English teachers

a. Although the average result of this study shows that the texts on the textbook “Pathway to English” in the fairly easy level, the English teachers still have to facilitate students in comprehending the texts because every student has different reading ability.

b. An English teacher also must know that readability is not the only factor that influence students' comprehension in reading the text, but also it is very important to improve other factors such as teaching method, students' vocabulary and reading practice.

2. The students

a) The students should be diligent in reading English text in order to practice their reading ability. b) The students should enrich their vocabulary,

b) The students should pay attention carefully to the teacher when he/she explains about reading material.

3. The principal

The principal should not take for granted every textbook that is offered by the publishers. The principal has to observe about the quality of the textbook before it is used in the teaching and learning process.

4. The author and publisher

It is very important for the author and publisher to consider the suitability of the texts that will be learned by students in certain levels before published because if not suitable so the reading text will be too easy or too difficult for the students.

5. The next researchers

The writer hopes other researchers to examine other factors that influence the text such as interest, topic, political appropriateness, cultural suitability and appearance. Other researchers also can find out the readability level of English texts by using other techniques such as SMOG formula, FOG and FRY readability graph.

5.3 Discussion

In accordance with the findings and implications, discussion can be given as follows :

1. The readability should be one of the top concern when teachers use reading texts as teaching materials.
2. Readability is the ease with which a reader can understand a written text, it should be appropriate to the students' level.
3. Applying a readability formula to the text can help the teacher and students decide its reading difficulty.
4. Teachers would like a tool to check if a given text would be readable by its intended readers or students.

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