

**THE CORRELATION AMONG TEXT READABILITY,  
READING STRATEGY AND READING COMPREHENSION**

THESIS

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## ABSTRACT

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**Keyword:** Text Readability, Reading Strategy, and Reading Comprehension

This study explores the correlation between learners' reading comprehension and reading strategies which was carried out with 96 high school tenth graders who took two reading comprehension tests, first of them involving the easier text, and the second one the text difficult to read. Both of them were accompanied by a questionnaire on their reading strategy use.

This research adopted a correlational research design which came up with five main results that were also in line with the proposed research questions. First result was focused on the measure level of text readability of Forward an English Course textbook which has 4 levels of readability, they are easy level, fairly easy level, standard / average level and difficult level. Secondly, this study found the most frequently reading strategies used by students in reading comprehension test for easy text is problem solving reading strategies while in reading comprehension test for difficult text, the most frequently reading strategies used by students is support reading strategies. Third, the result of this study revealed that there is negative correlation between text readability and reading comprehension. It is proved by the result of the correlation value that  $r_{xy}$  is  $-0.345$ . Secondly, there is a positive correlation ( $r_{xy} = 0.254$ ) between text readability and reading strategy of the tenth graders. Finally, there is also positive correlation ( $r_{xy} = 0.434$ ) between reading strategy and reading comprehension of the tenth graders.

These findings implicated that the teacher should consider the readability level of text used as teaching material which should be suitable with their students' level. In addition, the teachers have to familiarize reading strategies to their students so as the students are able to have good reading skill and also the students have to be aware of the use of reading strategies in reading EFL materials.

Suggestions proposed on the basis of the result are addressed to English teacher that readability should be regarded as one of the aspects worth considering in selecting and developing materials and led the students to use appropriate reading strategies. For other researchers who intend to pursue related to this topic in future research to conduct different groups of learners in similar situation and context to investigate their perspectives on readability based on the genre of texts.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some aspects that correlate with the research. It consists of background of the research, research question, objective of the research, hypothesis of the research, limitation of the research, significance of the research, and definition of key terms.

#### **1.1 Background of The Research**

Reading is a crucial ability in L1, L2 and FL settings and includes the arduous process as reading in L1 is extremely different with reading in L2/FL settings. (Yeganeh, 2012: 1786). L1 readers have taken in their native language orally before figuring out how to read, and they are sufficient presented to language, yet L2/FL readers oral language and reading development happen at the same time, and their contact with second or foreign language information is so constrained, that is the reason reading in L2/FL is arduous process because students often felt difficulty and hardship to build up their own understanding and comprehension.

Meanwhile, particularly in reading comprehension, there are some problems faced by the students. One of them is an assertion that some students have difficulties in reading comprehension because they have not mastered reading fluently. Moreover other problems faced by the students are lengthy texts and difficult vocabularies which make a text harder to understand ad make the students not be motivated to read. As Hariz (2015) stated that Students often

found a lengthy text intimidating and tiring. Then, the text, which is too difficult, is unlikely to be suitable for particular students and make them give up reading at once.

The researcher assumes from those specific problems faced by the students that the careful text selection may solve the problems and affect their comprehension. So, it is crucial to select the suitable text based on students' level. Therefore, one of teacher's responsibilities is to provide the appropriate learning materials for their students. Textbook is one of the learning materials which are commonly used.

Textbook commands an important role in teaching and learning process because teachers often give their explanation based on the textbooks alone as the only resource of materials. Textbook contains many reading texts inside. In connection with text, Sitepu (2012) express that one of component which influences the text is readability. The readability of the text relates to how easily human readers can process and understand a text as the writer of a text intended. Therefore, if a textbook is used as a resource, then it is crucial for the teachers to have an ability to determine readability levels of the textbook for effective teaching and learning process. Because by considering the text readability, it is possible for the teachers to provide challenging materials to the students without overwhelming them. That is why it is important to assess the right level for the right students. (Nuttal, 2000).

Another previous research was conducted by Husna (2016) which showed that there was a positive significant correlation ( $r=0.925$ ) between readability

level of the texts and reading comprehension. There was also a positive significant correlation ( $r=0.890$ ) between reading strategy and reading comprehension and there was a positive significant correlation ( $r=0.992$ ) between readability level of the texts and reading strategy. This study also showed that readability level of the texts gave the contribution to reading comprehension ( $RSquare=0.855$ ) and reading strategy gave the contribution to reading comprehension ( $R-Square=0.792$ ).

Then another problem faced by the students' in reading comprehension is related to reading strategy. Reading is a very important issue which is not only about enjoyment but also about a necessity. In spite of the fact that it is difficult to be a good L2 reader, students who engage good reading strategies can become good readers. (Grabe and Stoller 2019). Hence, it is important to use appropriate strategies in different text materials. Strategies used by students are varied. As Block (1986) stated that reading strategies used by students were different. Students have their own strategies in reading in order to adapt with their level in gaining the information from the materials that they read. The strategies which are appropriate to the text materials will support the students to comprehend the text materials well. Without any strategies, it is difficult to get the information and comprehend the meaning of the text. Reading strategies are essential, not only for successful comprehension, but also to overcome reading problems and become a good reader. (Ulker: 2017). In other words, reading strategies are very important to help students comprehending the text.

To further investigate the role of reading strategies, Mistar, Zuhairi and Yanti (2016), for example, reported their research on two classes in a vocational senior high school in East Java, Indonesia. They compared two groups of students, one group receiving reading strategies training, including predicting, text mapping, and summarizing, while the other group got a conventional technique. After a certain period of treatment, the two groups were tested and compared. The comparison showed that the students who are taught reading by using reading strategies training technique have significantly higher scores of literal and inferential comprehension than those who are taught using more traditional one.

Actually, there are many sorts of strategies that can be implemented in teaching reading; one of them is the metacognitive reading strategy. Metacognitive reading strategy awareness has become one of the effective ways to facilitate students reading comprehension in the field of second/foreign language studies. Early studies on metacognitive reading strategy awareness tended to make lists of strategies and other features presumed to be necessary for all language learning students (Oxford, 1999)

Findings of studies discovered that Saudi college-level EFL students moderately used the different metacognitive reading strategies when reading academic texts. Of the three types of metacognitive reading strategies, the Problem-Solving Strategies (PROB) is the most commonly used. (Meniado, 2016). Nonetheless, a number of research projects with correlational design fail to prove that use of metacognitive reading strategies has no significant relationship on the reading comprehension. Despite the respondents' reported use of

metacognitive reading strategies, their reading comprehension performance was still below average.

However, Miller (2017) represented that second language students with solid metacognitive aptitudes can improve their learning better than others since they can should be arranged once they know about the choices they are making. Thus, Metacognitive mindfulness might be an enabling device to use in second language reading.

It is at this point that the present study was carried out. The researcher is interested to conduct a research on reading that correlate among text readability, reading strategies and reading comprehension because there is gap previous research which investigated the correlation among these three variables. Also this research used online readability formula for measuring the readability level of text. This research has an aim that is to test the correlation among text readability, reading strategies and reading comprehension by conducting multiple correlational research with the title “The Correlation among Text Readability, Reading Strategies and Reading Comprehension”.

## **1.2 Research Questions**

In order to make the study more focused on the topic, some problems of study have been formulated. They are:



1. What is the level of text readability of Forward an English Course textbook for vocational Students Grade X?
2. What categories and kinds of reading strategies used by students of the tenth grade of Vocational Senior High School Pamekasan?
3. Is the more readable the text the better students' reading comprehension of the tenth grade of Vocational Senior High School Pamekasan?
4. Is there a significant correlation between students' reading strategies and their reading comprehension?
5. Is there a significant correlation between the students' use of reading strategies and readability level of text?

### **1.3 Objectives of The Research**

In line with the above questions, the study is aimed:

1. To measure the level of text readability of Forward an English Course textbook for vocational Students Tenth Grade
2. To explore categories and kinds of reading strategies used by students of the tenth grade of Vocational Senior High School Pamekasan
3. To test the correlation between the readability of reading materials and the reading comprehension of third graders of the tenth grade of Vocational Senior High School Pamekasan.

4. To test the correlation between students' reading strategies and their comprehension.

5. To test relationship between the students' use of reading strategies and readability level of text

#### **1.4 Research Hypotheses**

In predicting the answers to the problem of study, the present study proposed that the readability level of texts used as teaching materials correlates with the students' comprehension ability, and reading strategy correlates with students' comprehension ability and also the readability level of texts used as teaching materials correlate with the reading strategy.

#### **1.5 Significance of The Research**

This study provides some significance theoretically and practically such as the following:

a. Theoretically

This study also provides theoretical significance as the result of this research can be used as a reference for the future researcher who intend to concentrate on the readability level of text and strategy of reading. This research is useful for supporting the theory about readability and reading strategy as part of learning component used by the teacher and learners in determining successful reading.

b. Practically

For English teachers, lecturers, and policy makers the present study gives at least one major contribution in teaching reading and provides new insights regarding the relationship between readability and reading comprehension.

For the writer of English textbook and test developer, this study would provide information from the result about the way how to write some texts to the readers based on the readability level of the readers; the text will be easier, more interesting, enjoyable, and understandable in meaning of texts.

For learners/ readers this study is directed to promote learning strategies in order to reach the success in reading and could be motivated to improve reading skill and effective reading strategies.

### **1.6 Scope and Limitation of The Research**

The scope of the study only focused on English textbook entitled Forward An English Course for vocational Students Grade XI is the chosen book that is analyzed its readability of the reading texts. While for the scope of dependent variable are the students of the tenth grade of Vocational Senior High School Pamekasan. Limitation of this study is that researcher is not able to take many samples because of government policy in educational programs during covid-19.

## **1.7 Definition of Key Terms**

There are several terms that frequently used in this research. Therefore, it is necessary to define the terms in order to avoid any possible misunderstanding and ambiguity among readers.

Readability relates to how easily human readers can process and understand a text as the writer of a text intended, while readability level refers to the grade level of reading materials as a result of applying the readability formula.

Reading strategy is broad term used to describe the planned and explicit actions that help readers to get message from the author.

Reading comprehension in this research deals with ability to comprehend the text and to find out what the text talk about.



## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding, and suggestions for the English teacher and future researcher related to the finding result of the study.

#### 6.1 Conclusion

Based on the result of data analysis, the major findings are summarized as follows:

First, there are 4 kinds level of readability level of the textbook used by the students at tenth grade of Vocational Senior High School Al-Fudhola Pamekasan, they are easy, fairly easy, standard and difficult level. Then, according to the result of survey of reading strategies (SORS), the level of tenth grade students' survey of reading strategies was medium. Next, the result of reading test indicated that their reading comprehension belonged to good category.

Second, based on the result of Pearson product moment correlations, it was found that there was a negative correlation between readability levels of the texts and students' reading strategy ( $r$  value= -0.345). Then, it was found that that there was a positive significant correlation between readability and reading comprehension, the  $r$  value was 0.254. And, it was found that there was a significant correlation between reading strategy of the students and students' reading comprehension. The  $r$  value was 0.434.

## 6.2 Suggestion

Based on the conclusion above, the researcher would like to offer suggestions here especially for the teachers. Hopefully these suggestions are useful as references for readers, particularly the future researchers and the English teachers.

1. For English teacher
  - a. It is suggested for the English teacher to consider the readability level of text that will be used as a teaching material before giving to the students, by considering the text readability; it is possible for the teachers to provide challenging materials to the students without overwhelming them.
  - b. It is highly recommended for the English teacher not to use inappropriate English texts that readability level of the texts is too difficult or too easy for the students in teaching learning process. For the result that teachers can make sure it will not hinder the students from learning reading skill. The teacher can provide reading material which is suitable with their estimated reading level.
  - c. The readability should be regarded as one of the aspects worth considering in selecting and developing materials for teaching reading. It is possible for teachers to use this study as a reference in developing reading instruction. English teachers will have a better understanding about the use of readability in teaching reading.

- d. In helping students to cope with their reading comprehension problems, the teacher aids should be lead them to use appropriate strategies.
- e. The materials should not accommodate students to master general English only, but also to master their skill in using English for specific purposes, which means that the genre of the texts should be in line with the target situation the students are likely to encounter in their respective departments.

2. For future researcher

- a. It may be beneficial for the future researchers who are interested in this topic to have more diverse data about the students' reading comprehension and more various level of readability of texts by using another readability formula.
- b. As the readability levels of texts may vary in many different genres, more studies are called for the next researcher with different groups of learners in similar situation and context to investigate their perspectives on readability based on the genre of texts. Hopefully, a particular genre which is assumed to tend to have the highest readability level among other genres can be identified.
- c. It is expected also in further research to investigate the correlation among the readability level of text, the familiarity of text and students' reading comprehension.





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