READABILITY LEVEL OF READING MATERIALS IN THE ENGLISH LESSON 6 PUBLISHED BY DARUSSALAM PRESS FOR TWELFTH GRADE AT MA AL-BAROKAH AN-NUR JEMBER

THESIS

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ABSTRACT

The objective of the study was to evaluate and assess the readability of English reading materials in the twelfth-grade textbook published by Darussalam Press. Numerous studies have been conducted to investigate the adequacy of reading materials in English textbooks, revealing that some materials are insufficient for the students' levels. Furthermore, there has been no scholarly investigation conducted on this particular literary work.

The study employed a quantitative descriptive research design, with the English Lesson 6 textbook for twelfth grade, published by Darussalam Press, serving as the research object. The textbook comprises ten reading materials that are centered on the comprehension of written texts. The study was centered on the analysis of the reading materials contained in the book, with a particular emphasis on the evaluation of the English textbook's readability. The book contains five distinct genres. Examples of text types include analytical exposition, descriptive text, spoof text, anecdote text, and recount text. The methodology employed for data collection involved the utilization of observation and document analysis. The Flesch Reading Ease (FRE) formula was utilized to determine the readability level.

The process of content analysis involves the assessment and evaluation of the written materials contained within English textbooks. The findings of the study indicate that the English textbook contained a total of ten reading texts. These texts were categorized as follows: one analytical exposition text, five descriptive texts, one spoof text, two anecdote texts, and one recount text. The study utilized the Flesch Reading Ease (FRE) formula to conduct an analysis, revealing that only six texts were eligible for examination. The present study conducted an analysis of the readability level of six texts, revealing that two of the texts were classified as Standard level, two were categorized as fairly difficult, and the remaining two were classified as Difficult level. Out of the six texts analyzed, only two were deemed appropriate for senior high school students based

on their readability level. The titles of the texts were "Albania" and "A Brief about TV." Furthermore, the researcher conducted an assessment of the readability of the text by analyzing the factors that impact readability and utilizing readability measurements. The findings of the analysis indicate that several factors have an impact on readability, including but not limited to vocabulary awareness, background knowledge, organization, discourse phenomena, and length of passage.

The present study involved an examination of vocabulary awareness in two reading materials, namely "Mother and Moral Education" and "The Whistle". A total of ten instances of vocabulary awareness were identified. The text titled "Albania" exhibited a total of twelve instances of vocabulary awareness, while the text titled "Arabic Calligraphy" demonstrated seven instances of vocabulary awareness. Similarly, the text titled "A Brief about TV" displayed a total of sixteen instances of vocabulary awareness, while the text titled "Asia" showcased fifteen instances of vocabulary awareness. The examination of prior knowledge derived from the texts revealed that both the teacher and students possessed equivalent background knowledge.

In the examination of passage length, it was observed that two texts, namely "Asia" and "The Whistle," contained a total of five hundred words. The present corpus comprises two texts, each consisting of approximately three hundred words. The first text is entitled "Albania", while the second text provides a brief overview of television. This brief composition aims to identify two texts titled "Mother and Moral Education" and "Arabic Calligraphy" in a concise manner. The first text explores the role of mothers in providing moral education to their children, while the second text delves into the art of Arabic calligraphy. Both texts are of interest and relevance to their respective fields of study.

The research is subject to certain constraints, primarily centered on the evaluation of the readability level of reading materials contained within a single textbook. An additional constraint pertains to the fact that solely the Flesch Reading Ease formula is employed for the computation of data analysis. In summary, it is recommended that teachers utilize readability formulas to furnish pupils with suitable reading materials, while also encouraging further research into the broader context of readability.

ABSTRAK

Keywords: keterbacaan, tingkat keterbacaan, bacaan, evaluasi

Tujuan dari penelitian ini adalah untuk mengevaluasi dan menilai keterbacaan bahan bacaan bahasa Inggris dalam buku pelajaran kelas dua belas yang diterbitkan oleh Darussalam Press. Sejumlah penelitian telah dilakukan untuk menyelidiki kecukupan bahan bacaan dalam buku teks bahasa Inggris, mengungkapkan bahwa beberapa bahan bacaan tidak cukup untuk tingkat siswa. Selain itu, belum ada penyelidikan ilmiah yang dilakukan pada penelitian khusus ini.

Penelitian ini menggunakan desain penelitian deskriptif kuantitatif, dengan buku pelajaran Bahasa Inggris Pelajaran 6 untuk kelas dua belas, diterbitkan oleh Darussalam Press, sebagai objek penelitian. Buku teks ini terdiri dari sepuluh bahan bacaan yang berpusat pada pemahaman teks tertulis. Studi ini berpusat pada analisis bahan bacaan yang terdapat dalam buku, dengan penekanan khusus pada evaluasi keterbacaan buku teks bahasa Inggris. Buku ini berisi lima genre yang berbeda. Contoh jenis teks antara lain eksposisi analitis, teks deskriptif, teks spoof, teks anekdot, dan teks recount. Metodologi yang digunakan untuk pengumpulan data melibatkan penggunaan observasi dan analisis dokumen. Formula Flesch Reading Ease (FRE) digunakan untuk menentukan tingkat keterbacaan.

Proses analisis isi melibatkan penilaian dan evaluasi bahan tertulis yang terdapat dalam buku teks bahasa Inggris. Temuan penelitian menunjukkan bahwa buku teks bahasa Inggris berisi sepuluh teks bacaan. Teks-teks tersebut dikategorikan sebagai berikut: satu teks eksposisi analitis, lima teks deskriptif, satu teks spoof, dua teks anekdot, dan satu teks recount. Studi tersebut menggunakan formula Flesch Reading Ease (FRE) untuk melakukan analisis, mengungkapkan bahwa hanya enam teks yang memenuhi syarat untuk dianalisa. Penelitian ini melakukan analisis tingkat keterbacaan enam teks, mengungkapkan bahwa dua teks diklasifikasikan sebagai tingkat standar, dua dikategorikan cukup sulit, dan dua sisanya diklasifikasikan sebagai tingkat sulit. Dari enam teks yang

dianalisis, hanya dua yang dianggap layak untuk siswa SMA berdasarkan tingkat keterbacaannya. Judul teksnya adalah "Albania" dan "A Brief about TV." Selanjutnya, peneliti melakukan penilaian keterbacaan teks dengan menganalisis faktor-faktor yang mempengaruhi keterbacaan dan menggunakan pengukuran keterbacaan. Temuan analisis menunjukkan bahwa beberapa faktor berdampak pada keterbacaan, termasuk pada kesadaran kosa kata, latar belakang pengetahuan, organisasi, fenomena wacana, dan panjang teks.

Penelitian ini melibatkan pemeriksaan kesadaran kosakata dalam dua bahan bacaan, yaitu "Mother and Moral Education" dan "The Whistle". Sebanyak sepuluh contoh kesadaran kosakata yang teridentifikasi. Teks berjudul "Albania" menunjukkan total dua belas contoh kesadaran kosa kata, sedangkan teks berjudul "Arabic Calligraphy" menunjukkan tujuh contoh kesadaran kosa kata. Demikian pula, teks berjudul "A Brief about TV" menampilkan total enam belas contoh kesadaran kosakata, sedangkan teks berjudul "Asia" menampilkan lima belas contoh kesadaran kosakata. Pemeriksaan pengetahuan awal yang berasal dari teks mengungkapkan bahwa guru dan siswa memiliki latar belakang pengetahuan yang setara.

Dalam pemeriksaan panjang teks, terdapat dua teks yang diamati, yaitu "Asia" dan "The Whistle", berisi total lima ratus kata. Korpus ini terdiri dari dua teks, masing-masing terdiri dari kira-kira tiga ratus kata. Teks pertama berjudul "Albania", sedangkan teks kedua memberikan gambaran singkat tentang televisi. Komposisi singkat ini bertujuan untuk mengidentifikasi dua teks berjudul "Mother and Moral Education" dan "Arabic Calligraphy" secara ringkas. Teks pertama mengeksplorasi peran ibu dalam memberikan pendidikan akhlak kepada anaknya, sedangkan teks kedua menggali seni kaligrafi Arab. Kedua teks tersebut menarik dan relevan dengan bidang studi masing-masing.

Penelitian ini bersifat subjektif pada kendala tertentu, terutama berpusat pada evaluasi tingkat keterbacaan bahan bacaan yang terkandung dalam satu buku teks. Kendala tambahan berkaitan dengan fakta bahwa hanya rumus Flesch Reading Ease yang digunakan untuk perhitungan analisis data. Singkatnya, disarankan agar guru menggunakan formula keterbacaan untuk membekali siswa dengan bahan bacaan yang sesuai, sekaligus mendorong penelitian lebih lanjut ke dalam konteks keterbacaan yang lebih luas.

CHAPTER I

INTRODUCTION

There are seven main points will be stated in this chapter, there are:

(1) background of the study, (2) research question, (3) objective of the study, (4) assumption, (5) scope and delimitation of the study, (6) significance of the study, and (7) definition of key terms.

1.1 Background of the Study

Reading is crucial for academic reasons in the study of second and foreign languages, particularly in higher education, where instructional resources written in English are utilized extensively. It is common knowledge that a great number of books, essays, and journals have been written and published in English. Furthermore, reading is a complicated process because it necessitates using cognitive and metacognitive reading techniques, to aid in comprehension of the reading text (Ali & Razali, 2019; Röthlisberger, Zangger & Juska-bacher, 2022; Tarlani-Aliabadi, Tazik & Azizi, 2022). As a result, reading ability is essential to obtain the necessary information about the world. Some experts think students know reading methods but require experience to grasp them (Fayazi-Nasab & Ghafournia, 2016; Pertiwi, Ubaidillah, Mustofa, & Hariyanto, 2022; Wai, Chan, & Zhang, 2014).

Literacy in English reading is a skill that is increasingly important for students to acquire. Pupils are required to have the ability to read English texts for a variety of reasons, not only academic ones. Yet in addition to that, it is necessary for their professions. For the sake of their academic development at school, they need to have strong reading skills. If they have strong reading abilities in English, it will make it far less difficult for them to access a wide variety of educational materials that are published in English. These resources might come in the form of books or articles.

Suyarov (2022) stated that the objective of reading necessitates that readers recognize printed words. This process is termed comprehension and includes word formation, recognition, and the construction of meaning from them. Further, Aulia, Mustofa, and Karimullah (2020) stated in order to optimize students comprehension of the designated academic content, students must acquire the skillset of critical and analytical reading. The concept at hand pertains to the reader's cognitive process of comprehending the intended function of a given text.

Textbooks are beneficial for both teaching and acquiring productive and receptive skills. The students' ability to follow the textbooks is crucial because it is related to the success of learning objectives (Graves, 2000; Gunantar, 2017; Hakim, Setyaningsih & Cahyaningrum, 2021; Hong, Choi, Runnalls & Hwang, 2018). A good textbook is guided by various factors, including whether or not the book is engaging, whether or not it can be readily read and comprehended, and

whether or not it adheres to a set curriculum. And teachers need to know how to choose the right resources to back up their lessons.

A method for determining if a textbook is suitable for students is to analyze and consider the readability of the reading material. The measure of the ease with which a text can be read is referred to as its readability. Readability refers to the degree to which a written work can be understood solely through the act of reading. This easiness is brought about by a combination of variables, including sentence length, word selection, and arrangement (DuBay, 2004; Fata, Komariah & Alya, 2022). Thus far, determining if a book is challenging, accessible, or elementary for pupils requires digging into the reading level of the section.

Several studies have identified readability levels for senior high school in reading materials have illustrated the degree of readability of the materials included in an English textbook intended for Senior High School students is mostly below the students' level (Fata, Komariah & Alya, 2022; Hakim, Setyaningsih & Cahyaningrum, 2021). On the contrary, Darwin (2022) analyzed the average grade-level reading difficulty of the ninth-grade English textbook written by Intan Prawira. The result was found to have different numbers, namely from those texts just one text that was convenient for grade IX. In other studies, Oktavinanda, Siska, Putri, Endah & Alzuhri (2020) have compiled English textbook readings for sailors. In addition, the English national test materials in Thailand are simple to comprehend. (Srisunakara & Chumworatayee, 2019).

Later, Yeung, Goto & Leung (2018) articles released by journals with greater range values were even less available to a wider general.

Most of studies in the field of readability reading materials have only focused on the Ministry of Education and Culture English textbook. Up to now, far too little attention has been paid to local English textbook publisher. To fill this lacuna, the researcher chose English textbook published by Darussalam Press which is implemented in MA Al-Barokah An-Nur Jember since 2019. Surprisingly, this school never changed this English textbook as the handbook of reading materials since it was first employed. Besides, the content of reading materials in this English textbook was full of values of life and the history of Islam. However, it is still not known the readability in this English textbook since based on the school visit and little observation in the class, the students still found difficulties in understanding the materials given in the process of English language teaching and learning in the classroom. To check the readability level and the factors affecting the readability of the English text book used in MA Al-Barokah An-Nur Jember, the researcher employed the Flesch Reading Formula. In light of these considerations, it is important to carry out this current study under the title "Readability Level of Reading Materials in the English Lesson 6 Published by Darussalam Press for Twelfth Grade at MA Al-Barokah An-Nur Jember".

Moreover, in the instrument, Rori (2021) mentioned that many studies use different models to measure the readability level, like the FRY graph, the Flesch Reading Ease formula, the Dale-Chall formula, etc. He analyzed the readability

level in 'Bright' an English textbook for junior high school, using the Flesch Reading Formula. He found three out of twelve texts appropriate for ninth-grade students. This study employs Flesch Reading Ease because the researcher wants to analyze the readability level in senior high school and evaluate the factors affecting readability. This made the researcher chose this book as the object of the research. So, knowing the level of readability become important. In light of these considerations, the study was conducted, and its title is "Readability Level of Reading Materials in the English Lesson 6 Published by Darussalam Press for Twelfth Grade at MA Al-Barokah An-Nur Jember."

1.2 Research Question

The research question is stated in the form of the following question, which is based on the previous context of the study:

"How is the readability level of reading materials in English lesson 6 published by Darussalam Press for the twelfth grade at MA Al-Barokah An-Nur Jember?"

1.3 Objective of the Study

The purpose of this study was to evaluate the readability of the English Lesson textbooks used at MA Al-Barokah An-Nur Jember for students in twelfth grade.

1.4 Assumption

This assumption represents an approximate, tentative, or tentative theory that has not been proved. The assumption of this study is as follows: reading materials in English Lesson 6 textbook published by Darussalam Press are assumed to have readable texts that are appropriate for the twelfth grade at MA Al-Barokah An-Nur Jember.

1.5 Scope and Delimitation of the Study

Examining the English Lesson 6 textbook by Darussalam Press, the aim of this research is on determining how difficult the reading elements are for twelfth-grade students. All of the readings, texts, images, and exercises in the textbook are meant to be completed by the students. Furthermore, the purpose of this study is to demonstrate how Flesch Reading Ease measures readability. The researcher then uses the Flesch Reading Ease formula to determine which books should be assigned to pupils. This study focuses on the textbooks for English Lesson 6.

1.6 Significance of the Study

It is of the utmost importance to take into consideration whether or not the level of difficulty of a textbook is suitable for the level of reading ability of the students who will be using the book. The elements that impact readability are something that teachers need to be aware of. If the textbook will be utilized at a

higher readability level for the pupils, then the teacher will need to choose another reading material from a different source.

It is intended that the study's findings would be helpful not just for students, but also for English instructors, academics, and publishers, as well as other readers and researchers. To begin with, it is intended that it would assist students in their senior year of high school in determining the readability of such content or reading material included inside the textbook. Since the readability of the content is essential to their success, they must be made aware that it must be enhanced. Last but not least, if they start to show interest in it that will help them read.

Second, the study's results should help English instructors improve their teaching, improving pupils' acquaintance and giving more exertion in selecting an applicable book based on the text's readability so that pupils will have improved reading abilities. Furthermore, the publisher should be able to use the information to choose the right books to publish, and this study should help other researchers learn more about how easy it is to read the text in textbooks so they can do more research in this area.

This study endeavor aims to enhance our understanding of the methods employed in scrutinizing the substance of reading material, particularly with regard to their readability level.

1.7 Definition of Key Terms

To escape misapprehension of certain research terminology, perhaps the following researcher explains the definition of keywords that are by the research being conducted:

a. Readability

Readability refers to the amalgamation of both structural and lexical complexities present in a given text.

b. Readability Level

Reading competence indicates reading ability. Legibility, vocabulary, and explanation determine how well a piece of content may be understood by its intended audience of readers. Readability level here focused on twelfth grade students.

c. Reading Material

The term "reading material" is used to describe any kind of text that conveys meaning to the reader by way of the act of reading.

d. Textbook

The textbook serves as a tool for education. The textbook here is Darussalam Press' English Lesson 6 for Senior High School.

e. Evaluation

Evaluation is the process that involves careful gathering and evaluating of data on the actions. The purpose of conducting evaluation in this research is to explain the process in the readability level of the English

Lesson textbooks used at MA Al-Barokah An-Nur Jember for students in twelfth grade.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the result of research elaborated in the previous chapter.

6.1 Conclusion

The study employed the Flesch Reading Ease formula to determine the readability level of the texts featured in the senior high school students' textbook. The researcher locates clarity of studying text with inside the English textbook for a twelfth grade is appropriate for them. As a result of employing the ease method in the study, ten texts were analyzed. Only six texts can be analyzed and those are: first, 2 (33%) reading texts are standard for twelfth-grade students. Second, 2 (33%) reading texts are fairly difficult. Beyond the data, they have been most effective in studying texts suitable to twelfth-grade students. The last, 2 (33%) reading texts are difficult.

6.2 Suggestion

Regarding the sections of results and discussion, the length of sentences and linguistic features of materials are interrelated with the level of readability. Thus, the level of vocabulary and complexity of words have exerted an impact on readability. Moreover, the outcomes of this investigation carry various ramifications. Specifically, it is recommended that instructional materials are

suitable for twelfth-grade students and it can be employed in the pedagogical process. Texts that fall below or exceed students' proficiency levels should be adapted to align with their reading abilities. Additionally, educators may leverage student worksheets to furnish appropriate reading materials, or alternatively, they may generate supplementary texts that have undergone analysis via the readability formula.

Additionally, the results of this study can offer valuable insights and serve as a point of reference for educators and scholars alike concerning the readability of textbooks. Furthermore, this research can furnish English teachers with pertinent information to aid in their selection of appropriate reading materials. Therefore, stakeholders and educators must possess a thorough understanding of the process involved in selecting an appropriate English textbook.

Based on the aforementioned explanation, the researcher intends to propose several recommendations, as follows:

a. For educators and learners of the English language.

The English teacher should evaluate the readability of the texts before choosing a textbook. The assessment of the readability of texts holds significance for both educators and learners. The instructor of the English language possesses the ability to anticipate and verify that the assigned reading materials are appropriate in terms of the reading proficiency of his or her students. It is recommended that students exhibit diligence in their studies and strive to enhance their lexicon. Hence, it is imperative for students to

diligently engage in learning and perusing English textbooks as a means of honing and augmenting their reading proficiency.

b. Regarding the authors and publishers

Authors and publishers are supposed to exercise caution and deliberate on the appropriateness of the texts that students will be exposed to. They should assess the readability level of the reading materials before publishing the textbook. This will enable them to modify the content to ensure that it is easily comprehensible. The recommendation is provided to ensure that the book aligns with the academic level of the student's grade.

c. For future researchers, it is recommended to consider the following aspects

The author expresses a desire for future researchers to investigate additional variables that may impact written content, including but not limited to personal interest, the potential for exploitation, subject matter, appropriateness, cultural relevance, and visual presentation. Subsequent researchers may determine the comprehensibility of English texts through various methodologies, including but not limited to the cloze procedure test, SMOG formula, and Flesch-Kincaid Grade Level.

6.3 Recommendation

The present study's outcomes are subject to certain limitations, which underscore the importance of evaluating the readability of reading materials that center on a single English textbook. An additional constraint pertains to the fact that solely the Flesch Reading Ease Formula is utilized for the computation of data analysis. Hence, it is recommended that future investigations employ

multiple readability formulas to extend the scope of this study and enhance its outcomes. Therefore, additional scholars may employ diverse educational materials from alternative publishers at advanced academic tiers. Furthermore, it is suggested that additional investigation can be conducted to evaluate the comprehensibility of written materials as perceived by students.

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