

ANALYSIS ON THE READABILITY LEVEL OF READING TEXT MATERIALS IN STUDENTS' WORKSHEET *BAHASA INGGRIS* FOR ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

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Abstract

The purpose of the research is to describe the readability level of reading text material of Students' Worksheet *Bahasa Inggris* for the eleventh grade students of Senior High School. The researcher used mix method in which the researcher attempted to analyze, elaborate, and describe the readability level of the selected reading text in *Bahasa Inggris* student worksheet by using Fry Graph and Flesch Reading Ease Formula as the instruments. The researcher also used Cloze Procedure Test to find out whether the reading texts in the student worksheet are readable for the eleventh grade students. The data analyzed in this research were twenty one reading texts, there were nine explanation texts and twelve letter texts include personal letter and business letter. Based on the Fry Graph result findings can be classified based on the Flesch Reading Ease. It referred to triangulation data. After data analysis twenty one reading texts in the student worksheet were classified into five levels Easy Level, there were three reading texts for 6th grade. Fairly Easy Level, there were four reading texts for 7th grade. Standard Level, there were six reading texts for 8th to 9th grade. Fairly Difficult Level, there were three reading for 10th to 12th grade. Difficult Level, there were five reading texts 13th to 16th grade or collage. But based on the Fry Graph, all of that result also can be used for under and upper than level. The result based on the Cloze Test from suitable grade level, two explanation texts are in Independent Level, one Business Letter is in Instructional Level, and there was no text in Frustration Level. The researcher concluded that there are only three reading texts in student worksheet which are appropriate for eleventh` grade of Senior High School. The researcher hopes that this research is useful for selecting reading texts material for anticipating before the teachers give the reading texts.

Keywords: Readability, Readability Level, Student Worksheet

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan tingkat keterbacaan bahan bacaan teks Lembar Kerja Siswa Bahasa Inggris untuk siswa kelas XI SMA. Peneliti menggunakan metode campuran dimana peneliti berusaha untuk menganalisis, menguraikan, dan menggambarkan tingkat keterbacaan teks bacaan yang dipilih dalam Lembar Kerja Siswa Bahasa Inggris dengan menggunakan Fry Graph dan Flesch Reading Ease Formula sebagai instrumen. Peneliti juga menggunakan Cloze Procedure Test untuk mengetahui

apakah teks bacaan dalam Lembar Kerja Siswa dapat dibaca untuk siswa kelas sebelas. Data yang dianalisis dalam penelitian ini adalah dua puluh satu teks bacaan, ada sembilan teks Explanation dan dua belas surat teks termasuk surat pribadi dan surat bisnis. Berdasarkan hasil temuan Fry Graph dapat diklasifikasikan berdasarkan Flesch Reading Ease. Ini mengacu pada data triangulasi. Setelah analisis data dua puluh satu teks bacaan dalam lembar kerja siswa diklasifikasikan menjadi lima tingkat Tingkat Mudah, ada tiga teks bacaan untuk kelas 6. Cukup Mudah, ada empat teks bacaan untuk kelas 7. Tingkat Standar, ada enam teks bacaan untuk kelas 8 hingga 9. Tingkat Cukup Sulit, ada tiga bacaan untuk 10 hingga 12 kelas. Tingkat Sulit, ada lima teks bacaan kelas 13 hingga 16 atau Perguruan Tinggi. Namun berdasarkan Fry Graph, semua hasil itu juga bisa digunakan untuk level bawah dan atas. Hasil berdasarkan Tes Close dari tingkat kelas yang sesuai, dua teks Explanation berada di Tingkat Independen, satu Surat Bisnis ada di Tingkat Instruksional, dan tidak ada teks di Tingkat Frustrasi. Peneliti menyimpulkan bahwa hanya ada tiga teks bacaan dalam Lembar Kerja Siswa yang sesuai untuk kelas XI SMA. Peneliti berharap bahwa penelitian ini berguna untuk memilih bahan bacaan teks untuk mengantisipasi sebelum guru memberikan teks bacaan.

Kata Kunci: *Keterbacaan, Tingkat Keterbacaan, Lembar Kerja Siswa*

1. INTRODUCTION

Student worksheets are sheets that contain the tasks that must be done by the learners. They are usually a guideline, a step to complete a task, and a task ordered in the activity sheet must have clear basic competence to be achieved (*Departemen Pendidikan Nasional, 2004*). According to Trianto (2008) student worksheet is a student guide used to conduct investigation and problem-solving activities. Based on the above statement, student worksheet is formed contains the tasks of teachers to students who are adapted to the basic competencies and with learning objectives to be achieved. It can be said also that student worksheet is a guidebook for students to facilitate students in the implementation of learning activities.

The role of student worksheet is as important as main course book in learning process. In some schools, teachers even use students' worksheet as primary learning source. The students' worksheet usually contains brief material and some assignments to check students' understanding of certain material. According to Darmojo and Kaligis (1991), teaching by using student worksheet in teaching and learning process provides benefits, among others, facilitate teachers in managing the teaching and learning process, for example in changing learning conditions

that originally centered on teachers (teacher centered).The benefits of students' worksheet are able to assist teachers in directing their students to find concepts through their own activities or within working groups. In addition, students' worksheet can also be used to develop process skills, develop scientific attitudes and arouse students' interest in the natural surroundings.

According to Reed, Bergemann, Mary (1998) state that 75 percent of time in classroom is used with the text materials. Therefore, the materials that mostly used in classroom are textbooks. The most of school used student worksheet as course book and use textbook just supporting books. Those become an important task for schools that they have to provide good students' worksheet as one of the English material sources. The content of students' worksheet has various elements. It can be texts and also pictures. The text is presented not only spoken text, but also written text. Brown (2001) stated that texts will be identical with reading materials. There are any some criteria for choosing good reading text for students such as suitability of content, exploitability, readability.

According to Nuttal (1996) suitability means that the content of the text makes learners feel interested, enjoyed, challenged, and appropriate in achieving learning target. Exploitability gave the opportunity to achieving learning goals with the text that can be deep exploration to instructional task, techniques, and also can integrated into other part of language skills. Readability implicated lexical and structural difficulty which encourages them without upset. Therefore, readability is what made some texts easier to read than others. It is often confused with legibility, which concerns typeface and layout. The creator of the SMOG readability formula McLaughlin (1969) in Dubay (2004) defined that readability as the degree to which a given class of people to finding certain reading matter compelling and comprehensible. This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation. The readability itself referred to the difficulty level of the reading texts according to the level of the students' educational background. The analyzing of the readability level of the reading texts can help the teacher to predict whether the text is difficult, plain, or easy for the students

It is important to make sure that the reading material is readable for the students to make it more easily understood. Fulcher (1997) asserted that readability is one of important considerations for all those who need to provide the suitability of a given text for a pedagogic purpose, which is more practically oriented. Sometimes, the reading materials presented in the English textbook are too easy, so that the students get bored. On the other hand, some textbooks included the reading materials that are so difficult for students. Those will make the student frustrated, so that they cannot understand the material faster and easier. Richard, Platt and Platt (1992) also gave comment about readability concerns on how easily written materials can be read and understood. If the students are given a text and they can understand, they would enjoy it and be motivated to read further. As a result, their reading skill would be better. On other hand, if they are given a text and they can not understand, they will lose interest in it and get frustrated.

The factors that affected readability in different textbook have been established by previous research. Darmayanti (2010) did research the readability level of the reading texts on linked to the world. She found that five of the six texts are readable for the tenth grade students of Senior High School. The different research conducted by Kurniawan (2008) conducted a research analysis readability of Students' English Worksheet by using naturalistic study. She indicated that ideal English textbook should have a good match between its lay out performances and contents. Other research in different perspective also conducted by Tabatabaei and Shiraz (2013) about analysis readability of reading comprehension texts in Iranian senior high schools regarding students' background knowledge and interest. That study showed many different factors influence readability for example, content of the texts, vocabulary and style of writing. Different research focused on textbook conducted by Owu-ewie (2014) about readability of comprehension passages in Junior High School (JHS) English textbooks in Ghana. It is found that most of the passages are above the age of learners and are therefore difficult for them to read and comprehend.

The term *readability level* is often used to describe the educational level a reader needs to understand a text. From those researches above, it can be seen different readability level in different context such as based on naturalistic, interesting and background knowledge and also different object research. It makes the researcher is interested to analyze the readability level with focus on textual of reading text materials in students' worksheet because the researcher want to know readability level of the students' worksheet the eleventh grade students in the school. The researcher analyzed the readability level of the students' worksheet as course book "*Bahasa Inggris*" based on 2013 Curriculum for eleventh grade students of Senior High School. This research attempted to describe about readability level the reading text in the students' worksheet as course book. Besides, descriptive statistical analysis approach and triangulation method for determining the result of finding and clarifying more details in describing the meaning of the data presented.

2. THEORETICAL REVIEW

Student worksheet is a learning resource that can improve students' understanding of the materials they must master (Ningtiyas, 2015). Student worksheet is a tool to deliver messages to students who used by teachers in the learning process. Student worksheet will facilitate teachers in delivering learning materials and streamline the time and will lead to interaction between teachers and students in the process learning. According to Sriyono (1992), student worksheet is one form of the program based on the task that must be completed and serves as a tool to transfer knowledge and skills so as to accelerate the growth of student interest in following the learning process. There are four skills in student worksheet are speaking, writing, listening, and reading.

Reading in language learning plays an important role. It is one of four language skills which students have to learn. It is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Richards and Renandya (2002) say that reading is one of a number of skills courses that supplement of content. Students may find a lot of

information in the written language such as manual book, newspaper, magazine, and so on. According to Tarigan (1994), language study reading is contained foreign language reading and literary reading. In addition, Tarigan (1994) gives a brief explanation about foreign language reading below:

Reading in a foreign language is quite different from reading in a first language. One who reads a reading text in his first language will not find any difficulties in getting the meaning of each word because he knows exactly what it means. This condition makes him enjoy what he reads. In contrast, one who reads a reading text in a foreign language may not enjoy the activity he does because there are so many words that he does not know before.

Readability concerns itself with how a text is readable. It has its beginning with consideration of how scientific books could be read with understanding. Comprehension is vital in reading. It is the ability to understand languages. Thorndike (1973) provided a means for measuring the difficulties in words and this permeated the development of mathematical formula. It is believed that Thorndike tabulated words according to the frequency of their first meaning and later adopted other word lists as a means of measuring word difficulty. This practice assumed that words frequently read by readers proved less difficult.

The readability of a student worksheet can be measured by using cloze procedure and readability formula. Cloze procedure is conducted by preparing one or more cloze passages taken from the material. W.L. Taylor is credited with being the investor of the cloze technique. Taylor (1953) introduces that actually the cloze procedure is an attempt to improve the existing readability measures. One approach which is focused on the reader's process through a text rather than on the text itself is cloze procedure. While readability formula is computed by using some mechanical procedures involving use of average sentence length, vocabulary lists, and counts of syllable length. There are several types of statistical readability formulas, namely SMOG Readability Formula, McLaughlin "SMOG" Formula, Fry Readability Graph, Gunning "FOG" Readability Formula, FleschKincaid Formula, Powers, Summer, Kearsley Readability Formula, Dale-Chall Formula, FORCAST Formula, and Flesch Reading Ease Formula.

A readability formula which is used in this research is Fry Graph, Flesch Reading Ease Formula and Cloze Test because it is the best meant for school text and is a standard used by many U.S. government agencies. Moreover, it is the most widely used formula and the easiest formula to use.

3. METHOD OF THE RESEARCH

In this research, the researcher used mix method research design in which the researcher tries to analyze, elaborate, and describe the readability level of reading texts material for eleventh grade students. Object of the research was from reading text material in students' worksheet, *Bahasa Inggris* published by ESWE of the second semester. There were twenty one reading texts taken from Student Worksheet *Bahasa Inggris* which were measured in this research. The researcher selected two kind instruments to used readability formula Fry Graph and Flesch Reading Ease to get triangulation data of the result and the second is by using test that is the Cloze Procedure Test to validation the suitable reading texts.

4. RESEARCH FINDING AND DISCUSSION

In this research, the researcher analyzed student worksheet of Senior High School entitled *Bahasa Inggris*. The student worksheet was divided into two semesters, there were first semester and second semester. The researcher chose in the second semester. This student worksheet was published by ESWE in the 2018. This student worksheet also was developed based on curriculum 2013 revision edition 2016. This student worksheet was created for eleventh grade of Senior High School in general program.

Student Worksheet *Bahasa Inggris* in the second semester consisted of sixty four pages and four chapters. It was emphasized on four skills such as reading, listening, speaking and writing. The whole chapters were presented based on the reading text. They were functional text (letter text), songs, and explanation text. From the three kinds of reading texts, the researcher took two kinds as the reading text to be analyzed in this chapter. They were explanation text and letter text that consisted of business letter and personal letter. The researcher took twenty one

texts to be analyzed in this research. They were nine explanation text and twelve letter text.

The researcher applied manual counting and www.countwordsworth.com application to count the data of the sentences, words, and syllables. The first, the researcher count data of sentences, syllables and words by using manual counting from sample 100 words each of reading text. Then it was corrected by using www.countwordsworth.com.

a. FINDING

The data get from number of sentences, words, and syllables, then the researcher got the result of readability score used Fry Graph. The readability from graphic of Fry that showed level grade based on horizontal and vertical line the number of words and syllables. From that line will obtain data refer to level grade of students. More detail see below:

Table 4.1 The Result of Readability Level of Explanation Text Based on the Fry Graph

Code	Grade Level
ET-1	15, 16, 17
ET-2	14, 15, 16
ET-3	8, 9, 10
ET-4	9, 10, 11
ET-5	10, 11, 12
ET-6	16, 17, 18
ET-7	7, 8, 9
ET-8	6, 7, 8
ET-9	13, 14, 15

Based on the result of readability level of explanation text using Fry Graph, it requires that explanation text is ET-1 with the highest for sixth grade or fourth collage. But it can be used for upper or under level. Then the readability level for lowest level is ET-8 with the level for seventh grade junior high school. It also can be used for upper or under level. In addition, there were just any two explanation texts that suitable with the eleventh grade of students are ET-4 and ET-5.

Table 4.2 The Result of Readability Level of Letter Text Based on the Fry Graph

Code	Grade Level
BL-1	8, 9, 10
BL-2	6, 7, 8

BL-3	12, 13, 14
BL-4	10, 11, 12
PL-5	6, 7, 8
PL-6	4, 5, 6
PL-7	7, 8, 9
PL-8	4, 5, 6
PL-9	4, 5, 6
PL-10	4, 5, 6
PL-11	7, 8, 9
PL-12	5, 6, 7

Beside that, the readability level of letter text using Fry Graph, it required that letter text for BL-3 with the highest grade for thirteenth or first college. But it can be used for upper or under level. Then the readability for lowest grade was in the fifth grade level are PL-6, PL-8, PL-9, and PL-10. It also can be used for upper or under level. In addition, there were just one explanation text that suitable with the eleventh grade of students is BL-4.

The researcher also got the data more complex by using Flesch Reading Ease Formula. Because it was not only get data from sample word each of reading text but also all the text and the result it was more detail with the difficulties level. According to Dubay (2004), the readability of the text by using the Flesch Reading Ease Formula can be analyzed by this formula.

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

First, the researcher calculated the ASL (Average Sentence Length) and ASW (Average Number of Syllables per Word). Then, to make the calculation result from the data analysis easier, the researcher provided it in the following table. The summary calculation each of reading text then put into the table 4.3:

Table 4.3 The Readability Score of the Explanation Texts Based on the Reading Ease Scale of the Flesch Formula

Code	Score Flesch Formula	Estimated Difficult Level	Estimated Reading Grade
ET-1	43	Difficult	13 th to 16 th grade
ET-2	45	Difficult	13 th to 16 th grade
ET-3	61	Standard	8 th to 9 th grade
ET-4	58	Fairly Difficult	10 th to 12 th grade
ET-5	59	Fairly Difficult	10 th to 12 th grade
ET-6	50	Difficult	13 th to 16 th grade

ET-7	65	Standard	8 th to 9 th grade
ET-8	67	Standard	8 th to 9 th grade
ET-9	48	Difficult	13 th to 16 th grade

From the table can be conclude that there are two explanation text that suitable with grade level of eleventh grade student senior high school are ET-4 and ET-5 with estimated difficult level fairly difficult and reading grade in 10th to 12th.

Table 4.4 The Readability Score of the Letter Text Based on the Reading Ease Scale of the Flesch Formula

Code	Score Flesch Formula	Estimated Difficult Level	Estimated Reading Grade
BL-1	65	Standard	8 th to 9 th grade
BL-2	73	Fairly Easy	7 th grade
BL-3	44	Difficult	13 th to 16 th grade
BL-4	51	Fairly Difficult	10 th to 12 th grade
PL-5	75	Fairly Easy	7 th grade
PL-6	79	Fairly Easy	7 th grade
PL-7	67	Standard	8 th to 9 th grade
PL-8	82	Easy	6 th grade
PL-9	88	Easy	6 th grade
PL-10	86	Easy	6 th grade
PL-11	69	Standard	8 th to 9 th grade
PL-12	75	Fairly Easy	7 th grade

From the table can be concluded that there are two letter text that suitable with grade level of eleventh grade student senior high school is BL-4 with estimated difficult level fairly difficult and reading grade in 10th to 12th. The researcher also used the cloze test to obtain the empirical evidence of readability level of the reading texts in student worksheet *Bahasa Inggris*. There were three reading texts which are classified into Fairly Difficult level that suitable with reading grade of eleventh grade students to conduct the cloze procedure test in this present research. The test was given to twenty seven samples of students of the eleventh grade. The researcher deleted between 5th to 8th words in the texts and asks the students to complete the reading texts material by the words that are given in the box. The answers were listed at the bottom of the reading text. Each reading texts material has different number of deleted word depend on the length of the text.

The next it was counting the percentage of the students' answer. Each correct answer is given score 1, while the wrong answer is scored 0. Afterwards, the

students' right answers were summed-up. See on Appendix 4. Table of the Frequency of the Students' Answer. For more following formula below:

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

Where : P = calculate Percentage

f = frequency

N = Number of Item

To decide level, it has to take average of percentage of students' answer. (See on Appendix 6. Table of the Summary Percentage of the Students' Answer). Finally, the following table showed the score of cloze test and reading difficulty level of the texts.

Table 4.5 The Score of Cloze Procedure Text and the Reading Difficulty Level of the Texts

Code	Cloze Test	Level
ET-4	76.04%	Unassisted Reading, Independent Level
ET-5	59.45%	Unassisted Reading, Independent Level
BL-4	48.82%	Assisted Reading, Instructional Level

From the table score of cloze procedure text, the researcher can conclude there are three suitable of reading texts for the students in eleventh grade. Because from three reading text there are no reading text in frustrating level.

b. DISCUSSION

The researcher explained the result of analyzing types of reading texts and the readability level of reading text of the student worksheet by using Flesch Reading Ease Readability Formula, Fry Graph, and selection text using Cloze Procedure Test. For using formula, the researcher based on Dubay (2004) theory in book's *The Principles of Readability*. The researcher conducted some steps in analyzing the data.

First, the researcher determined kinds of texts from the textbook to select the suitable text. From the result, the researcher took two kinds of text are explanation text and letter text.

Second, the researcher calculated the readability level through Flesch Reading Ease Formula. The readability score was gained by counting the syllables, words, sentences which are in the texts. To make sure the result of grade level from Fry Graph, it is also validation for triangulation data of the result using Flesch Reading Ease. According to Ary (2010) concurrent triangulation occurs when quantitative and qualitative data are collected and analyzed separately but at the same time, with the findings converging in the conclusions in order to answer an overarching research question. After getting the result of the data analysis from Fry Graph and Flesch Reading Ease Formula and, twenty one reading texts in the student worksheet were classified into five levels:

1. Easy Level, there were three reading texts for 6th grade. But based on the Fry Graph it also can be used for under and upper than level.
2. Fairly Easy Level, there were four reading texts for 7th grade. But based on the Fry Graph it also can be used for under and upper than level.
3. Standard Level, there were six reading texts for 8th to 9th grade.
4. Fairly Difficult Level, there were three reading for 10th to 12th grade. Based on the cloze test those reading text suitable with eleventh grade students. The level of cloze test in the level independent and instructional level. Those texts were appropriate based on their level because it could understand without frustration or difficult for the readers.
5. Difficult Level, there were five reading texts 13th to 16th grade or collage.

Based on Flesch Reading Ease and Fry Graph, almost both of them give the result with similarities in grade level. Then the suitable reading text was supported with measure by using Cloze Test. It pointed out the result isin Independent Level or Unassisted Reading and Instructional Level or Assisted Reading with score 48.82%. Marksheffel cited in Zahra (2017) for the result in instructional/ assisted reading, it means that readers did not have to be assisted by teacher since they are capable to read without any support. In this level students do the reading as the leisure time and their comprehension and understanding of text is very good. Teachers could help them to improve their reading speed and they also need material which is above their level to challenge their ability but don't make them

frustration. Taylor cited in Dubay (2004) stated that even advanced readers or students cannot correctly complete more than 65% from deleted words correctly in a simple text for the unassisted reading, but in the fact from cloze test the student got 76.04% of ET-4. It can be summed up this reading text is too easy for the student in eleventh grade. Each of reading text also gives different score of readability but not always give same readability level when it is applied to the students. Amani (2015) give the result of cloze test text 13 in frustration level. But the researcher found in Independent Level of ET-4. Although it has same readability score but cloze test gave different result. It proved that for applying to the students with suitable grade, it depended on the teacher that know average knowledge of the students if the teacher want to give upper or lower with grade level. Because of the result of the cloze test cannot generalization. The researcher just took the data from one class sample of Private Senior High School. As the researcher know that texts with higher readability score are easier to be understood by student. Meanwhile, texts with lower readability score are more difficult.

6. CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher could conclude that on the student worksheet Bahasa Inggris after analysis and finding the data by using Flesch Reading Ease Formula and Fry Graph that from twelve reading texts included Explanation Text and Letter Text they are categorized into five levels. They were easy, fairly easy, standard, fairly difficult, and difficult. The average of texts included in standard level for 6 texts. From those texts, the researcher concluded that there are only three reading texts in student worksheet which are appropriate for eleventh` grade of Senior High School. The result is obtained from Fry Graph, Flesch Reading Ease formula and suitable reading texts validate by using Cloze Test.

In addition, the result of Cloze Test that conducted the researcher from three texts shows that those two reading texts were in the Instructional Level. It means the students could read the reading texts by themselves but sometimes they have

to be helped by teacher. Those texts were appropriate based on their level because it could understand without frustration or difficult for the readers.

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