

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

The act of reading mostly happens in the process of teaching and learning. Students are often faced with written tests and the textbook itself is a written text. If the students can not understand the text they will be at a situation where they do not know what they are doing or reading.

Therefore, it is important for teachers to select a suitable textbook to be used by their students, because the textbook which is suitable to the student's level and ability can determine the success or failure of a teaching-learning program. Day and Bamford (1998) support the idea by mentioning that, "a program can not exist nor succeed without reading materials that are at a range of appropriate levels of the students."

When students are given the material which is suitable to their level and ability, they will comprehend the content of material. This effort will help them to do the test related to the material given. They do not find difficulties in learning reading. In other words, the suitable reading texts will make learning reading more effective and meaningful.

Textbook as one of teaching and learning materials helps both students and teacher in English teaching learning process. English textbooks play an important role for teachers and students because teaching and learning materials are mostly based on them. If the materials are poor in selection and gradation, they will inevitably cause confusion and discourage to students. Therefore, to avoid chaos, teaching and learning materials need to be well selected.

The English teaching materials in junior high school include the teaching of four language skills. Reading as one of the four language skills plays an important role in the students' success in all aspects. This skill will greatly contribute to all academic subjects. Besides that, it also has become a need in a modern society because it is not only as a medium of communication and as a means of learning but also as the easiest way to gain knowledge.

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One of the teacher's jobs is selecting suitable materials for teaching. The teachers usually try to present material or a reading text which suitable to the students' educational level. The suitability of reading text with the students' reading level will help students to study English successfully.

Readability is about how a text must be readable to be read so that the reader could comprehend the text and make their own schemata from what they are reading. As stated by Stephens (2000), "readability describes the ease which a document can be read". Many factors affect the achieving of the reading and understanding a text. When reader uses their own background knowledge, it will facilitate reader to strengthen their comprehension.

The researcher wishes to investigate the topic because of two reasons. First, a readability study should actually be conducted by teacher before she or he used a textbook. Second, the researcher did not know whether the students could understand the reading passages well or not. Considering this, there was a challenge to analyze the readability level of the textbook.

The researcher conducted a preliminary study in SMPN 275 Jakarta where she was doing her teaching practice program. In the preliminary research, the researcher gave students some reading tests based on reading texts in the "English on Sky" textbook and also interviewed some students to gather their opinion of the reading texts. From the test given the researcher

found that the students were having difficulties in comprehending the texts. The students' score from the test were low. The researcher also found that some of the vocabularies that used in the texts are difficult to be understood by the students. For example "The little brother was exactly the opposite" the word exactly somehow confused the students. Students know the word "exactly" should means "tepat". While in this sentence "tepat" is not the appropriate meaning. From the interview the researcher concludes that the reading texts in EOS textbook are difficult for the students in junior high school of 275 Jakarta.

## **1.2 Research Question**

Based on the above background, the writer wants to present a statement of the problem as follows: *What are the readability level of the reading texts in English on Sky textbook for 8<sup>th</sup> grader students?*

## **1.3 Aim of Study**

Based on the question formulated above; the study is conducted to find the readability level of reading texts in English text book for eight grader students in Junior High School of 275 Jakarta.

## **1.4 Scope of the study**

The scope of the research is analyzing the readability in *English on Sky* textbook of the second grade in Junior High School 275 Jakarta.

## **1.5 Significance of Study**

This study provided an analysis on reading text in textbook used for grade VII students in SMPN 275 Jakarta. The result of this study is expected to be a beneficial contribution for the Department of English Education as well as language teaching. This study would serve as an input for teachers of the level, supervisors, writers, and publishers about the readability of the reading passages in the *English on Sky* textbook. This study is significant to be conducted because each learning material used by a teacher or lecturer should be tested first whether it is readable or not for the students. Thus, the result of this study hopefully would serve as an input for educators, supervisors, writers and publishers concerning with the readability analysis of *English on Sky* textbook.

## **CHAPTER II**

### **LITERATURE REVIEW**

In the following part the researcher will discuss some theories related to the topic of the research. The theories that are described Definition of Text, Type of reading Texts, Definition of Textbook, Selecting Textbook, Definition of Reading, Reading Comprehension, Readability, Readability Formulas.

#### **2.1 Definition of text**

Text is a stretch of language, either in speech or in writing. That is semantically and pragmatically coherent in its real-world context (Carter and McCarthy, 2006). A text can range from just one word (e.g. a SLOW sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc. Another definition of text is a semantic unit that has a particular social meaning, made up of related sentence whose main characteristic is unity of meaning (Haliday and Hasan, 1976).

Each sentence of a text is related to the previous ones. So any stretch of language that has a function as unity is a text. Thus this definition could include posters, shopping lists, emails, poems, film reviews and so on. We could also view a text as anything which involves a recognized language

system (not just writing but speech also). This could mean that we consider a conversation or a song as a text.

### **2.1.1. Types of Reading Text**

There are some types of reading texts. They are narrative, poem, dramatic, response, explanation, report, discussion, exposition, recount, description and procedure (Mark and Katty, 1998). The explanations of each type are as follows:

Narrative: A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

Poem. Poetry is usually concerned with feelings and vivid description. Poems may tell a story or reflect on something of importance to the poet. The purpose of a poem is to present a description or a point of view, usually with thought-provoking images.

Dramatic. A dramatic text uses acting to communicate ideas and experiences. Dramas can be spoken or written. They may have set lines or the actors can improvise (make up the lines as they go along). The purpose of drama is to express the dramatic's ideas so as to make the audience think about life.

Response. A response is a text that gives a person's response (judgement, opinion, reaction) to another text such as a book, film or poem. The purpose of a response is to describe the artistic work and provide a judgement about it.

Explanation. An explanation tells how or why something occurs. Explanations can be spoken or written and their purpose is to tell each step of the process (*the how*) and to give reasons (*the way*) for it.

Report. An information report is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject's parts, behaviour and qualities. The subject is usually general rather than particular, for example, 'skin' rather than an individual person's skin.

Discussion. A discussion text type gives the for and against. The positive and negative, or the good points and the bad points. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Exposition. An exposition is a piece of text that presents one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument that is the case for or the case against.



Recount. A recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

Description. Factual description describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group.

Procedure. A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

## **2.2 Definition of Textbook**

Textbook is a book written for and used by the students as a standard work in a particular subject or as a source of information and exercise, activities, projects, etc., intended to help the user develop specific skills (Arthur, 1992). Federicks (2010) states that a textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It is usually written by one or more people (teachers, college, professors, education experts) who are authorities in a specific field. Venkateswarlu (2007) also said textbook is a book defined for classroom use, carefully prepared by the experts in the field and equipped with usual teaching devices.

Good textbook material can save teachers time and energy and their preparation of daily learning material. Textbook also enable students to make practical application of the ideas they receive through their reading.

### **2.2.1. Selecting Textbook**

Selecting textbook involves matching the materials against the context in which is going to be used. No textbook design for a general market will absolutely ideal for particular group of students, but the aim is to find the best possible fit. The first step to selecting textbook is to identify the aims and objectives of our teaching programme and the second is to analyze the teaching and learning situation in which the material will be used. The next step is to draw up a list of potential textbook using information from publishers, advice from colleagues and our own previous experience. These books should be subjected to an impressionistic evaluation to eliminate those that are obviously unsuitable (Cunningsworth, 2008).

## **2.3 Definition of Reading**

Reading is a process of interaction between a reader and text (Alderson, 2000). During this process a reader not only looks at text but also thinks about what he is reading, what it means to him, how it relates to other things he has had, to what he expect to come next in text. The reader may

think about how useful, entertaining, boring, crazy, the text is. He may be conscious on the difficulties or ease when reading.

Another explanation of reading is an interactive process between what a reader already knows about given topic or subject and what writer writes. It is not simply applying decoding conventions and grammatical knowledge to the text (Nunan, 1989). When reading, students interpret the text with their previous knowledge and modify their original schemata as new information learned.

### **2.3.1. Reading Comprehension**

Reading requires the ability to recognize words, know their meaning, read quickly and fluently, and ultimately comprehend intended meaning. Although all four qualities described above are important, reading comprehension generally is seen as the most important (Thomas and Lane, 2004). Related to the definition above reading can refer to the ability to recognize sentences and their meaning as linguistic elements or it can refer to the ability to recognize how they function as a part of discourse (Widdowson, 1978).

Some factors that may influence a learners' success in reading comprehension are task based factors, text and test format (Urquhart and Weir, 1998). In the sub-heading of the text factors, they found the following:

- Text type: the teacher decides appropriate text types for the test. It is expository text, argumentative text, etc.
- Content: the relationship between readers' knowledge, text and comprehension.
- Topic familiarity: this relates to the interestingness and familiarity of the text to its reader.
- Vocabulary: there are three levels of vocabulary: common words, technical words (as specific vocabulary such as vocabulary for mechanic, reporter, doctor, etc.), and sub technical words (as academic vocabulary).
- Channel: non verbal information such as maps, charts, graphs, and table are used extensively in some content of science and social studies.
- Difficulty: the difficulty of the text depends on the amount of previous knowledge the readers bring to the text; it relates to readability. Whether or not the reader brings meaning to the printed words depends on their background experiences, purpose in reading, attitudes and points of view and mental ability.

According to Goodman, while someone is reading he does not make use of all the information in a text. He has to select information that he understands. Therefore, in the process of reading, not all messages form the written page

can be understood. This selective process of reading occurs in the readers of the foreign language.

## **2.4 Readability**

The word readability comes from “read able” Readability is determined by factors such as word length, word commonality, sentence length, number of clauses in sentence, and number of syllables in a sentence. (William and Kritina, 2010). Readability mentions to all factors which affect success in reading.

One factor that should be carefully thought of when choosing reading texts to suit students is that the reading materials should be appropriate to the students’ reading ability level. Readability is the match between reader and text. Readability suggests that content is clear, well expressed, and suited for the reader (Richardson and Fleener, 2010). If those reading materials have not been graded, it’s the teachers themselves who have to do it using the proper readability formulas to grade those reading materials themselves. The readability formulas are to determine what seems readable to the students. The teachers have to learn how to use these formulas. At present, there are over 200 formulas for teachers to choose.

Considering the readability when selecting text and materials can be one useful way of determining the appropriate match of materials to students within a classroom. If the match is not the good one for the target readers, the teacher must consider finding materials that better match students’ background and expertise. Doing otherwise puts readers at a disadvantage (William and Kritina, 2010) also

stated that by examining readability, teachers can appropriately prepare readers to learn.

The interaction between the reader and a text can help the reader to make sense of the text in terms of his own schemata. There are particular points that should be realized when reader reads a text, in this case it is important for teacher to select an appropriate text to their students, the points are conceptual density, existing knowledge, style and bias. Conceptual density means, find out the number of few concept that introduced in each chapter, find out the difficult texts. The concept needs to be elaborate whether the text is understandable for students or not. A text should tell about a few important ideas as rather than a little about many ideas.

Existing knowledge means that the text must be consist of vocabulary in which the words is familiar to students, a text must be supported with an understandable, believable and relevant example and information so that the students easier to relate it to their own life style. Style; there are many points that should be considered in selecting a text. Does the author using interesting language, chapters in textbook should consist of introduction, learning objectives, titles, etc. Bias; it is important for teacher to select an appropriate text so that students will have a good impact after they read a text. Teacher has to convince if the text included a balance in representation between gender and ethnic origin, stereotypes, etc.

### **2.4.1 Readability Formulas**

Numerous readability formulas were published during this period (e.g., Dale & Chall, 1948; Flesch, 1951; Fry, 1968; Gunning, 1968; Spache, 1953). As Oakland, Thomas and B. Lane, Holly (2004) stated Some became widely used, especially by textbook publishers and writers. Data from these formulas are intended to assist in matching text (e.g., typically three or more sentences that comprise a paragraph) and a person's language or reading abilities.

Most readability formulas rely on two quantitatively measured qualities: vocabulary (e.g., typically assessed by word familiarity and/or the number of letters or syllables within a word) and syntax (e.g., typically assessed by sentence and paragraph length and/or sentence and passage complexity). Formulas provide a numerical rating referenced to a grade difficulty level (e.g., first, seventh) for a specific text.

Each of paragraphs on one page may have the same or different grade level difficulty. Grade levels may be translated to age levels by adding 5 to the grade level. Thus, readability formulas may provide information as to the level of reading required on a source test, particularly its directions and any required reading passages.

“Readability formulas are frequently used for determining the difficulty of material. They are fairly reliable starting measures for making instructional decisions

about text. Readability formulas are a narrow measure of readability.” (Ricahrdson and Fleener, 2010). Moreover, they also stated that a quick first look at material to spot potential problems with difficulty can be accomplished by using readability formula.

Basically, the readability of text can be measured in three ways: (1) Instructor judgment; an experience teacher can predict the readability level of a reading text which concern on its vocabulary, sentence, and ideas. (2) comprehension testing by cloze procedure; and (3) statistical readability formulas (Schulz, 1982). The first and second involve the interaction of reader and text – which are called text-reader based procedures. The statistical readability formulas are text based.

Instructor judgment, teachers as the instructors can investigate the difficulty of reading text for their students. Some teachers may state that when they know the books, they directly can evaluate the difficulty of those books. This may be true for some teachers, but most of teacher can not do it well. Instructor judgment depends basically on the subjective judgment of the evaluator. The negative side of instructor judgment is that the teachers tend to generalize student’s capabilities based on the capabilities of small number of students. That’s way the instructor judgment are less valid.

Another readability measurement is cloze procedure. Wilson taylor developed the procedure in 1953. It is based on the concept of closure - the human tendency to complete a partly incomplete pattern – in Gestalt psychology. To measure readability



by cloze procedure, every randomly selected word (usually between 5-12) of a text is deleted and replaced by a blank space.

Today readability formulas are usually based on one semantic factor (the difficulty of sentences) since those formulas are text based. Readability formulas can be referred to a chart or graph or can be counted with mathematical calculation. Some of the most widely known statistical devices for measuring readability of a text are Dale-Chall formula, the Fry's Readability Graph and the Flesch Formula.

The Dale-Chall formula utilizes the number of words per sentence, but instead of average word length it measures the number of words not appearing on the listings of high-frequency vocabulary. This formula omits long words in favor of unfamiliar words.

Fry Readability Graph based on average number of syllables and the average number of words per sentence in a 100 word passage which are plotted to find out the level of readability of a text.

Flesch reading ease formula is considered as one of the oldest and the most accurate readability formulas found by Rudolf Franz Flesch. The Flesch Reading Ease Formula is a simple approach to assess the grade-level of the reader. It's also one of the few accurate measures around that we can rely on without too much scrutiny. This formula is best used on school text. It has since become the standard readability formula used by many US Government Agencies, including the US Department of

Defense. However, primarily, we use the formula to assess the difficulty of reading passage written in English.

#### **2.4.2 Readability Level**

According to Rudolf Flesch there are seven levels of readability. They are: Very Easy (Easily understood by an average 11-year old student) Average sentence length is 12 words or fewer and no words of more than two syllables, Easy, Fairly Easy, Normal (Easily understood by 13 to 15 year old students) Average sentence is 15 to 20 words long and the average word has two syllables, Fairly Difficult, Difficult (Sentences will have mostly 25 words. Two syllables usually) and Very Difficult (best understood by college graduates) Average sentence is 37 words long and average word has more than two syllables.

By the very nature of technical subject matter, the Flesch score is usually relatively low for technical documentation. If the Flesch test is used regularly, one may develop a sense of what a reasonable score is for the type of documentation one is working on and aim to maximize this score.

## **CHAPTER III**

### **METHODOLOGY**

This chapter elaborates; the objective of the study, Research design, Time and place of the study, Data and Data Collection Technique, and Data Analysis Techniques.

#### **3.1. Research Design**

The aimed of this study was to find out the level of readability of texts in *English on Sky*. This study utilized content analysis research employing readability formula. Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner.

#### **3.2. The time and place of the study**

The study conducted at first semester of the academic year 2012/2013. The place of the study is in Junior High School of 275 Jakarta.

### **3.3. Data**

The data used in this study are 9 reading texts in *English on Sky* textbook for Junior High school of 275 Jakarta. The texts are “Louis Pasteur”, “Takatuliang”, “The Stingy and the generous”, “The Muse Live Concert”, “Alimudin, a Local Footballer”, “Muhammad Hatta”, “Jonas Edward”, “Camping” and “Thomas Alva Edison”.

### **3.4. Data Collection Techniques**

There are 21 reading texts in the *English on Sky* textbook. The researcher asked students to underline the difficult word from each text. After that the researcher helped the students to find out the meaning of those difficult words. After found the meaning of the difficult words the researcher gave the students a test to analyze the students’ comprehension of each text.

There are 9 out of 21 texts were chosen. The texts were chosen based on the amount of difficult words and students score while doing the test for each text.

### **3.5. Data Analysis Techniques**

In the Flesch Reading Ease test, higher scores indicate that the material is easy; lower number scores indicate that the text is difficult to be understood.

To gain the readability score by using Flesch Reading Ease Formula, the first step that has to be done was counting the number of sentences of each text. Then,

the second step was counting the number of words from each text. The third was counting the number of syllables from each text. The writer counted the number of sentences, words and syllables manually and she used dictionary to help her counted the syllables.

The next step was counting the score using Flesch Reading Ease formula.

1. Count the Average Sentence Length that is the number of words divided by the number of sentences.
2. The score of Average Sentence Length times 1.015 (Total Average Sentence Length).
3. To gain the Average Syllables per word score she divided the number of syllables by the number of the words in the text.
4. The score of Average Syllables per word times 84.6 (Total Average Syllables).
5. Counted the final reading score that is  $206.835 - \text{Total Average Sentence Length} - \text{Total Average Syllables}$ .

The formula of the Flesch Reading Ease is:

$$206.835 - 1.015 \left( \frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left( \frac{\text{total syllables}}{\text{total words}} \right)$$

The scores can be interpreted as shown in the table below:

Score	Notes
90-100	Very Easy (Easily understood by an average 11-year old student)
80-90	Easy
70-80	Fairly Easy
60-70	Normal (Easily understood by 13 to 15 year old students)
50-60	Fairly Difficult
30-50	Difficult
0-30	Very Difficult (best understood by college graduates)

## **CHAPTER IV**

### **ANALYSIS**

This chapter discusses data description, findings and discussion about the readability level of reading on English on Sky textbook. The data are to answer the research question formulated at the beginning of the study.

#### **4.1 Findings**

##### **Text 1: Louis Pasteur**

In the text 1, Louis Pasteur the writer found that there are 15 sentences, 207 words, and 367 syllables. Based on the calculation from the Flesch Formula, Louis Pasteur text's score is 42.836. According to the Flesch table interpretation, a text with score 30-50 concluded as a difficult text. So, the Louis Pasteur text is difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "worked on" and "yeast". That causing the students having difficulties to understand what is the text about.

**Text 2: Takatuliang**

In the text 2, Takatuliang the writer found that there are 20 sentences, 260 words, and 340 syllables. Based on the calculation from the Flesch Formula, Louis Pasteur text's score is 56.635. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the Takatuliang text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "valuable" and "woodcarver". That causing the students having difficulties to understand what is the text about.

**Text 3: The Stingy and the Generous**

In the text 5, The Stingy and The Generous the writer found that there are 16 sentences, 217 words, and 319 syllables. Based on the calculation from the Flesch Formula, Louis The Stingy and The Generous's score is 69.275. According to the Flesch table interpretation, a text with score 60-70 concluded as a Normal text or easily understood by the 13 to 15 years old students. So, the The Stingy and the Generous text is easily to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "wounded" and "wealth". That causing the students having difficulties to understand what is the text about.



**Text 4: The Muse Live Concert**

In the text 4, The Muse Live Concert the writer found that there are 12 sentences, 116 words, and 188 syllables. Based on the calculation from the Flesch Formula, Louis The Muse Live Concert's score is 59.925. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the The Muse Live Concert text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "fellows" and "wondrous". That causing the students having difficulties to understand what is the text about.

**Text 5: Alimudin, a local footballer**

In the text 5, Alimudin, a local footballer there are 14 sentences, 122 words, and 201 syllables. Based on the calculation from the Flesch Formula, Alimudin, a local footballer score is 58.59. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the Alimudin, a local footballer text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "prepares". That causing the students having difficulties to understand what is the text about.

**Text 6: Muhammad Hatta**

In the text 6, Muhammad Hatta the writer found that there are 22 sentences, 236 words, and 390 syllables. Based on the calculation from the Flesch Formula, Muhammad Hatta's score is 56.135. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the Muhammad Hatta text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "movement" and "surrendered". That causing the students having difficulties to understand what is the text about.

**Text 7: Jonas Edward**

In the text 7, Joans Edward, the writer found that there are 16 sentences, 167 words, and 319 syllables. Based on the calculation from the Flesch Formula, Muhammad Hatta's score is 34.635. According to the Flesch table interpretation, a text with score 30-50 concluded as a difficult text. So, the Jonas Edward text is difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "preventive" and "chairman". That causing the students having difficulties to understand what is the text about.

**Text 8: Camping**

In the text 8, Camping, the writer found that there are 8 sentences, 123 words, and 192 syllables. Based on the calculation from the Flesch Formula, Camping's score is 59.135. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the Camping text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "frequently" and "themselves". That causing the students having difficulties to understand what is the text about.

**Text 9: Thomas Alva Edison**

In the text 9, Thomas Alva Edison, the writer found that there are 16 sentences, 177 words, and 299 syllables. Based on the calculation from the Flesch Formula, Thomas Alva Edison's score is 52.865. According to the Flesch table interpretation, a text with score 50-60 concluded as a fairly difficult text. So, the Camping text is fairly difficult to be understood by the 13 to 15 years old students.

There are also some words that are unfamiliar for the students such as "operated" and "improvement". That causing the students having difficulties to understand what is the text about.

## **4.2 Discussion**

During the research the writer found that based on the readability formula, the score shows that the text is fairly difficult for the 13 to 15 years old students. The word, sentence and syllables length in the texts are quite difficult for the students in junior high school of 275 Jakarta. Most of the texts are difficult to understand by the students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter addresses two matters they are conclusions and suggestions. Conclusion is presented as the answer of research question and related to the purpose of the study.

#### **5.1. Conclusions**

Based on the result using Readability formula in analyzing the readability level of reading texts in *English on Sky* textbook, the length of sentence, words and syllables in one text is equivalent so it is easy to be understood by the students. In another six texts the length of sentence, words and syllables are quite equivalent so it is fairly difficult to be understood by the students and the length of sentence, words and syllables two texts are not equivalent so it is difficult to be understood by the students.

From the instrument that was used in this study the writer concluded the difficulty level of reading text in *English on Sky* textbook is quite difficult for the 13 to 15 years old students especially in junior high school of 275 Jakarta.

## **5.2.Suggestion**

Based on the conclusion above the writer would like to suggest for the teachers and the authors and the publisher of the book as follows:

### **5.2.1 For the Teachers**

- a. It is better for the teacher to find out whether reading texts in the textbook are appropriate for the students since based on the analysis using Flesch Reading Ease formula most of the texts are fairly difficult to be understood by the students.
- b. The teacher has to assist the students when they face the difficulties in understanding the text.

### **5.2.2 For the Author**

- a. The authors have to consider whether or not the texts they write in the textbook are readable for a particular grade level of students.
- b. The authors have to find out the readability level of the text first before they put it in the textbook.

### **5.2.3 For the Publisher**

The publishers have to consider whether the textbook they want to publish is qualified and suitable for a particular level of students. Since a good textbook can help both the teacher and the students in order to reach the goal of teaching and learning English.

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