

Readability Level of Reading Texts in The English Textbook Published by Intan Pariwara for Junior High School Grade IX at Junior High School 2 Grogol Kediri

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Abstract

This study describes the results of research regarding: (1) The types of text listed in the English textbooks used by the teacher are books published by Intan Pariwara, (2) The level of readability of books used by teachers published by Intan Pariwara in class IX in SMAN Grogol 2 Kediri. This research uses descriptive qualitative as a research technique. The method used in this research is interviews with English teachers, calculations with FRY graph formulas, and documentation. The research results obtained are: (1) The types of text found in the English book entitled Bahasa Inggris published by Intan Pariwara are announcement text, advertisement text, procedure text, report text, descriptive text, narrative text, and recount text. (2) for the calculation of the readability level using the FRY graph formula, the researcher gave a limit to the type of text used for the study, namely Narrative text with a total of two reading texts and Report text with a total of two reading texts. The results obtained have different numbers, namely from those that are too easy or not according to the user level, namely for class VII, for class VIII, and there is one text that corresponds to the user level, namely for class IX, and one text for class X.

Key words: *textbook, reading, readability.*

Introduction

English is a language that has been established as an international language, therefore learning English can be said to be very necessary. English can be categorized into a foreign language if a country has a regional language. According to Quirk (1972), a second language is a language needed for certain official, social, commercial, or educational activities in their own country, while foreign language is the language used by people to communicate across borders or with other people who are not from their country.

Crystal (2003) argues that English has a role as a global or world language because English is studied and used as a means of communication in all countries, both as a first language, second language, and as a foreign language. The

Indonesian government has determined that English is one of the subjects deemed compulsory for junior high school to university.

The implementation of the English language recognition program at the primary school level is based on the Decree of the Minister of Education and Culture No. 060 / U / 1993 dated 25 February 1993 (Ministry of Education and Culture, 1993) which describes the possibility of learning English as a local content subject in primary schools and can be started in the fourth grade of elementary school. However, now English has been introduced in first grade with the fairly light material.

According to Brown (2000) who argues that the clearest and most common supporting material for language teaching comes from supporting texts. Brown also argues that textbooks are one type of book used in the educational curriculum. According to Echols & Sadily (2006), textbooks have words that are equivalent to textbooks. This is the reason why textbooks are used as an important medium for learning English, especially for a teacher.

Many English textbooks are available under the guidelines of the National Curriculum Standards in Indonesia. However, if schools are required to use textbooks from the government, it is different for teachers, where teachers are required to have more references, therefore teachers have handbooks or supporting books published by several educational institutions. There are several criteria in selecting textbooks, including the book must be interesting, can be understood easily, and the content of the material must be with a predetermined curriculum. Teachers must also be able to choose appropriate supporting materials and sources.

According to Anderson (1999) reading skills have an important role in the learning process, where students must read English material for their subjects. According to Smith (2005) reading is the process of building an understanding of a written text. Meanwhile, according to Juel (2005) means reading is the process of recognizing words and integrating the meaning of words in sentences and reading structures so that the final result of the reading process can realize the essence of reading. By reading other skills that are also important can be

influenced by their ability because reading is the basis of learning to understand, students are more likely to quickly grasp material through reading than through speaking, listening, or writing.

According to Murcia's (2001) statement, it explains that the reading curriculum pays close attention to the reading materials used, namely supporting sources, the selection of the main text in the textbook, and class library materials that have a big effect on students. Text material must complement the student's intellectual level and must adapt to the level of difficulty for the reader including assumptions of background knowledge, demanding topics, cultural assumptions, text length or shortness, grammar usage, and vocabulary usage.

According to Klare (1984) a text that has good readability will influence the reader in increasing interest in learning and improving memory, increasing reading speed and comprehension and reading efficiency, and maintaining reading habits. Therefore, the legibility aspect needs to be considered so that students are not only able to understand the meaning or content of the textbook but can also increase their learning motivation. Readability is the ease of reading and understanding a text or reading. This ease is influenced by various factors such as sentence length, word choice, and layout. Richards and Schmidt (2004) argue that legibility is how easily written material can be read and understood.

The purpose of this study was to determine the types of reading textbooks available and also to determine the level of readability of the English textbooks used by the teacher, entitled *Bahasa Inggris* published by Intan Pariwara for grade IX at SMPN 2 Grogol Kediri.

Readability

According to Tampubolon (1990) states that readability is the reader's suitability of a reading seen from the level of fertility. It can be said precisely if the reading is not too difficult and not too easy or the medium should be difficult. If the reading is too difficult, the reader will read slowly because it is difficult to understand, it will even be done repeatedly.

Reading

According to Mr. Juel in the book Mr. Sandjaja (2005) means that reading is a process of being able to recognize words and then combining them into the meaning of words and into sentences and reading structures.

Textbook

According to Tarigan (1986) a textbook is a learning book in a particular field of study, which is a standard book, compiled by experts in that field for instructional purposes and objectives, which are equipped with appropriate teaching infrastructure suggestions and are easily understood by its users both in schools and universities so that it can support the learning process.

Research Method

Research Design

This research is a descriptive study with a qualitative approach. According to Saryono (2010) qualitative research is research used to investigate, discover, describe, and explain the quality or features of social influence that cannot be explained, measured, or illustrated through a quantitative approach. Moleong (2007) argues that descriptive research emphasizes data in the form of words, images, and not numbers caused by the application of qualitative methods. In addition, everything collected is likely to be the key to what has been studied.

Research Instrument

According to Gulo (2000) research instruments are written guidelines about interviews, or observations, or lists of questions, which have been prepared to obtain information. Then according to Ardianto (2010) this data collection instrument is basically inseparable from the data collection method. In qualitative research, the main tool or instrument for data collection is the researcher herself by observing, asking, listening, asking, and retrieving research data. In this study, researchers obtained data collection using an interview instrument with Mr. Rudi Bagiyo S.Pd as an English teacher at SMPN 2 Grogol Kediri. In addition to interviews, researchers also took documentation when collecting data. And in

addition to conducting interviews and documentation, researchers also use FRY charts to calculate readability from predetermined textbooks.

Data Collection Technique

Data collection techniques are a very important element used to obtain accurate data in a study. According to Sugiyono (2007) when viewed in terms of the way or data collection techniques, the data collection techniques can be done by observation, interviews, questionnaires, and documentation.

Findings and Discussion

After the researcher conducted the research which took place at SMP Negeri 2 Grogol Kediri with data collection methods in the form of interviews, documentation, and measurement of the level of readability using the FRY chart, it can be described as follows:

1. The kinds of texts are contained in the reading in the English textbook entitled *Bahasa Inggris* used by the teacher published by Intan Pariwara used by class IX. The type of text contained in the textbook used by the teacher with the title English published by Intan Pariwara are announcement text, advertisement text, procedure text, report text, descriptive text, narrative text, and recount text.
2. The level of readability in the English textbook entitled *Bahasa Inggris* used by the teacher published by Intan Pariwara used by class IX. From the results of the research obtained, the textbooks used by the teacher have different types of readability levels, there are readability levels that are quite easy for grade IX standards, some are appropriate and some are quite difficult for grade IX standards. In accordance with the results of an interview with Mr. Rudi as an English teacher for grade IX, that the teacher only took 30% of the teacher's books from the Intan Pariwara source used, and for the level of readability with the standard grade IX students of SMPN Grogol 2 Kediri the teacher had given a readability percentage of 65% because they still need a translator. This is reinforced by the researcher by calculating the level of readability in the book

using the FRY graph calculation formula. Below is one of the texts used by researchers taken from an English textbook entitled *Bahasa Inggris* published by Intan Pariwara for class IX.

Narrative Texts

Task 1

From the reading of (4.2.1 Table Narrative Text of Task 1 (source: English by Intan Pariwara for class IX)), the number of words chosen by the researcher from the reading above contained 362 words. With a sentence count of 10, and the number of syllables 573. Then the researcher counted the number of words to 100 in the 7th sentence, with a dot on the 20th word, and with a total of 25 words, the calculation was $20:25 = 0.8$. Then the number of words is $7 + 0.8 = 7.8$, which means that this result is the number of sentences. Then for the number of syllables in the word 100, there are 154 syllables. The result of the calculation of the horizontal point with the syllable is 154, and the vertical point shows the total number of sentences is 7.8 with the meeting point at level nine, this indicates that the English textbook with the title English is published by Intan Pariwara for class IX according to because it shows results that correspond to the user level of the book.

Task 2

From the reading result of (4.2.1 Table Narrative Text Task 2 (source: English by Intan Pariwara for class IX)), the number of words that the researcher chooses from the reading above contains 528 words. With the sentence count, the number of sentences is 43, and the number of syllables is 805. Then the researcher counts the number of words to 100 in the 12th sentence, with the dot on the 6th word and the number of words in 6, then the calculation is $6:6 = 1$. Then the number of words is $12 + 1 = 13$ which means that this result is the number of sentences. Then for the number of syllables in the word 100, there are 159 syllables. The result of the calculation of the horizontal point with the syllable is 159, and the vertical point shows the total number of sentences is 13 with the

meeting point at level eight, this indicates that the English textbook with the title English published by Intan Pariwara for class IX is not suitable because shows results that do not match the user level of the book.

Report Texts

Task 1

From reading of (4.2.2 Table Text Report Task 1 (source: English by Intan Pariwara for class IX)), the number of words chosen by the researcher from the reading above contained 261 words. With a count of sentences, the number of sentences 17, and 476 syllables. Then the researcher counted the number of words to 100 in the 9th sentence, with the dot on the 7th word and the number of words in 20, then the calculation was $7:20 = 0.3$. Then the number of words is $7 + 0.3 = 7.4$, which means that this result is the number of sentences. Then for the number of syllables in the word 100, there are 162 syllables. The result of the calculation of the horizontal point with the syllable is 162, and the vertical point shows the total number of sentences is 7.4 with a meeting point at level ten, this indicates that the English textbook with the title English published by Intan Pariwara for class IX does not appropriate because it shows results that do not match the user level of the book.

Task 6

From the reading (4.2.2 Table from Text Report Task 6 (source: English by Intan Pariwara for class IX)), the number of words selected by the researcher from the reading above was 173 words. With the number of sentences as many as 18, and the number of syllables 319. Then the researcher counted the number of words to 100 in the 11th sentence, with a dot on the 6th word, and with a total of 7 words, the calculation was $6:7 = 0.8$. Then the number of words is $11 + 0.8 = 11.8$, which means that this result is the number of sentences. Then for the number of syllables in the word 100, there are 153 syllables. The result of the calculation of the horizontal point with the syllable is 153, and the vertical point shows the total number of sentences is 11.8 with a meeting point at level seven, this

indicates that the English textbook with the title English published by Intan Pariwara for class IX does not appropriate because it shows results that do not match the user level of the book.

Conclusion

The conclusion of the research consisted of interviews, and calculations using the FRY graph formula in research on the level of book readability and the types of the text contained in the English textbook used by the teacher entitled *Bahasa Inggris* published by Intan Pariwara for grade IX at SMPN 2 Grogol Kediri. The types of text found in the English book entitled *Bahasa Inggris* published by Intan Pariwara are announcement text, advertisement text, procedure text, report text, descriptive text, narrative text, and recount text. Retrieval of data through interviews with Mr. Rudi as the English teacher stated that the readability level in the textbook was that there were several texts that were appropriate and some were not in accordance with the level of the user, in presenting the percentage of the readability level, Mr. Rudi gave a 65% level in the meaning of the book These can be classified in the medium category, and for the condition of students at SMPN 2 Grogol Kediri at the ninth grade level are able to interpret the reading from the textbook using the help of translator materials. Then retrieve the data by calculating the readability level using the FRY graphic formula, the English textbooks used by the teacher have various readability levels.

The results of the calculations on the four texts that have been determined by the researcher, there are all different results. Starting from the low legibility level, appropriate, too difficult for the ninth-grade level.

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