

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading**

##### **1. Definition of Reading**

Reading is one of the four language skills that teachers should cultivate when teaching English as a foreign language. Reading is a higher priority than other skills, not only because it allows people to obtain information and new technology. Grabe (2009) defines reading as a process in which readers learn something from what they read and apply it in an academic context as part of their education. Learning occurs when the mind shifts from an unknown to a known thing. Reading is part of learning, so readers try to understand the texts they are reading by interpreting, synthesizing, evaluating, and selecting the important information. Furthermore, Grabe (2009) states that "reading is the strategic process in that a number of the skills and processes used in reading require effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals."

Some experts provide various definitions of reading. Reading comprehension is a prerequisite for students' overall academic success in school (Sholihah, 2018). When one considers the number of levels and components that must be

mastered, reading is an extraordinary achievement, according to (Septyani et al., 2020). Reading comprehension becomes especially important in the later elementary grades (Hidayatillah & Zainil, 2020) and serves as the foundation for a significant amount of secondary school learning. Students' academic progress is limited unless they have reading comprehension skills and a desire to read in order to learn (Hidayatillah & Zainil, 2020). Metacognitively aware readers can monitor their understanding while reading, deploying and maneuvering within their strategy repertoires to address any gaps in deriving meaning from text, thereby facilitating comprehension.

Furthermore, reading is about comprehending written texts. It is a difficult activity that requires both perception and thought. Reading is also said to consist of two interconnected processes: word recognition and comprehension. According to Kusuma (2016), learning to read is an important educational goal for both children and adults because it opens up new worlds and opportunities. As a result, it enables students to gain new knowledge, enjoy literature, and engage in everyday activities such as reading newspapers, job listings, instruction manuals, maps, and so on.

According to Robertson (2009), reading is an act of empowerment that affects the reader, the text, and the subsequent interaction between the text and the reader. Furthermore, a reflective interpretation of the world will be viewed as a practice

in critical reading of reality. To summarize, reading always entails critical perception, interpretation, and a desire to remember what has been read.

It is possible to begin an understanding of how culture, as a form of human practice or work, transforms the world by strengthening the reader's existential experience through continuous development of the reader's perceptive ability.

According to Brown (2001), there are two types of classroom reading performance: oral reading and silent reading. At the beginning level, oral reading is preferred. Oral reading can serve as an evaluative check on processing skills, double as a pronunciation check, and serve to add some extra students' participation at the beginning and intermediate levels, whereas silent reading is better at the advanced level. There are two types of silent reading: intensive reading and extensive reading.

Brown (2001) stated intensive reading is typically a classroom-based activity in which students concentrate on the linguistics or semantics of a passage. Intensive reading directs students' attention to grammatical forms, discourse markers, and other surface structure details in order to comprehend literal meaning, implications, and rhetorical relationships, whereas extensive reading is done to gain a general understanding of a typically longer text. Extensive reading, on the other hand, refers to texts longer than a page, such as professional articles, essays, technical reports, short stories, and books. The majority of

extensive reading is done outside of class. Reading is one of the four language skills that should be developed by the teachers in teaching English as a foreign language. Reading has an important priority if compared with the other skills, not only because it helps the people get information and new technology. Reading may also be defined as a process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. Moreover, Grabe (2009: 15) states that, “Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.”

Moreover, reading is about understanding written texts. It is a complex activity that involves both perception and thought. It is also said that reading consists of two related processes: word recognition and comprehension. Further, Pang et al. cited in Kusuma (2016) stated that learning to read is an important

educational goal for children and adults because the ability to read opens up new worlds and opportunities. So, it ables students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

According to Robertson (2009) Reading as an act of empowering resposenwhich impacts on the reader, the text and ensuing interaction between the text and the reader. Moreover, a reflective interpretation of the world will then be seen as an exercise in critical reading of reality. In sum, reading always entails critical perception, interpretation and an enthusiasm for reminding us of what has been read.

By the strengthening the existential experience of the reader through a continous development of the reader perceptive ability, it is possible to initiate an understanding of how culture as a form of human practice or work transform the world.

Materials are defined as anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard; anything which present or informs about the language being learned (Tomlinson, 2001). One of the materials usually used by the teachers and learner is textbooks.

A good reading material has to promote lively interaction between students and teachers as well as among students

themselves to accomplish a communicative language learning process. As a result, teachers need to put effort on creating materials that will live up to that expectation.

Teacher uses the reading text in teaching English as media to develop reading ability. Tomlinson (2007) stated that all good materials have for flexibility, adaptability and relevance to the changing needs, goals and interest of the modern-day language learner. In reality, most teachers do not have enough time to create their own materials that using textbook becomes the only remaining option. Although, no textbook is designed for their students with their particular needs and characters that make teachers still need to wisely select and even modify textbook materials.

Nuttal (1996) stated that, there are many criteria in selecting reading text before being to the students, they are:

1. Suitability of Content

Material that students will find interesting, enjoyable, challenging, appropriate for their goals in learning English.

2. Exploitability

A text that facilitate the achievement of certain language and content goals, that is exploitable for instructional tasks and technique and that is integratable with other skills (listening, speaking and writing)



### 3. Readability

A text with lexical and structural difficulty that will challenge students without overwhelming them.

Further, a good reading material will be supported the student's achievement in learning process. According to Cunningsworth's (1984) as cited in Lee (2013) in developing reading skill, students should be first introduced to new language items that refer to the reading text. Texts should also be authentic to help students refer to their own experience so that it is more comprehensible for them. Text types used in reading passages should be appropriate with what the students are expected to learn from the syllabus.

According to Hill in Resda ( 2011), there are four reading levels based on the reader comprehension :

1. Basal (perfect accuracy , there is no indicator of personal stress while reading)
2. Independent (90%, there is no personal discomfort )
3. Instructional (75%, there is a little anxiety )
4. Frustration (less 50% comprehension accuracy, section psychological discomfort , or anxiety while reading stressfully).

In calculation of readability will be counting and knows the average number of word length and sentence length . Even though word length and sentence length are two factors influencing the measurement of the readability level of text. So

that if the teacher gives reading text suitable for the students will be able to understand teacher's material.

In summary, the main concern with asking above questions is trying to clarify procedures for classroom language learning that are thought to be important and the degree to which materials fit in with such procedures. In other words, these questions focus on 'the extent to which the materials allow in a sufficiently flexible way for the preferences both teachers and learners have in organizing and carrying out classroom work.'" (Breen and Candlin, 1987) .

## **2. Reading Text**

The term genre refers to specific types of texts. It is a type or kind of text defined by its social purposes, as well as the level of context dealing with social purposes. A genre text is a term that describes how writers typically use language to respond to recurring situations. To achieve a communicative language learning process, good reading material should encourage lively interaction between students and teachers as well as among students themselves. As a result, teachers must work hard to create materials that meet that standard.

Teacher uses the reading text in teaching English as media to develop reading ability. (Tomlinson et al., 2017) stated that All good materials must be flexible, adaptable, and relevant to the changing needs, goals, and interests of today's language learner. In reality, most teachers do not have enough time to



create their own materials, so textbooks are the only option left. Although no textbook is designed specifically for their students' needs and personalities, teachers must still carefully select and even modify textbook materials.

According to Alderson (2007), one of the important factors to consider in text selection is the difficulty level of the text. It means that the chosen texts are extremely effective at testing reading comprehension. Cloze tests are one type of reading comprehension test. Cloze tests have been widely used to assess reading comprehension since Taylor introduced them to the testing world in 1953.

Therefore, Nuttal (1996) stated that , there are many criteria in selecting reading text before being to the students, they are:

#### 1. Suitability of Content

Material that students will find interesting, enjoyable, challenging, and relevant to their English learning objectives.

#### 2. Exploitability

A text that aids in the achievement of specific language and content goals, can be used for instructional tasks and techniques, and can be integrated with other skills (listening, speaking, and writing).

#### 3. Readability

A text that will challenge students without overwhelming them in terms of lexical and structural difficulty.

Further, a good reading material will be supported the student's achievement in learning process. According to Cunningsworth (1995) in developing reading skill, students should be first introduced to new language items that refer to the reading text. Texts should also be authentic to help students refer to their own experience so that it is more comprehensible for them. Text types used in reading passages should be appropriate with what the students are expected to learn from the syllabus.

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In summary, the main goal of asking the above questions is to clarify procedures for classroom language learning that are thought to be important, as well as the extent to which materials fit into such procedures. In other words, these questions focus on "the extent to which the materials allow for the preferences both teachers and learners have in organizing and carrying out classroom work in a sufficiently flexible manner." (Abusa'aleek & Khataybeh, 2020).

## **B. Textbook**

### **1. Definition of Textbook**

Textbooks are now inseparable from education. They also become an essential component of the teaching-learning process, constituting the output aspect of an instructional system (Septyani et al., 2020). Textbooks played important roles in the educational system because they are part of an instructional system. Furthermore, some experts believe that textbooks have continued to play a role in a broader educational context, both in and out of the classroom.

ELT practitioners have defined textbooks in a variety of ways. In general, they are described as a learning tool principle (Ahmed, 2017) and a staple in many ESL/EFL classes. A textbook, as a learning tool, facilitates learning. Furthermore, they benefit both the teacher and the students in the teaching and

learning process. Textbooks, as a principle, serve as a guide to be used in a systematic way in the classroom as the foundation of a language course.

Textbooks, in addition to serving as a guideline in the teaching learning process, also serve as a foundation and determining factor of the teaching learning quality. According to Richards (2001), textbooks provide a foundation for language input and language practice in the language classroom. Celce-Murcia (2001) supports this argument by stating that textbook form things happen in the classroom a lot. Furthermore, Mukundan et al. (2011:100) argue that the textbooks chosen by students will determine their success or failure. In other words, one of the criteria for determining the quality of the teaching-learning process is textbook selection.

Textbooks also provide some guidelines for teachers and students to follow. According to Ur in (Sholihah, 2018), textbooks contain a clear framework that provides information on the structure and progress of their course. She also adds that textbooks provide a syllabus with a carefully planned and balanced selection of language aspects. According to Acklam (2005), textbooks serve as a bank of resource materials and ideas, as well as a visible outline of what is to be learned.

To sum, textbooks are learning materials that are specifically designed for specific educational settings and are used across the country. Textbooks are useful in the teaching and

learning process for a variety of reasons. They begin by providing a guideline or map to be followed during the lesson. Second, textbooks serve as a framework for developing a course by providing a statement of belief comprised of theories, principles, or approaches. They also provide students with both input and output of language, which aids in the language acquisition process.

## **2. The Role of Textbooks in English Language Teaching**

Textbooks play an important role in the teaching/learning process because they are the primary means of conveying knowledge to students. Furthermore, one of the primary functions of textbooks is to make existing knowledge available and visible to the learner in a specific, simple, and organized manner. Cunningsworth in (Budiarti, 2017) identifies textbooks as a resource in presenting the material, as well as a source for learners to practice and do the activities. They also serve as a resource for learners in terms of grammar, vocabulary, and pronunciation. Furthermore, textbooks serve as a syllabus as well as a source of self-study for students. They also provide assistance to new teachers who are still developing their confidence. As a result, textbooks' fundamental role is to serve teachers and students, not their bosses.

Hutchinson and Torres argue in (Pratiwi & Indriani, 2018) that textbooks play an important and positive role in teaching and learning English. According to them, textbooks provide the

necessary input into classroom lessons via various activities, readings, and explanations. As a result, they will always survive because they meet certain needs. They also mention that a good textbook, when used properly, can be an excellent tool for effective and long-term change. They conclude that the textbook is an important tool for meeting a wide range of needs that arise in the classroom. Their importance in education cannot be overstated because they make teachers' and students' lives easier, more secure, and fruitful.

According to Richards (2001), textbooks are an essential component of most language programs. They provide the learners with the necessary input as well as the language practice that occurs in class. They also serve as the foundation for the language content and skills to be taught, as well as other types of language practice in which the learners participate. In terms of benefits, he claims that without textbooks, a program would be lost, so they provide structure and a syllabus. Furthermore, using a textbook in a program ensures that students in different classes receive similar content and can thus be evaluated in the same way. In other words, textbooks serve as instructional standards. Furthermore, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, and so on, making the learning environment interesting and enjoyable for the students. In the case of inexperienced teachers, he claims that textbooks can be used to train them. Finally, he concludes that textbooks are



efficient because they give teachers more time to focus on teaching rather than material production. Textbooks save the teacher a significant amount of time. Last but not least, they are excellent learning tools for students.

According to Ur (1996), a textbook provides a clear framework. It explains what will happen next, and learners know where they are going. As previously stated, it serves as a syllabus and saves the teacher time because it already includes ready-made texts and tasks for a specific group of learners. It also serves as a resource for inexperienced teachers. Finally, Ur (1996) concludes that a textbook can provide a degree of autonomy to the learner. She claims that a learner who does not have a textbook becomes more reliant on the teacher.

Furthermore, EFL textbooks, according to Bojanic and Topalov (2016), aim to provide learners with the necessary knowledge, language skills, and information about English-speaking countries, as well as to prepare them for interaction with people from other countries and with different cultural backgrounds. Textbooks typically blend contemporary and traditional approaches to language instruction. They incorporate ideas like "learner development," "task-based methodology," and "cross-curricular themes," all while providing a grammar framework and extensive practice of vocabulary, grammatical structures, and functions. According to Firdaus (2021), a textbook is viewed as a resource because it contains a set of materials and

activities from which the teacher can choose. It can also be used to train new teachers who require valuable instruction, support, and guidance. A textbook is regarded as an authority because it is valid, reliable, written by experts, and authorized by major publishers or ministries of education.

### **C. Readability**

Readability research has been conducted in many languages for over eighty years. Although readability is assumed to be a simple concept, it can be very broad. It is best to study what experts have to say about readability and related topics to learn more about it.

#### **1. Definitions of Readability**

Readability is a well-known aspect of text evaluation. Readability, according to DuBay (2004), is "the ease of understanding or comprehension due to the style of writing." Readability is also defined by DuBay (2004) as "the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skill, interest, and motivation of the audience." Ruddell (2008) stated that "readability refers to the difficulty level of text materials, an area of continuing concern for teachers, students, textbook authors, and publishers." Then, according to Ruddell (2008), readability refers to "the degree to which texts are considered to be "readable" by a target population."

Linguists have proposed some definitions of readability.

Readability is defined by Richards and Schmidt (2002) as the ease with which written materials can be read and understood. It is defined by Dubay (2004) as what makes some texts easier to read than others. Essentially, readability is concerned with how difficult the reader perceives the text to be. It has absolutely nothing to do with legibility or literariness. It is frequently mixed up with legibility, which is concerned with typeface and layout.

Readability, according to Maryansyah (2016), is concerned with the problem of matching between a reader and a text. It is a matter of selecting the appropriate reading text for a specific reader. If advanced readers are given easy texts that are below their reading level, they will usually become bored. Poor readers, on the other hand, will be discouraged if they are required to read texts that are too difficult for them. To conclude, readability is the degree of difficulty or ease with which a text can be understood by the readers. It is concerned with how easily a text conveys its intended meaning to the reader.

## **2. Factors Affecting Readability**

When assessing readability, it is critical to consider the text's complexity. Many factors can influence a text's readability. Gray and Lary (2001) identify 288 factors that influence how easy or difficult a text is to read. In practice, it will be difficult to quantify these factors precisely. According to Richards and Schmidt (2002), readability is influenced by factors such as (a) the average length of sentences in a passage,

(b) the number of new words in the passage, and (c) the grammatical complexity of the language used. In contrast to Richard and Schmidt, Johnson (1998) does not only state factors from within the text that influence readability. Aside from the complexity of words and sentences, Johnson claims that readability is also influenced by the reader's interest and motivation, as well as the legibility of the prints.

Day (1994) proposes six factors in his article that are more detailed and can cover both textual variables and reader variables. Day (1994) proposed six factors influencing readability: lexical knowledge, background knowledge, syntactic appropriateness, organization, discourse phenomenon, and length. These elements will be discussed further below.

#### 1) Lexical understanding

Lexical knowledge is required for readers to process all of the information known about words and their relationships. A passage with familiar words must be easier to understand than one with unfamiliar words. The more unknown lexical items there are in the text, the more difficult it is for readers to read it with comprehension.

#### 2) Background Knowledge

Background knowledge of readers plays an important role in comprehending a passage. the more quickly and accurately they can understand a passage related to that topic. A teacher should give their students a reading text with familiar

topics to help them understand the text better.

### 3) Syntactic suitability

The readability of a text can also be influenced by its syntactic constructions. If a text contains grammatical constructions that the learners are unfamiliar with, they may struggle to understand the text. Simple grammatical constructions can assist students in accurately understanding a text.

### 4) Organization

The term organization refers to the text's rhetorical organization as well as its clarity. A poorly organized passage may cause problems for students. Students who recognize the passage's organization will have a slightly easier time understanding it than those who do not.

### 5) The phenomenon of discourse

Discourses include considerations of cohesiveness and coherence, as well as the arrangement of topics and comments in a reading passage. The teacher should be able to tell whether the students will be able to handle the passage's presentation of ideas and arguments, whether the cohesion markers and transition devices are within the learners' linguistic competence, and whether they can follow the writer's line of reasoning. If these factors are within the students' capabilities, a passage can be used as reading material.

### 6) Dimensions

The length of the passage should be determined by the teacher for their students. A longer text takes longer to read. If a student does not finish the text in the allotted time, the lesson will be extended. When students read a long text, they become bored and frustrated.

### **3. Readability Procedure**

#### **a) SMOG Index**

Robert Gunning created the Gunning Fox index, which is one of the simplest and most effective manual tools for analyzing readability. Gunning defines difficult words as those that have more than two syllables. To achieve fourth-grade readability, you must write with an average sentence length of eight words and no more than one out of every 50 words having three or more syllables. Within one grade level, it is relatively simple to calculate and accurate. The ideal SMOG index score for readability is 7 or 8; anything above 12 is too difficult for most people to read (Robert Gunning, 1952).

Because they are simple to use, the researcher decides to use the SMOG readability formula, also known as the SMOG index (FI) and the Fry Readability Formula (FRF) in this study. According to Zhou (2017), FRF is a simple readability formula that is widely used by teachers to assess middle school and junior/senior high school texts. Dubay (2004) believes that the SMOG index is popular and simple to use. Both formulas are simple to calculate, so teachers can use them manually. The ease of



use of the SMOG Index Formula calculation is immediately apparent. The ease of calculation was especially important at the time. The calculation was done by hand. Anyone could follow and apply the Gunning SMOG formula. There was no need for any special equipment. The formula's simplicity is still highly regarded today. The contemporary version is even better. Readability assesses the entire text. It has been updated to improve accuracy.

The Fox Index formula was initially popular due to its simplicity. For each 100 words, this formula only considers two variables: average sentence length (ASL) and the number of words with more than two syllables. The following formula can be used:

$$\text{grade level} = 0.4 (\text{average sentence length} + \text{hard words})$$

where:

hard words = number of words of more than two syllables.

The SMOG Readability Formula:

Step 1: Count the number of exact words and sentences in a sample passage of at least 100 words.

Step 2: To calculate the Average Sentence Length (ASL), divide the total number of words in the sample by the number of sentences.

Step 3: Count the number of three-syllable words that are NOT  
(i) proper nouns, (ii) easy word or hyphenated word

combinations, or (iii) two-syllable verbs made into three with -es and -ed endings.

Step 4: Subtract this figure from the number of words in the sample passage. For instance, 25 long words divided by 100 words equals 25% Hard Words (PHW).

Step 5: Combine the ASL from Step 2 with the PHW from Step 4.

Step 6: Divide the outcome by 0.4.

The mathematical formula is as follows:

Grade Level =  $0.4 (ASL + PHW)$ , where ASL denotes Average Sentence Length (number of words divided by number of sentences) and PHW denotes Percentage of Hard Words.

The Gunning SMOG Index Formula, while considered an accurate Readability Formula, has some minor flaws (Fahriah & Rahayu, 2018). It, for example, ignores the fact that not all multisyllabic words are difficult. After differing opinions among scholars about counting independent clauses as separate sentences (Fata, 2022), the SMOG Index has also undergone significant changes to enable computerization of this formula.

#### **b) Flesch Reading Ease Formula**

Flesch Reading Ease Formula is considered as one of the most accurate readability formulas. Rudolph Flesch, an author, writing consultant, and a supporter of the Plain English Movement, developed this formula in 1948. Raised in Austria, Rudolph Flesch studied law and earned a Ph.D. in English from

the Columbia University. Flesch, through his writings and speeches, advocated a return to phonics. 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 a 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 a reading passage written in English (Gertsle, 2018).

The specific mathematical formula is:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = Readability Ease

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words)

The output, i.e., RE is a number ranging from 0 to 100.

The higher the number, the easier the text is to read.

- Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader.
- Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders.
- Scores between 0.0 and 30.0 are considered easily understood by college graduates

The following table is also helpful to assess the ease of readability in a document:

90-100 : Very Easy

80-89 : Easy

70-79 : Fairly Easy

60-69 : Standard

50-59 : Fairly Difficult

30-49 : Difficult

0-29 : Very Confusing

### c) Fry Readability Formula

Edward Fry developed one of the more popular Reading Formulas – the Fry Graph Readability Formula. Fry, who worked as a Fulbright Scholar in Uganda, also helped teachers to teach English as a Second Language (ESL) for a few years, from 1963 and onwards. During his early days, Fry developed readability tests based on graph [A *Readability Formula That Saves Time*, Journal of Reading (1968)]. This graph-based test determined readability through high school; it was validated with materials from primary and secondary schools and with results of other readability formulas.

The Fry Graph Readability Formula:

Step 1: Select 3 samples of 100-word passages randomly  
(eliminate the numbers from word count).

Step 2: Count the number of sentences in all three 100-word passages, estimating the fraction of the last

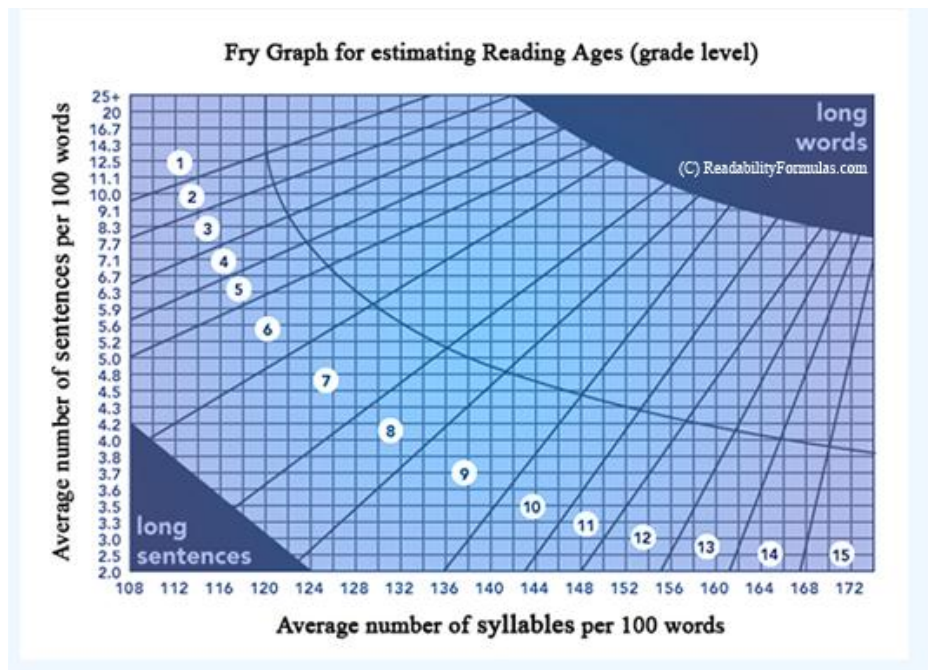
sentence to the nearest 1/10th.

Step 3: Count the number of syllables in all three 100-word passages. Make a table as follows:

	Number of Sentences	Number of Syllables
First 100 words		
Second 100 words		
Third 100 words		
Total		
Average		

Step 4: Enter the graph with Average Sentence Length and Number of Syllables. Plot dot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.

Step 5: If you find a great deal of variability, you can put more sample counts into the average.



**Graph 1. Fry Readability**

There are three popular readability formulas usually used to analyze the readability of reading book or written form, they are; SMOG gunning formula, Flesch, and Fry readability formula. However, this research used Gunning SMOG formula as the main theory to analyze the English textbook even though this formula is categorized as the oldest one rather than Flesch and Fry formula.

#### **4. Readability Level**

The readability level of a text influences reading fluency. If the text is above the level of the readers, they become frustrated and discouraged from reading it. Westwood (2001) believes that readers should understand at least 97% of the words



on the page in order to comprehend the text. In essence, readability is the ease with which a reader can comprehend a written text. The readability of a text is determined by its content (for example, vocabulary complexity) and presentation (font size, line height, and so on). Higher readability allows a reader to perceive the information in the text more easily and read faster. The SMOG index is intended to improve reading speed and comprehension while decreasing reading fatigue. The readability level table based on the SMOG index formula is shown below.

**Table 1. Level of Readability**

Scale	Readability Level
< 10	Easy
11 – 13	Moderate
14 - 16>	Difficult

Source: Gunning's SMOG Index by Robert Gunning (1952)

If the readability test result is less than 10, it indicates that the text is easy to read. If the scale is between 11 and 13, it is considered moderate. Then, if the readability scale is between 14 and 16, it indicates that the text is difficult for students to understand. It could be caused by difficult words in the text that are unfamiliar to the students.

### **5. Tips In Readability Level**

Gray and Leary (2008) identified over 200 variables that influence readability and classified them into four categories:

1. Content (consider the most important)
2. Fashion (slightly less important)
3. Format (third in importance)
4. Organizational characteristics (least important)

According to their findings, the most important of these categories were content and writing style, followed by format and "organizational features." A significant finding was that only style - and variables related to it - could be measured statistically out of the four categories. As a result, the expert classified 64 variables related to reading difficulty and used correlation coefficients to determine the best readability indicators. The following were the most influential factors.

1. Average sentence length expressed in words
2. The percentage of simple words
3. The number of words that 90% of sixth-grade students do not know.
- four. the number of "easy" words
5. The number of "hard" words
6. Minimum sentence length in syllables
- Seventh, the number of explicit sentences
8. Number of pronouns in the first, second, and third person
9. Maximum sentence length in syllables
10. Average syllable length of a sentence
11. Monosyllable percentage
12. The number of sentences in each paragraph

90% of sixth-grade students do not know the following words:

fourteen. The number of simple sentences

15. The percentage of various words

16. Polysyllable percentage

17. Prepositional phrase count

#### **D. Previous Studies**

There have been some previous studies that are related to this current research. First, a study titled "The Analysis of English Reading Text Readability and Reading Level of the Tenth Grade Students of SMA Negeri 4 Palembang" by (Dhomanis, 2018). The results revealed that each book had a different readability on each reading text, but Erlangga's book had the best readability for the students' reading level. It was demonstrated that the students' reading levels ranged from 1 to 7, and Erlangga's book contained 67% of appropriate reading texts, while others contained only 33% and 37%. The Pathway to English 1 readability score revealed 9 texts: 1 descriptive text, 3 recount texts, and 5 narrative texts. For descriptive texts, the readability score was 13. For recount text, the readability scores were 7, 11, and 6. The similarity to this present research is the kind of analysis which is readability analysis, however the formula and the English textbook used are different from this present research. The previous study used Erlangga textbook while this present study uses Mediatama textbook as the object of the study.

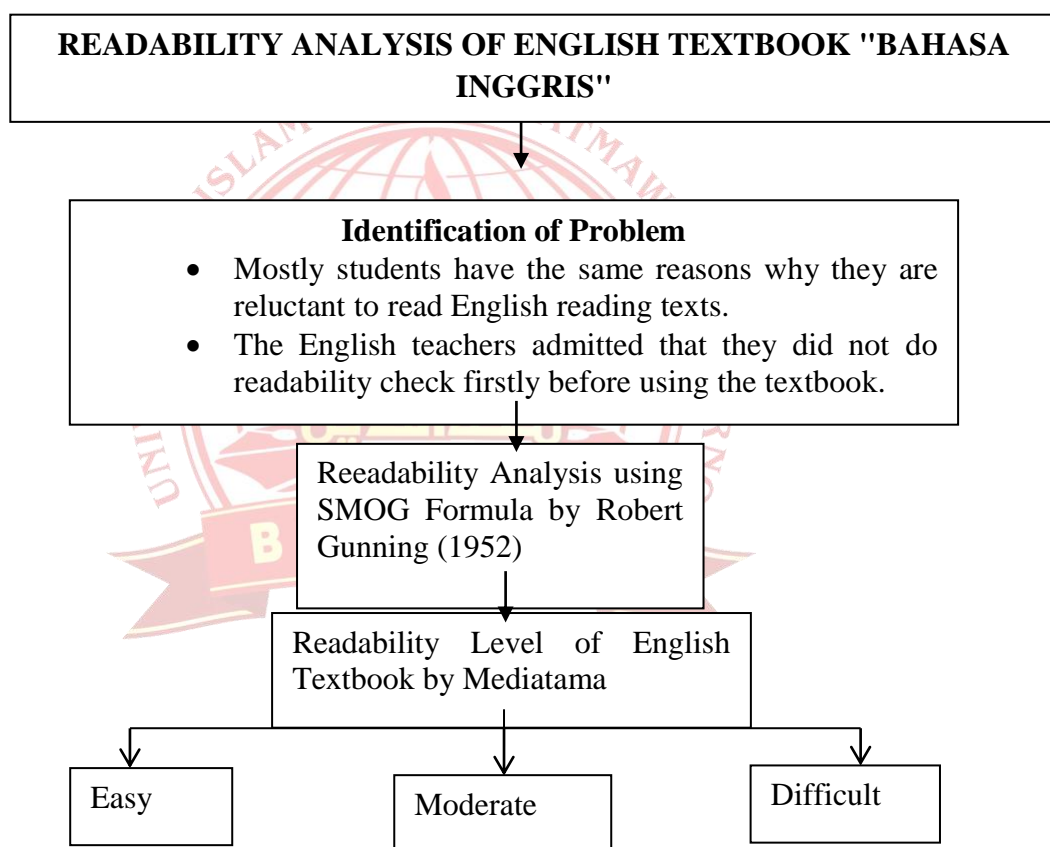
Second, Wekes (2022) conducted a study titled "An Analysis on the Readability Level of English Reading Texts in the English Textbook *Bahasa Inggris Untuk Siswa SMA-MA/SMK-MAK kelas XI* by Otong Setiawan Dj. and Supeni." The calculations of these two formulas revealed that, of fourteenth texts, eleventh (78.6%) reading texts are not appropriate for eleventh grade students. Only three (21.5%) of the fourteenth reading texts are appropriate for the students' level. The type of analysis, readability analysis, is similar to this current research; however, the textbook used differs from this current research.

Third, a study titled "The Readability Level of English Reading Texts in Senior High School Textbooks" by Putra and Pranowo (2019) was conducted. The reading texts in this textbook have a readability level of independence, or a percentage of 63.4%. This means that students can study the reading texts in this textbook independently, even though there are some notes for some texts that are still at the instructional level. The type of analysis, readability analysis, is similar to this current research; however, the formula and the English textbook used differ from this current research.

All of the previous studies above had similarity to this present study which analyzed about readability of English textbook used SMOG Formula. However, the instrument and the object of the previous studies and present study is different. Based on the summary of previous studies above, the researcher

did not find the investigations about evaluation readability reading materials of English textbook by Mediatama using by SMOG Index. Therefore, the researcher analyzed the readability level on reading materials *Bahasa Inggris* textbook by Mediatama for Senior High School Students.

### E. Theoretical Framework



**Figure 2.1 Theoretical Framework**

In this research, the researcher identified some problems related to the use of English textbook at SMAN 2 Kota Bengkulu.

Therefore, the researcher would like to solve the problems by analyzing the readability of English textbook by using SMOG Formula, it is to know whether the readability level of textbook is easy, moderate, or difficult.

