

CHAPTER II

REVIEW OF LITERATURE

This chapter gives a several points of the theories which support the focus of this study to be more specific. It consist of definition of English textbook, criteria of good textbook, difficulty of text (readability), factors affecting readability, readability formula and previous study.

2.1 Definition of English Textbook

Textbook is a kind of teaching and learning source that most commonly used in every teaching and learning process although now a days many innovative media has been (Hidayat, 2016:121). Textbook is one of media in the form of paper (Nurhamsih, 2017:51). As one of important learning media, choosing appropriate textbook is a crucial because a textbook containing texts, exercises, explanations and so on supports the ELT condition in Indonesia (Jusuf, 2018:18). In this case textbook must be suitable with students' level and ability. According to Burns, 2006; Ivey, 2010 that have been citted by (Abusa'aleek & Khataybeh, 2020:335) Designing textbooks that suits with students' levels and abilities is a important to note because they are a fundamental resource for teacher and student.

The academic English textbook characteristics have different levels in various grades (Salihah, Sahiruddin & Degeng, 2019:26). Which each levels should be suitable with students' levels too. Text with high level difficulty will not caught on among lower student's content comprehension, otherwise text with low level difficulty will be too easily understood by students because it does not appropriate with the level. According to Flesch's theory there are

seven levels categories of texts; very difficult, fairly difficult, difficult, standard, fairly easy, easy and very easy level. Very difficult text level is appropriate for college students, difficult level is recommended for high school students and fairly difficult level for some high school students, then standard level for seventh or eighth grade students, fairly easy to the sixth grade students, easy level to the fifth grade students and very easy level to the fourth grade students (Bahrudin, 2016:43).

According to (Grant, 1987:12-14), there are two kinds of textbooks; they are traditional textbooks and communicative textbooks. Traditional textbooks only focus on students to learn a language as a system. The characteristics of traditional textbooks pointed out by (Grant, 1987 : 13) such as they tend to emphasize the grammar of language rather than the communicative function of language, they tend to focus on reading and writing activities rather than listening and speaking activities, they often use large amounts of L1, they emphasize the importance of accuracy, they tend to focus narrowly on the syllabus and exams and they are usually attractive to some teachers because they are easy to use and highly focused on exams.

Traditioanal textbook are still used because they have a great advantage that teachers can easily use them. However, there is also a problem with traditional textbooks that is students sometimes need to study hard, sometimes it takes years, and they cannot use the language. While, communicative textbooks try overcome the problems found in traditional textbooks by creating opportunities for students to use the language in the classroom before using it in real life. nowadays, the word communication is

not surprising. Most of the new textbooks claim to be communicative. Communication textbook very greatly, but to a large extent they have the following characteristics such as they emphasize the communication function of language, not just form, they try to reflect the needs and interests of students, they emphasize the skill of using language, not just the form of language so they are based on activity, they usually have a good balance between the four language skills but they may pay more attention to listening and speaking than traditional textbook, they are often very specific in the target definition, both content and methods reflect the real language of daily life, they encourage teamwork and group cooperation so they put forward higher requirements for teachers' organizational skills, they emphasize fluency, not just accuracy (Grant, 1987 : 14) .

2.2 Criteria of Good Textbook

Textbook is an important medium in learning, so teachers must pay more attention to the perfection of books from various aspects. According to Mikki (2000) a good textbook is made to be well structured to allow learners to follow and make sense of the content. Besides paying attention to the contents of the textbook, It should also have graphics to help understanding by giving a pictorial representation of ideas, which facilitate the ease of remembering information (Perwira et al, 2019:39). In addition, a good textbook ought to have a source as refrence also case and work out to test the degree of their understanding. Textbooks should also trigger critical thinking for students (Perwira et al, 2019:39).

According to Greene and Petty (1985: 20-21) explain that the criteria of good textbook such as : 1) The textbook must be curiously and appealing toward the learners. So they will be interested by using textbook, 2) The textbook must be able to motivate the learners. Textbooks are expected to have a positive impact on their readers, 3) The substance of textbook must be illustrative because children are interested with color, shape and illustration, 4) The textbook ought to consider the linguistic aspect. So, it will be appropriate with the learner's ability, 5) The content of textbook must be related to the other branch of the science, 6) The textbook must stimulate the personal activity of the learners, 7) The substance of textbook must be clear to maintain the learners of confusion in using textbook, 8) The textbook must have clear point of view because it will be the learner's point of view, 9) The textbook must be able to provide the balance and it must emphasize values to the learners, 10) The textbook must be able to respect to the differences of the individual so, textbooks must be neutral and should not demean one group to bring down another group.

As explained above regarding criteria of good textbook, there are additions according to the opinion of Grant (1987:7) states whatever the textbooks are, they should be able to do five point among others; 1) Recognizing what should be taught/learned, and the order in which it should be taught/learned, 2) Showing what strategies ought to be utilized, 3) Providing neatly, attractively, and economically, all or most of material needed, 4) Saving the teacher an uncommon sum of time, 5) Acting as a really valuable learning-aid for the students.

2.3 Difficulty of Text (Readability)

One of the methods to help the teacher choosing appropriate English textbook for the student is by considering the readability of reading material found in the textbook (Hidayat, 2016:122). Good writing is should be easy to read and understand by the readers. The readability of a text is a measure of how well and how easily a text conveys the intended meaning to a reader. (Owu-Ewie, 2014:37) This process depend on several factors, including the average lenght of sentence, the number of new words contained, and the gramatical complexity of the language used in passage (Abusa'aleek & Khataybeh, 2020 : 336). How well authors succeed will depend on the readability of the text they produce (Owu-Ewie, 2014:36).

Many kinds of formulas are used to determine the reaability of a text, including The Dale-Chall Formula, The Fry Graph Readability Formula, SMOG-Grading, Reading Ease Formula (Flesch Readability Formula) which will be discussed in this study. One factor which makes reading material unreadable is the complexity of language used in relation to the reading ability of the reader (Owu-Ewie, 2014:36)

2.4 Factors Affecting Readability

A good textbook is a book that has a readability that is appropriate to the student's level. To get readable textbook there are factors that affecting it, They are factors within the text and factors within the readers. As the name suggest, readability is the ease of written content perception. It refers to the comprehension of the text content. Many factors influence the readability of

a text, so that the readers can easily understand the content of the text. According to (Owu-Ewie, 2014 : 38) put forward a range of factors including content, structure, style, layout and design as factors on which the ability to read and understand a text depend. These factors meant are semantic or syntactic. Semantic factors are concerned with words, whereas syntactic factors include the length and structure of sentences. Another factor comes from Lee (2009) showed that one of the factor that influence the readability of text is learners' attitude towards text materials. Readability can be also influenced by other factors such as syntactic complexity of sentences, density of concepts, page format, intricacy of punctuation, and so forth.

Schulz (1981 : 49) assumes that sentence length as an important factor that affects text readability, because in his opinion the sentence length variable probably can be generalized as a difficulty factor in any language, since the short-term memory span necessary for processing and decoding meaning is limited for all humans. Another variable that affects readability is related to Stephens (2000) stated that the number of pronouns, average number of words in sentences, percentage of different words and number of prepositional phrases also are the factors of affecting the readability.

Also from Essem Educational Limited (2007) has indicated a factors that influence the readability of a text. These include physical factors such as; typeface, font size, spacing and layout, reader factors such as; prior knowledge, reading ability, and motivation of the reader, vocabulary difficulty, text structure, text coherence and cohesion, and syntax. It is important to know that the age of the learner is very important for readability.

The accuracy of the age of academic material is crucial for the smooth running of learning. If the content is above learner's age, sure there will be difficulties in reading the text. In the field of language learning, textbooks that are difficult to read will relatively inhibit students' success in learning because they decrease students' motivation. (sari, 2020:101). Readability refers to how easily text can be read and understood by the readers. It depends on many factors such as; 1) The average length of sentences in a passage. 2) The number of new words a passage contains. 3) The grammatical complexity of the language used. (Varzaneh & Darani, 2018:49)

2.5 Readability Formula

2.5.1 The Dale-Chall Formula

Edgar Dale and Jeanne Chall was inspired by Rudolph Flesch in forming a readability analysis formula. The Dale-Chall Formula was developed for adults and children above the 4th grade (DuBay, 2004 : 22). The following is the formula for calculating the readability using The Dale-Chall Formula :

$$\text{Raw Score} = 0,1579 \text{ PDW} + 0,496 \text{ ASL} + 3,6365$$

Where :

Raw Score : Reading grade of a reader who can answer one-half of the test question on a passage.

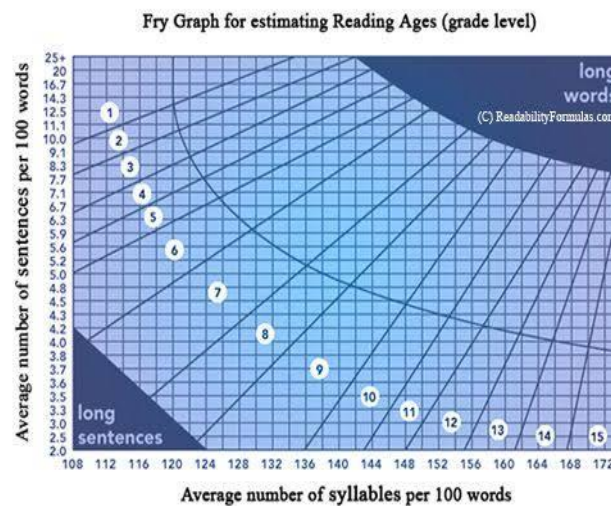
PDW : Percentage of difficult words (words not on the Dale-Chall word list)

ASL : Average sentence length in words.

2.5.2 The Fry Graph Readability Formula

Edward Fry produced the formula in 1968. It is considered the best tool that has been applicable and easy to use with grades 1-17 (Fry, 1968). This formula has become known in 1968 as a useful effective tool (Gunning, 2003). He created one of the most popular readability test use a graph (DuBay, 2004 : 45).

Figure 2.1 The Fry Graph Readability Formula



Directions for using The Fry Graph Readability Formula (DuBay, 2004 : 46) : First, Select 3 samples of 100 words; Second, Find y (vertical), the average number of sentences per 100-word passage (calculating to the nearest tenth); Third, Find x (horizontal), the average number of syllables per 100-word sample; Fourth, The one where the two coordinates meet shows the grade score.

The scores can categorize according to the levels; 1) *Easy* if the score points out a grade, below grade 12. This means that the text is easy for students, 2) *Meet the Grade* if the score points out grade 12. This means that the texts meet 12th grade students, 3) *Difficult* if the

score out a grade above grade 12. This means that the analyzed texts are difficult, 4) *Invalid* if the score points out the dark area on the Fry Graph (long sentence and word areas).

2.5.3 SMOG-Grading

SMOG (Simple Measure of Gobbledygook) was introduced by G. Harry McLaughlin in 1969. He belief that the word length and sentence length should be multiplied rather than added (DuBay, 2004 : 47) this formula estimates the years of education a person needs to understand a piece of writing (Owu-Ewie, 2014 : 41). The SMOG-Grading formula is considered appropriate for secondary age (4th grade to college level) readers. There are two directions for using SMOG-Grading Readability Formula, first for 30 sentences and for >30 sentences. The following is the formula for calculating the readability using SMOG-Grading formula :

$$\text{SMOG-Grading} = 3 + \sqrt{\text{polysyllable count}}$$

2.5.4 The Gunning FOG Readability

The Gunning FOG Readability was developed by an American textbook publisher named Robert Gunning in 1952. Gunning (1952) published a readability formula developed for adults, it uses two variables, average sentence length and the number of words with more than two syllables for each 100 words. To find out the readability level using the Gunning FOG Readability Formula, use the following formula (DuBay, 2004: 24) :

$$\text{Grade Level} = 0,4 (\text{ASL}) + 100 \left(\frac{\text{Complex word}}{\text{total word}} \right)$$

Where :

ASL : Average sentence length

$$\text{ASL} = \text{Number of words} \div \text{Number of sentences}$$

Complex words : number of words more than two syllables.

2.5.5 Reading Ease Formula (Flesch Readability Formula)

The Flesch Reading Ease Readability Formula is one of the oldest and most accurate. It was developed in 1948 by Rudolph Flesch who is an author and a reading consultant (Owu-Ewie, 2014:40). It is a simple approach to assessing the grade-level of readers. In 1948, Flesch publish a second formula that divide into two part. Firstly, the Reading Ease Formula removes the use of affixes and used only two variables, the number of syllables and the number of sentences for each sample is 100 words. It predicts the readability on a scale from 1 to 100. With 30 being “very difficult” and 70 becomes “easy”. Secondly, this formula predicts human interest by calculating the number of personal word (pronouns and names) and personal sentence (quotes, exclamation point, incomplete sentences, etc.) (DuBay, 2004:21)

In this study the reseacher uses Flesch Reading Ease Formula as the base theory to investigate the readability of The *“Interlanguage : English for Senior High School Students XI”*. This formula is widely uses by other reseachers because more valid and simple to use. Bellow

is the formula for calculating the readability using Flesch Reading Ease

Formula :

$$\text{Score (RE)} = 206,835 - (1,015 \times \text{ASL}) - (84,6 \times \text{ASW})$$

Where :

RE : Readability Ease

ASL : Average sentence length

$$\text{ASL} = \text{Number of words} \div \text{Number of sentences}$$

ASW : Average number of syllables per word

$$\text{ASW} = \text{Number of syllables} \div \text{Number of words}$$

Flesch describes Reading Ease scale in this way (Flesch, 1949: 49) :

Table 2.1 Scale of Flesch Reading Ease Formula.

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very Difficult	College Graduate
30 to 50	Difficult	13 th to 16 th Grade
50 to 60	Fairly Difficult	10 th to 12 th Grade
60 to 70	Standard	8 th and 9 th Grade
70 to 80	Fairly Easy	7 th Grade
80 to 90	Easy	6 th Grade
90 to 100	Very Easy	5 th Grade

This formula primarily used to assess the difficulty of a reading passage written in English. It is best suited for school text. It is Rather than using grade levels, this formula used a scale from 0 to 100, with 0 being equivalent to the 12th grade (Senior High School 3) and 100 also equivalent to 4th grade (Primary 4). This implies that the higher the score the easier the passage to be read and the lower the score the more difficult the passage.

2.6.6 Flesch-Kincaid Readability formula

This formula created by Rudolf Flesch and J. Peter Kincaid. This readability test is widely used in the field of education. This formula used same core measure (ASL and ASW). Bellow is the formula for calculating the readability using Flesch-Kincaid Readability Formula:

$$FK = (0,39 \times ASL) + (11,8 \times ASW) - 15,59$$

Where :

FK : Flesch-Kincaid Readability Formula

ASL : Average Sentence Length

ASW : Average Syllable per Word

2.6 Previous Study

In connection with this study, the researchers found several studies that were almost similar with it, but had differences in the research data that was the subject to be studied. The first research is from the article journal was done by Miftaahurrahmi, Fitrawati & Hermawati Syarif (2017) from Universitas Negeri Padang, Sumatera Barat, Indonesia. Their reseach entitled: The Readability of Reading Texts in English Textbook Used by Senior High School Students in West Sumatera. They used “*Look Ahead: An English Course*” textbook for Senior High School Students Year XII published by Erlangga Publisher and also used Flesch Reading Ease to analyze. The result only 1 text of 10 text that is appropriate with students’ grade.

The second study is from the article journal was done by Salihah, Sahiruddin & Putu (2019). Their research entitled: An Analysis of Text

Readability in 9th Grade English Textbook Using FRE Formula on Readable Software. Researchers used textbook entitled "*Bahasa Inggris Think Globally Act Locally SMP/MTs Kelas IX junior high school Published by the Ministry of Education and Culture of Indonesia*". The conclusion from their research is from 7 text only 2 text which appropriate with students' level.

The last research from the thesis was done by Bilqis Sholihah, I (2018) from English Teacher Education Department, Sunan Ampel State Islamic University Surabaya, Indonesia entitled: An Analysis of Readability Level of Reading Texts in English Textbook Entitled "Bahasa Inggris" for Senior High School Students Grade XII. The result showed that from 16 text only 6 text that are readable for those level.