READABILITY LEVEL OF READING TEXTS IN THE ENGLISH TEXTBOOK "ENGLISH IN MIND" FOR TENTH GRADE STUDENTS AT SMKN 3 KOTA BENGKULU

Dwi Yuni Setiyaningsih[1], Yupika Maryansyah[2], Dian Susyla[3], Ririn Putri Ananda[4]

Universitas Muhammadiyah Bengkulu, Indonesia

Yuniputrihijau1234@gmail.com [1], yupikamaryansyah@umb.ac.id [2], dsusyla@umb.ac.id [3], rananda@umb.ac.id [4]

ABSTRACT

The purpose of this study is to examine the degree of readability of English textbook texts based on the Fog Index (FI). This study was classified as a descriptive quantitative study. The subject of this study was reading material from her Tenth Grade Vocational High School English textbook, English in Mind Second Edition, Cambridge University Press. The FOG index was used to determine the readability level of the text based on the average number of sentences and hardwords (polysyllabic). The results of this study revealed the readability of text in the Cambridge University textbook English in Mind, Second Edition, based on the results of the FOG Index (FI) analysis. According to the FOG index (FI) analysis, the readability of English in Mind textbooks was 26 (68%) easy and 12 (32%) intermediate. Overall, English in Mind Second Edition Cambridge University Textbook for Year 10 SMKN 3 Kota Bengkulu was generally easy to read. It is suggested that the teacher or reader understands the readability level of the material and whether the material given to the student is suitable for the student.

INTRODUCTION

In selecting the right textbooks, teachers are required to evaluate the textbooks to determine what actions they need to take; reject, adapt, or modify. Surely, since textbooks are produced and published for wide user targets, it is impossible to find a textbook that is a perfect fit for one school context. However, finding a good textbook that can cater the students' needs is not impossible. In narrow point of view, selecting textbook can simply defined as to deeply analyze the appropriateness of textbook materials that will be employed in the classrooms. The appropriateness may include the pedagogical aspects a textbook should have.

In this case, considering the use of the reading materials in the textbook might be necessary for reading is an essential input skill that has to be mastered by students when they are learning English. According to Nunan cited in Pratiwi

& Indriani (2018), reading is a fluid process, requiring readers to combine information from the text with their own background knowledge to construct meaning. As reading material plays an important role in defining the course itself, teachers must have sufficient information on how to successfully include reading material to overcome some of the reading problems described above . Simply put, reading textbooks plays an important role in the classroom as most teachers use textbooks as teaching materials. Therefore, teachers should know how to choose good textbooks for their students. In order to discern whether a textbook is good or bad, it is necessary to conduct an evaluation to judge the quality of the textbook.

SMKN 3 is one of favorite vocational school in Kota Bengkulu. Based on the pre-observation done by the researcher at SMKN 3 Kota Bengkulu on 29th May 2022, the researcher found that the teachers are not encouraged to choose texts without knowing whether they are suitable for their students. When choosing teaching materials, all these teachers simply chose a few textbooks for their lessons based on the observations of researchers. Without prior analysis, these textbooks were used to teach English at this school. Moreover, English textbook "English in mind" is also recommended by the Department of Education, Culture, Research, and Technology to be used as a medium for teaching English to vocational school students. This becomes a reason of the important to analyze readability on texts in the textbooks selected by teachers at SMKN 3 Kota Bengkulu, beside English in Mind textbook is the latest textbook used that have been never analyzed by any researchers. Therefore, the researcher conducted a research entitled "Readability Level of Reading Texts in the English textbook " English in Mind" for tenth grade Students at SMKN 3 Kota Bengkulu".

METHOD

This study was classified as a descriptive quantitative study. Quantitative research is research that relies primarily on the collection of quantitative data (Johnson and Christensen, cited in Khaldi, 2017). The object of this research was reading materials English textbook entitled English in Mind Second Edition by Cambridge University Press for the tenth grade of Vocational Senior High School.

Since this textbook was the latest version of English textbook for vocational students, therefore the researcher would like to investigate the criterian of reading material or reading text included in the textbook. There were fourteen units of this textbook which included four English skills for each unit, they are; listening, writing, reading, and speaking skills. It also included grammar and structure lesson. There was one until three texts included in each unit. The FOG index was used to decide the readability level of the text based on the average number of sentences and hard words (polysyllabic). This formula was used because it is simple and can measure the overall readability of the text. In this research, the researcher used a descriptive qualitative research design and content analysis was used to analyze the data. In counting of total words and total sentence in the text, the researcher used a website of sentence and words counter in the internet at textfixer.com. To count the hard words or polysylabic words, the researcher used a website syllable counter at wordcalc.com to ensure wether the word is classified as polysyllabic or not.

RESULTS

Research findings are explained using specific and general texts. FI's analysis of readability levels from 38 texts indicated different grade levels. Table 1 below shows the overall grade level of the 19 texts and the average grade level of these texts by FI.

Table 1.Summary of Readibility Grade Level based on FOG Index (FI)

Text	Page	Total Words	Total Sentence	Total Polysilabic	FOG	Category
1	4	284	34	17	6	Easy
2	10	316	19	24	10	Easy
3	12	390	22	24	10	Easy
4	16	370	19	36	12	Moderate
5	17	172	12	15	9	Easy
6	18	200	17	8	6	Easy
7	20	158	14	8	7	Easy
8	24	113	13	10	7	Easy
9	26	319	20	16	8	Easy
10	30	501	40	39	8	Easy
11	31	273	16	26	11	Moderate

12	37	126	6	14	13	Moderate
13	38	215	13	32	13	Moderate
14	40	373	21	45	12	Moderate
15	44	404	19	37	12	Moderate
16	52	222	14	26	11	Moderate
17	54	435	30	32	9	Easy
18	58	498	47	26	6	Easy
19	59	220	13	22	11	Moderate
20	65	134	7	11	11	Moderate
21	66	161	9	10	10	Easy
22	68	252	15	18	10	Easy
23	72	404	21	46	12	Moderate
24	73	293	17	22	10	Easy
25	74	430	28	31	9	Easy
26	77	205	14	23	10	Easy
27	78	451	45	18	6	Easy
28	80	196	16	8	7	Easy
29	82	631	47	26	7	Easy
30	87	219	14	16	9	Easy
31	89	108	9	3	6	Easy
32	94	307	22	15	8	Easy
33	93	125	9	12	9	Easy
34	96	406	20	28	11	Moderate
35	100	196	11	16	10	Easy
36	101	215	11	20	12	Moderate
37	102	517	32	52	10	Easy
38	106	444	44	16	5	Easy

Table 1 revealed that there were 38 texts consisted in the English in mind textbook second edition. Based on FOG Gunning Index result, it was found that there were twelve texts categorized as moderate readability which have FOG index 11, 12, and 13. However, rest of them were classified as easy readability since the FOG Index ≤ 10. Moreover the percentage of text which are in moderate and easy level can be seen in the following table.

Table 2 The Percentage Level of Readability

No	Level of Readability	Total Text	
		F	**%**
1	Easy	26	68%
2	Moderate	12	32%

3	Difficult	0	0
	Total	38	100%

Table 2 showed that there were 26 texts or 68% which categorized as easy level of readability, there were 12 or 32% of text as moderate level of readability based on Gunning Fog formula. However, there was no difficult level of readability found in the textbook. It can be concluded that dominantly texts consisted in the English in Mind second edition textbook by Cambridge University textbook had easy readability with percentage 68%. There were thirty eight texts that were analyzed in this research. The analysis was done based on FOG Index (FI) test. The example analysis five of them was described below.

1). Text 1: *September 12th*

The text was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The first text which was entitled "*September 12th*" had the value of FOG Index (FI) was 5.73. The result of text 1 can be seen below.

$$FI = ((284/34) + 100 (17/284)) \times 0,4$$
$$= (8,35 + 5, 98) \times 0,4$$
$$= 14,33 \times 0,4$$
$$= 5,73$$

Since the FOG Index (FI) of text 1 was 5.73, it belongs to easy category for the students. It means that based on FOG Index (FI), text 1: *An September 12th* was easy to be understood by senior high school students.

2). Text 2: *It's Legal but is it Right?*

After analzying text 2 FI formula, the researcher found that there are 19 sentences and 316 words. The text 2 had the value of FOG Index (FI)= 9.68. The calculation for text 2 is shown below.

$$FI = ((316/19) + 100 (24/316)) \times 0,4$$
$$= (16,63 + 7, 59) \times 0,4$$
$$= 24,22 \times 0,4$$
$$= 9,68$$

The FOG Index (FI) of text 2 was 9.68 which belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 2: *it s legeal but is it right* was easy.

3). Text 3: *Talking Without Speaking*

The text 3 was analyzed using FOG Index (FI) to know the readability of the text. The third text which was entitled "*Talking without Speaking*" had the value of FOG Index (FI)= 9.54. The calculation for text 3 is shown below.

FI = ((390/22) + 100 (24/390)) x 0,4
= (17,72 + 6,15) x 0,4
= 23,87 x 0,4
= 9,54

Since the FOG Index (FI) of text 3 was 9.54, it belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 3: *talking without speaking* was easy to be comprehend by senior high school students.

4). Text 4: *Talk to the Animals*

After analzying text 4 FI formula, the researcher found that there are 36 sentences and 370 words. The text 4 had the value of FOG Index (FI)= 11.67. The calculation for text 4 is shown below.

FI = ((370/19) + 100 (36/370)) x 0,4
= (19,47 + 9,72) x 0,4
= 29,19 x 0,4
= 11,67

The FOG Index (FI) of text 4 was 11.67 which belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 4: *talk to the animals* was on moderate category.

5). Text 5: *My Friend Rebecca*

The text 5 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The fifth text which was entitled "*My Friend Rebecca*" had the value of FOG Index (FI)=9.22.

FI = ((172/12) + 100 (15/172)) x 0,4
= (14,33 + 8,72) x 0,4
= 23,05 x 0,4
= 9.22

Since the FOG Index (FI) of text 5 was 9.22, it belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 5: *My Friend Rebecca* was easy to be comprehend by senior high school students.

6). Text 6: Elert the Faithful Dog

After analyzing text 6 FI formula, the researcher found that there are 17 sentences and 200 words. The text 6 had the value of FOG Index (FI)= 6.30. The calculation for text 6 is shown below.

$$
\begin{aligned}
FI &= (\,(200/17) + 100\,(\,8/200)\,)\; x\; 0{,}4 \\
&= (11{,}76 + 4)\; x\; 0{,}4 \\
&= 15{,}26\; x\; 0{,}4 \\
&= 6{,}30
\end{aligned}
$$

The FOG Index (FI) of text 6 was 6.30 which belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 6: Elert the Faithful Dog was on easy category.

7). Text 7: A prince Liewellyn

The text 7 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The seventh text which was entitled "A Prince Liewellyn" had the value of FOG Index (FI)=6.53. The calculation for text 7 is shown below.

$$
\begin{aligned}
FI &= (\,(158/14) + 100\,(\,8/158)\,)\; x\; 0{,}4 \\
&= (11{,}28 + 5{,}06)\; x\; 0{,}4 \\
&= 16{,}34\; x\; 0{,}4 \\
&= 6{,}53
\end{aligned}
$$

The FOG Index (FI) of text 7 was 6.53 which belongs to easy category for senior high school students. It means that based on FOG Index (FI), A Prince Liewellyn was on easy category.

8). Text 8: Adam & Jessica Meet

The text 8 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The eighth text which was entitled "Adam & Jessica Meet" had the value of FOG Index (FI)=7.02. The calculation of text 8 can be seen below.

FI   = ((113/13) + 100 (10/113) x 0,4
            = (8,69 + 8,84) x 0,4
            = 17,53 x 0,4
            = 7,02

The FOG Index (FI) of text 7 was 7.02 which belongs to easy category for senior high school students. It means that based on FOG Index (FI), Adam & Jessica Meet was on easy category.

9)Text 9: A Working Life

The text 9 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The ninth text which was entitled "A Working Life" had the value of FOG Index (FI)=8.38. The calculation for text 9 is shown below.

FI   = ((319/20) + 100 (16/319)) X 0,4
            = (15,95 + 5,01) x 0,4
            = 20,96 x 0,4
            = 8,38

Since the FOG Index (FI) of text 9 was 8.38, it belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 9 was easy to be comprehend by senior high school students.

10). Text 10: Fiction in Mind

After analzying text 10 FI formula, the researcher found that there are 40 sentences and 501 words. The text 10 had the value of FOG Index (FI)= 8.12. The calculation of text 10 can be seen below.

FI   = ((501/40)+ 100 (39/501) x 0,4
            = (12,52 + 7,78) x 0,4
            = 20,3 x 0,4
            = 8,12

The FOG Index (FI) of text 10 was 8.12 which belongs to easy category for senior high school students. It means that based on FOG Index (FI), text 10 was on easy category.

11). Text 11: Letter

The text 11 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The eleventh text which was entitled " Letter" had

the value of FOG Index (FI)=10.63. The calculation for text 11 is shown below.

FI = ((273/16) + 100 (26/273)) x 0,4
     = (17,06 + 9,52) x 0,4
     = 26,58 x0,4
     = 10,63

Since the FOG Index (FI) of text 11 was 10.63, it belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 11 was moderate to be comprehend by senior high school students.

12). Text 12: Did You Know?

The text 12 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The twelfth text which was entitled "Did You Know" had the value of FOG Index (FI)=12.84. The calculation for text 12 is shown below.

FI = ((126/6) + 100 (14/126)) x 0,4
     = (21 + 11,11) x 0,4
     = 32,11 x 0,4
     = 12,84

Since the FOG Index (FI) of text 9 was 12.84, it belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 9 was moderate to be comprehend by senior high school students.

13). Text 13: Will computer ever be more intelligent than people?

The text 13 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The next text which was entitled "Will computer ever be more intelligent than people?" had the value of FOG Index (FI)=12.56. The calculation of text 13 is as follows.

FI = ((215/13) + 100 (32/215) x 0,4
     = (16,53 + 14,88) x 0,4
     = 31,41 x 0,4
     = 12,56

Since the FOG Index (FI) of text 13 was 12.56, it belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 13 was moderate to be comprehend by senior high school students.

14). Text 14: Ever Fancied being on TV?

After analzying text 14 FI formula, the researcher found that there are 21 sentences and 373 words. The text 10 had the value of FOG Index (FI)= 11.92. The calculation of text 14 can be seen below.

FI   = ((373/21) + 100 (45/373) x 0,4
      = (17,76 + 12,06) x 0,4
      = 29,82 x 0,4
      = 11,92

The FOG Index (FI) of text 14 was 11.92 which belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 14 was on moderate category.

15). Text 15: Culture in Mind

The text 15 was analyzed using FOG Index (FI) to know the readability of the texts at grade XI students. The fifteenth text which was entitled "Culture in Mind" had the value of FOG Index (FI)=12.16. The calculation for text 15 is shown below.

FI   = ((404/19) + 100 (37/404)) x 0,4
      = (21,26 + 9,15) x 0,4
      = 30,41 x 0,4
      = 12,16

Since the FOG Index (FI) of text 15 was 12.16, it belongs to moderate category for senior high school students. It means that based on FOG Index (FI), text 15: Culture in Mind was moderate to be comprehend by senior high school students.

DISCUSSION

This research aimed to find out the readability level of texts consusted in English in Mind second edition textbook by Cambridge University textbook. The finding of this research revealed that the readability of the texts in English in Mind second edition textbook by Cambridge University was easy based on FOG Index (FI) analysis result. Based on the reading level, the text in English in Mind textbook was appropriate for High School Freshman grade. Moreover, the

percentage of level of readability showed that there were 68% of texts were easy, 32% of texts were moderate.

This research confirmed some theories from experts. As Pikulski in (Pratiwi & Indriani, 2018) who believes that the readability formula does not address the very complex issue of readability. This technique does not consider the reader when processing the text. This technique is therefore considered an imprecise measurement. However, the readability formula is relatively easy to calculate and has a general function of predicting the difficulty of text. The results of this study reinforce Westwood's theory cited in (Hidayatillah & Zainil, 2020). Westwood believes that the degree of readability of a text affects readability. If the text is beyond the reader's level, they will get irritated and want to read the text. Readers should understand at least 97% of the words on the page so that they can easily understand the text.

The results of this study will provide teachers and authors of English textbooks with important information on how to select and deliver good reading material appropriate to the level of their students. Poor teaching materials can negatively affect students' language skills, interests and motivation (Westwood in Hidayatillah & Zainil, 2020). Teachers must be able to help students select appropriate reading materials to help them succeed academically.

This finding was also consistent with several previous studies. First, a study entitled "An Analysis on Readability of English Reading Texts For Grade IX Students at Mtsn 2 Kota Bengkulu" by Maryansyah (2016). Findings show that over 50% of her 63 texts are her IX.MTsN 2 Kota Bengkulu classes are lightweight. 27% of the 63 texts are difficult. 10% of the 63 texts are invalid. 9% of 63 texts are good. Second, Rohmatillah (2018) conducted a study titled ``Readability levels when reading the text of an English textbook titled English Alive for grade X of high school published by Yudhistira''. This finding shows that there are 5 types of text as a result of our analysis. Poor quality materials can negatively affect students' language skills, interests and motivation (Westwood in Hidayatillah & Zainil, 2020) Teachers must be able to select appropriate reading materials for students to succeed academically.

Third, Prezilia's study (2020) is entitled "An Analysis of the Readability of the Erlangga Published Text 'English On Sky 2' (2013 Curriculum Revised Edition)". Flesch's readability formula shows that the text is easy to read for him at 33.3%. This makes the text too easy for 8th graders to read. However, a survey revealed that his text reading Sky 2 Curriculum 2013 Revised in English was difficult for respondents to read. In other words, the results of the Flesch Reading Ease formula calculations are different from what students using the book think. Therefore, teachers should provide more guidance in reading sessions. The Flesch Reading Ease Formula is 33.3%, indicating that the text is easy. This means that the text is too easy for 8th graders to read. However, the results of the survey revealed that the reading text of "English on Sky 2 Kurikulum 2013 Revisi" was difficult for respondents to read. In short, the results of the Flesch reading comprehension formula depend on the opinions of the students who use the book. Therefore, teachers should provide more guidance in reading sessions.

CONCLUSION

Based on the findings, the conclusion of this research is: Based on FOG Index (FI) analysis result, the percentage of level of readability of English in Mind textbook showed that there were 26 (68%) of texts were easy and 12 (32%) of texts were moderate. Overall, the readability of the texts in English in Mind second edition textbook by Cambridge University was dominantly easy for grade tenth of SMKN 3 Kota Bengkulu. Not all of them were easy, there were still twelve texts which categorized as moderate readability. Based on the reading level, the text in English in Mind textbook was appropriate for grade tenth High School students. Teachers are strongly encouraged to understand the readability level of the material and whether the material given to them is appropriate for their students. Teachers should assess students' readings to reflect their current level of knowledge. Appropriate reading materials help students improve their reading comprehension. It is very important to know the readability of reading material for the student's level. However, research on this topic is still lacking.

The researcher strongly encourages other researchers to conduct similar studies to increase our knowledge of the issue.

REFERENCE

Hidayatillah, N., & Zainil, Y. (2020). the Readability of Students' Textbook Used in Semantic and Pragmatic Course in English Language Education Program of Unp. *Journal of English Language Teaching*, *9*(1), 144. https://doi.org/10.24036/jelt.v9i1.107848

Khaldi, K. (2017). Quantitative , Qualitative or Mixed Research : Which Research Paradigm to Use ? *Journal of Educational and Social Research*, *7*(2), 15–24. https://doi.org/10.5901/jesr.2017.v7n2p15

Maryansyah, Y. (2016). An Analysis On Readability Of English Reading Texts For Grade Ix Students At Mtsn 2 Kota Bengkulu. *Premise Journal*, *5*(1), 66–87.

Pratiwi, Y., & Indriani, L. (2018). An Analysis of Lexical Density and Readability in Reading Text on English Textbook Used By Form 4 Level of Secondary School Students in Smkbsb Malaysia. *Journal of Research on Applied Linguistics Language and Language Teaching*, *1*(1), 66–75. http://jom.untidar.ac.id/index.php/jralllt/article/view/197

Prezilia, R. (2020). The Analysis Of Readability Level Of Texts "English On Sky 2" (Kurikulum 2013 Revisi) Published By Erlangga. *Published Thesis*, *4*(1), 1–9. https://pesquisa.bvsalud.org/portal/resource/en/mdl-20203177951%0Ahttp://dx.doi.org/10.1038/s41562-020-0887-9%0Ahttp://dx.doi.org/10.1038/s41562-020-0884-z%0Ahttps://doi.org/10.1080/13669877.2020.1758193%0Ahttp://sersc.org/journals/index.php/IJAST/article

Rohmatillah. (2018). Readibility Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira. *Published Article*, 81–104.

Sholihah, I. B. (2018). an Analysis of Readability Level of Reading Texts in English Textbook " Bahasa Inggris " for Senior High School Students Grade Xii. *Published Thesis*.