

**FLESCH'S READING EASE FORMULA
READABILITY LEVEL AND COCA WORD
REGISTER-BASED TEXT FAMILIARITY OF
SECONDARY SCHOOL EFL TEXTBOOK
READING SECTIONS**

THESIS

Submitted in Partial Fullfilment of the Requirment
for Degree of Education Bachelor
in English Education



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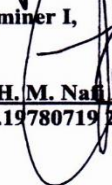
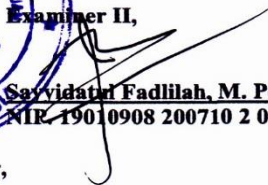
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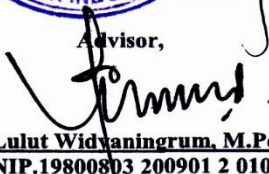
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ABSTRACT

Title : **Flesch's Reading Ease Formula
Readability level and COCA Word
Register-Based Text Familiarity of
Secondary School EFL Textbook
Reading Sections**

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Reading activities is one of a lot of activities in the classroom. The reading text also to be source that needed in the reading activities. A good reading texts is suitable and easy to understanding by the student based on their level. So that the objective of this study was to analyze the readability of reading texts found in the English textbook published by Viva Pakarindo for X grade of senior high school. the researcher choose these books because of the books are used in several of schools. To get the data in this study, researcher was chosen descriptive qualitative method. The data were compiled through documentation and observation on analysis of readability level of the texts by using Flesch Reading Ease Formula and COCA word register-based. The finding of this research, there are 12 texts found from book semester 1 and semester and semester 2. The result of the research based on

Flech Reading Ease Formula, there are 2 texts are identified on easy level, 2 texts on Fairly easy level, 2 texts on standard level, a text on fairly difficult level and 5 text on difficult level. the average of the score is not appropriate to X students level, because readability level range score 30 – 50. So that the style of the reading texts is difficult (collage students). In addition, Based on COCA Corpus Text Analysis, almost a half of entire the words in the texts, are categorized on High Frequency, and the rest of word divided into Mid Frequency, Low Frequency, and unidentified Frequency.

Keyword: *Readability level, Flesch Reading Ease Formula, COCA Corpus, Word Familiarity*

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبِينَ

Then which of your Lord's favours will you both deny?

(Ar- Rahman : 16)

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

*So do not weaken and do not grieve, and you will be superior
if you are [true] believers.*

(Ali-Imran : 139)

DEDICATION

This thesis is dedicated to them whom the most influenced for the writer, there are:

1. My lifetime teachers, my father: ayah Supomo Aji, my mom: Bunda Umiyati and my lil sister Lailatul Fatima who always support and motivate me to finished the research.
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17. For myself, Sofia Nur Ajitarini, thanks for becoming stronger, and stronger than before, thank you and I love you So much.

Finally, the researcher realizes that this research is still far being perfect. Therefore, the researcher will be happily to accept the criticism in order to make it better. The researcher

hopes that this research would be beneficial for everyone. Amin
and Thank you.

Semarang, 5 December 2021

Sofia Nur Ajitarini

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CHAPTER I

INTRODUCTION

This chapter consist of the Background of the Study to describe the reason of Researcher brings about the study. It also consists of the research question about the study. The objective, the scope, and limitation of the study, and the significance of the study are also provided.

A. Background of The Study

Since revised K-13 has been designated as a new curriculum in Indonesia, there are some points from the old curriculum where student activities changed to be more active in their learning activities in the classroom. The government has pointed out the Ministry of Education to make major changes in the pattern of the education system where student activity is more active based on the study. Some media is needed to make the teacher easier to deliver the knowledge. Then the ministry of education makes some media that the teacher used to convey subject material based on students' level.

In the learning process, the teacher needs some media to help her/him to convey the knowledge to the students, they are textbooks, PowerPoint presentations, videos,

songs, etc. ¹ Then, Based on Leshin, Pollock, and Reigeluth (1992) theory, The classification of media can be divided into five classifications, there are 1) human-based media, 2) print-based media, 3) visual-based media 4) audiovisual-based media and 5) computers-based media. Using media in the learning process can facilitate the teacher to extend the material that students need in their learning. Many media are used in learning, the textbook is one of the common media that teacher needs in the learning process because in the textbook developed from the curriculum that government has compiled as a tool in the teaching process. Based on Andi Prastowo, the textbook is the main teaching and learning material that consist of texts or images that used in many schools to facilitating sequences of learning material.² Therefore, the position of textbooks is used to connect students and teachers in the daily learning process.

Based on the Ministry of Education regulation number 2 years 2008, textbooks are used as main references by teachers and students in the learning

¹ Fariq Shiddiq Tasaufy, 'The Readability Level of the Reading Texts in English', 2.2 (2017), pg 14.

² Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, (Yogyakarta: DIVA Press, 2011), p. 169

process.³ The textbook will help the students to understand the material if they are not understood with teacher explanation because it's consists of material that students need to learn. Then in the English material, the textbook consists of 4 materials that students must learn in English subjects there are writing, speaking, reading, and listening. Every skill has its explanation which helps the students increase their ability in the learning process. Therefore it is needed a Good textbook in the learning process. A good textbook is a book that readable, understandable, and comprehensible for students.⁴ It means that text textbook is easy to understand and easy to catch the material that explains in the textbook. On the other hand, based on Halliwell the criteria of a good presentation in a textbook: (1) the book are interesting, (2) the students easy to read what they have to do, (3) the book should provide many activities and task which are interesting, and worthwhile for them not just language exercise, (4) the book should provide students activities

³ Tambahan Lembaran and others, 'Salinan Peraturan', 2008, pg.4

⁴ Faculty O F Tarbiyah, 'AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN PASSPORT TO THE WORLD 2 TEXTBOOK BY USING CLOZE TEST FACULTY OF TARBIYAH AND TEACHERS 'TRAINING', 2013. Pg. 15

who cannot read and write yet with confidence.⁵ Then, the material of textbooks is adapted by the level of students start from kindergarten till college level. Each level of the textbook contains skills that students need and it also expands their knowledge especially on reading text. Like one of surah in the Al - Qur'an⁶

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“Recite in the name of your Lord who created. (1) Created man from a clinging substance. (2) Recite, and your lord is the most Generous. (3) Who taught by the pen. (4) Taught man that which he knew not. (5)” (QS. Al – Alaq : 1-5)

Reading text in English textbooks is one of the main components in learning English subjects. In reading skills, students have to understand the idea of the text, the vocabulary used, and the function of the texts. In the other hand, reading text also must be appropriate to the student's level. So it takes a measure of the reading text by readability level. Some text found in the textbook is not

⁵ Halliwell,S. Teaching English in the primary classroom. 1995

⁶ Maktbah syamilah. QS al-Alaq Ayat 1-5

appropriate to the student's level. The unfamiliar words, ambiguous pronouns, text with too much writing, are difficulties that students faced when they try to read the reading text. So that these component should be noticed by the writer in order to students increase student's abilities.

The readability is needed because when learning on progress the teacher usually uses a reading text that help her/him to develop the subject of material. The readability will make students easier to understand the text, so that the teacher feels easy in learning process. The writer can comprehend and improve students' abilities by his writing. The use of sentences, familiar words, and words choice, are several point which easier students to know what the meaning of the text.

The meaning of the texts is important to the author in other hand the message of the texts can be understood by the reader. The meaning in texts will provided the student's knowledge or student's skill in the reading. May they will get new information or something that students know before, so that it will be better if the textbook is adjusted to the students level.

Today we are very easy to get an English book from several publisher. The English book also have many variety that used in the learning, and kind of English book in Indonesia is divided by four types there are: (1) the book readings, (2) book sources, (3) teachers handbook and (4) textbook. We can found so many varieties of textbooks in the schools, one of them is a textbook published by Viva Pakarindo's book. This book is a little summary with a slight explanation of the material being taught and has several exercises that support student material needs. The book also contains several different points from the book that has been published by the ministry of national education like the explanation, and question. The book is also often used as a complementary book from the ministry of national education's book. Then, the book has provided English subject books from junior high school level until senior high school.

B. Research Question

1. How is the Flesch's Reading Ease Readability level and COCA word register-based text familiarity of secondary school EFL textbooks?

C. The Objective of The Study

As the problem above, the researcher aimed to find out the Flesch's Reading Ease Readability level and COCA word register-based text familiarity of secondary school efl textbooks.

D. Significance of The Study

Below are advantages of conducting the research:

1. Theoretical Significance

For English Teachers, by doing this research, the researcher hopes it can make teachers giving more attention when they choose the textbook as their media in the learning process.

For students, the researcher hopes they can improve their skills and abilities especially for reading skill appropriate to their level.

For the publisher, the researcher hopes the content of the textbook appropriate to the ministry of national of education curriculum, and student's level.

For the English Department in Islamic Education and Teacher Training Faculty, the researcher hope this research can be an inspiration in doing the next research for the English department and give a contribution to other researchers from this topic.

2. Practical Significance

This research can be part of the evaluation and reference for every English teacher teaching English for teachers. They can choose some appropriate textbook to the student's level and give some innovation in the learning process. So students cannot feel bored in the class because the teachers often use the book as the main material. For Teacher, this research can be part of evaluation and reference for every English teacher in teaching English, they can choose some textbook that appropriates to students level and giving some innovation in the learning process so students cannot feel bored in the class because the teachers often used the book as the main material.

For the publisher, this research can evaluate the content of the book and can adjust to the readability of

student level, and give easy ways to students understanding the reading text and other skills.

For government, through this research, the government will be giving more attention to the textbook used by the students in the learning process. And also correct the content of the textbooks appropriate to curriculum and students level.

For the researcher, this study will help the researcher to analyze a good textbook, and urgently it can help the researcher for investigation. And more importantly, the researcher can get many real experiences about how the teacher teaches English.

E. Limitation of The Study

This research focused on textbook published by Viva Pakarindo Book. It was concern Flesch's reading ease formula readability level and Coca word register-based text familiarity especially in frequency words in reading section of X grade secondary school EFL textbooks published by Viva Pakarindo.

F. Previous Researches

The Previous studies on Readability of reading text found that had been done by the other reserachers are:

1. The first previous study is a journal entitled “The Readability in English *ZONE* textbook for the tenth Grade Students of SMA N 2 Bandar” by Lilis Uliartha Nababan (2017). The researcher used descriptive qualitative research as data method. Then, the researcher also used two approaches of reading assessment, Flesch reading ease and cloze test. The result of the previous study is from 5 reading texts found the readability level inappropriate to X grade students.

The differences between the previous research and this research are the previous research use cloze procedure test as second assessment of reading text found and the objective of the study, the previous study Erlangga Publisher as object and this research used Viva Pakarindo. Then, the similarity of previous research and this research are we used X grade as the subject research, we also used

Flesch reading ease formula as the assessment of reading text found.

2. The second previous study is a journal entitled “Readability of Level of Textbook for the Seventh-grade students” by Farihah and Puji Sri Ayu. The researchers used descriptive quantitative as the method of data research. Based on the result of research, the researcher found the average readability of reading texts in english textbook that published by Mediatama around 76.35 point, so that the text is categorized on fairly easy level. These text are appropriate to seventh (7th) grade students of junior high school, especially for SMP N 1 Banjarmasin. In addition based on cloze test procedure, the researcher found that the textbook has high a readability level, because the score is 62.068. It means that the textbook of Mediatama that used by seventh grade student of SMP N 1 Bajarmasin is suitable, and readable.

The differences between this research and the previous research are the subject, textbook, and method of collecting data the researcher use

the seventh grade of junior high school as their subject and my research will use the tenth grade of senior high school. The textbook that researcher use was published by Mediatama and the book that I use is Viva Pakarindo. The researcher used the quantitative research as the method and my research use qualitative method. The similarity of the previous researcher and the researcher is the object of the research.

3. The Third previous study is a journal entitled “An Analysis on readability level of English reading texts for Eighth Grade students” Published by Erlangga by Yulianto. The researcher use descriptive qualitative as method data collection. According to the research, the results of the text are 8 texts found in the textbook and based on Flesch Reading Ease Formula from text 1 up to text 8 only one text that suitable for seventh and eighth grade students. It means that 7 texts irrelevant to the students of Junior High School of eighth grade.

The differences between my research and the researchers is the subject, textbook, and

method of collecting data the researcher use the eighth grade of senior high school as their subject and my research is the tenth grade of senior high school. The textbook that previous researcher used is published by Erlangga, and the book that researcher used from Viva Pakarindo. The similarities of the previous researcher and this research are researchers use qualitative research as the method and this research use qualitative method. And then another of the previous researcher and this research is on the level of readability object.

4. The fourth previous study is a journal entitled “A Readability level of Reading Materials for Vocational High School Students in Lombok, NTB” by Nanang Sugianto Kamarudin, (2020). Based on the research the researcher used several theory to process the reading texts found. First, the researcher use Cloze Procedure to analyze the data, there was 42% of students are independent with the texts. Second, based on Flesch Reading Ease Formula there was 82.7% of the reading text found were suitable and easy

to understand by the students. last, based on Fry Graph Formula the reading material are readable, and understandable to the students. so, according to the explanation the researcher concluded that the reading material found in textbook is readable for 12th grade of vocational High School.

The Differences between the previous researcher with the researcher are the previous study was on data method, subject and formula used in analysis. The previous research was used descriptive quantitative meanwhile the researcher use descriptive qualitative as data method, then the subject of previous research use 12th Grade while the researcher used 10th grade. And the formula that previous researcher was used Flesch Reading Ease Formula and Fry Graph, while the researcher use Flesch Reading Ease Formula. The similarity between the researcher and previous research is the object of of research, there is Readability level of textbook.

5. The fifth previous Study is a journal entitled “The Readability level of The reading text in English textbook Entitled ‘Bahasa Inggris’; Case study in Tenth Grade Students” by Fariq Shiddiq Tasaufy (2017). From the previous research, the previous researcher found that 9 texts found in the textbook three texts in fairly easy level and the score is 70-79. They are My Idol, Issumboshi, The Legend of Malin Kundang. Then, there are three texts in fairly difficult level and the score is 50-59. They are Tanjung Putting, Taj Mahal and Cut Nyak Dhien. Further, there are three texts in difficult level and the score is 30-49. They are Visiting Niagara, The Battle of Surabaya, and B.J. Habibie. Furthermore, the last four texts are include in frustrational level. They are descriptive text entitled ‘Visiting Niagara’ (42,2 %), recount text entitled ‘B.J. Habibie’ (36,7 %), recount text entitled ‘Cut Nyak Dhien’ (40,5 %) and narrative text entitled ‘Issumboshi’ (32,9 %).

The similarities between previous study with this research are in the subject, object and data method. For the subject we use 10th grade of Senior High School, then the object we use readability and descriptive qualitative as data method. The difference of previous study with this study is on the textbook, the previous study use “Bahasa Inggris X” revised edition published by Ministry of Education and Culture, while this research use textbook published by Viva Pakarindo.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this sub-chapter presented the review of several theories about textbook, reading text, readability and Coca Corpus.

A. Textbook

1. The Definition of Textbook

Textbook is one of the medium instructions. It has an important role in educational program, because it can facilitate either the teachers or the students in teaching learning process. Moreover, the term of textbook is not only as a coursebook but also as a set of teaching and learning guideline, as van Els, *et. al.* point out, “textbook for a coherent body of teaching materials which may consist of either just the course book(s), but also of a learning package consisting of several parts”⁷.

Then, Celce-Murcia states, “The importance of the textbook in an English as a Second Language

⁷ Deni Ernawati, *AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN PASSPORT TO THE WORLD TEXTBOOK BY USING CLOZE TEST* (Jakarta: UIN Syarif Hidayatullah, 2013), Pg.

(ESL)/English as a Foreign Language (EFL) class makes the selection process crucial. Sometimes, it is the responsibility of the teachers to select the textbook they will use in a given class”. Textbook is used both by the teachers and the students to determine the activities in the classroom. By using textbook, the teachers can decide what and how to teach the materials based on curriculum and syllabus.

Allington and Strange give their similar view of the important of textbook, “...a textbook serves as a single repository of information on a subject, allowing both the teacher and the learner to use a single common source for acquiring the desired content”.⁸ By using a textbook, the teacher and learners are expected obtain subject material are needed in the textbook. Based on the above explanation we can concluded that the textbook is the important thing because its contains of material that students needs in their grade to improve their abilities.

⁸ *Ibid*..... Pg.7

2. The Function of Textbook

Based on Thomson, there are four functions of the textbook, such as:

a. Individualization of instruction

A textbook helps the student to following this instruction by enabling them to get their own level and to get their limitation extent, according to what they interest in study.

b. Organization of instruction

A textbook helps the students to organize instruction by providing experiences, recommended reading material, suggested some activities, and answered the question. A written textbook also give unity to the classroom interaction and leveling them to introduce new concept or content they build like before.

c. Tutorial Contribution

A teacher can use the textbook to help students learn how to read the reading text better,

to study, to weigh evidence, and to solve the problem than before.

d. Improvement of teaching

A textbook is also known as a helpful utility which is used by the teachers to improve their skill in the teaching.

3. The criteria of a good textbook

A good textbook have to well design and helps the students to understand the material based on the curriculum. Based on the center for Perbukuan Ministry of National Education, basically four group aspect that should be teachers note:

a. First aspect

This aspect is about the content or subject matter, there are (1) material suitable to the curriculum, (2) suitability of the material purpose, (3) the truth of the material viewed from the discipline of each textbook and (4) the suitability of the material with the cognitive development of the students.

b. Second aspect

This aspect is about the presentation of the material, there are (a) learning objective, (b) the staging leaning, (c) each material to be understood by the students, (d) the representation of the concern an interest of students, (e) relationship between materials, (f) the activeness of students and (g) exercise and problem.

c. Third aspect

This aspect tells about language and readability, including several criteria: (a) use of language which can increase the power of students creativity and reason, (b) use of bahasa or other language is good and right (c) the use of sentence structure that same of the level of mastery of the language of the students and the students development, (d) use of paragraph and then (e) the material and illustration.

d. Fourth aspect

This aspect is about format and graphics use in the textbook.⁹

In other hand, according to Jeremy, the criteria of a good textbook are divided into eight criteria, there are:

- a. How expensive is the textbook? Can students afford it? Will they have to buy an accompanying workbook? Can they afford both? What about the teacher? Can he or she pay for the teacher book and tapes?
- b. If the course available? Are all is component (students book, teachers book, workbook, etc) in the shop now? What about the next level (for the next semester/ term)? Has it been published, is it available? What about tapes, videos, and etc?
- c. Is the book attractive? Does the teacher feel comfortable with it? Do the students like it? How user friendly is the design? Does it yet in

⁹ Rukni setiawati, *A Critical literary review of expert opinion toward textbook development*, international conference: enhancing education quality in facing Asian community, pg 621.

the way of what the book is trying to do or does it enhance?

- d. What kind of teaching learning does the book promote? Can teachers and students build appropriate ESA sequences from it? Is there a good balance between study and activation?
- e. Does the book cover the four skills reading, writing, speaking, listening, adequately? Is there a decent balance between the skills? Are there opportunities for both study and activation in the skill work? Is the language of the reading and listening text appropriate? Are the speaking and writing task likely to engage the student interest?
- f. Is the syllabus of the book appropriate for students? Does it cover the language points you would expect? Are they in the right order? Do the reading and listening texts increase difficulty as the book progresses?
- g. Does the book contain a variety of topics? Are they likely to engaged the students interest? Does the teachers respond to them well? Are they culturally appropriate for students?
- h. Is there a good teachers guide? Is it easy to use? Does it have all the answers the teacher might

need? Does it offer alternative to lesson procedures? Does it contain a statement of intention which the teacher and students feel happy with it?¹⁰

4. The Advantages of Textbook

Based on penny Ur, the textbook has advantages when the textbook used in learning process:

- a. Syllabus: occasionally the textbook serve a syllabus that should be followed by the teacher in the learning process. If the teacher has followed the syllabus disciplinary, the material will be covered well.
- b. Framework: textbook provides the clear explanation about material that will be learnt. Then the teacher and the students can be understand the material in generally.
- c. Economy: the price of the textbook is also cheaper than the other learning material book or guidance.

¹⁰ Amelya herdalosari, Analyze the textbook according to Jeremy harmer, Pg 01

- d. Ready-made text and task: Almost every textbook in the school has provided texts and task which are fairly appropriate to student level. So that the teachers has been facilitated by the textbook.
- e. Autonomy: the teacher can be adapt the material appropriate to students, or syllabus needs.
- f. Guidance: the textbook can help the teacher who has inexperience in the teaching.
- g. Convenience: the textbook is light and easy enough to carry around.

Then, According to Harmer, the advantages of the textbook are as follow:

- a. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise the grammatical and functional points that they have been concentrating on.
- b. Textbooks can be systematic about the amount of vocabulary presented to the students and

allow them to study on their own outside the class.

- c. Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
- d. There is a greater variety of published material for teaching and learning English than ever before.¹¹

It can be concluded that textbook has some advantages not only for the teacher but also for the students. By using textbook, the teacher get facilitation in teaching the material in the class, while the students can concentrate to certain material that they want to learn.

5. The Disadvantages of Textbook

Based on Penny Ur, not only advantages, a textbook also have several disadvantages when the textbook used in the learning, there are:

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Limited, 1991), p. 257.

- a. Inadequacy; the textbook will be not cover every students needs because every students has different needs. So that to choosing the textbook is not an easy matter.
- b. Irrelevance; the topics in textbook may be not relevant or interesting for students.
- c. Limitation; occasionally, the textbook lead to boreom and lack of motivation.
- d. Homogeneity; the textbook have their rationale and have chosen in learning and teaching approach.
- e. Over-easiness; the teacher will find the over-easiness to follow the textbook uncritically instead of using their initiative.

Then based on another theorist, Woodward (2001: 146- 147), he stated some points of disadvantages of using textbook.

- a. Textbook can provide the character and situation are not relevant and interesting to learners.
- b. Some purposes of syllabus is lock-step the students readiness.

- c. Although the sequence is understandable, some students will feel bored with the material or practice.
 - d. The method used in the textbook may not fit with the class situation.
 - e. The amount of unit can be too long or too short for the lesson or the content is too compact or hard to be graded for the students.¹²
6. Criteria in selecting textbook

Choosing a textbook is not easy. There are some students has different needs or the textbook has different content material. According to Jack C. Richard, there are four criteria for selecting textbooks. They are:

- a. They should correspond to learners' needs. They should match the objectives of the language learning program.
- b. They should help to equip students in using language effectively for their own purposes.

¹² [Aminlimpo.com/2021/06/the-advantages-and-disadvantages-of.html?m=1](https://aminlimpo.com/2021/06/the-advantages-and-disadvantages-of.html?m=1) accessed on 19 October 19, 2021, at 9.30 PM – 9.50 PM

- c. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- d. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learners.¹³

Furthermore, he also stated the other factors that influence textbook selection. The first is program factors; relating to concerns of the program. The second is teacher factors; relating to teacher concerns. The third is learner factors; relating to learner concerns. The fourth is content factors; relating to the content and organization of the material and reading texts in the book. The last is pedagogical design of the materials, including choice of activities and exercise types.¹⁴

B. Reading Text

- 1. The Definition of Text

¹³ jack C, Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 258-259.

¹⁴ *Ibid*..... P. 254

A text is usually longer than just a word or a sentence. It consists of a series of sentences, as in a letter or postcard, in which the sentences are connected to another by grammar and vocabulary and/or knowledge of the world.¹⁵ And then based on *dictionary of language testing* in Alan Davies book, a text is any piece of written or spoken language of variable length. It may be as short as a single word, but is more considered to consist of two or more utterance or sentences joined together according to rules of cohesion and rhetorical organization, and may include an extended piece of spoken discourse or any number of pages of writing.¹⁶

Based on Mark and Kathy Anderson a text is defined as the result of several words which are put together to communicate a meaning or message. When someone speaks or writes a message, he/she will construct a word by word until make a meaning. Then, the other person who reads or listens, she/he will interpret the message or meaning, creating a text

¹⁵ *Ibid*.... p. 15

¹⁶ Alan Davies, *dictionary of Language Testing*. (Cambridge: Cambridge University Press). 2002. Pg. 210

needs us to make choices about the words that we use and put them together. It will depend on our purpose and context.¹⁷ In addition, based on Sanggam Siahaan and Kisno Shinoda, text is a linguistic unit which consists of context and meaning. The meaning of context here refers to either linguistic context (inside context), or non linguistic context (outside context). So that a text is not only written text but also spoken text.¹⁸

Spoken text can be a word, phrase, sentence or discourse. A spoken discourse consists of monolog, dialog, or conversation. Besides of them, it also can be a song, poetry, drama, etc. In addition a written text is any meaningful of written text, it can be a notice, direction, poster, paragraph, essay, book, etc. So it can be concluded that text is a written or spoken word to convey or to communicate the meaning, the term of the text in the study include the reading text,

¹⁷Mark Anderson and Kathy Anderson, *Text Type in English*, London: Macmillan, 2003, Pg 1

¹⁸ Sanggam Siahaan and Kisno Shinoda, (*generic Text Structure*), Yogyakarta: Graha Ilmu, 2008), Pg 1

the printed material on the textbook which is used in the process of learning and teaching reading skills.

2. Kind of Texts

Based on Anderson and Anderson (1997) there are two categories of text: literary and factual. Each type of text has a common way of using language.

Literary texts include aboriginal dreaming stories or fiction, movie scripts, fairy tales, plays, song lyrics, novels, mime, limerick and soap opera. There are main text types in this category:

- a. Narrative text: this type tells a story using written or spoken language. It can be used in radio, books, television shows, newspaper or computer files.
- b. Poetic: this type is expressing the feeling and impressions of life. A poem can tell a story or point of view on a person or view. Poems usually have structures such as rhyming the last word of lines or using a certain number of lines.
- c. Dramatic: this type uses experience and acting to communicate an idea. Drama can be written

or spoken text. They usually use visuals such as facial expressions, costumes and sets.

- d. In other hand, example of the main text types in factual texts are divided into seven types, there are:
- e. Recount: recount text is a text that retell past events, usually in order what they happened. This text have a purpose that to give the audience a description of what and when occurred. For the examples there are: newspaper reports, television, conversations, speeches, interviews, letters, and eyewitness accounts.
- f. Response: this text is about person's response or action to other text (book, film, poem and so on). This text have a purpose to describe of the work and a judgement from other texts. The examples of response text: movie reviews, song reviews, book reviews, and theater reviews.
- g. Explanation: this type text tells about how or why something happens. The purpose of the explanation text is to tell each steps of process and give the reasons. The examples of explanation text: why something happened, why

things are alike or dislike, and how to solve a problem.

- h. Discussion: this text is about gives the positive and negative, or good and bad points about phenomenon. This text has a purpose to discuss and present it to the reader or audience from different ways, or topics. Some examples of the discussion there are: interviews essays, debates, and letters to the auditor and articles.
- i. Exposition: this text tell about a piece of one side of an issue, it can be a positive point or negative point. The purpose of this text is to persuade the reader or audience by presenting one side of an argument. The examples of the exposition texts are advertisement, editorial in newspaper, spoken argument and reference articles.
- j. Procedure: this text is about the presents of information or instruction for doing something. The purpose of this text is to explain how to do something until it can be done. The examples there are recipes, instruction manual, itineraries, direction, and so on.
- k. Information report: this is texts that present about subject. This text also tells about such

thing topic like sports, computers, technology and so on. For the content is subject, description, and information about parts, qualities or behavior. Then the examples of information report are textbook, lectures, reference articles, and research assignment.¹⁹

C. Readability

1. The Definition of Readability

Readability is one of main point of components that teachers and publishers to determine the quality of passage. Based on Mustafa Ulusoy readability is an important issue and finding the right fit between students reading ability and text difficulty is an important and challenging task for teachers.²⁰ Another definition, readability is the degree to which a given class of people finds certain reading matter compelling and comprehensible.²¹

¹⁹ Rohmatillah, *Readability level of reading text in the English Textbook Entitled English Alive for Senior High School Grade X published by Yudhistira*. 2013. Pg 90-92

²⁰ Mustafa Ulusoy. *Readability approaches: Implications of Turkey*. (Shannon Research press). 2006. Pg. 323

²¹ William H. dubay *The Principles of Readability*. 2004. Pg 3

Readability is not only an analysis of the value of a passage but also about interestingly and attractively about written text. Another side, According to Klare, readability is focused on a reader and a text matched. Its a matter of choosing a text type for a reader. Because we often find the reader feel bored and did not understand his reading text. They feel that the book or text that they read is too difficult to understand.²²

Based on the definition above, we can conclude that readability is the complexity level of the reading text that influenced by some factors under the level of differences readers.

2. Factors that Influence Readability

According to Klare cited in Dubay, factors that affected comprehension in texts are:

a. Word Characteristics

²² Nuraini Indah Budiarti. *The readability level of English Reading text for grade VIII students of SMP NEGERI 1 Jetis Bantul in The Academic year of 2014/2015*. State University of Yogyakarta. 2014. Pg. 18

Some of the features that may interact with these characteristics are the proportion of content (functional) words, length of content words/ frequency/ familiarity, concreteness, association value, active vs nominalized verb construction.

b. Sentence Characteristics

Some of the features that may interact with these characteristics are length. Active vs passive, affirmative vs negative embedded vs non-embedded, low depth vs high depth (branches).

Then, another factor influencing readability of a text that the researcher citation from Mapping Readability of the Texts and Reading Ability of the users by Lulut Widyaningrum, there are six factor which influencing the readability:

a. Physical Factors

Some of features may interact with characteristic of the reader for examples pictures, clear design, layout, illustration, the

size of font which may be affect with the readability.

b. Reader Factors

Some of features may interact with the reader factors for examples the background of knowledge, the vocabulary mastery, the reader memory, and so on.

c. Text structure

Some features may interact with the structure of the text for examples plot structures in the story, passage of content, the discourse type.

d. Vocabulary difficulty

Some features may interact with vocabulary use in the text for example the syntactical structure, the lexical phrases, idiomatic expression, homonyms, and etc.

e. Text coherence and cohesion

Some features may interact with coherence and cohesion of the text for examples the type of

conjunction, grammatical, cohesive device, and etc.

f. Syntax

Some features may interact with syntactical structure in the text for examples phrases, clauses, compound sentence, complex sentence, compound–complex sentence.

3. Measuring readability Assessment

The purpose of readability assessment is to help someone to know readability level of text that reader used. Basically, readability of the text, can be measure in two ways, they are²³:

a. Readability formulas

Readability is a measure of the style of reading. Principally, readability formula is an instrument to estimate the difficulty level in understanding reading text.

²³ Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 34

The readability score based on this formula is got by amount of difficult words, amount of words in a sentence and the length of sentences in the reading text. The parts of readability formulas are mentioned as below:

1) Flesch Reading Ease Formula

Flesch Reading Ease formula is created by Rudolf Flesch. It is a statistical readability formula that analyzes the readability level through the numbers of syllables, words and sentences. Chall states on Dubay's book that it is the most popular formula and the most tested and reliable. Furthermore, Flesch formed the formula as follow:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})10$$

Where:

Score = Position on a scale of 0 – 100

ASL = Average Sentence Length (the number of words divided by number of sentences)

ASW = Average number of Syllables per Word (the number of syllables divided by the number of word).

It calculates reading ease on a scale from 1 to 100, with the range of 0 – 30 being “very difficult”, 30 – 50 being “difficult”, 50 – 60 being “fairly difficult”, 60 – 70 being “standard”, 70 – 80 being “fairly easy”, 80 – 90 being “easy”, and 90 – 100 being “very easy”. We can conclude as table below:

Score	Difficult level	Reading Grade
0 to 30	Very difficult	Collage to graduate
31 to 50	Difficult	13 th to 16 th grade (collage)
51 to 60	Fairly difficult	10 th to 12 th Grade
61 to 70	Standard	8 th to 11 th Grade

71 to 80	Fairly easy	7 th Grade
81 to 90	Easy	6 th Grade
91 to 100	Very easy	5 th Grade

Table 2.1 Flesch Readability grade

2) SMOG Formula

Harry McLaughlin developed the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. It is a tool designed to estimate the readability level of the texts by taking the sample of word and sentence length. The SMOG examines 10 consecutive sentences from the beginning, middle and end of the text.²⁴ Here are the steps in analyzing readability using SMOG formula:

- a) Count 10 sentences in a row near the beginning, 10 in the middle, and 10

²⁴ Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 44

in the end for a total of 30 sentences. In the 30 selected sentences, count every word of three or more syllables in each group of sentences, even if the same word appears more than once.

- b) Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.
- c) Estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than 121.
- d) Add 3 to the approximate square root. This gives the SMOG grade.²⁵

²⁵ Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 45

The conversion table of SMOG formula is stated in table below :

Word Count	Grade Level
0 -2	4
3 – 6	5
7 – 12	6
13 – 20	7
21 – 30	8
31 – 42	9
43 – 56	10
57 – 72	11
73 – 90	12
91 – 110	13
111 – 132	14
133 – 156	15

157 – 182	16
183 – 210	17
211 – 240	18

Table 2.2 SMOG readability level

3) Fry Readability Graph

Fry Readability Graph is developed by Burn, Roe and Ross in 2006. He claimed that he did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph has its own advantage. By using a chart, the teacher can write down his own criteria. The procedure involves counting the number of sentences and syllables in each hundred word samples plotting on the graph the average number of syllables per hundred words.²⁶ This method was popular because it was purposely designed to save time. The attempt to save time and 26 effort

²⁶ William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 46

make Fry's Graph achieve wide usage because of its convenience and ease of application. The following are the directions for computing Fry's Formula:

- a. Select three 100-word passages from near the beginning middle and the end of the book.
- b. Count the total number of sentences in each 100-word passage, estimating to the nearest tenth of a sentence. Average these three numbers.
- c. Count the total number of syllables in each 100-word sample and average them for the three samples.
- d. Plot on graph the average number of sentences per 100 words.
- e. Burns, Roe and Ross further assert that the teacher's first step in helping children to read content material is to be aware of the difficulty of the textbook assignments they make.²⁷

²⁷ Allan Bailin and Ann Grafstein, *Readability: Text and Context*, (Macmillan: Hofstra University, 2016), p. 42-43

4) The Dale-Chall Formula

The Dale-Chall Formula is the collaboration of two researchers who had been working on the problem of readability. They are Edgar Dale and Jeanne Chall. They designed the formula to correct certain shortcomings in the Flesch Reading Ease formula. It uses a sentence-length variable plus a percentage of “hard words” – words not found on the Dale-Chall “long list” of 3000 easy words, 80 percent of which are known to fourth-grade readers.²⁸ Then steps to apply the formula as below:

- a. Select 100-word samples throughout the text (for books, every tenth page is recommended).
- b. Compute the average sentence length in words.
- c. Compute the percentage of words outside the Dale list of 3000 words.

²⁸ William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 23

d. Compute this equation:

$$\text{Score} = 0.1579 \text{ PDW} + 0.496 \text{ ASL} + 3.6365$$

Where:

Score = Reading grade of a reader who can answer one-half of the test questions on a passage.

PDW = Percentage of Difficult Words
(Words not on the Dale-Chall word list).

ASL = Average Sentence Length in words.

Dale and Chall also published the following chart for correcting the grade-level scores at the higher grades:

Formula Score	Corrected Grade Level
4.9 and below	Grade 4 and below
5.0 to 5.9	Grade 5 – 6
6.0 to 6.9	Grade 7 – 8
7.0 to 7.9	Grade 9 – 10
8.0 to 8.9	Grade 11 – 12
9.0 to 9.9	Grade 13 – 15 (collage)

10 to above	Grade 16 and above (college graduate)
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Table 2.3 Dale and Chall Readability level

5) Cloze Procedure Test

The readability level also can be estimated by using cloze procedure test. Cloze procedure text is a readability test which uses the students' ability in comprehending the text. Based on Wilson Taylor, the number of vocabularies is not the right tool in determining the readability of the text, but interrelationship between the vocabularies is more important to note.

Cloze test score can be seen from how much the reader or the students to fill in missing elements. In addition, it is a test constructed by deleting words from a selection and requiring students to fill in the blanks. The deleted words can be at random

or mechanical procedure (every n th word) where n is usually a number 5 or above.²⁹

D. COCA Corpus

1. Definition of COCA Corpus

Corpus is a collection of linguistic data, either compiled as written texts or transcription of recorded speech. Based on David Crystal, corpus is a collection of data which can be used as a starting-point of linguistic description, or as a means of verifying hypotheses about language. Then based on John Sinclair, corpus is a collection of naturally occurring language text, chosen to characterize a state or variety of a language.³⁰

COCA Corpus (Corpus of Contemporary America English) is a corpus that consist more than 560-Million-Word of American English. Its corpus was created by Mark Davies, a Professor of Corpus

²⁹ William H. Dubay, *The Principles of Readability*, (Costa Mesta: Impact Information, 2004), p. 31

³⁰ <https://courses.helsinki.fi/sites/default/files/course-material/4433684/070916part2.pdf> p. 4 accessed on 07/11/2021, 9.30 PM

Linguistics at Brigham Young University.³¹ It contain a well-balanced collection of spoken, fiction, magazine, newspapers, academics texts, TV, Movie Subtitles, blogs, and Web Pages. The collection had been compiled since 1990 2019. This make one of the most up to-date English Corpora in the world.³²

2. Genres on COCA Corpus

Based on Corpus of Contemporary American English, the corpus consist of eight genres, there are:

- a. Spoken: this genre, consist of 44.803 texts, 127.396.932 words, and contains of transcription of unscripted conversation from more than 150 different TV and radio Program. For examples: All Things Considered (NPR), Newshour (PBS), Good Morning America (ABC), and Oprah
- b. Fiction: this genre consist of 25.992 texts, 119.505.305 words, and contains of short stories and plays from literary magazine children's

³¹en.wikipedia.org/wiki/Corpus_of_Contemporary_American_English accessed on 06/11/2021, 10.00 AM

³² <https://textinspector.com/help/corpus-of-contemporary-american-english-coca/> accessed on 27/10/2021, 11.30 PM.

- magazine, popular magazine, first chapters of first edition books 1990- present, and fan fiction.
- c. Magazine: this genres consist of 86.292 texts, 127.353.030 words and consist of nearly 100 different magazine, with a good mix between specific domains like news, health, home and gardening, women, financial, and etc.
 - d. Newspaper: this genres contains of 90.243 texts, 122.958.016 words, and consist of Newspapers from across the US, including USA Today, New York Times, Atlanta Journal Constitution, San Francisco Chronicles. Good mix between different section of the newspaper, such as local news, opinion, sports, financial and so on.
 - e. Academic: this genres contains of 26.137 texts, 120.988.361 words, and consist of more than 200 different peer-reviewed journals. These cover the full range of academic disciplines with a good balance among education, social sciences, histories, humanities, law, medicine, philosophy/religions, technology and business.
 - f. Web (Genl): this genre contains of 88.989 of texts and 129.899.427 words. The genre consist of classified into the web genres of academic,

argument, fiction, info, instruction, legal, news, personal, promotion, review web pages (by serge sharoff). Taken from the US portion of the GloWbe corpus.

- g. Web (blog): this genre consist of 98.748 texts, and 125.496.216 words. It also consist of texts that were classified by Google as being a blogs further classified into the web genre of academics, arguments, fiction, info, instruction, legal, news, personal, promotion, review web pages, taken from the US portion of the GloWbe corpus.
- h. TV/Movies: this genre contain of 23.975 texts, 129.293.467 words and consist of subtitle from OpenSubtitle.org, and later the TV and Movies corpora. Studies have shown that the language from these shows and movie is even more colloquial/core than the data in actual “spoken corpus”.

From each data of these eight genres, it provides useful information about the frequency or words, phrases, and grammatical constructions across the genres-whether they are very informal (TV and

movie subtitles or spoken transcript) more formal (academic articles) or somewhere in between (magazine, newspaper).

3. Classification on COCA Corpus

Based on COCA Corpus there are three classification of words, as follow:

- a. Low Frequency Words: this level consist of words which have point of frequency around 0 – 500. Its means that the word is rarely used to several genres in Corpus. For examples: “axiomatic” this word is only have 406 point of frequency, word “ennui” have 454 point of frequency, word “sashay” have 317 point of frequency and so on. So that, the words that included in this level are words that rarely used and rarely heard in the corpus.
- b. Mid Frequency Words: this level is contained of words which have point of frequency between 501 – 3000. Its means that the word is sufficient or enough to used in several genres in corpus. For examples: “colloquial” this word have 580 point of frequency, word “aplomb” have 534

point of frequency, word “fractious” have 609 point of frequency, synonym have 1471 point of frequency, and etc.

- c. High frequency Word: this level consist of words which have point of frequency more than 3000. So, it means that the word used in this level are words that often used even familiar in this corpus. For examples: word “add” have 275233 point of frequency, word “mine” have 58009 point of frequency, word “easy” have 231262 point of frequency and etc.

4. Ways to use COCA Corpus:

Based on there are five main ways to search the corpus, as follow:

- a. First: you can browse a frequency list of words in the corpus, including searches by word form, part of speech, and even by meaning or pronunciation.
- b. Second, you can search by individual word and see collocates, topics, cluster, websites, concordance lines, and related words for each of these words.

- c. Third: you can input entire texts and then used data from COCA to get detailed information on the words and phrases in the text.
- d. Fourth, you can search for phrases and strings. And also you can search substring (-ism, un-able).
- e. Last, you can find random words and also browse through randomly-selected, like “words of the day” and then the corpus will save word by word when you come back and the corpus will review them later.

E. Conceptual Framework

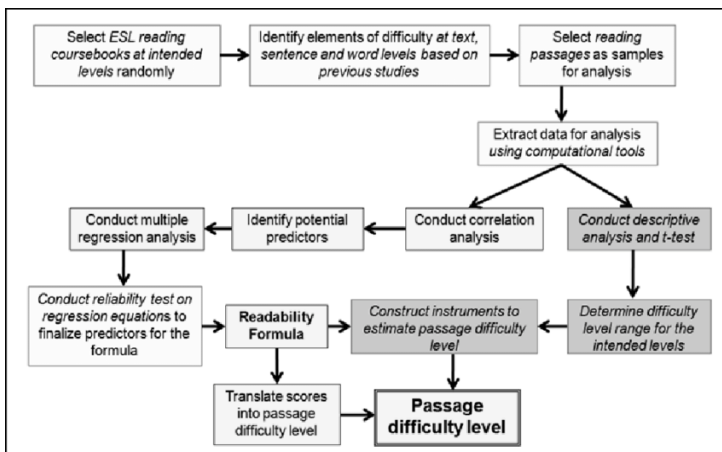
Reading text is a source in reading skills. The reading text consist of material that can improve student skill and ability. The reading text found in the textbook sometimes inappropriate to student level. Some factors that influence the reading text inappropriate to students are difficulty word use (diction), text structure, word characteristic, and unfamiliar word. Another fact, the readability level in reading text found is not suitable with student level. These factors are supposed to students cannot catch the material

well so that the students feel bored and frustrated in leaning process.

Furthermore, the teacher and school must be selective to choose textbook that will be used in the learning process, especially in reading text. A good reading text is suitable and readable by the student level. The reading texts found in several textbooks are not suitable to student level. Sometime not only suitable, but several words that are not familiar to the students.

Based on the explanation above the researcher tries to aimed how is readability level in the textbooks published by Viva Pakarindo and find out how is familiarity words used in the reading section. For more modified explanation conceptual framework by Anealka (2010) as follow³³ :

³³ Anealka Aziz Hussin. *Refining the Flesch Reading Ease formula for Intermediate and High-Intermediate ESL Learners*. 2010. Universiti Teknologi MARA. Pg. 8



2.4 Conceptual framework of readability by Anaelka Aziz Hussin

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will discuss about the method used in research. It covers the discussion of Reserach Design, Source of the Data, Instrument of the Study, Data Collection Technique, and Data Analysis Technique.

A. Research Design

This research used descriptive qualitative. Based on Bogdan and Taylor (2003) qualitative method as procedure of the research which generate the descriptive data in written word or spoken of human behavior can be observed.³⁴ Descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, photographs, journals, emails and etc.³⁵ Because of this research was aimed to identify the readability level and word of reading texts found in the textbook, so that the research appropriate to a qualitative research design.

³⁴ Lexy J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2010) cet. Ke-28, hlm. 4.

³⁵ Gay. I, R , *Educational research: Competencies for competencies for analysis and Application* , hlm 381.

Qualitative research has a purpose there is to describe the situation and the researchers collected in form or words or pictures rather than numbers, so that the collected data will be presented in the form of a descriptive ways.

B. Source of the data

As a primarily source data in the research, the researcher used an english textbook “Belajar praktis bahasa inggris mata pelajaran wajib” untuk kelas X SMA semester 1 and semester 2, published by viva pakarindo. The researcher make use of textbook as research object because the researcher wanted redability score of reading text found in the textbook. The textbook of semester 1 consist of 6 chapter:

Chapter I; Self-introduction

Chapter II; Congratulations and Compliments

Chapter II; Our Intention

Chapter IV; Describing a Tourist Attraction

Chapter V; Describing a Tourist Destination

Chapter VI; Telling Announcement

And the semester 2 is consist of IX chapter:

Chapter I; The Inventor

Chapter II; My Experience

Chapter III; The Struggle of heroes

Chapter IV; Famous People

Chapter V; The Patriots

Chapter VI; World Fairy Tales

Chapter VII; Indonesian Legends

Chapter VIII; Its a Myth

Chapter IX; The Meaning of songs

The data have collected by identifying the readability level of reading text in every chapter. The researcher collected data by reading, collceting the data, analyzing, grading and collecting data from books and libraries.

C. Instrument of the Study

This data are needed to find the finding in this research. The data can be obtained by using the following

instrument; for compiling the data the researcher use document study as the particular tools. The document study consist of private and public records that use qualitative research such as textbook, journal, and etc. The first instrument of the research is English textbook entitled “Belajar Praktis Bahasa Inggris Mata Pelajaran Wajib Semester 1 and Semester 2 published by Viva Pakarindo”. Then, as the second instrument the researcher was used observation. The researcher observe about readability level and also COCA Corpus text familiarity analysis. The readability level in this research, the researcher have chosen the Flesch Reading Ease Formula as the main data analyzing technique and COCA Corpus is the support of data analyzing technique.

Then, based on the instrument of Indonesian text readability by Dwiyanto Djoko Pranowo, on his journal, there are 10 indicated word which assumed giving contribution to the level of readability is: (1) unfamiliar word, (2) abstract word, (3) figurative word and or derivative word (grammatical meaning), (4) loan word, (5) term, (6) abstract noun, (7) preposition, (8) acronym, (9)

morphology, and (10) diction.³⁶ Based on the explanation above the researcher have decides to use one of them, there is a percentage of unfamiliar word in the texts. The percentage of unfamiliar word in the texts becomes one of criteria of readability. So that, the researchers used the Coca Corpus to find familiar word by the frequency of words in this Corpus.

D. Data Collection Technique

According to gay, there were some methods of collecting data namely tests, questionner, interview, observation and documentations³⁷ this research use documentation as data collecting method.

In collecting data process, the researcher choose to use documentation method. These are steps in collecting the data, as follow:

1. Finding the reading text on the English textbook entitled “modul pembelajaran semester 1 and

³⁶ Pranowo, Dwiyanto D. *Instrument of Indonesian Texts Readability*. Hlm. 7

³⁷ Gay. I, R , *Educational research: Competencies for competencies for analysis and Application* , hlm 381.

semester 2 published by Viva pakarindo for X grade of senior high school.

2. Choosing the reading text found in the textbook in every chapter.
3. Collecting the reading text found form each chapter.

E. Data Analysis Technique

After collecting the reading text found in every chapter, the reseracher needed data verification. The researcher rechecked the data by reading the book repeatedly to get the data.

1. The next step, was analyzing the data there were six major steps:
2. Reading intensively the reading textbook from the textbook used.
3. Counting the words, syllables, and sentences from each reading text from textbook
4. Counting the readability score with the formula:

$$\text{RE formula} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

ASL = Average Sentence Length (number of word : number of sentence)

ASW = Average Syllable per Word (number of syllable : number of word)

5. Determining the level of Reading Ease score with Flesch Reading Ease table Level:

Score	Difficult level	Reading Grade
0 to 30	Very Difficult	Collage Graduate
30 to 50	Difficult	13th to 16th grade (college)
50 to 60	Fairly Difficult	10th to 12th grade
60 to 70	Standard	8th and 9th grade
70 to 80	Fairly easy	7th Grade
80 to 90	Easy	6th Grade
90 to 100	Very Easy	5th Grade

3.1 Table of Flesch Readability Level

6. Reviewing and analyzing frequency words based on COCA corpus text analyze by text.
7. Last step, drawing of the conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the research finding of the study refers to the proposed of the research problems. The finding related to the redability score of reading text book in English textbook entitled “Belajar Praktis Bahasa Inggris Mata Pelajaran Wajib Semester 1 and Semester 2 published by Viva Pakarindo” X grade of senior high school. As stated before, this study only focuses in calculating the readability scores of reading texts. The readability score is gotten by counting the syllables, words, and sentences of a text and analyzing the readability using flesch reading ease formula.

A. FINDINGS

These english textbooks contain of four genres of the texts. The totals of genre reading are 12 texts in this research. They are in semester 1, consist of 4 descriptive texts: *Gunung Leuser National Park*, *The Great Pyramid of Giza*, *Lake Garda* and *Victoria falls*.

Then, in Semester 2, consist of 5 recount texts: *My Horrible Experience*, *My Firts Airplane Ride*, *Rengasdengklok Incident*, *J.K Rowling* and *Dewi Sartika*,

and 3 Narrative Texts: *Cinderella*, *The Legends of Danau Toba*, and *Why The Sea is Salty (Philippines)*.

The Analysis reading text on Semester 1, text 1 entitled *Gunung Leuser National Park* consist of 417 words, 702 syllable, and 19 sentences. Then, text 2 entitled *The Great Pyramid of Giza* has 376 words, 605 syllable, 14 sentences. For text 3 entitled *Lake Garda*, has 194 words, 344 syllable and 10 senteces. Text 4 entitled *Victoria Falls* consist of 512 word, 823 syllable, and 21 sentences.

The analysis reading text on semester 2, text 5 entitled *My Horrible experience*, has 213 words, 313 syllable, and 19 sentences. The text 6 entitled *My First Airplane* consist of 347 words, 476 syllable, and 19 sentences. Then, 288 words, 505 syllable and 20 sentences are the result of text 7 entitled *Rengasdengklok incident*. The text 8 entitled *J.K Rowling* has 352 words, 533 syllable and 29 sentences. text 9 entitled *Dewi Sartika* has result 275 words, 441 syllables, and 18 sentences. text 10 entitled *Cindrella* consist of 609 words, 897 syllables and 49 sentences. text 11 entitled *The Legend of Danau Toba* has 500 words 697 syllable, and 66 sentences. The last is

text 12 entitled Why the Sea is Salty (philippines) has 493 words, 662 syllables, and 50 sentences.

The result of calculation of the sentences, words, and syllables of each text is presented by the table below:

4.1 Table the result of Calculation of Sentences, words, and Syllables

Text	Number of word	Number of syllable	Number of sentence	Type of texts
Text 1	417	702	19	Descriptive text
Text 2	376	605	14	Descriptive text
Text 3	194	344	11	Descriptive text
Text 4	512	823	21	Descriptive text
Text 5	213	313	19	Recount text
Text 6	347	476	19	Recount text
Text 7	288	505	20	Recount text
Text 8	352	533	29	Recount text
Text 9	275	441	18	Recount text

Text 10	609	897	49	Narrative text
Text 11	500	697	66	Narrative text
Text 12	493	662	50	Narrative text

Then, the researcher measured all of ASL, ASW, and Score of the texts by using Flesch Readability Formula.

1. Text 1

$$\text{ASL} = \text{Number of word} : \text{Number of Sentence}$$

$$= 417 : 19$$

$$= 21,9473684$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 702 : 417$$

$$= 1,6834523$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 21,9473684) - (84.6 \times 1,6834523)$$

$$= 206.835 - 22,276578926 - 142,4200064$$

$$= 42,138414616$$

2. Text 2

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 376 : 14$$

$$= 26,8571428$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 605 : 376$$

$$= 1,60904255$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 26.8571428) - (84.6 \times 1,60904255)$$

$$= 206.835 - 27.259999942 - 136.12499973$$

$$= 43.450000328$$

3. Text 3

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 194 : 11$$

$$= 17,63636363$$

ASW = Number of Syllable : Number of Word

$$= 344 : 194$$

$$= 1,7731958$$

Score = $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$

$$= 206.835 - (1,015 \times 17,63636363) - (84.6 \times 1.7731958)$$

$$= 206.835 - 17.90009091 - 150.01236468$$

$$= 38.9225444$$

4. Text 4

ASL = Number of Word : Number of Sentence

$$= 512 : 21$$

$$= 24,3809523$$

ASW = Number of Syllable : Number of Word

$$= 823 : 512$$

$$= 1,6074218$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 24,3809523) - (84.6 \times 1.6074218)$$

$$= 206.835 - 37.13163532 - 135.98788428$$

$$= 33.7154804$$

5. Text 5

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 213 : 19$$

$$= 11,210526$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 313 : 213$$

$$= 1,4694835$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 11,210526) - (84.6 \times 1,4694835)$$

$$= 206.385 - 11.37868389 - 124.3183041$$

$$= 71.13801201$$

6. Text 6

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 347 : 19$$

$$= 18,263157$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 476 : 347$$

$$= 1,37175925$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 18,263157) - (84.6 \times 1.37175925)$$

$$= 206.835 - 18.537104355 - 116.050297455$$

$$= 72.24759819$$

7. Text 7

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 288 : 20$$

$$= 14,4$$

ASW = Number of Syllable : Number of Word

$$= 505 : 288$$

$$= 1,7534722$$

Score = $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$

$$= 206.835 - (1.015 \times 14.4) - (84.6 \times 1,7534722)$$

$$= 206.835 - 14.616 - 148.34374812$$

$$= 43.87525188$$

8. Text 8

ASL = Number of Word : Number of Sentence

$$= 352 : 29$$

$$= 12,137931$$

ASW = Number of Syllable : Number of Word

$$= 533 : 352$$

$$= 1,5142044$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 12,137931) - (84.6 \times 1,5142044)$$

$$= 206.835 - 12.319999965 - 128.10169224$$

$$= 66.413307795$$

9. Text 9

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 275 : 18$$

$$= 15,277777$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 441 : 275$$

$$= 1,6036364$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 15,277777) - (84.6 \times 1,6036364)$$

$$= 206.835 - 15.50693655 - 135.66763944$$

$$= 55.66042401$$

10. Text 10

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 609 : 49$$

$$= 12,428571$$

$$\text{ASW} = \text{Number of Syllable} : \text{Number of Word}$$

$$= 897 : 609$$

$$= 1,4729064$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 12,428571) - (84.6 \times 1,4729064)$$

$$= 206.835 - 12.614999565 - 124.60788144$$

$$= 69.61212291$$

11. Text 11

$$\text{ASL} = \text{Number of Word} : \text{Number of Sentence}$$

$$= 500 : 66$$

$$= 7.5757576$$

ASW = Number of Syllable : Number of Word

$$= 697 : 500$$

$$= 1,394$$

Score = $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$

$$= 206.835 - (1.015 \times 7.5757576) - (84.6 \times 1,394)$$

$$= 206.835 - 7.689393964 - 117.9324$$

$$= 81.21320636$$

12. Text 12

ASL = Number of Word : Number of Sentence

$$= 493 : 50$$

$$= 9,86$$

ASW = Number of Syllable : Number of Word

$$= 662 : 493$$

$$= 1,3427991$$

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 9,86) - (84.6 \times 1,3427991)$$

$$= 206.835 - 10.0079 - 114.0400386$$

$$= 82.7870614$$

The result of ASL, ASW, and Score calculation then research put in the table.

Text	Average Sentence Length	Average Syllable Word	Readability score	Difficult Level	Reading grade
Text 1	21.9473684	1.6834523	42,138414616	Difficult	13 th to 16 th Grade (Collage)
Text 2	26.8571428	1.60904255	43.450000328	Difficult	13 th to 16 th Grade (Collage)

Text 3	17,636363	1.7731958	38.9225444	Difficult	13 th to 16 th Grade (Collage)
Text 4	24.3809523	1.6074218	33.7154804	Difficult	13 th to 16 th Grade (Collage)
Text 5	11.210526	1.4694835	71.13801201	Fairly Easy	7 th Grade
Text 6	18.263157	1.37175925	72.24759819	Fairly Easy	7 th Grade
Text 7	14.4	1.7534722	43.87525188	Difficult	13 th to 16 th Grade (Collage)
Text 8	12.137931	1.5142044	66.413307795	Standart	8 th and 9 th Grade
Text 9	15.277777	1.6036364	55.66043401	Fairly Difficult	10 th to 12 th Grade
Text 10	12.428571	1.4729064	69.61212291	Standart	8 th and 9 th Grade

Text 11	7.75757576	1.394	81.21320636	Easy	6 th Grade
Text 12	9.86	1.3247991	82.7870614	Easy	6 th Grade

4.2 Table of the result of ASW, ASL, Readability Score, and level

B. DISCUSSION

Based on the table above, the researcher can explain that:

Text 1

The text 1 entitled “Gunung Leuser National Park” has Average Sentence Length score 21.9473684, for Average word length 1.6834523 then the Readability Ease Score is 42.138414616. based on the readability score, text 1 is included in difficult level. This level is appropriate to collages students.

Then based on the COCA Corpus Text Analysis, text 1 is consist of 47% High Frequency Word, 14% Mid Frequency Word and 23% Low Frequency word and 16% of words are unidentified. the examples of

low Frequency Word in the text are diversity, endangered, peak, approximately, Jungle, and etc. from the example above, the rank of the word more than 3000. It supposed to be the several student is feel strange with the word. so they may need a dictionary to find the meaning of the word. Then, the examples of mid frequency are plant, forest, earth, trees, usually, near, flower, and so on. its frequency has score around 501 – 3000. So, several students feels familiar or understand with the words mean. Then foe the high frequency have example the, of, and, in, are, this, any, because, gave, great, for, morning, places, and so on. its frequency have frequency range less than 500. So almost all of students is easy to understand or feels familiar with the words. Last, the researcher can concluded that this texts little bit difficult to understand because of almost a half of the frequency word is slightly difficult to understand by students Senior high School.

Text 2

Text 2 entitled “The great Pyramid of Giza” have Average Length Score (ASL) score 26.8571428,

for Average of Word Length 1.60904255 and for Readability Ease Score around 43.450000328. based on score above, text 2 is categorized on difficult level. This level is appropriate to Collages Students (13th to 16th grade).

Then based on COCA Corpus Text Analyze, text 2 is consist of 54% High frequency words, 14% Mid frequency Word and 22% Low Frequency Words and 10% words are not identified. There are several examples of Low frequency Range word likes, civilization, pyramid, antiquity, numerous, impressive, spouses, chambers, and etc. from examples word above, the words are unfamiliar or difficult to understand to the senior high School. Some of them may need dictionary or translator tools to find or to understand the meaning of the word. then for mid Frequency word which have 501 until 3000 score, there are several examples of the words like complex, ancient, surrounding, honored, guided, and so on. the researcher supposed that several students may familiar with the word and only little bit of them know or understand with the meaning of the words without any translator tools. For the rest is probably

don't understand or even familiar with the word. last, the High frequency words which have more than 3000 score, for the examples in this frequency there are built, is, about, after, any, around, human, few, long, on, or, as, can, and so on. Its word is usually easy to understand, familiar, and often used for the students. Based on the above explanation the researcher can concluded that words in text 2 difficult for X grade Senior High School because of more than fifty percent of entire word is in the low frequency score.

Text 3

The text entitled "Lake Garda" have result score of Average Sentence Length (ASL) 19.4, the Average Word Length 1.7731958, and Readability Score on 37.13163532. Its text is categorized on difficult level because the readability score on 30 – 40 which score devoted to collages students (13th to 16th grade). So that, this text is not suitable to X grade of Senior High School Students.

Based on COCA Corpus text analyze, text 3 is consist of 40% of High Frequency Word, 17% Mid

frequency word and 29% of Low Frequency Word and 14% words are not identified. The Low Frequency Word there are several examples of words: Numerous, destination, Countryside, offshore, Windsurfing, hang-gliding, Historic, and so on. Based on the examples, the researcher predicted that few of the students can't to understand and unfamiliar with the word if they are not use any translator tools. Then, Mid Frequency Word have several examples in the text, there are: lake, located, facilities, sight, visitors, holiday, famous, nearby, island, main and so on. the researcher can be supposed that several students are understand and familiar with the words, because it has score on 501-3000 point. For the rest of the students may know or ever to hear or read the word. the last frequency, High Frequency in the texts have some examples, there are: the, as, for, best, of, is, make, many, known, will, with, one, north, major, small, which, and etc. the words found in the high frequency are usually familiar, and easy to understand by the students in X grade senior High School. They might even read, or hear the word in their textbooks before. Based on the explanation above, the researcher can concluded that

this text has a few word are understandable for X grade senior high school, however, it has been found 49% of the word from the text are categorized as High Frequency Word. So that text 3 are slightly to understand by the X grade students of Senior High School.

Text 4

Text entitled “Victoria Falls” have Average Sentence Length (ASL) on 24.3809523, Average Word Length (AWL) on 1.6074218, Readability score on 33.71804, and this level on difficult Level. This texts is not suitable for X grade Senior High School because the level addressed to 13th to 16th grade (collage students)

Then based on the COCA Corpus the text consist of 58% of High Frequency words, 16% of Mid Frequency Words, and 16% of Low Frequency Words and 10% words are unidentified. Each word of the text have different point of frequency, the examples of Low Frequency Word based on corpus there are: cubic, Excessive, panoramic, picnic, fascinated, southern, preserving, statue, and etc. from

the examples the researcher can be predicted only several students who know and understand the meaning of the words, for another may feel strange with the word in the text. Next, for the example of Mid Frequency word in the text based on COCA corpus: beauty, bridge, imagine, smoke, surrounding, tours, thus, visitors, journal, main, edge, and etc. based on the examples, the researcher supposed that a lot of students know about the meaning of the words. Last, there are examples of High Frequency word in the text based on COCA Corpus: the, of, and, is, area, as, at, water, between, which, about, other, over, national, and etc. from the explanation above, the researcher can concluded that the text 4 is easy enough to understand by the students because of 58% word of the text is categorized on High Frequency Word. Then the students need dictionary or other translator tools to make it easier to understand the content of the text.

Text 5

The text entitled “My Horrible experience” have Average Sentence Length score 11.210526, Average of Word Length score 1.46948535, and Readability

Score on 71.131801201. This text is categorized on Fairly Easy because the result of readability score between 70-80 which addressed for 7th grade. This text is composed of short sentences and simple syllable, so that this text is easy to understand by X grade Senior High School.

Then based on COCA Corpus, this text consist of more than 66% words in the High Frequency, 9% in the Mid Frequency, 10% in the Low frequency and 15% words are not identified. There are the examples of low frequency words: louder, tropical, basement, disaster, unfortunately, electricity, terrified, and etc. then, the examples of mid frequency word there are: storm, television, afternoon, destroyed, favorite, hill, kitchen, and so on. Last, word the, a, to, my, and, but, were, again, big, was found in High Frequency word category. Based on the word in the text, the words that author used are often used in other texts and quite enough to X grade senior high school Students. so that text 6 is easy to understand by the students but, a number of them will need dictionary to found the meaning that they don't understand.

Text 6

The text entitled “My First Airplane” have Average Sentence Length score on 18.263157, average word Length 1.37175925, and Readability Score 72.24759819. This texts is categorized on Fairly easy because the result of readability score between 70-80. This text is addressed for 7th grade of junior high school. So this text will easy to understand by X grade of senior high school.

Then, based on the COCA Corpus, the text have 65% High Frequency Word, 14% Mid Frequency word, and 8% Low Frequency word and 13% of words are not identified. The example of low frequency in this text there are: calm, airplane, urgent, pray, relax, oxygen, stewardess, squeezed and so on. next, for examples of the mid frequency word are plane, afraid, airport, flight, grab, inside, joking, ride, tough, window, from the examples, the words found in the mid frequency word that are quite familiar to X grade senior high school. The researcher supposed that a number of students know the meaning or understand with the word/sentences. Last, for the high frequency words have a lot of examples,

there are: I, the, and, my, was, also, an, any, both, death, both, book, all, by, we, every, found, experience and so on. The word found in the high frequency word are quite common and familiar to the students. so based on the explanation above, the author of the text used word that are commonly found by the students, may a number of them will need a translator tools or dictionary to get the information from the text.

Text 7

The text entitled “Rengasdengklok Incident” have score result as Average of Sentence Length 14.4, Average Word Length 1.7534722 and Readability score on 43.87525188. This text is categorized on difficult level because the readability score between 30-50. So the text is addressed for collages students (13th to 16th grade).

Based on the COCA Corpus, this text have contain of 47% of High frequency word, 10 % of mid frequency word, 26% of low frequency word and 17% words are unidentified. The examples of low frequency are proclamation, incident, eider,

kidnapped, sympathetic, surrendered, rengasdengklok, and etc. next, words that found in the mid frequency are: youth, discuss, agreement, concerned, conclusion, worried, possible, granted, and so on. last, word that was found in high frequency word based on the text are: the, happened, for, back, news, north, together, out, plan, and etc. based on the examples of word found in the text, the point of low and high frequency are not too far from one to another. And the word that included on low frequency word are quite difficult to students to know and slightly familiar to them, therefore, the students need dictionary to find the meaning of the difficult word in the text.

Text 8

Text entitled “J.K Rowling” have Average Length Sentence on 12.137931, Average Word Length 1.5142944 and readability Score on 66.413307795. Based on Readability Ease table, the text is categorized on Standard level. Its text is intended for 8th and 9th grade of Junior High school. So this text is inappropriate to X grade of Senior High School.

Furthermore, based on COCA Corpus this text consist of 54% of High frequency words, 15% of Mid Frequency word, 16% of Low Frequency Word and 15% rest of words are not identified. Based on the score above, the word used in the text is dominated by low Frequency word. The examples of low frequency word are: afford, best seller, billionaire, poverty, franchises, globe, publication and etc. then, the mid frequency word is the lowest score among other frequencies. The examples of the mid frequency word are: language, novel, author, computer, awards, shopping, receiving, ride, typed, version, popular and etc. for the High Frequency, there are several examples in this frequency: her, book, it, of, was, history, first, most, mother, been, known, idea, one, people, a, and so on. Last based on explaining above, the researcher can concluded that, text 8 is consist of several difficult words may not understand by the students. So, some of them will need dictionary to find the meaning of the words.

Text 9

Text entitled “Dewi Sartika” have some point of readability, the Average Sentence Length (ASL) on 15.2777777, the Average of Syllable Word (ASW) on 16.036364, then the result of readability Score on 55.66043401. From the readability score, the text is categorized on fairly Difficult, because the score between point 50-60. So that the text is intended for 10th to 12th grade of Senior high school. This text is appropriate to X grade of senior High School.

In addition, based on COCA Corpus, the text 9 have 59% of High frequency, 9% of mid Frequency, and 19% Mid Frequency and around 13% of entire words are unidentified. The low frequency have the highest score of whole text, the examples of the low frequency are: childhood, evacuating, independence, pioneer, relocated, formally, and etc. then, the mid Frequency have some examples, there are: born, culture, due, goal, received, resident, solve, and so on. the high frequency also have score around one of five, so there are several examples word of high frequency, were, which, like, parents, they, under, school, age, after, helped, and etc. after that, the

researcher can concluded that the word used in the text is common used by a lot of texts, may several difficult word will be helped by using translator tool. So that the text will helped students skill on reading.

Text 10

Text entitled “Cinderella” have Average Sentence Length (ASL) score on 12.428571, Average Syllable Word (ASW) on 1.4729064 and readability Score on 69.61212291. Based on the explaining above, the text is categorized on standard level, because the score around 60-70. Then the text is addressed to 8th and 9th grade, so, the text is inappropriate to X grade Senior High School.

In addition, based on COCA Corpus Text Analyze, the text is consist of 53% High Frequency word, 12% Mid Frequency, and 18% Low Frequency Word, and 17% of word unidentified. the examples word of Low Frequency are: godmother, overjoyed, might, palace, coachmen, stepmother, and etc. the several examples of Mid Frequency are: beauty, golden, glass, treated, upon, suddenly, forgot, dancing, drawn, and so on, the examples of high

Frequency are: a, was, she, to, said, all, almost, before, once, and so on. last, based on the illustration above, the text 10 have easy words that might students understood with the text, moreover the text have shorts sentence that make easier to understand for students.

Text 11

Text entitled “the legend of Danau Toba” have Average Sentence Length (ASL) on 7.7575757576, Average Syllable Word (ASW) on 1.394 and Readability Score on 81.2132636. then, based on the above illustration, the text 11 is addressed to 6th Grade of Elementary school it caused of the text has shorts sentences that easy to understand sentence by sentence. So this text is not suitable to X grade Senior High School.

After that, based on COCA Corpus text analyze, the text is contained 59% Low Frequency, 16% Mid Frequency, and 6% high Frequency and around 19% words are not identified. The examples of Low Frequency words are: incarnation, disappointed, rod, goldfish, and kindness. Then, the examples of mid

frequency word are: farmer, box, fish, farming, finally, poor, please, promise, wife, and so on. next, the examples of high frequency are: the, he, a, in, to, after, but, hours, him and so on. after that, the examples of High Frequency words in this texts are: the, he, was, all, and, as, after, living, still, take, them, spoke, way, want, looking and so on. based on the explanation above the researcher concluded that text 11 have 59% of entire words belong to High Frequency. So, the text is supposed that easy to understand by the students. the other hand, the students might need a dictionary to find difficult word which include in Low or mid Frequency.

Text 12

Text entitled “why the sea is salty” have Average Sentence length (ASL) on 9.86, Average Syllable Word (ASW) on 1.3247991, and readability Score on 82.7870614. based on the explanation above, the text 12 is categorized on Easy level, because of the score of readability around 80-100. So that the text is appropriate to 6th grade of elementary school and not for X grade of Senior High School.

In addition, based on the COCA Corpus, text 12 consist of 56% of High Frequency word, 16% of Mid Frequency, 13% of Low frequency and 15% of words are not identified. There are examples of low frequency: pails, ankles, heels, pitied, seawater, overcome, trembled, unknown, will, spoiled and so on. The range of its frequency are more than 3000 points and rarely used in corpus. Then, the examples of Mid Frequency are: salt, sea, mountain, giant, empty, climbed, fish, and etc. last, the examples of high frequency are: the, was, we, ago, get, go, him, waited, close, landed, and so on. based on illustration above, the text 12 have a lot of easy words for students, so the researcher supposed that the text is easy to understand to the students, because of more than half of text familiar enough to the students.

Then, from the result of the data anylisis, there are 12 texts on textbook are distinguished in five levels:

1. Easy, there are 2 reading texts in this level. the score is around 80-90. The researcher find it on text 11 and 12. It means the texts are at 6th grade of school. In other hand

2. Fairly Easy, there are 2 reading text in this level. The score is around 70-80. The researcher find it on text 5 and text 6. It means the text are at 7th grade of high school.
3. Standart, there are 2 reading texts in this level. the score is around 60 – 70. The researcher find it on text 8 and text 10. It means the text are at 8th grade of high school.
4. Faily difficult, there is 1 reading text in this level. the score is around 50-60. The researcher find it on text 9. It means the text is at 10th to 12th Grade of high school.
5. Difficult, there are 5 reading texts in this level. the scoe is around 30-50. The researcher find it on text 1,2,3,4 and 7. It means the txt is at the collage grade.

Next, the result calculated into percentage, then researcher present in table form.

No.	Level	Number of text	Percentage
1.	Easy	2	16,67%
2.	Fairly Easy	2	16,67%

3.	Standart	2	16,7%
4.	Fairly Difficult	1	8,33%
5.	Difficult	5	41,67%

4.3 Table of percentage of Readability Level

In average, the reading texts found in the textbook are difficult levels. So that the reading texts level are actually not in accordance with 10th grade of senior high school, and only a text which appropriate to 10th grade of senior high school . In the order hand, five texts are at 6th, 7th, 8th, 9th grade level can be used students to warm up in reading activities. While the difficult level can be used as challenge for students to improve their reading skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSSION

The Problem of the research tries to analysis the readability level of reading texts. After analyzing the data of reading texts in the English Textbook entitled “Belajar Praktis Bahasa Inggris Mata Pelajaran Wajib” for X grade of Senior High School published by Viva Pakarindo by using Flesch Reading Ease Formula, based on the finding result, the researcher can be concluded that from 12 reading texts found, they are categorized into five levels, there are Easy consist of 2 texts, Fairly Easy consist of 2 texts, Standard for 2 texts, Fairly Difficult 1 text, and Difficult for 5 text.

No.	Level	Number of text	Percentage
1.	Easy	2	16,67%
2.	Fairly Easy	2	16,67%
3.	Standart	2	16,7%

4.	Fairly Difficult	1	8,33%
5.	Difficult	5	41,67%

Since the texts in difficult level are higher than the other text, the researcher can explain that the reading texts are not in the right level. based on Flesch Reding Ease Formula, the texts found is not appropriate to tenth grade student of senior high school level. But, based on COCA word register based, the words used in the texts more than 50% words used categorized on high frequency, it means that the word familiar enough to the students. So that the students to improve and develop their reading skills and also introduce them higher level. On the other hand, the other 6 texts on 6th, 7th, 8th, and 9th can students used for warm-up in reading activities.

B. SUGGESTION

Based on the researcher findings, the researcher propose some suggestions are described as follow:

1. English teachers

The English teacher should be careful in choosing textbooks, especially on the content of the textbook whether the textbooks are suitable for their students' level.

The English teacher also needs to be careful with other factors, not only readability like vocabulary used, students' comprehension, teaching method, the linguistic structure, the students' background knowledge etc.

This book can be used by the students to improve their reading skills, but the teacher should guide their comprehension in order not to misunderstand with the contents of reading text in the textbook.

2. The Students

The students can build up their reading abilities with any genre in reading text, especially kind of text such as descriptive text, recount text, narrative text, and etc.

The students are recommended to pay more attention to the teacher when she or he teaches about the reading material.

3. The Author and Publisher

The author and the publisher should be given a lot of attention to the content of the book. It is very crucial for the writers and publisher of the books to choose the content of being a good textbook such as being realistic, relevant, interesting, and appropriate to the students' level.

4. Other Researcher

Other researchers are recommended to consider other factors that influence the text such as interest, exploitability, topic, political appropriateness, cultural suitability, and appearance.

Other researchers are recommended that the researchers have other techniques to find out the readability level of English texts by using other techniques such as SMOG formula, Dale-Chall, Fry Readability Graph, and etc.

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APENDICES

Text 1

Gunung Leuser National Park

The Gunung Leuser National Park (GLNP) is one of the richest tropical rainforests in Southeast Asia. Covering up to 7,927 KM^2 and straddling the border of North Sumatra and Aceh Provinces. It is one of the last places on earth, where you can see the critically endangered orangutans in the wild.

This region is also a host of other wildlife. Elephants, rhinos, Tigers, leopard cats, siamangs, Thomas leaf monkeys, macaues, gibbons are just a handful of the thousands of species found in this Unique ecosystem. Together with Bukit Barisan Selatan and Kerinci Seblat National Parks, it is a UNESCO World Heritage Site (since 2004), a Tropical Rainforest Heritage of Sumatra.

The park area reaches up to 3,404 m to the peak of Gunung Leuser which gave the area its Name and protects a wide range of ecosystems. There are river systems, volcanoes, and lakes. This rainforest is immensely biodiverse, hosting approximately 700 different species of animals — more than 175 mammals, 320 birds, 190 reptiles and amphibians. Because of the great differences in altitude and the diversity in soil, the Gunung Leuser National Park has also an enormous wealth of plant species. So, 454 of all recorded plant species in the West Indo-Malayan region are found in this area. The flora contains approximately 10,000 plant species, including the spectacular *Rafflesia Arnoldi* and *Amorphophallus titanum*, the biggest and the highest flower in the world.

Bukit Lawang, the usual point of start of all our tours, is considered one of the best gateways Unto experiencing the many marvels of the Gunung Leuser National Park. Although no longer a centre for active rehabilitation and release, the forest surrounding Bukit Lawang still offers big opportunities to observe orangutans and a variety of other habitats of the jungle. Usually orangutans: are seen near the rehabilitation centre and at the feeding platform during the morning and afternoon feeding sessions. But the best experience is an encounter in the jungle where many semi-wild and wild animals are in the trees.

It is not guaranteed that any animal will be seen during the booked trek. However, many Visitors can see the animals on their tour. Usually orangutans, white and black gibbons, Thomas leaf monkeys, macaques and a lot of birds, reptiles or insects are very frequent along the tours. If you are really lucky, but since there are very few still alive it is very improbable, you will encounter the Sumatran tiger or the sumatran rhinoceros during a long expedition.

(taken from: http://sumatra-ecotravel.com/leuser_ecosystem/gunung_leuser_national_park/)

Text 2

"The Great Pyramid of Giza"

The Great Pyramid of Giza is the oldest monument on the list of the Seven Wonders of the Ancient World. It is also the only one left standing. It is a marvel of human engineering and construction, and its sheer size and scale rivals any structure built within the last few hundred years. It is located in the city of Giza, near the outskirts of Cairo in The Great Pyramid of Giza was built for the Fourth Dynasty Pharaoh Khufu (or Cheops), and was completed around 2560 BCE. It is part of a complex of 3 large pyramids in the Giza Necropolis located in modern Cairo, Egypt. The Great Pyramid is the largest of the three pyramids, and it is part of its own smaller complex that also contain three small pyramids that were built for Khufu's wives.

The collection of these ancient marvels includes three giant pyramids: the largest known as the Pyramid of Khufu in recognition of the Egyptian ruler to be entombed therein: nearby lies the Pyramid of Khafre, next in size and the Pyramid of Menkaure, the smallest of the three giants. The Pyramid of Khafre is often photographed with the iconic Sphinx directly adjacent, thought to be modeled after the Pharaoh Khafre. Scattered about the complex are numerous smaller pyramids built for the spouses of the Pharaohs honored by the Great Pyramids.

Long considered one of the Seven Wonders of the Ancient World and a UNESCO World Heritage Site, the Great Pyramids are a must on antiquity tours making their way up and

down the Nile River. Often thought of as the most famous man-made structures in the world, the chambers, temples, passageways and galleries of the Great Pyramids and the surrounding complexes can be toured individually or with groups guided in several languages. Giza is one of the most popular tourist destinations in Egypt and in addition to the impressive monuments to ancient Egyptian civilization presents a broad offering of accommodations, restaurants, shopping, and culturally significant attractions.

Visitors to Cairo can visit the Pyramids of Giza from that city by metro, taxi, and bus. Cairo and Giza are respectively the largest and 3rd largest cities in Egypt, easily accessible from every part of the world.

(Adopted from: www.tripbucket.com)

Text 3

LAKE GARDA

Lake Garda is located in northeast Italy. Tourist traveling here will find of excursions and activities.

Lake Garda's beautiful surroundings have inspired author and artists alike. It has both old charming villages and modern towns with all manner facilities. Major sight include the town of Sirmione (which attracts most lake Garda visitors thanks to its historic Rocca Scaligera castle) and Riva del Garda (for the Varone Waterfalls located nearby), as well as the region's hills, Which offer numerous hiking trails for adventurous walkers.

The lake has numerous small island and five main ones, the largest being isola del Garda. Nearby to the south is isola san Biagio, also known as the Isola dei Conigli ("island if the Rabbit"). Both are offshore of San Felice del Benaco, on the west side. The three other main island are Isola dell'olivo, Isola di Sogno, and Isola di Trimelone, all father north near the east side. Today the lake is considered one of the best place around for hang-gliding, windsurfing, and mountain biking.

The pleasant climate, fantastic countryside, the many historical places of interest and the hospitable people make lake Garda an internationally famous holiday destination.

(Source: *"Belajar Praktis" Bahasa Inggris Semester 1* pg. 56)

Text 4

Victoria Falls

Victoria Falls constitutes one of the most spectacular natural wonders of the world. The local People call it “Mosi-oa-Tunya” which means the smoke that thunders. It is located in southern Africa on the Zambezi River at the border between Zambia and Zimbabwe.

The Victoria Falls is 1,708 meters wide, making it the largest curtain of water in the world. It drops between 90 m and 107 m into the Zambezi Gorge and an average of 550,000 cubic meters of Water plummet over the edge every minute.

David Livingstone who was the first European to cross Africa from south to north discovered this awe-inspiring waterfall in 1855. He was fascinated by the beauty of the falls. In 1857 Livingstone wrote that no one in England can even imagine the beauty of this scene. The statue of David Livingstone was erected at the Victoria Falls in Livingstone in November 2005. It features a full body Replica of Dr. Livingstone standing with his right hand holding his journal and his left hand raised to his forehead as he looks upon the water falls. The falls and the surrounding area have been declared national parks and a World Heritage Site, thus preserving the area from excessive commercialization.

One special vantage point is across the Knife-edge Bridge, where visitors can have the finest view of the Eastern Cataract and the Main Falls as well as the Boiling Pot, where the river tumbles and heads down the Batoka Gorge. Other

vantage points include the Falls Bridge, Devils Pool and the Lookout Tree, both of which command panoramic views across the Main Falls

Today one of the Victoria Falls Bridge's main attractions are historical guided tours focusing on the Construction of the bridge, and which include a walking tour under the main deck. On the Zambian side there is a small museum about the Bridge which is free to enter and has a cafe selling refreshments. Livingstone Island was opened in 1992 to provide exclusive and unique picnics on the edge of the Victoria Falls. It is a protected area that is only allowed a maximum of 16 people on at any one time. The utmost care is taken to protect and preserve the natural habitat of the area. There is also a railway museum in Livingstone, with several old steam trains, and is a good source of information for railway enthusiasts. The Livingstone Island tour is seasonal and can only be done when the water level of the Zambezi River is low enough to allow safe access to Livingstone Island. This is from approximately late June to early March.

Devil's Pool Victoria Falls is the world's ultimate infinity pool. The Devils Swimming Pool is available for an even shorter period as the water level has to be really low to allow for safe swimming. Although variable every year this is normally from late August to early January.

Victoria Falls is a UNESCO World Heritage Site, and the citizens of both Zambia and Zimbabwe no longer have fear of the "the smoke that thunders", and are successfully developing the tourism on both sides of the river.

(Taken from: *many source*)

Text 5

My Horrible Experience

I live in a small village. It is not far from a hill. There was a tropical storm few years before, so my school taught the students what to do when the disaster comes.

One afternoon last year, I was at home. I had turned the television on and was about to watch my favorite show. Suddenly, the electricity went off. Then my father called to say that a big storm was in the area.

We went down to the basement where my father built after the previous storm, and hid in a closet. We could hear the storm. It is louder and louder. The walls started to shake. I had been a little scared the time before, but this time I was terrified. After about five minutes, when everything had become quiet again, we went to the kitchen to look outside. I saw that our house was okay, but unfortunately, the house next door was destroyed.

I called my parents immediately. They were safe, too. The next day, there was news on television that it was a tropical storm, and it caused flooding, a landslide in other areas, and some people's death. We were sad to hear that. It was a horrible experience, but fortunately we all survived.

(source: "*Belajar Praktis Bahasa Inggris Semester 2*" pg. 16)

Text 6

My First Airplane Ride

I clearly remember my first airplane ride. It was in my last year of middle school. My family used to go by bus or train to Jakarta. However, at that time because of my parents' urgent business, we had to go by plane. I was both really excited and really afraid.

The day finally arrived. We went at the airport early. We waited for the plane in the waiting room. I could see every plane taking off there. I was mesmerized, but i was also scared if a plane might crash at any time. I decided to grab some candies and chocolate before the flight. My parents helped me calm down. When I was eating, I couldn't help noticing the people around me. They all seemed so calm.

Finally there was an announcement about our plane. Then we all went to the gate. My legs were shaking and I thought I was going to throw up. But I tried to stand tough and face reality. We were about to board the plane. My parents were all laughing and joking around, but I walked right behind them terrified to death.

Once we got into the plane and found our seats, I could only do one thing-look for the lifebuoys and the oxygen masks. Everyone was inside and the pilot and stewardess began to say something, but I didn't pay much attention. I looked through the window so I wouldn't be sick. When the engines started, my eyes popped open wide, I took a really deep breath, my back got stuck to the chair, and my hands squeezed my mother's arm

tight. I felt the plane moving, and I could only pray “God, please help and save me”. I closed my eyes and took slow breaths. Ten minutes later, I felt calm. I wasn’t afraid anymore. I felt relax. I even read a book and talked to my parents. And in no time we arrived in Jakarta.

That was my first experience of going by plane. Now, each time I remember my first flight, I laugh at myself.

(source: “*Belajar Praktis Bahasa Inggris Semester 2*” pg. 17)

Text 7

Rengasdengklok Incident

Indonesian people must know about Rengasdengklok Incident. It happened before the Independence Day.

After Japan surrendered to Allied troops in August 15, 1945, the leader figure Indonesia including Soekarno, Mohammad Hatta, and Dr. Radjiman Wedyodiningrat were in Dalath to discuss the future of Indonesia. At the meeting, Indonesia would be granted independence by Japan on August 24, 1945. After going back to Indonesia, there had been a different view between the elders and the youth about the proclamation. Soekarno and community leaders from the elder groups proclamation of Indonesia wanted the plan that had been carried out to be determined in Dalath. The youth, while proclamation wanted to be done as soon as possible, were worried that Indonesia would be colonized again by Allied and Dutch forces. In the incident, Soekarno and Mohammad Hatta was "kidnapped" and was brought to Rengasdengklok, a Village north of Karawang. It occurred on August 16, 1945. This incident occurred early in the morning.

Because there was no news from Jakarta, Kunto was sent to discuss with the youth. However, he just met Wikana and Achmad Soebardjo. Then Kunto and Achmad Soebardjo went to Rengasdengklok to pick Soekarno and Hatta. There was an agreement between the elder ones, represented by Ir. Soekarno, Mohammad Hatta, and the youth, represented by Achmad Soebardjo to immediately make proclamation. After that, they had to draw up together a proclamation script in the

house for Admiral Maeda. Admiral Maeda is Japanese, but he was sympathetic and concerned about destiny of Indonesian people.

In the next day, August 17, 1945, Soekarno-Hatta declared the independence of Indonesia in Jalan Pegangsaan Timur Number 56, Jakarta.

In conclusion, the Rengasdengklok Incident thus helped precipitate the proclamation of Indonesian Independence.

(Source: <http://www.sarisejarah.com/2014/09/the-events-before-proclamation-of.html>)

J.K. Rowling

J.K. Rowling is a British author and screenwriter best known for her seven-book Harry Potter Children's book series, one of the most popular book and film franchises in history.

Joanne Rowling, who goes by the pen-name J.K. Rowling, was born in Yate, Gloucestershire, England on July 31, 1965. Joanne grew up surrounded by books as her mum and dad loved reading. From an early age Joanne wanted to be a writer. She wrote her first book at the age of six — a story about a rabbit called Rabbit. Then when she was eleven she wrote a novel about seven cursed diamonds and the people who owned them. Joanne went to school at Wyedean Comprehensive School and then went on to study French and Classics at the University of Exeter.

J.K. Rowling conceived the idea of Harry Potter during a train ride in 1990. By the time she finished writing it seven years later, her mother died, she divorced and lived in near poverty. When she was shopping it out, she was so poor that she couldn't afford a computer or even the cost of photocopying the 90,000-word novel, so she manually typed out each version to send to publishers. It was rejected dozens of times until finally Bloomsbury, a small London publisher, gave it a second chance after the CEO's eight year-old daughter fell in love with it. Harry Potter and the Philosophers Stone quickly became a best-seller on publication in 1997. As the book was translated into other languages, Harry Potter started

Spreading round the globe, and J.K. Rowling was soon receiving thousands of letters from fans.

The Harry Potter books have broken many records. In 2007, Harry Potter and the Deathly Hallows became the fastest-selling book ever, selling in the first 24 hours in the UK. The Harry Potter series is now published in 80 languages, and over 500 million copies have been sold across the world. J.K. Rowling is a billionaire now, and she has received many awards and honors, including an OBE for services to children's literature, France's Legion d'Honneur, and the Hans Christian Andersen Award.

(Taken From: *Many Source*)

Text 9

Dewi Sartika

Dewi Sartika is a pioneer for women's education in Indonesia. She established the first girls' school in Indonesia.

Dewi Sartika was born on December 4, 1884. She was born on gentry family, So her parents allowed her to go to a Dutch school. After her father died, she lived with her uncle. She received an education of Sundanese culture under his care, while her knowledge of Western Culture was passed on to her from the wife of a resident assistant. Since childhood, Dewi Sartika liked playing school with her friends in her age. She was happy when she acted as a teacher. She taught children of Kepatihan maid, so they were able to read and write.

In 1899, she moved to Bandung and stayed with her mother. She was more determined to reach her goal which was to establish a school that aims to promote women's education. On 16 January 1904, she founded a school named Sekolah Isteri at Bandung Regency's Pendopo which later was relocated to Jalan Ciguriang and the school name changed to Sekolah Kaoetamaan Isteri in 1910. In 1912, there were nine Sekolah Kaoetamaan Isteri in Cities or regencies in West Java. In September 1929, this school changed its name to Sekolah Raden Dewi. Helped by her husband, Raden Kanduruan Agah Suriawinata, she could solve her School's finance problem.

Dewi Sartika died on 11 September 1947 at Cineam, Tasikmalaya, while she was evacuating from Bandung due to independence war. Dewi Sartika was formally acknowledged

as a national hero by the Indonesian government in 1966. Now, her name is known as the street that was the place of her school.

(source: “Belajar Praktis Bahasa Inggris Semester 2” pg. 23)

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked Stepmother and two stepsisters. They treated her very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to Sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the Ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And she had beautiful glass slippers. "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into A golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the four black | horses, and driven by the two coachmen. Before leaving, the fairy godmother said, "Cinderella, this Magic will only last until midnight. You must reach home by then."

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want To dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmothers words and she rushed to go home. "Oh, I must go!" she cried and ran out of the palace. One of her glass sippers came off but Cinderella did not tum back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice, and her fine ball gown into rags: Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one marry!". The next day, the prince and his servants took the glass siipper and went to ali the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to sgupeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break.

Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

(source: *365 Fairy Tales*)

The Legend of Lake Toba

Long long time ago, in North Sumatra, there lived a poor farmer in a valley. He was diligent. Anything he planted grew well. He lived by farming and fishing in the river. He ate the fish or sold them in the market.

One afternoon, he went fishing in the river. After hours of waiting, he hadn't caught a single fish. This had never happened before. Disappointed, he pulled his rod out of the water. But just as his rod was leaving the water, a fish bit it. He pulled it out. How happy he was! It was a beautiful big goldfish. Suddenly, the fish spoke.

“Please, put me back in the water. I still want to live.” The farmer was surprised. The farmer Agreed to set it free. However, the fish suddenly turned into a beautiful lady. “I was the incarnation of the fish you caught. Thank you for your kindness. As return, I am willing to be your wife,” she said. The farmer was happy and agreed to marry the lady. ”However, there is a condition that you can't break. If we have a child, you must never tell anyone that I was a fish.” “Yes, I promise not to break this condition,” said the farmer.

Finally, they got married. Soon, they had a son named Samosir. Samosir liked eating. In a day, he could eat many times. Sometimes, he ate his parents' meals.

One day, her mother asked Samosir to take a box of meals to his father who was working at the field. It was a long

walk through the field. However, on the way he started to feel hungry. He decided to eat the meals. He had eaten all the meals.

When he found his father, he handed him the box. Looking at the empty box, his father was really angry. “Have you eaten all the meals? Don’t you know that your father is really hungry?” shouted the farmer. “I’m sorry, Father. I can’t stand to see the food. So, I ate them all,” answered Samosir. “Samosir! Darn you! Son of a fish!” shouted his father. Samosir was surprised. “Father, what do you mean? I’m not a son of fish,” said Samosir. The farmer was surprised. He just realized that he broke his promise to his wife.

Samosir ran all the way home to meet his mother. “Mother, am I son of a fish?” His mother was surprised. She was sad and did not expect that her husband would break his promise. It Started to rain. The lightning struck, the mother and Samosir disappeared. In the place where they Disappeared, a spring emerged. The farmer ran towards the house. He ran inside and looked all through the house, but they had gone. He regretted what he had done. Longer, the water became a Big puddle of water like a large lake.

This lake is now called Lake Toba. In the middle of the lake, there is an island named Samosir.

(source: *Adapted from: 63 Legenda, Cerita, Mitos, Fabel Nusantara*)

Why the Sea Is Salty (Phillippines)

Long time ago, the sea was not saity. People got their salt from the mountain of sait across the sea. One day, the villagers ran out of salt. They could not set out to sea because the waves were high and the wind was strong. Needing salt very badly, the villagers remember Ang-ngalo. Ang-ngalo was a huge giant who lived in a mountain close to the village. When Ang-ngalo was fishing, the water was only up to his knees. When he walked around the mountains, the highest mountain stood no higher than his ankles.

One day, the villagers went to see the giant. They begged him, "Ang-ngalo, we are running out of sait. The mountain of salt is across the sea, but we could not use our small boats because Of the strong winds. Please allow us to use your legs as bridge to cross the sea."Ang-ngalo was a kind giant. He was willing to help them, so he went the other side of the sea and sat by its shore. He extended his legs which reached the island where the people waited. The villagers with their empty sacks and pails climbed on his legs and walked toward the mountain of salt.

Unknown to Ang-ngalo, his heel landed on a hill of red ants. Ang-ngalo was afraid of ants. He trembled with fear at the sight of the ants. He closed his eyes and waited until the last villager reached the other side of the shore. Then he quickly bent his knee and washed the red ants with seawater. Ang-ngalo was relieved.

Soon the villagers came back with their sacks and pails full of salt. "Put back your leg down, Ang-ngalo. We are ready to go home," said a villager. But Ang-ngalo was overcome with his fear of the bites of ants, so he refused to stretch his leg. "Please, Ang-ngalo. We need salt to dry fish and meat. Without salt, all our food will get spoiled," pleaded the women. Ang-ngalo pitied the villagers, so he stretched his leg again and said, "Hurry! The red ants might crawl on my leg again." The villagers laughed and talked as they walked slowly on the giant's leg. "Hurry! Hurry!" shouted Ang-ngalo. "Such a big man who's afraid of ants," laughed the men. "Hurry! Hurry! The ants are biting me now!" But the villagers didn't listen to him. They still walked slowly.

Ang-ngalo's leg was full of ants now. They started biting him and his leg was burning with itchiness. At last, the giant could not help lifting his leg. He dipped his itchy leg in the water to get rid of the biting ants.

The villagers were caught off guard. They fell into the sea with their bags and pails of salt. Ang-ngalo then saved their life. But the villagers dropped all dissolved salt in the water. That is why to this day the sea is salty.

(Source: asianfolktales.unnesoapcelu.org/falkates/read/philippines_2.htm)

Tim Penyusun

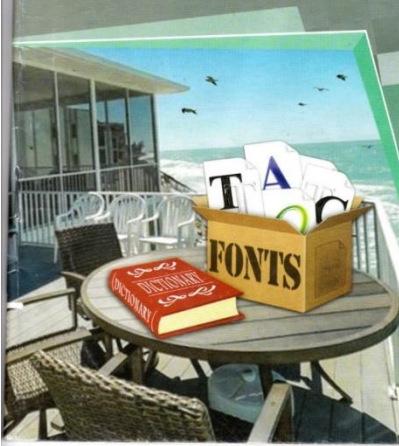
KURIKULUM 2013

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BAHASA INGGRIS

MATA PELAJARAN WAJIB

Untuk SMA/MA Kelas X Semester 1



Dilengkapi dengan:

- Activity
- Skills
- Higher Order Thinking
- Self-Assessment
- Daily Assessment
- Remedial Test and Enrichment
- Mid-Semester Assessment
- Final Semester Assessment

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