Rohmah-Munir-Readability-JELL

by Ahmad Munir

Readability of Report Text as Reading Material of Eleventh Graders in Classroom Practice

Lifatur Rohmah Yunita[1], Suharsono, M.Phil., Ph.D[2], Ahmad Munir, Ph.D[3]

[1]Universitas Negeri Surabaya - Indonesia, blackshadowneeth@gmail.com
[2]Universitas Negeri Surabaya - Indonesia, suharsono@unesa.ac.id
[3]Universitas Negeri Surabaya - Indonesia, ahmadmunir@unesa.ac.id

Abstract- This study is aimed to explain the readability of report text taken from "*Bahasa Inggris Kelas 11*" published by *Kementrian Pendidikan dan Kebudayaan* based on readability formula evaluated by expert, in classroom practice and to know whether the readability of report text in classroom practice correspond with the readability of report text evaluated by expert. This study was a qualitative research. The data gained from observation, interview and documentation. The research subject was the students of eleventh grader of SMA Al – Islam Krian. To analyse the data, the researcher used three stages that proposed by Ary et al. (2010:220), they are, 1) organizing and familiarizing, 2) coding and reducing and 3) interpreting and presenting. There are some findings were obtained for this study. The first finding of this study shows that the readability of report text evaluated by expert was in the difficult level for eleventh graders. Second finding shows students enjoyed the material as well. They could understand the material easily and find the six components of reading as has been stated by Marshall (1979) appropriately. For the last finding, it could be seen that no one of the students got under the minimum score from the Minimum learning Standard. In conclusion, readability of report text that had been conducted by expert was not in correspondence with readability of report text in the classroom practice. Since readability of the text did not only depend on the length of the letters, words and sentences only because the role of the readers was also important to be considered. It was supported by (Armbruster et al., 1985); Fulcher (1997). They stated that the formulas

Keywords- *Readability; Classroom Practice; Reading Material; Report Text*

1. INTRODUCTION

Listening, speaking, reading, and writing skills become compulsory parts for the learners who want to learn English. One of the skills above that needs written materials is a reading skill. Reading is a complex process which needs to be taught, modeled, practiced and evaluated on the daily basis (Stone, 2009:39). Since reading is one of skills that need several steps to be applied to get good understanding in catching the meaning of the text, students should work hard with practice and skill in order to understand the meaningful discourse of the reading passages given by their teacher as reading materials.

Teachers need to provide good learning materials to create a successful English language teaching and learning. Further, those materials can be in the forms of textbooks, newspapers, magazines, journals, videos, and audio (Amaniy, 2014:1). One of those learning materials, textbook still becomes the main learning materials in every school in Indonesia. In all subjects, students are asked to have a textbook in order to make the teaching and learning process run well.

There are many kinds of English textbooks that can be used by Indonesian students in order to support their reading skill. There are official English textbook from Department Education and Culture that represent the application of the latest curriculum which is called as "*Kurikulum 2013*" (K13) as the newest curriculum that applied in Indonesia or another one, the commercial English textbook provided by private publisher which can be bought in any bookstores. Both of those kinds of English textbooks have similar materials that cover all skills in learning English. Therefore, the school committee should be wise and careful when they decide which one of English textbooks is appropriate to be students' learning materials, especially for eleventh graders reading materials.

Several reading materials that should be learnt by eleventh graders in the English textbooks based on *Permendikbud* No.70 2013 are Factual Report Text, Analytical Exposition Text and Biographical Recount Text. Each of those text types has their own complexity and difficulty level. Furthermore, we should consider in selecting English textbook which contains of those texts that match with students' level and difficulties. In order to help the students in understanding the texts in the textbook, the English teacher should find appropriate textbook that can facilitate the students to practice reading. However, process of selecting reading material for the students is not an easy matter.

There are three important criteria that should be considered when selecting reading material for the students such as suitability, exploitability and readability (Nuttal,

1982:25). Suitability is one of the components that means the material of reading should emerge the students' interest, match with students' needs and stimulate their motivation in learning a language. Exploitability is regarded as the way of text which is used in developing students' reading competence and readability stands for the complexity and difficulty of the text; somehow, students' reading materials should not contain too difficult words and structures and match with students' level.

Since readability is the most common way in evaluating the text, the teacher should find a method to evaluate the texts appropriately. it was stated by Dubay (2004) that readability is the sum total of elements within a text that affect the success a group of readers have with it. The success is the extent to which the readers are able to understand the text, read it with an optional speed and find it interesting. However, by analyzing the readability level of the text, the teachers are able to predict whether the text is difficult, plain or easy for their students.

Readability formula is commonly used by some researchers in order to measure the readability of reading passages of the textbook, because it is quite effective and accurate to measure the quality of reading passages of the textbook (Fry, 1989). Fulcher (1997) believes that text readability or level is thought of as getting an appropriate balance between supports and challenges. Therefore, it can be a solution to find out a textbook that has been readable or not for the students. Moreover, more than 200 readability formulas have been used to evaluate the readability indexes of the passages (Tabatabei and Bagheri, 2013:1028). Yet, we have to be able to select the appropriate readability formula to measure a readability of reading passages of the English textbook which is used by EFL learners.

Several studies examined the advantages of using readability formula in order to measure readability of the reading passages. They showed that readability formula has a good result in calculating the readability of the reading passages in different textbook that published by the Company of Iran as learning materials for Pre-University Students in order to support teaching and learning process runs well (Tabatabei and Bagheri, 2013). Not only useful for Pre-University reading passages, it is also useful to be used for calculating readability of reading passages of students' high school reading materials in both of official from the government and the commercial one of tenth graders (Rahmawati and Lestari, 2014), or any other document which is used for high school students (Jones et al., 2000), even for eleventh graders (Sangia, 2015), or the popular one that can be gotten from any bookstores (Amaniy, 2014). Those studies has been conducted above imply that readability formula is a kind of tool that can effectively measure readability of the reading passages and become one of applicable solutions for analyzing the readability of the textbook as the important component that should be concerned.

From those previous studies, it could be realize that readability is one of the solutions that could be used in measuring readability of the text effectively in order to find out the appropriate reading materials for students. Somehow, some studies that have been conducted above still calculating the readability of reading materials only which was from one side that was from readability formulae. They did not give detail information that those reading materials that had been analyzed by them also match towards students' ability in the real condition or in classroom practice.

Pertaining from those studies to the main purpose of this current study and the previous investigation mentioned above, this current study assumes that there are some gaps among them. This current study focus on the readability in classroom practice, that investigate the readability of the reading materials of report text of eleventh graders based on the readability analysis that was conducted by (Sangia, 2015) to be observed in the real condition, in order to find the appropriateness of the readability result analysis and the real condition of the readability of report text as reading material for eleventh graders.

There are three main purposes of this study. First is to explain the readability of report text taken from "Bahasa Inggris Kelas 11" based on readability formula evaluated by expert. Second is to describe the readability of report text taken from "Bahasa Inggris Kelas 11" in classroom practice and the last is to know whether or not the readability of report text in classroom practice correspond with the readability found by expert.

2. LITERATURE REVIEW

2.2   Reading Comprehension

2.2.1.   *The Nature of Reading Comprehension*

Reading is an interactive process that takes place between the text and the reader's processing strategies and background (Lems et al., 2010). Otherwise, we can say that reading is a process in combining the readers' processing strategies, background knowledge and the text itself to find out about what the writers mean in their writing.

Another concept of reading was stated by Nuttal (2000:2). He stated that reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer. Then, the reader can get the message and the writer's meaning sense. It can be seen for the definition above that the main purpose of reading is the way how we can catch the intended meaning of the text that has been written by the writers.

For another definition about reading is stated by Schoenbach et al. (1996:38) that reading is complex process that need much experience and basic knowledge in order to understanding the meaning of the text that we want to read. If the students get several reading passages of a text type that they do not have ever have before which has complex ideas or unfamiliar topic, they will work

harder to comprehend it as well. They will try to relate it with their existing knowledge that they have and interpret all of the unfamiliar words from the context. Then, unconsciously, the readers will have an internal conversation with the author of the text, even have the same idea with the author or not.

However, comprehension means the process in constructing meaning from the text that involves the word knowledge (Pang, et al.,2003: 14). It can be said that in reading, the readers do not only reading the text and knowing the meaning of each word of the text, but also combining the background knowledge towards additional information from the text, drawing the meaning and constructing the meaning which interprets the writers' meant. It is supported by Snow (2002: 11) that comprehension is the process of extracting and constructing meaning that involved in the written context.

From several concepts of reading comprehension that have been stated by some experts, it can be seen that all of the experts above agreed that reading is the process of extracting and combing the meaning involved in the written context through the readers' background knowledge and additional information that get from the text in order to find out the intended meaning of the text that have been interpreted by the writers unto their texts.

2.2.2. The Concept of Teaching Reading

Teaching is an activity in the process of teaching and learning process in which guiding and facilitating the students in understanding the material given, giving a chance to the learners in understanding the material and setting the condition of teaching and learning process appropriately (Brown, 2000: 7). The teacher guides the students in doing several activities in the classroom as an effort in understanding the material given. However, the teacher facilitates them by giving appropriate material that suitable with the purpose of the teaching, or it can be a task that can help the students are easier in teaching and learning process. Another concept that should be considered by the teacher in teaching reading comprehension is by giving them a chance in understanding the material given independently and setting the condition of the class appropriately, then, it can make them enthusiast in learning English.

In conclusion, it can be said that the concept of teaching reading is the process of teaching and learning process that guiding, facilitating, motivating the students in understanding material given effectively and setting the mood of the class happily which is suitable with the goal of the teaching comprehension that has been created. It can be applied by using the appropriate strategies of teaching reading comprehension to make the students understand about the reading material given, since different comprehension text needs different strategies that can be used (Pang et al., 2003: 14).

2.2.3. Strategies in Teaching Reading

Since reading comprehension needs various strategies that can be used to help the students in understanding the

text given, it has been defined by Brown (2001: 306-310), there are several strategies that can be used to help learners in reading comprehension, such as, identifying the purpose of reading, using graphemic rules and patterns to aid in bottom-up recording, using efficient silent reading techniques for relatively rapid comprehension, skimming, scanning, guessing what the readers are not certain, analyzing vocabulary, distinguishing between literal and implied meaning and capitalizing on discourse markers to process relationship.

First, identifying the purpose of reading means that students asked to find out the purpose of the text before they read the text that can help them in understanding the text well. Then, using graphemic rules and patterns to aid in bottom-up recording means that the students gave some patterns in oral and written language about the text, then, they can understand the text effectively. It is recommended for beginners who try to learn English for the first time.

Another teaching strategy is using efficient silent reading techniques for relatively rapid comprehension. Yet, this kind of strategy is not appropriate for the students who are still beginner because it leads the students in inferring meanings from the context and make them become efficient readers. Next is skimming, the students read the text at glance to find the important information of the text, and then try to predict each component of the text. Similar with skimming, there is scanning which is fast reading in finding the certain information of the text without reading the whole text given.

Several strategies that often used by teachers in teaching and learning activities are guessing what the readers are not certain. In this strategy, the students should try to guess the meaning of the word, grammatical function, a discourse, cultural references, and content of the text and implied meaning that can be gotten from the text. Then, another optional strategy that used by them is analyzing vocabulary. In analyzing vocabulary, the students should pay attention to the prefixes, suffixes, roots, grammatical contexts and semantic context because it's of them has the different purpose that can be as a clue for the topic given. Next is distinguishing between literal and implied meaning. In this part, the students were asked by the teacher in analyzing the meaning of the text. It is not only by looking for each word of the text, but tried to find the meaning based on the surface of the structure. Therefore, we do not only understanding the text literally. The last strategy is capitalizing on discourse markers to process relationship. In order to relate among ideas of the text, the students should be aware towards discourse markers in the text. There is no any kind of notification on the phrases, clauses and sentences in the text that bring discourse markers. Indeed, those of strategies mentioned can be chosen by the teachers and the students in understanding the text that has been that suited with the students' level and capability.

2.2.4. Principles in Teaching Reading

When the teachers and the students are understood the strategies of reading, another important component of

teaching reading that should be known by the teacher is principles in teaching reading. According to Harmer (1998: 70-71) there are several of principles in teaching reading that should be known by the teacher. First is understanding that reading is not passive skill. It means that the teacher should not merely ask the students to read the text, including understanding the material, getting new information of the text and constructing the meaning from the text that they read. Second is making the students are interested in reading the passage in order to make them have a good understanding of the text that they read. Next is encouraging the students in responding the content of the text. It means that reading Is not just understanding of the language used, but also responding the meaning of the text and expressing their feeling about the topics that used.

Other principles of reading are emphasizing the prediction as a major factor in reading. Prediction is one of the most strategies that can be used in reading. The teacher should ask the students to predict what they are going to learn before reading the text given. In this part the teacher become a role model of reading process by giving several clues to help the students predict what the text is and the students can participate actively in reading process effectively. Next is matching the students' tasks with the topic given. Task is one of way to check the students' understanding. Therefore, the teacher should give the students a good task which is suitable with the students' material being discussed. And the last of the principles of reading is exploiting reading text to the full. In the reading process, the students do not only asked by the teacher in reading the full text given then move to another activity class that has no relation with it, but also discuss the text fully and give additional task to the students that related to the material or the topic given.

2.2.5. Reading Material

In accordance with the strategies and several principles in teaching reading, the teacher should prepare appropriate learning material for the students. Those materials can be in the forms of textbooks, newspapers, magazines, journals, videos, and audio (Amaniy, 2014:1). One of those learning materials that usually used by eleventh graders is a textbook; it contains several text types that should be learnt by them in their level.

Considering the textbook that used by them, the teacher should be aware to the materials that involved in the textbook. Since, reading is not only just reading the text, but also understanding the ideas that involved in the text. Reading material that involved in the text and used by the students should appropriate with the students level and objectives of the reading activity.

2.3 Text

2.3.1 The Notion of Text

There are many kinds of the notion of text one of them is from Anderson and Anderson (1998:2), they said that text is words that are put together to communicate a meaning or we can say that text is not only a component of words which written by somebody with no meaning, but in

each text always has a meaning whether in intrinsic and extrinsic meaning. The other concept of text is the text is stated by Nuttal (1982:15), text is as the core of the reading process, means by which the message is transmitted from writer to reader. Furthermore, we can say that text can be as a representation of what the writers mean in a written context which is purposed to the readers.

From those statements above that have been stated by qualified experts, it can be concluded that text is not only as written words which is arranged in a written context, but also a spoken context. It is transcribed in a written context that has a meaning delivered by writers to readers, in order to deliver the message that contains in the text that had been written by the writers of the text.

2.3.2 Selection of Text

Selecting the appropriate text as reading text for students is not easy. There are many aspects that should be considered by some teachers to decide whether the text is appropriate for their students or not. Gebhardt (1987) stated there are many kinds of reading materials, especially for non-scientific reading materials are culturally deviated that can cause comprehensible problem for students. It is supported by Sangia (2015:17) that in selecting reading material, or including reading text on a textbook, teachers or writers must consider the cultural aspect of the reading material to facilitate the students' understanding of the materials. Thus, it will help the students in comprehending the passages effectively and enhancing students' ability in acquiring language.

According to Day (1994:32) there are eight factors that can influence the text selection, such as, interest, exploitability, readability, topic, political appropriateness, cultural suitability and appearance. Interest is one of the most important factor in selecting text for students because it correlates with the students' motivation in reading. Therefore, when they interest to the text given, it will increase their motivation in reading the text naturally. However, exploitability is the facilitation of learning that covers the achievement of certain language and content goals which is exploitable for instructional tasks and techniques; and it's interpretable with other skills (listening, speaking, and writing). Then, readability is how easily written materials can be read and understood. This depends on several factors including the average length of sentences, the number of new words contained and the grammatical complexity of the language used in a passage (Richards et al., 1992:306).

While, topic is one of several factors that could increase students' motivation by using a wide variety topic, it would be useful for student in maintaining their interest and motivation. Next is political appropriateness. There are some countries have their own political beliefs. Furthermore the political content of reading text sometimes becomes a critical issue. Regarding to the issue, the teacher should be aware in the use of reading text that contains of political beliefs of the country. Next is about cultural suitability. Culture is the most important factor in selecting reading material that should be aware by the

teacher in teaching reading. However, it could be very contrast when Indonesian students use the western English textbook in learning English. It will contain many texts which is not appropriate to be read by Indonesian students. The last is appearance; appearance is essential factor in selecting reading material for the students. It includes three important points such as layout, size and font which is used in the textbook (Day, 1994:32). Textbook which uses an interesting layout, regular size and suitable font; it could motivate the students in reading the text. From the explanation above, it can be said that readability is one of some factors that could influence the text selection. It could be used to measure the appropriateness of reading texts for certain level of the students.

2.3.3 Types of Text

Generally, there are many kinds of text types that can be used as students' learning materials, according to Macken (1990:12) which is stated that there are two categories of text types which are literary and factual. From each category it has various text types, for each text types it has their own purpose that has a different ways of language. It can be said that between literary and factual text types, it has a different purposes and linguistic forms.

It was stated by Anderson and Anderson (1997:1) that there are two kinds of text type's namely literary and factual text types. Literary text types are included, Narrative, poetry, and drama. Then for factual text types it contains of recount, explanation, discussion, information, report, exposition, procedure, and response. The literary text type can categorized as a text that which is included as aboriginal dreaming stories, movie scripts, fairy tales plays, novels, lyrics, mimes and opera. Factual type was as explained as advertisements, announcement, internet web, debating sows, many kinds of recipes, report, and any other instruction which presents about information or ideas that the purpose of it is telling or persuading the readers (Anderson and Anderson, 1997:3).

It was agreed by Hammond et al. (1992) that there are several kinds of text types, such as, procedure, anecdote, report, review, discussion, exposition, description, recount, and review. Each of those text types has a different of linguistic form, but irrespective of genre.

2.3.4 Criteria of Good Text

In general some material that provided for high school students in learning English consist of some reading texts. It is important for us to find out some criteria of good text as material for students. It is stated by Nuttal (2000:170-174) that there are three criteria of a good reading text for students, such as, suitability, exploitability and readability.

Suitability means that the materials for the students are interesting, enjoyable, challenging, and appropriate for their goal in learning English. Then, exploitability means the text that facilitates the achievement of certain language and content goals which is exploitable for instructional tasks and techniques; and it's interpretable with other skills (listening, speaking, and writing). Next for another criterion of good text is readability, readability means that

the text with lexical and structural difficulty will challenge the students.

2.3.5 Report Text

Report text is one of texts types that should be learnt by students' of eleventh graders. Here, the researcher elaborates the discretion of report text based on experts. Reports text is one of text types that belong to non-fiction genre that has a purpose in classifying and describing the scientific, natural, cultural, and technological phenomena that occurred around us. It should be explain in general ways without subjective opinion from us, since the main purpose of report text is giving relevant and accurate information (Anderson and Anderson, 1998).

It is supported by Gerot and Wignell (1994:196-197) which stated that report text is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. It can be said that report text is a kind of text type that explain everything around us objectively. Report text is quite different with descriptive text which tells about things in general, meanwhile descriptive tells about things in specific way. In line with the explanation above Sydney Centre of Innovation and Learning (SCIL, 2017:1) defines report text as a text that presents information about a subject. It usually contains facts about the subject, a description and information on its parts, behavior and qualities.

From those explanations above, we can conclude that report text is one of text types that have a purpose in giving information to the readers about everything around us accurately and objectively.

2.3.6 Report Text as Text Model

As mentioned in the basic competence of curriculum 2013 that created for eleventh grader students, there are three kinds of texts that should be learnt by the students, they are: narrative text, procedure text, factual report text and analytical exposition text. Those kinds of texts are divided into two parts, since the English textbook for eleventh graders are designed as two different volumes.

The first volume which is used in the first semester is contained narrative and exposition text another volume of this English textbook as the second volume which is used for second semester is contained report and analytical exposition text.

Here, the researcher focuses only one of text types that should be learnt by eleventh graders that have been written in the basic competence in point of 3.9 and 4.13 (See Appendix 1).

2.4 Readability

2.4.1 The Concept of Readability

Since 1920s, educators have been discovered way to use vocabulary difficulty and sentence length in order to predict the difficulty level of the text. They called this method as readability formula that has proved their worth in over 80 years. Research and progress of this method became something secret until 1950s. Then, Rudolf Flesch, George Klare, Edgar Dale and Jeanne Chall brought the

research and the progress of this method to the marketplace. However, this method which was called as readability formula were widely applied in many kinds of fields, such as, journalism, research, health care, law, insurance and industry. At that time, the U.S military also developed readability formula for technical training materials.

By the 1980s, there were more than 200 readability formulas and over thousand studied about readability formula published, it became evidences that readability formulas could gave strong influences theoretically and statistically validity. Readability is what makes some texts easier to read than others. It is often confused with legibility, which concerns typeface and layout (Dubay, 2004:3). Readability means that how easily the written materials given can be understood by the readers (Richard, et al.: 1992:306). It means that when the texts are easily understood by the readers, it can be said that the written materials are readable to the students with that appropriate level of them. This depends on several factors, including the average length of sentences, the number of new words contained, and the grammatical complexity of the language used in a passage. Readability testing is allowed us to predict readability of the text by calculating the length of words, sentences, and the amount of letters. Readability is an attribute of written text, commonly defined by factors that theoretically make text more or less difficult to read (e.g. vocabulary, sentence complexity) (Begeny and Greene, 2013:1).

Early in the last century in the U.S., some of studies of the reading ability of adults and readability of the texts were developed in tandem. The subject matter was divided into three headings, namely:

a) The adult literacy studies

These studies discovered great differences in the reading skills of adults in the U.S. and their implications for society (Dubay, 2004:3).

b) The classic readability studies

This section looks at the early readability studies, which started in the late 19th century and concluded in the 1940s, with the publication of the popular Flesch and Dale-Chall formulas. During this period, publishers, educators, and teachers were concerned with finding practical methods to match texts to the skills of readers, both students and adults (Dubay, 2004:3).

c) The new readability studies

Beginning in the 1950s, new developments transformed the study of readability, including a new test of reading comprehension and the contributions of linguistics and cognitive psychology. Researchers explored how the reader's interest, motivation, and prior knowledge affect readability. These studies in turn stimulated the creation of new and more accurate formulas (Dubay, 2004:3).

In the 1950s, several other developments accelerated the study of readability. The challenges of Sputnik and the demands of new technologies created a need for higher reading skills in all workers. While the older

manufacturing industries had little demand for advanced readers, new technologies required workers with higher reading proficiency (Dubay, 2004:25). The development of the readability studies were characterized into several features (Dubay, 2004:25-26), such as:

d) A community of scholars

The periodical summaries of the progress of readability research (Klare 1952, 1963, 1974-75, 1984, Chall 1958, and Chall and Dale 1995) revealed a community of scholars. They were interested in how and why the formulas work, how to improve them, and what they tell us not only about reading, but also about writing.

e) The cloze test

The introduction of the cloze test by Wilson Taylor in 1953 opened the way for investigators to test the properties of texts and readers with more accuracy and detail.

f) Reading ability, prior knowledge, interest, and motivation

A number of studies looked at the manner in which these reader variables affect readability.

g) Reading efficiency

While other studies looked at the effects of readability on comprehension, these studies looked at the effects on reading speed and persistence.

h) The measurement of content

The influence of cognitive psychology and linguistics in the 1980s stimulated renewed studies of cognitive and structural factors in the text and how they can be used to predict readability.

i) Text leveling

Cognitive and linguistic theory revived interest in the qualitative and subjective assessment of readability. With training, leveling can be effective in assessing the elements of texts not addressed by the formulas.

j) Producing and transforming text

Several studies examined the effectiveness of using the formula variables to write and revise texts. When writers attend to content, organization, and coherence, using the readability variables can be effective in producing and transforming a text to a required reading level.

k) New readability formulas

Extensive studies of readability by John Bormuth and others looked at the reliability of a wide range of measurable text variables. They produced an empirical basis for criterion scores and criterion texts for the development of new formulas and reworking of old ones.

l) Formula discrepancy

Formula discrepancy is the discrepancy between the results of different formulas and how writers can benefit from it.

2.4.2   Types of Readability

There **are many optional types of popular readability formulae that can be used to measure the readability of the texts,** for example:

a.   The Flesch Reading Ease Formula

The Flesch Reading Ease Formula is the most common and the most publicized readability formula was credited to Rudolph Flesch in 1948, the popularity of his formula made Flesch a leading authority on readability (Zamanian and Heydari, 2012:44).

The Flesch Reading Ease Readability Formula is:

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

Where, ASL is the Average Sentence Length (the number of words divided by the number of sentences), and ASW is the Average of Syllables per Word (the number of syllables divided by the number of words) (Zamanian and Heydari, 2012:44).

b. Dale – Chall Formula

Zamanian and Heydari (2012:45) stated that the original Dale-Chall Formula was developed for adults and children above the 4th grade level. They designed it to correct certain shortcomings in the Flesch Reading Ease Formula. It was 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. The Dale-Chall Raw Score is given by:

$$Raw\ Score = 0.1579\ PDW + 0.496\ ASL + 3.6365$$

✓ Raw 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.

c. The Fog – Index Formula

The Fog-Index becomes popular because of its ease of use. It uses two variables, average sentence length and the number of words with more than two syllables for each 100 words (Zamanian and Heydari, 2012:45):

$$Grade\ Level = 0.4\ x\ (Average\ Sentence\ Length + Number\ of\ hard\ words)$$

d. Fry – Graph Formula

Zamanian and Heydari (2012:46) believed that Fry in 1968 created one of the most popular readability tests that used a graph. It was suitable for all ages, from infant to upper secondary. Estimation of text readability using the Fry Readability Graph is described in the following algorithm:

1. Select samples of 100 words from the text.
2. On the y (vertical) axis of the Fry Graph, plot the average sentence length of the sample.
3. On the x (horizontal) axis of the Fry Graph, plot the average word length.

The zone on the graph that includes a point (corresponding to a sample) shows the grade score associated with that sample. Take grade scores associated with at least three points on the graph and average them to get the average grade level associated with the entire text. Scores that appear in the shaded areas are invalid.

e. SMOG (Simple Measure of Gobbledygook) Formula

G. Harry McLaughlin in 1969 published his SMOG (Simple Measure of Gobbledygook) formula in the belief that word length and sentence length should be multiplied rather than added. By counting the number of words of more than two syllables (polysyllable count) in 30 sentences, he provided this simple formula (Zamanian and Heydari, 2012:46):

$$SMOG\ Grading = 3 + square\ root\ of\ polysyllable\ count$$

f. The Flesch Kincaid Formula

The Flesch Kincaid Formula is a recalibration of the original Flesch Formula. It rates text on a U.S. grade school level (Zamanian and Heydari, 2012:46). The formula for the Flesch-Kincaid Grade Level Score is:

$$(0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

g. Brown' EFL Readability Index

Brown' EFL Readability Index is one of EFL readability index which is significant in order to find out the readability of the EFL's texts. The most significant research on EFL readability to date has been done by Brown in 1998 (Zamanian and Heydari, 2012:49). Brown's EFL Readability Index is:

$$38.7469 + (.7823\ x\ syllable/sentence) + (-126.1770\ x\ passage\ frequency) + (1.2878\ x\ percent\ long\ words) + (.7596\ x\ percent\ function\ words)$$

h. Miyazaki EFL Readability Index

Using statistical methods similar to Brown's, Greenfield also constructed an EFL Readability Index that was similar to traditional L1 readability formulas, but scaled for EFL learners. Greenfield's formula, called the Miyazaki EFL Readability Index is (Zamanian and Heydari, 2012:50):

$$164.935 - (18.792 \times letters\ per\ word) - (1.916 \times words\ per\ sentence)$$

There are several kinds of readability formulae that claimed as the appropriate readability formulae that can be used in analyzing of EFL reading passages. They are Readability formula for EFL material is created by James Dean Brown as Browns' EFL Readability Index (Brown, 1998) which calculates of syllable per sentence, passage frequency, long words, and function words, Miyazaki EFL Readability Index (Greenfield, 2004) which calculates letters per word and words per sentences., and the last one is McAlpine EFLAW formula (McAlpine, 2005), this kind of readability was calculating the numbers of words, numbers of mini words, and number of sentences.

Those formulae are indicated as the readability formulae which are appropriate and relevant to be applied for EFL reading materials whose first language is not English. Formulated readability that has been verified by (Sangia, 2015) used two different readability formulae which are Miyazaki EFL Readability Index and McAlpine EFLAW have been calculated and found the certain result. However, it still needs further investigation by investigating the verified readability in the real condition based on classroom practice. In order to make this study is more reliable; this study will be focus in investigating the readability investigation in classroom practice by using one of readability formulae that have been verified by expert which is Miyazaki EFL Readability Index as

objective instrument in order to obtain the valid data about readability in classroom practice in investigating reports text as one of text types that used as reading material for eleventh graders.

Most of those readability measurements that have been mentioned are the quantitative study in measuring readability of the text. The idea of qualitative study testing came later after the popularity of quantitative readability study by using readability formulas. Many researchers felt that testing the textual characteristics of the text does not determine the readability of the text. Then, the researchers incorporated the idea that another factor that covers readers characteristics should be concerned which can become undeniable factor in determining the readability of the text.

Anderson and Armbruster (1984:193-226) developed a "Textbook Evaluation Response Form" where evaluators can use the checklist involved to evaluate text quality through subjective judgments. There are four headings under content, format, utility and style which have its own open ended questions. Each content includes questions about the depth of the content, new or difficult vocabulary, new concepts, and appropriateness of the text and students' prior knowledge. However, format has questions about illustrations, introductions, summaries and index. Then, for utility includes questions about activities, teacher's manual and additional readings. The last part is about style and it has questions about the complexity and cohesion of the text or book.

Another study of qualitative assessment of readability is "Leveling System". It was stated by Gunning (2003) leveling systems are especially important at the beginning levels of reading where type size, number of words on a page, and helpfulness of illustrations can make a significant difference. This involves a subjective analysis of reading level that examines vocabulary, format, content, length, illustrations, repetition of words, and curriculum. Chall (1996) in Qualitative Assessment of Text Difficulty, A Practical Guide for Teachers and Writers used graded passages called "scales". It assesses the readability of the text by comparing them to the passages involved and using the worksheet that provided.

Meanwhile, Tonjes and Wolpow (1999) stated that there were three corners of readability measurement triangle. Namely, formulae, teacher checklist and student input. Formulae could be taken from one of readability formulae that were designed by experts. For teacher checklist, it could be taken from The ICL Checklist Buffet or Irwin Davis Checklist. Another readability measurement that could be used as subjective assessment is questions guidelines that was created by Marshall (1979) which was designed relatively short and simple to be used for nonfiction textbooks. She designed six questions of the readability of the text based on comprehensibility of the students.

2.4.3   Marshall's Interview Guidelines

Marshall (1979) points out that there are three problems that faced by us in the use of readability

formulas to evaluate texts used in school. Those three problems such as, short sentences are not necessarily easier to be read by students than longer ones. Then, readability formulas score for sentence length, not focus on the content of the text. Next, readability formulas do not account for the context in which words are used, they also do not account for the relationship between the content of the text and the knowledge of the readers.

From those problems, she provided six questions as guidelines for analyzing and evaluating readability of the text based on the comprehensibility, namely:

a) Are the major points the author wished to make clearly stated?
b) Are the key vocabulary terms clearly defined?
c) Are the new concepts introduced in the context of familiar concepts?
d) Are the ideas clearly related to each other?
e) Are pronouns used unambiguously?
f) Has the author of the text addressed an audience of readers with backgrounds similar to those of the students who will be reading the text?

However, those questions above is used to subjective analyze texts. The result augment of formulaic assessment and students' feedback are effective to be used in determining the readability of materials that used (Jones et al., 2000).

2.4.4   Students' Feedback (Input)

The International Reading Association and The National Council of Teachers of English recommend the multiple sources of data be employed. Hence a third point is necessary to triangulate this data. The third point is students' feedback (input). The third point in the triangle is necessary to assure the text written which is significant for the intended audience. To gather this data the students could be asked to complete a checklist, survey or informal assessment after they have used the text for their teaching and learning activity. To complete the readability triangle, students' feedback is highly recommended (Jones et al., 2000).

Figure 1. Triangulation of Readability Analysis (Tonjes and Wolpow, 1999)
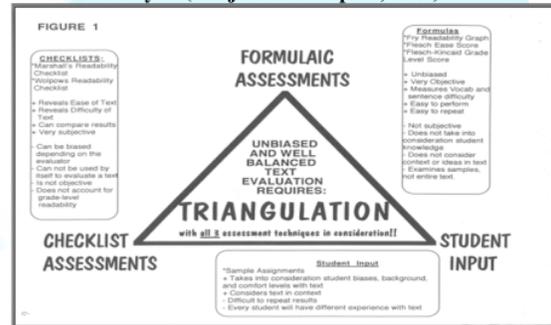
3. RESEARCH METHODOLOGY

3.1 Research Design

Research design is the plan of the researcher to gain the understanding of some groups or phenomenon in natural setting (Ary et al., 2010:270). Since this study conducted in order to explain the readability of report text in classroom practice, the data gained from three corners of readability. Tonjes and Wolpow (1999:161) stated that there are three corners of readability measurement triangle: (1) objective assessment (formula), (2) subjective assessment (interview) and (3) students' input. It was stated by Jones and Thibault (2000) that there are three important parts of reliability of readability analysis, (1) objective assessment, (2) subjective assessment and (3) students' input.

Objective assessment of this study was taken from readability analysis result that was conducted by the previous researcher. It was in line with Tonjes and Wolpow (1999:179) that the use of formulae and graphs can be extremely helpful because they are standardized to the reading level of normative samples, and can offset the bias teacher have due to content familiarity. For subjective assessment, it was taken from classroom observation and students interview. The form of subjective assessments help flesh out assess components of reading difficulty standardized formulae miss (Tonjes and Wolpow, 1999:179) and students input can provide valuable insights into the readability of the text material (Tonjes and Wolpow, 1999:179)

As qualitative research, it has five important characteristics, it has been stated by Bogdan and Biklen (2007) that descriptive qualitative study refers to the following criteria: having one natural setting as the data sources and the researcher as the key instrument, focusing on the utterances or words as the analysis of the data rather than numbers, concerning with process rather than simply with outcomes or products, analyzing the data inductively and concerning with participants perspectives. Another perspective about qualitative study is from Ary et al. (2010:22). It is stated that qualitative study focuses on understanding of social phenomena based on the humans' perspective in natural setting. It can be said that qualitative study focuses only in understanding social reality experienced and it explains with narrative report clearly. Furthermore, the qualitative study was adopted for this research because it was able to explain the readability of report text as reading material of eleventh graders in classroom practice.

3.2 Subject of the Study

Subject of the study in this research was the eleventh graders of SMA Al Islam. It was chosen because this school used BSE (Buku Sekolah Elektronik) entitled "Bahasa Inggris kelas 11" that officially published by Kementrian Pendidikan dan Kebudayaan.

The researcher chose XI MIA 6 of SMA Al Islam, since this grade was taught report text as one of a compulsory text that should be learnt by them in the first semester by using "Bahasa Inggris kelas 11" that officially published by Kementrian Pendidikan dan Kebudayaan.

3.3 Data and Source of the Data

In order to answer a research question that has been explained in the chapter one, the researcher needs to conduct the data. First, the data of the study will be gained from unpublished thesis of (Sangia, 2015) as the source of the data entitled "Assessing Reading Text in English Textbook for Eleventh Grader Published by Kementrian Pendidikan dan Kebudayaan" in terms of documentation. Then, it will be continued conducting data by observation class in the terms of documentation and interview, the last step, it will be triangulated using students' input in terms of students' assignment task of reading comprehension.

3.4 Data Collection Technique

The data collection of this current study collected through classroom observation, interview and documentation. There are several kinds of data collection of this current study, they are:

a) Observation

First, observation was conducted by the researcher in the level of eleventh graders. It was stated by Ary et al. (2010:220) that interview, document analysis and observation become the most widely used technique in qualitative research. As non – participant observation means that the researcher just sit in the behind of the classroom by observing the teaching and learning process by the English teacher of eleventh graders, it means that the researcher does not involve in the process of teaching and learning activity. In addition, Creswell (2012:2014) pointed out that a non – participant observer was outsiders who visited a site and recorded note the participant activities without becoming involved.

While observing the English teacher in the classroom, the researcher wrote down everything what was happening in the process of teaching and learning in detail in the form of field note. The use of field note was to record what was happening in the process of teaching and learning by using reading materials that had been prepared by the English teacher and looked at to the students' response towards the selected reading materials given. The whole process of teaching and learning recorded and transcribed completely by the researcher. Field note was the common method used by researcher for collecting data during observation (Ary et al., 2010:435).

b) Interview

The second technique used in this study was interview. It was aimed to gain the information that was missed or could not be accomplished in observation activity. Therefore, interview was important technique to check the accuracy of information gained through observation. In addition, the purpose of interview was to gain of the participants' mind; it was about what they thought and how they felt about something (Creswell, 2012: 221).

There are four types of interview that stated by Frankael et al. (2012: 451) namely structured, semi structured, informal and retrospective interview. Semi structured interview was chosen in this study. The use of semi – structured interview in this study was to investigate the problem openly through the students' response towards report text as reading material of eleventh graders. All of the participants had been recorded by using mobile phone to get accurate record of conversation. To get an accurate record of the conversation, all of the participants' answer would be recorded by mobile phone during the interview process (Cresswell, 2012:221). The researcher used interview in order to obtain students response of report text as the students' reading material of eleventh grader. There are several students of the eleventh grader that will be as the interviewees of this interview.

    c) Documentation

Another technique of collecting data of this study is the use of documentation. It was stated by Ary et al. (2010:220) that interview, document analysis and observation become the most widely used technique in qualitative research. Documentation represented another form of evidence which was invaluable in qualitative study. Almost all of research project involved the use and analysis the document (Blaxter et al.,2006:167). In addition, it could be verify and clarify any kind of important information that could not be obtained from interview and observation (Yin, 2011: 148-149). The documentation of this study was the readability text evaluation by using Miyazaki Readability Index by expert and students' reading result as the students' input in terms of scoring of students' task based on the use of report text as eleventh graders' material in classroom practice.

3.5 Data Analysis

After collecting data through observation, interview and documentation, then the data was analyzed to answer the research questions that has been mentioned in the first chapter. Those data was analyzed by using three stages as proposed by Ary et al. (2010:220), they are, 1) organizing and familiarizing, 2) coding and reducing and 3) interpreting and presenting.

The first stage was organizing and familiarizing, the aim of this stage was to be familiar with the data through reading and rereading notes and listening repeatedly and carefully to audio – tapes. All the notes that and recorded data that were obtained from classroom observation and interview were transcribed into written form. Then the data organized into the large body of information started with creating a complete list of the data source (Ary et al. (2010:220).

After familiarizing and organizing data the main activity of qualitative analysis were coding and reducing. It was included the identification of categories and themes and there refinement. The data that had been transcribed in the previous stage was categorized based on each theme by giving code. It was aimed to make it easier in displaying data (Ary et al. (2010:220).

The third stage or the last step of data analysis was interpreting and presenting. Interpretation defined as an activity of bringing out the meaning, telling story, providing an explanation and developing plausible explanation. The data that had been categorized in the previous stage was analyzed and presented in the condensed information. Thus, the data were interpreted regarding the theory explained in the chapter two to answer the research questions that has been mentioned in chapter one (Ary et al. (2010:220).

In short, there are three stages of the procedure in analyzing this study, they are: 1) the process of transcribing the data collected through classroom observation and interview, 2) After that, selecting, identifying, analyzing and classifying the data from classroom observation, interview and documentation into categories related to research questions of the study. The first research question was about the readability of the report text as students' reading material of eleventh graders in classroom practice was answered using the data of classroom observation in the form of field notes and audio recording transcription. The second question was about the students' responses towards report text as reading material of eleventh grader was answered using interview in the form of audio recording transcription. The third research question was about the correspondence of the readability of report text in classroom practice and the readability found by expert was answered by using data from documentation. Then, in the last section, 3) the data or phenomena that was obtained were interpreted based on the researcher's view and referred to the theories that explained in the chapter two. And finally drawing the conclusion, triangulation was conducted by comparing the result of the observation, interview and students' reading result.

4. RESULTS

4.1 Readability of Report Text Taken from "Bahasa Inggris Kelas 11" Evaluated by Expert

Readability in classroom practice as the main focus of this current study begun with the document analysis by using field note which is gotten from the previous study, it was conducted by (Sangia, 2015) entitle *Assessing Reading Text in English Textbook for Eleventh Grader Published by Ministry of Education and Culture*. Based on the document analysis of the previous study above, it can be seen that the previous researcher analyzed the readability of English textbook entitle "Bahasa Inggris Kelas 11", he analyzed all of the texts of the English textbook for the first and second semester.

The English textbook which is used by eleventh graders published by Ministry of Education and Culture are divided into two volumes. The first volume is designed for eleventh graders for first semester and the second volume is used for the second semester. Each of those English textbooks has several reading texts with different

text types; one of the text types that provided in those English textbooks is Report Text.

The researcher used two different tools of readability index which are *Miyazaki Readability Formula (MEFLRI)* and *McAlpine Eflaw*, both of those readability tools are claimed as the most suitable readability tool which can be used to analyze text which is used by EFL. Each of them had different analysis in calculating the readability of the text. *Miyazaki Readability Formula (MEFLRI)* calculates the total amount of letters, words and sentences by using this formula to find the readability of the text, here is the formula of *Miyazaki Readability Formula (MEFLRI)*:

$$EFL\ Difficulty = 164.935 - \left(18.792\ x\ \frac{Letters}{Words}\right) - \left(1.916\ x\ \frac{Words}{Sentences}\right)$$

Then, for another readability tool that used by expert is *McAlpine Eflaw*, it calculates numbers of words, numbers of miniwords and numbers of sentences and here is the formula of *McAlpine Eflaw*:

$$McAlpine\ Eflaw®\ Score = \frac{(Number\ of\ words\ +\ Number\ of\ miniwords)}{Number\ of\ sentences}$$

After calculating those variables by using the formula, the next stage is giving description and further explanation of the numerical data that has been gotten by using *Miyazaki Readability Score Interpretation*.

When all data have been calculated by those formulae, then gave it a description and further explanation of the numerical data results, it found the different results in the final calculation of the readability of all texts that involved in the English textbook; it can be seen from *Miyazaki Readability Formula (MEFLRI)* analysis was found 54.38 which is categorized as "fairly difficult" text and it matched with students who are in the level of 10th to 12th graders.

It can be seen from the researcher's analysis about text readability, that he found out the score of *Miyazaki Readability Formula (MEFLRI)* in 54.38 which is indicates that these English textbooks are fairly difficult that appropriate for eleventh graders. Then, another result was gotten from *McAlpine Eflaw* which achieved 18.89 that indicates that all of the texts in those English textbooks are very easy to understand in the level of eleventh grader.

However, from the tables above that there were various results from readability calculation from those different readability tools. From the first readability *Miyazaki Readability Formula (MEFLRI)*, it was found there is one text which claimed as the most difficult one which is text for number 10, and then there are 5 texts which claimed as the difficult text in the number of 2,6,7,9 and 11, however, there are 4 texts are claimed as the standard text for eleventh graders and the only one text which claimed as the easiest one.

Otherwise, *McAlpine Eflaw* has different result from *Miyazaki Readability Formula (MEFLRI)*, it can be

seen from the table that there are two texts which claimed as "A little difficult" text for eleventh graders, it was for text number 9 and 11, then, there are 5 texts were categorized as "quite easy to understand" texts for numbers 1,2,3,6,7, and "very easy to understand" text for number 4,5,8, and 10.

In order to make this study more focus, the researcher choose on one of text types which is taught for eleventh graders based on *Miyazaki Readability Formula (MEFLRI)* as one of readability tools that used for analyzing the text. The researcher focused to analyze Report Text as one of text that should be learnt by eleventh graders based on the basic competence 4.13 (*See. Appendix 1*) which stated that one of the text type that should be learnt by eleventh grader in the second semester of teaching and learning process is report text and the readability analysis that has been conducted by (Sangia, 2015). It was found that the score of report text based on *Miyazaki Readability Formula (MEFLRI)* is 40.32 which are categorized as "*difficult*" text and "*harder*" for eleventh graders than another texts type written.

Since report text as one of several texts that should be learnt by eleventh graders, as the teacher we should consider to several components of the text in order to find the appropriate text to be given as reading material to the students of eleventh grader. One of the components that should be considered is readability of the text. There are many researchers that had been conducted about readability of the text, but it was only the calculation from the readability tool and the result is only in numerical data without any further explanation in the real condition. Therefore, in this current study, the researcher explained more about the readability of the text in classroom practice based on the previous researcher's calculation in order to get the preliminary data objectively.

4.2 Readability of Report Text Taken from "Bahasa Inggris Kelas 11" in Classroom Practice

The second findings of the readability of report text taken from "*Bahasa Inggris Kelas 11*" in Classroom Practice, as subjective assessment of this study it was conducted from classroom observation and students' interview.

4.2.1 Observation Class

In the beginning of the class, the teacher greeted the students and ensured that everything that she needs was prepared well. After the teacher appeared in front of the class, all of them are keeping quiet and go back to their position automatically. All of them are prepared the English textbook that usually used by the teacher in teaching and learning process. After the teacher opened the class by "salam" and greeted the students, it meant that the class would be begun, all of them replying the teacher. Next, the teacher checked the attendance list whether one of them are not in class, then the teacher begun the lesson.

In the beginning of the lesson, the teacher did not talk to the students about the material at that day

immediately, but she tried to get the students are paid attention first to her and her story. The purpose of what she has done is to make the students' are interested to the topic at that day and tried to guide them into the main topic and main material of that day.

Then, the teacher tried to catch the students' interest by giving them jumbled paragraph in order to stimulate them in constructing text in terms of report text. All of the students were enthusiastically and actively participated in a group discussion.

After finishing the jumbled paragraphs, the teacher tried to ask them about the text that has been rearranged by them and it could be seen that all students were enthusiast to answer from their teacher. One by one of the students tried to answer and finally one of them got the true one which answered "Report Text".

Then, the teacher asked the students to remember their prior knowledge and previous experiences about the text without giving detail information before. In this activity, it could be seen, even the students did not know about the text before, but they could predict what kind of the text was that without knowing the general information about the text before. Before the students were asked by her to analyze the text, first, she guided them to remember the previous lesson in the tenth grade about report text.

It could be found that some of the students remembered the report text that has been learnt by them in the previous class. They could answer the teacher's questions about the definition of report text, the generic structures of report text and the language features of report text. One by one of the students tried to answer the question from the teacher completely. Some of them had a perfect answer and explanation.

After the students were discussed about report text and its components, the teacher showed them the simple explanation that has been made by the teacher through several slides of power point. The teacher used power point to help the students in understanding the report text appropriately. The teacher used several pictures were included in the slides to help the students in understanding several kinds of natural disasters that happened around them. While understanding about report text with the simple explanation by using power point, the teacher also led them in a group discussion in order to discuss about many kinds of natural disasters that have ever happened. In this condition the students were quite active in participating in the teaching and learning process.

It could be seen from the dialog above that the students gave a good response to the teacher actively. Each of them tried their best in delivering several components of report text in a good way.

When all of them had a good understanding of report text, the teacher asked each of them to open and read page 28 on their English textbook. Then, the teacher asked them to read it silently. After that, the teacher asked them to write the difficult words involved in the text, find the main idea of each paragraphs and conclude the writers' meant of the report text provided in the English textbook.

Thus, the teacher asked some of the students to write the difficult words found in the white board in order to be known by other students in understanding the meaning of each word.

There are three students came forward to the front to write the difficult words to the whiteboard. However, there are fifteen words that had been written on the whiteboard, such as, catastrophe, crust, occur, temblor, tremor, vibration, hazards, strike, aftershock, magnitude, withstand, mudslides, bury, ripple, surmountable and epicenter. After they finished in writing the difficult words on the whiteboard, the students led them tried the meaning of each words by looking at the sentences that contained those difficult words. They could also open the offline or online dictionary to help them. In this part, the teacher guided the students to find the meaning of each word by predicting the meaning of the words based on the sentences. They had a good response in participating to answer the meaning of the difficult words happily.

It could be found in the dialog above, that all of them had a good response in responding the teacher instruction. They were active in looking for the difficult words involved in the text. It continued by predicting the meaning of the words one by one by considering the sentences that used one of those words. In predicting the meaning of the difficult words above, they predicted actively. It could be seen that some of them were answered actively when the teacher asked them the meaning of those words. From the instruction of their teacher, they guessed the difficult words happily and perfectly.

Next, the students should find the main idea of each paragraph of the text. When they looked for the main idea of the text, they looked serious enough. Sometimes they opened their smartphone to check the meaning of the word. Few minutes later, some of them raised their hands and asked the teacher's permission to mention the main ideas of each paragraph of the text. In fact, some of them who raised their hands had the true answer of the main idea of each paragraph of the text.

When all of the main ideas were found appropriately, the next part is finding the writer's message of the text. It did not a long time to find it; some of them could find it. They explained that the message of the writer of the text is about the writer's hope that the scientist will found the tool which can predict the natural disaster especially for earthquake exactly. It was proven by "In future perhaps scientists will be able to predict earthquakes exactly but for now science has yet to provide answers".

The last part of this teaching and learning activity is concluding what they learnt at that day. Before closing the meeting, the teacher asked the students about the material given. Start from the definition of report text, then the generic structures and the language features of those kinds of texts and the difference between report text and descriptive text. Then, the last the teacher gave the students the last assessment in terms of several questions based on report text that have been analyzed by them and it should be submitted to the teacher when they finished it.

Reviewing the lesson from the beginning is the important part of teaching and learning process in order to measure the understanding of the students and it can be seen from this part that the teacher did it perfectly. Thus, the students could understand about the material that has been given by their teacher as well. In the last part this activity is by giving assessment for the students was also a good idea in order to measure how understand the students about this material by scoring.

4.2.2   Students' Interview

Another point to consider in this study is obtaining students' response towards Report Text of Bahasa Inggris Kelas 11 published by Kementrian Pendidikan dan Kebudayaan as one of their reading materials. Since this part is one of the most important points in order to triangulate readability analysis data, it obtained from semi - structured interview that has been modified by the researcher which was provided for students' interview.

As the researcher explained in the chapter 3, the interview is adapted from Marshall's Theory which contains six point indicators in order to analyze the readability of the text, such as, main idea, vocabulary, concept, related ideas, referents and audience. Those components of readability analysis interviewed for several eleventh graders orally.

From the first indicator which is main idea, it includes the questions about the major point, chapter titles and headings and titles outline major points of the text. It can be seen that all of the students have no difficulty in finding the main idea of each paragraph of the text.

Based on the data of, it could be seen that for the first indicator which is main idea, the students did not feel any difficulty in finding the main idea of each paraphhs of the text. They stated that all of main ideas of the paragraphs were easy to be found and still related each other. Then, for the main point of each paragraphs was also easy to be seen by them. Therefore, they did not confuse or feel difficult to find them.

Then for the second indicator which is vocabulary that covers key vocabulary terms and terms used in a variety of contexts of the text. Some of the students said that there are several difficult words and terms in that text that make them confuse to predict the meaning, but overall they can guess the meaning appropriately that helped by their teacher.

It shows that there are several vocabularies that quite difficult to find the meaning of them. Thus, they should work hard by predicting the meaning of those words and looking at the dictionary to find the right meaning. The teacher helped them by predicting the meaning of each word by analyzing the sentence included those words, when they still looked confuse the teacher asked them to check it by using their dictionary.

For the concept of the text, almost all of the students agreed that the concept of that used by the text is familiar. They said that they have ever heard before in the previous class.

Next indicator is asking about concept that used by the text. It could be seen that they had understood enough about it. They did not find any difficulties in finding the concept that used of the text because it had been ever explained by their teacher in the previous grade. Then, it was really helpful for them.

Then, for related ideas of the text, it covers the clear ideas each of the paragraph, relationship among ideas and students' ability in illustrate the text graphically by their understanding. From the interview, they showed that they did not feel any difficulty in finding related ideas among the paragraphs. They said that each paragraph was quite easy to be understood even there are several difficult words involved; yet, it could be still predicted by them as well. It could be seen that, idea of each paragraph of the text were related enough. Thus, it was not difficult for them in understanding related ideas of those paragraphs of the text.

In the part of referent, it includes the question about ambiguous pronoun. Although, some of them were difficult to understand, but they still could guess which the referent that was still related to the sentences.

Related to those statements above, it could be seen that, there are some referents that difficult to be found by them. They said that there were some sentences that too long that could make them difficult to find the referent. Furthermore, they should raed the sentence carefully to find the right referent of the sentence.

For the part of audience, it talked about the writer's message of the text. It could be seen that the writer had delivered the message of the text clearly to the students and they did not feel difficult to find it.

From their statement above, it could be seen that the message of the text was clear enough. The writer of the tast was delivered it in the last paragraph of the text. In conclusion, the students could find it easily.

The last which is about the overall conclusion of the text and teaching reading, almost all of them said that the report text that taken from their textbook entitles "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan is not too difficult and not too easy to be understood.

The last question of the interview which is about their opinion of the text represented that the students could understand the overal text. Evenhough, there were some vocabularies and referents made them confuse to find and understand it, yet it still could be solved by them. Moreover, the teacher also helped them enough to find it. Thus, it could be said that the report that that taken from "Bahasa Inggris Kelas 11" is not too difficult and easy for them.

From the interview that has been conducted from the student, it could be said that the six indicators that have been created by Marshall were explained well by the students and they had no problem with those six indicators above when read the text. All of them were represented enough in the text.

To know whether the report text that taken from "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan in classroom practice was correspond to the readability analysis was found by expert, it is needed to investigate the evidence through the students' reading result that was done by the teacher in the last part of teaching and learning process. The elaboration of the students' reading resilt will explained in the following section.

4.2.3 *Students' Reading Result of Report Text of "Bahasa Inggris Kelas 11" as Reading Material of Eleventh Graders*

In accordance with three corners of the readability measurement triangle, the researcher used students' assessment reading results as the students' input. Since, students' input was highly recommended to get the trustworthiness of the data in measuring readability text as students' reading material. This part became an evidence of the correspondence of readability of report text based on readability formula calculated by expert and readability of report text in classroom practice.

In this study, for gaining students' assessment reading results, the researcher collected the students' reading result that has been prepared by the teacher. It was conducted after teaching and learning process by giving students a task that related with report text as the students' reading material at that time. Then, it was analyzed by the teacher by scoring students' task one by one objectively.

From students' reading task result of reading assessment of report text, it could be seen that almost all of eleventh grader students were gained up to the maximum score that has been decided by the teacher based on several indicators. From thirty seven students twenty eight students' were success in gaining the maximum score of reading result, then for the other, event they could not get higher score from the maximum score that has been decided by the teacher and school committee, yet, they were still got the minimum score that should be gotten by them.

After calculating the students' achievement task in the use of report text as their reading material, it can be seen from that the reading score result of the students' that use report text taken from Bahasa Inggris Kelas 11 got various score. Almost students of XI MIA 6 got the perfect score and for others, they got good score that pass the Minimum Learning Mastery Standard which is 70, even there are some students who still got the Minimum Learning Mastery Standard which is 70. Overall, those students on XI MIA 6 did not face any difficulty when they used report text as their reading material that was taken from students' English textbook entitle Bahasa Inggris Kelas 11 published by Kementrian Pendidikan dan Kebudayaan.

5. DISCUSSION

5.1 The Discussion of Readability of Report Text Taken from "Bahasa Inggris Kelas 11" in Classroom Practice

Based on the finding of the data, it could be seen that expert chose Miyazaki Readability Index as his readability tool which claimed as the most accurate readability tool for EFL material. It was in line with Greenfield (2003:11) The new formula, for convenience called the Miyazaki EFL Readability Index, turned out to be only marginally more accurate than the classic formulas.

By calculating the number of words and sentences, this kind of readability tool is easy to be used and applied by us as an educator or writer. It is also the simplest of readability tool, since it does not need any kind of internet connection or by installing any kind of software. It can be used manually that can be done by us. It was stated by Greenfield (2003) to avoid the multiplication, one can easily determine the Miyazaki EFL Index score (shortened MEI in the further text and the study) by counting the average letters per word and words per sentence, and follow where those two values meet.

The expert found the readability of report text in the number of 40.32 that indicated as the difficult text for eleventh grader level, which is harder to be used for 10th to 12th graders. This formula delivers a reading ease score on a nominal 100 point scale, 100 being easiest (Greenfield, 2003:13). In conclusion, we could say that report text that written in students' textbook entitled Bahasa Inggris Kelas 11 is difficult for them who are in the level of eleventh graders. It has been proven by the number of 40.32 based on Miyazaki Readability Index Interpretation that indicated as "harder" text for eleventh graders.

From class observation, firstly, the teacher cached the students by reviewing natural disaster happened in Indonesia. Then, asked them to rearrange jumbled paragraphs to build their creativity and critical thinking about the text. This way was quite effective in catching the students' interest towards material given. It was in line with Harmer (1998: 70-71), he stated that in order to make the students have a good understanding to the text that they read, the teachers should make them enjoy to the reading process. From this activity, the students participated actively. They showed that they really enjoyed the way of their teacher began the teaching and learning activity.

When she asked them to read a report text from their textbook entitle "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan, she used silent reading as her strategy to make the students more efficient in catching the meaning of the text and found several components of the text appropriately and effectively. It was supported by Brown (2001: 306-310) that using efficient silent reading techniques for relatively rapid comprehension is one of a good strategy in reading. Then, asking them to find several difficult words that

involved on the text and all of them could find it appropriately by predicting the meaning of the words based on the sentences that include of those words, emphasizing the prediction as a major factor in reading (Harmer, 1998:70-71). The use of prediction as one of the teachers' way in understanding the difficult words found was quiet effective for the students. Since vocabulary is the important point in understanding of the meaning of the words, it is better for them to predict it appropriately. Vocabulary is a significant predictor of overall reading comprehension (Baumann et al., 2003) and student performance (Stahl and Fairbanks, 1986). When readers know a lot of words, they can read more complex texts. If the students know a lot of words, they can read and compose more sophisticated documents. From this activity, it could be seen that they quite active in predicting the meaning of difficult words that they found.

When they asked by the teacher in analyzing more about the text and finding another component, such as main idea and related ideas of the text, they were looked very easy to do it. Each of them could find it appropriately. They stated that the information of the text that had been interpreted of each paragraph was clear enough to be understood by them. It was supported by Newbold and Gillam (1997) that the greater the number of ideas expressed in a text, the more work is required of the reader to interpret the text correctly.

The headings and subheadings of the text help them very well in understanding what the text meant. They could have a clear description of the text before starting to read overall the text. Hare and Lomax (1985) Subheading in text have been shown to serve as useful catalysts for generating self-questions about subordinate information or for constructing hierarchical summaries from text. It was supported by Anderson and Armbruster (1984) that other helpful text features such as heading and subheadings are labels for various frame slots, and can also make it easier for the reader to cognitively organize information.

Based on the interview, it could be seen that the concept that used in the text was also familiar for the students. It helped them in understanding the genre of the text and finding important information of the text. It is agreed by Pardo (2004:273). He stated that when a key word or concept is encountered, readers are able to access this information system, pulling forth the ideas that will help them make connections with the text so they can create meaning. Thus, it helped them to relate other ideas of the text.

If the major point, key vocabulary, concept and pronoun that have been used in the text given was clear enough, it made the students were easier in understanding other features of the text. The next feature of the text that influence the readability of the text based on Marshall's checklist is related ideas of each paragraph, when those features were easily found by the students, related ideas among the paragraphs easily conveyed by them. These cohesive devices are phrases or words that help the reader associate items or statements in a text with others

elsewhere in that text, or outside (Wray and Janan, 2013:76).

The last indicator of text readability based on Marshall (1979) is audience that covers students' understanding the writer's purpose of writing the text. From the interview, it could be found that the writer's purpose in write the text given has been delivered enough to the students. Well-written text requires, in addition to coherence and cohesion a structure that readers can easily use to find the information they need and then to understand it correctly. Text can become confusing when information is inappropriately presented (Wray and Janan, 2013:77-78).

In short, it could be concluded that a report text that was taken from "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan was readable for eleventh graders as their reading material in learning English. It was not as difficult as what has been calculated by the readability formula. It was proven by several important components of reading which has been mentioned before was learnt by them appropriately with no difficulty. Moreover, text readability could be affected by text schemata of readers (Carrell, 1987; Kintch and Dijk, 1978). Thus, if the readers get familiar with the rhetorical and cognitive structure of the texts that they read, their schemata could fit the text structure, as a result, their readability perceptions and performances will be improved effectively. Therefore, when readers are aware of the structures and rhetorical purposes of different text types such as informing, persuading, and entertaining they are able to find the textual materials which is relevant to their goals and purposes. Consequently, they will be able to select, allocate attention to, and remember text segments more efficiently and appropriately and thus, the readability will be increased (Lehman and Schraw, 2002).

To correspond the readability of report text taken from "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan that was analyzed by expert towards readability in classroom practice. Based on Tonjes and Wolpow (1999), there are multiple source of data be employed. First is from the readability formula, second is from subjective analysis that was taken from students' interview and the last one is corresponding the students' interview through students' feedback that was taken from students' assessment result as an evidence that the readability of report text that was analyzed by expert correspond with the readability of report text in classroom practice.

From the finding it could be seen that the students got various score; overall all of them could pass the minimum score of learning. It can be stated that all of them can understand the material effectively and what the readability formula that has been calculated is different with the classroom practice condition which is not difficult, but appropriate for them.

Although, some of them still found the difficulty in constructing the sentences, yet all of them are understand about what the text means. It was proven by the

assessment result that has been given by the teacher, that represented by the score that gotten by them were varied, there are some students got the perfect score and did not find any difficulties in several components of the text, such as, finding main ideas, understanding the difficult words, finding out the concept of the text and related ideas in each paragraphs, and understanding of the referents that used in the text and what does the writer meant and there are some of them were still difficult in mastering one of those six important components in text readability. In conclusion, report text that has been written in Bahasa Inggris Kelas 11 published by Kementrian Pendidikan Dan Kebudayaan is not as difficult as the formula stated. It was proven by students' reading assessment results that most them of could pass the Minimum Learning Mastery Standard (KKM) and some of them got the perfect score (See Appendix 6).

6. CONCLUSION

Based on the class observation, it could be seen that all of the students' did not face any difficulty at all when they used report text that was taken from "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan as their reading material of eleventh grader. They really enjoyed all of teaching and learning activities that have been done by them and always participated in all activities in the classroom. Moreover, they could find six of readability of the text appropriately which has been declared by Marshall (1979). All of them are finding main idea, vocabulary, concept, related ideas, referents and audiences. However, all of the students could find and explain it in detail based on the report text given.

Meanwhile, from the students' interview as subjective assessment of this study, it could be seen that six indicators that have been created by Marshall (1979) about readability of the text could be mastered by them effectively, they did not feel any difficulty in finding them. It could be concluded that report text which used by them as reading material was not too easy and too difficult for them. They could understand overall the text appropriately.

From the students' reading result, it could be seen that there are twenty students were got perfect score, ten students got more than minimum learning mastery standard then for others were in the position of minimum learning mastery standard which is seventy five. It could be said that what they have stated about report text as their reading material which was not as difficult as what the calculation of Miyazaki Readability Index (MEI) calculation was appropriate with their reading assessment result,

In short, readability of report text as students' eleventh graders reading material which was written in students' book of "Bahasa Inggris Kelas 11" published by Kementrian Pendidikan dan Kebudayaan was different with the classroom practice result. Based on the readability of report text in classroom practice, it could be seen that readability result of report text that had been analysed by

expert had different result with the real condition in the classroom practice. It could be found in those data which was obtained from observation, interview and documentation that the students did not feel any difficulties in understanding the text. They felt easy in finding main ideas, understanding the difficult words, finding out the concept of the text and related ideas in each paragraphs, understanding of the referents that used in the text and what does the writer meant.

It was also proven by the students' reading result which showed that the score that has been gotten by them were varied. Even though, the results of the students were varied, no one of them got under the minimum learning mastery standard. It could be concluded that the readability formula that had been calculated by expert before was different with the real condition which is in classroom practice.

REFERENCES

[1] (NCTA/IRA), International Reading Association and National Concil of Teachers of English Joint Task Force on Assessment. 1994. *Standards for the Assessment of Reading and Writing*. Newark,DE: International Reading Association.

[2] Amaniy, N. Yani Saniyatul. 2014. The Readability Level of Redaing Texts in Pathway to English 2. Unpublished Bachelor Thesis, Syarif Hidayatullah State Islamic University, English Education.

[3] Anderson, Mark, & Anderson, Kathy. 1998. *Text Types in English 3*. South Yarra: Macmillan Education Australia.

[4] Armbruster, Bonny, Osborn, Jean, & Davison, Alice. 1985. *Readability Formulas May Be Dangerous to Your Textbook*. from http//www.ascd.org/ASCD/pdf/journals/ed_lead/el_198504_armbuster.pdf

[5] Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris, & Razavieh, Asghar. 2010. *Introduction to Research in Education* (8th ed.). USA: Wadsworth Cengage Learning

[6] Baumann, J., Kame'enui, E., & Ash, G. 2003. *Research on Vocabulary Instruction: Voltaire Redux*. Mahwah, NJ: Erlbaum.

[7] Begeny, John C., & Greene, Diana J. 2013. Can Readability Formulas Be Used to Succesfully Gauge Difficulty of Reading Materials? *Psychology in the Schools* Vol.00No. 00 pp. 18. doi: 10.1002/pits.21740

[8] Bogdan, Robert C, & Biklen, Sari Knopp. 2007. *Qualitative Research for Education*. An Introduction to Theory and Methods (4th ed.). New York: Pearson Education Group.

[9] Brown, J.D. 1998. An Efl Readability Index. *JALT Journal* Vol.29No. pp. 7-36.

[10] Chall, J.S. 1996. Varying Approaches to Readability Measurement *Revue Quebecoise de Linguistique* Vol. 25 No. pp. 23-40.

[11] Day, Richard R. 1994. Selecting Passages for the Efl Reading Class. *Journal of English Teaching Forum* No. pp.

[12] Dubay, William. H. 2004. The Principles of Readability. *Costa Mesa: Impact Information* No. pp.

[13] Devetak, Iztok, & Vogrinc, Janez. 2013. Critical Analysis of Science Textbooks. In M. S. Khine (Ed.), *The Criteria for Evaluating the Quality of the Science Textbooks* (pp. 3-15). London: Springer.

[14] Fry, E.B. 1989. Reading Formulas - Maligned but Valid. *Journal of Reading* Vol.32No. 4 pp. 513-516.

[15] Fulcher, G. 1997. Text Difficulty and Accesibilty: Reading Formulae and Expert Judgement *English Langugae Institute University of Surrey, Guildford UK* Vol.25No. 4 pp. 497-513.

[16] Gebhardt, Jürgen. 1987. *Politische Kultur Und Zevilreligion* (Vol. 18/1987). New York: VS Verlag für Sozialwissenchaften.

[17] Gerot, L., & Wignell, P. 1994. *Making Sense of Functional Grammar*. Sydney: GerdStabler.

[18] Greenfield, Jerry. 2004. Readability Formulas for Efl. *JALT Journal* Vol.26No. 1 pp. 5-24.

[19] Harmer, Jeremy. 1998. *The Practice of English Language Teaching*. New York: Longman.

[20] Hammond, J., A, Burns., H, Joice., & D, Brosnan. 1992. *Englsih for Social Purposes: A Handbook for Teachers of Adult Literacy*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.

[21] Jones, Katie, & Thibault, Justin M. 2000. Assessing and Enhancing the Readability of Holocaust Historical Documents: Providing Accessibility for High School Students. Bellingham WA: Woodring College of Education.

[22] Lems, Kristin, Miller, Leah D., & soro, Tanena M. 2010. *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guildford Press.

[23] Macken, M. 1990. *A Genre Based Approach to Teaching Writing in Years 3-6*: NSW Department of Education, Directorate of Studies.

[24] Marshall, Nancy. 1979. Readability and Comprehensibility. *Journal of Reading* Vol.22No. 6 pp. 3.

[25] McAlpine, Rachel. 2005. *Global English for Global Business*. Wellington: CC Press.

[26] Nuttal, Christin. 1982. *Teaching Reading Skills*. Oxford: Heinemann

[27] Nuttal, Christine. 2000. *Teaching Reading Skills in a Foreign Language* (New Edition ed.). London: Macmillan Heinemann.

[28] Rahmawati, Yuly Ika, & Lestari, Lies Amin. 2014. The Readability of Reading Texts in the English Textbooks Used by Tenth Grade Students. Unpublished Bachelor Degree Thesis, State University of Surabaya, Surabaya.

[29] Richards, J.C., Platt, J., & Platt, H. 1992. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

[30] Sangia, Rohib Adrianto. 2015. Assessing Reading Text in English Textbook for Eleventh Grader Published by Kementrian Pendidikan Dan Kebudayaan. Unpublished Master Degree Thesis, State University of Surabaya, Surabaya.

[31] SCIL. 2017. *Text Types Worksheet*. Sydney: N.B.C.S.

[32] Stahl, S.A., & Fairbanks, M.M. 1986. The Effects of Vocabulary Instruction: A Model-Based Meta Analysis, Review of Educational Research. Vol. 56 No. pp. 72-110.

[33] Stone, M. 1993. Best Practices of Teaching Reading: What Award Winning Teachers Do?. California: Corwin Press

[34] Tabatabei, Elham, & Bagheri, Mohammad S. 2013. Readability of Reading Comprehension Texta in Iranian Senior High Schools Regarding Students' Background Knowledge and Interest. *Journal of Langugae Teaching and Research* Vol.4No. 5 pp. 1028-1035. doi: 10.4304/jltr.4.5.1028-1035

[35] Tonjes, M., & Wolpow, R. 1999. *Integrated Content Literacy*: McGraw hill.

[36] Zamanian, Mostafa, & Heydari, Pooneh. 2012. Readability of Texts: State of the Art. *Theory and Practice in Language Studies* Vol.2No. 1 pp. 43-53. doi: 10.430/tpls.2.1.43-53

Rohmah-Munir-Readability-JELL