

**THE READABILITY LEVEL OF ENGLISH READING TEXT IN THE
SENIOR HIGH SCHOOL TEXTBOOK**



By:

Hendri Pitrio Putra

17706251043

**This thesis is submitted in partial fulfilment of the requirements for the
attainment of a Master of Education degree**

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ABSTRAK

HENDRI PITRIO PUTRA. *Keterbacaan Teks Bacaan Bahasa Inggris dalam Buku Teks Sekolah Menengah Atas. Thesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2019.*

Penelitian ini bertujuan untuk mengungkapkan: (1) jenis teks yang terdapat dalam buku teks *Bahasa Inggris SMA for Grade X Semester 1* terbitan Kementerian Pendidikan dan Kebudayaan Indonesia edisi revisi 2017; (2) tingkat keterbacaan teks menggunakan *cloze test*; (3) tingkat keterbacaan teks menggunakan Grafik Fry dan Formula SMOG; (4) perbedaan tingkat keterbacaan berdasarkan jenis teks, (5) faktor yang mempengaruhi tingkat keterbacaan berdasarkan hasil *cloze test*, Grafik Fry, dan Formula SMOG; (6) formula yang paling sesuai dengan hasil *cloze test*.

Penelitian ini adalah penelitian kuantitatif deskriptif. Subjek penelitian ini adalah teks-teks yang terdapat dalam buku teks dan objek nya adalah siswa kelas X SMA negeri di kota Yogyakarta. Prosedur penelitian dibagi menjadi empat tahap, meliputi: (1) pengadaan data, yaitu penentuan unit, penentuan sampel dan perekaman/pencatatan; (2) pengurangan data, dengan membentuk data yang tersedia menjadi satu bentuk yang diperlukan; (3) analisis yaitu mengoreksi hasil tes siswa, mengubah skor siswa kedalam bentuk persentase, kemudian mengelompokannya ke dalam tingkatan yang berbeda; (4) inferensi yaitu pemaknaan atas hasil analisis data yang telah dilakukan.

Hasil penelitian ini menunjukkan bahwa ada 16 teks dalam buku teks ini. Keenambelas teks tersebut terdiri atas lima jenis teks: *transaksional, deskriptif, announcement, recount, dan naratif*. Teks-teks ini memiliki tingkat keterbacaan yang berbeda-beda dan dapat digolongkan menjadi dua kategori yaitu, independen dan instruksional. Independen artinya teks-teks dalam buku teks ini dapat diajarkan secara mandiri kepada siswa dan instruksional artinya teks ini memerlukan bimbingan guru/pihak lain. Sedangkan, faktor yang paling berpengaruh terhadap tingkat keterbacaan teks adalah faktor internal. Faktor tersebut adalah jumlah kata sukar dan tingkat kerapatannya dalam setiap kalimat dan paragraf. Hasil yang paling mendekati hasil *cloze test* adalah hasil uji Grafik Fry. Keterbacaan teks tersebut berada pada level independen sedang atau dengan presentase sebesar (63,4%). Artinya teks bacaan dalam buku teks ini dapat dipelajari secara mandiri oleh siswa walaupun ada beberapa catatan untuk beberapa teks yang masih berada pada level instruksional.

Kata Kunci: *cloze test, grafik fry, keterbacaan, SMOG formula, teks*

ABSTRACT

HENDRI PITRIO PUTRA. *The Readability Level of English Reading Texts in Senior High School Textbooks*. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019.

This research aims to reveal (1) the types of texts in *Bahasa Inggris SMA for Grade X Semester 1* revised edition of 2017 published by the Ministry of Education and Culture, (2) the readability level of the reading texts in the textbook using a cloze test, (3) the readability level of reading texts in the textbook using Fry Graphs and the SMOG Formula, (4) the differences of the readability level of reading texts based on the types of the texts in the textbook, (5) the factors affecting the readability level based on the results of the cloze test, Fry Graph and SMOG Formula, (6) the most suitable formula for the results of the cloze test.

This research is quantitative descriptive research. The subjects are the texts in the textbook entitled *Bahasa Inggris SMA for Grade X Semester 1* and the objects are the tenth grade students of state senior high schools in the city of Yogyakarta. The research procedure is divided into four stages, consisting of: (1) procurement of data, namely determination of units, determination of samples and noting/recording; (2) reduction, namely the process of reducing data by forming available data into one required form; (3) analysis, namely correcting student test results, changing students' scores into percentages, then classifying them into different levels; (4) inference, namely the process of interpreting the results of data analysis that has been conducted.

The results of this research indicate that there are 16 texts in the English textbook. Those texts are classified into five types of texts: transactional, descriptive, announcement, recount, and narrative texts. These texts have different levels of readability. They can be classified into two categories, namely independent and instructional categories. The former is a text within the textbook that can be taught independently to the students without teachers, while the latter requires a teacher/other parties' guidance. The most predominant factor to the readability level of text is the internal factor, which is the number of difficult words and their density level in each sentence and paragraph. The most suitable result to the cloze test is the Fry Graph test results. The readability level of the reading texts in this textbook is at the independence level or with a percentage of 63.4%. This means that the reading texts in this textbook can be studied independently by students even though there are some notes for some texts that are still at the instructional level.

Keywords: *cloze test, Fry graph, readability, SMOG formula, texts,*

DECLARATION OF AUTHENTICITY

The undersigned,

Name : Hendri Pitrio Putra
NIM : 17706251043
Study Program : Applied Linguistics

Declares that this present thesis describes an original research undertaken by the researcher for Applied Linguistics, Graduate School, and Yogyakarta State University. Any theories, findings, research techniques which are not my own have been properly acknowledged therein.

Theoretical contribution and findings in this thesis are my original works and have not been submitted for any degrees in this or other universities. Should it be later revealed that this thesis contains partly or wholly plagiarized pieces of others' intellectual work or any kind, I shall be ready to accept any sanction established by the University on this matter.

Yogyakarta, August 2019

As signed hereby,



Hendri Pitrio Putra
NIM 17706251043

RATIFICATION SHEET


THE READABILITY LEVEL OF ENGLISH READING TEXT IN THE
SENIOR HIGH SCHOOL TEXTBOOK

Hendri Pitrio Putra
17706251043


Defended in front of the Board of Thesis Examiners an Applied Linguistics Study
Program of Graduate school Yogyakarta State University
On 22nd August, 2019

BOARD OF EXAMINERS


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28/8 - 2019

Nur Hidayanto Pancoro Setyo, Ph.D
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26/8 2019

Dr. Dwiyanto Djoko Pranowo, M.Pd
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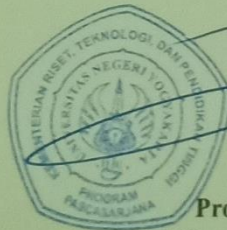
Basikin, Ph.D
(Main Examiner)



Yogyakarta, 22-8-2019

Graduate School
Yogyakarta State University

Director,



Prof. Dr. Marsigit, M.A

NIP. 19570719 198303 1 004

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I realize that the present thesis is still far from being perfect. Henceforth, constructive ideas and suggestions are expected to create a better version of this thesis.

Yogyakarta, August 2019

Researcher

Hendri Pitrio Putra
NIM. 17706251043

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