

THE READABILITY LEVEL OF READING TEXTS IN THE ENGLISH LANGUAGE TEXTBOOKS USED BY THE TENTH GRADE

Yuly Ika Rahmawati

English Department, Languages and Arts Faculty, State University of Surabaya
yuly.ika@gmail.com

Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd

English Department, Languages and Arts Faculty, State University of Surabaya
lies.aminlestari@yahoo.com

Abstrak

Memprediksi tingkat keterbacaan teks dapat membantu guru untuk menyesuaikan teks dengan tingkatan siswa. Teks bacaan yang sesuai diharapkan dapat mempermudah siswa dalam memahami materi. Teks bacaan untuk siswa SMA terdiri dari naratif, deskriptif, teks berita, dan recount. Tujuan penelitian ini adalah untuk mencari dan membandingkan tingkat keterbacaan teks bacaan dalam buku bahasa Inggris yang digunakan oleh siswa kelas sepuluh. Penelitian ini juga menguji apakah tingkat keterbacaan teks bacaan dalam buku-buku bahasa Inggris telah sesuai dengan tingkatan siswa kelas sepuluh. Penelitian ini menggunakan pendekatan deskriptif untuk menganalisa data yang ada. Teks bacaan diambil dari dua buku bahasa Inggris; "Developing English Competencies for Grade X" yang diterbitkan oleh Departemen Pendidikan Nasional (awalnya diterbitkan dalam format buku elektronik) dan "English Today 1" yang diterbitkan oleh penerbit Quadra. Enam teks dengan jenis yang berbeda dipilih dari masing-masing buku bacaan. Semua teks yang telah dipilih kemudian dianalisa dengan menggunakan formula Flesch Reading Ease dan Grafik Fry. Kedua formula menunjukkan bahwa sebagian besar teks bacaan berada pada level ketujuh. Hal itu menunjukkan bahwa bacaan-bacaan tersebut mudah dibaca oleh siswa kelas sepuluh. Dalam penelitian ini juga ditemukan bahwa "English Today 1" memiliki teks bacaan dengan tingkat kesulitan yang lebih tinggi dibandingkan dengan "Developing English Competencies for grade X". Dengan kata lain, teks bacaan yang terdapat pada buku "English today 1" lebih menantang bagi siswa sehingga guru harus memberikan lebih banyak bimbingan pada sesi membaca.

Kata kunci: Keterbacaan, Developing English Competencies for Grade X, English Today 1

Abstract

Predicting readability level of reading texts can help the teachers to match the texts with students' grade. The appropriate reading text is expected to ease the students in comprehending the material. Reading texts for Senior High School students consists of narrative, descriptive, news item, procedure, and recount. The purpose of this study is to find and compare the readability level of reading texts in English language textbooks used by the tenth grade students. The study also verify whether the reading materials of the textbooks have matched the grade level of the tenth grade students. This research used descriptive approach to analyze the data. The reading texts were taken from two English language textbooks; "Developing English Competencies for Grade X" published by the Department of National Education (originally published in the form of electronic book) and "English Today 1" published by Quadra. Six texts with different type are selected from each textbook. All of selected texts are analyzed by using Flesch Reading Ease formula and Fry Graph formula. Both formulas show that the reading texts mostly appear on 7th level. It indicates that the texts are easily to be read by tenth grade students. The study also found that "English Today 1" has some texts with higher difficulty level than "Developing English Competencies for grade X". In other words, the reading texts in "English Today is more challenging for the students so that the teacher should give more guidance in reading session.

Keywords: Readability, Developing English Competencies for Grade X, English Today

INTRODUCTION

Textbook is a kind of teaching and learning media that most commonly used in every teaching and learning process although many innovative media have been developed to help the educators to teach in new ways. It is kind of printed materials that have an important part in

teaching and learning process. According to Tomlinson (1999), textbook is the learning material that is primarily used by teacher and students. For the students, textbook can be the guidance to organize their learning both inside and outside the classroom. It helps them to learn the material better, faster, clearer, and easier (Hutchinson & Torres, 1994).

In the process of teaching and learning English language, textbook plays important role. There are four skills presented in the English language textbook. They are listening, speaking, reading and writing. Concord (1973) in Nunan (2005) stated that those skills have close relationship and influence each other. Reading is one of skills that are highly associated to the textbook. Therefore, the textbook with appropriate materials can really help for students' reading comprehension.

Several options of English language textbook are available under the guidance of National Curriculum Standards in Indonesia. Usually, each of them has similar reading materials. This fact may confuse some teachers in determining the right textbook for their students. As a result, teachers have to choose among many English textbooks that are appropriate for the changing focuses of the curriculum instruction and the changing language material needs of learners.

Department of National Education has provided the Electronic English language textbook for every level called BSE (Buku Sekolah Elektronik) which originally published in the form of electronic book and freely printed by the students. This kind of English textbook is mostly used by the teachers to teach English lesson especially for those who teach in public school. Another choice of English language textbooks is the commercial textbook that also based on the current curriculum guidelines.

One of the methods to help the teacher choosing appropriate English textbook for the students is by considering the readability of reading material found in the textbook. It is important to make sure that the reading material is readable for the students to make it more easily understood. Fulcher (1997) asserted that readability is one of important considerations for all those who need to provide the suitability of a given text for a pedagogic purpose, which is more practically oriented. Sometimes, the reading materials presented in the English textbook are too easy, so that the students get bored. On the other hand, some textbooks include the reading materials that are too difficult for students. It will make the student frustrated so that they cannot understand the material faster and easier.

Each English textbook has its own difficulty level in the terms of the reading material. As a result, teachers should select the textbook with appropriate reading materials for their learners' level. The readable material in English textbook is important to be considered by the teachers since it is expected to enhance students' ability in understanding the materials. If the students face some difficulties to read the material, the comprehension will be obstructed (Furcler, 1997). As a result, the learning process in English language classroom will not run properly. Whereas, learners have high expectation toward the textbook used in the process of learning English. The

use of textbook in learning process is expected to help the students easily understanding the material (Cunningsworth, 1995).

There are some methods to measure the readability of English language textbooks. The most popular and simple method is by using readability formulas. It has been widely used by many researchers to measure difficulty level of written text. By definition, readability formula is about the easiness of some paragraph to be read and understood (Richards, 1992). Unfortunately, the validity of readability formula is limited (Heydari, 2012). Some researchers believe that readability formula cannot reflect the characteristics of the readers such as background knowledge, interest value, and purpose (Elham and Bagheri, 2013). Nevertheless, readability formula is still widely used by many researchers and educators since the technique used is simple and objective (Fry, 2002).

Many readability formulas have been presented in order to estimate the readability of reading material. Some of them are the Dale-Chall formula, SMOG Grading, Fry Graph formula, and Flesch Reading Ease formula. In this study, the researcher uses only two readability formulas to measure the readability level of the English language textbooks. The selected formulas are Flesch Reading Ease and Fry Graph. The Flesch Reading Ease formula is selected by the researcher because the formula has been widely used by many researchers. Heydari (2012) stated that this formula is the most publicized readability formula used to estimate the readability of text. While Fry Graph formula is used since it is commonly used in predicting the readability level of primary and secondary school reading material.

The subjects of this study are two English language textbooks used in both Indonesian public and private Senior High School (SMA). As the sample, six texts are selected from each textbook. The texts will be analyzed by using the Flesch Reading Ease and Fry Graph readability formula to predict the readability level. The first textbook is "Developing English Competencies" for Grade X", published by Department of National Education and is mostly used in public school. The second textbook is "English Today 1" which is used by tenth grade students of SMA Al Hikmah, one of private schools in Surabaya.

Those textbooks are analyzed because of some reasons. Based on teacher experience who used "English Today 1", the students face some difficulties in comprehending some reading texts in this textbook. The students said that the reading texts on "English Today 1" are difficult to be understood. Therefore the researcher assumed that the texts may have some problems with the readability. Another reason is because this textbook has never researched before. Textbook entitled

“Developing English Competencies for Grade x” is more frequently used in state Senior High School (SMAN) since it was published by Department of National Education. Therefore, the study is conducted to find the readability level of some reading texts on those textbooks.

METHODOLOGY

The research design of this study is descriptive qualitative since the research only reveal the existing data resulted by analyzing the content of textbooks. The subject employed in this study is English Language textbook used in tenth grade of Senior High School (SMA/MA). There are two textbooks will be analyzed by using readability formula. The first textbook is an English textbook entitled “English Today 1” written by Catur Irmawan and Lolitarini. It is published by Quadra and used in SMA Al Hikmah, a private Senior High School in Surabaya. The second one is a textbook published by the Department of National Education entitled “Developing English Competencies for Grade X”. This textbook is originally published as electronic book and can be downloaded for free by the students. Both of them are claimed to be appropriate with the 2006 curriculum standard. Those textbooks will be compared according to their readability level. The study only focus on the reading material selected from each unit.

To collect the data, the instrument used was the researcher herself. She read and analyzed the reading texts selected from the English textbooks. To find the readability level from the collected data, two readability formulas are used. The first formula is Flesch Reading Ease which is found by Flesch in 1948. The second formula is Fry Graph which is developed by Fry in 1977. The researcher selected some of reading texts in “English Today 1” and “Developing English Competencies for Grade X” as the data. The texts are taken from each part of the unit that focus on reading skill. There are 12 reading texts categorized into different kinds of text. They are procedure, news item, descriptive, recount, and narrative texts.

The researcher followed three steps; reading the English textbooks, identifying the reading texts in each textbook, and selecting the reading texts to be analyzed by using the readability formulas. After that, the number of words, syllables, and sentences are counted on <https://readability-score.com/>.

To analyze the reading texts by using Flesch Reading Ease, the score of each text is converted into readability level based on scoring table made by Flesch (1948). Firstly, the reading texts are selected from each unit. After that, the number of words, syllables and sentences of each text are counted on <https://readability-score.com/>. The formula of Flesch Reading Ease is:

$$206.836 - 1.015 \left(\frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left(\frac{\text{total syllables}}{\text{total words}} \right).$$

When the calculation is completed, the scores are interpreted into reading grade level based on the table made by Flesch (Dubay,2004). The Reading Ease score should be between 0 and 100. The higher score indicates that the text easy to read.

To apply Fry Graph, each text is divided into three 100-word segments. the reading texts that analyzed by using Fry Graph are the same texts as those used in the analysis by using Flesch Reading Ease The three 100-word segments are selected from about the beginning, the middle and towards the end of the reading texts. The next step is counting the total number of syllables in each 100-word text and also the number of sentences of each 100-word text. If there are more than 100, but fewer than 300 words in a text, the special formula is applied. It was done by counting the total number of sentences and syllables in the text. Then, the number of sentences and the number of syllables is divided by the total number of words in the document. The result is multiplied by 100. The result is the approximate averages of sentences and syllables of each 100 words.

When the average number of sentences and the average number of syllables is found, the researcher applied it into the graph by drawing two lines there. The vertical line was for the average number of sentences. Then, the horizontal was for the average number of syllables. An area where the two lines meet is the estimated reading age level of the text.

RESULT AND DISCUSSION

Table 1 The Flesch Reading Ease Score of Developing English Competencies

Selected text	Words	Syllables	Sentences	FRE score	Style description	Estimated reading Grade
Meeting A Star	166	202	14	93	Very easy	Fifth grade
Blind Listening	235	311	15	79.27	Fairly easy	Seventh grade
How to Find Unusual Gift	181	261	15	72.77	Fairly easy	Seventh grade
The Legend of Beowulf	239	299	21	89.53	Easy	Sixth grade
Gua Tabuhan is a Lively Unique Cave	406	623	35	65.63	Standard	Eight & ninth grade
Seven Killed in Accident on Jalan Sultan	131	184	9	73.63	Fairly easy	Seventh grade
Average score				78	Fairly Easy	Seventh Grade

Based on Flesch Reading Ease formula, there is only one reading text which approximately has suitable readability level for tenth grade. The text is the description text entitled “Gua Tabuhan is a Lively Unique Cave”. The score of the text based on Flesch Reading Ease is 65, which means that the text is predicted to be appropriate for eighth and ninth grade student. In Indonesia, those grades belong to Junior High School students. The result also shows that no one of six selected texts which exactly predicted to be appropriate for tenth grade students.

The easiest text is found in the texts entitled “Meeting a Star”. The Flesch Reading ease score is 93. It indicates that the text is very easy for the tenth grade student since it is predicted for fifth graders or elementary school students. Table 1 also reveals that the reading texts in “Developing English Competencies for Grade X” are mostly appear in fairly easy level. There are three texts among sixth selected texts have the range score between 70 - 80.

The next readability level is obtained by using Fry Graph. The detailed steps to apply Fry Graph Formula have been revealed in the previous chapter. As the samples, the researcher used six selected texts that are the same as those which are used to be computed by using Flesch Reading Ease formula. The variables of Fry Graph are the average number of sentences and syllables of each text. The readability level of each text is obtained by marking the meeting point of those two variables. The detailed description is included in the appendix.

Table 2 The Fry Graph Score of Developing English Competencies

Selected text	Words	Syllables	Sentences	Average sentences	Average syllables	Fry Graph Grade level
Meeting A Star	166	202	14	9	122	4 th
Blind listening	235	311	15	6	132	7 th
How to Find Unusual Gift	181	261	15	8	144	7 th
The Legend of Beowulf	239	299	21	8	125	4 th
Gua Tabuhan is a Lively Unique Cave	406	623	35	9	144	7 th
Seven Killed in Accident on Jalan Sultan	131	184	9	7	140	7 th

By using Fry Graph, the obtained scores are not significantly different compared to Flesch Reading Ease formula prediction. The lowest score is 4 which is found in recount text entitled “Meeting a Star” and a narrative text entitled “The Legend of Beowulf”. While the

readability level that mostly appears is seventh which belongs to fairly easy level. This kind of text is suggested for junior high school students. There are four texts which are predicted for seventh grade students. In other words, the selected texts from “Developing English Competencies for Grade X” are more suitable for Junior High School students when Fry Fry Graph is employed.

Generally, the result of both Flesch Reading Ease formula and Fry Graph are almost similar. Both of them predicted that most of the texts are suitable for seventh grade and only one text that is predicted to be suitable for eighth and ninth grade.

Table 3 The Flesch Reading Ease Score of “English Today”

Selected Text	Words	Syllables	Sentences	FRE score	Style description	Estimated reading Grade
John Lennon: The Legendary	370	510	25	76	Fairly easy	7 th grade
The Princess & the Pea	380	487	20	79	Fairly easy	7 th grade
Making bread	263	337	11	74	Fairly easy	7 th grade
Oprah Winfrey’s Biography	360	542	21	63	Standart	8 th & 9 th grade
Hotel Grand Resort	257	447	10	34	Difficult	13 th -16 th grade
Indonesia Bird Flu Toll Hits 50	194	286	10	63	Standart	8 th & 9 th grade
Average score				64	Standart	8 th & 9 th grade

Based on table 3, there are two texts that estimated for eighth and ninth graders over six selected texts in “English Today 1”. The texts are a biographical narrative text entitled “Oprah Winfrey’s Biography” and a news item text entitled “Indonesian Bird Flu Toll Hits 50”. The lowest score is 34, found in the text entitled “Hotel Grand Resort”. The score indicates that the text is too difficult since it is suggested for thirteenth to sixteenth graders that refer to college student. The readability level of reading texts in “English Today 1” are dominated by the score of 70-80, which means that the texts are suitable for seventh graders or junior high school students.

The table also shows that the longest text is not always the most difficult text. The text entitled “The Princess and the Pea” which is the longest text (380 words) has the score of 79 which means that the text is mostly suitable for seventh graders. This text is not predicted to be the most difficult text because the number of words is 380 and the number of syllables is only 487. It shows that this text does not consist of multy-syllable word. Otherwise, the shortest text (Indonesia Bird Flu Toll Hits 50) that consists of 194 words is predicted to be more difficult text

because most of the words in this text are multy-syllable words.

The second calculation to find the readability level of six selected texts from “English Today 1” is done by using Fry Graph. This formula predicts the readability level based on the average number of sentences and the average number of syllables in each 100-words. Each reading text is divided into three 100-words sections. The readability level of a reading text is obtained by finding the the average number of sentences and syllables from those sections. The details of calculation and the graph can be found in the appendix. The Fry Graph readability level of reading texts in “English Today 1” are presented on the table below.

Table 4 The Fry Graph Score of English Today

Selected Text	Words	Syllables	Sentences	Average sentences	Average Syllables	Fry Graph reading grade
John Lennon: The Legendary	370	510	25	7.3	136	6 th
The Princess & the Pea	380	487	20	5	125	7 th
Making bread	263	337	11	4	128	8 th
Oprah Winfrey's Biography	360	542	21	6.3	147	8 th
Hotel Grand Resort	257	447	10	3.8	173	15 th
Indonesia Bird Flu Toll Hits 50	194	286	10	5	147	9 th

Table 4 showed that the lowest score based on Fry Graph is found in the text entitled “John Lennon, the Legendary”. Based on Fry Graph, the text is estimated for sixth graders or elementary school students although it is a long text that consists of 370 words. The most difficult text is the text entitled “Hotel Grand Resort” which is suggested for fifteenth graders. In other words, the text is estimated for college students. The shortest text, a news item entitled “Indonesia Bird Flu Toll Hits 50” is not classified as the easiest level text since it is suitable for ninth graders. It means that the text is mostly appropriate for tenth grade students.

Both readability formulas show the similar result. There is no text that exactly suitable for tenth graders in “English Today 1”. Most of them are suggested for seventh to ninth grader that belong to Junior High School students. Both formulas also have the similar prediction about the most difficult text of each textbook.

Based on the calculation by using Flesch Reading Ease formula, the average readability scores of “Developing English Competencies” for grade X” are 78. As stated by Flesch in Dubay (2004), the texts of this textbook are readable for seventh grade students. In other

words, the reading texts in this textbook will make the students bored since the texts are not quite challenging for their age level. The tenth grade students should have no difficulty to understand the texts because some reading materials in seventh grade are still learned in the tenth grade. Reading materials for tenth grade include recount, narrative, procedure, descriptive, and news item (SI, 2006). Some texts also have been taught in seventh grade such as recount, narrative, procedure, and descriptive. The difference is the difficulty level of the reading materials. Reading materials for tenth graders should be more difficult than those for seventh grade students. Therefore, determining the suitable materials based on the readability level for tenth grade is very important. Based on curriculum (SI, 2006), narrative reading materials discuss about traditional folktale, autobiography text and biography text instead of fairy tales. It is due to traditional folktale, autobiographical and biographical texts have higher readability levels, which are suitable for tenth grade. Recount text for tenth grade includes historical and biographical texts instead of self-experience. Those texts suit the readability level of tenth grade.

Meanwhile, “English Today” readability level is slightly different. It is revealed that the average readability score of “English Today 1” is 64. It means the texts have standard difficulty level based on Flesch Reading Ease scoring table (Dubay, 2004). The score indicates that the texts are readable for eighth and ninth grade students since it has already matched the guidance in curriculum. This kind of reading material is applicable for tenth graders. The applicable texts are a biographical recount text entitle john Lennon, the legendary.

As a result, it can be concluded that texts in “Developing English Competencies for grade X “ is more readable than texts in “English Today 1”. However, the texts in “Developing English Competencies” are too easy for the tenth graders since most of the texts are put on seventh grade level based on Flesch formula (Dubay, 2004). In other words, the selected texts from this textbook is not quite challenging for the tenth graders.

In conclusion, the texts in “English Today” are likely more appropriate for the tenth graders of Senior High School than “Developing English Competencies”. According to Flesch theory in Dubay (2004), the average score is 64, which refers to standard level of difficulty and suitable for eight and ninth graders.

Based on Fry Graph (1977), four texts in “Developing English Competencies” have fall within grade level 7 and two of them are in level four. It means that the texts there mostly readable for seventh graders or junior high school students. instead of tenth graders. Both texts with the lowest score are found in recount text entitled “ meeting a star” and narrative text entitled “The Legend of Beowulf.

It has been stated in curriculum (SI, 2006) that recount text about self-experience is too easy for tenth grade because it should be about historical or biographical recount text. The narrative text is also too easy since it is a narrative text of fairy tale. Whereas, the reading material suggested by curriculum is autobiographical or biographical narrative text.

The second textbook, "English Today 1" has some texts with higher readability level. The lowest level of six selected texts in "English Today" is sixth and the highest is fifteenth. The others are appropriate for seventh, eighth, and ninth grader. The text with highest reading grade entitled "Hotel Grand Resort" is likely appropriate for college students.

Moreover, the text with the easiest level is a biographical recount text entitled "John Lennon, the Legendary. In accordance with curriculum guidance, this text has met the criteria of suggested text. However, based on the number of sentences and syllables it is assumed that this text is suitable for sixth grade student. A narrative text "The Princess and the Pea" is one level above. The other three texts have the same level for eight and ninth level. They consists of a procedure text (Making Bread), a biographical narrative (Oprah Winfrey's Biography), and a news item (Indonesian Bird Flu Toll Hits 50). Those are more appropriate to be used as the reading material for tenth grade students.

From those differences, it can be concluded that the English language textbook entitled "English Today" has the reading materials with higher difficulty level than "Developing English Competencies". In other words, the reading texts in "English Today 1" are more challenging for the tenth graders.

CONCLUSSIONS AND SUGGESTIONS

Conclusions

The study is conducted to find and compare the readability level of two English language textbooks used in the the tenth grade of Senior High School. The textbooks are "Developing English Competencies for Grade X" published by Department of National Education and "English Today 1" published by Quadra. Based on the analysis in the previous chapter, the results of the study shows that the two English language textbooks; "Developing English Competencies for Grade X" and "English Today 1" have different readability score based on Flesch Reading Ease Formula and Fry Graph formula.

According to Flesch Reading Ease formula the reading materials in textbook entitled "english Today" is nearly appropriate for tenth grade students. The average score of six texts is 64 refers to standart level of difficulty. While the average readability score of readaing materials in the textbook entitled "Developing English Competencies for

Grade X" is 78. It indicates that the texts is too easy for tenth grade students since it's level is for seventh grade. In other words, the reading materials of this textbook is easy but less challenging for the tenth graders.

The Fry graph formula also shows the similar result. When this formula appllied, the reading materials in "English Today 1" is predicted to be more difficult than "Developing English Competencies for grade X". The highest grade level found in

"Developing English Competencies" is seventh. While the highest grade level found in "English Today" is sixteenth.

The result also shows that the texts are fairly comparable in some cases although the score is slightly different. The text that considered to be difficult based on Flesch Reading Ease also tend to be relatively difficult when Fry Graph is applied. It is also happened to some texts which is found in easy level. The text entitled "Blind Listening" from the textbook "Developing English Competencies" is assumed to be appropriate for seventh graders by both formulas. Most of the texts in this textbook are predicted to be more appropriate for seventh grade students based on Flesch Reading Ease and Fry Graph.

The same case also happens to the second textbook, "English Today 1". The text entitled "Hotel Grand Resort" is categorized in difficult level since it is suggested for thirteenth to sixteenth graders by Flesch Reading Ease measurement. It is also becomes the most difficult based on Fry Graph prediction. Fry Graph places the text for fifteenth grade level.

Suggestions

Finding the readabilty level of English language textbook is very important especially for the teachers, textbook writers, and also publishers. For the teachers, the result can help them to select the reading material that appropriate for their students. If the reading text is match the students' grade level, they will be motivated to read the text so that the reading comprehension can be achieved. The readability prediction also useful for textbooks writers and publisher. It will help them to conceptualize the material that match the student's reading age.

The readability scores cannot be used as the only measurement of the reading material's difficulty in English language classroom. It is important to compare them with student's understanding to support the validity of readability formula's prediction. the other factors that affect the student's reading comprehension such as student's background knowledge, motivation and interest also can be used as discussion for further research.

Besides, it is also possible to use another readability formula to find the readability level of some textbooks.

The results can be compared to the score of previous readability formula. The human judgment also can be considered for further research to support the validity of using formulas in predicting the difficulty level of reading materials for the EFL classroom.

REFERENCES

- Ainiyah, Iswatul. 2009. The Readability Level of Reading Texts In The English Textbook Entitled Linked to the World 1 English for Senior High School Published by Yudhistira. Unpublished S1 Thesis: State Institute for Islamic Studies Sunan Ampel Surabaya.
- Cunningsworth, Alan.1995. *Choosing Your Coursebook*. Oxford: Macmilland Education.
- Depdiknas. 2006. Kurikulum 2006. Standar Isi Mata Pelajaran Bahasa Inggris SMA/MA. Jakarta.
- DuBay, W.E. 2004. *The Principles of Readability*. California: Impact Information.
- Fadhilah, Nur.2011. Readability Level of Reading Materials found in the Bridge English Comptence SMA 1 Published by Yudhistira. Unpublished S1 thesis: Universitas Negeri Surabaya.
- Fry, Edward. 2002. Readability vs Leveling. *The Reading Teacher* Vol. 56 (3): pp 286-291.
- Hamid, Darmadi. 2011. *Metode Penelitian Pendidikan*. Bandung:Alfabeta.
- Heydari, Pooneh. 2012. The Validity of Some Popular Readability Formulas. *Mediterranean Journal of Social Sciences* Vol. 3: pp 423-435.
- Hutchinson, Tom & Torres, Eunice. 1994. The Textbook as Agent of Change. *ELT Journal* Volume 48/4. Oxford University Press: pp 315-328.
- Jerry Greenfield. 2004. Readability Formulas For EFL. *JALT Journal*, Vol. 26: pp 5-24.
- Langeborg, Liselott. 2010. An Analysis of English Textbooks for Swedish School Years 7-9. Unpublished Thesis: University of Gavle.
- Nemati Majid, Masoud Azizi. 2013. Readability Index of Essays as an Alternative to the Scoring Procedure in L2 Academic Writing. *Journal of Paramedical Sciences (JPS)* Vol. 4: pp 1-10.
- Nunan, David. 2005. *Practical English Language Teaching Grammar*. New York, NY: Mc Graw- Hill Companies, Inc.
- Perekeme, Bertola. 2012. Readability of Language Textbooks Prescribed for Junior Secondary Schools and Students' Performance in Reading Comprehension in Bayelsa State, Nigeria. *British Journal of Arts and Social Sciences* Vol.9. British Journal Publishing: pp 89-96.
- Pikulski, John.2002. *Readability: A Definition*. Houghton Mifflin Company. *Reading*. University of Delaware.
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Tomlinson, Brian. 1999. *Materials Development in Language Teaching II*. Cambridge: Cambridge University Press.
- Tabatabaei, Elham, & Bagheri. M. 2013. Readability of Reading Comprehension Texts in Iranian Senior High schools Regarding Students' Background Knowledge and Interest. *Journal of Language Teaching and Research* Vol. 4, No. 5: pp 1028-1035.