THE READABILITY OF READING MATERIALS
IN THE "COMMUNICATIVE LEARNING ENGLISH FOR SMA"

A THESIS

In Partial Fulfilment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching

by:
Natalina Karuniawati
1213088041

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1995
THE READABILITY OF READING MATERIALS
IN THE "COMMUNICATIVE LEARNING ENGLISH FOR SMA"

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching

by:
Natalina Karuniawati
1213088041

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1995
This thesis has been examined by the committee on Oral Examination with the grade of B on February 20, 1995.

DR. Veronica L. Diptoadi, M.Sc
Chairman

Drs. Ign. Harjanto, M.Pd
Member

Dra. Agnes Santi Widiati, M.Pd
Member

Drs. A. Ngadiman, M.Pd
Member

Dra. Tjahjaning Tingastuti S., M.Pd
Member

Approved by:

Drs. Antonius Gurite
Dean of the Teacher Training College

Dra. Magdalena I. Kartio, M.A
Head of the English Department
ACKNOWLEDGMENTS

First off all, the writer wants to thank God for His blessing and guidance that have been given abundantly to her so that she is able to complete her thesis. She also would like to express her deepest gratitudes and appreciations to:

1. Drs. Agustinus Ngadiman, M.Pd., her first advisor, who has given his precious guidance, advice and support to the writer in finishing this thesis.

2. Dra. Tjahjaning Tingastuti S., M.Pd., her second advisor, who patiently guided her during the preparation of this thesis, and especially for her invaluable advice of encouragement and understanding in time of difficulties that enables her to accomplish this thesis into its present shape.

3. Dra. Liliana Wiyono and Dra. Suryawati, from which she derived appropriate method and formulas for analyzing the data.

4. Dra. Maria Suhertin, the headmaster of SMA Kristen Petra 1 Surabaya, who has welcomed and allowed her to carry out the research at her school.

5. All the teachers and the third year students of A1 and A2 program of SMA Kristen Petra 1 Surabaya who
have helped her in conducting the research.

Finally, the writer would like to express her thankfulness to her family, and all her closest friends who have given her moral support, and those whose names have not been mentioned here but have helped her in carrying out her study and accomplishing her thesis.

the Writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
</tbody>
</table>

## CHAPTER

### I INTRODUCTION

1.1 Background of the study  | 1  
1.2 Statement of the Problem  | 5  
1.3 The Objective of the Study  | 6  
1.4 Significance of the Study  | 7  
1.5 Limitations of the Study  | 8  
1.6 Theoretical Framework  | 9  
1.7 Assumptions  | 10  
1.8 Definition of Key Terms  | 11  
1.9 Organization of the Thesis  | 12  

### II REVIEW OF RELATED LITERATURE

2.1 The Previous Studies  | 13  
2.2 Theoretical Framework  | 15  
2.1.1 Second Language Acquisition Theory  | 15
2.2.1.1 The Input Hypothesis ............................................. 15
2.2.1.2 The Affective Filter Hypothesis ................................. 18
2.2.1.3 The Implication of Second Language Acquisition Theory in Readability ............................................. 18

2.2.2 Theory of Reading ............................................. 19
2.2.3 Readability ............................................. 19
2.2.3.1 Vocabulary ...................................................... 22
2.2.3.2 Structure ......................................................... 24
2.2.3.3 Background Knowledge ........................................ 25
2.2.3.4 Personal Interest ................................................ 26
2.2.3.5 Illustrations ..................................................... 26

2.2.4 Measuring Readability ............................................. 28

III METHODOLOGY ......................................................... 33
3.1 Research Design ......................................................... 33
3.2 Population and Sample ................................................ 34
3.3 Instruments ............................................................. 34
3.4 The Procedures of Data Collection ................................ 38
3.5 Techniques for Data Analysis ......................................... 39

IV FINDINGS AND THE INTERPRETATION ................................ 47
4.1 Findings ................................................................. 47
4.1.1 Vocabulary and Structures ......................................... 48

vi
LIST OF TABLES

Table 1 Levels of Readability in Term of Vocabulary and Structures
Table 2 Levels of Readability in Term of Background Knowledge and Personal Interest
Table 3 Levels of Readability in Term of Illustrations
Table 4 The Average Score of Readability in Term of Vocabulary and Structures
Table 5 The Average Score of Readability in Term of Familiarity to the Contents
Table 6 The Average Score of Readability in Term of Interest to the Contents
Table 7 Levels of Readability of the Reading Materials
LIST OF APPENDICES

Appendix 1  Sample of Reading I
Appendix 2  Sample of Reading II
Appendix 3  Sample of Reading III
Appendix 4  Cloze Procedures I
Appendix 5  Cloze Procedures II
Appendix 6  Cloze Procedures III
Appendix 7  The English Version of the Questionnaire
Appendix 8  The Indonesian Version of the Questionnaire
Appendix 9  The Data of Cloze Procedures
Appendix 10 The Data of Students' familiarity to the Contents
Appendix 11 The Data of Students' Interest in the Contents
Appendix 12 The Data of the Illustrations
Appendix 13 The Data of Readability of Reading Material in Term of School Level (according to Fry Readability Estimate)
ABSTRACT

English as the first foreign language has expanded a lot especially in Indonesia. It does not only have an important position in the educational system but it is also the key which opens doors to scientific and technological knowledge, which is needed for the economic and political development.

Since the position of English is important in the educational system, many English proponents publish many kinds of English textbook used by students at schools. However, in the reality is that not all the English textbook can fulfill the criteria of readability.

The suitability of the reading materials to the learner's competence and experience will determine the student's achievement in the reading class. If the materials are within the students' range of competence and experience, he will experience a sense of achievement in reading. Thus, his desire for reading will increase gradually, and surely his ability to read will also develop. Some experts state that there are five components that greatly influence the readability of reading materials: structures, vocabulary, background knowledge, personal interest, illustrations. These components are interrelated to one another; the absence of the requirement of only one component has already influenced the readability of the materials for the intended readers.

Accordingly, the writer is interested in making a descriptive study to measure the readability of reading materials in a textbook.

The descriptive study which is used to investigate the readability of reading materials in a textbook have been done by two researchers Wiyono (1988) and Suryawati (1989). However, there are some shortcomings in their researches. The first shortcoming lies on the textbook which is used by Wiyono (1988). In the textbook entitled "Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984" there is not illustrations at all in it. Whereas illustration is a very important factor to determine the readability of a textbook. The second shortcoming is found in Suryawati's thesis (1989) in which she used SMOG and Fog index for knowing whether the reading materials which have been analyzed by her, are suitable or not for Senior High School level. In reality these formulas are not suitable to be applied in Indonesia as they are
devised for use with L1 learners.

The two conditions above lead the writer to make an advanced study about the readability of reading materials in a text book by using another text book which is entitled "Communicative Learning English For SMA" and another formula which is called Fry Readability Estimate.

In conducting this research, the writer uses the descriptive study which is called "a case study" with the third year students of A1 and A2 program of SMA Kristen Petra 1 Surabaya as the sample of the study. This case study was conducted in July in the school year of 1993-1994.

The model of instruments used in this research are the same as Wiyono's (1988); they are cloze tests and a questionnaire. and they are analyzed and measured by the same procedure and formulas. Besides these procedures, the writer also uses the Fry Readability Estimate for indicating the level of reading materials in a textbook.

The result of this study is that the reading materials indicate high level of readability in term of vocabulary, structures, and illustrations, sufficient level of readability in term of background knowledge and personal interest. While, in term of school level the reading materials indicate that they are not suitable to be applied for the third year students of Senior High School.