

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 Haruniawati

1213088041

No. INDUK	0919/95
TGL TERIMA	29. 4. 95
P. 1	
KELOMPOK	
No. BUKU	FK - ig Kar 1-1
KOP. KE	(LSATU)

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

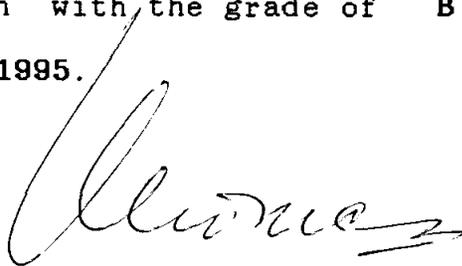
1 2 1 3 0 8 8 0 4 1

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1995**

APPROVAL SHEET

(2)

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



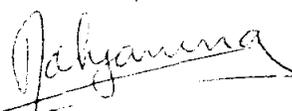
Dra. Agnes Santi Widiati, M.Pd

Member



Drs. A. Ngadiman, M.Pd

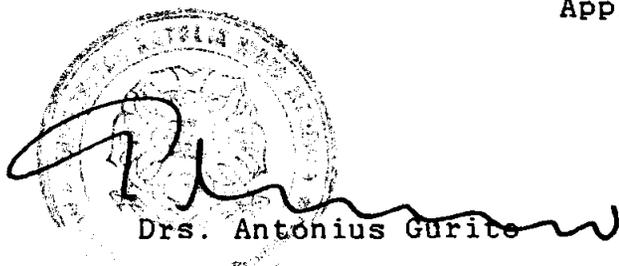
Member



Dra. Tjahjaning Tingastuti S., M.Pd

Member

Approved by:



Drs. Antonius Gurito

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

	page
APPROVAL SHEET	i
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER	
I INTRODUCTION	1
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	13
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

4.1.2	Background Knowledge	49
4.1.3	Personal Interest	51
4.1.4	Illustrations	52
4.1.5	Level of Readability in term of School Level	53
4.3	The Interpretation of the Findings ...	54
V	CONCLUSION AND SUGGESTION	58
5.1	Conclusion	58
5.2	Suggestion	61
	BIBLIOGRAPHY	64
	APPENDICES	66

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 text book.

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 text book 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 text book. 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.