

**AN ANALYSIS OF READABILITY LEVEL OF READING
TEXTS IN “BUKU INTERAKTIF BAHASA INGGRIS UNTUK
SMA/MA KELAS X SEMESTER 1”**

SARJANA’S THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER AND TRAINING AND EDUCATION**

LAMBUNG MANGKURAT UNIVERSITY

BANJARMASIN

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IN “BUKU INTERAKTIF BAHASA INGGRIS UNTUK SMA/MA
KELAS X SEMESTER 1”**

SARJANA’S THESIS

**Presented to the Faculty of Teacher Training and Education as a
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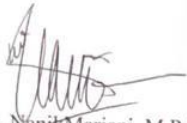
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LETTER OF APPROVAL

This is to certify that the Sarjana's Thesis Proposal entitled "**An Analysis of Readability Level of Reading Texts in 'Buku Interaktif Bahasa Inggris Untuk SMA/MA Kelas X Semester 1'**" has been approved by thesis advisors for oral examination.

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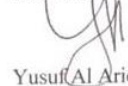
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ABSTRACT

Aghniya, Saida Luthfia. 2023. *An Analysis of Readability Level of Reading Texts in "Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X Semester 1."* Sarjana's Thesis. English Language Education Study program, Faculty of Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Nanik Mariani, M.Pd, and the second advisor: Dr. Hj. Noor Eka Chandra, M.Pd.

Keywords: Textbook, Reading Texts, Readability

Readability is an indicator that describes whether a text is more or less available to the reader's comprehension. This study attempts to determine the appropriateness of the English reading texts in terms of the readability level of the 10th grade students. This study is designed by using a descriptive quantitative method. The primary data used was student's complementary textbook for 10th grade students. The data were collected by using the documentary technique. In calculating the readability level, the researcher employed the Flesch Readability Formula. The results showed that 35 reading texts, on average, had a readability level suitable for tenth-grade students. The average readability score was 57.7. Then, the thirty-five reading texts were categorized into four levels: 8 texts of Fairly Easy level (22.9%), Standard for 11 texts (31.4%), Fairly Difficult for 11 texts (31.4%), and Difficult for five texts (14.3%). Based on the research results, it can be concluded that those texts were in accordance with the target students. The findings in this study can help teachers adjust and choose appropriate teaching materials in textbooks to improve the quality of teaching and learning. Before choosing a textbook as a learning resource, readability can assist teachers in choosing reading selections that are acceptable for students to increase the efficiency and quality of learning.

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Saida Luthfia Aghniya

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