THE READABILITY OF STUDENTS’ TEXTBOOK USED IN SEMANTIC AND PRAGMATIC COURSE IN ENGLISH LANGUAGE EDUCATION PROGRAM OF UNP

Nur Hidayatillah¹ and Yetty Zainil²
English Department
Faculty of Languages and Arts
State University of Padang
e-mail: penulis@fbs.unp.ac.id

Abstract
Many students got low score in Semantic and Pragmatic course. They complained that the textbook used in the course is difficult to understand. It is possible to consider that there is a correlation between the students’ bad scores and the readability of the textbook. In previous research, it was found that suitable level of readability and reading skills are important consideration to reach maximum learning gain. Because of that, it becomes important to measure readability level, the factors which influencing readability level and the best way to use the textbook. This research was a descriptive quantitative research. The sample of this research was 3 pages from 3 chapters of the textbook, chapter 9, 10, and 11 chosen randomly from each chapter. The instruments were a written questionnaire, an online readability measurement website, and notes during interview. The findings show that the readability level measured by students and readability formula was difficult. The most influencing factors in determining readability level were interest and vocabulary difficulty. The best way to use the textbook was using one single textbook, editing by put some notes on the page, then presenting it in a lecture form by the lecturer.

Key words: Readability of Students’ Textbook, Readability Factors, The Use of Textbook

A. INTRODUCTION
Today, authentic materials are common in EFL class. For example, in English language education program of Universitas Negeri Padang, the students use textbooks which are written by Jack C.Richard and David Bycina, Patricia K Werner, Alan Cruse, C.G Draper, James Dean Brown, Norman C. Stageberg, and Richard Velt who known as native speakers. It is assumed that using authentic materials in EFL classes help learners to be familiar in real English communication. However, Lu (2002) argued that authentic materials, such as authentic textbooks, are may be complicated for EFL learners (Lu, 2002).

¹English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2020
²Lecturer of English Department of FBS Universitas Negeri Padang
The word *authentic* refers to “the language produced by native speakers for native speakers in a particular language community” (Porter & Roberts, 1981; Little et al. 1989, as cited in Gilmore (2007: 3)). Since EFL students are given textbooks which are considered for native speakers, it is assumed that the students will find difficulties in understanding the textbooks. There might be a significant gap between native speaker students and non-native speaker students, especially in their capability in reading the textbook. Students who live in English speaking country get the vocabulary and language system, or grammar, in their daily life. On the other hand, students in non-English speaking country which considers English as foreign language as in Indonesia, students meet English just while they are in English class. Students get the vocabulary from the class only. Thus, giving the non-native speaker students textbooks that are commonly used for native speaker students can be harmful and frustrating.

Semantic and Pragmatic textbooks with title *Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition* by Alan Cruse is indicated harmful and frustrating for students. Many students in English language education program said that the textbook was complicated to understand. These complain were supported by their low score for this course. Since many students, not just one or two students, got bad score for this course, it can be assumed that there is a correlation between their low score and the difficulty of the textbook.

Many scholars agree that readability is the most necessary issue in selecting appropriate textbook for a course (Ulusoy, 2006; Kasule, 2010; GEÇİT*, 2010; Rezaee & Norouzi, 2011; Burton, 2014) to achieve benefits from the textbook. Kasule (2010: 63) found in his research that awareness of “readability issues will help educators to make effective reading instruction during the critical formative years of school”. It is because the result of estimating readability of textbooks shows the appropriate level of the textbooks to be used (Bailin & Grafstein, 2001; Compton, Appleton, & Hosp, 2004; Harrison, 1980 as cited in Begeny and Greene, 2013).

Readability means levels that describe the easiness of the text to be comprehended while reading it (Dubay, 2004). At the first time, readability has been measured by certain formulas. Nevertheless, formulas were discovered that they were not reliable and valid predictors of text difficulty (e.g. Redish & Selzer, 1985; Bruce, Rubin & Starr, 1981, as cited in Janan & Wray, 2012). Criticisms in readability formulas caused experts to find other methods or approaches to measure the readability.

Readability theory found that asking the target reader to measure readability is the accurate one. Because of that this study dealt with asking the target reader to measure the level of readability. However, as my research, there is still research in measuring which involved the reader. This research goals are to seek out the readability level of Semantic and Pragmatic textbooks titled *Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition* by Alan Cruse measured by students in K-2017 of English language education program of Universitas Negeri Padang and Flesch Reading Ease Formula, seek out the what the students think about the factors which influencing readability level of the
textbook and the best way to use the textbook in order to understand the textbook easier.

Some previous studies for measuring students’ textbooks readability were conducted. There was one study about textbook readability for primary school textbooks (Kaule, 2011). By using cloze procedure, it was found that the textbook level was difficult. In junior high school textbook, there were two studies from Langeborg (2010) and Suheri, Azhar, & Afrianto (2018). Both of them used both of Flesch formulas to measure readability level. Langeborg (2010) compared readability level of textbook series and resulted that each series has different levels. Suheri, Azhar, & Afrianto (2018) found that the textbook which they analyzed was in appropriate level. There were several studies for investigating senior high school students’ textbook. The investigation used Flesch formulas (Rahmawati and Lestari, 2012; Kim & Ma, 2012; Ghorbanchian, Youhanaee, & Barati, 2014; Hidayat, 2016; Miftaahurrahmi, Fitrwati, and Syarif, 2017) and Raygor Readability Estimate (Nurhamsih, 2007) to measure the level of readability investigated senior high school students’ textbooks. Cline (1972) investigated college students’ textbooks in Colorado. He compared the 279 students’ Nelson-Denny test scores and readability by Dale-Chall formulas of seventeen textbooks which were used by the students. Lu (2002) studied about the application of readability in reading materials selection and coursebook design for college English in an EFL context in China. It found that the role of readability was important in selecting materials and the task design for college English.

From the presented previous research, the readability of textbooks was measured by formulas. The Reading Ease Formula from Flesch found as the most used formula. It is proved that even though readability formulas are criticized, many researchers still use the formula. Since criticisms for readability formulas pronounced and explained in some researches (Hewitt & Homan, 2004; Kouamé, 2010; Rezaee & Norouzi, 2011; Janan & Wray, 2012; Tabatabaei & Bagheri, 2013; Janan & Wray, 2014; Bailin & Grafstein, 2016; Pishghadam & Abbasnejad, 2016), scholars started to find other approaches to measure readability level. Rush (1986) mentions another approaches to measure readability by “alternative methods”. There are two methods, text-based alternative and reader/text-based alternative (Rush, 1986). On the other point, Heilman, Collins-Thompson, Callan, & Eskenazi (2007) conducted a study to improve readability measurement by combining lexical and grammatical features. The cloze procedure and Coh-Metrix are also viewed as another methods in measuring readability level (Bailin & Grafstein, 2016).

Asking the target readers to measure readability of the textbook is also viewed as the measurement of readability. Djatmika, Khrisna, & Nuraeni (2012) interviewed their participant and asked them to judge the books readability. Kouamé (2010) and Nababan, Nuraeni, & Sumardiono (2012) had already conducted a research which measured readability by asking the target reader to measure the textbook with scale. In Kouamé’s (2010) research revealed that the students’ participation, as the target readers, in investigating the readability can represent the accurate outcomes.
From the previous studies mentioned, there is still little research that investigating readability of students’ textbooks by asking the target reader to measure the readability level. However, due to the definition, the level of readability should be accurate if the text is evaluated by the target reader to measure the level of readability (Ardi, 2015: 134). Because of that, the present study investigated the readability of students’ textbooks by asking the target readers to measure readability level. In this case the students who currently used the textbooks are K-2017 class. The readability of Semantic and Pragmatic textbook with title Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition by Alan Cruse was measured by deciding the level between 1 to 4 by indicators which proposed by Ardi (2015). The result of this readability was completed by Flesch Reading Ease Formula as the most used formula. What the students think about about factors which influencing readability level and how to use the textbook for getting the understanding the textbook easily completed this study.

B. RESEARCH METHOD

This research employed a descriptive research since it tried to describe educational phenomena, in this case readability level of students’ textbooks, the factors which influencing readability level and the textbook use. According to McMillan (2008: 48-49), a descriptive research is a research which describes phenomenon in form of frequencies or percentages, averages, variability, graphs, and/or other visual images. This research intended to reveal the readability of the students’ textbooks. Therefore, at the end of this research, the researcher presented the answer for research question “what” (the readability level of Semantic and Pragmatic textbooks entitled Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition by Alan Cruse measured by students in K-2017 of English language education program of Universitas Negeri Padang and Flesch Reading Ease Formula, what the students think about factors which influencing readability level of the textbook, and what the students think about the way to use the textbook in order to understand the textbook easier). At the end of this research, the researcher then described the phenomena found in the research in form of frequency or numbers together with its explanation.

In this study, the population was the explanation in textbook title Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition by Alan Cruse. There are 497 pages. There are 20 chapters. These chapters consist of several paragraphs from several subs of the subtitles. Because of that, the researcher took 15% from the total material. This is according to Tomlinson (2011) said that to analyze materials, it is useful to involve 10% to 15% from the total material. Then, the sample was taken from chapter 9, 10, and 11. This is also according to Tomlinson (2011) mentioned that the ideal chosen text to analyze textbook is around the midpoint. Due to the previous study, this study involved 3 pages of each chapter, chapter 9, 10, and 11. From each chapter, researcher chose the pages randomly.

Data in this research were the students’ answer from written questionnaire and interview notes what the students think about the factors which influencing
readability level and textbook use. The students were the member of K-2017 classes in English language education program. There were four classes, K1-2017, K2-2017, K3-2017, and K4-2017. These classes were chosen because they currently learnt the semantic and pragmatic course. The total number for K-2017 students in English language education program in Universitas Negeri Padang is 127 students. According to Gay and Diehl (1992), as cited in Londong (2011), the sample for descriptive research is 10 percent from total population. Also, Hendry (2010) cited from Roscoe (1975) stated that more than 30 and less than 500 samples for many research are appropriate. This study asked 39 students who are the member of K-2017 in English language education program in Universitas Negeri Padang. The researcher chose students for each class to participate in this study.

The researcher used written questionnaire in which contents paragraphs chosen randomly to be measured by the students who were chosen as the participants. The students were asked to measure the paragraphs by a scale. A scale started from 1 till 4 which had particular indicators to represent the level of the paragraph. The scale was taken and adopted from Ardi (2015: 138). Table 1 showed the detail of the scale.

| Scale | Criteria            | Indicators                                                                 |
|-------|---------------------|-----------------------------------------------------------------------------|
| 1     | Very Difficult      | The paragraph is hard to understand because there are many unfamiliar words, |
|       |                     | there are difficult words to comprehend, and the sentences are unorganized. |
| 2     | Difficult           | The paragraph is hard to understand because there are several unfamiliar   |
|       |                     | words, there are several difficult words to comprehend, and the sentences   |
|       |                     | are unorganized.                                                            |
| 3     | Easy                | The paragraph is easy to understand, but there are few unfamiliar words,    |
|       |                     | there are few difficult words to comprehend, or the sentences are unorganized.|
| 4     | Very Easy           | The paragraph is easy to understand.                                       |

In the questionnaire, there were 3 pages which chosen randomly from chapter 9, 10, and 11. Below the chosen pages, there was a 1 to 4 scale. The participants who were involved to measure readability of the textbook were fifth semester students in Education major in English department of Universitas Negeri Padang. The participants were also asked about their thinks in interview about readability of the textbook and the most effective way to use the textbook. The interview was conducted to ask the students about the factors that influencing readability level of the textbook, or known as readability factors and to ask the students about the best method to use or present the textbook. Questions in interview were based on readability factors which proposed by Lu (2002) and the methods of textbook use by Hinchman (1992).

The first thing that the researcher did to get the data in measuring readability by target reader was creating the questionnaire. First, the researcher copied the chosen pages from the textbook. Then, the researcher put the indicator
of readability level in the questionnaire. Next, the researcher duplicated the questionnaires. After that, the researcher distributed the questionnaires to the participants. After the questionnaire ready, the researcher contacted and met the participants to ask their help. The students were collected in one class or one place. Then, The questionnaire were explained to the students. Next, the students answered the questionnaire. After that, the questionnaires were collected after the students finished.

Then, the answer from the students calculated. After that, the researcher classified the answers and chose the questionnaires which answer resulted difficult and very difficult level. The participants who answered the textbook in difficult and very difficult level were interviewed. Then, the participants were asked to discuss about what the students think about factors which influencing readability level of the textbook and the best way to use the textbook. Then, the researcher noted down all the interview process.

For measuring readability by Reading Ease Formula, researcher input the sample pages one by one to be calculated automatically by WebFX. WebFX was one of the examples of the website. WebFX can be accessed by visiting the website’s address: https://www.webfx.com/tools/read-able/check.php. This website was used because the result of the website was equal with the result of manual calculating. Then, another reason was this website helped researcher to avoid error from calculating syllables, words, or sentences.

After collecting the data, the researcher analyzed the data. Data from students were analyzed by mean formula from Gay, Mills, & Airasian (2012). First, the data were analyzed by accounting the mean score for each page. Then, researcher calculated the score to get the mean score totalfor each pages to get the mean score readability level of the textbook. The results for the formula were analyzed with the same method with the result measured by the students.

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

The answers from students were collected then the researcher counted the average score answers. From the students, the average scores of the textbook showed by table below:

| Pages | Mean scores | Criteria  |
|-------|-------------|-----------|
| 177   | 2,461538    | Difficult |
| 202   | 2,487179    | Difficult |
| 219   | 1,974359    | Difficult |
| Mean Score | 2,307692 | Difficult |

The table above shows that the readability level of the textbook with title *Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition* by Alan Cruse was difficult. The readability level of each page was not different. In other word, the readability level for pages 177, pages 202 and pages 219 were difficult. It can be concluded that the students’ measurement of readability level of the textbook was in difficult level.
Reading Ease Formula by Flesch also was applied in online websites to measure readability. WebFX was one of the examples of the website. The result from accounting process using this website presented in the analysis format below:

| Pages/Chapters | Average Sentence Length | Average Number of Syllables per Word | Reading Ease Score | Style Description |
|----------------|------------------------|-------------------------------------|-------------------|------------------|
| 177/9          | 24.71                  | 1.78                                | 30.9              | Difficult        |
| 202/10         | 12.37                  | 1.58                                | 60.5              | Standard         |
| 219/11         | 25.35                  | 1.58                                | 47.1              | Difficult        |
| Mean Score     |                        |                                     | 46.2              | Difficult        |

The table above shows that the readability level of the textbook was difficult. There were two texts in difficult level and one text in standard level. The texts in difficult level were texts from chapter 9 and chapter 11. The one and only one text in standard level of the textbook were the sample from chapter 10. It can be concluded that the readability level of the textbook according to Reading Ease Formula calculated from WebFX was difficult.

What the students think were collected by interviewing the students. The interview focussed on students who answered the readability of the textbook were difficult and very difficult after their answer calculated. The number of students who answered difficult and very difficult for the readability level showed in chart below.

![The level of the textbook readability according to the students](image)

There were 22 students answered difficult for the level of readability of the textbook. Then, there was one student answered very difficult for the readability level of the textbook. It can be concluded that there were 23 students were involved in interview. There were two goals in conducting the interview. First, the
interview was conducted to find the readability factors. There are reader factors and textbook factors. For the reader factors, there are three sub-factors. For the textbook, there are six sub-factors. Chart below showed the result factors from the readers.

The chart above reveals that interest is the most influencing factor in readability level according to the students. From interviewing the students, it was known that interest did not only related to students’ feeling but also related to several things in the textbook, such as vocabulary, sentence structure, layout, and line space of the text. Then, motivation is the second factor which influencing readability level. Motivation related to the illustration in the textbook. The last factor is background knowledge and cultural assumption.

The textbook itself can influence the readability level of textbooks. There are six factors which include to this factor. Chart below shows which factor is the most influencing the readability level according to the students.

Chart 3 above shows that the most influencing factor in readability level was vocabulary. The students found many unfamiliar words in the topics. From the students’ statement above, the unfamiliar word caused difficulty in understanding the topic, confusing in determining the meaning, boring and lazy while reading the topic. The students also expected that the lecturer explained the meaning of the unfamiliar words. The illustration and color factor was the second
factor. This factor could increase the students’ interest and motivation to read the textbook. Conceptual difficulties and syntax were also indicated as the factor behind readability level. According to the students, the organization of text did not influence the readability level of the textbook since no one of students mentioned this factor.

Using textbook in a classroom is one thing that needs to consider in teaching learning process. However, research about how to use the textbook in classroom are still inadequate. Consequently, finding literature which related to the topic are difficult work. One research which researcher found about this topic was conducted by Hinchman (1992). From the research, three methods of using textbook in classroom were found from three model teachers. Teacher Chris uses the textbook, he decided to use one single textbook and present it in a lecture from in classroom. Teacher Mary Stenvenson uses textbook in small-group discussion. She also involved supplementation of the textbook such as trade books, speakers, workbook, and other resources. Teacher Anthony Pearson asked the students to read the topic from textbook and other sources before coming to his class. Then, he conducted a whole-class discussion in classroom. Twenty three students were asked to tell their thinks about the most effective way to use the textbook. Chart below showed the result of the interview.

| The best way to use the textbook according to the students |
|-----------------------------------------------------------|
| Chris' Model                                             |
| Mary's Model                                             |
| Anthony's Model                                          |
| 15                                                        |
| 3                                                         |
| 5                                                         |

From the chart above, it can be concluded that more than half of the students answered Chris’ model as the best way to use the textbook. According to the students, Chris’ model was viewed as the best way to make students understand the textbook easier. The students told that they need explanation from lecturer to understand the textbook.

In conclusion, Chris’ model was the best method to use textbook. This model emphasized the use of single textbook and presenting it in lecture form. Then, it was followed by Anthony’s model. The method was emphasized the whole-class discussion with allowing them to find their own reading to get information before discussion. Mary’s method did not find as the best method in using textbook. Only three participants who preferred to the small-group discussion or text related activities. This method also proposed the use of supplementation for the textbook.

2. Discussion

The result of the readability level of the textbook measured by students was difficult. This result was the same with the result from measuring the readability level by using Reading Ease Formula by Flesch. In other word,
The readability of students’ textbook – Nur Hidayatillah and Yetty Zainil

according to the formula, the level of readability of the textbook was difficult. It means according to the Reading Ease Formula by Flesch, the textbook was appropriate for level 13th to 16th grade (college) students. In other words, the result of using Reading Ease Formula by Flesch showed that the textbook matched with the data from students who were participants in this study.

The interpretation of readability level measured by asking target reader and Flesch Reading Ease Formula is contradiction. The contradiction of the result of the study is consistent with the previous study from Cadwell (2008). The finding of Cadwell’s (2008) study revealed that the target reader’s opinions did not correspond to the results from Flesch formula and Gunning Fog formula. The researcher found that reading ease formula did not only matching to the reader’s opinions but also to the students’ reading performance.

Another possibility of the contradiction of the finding also proposed that the readability level for native speakers and non-native speakers were different. In Xia, Kochmar, & Briscoe's (2016) finding that readability formulas as text difficulty judged by native speakers, in term of comprehensibility, were in opposite direction from non-native speakers. The existing readability formulas included Reading Ease by Flesch can be seen differently by non-native speaker in English. The second language learners were difference from the first language learners in term pace of language acquisition. This finding is in line with Rottensteiner (2010), Rottensteiner (2010) found that readability formulas only noticed to linguistic difficulty and forget to consider about other criteria in the context of linguistic structures.

The finding of this research also revealed that the most influencing factor which comes from the reader is interest. This is in line with previous research from Gilliland (1968), Hetherington (1985), and Johnson (1998). Gilliland (1968) stated that the degree of interest was the most influencing factor while reading. Hetherington (1985) also stated that the first consideration from reader factor was interest. Hetherington (1985) also mentioned that interest is tied related to motivation and purpose for reading which encourage readers’ to solve the linguistic difficulty of the text. This was supported by Johnson’s (1998) finding who found that interest was one of the two most important factors in determining the level of readability.

The finding also showed that the most influencing readability level in the text factor was vocabulary. The finding supports previous studies from Gray & Leary (1953) in Betts (1977), Hetherington (1985), DuBay (2007), Pitler & Nenkova (2008), and Aziz, Fook, & Alsree (2010). One of the variables in the readability factor was the percentage of easy words. Betts (1977) cited in Gary & Leary found that reading difficulty was caused by the number of hard words. It means that the readability of the text is determined by the number of easy words contained in the text. As DuBay (2007) cited in Gary & Leary (1953), the finding of their research revealed the fact that material with larger number of easy words is easier to read than material with less number of easy words. Hetherington (1985) also found that most teachers and students said that vocabulary is the main factor in affecting difficulty while reading. This is supported by the finding from Pitler & Nenkova (2008). They found that vocabulary was a significant individual
factor in readability. Aziz, Fook, & Alsrree(2010) also found that readability had correlation to sentence and word factors of the materials.

From three ways which Hinchman (1992) found in investigating the textbook use, the finding showed that the most effective way to use the textbook was using single textbook and presenting it in lecturer form as teacher Chris modeled. Chris taught her students by using single textbook, editing the textbook by putting some notes on the page of textbook, then presenting in lecturer format. From interview, it was also found that the students felt that using single textbook improved their confidence. They said that misunderstanding could be avoided among the students if the lecturer used only one single textbook. In other word, using more than one textbooks can exist misunderstanding and confusion while reading the textbook. Then, it found that they were not able to understand the textbook by theirselves.

D. CONCLUSION AND SUGGESTIONS
The goal of this study is to describe the readability level, the factor which influencing readability level and the best way to use students’ textbooks in Semantic and Pragmatic Course with title Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition by Alan Cruse. The finding of this study was based on data which employed written questionnaire and interview research. After analyzing the data, it found the readability level, factors which influencing readability level of the textbook, and the best way to use the textbook with title Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition by Alan Cruse.

The results contradicted. The result of the readability of the textbook measured by students means that the textbook was hard to understand because the textbook consists of several unfamiliar words, several difficult words to comprehend, and unorganized sentences. Meanwhile, the result of the readability measured by using Reading Ease Formula by Flesch referred to the estimated reading grade for the textbook was 13th to 16th grade (college). In other words, the readability level of the textbook matched with the students who participated in this study. The opposite interpretation were also found in other study about the results of readability level measurement by readability formulas and target readers’ opinion and the results of readability level measurement with students’ reading performances. It is also found that the difference can be caused by the different indicators between readability formulas for native speakers and non-native speakers in English.

In the readability factor, the result showed that the most influencing factor in determining the readability level of the textbook was interest and words in the text. Interest is known as the reader factor in readability level. It is important for students to have the desire to read and find enjoyment in reading. Besides, the vocabulary is known as the text factor. If the larger number of easy words are used in a textbook, the textbook will be easier to understand.

Then, another important issue that this study investigated that the best way in using the textbook. It found that the best way was using the textbook as the one and only one, editing the textbook by putting some notes onpage of the textbook,
The readability of students’ textbook – Nur Hidayatillah and Yetty Zainil

then presenting it in a lecture format by the lecturer. This is because using the single textbook and presenting it in a lecture format by the lecturer can avoid confusion and misunderstanding among the students.

According to the findings and conclusion of the research, there are some suggestions offered to the lecturers and the next researchers. It is necessary for the lecturers to measure the readability of the textbook which will be used to read by the students. Researchers at School Renaissance Institute and Touchstone Applied Science Associates, as cited in DuBay (2007), found that “maximum learning gain requires careful matching of book readability and reading skill”. According to the discussion of the finding, it is important consideration to ask the target reader to determine readability rather than use readability formula which proposed for native speaker. The factors behind the readability level of the textbook also can give lecturers information and consideration in helping students to solve their problems in reading the textbook. This study also revealed what the students think about the best way to use the textbook.

For the next researchers, it is advisable to explore more about the readability, the factors which influencing readability level, and the textbook used in other textbooks and other courses. The next researchers can compare the readability of the textbook and the students’ comprehension. Another comparison also can be conducted between the readability, the readability factors and the textbook used in one course to another course, or in one semester to another semester.

BIBLIOGRAPHY

Ardi, H. (2015). Pengantar Penerjemahan (Introduction to Translation). Padang: Sukabina Press.
Aziz, A., Fook, C. Y., & Alsree, Z. (2010). Computational Text Analysis: A More Comprehensive Approach to Determine Readability of Reading Materials. Advances in Language and Literary Studies, 200-219.
Bailin, A., & Grafstein, A. (2016). Readability: Text and Context. England: PALGRAVE MACMILLAN.
Begeny, J. C., & Greene, D. J. (2013). Can Readability Formulas be Used to Successfully Gauge Difficulty of Reading Materials? Psychology in the Schools, 1-18.
Besser, D., Stone, G., & Nan, L. (1999). Textbooks and Teaching: A Lesson from Students. Journalism & Mass Communication Educator, 4-17.
Betts, E. A. (1977). Readability: Linguistic Factors. ERIC, 2-9.
Brown, J. D., Janssen, G., Trace, J., & Kozhevnikova, L. (2012). A Preliminary Study of Cloze Procedure as a Tool for Estimating English Readability for Russian Students. Second Language Studies, 1-22.
Cline, T. A. (1972-73). Readability of Community College Textbooks and the Reading Ability of the Students who Use Them. Journal of Reading Behavior, 110-118.
Crossley, S. A., Allen, D. B., & McNamara, D. S. (2011). Text readability and intuitive simplification: A comparison of readability formulas. Reading in a Foreign Language, 84-101.
Dale, E. & Chall, J. S. (1949). The concept of readability. *Elementary English*, 26, 23.

Djatmika, Khrisna, D., & Nuraeni, A. (2012). Systemic Strategies to Improve the Readability of the English Version of Indonesian Children Stories. *kata*, 43-50.

Dubay, W. H. (2004). *The Principles of Readability*. Costa Mesa: Impact Information.

DuBay, W. H. (2007). *Smart Language: Readers, Readability, and the Grading of Text*. Costa Mesa: Impact Information.

GEÇİT*, Y. (2010). The Evaluation of High School Geography 9 and High School Geography 11 Text Books With Some Formulas of Readability. *Educational Sciences: Theory & Practice*, 2206-2220.

Ghorbanchian, E., Youhanaee, M., & Barati, H. (2014). A Study of Iranian High School English Textbooks Based on the Standard Criteria. *Theory and Practice in Language Studies*, 411-422.

Gilliland, J. (1968, June 1). *John Wiley 7 Sons, Inc.* Retrieved December 14, 2019, from Wiley Online Library: https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.14679345.1968.tb00749.x?accessDenialLayout

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 97-118.

Graesser, A. C., Menamara, D. S., Louwerse, M. M., & Cai, Z. (2004). Coh-Metrix: Analysis of text on cohesion and language. *Behavior Research Methods, Instruments, & Computers*, 193-202.

Graves, K. (2000). *Designing language courses a guide for teachers*. Boston: Heinle, Cengage Learning.

Guimarães, V. M. (2008, April 1). *ResearchGate*. Retrieved December 14, 2019, from ResearchGate Web site: https://www.researchgate.net/publication/49617543_Literature_with_a_small_l_Literature_with_a_small_l

Heilman, M. J., Collins-Thompson, K., Callan, J., & Eskenazi, M. (2007). Combining Lexical and Grammatical Features to Improve Readability Measures for First and Second Language Texts. *Proceedings of NAACL HLT 2007*, 460-467.

Hendry, (2010, January 24). *TEORI-ONLINE References, Tutorials, and Discussion*. Retrieved from WordPress: https://teorionline.wordpress.com/2010/01/24/populasi-dansampel/comment-page-2/

Hetherington, A. (1985). Assessing the Suitability of Reading Materials for ESL Students. *TESL CANADA JOURNAL*, 37-52.

Hewitt, M. A., & Homan, S. P. (2004). Readability Level of Standardized Test Items and Student Performance: The Forgotten Validity Variabl. *Reading Research and Instruction*, 1-16.

Hidayat, R. (2016). The Readability of Reading Texts on the English Textbook. *Role of International Languages toward Global Education System* (pp. 120-128). Central Kalimantan: Karya Ilmiah Prodi Tadris Bahasa Inggris.
Hinchman, K. A. (1992). How Teachers Use the Textbook: Lessons from Three Secondary School Classrooms. In E. B. Dishner, *Reading in the content areas: Improving classroom instruction (3rd ed.*) (pp. 283-293). Dubuque, IA: Kendall/Hunt.

Janan, D., & Wray, D. (2012). Readability: The Limitations of an Approach through Formulae. *the British Educational Research Association Annual Conference* (pp. 1-16). Manchester: Education-Line.

Johnson, K. (1998). *Resolution Ltd.* Retrieved December 14, 2019, from TimeTabler: [https://www.timetabler.com/reading/](https://www.timetabler.com/reading/)

Kasule, D. (2010). Textbook Readability and ESL Learners. *Rasa*, 63-76.

Kothari, C. R. (2004). *Research Methodology Methods and Techniques*. New Delhi: New Age International (P) Ltd.

Kouamé, J. B. (2010). Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants. *Journal of MultiDisciplinary Evaluation*, 132-139.

Langeborg, L. (2010). *Readability-an Analysis of English Textbooks for Swedish School Years 7-9*. Sweden: Akademin för utbildning och ekonomi.

Londong, D. (2011, October 05). *SAVE OUR MANUFACTURE*. Retrieved from blogger: [http://dedyloandong.blogspot.com/2011/10/dasar-penentuan-jumlah-sample.html?m=1](http://dedyloandong.blogspot.com/2011/10/dasar-penentuan-jumlah-sample.html?m=1)

Lu, Z. (2002). *Readability in Reading Materials Selection and Coursebook Design for College English in China*. Nottingham: University of Nottingham.

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons, Inc.

McMillan, James H. (2008). *Educational Research: Fundamentals for the Consumer 5th ed.* Virginia: Pearson Education.

Miftaahurrahmi, Fitrawati, & Syarif, H. (2017). The Readability of Reading Texts in English Textbooks Used by Senior High School Students in West Sumatera. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 199-203.

Milad Malverdi Varzaneh, M., & Darani, L. H. (2018). EFL Textbook Evaluation: An Analysis of Readability and Vocabulary Profiler of Four Corners Book Series. *International Journal of Foreign Language Teaching & Research*, 47-57.

Mouton, J., & Marais, H. (1996). *BASIC CONCEPTS in the methodology of the social sciences*. South Africa: Human Sciences Research Council.

Mohammad, R. F., & Kumari, R. (2007). Effective Use of Textbooks: A Neglected Aspect of Education in Pakistan. *Journal of Education for International Development*, 1-12.

Nababan, M., Nuraeni, A., & Sumardiono. (2012). Pengembangan Model Penilaian Kualitas Terjemahan. *Kajian Linguistik dan Sastra*, 39-57.

Nurhamsih, Y. (2017). The Analysis of the Readability Levels of The Reading Texts in Textbook Entitled “Fast Tract to English” for the Third Year Students of SMA Based on Raygor Readability Estimate. *International Journal of English Language and Teaching*, 50-57.
O'Neill, R. (1982). Why use textbooks? *ELT Journal*, 104-111.
Pishghadam, R., & Abbasnejad, H. (2016). Emotioncy: A Potential Measure of Readability. *International Electronic Journal of Elementary Education*, 109-123.
Pitler, E., & Nenkova, A. (2008). Revisiting Readability. *Proceedings of the Conference on Empirical Methods in Natural Language Processing – EMNLP08*. doi: 10.3115/1613715.1613742
Rahmawati, Y. I., & Lestari, L. A. (2012). The Readability Level of Reading Texts in the English Language Textbooks Used by the Tenth Grade. *Header halaman gasal: Penggalan Judul Artikel Jurnal*, 0-216.
Reassessing the accuracy and use of readability formulae. *Malaysian Journal of Learning and Instruction*, 127-145.
Rezaee, A. A., & Norouzi, M. H. (2011). Readability Formulas and Cohesive Markers in Reading Comprehension. *Theory and Practice in Language Studies*, 1005-1010.
Rezat, S. (2016). A MODEL OF TEXTBOOK USE. *ResearchGate*, 409-416.
Rottensteiner, S. (2010). Structure, function and readability of new textbooks in relation to comprehension. *Procedia Social and Behavioral Sciences* 2, 3892–3898.
Rush, R. T. (1986). *Assessing Readability: Formulas and Alternatives*. Rawlins: Educational Resources Information Center.
Stern, L., & Roseman, J. E. (2004). Can Middle-School Science Textbooks Help Students Learn Important Ideas? Findings from Project 2061’s Curriculum Evaluation Study: Life Science. *Journal of Research in Science Teaching*, 538-568.
Suheri, M. D., Azhar, F., & Afrianto. (2018). A Study on the Text Readability of An English Textbook Entitled Bright: An English Course for Junior High School Students Grade IX Publisher by Erlangga. *JOM FKIP*, 1-13.
Tabatabaei, E., & Bagheri, M. S. (2013). Readability of Reading Comprehension Texts in Iranian Senior High schools Regarding Students’ Background Knowledge and Interest. *Journal of Language Teaching and Research*, 1028-1035.
Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
Torres, M., & Roig, M. (2005). The Cloze Procedure as a Test of Plagiarism: The Influence of Text Readability. *The Journal of Psychology*, 221-231.
Ulusoy, M. (2006). Readability approaches: Implications for Turkey. *International Education Journal*, 323-332.
Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.
Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the Textbook in the ESL/EFL Classroom. *English Language Teaching*, 91-96.
Xia, M., Kochmar, E., & Briscoe, T. (2016). Text Readability Assessment for Second Language Learners. *Proceedings of the 11th Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 12-22). San Diego: Association for Computational Linguistics.
Zamanian, M., & Heydari, P. (2012). Readability of Texts: State of the Art. *Theory and Practice in Language Studies*, 43-53.
Zare-ee, A., & Hejazi, S. Y. (2018). Iranian University Learners’ and Teachers’ Views on Adopted and Locally-Developed English Language Teaching Textbooks. *International Journal of Instruction*, 291-308.