CHAPTER II
THEORITICAL FRAMEWORK

A. Textbook

1. The Understanding of Textbook

Textbook as a one of the intructional features in the classroom has a important role for teachers and students during the teaching and learning process. It is a resource that could affect the students' outcome in the teaching and learning process. The role of textbook in teaching and learning process is very imortant because it dictates the content and form of teaching.[1] It means that textbook as a guidline for teacher to tech students in learning process and also as a coursebook for students.

Textbook is a guideline for teachers in deliver the materials in teaching process. Beside teacher explenation students may use textbook to get more understanding about the language course. Textbook may determine the learning activity in the class.

A coursebook is used to mean textbook and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for languge course.[2] In other words, textbooks has clear quality standars in providing the appropriate material subject for the students. Thus, students will not have difficulty in studying the materials provided.

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[1] Tuti Adawiyah. *An Analysis On The Readability Level Of "Developing Competence In English Grade VIII" Textbook For Junior High School*. S1 degree paper. Jakarta: FTK UIN syarif hidayatullah jakarta. P 15

[2] Penny Ur, *A Course In Languge Teaching*, (Great Britain, Cambridge University Pers, 1996), P. 183

To sum up, textbooks is one of the instructional resource that consists of providing materials of current sylabus and curriculum. Textbook also as resource that is mostly used in the classroom that could facilitate the teachers and the students in the teaching learning process. It also influences the teaching and learning process in the classroom.

2. The use of textbook

As education people, we could not deny that the textbook has many advantages in teaching and learning process. As stated, that it has an important role as the resource that is mostly used in the teaching and learning process.

Then, according to Cunningsworth, textbook has multiple roles in the English language teaching and can serve as:

- Resource for presentation material (spoken and written)
- A source for activities for learner practice and communicative interaction
- A reference source for learners on gramma, vocabulary, pronounciation, etc
- A source of simulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determine)
- A resource for self-directed learning or self-access work
- A support for less experienced teachers who have yet to gain in confidence.[3]

Hence, the writer conclude that the textbooks is very useful tools for both teachers and students. It is become an intructional tools in the classrooms as a guidelines in learning process. Textbook could give

[3] Alan cunningsworth, *Choosing Your Coursebook*, (oxford: macmillan publisher:1998), p. 7

teachers an idea to developing the material ton interesting the students. It also allows the students to look forward and back for giving them a chance to prepare what's coming and review what they have done. For the students, the textbook could help the in reviewing their improvement in the learning process so they could know their own progress in learning.

3. The Advantages And Disadvantages Of Textbook

Nowdays, many writers and publishers publish a large number of textbooks because it has the important role of teaching and learning process. Those published textbook have now been comercialized because the high demand of the textbook. The teacher should have to pay attention to its advantages and disadvantages in order to provide them the knowladge of textbooks.

There are some advantages and disadvantages of using commercial textbook in teaching and learning process. Those advantages and disadvantages are depend on how teachers use them and the context for their use.[4] The advantages of commercial textbook are:

a. They provide stucture and a syllabus for a program.
b. They help standardize instruction
c. They maintain quality.
d. They provide a variety of learning resource.
e. They are efficient
f. They can provide effective language models and input.
g. They can train teachers

[4] Jack C. Richard, *Curriculum Development In Language Teaching*, (Canbridge: Canbridge University Press, 2001), P. 254

h. They are visually appealing[5]

And the disadvantages of commercial textbook as follows:

a. They may contain inauthentic language
b. They may distort content
c. They may not reflect students' need
d. They can deskill teachers
e. They are expensive[6]

In addition, Richard states that there are obvious advantages of textbook for both teachers and students.

> Good textbook often contain lively and interesting material: they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so thet students can revice grammatical and functional points that they have been concentrating on. Textbok can be systematic about the amount of vocabulary precented to the students and allow students to study on their own outside the class. Good textbook also relieve the teacher from the presure of having to think of original material for every class. Indeed there is a greater variety of published material for teaching and learning English than ever before.[7]

From the statement above, the writer can conclude that some of advantages of textbook are: textbook showing the progress of students learning process and reviewing what they have learnt, the textbook is also suitable to read cause it match with their reading level, textbook provides suitable materials for students, and textbook can be used as a good guidance by teachers so they do not fell burdened to prepare different material for different class.

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[5] Jack C. Richard, *Curriculum Development In Language Teaching*, (Canbridge: Canbridge University Press, 2001), P 254-255.

[6] Jack C. Richard, *Curriculum Development In Language Teaching*, (Canbridge: Canbridge University Press, 2001), P. 255-256

[7] Jack C. Richard, *Curriculum Development In Language Teaching*, (Canbridge: Canbridge University Press, 2001), P. 257

Moreover, Richard also stated disadvantages of textbook. He states:

> But textbook can also have an adverse effect on teaching for number of reason. As we have already said they tend to concentrate on the intoduction of new language and controlled work: a teacher relying too heavly on the textbook will often not be encouradge to provide enough roughly-tuned input or output practice. Textbooks also tent to follow the same format from one unit to the next. There are good reasons why this should be the case: they are thus easier to 'get to know' and to handle, both for teacher and student, and they are also esier to design and write. But this similarity of format generally involves a rigid squence. Alost all textbook at the elementary level start by introducting new language, for example, and they then follow a squence of practice combining the new language with language the students already know. Reading and listening generally have a set palce in the sequence and each unit looks more or less like those tat ome before and after it.[8]

From the Harmer's state, they use textbook as much and they become rely on the textbook without using other materials to improve their teaching. They tent to focus on what is written better than to provide other materials to support the language teaching. Thus, the format is also some in any chapter makes students feel bored for learning in same sequence.

In summary, both commercial and private books have simillar advantages and disadvantages. Books published by the goverment are certainly has a standard that expected by the curent curriculum. Besides, it is cheaper than any commercials book. So it could be one of the most choosen book for the teacher and student in

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[8] Jack C. Richard, *Curriculum Development In Language Teaching*, (Canbridge: Canbridge University Press, 2001),P. 258

order to make students to be able to achieve of the learning especially in reading comprehension.

4. The Common Features of a Good Textbook.

Textbook become the important part of any education. It has big influences in the learning outcom. So the teachers need to be selective in choosing the textbook for their students. The common features from education expert field helps teachers to be more careful in selecting an appropriate textbook because if the textbook is considered as a good textbook, it could influence the learning outcomes. Thus, the following are the common featurea of a good textbook based on Penny Ur.

- Objective explicitly laid out in an introduction, and implemented in the material
- Approch educationally and socially acceptable to target community
- Clear attractive layout, print easy to read
- Interesting topic and task
- Varied topic and task, so as to provide for different learner levels, learning styles, interesr, etc
- Clear instruction
- Systematic coverage and of syllabus
- Content clearly organized and graded (sequencedby difficulty)
- Periodic review and test sections
- Fluency practice in all four skills
- Encourage learners to develop own learning strategies and to become independent in their learning.[9]

Harmer said that, "good textbook often contains lively and interesting material; they provide a sensible progresion of language

[9] Penny Ur, *A Course In Language Teaching: Practice And Theory*, (Cambridge: Cambridge University Press, 2009), P 186

items, clearly showng what has to be learnt and in some cases summarizing what has been studied..."[10]

According to the experts above, it can be seid that the common features of a good textbook are varied. The textbook has to be interesting in the cover or layout, covering all four-basic skils, clear exercises, suitable with the language objectives and having the varied exercises.

B. Text

1. The Understanding Of Text

Acording to Anderson and anderson a text is words are put together to communicate a meaning.[11] It is not only a form of words that are put together but further, it reflects a meaning of those words.

Furthur, it is not only written words that are called as a text but also spoken words.[12] The spoken words here mean the words that have been transmitted. This is in line with statement that a text could be either writte nor transcribe version of speech.[13] In addition Siahaan and Shinoda define a text as a linguistic unit (phonem, morphem, phrase, clause, sentence or discourse) that has a full meaning in its context.[14] They also states that a text is both a spoken and a written words that are put together but also a form of spoken words that are transcribed.

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[10] Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman Publishing, 196), New Ed, P .257

[11] Mark Anderson And Kathy Anderson, *Text Types In English 3,* (South Yarra: Macmillan Education Australia, 1998), P.2

[12] Mark Anderson And Kathy Anderson, *Text Types In English 3,* (South Yarra: Macmillan Education Australia, 1998)P.2

[13] John S. Hedgcock And Dana R. Ferris, *Teaching Readers of English : Students, Text And Contexts,* (New York: Routledge, 2009) P. 79

[14] Sanggam Siahaan And Kisno Shinoda, *Generic Text Stucture*, (Yogyakarta: Graha Ilmu, 2008), P .1.

There is a number of parameters of texts that are considered in expecting students to be able to read them , they are:

Text types includes: text books, hanndouts, articles (in newspapers, journals or magazines), poems/verse, encyclopediaentires, dictionary entires, leaflets, letters, forms, diary, maps or plan, adverstisements, postcards, timetables, novels(extract) and short stories, reviews, manuals, computerhelp systems, notice and sign.

Text forms include" descripton, exposition, argumentation, instruction, narration(these can be broken doen further if it is tough appropriate: e.g. exposistory texts could includ outlines, summaries, etc.)

Graphic features includes: tables, charts, diagrams, cartoons, illustrations.

Topics may be listed or defined in a general way (such as non-technical, non-specialist) or in relation to a set of candidates whose background is known (such as family to the students)

Style may be specified in term of formality.

Intended readership can be quite specific (e.g. native speaking science endergraduate students) or more general (e.g. young native speakers)

Leght is usually expressed in numer of words. The specified lenght will normally very according to the level of the candidiates and wheter on is testing expeditiousor careful reading (altough a single long text couls be used for both)

Readability is an objective, buut not necessarylly very valid, measure of the dificulty of a text. where this is not used, intuition may be relied on

Range of vocabulary may be indicate by a complete list of word (as for the cambridge test for young learners), by reference either to a word list or to indications of frequency in a learners' dictionary. Range may be expressed more generaly (e.g non-technical, exept whre explained in the text)

Range of grammar may be a list of stuctures, or a reference to those to be found in a course book or (possibly part of) a grammar of the language.[15]

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[15] Arthur Hughes, *Testing For Languge Teachers, Second Edition*, (Cambridge: Cambridge University Press, 2003), P. 140

Those statement above should be considered by teacher when they expect students to be able to read a texts. It is become important for the teachers to pay attention to many aspects of text parameters such as readability, lenght, types etc. When they select them for the students.

In summary, text is the physicaly manifestation of language that is formed by words that are put together along wth their non-verbaland autographic symbols elements. It is important to teachers to considered some parameters of the text when they expect their students in reading a texts.

2. The Types Of Text

Anderson and Anderson states that there are two main categories of text. they are literary and factual.[16] Those two categories have cover all other types of text. literary and factual are general. In other words there are some cotegories that cover by them.

The literary text types include narrative text, poems, and drama scripts.[17] Those three types have function to entertain or showing an emotional response.

Further, the factual text types include explanation, information report, discussion, exposition, recount, fatual description, procedure and proedural recount.[18] Those kind of thext have a function to inform, instruct or persuade the readers by giving facts and information.

Finnaly, it explain that every category of the text has different function. Literary text, in line with Anderson and Anderson, have

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[16] Mark Anderson And Kathy Anderson, *Text Types In English 3,* (South Yarra: Macmillan Education Australia, 1998), p.3

[17] Mark Anderson And Kathy Anderson, *Text Types In English 3,* (South Yarra: Macmillan Education Australia, 1998), p.3

[18] Mark Anderson And Kathy Anderson, *Text Types In English 3,* (South Yarra: Macmillan Education Australia, 1998), p.3

function to entertain or elicit an emotional response by using language to create mental image while factual text is to inform, instruct, or persuade by giving facts and information.[19] Thus, the literary text create a mental image in the end of the text to the reader. Other text, factual text is giving information and some factual content from the text.

3. The Matching Of The Texts To Student

In line with readability assessement, besides the use of readability formula to measure the readability of the texts, teachers also need to know about the students' reading ability, students' background knowladge, and the purpose of the text in order to see the suitable between the text and the students. Thus, this is important to match texts as the reading materials to the students as the readers. It deals with the purpose of readability assessement.

In addition, the criteria of a good text is not only bu its context or idea, it also must have the lingustic units. That is the word selection. It is necessary to sellect the words that suitable for the reader backround knowladge.

Oshima and Hogue in Siahaan, to achive the writer's purpose effectively, a reading text is usually written cohesively which can be realized in two ways. The first way to achieve a cohesive text is by only discussing a single main topic and single main idea.[20] The text is must be cohesive because it is more readable for the students to undesrtand the text. the text is also must be stuctered, in order to make the reader easy to get the main idea of the text.

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[19] Mark Anderson And Kathy Anderson, *Text Types In English 3*, (South Yarra: Macmillan Education Australia, 1998), p.3

[20] Sanggam Siahaan, *Issues In Linguistics.* First Ed. Yogyakarta: Graha Ilmu 2008. P. 127

Therefore, the wrter not only measure the readability formula by both formula, but also she tries to show the class of word that indicate the caused of students' low readability.

C. Readability

1. The Undestanding Of Readability

Charles Owi-Ewie in his article, *Readability Of Comprehension Passage JHS English Textbooks In Ghana* states the readability of a texts is a measure of how well and how easily a text conveys the intended meaning to a reader.[21] This implies that when a text cannot be well read and easily understood it is unreadable. Thus, the text should be easy to undesrtood by the readers and also has good meaning deliver to the reader so they understand and not regarding the text.

Readability is the sum total (inculding the interactions) of all those elements within a given piece of printed material that affects success a group of readers have with it.[22] In other words, readability is the term used to cover the variouse aspecs of written materials, which togeter determine the reading difficulty of a printed page. It equals to "difficulty"[23]

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[21] Charless owi-ewie *"Readability Of Comprehension Passages In Junior High School (JHS) English Textbooks In Ghana"*, Ghana Journal Of Linguistics, 2014, p. 37

[22] Thomas Oakland And Lane, H. Language, Reading And Readability Formulas: Implication For Developing And Adapting Tests. International Journal Of Testing, 4, 239-254. 2004. P. 9

[23] Robert C Aukermann, Reading In The Secondary School Classroom, (New York: Mc Graw Hill Company, 1997), P. 19

Furthemore, according to DuBay "readability is what makes some texts easier to read and understand than others."[24] It is related to factors that the text easy to read and understood by particular readers. When students interested about the text and they are able to read that, then the text is readable for them.

Finnaly, many experts has different definition about readability, the writer conclude that is the ease and dificulty level of the texts that related to the content of the text, it is readable or not and students' reading ability.

2. The Methods of Readability Measurement

Smith in Amany's paper states that there are three ways in assessing the readability of a text. They are comprehension testing, cloze prosedure test, and statistical readability.[25]

a. Comprehension Testing

Comprehension testing is conducted by asking students to do silent reading and ask them questions about the author's massage in the text. the texts is sad to be readable when students undersatand it about 70% to 80%.[26] In addition, Sadtono in Andriana state the text text is clasified into high readability level when the score over than 57%, while the score 20-57% the text is in midlle level and if the text's score is in under 20%, the text is in diffficult level.[27]

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[24] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), P. 3

[25] N Yani Saniyatul Amani (*The Readability Of Reading Texts In Pathaway To English 2*) S1 degree Paper. Jakarta: FTIK UIN syarif hidayatullah , 2014

[26] [26] N Yani Saniyatul Amani (*The Readability Of Reading Texts In Pathaway To English 2*) S1 degree Paper. Jakarta: FTIK UIN syarif hidayatullah , 2014

[27] Winda Andriana, *Analisis Keterbacaan Text Buku Pelajaran Kelas III SD*. Jakarta: FIB UI, 2012. P.7

b. Cloze Procedure Test

Close Procedure Test was introduced by Wilson Taylor in 1953. He used this test to measure students' individual understanding of texts.[28] Hence, measuring reading difficulty level of a text by using Cloze Procedure Test is to know students' understanding of the text.

Cloze Procedur Test according to Alderson, is typically constructed by deleting every n-th word. The n-th word is said to be the words between every 5th and 12th. Cloze Procedure Test requirees students to restore the deleted words. To help students uderstand te text, one of two sentences of the begining and end of the text are usually left instract.[29]

The deletion of words and ask them to fill the deleted words. The deletion words is done systimaticaly by the teachers. If the teacher deletes the 8th words of a sentence, then she/he has to deleted the 8th word of the next sentence. Additionaly according to Heaton, the most favoured deletion words are the fifth, sixth and seventh.[30]

Teachers have to correct the students' answer after distributing the test, and find ot the passage. To find out the percentage of the cloze procedure test, Anas Sudjiono had formulated a formula as follow:

$$p = \frac{f}{n} \times 100\%$$

P = percentage
F= frequency of the right answere
N= number of item[31]

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[28] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), p. 27

[29] J. Charles Alderson, *Assesing Reading* (cambridge: Cambridge University Press, 2000), p. 207.

[30] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), p. 30

[31] Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 43

Furtemore, after finding the percentage of the cloze procedure test, teachers try to find out the cloze score. Heaton classifies the cloze score level below:

> If the mean score of the group is over 53 percent, the material can be used by the studebts for reading at 'the independent level', the text being considered ease enough for students to read on their own without any help. If the mean score obtained is between 44 and 53 percent, however, the material is suitable for use at 'the instructional lebel'. i.e. with the help of the teachers. If the mean score is below 44 percent, the text is described as being as 'the frustational level' and should not be used even with help of the teacher.[32]

In the other words, the text is said to be at *independent level* when the students gained over 53 percent in cloze procedure test, the text is at *instructional level* if the students gained between 44 and 53 percent, and the text is in *frustrational level* when the score gained by the students is below 44 perceent. It can conclude that the lower score , the more difficult the text.

Furthemore, each level of reading difficulty determines what treatent teachers need to give students in teaching reading comprehension. Therefore, after finding the readability level of the selected reading texts by using the flesch reading ease formula, the writer would like to conduct cloze procedure test to see the text reading difficulty level.

c. Statistical Readability Formula

There are about fifty different readability formulas that are availabe to use, but Klare has summarized and updated them into four. These

[32] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), p. 30

four formulas are respresentative of those fifty that can be used for classroom purpose.[33] The four readability formulas are as follow:

1) The Dale-Chall Formula

This formula was developed by edgar dale and jeanne chall in 1948. The steps in conducting this formula are:

a) Select 100 samples throgouth the text (for books, every tenth page is recomended).
b) Compute the avarage sentenceleght in words.
c) Compute the percentage of words outside the date list of 3000 words
d) Compute this equation:

Score = .1579PDW + .0496ASL + 3.6365

Where :

Score = reading grade of a reader who can answere one-half of the questions on a passage

PDW = percntag of difficult words (words not on the dale-chall word list)

ASL = average sentence lenght in words[34]

The chart for correcting the grade-level scores at the higher grades is as follow.[35]

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[33] Walter R. Hill, *Secondary School Reading: Process, Program, And Procedures*, (Boston: Allyn & Bacon, Inc., 1979), P 193

[34] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004),p. 24

[35] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004),p. 25

Table 2.1

The Grade-Level Score

Formula score	Corrected grade levels
4.9 and below	Grade 4 and below
5.0 and 5.9	Grade 5-6
6,0 and 6.9	Grade 7-8
7.0 and 7.9	Grade 9-10
8.0 and 8.9	Grade 11-12
9.0 and 9.9	Grade 13-15 (collage)
10 and above	Grade 16 and above (collage graduates)

2) The Flesch Reading Ease Formula.

The Flesch Reading ease formula is one of the oldest and most accurate.[36] Chall and Klare states "Flesch's Reading Ease Formula become the most widely used formula and one of the most tested and more reliable".[37] According to this, the writter wold like to use this formula to measur the readability of selected texts.

The formula of the flesch reading eas formula as follows:

Score= 206.835 – (1.015 x ASL) –(84.6 x ASW)

Where:

[36] Charless owi-ewie *"Readability Of Comprehension Passages In Junior High School (JHS) English Textbooks In Ghana"*, Ghana Journal Of Linguistics, 2014, P 40

[37] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), P. 22

Score = position on a scale of 0 (difficult) to 100 (ease), with 30= very difficult and 70= suitable for adult audience

ASL= avarage sentence lenght (the number of words divided by the nuber of sentence)

ASW = avarage number of syllable per word (the number of syllables divide by the number of words).[38]

The Flesch Reading Ease formula score as follows:

Table 2.1

The Flesch Reading Ease score[39]

Reading ease score	Style description	Estimated reading grade
90-100	Very easy	5th grade
80-89	Easy	6th grade
70-79	Fairly easy	7th grade
60-69	Standard	8th and 9th grade
50-59	Fairly difficult	10th to 12th grade
30-49	Difficult	13th to 16th grade
0-29	Very difficult	Collage graduated

3) The Fry Readability Estimate

This formula is developed by Edward Fry. The Fry readability formula was designed to “save time”. It called for the selection of three one-hundred word passages in the begining, midlle and

[38] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), P. 22

[39] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), P. 23

end of book.[40] This formula is to save time in counting the readability text of a book. The begining, midlle and the end part of book text become the selected part to be count.

In addition, dubay also gives directins in applying ths formula. They are:

a) Select samples of 100 words.
b) Find y (vertical), the avarage number of sentences per 100-word pasage (calculating to the nearest tenth)
c) Find x (horizontal), the avarage number of syllables per 100-word sample.
d) The zoen where the tw coordinates meet shows the grade store.[41]

4) The SMOG Index

SMOG (simple measure of gobbledygook) is a reading readability formula which estimate the years of formal education needed to understand a piece of writing. This readability formula was propounded by G. Harry Mclaughlin in 1969.[42] This formula is use by counting the number of words of more than two sylables (polysyllable count) in 30 sentences. The simpe formula of this SMOG index is :

SMOG grading =3 + square root of polysyllable count.

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[40] Kathy Everts Danielson, *Readability Formulas: A Necessary Evil?*, (Nebraska: 1987) p. 180

[41] William H. Dubay, *The Principles Of Readability* (Costa Mesa: Impact Information, 2004), 45-46

[42] Charless owi-ewie *"Readability Of Comprehension Passages In Junior High School (JHS) English Textbooks In Ghana"*, Ghana Journal Of Linguistics, 2014,, p.41

The step in aplying this formula as follows:

a) Choose three passage of ten sentences each from near the begining, midle and end of the text.
b) Count the words of three or more syllables is the 30 sentences. The total is DW(= difficult words).
c) Calculate the square root of DW
d) Add 3 to the square root: the total is the SMOG index.[43]

D. Word Class In English Language

1. The Word Class

Besides the readability measuring from flesch reading ease formula and cloze procedur test, in this research the writer tries to reveal the low readability through its part of speech from the students' answer sheet. Part of speech in the English language is very important , because it has the function of each in forming the phrase or sentence.[44] The word is dinstinct by its chategory or class.

In junior high school, students are encourage to know the part of speech. They already have this subject in elementary school. Thus, they should be able to put the right word in forming the sentences. However, many junior high school students are still not mastered the part of speech. By looking at the word class of the students' answers when filling in the gaps in the questionnaire, the problems of students in understanding the text can be known.

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[43] N Yani Saniyatul Amaniy, The Readability of Reading texts in pathaway to English 2. (jakarta: FTK UIN Syarif hidayatullah, 2014) p 23

[44] Hani Sutrisno. *How To Master Tenses Only 10 Minutes* (Ruang Kata. Bandung 2012) P. 26

2. The Kinds Of Part Of Speech

An English sentence is an arrangement of words not as words but in their capacity as part of speech.[45] The part of speech is very important to English language. It arrange the sentence into a readable and meaningable. However, a word can be more than one part of speech.

In 1641 Ben Jonson, who had cut his teeth on lyly, brought out this little English grammar, in this he wrote concerning the part of speech: noun, pronoun, verb, participle, adverb, conjunction, preposition and interjection.[46]

a. Noun

Nouns are identified as nouns by two aspects of form their inflectional morphem and derivational morphem. [47] it is the definition of noun for collage learner.

According to Sutrisno, noun are submit the person, place thing or idea [48]. noun are very important to English language. It is imposible to make a good sentence without noun inside. Sentence revolve around nouns because these words function both as subjects and as objects of verb. To determine whether a word is really a noun, try using it with the verb is or are.

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[45] Norman C Stageberg, *An Introductory English Grammar Third Edition*. (Library Of Congress Cataloging In Publication Data 1950). P 216

[46] Norman C Stageberg, *An Introductory English Grammar Third Edition*. (Library Of Congress Cataloging In Publication Data 1950). P 216

[47] Norman C Stageberg, *An Introductory English Grammar Third Edition*. (Library Of Congress Cataloging In Publication Data 1950). P. 171

[48] Hani Sutrisno. *How To Master Tenses Only 10 Minutes* (Ruang Kata. Bandung 2012) P.

P. 100

b. Pronoun

Pronoun are words used in place of nouns substituse, pronouns provide variety and efficiency. Compare these two version of the same sentence:

Withouth pronouns :*scoot gave the book to kelli so that kelli could use the book to study*.

With pronouns :*scott gave the book to kelli so that she could use it to study*.

In sentence pronouns may function as subjects of verbs (for example, i, use, they) or as subjects of verbs (for example, me, us, them) they may acts as connectors (for example, that, which, who), and they may show possession (foe example, mine, ours, hers, theirs).

c. Adjective

Words that describe nouns or pronouns are called adjectives. They often answer the questions What kind? How many? And which one? Adjectives usually precede nouns. They may, however, follow the words they describe, especially when used with lingking verbs. Here a brief list of words used as adjectives:

Effective	green	sensitive
Excellent	inteligent	small
Expensive	long	successful

d. Adverb

Adverbs are words that modify verbs, adjectives, or other adverbs. Its major part of speech that modifies sentence, verb, adjectives or other adverbs.[49]

[49] John Algeo And Thomas Pyles, *The Origins And Development Of The English Language* . (United State: Thomson Wadsworth. 2005). Fifth Ed.

e. Verb

Verbs express an action, an occurence, or a state of being.

Jason built an excellent web site. (action)

It has many links. (occurrence)

He is proud of it. (state of being)

Action verb show the action of a sentence. Some action verbs are runs, studies, works, and fixes. Verbs that express a state of being generally link to the subject words that describe or rename it. Some linking verbs are am, is, are, was, were, be, being and been. Other linking verbs express the sense: feels, appears, tastes, sound seem, looks.

f. Preposition

Prepositions join nouns and pronouns to other words in a sentence. As the word itself suggests (pre meaning "before"), a preposition is a word in a position before its object (a noun or pronoun). Preposition are used in phrase to show a relationship between the object of the preposition or another word in the sentence.

g. Conjunction

Words that connect other words or group are conjunctions. The most common conjunctions are and, but, or, and nor. These are called coordinating conjunctions because they join equal parts of sentences.

h. Interjection

Word expressing strong feelings are interjections. Interjection standing alone are folowed by exclamation marks. When woven into a sentence, they are usually followed by commas.

Wow! Did you see what she wrote in her e-mail massage?

Oops! I forgot to send the attachment.

E. The Previous Study

The firts previous study is done by Yuli Darmayanti. It is analyzing the readability level of reading texts on the English textbook entitled 'Link To The Word', this book was used by students of grade X of SMA pembanguna UIN syarif hidayatullah jakarta. Yuli conducted the sudy based on the problem that she found the teachers at MA pembangunan found their students encourage the difficulties in understanding the reading texts on the textbook they used. Based on the reason, Yuli intended to anylize the readability level using Flesch Reading Ease Formla And Cloze Test. From her study, she found there are 5 of 6 reading texts which are analyzed of the total 12 texts in the textbook, are readable for the students of grade X of MA pembangunan UIN Syarif Hidayatullah Jakarta after she analyze it by using Flesch Reading Ease Formula, but there is only one text that is appropriate for the students' level. In anilyzing the text using cloze test, she found that there are 4 texts categorized as independent level and 2 texts as instractional level.[50]

The second is study was done by bertola A. D. Parekeme and Catherine Alex Abgor on *Readability Of Lannguage Textbook Prescribed For Junior Secondary Schools And Students' Performance In Reading Comprehension In Bayelsa Statess, Nigeria*. This study is conducted to investigate the readability level of English language tetxbook prescribed for junior secondary school for students' performance in reading comprehension. Thus, this study is conducted based on the problem that students from primary school become poor

[50] Yuli Darmayanti, "*The Readability Level Of Reading Texts On Link To The World An English Textbook For Senior High School"*. Skripsi For Undergraduate Of State Islamic University Jakarta, Jakarta, 2010, Unpublished

readers when they come to secondary level because the reading materials do not match with students' reading level. The metodhs used of this study are Fry Readability Graph and Cloze Test. The result of this study shows that English language textbook that is prescribed for junior secondary school is intensive English for junior high schools written by Oluikpe, B.O., Obah, T. Y., Otagburuagu E. J. And Onuigbo S. M. The researcher found that the readability level of prescribed textbook,, after analyzed using Fry Readability Formula, is on level 9. It means that reading materials are in frustrated level for the students. Furthemore, the results of Cloze Test shows that there are 120 students who read at independent level, 178 students at instructional level and 322 read at frustrational level.[51]

Another previous study was done by Charles Owu-Ewie on Readability Of Comprehension Passages In Junior High School (JHS) English Textbooks In Ghana. The purpose of this study was too identify the readability and age levels of comprehension passage from junior high school english textbooks in ghana and how they can be improved to enhance students' reading and understanding. English book were selected in this study because English is the language of instruction at the JHS level and all textbooks at this level are written in English with the exeption of the Ghanaian languages. The method that used in this study are gunning fog readability test (FOG), the flesch reading ease formula (FREF), the flasch-kincaid grade level (F-KGL), the SMOG index readability, the coleman-liau (C-liau) and automated readability

[51] Berdola A. D. Perekeme And Chaterine Alex Aabgor, *Readability Of Language Textbooks Presecribed For Junior Secondary Schools And Students' Performance In Reading Comprehension In Bayela State, Nigeria,* British Journal Of Arts And Social Sciences, Vol. 9, No 1, 2013. P.89-95

index. The result of this study was found that most of the passage were above the age of learners and were therefore difficult for then to read and comprehend. The study through interviews examined ways that writings of JHS English textbooks can be improved to enhance readability.[52]

[52] Charles Owu-Ewie, *Readability Of Comprehension Passages In Junior High School (JHS) English Textbooks In Ghana.* Ghana Journal Of Linguistics, 2014, P. 35-68