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The Readability of Reading Texts in English Textbook for Indonesian Senior High School Using Coh-Metrix

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Abstract
The ability to read is an important skill that must be possessed by a language learner. In the context of English Language Teaching (ELT), especially in formal schools, one of the important tools to hone reading skills is textbooks. Textbooks are a guide for teachers in teaching and an important resource of material for students. The textbooks contain texts designed to hone students' reading skills. Therefore, determining a textbook's readability is critical. This research investigated the text readability level of a High School English Textbook published by a private publisher from Indonesia by focusing on the reading texts. This study used Flesch Reading Ease, Flesch-Kincaid Grade Level, and Coh-Metrix L2 Readability formula. 26 passages selected from the English Textbook were analyzed automatically using Coh-Metrix. It was revealed that most of the reading texts were below the appropriate readability level of the targeted reader. It implies that English teachers are suggested to support the lack of suitable reading materials, the teacher is supposed to find texts from other sources to fulfill the readability level of the students and achieve the successful acquisition of a second language.
Keywords: Coh-Metrix; Readability; Reading Skills; Reading Text; Textbooks

INTRODUCTION

Textbook have an essential role in developing students' reading ability. Majority of teachers will use passages from the textbooks given by school to teach reading skills. Typically, textbooks were the primary source of knowledge for the majority of students (O' keeffe and O' donoghue, 2014). Moreover, the majority of teachers' instructional decisions are based on textbooks, and students almost always acquire all of the information in textbooks without question (Sadker & Zittleman, 2007). Textbook have an important role because the function of textbook is to help readers improve their competence, especially English language textbooks for second language learners (Owu-

Ewie, 2014). As a heart of ELT, textbooks ought to attentively selected to suit students' academic level. Selecting a textbook is not an easy thing to do and it cost a lot of time. A technology aiming on the analysis of text readability for L2 Learners can be built to automate the process of choosing reading material for L2 learners. such a technology improves numerous instructional applications (Xia et al. 2019).

In recent years, readability has been measured used machine learning-based approaches, which allow for the exploration of a broader collection of linguistic variables. One of the most comprehensive and advanced automated textual evaluation tools available on the web is coh-metrix. The author use the computerized automated program Coh-Metrix to measure readability indices of texts in this paper because Coh-metrix automatically delivers a variety of assessment metrics at the levels of the text, Coh-Metrix offers a number of indexes that correlate to the first five levels of discourse: words, syntax, the textbase, the situation model, genre, and rhetorical structure, hundred studies have validated the used of Coh-metrix to analyze written and spoken discourse (Graesser, McNamara, McCarthy, and Cai, 2014).

This research is significant because the texts provided to students should ideally be in the optimal range of comprehension difficulty. Students will not be challenged if the literature is too simple, and they may get bored. Students get overwhelmed, disheartened, and tune out if the readings are too challenging. Many argue that text assignments should be tailored to the student's specific reading abilities and proficiencies, and that this improves student motivation and learning. (McNamara, Graesser, McCarthy, & Cai, 2014). The Minister of Home Affairs, Suhajar Diantoro said that according to a research by Program for International Student Assessment (PISA) released by Organization for Economic Co-operation and Development (OECD) Indonesia's literacy rank is 62 out of 70 countries. Considering the lack of reading interest in Indoensia, assigning the most suitable texts for studying second language is very important. Especially, for senior high school student. Considering the important of assigning the appropriate texts for second language learning the writer is interested to assess the readability level of English Textbook entitled English on Target for XI senior high school published by a private publisher.

Even though automated readability assessment is becoming more common in many areas of the world, it is still understudied in Indonesia. Three previous research on English textbooks used in Senior High School, by Tasaufy (2017) Indryasari, (2019), Yetti (2019), Mifthaurrahmi et al. (2017) Hidayat (2016) utilized the manual readability technique. In this study, however, Coh-Metrix is used to highlight a private publisher's English textbook for Senior High School in Indonesia.

LITERATURE REVIEW

Textbook for English Language Teaching

EFL textbooks are designed to provide students with the essential knowledge, language skills, and information about English-speaking nations, as well as to prepare them for interactions with individuals from other countries and cultures. In most textbooks, modern and conventional approaches to language education are combined.

They include ideas like learner development, task-based approach, and cross-curricular topics, as well as a grammar framework and extensive vocabulary, grammatical structures, and functions practice. (Hutchinson & Gault, 2009).

Based on Andon and Wingate (2013), as cited in Huang (2019), the classroom materials, in this case, the textbook contributes greatly to the creation and maintenance of students' motivation through cognitive and affective engagement. For the purpose of this study, textbook in English Language Teaching is an interesting and significant tool to help teachers in teaching process and aim to provide students with English language skills, language learning activity, and essentials knowledge to prepare them for the future.

Readability of Textbook

Readability is more than just legibility such as layout and typeface (Dubay, 2004). George Klare (1963) describes readability as to what extent the writing style can be comprehend by the reader. Also, Brown (2012) mentions Readability as a concept that that portray the extent to which a text is easy or difficult to read. It can be used to calculate the accessibility of a text, showing how efficiently it can reach the intended audience. Similarly, Bailin and Grafstein (2016) define readability as the level of difficulty which a specific reader can comprehend what is discussed in a written text. In brief, readability is the level of texts that describe to what extent a text can be comprehended by the targeted reader.

There were many readability formulas developed by experts in the past. The first successful readability formula was Flesch Reading Ease Formula. Rudolph Flesch developed this formula in 1948. The first formula included three elements: average of words per sentence, number of affixes, and number of references to people. Several years later, Flesch (1948) revised his proposal that is known as Flesch Reading Ease (FRES) U.S. Navy continued to develop Reading Ease Formula and produce a grade-level score (Kincaid, Fisburne, et al., 1975) the formula called Flesch-Kincaid Reading Grade Level and the formula is similar to the Flesch Reading Ease. The mathematical formula underlying the two tests is displayed as follows:

Flesch Reading Ease: 206.835 - (1.015 x *sl*) -(84.6 x *wl*)

Flesch-Kincaid Reading Grade Level: (0.39 × *sl*) + (11.8 × *wl*) – 15.59

Both were believed to clearly impact the degree of difficulty with which a reader understands the text. The results of both formulas are interpreted on two independent scales of 0 to 100. The lower the score, the more difficult the text.

Table1. Flesch Reading Ease score index

Description of Style	Average Sentences Length in Words	Average No. Of Syll. Per 100 Words	Reading Ease Score	Estimated Reading Grade
Very Easy	8 or less	123 or less	90 - 100	Fifth Grade
Easy	11	131	80-89	Sixth Grade
Fairly Easy	14	139	70-79	Seventh Grade
Standard	17	147	60-69	Eighth to Ninth Grade

Fairly Difficult	21	155	50-59	Tenth to Twelfth Grade
Difficult	25	167	30-49	College
Very Difficult	29 or more	192 or more	0-29	College Graduate

Both Flesch ratings indicate the readability of a piece of text. The Flesch Reading Ease score ranges from 1 to 100, and the Flesch Kincaid Grade Level represents the school level. They both use the same units, but the weightings for these units change across the two tests, resulting in differing readability ratings.

The greater the reading score, the easier it is to read a piece of text. This is in contrast to the majority of readability rankings, where a lower number indicates simpler reading. A reading score of 60 to 70, for example, corresponds to a grade level of 8-9, therefore a text with this score should be understood by 13 to 15-year-olds. A conversion table is required to make sense of a Reading Ease score.

Coh-Metrix Measures of Text Readability

In Automated Evaluation of Text and Discourse with Coh-Metrix, McNamara, Graesser, McCarthy, and Cai (2014) stated "Coh-Metrix is a computational tool that provides a wide range of language and discourse measures" (p. 1). Coh-Metrix was developed by Arthur C. Graesser and Danielle S. McNamara. It was polished and tested since 2002 at the University of Memphis and first released in 2003, since then, many researchers and students contributed to revised, tested, and built Coh-Metrix. The latest version was Coh-Metrix 3.0 updated in 2017. Everyone can access Coh-Metrix website for free on www.cohmetrix.com. The developer awareness of the important role of cohesion in comprehension led them to build Coh-Metrix. McNamara et al. (2014) argue that Coh-Metrix is the most comprehensive and advanced automated textual assessment tool on the web. Many researches have used Coh-Metrix to analyse various works, both written and oral discourse. The research came from many fields such as psychology, computer science, linguistics, and education.

Coh-Metrix can anylze texts on multiple characteristics and levels of language and discourse, Coh-metrix providing a total of 106 indices. This study focused on three indices that are related to readability. Two of them are the most common traditional readability measure, Flesch-Kincaid Grade Level (Kincaid et al., 1975) and Flesch Reading Ease (Flesch, 1948) both are focus on the number of words and sentences. Finally, the readability index that was developed by McNamara, Graesser, McCarthy, and Cai (2014) called L2 Readability. The L2 Readability examines content word overlay, sentence syntatic similarity, and word frequency. The formula of Coh-Metrix L2 Readability is displayed as follows:

L2 Readabilty: − 45.032 + (52.230 × Content Word Overlap Value) + (61.306 × Sentence Syntax Similarity Value) + (22.205 × CELEX Frequency Value)

RESEARCH METHOD

In this study, the researcher used a qualitative approach. Qualitative research is research that investigates and interprets things in natural settings and creates patterns to get in-depth understanding or produce fresh ideas (Creswell, 2018). A qualitative approach was used to analyze and describe a phenomenon by focusing on investigating

the readability of texts in English textbook. It investigates the readability level of reading texts, whether the reading texts in the English textbook have reached the appropriate readability level. Since this research evaluates the texts of English textbook, it falls under the category of content analysis. According to Krippendorff (2004), content analysis is a research methodology applied to the contexts of use from printed or graphical material to generating trustworthy and reproducible findings. It is a research approach that escalates the researcher's knowledge of particular phenomena and provides new insights. Furthermore, content analysis needs counting words or categories to find patterns in the data. The patterns will be interpreted in order to comprehend what the data represent (Morgan, 1993; Sandelowski, 2000).

The object of the study was a textbook intended for 11th grade students entitled "English on Target" published by a private publisher. The data were collected from the textbook. The data from the textbook was obtained by investigating the accessible reading texts on the English textbook, and the following are the steps by which readability data were obtained: (1) Decide the English textbook for Senior High School; (2) Select the texts which have 200 words or more but less than 1.500 words on the English textbook; (3) Read the texts of English textbook carefully and repeatedly; (4) Copy and paste the reading texts into Coh-Metrix; (5) Analyzing the data; (6) Describing the data.

The researcher used an interactive model proposed by Miles, Huberman, and Saldana (2014). It consists of four steps: Data collection, data display, data condensation, and conclusion.

FINDINGS

Textbook Description

The object of this study is an English textbook entitled English on Target for SMA/MA Grade XI. As written on the title, this book is aimed for senior high school grade XI. The book is written by Sarwoko, M. Pd. It was published by a private publisher. There are 8 chapters and 94 pages in this book. The broad explanation of the textbook is presented in the table 4.1.

Table 3. Textbook Description

Section	Number of Text	Page
Book Cover	-	0
Publication Information	-	i-vi
Table of Contents	-	vii
Chapter 1: Suggestion	7 texts	1
Chapter 2: Asking and Giving Opinio	7 texts	13
Chapter 3: Formal Invitation Letter	9 texts	23
Chapter 4: Analytical Exposition Texts	9 texts	35
Chapter 5: Passive Voice	10 texts	49
Chapter 6: Personal Letters	10 texts	65
Chapter 7: Cause and Effect	1 cloze test	77
Chapter 8: Explanation Texts	5 texts & 1 cloze test	85

Text Selection

The selection was based on the genre of the texts and the number of words. There are 57 texts and 2 cloze tests in this textbook. The writer chose 26 texts to analyze from each of the chapter except for chapter 7, because there is only 1 cloze test in chapter 7. The 26 texts consist of 5 text types, formal invitation letter, personal letter, opinion, analytical exposition, and explanation text. That 4 kinds of text are required on the national syllabus for the eleventh-grade students in Indonesia. On the issue of words number, in order to avoid problem, the developer of Coh-Metrix, Graesser and McNamara (2014), suggested to use text with more than 100 words and less then 1000 words. Very short texts (less than 100 words) might be troublesome for a variety of reasons, since the texts are unlikely to have completely established their range of cohesion values. So, the shortest selected text contains 105 words and the longest selected text contain 307 words. The information about the entire selected text displayed in the table 4.2.

Text Readability

The findings were obtained from the result of readability measurement from Felsch Reading Ease, Flesch-Kincaid Grade Level, and Coh-Metrix L2 Readability using Coh-Metrix. Flesch Reading Ease (Flesch 1948; Klare, 1974-1975) and Flesch-Kincaid Grade Level (Kincaid, Fishburne, Rogers, Chissom, 1975) are two most common and popular traditional method to measure readability. These two metrics are measured based on the length of words and length of sentences of the text.

In Coh-Metrix, the two formulae is computed as

Flesch Reading Ease: 206.835 - (1.015 x ASL) -(84.6 x ASW)

Flesch-Kincaid Reading Grade Level: (0.39 × ASL) + (11.8 × ASW) – 15.59

The output from Felsch Reading Ease and Flesch-Kincaid Grade Level formula shown in table 5.

Table 5. The output of the calculation for FRE and FKGL

Code	Flesch Reading Ease Score	Flesch Kincaid Grade Level Score	Difficulty Level
T22	84.267	4.297	Easy
T20	84.168	4.749	Easy
T21	81.999	4.340	Easy
T5	79.853	5.599	Fairly Easy
T23	77.016	5.074	Fairly Easy
T4	76.095	5.159	Fairly Easy
T11	73.466	6.521	Fairly Easy
T13	72.659	5.755	Fairly Easy
T12	72.090	6.387	Fairly Easy
T7	70.209	6.158	Standard
T6	69.279	7.716	Standard
T14	68.396	7.020	Standard
T16	67.565	7.360	Standard
T2	66.785	6.541	Standard
T18	66.626	7.079	Standard

T1	64.371	7.014	Standard
T17	64.053	7.446	Standard
T10	61.440	6.939	Standard
T3	60.381	6.787	Standard
T26	59.647	8.684	Fairly Difficult
T19	56.884	8.896	Fairly Difficult
T24	53.507	10.587	Fairly Difficult
T25	51.582	9.981	Fairly Difficult
T8	50.940	8.965	Fairly Difficult
T15	50.328	10.111	Fairly Difficult
T9	33.604	10.822	Difficult
Mean	**66.047**	**7.153**	**Standard**

The Coh-Metrix team created readability index for second-language texts, it is called The Coh-Metrix L2 Readability. It is an unidimensional readability formula intended for predicting text readability, particularly for second-language readers. The L2 Readability score considers content word overlap, sentence syntactic similarity, and word frequency. As a result, this formula considers text challenges at the sentence and the word level, but it also considers the cohesion between sentences in the text. Specifically, the L2 Readability index as reported by Crossley, Salsbury, McCharty, and McNamaara (2008) is provided in formula below.

L2 Readabilty: − 45.032 + (52.230 × Content Word Overlap Value) + (61.306 × Sentence Syntax Similarity Value) + (22.205 × CELEX Frequency Value)

Table 6. Result of Coh-Metrix L2 Readability

Code	Coh-Metix L2
T1	21.004
T2	19.383
T3	19.536
T4	21.687
T5	29.235
T6	17.853
T7	6.911
T8	11.406
T9	7.294
T10	16.195
T11	13.958
T12	22.657
T13	24.024
T14	14.893
T15	21.631
T16	8.711
T17	19.420
T18	24.129
T19	17.482
T20	20.432

T21	20.335
T22	23.628
T23	26.560
T24	11.937
T25	9.054
T26	9.155
Mean	**17.635**

The results of Coh-Metrix L2 Readability and Flesch Reading Ease are comparable, as shown in table 4.9. The greater the Flesch Reading Ease Score, the higher the Coh-Metrix L2 Readability, and vice versa. It signifies that the outcomes of both formulas are identical.

DISCUSSION

There are 106 indices in the Coh-Metrix output, however the researcher focused on the Readability which is, Flesch-Reading Ease, Flesch-Kincaid Grade Level, and Coh-Metrix L2 Readability. After entering the texts into the Coh-Metrix, the output is described below.

Table 7. The Output of Flesch-Reading Ease, Flesch-Kincaid Grade Level, and Coh-Metrix L2 Readability

Code	Genre	Level	Grade
T1	Personal Letter	Standard	8th and 9th grade
T2	Personal Letter	Standard	8th and 9th grade
T3	Personal Letter	Standard	8th and 9th grade
T4	Opinion Letter	Fairly Easy	7th grade
T5	Opinion Letter	Fairly Easy	7th grade
T6	Opinion Letter	Standard	8th and 9th grade
T7	Formal Invitation	Standard	8th and 9th grade
T8	Formal Invitation	Fairly Difficult	10th, 11th, 12th grade
T9	Formal Invitation	Difficult	College
T10	Formal Invitation	Standard	8th and 9th grade
T11	Analytical Exposition Text	Fairly Easy	7th grade
T12	Analytical Exposition Text	Fairly Easy	7th grade
T13	Analytical Exposition Text	Fairly Easy	7th grade
T14	Analytical Exposition Text	Standard	8th and 9th grade
T15	Explanation Text	Fairly Difficult	10th, 11th, 12th grade
T16	Explanation Text	Standard	8th and 9th grade
T17	Explanation Text	Standard	8th and 9th grade
T18	Explanation Text	Standard	8th and 9th grade
T19	Explanation Text	Fairly Difficult	10th, 11th, 12th grade
T20	Personal Letter	Easy	6th grade
T21	Personal Letter	Easy	6th grade
T22	Personal Letter	Easy	6th grade
T23	Personal Letter	Fairly Easy	7th grade

T24	Explanation Text	Fairly Difficult	10th, 11th, 12th grade
T25	Explanation Text	Fairly Difficult	10th, 11th, 12th grade
T26	Explanation Text	Fairly Difficult	10th, 11th, 12th grade

According to the output, it can be inferred that from 26 texts, only 6 texts or 23.08% of the texts were suitable for 11th grade students. The 23.08% were one personal letter in chapter 3, two explanation texts in chapter 5, and three explanation texts in chapter 8. There were 19 texts or 73.08% of the texts that were below the students' grade level. The highest level of the selected texts was "difficult". There was only 1 (3.84%) text classified above the students' grade level. The texts in the textbook, on average, were at the 'standard' level which means that the majority of the texts were most suitable for 8th and 9th grade.

The comparison of the three readability assessments used in this study:

Table 8. The comparison between the result of Flesch Reading Ease, Flesch Kincaid Grade Level, ad Coh-Metrox L2 Readabilit

Code	Flesch Reading Ease Score	Flesch Kincaid Grade Level Score	Difficulty Level	Coh-Metix L2
T22	84.267	4.297	Easy	23.628
T20	84.168	4.749	Easy	20.432
T21	81.999	4.340	Easy	20.335
T5	79.853	5.599	Fairly Easy	29.235
T23	77.016	5.074	Fairly Easy	26.560
T4	76.095	5.159	Fairly Easy	21.687
T11	73.466	6.521	Fairly Easy	13.958
T13	72.659	5.755	Fairly Easy	24.024
T12	72.090	6.387	Fairly Easy	22.657
T7	70.209	6.158	Standard	6.911
T6	69.279	7.716	Standard	17.853
T14	68.396	7.020	Standard	14.893
T16	67.565	7.360	Standard	8.711
T2	66.785	6.541	Standard	19.383
T18	66.626	7.079	Standard	24.129
T1	64.371	7.014	Standard	21.004
T17	64.053	7.446	Standard	19.420
T10	61.440	6.939	Standard	16.195
T3	60.381	6.787	Standard	19.536
T26	59.647	8.684	Fairly Difficult	9.155
T19	56.884	8.896	Fairly Difficult	17.482
T24	53.507	10.587	Fairly Difficult	11.937
T25	51.582	9.981	Fairly Difficult	9.054
T8	50.940	8.965	Fairly Difficult	11.406
T15	50.328	10.111	Fairly Difficult	21.631
T9	33.604	10.822	Difficult	7.294

Mean	**66.047**	**7.153**	**Standard**	**17.635**

The majority of them appear to be mirroring based on the comparison. The Coh-Metrix L2 Readability increased in tandem with the ease of reading. Coh-Metrix L2 Readability, according to the Coh-Metrix creator Crossley et al. (2008), is more accurate than the standard readability formula, which is only based on word and sentence length. However, this research found that the Coh-Metrix L2 Readability result is comparable to established readability formulae.

CONCLUSION

The study shows that from 26 reading texts, most of the reading texts in English Textbook entitled English on Target for SMA/MA grade XI are below the students' level, means that the majority of text are not suitable for the students' level and too easy for 11th grader.

Three texts classified as "Easy", six texts classified as "Fairly Easy", ten texts classified as "Standard", six texts classified as "Fairly Difficult", and one texts classified as "Difficult". It demonstrates the level of education expected to comprehend a text. Easy level is equivalent to sixth grade student, fairly easy is equivalent to seventh grade student, standard level is equivalent to eight to ninth grade student, Fairly Difficult is equivalent to tenth to twelfth grade student, and difficult is equivalent to college student.

There are six texts classified as "Fairly Difficult", it means that 23.08% of the reading texts are suitable for the students and 76.92 % of the reading texts are not suitable. Nineteen texts are below the students level and only one text is above the students level. The six texts that suit the students' level consist of one formal invitation text and five explanation text.

Based on the preceding findings and conclusions, English teachers are suggested to support the lack of suitable reading materials, the teacher supposed to find texts from another sources to fulfill the readability level of the students and be aware and understand about the readability level of their students to achieve the successful acquisition of a second language. Before choosing the English textbook, schools should ensure that the reading passages in the English textbook are appropriate for the students' readability level.

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