ABSTRACT

Nashri, M Saeful (2024): Measuring Reading materials Readability: An Analysis of "Bright" English Textbook by Erlangga for Eighth Grade of Junior High School

The readability of textbooks remains a continual concern that affects students' ability to identify and understand content efficiently. Most textbooks, especially in scientific and academic fields, employ complicated, specific terminology spoken language, limiting students' comprehension of fundamental concepts. Moreover, layout and design decisions, such small fonts, lack of visual clues, and identical formatting, increase readability and engagement.

This study focuses on finding the readability level of reading materials in *Bright an English Course for eight grade Junior High School* published by Erlangga. The primary objective of this research is to determine if the reading materials in Bright correlate with the language and cognitive capacities of student at this grade level. Readability contains several elements, such as vocabulary complexity, sentence structure, and overall text organization, which collectively affect students' ability to comprehend and engage with the information. This study intends to offer significant insights into the textbook's efficacy of encouraging English language acquisition by analyzing these elements.

This study employed qualitative method with descriptive research as the instruments of this study to measure the readability level of reading materials in *Bright an English Course for eight grade Junior High School*.

The result of Flesch's Reading Ease Formula calculation was four texts at the *Standard* level, four texts at the *Fairly easy* level, seven texts at the *Easy* level, and two texts at the *Very Easy* level. It means from eighteen texts in *Bright an English Course for eight grade Junior High School* published by Erlangga, only five were appropriate for the eighth grade students of Junior High School. They were at *Standard* and *Fairly Easy* level with a score from sixty to eighty. Furthermore, those five appropriate texts based on the Flesch's Reading Ease formula calculation were made the cloze test and given to the eighth-grade students of SMP Mekar Arum. The result got from randomly sample which half from the population showed that those five reading materials were in the independent level or in the cloze test very ideal level of comprehension.

The results obtained from the two instruments used in this study confirm that the five texts were indeed appropriate for the eighth-grade students of Junior High School, especially SMP Mekar Arum.

Keywords: Readability level, Reading materials, Cloze Test, English Textbook