

**READABILITY LEVELS OF READING
PASSAGES AND COMPREHENSION LEVELS
OF EXERCISES IN *SCAFFOLDING***

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2013**

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in partial fulfillment of the requirement for
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APPROVAL SHEET

(I)

This thesis entitled "Readability Levels of Reading Passages and Comprehension Levels of Exercises in *Scaffolding*" prepared and submitted by Lusiana Listianingsih (8212710029) has been approved to be examined by the Thesis Board of Examiners.



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APPROVAL SHEET

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly and that all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, Sept 20th 2013



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ABSTRACT

Reading passages should have readability levels (vocabulary and sentences) that suit to the grade levels of students. Indeed, the reading comprehension exercises should help the students to develop their competences in comprehending the texts. This study was conducted to investigate the readability levels of reading passages and the comprehension levels of exercises in *Scaffolding for Grades 7, 8, and 9*. Readability levels of each passage in the coursebooks were assessed using Flesch-Kincaid formula and Fry graph. The readability levels were obtained from the average scores of Flesch-Kincaid and Fry. The comprehension levels of exercises were judged using Barrett's Reading Comprehension Taxonomy.

Assessed using Flesch-Kincaid formula and Fry graph, the readability level of passages in *Scaffolding for Grade 7* is for the fourth grade native English students, while that in *Scaffolding for Grades 8 and 9*, they are for the sixth and the eighth grade native English students. Judged using Barrett's Reading Comprehension Taxonomy, exercises in *Scaffolding for Grade 7* are 95% literal comprehension and 5% reorganization; in *Scaffolding for Grade 8* are 76% literal comprehension, 22% reorganization, and 2% inferential comprehension; while in *Scaffolding for Grade 9* are 56% literal comprehension, 36% reorganization, 7% inferential comprehension, and 1% evaluation. Eventhough the readability levels of reading passages in *Scaffolding for Grade 7*, *Grade 8*, and *Grade 9* are already graded, the readability levels of passages in the coursebooks are below the levels of Indonesia EFL students using the coursebooks. The exercises are also already graded in their comprehension levels, but most of the exercises are dominated by literal comprehension level and only supplemented with low numbers of inferential comprehension and evaluation levels. Based on the result of the study, suggestions are given for the teachers using the coursebooks and the writers of the coursebooks. Teachers using the coursebook might provide other passages that suit to the grade level of the students to supplement the passages on the coursebooks. Teachers can also enrich the exercises on the coursebooks with higher comprehension levels of exercises. Similar suggestions also go to the writers of the coursebooks, considering the readability levels involving language factors in evaluating the passages written and providing higher comprehension levels of exercises should be the concern of the writers. It is also hoped for the improvement of the coursebooks, further study on the reading passages by evaluating linguistic/rhetorical factors (coherence and unity) and readers factors (backgrounds and interests of the students) might be done.

Key words: readability level, comprehension level, reading passage, exercise

TABLE OF CONTENTS

Approval Sheet (1)	i
Approval Sheet (2)	ii
Statement of Authenticity	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Graphs	viii
List of Charts	ix
Chapter 1 Introduction	1
1.1 Background of the study	1
1.2 Statements of the Problem	6
1.3 Purpose of the Study	7
1.4 Theoretical Framework	7
1.5 Significance of the Study	8
1.6 Scope and Limitation	9
1.7 Definition of the Key terms	9
Chapter 2 Review of Related Literature	11
2.1 Reading Process	11
2.2 Reading Comprehension	13
2.2.1 Readability Level	14

2.2.2 Reading Comprehension Level	19
2.3 Previous Studies	23
Chapter 3 Research Methodology	29
3.1 Coursebook Evaluation Design	29
3.2 Coursebook Evaluation Instrument	30
3.3 Data resources	30
3.4 Data Collection	31
3.5 Data Analysis	31
Chapter 4 Findings and Discussions	34
4.1 Findings	34
4.1.1 Readability levels	34
4.1.2 Comprehension Levels	61
4.2 Discussions	76
4.2.1 Readability level	76
4.2.2 Comprehension Level	82
Chapter 5 Conclusion and Suggestion	87
References	90
Appendix	92

LIST OF TABLES

Table 4.1 The Average Flesch-Kincaid Score of Reading Passages in <i>Scaffolding for Grade 7</i> for each text Type	35
Table 4.2 The Average Fry Score of Reading Passages in <i>Scaffolding for Grade 7</i> for each Text Type	39
Table 4.3. The Average Readability Score of Reading Passages in <i>Scaffolding for Grade 7</i> for each text Type	42
Table 4.4. The Average Flesch-Kincaid Score of Reading Passages in <i>Scaffolding for Grade 8</i> for each Text Type	44
Table 4.5. The Average Fry Score of Reading Passages in <i>Scaffolding for Grade 8</i> for each text Type	48
Table 4.6 The Average Readability Score of Reading Passages in <i>Scaffolding for Grade 8</i> for each Text Type	51
Table 4.7 The Average Flesch-Kincaid Score of Reading Passages in <i>Scaffolding for Grade 9</i> for each text Type	52
Table 4.8 The Average Fry Score of Reading Passages in <i>Scaffolding for Grade 9</i> for each Text Type	55
Table 4.9 The Average Readability Score of Reading Passages in <i>Scaffolding for Grade 9</i> for each Text Type	59
Table 4.10 The Readability Scores of <i>Scaffolding</i> Series of Coursebooks	60
Table 4.11 The Comprehension Levels of the Exercises in <i>Scaffolding for Grade 7</i>	63
Table 4.12 The Comprehension Levels of the Exercises in <i>Scaffolding for Grade 8</i>	66
Table 4.13 The Comprehension Levels of the Exercises in <i>Scaffolding for Grade 9</i>	70

Table 4.14 The Comprehension Levels of the Exercises in <i>Scaffolding Coursebooks</i>	72
Table A.10 The Fry Scores of the Reading Passages in <i>Scaffolding for Grade 8</i> Containing 100 x<200 Words in Each Passage	100
Table A.11 The Fry Scores of the Reading Passages in <i>Scaffolding for Grade 8</i> Containing 200 x<300 Words in Each Passage	101
Table A.12 The Fry Scores of the Reading Passages in <i>Scaffolding for Grade 9</i> Containing 100 x<200 Words in Each Passage	101
Table A.13 The Fry Scores of the Reading Passages in <i>Scaffolding for Grade 9</i> Containing 200 x<300 Words in Each Passage	102
Table A.14 The Fry Scores of the Reading Passages in <i>Scaffolding for Grade 9</i> Containing 300 x Words in Each Passage	103
Table A.15 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 7</i>	103
Table A.16 The Percentages of the Fry Scores in <i>Scaffolding for Grade 7</i>	104
Table A.17 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 8</i>	104
Table A.18 The Percentages of the Fry Scores in <i>Scaffolding for Grade 8</i>	105
Table A.19 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 9</i>	105
Table A.20 The Percentages of the Fry Scores in <i>Scaffolding for Grade 8</i>	106

Table A.15 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 7</i>	103
Table A.16 The Percentages of the Fry Scores in <i>Scaffolding for Grade 7</i>	104
Table A.17 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 8</i>	104
Table A.18 The Percentages of the Fry Scores in <i>Scaffolding for Grade 8</i>	105
Table A.19 The Percentages of the Flesch-Kincaid Scores in <i>Scaffolding for Grade 9</i>	105
Table A.20 The Percentages of the Fry Scores in <i>Scaffolding for Grade 8</i>	106

LIST OF GRAPHS

Graph 2.1. Fry Readability Graph	17
Graph 4.1 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 7</i> Assessed Using Flesch-Kincaid Formula	37
Graph 4.2 The Distribution of Flesch-Kincaid Scores in <i>Scaffolding for Grade 7</i>	37
Graph 4.3 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 7</i> Assessed Using Fry Graph	40
Graph 4.4 The Distribution of Fry Scores in <i>Scaffolding for Grade 7</i>	41
Graph 4.5 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 8</i> Assessed Using Flesch-Kincaid Formula	45
Graph 4.6 The Distribution of Flesch-Kincaid Scores in <i>Scaffolding for Grade 8</i>	46
Graph 4.7 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 8</i> Assessed Using Fry Graph	48
Graph 4.8 The Distribution of Fry Scores in <i>Scaffolding for Grade 8</i>	49
Graph 4.9 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 9</i> Assessed Using Flesch-Kincaid Formula	53
Graph 4.10 The Distribution of Flesch-Kincaid Scores in <i>Scaffolding for Grade 9</i>	54
Graph 4.11 The Level Percentages of Reading Passages in <i>Scaffolding for Grade 9</i> Assessed Using Fry Graph	57
Graph 4.12 The Distribution of Fry Scores in <i>Scaffolding for Grade 9</i>	58

LIST OF CHARTS

Chart 3.1 Model Design of Study

29