THESIS

INVESTIGATING THE READABILITY OF READING TEXTS IN "JOYFUL ENGLISH 1" USING WEBFX AND THE PERCEPTIONS OF STUDENTS AND TEACHERS

By:

Faridatur Rif'ah

19180006

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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To Compile Thesis in Undergraduate Program English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim Islamic State University Malang

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i

APPROVAL SHEET

INVESTIGATING THE READABILITY OF READING TEXTS IN "JOYFUL ENGLISH 1" USING WEBFX AND THE PERCEPTIONS OF STUDENTS AND TEACHERS

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LEGITIMATION SHEET

INVESTIGATING THE READABILITY OF READING TEXTS IN "JOYFUL ENGLISH 1" USING WEBFX AND THE PERCEPTIONS OF STUDENTS AND TEACHERS
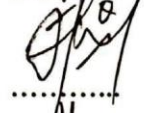
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iii

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Thesis   : Investigating The Readability of Reading Texts in "Joyful English 1" Using WebFX and The Perceptions of Students and Teachers

Therefore, we believed the thesis of Faridatur Rif'ah has been approved for further approved by the board of examiners.

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iv

DECLARATION OF RESEARCHERSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, March , 2025

The Researcher,

Faridatur Rif'ah

NIM. 19180006

v

MOTTO

"Be Healthy, Be Life"

DEDICATION

This thesis is dedicated to my beloved parent, Khanif Ghozali and Rupiani, who have support me in every condition in terms of material, love, aand much more. I also dedicate this thesis to my pretty little sister, who always give me support and spirit during the process. Thank you very much to my family and friends, especially those who always supported and companied me in completting this thesis. Lastly, I dedicate this thesis to my self, thank you for being great and strong. You have done your best bro!

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In the Name of Allah SWT, The Beneficent, The Merciful

Praise be to Allah, who has bestowed His mercy, taufiq, and guidance, so that the author can complete this thesis with the title "Investigating The Readability of Reading Texts In "Joyful English 1" Using Webfx And The Perceptions of Students and Teachers". In the process of completing the writing of this thesis, the author cannot be separated from guidance, assistance, and support from all parties. Therefore, the author would like to express his deepest gratitude to:

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5. And everyone whose name cannot be mentioned one by one

Malang, March 10th, 2025
The Researcher

Faridatur Rif'ah

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 which can be described as follows:

Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

B. Diphthong

أوْ	=	aw
أيْ	=	ay
أُوْ	=	û
أيْ	=	î

TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURES

LIST OF APPENDICES

ABSTRAK

Rif'ah, Faridatur. 2025. Analisis Tingkat Keterbacaan Buku "Joyful English 1" dan Penerimaan Guru dan Siswa Terhadap Keterbacaan. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Maslihatul Bisriyah, M.TESOL.

Kata Kunci: Teks bacaan, Persepsi guru dan siswa, *WebFX*.

Memahami kesesuaian dalam pemilihan bacaan merupakan salah satu aspek penting untuk meningkatkan minat baca. Kesesuaian teks dapat diperiksa dengan alat uji keterbacaan, seperti WebFX. Penelitian ini bertujuan untuk menganalisis tingkat keterbacaan teks bacaan dan penerimaan buku ajar bahasa Inggris "Joyful English 1" untuk kelas 7 menggunakan alat WebFX. Metode yang digunakan dalam penelitian ini adalah analisis kualitatif dengan mengukur keterbacaan 26 teks monolog dalam buku ajar tersebut dan melakukan wawancara dengan tiga guru Bahasa Inggris dan enam siswa yang menggunakan buku tersebut. Hasil analisis menunjukkan bahwa sebagian besar teks dalam "Joyful English 1" mudah dibaca, dengan 20 teks sesuai untuk usia sekolah dasar dan 6 teks untuk usia sekolah menengah pertama. Wawancara dengan siswa dan guru mengungkapkan bahwa buku ini menarik dan mudah dipahami, terutama ketika diajarkan dengan metode interaktif. Namun, beberapa siswa mengungkapkan kesulitan dalam memahami materi tata bahasa dan kosakata tertentu saat belajar mandiri. Penelitian ini menyimpulkan bahwa "Joyful English 1" adalah buku yang sesuai untuk siswa kelas 7, tetapi perlu adanya penjelasan tambahan dari guru untuk meningkatkan pemahaman siswa..

ABSTRACT

Rif'ah, Faridatur. 2025. An Analysis of Readability of Reading Texts And the Acceptance of the "Joyful English 1" English Course Book For Grade 7 Using WebFX. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Maslihatul Bisriyah, M.TESOL.

Keywords: Reading text, Teachers' and Students' perceptions, WebFX.

Understanding suitability in reading selection is one of the essential aspects of increasing reading interest. The suitability of text can be checked by a readability test, such as the WebFX Readability Text Tool. This study aims to analyze the level of readability and acceptance of the English textbook "Joyful English 1" for the seventh grade using the WebFX tool. The method used in this study is qualitative analysis by measuring the readability of 26 monologue texts in the textbook and interviewing three English teachers and six students who used the book. The analysis result showed that most of the texts in "Joyful English 1" are easy to read, with 20 texts that are suitable for the elementary age range and 6 texts are for the junior high school age range. Interviews with students and teachers revealed that the book was attractive and easy to understand, especially when taught using interactive methods. However, some students expressed difficulty in understanding some grammar and vocabulary materials during independent study. This study concluded that "Joyful English 1" is a suitable book for seventh-grade students, but additional explanations from teachers are still needed to improve students' understanding.

خلاصة

رفعة، فريدة. 2025. تحليل مستوى قابلية قراءة كتاب "الإنجليزية المبهجة 1" وقبول المعلم والطالب لقابلية القراءة. أطرُوحَة. قسم تعليم اللغة الإنجليزية، كلية التربية الإسلامية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرف: مصلحة البصرة، ماجستير تدريس اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: قراءة النص، قبول المعلم والطالب، WebFX

إن فهم مدى ملاءمة اختيار مواد القراءة يعد جانبًا مهمًا لزيادة الاهتمام بالقراءة. يمكن التحقق من ملاءمة النص باستخدام اختبار قابلية القراءة، مثل أداة قابلية قراءة النص من WebFX. تهدف هذه الدراسة إلى تحليل مستويات قابلية القراءة والقبول للكتاب المدرسي الإنجليزي "Joyful English 1" للصف السابع باستخدام أداة WebFX. الطريقة المستخدمة في هذه الدراسة هي التحليل النوعي من خلال قياس قابلية قراءة 26 نصًا مونولوجًا في الكتب المدرسية ومقابلة ثلاثة مدرسين للغة الإنجليزية وستة طلاب يستخدمون الكتب. وتظهر نتائج التحليل أن معظم النصوص في كتاب "الإنجليزية المبهجة 1" سهلة القراءة، مع وجود 20 نصًا مناسبًا لمرحلة التعليم الابتدائي و6 نصوص مناسبة لمرحلة التعليم الإعدادي. وكشفت المقابلات التي أجريت مع الطلاب والمعلمين أن الكتاب كان جذابًا وسهل الفهم، خاصة عندما تم تدريسه باستخدام الأساليب التفاعلية. ومع ذلك، أعرب بعض الطلاب عن صعوبة في فهم بعض المواد النحوية والمفردات أثناء الدراسة المستقلة. وخلصت هذه الدراسة إلى أن كتاب "الإنجليزية المبهجة 1" هو كتاب مناسب لطلاب الصف السابع، ولكن لا تزال هناك حاجة إلى توضيحات إضافية من المعلمين لتحسين فهم الطلاب.

CHAPTER I
INTRODUCTION

This chapter provides an overview of the background study, research questions, objectives, and significance of the study and explains the study's scope and limitations. In addition, this chapter also explains a few key terms to keep the focus discussion of this study.

1.1 Background of the Study

In Indonesia, the reading interest of the Indonesians is something that still needs improvement. As Allah says in the Qur'an surah Al-'Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ - خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ - اقْرَأْ وَرَبُّكَ الْأَكْرَمُ - الَّذِي عَلَّمَ بِالْقَلَمِ - عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ

"Read! In the Name of your Lord, Who has created (all that exists) Has created man from a clot. Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. Has taught man that which he knew not". [Al-'Alaq 96:1-5]

Based on this verse, the reading interest of Indonesians still occupies the 62nd position out of 70 countries based on a survey conducted by the Program for International Student Assessment (PISA) uploaded by the Organization for Economic Co-operation and Development (OECD) (Lailiyah, 2023). In line with this, Deni Kurniadi, the deputy for Library

Resource Development, National Library (Perpusnas), stated the results of a survey conducted by the National Library in 2021 that the reading interest of Indonesians reached 58%. He also stated that his party targets the reading interest of Indonesians in 2024 to reach 70%. This implies that the level of reading interest of Indonesian is still relatively low and still needs improvement to achieve the target and rise in the International ranking (Puspa, 2022).

According to Wells (in Heryati et al., 2010) there are four levels of literacy, these are performative (only able to read and write), functional (language becomes a skill for survival), informational (the ability to access knowledge), and epistemic (the ability to transform knowledge). Literacy is not just the ability to read and write, but literacy can mean technological literacy, politics, critical thinking, and sensitivity to the surrounding environment. Good literacy skills help students, as the successors of the nation, in instilling positive values to self-actualize in solving life problems later. Interpretation, which is a form of self-actualization, such as building and seeking the meaning of life will bring benefits to the surrounding community (Irianto & Febrianti, 2017). Students who have a high interest in literacy will improve the condition of interest in reading in Indonesia and become the forerunners of the foundation for the Indonesian nation to be able to compete with other nations in aspects of education, science, politics, economics, and other fields.

In improving students' literacy and interest in reading, teachers have an important role in the process. Teachers as facilitators are tasked with selecting reading material or books carefully by paying attention to the relationship between book selection, motivation, and student involvement, also realizing the importance of deliberate instruction during reading literature (Nurgiyantoro, 2005). In addition, the way teachers promote reading in the classroom is also very influential. The type of text given by the teacher must be intellectual discourse containing current issues that have student interest value. In addition, the way teachers demonstrate reading material and the teaching and learning activities of teachers and students in the classroom also affect student motivation in reading. Thus, they are expected to later succeed in reading and understanding texts, thinking critically about reading content and discussing the results of their thoughts with others (Moley et al., 2011).

Understanding suitability in reading selection is one of the important aspects of increasing reading interest. As a provider of learning material, that understands how is student's background study, the school environment is the main pillar in increasing interest in reading that pays attention to the suitability of student reading books. According to Cunningsworth (1995), some things need to be paid attention and do to when selecting material or textbooks. These are identifying the aims and objectives of the teaching program, analyzing teaching and learning situations, creating a shortlist of

3

potential coursebooks, and conducting an impressionistic evaluation to eliminate unsuitable books. In other the resulting shortlist should consist of three to five relevant coursebooks.

Yulianto (2019) mentioned that the readability of the text relates to how easily human readers can process and understand a text as the writer of the text intended. In line with this, Handayani (2014) said that readability measures a reading's suitability for readers, determining the right fit for students' understanding levels, and improving comprehension and meaning from textbooks. It means that to reach suitable readability or legibility, it is necessary to select material or reading material by paying attention to the target we are going to. Readability and selecting materials have a strong relationship with each other. To get a readable textbook, the selection must consider the content of the book and the background study of students who will use the product. A suitable and readable textbook will create students' motivation in reading which will be able to increase student literacy and the literacy level of the Indonesian.

Following the theory, several studies have been found that discuss the readability level of text. The researcher groups them into two main themes based on the research model and object analysis. For the research model, there are two studies (Rahmawati, 2014; Tabatabaei & Bagheri, 2013). It is about correlation research and comparison research. Tabatabaei and Bagheri (2013) found a correlation between students' interest and the difficulty level

4

of texts in their study that if difficulty level has increased, student's interest will also be increase. Rahmawati (2014) compared "English Today 1" textbook and "Developing English Competencies for grade X" textbook and found that the reading texts of "English Today 1" is more challenging to read by students.

For the analysis object, there are eight studies (Darwin, 2022; Fahmi, 2020; R. Handayani et al., 2020; Hidayatillah & Zainil, 2020; Lendo et al., 2021; Miftaahurrahmi et al., 2017; Tasaufy, 2017; Yulianto, 2019). It analyzed level question in book, readability of reading texts, and readability of textbook. Fahmi (2020) focused in investigaed High Order Thinking Skill (HOTS) question in reading comprehension exercise of "When English Rings A Bell" and found that the percentage of HOTS questions in each chapter is only 24% of the entire reading questions. In addition, the author divided of HOTS question levels that served in "When English Rings A Bell" is unfair, because analyzing level (C4) dominates the HOTS question level in book.

There are six researchs investigaed only the readability of reading texts. In this category, there are one reseach investigated reading texts on National Examination and five researchs investigated reading texts on several book of junior high school and senior high school. Readability analysis of reading text on National Exam was conducted by Lendo, Liliando, and Olii (2021). They investigated reading texts on National Examination on Junior High school and found just two reading text was suitable for students.

5

Five researchs focused to investigate reading texts on several book based on education level. There are two research focused on analysis of reading texts of Junior High school and three research focused analysis of reading texts of Senior High school . Yulianto (2019) and Darwin (2022) conducted research on reading text at the Junior High School level. In detail, Yulianto (2019) investigated "Pathway to English 2" for Eight grade textbook published by Erlangga using Flesh-Kincaidand found that there are still many mismatches between reading text presented and the reading level of students who are the object of learning. Darwin (2022) investigated " English" for IX published by Intan Pariwara. In his research, he found the mismatches in readability. It is about the mismatches between reading text that was presented and the readability level of students.

Tasaufy (2017), Miftaahurrahmi, Fitrawati, and Hermawati (2017), and Handayani, Furaidah, and Ivone (2020) conducted research on reading text at the Senior High School level. Tasaufy (2017) focused the study on reading text of "English X" published by Erlangga using Flesch Reading Ease Formula found three texts were considered as readable texts for teenth grade. Miftaahurrahmi, Fitrawati, and Hermawati (2017) focused to investigate on "Look Ahead: An English Course" Textbook for Senior High School Students Year XII published by Erlangga using Flesch Reading Ease Formula and found that the reading text were not stuitable with students' education level. Handayani, Furaidah, and Ivone (2020) focused their study on reading

text of Erlangga Straight Point Series: English for Eleventh Grade Students using Coh-Metrix RDL2 and MEFLRI Readability Text Tool showed different results. Coh-Metrix RDL2 showed that the texts was easier, but MEFLRI Readability Text Tool claimed that the texts were a match for eleventh grade.

Analysis of the readability of English Textbooks was conducted by Hidayatillah and Zainil (2020). They found that "Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition" Textbook by Alan Cruse was hard to understand. In addition, they also investigated the influencing factor in determining the readability level of book. They found two main factors that are the most influencing in determining readability. They are student interest and vocabulary difficulty.

Referring the studies above, there where some gaps. First, most of the studies use one formula to measure readability without considering teachers' and students' acceptance of textbook materials. Second, there is still few research focusing the textbook for grade 7, especially "Joyful English 1" English Course Book for grade 7. As a result, this research will reveal readability level of reading texts on "Joyful English 1" English Course Book for grade 7 using WebFX that has some formulas in one test. This study also reveals how about teacher's and student's acceptance on "Joyful English 1" English Course Book for grade 7, with the result that this research would

have a complex and in-depth finding in order to become the basis for the selection and development of learning material.

1.2 Research Questions

Based on the research background of the study, this study has two main research questions:

1. What is the readability level of "Joyful English 1" English Course Book for grade 7 based on WebFX?

2. How is teacher's and student's acceptance of "Joyful English 1" English Course Book for grade 7?

1.3 Objectives of the Study

Referring to research questions, this study focuses on two research objectives:

1. To investigate the result measurement of the readability levels of reading material on "Joyful English 1" English Course Book for grade 7 based on WebFX.

2. To find out how the student's and teacher's acceptance of "Joyful English 1" English Course Book for grade 7.

1.4 Significance of the Study

This research showed the analysis of the readability of reading textbooks based WebFX, and teacher's and student's acceptance of book. In particular, all the information in this study will be useful for the following:

1. Theoretical Significances

   This research is expected to provide a new finding for future researchers and teachers about how is the readability of "Joyful English 1" English Course Book for grade 7, which can be used as a reference for material selection in the learning process.

2. Practical Significances

   a. Teachers

      The results of this study are useful for teachers to understand teaching materials, especially reading texts, in "Joyful English 1" English Course Book which is suitable for teaching students. The use of WebFX can also help teachers in the planning learning process, it is selecting teaching materials.

   b. Institutions

      The results of this research can be a reference for the institutions as an evaluation material for selecting learning materials, especially English lessons, to preparing materials or teaching materials that are following needs and abilities.

   c. Future Researchers

      The results of this study are expected to provide basic ideas for future researchers in carrying out the latest research on the readability of textbooks, especially EFL books in Indonesia. Analysis of the

readability of textbooks in Indonesia is still limited and is not comprehensive, so the research of this matter still needed to find.

1.5 Scope and Limitation of the Study

The scope and limitations of this study are outlined as follows:

1. Scope of the Study

   The focus of this study was to reveal the readability of all monologue texts totaling about twenty-six (26) texts in the "Joyful English 1" English Course Book for grade 7 using WebFX. This study also investigated the teachers' and students' acceptance of the "Joyful English 1" English Course Book for grade 7, English Lesson teachers, and some students who use the "Joyful English 1" English Course Book in the teaching and learning process.

2. Limitation of the Study

   This study has the limitation of only analyzing the readability result of monologue texts using WebFX in the "Joyful English 1" English Course Book. This research involves three 7th-grade English Lesson teachers who discuss teacher acceptance of the "Joyful English 1" English Course Book and six students who have used the "Joyful English 1" English Course Book in the English learning process at one of private junior high school in Lamongan, Jawa Timur.

1.6 Definition of the Key Terms

To avoid future misunderstanding, the key terms of this study are well-explained as written below:

1. **Readability** refers to the suitability of text measurement results using WebFX such as comprehension of text, easy to understand, word difficulty, and suitability of text with the years of formal education needed.

2. **Reading Text** refers to the monolog text of "Joyful English 1" English Course Book for grade 7.

3. **Teachers' and Students' acceptance** refers to how teachers and students of Grade 7, MTs. Fathul Hidayah, Lamongan, can receive, understand, and convey the contents, especially reading section of the monolog text, of the "Joyful English 1" English Course Book easily.

4. **WebFX** refers to text readability testing tools that use many formulas in one test, such as the Flesch Kincaid reading ease test, the Flesch Kincaid grade level test, the Gunning Fog score, the Coleman Liau index, the Automated Readability Index (ARI), and the SMOG index. (https://www.webfx.com/tools/read-able/)

CHAPTER II
LITERATURE REVIEW

This chapter describes theories and previous studies to enrich the essential information. There will be four points described below: readability, reading material, perception, WebFX Readability Text Tool, and some previous studies related to readability.

2.1 Readability

Readability may refer to legibility, interest, ease of reading, or some combination of these. The term "readability" as a synonym for "comprehensibility" has recently attracted the most attention (Dale & Chall, 1949). Handayani (2014) said that Readability is determining a reading's suitability for readers' based on readers' readability level by measuring the texts to improve comprehension of the readers and the textbook. Dubay (2004) defines readability as the ease of texts for red and comprehended Kasule (2011) also added that readability determines textbook quality as the basis of selecting appropriate reading and reading. In addition, Yulianto (2019) mentioned that readability relates to how easily readers can process and understand a text as the writer's means. From the definition above, readability of text is how readers can easily understand the author's intentions in the text in the comprehension process itself by paying attention to the level of reading difficulty that is a factor in the creation of comprehensive understanding by students.

The readability has some factors. Gray and Leary (1935) identifies at least three major readability factors. First, the subject or material, relates to the reader's familiarity, including the actual and familiar topic of text. Second, the presentation of texts or materials, focuses on how the text is visually presented, including layout, illustrations, images. Third, the structure and arrangement, including the organization of ideas, sentence and paragraph length, flexibility with teaching method, and compatibility of text with students' difficulty level. In line with this, Dale and Chall (1949) mention that the three main interacting factors that influence how well-read a piece of writing is. They are the actual book or article, the reader's overall reading proficiency, and the criteria used to gauge readability. From the explanation above, it means that the factors of readability are the readers' background, the materials, and the presentation of texts that influencing the result of suitability of text.

Lorge (1949) said that readability has evalution functions into textbook. It means that the suitability between the text and the readers can be seen by the result of evaluating the text. Calonia (2020) added that readability can be the basis of selecting reading texts to get high comprehension for readers. The explanations conclude that the main function of readability is the basis of selecting materials of texts based on the result of evaluating text from readability formula.

From the explanation above, readability is not just the level of text, but the correlation between text and reader is an important part of the aspect of readability of a text. The role of a reader in a text readability becomes a main aspect to be able to judge how easy the text is to be read and understood, which in defining it requires the background of the reader studied such as interest, reading level, and purpose of the text.

2.2 Reading Material

The relevant and interesting materials of course material must be there in reading text. it was because unrelevant and uninterensting materials perhaps disappearing readers' interest with the result that the message of text can not be conveyed (Cunningsworth, 1995). It is necessary to be selective in selecting and developing material. According to Cunningsworth (1995), several things need to be considered and carried out when selecting materials or textbooks. These are identifying the aims and objectives of teaching programs, analyzing teaching and learning situations, creating a list of potential textbooks using publisher information, colleagues' suggestions, and personal experience, and evaluating books to eliminate inappropriate books to obtain a relevant book list. Therefore as a material provider, the school with the teacher must focus on selecting textbooks based on the objectives of the study, students' background, and students' interest in obtaining relevant textbooks for learning activities.

The task of textbooks is to assist teachers and students but not to dictate course content and teaching techniques. However, it must be acknowledged that teaching materials have a significant influence on what teachers teach and how they teach it (Cunningsworth, 1995). Therefore, careful selection must be made and the materials selected must represent the goals, techniques, and values of the learning program.

Teachers as facilitators are tasked with selecting reading material or books carefully by paying attention to the relationship between book selection, motivation, and student involvement (Nurgiyantoro, 2005). For selecting materials or textbooks, teachers must pay attention to three things, these are: readability, exploitability, and content suitability (Yulianto, 2019). In addition, the way teachers promote reading in the classroom is also very influential. The type of text given by the teacher must be intellectual discourse containing current issues that have student interest value. In addition, the way teachers demonstrate reading material and teacher and student interaction in the classroom will also affect student motivation in reading (Moley et al., 2011). So the students are expected to later succeed in reading and understanding texts, think critically about reading content, and discuss the results of their thoughts with others.

The relationship between teacher and coursebook is vital to consider, and it works best when it is a partnership with mutual aims to which each side contributes uniquely. The coursebook's goals should be as close to the

teacher's goals as possible, and both ought to attempt to meet the learners' requirements to the greatest extent possible. When the partnership's goals and objectives are established, as well as when the varied but complimentary responsibilities of the instructor and coursebook are properly identified and balanced, the relationship benefits (Cunningsworth, 1995).

According to Arias (2007), there are four factors that the teacher should consider when selecting the text. These are students' level, students' interest, students' needs, and students' background knowledge. She also added some important aspects related to the text which are relevance (relevant for the students' life) and content (the content must be interesting and authentic). By considering these aspects, an effective text will be served and it can be accepted well to achieve student comprehension.

Readability and selecting materials have a strong relationship with each other. To get a readable textbook, the selection must consider the content and background of the object that will use the product. A suitable and readable textbook will create student motivation in reading which will be able to increase student literacy and the literacy level of the Indonesian nation.

2.3 Perception

Perception is about expressing and perceiving something trough attitude (Windiarti et al., 2019). Perception is also opinions and responses about something that refers to the individual's process by the senses (Maba, 2017). In addition, Elfi et al. (2020) define perception as selecting, organizing, and

interpreting process about something by an individual's senses. From the explanation above, perception is how an individual interprets their own opinions about an object by their sense.

Perception is an aspect that is used as a reference in creating a learning environment that is suitable with the teachers' and students' needs (Windiarti et al., 2019). Furthermore, Windiarti et al. (2019) mentioned that teacher and student perceptions can be included in the evaluation process to achieve success in learning. It means that every teachers' and students' opinions regarding the teaching and learning process become an important aspect in determining every detail of the learning process, such as learning models, instruments, and content, in order to ensure successful learning that refers to student needs.

Some previous studies about teachers' and students' perceptions were conducted in many aspects of education, especially a textbooks. Elfi et al. (2020) found that students' perception of the exercise in "When English Rings A Bell" is interesting because it is served by colorfully and there are the examples of question, and also the simple instruction that make it clearest. However, the students found the difficult to understand the instruction in essay form, because they thought that the vocabulary was difficult to understand. In addition, Pasaribu (2022) investigated the students' perception about the quality of book and found that "Bahasa Inggris" textbook for grade 11 had met the criteria of interesting book according to

students. However, some students though that the appearance and the content could be enhanced, so it can be more improve students' abilities effectively.

From the explanation above, we get that the teachers' and students' perceptions are associated with the readability of textbooks. If teachers' perception states that the textbook is suitable and covered teachers' goal of study and students' needs, the effectiveness of readability of a textbook is fulfilled (Cunningsworth, 1995). Teachers' perception as educators' responses to readability textbook level is influenced by the teachers' beliefs and feelings (Maba, 2017). Students' perception of textbooks is one element that influences textbook quality evaluation based on students' interests and abilities (Pasaribu, 2022). From the explanation, teachers' and students' perceptions about the content of the textbook influenced the readability level of the textbook. It is because background knowledge, individual interests, and beliefs influence teachers' and students' perceptions giving rise to different views about the readability of textbooks.

2.4 WebFX Readability Text Tool

Readability is identical to measuring the level of readability of a text as a reference for text presentation. To measure a text, readability tools are used is one element to measure whether the text presented is following the criteria being tested. According to Dale and Chall (1949), the results of measuring text readability are used to control the selection of material and predict the creation of material that is appropriate to the object of study. From the results

of these measurements, a good text standard will be obtained. It will assist teachers to selecting material for students can easily understand the meaning of the text and avoid misunderstandings.

To measure the readability of a text, teachers can use readability measuring tools such as WebFX. WebFX is a text readability testing tool that is easy to use and can measure readability using many formulas in one test (*Readability Test - WebFX*, n.d.). Six formulas are used in one test. These are Flesch Kincaid reading ease, Flesch Kincaid grade level tests, Gunning Fog scores, Coleman Liau index, Automated Readability Index (ARI), and SMOG index. WebFX can be accessed via Google search. To test the desired text, the teacher can copy the text or link to the text in the box provided and the results of the text measurement will appear.

Every formula has a different measurement standard. First, Flesch-Kincaid reading ease is based on a ranking scale of 0-100. This formula shows that the higher the score is the better. The low scores indicate that the text is complicated to understand and needs to be simplified. The Flesch Reading Ease score is arrived at by using this equation:

Flesch Reading Ease Score = 206.835 − 1.015 × (Total Words / Total Sentences) − 84.6 × (Total Syllables / Total Words).

Second, the Flesch-Kincaid grade level shows the American school grade that is suitable to comprehend the material of the text. The Flesch-Kincaid Grade Level is assessed by examining how many words, sentences, and

syllables a document contains, employing the equation below (*Kalkulator Flesch Kincaid | Kalkulator Bagus*, n.d.):

Flesch-Kincaid Grade Level = 0.39 × (Total Words / Total Sentences) + 11.8 × (Total Syllables / Total Words) − 15.59

This is the following interpretation of Flesch Kincaid score:

Score	School level (US)	Notes
100.00–90.00	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	6th grade	Easy to read. Conversational English for consumers.
80.0–70.0	7th grade	Fairly easy to read.
70.0–60.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
60.0–50.0	10th to 12th grade	Fairly difficult to read.
50.0–30.0	College	Difficult to read.
30.0–10.0	College graduate	Very difficult to read. Best understood by university graduates.
10.0–0.0	Professional	Extremely difficult to read. Best understood by university graduates.

Figure 2. 1 Interpretation of Flesch Kincaid

Third, Gunning Fog Index estimates the years of formal education needed to comprehend a passage of text on the first reading. It considers the number of sentence, number of words, and the number of complex words consisting of three or more syllables in the text (*Gunning Fog Index - Gunning Fog Score*, n.d.). The lower the index score, it will be easier for readers to understand what they are reading. Here is the Gunning Fox readability formula.

"0.4 × ((total words ÷ total sentences) + 100 × total complex words ÷ total words)"

The score by using fewer words with three or more syllables. Words with three or more syllables make the passage harder to read. This is the following interpretation of Gunning Fox Index score:

Indeks Fox	Nilai
6	Kelas enam
7	Kelas tujuh
8	Kelas delapan
9	Siswa baru SMA
10	Siswa SMA kelas dua
11	Siswa SMA kelas 1
12	Siswa SMA
13	Mahasiswa baru
14	Mahasiswa tingkat dua
15	Mahasiswa tingkat akhir
16	Mahasiswa tingkat akhir
17	Lulusan perguruan tinggi

Figure 2. 2 Interpretation of Gunning Fox Index Score

Fourth, Coleman Liau Index is designed to evaluate the United States grade level necessary to understand the text based on characters of the text. the Coleman-Liau Index bases its analysis on characters rather than syllables, examining the relationship between character count and sentence structure to determine text complexity. This formula evaluated text with two primary, there are the averange number of letters per 100 words and the averange number of sentence per 100 words (*Coleman-Liau Index | Readability Tools by Gorby*, n.d.). These measurements combine to provide a score that corresponds to the U.S. grade level requires to understand the text. Here is the Coleman-Liau formula:

"CLI: 0.0588 x L (Averange number of letters) – 0.296 x S(Averange number of sentence) – 15.8"

This is the following interpretation of Coleman-Liau Index score:

Index Score	School Level	Comprehension
5 & below	5th Grade and below	Very easy to read
6	6th Grade	Easy to read
7	7th Grade	Fairly easy to read
7-10	8th, 9th & 10th Grade	Conversational English
11-12	11th & 12th Grade	Fairly difficult to read
13-16	College	Difficult to read
17+	Professional	Extremely difficult to read

Figure 2. 3 Interpretation of Coleman-Liau Index

Fifth, Automated Readability Index (ARI) is designed to measure how the text is easy to understand based on word difficulty (number of letters per word) and sentence difficulty (number of words per sentence). This formula relies on a factor of characters per word, instead of usual syllables per word **(Automated Readability Index, 2023)**. Here is the formula of ARI:

"4.71 (characters / word) + 0.5 (words / sentences) – 21.43"

This is the following interpretation of Automatic Readability Index score:

Score	Age	Grade Level
1	5-6	Kindergarten
2	6-7	First Grade
3	7-8	Second Grade
4	8-9	Third Grade
5	9-10	Fourth Grade
6	10-11	Fifth Grade
7	11-12	Sixth Grade
8	12-13	Seventh Grade
9	13-14	Eighth Grade
10	14-15	Ninth Grade
11	15-16	Tenth Grade
12	16-17	Eleventh Grade
13	17-18	Twelfth Grade
14	18-22	College student

Figure 2. 4 Interpretation of Automatic Readability Index score

Last, SMOG Index estimates the years of education a person needs to comprehend a piece of writing, and it was created as an improvement of other readability formulas. This formula decrease the score by using fewer words of three or more syllables, similar to how you would lower the score in the Flesch-Kincaid method by using shorter words and simpler sentences (*SMOG Readability Calculator - SMOG Index*, n.d.). Here is the SMOG readability forula for a passage of at least 30 sentences:

"***1.0430 x square root (total polysyllables x (30 / total sentences)) + 3.1291***"

This is the following interpretation of SMOG index score:

Score	Education Level
4.9 or lower	Elementary school
5 - 8.9	Middle school
9 - 12.9	High school
13 - 16.9	Undergraduate
17 or higher	Graduate

Figure 2. 5 Interpretation of SMOG Index score

From the explanation, the results of every formula in WebFX complete each other for getting comprehension about the readability result of texts. So, it can be a reference for selecting reading text for students.

Most readability scores are comprised of two factors. The first factor relates to sentence structure which typically measures the average number of words per sentence. The second-factor indices also take into account word structure

23

which is generally based on the average number of syllables per word or the proportion of easy words determined by referencing a word list. In this tool, a number score in each formula is mentioned in the last result. It was also able to see how many sentences your content has, the number of words, the number of complex words, the percentage of complex words, the average words per sentence, and the average syllables per word. Therefore, the results presented by WebFX are very clear and easy to understand for readability testers to use as a reference for selecting material.

2.5 Previous Study

This point describes some previous studies related to measuring readability and the gaps of this study. There are ten previous studies with two main themes. It served in table form and explain in detail about previous study and the gaps.

Table 2. 1 Previous Study

No	Theme	Author	Tools	Object of Study
1.	Research Model	Tabatabaei & Bagheri (2013)	SPSS	Finding the correlation between student's interest and difficulty level of text
2.		Rahmawati (2014)	Flesch Kinclaid and FRY graph	Comparing two English Textbook
3.	Analysis Object	Fahmi (2020)	Bloom's taxonomy analysis	Analyzing HOTS question
4.		Lendo, Liliando, and Olii (2021)	Flesch Reading Ease Formula	Investigating reading texts in National Examination
5.		Yulianto (2019)	Flesh-Kincaid	Investigating reading texts in English Textbook of Junior High

6.		Darwin (2022)	FRY graph	school
7.		Tasaufy (2017)	Flesch Reading Ease Formula	Investigating reading texts in English Textbook of Senior High school
8.		Miftaahurrahmi, Fitrawati, and Hermawati (2017)	Flesch Reading Ease Formula	
9.		Handayani, Furaidah, and Ivone (2020)	Coh-Metrix RDL2 and MEFLRI	
10.		Hidayatillah & Zainil (2020)	Questionnaire	Investigating readability of textbook

From the table above, The author groups them into two main themes based on the reseach model and research analysis object. The previous researches found the result in the following description:

2.4.1 Research Model

In this theme, there are two research with different research models. There are correlative research and comparative research. In detail, it explained with the following:

a. Tabatabaei & Bagheri (2013) did correlative research using SPSS to find the correlation between student's interest and difficulty level in their study. They found students' interest in learning the reading section would increase if the difficulty level of the text increased. Conversely, if the text is presented at a basic to intermediate level, students tend to look bored and uninterested. (Number 1 in table 1)

b. Rahmawati (2014) did comparative research using Flesch Kincaid and FRY Graph to compare "English Today 1" textbook

published by Quadra and "Developing English Competencies for grade X" textbook published by the Department of National Education. She found that the reading texts are easy to read by ten grade based on the result of Flesch Kincaid and Fry Graph. In addition, she also found that the texts of "English Today 1" have a higher level than "Developing English Competencies for grade X" textbook. in other words, the texts of "English Today 1" are more challenging to read by students and need more guidance in reading section by teacher. (Number 2 in table 1)

2.4.2 Analysis Object

In this theme, the author groups eight previous research into four categories. These are analyzed level questions in a Textbook, readability of reading passage, and readability of textbook. In detail, it explained with the following:

a. Analysis of Questions in A Textbook

Fahmi (2020) focused on investigating High Order Thinking Skill (HOTS) questions in the reading comprehension exercise of "When English Rings A Bell" based on Bloom's Taxonomy and found that the percentage of HOTS questions in each chapter is only 24% of the entire reading questions. In addition, Fahmi (2020) found there were 48 questions of analyzing level (C4), 13 questions of evaluating level (C5), and 8

questions of creating level (C6). It means the author divided of HOTS question levels that served in "When English Rings A Bell" is unfair, because analyzing level (C4) dominates the HOTS question level in book. While the creating level (C6) only appears on 6,9,11. (Number 3 in table 1)

b. Analysis of reading texts in Junior High School Textbooks

In this category, there are one reseach investigated reading texts on the National Examination, two studies investigated reading texts on several book of junior high school and three researchs investigated reading texts on several book senior high school.

i. Analysis in reading texts on National Examination

Lendo, Liliando, and Olii (2021) investigated the reading texts on National Examination on Junior High school with Flesh Reading Ease Formula. They found just two reading text was suitable for students from eight questions. (Number 4 in table 1)

ii. Analysis in reading texts on books of Junior High School

Yulianto (2019) conducted research on reading text at the Junior high school level, in detail "Pathway to English 2" for Eight grade textbook published by Erlangga using Flesh-Kincaid, it was found that there are still many

mismatches between the reading text presented and the reading level of students who are the object of learning. (Number 5 in table 1)

Darwin (2022) conducted research on reading text at the Junior high school level "English" for IX published by Intan Pariwara using FRY graph. It was found that there are still many mismatches between the reading text presented and the reading level of students who are the object of learning. (Number 6 in table 1)

iii. Analysis in reading texts on books of Senior High School

Tasaufy (2017) focused on reading text of "English X" published by Erlangga using Flesch Reading Ease Formula found only three texts are considered as readable texts for tenth grade students. (Number 7 in table 1)

Miftaahurrahmi, Fitrawati, and Hermawati (2017) focused to investigate on "Look Ahead: An English Course" Textbook for Senior High School Students Year XII published by Erlangga using Flesch Reading Ease Formula and found that the reading text were not stuitable with students' education level. (Number 8 in table 1)

Handayani, Furaidah, and Ivone (2020) focused their study on reading text of Erlangga Straight Point

Series: English for Eleventh Grade Students using Coh-Metrix RDL2 and MEFLRI Readability Text Tool showed different results. Coh-Metrix RDL2 showed that the texts was easier, but MEFLRI Readability Text Tool claimed that the texts were match for eleventh grade. (Number 9 in table 1)

c. Analysis of A Textbook

Hidayatillah & Zainil (2020) used a Questionnaire and found that "Meaning in Language an Introduction to Semantics and Pragmatics 3rd Edition" Textbook by Alan Cruse was hard to understand. In addition, they also investigated the influencing factor in determining the readability level of book. They found two main factors that are the most influencing in determining readability. They are student interest and vocabulary difficulty. (Number 10 in table 1)

Referring the studies above, there where some gaps. First, most of the studies use one formula to measure readability without considering teachers' and students' acceptance of textbook materials. Second, there are still little research focusing the textbook for grade 7, especially "Joyful English 1" English Course Book for grade 7. As a result, this research revealed the readability level of reading texts on "Joyful English 1" English Course Book for grade 7 using WebFX that has some formulas in

one test. This study also reveal how teacher's and student's acceptance of "Joyful English 1" English Course Book for grade 7, with the result that this research would have a complex and in-depth finding to become the basis for the selection and development of learning material.

CHAPTER III

RESEARCH METHOD

This chapter explains the research design, subject of study, research instrument, data collection technique, and data analysis used in this study.

3.1 Research Design

The research design used in this study is qualitative design, where researchers collect, analyze, and interpret the data obtained and demonstrated by providing a thorough explanation of the findings (Creswell, 2014). The method used in this study is basic qualitative research because this study aims to reveal in depth how the condition of participants using various data collection techniques and to get the results desired by researchers (Ary et al., 2010).

In this study, the researcher conducted a document analysis on the text monologue of "Joyful English 1" English Course Book for grade 7 as a learning material measured readability level through WebFX. On the other hand, the acceptance of teachers and students as users is also explored by interviewing teachers and students.

Based on the theory and explanation that have been proposed. This study analyzed the level of readability of the monologue text of "Joyful English 1" English Course Book for grade 7 which supported and triangulated with data obtained from teachers' and students' interviews.

3.2 The Subject of the Study

In line with the research focus mentioned above, this study has three subjects, namely "Joyful English 1" English Course Book for grade 7, teachers who teach English in grade 7, and students who use "Joyful English 1" English Course Book for grade 7.

For the "Joyful English 1" English Course Book for grade 7, researchers focused on researching all of the monologue texts. It is twenty-six monologue texts because there is SMOG Index that can be used in paragraphs only in WebFX. For teachers who is the subjects of this study are three teachers who are responsible as grade 7 teachers of one of the private junior high schools in Lamongan which is a language-based institution. The students who are the subject of the last research are six students who have used "Joyful English 1" Text Book for 7 Grade in English learning and are willing to do the interview. The transcription code of the participants of the interview is mentioned below.

Table 3. 1 Transcription Code of Participans

No	Name	Description
1.	Student 1	Sd1
2.	Student 2	Sd2
3.	Student 3	Sd3
4.	Student 4	Sd4
5.	Student 5	Sd5
6.	Student 6	Sd6
7.	Teacher 1	Tc1
8.	Teacher 2	Tc2
9.	Teacher 3	Tc3

3.3 Research Instrument

In this study, the readability of the monologue text of "Joyful English 1" English Course Book for grade 7 was measured using WebFX containing many formulas, such as the Flesch Kincaid reading ease test, the Flesch Kincaid grade level test, the Gunning Fog score, the Coleman Liau index, the Automated Readability Index (ARI), and the SMOG index. This tool is used because easy to use for beginners in IT, especially for material developers. In addition, the measurement results are presented in numbers and scale form with a simple and easy to understand explanation. So, it is easier for users to find out the compatibility of texts presentation based on the years of formal education, comprehend text, word difficulty, and easy to understanding.

The supporting data on acceptance of the "Joyful English 1" English Course Book for grade 7 have taken through an interview process with teachers and students using different questions to find out more about how their acceptance of book. This is the following grilles of interview question for teachers and students based on the factors of readability by Grey and Leary (1935):

Table 3. 2 The glirres of Interview question

Factor	Subject	Question
Subject and material	For teacher:	
	1. The reason for choosing book	Question 1: *What are your main reasons for choosing "Joyful English 1" as a teaching material?*
	2. Engagibility and suitability of material	Question 5: *In your opinion, how engaging and approriate is the difficulty level of the material in this book for students?*

	For students:	
	1. Engaging material	Question 2: *Do you think the material in this book is interesting to talk about in class? Why?*
	2. Material easily understanding	Question 3: *How easy or difficult is it for you to understand the lessons in this book?*
Presentation of text	For teacher	
	1. Monologue texts presentation	Question 4: *how are the monologue texts presented in "Joyful English 1"?*
	For students	
	1. General opinion of book	Question 1: *What do you think about "Joyful English 1" as a book for learning English?*
Structure and Arrangements	For teacher	
	1. Flexibility Teaching methodology	Question 2: *How flexible is "Joyful English 1" to use in different teaching and learning methods?*
	2. Suitability of Teaching methodology	Question 3: *How suitable are the reading texts in "Joyful English 1" with your teaching and learning methods? Please explain the degree of suitability or unsuitability!*
	3. The Structure of The Texts	Question 6: *How is the sequence of the reading texts structure in "Joyful English 1"?*

This research needs an explanation of how teachers' and students' perceptions in an acceptance of book, because they are involved in the learning process using that book directly. In the end of research, the result of the interview can be a reference of the measurement result of WebFX, is it suitable with the learning experience of teachers and students. It can also answering research question to find out teachers and students acceptance of "Joyful English 1" English Course Book for grade 7.

3.4 Data Collection

According to Ary, et. al (2010) collecting data in basic qualitative research may use a variety of techniques. Researchers conducted document analysis on data from measuring the readability of monologue texts "Joyful English 1" English Course Book for grade 7 based on WebFX analysis.

To complete the findings, researchers used the interview techniques for teachers and students using a semi-structured interview model. Researchers used semi-structured interviews because it is necessary to determine a list of questions that are relevant to the topic discussed, but improvement is very likely to occur based on responses from participants. Interview instruments between teachers and students differentiated according to their scope in the use of books. It is created based on the criteria of a good book and reading text according to Cunningsworth (1995).

3.4.1 Document Analysis

For the first step, the researcher measured the readability level of about twenty-six (26) monologue texts using WebFX. The document for analysis was generated from the result of readability measurement using WebFX. This result is then analyzed to find out the readability levels of reading and then triangulate with the result of the interview.

3.4.2 Interview

For continuing document analysis, the researcher prepared a list of questions as an instrument used in the interview process. There are five questions for teachers about teachers' acceptance of the "Joyful

English 1" English Course Book for grade 7 in the learning activity and to fulfill the students' needs. And for students, there are three questions about the acceptance of students' of "Joyful English 1" English Course Book for grade 7 in learning activity for being easy to understand and comprehend the texts. The list of questions can be seen in appendix V.

Before conducting the interview session, the researcher provided a consent form for English teachers and students of 7 grade to be willing to be interviewed. The interview was then transcribed to find out deeper thoughts about the acceptance of teachers and students and it was combined with document analysis results.

After conducting a document analysis on the results of measuring the readability level of reading text through WebFX and obtaining the results of teacher and student interviews, researchers conducted an analysis based on the data that has been obtained so that researchers get complete data and information for this study.

3.5 Data Analysis

In analyzing qualitative data, all data that has been collected and sorted to obtain data relevant to the research must be prepared well. In the process, the researcher must also triangulate data that has been obtained with field conditions through relevant sources. In this study, researchers conducted data

36

analysis by preparing all data that have been obtained for analysis using three steps based on Ary, et.al. (2010):

1. Familiarizing and Organizing; all data that have been obtained then studied in depth. In this step, the suitable result in theme between measurement using WebFX and interview process grouped.

2. Coding and Reducing; code each data and double-check each group of data obtained from measurement using WebFX and the interview process into manageable. Then, the data is integrated to make some statements by finding relationships between data collection.

3. Interpreting and Representing; after all data has been grouped in the same themes, the data is interpreted and represented by involving the data presented. Furthermore, the findings were reported based on relevant themes, topics, and discussions. Finally, the results of the findings are demonstrated through descriptive details.

In addition, researcher triangulated the data that has been obtained from all findings, the results of document analysis from measurements obtained from WebFX matched with the results of interviews with teachers and students, whether the results of both support each other or not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and provides an in-depth discussion. The first section outlines the key findings derived from WebFX's analysis and interview transcripts. The subsequent discussion interprets these findings concerning the research questions, existing literature, and relevant theoretical frameworks.

4.1 Findings

In this chapter, the researcher presents the findings by organizing explanations based on the research questions. This study has three main objectives: first, to analyze the readability level of the book "Joyful English 1" using the WebFX Readability Text Tool; second, to determine whether the readability level of the book aligns with students' competence; and third, to explore the perspectives of teachers and students regarding the readability of the book. The data for this study were collected through readability analysis using WebFX and interviews. The following is a presentation of the data analysis followed by a narrative explanation.

4.1.1. The Readability Measurement Results of Reading Texts "Joyful English 1" using WebFX

The following are the results of age prediction and reading score measurements using WebFX which measures the level of readability

using the Flesch Kincaid Reading Ease, Flesch Kincaid Grade Level,

Gunning Fog Score, SMOG Index, Coleman Liau Index, and

Automated Readability Index.

Table 4. 1 The Result Measurement of WebFX

TEXTS	READABILITY SCORE						AGE PREDICTION
	FLESCH KINCAID READING EASE	FLESCH KINCAID GRADE LEVEL	GUNNING FOX SCORE	SMOG INDEX	COLEMAN LIAU INDEX	AUTOMATED READABILITY INDEX	
T1	80.5	3.8	5.2	4.4	7.3	0.7	9-10
T2	78.8	3.9	5.1	4.4	9.3	2	10-11
T3	88.3	2.6	6	4.6	5.5	-1.1	9-10
T4	84	3.6	5.2	4.4	8	1.9	10-11
T5	62.3	7.2	10.7	7.7	10.7	5.1	13-14
T6	77.2	5.6	8.2	6	10.7	6	12-13
T7	58.6	8.3	12.1	8.8	11.2	6.7	14-15
T8	74.4	4.6	6.2	6.1	8.7	1.7	10-11
T9	77.3	4.2	6.3	4.8	9.9	2.7	11-12
T10	94.3	1.4	3	2.7	6.4	-1.1	7-8
T11	84.6	3	4.6	4.7	7.4	0.3	9-10
T12	65.45	5.9	7.2	6.6	8.5	1.6	11-12
T13	83.2	3.6	4.5	4.8	8.6	2	10-11
T14	83	3.9	4.7	3.9	8.4	2.3	10-11
T15	82.8	3.2	4.9	4.2	6.8	-0.4	9-10
T16	62.8	7.7	8.7	6.9	12.2	7.3	14-15
T17	91.3	2.8	5.6	4.3	6.7	1.1	9-10
T18	81.3	4.2	5.7	5	8	2.2	10-11
T19	91.1	2.5	5.3	4.2	7.6	1.2	9-10
T20	60.7	7.5	10.7	8	13.5	7.6	14-15
T21	89.2	3	5.6	4.3	8.4	2.2	10-11
T22	90.9	1.9	2.9	2.8	7.1	-0.3	8-9
T23	85	3.3	4.3	3.9	9.2	2.5	10-11
T24	96.1	1.9	3.8	2.9	6.1	0.3	8-9
T25	67.2	7.3	10.1	8	9	5.3	13-14
T26	83.6	3.4	6	5.1	7.7	0.9	10-11

Notes: ▮ : age prediction for elementary school
▮ : age prediction for Junior High School
▮ : age prediction for 7th grade

Each readability formula produces varying results. According to

Flesch Kincaid Ease Formula, the score is based on a ranking scale of

0-100 by assesed total word, total sentence, and total syllables. From

the table above, in the range 100-70 means that texts fairly easy to read until very easy to read by an averange 11-years old. In this range, there are 20 texts include. For range 70-60 means that it is easy to read by 13-15 years old students. In this range, there are 5 texts include, these are T5, T12, T16' T20, and T25. And in range 60-50 means that the texts fairly difficult to read, it is T7.

For Flesch Kincaid Grade Level, shows the American school grade that is suitable to comprehend the material of the text by aseesed how many words, sentences, and syllables a document contains. From the table result above, the spesific text that presented for 7th grade, it is in score around 7, are only 4 texts. These are T5, T16, T20, and T25. The texts in score <7is only one text, it is T7 with score 8.3. the texts >7 are 21 texts with the details: 1 text for 1st grade, 5 texts for 2nd grade, 10 texts for 3th grade, 3 texts for 4th grade, 1 text for 5th grade, and 1 text for 6th grade.

Gunning Fox Score Index estimates the years of formal education needed to comprehend a passage of text on the first reading. It considers the number of sentence, number of words, and the number of complex words consisting of three or more syllables in the text. Based on Gunning Fox Score, there is only 1one text specifically present for 7th grade, it is T12. But, there 19 texts are present for 6th grade until below. For 8th grade, there are 2 texts presented, it is T6 and T16.

Meanwhile for high school, there are 3 texts presented for 10th grade and only 1 text presented for 12th grade.

SMOG Index estimates the years of education a person needs to comprehend a piece of writing, and it was created as an improvement of other readability formulas. This formula decrease the score by using fewer words of three or more syllables, similar to how you would lower the score in the Flesch-Kincaid method by using shorter words and simpler sentences. Based on the result of SMOG Index score, there are 16 texts presented for elementary school, with index score 4.9 or lower. For middle school, with index score 5-8.9, there are 10 texts presented.

Coleman Liau Index is designed to evaluate the United States grade level necessary to understand the text based on characters of the text. The Coleman-Liau Index bases its analysis on characters rather than syllables, examining the relationship between character count and sentence structure to determine text complexity. The result analysis from the Coleman Liau Index score formula show that there are 5 texts present for 6th grade and below, which means the texts are easy to read. For index score 7 – 10.9 presented for 7th grade, 8th grade, 9th grade, and 10th grade, which means the texts is conversational english and fairly easy to read are 18 texts presented. And the score above 10, which means suitable texts for 11th grade until college, are 3 texts with

details: 1 text for 11th grade, 1 text for 12th grade, and 1 text for collage students.

Automated Readability Index (ARI) is designed to measure how the text is easy to understand based on word difficulty (number of letters per word) and sentence difficulty (number of words per sentence). The analysis result of the Automatic Readability Index (ARI) shows that all the texts is easy-to-read category. It is because the result score of texts are under eight (<8) that is still easy to read by student under 7th grade.

Based on the table above, the age prediction that concluded by WebFX shown that is suitable with texts is for the Elementary and Junior High School level. There are 20 texts that are suitable for the elementary age range and 6 texts are for junior high school age range. Specifically, only one text, T6, is suitable for 7th grade students, in range 12 – 13 years old.

Based on the result of the analysis of several formulas above, "Joyful English 1" English Course Book is highly suitable for 7th-grade junior high school students. For a detailed analysis results can be seen in table 4.1.

4.1.2. Students' and Teachers' Acceptance of Using "Joyful English 1" English Course Book.

This section presents research findings on the perceptions of seventh-grade junior high school students and the teachers regarding

the use of "Joyful English 1" textbook in the classroom. The research questions were posed to each student and can be found in Appendix 5.

The results of interviews about "Joyful English 1" textbook with students and teachers grouped into several categories:

1. **Subject and Material**

The subject and material have several factors make this book suitable for students. First, actual content that encourage discussion. Actual content helps strudents to understand the theme of text easily. The reading texts of "Joyful English 1" have actual and interactive themes that encourage discussion in the class with their classmates. It supported by the students that stated that the book contains engaging content that encourages discussion.

> " About the content, Procedure Text material was very interesting to discuss. It is also exciting to practice with my friends."(Sd1)
> " The content in this book literally engange to discuss in the class…"(Sd2)
> " The content of this book is engaging to discuss, especially the material about hobbies…" (Sd3)
> " In my opinion, the content of this book is engaging to discuss,…"(Sd4)
> " The content of this book is exciting and engaging to discuss so much, especially Procedure Text material. I love it so much."(Sd5)
> " …it is easy and engaging to discuss, as habit material, it is more engaging because my teacher support the material with doing game."(Sd6)

43

Second, relatable content with students abilities. Relatable content also supports students in learning the content. The students tend to be engcouraged in discussing content that has relatable themes, because students can exchange information related to experiences in daily life. A student mentioned that the reading texts reflect real-life experiences, making them more meaningful and easier to understand.

> *" In my opinion about this book, the content related with my life,..."* (Sd6)

It is also support by teachers' perception that this book has related content with students abilities.

> *"The monologue texts presented relatedly with students' ability in theme. It is easier for students to review the material."* (Tc1)
> *"It can be seen from the theme of the texts that relate with the student."* (Tc2)
> *"The choice of theme in this book is very good. It is because the discussion relates to students' abilities."* (Tc3)

Third, vocabulary familiarity to get clear instructions. Effective instructions depend heavily on vocabulary that is understanable to the reader. The reading texts of "Joyful English 1" have familiar vocabularies that helps students to get clear instructions to understand the texts. It is support by he students' statements that the vocabulary used in the book is familiar and appropriate for seventh-grade students. Additionally, clear instructions within the book contribute to its readability. Several students also mentioned

that their comprehension improved when the teacher provided

explanations, especially when using interactive teaching methods.

> *"I think the content of the book is easy to understand for me. It has clear instruction."* (Sd2)
> *"I think the content of the book is easy to understand, especially after being explained by the teacher in the class."*(Sd3)
> *"For seventh-grade, I think the content is still easy to understand. The vocabulary is also familiar for me."* (Sd4)
> *"In my opinion, this book has content that is easy to understand It becomes easier when my teacher explains with many interactive methods.."* (Sd5)
> *"In this book, the content instruction is very easy to understand. It is also supported by an exciting explanation from my teacher."* (Sd6)

Meanwhile, students 1 and students 3 also expressed that they

find misunderstanding while study independently outside the class.

They stated that teacher's explanations are still needed.

> *" ...this book is not easy to understand. But, it will be easy to understand for me when the content is explained by my teacher"*(Sd1)
> *" But I still worry when I have to understand it myself."* (Sd3)

Students also highlighted the need for teacher explanations,

particularly in the grammar section, as the book provides limited

grammatical explanations. Additionally, some students

encountered unfamiliar vocabulary, which may require further

support for comprehension.

> *"I still found some vocabularies that I don't know yet."* (Sd2)

45

"I think grammar material in this book is not much to explain." (Sd4)

It is also supproted by teachers statement that still more explanation is needed by a teacher in the class.

"But, sometimes students still need to explain more about sentence structure in the texts." (Tc2)

It is also supported by the statement that the exercises in each reading text are limited, so it required more explanation by teachers. One teacher mentioned that the book does not provide many exercises for reading practice.

"However, in my opinion, the exercise in each reading is not presented much." (Tc1)

Overall, the results show that the content of the book is considered easy to understand by most students, with familiar vocabulary, clear instructions, and relatable content. However, some students find it challenging to fully understand grammar material when studying independently. In addition, a few students still encounter difficulty with vocabulary.

2. Presentation of Book

This section discuss the presentation of texts or materials, focused on how the text is visually presented, including layout, illustrations, images. The reading texts of "Joyful English 1" have relevant image and ilustration can help clarify concepts and make

the texts more engaging. Besides, the texts also have logical layout can help the reader follow the flow of texts. It is support by the result of interview that, the reading texts of "Joyful English 1" are engaging primarily due o its visual presentation. Some students stated that the visuals are appealing because the book includes various images and illustrations that enhance their learning experience.

> *"This book is very interesting because there are pictures…"*(Sd1)
> *"It is an interesting book. It is because there are cute pictures…"* (Sd2)
> *"I think this book is interesting because there are some pictures."* (Sd3)
> *"This book is very good and interesting with some pictures in."* (Sd4)
> *"This book is also interesting with some pictures in, so, it's easy to understand"* (Sd5)

In addition to being visually attractive because it is accompanied by pictures, the results of the interview also show that some students are engaged in this book because of its colorful design.

> *"….and the color is nice."* (Sd1)
> *" …. and also the colorful book."* (Sd2)
> *"….and the cover was very colorful."* (Sd5)
> *" This book is very much interesting because the cover was colorful and nice."* (Sd6)

It is supported by the teacher statement that the layout of the book is visually appealing and helps increase students' interest in learning.

"... the layout of the book has logical paraphraphing, so it's easy to read by student." (Tc2)

Based on the interview, it can be concluded that "Joyful English 1" English textbook is engaging. The visual attractiveness is due to the colorful design accompanied by numerous pictures. The relevant pictures also help students to understand the content and the instruction of texts.

3. Structure and Arrangement

This section discusses about the organization of idea, the sentences and paraghraph length, the level of compatibility and attractiveness of the texts with teaching methodology and students' difficulty level.

An effective organization of ideas in a text is the main foundation that ensures the message is conveyed clearly and easily understood by the reader. The reading texts in "Joyful English 1" presented by clear and actual main idea, so it can understood easily by students. The reading texts also presented by medium paraghraph length for 7th grade and has a coherent text organization in presenting ideas. Based on the interview, the teachers stated that

most of texts are not accompanied by a title. However, a clear idea of texts help them to comprehend the texts clearly.

> *"The texts mostly are not accompanied by a title, but it is not a matter. Because the idea was so clear to know"*(Tc2)
> *"I don't find a title for every texts.however, because the texts are not a long texts, it was easy to know the idea without attached a title."*(Tc3)

The reading texts of "Joyful English 1" have actual themes, so can be combined with various learning methods to reach more interactive lesson. It is support by teachers statement that teachers find the "Joyful English 1" textbook suitable to apply in various teaching methods. They also appreciate its structured focus on English skills that allow them to adjust their approaches.

> *"This book is very flexible to be used in various learning methods that I use such as lectures and discussion groups"* (Tc1)
> *"In my opinion, it is easier for me to improve the learning method I use."*(Tc2)
> *" Yes, this book is very flexible to use. Each material is very focused on each English skill, so the method is adapted to each English skill taught."*(Tc3)

For the compability with students' difficulty level, the texts are suitable for 7ᵗʰ grade, because the vocabulary and the themes of texts are light to discuss for 12-13 years old. So, because of the texts are presened by basic texts for students, it suitable for any students' difficulty level. It is support by teachers' statements that

students generally find the texts easy to understand so it is suitable for their proficiency level.

> *"When we talk about students' level difficulty I think this book is very suitable for their level." (Tc1)*
> *"For reading's difficulty level, I think it is suitable with students' difficulty level." (Tc2)*

Meanwhile, one teacher mentioned that the suitability of monologue texts with students' difficulty levels depends on their individual educational backgrounds.

> *"In my opinion, the match of the text to the students' difficulty level depends on each student's background study."* (Tc3)

Based on the interview results, "Joyful English 1" English textbook is suitable and flexible to be used for various learning methods, especially in reading activities. The findings also show that this book presented easy-to-understand language and relatable topics that align with students' abilities. The compatibility and attractiveness of the text with the students' difficulty level depend on their educational background. However, the book is still considered appropriate and engaging due to its clear material, well-structured presentation, and visually appealing layout.

4.2   Discussion

This sub-chapter discusses relevant theories in relation to the research findings presented in the previous section. The discussion focuses on analyzing the findings based on the following research questions.

4.2.1   Readability Analysis and Its Implication

WebFX developed by William Craig uses a Standard Level of English belonging to U.S. students (*Readability Test - WebFX*, n.d.). While, "Joyful English 1" English Course Book is a book developed by two Indonesian authors, that uses standard English in Indonesia as a foreign language. According to the WebFX readability analysis, the majority of reading texts in "Joyful English 1" are categorized as easy to read for 7th-grade students, because almost reading texts in this book are suitable for students under 13 years old (<13 y.o). This is in line with Damayanti et al. (2022) stated that the textbook aims to equip students with basic English. However, some texts, such as T7, T16, and T20, are categorized as medium to difficult range which means that these texts require additional support from the teacher. This aligns with Basori (2023) stated that materials that might not align with students' English proficiency level can assist in attaining English proficiency above their level.

Arias (2007) stated students' proficiency level is one of four important factors in selecting appropriate texts. WebFX results indicated that the readability of ─Joyful English 1‖ English Course Book was easy to read for 7th grade who were aged 12-13 years old. This is in line with the result of the interview that this book is easy to understand by most students, but some student encounter difficulty with vocabulary. It is because of the differences in students' level of English.

4.2.2 Students' and Teachers' Acceptance of "Joyful English 1" English Textbook

Despite the WebFX results indicating that the texts are appropriate for the targeted age group, the interviews reveal mixed perceptions among students. Many students argue that the texts are suitable for them, followed by teachers' explanations. It is influenced by visual appearance and engaging presentation of the content.

Gray and Leary (1935) show that there are at least three broad aspects of readability, they are: the subject or material, the presentation of texts or materials, and the structure and arrangement. Based on the result of interview, it show that the book is engaging and flexible to use. In addition, following by the

data analysis from WebFX shows that the "Joyful English 1" English Course Book is easy to learn.

The result of the interview showed, t h a t the student was interested in the book because of the visual attached with some pictures and colorful appearance so this book has an engaging layout. This aligns with Elfi et al. (2020) that the textbook will be interesting because it served colorfully. It supports the theory of Dale and Chall (1949) that a well-book to read is a book that can improve students' interest reason to read the book.

The findings also showed that most of texts are not accompanied by a title in every text.however the idea presented clearly. The material of the book also engaging to discuss and relatable to students' abilities. This aligns with Moley et al. (2011) stated that the topic is an important component that increases students' interest in reading to develop reading engagement and motivation. Yulianto (2019) also mentioned that content suitability of reading text and students is one of the important things to increase student interest. It can be concluded that the content of the book influences students' interest to increase their learning motivation.

In addition, the result of the interview also showed that the texts are easy to read and understand. In line with this, Yulianto

(2019) also states that the readability of the text relates to how easily human readers can process and understand a text as the writer of the text intended. So, the content of the "Joyful English 1" English Course Book has readability criteria.

However, the result of the interview also showed that the students still worry about using this book for studying independently out of the class. This is because there are some vocabulary difficulties found by some students. Besides, the grammar material did not explain more in the book. Meanwhile, Hidayatillah and Zainil (2020) stated that vocabulary difficulty is one of the factors that influence determining readability. In conclusion, students' interest in books is influenced by vocabulary difficulties and uncomplete grammar material.

These statements are in line with teachers' perception about the compatibility of text with students' difficulty level, that the texts are suitable for students of 7 grade depending on students' background level of English. It is supported by Handayani (2014) that readability measures a reading's suitability for readers, determining the right fit for students' understanding levels.

"Joyful Eglish 1" also flexible to use in many different teaching methods, especially teaching reading texts. It is supported by students' perception that learning using the "Joyful English 1"

English Course Book can be easier to understand and fun with the help of teachers who use interactive methods. In addition, the results of the interview also showed that the teachers also used additional books to complete the learning, especially related to grammar material, because it is not attached to a section in this book. This aligns with Cunningsworth (1995), who stated that course books exist to make it easier for students and teachers to learn but do not dictate the use of rigid methods. It can be concluded, that the "Joyful English 1" English Course Book can be presented using various methods and mixed and matched with additional resources in the teaching and learning process.

Based on the explanations above, the "Joyful English 1" English Course Book is the book considered appropriate and engaging for 7th grade due to its visually appealing layout and content presentation. It influences students' interest in book. Students' interest and motivation in reading can increase students' literacy and reading interest in Indonesia.

CHAPTER V
CONCLUSION AND SUGGESTION

The study's conclusion and recommendation are discussed in this chapter; the conclusion is based on the study's findings, and the suggestion is the researcher's recommendation.

5.1 Conclusion

This research uses WebFX and the feedback from teachers and students who have used the book to analyze the readability level of the "Joyful English 1" English Course Book. The "Joyful English 1" English Course Book falls into the category of readable book based on the analysis from WebFX, it can be concluded based on research findings and interview results. It is proved by the perception of teachers and students who utilized the book and argued that it was easy to understand when it was used in the class with the teachers.

The book is compatible depending on students' English level. It also needed more explanation to get more understanding of the content of the book because of some vocabulary difficulties, a lack of grammar material explanation, and some unclear instructions belonging to some students with low-level background study. It is appropriate with the meaning of readability, which states that readability is determining a reading's suitability for readers' based on readers' readability level.

5.2 Suggestion

Based on the findings reported in the preceding chapter regarding the level of readability and teacher and student perspectives on the "Joyful English 1" English Textbook, here are some suggestions for students, instructors, and other researchers to consider.

1. For students, the challenge of studying independently using this book is only about looking for some difficult vocabulary and grammatical. They can be more courageous in studying independently using this book and exchange information with friends about the difficulties. They also note down the difficult parts to ask the teacher in the class.

2. For teachers, presenting material to achieve a learning goal requires students' interest and understanding. The interest and understanding are influenced by an interactive method that is used in the class. They must also add some additional support books for completing the teaching and learning process.

3. For the future researcher, in the future research, the researcher suggest conducting research deeply about the readability standard level for 7 grade in Indonesia to study more about the readability level of students. So, they can conduct the relevant texts for Indonesian students in 7 grade.

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APPENDICES

Appendix I List of Texts

The List of Texts

Text Number	Page	Text
1	Page 10	Hi. I'm Enggar from Kalimantan. I'm 12 years old. I live mith my little family. There are four people in my family. They are my father, mother, older brother, and me. I'm the youngest in the family. My father is a civil worker. My mother is a teacher. My older brother and I are students. My brother is a student in senior high school while I am a student in junior high school in the seventh grade. Although we are not rich, we are very happy.
2	Page 11	Morning, friends. I'm Yani from Pontianak. I'm 10 years old. Let me introduce my family. I have a big family. My parents have seven children. I have four older brothers, one older sisters, and one younger brother. My older brothers are all married and live outside of town. They visit us in their spare time, especially when Eid al-Fitr Day comes. We are a happy family.
3	Page 11	Hi. I'm Ifah from Aceh. I'm 7 years old. I want to introduce my family. I live with my father and my mother. I have no siblings so I am the only child in my family. My grandmother lives with us, too. My grandmother is a patient person. She takes care of me while my parents go to work.
4	Page 14	**Let's look pronoun in the text below.** I have an olde sister. Her name is Anisa Rahayu. I call her 'Kak Nisa' and she is seven years older than me. Although we are siblings, we have some different characteristics and personalities. My sister has black wavy hair, but she dyed it brown. Her height is 160 cm and has long legs. Her skin is tanned since she likes travelling. She also has nice facial features. Her face is small, with round eyes and pointed nose. People like to see her smile and laugh because she has a gummy smile. My sister is pretty but she always denies it. My sister is kind to everyone. She likes to buy me food and take me to the movie theater. Yet sometimes she can annoy my mother. She rarely cleans her room because she is quite busy. She works from Monday to Saturday. So, on weekends, she tends to sleep a lot. My sister is a hard-working person. I adore her so much. She in an amazing older sister.
5	Page 19	I have always enjoyed gardening since my boyhood. I enjoy

		watering my garden in my spare time. It gives my some physical exercise and sends me back to my work with renewed zest and vigor.i grow flowers as well as vegetables. I have a particular interest in cultivation of roses. I beam with satisfaction when I cast my gaze over my luxuriant garden. The sight of the lovely garden is invigorating and refreshing.
6	Page 20	My second hobby is stamp collecting. I have collected hundredsof stamps. I have arranged them into five books. My uncle, who frequently travels overseas for work, has been helping me to collect rare stamps. He sends me foreign stamps from the places he visits. Whenever I have a little spare time, I sit down at the table with my precious stamp books, arranging new stamps in them and writing in the names of countries. Each stamp has a story of distant lands and foreign people. Looking through the stamps, I can also follow much of the history of nations.
7	Page 20	I also love photography. Whenever I go on the picnic or an excursion, or travel around to new places, I take my camera with me and snap interestig scenes. I have some valuable snapshots,some of them highly recreational. My hobbies make my leisure hours enjoyable and profitable at the same time.
8	Page 26	Hi, I am Martina Lalobua from South Sulawesi. You can call me Tina. I am 12 years old. I am a 7th grade student at SMP Pertama Nusantara Junior High School, in Sulawesi. I live with my parents and my sister. My sister's name is Susan. She is in the fifth grade at the elementary school. My parents are Mr. Danang Lalobua and Mrs. Inggit Lalobua. My height is around 150 cm. my hair is long and curly. My skin is dark. M weigh about 45 kg. I have some hobbies. I like gardening in my spare time. I also like cycling when the vacation come. My hobbies are all outdoor-related. Talking about favorites, I have several favorites, such as my favorite food, favorite snacks, favorite color, and favorite book. My favorite food is Coto Makassar. My favorite snacks are chips and crackers. I am keen on the color red and reading science fiction books.
9	Page 28	hi, i am arifin. i live with my family near a beach. there are seven members in my family. the are my father, my mother, my brother, me, and my younger sister. my father's name is ismanto. my mother's name is kurniasih. my brother's names are teguh and udin. my sister's names are alya and saskia. they are all student. my siblings and i have different hobbies. teguh likes climbing mountains, he has climbed more than five famous mountains in indonesia. my brother, udin, likes gardening. he has many flowers and plants. a lot of buyers have bought his flowers and plants.

		my sisters have same hobbies. they like playig with dools. they always pretend to be housewives. they pretend to cook, feed the baby, and so on.
10	Page 29	Hello. I'm Putri. I am thirteen years old. I am a junior high school student. My hobby is singing. I have long, straight black hair, slanted eyes, and a pointed nose. I am around 160 cm tall. I have light skin.
11	Page 31	Hello, friends. I want to introduce my self. My name is Gading. I was born in December 23, 2009. I am a junior high school student in Semarang. I live with my family. I live at Jalan Kampung Kali No. 2345 Semarang, Central Java. I have some hobbies. One of my hobbies is collecting stamps. I have collected a lot of stamps, and some are from foreign countries. Through my hobby I make lots of friends.
12	Page 35	Hi, I am Bony from Halmahera. I am twelve years old. Now, I am in seven grade at Santa Ana Junior High School in Halmahera. My favorite color is red. like omelettes. My favorite subject is physical educarion. My hobby is playying volleyball. If you want to coe to my house, it is located at Pesona Street No. 24B Lokajaya Housing Complex, Halmahera. I live there with my family. There are four members in my family. There are my father, my mother, my older sister, and me. We are a happy family.
13	Page 36	**Subject: Greetings from India** Dear sita Ariyani, I'm Angeline Kappor from India. I got your e-mail address from your e-book. I would to make a friend with you. After reading your book, I am eager to have further communication. I do hope that you are willing to be my friend. We have some similarities. We have the same hobby. We like reading books. I am thirteen years old, and you are, too. We are junior high school students. The difference is that you written a book, while I haven't. would you mind guiding in writing a book some day? Well, I think that's enough about me. I am waiting for your reply. Best regard Angeline
14	Page 42	Hello, Friends! My name is Linda and I'm 13 years old. I am a Junior High School student. Today, I'm writing about the things that I like and dislike. • Entertainment The thing that make me laugh is watching TV and movies. I like kungfu movies. Those teach me how to face our problems bravely. Usually, I watch movie in a movie

		theater with my parents. Also, I am a fan of ballad music. • Food I love sweet food, such as cakes and cookies but I don't like salty snacks. Also, I am keen on fruits like apples and oranges. When the fruits are ripe, they taste delicious. • School Subjects My favorite subject at school is English I want to visit foreign country, so it is important to learn the language. That's why Iam crazy about it. I also prefer science because I love learning about nature. I hate chemistry and math lessons. I can't count well. What about you? What do you like and dislike?
15	Page 50	Hi, I am Wahyuni Rezky. I am a junior high school student in the 7th grade. Let me tell you how I spends my day in the morning. I love to get up at 04.30 a.m. The weather is so fresh. I enjoy the time. Getting up earlier makes me enthusiastic about facing the day. I start my activity with Morning Prayer. After that, I clean my room. I dislikes dirty. It can cause some illnesses. After doing that, I help my mother water her flowers. She loves flowers. At 06.30 a.m, I then take a bath. I hate someone who smells bad. The final activity before going to schoolis having breakfast. My mother prpare a delicious meal every morning.
16	Page 53	**My Special Hobby** My favorite hobby is watching TV. Whenever I have free time, I love watching television. It never obstructs my studies. Hobbies help us expand our knowledge and teach us several things. First, I like to finish all my school homework and then I start watching TV. It lightens my mood and sparks excitement, as it increases my curiosity about the world. Watching different useful things on TV enchances my knowledge horizons and gives me lots of joy. **The Benefits of My Hobby** Watching TV is a good hobby because it offers a lot of knowledge in various fields. There are several channels on TV which represent worldwide affairs. I watch the news and informative channels, such as Animal Planet or Discovery channel. These channels increase my curiousity and encourage me to learn about different aspect of life. Interestingly, I also watch Cartoon Network and that provides me with creative and new ideas to make cartoons and art. My favorite comics are Mr. Bean, Tom and Jerry, Scooby-Doo, and many more. Many art-theme cartoons, like The Pnk Panther and SpongeBob, inspire me to draw them. Primarily, the artworks of comics attract me and inspire me to decorate my scrapbook with their figures.

		Parents Find Hobbies Useful My parents praise my hobby. They are also happy when they see me watching national and international news on TV. Moreover , they feel proud when they listen to the news updates from me.
17	Page 63	Today was a great day. My father gave me a beautiful bag and shoes. It was a gift for me because completely graduated from junior high school and did well. I am so happy to receive these gifts. I brought them into my bedroom and checked them in detail. First, I look at my new bag. It has two small pockets on the right and left sides. When I opened it, I found two big pockets inside. I can safely put my writing books there. In another pocket, I can put my tiny wallet. I can also put my tumbler on the outside. I am really satisfied with it. I hanked my father for buying me this very special gift. He said that it was to show his deep love for me. Next, I took closer look at my new shoes. They are black shoes. As a student, we have no choice of shoe color. It is the rule at my school as part of our uniform. I like the model. Because it has colorful shoe laces. I found two star logos on each shoe, right and left the white soles make them impressive shoes. What great gifts!
18	Page 74	We have a new friend today. He is a nice boy. His name is Yudi. Yudi comes from Bau-Bau, South-east Sulawesi. Yudi is a taal boy, and is about 150 cm. he is also slim. He has black and curly hair. He introduceced himself to us. He told us that he moved here because he opened opens a new restaurant. He promotes his father's restaurant, which serves a variety of delicious foods. He promises to take all os us to visit his father's great restaurant one day. He also told us that he likes this city because the people here are friendly. Also, there are some interesting places to visit. They are Losari Beach, Fort Rotterdam, the 99-Dome Mosque, and many others. He hopes that we can receive him as our good friend.
19	Page 81	You must be healthy to do your daily activities, such as studying, playing, and other things. What can you do to get fit? There are many ways to get a healthy life style. Some examples are consuming healthy food, doing some sport, and thingking positively. There are lots of delicious healthy foods, such as eg fried rice, chicken soup, vegetables, etc. consuming healthy food will help get you in shape. Let's practice cooking one of them. Here is the recipe for egg-fried rice. | **Ingredients**	**How to Make**
---	---
• Cooked rice • Sesame oil • Egg • Garlic	1. Beat the eggs well. Add a pinch of salt and sliced green onions. 2. Make a scrambled egg in a pan. 3. When the egg is cooked, put it aside. 4. Keep tossing the rice with the	

		• Scallions • Soy sauce • Salt and pepper	scrabled eggs. 5. Add some soy sauce, salt, and pepper. Mix everything well. Reduce heat to low if you need. 6. When it is done, garnish it with sesame seeds if you like.
20	Page 82	To support your health, you need to consume healthy foods and a healthy drinks. You can consume many healthy beverages. Such as chocolate milk, fruit juice, tea milk, etc. We will practice making one of the fruit juices, avocado juices. Avocados contain carbohydrates and fiber to provide a more prolonged feeling of fullness. The benefits containing heart and eye health, and preventing and maximizing cance resistance. Lets's practice making avocado juice.	

Ingredients	How to Make
• One rip avocado • Chocolate or white consedered milk • 3 tbsp granulated sugar • 100 ml boiled water • 250 ice cubes	1. Choose rip avocados. 2. Put all ingredients into a blender. 3. Blend everythingon medium speed for $\pm$ 2 minutes. 4. Add garnish to the avocado juice and serve. 5. Add toppings such as chocolate grains, cheese, or cream to make it more delicious.

21	Page 86	After school, Rudi changed his clothes and went to the field. Gilang and Bayu waited for him to play badminton. He ignored his mom's call to have lunch first. He rushed out of the house quickly to meet his friends.
		At the beginning of the game, Rudi played well. But soon, he looked tire. His game started to slow down, and finally, he lost. He sat on the grass, his face was pale, and his hands were trembling slightlu.
		  "Are you Okay? You look terrible" Bayu asked him.
		  "Ifeel fatigued. I can't stand well," he answered.
		Gilang gave him a bootle of water and a box of cookies. Rudi took them and ate them up. He rememberes that he did not have a lunch. He didn't want to listen to his mother's call. He now realizes that playing without having breakfast or lunch is dangerous.

22	Page 88	Bayu and Gilang took Rudi home. They then lead him into the bedroom. They also told his mother about what happened to him. She let him rest and prepared his lunch. A few minutes later, Rudi woke up. His mother asked him to immediately have lunch. See next what Rudi's mother did to prepare his lunch.

The Materials That Must Be Prepared	The Rules
• Plate • Spoon • Fork • Napkin	1. Wash your hand with soap. 2. Pray before eating. 3. Eat with the right hand. 4. If it's not essential, don't talk during meals. 5. Eat calmly, don't rush. 6. Finish the food, don't waste it. 7. Wash your hand after eating.

23	Page 93	Rania and Nurfa are friends. Every day, they go to school together. They walk foot because their houses are near the school. Rania's house is further than Nufa's, so she always picks Nurfa up. She leaves her house early. But Nurfa is never ready when Rania arrives. At school, they have three more friends. They ar Lusi, Norma, and Vivi. Lusi is always in a rush. She always speaks loudly, even ehen they study in the classroom. She also often plays while learning but will stop if they ask her to stop. Norma is a calm girl. She rarely speaks to others. All their friends in the class like her because she is smart student. Vivi is a generous girl. She likes buying things for others.she never thinks about her own needs.
24	Page 94	**Visiting Our Village** On Sunday, my family planned to visit our village. My father and mother prepared everything we needed to go there. We wanted to go at 06.00 a.m. I helped my cook some food to bring to the our village. There were fried rice, fried chicken, and noodles. When we finished, my father and I put the food in the car. Then, we were ready to go. We were in the care when we realized that my brother was still in his bedroom. I got out of the car and went into his room. I woke him up by pulling his shirt. He was so shocked that he jumped out of bed and into the bathroom. My father and mother were angry at him. "I am so sorry, mom. I watched TV until midnight," he said. "you'have made us late to start our trip. Don't do that again." After that, our trip went smoothly. We talked and laughed all the way there.
25	Page 100	Hi, I am Margaretta. I live with my family in Pekalongan, Jawa Tengah. My family has rules. We, as members of the family, must obey the regulation . they are made to regulate the members so that

		they become obedient people. Here are our house rules. **House Rules** - Aske for permission when going somewhere - Greet everyone at home when entering the house - Put the things back on their place - Wash the dishes after eating - Clean the bedroom regularly - Clean the bathroom after taking a bath - Sweep the floor twice a day
26	Page 117	This is Annisa. She is from Padang,West Sumatra. Sumatra is famous for its traditional food, called rendang. She will cook it for her family. First, she prepares all the the ingredients. Next, she …….. the meat into cubes. After that, she …… the herbs into pieces and …… the spice altogether. At the same time, she …… water. The water is needed to soften the meat. After all the ingredients are ready, she sautes the the herbs and spices. Then, she put the meat into the spice. When the meat is mellowing, she ……. The coconut cream into it. Finally, she …….. a pinch of sugar and a tea-spoonful of salt.

Appendix II WebFX Readability Text Tool

INFORMED CONSENT

Research Explanation

Researcher   : Faridatur Rif'ah
NIM   : 19180006
Adress   : Kalanganyar - Karanggeneng - Lamongan

Research Title : An Analysis of Reading Texts and the Acceptance of "Joyful
English 1" Course Book for Grade 7 Using WebFX.

English
The researcher is a student of the English Tadris Undergraduate Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. This research will be carried out by conducting interviews regarding informants' perceptions regarding "Joyful English 1" course book for grade 7. Informants will be asked to participate voluntarily. All information will be used in research while maintaining the confidentiality of the informant's identity. If something is still unclear, the informant can ask the researcher. If you have agreed to participate in this research, please fill out the consent form below.
Bahasa Indonesia
Peneliti adalah mahasiswa Program S1 Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penelitian ini akan dilakukan dengan cara melakukan wawancara terkait persepsi informan terkait buku "Joyful English 1" for grade 7. Informan akan diminta berpartisipasi secara sukarela. Segala informasi akan digunakan dalam penelitian dengan tetap menjaga kerahasiaan identitas informan. Apabila ada hal yang masih belum jelas, informan dapat menanyakannya kepada peneliti. Jika anda telah setuju untuk berpartisipasi dalam penelitian ini, mohon mengisi lembar persetujuan dibawah ini.

Researcher

Faridatur Rif'ah

Informed Consent (Lembar Persetujuan Informan)

I, the undersigned below (Saya yang bertanda tangan dibawah ini) :

Name   :

Age   :

Class/Major   :

Declare a willingness to be a respondent in research conducted by (Menyatakan bersedia menjadi responden pada penelitian yang di lakukan oleh) :

Name   : Faridatur Rif'ah

NIM   : 19180006

Adress   : Kalanganyar - Karanggeneng - Lamongan

Research Title : An Analysis of Reading Texts and the Acceptance of ""Joyful English 1" Course Book for Grade 7 Using WebFX.

I will be willing to conduct an interview about my perceptions regarding "Joyful English 1" for class 7. With the provisions, personal identity will be kept confidential and the information provided is solely for scientific purposes (Saya akan bersedia untuk melakukan wawancara tentang persepsi saya terkait "Joyful English 1" untuk kelas 7. Dengan ketentuan, identitas pribadi akan dirahasiakan dan informasi yang diberikan hanya semata-mata untuk kepentingan ilmu pengetahuan).

Thus I convey this consent letter, so that it can be as it should be (Demikian surat persetujuan ini saya sampaikan, agar dapat dipergunakan sebagaimana mestinya).

Lamongan,…………………………2024

Informant

(………………...........)

INTERVIEW GUIDANCE

Name/Nama : ....

English

     Good morning, I am Faridatur Rif'ah and I am currently studying undergraduate (S1) in the English Education Department at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Currently, I am conducting thesis research entitled "An Analysis Of Readability Of Reading Texts And The Acceptance Of "Joyful English 1" English Course Book for grade 7 Using WebFX" as a requirement for graduation from university.

     I wholeheartedly thank you for your willingness to be part of this research by being an interview resource. If you have difficulty filling out this questionnaire, please ask the researcher for further information.

Bahasa Indonesia

     Selamat pagi, saya Faridatur Rif'ah dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Saat ini, saya melakukan penelitian skripsi berjudul "An Analysis Of Readability Of Reading Texts And The Acceptance Of "Joyful English 1" English Course Book for grade 7 Using WebFX" sebagai syarat kelulusan dari universitas.

     Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara, jika Anda mengalami kesulitan dalam mengisi kuisioner ini, silahkan menanyakan kepada peneliti untuk informasi lebih lanjut.

Prompts/Pengingat:

1. Introduction. Researcher does self-introduction an begins a casual conversation before explaining the main purpose of the interview.
2. Main. Researcher starts asking several questions to interviews to ather research information.
3. Closing. Researcher repeat the casual conversation before closing the interview.

Notes/Catatan:

1. Research should make interview feel comfortable during the interview.
2. Research should also pay attention to etiqette to avoid interview from discomfort.
3. The casual conversation part is highly recommended. But do not ask personal things to interview.

QUESTIONS

For the teacher

1. What are your main reasons for choosing "Joyful English 1" as a teaching material?
2. How flexible is "Joyful English 1" to use in different teaching and learning methods?
3. How suitable are the reading texts in "Joyful English 1" with your teaching and learning methods? Please explain the degree of suitability or unsuitability!
4. How are the monologue texts presented in "Joyful English 1" ?
5. In your opinion, how engaging and approriate is the difficulty level of the material in this book for students?
6. How is the sequence of the reading texts structure in "Joyful English 1"?

QUESTIONS

For the students

1. What do you think about "Joyful English 1" as a book for learning English?
2. Do you think the material in this book is interesting to talk about in class? Why?
3. How easy or difficult is it for you to understand the lesson in this book?

Appendix VI The Pictures of The Result from WebFX

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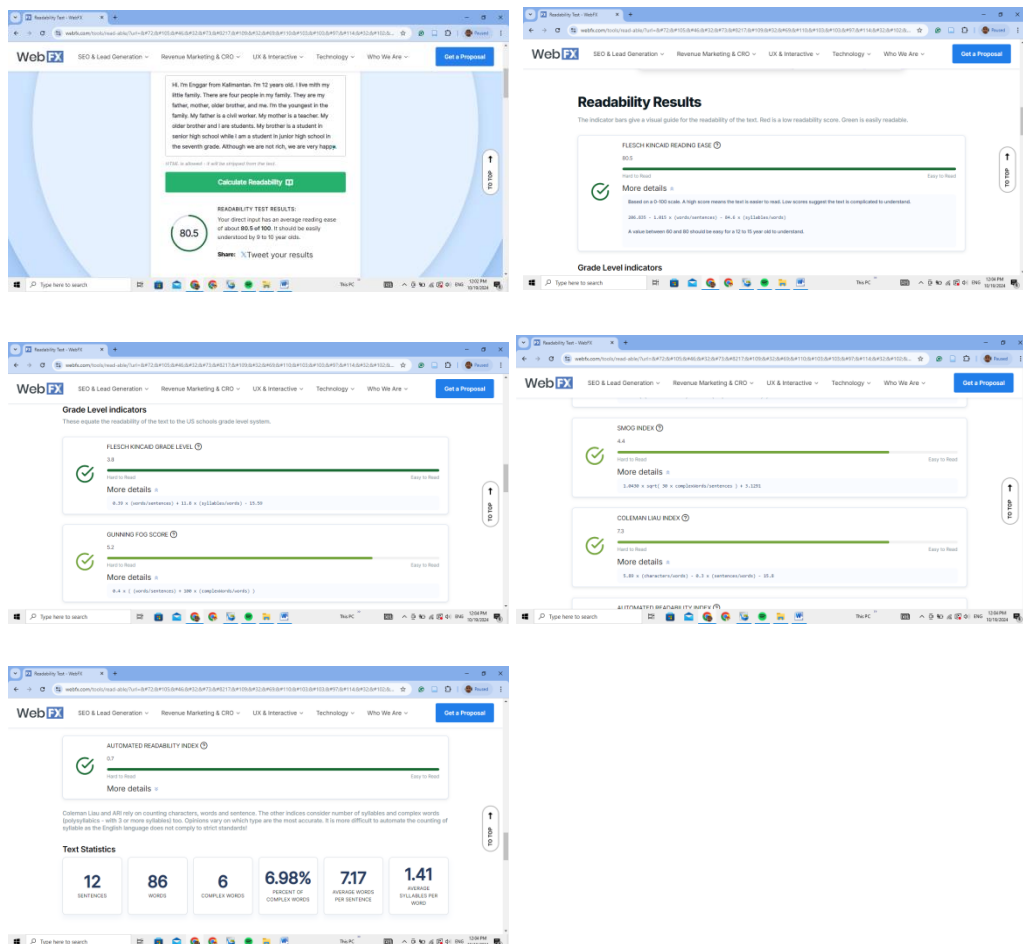
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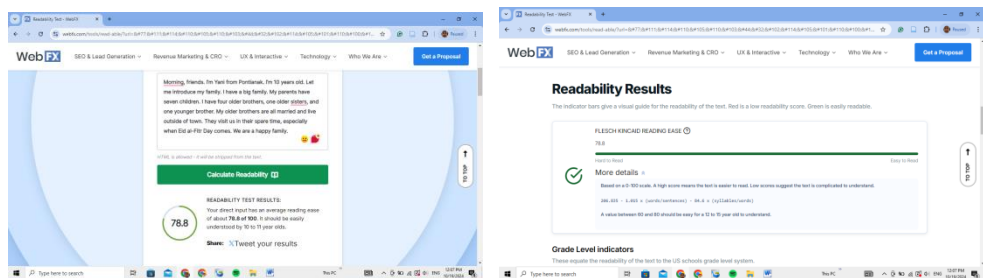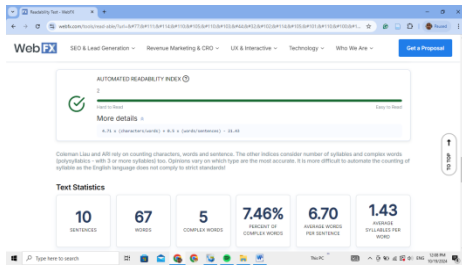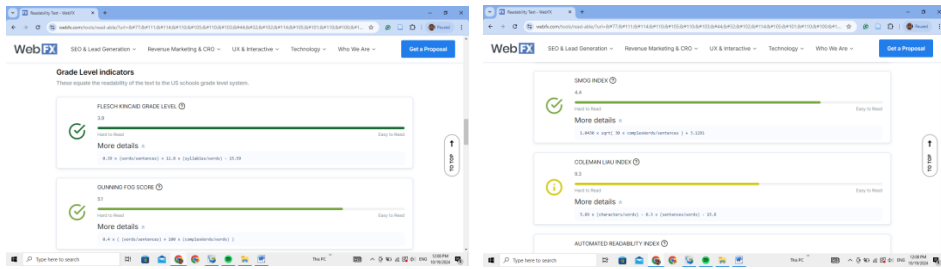
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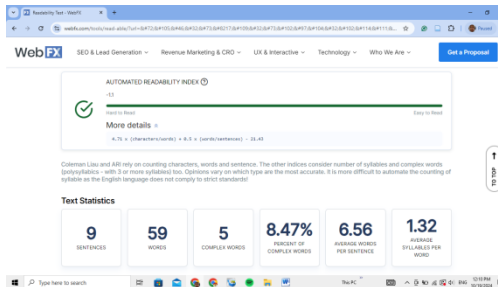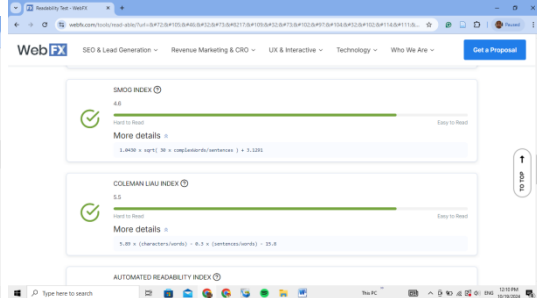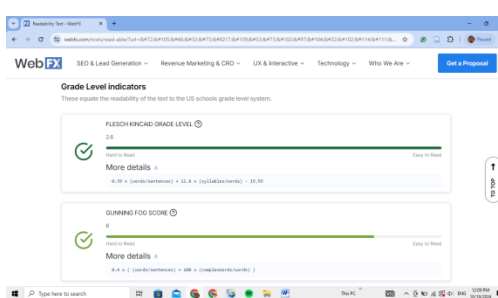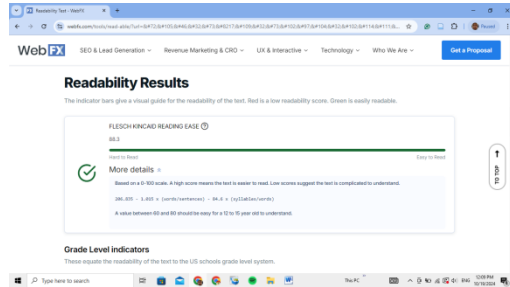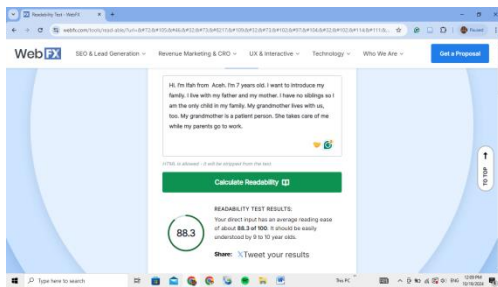
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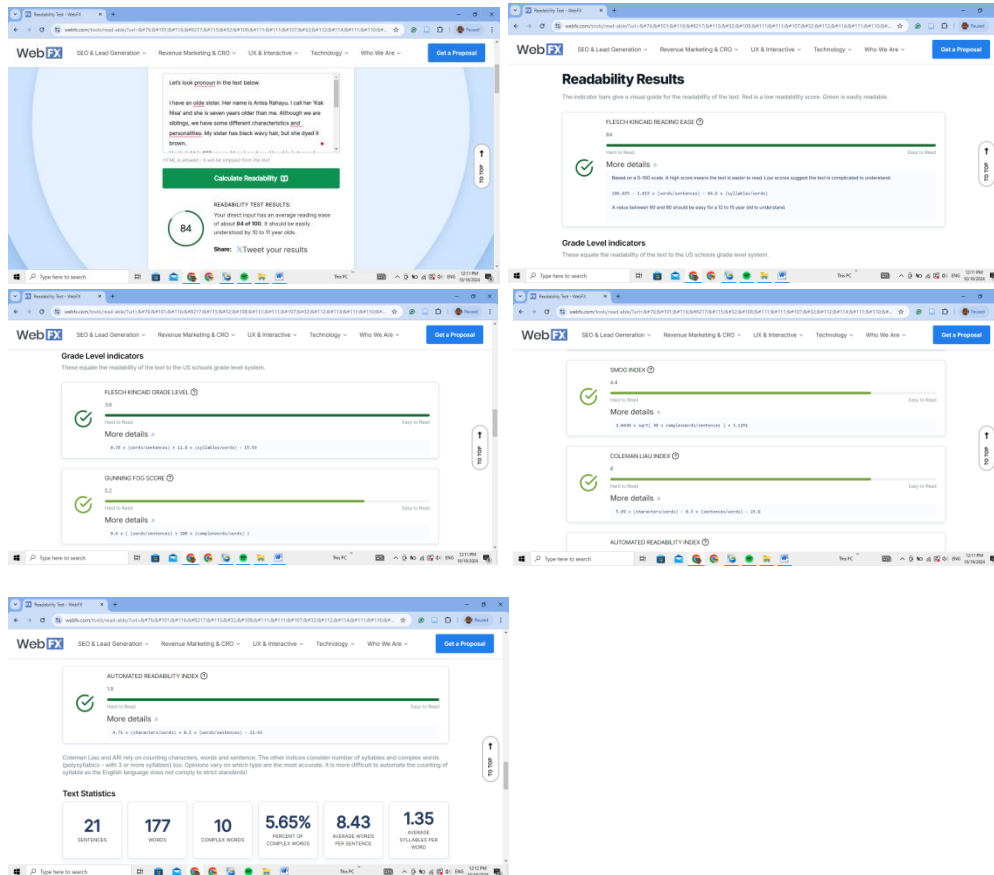
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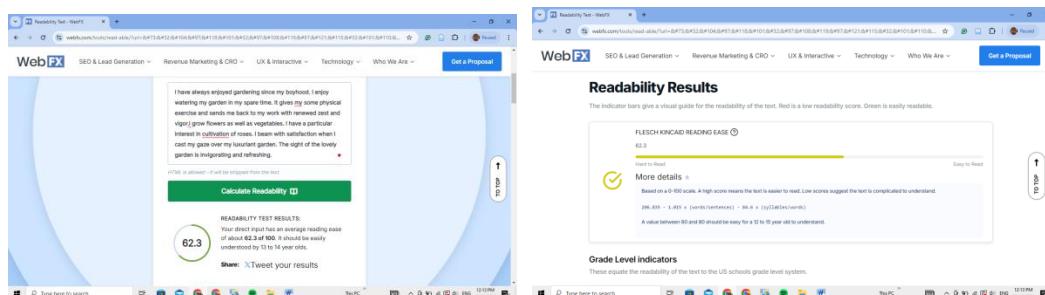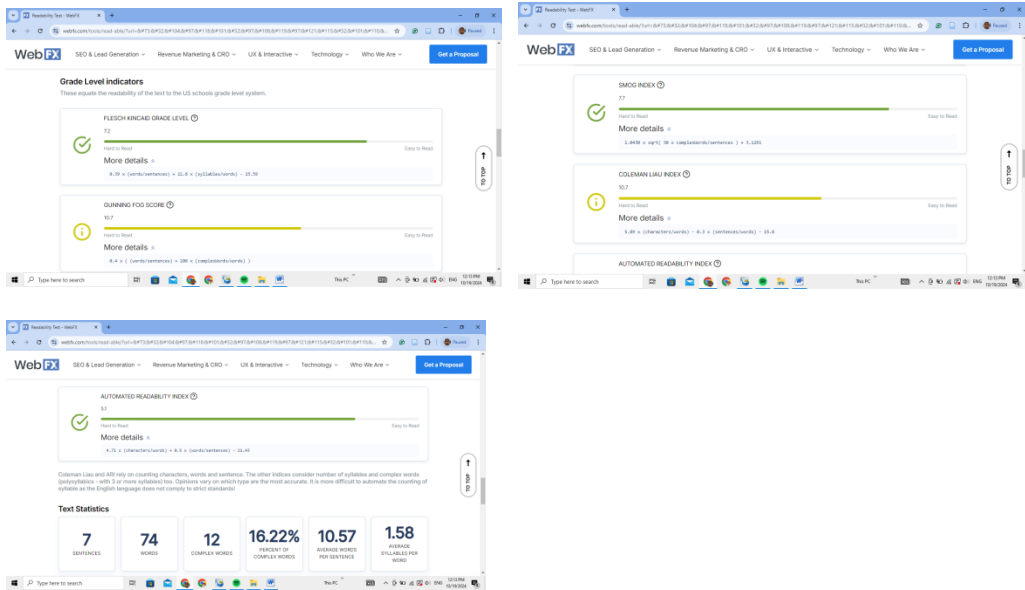
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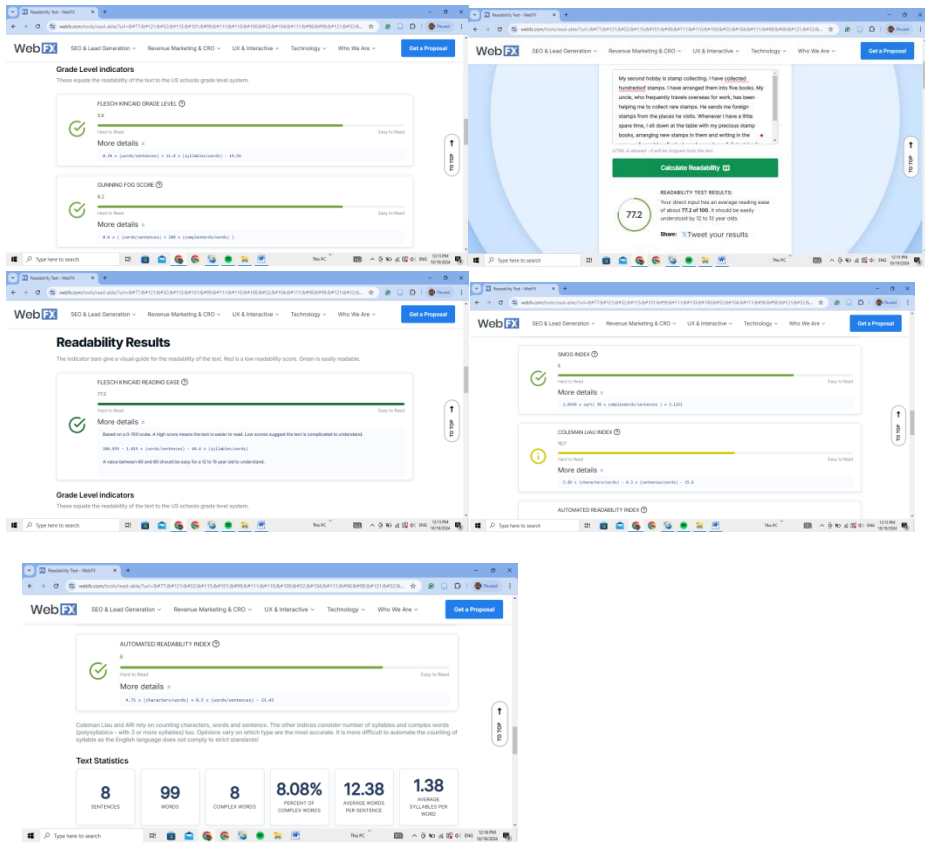
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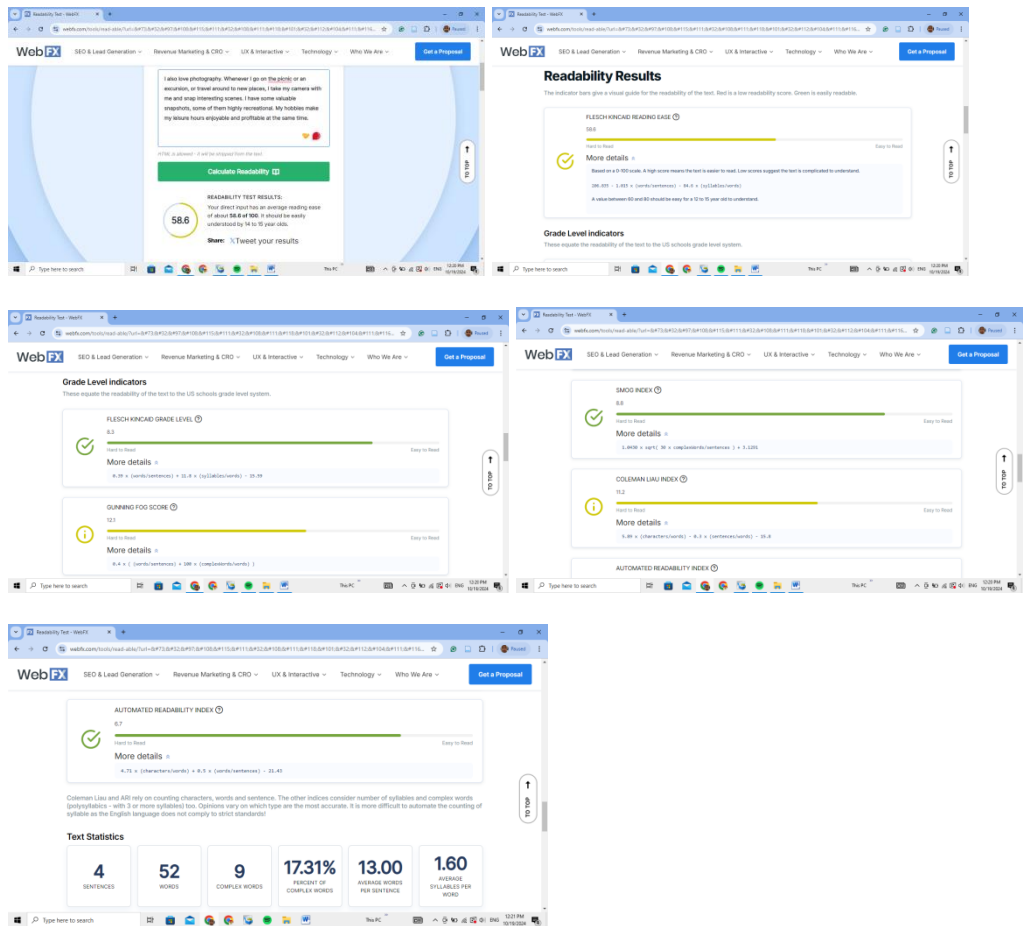
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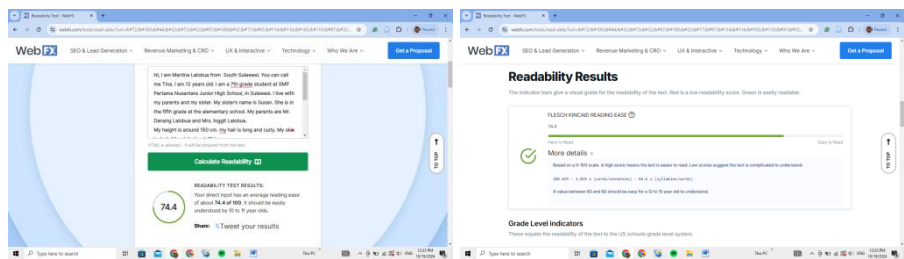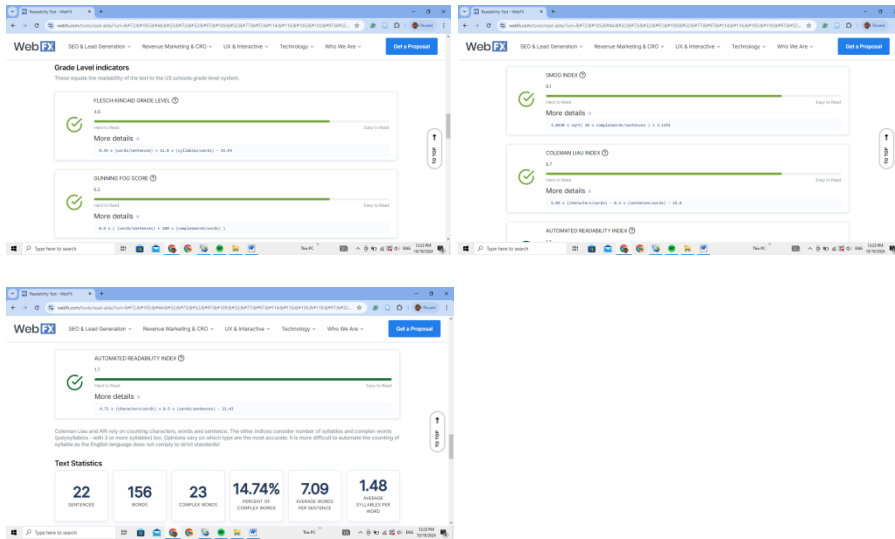
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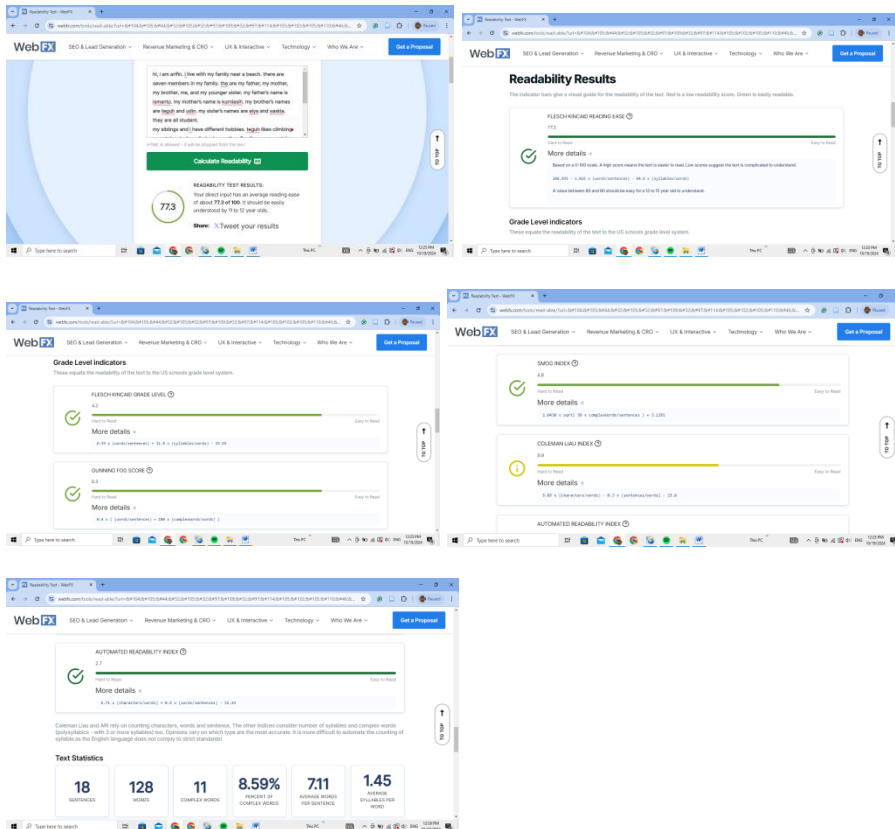
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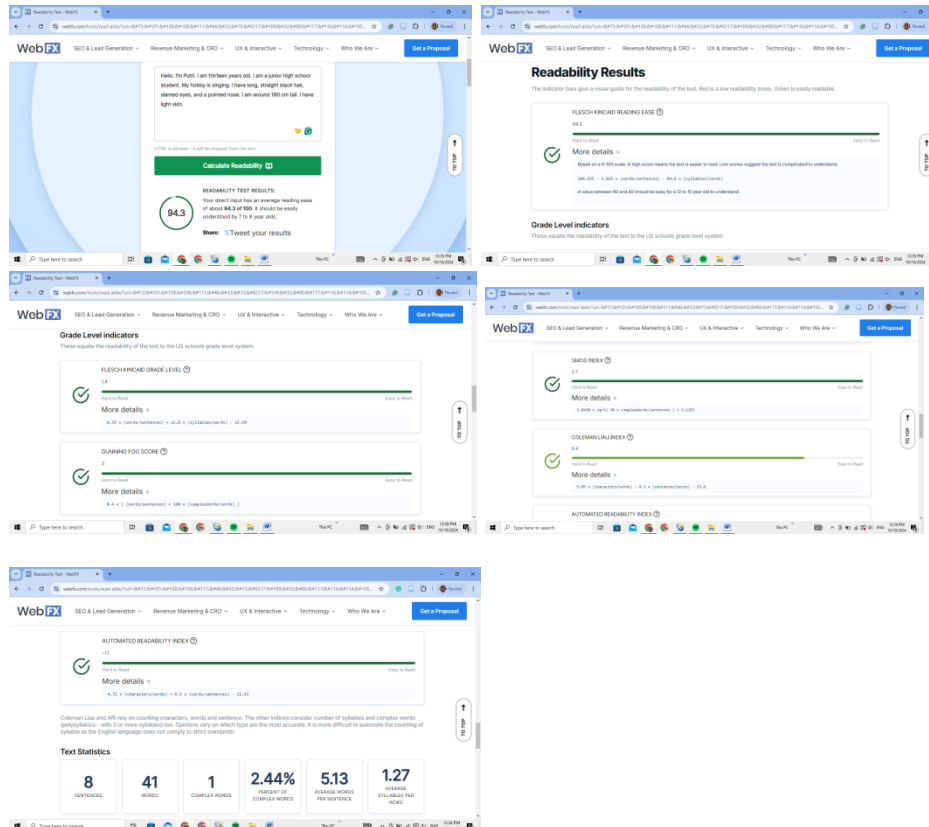
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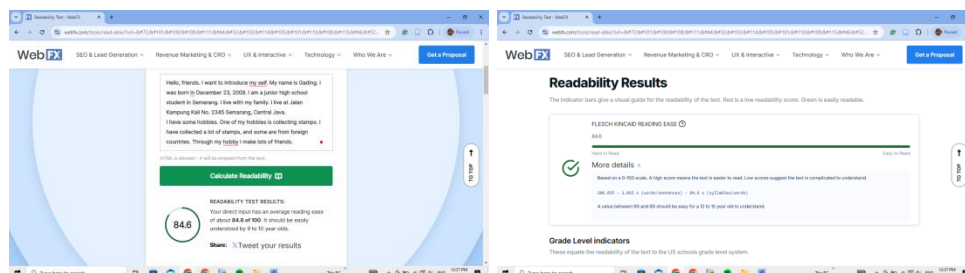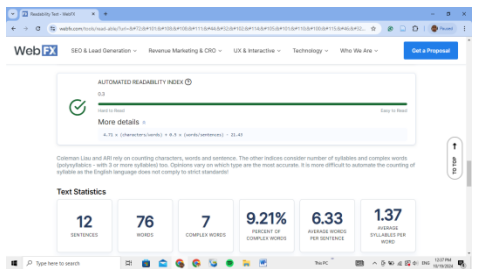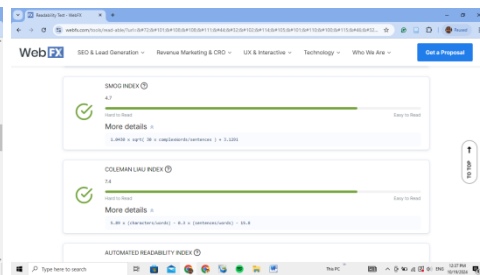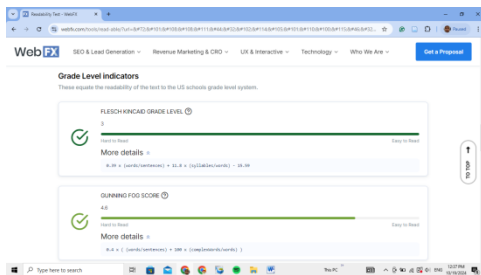
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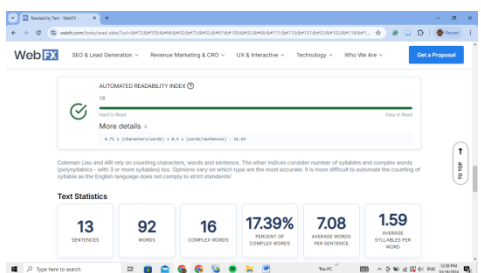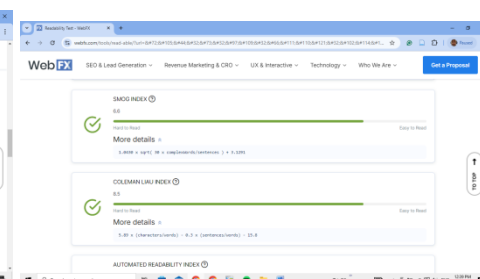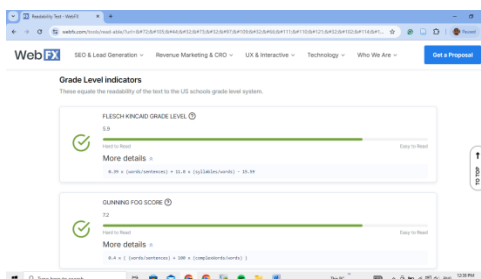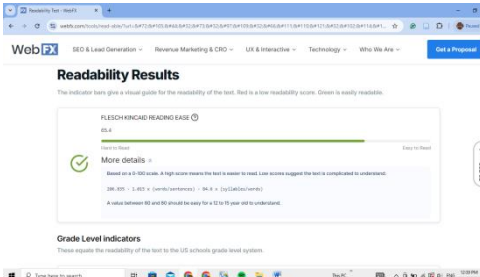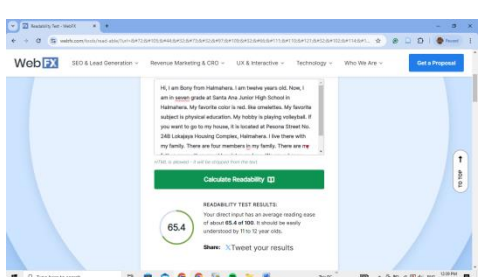
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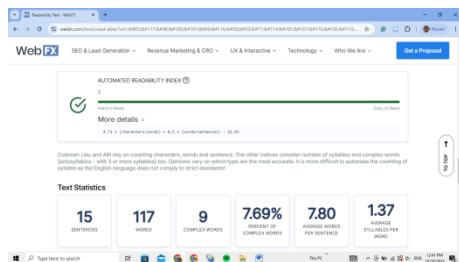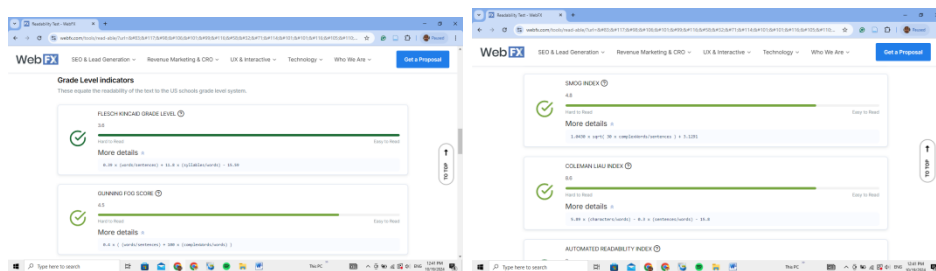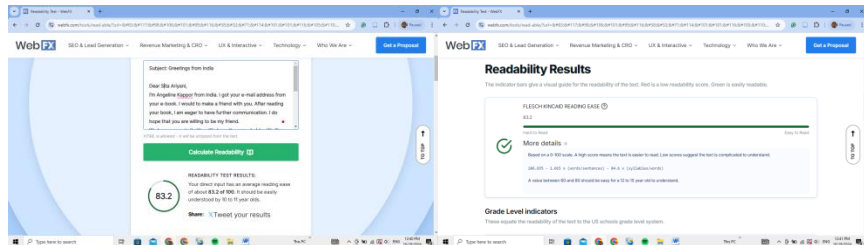
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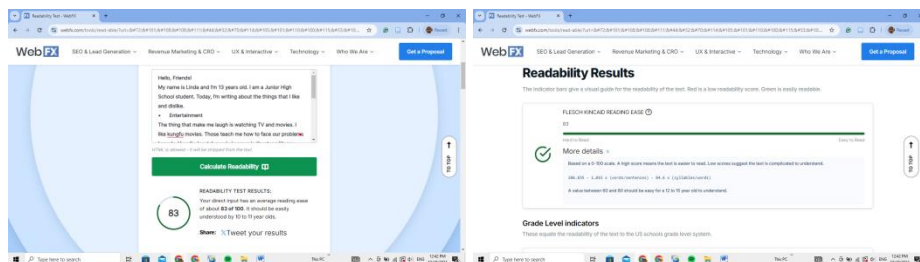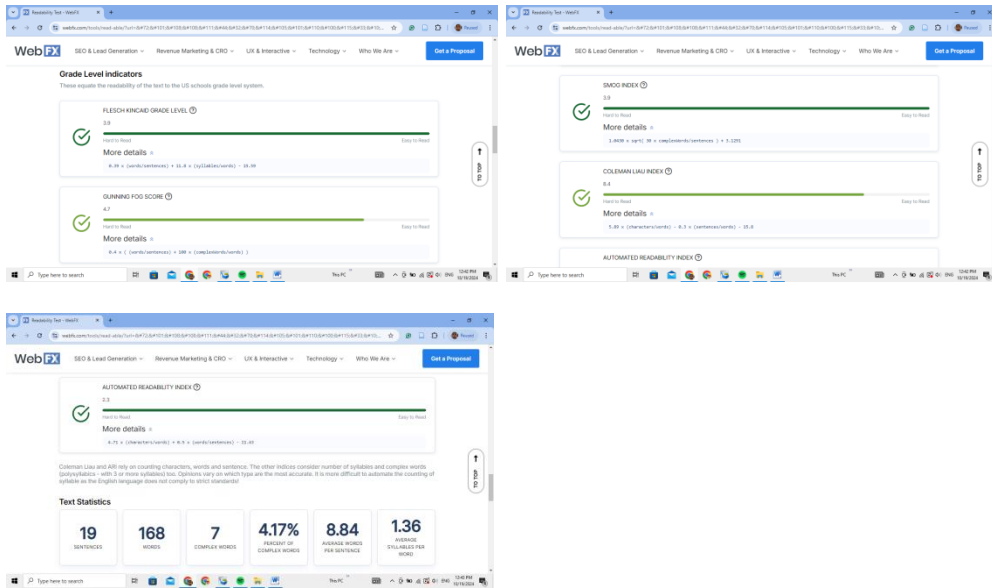
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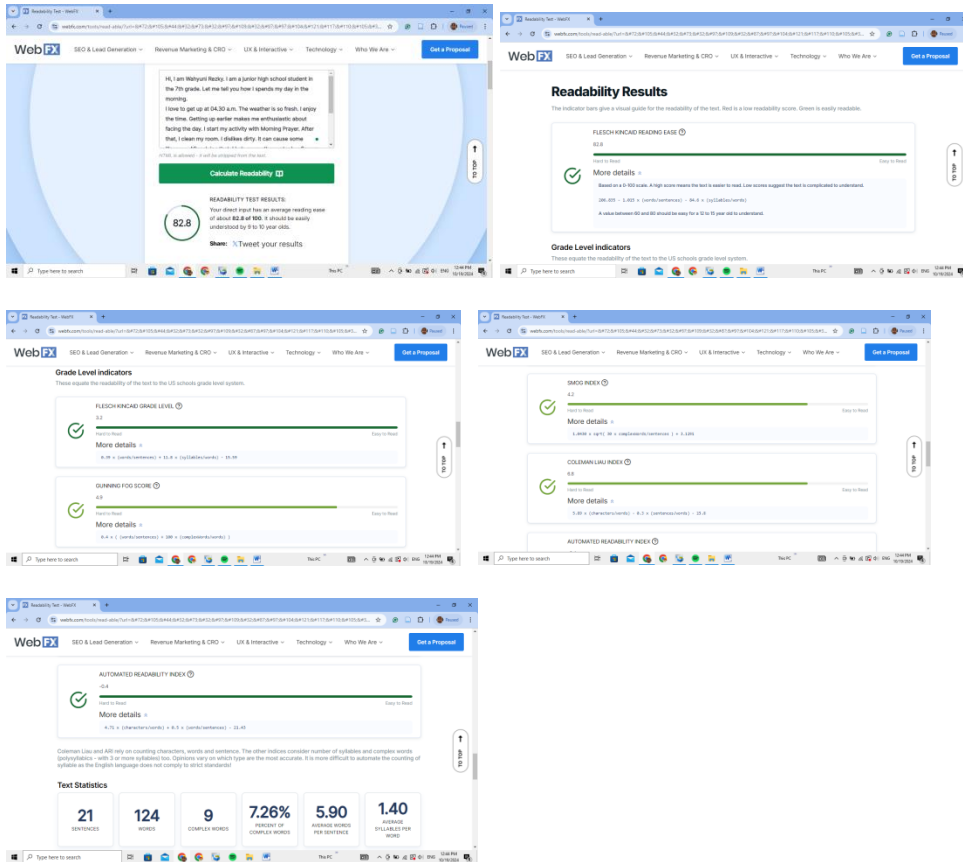
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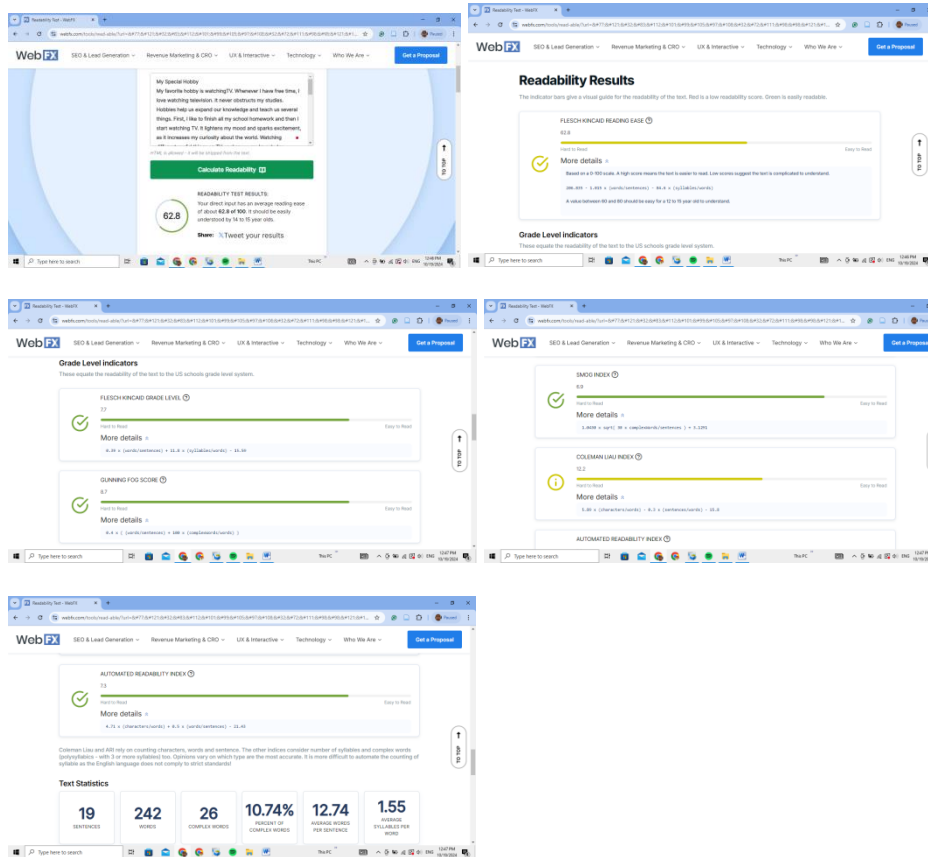
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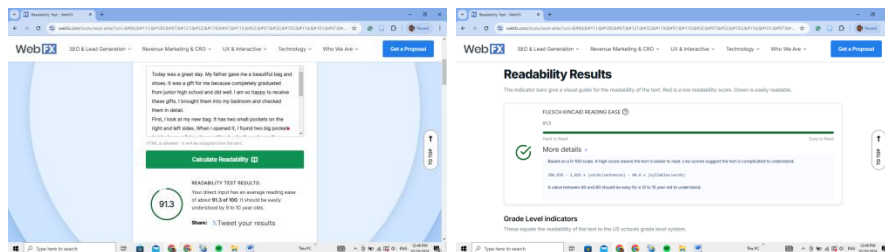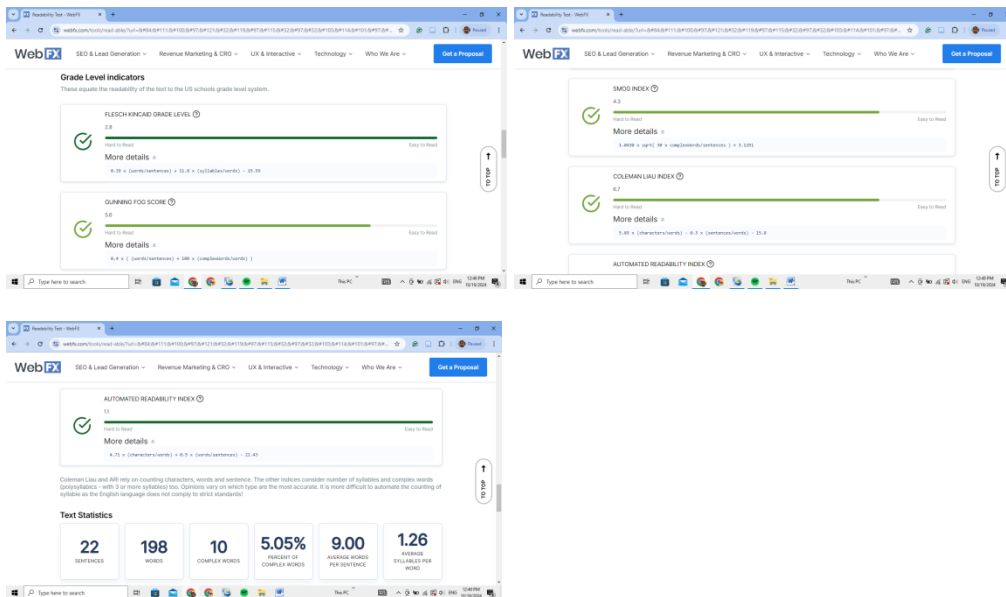
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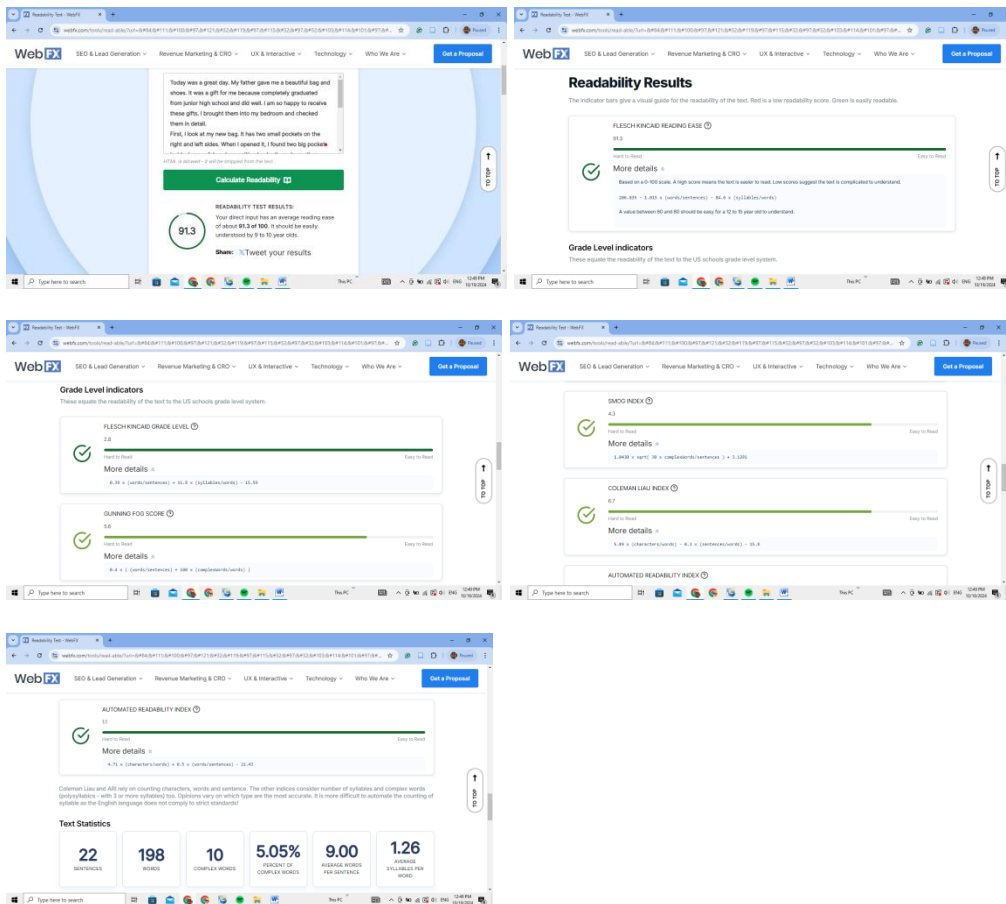
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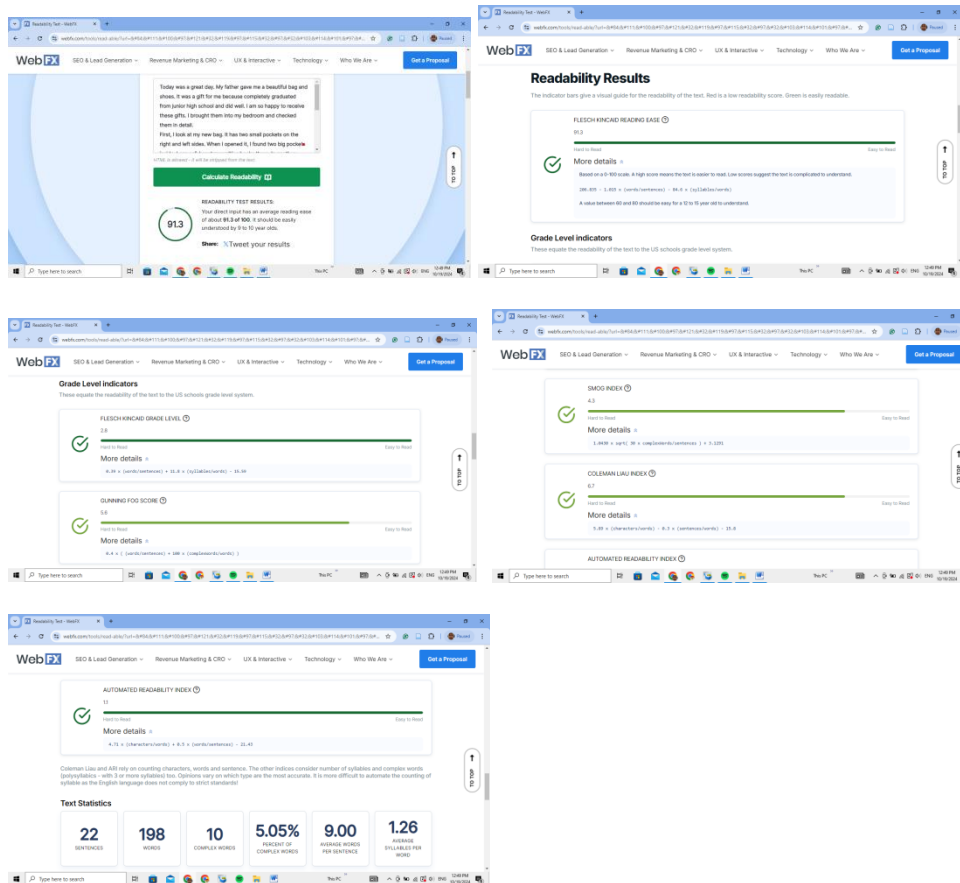
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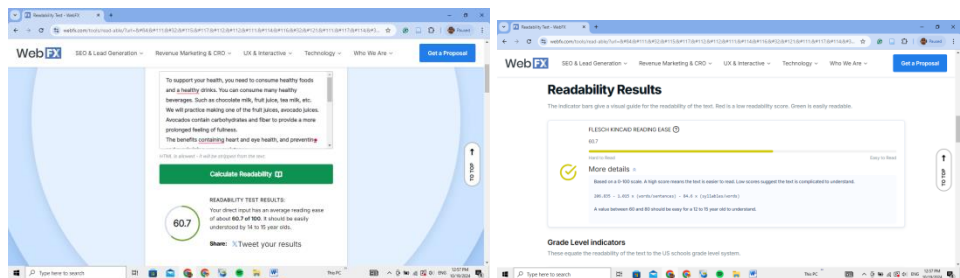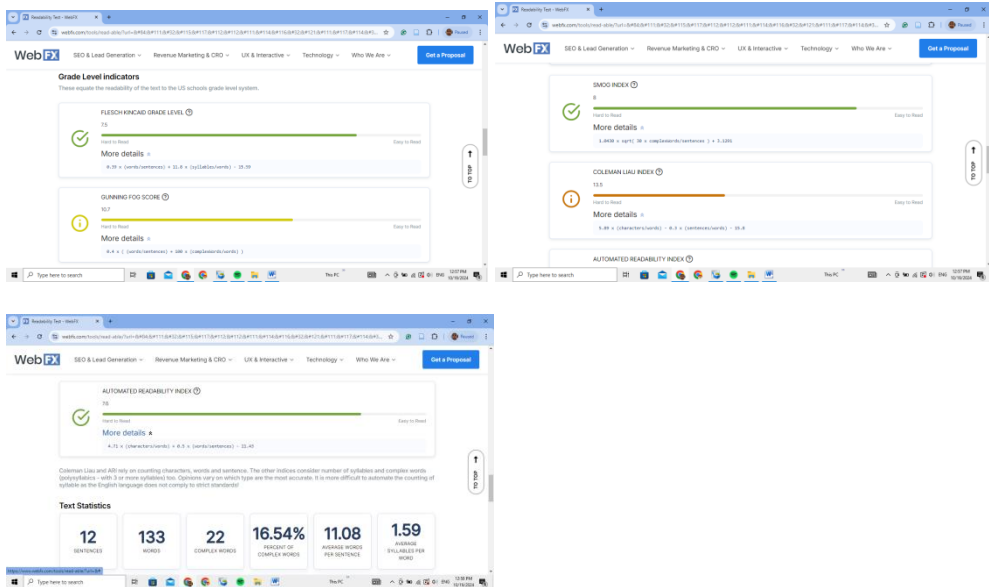
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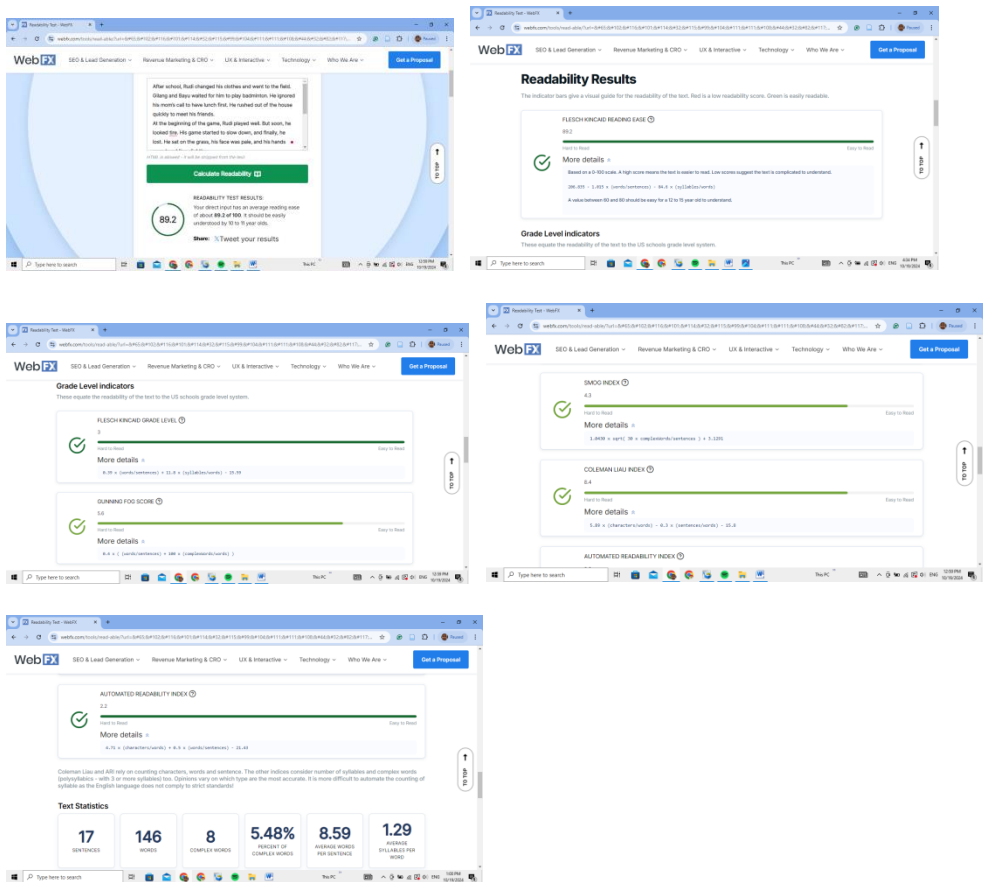
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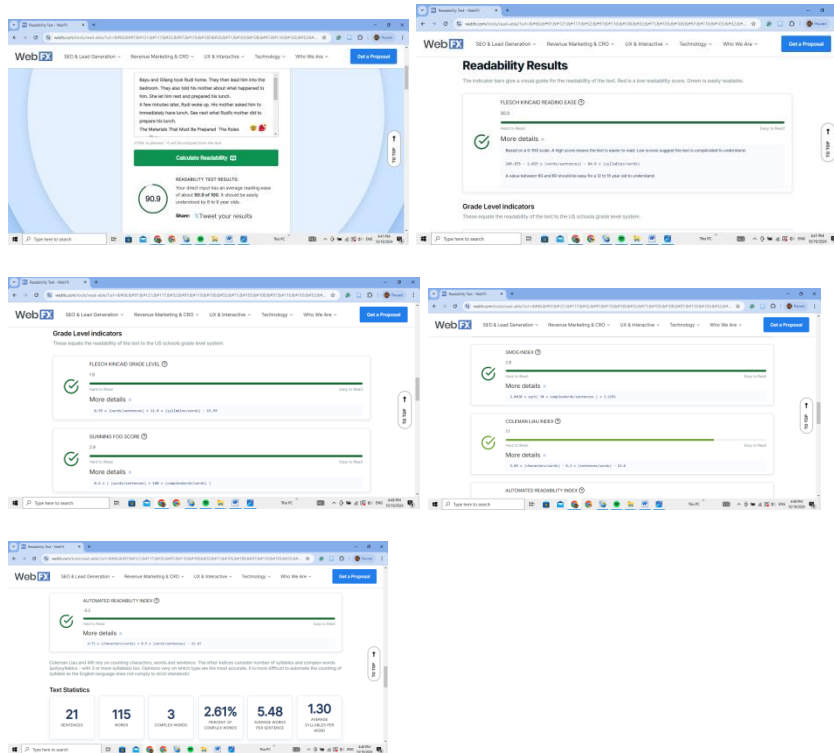
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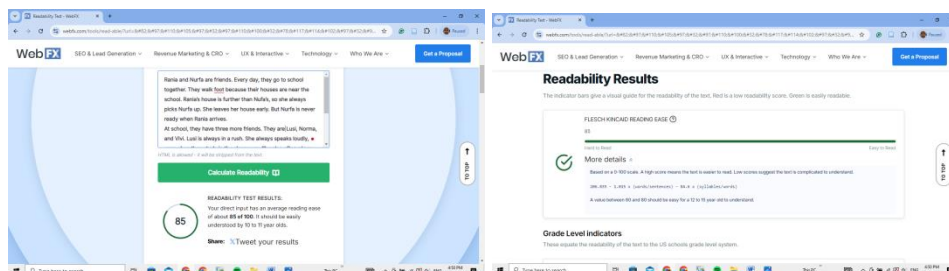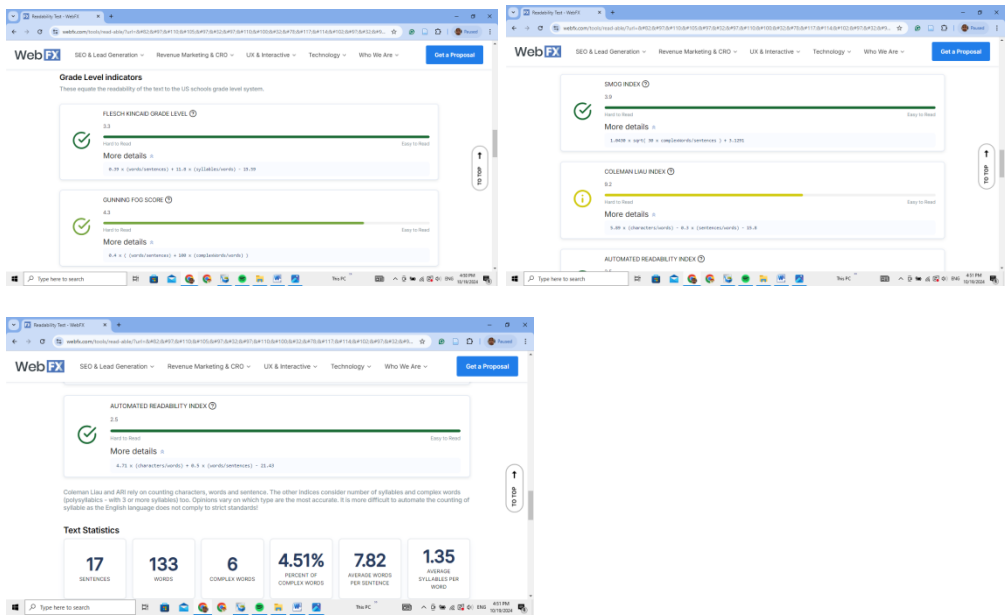
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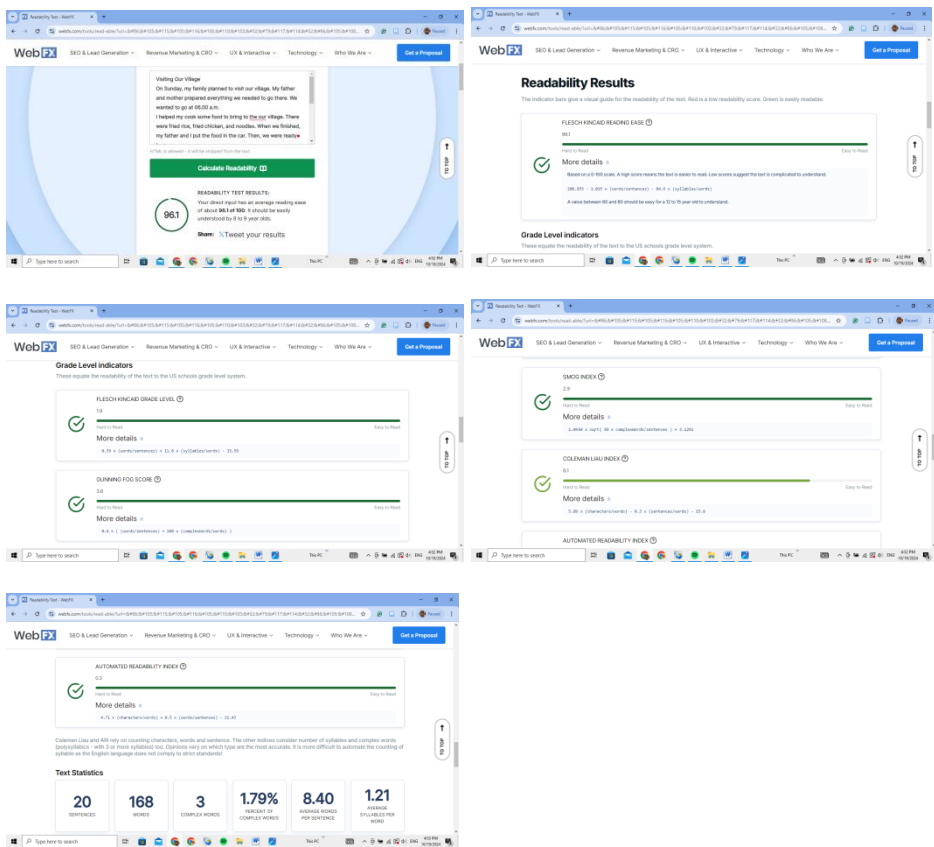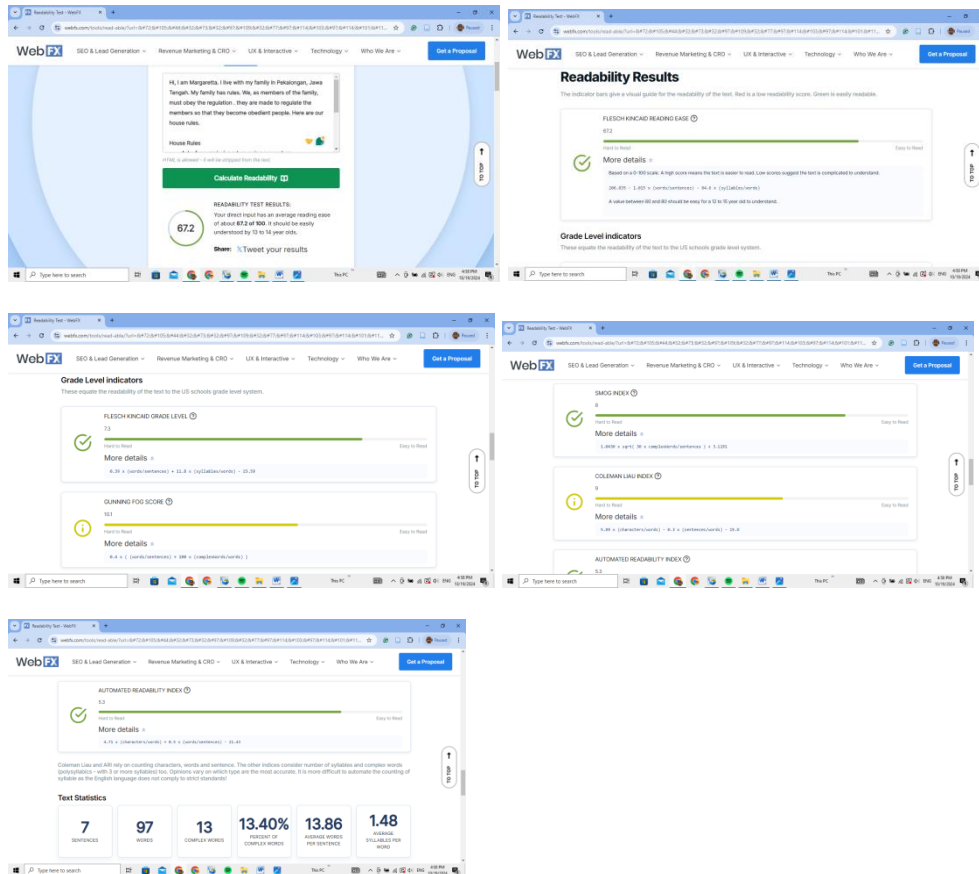
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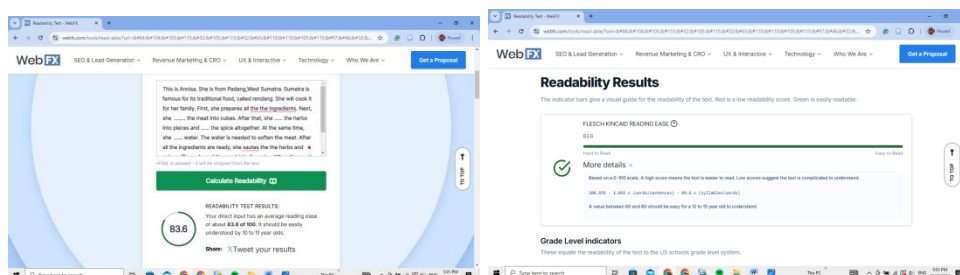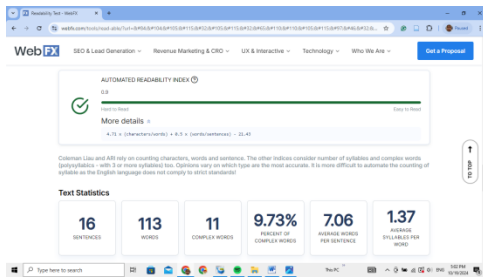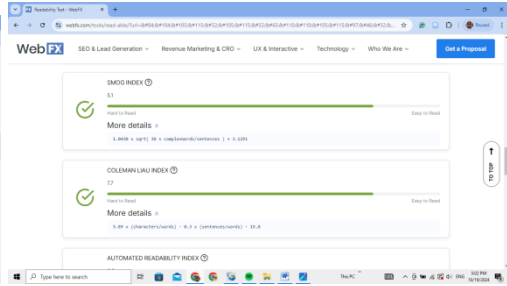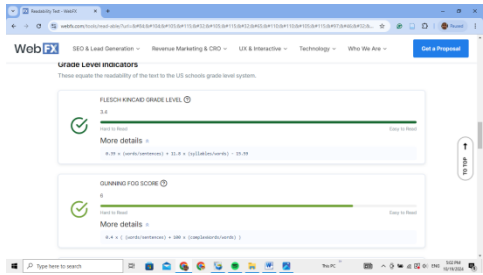
TRANSCRIPT OF INTERVIEW

First Participant

Name : **Student 1**

Day/date : **Friday/17ᵗʰ May**

It (Interviewer)

Sd1 (Student 1)

It	Hello, good morning!
Sd1	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containing three question about "Joyful English 1" English Course Book, are you ready?
Sd1	Yes, I am ready
It	Okay, thank you for time, you use "Joyful English 1" English Course Book in studying English, right? What do you think about the book?
Sd1	This book is very engaging because there are pictures and the color is nice.
It	So, how do you think about the subject of book? Is it interest to discuss?
Sd1	About the content, Procedure Text material was very engaging to discuss. It is also exciting to practice with my friends.
It	So, do you think the content of book understand easily?
Sd1	I am not good in English, so I think the content of this book is not easy to understand. But,it will be easy to understand for me when the content explained by my teacher first because it will be demonstrated with many interactive method.
It	So, is not easy to understand independently?
Sd1	yeach, I think so.
It	Well, so in your opinion, it isn't easy when using this book, right? Okay, thank you for your help, good luck!
Sd1	You're welcome.

TRANSCRIPT OF INTERVIEW

Second Participant

Name   **: Student 2**

Day/date   **: Friday/17th May**

It (Interviewer)

Sd2 (Student 2)

It	Hello, good morning!
Sd2	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg three question about "Joyful English 1" English Course Book, are you ready?
Sd2	Ready
It	As a student who uses "Joyful English 1" English Course Book in studying English, what do you think about the book?
Sd2	It is an interesting book. It is because there are cute pictures and also colorful book.
It	So, how do you think about the subject book? Is it interest to discuss?
Sd2	The content in this book literaly interest to discuss in the class. It can be known when we discuss about daily activity material, because when we discuss it, we share our activity each other.
It	So, do you think the content of book presented clearly?
Sd2	I think the content of book is easy to understand. It has a clear instruction when explaining by the teacher.
It	How about study indepently? Is it easy too?
Sd2	Ehm.. I still found some vocabularies that I don't know yet, so I still worry when study independently.
It	Well, so in your opinion, it is easy to use with teacher, right? Okay, thank you for your help, good luck!
Sd2	You're welcome.

TRANSCRIPT OF INTERVIEW

Third Participant

Name : **Student 3**

Day/date : **Friday/17th May**

It (Interviewer)

Sd3 (Student 3)

It	Hello, good morning!
Sd3	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg three question about "Joyful English 1" English Course Book, are you ready?
Sd3	Yes, I am ready
It	When studying English in the class, you use "Joyful English 1" English Course Book, don't you? What do you think about the book?
Sd3	Yes, I use it. I think this book is interesting because there are some pictures. It is also interacting to use, because the instruction is easy to do.
It	So, how about the material? Is it interest to discuss?
Sd3	Of course the content of this book is interesting to discuss, especially the material about hobbies. It was very interest to discuss with my classmates because it makes me know about my friends' hobbies.
It	Okay, so, do you think the content of book presented clearly?
Sd3	Yes, it is easy to understand, especially after explained by my teacher.
It	How about study indepently? Is it easy too?
Sd3	Ehm…I still worry when I have to understand it my self.
It	Well, so in your opinion, it's easy when using in the class with teacher only. Thank you so much for your time, good to see you again.
Sd3	You're welcome, see you.

Fourth Participant

Name   : **Student 4**

Day/date   : **Friday/17th May**

It (Interviewer)

Sd4 (Student 4)

It	Hello, good Morning!
Sd4	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg three question about "Joyful English 1" English Course Book, are you ready?
Sd4	Yes,please
It	As a student who uses "Joyful English 1" English Course Book, what do you think about the book?
Sd4	This book is very good and interesting with some pictures in.
It	Oh nice, how about the material? Is it interest to discuss?
Sd4	In my opinion, the content of this book is interesting to discuss, especially about procedure text, the explanation is really clear.it mentioned one by one, but I think grammar material in this book is not much to explain.
It	Okay, so, is it understand easily?
Sd4	For seventh-grade, I think the content is still easy to understand. The vocabularies also familiar for me.
It	Does the content presented clearly?
Sd4	Ehm, yes. I can understand the content clearly, especially the idea, it clearly explained.
It	How about study indepently? Is it easy too?
Sd4	Ehm…I think I did not get any significant difficulties, but I just don't get the grammar material enough.

It	Well, it is easy using this book in your opinion. Thank you so much for your time, good to see you again.
Sd2	You're welcome, see you.

TRANSCRIPT OF INTERVIEW

Fifth Participant

Name   **: Student 5**

Day/date   **: Friday/17th May**

It (Interviewer)

Sd5 (Student 5)

It	Hello, good morning!
Sd5	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg three question about "Joyful English 1" English Course Book, are you ready?
Sd5	Ready.
It	You use "Joyful English 1" English Course Book in studying English, don't you? What do you think about the book?
Sd5	In my opinion, this book is easy to understand. This book also interesting with some pictures in, and the cover was very colorful.
It	About the content of book, how do you think about it? Is it interest to discuss?
Sd5	The content of this book is exciting and interesting to discuss so much, especially Procedure Text material. I love it so much.
It	So, do you think the content of book understand easily?
Sd5	In my opinion, this book has the content that easy to understand.
It	How about study indepently? Is it easy too?
Sd5	Yeach, it was easy to understand independently an it is more easy when my teacher explain with many interactive method.

It	Well, so in your opinion, it's easy when using this book, right? Okay, thank you for your help, good to see you again.
Sd5	You're welcome, see you.

TRANSCRIPT OF INTERVIEW

Sixth Participant

Name : **Student 6**

Day/date : **Friday/17th May**

It (Interviewer)

Sd6 (Student)

It	Hello, good morning!
Sd6	Hello, Morning.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg three question about "Joyful English 1" English Course Book, are you ready?
Sd6	Yes, I am ready. You can start the interview please!
It	Thank you for your time. Okay, as a student who uses "Joyful English 1" English Course Book in studying English, what do you think about the book?
Sd6	This book is very much interesting because the cover was colorful and nice. It is also easy to understand.
It	So, how do you think about the book? Is it interest to discuss?
Sd6	In my opinion about this book, the content related with my life, so it is easy and interesting to discuss,as habit material, it is more interesting because my teacher support the material with doing game.
It	So, do you think the content of book understand easily?
Sd6	In this book, the content intruction is very easy to understand. It also support by an exciting explanation from my teacher.
It	So, how about study indepently? Is it easy too?

Sd6	Yeach, I think it is easy for me.
It	Well, so in your opinion, the book is easy to use, right? Okay, thank you for your help, good luck!
Sd6	You're welcome. I hope my opinion helps you. Good luck!

Seventh Participant

Name : **Teacher 1**

Day/date : **Monday/20th May**

It (Interviewer)

Teacher 1 (Tc1)

It	Good Morning, Sir. How are you?
Tc1	Morning, Alhamdulillah I'm fine. How about you?
It	Alhamdulillah, very well. First of all, I would like to ask permission to conducting the interview about "Joyful Englsih 1" English Course Book.
Tc1	Yes, with pleasure.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg five question about "Joyful English 1" English Course Book, would I start the interview?
Tc1	Yes,please
It	Thank you for your time. Previously, was it true that you taught 7 grade using "Joyful English 1" English Course Book?
Tc1	Yes, it is true
It	Alhamdulillah, what the reason you choose this book for your learning media?
Tc1	Honestly, this book is recommendation book from school to be used in the teaching and learning process. Besides, in this book, there is an overview of interactive learning methods to be applied with students in the classroom.
It	As a user, does this book suitable to use in many different learning methods?
Tc1	So far, this book is very flexible to be used in various learning methods that I use.
It	What method usually uses?
Tc1	Ehm, usually, I use lectures and discussion groups.

It	Okay, because this study focused on reading texts of book, how do you think aboput the reading texts? Is it suitable with your learning method?
Tc1	In this book, the monologue texts is very interactive. It is not a very long text, so it's easy to understand. In order that, the texts are suitable to aplicate with my learning methods.
It	Alhamdulillah. So, what do you thing about the presenting of the text?
Tc1	the monologue texts presented relately with students' ability in theme. It is easier for students to review the material. However, in my opinion, the exercise in each reading is not presented much. In fact, the exercise at the end of each text can be a measure of students' understanding of the text.
It	So, is the material interest and suitable for student with their difficulty level?
Tc1	when we talk about students' level difficulty, I think is is very suitable. Because the students are still in the transition period from elementary to middle school, they still need something that can attract attention, such as an image inserted into the text. In addition, the language used in the text is still commonly used by them.
It	Okay, I think all the question have been answered, thank you for your participation in this interview.
Tc1	Yes, you're welcome. I hope my anwer helps for you.

TRANSCRIPT OF INTERVIEW

Eighth Participant

Name   **: Teacher 2**

Day/date   **: Friday/17th May**

It (Interviewer)

Teacher 2 (Tc2)

It	Good Morning, Sir. How are you?
Tc2	Morning, Alhamdulillah I'm fine. How about you?
It	Alhamdulillah, very well. First of all, I would like to ask permission to conducting the interview about "Joyful Englsih 1" English Course Book.

Tc2	Yes, with pleasure.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg five question about "Joyful English 1" English Course Book, would I start the interview?
Tc2	Yes,please start!
It	Thank you for your time. Previously, was it true that you taught 7 grade using "Joyful English 1" English Course Book?
Tc2	Yes, it's right.
It	Alhamdulillah, why you choose this book for your learning media?
Tc2	I use this book because this is the standart book for seven-grade from school. To complete other material of book, I use other compliment book as grammar book and storybook that related with the material.so this book easy to mix and match with other book for not being monotone.
It	Oh, it can be mix and match with other book also. So, is this book suitable to use in many different learning methods?
Tc2	In my opinion, it is easier for me to improve the learning method I use. In this book, the material presented is also very focused, therefore, in delivering the material I can use several methods so as to produce learning that is not monotonous.
It	Okay, because this study focused on reading texts of book, how do you think aboput the reading texts? Is it suitable with your learning method?
Tc2	Yes, the implementation of texts is very suitable with my learning method. In addition to the lecture method, other methods are also very easy to apply according to the text reading material provided. such as using games to convey material in text.it's make student more active in the class.
It	So, what do you thing about the presenting of the text?
Tc2	This book presented to be easy-reading book. The content of text is easy to understant for beginner. It can be seen from the theme of the texts that relate with student. But, sometimes students still need to explain more about sentence structure in the texts.
It	So, is the material interest and suitable for student with their difficulty level?
Tc2	Yes, of course. Because it is presented for seven-grade students, the material and the layout of book are interest to read by student. For reading's difficulty level, I think it is suitable with students' difficulty level..

It	How is the sequence of the reading texts structure in "Joyful English 1"?
Tc2	The texts mostly are not accompanied by a title, but it is not a matter. Because the idea was so clear to know. But overall the sequence of texts presentation, it is like the main sentence, explanatory sentence, and the conclution sentence of paraghraph are write in coherent.
It	Okay, I think all the question have been answered, thank you for your participation in this interview.
Tc2	You're welcome, see you again, and good luck!
It	See you.

TRANSCRIPT OF INTERVIEW

Ninth Participant

Name : **Teacher 3**

Day/date : **Friday/17th May**

It (Interviewer)

Teacher 3 (Tc3)

It	Good Morning, Sir. How are you?
Tc3	Morning, Alhamdulillah I'm fine. How about you?
It	Alhamdulillah, very well. First of all, I would like to ask permission to conducting the interview about "Joyful Englsih 1" English Course Book.
Tc3	Yes, with pleasure.
It	Firstly, let me introduce my self, I am a UIN Malang student majoring in English Education, here I will conduct a short interview containg five question about "Joyful English 1" English Course Book, would I start the interview?
Tc3	Yes,please
It	Thank you for your time. Previously, was it true that you taught 7 grade using "Joyful English 1" English Course Book?
Tc3	Yes, it's right.
It	Alhamdulillah, what a reason choosing this book for your learning media?

Tc3	The school recommend this book for teaching English because this book using Curriculum Merdeka that appropriate with school curriculum. I also use conversation book for speaking material and grammar book for explaining grammar material, because grammar material still doesn't complete.
It	Oh, it can be mix and match with other book also. So, is this book suitable to use in many different learning methods?
Tc3	Yes, this book is very flexible to use. Each material is very focused on each English skill, so the method is adapted to each English skill taught.
It	Okay, because this study focused on reading texts of book, how do you think aboput the reading texts? Is it suitable with your learning method?
Tc3	In my opinion, the reading texts can be applied in many learning methods. As a teacher, we must be more creative to develop and apply learning methods for complementing learning process.
It	In your opinion, what do you think about the presenting of the text?
Tc3	The choice of theme in this book is very good. It is because the discussion relates to students' abilities. In terms of language, I think it is at the medium level because there are still some vocabulary that is not familiar to students.
It	So, is the material interest and suitable for student with their difficulty level?
Tc3	In my opinion, The match of the text to the Students' Difficulty Level depends on each student's background study. For students in the English class, it is easier for children to understand the content and intruction in the text. Meanwhile, in other classes, especially Arabic classes, they must be explained first to be able to understand the content and intruction in the text. And for the attractiveness of the material discussed, students tend to like it because many of the materials are accompanied by interesting pictures and relatable themes.
It	So, this book will be suitable for student based on their background study, right?
Tc3	Yes, I think so.
It	How is the sequence of the reading texts structure in "Joyful English 1"?
Tc3	I don't find a title for every texts.however, because the texts are not a long texts, it was easy to know the idea without attached a title."
It	Okay, I think all the question have been answered, thank you for your participation in this interview.

Tc3	You're welcome, see you again, and good luck!
It	See you.

Appendix VIII Permission Letter of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1771/Un.03.1/TL.00.1/05/2024	13 Mei 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MTs. Fathul Hidayah
di
Lamongan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Faridatur Rif'ah
NIM	:	19180006
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2023/2024
Judul Skripsi	:	**An Analysis of Readability of Reading Texts and the Acceptance of the "Joyful English" English Course Book Using WebFX**
Lama Penelitian	:	**Mei 2024** sampai dengan **Juli 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Mohammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix IX Thesis Consultation Logbook

KONSULTASI BIMBINGAN SKRIPSI

Nama : Faridatur Rif'ah

NIM : 19180006

Judul : Investigating The Readability of Reading Texts in "Joyful English 1" Using WebFX and The Perceptions of Students and Teachers

Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL.

No	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	09 Januari 2023	Sosialisasi sitasi dan rancangan bab 1-3	
2	22 Juni 2023	Konsultasi bab 1	
3	17 Juli 2023	Setor revisi bab 1 dan konsultasi bab 2	
4	07 September 2023	Penyetoran bab 3	
5	21 September 2023	Konsultasi bab 1-3	
6	30 Januari 2024	Mengumpulkan proposal	
7.	03 Maret 2025	Konsultasi Bab 4	
8.	07 Maret 2025	Penyetoran revisi bab 4 dan bab 5 via online	
9.	10 Maret 2025	ACC Ujian Skripsi	

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