

## ABSTRACT

Kasmiran, Marselus Suarta. (2019). *Exploring the Comprehensibility of Graded English Books Used by Indonesian Extensive Reading Association*. Yogyakarta: English Education Master Program, Sanata Dharma University.

This research aims to explore the comprehensibility of graded books of level one (1) and two (2) used by Indonesian Extensive Reading Association. The comprehensibility of the books is explored through text- and readers- related factors. The text- related factors are text length, complex words, and readability. These factors can be measured using Flesch readability formula (1975). On the other hand, the readers- related factors are situational interest, source of situational interest and meta-cognitive reading strategies. These factors are derived from the readers' responds.

This study used multi-method approaches where the researcher used quantitative content analysis for RQ 1 and quantitative survey supported with interviews to answer RQ2 and RQ3. To measure the readability level, the researcher used thirty graded books grade one and two as the samples. Then, the researcher inputted words in each book to readability formula which was available at <https://www.webfx.com/tools/read-able/>. To observe the readers' related factors, the researcher gave questioners to 32 students in book report class E and F Sanata Dharma University.

The findings show that books level one (1) and two (2) are classified into some levels. They are very easy, easy, fairly easy and fairly difficult. These books are comprehensible, but they are too easy for the university students. For readers' related factors, the findings show that the percentages of ELESP students who have high interest on books grade 1 and 2 are 75%. This high interest comes from the factor of ease of comprehension, but these books do not engage students much. For meta-cognitive reading strategies, the readers have high awareness of their reading strategies.

This study concludes that the books level one (1) and two (2) used by Indonesian Extensive Reading Association are comprehensible for ELESP students in Sanata Dharma University, but it seems that level one (1) and two (2) are too easy for university students. Moreover, the use of the graded books in reading classes is recommended, since the teachers could maintain reading targets easily.

Keywords: comprehensibility, graded books, text factors, readers' factors

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Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang mempengaruhi pembaca dalam memahami buku *English graded* yang digunakan oleh Indonesian Extensive Reading Association. Hal itu diamati melalui faktor-faktor yang terkait dengan teks dan pembaca. Faktor-faktor terkait teks adalah panjang teks, kata-kata kompleks, dan keterbacaan. Faktor-faktor ini diukur menggunakan rumus keterbacaan Flesch. Di sisi lain, faktor terkait pembaca adalah minat situasional, sumber minat situasional dan strategi membaca metakognitif. Faktor-faktor ini diukur dari tanggapan pembaca.

Penelitian ini menggunakan pendekatan multi-metode di mana peneliti menggunakan analisis konten kuantitatif untuk RQ 1 dan survei kuantitatif untuk menjawab Q2 dan Q3. Untuk mengamati tingkat keterbacaan, peneliti menggunakan 30 buku *English graded* level 1 dan 2 sebagai sampel. Kemudian, peneliti memasukkan kata-kata di setiap buku ke formula keterbacaan di <https://www.webfx.com/tools/readable/>. Untuk mengamati faktor-faktor terkait pembaca, peneliti memberikan kuesioner kepada 32 siswa di buku laporan kelas E dan F Sanata Dharma University.

Temuan menunjukkan bahwa buku-buku kelas 1 dan 2 termasuk dalam beberapa tingkatan. Mereka sangat mudah, mudah, cukup mudah dan cukup sulit. Untuk faktor-faktor terkait pembaca, temuan menunjukkan bahwa siswa ELESP memiliki minat tinggi (75%) pada buku kelas 1 dan 2. Minat ini berasal dari kemudahan pemahaman. Untuk strategi membaca metakognitif, pembaca memiliki kesadaran tinggi tentang strategi membaca mereka.

Penelitian ini menyimpulkan bahwa buku-buku timgkat satu dan dua yang digunakan oleh Indonesian Extensive Reading Association dapat dipahami oleh mahasiswa ELESP di Universitas Sanata Dharma. Akan tetapi, buku tingkat satu dan dua tergolong terlalu mudah untuk mahasiswa. Penggunaan buku-buku bertingkat di kelas membaca dianjurkan, karena para guru dapat menentukan target membaca dengan mudah.

Keywords: comprehensibility, graded books, text factors, readers' factors