

**THE READABILITY OF REFERENTIAL BOOK USED IN
ENGLISH LANGUAGE EDUCATION DEPARTMENT**

UNDERGRADUATE THESIS



Unipa Surabaya

Olivia Annatasha Putri

Reg. No. 195300050

**UNIVERSITY OF PGRI ADI BUANA SURABAYA
FACULTY OF SOCIAL SCIENCES AND HUMANITIES
ENGLISH LANGUAGE EDUCATION DEPARTMENT**

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**Submitted in partial fulfilment of the requirements for
completing Bachelor Degree in the Department of English
Language Education**

Olivia Annatasha Putri

Reg. No. 195300050

**UNIVERSITY OF PGRI ADI BUANA SURABAYA
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ENGLISH LANGUAGE EDUCATION DEPARTMENT**

2023

CERTIFICATION

Thesis by : Olivia Annatasha Putri
Reg. No. 195300050
Title : The Readability of Referential Book Used in
English Language Education Department
has been approved by the advisor for futher examination.

Surabaya, 08 February 2023

Acknowledge by:



Advisor,

Dr. Nunung Nurjati, S.E., M.Pd.
NIDN. 0726076301





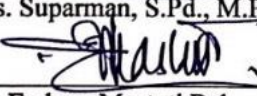
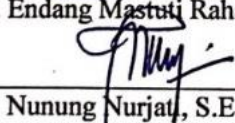
**FAKULTAS ILMU SOSIAL DAN HUMANIORA
UNIVERSITAS PGRI ADI BUANA SURABAYA**

Kampus I: Jl. Ngagel Dadi III – B/37 Telp. (031)5053127, 5041097 Fax. (031)5662804 Surabaya 60234
Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281183 Surabaya 60234
<http://fkip.unipasby.ac.id/>

APPROVAL SHEET

This is to certify that the undergraduate thesis entitled “The Readability of Referential Book Lists in English Language Education Department” by Olivia Annatasha Putri (Reg. No. 195300050) has been approved by the Board of Examiners on 8 February 2023.

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Dr. Endang Mastuti Rahayu, M.Pd.
4. Examiner 2 : 
Dr. Nunung Nurjati, S.E., M.Pd.

STATEMENT OF ORIGINALITY

This is to certify that I, the undersigned below:

Name : Olivia Annatasha Putri
Student Registration Number : 195300050
Department : English Language Education
Faculty : Social Sciences and Humanities

Justify that this Undergraduated Thesis is my original work. I do not plagiarize other people's works, except the legal quotations. If it can be proved someday that this thesis a plagiarism, I am to bear the consequences of my deed.

Surabaya, 08 February 2023

The researcher,



Olivia Annatasha Putri

ABSTRACT

Putri, O. A. (2023). *The Readability of Referential Book Used in English Language Education Department*. Undergraduate Thesis. English Education Department. Faculty of Social Sciences and Humanities. University of PGRI Adi Buana Surabaya. Advisor: Dr. Nunung Nurjati, S.E., M.Pd.

Keyword: *readability, referential book, Miyazaki EFL readability index*

Teachers frequently use textbooks as a media resource for their teaching and student learning. It is essential for students to understand the textbook being utilized. However, the majority of research revealed that the textbooks used did not correspond to the actual level of students. Therefore, this study aimed to investigate the textbook's readability level as well as any potential factors influencing its readability. This research employed a descriptive quantitative method to identify the readability of the textbook using the Miyazaki EFL Readability Index and students' judgments, as well as providing its readability factors. The object of the study was the Morphology textbook, and 36 English Language Education Department students batch 2021 who are studying Morphology and Syntax courses at University of PGRI Adi Buana Surabaya. The first findings of the present study demonstrate that the textbook's readability using the Miyazaki EFL Readability Index had a very difficult readability level and best suited for graduate university students. The second finding that related to students' judgment of the textbook's readability showed that there were 68.52% of students or 25 students agree that the textbook was difficult to read. The third findings indicated that the percentage of factors affecting the textbook's readability was 66.67% including the influence of reader factors (22.22%) and text factors (44.44%).

ABSTRAK

Putri, O. A. (2023). *The Readability of Referential Book Used in English Language Education Department*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Ilmu Sosial dan Humaniora. Universitas PGRI Adi Buana Surabaya. Pembimbing: Dr. Nunung Nurjati, S.E., M.Pd.

Kata Kunci: *keterbacaan, buku referensi, Miyazaki EFL readability index*

Guru sering menggunakan buku teks sebagai sumber media untuk mengajar dan belajar siswa. Sangat penting bagi murid untuk dapat memahami buku teks yang digunakan. Namun, sebagian besar penelitian mengungkapkan bahwa buku teks yang digunakan tidak sesuai dengan tingkatan siswa yang sebenarnya. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki tingkat keterbacaan buku teks serta faktor-faktor potensial yang mempengaruhi keterbacaannya. Penelitian ini menggunakan metode kuantitatif deskriptif untuk mengidentifikasi tingkat keterbacaan buku menggunakan Miyazaki EFL Readability Index dan penilaian siswa, serta memberikan faktor keterbacaannya. Objek penelitian adalah buku Morfologi dan 36 mahasiswa Jurusan Pendidikan Bahasa Inggris angkatan 2021 yang sedang menempuh mata kuliah Morfologi dan Sintaks di Universitas PGRI Adi Buana Surabaya. Temuan pertama dari penelitian ini menunjukkan bahwa keterbacaan buku tersebut menggunakan Indeks Keterbacaan EFL Miyazaki memiliki tingkat keterbacaan yang sangat sulit dan sangat cocok untuk mahasiswa pascasarjana. Temuan kedua terkait penilaian siswa terhadap keterbacaan buku menunjukkan bahwa terdapat 68,52% siswa atau 25 siswa setuju bahwa buku tersebut sulit dibaca. Temuan ketiga menunjukkan bahwa persentase faktor yang mempengaruhi keterbacaan buku tersebut adalah 66.67% termasuk pengaruh faktor pembaca (22,22%) dan faktor teks (44,44%).

MOTTO

“To get something you never had, you have to do something you never did”

by Thomas Jefferson

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