

Analyzing the Suitability of English Reading Materials: The Correlation between the Readability Level and Narrative Reading Comprehension

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Article Info

Article history:

Received: August 8, 2023

Revised: September 18, 2023

Accepted: September 21, 2023

Keywords:

Readability
Reading
CEFR
Comprehension

Abstract

The observed low reading proficiency among Indonesian students can be attributed to several variables, such as the level of readability or the degree of text difficulty. The comprehension of the suitability of texts for students was of utmost importance for English teachers. The correlational research methodology was employed in this study to ascertain the presence or absence of a statistically significant relationship between student reading comprehension and the outcome variable under investigation. The participants of this study consisted of tenth-grade students from SMA Gajah Mada and SMAN 7 Bandar Lampung, who were selected to participate in the research project conducted throughout the 2020-2021 academic year. To acquire pertinent data regarding the reading comprehension abilities of pupils, an assessment specifically designed to evaluate reading comprehension was administered. A total of 12 narrative reading materials were identified in this study, sourced from three different textbooks: the Pathway to English Textbook published by Erlangga, the Talk Active Textbook authored by Yudhistira, and the Bahasa Inggris Textbook developed by the Ministry of Education and Culture. The researcher evaluated text readability using the Flesch Reading Ease Formula, with the subsequent classification of the readability level based on the Common European Framework of Reference for Languages (CEFR) Level. The results of this study revealed a statistically significant positive correlation ($r = 0.9054$). A selection of six narrative reading materials, deemed suitable for tenth-grade students, was made accessible.

To cite this article: Kuswoyo, Adelia Rizca. (2023). Analyzing the Suitability of English Reading Materials: The Correlation between the Readability Level and Narrative Reading Comprehension. *Journal of Linguistics and Social Science*, 1 (2), 37-46

INTRODUCTION

Within numerous academic disciplines, it has been observed that the act of reading has emerged as a significant contributing factor in augmenting learning outcomes. The ability to read refers to the cognitive skill of deriving meaning from written language and effectively interpreting and analyzing the information presented (Nurainun, 2017). For students to acquire knowledge and comprehend unfamiliar subject matter, they must possess proficient reading skills. Reading is often characterized as a cognitive process wherein individuals visually perceive written symbols and actively strive to comprehend the conveyed information (Husna, 2016). The findings suggest that upon comprehending the reading material, the students ought to be able to articulate a coherent explanation of the subject matter encapsulated within the text or passage. The primary purpose of reading is to acquire knowledge or gain insights from the text. As per the guidelines outlined in the 2013 curriculum, the primary objective of instructing reading skills to first-grade students in SMA (Senior High School) was to facilitate their ability to identify the central theme of a given literary

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work, comprehend and acquire new vocabulary, as well as extract pertinent information from various reading materials.

Research suggests that individuals who extensively read English texts extensively may experience various benefits. One potential benefit of engaging in extensive reading is the potential for expanding one's vocabulary and enhancing their comprehension skills in the English language. This cognitive tool has also been found to enhance memory retention in the human brain. The potential for ongoing improvement in cognitive abilities is often observed through regular engagement in extensive reading activities. The ability to effectively navigate and comprehend intricate sentence structures commonly found in more advanced reading materials poses a significant challenge for numerous students. These statements may contain multiple subjects and predicates, embedded clauses and phrases, passive voice, and/or unique word ordering. It is of utmost importance to gain a comprehensive understanding of the challenges associated with reading comprehension. Students may have encountered varying challenges in different educational institutions (Sholihah, 2018).

According to the observations made by the English teachers at SMAN 7 Bandar Lampung and SMA Gajah Mada Bandar Lampung, it has been noted that there is a prevailing lack of motivation among these educators when it comes to fully understanding the reading texts.

A comprehensive English textbook accessible to students, facilitating their reading, comprehension, and overall understanding, is deemed highly desirable. The appropriate text level has been shown to positively impact children's motivation and their inclination to engage with the reading material. The comprehension of the subject matter will be facilitated for individuals, rendering it more accessible for cognitive assimilation. The utilization of text with a suboptimal reading level has the potential to induce a sense of boredom among students. If the task presents a difficulty surpassing the students' capabilities, their interest will likely wane, and dissatisfaction may arise (Fahriah & Rahayu, 2015).

One of the contributing factors identified in this study was the inherent difficulty of the text, which posed a challenge for the young participants in terms of comprehension. The levels of comprehension difficulty among readers may exhibit variability. The potential source of origin for linguistic variation can be attributed to various factors such as sentence structures, words, phrases, or vocabulary (Rohmatillah, 2015). The observed phenomenon can be attributed to the variable of reading level, which pertains to the degree of difficulty exhibited by the written materials.

The concept of "readability" pertains to the degree of simplicity or complexity associated with the comprehensibility of a given text. Assessing the texts' appropriateness for the students was a crucial consideration for the teacher. One approach employed to ascertain the suitability of the texts for the student's grade level involved the utilization of the Flesch Reading Ease Formula. Furthermore, the researcher categorized the data using the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages (CEFR) provides a comprehensive framework that delineates the specific communicative tasks and competencies that language learners need to achieve to communicate effectively in a given language.

Moreover, adopting this widely acknowledged paradigm facilitates learners, educators, curriculum developers, examination authorities, and educational administrators in aligning and synchronizing their endeavors. Furthermore, it can be argued that this initiative is a robust basis for fostering a shared understanding and recognition of linguistic certifications. The grouping of language proficiency among learners was accomplished by utilizing the six levels of descriptors provided by the framework. Individuals who utilize language can be classified into three main groups: proficient, independent, and basic (Mohamad Uri & Abd Aziz, 2018). Proficient users are categorized as levels C1 and C2; independent users fall under levels B1 and B2; basic users are classified as levels A1 and A2.

It has been observed that students, on certain occasions, engage in studying textbooks that present considerable difficulty in terms of readability, comprehension, and assimilation. The text was found to present a level of difficulty that exceeded the reading capabilities of certain individuals, leading to a prompt disengagement from the reading process due to its lack of suitability for their needs. The researcher was motivated to investigate the matter at hand, which involved an analysis of the readability of narrative text found in English textbooks. The primary objective was to ascertain

whether a correlation existed between the readability level of these texts and students' reading comprehension abilities.

Numerous inquiries conducted on the topic have yielded inconsistent findings. Based on the findings of a study, it has been observed that a discrepancy exists between linguistic characteristics and readability levels. When examining passages used in English exams and comparing them to passages found in textbooks, it is evident that the latter generally exhibit a lower level of difficulty (Srisunakrua & Chumworatayee, 2019).

Following an alternative study, it has been observed that the level of reader engagement, cognitive ability, and personal drive also significantly impact the readability of a given text. In light of this rationale, the instructor must consider the language proficiency level of the students when making decisions regarding the choice of reading materials for the class. It is advisable to refrain from assigning challenging books, particularly those of a scientific nature, to junior high school students (Bahrudin, 2020). This recommendation stems from the notion that the readability of a text should align with the reading proficiency of the intended audience.

Given the concern mentioned above, the researcher aims to explore the correlation between students' reading comprehension of narrative texts and their level of readability.

METHODOLOGY

The present study employed a quantitative approach to analyze the numerical information data. The chosen research method was correlational, as it aimed to examine the relationship between the readability levels of text materials and students' reading comprehension.

The present study employed the correlational research method to investigate potential distinctions between the two identified characteristics within the selected sample. The primary objective of a correlational study, which is to ascertain a relationship between two or more variables. Correlation is a statistical method employed to identify and examine patterns between two variables (Creswell, 2014). In the research mentioned above, the variables were not subjected to any form of manipulation. Moreover, it is worth noting that correlational research holds significant utility across a diverse range of studies. One of the most valuable applications of correlation lies in its ability to assess relationships. Correlational research methods evaluate the associations between two or more variables within a singular group of subjects. (2) Consistency evaluation is commonly conducted through correlational research, which measures consistency across a diverse range of cases. In statistical analysis, prediction arises when a correlation is observed between two variables. Specifically, in such instances, one variable is utilized to forecast or anticipate the values of the other variable.

The sample is a data collection systematically gathered or chosen from a larger population using a well-defined methodology. The sample utilized in this study refers to a subset of individuals selected from a larger population to represent the population as a whole (Ary et al., 2009). On the other hand, the observed group pertains to the specific individuals within the sample who were closely examined and analyzed in the study (Ary et al., 2009). In this particular instance, the researcher diligently enrolled in four classes about each book utilized in their study. According to our findings, it has been observed that at SMA Gajah Mada, a specific class known as X IPA 2 utilized the Bahasa Inggris textbook provided by KEMENDIKBUD. Similarly, at SMAN 7 Bandar Lampung, two classes, namely X IPS 3 and X IPS 5, utilized the Talk Active textbook authored by Yudhistira in addition to the X IPA textbook.

Two instruments were utilized in the course of this research endeavor. The use of specific instruments was employed to assess student's reading comprehension abilities, with the primary objective being determining their respective scores. Additionally, a widely recognized readability formula known as the Common European Framework of Reference (CEFR) was employed to ascertain the readability level of narrative texts. The instruments employed in this investigation were utilized to ascertain the correlation between the variables under scrutiny, thereby facilitating the achievement of the study's objectives. The following is a comprehensive overview of the research instruments utilized in this study.

Readability Formula

The readability formula employed in this study was the Common European Framework of Reference for Languages (CEFR). One of the primary objectives of this initiative was to assist collaborating entities in articulating the various levels of competence mandated by established standards, assessments, and examinations. This endeavor aimed to streamline comparing and contrasting different qualification systems. To address this objective, a Common Reference Level system was devised. This system consists of six progressive levels of proficiency, each associated with specific outcomes. It also encompasses a comprehensive collection of descriptors delineating various language proficiency aspects. It is important to note that proficiency in this context encompasses knowledge of a language and the extent of skill in its practical application.

CEFR Level	The ability/ proficiency of ...
A1	Primary school students
A2	Junior high school students
B1	Senior high school students
B2	University students
C1	English speakers
C2	English speakers

Figure 1. The CEFR Level

The data set consisted of 12 narrative texts sourced from various educational materials. Specifically, two narrative texts were extracted from the Bahasa Inggris book published by The Ministry of Education and Culture. Additionally, six narrative texts were obtained from the Pathway to English book authored by Erlangga. Lastly, four narrative texts were sourced from the Talk Active book, authored by Yudhistira. According to the Flesch Reading Ease Formula, 12 narrative texts were measured and evaluated.

Test

This study aimed to assess student's reading comprehension abilities in the context of narrative reading texts. A total of 12 narrative reading texts were administered to the student participants for testing. The text comprises a series of five questions, each about a specific aspect of reading comprehension. These aspects include grasping detailed information, making inferences, understanding vocabulary, locating references, and determining the main idea. The aggregate quantity of inquiries inquired amounted to 60.

The present study employed a quantitative correlational research design, necessitating a quantitative analysis approach to examine the collected data. The primary objective of this study was to investigate the two hypotheses mentioned above. The data in this research was analyzed using the Pearson Product Moment method.

RESULTS AND DISCUSSION

The Readability Level

There were 12 Narrative reading texts in Three books used by the students in SMAN 7 Bandar Lampung and SMA Gajah Mada Bandar Lampung. The detail of the texts is as follow:

Table 1. The Specification of the Texts

NO	TITLE OF THE TEXT	Word	Sentence	Syllables	Average sentence length	Flesch Reading Ease	CEFR
1	A Miller and His Young Son with Their Donkey	371	20	483	18.5	78.08	B1,8
2	The Legend of Si Pahit Lidah	319	23	509	13.86	58.26	B2,2
3	The Green Knight Twas	389	30	527	12.96	79.47	B1,8
4	Poor Kindhearted Peasant	170	13	232	13.07	87.6	B1,1
5	Batu Badaun	246	25	331	9.84	83.49	B1,2
6	King Midas	531	47	718	11.29	81.17	B1,6
7	The Legend of Isshumboshi	695	78	958	8.91	81.89	B1,5
8	The Legend of Malin Kundang	409	28	561	14.60	76.11	B2,1
9	The Smartest Animal	237	20	297	11.85	98.6	A2,7
10	The Smartest Parrot	339	30	426	11.3	89.62	A2,8
11	Putri Tangguk	447	53	625	8.43	45.60	B2,9
12	Monkeys on Fast	196	15	294	13.06	71.9	B2,1

The researcher employed the Common European Framework of Reference (CEFR) to classify the readability of the texts. To assess the readability level, the researcher utilized the Flesch Reading Ease Formula, which is conveniently accessible online. The reading comprehension test utilized the passage "A Miller And His Young Son With Their Donkey," sourced from Yudhistira's Talk Active English Textbook. The obtained score for the text was 78.08, aligning with the Common European Framework of Reference (CEFR) level B1.8. This particular level falls within the educational category referred to as Threshold, comparable to the curriculum typically covered in senior high school. The second source, derived from Yudhistira's Talk Active English Textbook, bears the title "The Legend Of Si Pahit Lidah (From South Sumatra)." Based on the grade of 58.26, the text can be classified within the B2.2 level of the Common European Framework of Reference for Languages (CEFR). This level

corresponds to the Vantage category, indicating a proficient level of language proficiency. In the educational context, this level is comparable to a university student's. The third selection analyzed in this study is "The Green Knight Twas," sourced from Yudhistira's Talk Active English Textbook. The received text obtained a score of 79.47, indicating a relatively high level of proficiency. Based on the Common European Framework of Reference for Languages (CEFR), the text falls within the B1.8 level, signifying an intermediate level of language proficiency. Furthermore, in the educational context, the text has been classified as Threshold, corresponding to the level typically expected of senior high school students. The fourth story in Yudhistira's Talk Active English Textbook is "Poor Kindhearted Peasant." The given text obtained a score of 87.6, indicating a relatively high level of proficiency. According to the Common European Framework of Reference for Languages (CEFR), the text was classified as B1.1. This classification aligns with the level typically expected of students in their senior year of high school within the educational system. The second item in question is "Batu Badaun," which can be found in Yudhistira's Talk Active English Textbook. The text received a comprehensive evaluation resulting in an overall score of 83.49. Based on the Common European Framework of Reference for Languages (CEFR), the text was classified at level B1.2, indicating an intermediate proficiency level. In the educational context, the text was categorized as Threshold, which aligns with the curriculum typically covered in Senior High School. The subsequent selection examined in this analysis is "King Midas," sourced from the esteemed Yudhistira's Talk Active English Textbook. The given text obtained a score of 81.17, indicating its proficiency level. It falls under the category of "Threshold" according to the Common European Framework of Reference (CEFR), specifically at level B1.6. In the context of the educational system, this level corresponds to senior high school. The second literary piece under consideration is "The Legend of Isshumboshi," featured in the Bahasa Inggris Textbook published by the Ministry of Education and Culture. The text underwent an assessment process, resulting in an overall score of 81.89. Based on the Common European Framework of Reference for Languages (CEFR), the text was categorized at level B1.5. Furthermore, within the educational system, the text was classified as Threshold, which aligns with the curriculum typically covered in Senior High School. The second literary piece under consideration is "The Legend Of Malin Kundang," which can be found in the Bahasa Inggris Textbook published by the Ministry of Education and Culture. The book received a rating of 76.11, indicating its classification as Vantage level or comparable to the proficiency level of a university student within the educational framework. The CEFR level of the subject in question was determined to be B2.1. The subsequent excerpt, "The Smartest Animal," was from Erlangga's Pathway to English textbook. The received text achieved a commendable score of 98.6, indicating a high level of proficiency. It has been classified according to the Common European Framework of Reference (CEFR) as A2.7, denoting an intermediate level of language competence. Additionally, the text has been categorized as Waystage, which aligns with the educational system's equivalent level of Junior High School. The provided excerpt is derived from the literary work "The Smartest Parrot" found within Erlangga's Pathway to English Textbook. The text received a comprehensive score of 89.62, indicating a proficient level of language proficiency. Based on the Common European Framework of Reference for Languages (CEFR), the text was classified at level A2.8, denoting an intermediate level of language competence. Furthermore, in the educational context, the text was categorized as Waystage, corresponding to the language proficiency typically expected at the Junior High School level. The individual above, referred to as "Putri Tangguk," was encountered within the context of Erlangga's Pathway To English Textbook. The book received a rating of 45.6, placing it in the Vantage level according to the educational system, which is equivalent to the proficiency level of a university student. The CEFR level of the subject in question was determined to be B2.9. The subsequent musical composition performed was titled "Monkeys on Fast," derived from Erlangga's esteemed educational publication, "Pathway to English." The received text obtained a score of 71.9, which corresponds to a CEFR level of B2.1. It falls under the Vantage category, indicating a proficiency level similar to that of a university student within the educational system.

The text "The Poor Kindhearted Peasant" from the Pathway to English Textbook, published by Erlangga, is among six texts deemed suitable for tenth-grade students. These texts are B1 in the Common European Framework of Reference (CEFR), corresponding to the Threshold level. This level is equivalent to the senior high school curriculum within the educational system. According to the information provided, Batu Badaun from Erlangga's Pathway to English Textbook is classified at

CEFR level B1.2. According to the CEFR scale, King Midas from Erlangga's Talk Pathway to English Textbook is classified at level B1.6.

Similarly, The Legend of Isshumboshi from the Ministry of Education's Bahasa Indonesia Textbook is categorized at level B1.5 on the CEFR scale. The Green Knight originates from Erlangga's Pathway to English Textbook, a renowned educational resource with a Common European Framework of Reference (CEFR) level of B1.8. The subject of interest pertains to a literary resource called an English textbook. The artwork "A Miller and His Young Son with Their Donkey," created by Erlangga, has been assessed with a rating of B1.8 according to the Common European Framework of Reference for Languages (CEFR).

Students' Reading Comprehension Test

To know the students' reading comprehension scores, the researcher conducted a test on the students. The following table shows the result of students' reading comprehension scores.

Table 2. Students' Reading Comprehension test

NO	TITLE OF THE TEXTS	STUDENTS' SCORE
1	A Miller And His Young Son With Their Donkey	72
2	Th Legend of si Pahit Lidah (From South Sumatra)	62.4
3	The Green Knight Twa	80
4	Poor Kindhearted Peasant	89.1
5	Batu Badaun	87.9
6	King Midas	81.0
7	The Legend of Isshumboshi	86.7
8	The Legend of Malin Kundang	70.6
9	The Smartest Animal	93.3
10	The Smartest Parrot	89.5
11	Putri Tangguk	61.9
12	Monkeys on Fast	68.5

Based on the data presented in the chart, it can be observed that the reading comprehension grade attained by the students for the text titled "A Miller And His Young Son With Their Donkey" was recorded as 72. This particular score falls within the classification of Good, as indicated by the grading criteria. The student in question received a reading comprehension grade of 62.4 for their performance on the passage "The Legend Of Si Pahit Lidah (From South Sumatra)." This score falls within the range that is classified as poor. The reading comprehension grade of the student for the passage from "The Green Knight Twas" was recorded as 80, indicating a classification of "Good." The student achieved a reading comprehension grade of 89.1 for the "Poor Kindhearted Peasant" passage, which falls within the "Very Good." As mentioned earlier, the reading comprehension grade for the passage from "Batu Badaun" achieved by the student was 87.9, thereby meeting the criteria for

classification as "Very Good." The student in question achieved in reading comprehension score of 81.0 for the literary work "King Midas." This rating falls within the category of Good, indicating a satisfactory level of understanding and interpretation of the text. The reading comprehension grade for the student, as assessed for the passage from "The Legend of Isshumboshi," was determined to be 86.7. This score falls within the category of "Very Good," indicating the student's commendable level of understanding and comprehension. The subsequent individuals who are part of the academic cohort are as follows:

The reading comprehension rating of "The Legend Of Malin Kundang" was determined to be 70.6, indicating a fair level of comprehension. The reading comprehension grade for the student mentioned above, as assessed in the passage from "The Smartest Animal," was recorded as 93.3, indicating a classification of "Very Good." The student achieved a reading comprehension grade of 89.5 for the passage from "The Smartest Parrot," which falls within the Very Good category. The reading comprehension grade of the student above for the passage from "Putri Tangguk" was determined to be 61.9, falling within the Poor classification. The reading comprehension grade of the following student for the "Monkeys on Fast" passage was 68.5, indicating a categorization of Poor. The study's findings indicate that Putri Tangguk, a Yudhistira's Talk Active Textbook participant, exhibited a significantly low reading comprehension score of 61.9, placing her in the Poor category.

The test was employed to ascertain the presence or absence of a normal distribution in the data. The researcher used Microsoft Excel to analyze and organize the data. The resultant findings can be summarized as follows:

Table 3. The Normality Test

No	Variable s	L _{xy}	L _{table}	Criteria	Status
1	X	0.108 2	0,242	L _{xy} is smaller than L _{table}	Normal
2	Y	0.181 6	0,242		

The provided table presents the values of L_{xy} for two different assessments: the reading comprehension test and the readability measurement. The L_{xy} for the reading comprehension test was observed to be 0.1082, while for the readability measurement, the L_{xy} value was recorded as 0.1816. Based on the observed relationship between the reading comprehension test score (L_{xy}) and the threshold value (L_{table}), it can be inferred that the null hypothesis (H₀) has been accepted. Based on the comparison between the readability measurement L_{xy} and the threshold value L_{table}, it can be concluded that the null hypothesis (H₀) has been accepted. The findings of this study indicate that the data obtained from the reading comprehension test and readability measurement exhibit a normal distribution. The linearity test results were analyzed using Microsoft Excel. The results were as follows:

Table 4. The Linearity Test

No	Variable s	F _{xy}	F _A table	Criteria	Status
1	X	45,440	4,960	F _{xy} is higher than F _{table}	Linear
2	Y				

Upon analyzing the normality data, it was observed that the data exhibited homogeneity. Based on the obtained result, it is evident that the value of F_{xy} is lower than the critical value of F_{table}. The findings of the study indicate that H₀ was indeed accepted. The observed phenomenon indicates that both data sets exhibit high homogeneity.

Once the data had been assessed for normality and linearity, the subsequent and crucial step involved examining and evaluating the research hypothesis. To evaluate the hypothesis, the researcher employed a quantitative research approach. The data was analyzed using serial correlation analysis to determine the presence or absence of any correlations. The hypothetical

scenario was evaluated using Microsoft Excel, a widely-used software program for data analysis and visualization.

Table 5. The Correlational Test

No	Variables	r_{xy}	r_{table}	Criteria	Status
1	X	0.9055	0.58	r_{xy} is higher than r_{table}	Correlated
2	Y				

The obtained result from the correlational test indicates that the correlation coefficient (r_{xy}) is higher than the critical value (r_{table}). The null hypothesis (H_0) was rejected, indicating that there is evidence to suggest that the observed data does not align with the null hypothesis. Conversely, the alternative hypothesis (H_a) was accepted, suggesting that there is support for the alternative explanation or hypothesis proposed. Based on the computational analysis, it is possible to infer that a correlation exists between the readability level of narrative reading texts assigned to tenth-grade students and their reading comprehension abilities.

The research investigated the relationship between the readability level and reading comprehension of tenth-grade students in narrative reading texts. The findings revealed a notable correlation between these two variables, indicating that the readability level of the texts had a significant impact on the student's reading comprehension abilities. The obtained outcome was derived from a comprehensive analysis involving testing procedures and the assessment of readability metrics. The objective of this study was to ascertain the correlation between the variables in question. Based on the analysis of the identified issue, it has been observed that the students continue to exhibit a lack of motivation when comprehending texts. This lack of motivation can be attributed to the perceived difficulty associated with the texts being presented to them. The text titled "Putri Tangguk" can be observed in the English textbook "Talk Active," authored by Yudhistira. The Flesch reading ease score of the given text was determined to be 45.60, indicating a moderate level of readability. According to the Common European Framework of Reference (CEFR), this score corresponds to a B2.9 level, suggesting that the text requires an intermediate level of language proficiency to comprehend. The study's outcome indicated that the student's reading comprehension exhibited a relatively low derivative, measuring 61.9.

Furthermore, it remains uncertain to the educators whether the texts furnished are suitable for their students or not. Based on an analysis of three English textbooks, it has been determined that only six texts were considered appropriate for tenth-grade students, considering the Common European Framework of Reference (CEFR) levels. In addition, it was observed that the texts presented an excessively challenging and overly simplistic difficulty for students at the tenth-grade level.

CONCLUSION

Based on the findings from the previous chapter's data analysis, it was determined that the null hypothesis was rejected, and the alternative hypothesis was accepted. This suggests a correlation exists between the readability level of the narrative reading texts and the readers' capacity to comprehend them. The study's findings support the initial hypothesis put forth by the researchers, which posited a significant association between the reading comprehension abilities of tenth-grade students and the readability level of narrative reading texts assigned to them. Microsoft Excel presented the outcome as correlation coefficients, specifically $r_{xy} = 0.9055$ and $r_{table} = 0.58$.

Based on the empirical evidence obtained from this study, it has been ascertained that the utilization of texts that align with children's academic proficiency significantly facilitates their

comprehension of the texts. According to the Common European Framework of Reference for Languages (CEFR), it has been determined that the B1 level books are deemed suitable for students in the tenth grade. According to the analysis conducted, it can be observed that 50% of the total 12 texts evaluated were deemed suitable for students at the tenth-grade level.

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