

Readability and Usability of Story Books for Teaching English Senior High School

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ARTICLE INFO	ABSTRACT
<p>Keywords: Teaching material, readability, usability, story books.</p>	<p><i>This research us focused on the readability level of story books for teaching English, and the usability of story books from the students' and teachers' perspective in tenth grade students at SMA Labschool Upgris. The objectives of this research were (1) to identify the readability level of usability story books for teaching English (2) to investigates the usability of story books from the students' perspective (3) to analyze the usability of story books from the teachers' perspective. The objects of the research are English story books as retold by Sugeng Hariyanto entitled "Nasreddin, a man who never given up". Flesch Reading Ease Formula used to analyze the data. This research is categorized as descriptive qualitative method of the research. The overall explanation of the results and after conducting research on usability of story books for teaching English to tenth grade students in high school, the researcher can conclude that by reading story books, students are able to improve their ability to learn to read by thinking creatively and critically. The average readability score results of this storybooks are 52,46 which can be classified as Flesch Reading Ease. This means that the readability level of the story books is fairly difficult to read by students in grades 10 to 12.</i></p>

1. Introduction

Spoken and written English are varieties of English. Both of them may be added orally or in writing. The written variety may also be brought with the aid of spoken or written language. However, nowadays, writing is more effective than speaking. We can read more information through sites, articles, or probably newspapers in our daily life. The purpose some people prefer to read something because it saves time and is trusted to construct a background of knowledge. It depends on what level of texts is addressed. The same thing will happen when the tenth-grade students are asked to understand story books. Storybooks that have been used in the research are picture storybooks, combining text and picture illustration to tell a story. The picture illustration and textual content can give an explanation and complement

each other to present an example of a kindness act that wants to be informed (Temple in Al-Somadi, 2012).

The storyline is made simple, sequential, and predictable that has a resemblance to daily life by using simple vocabulary and active sentences. Story themes are arranged based on each item of kindness behavior in the measurement instruments that use animal characters. The story of animals has been used for a long time to teach the essential virtue of life. The animal's story gives opportunities for children to learn about ethics because animals do not have a specific identity, so they can represent human diversity. Shepard (Eder and Holyan, 2010) has said that animals can be used as a symbol of humans. Children can use the characters of animals to understand their personalities and how they should see human diversity.

The character of the story represents animals that can attract students' interest at any age. (Eder & Holyan, 2010) have added that animals can be used indirectly to present humans' faults. The illustration is made by a professional illustrator after receiving an explanation about the intent and purpose of the storybook. Books are printed in color, so the image and text in the book are clear enough to be shown and read with the children.

The introduction of English lessons to EFL children in many countries, the use of English picture books has attracted much attention from EFL researchers. For example, some researchers suggest that stories are a rich resource for EFL teachers to revise or introduce vocabulary and sentence structures in a memorable and meaningful context (Brewster et al., 2002; Ghosn, 2002) and have the potential to transfer EFL learners from mechanical language learning to a more personal involvement context (Collie & Slater, 1987). Some point out that pictures in picture story books can serve to clarify the text and facilitate language learning (Smallwood 1987; Johnston 1994).

The way that picture story books can help students' learners trigger the memory of another text and make a link with the prior knowledge has been discussed by (Cameron, 2001) who points out that when listening to a story in a foreign language, EFL learners are able to recall the meaning of some words or phrases in the foreign language. 'Although the story may be told in the foreign language, the mental processing does not need to use the foreign language and may be carried out in the first language, or in some language independent way' (Cameron 2001: 40). As stories are able to engage learners in using their existing language resources and knowledge of the world, readers are able to understand the underlying meaning and remember some phrases. In this research, the researcher will analyze the readability level and usability of story books for teaching English in tenth grade students at SMA Labschool Upgris.

2. Literature Review

2.1 Teaching English at Senior High School

Teaching English is part of the teaching and learning process in the class. The teacher must cooperate with the students to get a good result in teaching. There are many definitions of the term teaching. According to Brown (2009:7), teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

2.2 Readability

Richards and Schmidt (2002:442) say that readability is how the text is easier to understand. Dubay (2004:3) says readability is something that makes the text readable. Readability is concerned with how difficult the text to understand. Another study (Pikulski, 2002) says that readers play a great role in determining the readability level of the text. According to (Klare, 1963), readability is concerned with the problem of matching a reader and a text. Some readers usually feel bored when it is easier to read. On the other hand, poor readers do not understand when they have to read texts that are too difficult for them based on their level.

The readability level of a text has an impact on reading fluency. If the text's level is too high for the poor readers, they will not understand it well. Westwood (2001:64) believes that the reader should at least understand 97% of the words to understand the text.

Based on the definition above, it can be concluded that readability is the degree of difficulty or ease with which a text can be understood by the reader. It deals with how easily a text conveys its intended meaning to the reader of that text.

2.3 Usability

Usability is the method or process used to determine how easy something is to identify, comprehend, and ultimately use. To measure or rate usability by considering five major attributes or factors. Usability is an important part of the overall design. After a period of being a less trendy topic, the researcher believes usability is becoming more popular again. Also, the significance of good usability is even greater when designing learning systems. To gain a better understanding of what usability means, let's take a look at two widely recognized definitions of usability: an ISO standard concerning usability and Jacob Nielsen's usability attributes.

The ISO 9241-11 standard explains how to identify the information that must be taken into account when specifying or evaluating usability. The purpose is to provide a consistent and agreed-upon framework for the key usability parameters. According to it, usability consists of the following measurable elements: effectiveness, efficiency, and satisfaction. Furthermore, the context of use must be taken into consideration.

Jacob Nielsen's usability definition has probably had the biggest impact on usability thinking overall. While the ISO definition has three aspects, Nielsen divides usability into five elements, so-called attributes, which can be measured and used to specify usability objectives. They are learnability, efficiency, memorability, errors, and satisfaction.

2.4 Story Books

A storybook is a book that has a colorful picture to support the story of the pleasure of reading. According to Chavarro (2012), a storybook is a colorful picture story that encourages students to understand literature through a lens. Heinsbergen (2013) proposed four benefits storytelling for students in reading; it builds vocabulary, inspires visual thinking, increases engagement, and delivers fun. Thus, a storybook is a book intended for students, and that colorful picture it makes the students comprehend their reading properly by making them imagine each page of the story.

A storybook is one book that is able to provide a lot of information. Sutanto (2014) gives an example of how a storybook about teenagers can provide learning and increase knowledge about teenagers' identities. A storybook is able to make children more interested in studying

the information contained in the story content. Sari (2010) mentions in her research that there is influence from the use of pictorial story media to improve listening skills in children with learning disabilities. Therefore, there are many benefits when the storybook is used for learning. Brenner (2009) mentions that the storybook becomes an important part of learning. That storybook mentioned is a book with a story in it supported by illustrations.

The function of a storybook is to improve students' comprehension of science concept. According to Lachapelles, et al, (2014) it has been proven to be true that the Storybook has an effect on students. Students' learning attitudes change before and after using the storybook. The attitudes and interests can be regarded as the students' curiosity.

3. Research Methodology

3.1 Research Design

This research used a qualitative research method. It describes the readability level of reading texts and the usability of story books that can be used to teach English at Senior High School. Qualitative research is research that investigates and interprets things in natural settings and creates patterns to get an in depth understanding or produce fresh ideas (Creswell & Creswell, 2018).

A qualitative approach is used to analyze and describe a phenomenon by focusing on investigating the readability of texts in story books. It investigates the readability level of reading texts, whether the reading texts in the story books have reached the appropriate readability level.

3.2 Data and Data Source

There are different kinds of data in this research. The data is to determine the readability level of tenth grade students. The data is on the usability of story books for teaching English from the teacher's and students' perspectives.

The data source was obtained from the readability level of tenth grade students at SMA Labschool Upgris. The data was on the usability of story books for teaching English from teachers' and students' perspectives.

3.3 Data Collection

The data collection for this research was taken from the readability level and usability of story books for teaching English of tenth-grade students' at SMA Labschool Upgris and the student's and teachers' perspectives about usability story books for teaching English. This research involves tenth grade students at SMA Labschool Upgris.

This research used a qualitative research method. It describes the readability level of reading texts and the usability of story books that can be used to teach English at Senior High School. Data collection techniques are used in the form of questionnaires.

The readability level of the storybook reading text was calculated and determined by the researcher, and a questionnaire was given to the respondent to find out the usability of storybooks for teaching English at Senior High School from students' and teachers' perspectives, with the hope of knowing suggestions and improvements so that the teaching materials are perfectly structured.

3.4 Data Analysis Procedures

The researcher analyzed the data using a descriptive qualitative method. The researcher has completed the following steps. To analyze the first research question, the researcher calculated and determined the grade level of readability by using the Flesch Reading Ease formula to analyze the data. The researcher was describing the result and giving an explanation related to readability before determining the grades or levels of story books. The procedures to analyze the data are as follows:

- a. First, the researcher selected a story text that was at least 100 words long.
- b. After that, the researcher analyzed and counted the sentences, words, and syllables in each text of the story.
- c. Then, the researcher measured the readability level of story books based on the Flesch Reading Ease formula in the Microsoft Word menu.
- d. The researcher described and gave further explanations related to the readability.
- e. The researcher determined the level or grade of legend story books by comparing the result of the score to the other criteria as shown in the readability table.

To analyze the second and third questions, the researcher used the results of the questionnaire on the usability of storybooks for teaching English in Senior High School from students' and teachers' perspectives. The researcher used descriptive language to describe the results and provide explanations related to the usability of storybooks. The procedures for analyzing the data are as follows:

- a. First, the researcher explained the teaching material.
- b. After that, the researcher gave some storybooks text to the students.
- c. Then, the students can read and understand the contents of storybooks.
- d. The researcher gave questionnaires to students' and teachers perspectives as respondents to find out the usability of storybooks for teaching English.

4. Findings

4.1. The Readability Level of Story Books Flesch Reading Ease Formula

In this research, the researcher found the readability level based on the formula is measured by using the researcher counted the words, paragraphs, and syllables. The results of the calculation of each topic in the storybook entitled "Nasreddin, a man who never gives up", retold by Sugeng Hariyanto are presented in the table below:

Table. Readability Level of Story Books

Topic	Paragraphs	Words	Syllables
1	3	32	51
2	7	66	129
3	5	61	85
4	2	28	43
5	4	34	57
6	3	31	49
7	4	33	63
8	4	54	94
9	7	63	112
10	3	25	48

11	3	43	69
Total Score	45	470	800

Based on the table and the previous explanation, the difficulty level of reading texts is determined by the length of the text. In the calculation of Flesch Reading Ease Formula, the researcher cannot determine the text as middle, short, and long text or easy and difficult text only based on the researcher’s perception. The texts can be classified as middle, short, long texts, or as easy or difficult texts, based on the results of ASL (Average Sentence Length) and ASW (Average Number of Syllables per Word). In other words, the proportion of sentences, words, and syllables influences the readability score and the level of difficulty of the reading text. If the text has a higher Average Sentence Length (ASL) and Average Syllable per Word (ASW), it has a lower readability score and is more unreadable (difficult). And if the text has a lower ASL and ASW, it has a higher readability score, which means the text is easier to read.

In this study, the researcher used the Flesch readability formula to determine the level of reading ease and grade level. In the Flesch Reading Ease test, the highest score indicates material that is easier to read; lower scores indicate material that is difficult to read.

The formula for Flesch Reading Ease can be seen below:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = Readability Ease

ASL = Average Sentence Length (the number of words divided by the number of sentences).

ASW = Average number of Syllables per Word (the number of syllables divided by the number of words).

The results show that the storybook entitled "Nasreddin, a man who never gives up", retold by Sugeng Hariyanto, obtained a readability score of 52.46. This means that the readability level of the storybook is fairly difficult and can be read by students in grades 10 to 12. This storybook is readable and suitable for grade X of Senior High School. The results of the readability score in Table 4 show that the proportion of storybook texts for tenth grade students at senior high school is appropriate.

4.2. Students’ Perspective on the Usability of Story Books

The researcher gave a questionnaire to students’ perspective as respondents to find out the usability of storybooks for teaching English entitled "Nasreddin, a man who never gives up", retold by Sugeng Hariyanto. Tenth grade consists of 26 students at SMA Labschool Upgris.

Table. Scoring the Usability of Story Books from the Students’ Perspective

No.	Statement	SD	D	N	A	SA
Learnability						
1.	Story books can improve students’ reading skill.			1 (4%)	16 (61%)	9 (35%)
2.	Reading is able to increase students’ understanding by thinking creatively and critically.				16 (62%)	10 (38%)

Efficiency

3.	The material presented in the story books is sequential and interesting to understand.	16 (62%)	10 (38%)
4.	Story books learning media can and should be used at any time.	19 (73%)	7 (27%)
Memorability			
5.	The language used is simple and easy to understand.	1 (4%)	14 (54%)
6.	The character design in the story books is very interesting.	13 (50%)	13 (50%)
Errors			
7.	The text used in the story books is clear.	18 (69%)	8 (31%)
8.	The pictures presented in the story books are in accordance with the expressions of the characters in the story.	18 (69%)	8 (31%)
Satisfaction			
9.	The story books media developed is able to attract students' interest and is suitable for use as learning material.	16 (62%)	10 (38%)
10.	Learning activities will be more interesting if the delivery of material relates to everyday life.	11 (42%)	15 (58%)

The aspect of students' perspective on the usability of storybooks is that storybook media is able to attract students' interest in reading and is feasible to use for learning materials because storybooks have character designs that are very interesting to read. Students strongly agree that reading is able to increase students' understanding by making them think creatively and critically because the images presented in storybooks are very expressive and the use of language is easy to understand. From the results of the student perspective questionnaire, it can be seen that storybooks are able to improve students' reading skill learning and are suitable for use at any time, can be emulated as good traits in characters and applied to everyday life.

4.3 Teachers' Perspective on the Usability of Story Books

The researcher gave a questionnaire to teachers' perspective as respondents to find out the usability of storybooks for teaching English entitled "Nasreddin, a man who never gives up", retold by Sugeng Hariyanto.

Table 6. Scoring the Usability of Story Books from the Teachers' Perspective

No.	Statement	SD	D	N	A	SA
Learnability						
1.	The ability to read storybooks can increase students' knowledge.				✓	
2.	The attractiveness of the appearance of the storybook for students to learn.				✓	

Efficiency		
3.	The flexibility of using storybook media in learning.	✓
4.	The suitability of the material presented with the learning objectives to be achieved.	✓
Memorability		
5.	The grammar and sentence structure in the storybook are easy for students to understand.	✓
6.	The presentation of character images on storybook media is interesting and proportional.	✓
Errors		
7.	Clarity of writing in storybooks.	✓
8.	Ease of reading storybooks to understand the material presented.	✓
Satisfaction		
9.	The ability of storybook media to increase students' learning motivation.	✓
10.	The suitability of the material in the storybook with the subject matter in the basic competencies.	✓

The aspect of teachers' perspective of the usability of storybooks is the teacher's understanding of the evaluation of storybooks. Storybooks can increase students' knowledge and increase their learning motivation, and the presentation of character images in storybooks can attract and motivate students to read. From the results of the teachers' perspective questionnaire, it appears that storybooks are very good media used in English language learning, and storybooks are in accordance with learning objectives.

Teachers believe that using storybooks for English teaching materials is very good, because the appearance of storybooks and the grammar of the sentence arrangement in storybooks are easy for students to understand. So, storybooks are very good for students to use to increase their reading skills and their knowledge of the characters in the story.

Even though in the questionnaire, the teacher showed that her interpretation of the usability of storybooks was positive. The teachers did not fully rely on the storybooks and the entire material from one storybook. It was because the teachers did not use the storybook as the only source of teaching material. The teacher freely looked for materials from other reliable sources that could increase students' knowledge.

5. Discussion

In this research, the researcher raises concerns about the readability and usability of story books for teaching English from the students' and teachers' perspectives. The researcher found some previous research that had this relation.

The results show that this research entitled "Readability and Usability of Story Books for Teaching English at Senior High School". This research uses the readability level of

storybooks based on the Flesch Reading Ease Formula, by calculating each topic in the storybook entitled "Nasreddin, a man who never gives up " retold by Sugeng Hariyanto, obtained a readability score of 52.46. This means that the readability level of story books is fairly difficult and can be read by students in grades 10 to 12. This story books are readable and suitable for grade X of Senior High School.

This research also describes the results of the questionnaire on the usability of storybooks for teaching English from the students' and teachers' perspectives. The results show that from the students' perspective, storybooks can improve learning of reading skills and develop students' comprehension by thinking critically and creatively.

From the results of the teachers' perspective questionnaire, it appears that storybooks are very good media used in English language learning, and storybooks are in accordance with learning objectives. The teachers' perspective of the usability of storybooks is the teacher's understanding of the evaluation of storybooks. Storybooks can increase students' knowledge and increase their learning motivation, and the presentation of character images in storybooks can attract and motivate students to read. Using storybooks for English teaching materials is very good, because the appearance of storybooks and the grammar of the sentence arrangement in storybooks are easy for students to understand. So, storybooks are very good for students to use to increase their reading skills and their knowledge of the characters in the story.

The results of this research use the theory Flesch Reading Ease Formula to calculate the readability level of a storybooks entitled "Nasreddin, a man who never gives up" and determine the results of the readability level according to the class. Then, this research analyzed the results of the questionnaire from students' and teachers' perspective to find out the usability of story books for teaching English in tenth grade students. This research uses storybooks teaching materials to improve students' reading skill because the pictures presented in the story books are very expressive and the use of language is easy to understand. So, according to this research story books can develop students' reading skill by thinking critically and creatively and the usability for teaching English materials in tenth grade. The results of the above research are significant with previous research from (Morales, 2020) that the results are the same using the theory Flesch Reading Ease Formula to calculate the readability level of a textbook. In Morales' research not only used the Flesch formula but used three readability formulas used to analyze the text: Flesch Reading Ease, Flesch-Kincaid Grade Level, and Coh-Metrix L2 reading index (RDL2). Calculating readability levels does not only use storybooks but can use different materials such as for example book texts or others. This study used textbooks to improve the reading ability of students in grade 10 and compared the readability level of grade 10, 11, and 12 textbooks. So, to apply English learning to develop students' reading skills, teachers are free to use material from other sources to increase student knowledge.

Based on the results of this research, after calculating the results of the readability level of storybooks get results with levels fairly difficult to read for students in grades 10. The results of the research above are significant with previous research from (Fata, Komariah & Alya., 2022), this study uses descriptive content analysis methods to analyze, interpret, and describe data to calculate the readability level of English textbooks by Erlangga using theory

Flesch Reading Ease Formula which gets results with a level fairly difficult to read for grade 10.

The research took 11 storybook text topics to calculate readability levels using theory Flesch Reading Ease Formula. The results of the storybook readability level are appropriate for grade 10 with a fairly difficult level and can be understood sentence language in the storybook by students. Significant from previous research by (Sari, 2021), calculating readability level using theory Flesch Reading Ease Formula with the data showed that the levels were fairly difficult to read for eleventh graders. The suitable level was Fairly Difficult level which has ranges from fifty to sixty and has been set as the appropriate level for eleventh grader students. Therefore, the readability level of English textbooks published by the Ministry of Education and Culture as not readable for eleventh grader students.

Based on the result of the research, there are 3 factors that can influence the readability score, starting with the internal factor, which is the story book. The first is the number of sentences, the second number of words, and the third number of syllables. And the score of readability itself can relate to the reader's level of understanding.

Pikulski (2002), who suggests that readability is the level of ease or difficulty with which reading text material can be understood by a particular reader who is reading the text for a specific purpose. So, to make sure the student can understand the reading text, the teacher needs to provide suitable reading material based on their level. The suitable reading material also correlates with the student's perception, motivation, achievement, and improvement. If the reading text is too easy, the student will get bored, feel unchallenged, and have low motivation. And if the reading text is too difficult, the student will also feel frustrated and have low reading comprehension.

6. Conclusion

The average readability score results of this storybook are 52.46, which can be classified as Flesch Reading Ease, which is quite difficult and can be read by grade 10 to 12 students. From the explanation above, the researcher concluded that the story book entitled "Nasreddin, a man who never gives up" is appropriate and easy to read for high school class X students.

The students' perspective on the usability of storybooks is that storybook media is able to attract students' interest in reading and is feasible to use for learning materials because storybooks have character designs that are very interesting to read. From the results of the student perspective questionnaire, it can be seen that storybooks are able to improve students' reading learning and are suitable for use at any time, can be emulated as good traits in characters and applied to everyday life.

The teachers' perspective of the usability of storybooks is the teacher's understanding of the evaluation of storybooks. Storybooks can increase students' knowledge and increase their learning motivation, and the presentation of character images in storybooks can attract and motivate students to read. From the results of the teacher perception questionnaire, it appears that storybooks are very good media used in English language learning, and storybooks are in accordance with learning objectives.

Teachers believe that using storybooks for English teaching materials is very good, because the appearance of storybooks and the grammar of the sentence arrangement in storybooks are easy for students to understand.

From the overall explanation of the results and after conducting research on the readability level and usability of story books for teaching English in tenth grade students at senior high school, the researcher can conclude that by reading story books, students are able to improve their ability to learn to read by thinking creatively and critically.

In relation to findings and discussion, it is concluded that the story book entitled "Nasreedin, a man who never gives up" for tenth grade Senior High School has been a very good story book. The vocabulary used in the texts is good and represents daily communicative language. Even though the portion of communicative language is smaller than the academic needs, in terms of the readability factor, it can be concluded that the readability level of reading texts varies from one text to another.

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