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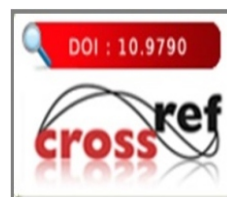
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Citation

Abstract

Reference

[Full PDF \(../papers/Vol-9 Issue-6/Series-4/A0906040107.pdf\)](#)
[Index Page \(../papers/Vol-9 Issue-6/Series-4/index-page.pdf\)](#)
[Cover Paper \(../papers/Vol-9 Issue-6/Series-4/cover-page.pdf\)](#)


Paper Type : Research Paper

Title : **Effects of Cues and Prompts Instructional Scaffolding on Secondary School Students' Retention of Chemistry Concepts**

Country : Nigeria

Authors : Abumchukwu Angela Adanna || Enekwechi Emelda Ego
|| Izuegbunam Arinze Gabriel

doi> : 10.9790/7388-0906040107
(<http://www.doi.org/>)



Abstract: The study investigated the effect of cues and prompts instructional scaffolding on secondary school students' retention of chemistry concepts. Two research questions were raised to guide the study and three hypotheses which were tested at 0.05 level of significance. The study adopted pretest post-test non-equivalent control group quasi-experimental design. The population of the study was 2,530 SS2 chemistry students. The sample for the study was 120 SS2 students. Chemistry Achievement Test (CAT) validated by experts from the Department of Science Education and Education Foundation and one experienced chemistry teacher in Onitsha was used for data collection. The reliability of CAT was established using Kuder Richardson 20 (KR-20) which yielded reliability coefficient of 0.70. Data collected were used to answer the research questions using mean while hypotheses were tested at 0.05 level of significance using analysis of covariance (ANCOVA). The finding of the study showed that there was significant difference in the mean achievement scores of students taught chemistry using cues and prompts instructional scaffolding.....

Keywords: Scaffolding, cues, task prompts, retention, titration

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[Citation](#)
[Abstract](#)
[Reference](#)
[Full PDF \(../papers/Vol-9 Issue-6/Series-4/B0906040811.pdf\)](#)

Paper Type : Research Paper
Title : **Environmental Competence Analysis of Junior High School in the Subjects of Social Knowledge Science in Makassar City, Sulawesi Selatan, Indonesia**
Country : Indonesia
Authors : Darmawati || Sapto Haryoko || Gufran Darma Dirawan || Anshari
 doi> : 10.9790/7388-0906040811
 (http://www.doi.org/)



Abstract: Learning social science (IPS) has not fully integrated the concept of sustainability or supports it in its learning material. Learning Model Development of Social Studies Learning must be held to foster an attitude of caring for the environment in students and also supervise the integration of synergies between the mastery of environmental-based social studies material. So the purpose of this study was to identify students' environmental competencies in social studies subjects in junior high school as a first step in developing an environmental learning model. The type of research used is Research & Development (R&D) which aims to design environmental learning models in junior high schools. The development of this learning model refers to five model development namely.....

Keywords: environment, learning models, Learning social science (IPS)

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/C0906041217.pdf)

Paper Type : Research Paper
Title : **Jigsaw Technique to Enhance Students' Reading Comprehension Ability on Extrovert and Introvert Students**
Country :
Authors : Subaikhah
 doi> : 10.9790/7388-0906041217
 (http://www.doi.org/)



Abstract: The aim of this research was to find out whether there was a statistically significant difference of students' reading comprehension ability between introvert and extrovert students who are taught using Jigsaw strategy and what aspect of reading improves better. This research was quantitative. The subjects are 32 students of the IX grade of MTsN I Kalianda, Lampung Selatan. The researcher used one group pretest posttest and the data is analyzed by paired sample T-test and to identify the students' personality, the researcher used questionnaire that adapted from the Eysenck Personality Questionnaire. Two sets of reading tests were used as the research instrument. The result of the test value obtained was $t_{tes} = 8.151 > t_{table} = 2.021$ for $N = 32$ and with level significance $p < 0.05$ and sig. 2 tailed 0.023. It means that introvert and extrovert students have a slight significant effect on reading comprehension ability. The aspect of reading that got better is identifying details information. Jigsaw technique is beneficial to improve students' reading comprehension ability especially for introvert students.

Keywords: Extrovert and Introvert, Jigsaw Strategy, Reading Comprehension

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/D0906041821.pdf)

Paper Type : Research Paper
Title : **Stimulating the Students' Reflection**
Country : Vietnam
Authors : Nguyen Hung Hoa || Ngo Anh Tuan
doi : 10.9790/7388-0906041821
 (http://www.doi.org/)



Abstract: The importance of reflection was frequently noted in the literature. Reflective competence was regarded by many educators as an essential characteristic for professional education. Activities to promote reflection were limited because of the misunderstanding about reflection's definition and the complicated model of reflection. We, therefore, designed a literature review to clarify the definition and model of reflection. Our aim of this paper was to construct situation to stimulate Vietnamese students' reflection.

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Educative Process. Boston: D.C. Heath and Company.

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/E0906042226.pdf)

Paper Type : Research Paper
Title : **Evaluation of Teacher Programme of National Teachers Institution in South-West, Nigeria**
Country : Nigeria
Authors : Dr. Clement S. Ayodele || Dr. (Mrs.) Oluwayemisi D. Akomolafe
 doi> : 10.9790/7388-0906042226
 (http://www.doi.org/)



Abstract: This paper evaluated the teacher education programme (PGDE) of National Teachers Institution in South West Nigeria. Descriptive research of the survey design was adopted. The population for the study comprised of all programme staff, stakeholders in Education and 1,673 students on 2015/2016 session in South West. The sample consisted of 860 participants which were selected from the states using multistage sampling technique. An evaluation question was raised and an inventory to collect the data, which was analyzed descriptively using coefficient of discrepancy. The study showed that there were discrepancies between the target standard and the actual performance of some variable investigated. It is therefore, recommended that NTI should improve on their adherence of admitting student for PGDE programme. More so, board of governing council of the institution should be more committed to the programme to ensure that the standards are met. NTI award committee, the management, the board of studies should be more committed to improve the performances of the programme to ensure quality education. NTI should include an inbuilt evaluation procedure to the programme to ensure quality

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[3]. Olayanju, O. J. (2014). Historical analysis of the implementation of teacher education policy in Nigeria (1896-2013). International Journal of Special and General Education, 3, 131-154.

Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/F0906042733.pdf)

Paper Type : Research Paper
Title : **The Influence Of Organizational Culture On Cadets' Learning Motivation At Politeknik Ilmu Pelayaran Makassar (Merchant Marine Polytechnic Of Makassar)**
Country : Indonesia
Authors : Mustamin || Arifin Ahmad || Jasruddin || Hamsu A. Gani
 doi> : 10.9790/7388-0906042733
 (http://www.doi.org/)



Abstract: It is a widely held view that higher education is an institution with a strategic role and position in achieving macro educational goals that needs to make continuous improvement and attains quality human resources. Without involving the human element, it is impossible to move forward and direct towards goals. The importance of organizational culture in higher educational institutions implies the main role of the institutions to change the mindset of conventional ones with new insights that emphasizes the creation of higher education with quality culture. Mindset change is needed for the institutions or universities that follow changes, which is oriented to creating a more dynamic, productive and competitive organizational culture. Merchant Marine Polytechnic of Makassar or known as Politeknik Ilmu Pelayaran Makassar (PIP Makassar) which further abbreviated as its Indonesian abbreviation term, PIP Makassar, is a higher educational institution that educates students or cadets with certain.....

Keywords: Organizational Culture; Learning Motivation; Cadets

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Reference

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Paper Type : Research Paper
Title : **Evaluation Of Engine Cadet's Educational Economy Investation Value Between Cadet From Senior High School And Vocational School Input In Pip Semarang**
Country : Indonesia
Authors : Dwi Prasetyo
 doi> : 10.9790/7388-0906043439
 (http://www.doi.org/)



Abstract: The purpose of this study was to determine the evaluation of learning outcomes Engineering Drawing and Design between cadets of Input SMA and SMK Input Method Small Group Programs Technical in PIP Semarang. The results of this study it can be concluded that there are differences in the evaluation of learning outcomes between drawing and designing machines SMA Cadets input and input from SMK with a small group of subjects Technical method in PIP Semarang. The average value for the experimental group 1 (input from SMA) is 74.2, while the average value for the experimental group 2 (input from SMK) is 76.7. This means learning outcomes experimental group 2 was better than the experimental group 1. But overall learning outcomes Youth in drawing and designing the engine is increased.....

Keyword: Educational Economy, Investation, Evaluation

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Citation

Abstract

Reference

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Paper Type : Research Paper

Title : **Influence of Teacher-Child Ratio on Reading Achievement among Pre-Primary Children in Wote, Makueni County**

Country : Kenya

Authors : Rose Wandia Kyalo || Ouko Hudson

doi> : 10.9790/7388-0906044047

(<http://www.doi.org/>)



Abstract: Education sector in Kenya continues to face quality crisis with little significant changes in learning outcomes. Uwezo reports that majority of the children in Kenyan pre-primary schools cannot fluently read comprehensions in any of the languages, whether first, second or third. The purpose of this study was to investigate the effect of teacher-child ratio on reading skills achievement among pre-primary school children in Wote, Makueni County. The study employed Social Interactionist Theory exemplified by Vygotsky. The study employed a descriptive research design targeting 110 pre-primary schools in Wote. Simple random sampling was used to select the schools while purposive sampling design was used to select the pre-primary teachers. The study employed 30% to get a sampled of 33 pre-primary schools in Wote Sub-county. Pre-primary schools teachers were represented by 10% of the 66 in each school since the number was quite large for observation. Questionnaires and observation.....

Key words: Teacher-child ration, reading achievement, preprimary children

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/I0906044851.pdf)

Paper Type	: Research Paper
Title	: The Analysis Of Politeness Strategies And Cooperative Principle Used In Mr. Peabody And Sherman Movie
Country	: Indonesia
Authors	: Nunik Lestari
	: 10.9790/7388-0906044851 (http://www.doi.org/)



Abstract: This article examines the use of politeness strategies and cooperative principles in Mr. Peabody and Sherman movie. It aims at giving a description on the use of politeness strategies and cooperative principle in this movie. The movie is the source of data as well. The data are collected by note taking technique and then analysed back in the form transcription orthographies. After analysing the data, the researcher finds the use of politeness principle in the movie script. They are utterances of the use of politeness strategies covering the kinds of maxim in cooperative principles. Findings reveal that there were four kinds of strategies used by the characters in the Mr. Peabody and Sherman movie. They performed bald on-record strategy, positive politeness, negative politeness and off record strategy. Moreover the findings also showed that the factors influencing politeness strategy were social status, age, intimacy, and solidarity. There were also some violation of the cooperative principles of conversation

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Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/J0906045254.pdf)

Paper Type : Research Paper
Title : **Importance of OBE in Teaching Learning Process**
Country : India
Authors : SonalPatil
 doi> : 10.9790/7388-0906045254
 (http://www.doi.org/)



Abstract: Outcome based education (OBE) in engineering education. It is an approach of education that clearly identifies its intended final product – students' competencies by determining the final curriculum outcome - a head of planning the framework of the curriculum. The unambiguous outcome is used to plan the curriculum, monitor its implementation, evaluate it and assess student's achievement. The present paper is review of the origin, advantages, disadvantages, pitfalls and guidelines in implementation of outcome-based education. It is an attempt to provide a comprehensive coverage of a very popular current trend in engineering education

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/K0906045562.pdf)

Paper Type : Research Paper
Title : **Readability of Aksaraand Budaya Lampung Text Book With Fry and Raygor Graph**
Country : Indonesia
Authors : Sumarti || Siti Samhati || Mohammad Ridwan
 doi> : 10.9790/7388-0906045562
 (http://www.doi.org/)



Abstract: The aim of this research is to measure the readability level of Aksara and Budaya Lampung textbooks. To measure readability, the author used two readability formulas, namely Fry graph and Raygor graph. In this book, the authors took all the discourse to measure the level of readability. Using Fry graphs, 72% of discourse was not appropriate. Whereas measurements with raygor charts showed that 57% did not match the level of the readers. This difference was caused by linguistic factors. Compared with the number of sentences, the vocabulary used was still too easy for this level.

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Citation

Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/L0906046378.pdf)

Paper Type : Research Paper

Title : **Implementing Cooperative Learning Activities in EFL Speaking Lessons: An Appraisal of Teachers' Pedagogical Beliefs and Classroom Practices**

Country : Vietnam

Authors : Truong Minh Hoa || Luu Thi Huyen Tran

doi : 10.9790/7388-0906046378 

(<http://www.doi.org/>)

Abstract: One of many factors that cause difficulty in developing primary school students' speaking skill is their low or uneven participation. Indeed, young learners need both to participate in communication and to build up knowledge and skills for speaking performance. Accordingly, Cooperative Learning activities have been proved to be an effective teaching strategy to the primary students. By the nature of an exploratory study, this current study aimed at investigating the primary English teachers' pedagogical beliefs and classroom practices of implementing these activities to develop the fifth graders' English oral productions. The study was conducted at the eight public primary schools in Ho Chi Minh City, Vietnam with the sample of 35 teachers. Data were collected through the two instruments of a 29-item questionnaire, a 9-question semi-structured interview. The findings of the study indicated that although the participants believed in the effects of Cooperative Learning activities in the development of their students' EFL oral skills in terms of learning psychology and language performance, they were reluctant to implement these activities, which was ultimately found by the extent, the principles and the types of Cooperative Learning activities employed in reality

Keywords: Cooperative Learning activities; Speaking; Pedagogical beliefs; Classroom practices

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Abstract

Reference

Full PDF (../papers/Vol-9 Issue-6/Series-4/M0906047984.pdf)

Paper Type : Research Paper
Title : **Developing Metacognition Assessment Instrument in Solving Word Problem of Cube and Cuboid for Primary School**
Country : Indonesia
Authors : Vera Rosalina Bulu || Wely Adelaide Hayer
 doi> : 10.9790/7388-0906047984
 (http://www.doi.org/)



Abstract: Developing Metacognition Assessment Instrument in Solving Word Problem of Cube and Cuboid for Primary School. One of the objectives in mathematics learning is problem solving. Concerning problem solving, metacognition is a method to improve problem solving skill. However, a number of teachers were unable to assess using metacognition in order to improve problem solving. Therefore, this research aimed to create a metacognition assessment instruments in solving cube and cuboid word problems, which could help both teachers and students assess their metacognition knowledge and hence experience problem solving skill improvement. This was a five-phase Plomp model of development research which started by initial investigation phase, design phase, realization phase, test, evaluation and revision phase, and implementation phase. Interviews, questionnaire and documentation.....

Keywords: Instrument, metacognition comprehension, problem solving

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Readability of Aksaraand Budaya Lampung Text Book With Fry and Raygor Graph

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Abstract: The aim of this research is to measure the readability level of Aksara and Budaya Lampung textbooks. To measure readability, the author used two readability formulas, namely Fry graph and Raygor graph. In this book, the authors took all the discourse to measure the level of readability. Using Fry graphs, 72% of discourse was not appropriate. Whereas measurements with raygor charts showed that 57% did not match the level of the readers. This difference was caused by linguistic factors. Compared with the number of sentences, the vocabulary used was still too easy for this level.

Date of Submission: 06-12-2019

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I. Introduction

Lampung Language is one of the regional languages in Indonesia. Of the many regional languages in Indonesia, Lampung is one of the languages that have scripts (Aksara). This feature makes the Lampung Provincial Government to preserve the Lampung language. On July 11, 2004, the Lampung Provincial Government officially required the Lampung language and characters as compulsory local (*Mulok*) content in schools.

Language learning in Lampung certainly requires a lot of references to optimize the learning process. Textbooks are one of the benchmarks for improving the quality of learning outcomes. Textbooks play an important role in learning because they contain concepts and theories that students must learn.

The development of Lampung's language program was followed by numerous textbooks published by the authors. Teachers had a hard time choosing and choosing the right textbook to help students develop skills. The teacher must choose a good textbook so that the students can understand the subject.

Tarigan (1986: 18) stated that textbooks must be able to transmit instructional material in a good language and reading level. According to Davids (in Tabatabaei: 2013), a good manual is one that has readability appropriate for its readers. The readability in question is the ease or difficulty of a manual to be understood by a certain group of readers.

The assessment of the level of readability of textbooks is an important part of the teacher in determining the correct textbook for students. Writers such as Rudolf Flesch, George Klare, Edgar Dale and Jeanne Chall have formulated many theories on how to measure readability. Dubai (2004) mentions that in the 1980s, there were 200 formulas and over a thousand published studies on readability formulas. This proves the strength of their theories and statistics in readability.

II. Material And Methods

2.1 Text book

Textbooks are a useful tool in learning activities. Textbooks play an important role in the teaching process to foster the acquisition of skills that become learning objectives. Thanks to the manuals, everyone can follow the new developments.

Tarigan (1986: 11) states that textbooks are intelligently designed books prepared by experts in the field and equipped with appropriate teaching facilities. Seguin (1989: 15) mentions that textbooks must be filled with texts and images designed by writers and illustrators who meet the requirements in the appropriate fields.

From the above quotation, it can be said that textbooks must meet writing requirements developed by people competent in their field. One of the requirements of a manual is to have an appropriate reading. In the book Making Textbooks, Seguin (1989) states that reading in textbooks must take into account the length of the sentence and the age of the students.

The many types of Lampung textbooks published by editors make it difficult for teachers to choose textbooks. The teacher must begin to evaluate the textbook he has chosen. The assessment of the readability of textbooks is part of the selection of textbooks.

Greene and Petty (1971: 545-8) in Tarigan (1986: 20-21) explain that the criteria for a good textbook should be interesting and take into account linguistic aspects that do not leave students confused in reading. Thus, the aspect of readability becomes again a question to be taken into account when choosing a manual.

2.2 Readability

Readability can be defined as the level of ease or difficulty of a reading understood by the reader. Determining the type of text read in agreement with the reader is not easy. For this, the writer needs knowledge to choose the vocabulary when compiling the speech.

AdjatSakri (in Hardjasujana: 1999) explained that readability is a combination of sadness and fatigue. The specificity in question is related to language, while fatigue is linked to the order of the letters. Dubay (2004) defines readability as the ease of understanding a reading because of the writing style. This definition focuses on writing styles such as content, level of consistency, and language structure. In accordance with the above quotation, we can say that readability is a measure of whether a manual is appropriate for a particular reader or not.

2.3 Readability Formula

In the 1920s, ways had been found to predict the difficulty of the text. The method used is to use sentence length and vocabulary difficulties in the text. This method is used and formulated in a readability formula.

Until the 1950s, advances in readability research were not widely known. Authors such as Rudolf Flesch, George Klare, Edgar Dale and Jeanne Chall are trying to present the formula to support their research. Until then, this formula is widely used in the following fields: journalism, research, health, law, insurance and industry. In the 1980s, there were 200 formulas and over a thousand studies were published on the readability formula. This is certainly proof of the strength of the theory and statistics of the formula (Dubay: 2004).

Fry Graph

The Fry readability chart was created by Edward Fry while he was a student in Uganda and had contributed to the teaching of English as a second language. He created one of the most popular readability tests using graphics. The Fry's readability formula is one of the popular tools for determining readability. This formula can be used to determine the readability of primary text at the student level.

Muchlisoh (1996: 170) states that the readability formula of the Fry chart is based on two factors, namely the short length of the word and the level of difficulty of the words marked by the number (at least) of syllables making up each word of the speech. The fry chart is actually a readability formula for English texts. Hardjasujana (1996) states that if this formula was used for Indonesian texts, a step must be added. The step is to multiply the results of the calculation of the syllables by the number 0.6. This figure was obtained from the results of a simple study which demonstrated that the comparison between the number of English syllables and the number of Indonesian syllables is 6:10 (6 syllables in English are approximately the same as 10 syllables in Indonesian).

Fry Graph Steps

- Choose a representative fragment of the speech whose readability level you want to measure by taking 100 words of the speech you want to measure.
- Count the number of sentences of the 100 words to the nearest tenth.
- Count the number of syllables in the speech example with 100 words.
- The number of syllables above is multiplied by 0.6.
- Look at the Fry table. The perpendicular column indicates the number of syllables per word and the horizontal line indicates the number of sentences per hundred words. The intersection of vertical lines (number of syllables) and horizontal lines (number of times-matte) indicates the grade levels of the reader supposed to be able to read the selected speech.
- This level of readability is approximate. Deviations can occur, both up and down. Therefore, the speech readability score must be added one level and reduced by one level. (Hardjasujana, 1996: 132-13).

Raygor Graph

The readability formula introduced by Alton Raygor seems more suitable for text types using Latin letters. The graph displayed by Raygor was upside down when compared to the frying chart. However, in reality, these two formulas have similar principles for determining the level of readability. If fry formula uses the number of sentences and syllables, the raygor formula uses the number of sentences and the number of difficult words. The number of difficult words in question is a word consisting of six letters or more. (Hardjasujana: 1996)

Raygor Graph Steps

- a) Count a hundred words of a speech that will measure the level of readability.
 - b) Count the number of sentences to the nearest tenth.
 - c) Count the number of difficult words, that is, words of six letters or more.
 - d) The results of steps 2 and 3 are plotted in the Raygor graph to determine the readability ratings.
- (Hardjasujana: 1996)

Method

The method used in this research is descriptive qualitative. This research aims to evaluate textbooks by describing their level of readability. The textbook that will be measured the level of readability is “Aksara dan Budaya Lampung” for sixth grades. The sample of this research is all the texts in the book. The number of texts is 7.

Table 1: Text Title

No	Title
1	PekonBudaya
2	Kain Batik Motif Lampung
3	KhetahjamaPersoalanni
4	Macom-macomsiger
5	KainTapis
6	Lamban
7	KucingKukhus

The text above will be measured using the Fry and Raygor readability formula. The reason for using these two formulas is that the structure of the word formation at Lampung is similar to the formation of Indonesian words. Therefore, this formula is considered an appropriate measurement tool.

III. Result and Discussion

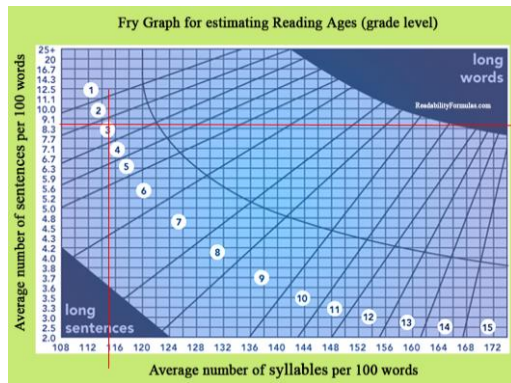
The results of measuring the readability can be described in the table below.

Table 2:Fry and Raygor Graph Analysis

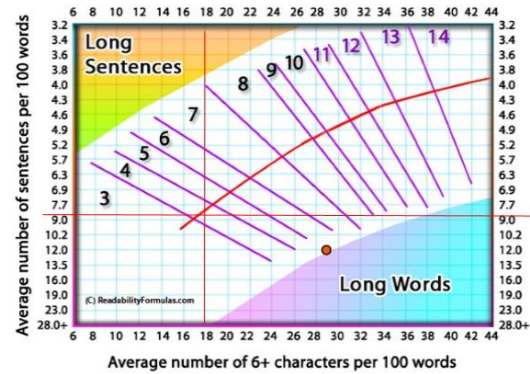
No	Title	Number of sentences/ 100 words	Number of Syllables / 100 words	Number of difficult words / 100 words
1	PekonBudaya	8,5	115,2	18
2	Kain Batik Motif Lampung	9,6	137,4	25
3	KhetahjamaPersoalanni	8,5	125,4	22
4	Macom-macomsiger	11,2	127,8	23
5	KainTapis	5,4	124,8	14
6	Lamban	13,1	128,4	25
7	KucingKukhus	14,1	122,4	16

The next step is to enter the number of sentences and the number of syllables in the graph of Fry and Raygor. The results are as follows:

1. Title : PekonBudaya
 - Number of sentences/100 words : 8.5
 - Number of syllables/100 words : 115.2
 - Number of difficult words / 100 words : 18



Fry Graph

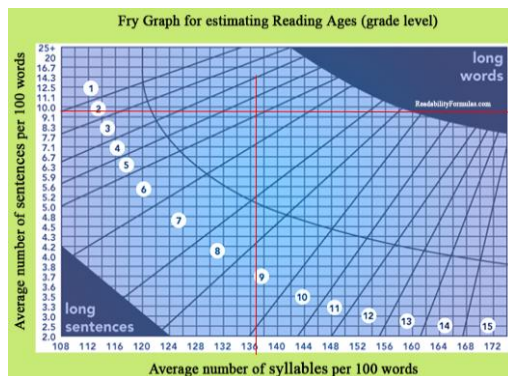


Raygor Graph

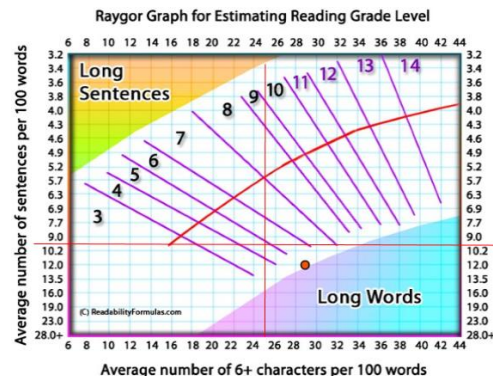
Analysis Results:

Based on the results of the analysis using the Fry chart, the readability level of this text was classified in **level 3**. Likely, this text was suitable for elementary school students in grades 2, 3 and 4. If the results of the analysis used Raygor's theory, the readability level of this text was included in **level 4**. It means, this text was suitable for elementary school students in grades 3, 4 and 5. If it is concluded from the analysis result of the two formulas above, this text was needed as a text that **was not in accordance** with the level of the readers.

2. Title : Kain Batik Motif Lampung
 Number of sentences/100 words : 9.6
 Number of syllables/100 words : 137,4
 Number of difficult words/100 words : 25



Fry Graph

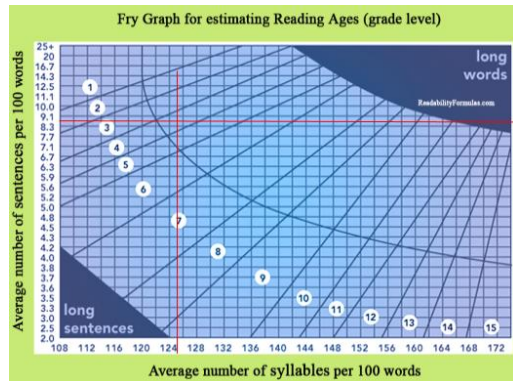


Raygor Graph

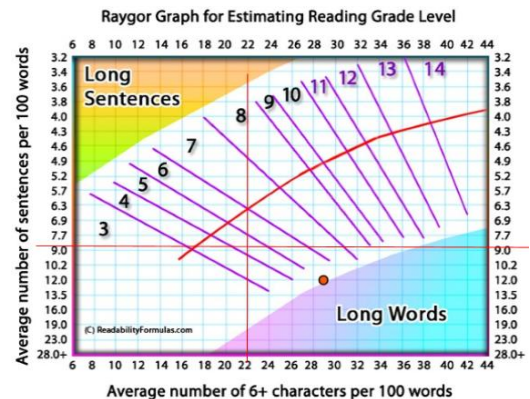
Analysis results:

Judging from the results of the analysis using the Fry Graph, the readability level of this text was included in **level 5**. Comprehension level of this text was suitable for elementary school students in grades 4, 5 and 6. If the results of the analysis used Raygor's theory, readability level of this text was included in **level 5**. That is, the level of understanding of the text was suitable for students in grades 4, 5 and 6 of elementary school. The conclusion from the analysis of the two formulas above is that this text **was in accordance** with the level of the reader.

3. Title : KhettahJamaPersoalanni
 Number of sentences / 100 words : 8.5
 Number of syllables / 100 words : 125,4
 Number of difficult words / 100 words : 22



Fry Graph

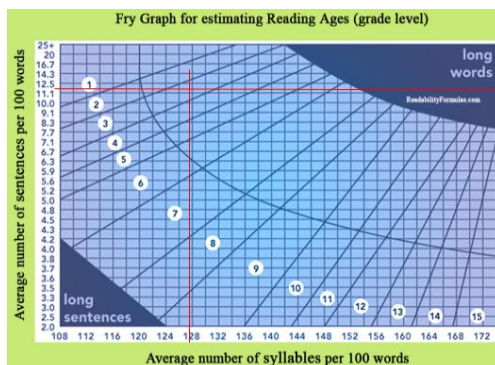


Raygor Graph

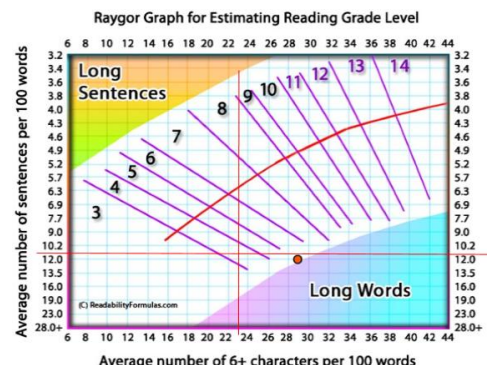
Analysis results:

Judging from the results of the analysis using Fry's theory, the level of speech readability was included in **Level 4** and the comprehension level was appropriate for Grade 3, 4 and 5 grade students. If the results of the analysis use Raygor's theory, the readability level of the text was included in **level 5**. Understanding level of the text was appropriate for students in grades 4, 5 and 6 of elementary school. In other words, with the analysis of the fry formula, this text **was not accordance** with the level of the readers, but according to the formula of Raygor, this text **was in accordance** with the level of the readers.

4. Title : Macom-macomSiger
 Number of sentences / 100 words : 11.1
 Number of syllables / 100 words : 127,8
 Number of difficult words / 100 words : 23



Fry Graph

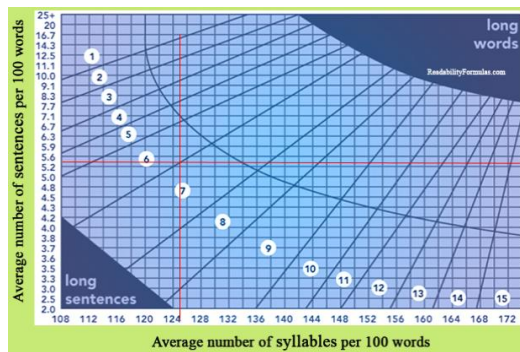


Raygor Graph

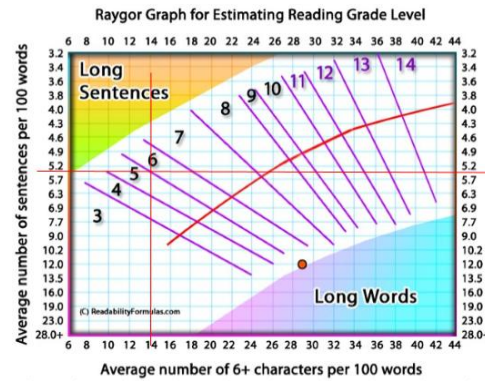
Analysis results:

Judging by the results of the analysis using Fry's theory, the readability level of this text was included in level 3 and the comprehension level was appropriate for elementary students in grades 2, 3 and 4. If the results of the analysis use Raygor's theory, the readability level of the text was included in level 4. It means, the understanding level of the text was suitable for the students of the elementary school in grades 3, 4 and 5. In other words, with the analysis of the two formulas, this text classification **was not accordance** with the level of the readers.

5. Title : KainTapis
 Number of sentences / 100 words : 5,4
 Number of syllables / 100 words : 124,8
 Number of difficult words / 100 words : 14



Fry Graph

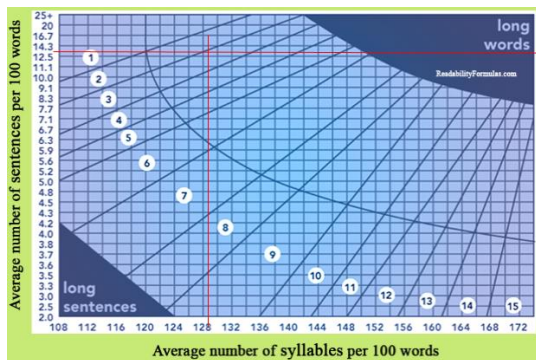


Raygor Graph

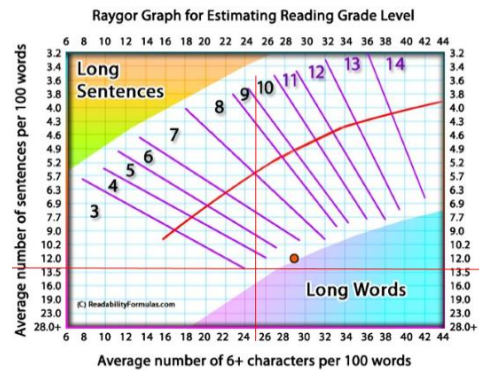
Analysis results:

Judging by the results of the analysis using Fry's theory, the readability level of the text was included in level 6. Comprehension level of text was appropriate for elementary school students in grades 5, 6 and 7. If the results of the analysis used Raygor's theory, the level of readability of this text was included in level 6 and the level of text comprehension was appropriate for elementary school students in 5th, 6th and 7th grades. That is, with the analysis of both formulas, this text was in accordance with the level of the readers.

6. Title : Lamban
 Number of sentences / 100 words : 13,1
 Number of syllables / 100 words : 128,4
 Number of difficult words / 100 words : 25



Fry Graph

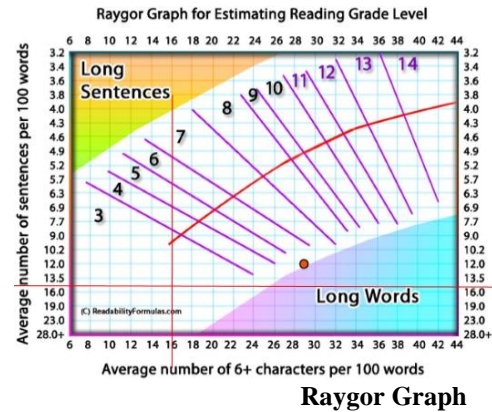
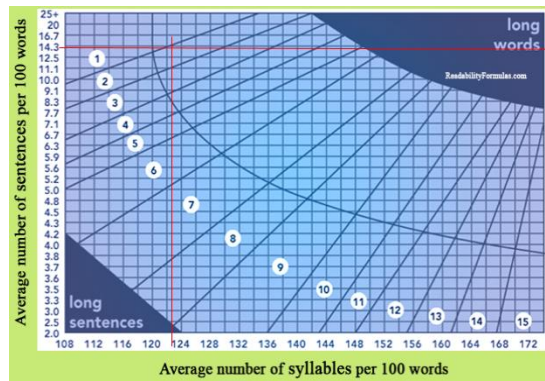


Raygor Graph

Analysis results:

Judging by the results of the analysis using Fry's theory, the readability level of the text was included in level 3 and the level of text comprehension was appropriate for elementary students in grades 2, 3 and 4. If the results of the analysis used Raygor's theory, the readability level of the text was included in level 4. It means, the understanding level of the text was suitable for the pupils of the elementary school in the 3rd, 4th and 5th grades. In other words, with the analysis of the two formulas, this text classification was not accordance with the level of the readers.

7. Title : Kucing Kukhus
 Number of sentences / 100 words : 14,1
 Number of syllables / 100 words : 122,4
 Number of difficult words / 100 words : 16

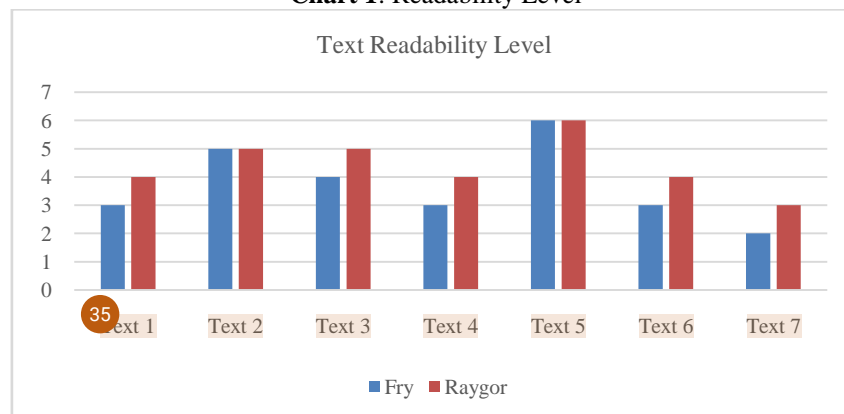


Analysis results:

Judging by Fry's theory, the readability level of text was included in Level 2. The comprehension level of the text was appropriate for elementary students in grades one, two and three. If the results of the analysis used Raygor's theory, the level of readability of the text was included in level 3. This text was suitable for elementary school students in grades 2, 3 and 4. In other words, with the analysis of the two formulas, this text classification **was not accordance** with the level of the readers.

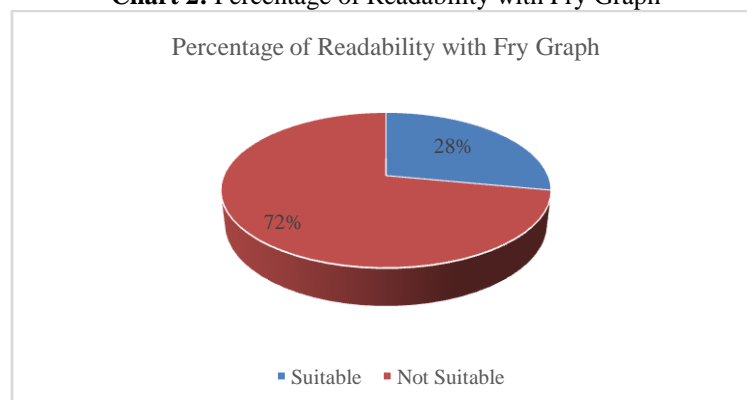
From the description above, we can conclude in the table below:

Chart 1: Readability Level



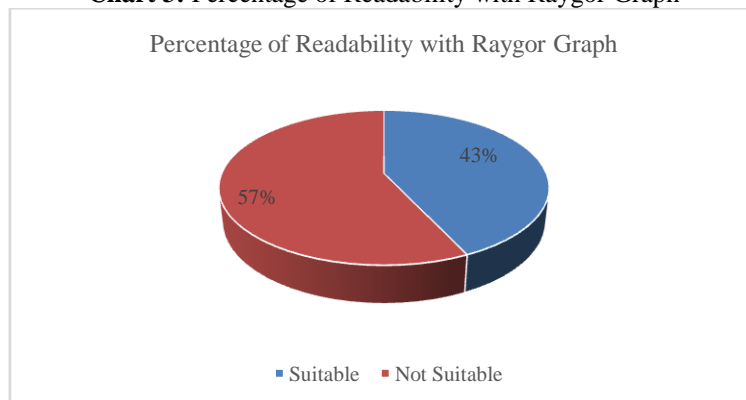
Through the steps in the text readability analysis above, it was known that the readability level in the AksaradanBudaya Lampung text book was very low. In accordance with the results of the Fry Graph analysis, there are only two texts out of seven texts, namely the text entitled "Kain Batik Motif Lampung" and "KainTapis" whose level of readability was in accordance with the level of cognition of 6th grade elementary school students. The other five texts have a level of readability which was too low.

Chart 2: Percentage of Readability with Fry Graph



In accordance with the results of Raygor Graph analysis, there are only three of the seven texts, namely the text entitled "Kain Batik Motif Lampung", "KhetthahJamaPersoalanni", and "KainTapis" whose readability level was in accordance with the level of cognition of 6th grade elementary school students. the other text has too low readability.

Chart 3: Percentage of Readability with Raygor Graph



From the results of calculations using the two formulas above, there is a major factor causing the text to not match the level of readability. There was a mismatch between the number of sentences and the number of syllables or difficult words used. With a sufficient number of sentences, i.e. 8-14 sentences, the use of vocabulary was still very simple. Grade 6 students should be introduced to a rather long vocabulary to add to their vocabulary. The data showed that the texts that are not appropriate will actually be very easily understood by students in grade 6. This was because the reading is actually suitable for small class students (grade 1—3).

Book writers must pay attention to aspects of readability. This aspect is one of the aspects considered in the assessment of textbooks by the Curriculum and Book Center, Ministry of Education and Culture. The readability aspect here is related to terminology, language clarity, and language suitability with child development (Ruwanto, 2013).

IV. Conclusions

This research describes the results of readability in Lampung Language textbooks used by 6th grade students. From the total of the text, the text that fits the reading level only reaches 28% (with the fry theory) and 43% (with the raygor theory). The results of this research can be used by the authors to improve reading texts with appropriate vocabulary. The teacher can also make the results of this research a consideration for choosing an appropriate textbook.

In order for the textbooks to be used according to the level of the reader, it is expected that the authors of the books can pay attention to the level of readability of the textbooks that will be used by students.

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