

CHAPTER II

LITERARY REVIEW

B.1 Theoretical Framework

This chapter deals with theories related to the study. It consists of the readability definition, elements of readability, formula readability, language of poem, children's poem, readability of poem and relevant researches will be elaborated in this chapter.

B.1.1 Readability definition

Generally, readability is how the text is easier to read and understand by the reader. Based on the Cambridge Advanced Learner's Dictionary, readability is from the words "readable". Readable is easy and enjoyable to read, which is the text that is read by the reader using simple and familiar language so the reader is easier to understand the content of the text.

Sakri (1993:135), readability is based on the vocabulary and the arrangement of sentence that are chosen by the writer to his/her writing. The writing using non-regular words is more difficult to understand than using daily vocabulary. Then, the arrangements of long and complex sentences will be difficult for the reader that has differences in the level of the development of age.

Gilliland (1976) concludes, the readability is related to three things easier, interesting and understanding. The ease of reading is related to the form of writing, letter form (topografi) such as: the large letter and the length of space. The ease of reading relates to the speed of introduction of the words, the level of words, and the clarity of writing (form and size of words). Interesting relates to the interest of the reader, the complexity of idea in a text, and the beauty of language style. Understanding relates to the characteristics of words and sentences, such as: long-short, the frequency of the use of word or sentence and the arrangement of sentence and paragraph.

Based on the definition above, it can be concluded the readability is how text is more enjoyable and easy to be read and understood by the reader using simple and familiar language and vocabulary and the arrangement of sentence.

Readability is used to analyze text either children's or adults' texts. Readability for children's text is purpose to know and understand the quality text that appropriate for children or not. It is very important because knowing the appropriate text for children will make the children more understand the text itself.

B.1.2 Elements of Readability

There are some elements of readability. They are language, written form, letter form and typography. Language is the most important aspect in readability. It becomes the characteristic that determine whether the text can/can't be used. In language aspect, the readability elements formulated in the

form of vocabulary, the sentence structure, spelling, syntax and the rule of language.

Vocabulary is one of the readability elements in language aspect. According to Duffy and Kabance, "Simplifying vocabulary and sentences has little, if any, effect on performance even though the readability, according to formula is greatly improved" (1982:738).

Williams and Dallas (1984) examined vocabulary difficulties in the following problems:

- a. Difficult words used in definitions (e.g. too many abstract words, definitions which are too broad rather than narrowly related to the meaning in context, few examples).
- b. Idiomatic expressions (difficult to infer the meaning from constituent vocabulary).
- c. Homonyms (especially problematic where they occur in a high density).
- d. Specialized vocabulary from 'imported text'.

Retrieved from <http://m.wisegeek.org/what-is-sentence-structure-htm>. Sentence structure is the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought. The other definition about sentence structure is the grammatical arrangement of words in sentence. Three of the most common types of sentence structure are simple, compound, and complex sentences. Simple sentence consists of one clause.

Compound clause consists of two clauses and complex sentence has a **main clause** and **one or more adverbial clauses**.

According to the Oxford dictionary, Spelling is the way in which a word is correctly spelled. The other definition, spelling is the choice and arrangement of letters that form words.

Retrieved from <http://grammar.about.com/od/rs/g/spellingterm.htm> English spelling is unpredictable because its vocabulary consists of many words derived from other languages. English spelling are divided into two. They are British and American spelling. For example: honor vs honour, color vs colour, defense vs defence. American spelling may sometimes take two L's, not only in obvious cases like 'hall' but in 'controlled,' 'impelled,' (from 'control' and 'impel') and elsewhere.

B.1.3 Readability Formula

The readability formula is a tool that is used to measure readability in a text. Today, readability formulas are usually based on one semantic factor (the difficulty of words) and one syntactic factor (the difficulty of sentences). There are some kinds of readability formulas they are: The Dale-Chall Formula, The Fry Readability Graph, Reading Ease Formula, Flesch Reading Ease/Plesch-Kincaid Grade Level Tools, SMOG Test, Cloze Test dan Fog Index. All of the formulas are used to measure the readability level in a text. In this research, the researcher

uses Fog Index formula and Halliday's formula about lexical density and nominalization to measure readability in M.Iqbal children's poems.

1. FOG INDEX

In linguistic, the Gunning fog index measures the readability of English writing. The fog index is commonly used to confirm that text can be read easily by the intended audience.

Retrieved from [www.readabilityformulas.com/gunning-fog-readability-](http://www.readabilityformulas.com/gunning-fog-readability-formula.php)

[formula.php](http://www.readabilityformulas.com/gunning-fog-readability-formula.php) the Gunning fog index is calculated with the following algorithm:

- a. Select a passage (such as one or more full paragraphs) of around 100 words. Do not omit any sentences.
- b. Determine the average sentence length. (Divide the number of words by the number of sentences).
- c. Count the "complex" words: those with three or more syllables. Do not include proper nouns, familiar jargon, or compound words. Do not include common suffixes (such as -es, -ed, or -ing) as a syllable.
- d. Add the average sentence length and the percentage of complex words and multiply the result by 0.4.

The complete formula is:

$$0.4 \left[\left(\frac{\text{words}}{\text{sentences}} \right) + 100 \left(\frac{\text{complex words}}{\text{words}} \right) \right]$$

Words : number of words

Sentences : number of sentences

Complex words : number of complex words

The categories or characteristics fog index according Robert Guning:

Low	1-7
Medium	8-12
High	Above 12

The characteristics of fog index above means the higher fog index the more difficult the text to understand. Then, the lower fog index means the easier the text to understand.

The fog index is formula to measure reader's easy understanding with level education.

1-8 : elementary school

9-12 : high school

13-16 : post-secondary school

The higher fog index means the higher level education is needed to understand it. From this formula, we can determine appropriate text for appropriate reader.

Based on the formula above, there are three elements or things to measure readability using fog index they are words, sentences and complex words.

A. Words

According to the Cambridge dictionary, a word is a single unit of language which has meaning and can be spoken or written.

There are 8 kinds of words or part of speech. They are noun, verb, adverb, adjective, pronoun, preposition, conjunction, and interjection.

The definitions and examples of part of speech or kinds of words based on the *Cambridge dictionary*:

1. Noun: a word that refers to a person, place, thing, event, substance or quality. For examples: doctor, tree, party, and coal.
2. Verb: a word or phrase that describe an action, condition or experience. For examples: run, keep, and feel.
3. Adverb: a word which describes or gives more information about a verb, adjective, adverb or phrase. For example: She smile cheerfully, the cheerfully is an adverb.
4. Adjective: a word describes a noun or pronoun. For examples: big, boring, and purple.
5. Pronoun: a word which is used instead of a noun or a noun phrase.
For examples: she, he, and it.
6. Preposition: in grammar, a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word. For example: We jumped **in** the lake. The word in is preposition.

7. Conjunction: a word such as, but, while, or, although that connects words, phrase, and clauses in a sentence.
8. Interjection: in grammar, an interjection is a word which is used to show a short sudden expression of emotion. For example: “Hey”.

B. Complex Words

According to the Cambridge dictionary, complex word is a word consisting of a main part and one or more other parts. The other definition, complex word is a word made up of two or more morphemes.

The characteristics of complex words retrieved from www.readabilityformulas.com/gunning-fog-readability-formula.php

1. Words with three or more syllables.
2. Do not include proper nouns, familiar jargon, or compound words.
3. Do not include common suffixes (such as -es, -ed, or -ing) as a syllable.

C. Sentences

According to the Cambridge dictionary, sentence is a group of words, usually containing a verb, which expresses a thought in the form of a statement, question, instruction or exclamation and starts with a capital letter when written.

There are two classifications of sentences they are by structure and by purpose. The sentence by structure consists of simple sentence, compound sentence, complex sentence and complex-compound sentence. The sentence by

purpose consists of declarative sentence, interrogative sentence, exclamatory sentence and imperative sentence.

The definitions and examples of sentences by structure and by purpose retrieved from <http://www.grammar-monster.com/glossary/clause.htm>

A. Sentence by structure

- A simple sentence consists of a single independent clause with no dependent clauses. For example: I love my parents.
- A compound sentence consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions, punctuation, or both. For example: Joe waited for the train but the train was late.
- A complex sentence consists of one independent clause and at least one dependent clause. For example: Because Marry and Samantha arrived at the bus station before noon, I didn't see them.
- A complex-compound sentence (or compound-complex sentence) consists of multiple independent clauses, at least one of which has at least one dependent clause. For example: Although I like books, I do not like romance novel.

B. Sentence by Purpose

Sentences can also be classified based on their purpose:

- A declarative sentence or declaration, the most common type, commonly makes a statement: I have to go to work.
- An interrogative sentence or question is commonly used to request information: Do I have to go to work?
- An exclamatory sentence or exclamation is generally a more emphatic form of statement expressing emotion: I have to go to work!
- An imperative sentence or command tells someone to do something (and if done strongly may be considered both imperative and exclamatory): go to work or go to work

2. READABILITY FACTORS IN HALLIDAY VIEW (LEXICAL DENSITY)

Readability in SFL by Halliday is influenced by some factors. One of the factors in SFL to measure readability is lexical density. There are two formulas to measure lexical density they are Halliday and Ure formula.

Halliday's formula:

$$\text{Lexical density} = \frac{\text{the number of lexical item}}{\text{The number of clauses}}$$

Ure's formula:

$$\text{lexical density} = \frac{\text{the number of lexical item}}{\text{the number of words}} \times 100$$

Lexical density shows how difficult a text is to be read.

The criteria of higher and lower LD according to King and Flynn :

LOWER LD	HIGHER LD
-----------------	------------------

≤40%-50%

About 60%-70%

The lower the lexical density, the easier the text should be to read. The higher the lexical density, the harder the text should be to read. It means that lower density the higher readability of the text then, higher density the lower readability of the text.

Based on the formula above, there are two things to measure lexical density they are lexical items and clauses.

A. Lexical Items

Lexical item is consists of noun, verbs, adjective and adverb belong to the lexical item. (Le.T., Yue, Y., & Le, Q., 2011).

Example of lexical items:

Words class	Example
All nouns	University, David, apple
All lexical verb	Eat, read, think
All adjective	Old, beautiful
Two kinds of adverb Manner adverb Sentence adverb	Example: Quickly, beautifully Honestly, fortunately
A compound noun /phrasal verb /compound adjective - a lexical item.	long-term, eat out, good-looking

B. Clauses

Retrieved from <http://www.grammar-monster.com/glossary/clause.htm>

clause is a group of words that includes a subject and a verb. A clause can be distinguished from a phrase, which does not contain a subject and a verb (e.g. in the afternoon, drinking from the bowl, running down the street).

According to the Cambridge dictionary, clause is a group of words, consisting of a subject and a finite form of a verb (= the form that shows the tense and subject of the verb), which might or might not be a sentence.

There are two types of clauses: independent and dependent clause. Here are the definitions and examples of independent and dependent clause retrieved from <http://www.grammar-monster.com/glossary/clause.htm>

An independent clause is a complete sentence that expresses a complete thought and can be standalone sentence. For example: **Tara ate a cheese roll** after she watched the news. **Tara ate cheese roll** is independent clause. It works as a standalone sentence.

A dependent clause is not a complete sentence. It usually supporting a part of sentence and it can't standalone as a meaningful idea. For example: **Even though his mother was a driving instructor**, my cousin failed his driving test six times. **Even though his mother was a driving instructor** is dependent clause because it just a part of sentence and it hasn't a meaningful idea.

Clauses can play a variety of roles in sentences. A clause can act noun, an adjective or an adverb.

1. Noun clause

I can't remember **what I said last night**. In this example, the clause act like a noun.

2. Adjective Clause

My dog, **who usually refused to go near the water**, divided in the canal to chase a water vole. In this example, the clause act like an adjective.

3. Adverb clause

He lost his double chin **after he gave up beer**. In this example, the Clause acts like an adverb.

3. NOMINALIZATION

Retrieved from <http://dictionary.reference.com/browse/nominalization> Nominalization is to convert (another part of speech) into a noun, as in changing adjective **low** to **lowly** or the verb **legalize** to **legalization**. To convert (underlying clause) into a noun phrase, as in changing **he drinks** to **his drinking** in **i am worried about his drinking**.

Retrieved from <http://m.wisegeek.com/what/is/nominalization.htm> Nominalization is the use or creation of nouns from words that act as verbs, adjectives or adverbs. Many verbs, for example, are an expression of action. The act itself, however, can also be expressed as a thing, an activity, a noun.

From the definition above, we can conclude that nominalization is process of producing a noun from another part of speech (verbs, adjectives, adverb).

Examples of common nominalizations:

Verb	Noun
Discover	Discovery
Move	Movement
Resist	Resistance
React	Reaction
Fail	Failure
Refuse	Refusal

Adjective	Noun
Careless	Carelessness
Difficult	Difficulty
Different	Difference
Elegant	Elegance
Applicable	Applicability
Intense	Intensity

B.1.4 LANGUAGE OF POEM

Poem has unique language that is different from other literary work such novel and prose. The language usages in poems are brief, complex and full of meaning. Connotative meaning can be found more in poems because the usage of connotative makes a poem more beautiful and meaningful. It makes a poem different from other literary works.

Meirani (2006:02) explains that poem is a form of expression made by a poet through a language which purposes to give certain impression and emotion to influence the reader's mind. So, the language usage in a poem must have a high sense which can touch and influence the reader's mind.

Pradopo (2002:7) concludes that the elements of poem are emotion, imagination, thought, idea, rhythm, impression, senses, word order, connotative, complexity and feeling the poet. Those all things revealed in language media.

Poem is a literary work that has arranged languages such as: rhythm, rhyme, and connotative word so a language in a poem is different from a daily language.

From explanation above, it is concluded a language of poem is different from a daily language because a language of poem use connotative which brief, complex, and full of meaning then gives impression, emotion, imagination, thought, idea, rhythm which can touch and influence mind and feeling of the poem's reader.

B.1.5 CHILDREN'S POEM

Children's poem is a poem about a children's life. Children's poem has two definitions: (1) poem written by adult for children; (2) poem written by children for themselves. The important thing is children's poem speak to the children about their life in poem language (Huck, 1987:396).

Basically, children's poem has a little difference from adult poem. The differences are the language, theme, and emotional expression that described. Children's poems are described with things and sign which is appropriate with a children's world.

According to Norton (1987:323-324), the features of children's poem such as: happiness content, sound of language priority, imagination development by seeing and hearing a new words, simple story telling, a poem consider to the children's experience, simple information content which make children easy to describe the meaning of a poem, interesting theme, easy-to-read-and-to-understand. So, a children's poem must contain a moral value which can give learning about a good attitude to the children.

B.1.6 READABILITY OF POEM

Readability is aimed to understand the quality of the text whether it is readable or unreadable to the readers. Readability can measure any kinds of texts. They are: textbook, novel, drama, prose, poem etc.

Readability of poem is aimed to understand the quality of the poem whether it's readable or unreadable to the readers. According to Novita

(2011)There are two characteristics of readability poem they are language and message.

1. Language

Language usage can be understood to the target reader. It means the vocabulary used are well known by the target readers. So, it will be easier to be understood by the target readers.

2. Message

Message in the poem can be read and understood easily by the target readers because the message is explicit in the poem.

B.2 Relevant Researches

Readability is purposed to measure the quality of the text whether it is readable or unreadable to be read by the readers. Readability has been an important thing in linguistics. Some of the researcher uses readability in their researches.

Kolahi Sholeh & Shirvani Elsheh (2012)used the English textbooks of translation and their Persian language for their thesis. The found based on the research are: the average fog index of English textbooks of translation was 16.4 while the average fog index of their Persian translations was 20.1.It means the Persian textbooks of translation are 3.7 grade levels above their English originals in term of readability level. The higher fog index, the less readable the text itself.

The finding of the study showed the translation text books which have been translated into Persian are less readable than their English original.

The research which done by Bob PO-Yung Lai (2005) from St. John's and St. Mary's Institute of Technology. He analyzed and approached readability of English text and its application to CEE English reading tests. He found some traditional formulas consistently rated the material and the Flesch reading ease formula is the best predictor of the new reading passages for testing.

Then, the research which done by Liliek Soepriatmaji (2012) from Stikubank University Semarang. She analyzed readability index of English texts presented in SMA and MA state paper test 2011-2012. The results are: (1) the readability index is 8.01. It means the texts are moderately easy; (2) the variables cover sentence count, word count, average sentence length; style (passive verb, negative sentence, informal expression, complex word, repetition, punctuation); grammar (tense, article, preposition, apostrophe, plural, conjunction, complete sentence); spelling and suggestion.

Next, the research by Nurlaili (2011) that analyzed the measurement of readability level in discourse in LKS Indonesian lesson for class 4-6. She used grafix fry and cloze test to analyze the data. The result based on the Grafix fry formula, there is no text which is appropriate to the each class. The result based on the cloze test formula; there are four texts in discourses in medium category and seven texts in discourses in difficult category. Next, the result of

understanding test show the average score 60 for class 4, 61, 33 for class 5, and 61, 33 for class 6.

