

Volume 25, Nomor 1, April 2020

P-ISSN: 1412 - 4009
E-ISSN: 2528 - 6722

JURNAL PENELITIAN Humaniora

- Analisis Keterbacaan Artikel-Artikel Allkpop sebagai Bahan Ajar Otentik untuk Pembelajaran *EFL*
- Kearifan Lokal Jawa dalam Serat Mangunharja
- Interpretasi Simbol Cinta Sejati sebagai Syarat Mencapai Keutuhan Rumah Tangga dalam Serat Damarwulan
- Analisis Pengaruh Pelatihan, Pengayaan, dan Rotasi Pekerjaan pada Kinerja Karyawan
- Modal Budaya dalam Pemetaan Kualitas Pendidikan

Jurnal Penelitian Humaniora	Volume 25	Nomor 1	Halaman 1 - 50	Yogyakarta April 2020	P-ISSN: 1412 - 4009 E-ISSN: 2528 - 6722
-----------------------------	-----------	---------	----------------	-----------------------	--

JURNAL PENELITIAN

Humaniora

DAFTAR ISI

	Halaman
Analisis Keterbacaan Artikel-Artikel Allkpop sebagai Bahan Ajar Otentik untuk Pembelajaran <i>EFL</i> <i>Chandraswari Swastya Respati and Siti Mahripah</i>	1 - 7
Kearifan Lokal Jawa dalam Serat Mangunharja <i>Andriyana Fatmawati dan Endang Nurhayati</i>	8 - 20
Interpretasi Simbol Cinta Sejati sebagai Syarat Mencapai Keutuhan Rumah Tangga dalam Serat Damarwulan <i>Respati Retno Utami</i>	21 - 35
Analisis Pengaruh Pelatihan, Pengayaan, dan Rotasi Pekerjaan pada Kinerja Karyawan <i>Bambang Nur C. dan Mugi Harsono</i>	36 - 44
Modal Budaya dalam Pemetaan Kualitas Pendidikan <i>Birul Walidaini</i>	45 - 49

ANALISIS KETERBACAAN ARTIKEL-ARTIKEL ALLKPOP SEBAGAI BAHAN AJAR OTENTIK UNTUK PEMBELAJARAN *EFL*

Chandraswari Swastya Respati and Siti Mahripah

Yogyakarta State University
email: Siti_mahripah@uny.ac.id

Abstrak

Dalam pembelajaran bahasa Inggris sebagai bahasa asing/*English as a foreign language (EFL)* di Indonesia, penggunaan bahan ajar yang otentik memiliki peran penting guna menumbuhkan minat belajar siswa. Menilik pesatnya pertumbuhan K-Pop, tidak bisa dipungkiri bahwa banyak generasi muda (termasuk pelajar) yang memiliki ketertarikan khusus terhadapnya. Allkpop merupakan salah satu situs web terbesar yang menyajikan berbagai informasi terkait dunia hiburan di Korea Selatan dalam bentuk artikel bahasa Inggris sehingga situs ini dapat menjadi salah satu alternatif sumber belajar otentik siswa. Terkait dengan hal ini, penelitian ini dilakukan dengan tujuan untuk memberi informasi akan level keterbacaan teks-teks yang ada di Allkpop sehingga dapat memberikan acuan pada kelas berapa saja teks-teks dalam allkpop tersebut dapat digunakan sebagai sumber belajar otentik siswa. Penelitian ini menggunakan pendekatan kuantitatif dimana data dianalisis dengan menggunakan bantuan 7 alat penguji keterbacaan teks. Sebanyak 90 artikel diambil sebagai sampel untuk kemudian dianalisis tingkat keterbacaannya. Hasil penelitian menunjukkan bahwa tingkat keterbacaan teks di situs Allkpop berada di rentang medium sehingga cocok digunakan oleh siswa di kelas 7, 8, dan 9.

Kata kunci: *keterbacaan teks, artikel Allkpop, materi pembelajaran otentik, pembelajaran bahasa Inggris, K-Pop*

READIBILITY ANALYSES OF ALLKPOP ARTICLES AS AUTHENTIC MATERIALS FOR EFL LEARNING

Abstract

In learning English as a foreign language (EFL) in Indonesia, the use of authentic teaching materials has an important role in fostering students' interest in learning. Considering the rapid growth of K-Pop, it cannot be denied that many young people (including students) have a special interest in it. Allkpop is one of the largest websites that provides various information related to entertainment in South Korea in the form of English articles so that this site can be used as an alternative source for obtaining authentic learning materials. In this regard, this research was therefore conducted aiming at providing information on the readability levels of texts available in Allkpop website, which then provided a reference as to what classes the texts in Allkpop could be used as authentic learning materials for students. This study used a quantitative approach in which the data were analyzed by using the help of 7 text readability tools. A total of 90 articles were taken as samples. The results showed that the readability levels of the texts on the Allkpop website was in the medium range, making it suitable to be used as learning materials for students in grades 7, 8, and 9.

Keywords: *text readability, Allkpop articles, authentic learning materials, English language teaching, K-Pop*

INTRODUCTION

In the millennial era, technology has become a part of human's everyday life. The advancement of technology has created

the robust use of social media. Benefitted from the ease access of internet connection, this social media use increases exponentially these days. Accounting to the wide arrays of

perspectives, new definition of social media has been proposed by Carr and Hayes (2015): “Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others”.

Websites may represent a type of social media. People can easily access them anywhere and anytime nowadays. This phenomenon is a proof that articles written on the websites can be identified as authentic materials in language teaching. Other examples of authentic materials include magazines, newspapers, advertisements, articles reports, and songs. We can include articles from websites since it is not developed for pedagogical purposes.

Allkpop is a website in which people can access articles related to entertainment in South Korea. As a website, allkpop.com was launched on October 30, 2007. They broaden their area to facebook, twitter, and instagram, which now has over 10 million followers and fans. Allkpop’s has 6,145,406 likers on facebook, 5.2M followers on twitter, and 539k followers on instagram in 12 February 2019. Fans from around the world are getting updated with the articles published by Allkpop.

Considering the rapid growth of K-pop as a phenomena globally, it is possible that EFL learners may be interested in the updates of entertainment in South Korea. As a teacher, using materials that are suitable for learners’ interest in EFL classrooms is supported among professionals. Knowing whether articles from Allkpop as a website in which that kind of articles is suitable for our learners or not. Thus, this research is conducted to explore it.

News is a factual report of an event. Before the internet was found in 1983, people read the latest articles from newspaper. The advancement of the internet and technology enables people to read articles through websites. The articles in websites do not take form in printed pages, however it does not make it less authentic than printed articles.

As stated before, using authentic materials that are suitable for learners’ interest in EFL classrooms is supported among professionals. Nunan (1999) defines authentic materials as “any spoken or written materials which are not for pedagogical purposes.” Along with Nunan’s definition, Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 2010) has the definition of authentic materials as materials that “were not originally developed for pedagogical purposes.” Not developed for pedagogical purposes does not make materials are not worth to be brought in EFL classroom. Authenticity itself is one of three significant principles of task design, which allows learners to learn the language used in natural way by the real language users (Nunan, 1999).

The use of authentic materials in EFL classrooms are supported because they are beneficial. We can see why it is supported. *First*, using authentic materials in language is motivating for learners (Peacock, 1997). The reason why authentic materials are motivating is they are proofs that “the language is used for real-life purposes by real-life people (Nuttall, 1996). *Second*, Authentic materials connect learners from language classroom and the outside world (Brinton, 1991). *Third*, authentic materials can enrich learners’ knowledge of linguistic features. We can find different language styles, genre, and registers according to the context of the discourse.

News articles as an example of authentic materials holds the benefits stated above. However, those benefits would not be achievable when the articles used in the EFL classrooms is not suitable for the level of the learners. Paying attention to the readability is a way to find the suitable articles to be used in the EFL classrooms.

According to Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 2010), readability is “how easily written materials can be read and understood.” Readability depends on some factors including “(a) the average length of sentences in a passage, (b) the number of new words the passage contains, (c) the grammatical

complexity of the language used” (Richards, 2010).

The readability tests were first developed in the United States in the 1920s to find in which level were the documents are able to be read and comprehended (Stephens, 2000). Since then, formulas to measure the readability of a text have been developed. The commonly used formulas nowadays are SMOG, the Flesch-Reading Ease Test, and the Flesch-Kincaid Grade Level Test.

Flesch Reading Ease Formula is considered as one of the oldest and most accurate readability formulas. The Flesch Reading Ease Formula is a simple approach to assess the grade-level of the reader. It's also one of the few accurate measures around that we can rely on. This formula is best used on school text. It has since become a standard readability formula used by many US Government Agencies, including the US Department of Defense. We primarily use the formula to assess the difficulty of a reading passage written in English.

Though simple it might seem, the Flesch Reading Ease Formula has certain ambiguities. For instance, periods, explanation points, colons and semicolons serve as sentence delimiters; each group of continuous non-blank characters with beginning and ending punctuation removed counts as a word; each vowel in a word is considered one syllable subject to: (a) -es, -ed and -e (except -le) endings are ignored; (b) words of three letters or shorter count as single syllables; and (c) consecutive vowels count as one syllable.

Flesch Grade Level Readability Formula improves upon the Flesch Reading Ease Readability Formula. This formula is known by different names, like Flesch-Kincaid Index, Flesch-Kincaid Grade Level Score, Flesch-Kincaid Scale, Flesch-Kincaid Score, Flesch-Kincaid Readability Score, Flesch-Kincaid Readability Statistics, Flesch-Kincaid Grade Level Index, Flesch-Kincaid Readability Index, Flesch-Kincaid readability equation, and so on. This Formula is best suited in the field of education. The US Government Department of Defense uses Flesch-Kincaid Grade Level formula as a standard test.

The Gunning Fog Index Readability Formula, or simply called FOG Index, is attributed to American textbook publisher, Robert Gunning, who was a graduate from Ohio State University. Gunning observed that most high school graduates were unable to read. Much of this reading problem was a writing problem. His opinion was that articlespapers and business documents were full of “fog” and unnecessary complexity.

Though considered as an accurate Readability Formula, The Gunning Fog Index Formula has some unnoticeable flaws. For example, it discounts that not all multi-syllabic words are difficult.

LIX is a readability measure to calculate the difficulty of reading a foreign text. The Lix Formula was developed by Swedish scholar Carl-Hugo Björnsson. Rather than a count of syllables, polysyllabic words, or unfamiliar words as judged by a word list, Lix gauges word length by the percentage of long words (i.e., words of more than six letters). SMOG Readability Formula estimates the years of education a person needs to understand a piece of writing. McLaughlin created this formula as an improvement over other readability formulas. The formula for calculating the SMOG grade was developed by G. Harry McLaughlin as a more accurate and more easily calculated substitute for the Gunning fog index and published in 1969. To make calculating a text's readability as simple as possible an approximate formula was also given: count the words of three or more syllables in three 10-sentence samples, estimate the count's square root (from the nearest perfect square), and add 3.

McLaughlin validated his formula against the McCall-Crabbs passages. He used a 100% correct-score criterion, whereas most formulas test for around 50%-75% comprehension. His formula generally predicts scores at least two grades higher than the Dale-Chall formula.

The Coleman–Liau Readability Formula (also known as *The Coleman–Liau Index*) is a readability assessment test designed by linguists Meri Coleman and T. L. Liau to approximate the usability of a text. Coleman

said he created the formula as one of the many ways to help the U.S. Office of Education calibrate the readability of all textbooks for the public school system. Like other popular readability formulas, the Coleman–Liau Index approximates a U.S. grade level to understand the text.

The Coleman–Liau relies on characters instead of syllables per word. Instead of using syllable/word and sentence length indices, Meri Coleman and T. L. Liau believed that computerized assessments understand characters more easily and accurately than counting syllables and sentence length.

Meri Coleman and T. L. Liau developed this formula to automatically (by computer) calculate samples of hard-copy text, instead of manually hard-coding the text. Unlike syllable-based readability indicators, it does not require you to analyze the characters that create the words (such as syllable counts) — only their length in characters. Therefore, you can scan a hardcopy of text into your word processor, use a free OCR program to recognize character, word, and sentence boundaries, and apply this formula to the text. According to Coleman, “There is no need to estimate syllables since word length in letters is a better predictor of readability than word length in syllables.”

The Automated Readability Index (ARI) is a readability test designed to assess the understandability of a text. Like other popular readability formulas, the ARI formula outputs a number which approximates the grade level needed to comprehend the text. It is derived from ratios representing word difficulty (number of letters per word) and sentence difficulty (number of words per sentence). The first consideration in developing the Automated Readability Index was to establish that the factors used relate to those found in other indices. The factor relating to sentence structure (average number of words per sentence) is identical to that found in most currently used indices, such as the Coleman–Liau Index, so no verification was required. The verification of the relationship between the word structure factor was also virtually self-evident.

METHOD

The articles accessible in Allkpop are written by two different groups. They are users of Allkpop and staff of Allkpop. We are going to see the readabilities of the articles written by Allkpop staff. The articles are signed with “AKP Staff” under the title when they are written by the staff. The sum of 90 articles written by Allkpop staff were taken randomly everyday starting from 31 January 2018 until 31 March 2018 as the samples.

To identify the readability of articles in Allkpop, we employed 7 tools: the Flesch-Kincaid Grade Level Test, the Automated Readability Index (ARI), the Coleman-Liau Index, Flesch-Reading Ease Test, the Gunning’s FOG Formula, Laesbarhedsindex (LIX), and SMOG Readability Formula. The formula of Flesch-Reading Ease Test is presented in Formula (1).

$$206.835 - 1.015 \left[\frac{\text{total words}}{\text{total sentences}} \right] - 84.6 \left[\frac{\text{total syllables}}{\text{total words}} \right] \quad (1)$$

In interpreting the result of this test, people can see the guidelines as described in the Table 1.

Table 1
Interpretation of Flesch-Reading Ease Test

<i>Flesch-Reading Ease Value</i>	<i>Description</i>
90.0-100	Text is easily understood by an average Grade 6 student (ten year old)
60.0-70.0	Text is easily understood by an average Grade 9 student (thirteen year old)
0.0-30.0	Text is easily understood by college or university students.

Flesch-Kincaid Grade Level Test formula is shown in Formula (2). The interpretation of the results of the readability of the texts can be derived from the Table 2.

$$0.39 \left[\frac{\text{total words}}{\text{total sentences}} \right] + 11.8 \left[\frac{\text{total syllables}}{\text{total words}} \right] - 15.59 \quad (2)$$

Table 2
Interpretation of Flesch-Kincaid Grade Level Test

Flesch-Kincaid Score	Reading Level by Grade
≤6	6 th grade
7	7 th grade
8	8 th grade
9	9 th grade
10	10 th grade
11	11 th grade
12	12 th grade
13	College freshmen
14+	College sophomore

From the interpretation tables above, it can be seen that the lower the value of Flesch-Reading Ease Test, the higher the score of Flesch-Kincaid Test will be.

The mathematical formula for Gunning's Fog Formula is presented in Formula (3).

$$\text{Grade Level} = 0.4 (\text{ASL} + \text{PHW}) \quad (3)$$

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

PHW = Percentage of Hard Words

The underlying message of The Gunning Fog Index formula is that short sentences written in Plain English achieve a better score than long sentences written in complicated language. The ideal score for readability with the Fog index is 7 or 8. Anything above 12 is too hard for most people to read. Table 3 presents the interpretation of Gunning's Fog Formula.

The formula used in Lasbarhetsindex (LIX) is presented in Formula (4).

$$\text{LIX} = A/B + (C \times 100)/A \quad (4)$$

A = Number of words

B = Number of periods (defined by period, colon or capital first letter)

C = Number of long words (More than 6 letters)

LIX is defined as follows.

Lix = word length + sentence length

word length = percentage of words of more than six letters

sentence length = average number of words per sentence

Table 3
Interpretation of Gunning's Fog Formula

Fog's Index	Reading Level
17	College graduate
16	College senior
15	College junior
14	College sophomore
13	College freshman
12	High school senior
11	High school junior
10	High school sophomore
9	High school freshman
8	Eight grade
7	Seventh grade
6	Sixth grade

Tabel 4
Interpretation of Lasbarhets Index (LIX)

Text Difficulty	LIX
Very easy	20 - 25
Easy	30 - 35
Medium	40 - 45
Difficult	50 - 55
Very difficult	≥ 60

Formula that is used in SMOG Readability Formula is presented in Formula (5).

$$\text{SMOG grade} = 3 + \text{Square Root of Polysyllable Count} \quad (5)$$

The SMOG Formula is considered appropriate for secondary age (4th grade to college level) readers. The premises of McLaughlin's SMOG Formula are: (1) A sentence is defined as a string of words punctuated with a period, an exclamation mark, or a question mark, (2) Consider long sentences with a semi-colon as two sentences, (3) Words with hyphen are considered as a single word, (4) Proper nouns, if polysyllabic should be counted, (5) Numbers that are written

should be counted. If written in numeric form, they should be pronounced to determine if they are polysyllabic, (6) Abbreviations should be read as though unabbreviated to determine if they are polysyllabic. However, abbreviations should be avoided unless commonly known, (7) If the text being graded is shorter than 30 sentences, follow the steps: count all polysyllabic words in the text, count the number of sentences in the text, divide a by b, multiply c with the average number of sentences, add d to total number if polysyllabic words, and compare the result to the Table 5.

Tabel 5
Interpretation of SMOG Readability Formula

<i>SMOG Conversion Table</i>	
<i>Total Polysyllabic Word Count</i>	<i>Approximate Grade Level (+1.5 Grades)</i>
1-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

Coleman–Liau Index is calculated with the Formula (6).

$$CLI = 0.0588L - 0.296S - 15.8 \quad (6)$$

L is the average number of letters per 100 words.

S is the average number of sentences per 100 words.

The Formula (7) is the formula used for calculating Automated Readability Index (ARI).

$$4.71 - \left[\frac{\text{Characters}}{\text{words}} \right] + 0.5 \left[\frac{\text{words}}{\text{sentences}} \right] - 21.43 \quad (7)$$

What is meant by characters in the formula is the number of letters and numbers. Table 6 can be used as guideline in how to read the index.

Table 6
Interpretation of Automated Readability Index (ARI)

<i>Score</i>	<i>Age</i>	<i>Grade Level</i>
1	5-6	Kindergarten
2	6-7	First/Second Grade
3	7-9	Third Grade
4	9-10	Fourth Grade
5	10-11	Fifth Grade
6	11-12	Sixth Grade
7	12-13	Seventh Grade
8	13-14	Eight Grade
9	14-15	Ninth Grade
10	15-16	Tenth Grade
11	16-17	Eleventh Grade
12	17-18	Twelfth Grade
13	18-24	College
14	24+	Professor

FINDINGS AND DISCUSSIONS

The total of 90 articles written by Allkpop staff were analyzed using the stated 7 tools. In short, the summary of the findings are presented in the Table 8.

Table 8.
Findings of the readability of texts in Allkpop websites

<i>Readability Tools</i>	<i>N</i>	<i>Mean Score of The Readability Index</i>
1. Flesch_Kincaid	90	7.4
2. ARI	90	8.7
3. Coleman_Liau	90	8.9
4. Flesch_Reading	90	74
5. Gunning_Fog	90	10.2
6. LIX	90	38.5
7. SMOG	90	9.2

From the Table 8, we can see the average readability of Allkpop articles that were written by the staff from each tool and the average of the tools. Based on Flesch-Kincaid Grade Level Test, those articles are suitable for grade

7 to 8 students. Based on ARI, the articles are suitable for eight to ninth graders. Based on Coleman-Lieau Index, they are suitable for grade 8 to 9 students. Flesch-Reading Ease Formula, those articles are easily understood by an average Grade 9 students (thirteen year old). Based on Gunning's Fog Index, they are suitable for high school sophomores. Based on LIX, the articles are medium in difficulty. Based on SMOG, they are suitable for 9th graders.

CONCLUSION

From this study of readability of Allkpop articles written by Allkpop staff, we found that those articles are suitable for seventh to ninth graders. English language teachers may take this findings into their consideration in using Allkpop articles in their teaching and learning process in order to engage the students more.

REFERENCES

- Brinton, D. M. (1991). The use of media in language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. Boston: Heinle and Heinle Publisher.
- Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, 23(1), 46-65. DOI: [10.1080/15456870.2015.972282](https://doi.org/10.1080/15456870.2015.972282).
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle and Heinle Publishers.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language* (New edition). Oxford: Heneinemann.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.
- Richards, J. C. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Abingdon: Routledge.
- Stephens, C. (2000). *All about readability*. Retrieved from <http://plainlanguage.com>.