AN ANALYSIS OF READABILITY OF READING TEXTS ON ENGLISH NATIONAL EXAMINATION ON JUNIOR HIGH SCHOOL

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Abstract : This research aims to find out whether texts in the English National Examination at Junior High School. Conform with students' readability level or not. This research is research that uses quantitative methods. It aims to investigate the readability of the texts used in the English national examination texts for junior high school students. Subjects are 8 texts used in the English national examination texts. The instrument used to collect data is the Flesch Reading Ease readability formula. The results of the study it was found that the reading text on the National Examination test was not suitable for junior high school students. Based on the readability formula for the eight reading texts, there are 4 texts in the very easy category, in the easy category there is 1 text, in the quite difficult category there is 1 and there are only 2 reading texts that are suitable for students who are included in the standard category and are fairly easy. For those interested in studying readability, besides Flesch reading ease formula. The writer hopes this research can give more information for further research. The author expected to pay attention to producing better texts which suitable with the level of the students' readability as the good text can help students to get a high score.

Keywords: *Readability, Reading Text, English Examination, Junior High School*

INTRODUCTION

As stated by Liando and lumettu in (Tatipang, 2020), "As a tool of communication, language is an essential part of Human life". Reading is the ability to understand the meaning of a text. As (Wixson, Peters, Weber and Roeber, 1987:

1) said, perforations are a method that means to include: (A) The current information of the browser. (B) Text data. (C) Stop read-through. Reading is also a way to get a message from the text. As stated in (Aris M Girsang, Nihta F V Liando, Mister G Maru, 2020) the main motivation behind reading through is to get the correct message from the message that the author expects the reader to confirm. (Grabe, 1991) (Alyousef, 2005: 1), the reading shown is defined as an intuitive interaction between the reader and the text that leads to an understanding of familiarity. Readers who have text try to separate meanings, and there are different types of information: etymological or ordered information (from the beginning) and summary information (through and through), (Abisamra, 2001). Therefore, reading is very important in our daily life, especially in the learning process.

As (Anderson, Hiebert, Scott, and Wilkinson, 1987:2), perusing is an essential fundamental ability. It is the foundation of achievement for younger students and, for sure, all through life. In light of the clarification from the specialists, it tends to be deciphered that perusing text is utilized in showing materials at school so it can expand kids' information at school (Kalangi, Liando, Maru, 2019)

One way to evaluate the suitability of the text is to analyse the readability of the reading text. According to (Richard, 1992:306), readability is the means by which effectively the text can be perused and perceived. The readability of a book depends on whether it is understood and read for the reader (Djuharie, 2008). By analysing the readability of the reading texts in school, we can find a reading text that suits the student's level (Anderson, Mark. Anderson, Kathy, 1998). However, in this study, the authors used the reading text on the English National Examination for analysis. This is important because the English National Examination is an evaluation carried out by the government in Indonesia (Lalogiroth & Tatipang, 2020). Therefore, the reading text in the English National Examination must suitable for students. By analysing the readability of the text, it can help the writer or teacher to find out which text is suitable or not for students.

Based on the explanation above, the writer wants to conduct a research entitled "An analysis of readability of reading texts on English National Examination at Junior High Schools".

The explanation in the background suggests that to teach foreign languages effectively, the teacher must choose appropriate texts according to the student's level (Karatay, 2007). One way to find text that conforms with students' level is to use readability (Gilakjani and Ahmadi, 2011). Therefore the writer wants to know whether the text in the English National Examination is suitable and can be read and understood by students at a readability level or not. While the purpose of this research is to find out whether texts in the English National Examination at Junior High School conform with students' readability level or not.

RESEARCH METHOD

In this study, the researcher used quantitative data. (Leedy & Omrod, 2001) and (Williams, 2011) explain that research methodology is a holistic step used by researchers in starting the research process. So quantitative research methods are concerned with quantifying and analysing variable data to obtain results. It involves the utilization and analysis of numerical data using certain statistics (Wajong, Olii, and Rombepajung, 2020). The data source in this study is the reading texts found in the English National Examination 2018/2019 academic year. In collecting the data the writer used documentation technique. This technique is collected the reading texts in the English national examination and entered them in data collection sheets, and subsequently and calculated the length of each short length of each selected text (Hartman & Hartman, 1993).

The data were analysed using the Flesch reading ease formula. To measure it is on the website namely www.readabilityformula.com, (Hikmah, Olii, and Tuerah, 2021).

FINDINGS AND DISCUSSION

The writer analysed English National Examination in the 2018/2019 academic year. There are two packages of English national exam texts, namely, package A and package B. The focus of this research is the English national exam text package A. The types of reading texts in the national exam text are narrative text, descriptive text, and recount text. Text 1 on page 5 is narrative, text 2 on page 5 is a narrative text, text 3 on page 7 is descriptive text, text 4 on page 7 is recount text, text 5 is on page 8 types of text are descriptive text, text 6 on page 9 is a narrative text, text 7 on page 10 is a narrative text, and text 8 on page 11 is descriptive.

The writer uses the Flesch Reading Ease (William, 2004) to determine the level of readability of the reading text in the English National Examination. The readability of the score is obtained by accessing online through the site's readability and calculating it in the online application (Rori, Olii, and Rettob, 2021).

Text 1

Today, there is a school bazaar where students and popular guest performers perform arts and music. I prepared a lot for this festival. The schoolyard has a large tent and a large stage. Around the courtyard, there are many food stalls for student exhibitions, jobs and projects. There is also a photo exhibition of all the activities we have done this year. Apart from that, there are stalls, books and stationery sales. Some students are wearing anime cosplay costumes. They all look great. The bazaar officially starts at 9 o'clock. t the end of the opening speech, it begins with a speech by the principal who hits the gong. Before the conversation begins, there are some more speeches (Johnson, 2008).

The calculation results are 11 sentences, 142 words, 199 syllables, 12.9 average sentence length, and 1.4 average syllables per word. Also, the result of the text readability grade based on the fresh text 1 readability scale is 78, the level is very simple, and the text is suitable for 7th grade.

Text 2

A star fairy once strayed onto the Earth. Attracted by the beautiful sight, she dashed into a tree, her wing torn and fell, unconscious. A farmer found the divine creature and took great care of her. Inevitably the fairy and the farmer fell in love, so they got married and had a child.

Nevertheless every night the fairy looked at the stars and thought about her family and friends. One day she decided to visit them and took her son with her. When she reached the star kingdom, the king was furious at her for staying too far and took away her wings from her. She couldn't go back to her husband and felt desperate. She looked down the river near their house for hours. The farmer was too. He stood on its bank, waiting for his wife and child to return. One day, the king saw the lovesick couple and took pity on them. He made a bridge of seven gleaming colors so that the fairy could climb down and spend a few precious moments with the farmer. Today other humans call the bridge a rainbow.

The calculation results number of sentences is 14, the number of words is 192, the number of syllables is 250, and the result of average sentence length is 13.7 and the average number of syllables per word is 1.3. And the result of the readability score of the text based on the reading ease scale of the Flesch formula text 2 is 81 the level is easy and the text is suitable for sixth graders.

Text 3

Gardenia plants are popular for the strong sweet scent of their flowers. Gardenia is the national flower in Pakistan In Japan and China, the flower is called Kuchinashi (Japanese) and Zhizı (Chinese). Gardenia plants are evergreen shrubs. Their small trees can grow to 1- 5 meters tall. The leaves are 5- 50 centimeters long and 3-25 centimeters broad, dark green, and glossy with a

leathery texture. The flowers are in small groups, white, or pale yellow, with 5-12 lobes (petals) from 5-12 centimeters in diameter. They usually bloom in mid-spring to mid-summer. Many species have a strong aroma.

To cultivate gardenia as a house plant is not easy. This species can be difficult to grow because it originated in warm humid tropical areas. It demands high humidity and bright (not idirect) light to thrive. It flourishes in acidic soil with good drainage and thrives at 20°-23° C during the day and 150-16°C in the evening. Potting soils developed specifically for gardenias are available. It grows no larger than 18 inches in height and width when grown indoor. In climates where it can be grown outdoors, it can reach the height of 6 feet. If water hits the flowers, they will turn brown.

The calculation results number of sentences is 16, the number of words is 197, the number of syllables is 297, and the result of average sentence length is 12.3 and the average number of syllables per word is 1.5. And the result of the readability score of the text based on the reading ease scale of the Flesch formula text 3 is 66.3 the level is standard and the text is suitable for eighth or ninth graders.

Text 4

March 16th, was my daughter's 5th birthday, so I baked a cute birthday cake. Decorated it with some of her favorite cartoon characters, it was a very nice experience for me. My wife urged me to make this special birthday cake. That day I went shopping for and got everything on the cake. I've never made it, so I was a little nervous. Before making a cake, I imagined how to decorate it. And started right away. I chose the chocolate flavor and followed the recipe steps. And I was finally able to do it. Not so bad. All the guests invited to the party were delighted with the cake. I was very proud when my wife told the guest that she made her own birthday cake. She was happy to see her face when she knew that such a delicious

cake would bake. I promised her daughter to bake another sweet cake for her 6th birthday party. The calculation results are 13 sentences, 175 words, 241 syllables, 13.5 average sentence length, and 1.4 average syllables per word. In addition, the result of the text readability evaluation based on the readability scale of Fresh Text 4 is 82.4. The level is simple and the text is suitable for 6th grade.

Text 5

I have a hamster named Scruffy. I bought it at a pet shop in the mall. I called him Scruffy because he was always scratching the cage. I've fallen in love with him since I first got Scruffy. He is a nice hamster. I put the wheel in his cage. He loves exercising with it. He often sleeps all day and rides his bike all night. I don't like it. I feel lonely when he is always asleep. But I know that hamsters are nocturnal, so I can't do anything. I spend my free time with Scuffy. I tell him anything. I feel like he understood me. One day he lost his bicycle key and was confused. I told him to find it everywhere, but I couldn't find it. Tired and sat in bed. I talked to Scruffy. Suddenly he was jumping back and forth many times. As soon as I opened his cage, he ran under my bed and brought my bike key. I was surprised. It made me feel like Scruffy caught my word. The calculation result is 22 sentences, 198 words, 254 syllables, 8.9 average sentence length, and 1.3 average syllables per word. Also, the result of the text readability grade based on the fresh text 5 readability scale is 92.2, the level is very simple and the text is suitable for 5th grade.

Teks 6

A long term ago, there has been simplest the solar that brightened the earth. The solar shone brightly all of the time. It did now no longer set and there has been no night. People labored till they have been too worn-out to paintings anymore. One day, the Creator of the universe got here to visit. He noticed guys operating in fields. He found out that the humans had no feel of time due to the fact there have been no days and nights. He referred to as the solar and requested it to set withinside the nighttime and upward push once more withinside the morning.

In the nighttime, the solar went down and it become darkish. People did now no longer apprehend what had passed off or why it become darkish. They have been apprehensive and ran everywhere in the place. Some of them fell. Some fell into ditches and harm themselves. Nobody knew what to do. Finally, their chief referred to as out and requested humans to take a relaxation. People have been happier. They did now no longer paintings all of the time. They needed to forestall whilst it were given darkish and they may see not anything. They were given everyday hours of relaxation and felt a whole lot better. However, there has been one problem.

Since they may see not anything after sunset, they frequently fell, banged in opposition to trees, and knocked in opposition to humans. They couldn't see in which matters have been stored and consequently broke matters easily. It have become pretty chaotic! Then the Creator Visited them yet again and noticed the condition. Finally, he created the moon. It rose withinside the sky and shone softly at night. As a end result, humans may want to see, however the mild did now no longer harm their eyes or forestall them from sound asleep They stay a happier existence with the solar withinside the day and moon at night.

The calculation consequences wide variety of sentences is 27, the wide variety of phrases is 283, the wide variety of syllables is 384, and the end result of common sentence duration is 10.five and the common wide variety of syllables in line with phrase is 1.4. And the end result of the clarity rating of the textual content primarily based totally at the studying ease scale of the Flesch formulation textual content 6 is 88.nine the extent is simple and the textual content is appropriate for 6th graders.

Teks 7

Long ago there was a boy named Hung Young in China. He was the youngest of the family and had many siblings. One day her father took a big pear basketball home. He put the basket on the table and told his children that anyone

could eat with a pear. All children except Hung Young came to the table and started voting. Hung Young resigned alone from his brothers and sisters. When her father saw this, he was surprised and asked I. Take the smallest one. At that time, Hung Young was only three years old, so his father was very happy with this answer. He knew that one day his son would grow up to be a great man. The calculation results are 11 sentences, 161 words, 208 syllables, 14.6 average sentence length, and 1.3 average syllables per word. Also, the result of the text readability grade based on the fresh text 7 readability scale is 86.3., The level is simple and the text is suitable for 6th grade.

Teks 8

Butterflies are day-flying bugs of the order Lepidoptera. They are grouped withinside the suborder Rhopalacera. Butterflies are carefully associated with moths from which they evolved. The lifestyles of butterflies is carefully linked to flowering plants, which their larvae feed on, and their adults feed and lay their eggs on. They have a long lasting records of co-evolution with flowering plants. Many of the information of plant anatomy are associated with their pollinators and vice versa. The different exceptional capabilities of butterflies are their superb variety of colours and styles in their wings. Butterflies of their person level can stay from per week to almost a 12 months relying at the species. Many species have lengthy larvae lifestyles degrees. But different species can stay in egg degrees or asleep of their pupal to live on winters.

The calculation outcomes variety of sentences is 10, the variety of phrases is 135, the variety of syllables is 226, and the end result of common sentence period is 13.five and the common variety of syllables in keeping with phrase is 1.7. And the end result of the clarity rating of the textual content primarily based totally at the analyzing ease scale of the Flesch system textual content eight is 59.eight the extent within reason hard and the textual content is appropriate for 10th to 12th graders. The calculation results, words, and syllables of each text are presented in Table 1.

Table 1. Number of words, sentences, & syllables in the reading text

No.	Text	Number of Sentences	Number of Words	Number of Syllables
1.	Text 1	11	142	199
2.	Text 2	14	192	250
3.	Text 3	16	197	297
4.	Text 4	13	175	241
5.	Text 5	22	198	254
6.	Text 6	27	283	384
7.	Text 7	11	161	208
8.	Text 8	10	135	226

After counting the number of words, sentences, and syllables, count the ASL (average sentence length) and ASW (average number of syllables per word). The following table summarizes the ASL and ASW calculations for each text obtained through online access from the readabilityformulas.com website. You can see it in Table 2.

Table 2.The Result of ASL & ASW per-word

No	Text	ASL	ASW
1.	Text 1	12.9	1.4
2.	Text 2	13.7	1.3
3.	Text 3	12.3	1.5
4.	Text 4	13.5	1.4
5.	Text 5	8.9	1.3
6.	Text 6	10.5	1.4
7.	Text 7	14.6	1.3
8.	Text 8	13.5	1.7

After calculating the ASL and ASW numbers, the next step is to use the Flesch Reading Ease (FRE) formula to calculate readability. Calculation results can be accessed online from the readabilityformulas.com website.

1. The resulting finding for text 1 based on the Flesch Reading Ease score is 78, meaning that the text is included in the fairly easy category to read. This text is for 7th graders.

2. The resulting finding for text 2 based on the Flesch Reading Ease score is 81, which means the text is included in the category of easy to read. This text is for 6th graders.

3. The resulting finding of text 3 based on the Flesch Reading Ease score is 66.3, meaning that the text is included in the standard category for reading. This text is for 8th or 9th graders.

4. The resulting finding for text 4 based on the Flesch Reading Ease score is 82.4, meaning that the text is included in the easy-to-read category. This text is for 6th graders.

5. The resulting finding for text 5 based on the Flesch Reading Ease score is 92.2, meaning that the text is included in the very easy-to-read category. This text is for 5th graders.

6. The resulting finding for text 6 based on the Flesch Reading Ease score is 88.9, meaning that the text is included in the easy-to-read category. This text is for 6th graders.

7. The resulting finding for text 7 based on the Flesch Reading Ease score is 86.3, meaning that the text is included in the easy to read category. This text is for 6th graders.

8. The resulting finding for text 8 based on the Flesch Reading Ease score is 59.8, meaning that the text is in the fairly difficult category to read. This text is for students in grades 10th to 12th.

In addition, the result has been summarized in the following table:

Table 3. The Result of Readability Score of the Reading Texts Based on the Reading Ease Scale of the Flesch Formula

No	Text	Readability score	Level	Estimated Reading Grade
1.	Text 1	78	Fairly Easy	7th Graders
2.	Text 2	81	Easy	6th Graders
3.	Text 3	66.3	Standard	8th or 9th Graders
4.	Text 4	82.4	Easy	6th Graders
5.	Text 5	92.2	Very Easy	5th Graders
6.	Text 6	88.9	Easy	6th Graders
7.	Text 7	86.3	Easy	6th Graders
8.	Text 8	59.8	Fairly Difficult	10th to 12th

According to the results of data analysis of the Flesch Reading Ease Formula, the eight reading texts of the English National Examination are divided into five levels. The level is very simple, there is one reading text at this level, and the readability rating is 90100. Text 5 is based on a Flesch Reading Ease score of 92.2. This means that the text falls into a very readable category. This text is suitable for 5th grade. The level is very easy, this level has one read aloud text, and the readability value is 70-79. Text 1 based on the FleschReadingEaseScore is 78. This means that the text in the category is relatively readable. The text is suitable for 7th grade.

Easy Level, this level has 4 reading texts, (Richards, J. C., Platt, J., & Platt, H, 1992) the readability score is 8090, text 2 based on the Flesch Reading Ease score is 81, text 4 based on the Flesch Reading Ease score is 82.4, text 6 based on the Flesch

Reading Ease score is 88.9, and text 7 based on the Flesch Reading Ease score is 86.3 which means the text is included in the category of easy to read, the texts is suitable for sixth graders. Standard level, there is 1 reading text in this level. The readability score is between 60 to 69, text 3 based on the Flesch Reading Ease score is 66.3, meaning that the text is included in the standard category for reading. the text is suitable for eighth to ninth graders.

Fairly difficult level, there is 1 reading text in this level, the readability score is 50 to 59, text 8 based on the Flesch Reading Ease score is 59.8, meaning that the text is in the fairly difficult category to read, the text is suitable for tenth to twelfth graders. Text that is higher than other texts can be interpreted so that the higher the readability value of the text, the easier it is for students to reach. However, if a text's readability rating is lower than another text's readability rating, it can be difficult to access the text.

Based on the results in the readability formula for the eight reading texts, there are 4 texts in the very easy category, in the easy category there is 1 text, in the fairly difficult category there is 1 and there are only 2 reading texts that are suitable for junior high school students who are included in the standard category and fairly easy. Based on the conclusion above, the writer would like to suggest for: The teachers have to select a readable, understandable, and suitable text that can be used for the students. The teacher can predict whether the text is difficult, plain, or easy for his students. The students should enrich their vocabulary mastery, diligently practice their reading ability and improve learning outcomes. For those interested in studying the readability, besides Flesch reading ease formula. The writer hopes this research can give more information for further research. The author expected to pay attention in producing the better texts which suitable with the level of the students' ability as the good text can help students to get a high score.

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