AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN PASSPORT TO THE WORLD 2 TEXTBOOK BY USING CLOZE TEST

(A Case Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan)

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of Strata 1 (Bachelor of Art) in English Language Education

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ENDORSEMENT SHEET

The examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (scientific paper) entitled An Analysis of the Readability Level of Reading Texts in Passport To The World 2 Textbook by Using Cloze Test written by Deni Ernawati, student’s registration number 108014000062, was examined by the committee on May 8th, 2013 and was declared to have passed and have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education.

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ABSTRACT

AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN PASSPORT TO THE WORLD 2 TEXTBOOK BY USING CLOZE TEST. A Case Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan. Skripsi of Department of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2013.

Key Word: Textbook, Reading Texts, and Readability Level

This study was carried out to find out the readability level of the reading texts in Passport to the World 2 textbook by using cloze test at the eighth grade students of SMPN 3 Tangerang Selatan. The population of this study was 15 reading texts and 420 students who are distributed into 10 classes, but the writer only took 8 reading texts and class VIII-8 consisting of 45 students as the sample using purposive sampling technique. The method used in this study was descriptive analysis using quantitative data. The procedures were conducted by distributing the cloze test to the students, collecting data, correcting data, calculating data, analyzing data, interpreting data and the last was concluding the result of the study.

The result showed that texts 1 to 5 got the average score above 53%. Each score was 92.10%, 89.90%, 73.46%, 78.08%, and 81.20%. Those reading texts were included in the Independent level; it mean that the students could understand them by their own and the texts were predicted to be quite easy as the correct scores were above 60%. Furthermore, texts 6 to 8 got the average scores between 44% and 53%. Each score was 52.06%, 50.49%, and 52.58%. Those reading texts were included in the Instructional level; it mean that the students could understand the texts but still need the teacher’s guidance, and the texts were predicted to be of appropriate difficulty as the correct score between 35%-59%. From the finding result, the writer got the average score of 8 reading texts is 71.11%. Thus, it could be concluded that the reading texts were in the Passport to the World 2 textbook were not suitable to be used by the class and teacher of SMPN 3 Tangerang Selatan since the readability level of the reading texts were in the Independent Level and they were predicted to be quite easy; it mean that the students could read the texts independently.
ABSTRAK


Kata Kunci: Buku Pelajaran, Teks-TEKS Bacaan, dan Tingkat Keterbacaan

Penelitian ini bertujuan untuk mencari tahu tingkat keterbacaan dari teks-teks bacaan dalam buku pelajaran Passport to the World 2 dengan menggunakan cloze test pada siswa kelas VIII di SMPN 3 Tangerang Selatan. Populasi penelitian ini adalah 15 teks bacaan dan siswa-siswa kelas VIII yang terbagi ke dalam 10 kelas. Selanjutnya, penulis mengambil 8 teks bacaan dan kelas VIII-8 yang terdiri dari 45 siswa sebagai sampel penelitian menggunakan teknik purposive cluster sampling. Metode yang digunakan dalam penelitian ini adalah descriptive analysis, menggunakan data kuantitatif. Prosedur dilaksanakan dengan membagi cloze test kepada siswa, mengumpulkan data jawaban siswa, mengoreksi jawaban siswa yang benar, menghitung frekuensi dan persentasi jawaban siswa yang benar, menganalisis data, menginterpretasi data dan menyimpulkan hasil penelitian.

Hasil yang diperoleh dari penelitian ini menunjukkan bahwa teks 1 sampai 5 memperoleh skor rata-rata di atas 53%. Masing-masing skornya yaitu 92.10%, 89.90%, 73.46%, 78.08%, dan 81.20%. Teks-teks bacaan tersebut termasuk dalam tingkat independen; itu berarti bahwa siswa-siswa dapat memahami sendiri teks-teks tersebut dan teks-teks tersebut diprediksi sebagai teks yang sangat mudah karena skor benar di atas 60%. Selanjutnya, teks 6 sampai 8 memperoleh skor rata-rata antara 44% and 53%. Masing-masing skornya yaitu 52.06%, 50.49%, dan 52.58%. Teks-teks bacaan tersebut termasuk dalam tingkat instruksional; itu berarti bahwa siswa-siswa dapat memahami teks tersebut tetapi masih memerlukan bimbingan dari guru dan teks-teks tersebut diprediksi sebagai teks yang sulit karena skor benar antara 35%-59%. Dari hasil tersebut, penulis menemukan bahwa skor rata-rata dari 8 teks bacaan adalah 71.11%. Dengan demikian, dapat disimpulkan bahwa teks-teks bacaan pada buku pelajaran Passport to the World 2 tidak cocok digunakan oleh siswa maupun guru di SMPN 3 Tangerang Selatan karena tingkat keterbacaan dari teks-teks bacaan tersebut termasuk dalam tingkat independen dan dianggap sebagai teks yang sangat mudah; itu berarti para siswa dapat membaca sendiri teks-teks tersebut secara independen tanpa perlu bimbingan dari guru.
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In the name of Allah the Almighty, the Beneficent and the Merciful

Praise be to Allah, the Lord of the universe. Then, peace and salutation be upon our Prophet Muhammad saw, his family, his companions, and his followers.

The first, the writer would like to express her great gratitude to her beloved family; her parents, Wahyudin and Siti Sumyati, and her two older brothers and two younger brothers who always give their support and moral encouragement in finishing her study.

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Finally, the writer hopes that this “skripsi” will be helpful for readers and she realizes that it is not perfect yet. Therefore, she would like to accept any suggestion to make this “skripsi” be better.

Jakarta, April 3rd, 2013

The writer
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A. The Background of the Problem

English is used as a means of communication and it plays an important role in people’s life, either in written or oral forms. Written forms include: textbooks, newspapers, articles (in newspapers, journalism, magazines), letters, notices, signs, etc., while, oral forms include: dialogue, news in the television or radio, conversation, speech, etc.

In Indonesia, English is the first foreign language that must be learnt as a compulsory subject from junior and senior high school, as an optional subject for university, and a local-content subject for elementary school. In English subject, the students have to understand the language covering the four language skills; listening, speaking, reading, and writing.

In the teaching and learning process, both the teacher and the students need some mediums of instruction to facilitate them. One of the mediums of instruction which is used prominently in every level of students in the schools is a textbook. A textbook has an important role in facilitating students studying the language, especially in junior high school.

There are many kinds of English textbooks which are offered by publishers to various levels of students in the schools. A good English textbook is readable, understandable and comprehensible for students. The text is easy to be read and understood by the students so that it will encourage them to learn English. If they have difficulty to understand the textbook, they usually get bored and it will make them frustrated in learning English.

Unfortunately, not all content of textbook is appropriate with the level of the students’ ability. Consequently, a teacher has to select a textbook which is appropriate to the whole students in the class according to their competence level and the different background of knowledge. Besides, the teacher has to
consider whether or not the materials in the textbook are appropriate with the syllabus and curriculum.

One technique to evaluate the appropriateness of the textbook is by analyzing the readability level of the reading texts in that book. The readability itself refers to the difficulty level of the reading texts according to the level of the students’ educational background. The analyzing of the readability level of the reading texts can help the teacher to predict whether the text is difficult, plain, or easy for the students.

There are three ways in measuring the readability level of the reading texts those are, by using the instructor’s judgment, comprehension testing by cloze procedure, and the last by using statistical readability formulas based on some types of tally of linguistic elements.¹

Besides, Smith and Robinson also mention three techniques to assess the readability of the texts as follow:

The best way of judging the readability of any given piece of material is to try it on for size with the pupils who will be using it…Another technique is to use Bormuth’s cloze readability procedure…For teachers who must estimate the readability of a large number of books and cannot try them all out with pupils, a readability formula may be used.²

From the statement above, it means that to evaluate readability of the material will be given to the students is let them to read the material, and question them about the author’s message. The second technique is cloze readability procedure, which the teacher prepares a cloze passage taken from the material slated, then pupils fill in the deleted words. Another way is by using a readability formula involving use of average sentence length, vocabulary list, and syllable length to estimate reading difficulty level.

After knowing that selecting a textbook is important, the writer tries to make a research about it. To fulfill the writer’s curiosity, she visited one of the junior high schools, namely SMPN 3 Tangerang Selatan to ask permission

doing observation. After getting permission, the writer asked a question what textbook the students use, especially at the eighth grade of the school. The writer chose the eighth grade because she considers if the eighth grade students use the appropriate textbook, they will be easy to comprehend the reading texts in that book. Besides, she thought that the seventh grade still needs to adapt with their new school, while the ninth grade must prepare their final examination.

The English textbook which the eighth grade students use is *Passport to the World 2* published by Platinum. It is claimed to be based on School-Based Curriculum. The genres of texts are in that book is descriptive, narrative, and recount, and it is based on the syllabus of the eighth grade student. In doing her observation, the writer also asked the teacher whether or not the reading texts in the textbook are readable by the students. The teacher said that several of the students still get difficulty to understand the reading texts in the textbook, especially with the vocabularies. Other students get easy of them. Because of the problem, the writer would like to know the readability level of the reading texts of that textbook by using one of the three techniques that the writer has mentioned above, namely *cloze test* due to the reason that it will not be consistent to use two techniques. The result will be different. That is the reason why the writer chose *An Analysis of the Readability Level of Reading Texts in ‘Passport to the World 2’ Textbook by Using Cloze Test (A Case Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan)* as the title of this writing.

B. The Identification of the Problem

Based on the explanation above, the writer can identify the problems as follow:
1. The use of textbook has not been facilitated the students to improve their English skills.
2. Student frequently find the difficulty in understanding the reading texts in the textbook they use.
3. Not all content of English textbook will be appropriate with the students, syllabus, and curriculum.
4. The author and publisher who compiled the English textbook rarely concern on the aspects of the readability of the textbook.
5. From those reason, it can make students become discourage in reading the texts and cannot be used successfully in achieving the goal of teaching reading.

C. The Focus of the Research

In this research, the writer focuses the subject matter in analyzing the readability level of the selected reading texts in the Passport to the World 2 textbook which is used at the eighth grade students of SMPN 3 Tangerang Selatan by using cloze test. Meanwhile, there are fifteen reading texts in the Passport to the World 2 textbook, but the writer just analyzes eight texts by using cloze test to know the reading difficulty level which has to be done by the students.

D. The Question of the Research

Based on the limitation of the problem above, the writer will formulate the problems as follow: how is the readability level of the reading texts in the Passport to the World 2 textbook used by the eighth grade students of SMPN 3 Tangerang Selatan?

E. The Objective of the Research

The objectives of this study are to find out the empirical evidence of the readability level of the reading texts in the Passport to the World 2 textbook whether they are readable and appropriate to the eighth grade students of SMPN 3 Tangerang Selatan.
F. The Significance of the Research

First, the finding of this study will contribute the English teachers in selecting English textbooks and knowing whether the reading texts in the textbook are readable and suitable for their students. On the other hand, for the students, reading the readable text will help them in improving their reading skill.

Second, by knowing the result of this research, the principal will be able to decide whether the textbook is good or not to improve the potential of every learners and the quality of education.

The result is also expected will give more information to the publishers in evaluating their textbook and encourage them to produce better textbooks.

Last but not least, this research finding will be useful for other researchers who want to investigate the English textbook, especially dealing with the readability.
CHAPTER II
THEORETICAL FRAMEWORK

A. Textbook

1. The Understanding of Textbook

Textbook is one of the medium instructions. It has an important role in educational program, because it can facilitate either the teachers or the students in teaching learning process. Moreover, the term of textbook is not only as a coursebook but also as a set of teaching and learning guideline, as van Els, et. al. point out, “textbook for a coherent body of teaching materials which may consist of either just the course book(s), but also of a learning package consisting of several parts”.¹

Celce-Murcia states, “The importance of the textbook in an English as a Second Language (ESL)/English as a Foreign Language (EFL) class makes the selection process crucial.² Sometimes, it is the responsibility of the teachers to select the textbook they will use in a given class”.³ Textbook is used both by the teachers and the students to determine the activities in the classroom. By using textbook, the teachers can decide what and how to teach the materials based on curriculum and syllabus.

Allington and Strange give their similar view of the important of textbook, “…a textbook serves as a single repository of information on a subject, allowing both the teacher and the learner to use a single common source for acquiring the desired content”.⁴ By using a textbook, the teacher and learners are expected obtain subject material are needed in the textbook.

³ Ibid.
To sum up, that a textbook is one of a primary instructional medium which provide teaching materials and facilitate teachers and students about what and how to teach in the classroom in teaching learning process.

2. The Selection of Textbook

The dominant role of a textbook makes the selection a textbook is an important decision. The important of a textbook, encourage many writers and publishers producing textbooks in a large number of textbooks for various students’ level. Swan states, “There are fewer dull courses around their days and many modern courses contain interesting and motivating material, with good texts, attractive visuals, and well-chosen readings”.

The writer also finds that almost textbooks are offered by publishers have own anxiety such as picture models, variant texts, contents, etc.

Due to that problem, the teacher’s job is the ability to decide which one of the appropriate textbook for large numbers of students although they lack precise information about individual students. The teachers need to have enough information about it.

The information of textbooks can be obtained from two sources; they are textbook description and textbook evaluation. More detailed is explained as follow:

a. Textbook Description

Textbook description is defined as the collection and description of data on the content and form of the textbook itself. It can be seen from:

1) authors’ and publishers’ information
2) textbook reviews
3) checklists

---

4) textbook descriptions and the development of new descriptive tools

b. Textbook Evaluation

Refers to the collection and description of data on the effects textbooks have on their users. In textbook evaluation usually distinguish between two, namely:
1) users’ judgments (teachers and learners)
2) experimental research into the effects of textbooks.\(^7\)

Thus, the selection of a textbook can be done in two ways; the first is the selection from the textbook itself and the selection from the users of that textbook.

In addition, there are two stages in the selection of a textbook below:

a. Global selection, which has sufficient superficial appeal. The information needed to make such a choice can be obtained from textbook reviews, users’ judgments, information from authors and publishers, and the teacher’s own global analysis.
b. Analysis of the textbooks remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comment from users, and, where available, reports on empirical research into the effects of type textbook in question can be very useful.\(^8\)

The writer concludes that these two stages is similar to the previous two sources in selecting a textbook, the difference is in its classification.

Besides, Davis judges a range of criteria in selecting a textbook as follow:

- accuracy and currency of content
- coherence and clarity of content
- level of difficulty and interest for students
- cost
  - choose the less expensive work if it is of comparable quality
  - choose paperbacks rather than hardbacks

---
\(^7\) Van Els, et. al., 1991, op. cit., pp. 300-309.
\(^8\) Ibid., pp. 299-300.
- limit the total cost of books for your course by placing some works on reserve in the library
  - size (heavy large texts are hard to carry)
  - format and layout (ease of reading)

From the specifications above, the writer sums that the criteria in selecting a textbook covers the organization and content implicate the level of difficulty and interest for students; accuracy not ambiguity; and attractiveness of cover, size, and layout.

Therefore, the principals, especially the teachers have to be wise in selecting which one the good textbook for their students in the class.

3. The advantage of Textbook

There are many advantages in using a textbook to teach in the class, even if the textbook is suitable to the whole students. According to Harmer, the advantages of the textbook are as follow:

a. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise the grammatical and functional points that they have been concentrating on.
b. Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside the class.
c. Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
d. There is a greater variety of published material for teaching and learning English than ever before.

It can be concluded that textbook has some advantages not only for the teacher but also for the students. By using textbook, the teacher get facilitation in teaching the material in the class, while the students can concentrate to certain material that they want to learn.

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B. Text

1. The Understanding of Text

According to Nuttall “the text is defined as the core of the reading process, the means by which the message is transmitted from writer to reader”.\textsuperscript{11} It means that the text is a mean to transfer a message from the writer to reader. Mark and Kathy Anderson add “when you speak or write to communicate a message, you are constructing a text”.\textsuperscript{12} In can be understood that a text according to them is what we speak and write to communicate a message.

Moreover, other explanation of a text is that “a text is usually longer than just a word or a sentence…. contains a series of sentences, as in a letter or postcard, in which the sentences are connected to one another by grammar and vocabulary and/or knowledge of the world.”\textsuperscript{13} The writer agrees with that statement. We can find a text surrounding our life like in a novel, letter, or announcement, etc. Sentences in them are put together to communicate a meaning in a text form, so a text consists of some words and sentences.

Furthermore, Hughes specifies a number of the parameters of the texts as follow:

a. Text types include: textbooks, handouts, articles (in newspapers, journals or magazines), poems/verse, letters, advertisements, reviews, notices, signs, etc.

b. Text forms include: description, exposition, argumentation, narration, etc.

c. Graphic features include: tables, charts, diagrams, etc.

d. Topics may be listed or defined in general way or in relation to a set of candidates whose background is known.

e. Style may be specified terms of formality.


f. Intended readership can be quite specific (e.g. native speaking science undergraduate students) or more general (e.g. young native speakers).
g. Length is usually expressed in number of words.
h. Readability which measure difficulty of texts.
i. Range of vocabulary may be indicated by a complete list of words.
j. Range of grammar may be a list of sentences.\textsuperscript{14}

From the specification of the texts above, it could be synthesized that text is everything we hear or say in spoken language, and what we read or write in written language.

2. Kinds of Text

Text has different kinds. Students may have known a kind of texts when they learn in the school or read a book. Anderson and Anderson write category of text below:

There are two main categories of texts — literary and factual… Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas… There are three main text types on this category: narrative, poetic, and dramatic. Media text such as films, videos, television show, and CD can also be told in this category…Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports, and instructions… The main text types in these categories are recount, response, explanation, discussion, information report, exposition, and procedure.\textsuperscript{15}

From the explanation above, the writer concludes that literary texts include literatures such as fairy tales, novels, etc. It can be fiction or non-fiction to amuse the readers, even make them laugh or cry as they record that its aim is to express their feelings or experience. While factual texts is according to factual phenomenon happening in surround us to show and tell the audience.

\textsuperscript{15} Anderson and Anderson, 1997, op. cit., p. 2.
3. Criteria of Good Text

The number of textbooks has increased dramatically. Reading text is one of important aspects in an English textbook. Since in the reading activities always involve the reading passages therefore the selection of a good passage become an important thing. Selecting a good passage is not an easy matter. Since reading texts plays an important role in the reading activities, therefore it is better to find out the criteria of good text.

Nuttall mentions three points of view in selecting a text as follow:

a. Readability, namely the combination of structural and lexical (i.e. vocabulary) difficulty,

b. Suitability of content that a text should be able to interest the greatest number of students and will not actually bore them,

c. Exploitability, it means facilitation of learning. When a teacher exploits a text, s/he makes use of it to develop the students’ competence as readers.16

It can be synthesized that criteria of good text can be seen from the readability, not only structural and lexical difficulty but also on the interestingness of the text for the readers. An exciting text will carry the readers to read it more and more than a dull text that is not likely to contribute them to the development of reading competence.

4. Factors Influencing Text

Many factors influence a text. Some factors influencing learning from reading textual material are mentioned as follow:

a. Reading ability is a complex skill and many issues surround its measurement.

b. Readability, it is to estimate the level difficulty of textual material on a grade-equivalent scale, the most common of this estimate is some measure of word frequency and sentence length.

c. Writing style, the style in which an author attempts to communicate ideas can cause difficulty.

d. Learners’ intentions, to “get through” assigned material usually results in little true learning or understanding.

e. Teachers’ intentions, it becomes the basis for decisions about how they will use text in general or a single textbook in particular.

f. Vocabulary, developing an understanding of a discipline’s specialized vocabulary is a primary role of instruction.

g. Previous knowledge, what we are able to understand is intimately linked with what we already know.\(^{17}\)

The teacher is expected to be wise in selecting the texts which are readable, understandable and interesting. To be truly effective to choose the texts, the teacher has to pay attention to some factors influencing a text which includes its vocabulary and writing style, and more significantly can modify teaching strategies accordingly. Thus, the students will be encouraged to read the material well.

5. Matching a Text to Students

A teacher has to match text to the students’ reading levels to break a gap between students and text. Guthrie explains “High-interest books that are readable are available to struggling middle and high school students.”\(^{18}\) According to the writer, it is true that the students will be more motivated if the textbook used by them is readable since it helps them in study in group even individually.

Moreover, “When teachers and schools spend the time, money, and effort on selecting texts that can be matched to students’ reading levels and interests, students are more motivated to spend their own time, effort, and enthusiasm in learning from them.”\(^{19}\) As the writer’s experience when she was in the high school, her teacher was the writer of a textbook which she and her friends used in the class so it was easy to understand due to the material suitability for their students.

We have to know our students in matching students to texts. As Guthrie states that:

We use many ways to check our students’ reading levels, including (1) having students read aloud, (2) asking students to write a summary of

\(^{17}\) Allington and Strange, 1980, *op. cit.* pp. 5-8.


one page, (3) requesting that students write questions on a brief section of text, (4) giving a short-answer test, (5) giving a multiple-choice test, or (6) asking students to explain a text aloud. We use these informal classroom assessments with the textbooks, supplementary materials, or trade books.  

However, it is not easy enough to do these assessments. The teacher has to try them one by one or two by two, not to apply all at once.

Besides, Chall and Dale add that in matching the reader and text, we need some information about these cases that are stated as follow:

To make a best match between readers, especially the students and text it is necessary to obtain some information about the intended readers, information about the readability of the material, and information about the purpose for its use. Information on the intended readers might include — when available — their reading ability, their previous knowledge and interest in the topic, and how the material is to be read — whether independently or as part of instruction by a teacher. A student’s reading ability may be estimated by scores or bands on a recently administered reading test. …. Estimates of reading ability may be made by noting the readability of the books, magazines, and newspaper they read. …. Recently research indicates, however, that when used for instructional purposes, the text may be somewhat above the student’s level to encourage optimal development of reading comprehension.  

As the writer’s experiences when she was doing the teaching practice in the senior high school, the students were bored and lazy to read the texts because the reading texts were hard and difficult to understand. Besides, there were some texts which do not belong to the students’ interest. Most of the students were interested in sports but the reading texts in their textbook had different subject materials, in which the students didn’t want to read them. Thus, the teacher has to realize it and try harder to select the suitable text for the students.

In addition, Gillet et. al. point out that a cloze procedure is another way of matching readers and texts. However, the students will be more

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interested and easy to read with the familiar texts. Unfamiliar texts will generally be harder to read. Also, the same texts need the help of a teacher or a more knowledge peer. Thus, it is important to match students to the texts based on the students’ knowledge.

6. Selecting a Text

In the selection of texts one should not only pay attention to the degree of L2 proficiency the learners have already attained, and their interests, but also to the degree of difficulty of texts. Selecting a text also need to pay attention to students’ interest in order to we don’t choose the inappropriate text to them. Furthermore, “pointing about the degree of difficulty of a text is not only determined by the number of words and structures known, but also by things such as the subject matter of the text, the way in which the writer approaches the subject, and the knowledge the learners already have about the subject”. Here, the writer realizes that the factors affect the degree of difficulty of texts include words, structures, approaches, and previous knowledge of students.

Moreover, Guthrie, points out that “the procedure for selecting effective test is simple: identity the reading level of students via standardized reading tests, identity readable books based on a readability formula or judgments by teacher teams, and match the books with the students”. In the nutshell, students usually need a text relates to their real world, prior knowledge and previous experience.

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C. Readability

1. The Understanding of Readability

Readability is a measure of the style of a piece of writing. The wise teachers will certainly take readability into account when ordering new books to their students. Readability is one of the most important aspects that should be considered in selecting a good passage for students. According to Allington and Strange, “readability also means ‘comprehensibility’; but because understanding, or comprehension, is unique to each learner, an estimate of the readability of a section of material is only an estimate.”26 However, according to the writer, readability and comprehensible is almost have similar meaning, but she concludes that its difference is if readability means can be read easily, while comprehensible is can be comprehended.

Readability is not only determined by the length of the passages or the length of the words, but it also determined by how interestingly and attractively the text is written. Klare in the Hill’s book concludes that the term “readability” has come to be used for indicating legibility of either handwriting or typography, ease of reading due to either the interest value or the pleasantness of writing, and ease of understanding or comprehension due to style of writing.27 The writer obtains a comprehension that readability presents a written text which is legible, understandable, and comprehensible.

The readability is related to reader ease or success in dealing with written language. It describes the ease of the written materials to read. Nuttall views that “Obviously a text should be at the right level of difficulty for the students ….The combination of structural and lexical (i.e

vocabulary) difficulty is *readability*. It means that vocabulary affects readability of a text.

While, van Els *et. al.* the readability of texts was investigated to obtain a standard for the relative degree of difficulty of the textbooks of which one would eventually have to be selected. Hence, readability is used to know the difficulty level of a textbook.

It can be synthesized that readability is concern with the ease and difficulty level of the reader in reading and understanding a text. A good text has a high readability level if the text is easy to be understood by the readers.

### 2. Reading Comprehension

According to Cashdan, “reading is an activity that one does; comprehension is understanding something that one does.” It means that during we read a text, we also comprehend that text. While Guthrie gives his definition that “reading comprehension is a process of connecting the text and the student’s prior knowledge about the topic of the text.” So, reading comprehension is a way to join text and students’ previous knowledge. It means that if the student lacks prior knowledge, new knowledge cannot be built and reading comprehension is impossible.

Readability and reading comprehension of readers cannot be separated. If the reader can read and understand the text easily, it can be assumed that the text has a high readability. In opposite, if they are difficult to read and understand, the text has a low readability. Thus, to make the reader understand and comprehend the text, it should have a good readability.

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3. Factors Influencing Readability

Many factors influence the readability of text materials. Some of these factors are as follow: vocabulary, sentence length, sentence complexity, abstract concepts, idea organization, reader interest, reader background, size and style of print, and format.\footnote{Betty D. Roe, Barbara D. Stoodt, and Paul C. Burns, Reading Instruction in the Secondary School, (Boston: Houghton Mifflin Company, 1978), Revised Edition, p. 45.}

From the factors influence the readability above, Chall and Dale found that vocabulary is the most important factor in reading comprehension as they state as follow, “From the early 1900s to the present, research on reading has consistently found that vocabulary is the most important factor in reading comprehension”.\footnote{Chall and Dale, 1995, op. cit., p. 82.} However, the writer agrees that vocabulary is a prior factor in reading comprehension.

On the other hand, Harmer extends that “It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the students has never seen before.\footnote{Harmer, 1991, op. cit., p. 191.} But this is the case, not only for non-native speakers, but also for some speakers of English as a first language”.\footnote{Ibid.} To sum up that from some factors influencing readability, vocabulary is the prior factor influencing a readability of text. The writer suggests that a teacher is expected to teach vocabulary in a various ways to help the students improving their knowledge.

4. Approaches of Measuring Readability of a Textbook

Many approaches may be used to measure the readability of a textbook. Smith explains that provided three ways to measure a readability level of textbook, namely: 1) comprehension test, 2) cloze procedure, 3) readability formula.
a. Comprehension test

Comprehension test is used in evaluating the readability of a textbook. Silent reading and question them about the author’s message, are several examples of comprehension test which are done to measure the readability level.

b. Cloze test

The cloze test was originally intended to measure the reading difficulty level of a text. The cloze test is one of the measurements to reading text. In these procedures, words are deleted from the text and readers are asked to fill in the blank with the appropriate or a similar word. As the cloze test is the theoretical framework for this study. A more detailed description of it is presented in section D.

c. Statistical Readability Formulas

A readability formula is a tool for predicting the difficulty of text. The use of readability formulas to predict reading ease of materials is the most widely recognized, and perhaps most viable, means of assessing readability. Readability formula is other assessment in determining a readability of a text. In addition, it provides a quick, objective, and inexpensive means of anticipating the reading ease of written materials.

Thus, readability measures are useful to teachers when selecting textbook for their students. The purpose is to affect a “best match” between intended students and texts.

D. Cloze Test

Cloze test, is the accurately in measuring readability level of text as Taylor and Klare in Oller’s book recommend that the best estimates of

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37 Hill, 1979, op. cit., p. 191.
38 Ibid, p. 194.
readability might be obtained by ‘clozing’ every word in sample texts.39 These are more specific of the procedure of cloze test:

1. Concept of Cloze Test

The cloze test was developed by Taylor in 1953 as he published “Cloze Procedure: A New Tool for Measuring Readability”, which he argued that words are not the best measure of difficulty but how they relate to one another. He proposed using deletion tests called Cloze Test for measuring an individual understands of a text.40

The cloze test procedure shows how well students can read a particular text or selection by having them supply words that are systematically deleted from the text.41 It means that we don’t delete the word randomly but systematically. The cloze test is easy to construct, administer, and score.42 That is why the writer chooses this test in her research.

Furthermore, Alderson defines, “cloze tests are typically constructed by deleting from selected texts every n-th word (n usually being a number somewhere between 5 and 12) and simply requiring the test taker to restore the word that has been deleted.”43 From the Alderson’s definition, means that we delete every nth word, either it is noun, verb, adjective, preposition, or someone’s name. The same definition is stated by Beard that “words can be deleted on a random, nth word basis (structural deletions) or in more specific way, for instance all pronouns or technical nouns (lexical deletions).”44

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41 Gillet, et. al., 2012, p. 244.
Thereby, in constructing the cloze procedure can be done in various ways such as random, structural or lexical deletion, it depend on approaches is used.

For most purposes every fifth, sixth, seventh or eighth word is deleted from a text.\(^45\) If every third or fourth word is deleted, the intervals between the blanks will probably not contain enough words to enable students to understand the text. If every ninth or tenth word is deleted, students will have to read too much in order to complete only a few blanks.\(^46\) In this research, the writer also deletes every fifth, sixth, seventh or eighth word from a text.

A cloze test is reliable if it has a minimum number of blanks between forty of fifty. It is important to let students see the first sentence or two without any blanks since it will give them an opportunity to get used to the topic and style of the passage.\(^47\) Before giving to you students, it is very important to do the test yourself to know how difficult it can be when you have forgotten the words which have been deleted.\(^48\) Thus, the writer also tries first before giving the test to the students.

2. Constructing Cloze Test

A cloze test can be constructed in any ways. Allington and Strange jot down the following techniques to prepare materials for cloze tests, as follow:

a. Select a sample of written text about 250 words length from the assigned textual material.
b. Begin with the first sentence in a paragraph.
c. Leave the first sentence intact – that is, delete no words.
d. Beginning with the first word in the second sentence, delete every fifth word.
e. The blanks for deletions should be of equal length and large enough for written responses.
f. Continue deleting every fifth word until you have fifty blanks.

\(^{46}\) Ibid.
\(^{47}\) Ibid.
\(^{48}\) Ibid, p. 91.
g. Leave the remainder of the sentence containing the fiftieth deletion intact.\textsuperscript{49}

In this research, the writer does not delete every 5\textsuperscript{th} word but every 8\textsuperscript{th} word. If the next word that will be deleted is same with the previous word, the writer will delete 7\textsuperscript{th} or 6\textsuperscript{th} or 5\textsuperscript{th} word if its word is still same.

In addition, according to van Els, \textit{et.al}, there are two methods for deleting words:
\begin{enumerate}
\item \textit{The fixed ratio method}, in which every \textit{n}th word in a passage is deleted,
\item \textit{The variable ratio method}, in which the words to be omitted are selected on the basis of certain characteristics (e.g. only content words are deleted).\textsuperscript{50}
\end{enumerate}

From the two methods, the writer uses the first method, \textit{the fixed ratio method} for her research. The reason is in order to make the scoring is easy to be constructed.

3. Administering the Cloze Test

In administering the cloze test, Gillet \textit{et. al.} arrange as follow:
\begin{enumerate}
\item Show students how to complete a cloze passage, using example sentences or shot paragraphs.
\item Explain that no one will get every word correct, and that getting about half of the words right is a good score.
\item Allow as much time as needed to complete the passage individually without rushing.\textsuperscript{51}
\end{enumerate}

In this research, the writer does this administering before distributing the test to the students.

4. Scoring and Interpreting the Cloze Test

Scoring a cloze test uses many different ways. Among many available techniques, two methods are quite practical:
\begin{enumerate}
\item \textit{Exact Word Method} (EWM), which only counts those words as correct which occurred in the original text.
\end{enumerate}

\textsuperscript{49} Allington and Strange, 1980, \textit{op. cit.}, p. 105.
\textsuperscript{50} Van Els, \textit{et al.}, 1984, \textit{op. cit.}, p. 328.
\textsuperscript{51} Gillet, \textit{et. al.}, 2012, pp. 244-245.
b. *Acceptable Word Method* (AWM), which counts every word which is appropriate in the context as correct.\(^{52}\)

It will be clear that the first method is more objective than the second. Two other ways of marking a cloze test is to accept any sensible answer (acceptable alternative) or to accept only the words that are exactly the same as the ones left out (exact replacement).\(^{53}\) Moreover, Brown adds four ways of scoring the cloze test: exact replacement, acceptable alternative, clozentropy, and multiple-choice.\(^{54}\) From some ways of scoring the cloze test above, the writer uses the *Exact Word Method* (EWM), which only counts the correct words based on the original text.

In addition, Allington and Strang mention five steps in scoring and interpreting a cloze test, those are:

a. Scoring is facilitated if students have transferred words from the blanks to a separate sheet of paper.

b. Score only exact word replacements as correct.

c. Compute the percentage of correct responses. If a standard fifty-deletion section is used, then simply multiplying the number of correct responses by two provides this percentage.

d. Arrange students by scores into the following four groups:
   - 60 percent or above correct – text is predicted to be quite easy.
   - 35-59 percent correct - text is predicted to be of appropriate difficulty.
   - 20-34 percent correct - text is predicted to be very difficult.
   - 0-19 percent correct - text is predicted to be inappropriate, far too difficult.

e. Begin to plan instructional differentiation based on results.\(^{55}\)

After counting the correct words, then the writer determines the percentage of the correct words. Beard presents the following judgments in marking the percentage of words correctly supplied by the students to fill in gaps on a cloze test:

*Up to 40% of gaps correctly filled: Frustration Level* (suggesting that the text is too difficult for this particular reader);

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\(^{54}\) *Ibid*, p. 85.

Approximately 40% - 60% of gaps correctly filled: **Instructional Level** (suggesting that the reader may need some continuing assistance with the text); Over 60% of gaps correctly filled: **Independent Level** (suggesting that the reader is likely to be able to cope with the text alone).  

This Beard’s percentage is not too different with the Heaton’s classification of the average percentage mark of the cloze test as follow:

a. **Independent level**, if the average mark is above 53 per cent, the reading book can be used by students working on their own.
b. **Instructional level**, if the average mark is between 44 and 53 per cent, the book is suitable with a class and the teacher.
c. **Frustrational level**, if the average mark is below 44 per cent, the book is far too difficult to use either the teacher or the students.  

Based on the classification above, the judgment of the cloze test result can be seen in this following table. This table also as the writer’s judgment toward the students’ results, those are:

**Table 2.1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Percentage of the Correct Answers</th>
<th>Score Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Over 53%</td>
<td><strong>Independent level</strong></td>
</tr>
<tr>
<td>2.</td>
<td>44% - 53%</td>
<td><strong>Instructional level</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Up to 44%</td>
<td><strong>Frustrational level</strong></td>
</tr>
</tbody>
</table>

The writer also uses formula by Anas Sudjiono to find out the percentage of the cloze test, the formula is:

\[
P = \frac{f \times 100 \%}{N}
\]

\[ P = \text{Percentage} \]
\[ f = \text{frequency of the right} \]
\[ N = \text{number of item}. \]  

---

In this research, the writer uses the cloze test, since it is easy to use and it is considered as one of the most accurate readability measure that used by most of the people especially in educational field. Besides, as the writer states before that the cloze test is easy to construct, administer, and score. That is why the writer chooses this test in her research.

E. Teaching Reading in SMPN 3 Tangerang Selatan according to School-Based Curriculum –Kurikulum Tingkat Satuan Pendidikan (KTSP)

School-Based Curriculum -Kurikulum Tingkat Satuan Pendidikan (KTSP) adalah kurikulum yang dikembangkan oleh dan dilaksanakan pada tiap-tiap satuan pendidikan- (is a curriculum that is developed and carried out at each unit of education - translated by the writer). The principal and teacher are as curriculum designer for their school according to Content Standard -Standard Isi (SI) and Graduate Competence Standard -Standard Kompetensi Lulusan (SKL). The goal of English teaching according to school-based curriculum in Indonesia is to develop student’s ability to communicate in English. The ability is represented and integrated in some skill that the students have to acquire involving listening, speaking, reading, and writing.

At junior high school, English subject is intended for the students to have also some skills as follow (a) communicate spoken and written to get a functional literacy level, (b) to enhance nation competition in global society, and (c) to develop of students’ understanding between language and culture. From the statements above, it means that the curricular

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60 Ibid, p. 4.
61 PUSKURNAS, Standar Isi dan Standar Kompetensi Lulusan untuk Satuan Pendidikan Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs) beserta peraturan
objectives of English subject in junior high school are specified into the instructional objectives of seventh grade, eighth grade and ninth grade students. Then, the objectives for each grade are more specified into objective of four skills, where stated on competence standard and basic competence.

From the four skills, the writer will focus on reading skill. Reading is the most concerned material for students especially at the eighth grade. Reading receives a special focus in many second or foreign language teaching situations. Richards and Renandya mention a number of reasons for this.

First, many foreign language students often have reading as one of the most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes.

Based on the statements above, reading is one of the important skills that students need to learn. Reading involves some others language components such as vocabulary, grammar, punctuation, and also reading as an activity involves the comprehension and interpretation of texts.

Teaching reading relates to the genres of text such as narrative, recount, descriptive text, etc. and so at SMPN 3 Tangerang Selatan, where the students study these reading texts. The eighth grade students use a textbook entitled Passport to the World 2, and it is claimed to be based on School-Based Curriculum. The genres of text involve narrative, recount, and descriptive text. They have to be able to read these reading texts, so the reading texts must be readable and understandable. To know the readability level of these reading texts on that textbook, the writer does the research by giving cloze test toward the eighth grade students of SMPN 3


Tangerang Selatan. After that, the writer analyzes the data from the result of the cloze test score of each text. The following are Competence Standard and Basic Competence of reading in School-Based Curriculum from the English syllabus of the eighth grade of SMPN 3 Tangerang Selatan.

Table 2.2

Competence Standard and Basic Competence of Reading in School-Based Curriculum

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membaca (Reading)</td>
<td>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk</td>
</tr>
<tr>
<td></td>
<td>descriptive dan recount yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td></td>
<td>5.1 Memahami makna teks tulis lisan fungsional dan esei berbentuk descriptive</td>
</tr>
<tr>
<td></td>
<td>dan recount pendek dan sederhana dengan ucapan, tekanan, intonasi yang berterima</td>
</tr>
<tr>
<td></td>
<td>yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td></td>
<td>5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat,</td>
</tr>
<tr>
<td></td>
<td>lancar dan berterima yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td></td>
<td>5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara</td>
</tr>
<tr>
<td></td>
<td>akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam</td>
</tr>
<tr>
<td></td>
<td>teks berbentuk descriptive dan recount.</td>
</tr>
</tbody>
</table>

The indicators of reading that are expected to be accomplished by the eighth grade students are: reading aloud and meaning of short functional text in term of invitation, identifying information in term of invitation, identifying social function of term invitation, identifying

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63 Silabus Bahasa Inggris untuk SMPN 3 Tangerang Selatan kelas VIII (Delapan) Semester 1, Tahun Pelajaran 2012/2013.
characteristics of term invitation, determining textual meaning of descriptive and recount text, identifying rhetoric steps of descriptive and recount text, identifying the characteristic of audio-lingual of descriptive and recount text

To make it clear, the writer elaborates the competence standard, basic competence, and indicators as follow:

**Table 2.3**

Reading Components Required by the School-Based Curriculum

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar. | Memahami makna teks tulis lisan fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan, intonasi yang berterima yang berkaitan dengan lingkungan sekitar. | ▪ Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan.  
  ▪ Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan. |
| Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan. | ▪ Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan.  
  ▪ Menyebutkan ciri kebahasaan teks fungsional pendek berbentuk undangan. |
According to the syllabus above, there are two genres of text namely, descriptive and recount, but in the *Passport to the World 2* textbook also there are some narrative texts. The social functions of these three genres are explained as follow:  

- **Narrative**
  To amuse, entertain and to deal with actual or various experience in different ways.
- **Recount**
  To retell events for the purpose of informing or entertaining.
- **Descriptive**
  To describe a particular person, place or thing.

## F. The Previous Study

Some previous studies which are related to analysis of the readability level of the reading texts in English textbook have been conducted by some researchers. First, Darmayanti studied about *The...
Readability Level of the Reading Texts on “Linked to the World”: an English Textbook for Senior High School”: A Case Study at the Tenth Grade of MA Pembangunan UIN Syarif Hidayatullah Jakarta. She used the descriptive analysis method to describe the readability level of the reading texts in the textbook. The instruments of her study are the Flesch Reading Ease Formula and the Cloze Test. The result of the Cloze Test revealed that from six reading texts, there are four readable texts are included in the Independent level since their scores over 60%, and two reading texts are included in the Instructional level because they have the cloze test scores approximately 40%-60%.

Second, Meilia who studied about An Analysis on the Readability Level of the Reading Texts on the Textbook “English on Sky” Published by Airlangga: A Case Study at the Eighth Grade Students of MTs. Soebono Mantofani Ciputat. She also used the descriptive analysis method to describe the readability level of the reading texts, and the Flesch Reading Ease Formula and the Cloze Test as the instrument of her research. From the analysis through the Cloze Test toward 14 texts, the result is that 9 texts are in the Independent level as the scores are over 53%; it means that the texts are easy for the students to understand and they can learn the texts on their own. While 5 texts are in the Instructional level as the whole scores are between 44-53%; it means that the texts are suitable to be used in the class with the help of the teacher.

The next study is Afrizal’ study entitled The Readability of Reading Passages in English Textbook of “Contextual Learning” Published by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan in Academic Year 2011/2012.

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He used the descriptive analysis method to explain, describe, and measure the readability level of the reading texts by the students. The instruments of his study are the *Flesch Reading Ease Formula* and the *Cloze Test Procedure*. Based on the result of the *Cloze Test Procedure* from five reading texts are: text 1 is 60%. Text 2 is 50.85%, text 3 is 71.83%, text 4 is 49.50%, and the text 5 is 49.33%. So, the researcher concluded that the students can understand the texts and the level readability is *Instructional level* because the *Cloze Test* scores are below 60%.

In line with the previous study that has been explained above, this study also focuses on the analysis of readability level of the reading texts, but the different is on the textbook which is used as the object in this research. The title of textbook is *Passport to the World 2*, which is published by Platinum and used at the eighth grade students of SMPN 3 Tangerang Selatan.

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CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research took place at SMPN 3 Tangerang Selatan, which is located at Jl. IR. H. Juanda No. 1 Ciputat 15412 Telp./Fax. (021) 7401312 Tangerang Selatan. The writer took the data from reading texts of the eighth grade students’ textbook, Passport to the World 2, and counted the selected reading texts by using cloze test. The test was held on January 16th and 18th, 2013 to have the cloze test, and January 21st, 2013 to interview both the English teacher and students about the cloze test.

B. The Method and Design of the Research

The writer used descriptive analysis method in doing her research, in which she tried to describe, elaborate, and analyze the readability level of reading texts in Passport to the World 2 textbook for the eighth grade students of SMPN 3 Tangerang Selatan. The method was cloze test, in which the writer deleted several words in a reading text and asked students to fill it with the words given.

C. The Population and Sample

1. The Population

In this study, there were two kinds of population. First, fifteen reading text in the Passport to the World 2 textbook. The second population were the eighth grade students of SMP 3 Tangerang Selatan.

The reading text population was used to get the information about the readability, while the students of SMP 3 Tangerang Selatan were used to obtain data about the understandability of the reading texts.
2. The Sample

Since there were two kinds of population, there were also two kinds of samples. First, sample of the reading texts of the Passport to the World 2 textbook, from the fifteen reading texts, the eight texts selected proportionally by using purposive sampling. The aim was to make sure that these eight texts represented the available texts. They were two descriptive texts, three narrative text, and three recount text.

Second, the sample students were the eighth grade which are divided into three categories: bilingual, accelleration, and regular class. The writer used Purposive Cluster Sampling, which she took VIII-8 of regular class as respondents to do cloze test. The number of students was 45 students. The writer considered that it is more conducive than others.

D. The Technique of Data Collecting

In collecting data, the writer made a cloze test from the selected reading texts. Each reading text has different number of deleted word depend on the length of the text. Next, those cloze test were tested to the students of SMPN 3 Tangerang Selatan. The test is given to know the readability of the selected texts and identify the mistakes which students have made in filling the cloze test.

The writer had done the research for four days. The first day is for getting observation and permission from the school, two days for giving a cloze test to the students, and the last day for interviewing the English teacher and students about the cloze test.

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2 Ibid
E. The Instrument of the Research

The first instrument utilized in this study was the cloze test. The cloze tests were distributed to students to get the data about the text understandability. Previously, the writer made the cloze test from the selected reading texts. Then, she deleted the 5th to 8th words in the texts. The deleted words are replaced by underlined blank spaces of some standard length. The first and the last sentence of the texts are left intact. The answers of the deleted words are provided and the students are asked to fill in the underlined blank spaces with the appropriate words given. Each reading texts had different number of deletion words depend on the length of the texts.

The second instrument was interview. The writer interviewed the linguist, English teacher, and students to verify and get information about their comment about the cloze test and to know the students’ knowledge about English learning, specially in reading some texts.

F. The Technique of Data Analysis

The scores of the cloze tests were analyzed as follows:
- Correct the student’s answer sheets to get the scores. In this case, only the answer used by the writer was considered correct, otherwise all were wrong. The correct answer was given score 1, while the wrong answer was scored 0.
- After each item was given a score, they were all summed up to get the total score of each cloze test.
- Find the percentage of the cloze test by using the following formula

\[ P = \frac{f \times 100}{N} \]

\( P \) = Percentage
\( f \) = frequency of the right
\( N \) = number of item.\(^3\)

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- Sum up all the students’ scores of the cloze test to find the average of the score and interpret them into three levels as follows:

  The average score is over 53% = Independent Level.
  The average score is between 44% - 53% = Instructional Level.
  The average score is below 44% = Frustrational Level.\(^4\)

- Predict the students’ scores into the following four groups as follows:
  - 60 percent or above correct – text is predicted to be quite easy.
  - 35-59 percent correct - text is predicted to be of appropriate difficulty.
  - 20-34 percent correct - text is predicted to be very difficult.
  - 0-19 percent correct - text is predicted to be inappropriate, far too difficult.\(^5\)

- The last is doing interview with the linguist, English teacher and students to verify the result of the cloze test.

CHAPTER IV
RESEARCH FINDING

A. The Description of the Data

1. Textbook

The textbook which is analyzed by the writer is an English textbook entitled *Passport to the World 2*, published by Platinum in 2012. This textbook is compiled by Djatmika, Agus Dwi Priyanto and Ida Kusuma Dewi. This textbook is dedicated for the eighth grade students of Junior High Schools and it is claimed to be based on School-Based Curriculum 2006.

This textbook consists of 196 pages and 9 units which are divided into two semesters. Unit 1 to 5 is in the first semester and unit 6 to 9 is in the second semester. In each unit presents four language skills; listening, talking, reading, and writing. This textbook also contains three genres of the texts. They are 4 descriptive texts, 6 recount texts, and 5 narrative texts, so the whole is 15 reading texts which are presented in this textbook. From the 15 reading texts, the writer takes 8 texts as the sample to be analyzed in this research. They are 2 descriptive texts: *Rina* and *I-thung the Bear*; 3 recount texts: *Dina Won the Match*, *The First Camping*, and *George Washington and the Cherry Tree*; 3 narrative texts: *The Lion and the Mouse*, *Moon Game*, and *The Story of Helen Keller*.

2. Cloze Test

As the writer’s previous statement that she uses *the cloze test* to obtain the empirical evidence of readability level of the reading texts in *Passport to the World 2* textbook. There are eight reading texts as *the cloze tests* in this present study. The test is given to the 45 students of the eighth grade of SMPN 3 Tangerang Selatan. The writer deletes between the 5th to 8th words in the texts and asks the students to complete the reading texts by the words that are given in the box. Each reading text has different number of deleted word depend on the length of the text. The number of words and the deleted words of each text is presented in this table below:
Table 4.1 The Number of the Deleted Words of 8 Reading Texts

<table>
<thead>
<tr>
<th>Text</th>
<th>The Number of Words</th>
<th>Deleted Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>86</td>
<td>9</td>
</tr>
<tr>
<td>Text 2</td>
<td>106</td>
<td>11</td>
</tr>
<tr>
<td>Text 3</td>
<td>176</td>
<td>17</td>
</tr>
<tr>
<td>Text 4</td>
<td>204</td>
<td>22</td>
</tr>
<tr>
<td>Text 5</td>
<td>139</td>
<td>13</td>
</tr>
<tr>
<td>Text 6</td>
<td>368</td>
<td>42</td>
</tr>
<tr>
<td>Text 7</td>
<td>435</td>
<td>50</td>
</tr>
<tr>
<td>Text 8</td>
<td>414</td>
<td>50</td>
</tr>
</tbody>
</table>

The percentage of the deleted words of each text is described as follow:

a. The first text entitled *Rina* consists of 86 words and the deleted words are 9; it means that the percentage of the deleted number is about 10.47%.

b. The second text entitled *I-thung the Bear* consists of 106 words and the deleted words are 11; it means that the percentage of the deleted number is about 10.38%.

c. The third text entitled *Dina Won the Match* consists of 176 words and the deleted words are 17; it means that the percentage of the deleted number is about 9.66%.

d. The fourth text entitled *The First Camping* consists of 204 words and the deleted words are 22; it means that the percentage of the deleted number is about 10.78%.

e. The fifth text entitled *George Washington and the Cherry Tree* consists of 139 words and the deleted words are 13; it means that the percentage of the deleted number is about 9.35%.

f. The sixth text entitled *The Lion and the Mouse* consists of 368 words and the deleted words are 42; it means that the percentage of the deleted number is about 11.41%.
g. The seventh text entitled *Moon Game* consists of 435 words and the deleted words are 50; it means that the percentage of the deleted number is about 11.49%.

h. The last text entitled *The Story of Helen Keller* consists of 414 words and the deleted words are 50; it means that the percentage of the deleted number is about 12.08%.

The following presents the table of the percentage of the number of the deleted words of the eight reading texts:

**Table 4.2 The Percentage of the Deleted Words of the 8 Reading Texts**

<table>
<thead>
<tr>
<th>Text</th>
<th>The Percentage of the Deleted Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>10.47%</td>
</tr>
<tr>
<td>Text 2</td>
<td>10.38%</td>
</tr>
<tr>
<td>Text 3</td>
<td>9.66%</td>
</tr>
<tr>
<td>Text 4</td>
<td>10.78%</td>
</tr>
<tr>
<td>Text 5</td>
<td>9.35%</td>
</tr>
<tr>
<td>Text 6</td>
<td>11.41%</td>
</tr>
<tr>
<td>Text 7</td>
<td>11.49%</td>
</tr>
<tr>
<td>Text 8</td>
<td>12.08%</td>
</tr>
</tbody>
</table>

The next to do is checking the students’ answer of each text. Only the answer used by the writer is considered correct, otherwise all are wrong. Each the correct answer is given score 1, while the wrong answer is scored 0. Afterwards, the students’ right answers are summed-up.

The next is counting the percentage of the students’ right answers by using the following formula:

\[
P = \frac{f \times 100}{N}
\]

Where

- \( P \) = Percentage
- \( f \) = frequency of the right answer
- \( N \) = number of item
For example:
Student A can answer 8 of 9 deleted words from text 1.
The calculation is \( \frac{8}{9} \times 100\% = 88.89\% \)

After that, the writer counts the average of the cloze test score of each text.
This is the example to calculate it:
Text 1: The average of the cloze test score = \( \frac{41.44 + 48}{2} \times \frac{45}{2} = 92.10\% \)

The calculation result of the average of the cloze test score of 8 reading texts is below: from the two descriptive texts, the first text entitled *Rina* gains the cloze test score 92.10%, the second text entitled *I-thung the Bear* gains the cloze test score 89.90%. From the three recount texts, text entitled *Dina Won the Match* gains the cloze test score 73.46%, two others texts entitled *The First Camping* and *George Washington and the Cherry Tree* get score 78.08%, and 81.20%. While the three narrative texts, *The Lion and the Mouse* gains the cloze test score 52.06%, *Moon Game* gets the lowest score 50.49%, and the last text entitled *The Story of Helen Keller* gains the cloze test score 52.58%.

After obtaining the average of the cloze test score of each text, the writer can determine which the level of them, and the result is as follow:

<table>
<thead>
<tr>
<th>Text</th>
<th>Cloze Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>92.10%</td>
<td>Independent Level</td>
</tr>
<tr>
<td>Text 2</td>
<td>89.90%</td>
<td>Independent Level</td>
</tr>
<tr>
<td>Text 3</td>
<td>73.46%</td>
<td>Independent Level</td>
</tr>
<tr>
<td>Text 4</td>
<td>78.08%</td>
<td>Independent Level</td>
</tr>
<tr>
<td>Text 5</td>
<td>81.20%</td>
<td>Independent Level</td>
</tr>
<tr>
<td>Text 6</td>
<td>52.06%</td>
<td>Instructional Level</td>
</tr>
<tr>
<td>Text 7</td>
<td>50.49%</td>
<td>Instructional Level</td>
</tr>
<tr>
<td>Text 8</td>
<td>52.58%</td>
<td>Instructional Level</td>
</tr>
</tbody>
</table>

From the table 4.3 above, the writer presents it in a form of a pie chart below:
B. The Analysis of the Data

After presenting the deleted words of the reading texts, the frequency of the students’ right answer, the percentage of the students’ right answer in the previous pages, now the writer would like to talk about the analysis of the data as follow:

a. The first text is descriptive text entitled Rina, gains the cloze test score 92.10%. The text is in Independent level. This text is short text; only 9 words are deleted and from the result of the interview, the writer finds that almost students who get better scores seem to be able to understand the text more easily. The problem of the students in doing this cloze test is just be confused in using proper name or its pronoun and their carelessness in writing singular or plural form.
b. The second descriptive text is entitled *I-thung the Bear*, gains the cloze test score 89.90% and includes in *Independent level*. Many students get better score too from this text. The text is short text too and the number of deleted words just 11 words to make blank space of the cloze test. From the interview, the students said that they knew almost all the words meaning that made them were able to understand and did the test easily. Whereas, the cause why some of them did not get the perfect score is because of a lack of understanding basic grammar and be confused about word choice.

c. The third text entitled *Dina Won the Match*, gains the cloze test score 73.46% and includes in *Independent level*. This text is short enough. The text might be related to their daily life so they are accustomed to doing things as in the text. They perhaps often encounter vocabularies in this text. According to them, the problems are in filling the cloze test of this text, in which confused about word choice, misspelling, and their carelessness.

d. The next text entitled *The First Camping* gets the cloze test score 78.08% and includes in *Independent level*. The text is long enough; 22 deleted words are in this text, but some students could still do the test well. The vocabularies are easy to be understood, but the confusion about word choice and their carelessness still become their barrier to get better score.

e. The fifth text entitled *George Washington and the Cherry Tree* 81.20% and includes in *Independent level*. This text is short enough and the vocabularies are familiar. Many students could do the test easily. The lack of understanding basic grammar is the main cause why they failed to get the best score.

f. The further narrative text is *The Lion and the Mouse*, gains the cloze test score 52.06%. The text is in *Instructional level*. The score is poor because the text is long enough. There are 42 deleted words so the students were confused to fill them. From the interview, they said that
there were unfamiliar vocabularies in the text so they were confused about word choice, and their meanings.

g. The next narrative text is *Moon Game* that gets the lowest score of the others texts that is 50.49% and includes in *Instructional level*. The text also have longer paragraph than texts 1 to 6 so it make the students confused to do the test. From the interview, Reading infrequently also as the cause why they get lower score. They said that they only would read the text if the teacher asked them to do that, even they never had the cloze test. A lack of understanding English, limited vocabularies, uninteresting reading are the cause of their failure in filling the cloze test.

h. The last text entitled *The Story of Helen Keller*, gains the cloze test score 52.58% and includes in *Instructional level*. The causes of getting the poor score are lack of understanding basic grammar, limited vocabularies, confusion and nervous when they did the cloze test.

C. The Interpretation of the Data

After doing the analysis of the data, the writer would like to interpret the data. The result shows that 5 reading texts get the average score above 53%. They are texts 1 to 5. Each score is 92.10%, 89.90%, 73.46%, 78.08%, and 81.20%. The texts include *Independent level* and the texts are predicted to be quite easy as the correct scores are above 60%. It can be interpreted that these reading texts are easy enough to be understood by the students since they can do the cloze test easily.

Furthermore, three reading texts; text 6, text 7, and the last text get the average score between 44% and 53%. Each score is 52.06%, 50.49%, and 52.58%. The texts include *Instructional level*. Because of the correct score between 35%-59%, these texts are predicted to be of appropriate difficulty. It can be interpreted that these reading texts are suitable to be used by the students and the teacher in the class. The students can understand the texts but still need the teacher’s guidance.
From the interview result, the writer finds some factors why some students get better score and some of them get lower score. The students that get better score say that they know some types of texts and meaning of the vocabularies. In addition, they like reading both Indonesian and English reading texts. Meanwhile, the other one who get lower score say that they are confused to choose the right word in filling the cloze test. They also have limited vocabularies, rarely read English reading texts, and poor practice in English.

From the interview to the English teacher, he says that he seldom gives them exercise in reading, never does the cloze test, and rarely uses the textbook. He usually makes the exercises of his own to teach in the class. He estimates that the students’ ability in English still low about 60% and the understanding in vocabularies about 50%.

Moreover, according to the linguist, some factors which influence the readability level of the reading texts are vocabularies, previous students’ knowledge and experiences. Another factor is from the teacher himself. The teacher has to pay attention and prepare his materials in teaching the class. He also has to choose the suitable textbook for his students so that it can help them in improving their skills in listening, speaking, reading, writing, and other skills. The suitable book includes in Instructional level, in which both the teacher and students can interact each other because they need the teacher’s guidance to learn the textbook.

From the explanation above, the writer can interpret that the reading texts in the Passport to the World 2 are in the Independent level and the texts are predicted to be quite easy and readable. The students are able to read them. They can understand the texts more easily. Therefore, this textbook is suitable to the students as reading material because the texts are readable, but not suitable for the students and teacher to be used in the class because of the students can read the texts independently.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

The problem of this study tries to observe is the readability level of reading texts. To get the data about this, the writer distributed the cloze tests of the eight reading texts. After analyzing and interpreting the data of the eight reading texts in the Passport to the World 2 textbook through cloze tests, the result shows that there are five texts have the cloze test score over 53%. They are the first text, Rina (92.10%); the second text, I-thung the Bear (89.90%); the third text, Dina Won the Match (73.46%); the forth text, The First Camping (78.08%); and the fifth text, George Washington and the Cherry Tree (81.20%) so the judgment score is in the Independent level. The texts are predicted to be quite easy; it means that the students are likely to be able to cope with the text alone. While three others texts have the cloze test score approximately 44%-53%. They are the sixth text, The Lion and the Mouse (52.06%); the seventh text, Moon Game (50.49%); and the eighth text, The Story of Helen Keller (52.58%) so the judgment score is in the Instructional level. The texts are predicted to be of appropriate difficulty; it means that the students may need some continuing assistance with the texts.

Based on the cloze test result, the writer gets the average score of 8 reading texts is 71.11% so it can be concluded that reading texts of Passport to the World 2 are in the Independent level because the reading texts are readable and understandable to the eighth grade students of SMPN 3 Tangerang Selatan, and the texts are predicted to be quite easy. Therefore, the writer takes a conclusion that this textbook is not appropriate to be used by the students at the eighth grade students of SMPN 3 Tangerang Selatan because they can read them by their own.
B. Suggestions

From the foregoing discussions, some suggestions are offered. The suggestions are intended to principals, to English teachers, to the publishers and authors, and to other researchers.

1. To principals

The principals have to be able to decide which the textbook is good to support in improving the potential of every learners and the quality of education.

2. To English teachers

Classroom reading activities will be interesting with various reading materials. The teachers have to select a suitable textbook to their students which are readable, understandable and interesting. Particularly, the textbook must be suitable to the level of students’ ability so they won’t be bored to read it.

3. To Publishers and authors

The publishers and the authors are expected to pay attention in producing the better textbooks which match with the level of the students’ ability as the good textbook can help both the teacher and the students to reach the goal of teaching and learning English.

4. To Other Researchers

There are still so many textbooks offered by other publishers. The other researchers can use them as the subject of the research. For those interested in studying about the readability, you can use the other techniques besides cloze test. The writer hopes that this research can give more information for further research.
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Kepada Yth.

Drs. Syauki, M. Pd

Ketua Jurusan Pendidikan Bahasa Inggris

Fakultas Ilmu Tarbiyah dan Keguruan

UIN Syarif Hidayatullah Jakarta

Di

Tempat

Assalamu'alaikum Wr. Wb.

Mengingat akan berakhirnya masa studi saya di tingkat Strata Satu (S1), maka saya yang bertanda tangan di bawah ini:

Nama : Deni Ernawati
NIM : 10801400062
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

bermaksud mengajukan perubahan judul skripsi sebagai salah satu syarat menyelesaikan program Strata Satu (S1) UIN Syarif Hidayatullah Jakarta.
Adapun judul yang telah saya ajukan sebelumnya adalah:

“AN ANALYSIS ON THE READABILITY LEVEL OF REAL TIME TEXTBOOK FOR JUNIOR HIGH SCHOOL”

(A Case Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan)

Dan setelah berdiskusi dengan dosen pembimbing, judul penggantinya menjadi:

“AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN PASSPORT TO THE WORLD 2 TEXTBOOK BY USING CLOZE TEST”

(A Case Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan)

Demikian surat pengajuan perubahan judul skripsi ini saya sampaikan. Atas segala pertimbangan dan perhatiannya saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Jakarta, 8 Januari 2013

Mengetahui,

Pemohon,

Dosen Pembimbing Skripsi

Mahasiswa Jurusan PBI

Drs. H. Bahrul Hasibuan, M.Ed.  Nida Husna, M.Pd. MA. TESOL  Deni Ernawati

NIP. 197207052003122002
BIOGRAPHY

Deni Ernawati, was born on July 8th, 1988 in Tegal. She is the third child from married couple Wahyudin and Siti Sumyati. She has four brothers.

She was graduated from Vocational High School 1 Slawi in 2008. Formerly, she began her study at Elementary School Jembayat 03 Tegal (1996-2002), and Madrasah Tsanawiyah Nurul Ulum Jembayat (2002-2005). Next she listed as a student of the Department of English education, Faculty of Tarbiyah and Teachers' training in State Islamic University Syarif Hidayatullah Jakarta in 2008. She finished her study and obtained her Bachelor Degree of Art (S1) in 2013.

During her study, she ever followed the university extracurricular named Korp Sukarela (KSR) PMI UIN Syarif Hidayatullah Jakarta in 2009. She filled out her leisure time for teaching as tutor Homeschooling Kak Seto in 2009 until now. She also joined in some private institution as Ants Learning Guidance Bintaro, Yayasan Darul ‘Ilmi Al Fikri Pondok Cabe, etc.

Her life principal is “inna ma’al ushri yusron”; always there is easiness in our life so don’t give up!!! Allah is always in our heart so always on!!!
### APPENDIX IV

#### Table of the Percentage of the Students' Right Answers

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
<th>Text 4</th>
<th>Text 5</th>
<th>Text 6</th>
<th>Text 7</th>
<th>Text 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>88.89%</td>
<td>100.00%</td>
<td>88.24%</td>
<td>81.82%</td>
<td>15.38%</td>
<td>38.10%</td>
<td>42.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>55.56%</td>
<td>81.82%</td>
<td>76.47%</td>
<td>90.91%</td>
<td>100.00%</td>
<td>61.90%</td>
<td>56.00%</td>
<td>70.00%</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>100.00%</td>
<td>100.00%</td>
<td>82.35%</td>
<td>100.00%</td>
<td>84.62%</td>
<td>66.67%</td>
<td>68.00%</td>
<td>58.00%</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>81.82%</td>
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Average: 92.10% 89.90% 73.46% 78.08% 81.20% 52.06% 50.49% 52.58%
APPENDIX V

The Percentage Calculation of the Deleted Words of 8 Texts

Text 1 Rina  = \( \frac{9}{86} \times 100 \% = 10.465\% \)

Text 2 I-thung the Bear  = \( \frac{11}{106} \times 100\% = 10.377\% \)

Text 3 Dina Won the Match  = \( \frac{17}{176} \times 100\% = 9.659\% \)

Text 4 The First Camping  = \( \frac{22}{204} \times 100\% = 10.784\% \)

Text 5 George Washington and the Cherry Tree  = \( \frac{13}{139} \times 100\% = 9.353\% \)

Text 6 The Lion and the Mouse  = \( \frac{42}{368} \times 100\% = 11.413\% \)

Text 7 Moon Game  = \( \frac{50}{435} \times 100\% = 11.494\% \)

Text 8 The Story of Helen Keller  = \( \frac{50}{414} \times 100\% = 12.077\% \)
The Percentage Calculation of the Cloze Tests

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Text 4 (The First Camping)

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<tr>
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<td>$P = \frac{22}{22} \times 100% = 100.00%$</td>
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<td>J</td>
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Student GG: \( P = \frac{7}{17} \times 100\% = 41.176\% \)
Student HH: \( P = \frac{13}{17} \times 100\% = 76.471\% \)
Student II: \( P = \frac{13}{17} \times 100\% = 76.471\% \)
Student JJ: \( P = \frac{14}{17} \times 100\% = 82.350\% \)
Student KK: \( P = \frac{15}{17} \times 100\% = 88.240\% \)
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Student PP: \( P = \frac{15}{17} \times 100\% = 88.240\% \)
Student QQ: \( P = \frac{2}{17} \times 100\% = 11.769\% \)
Student RR: \( P = \frac{14}{17} \times 100\% = 82.350\% \)
Student SS: \( P = \frac{15}{17} \times 100\% = 88.240\% \)

Student DD: \( P = \frac{7}{22} \times 100\% = 31.818\% \)
Student EE: \( P = \frac{22}{22} \times 100\% = 100.00\% \)
Student FF: \( P = \frac{19}{22} \times 100\% = 86.364\% \)
Student GG: \( P = \frac{10}{22} \times 100\% = 45.455\% \)
Student HH: \( P = \frac{15}{22} \times 100\% = 68.182\% \)
Student II: \( P = \frac{17}{22} \times 100\% = 77.273\% \)
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Student QQ: \( P = \frac{7}{22} \times 100\% = 31.818\% \)
Student RR: \( P = \frac{19}{22} \times 100\% = 86.364\% \)
Student SS: \( P = \frac{20}{22} \times 100\% = 90.909\% \)

**Text 5 (George Washington and the Cherry Tree)**

**Text 6 (The Lion and the Mouse)**
Student T: \( P = \frac{9}{13} \times 100\% = 69.231\% \)  
Student U: \( P = \frac{9}{13} \times 100\% = 69.231\% \)  
Student V: \( P = \frac{11}{13} \times 100\% = 84.615\% \)  
Student W: \( P = \frac{11}{13} \times 100\% = 84.615\% \)  
Student X: \( P = \frac{5}{13} \times 100\% = 38.462\% \)  
Student Y: \( P = \frac{13}{13} \times 100\% = 100.00\% \)  
Student Z: \( P = \frac{10}{13} \times 100\% = 76.923\% \)  
Student AA: \( P = \frac{13}{13} \times 100\% = 100.00\% \)  
Student BB: \( P = \frac{13}{13} \times 100\% = 100.00\% \)  
Student CC: \( P = \frac{11}{13} \times 100\% = 84.615\% \)  
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Student EE: \( P = \frac{13}{13} \times 100\% = 100.00\% \)  
Student FF: \( P = \frac{13}{13} \times 100\% = 100.00\% \)  
Student GG: \( P = \frac{9}{13} \times 100\% = 69.231\% \)  
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Student OO: \( P = \frac{11}{13} \times 100\% = 84.615\% \)  
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Student SS: \( P = \frac{11}{13} \times 100\% = 84.615\% \)

Text 7 (Moon Game)

- Student A: \( P = \frac{21}{50} \times 100\% = 42\% \)  
- Student B: \( P = \frac{28}{50} \times 100\% = 56\% \)  
- Student C: \( P = \frac{34}{50} \times 100\% = 68\% \)  
- Student D: \( P = \frac{31}{50} \times 100\% = 62\% \)  
- Student E: \( P = \frac{29}{50} \times 100\% = 58\% \)  
- Student F: \( P = \frac{30}{50} \times 100\% = 60\% \)  
- Student G: \( P = \frac{39}{50} \times 100\% = 78\% \)  
- Student H: \( P = \frac{27}{50} \times 100\% = 54\% \)  
- Student I: \( P = \frac{35}{50} \times 100\% = 70\% \)  
- Student J: \( P = \frac{32}{50} \times 100\% = 64\% \)  
- Student K: \( P = \frac{24}{50} \times 100\% = 48\% \)

Text 8 (The Story of Helen Keller)

- Student A: \( P = \frac{30}{50} \times 100\% = 60\% \)  
- Student B: \( P = \frac{35}{50} \times 100\% = 70\% \)  
- Student C: \( P = \frac{29}{50} \times 100\% = 58\% \)  
- Student D: \( P = \frac{32}{50} \times 100\% = 64\% \)  
- Student E: \( P = \frac{34}{50} \times 100\% = 68\% \)  
- Student F: \( P = \frac{35}{50} \times 100\% = 70\% \)  
- Student G: \( P = \frac{39}{50} \times 100\% = 78\% \)  
- Student H: \( P = \frac{31}{50} \times 100\% = 62\% \)  
- Student I: \( P = \frac{34}{50} \times 100\% = 68\% \)  
- Student J: \( P = \frac{37}{50} \times 100\% = 64\% \)  
- Student K: \( P = \frac{32}{50} \times 100\% = 64\% \)
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APPENDIX VI

INTERVIEW TRANSCRIPT OF THE LINGUIST

Informant: Ismalianing Eviyuliwati, M. Hum

1. Apakah benar kalau cloze test termasuk salah satu teknik untuk mengetahui tingkat keterbacaan suatu teks bacaan?
Jawab: iya benar, kan ada teorinya bahwa salah satu teknik untuk menguji tingkat keterbacaan sebuah teks yaitu menggunakan cloze test selain comprehension test dan readability formula.

2. Menurut Ibu kira-kira apa faktor yang menentukan tingkat keterbacaan dari sebuah teks?
Jawab: cloze test digunakan sebagai alat penilaian tingkat keterbacaan suatu teks bacaan yang dipengaruhi oleh faktor penguasaan siswa terhadap kosakata, pengetahuan siwa sebelumnya dan pengalaman masing-masing siswa dalam mengenal jenis teks.

3. Apakah ada faktor lain selain faktor dari siswa itu sendiri?
Jawab: faktor lainnya di antaranya dari pihak guru. Seorang guru harus memperhatikan buku pelajaran yang digunakan dan mendorong siswa dalam mengembangkan kemampuan bahasa Inggrisnya yang mencakup 4 skill: listening, speaking, reading, dan writing.

4. Dalam cloze test terdapat tiga tingakatan (Independent level, Instructional level, dan Frustrational level), bagaimana kita bisa menentukannya?
Jawab: Independent level itu kalau kita menemukan bahwa siswa mampu mengerjakan cloze test dari sebuah teks bacaan yang diujikan, yaitu memperoleh skor cloze test di atas 53% atau 60% tergantung menurut pendapatnya ahli yang dijadikan sebagai pedoman penilaian.
Kalau Instructional level, siswa dinilai masih bisa mengerjakan cloze test tersebut tetapi terkadang masih bertanya jadi perlu bimbingan dari gurunya. Siswa masih bisa memahami teks bacaan dan mungkin teks tersebut juga terbaca.
Yang terakhir adalah *Frustrational level* di mana diasumsikan bahwa siswa kurang mampu memahami teks bacaan yang diujikan melalui cloze test. Penyebabnya bisa jadi siswa kurang mengerti arti kosakatanya, atau belum pernah mengerjakan cloze test sebelumnya, atau pengetahuan grammar yang kurang.

5. Seperti apakah kriteria buku bacaan/buku modul yang baik untuk digunakan oleh guru maupun siswa di kelas?

*Jawab:* pemilihan buku modul sebagai sumber belajar menjadi tanggung jawab seorang guru dan pihak sekolah, yaitu yang isinya sesuai dengan tingkat kemampuan siswa, harganya terjangkau oleh siswa, bahasanya mudah dipahami, dapat dibaca dan terbaca, menarik dan sesuai dengan kurikulum yang dipakai sekolah.

6. Bagaimana seharusnya sikap siswa untuk bisa memahami teks bacaan di buku modul yang dipakai?

*Jawab:* untuk bisa memahami teks bacaan yang ada di buku modul yang mereka gunakan, usahakan siswa untuk terbiasa membaca teks-teks bacaan dan mengerjakan latihan-latihan, baik atas perintah guru atau pun tanpa perintah guru supaya siswa terbiasa membaca dan berlatih sehingga diharapkan mampu menambah kosakata dan materi lainnya.

7. Jadi, buku yang seperti apakah yang cocok/sesuai untuk dipakai oleh keduanya, baik siswa maupun guru di dalam kelas?

*Jawab:* jadi buku yang sesuai untuk dipakai oleh keduanya, baik siswa maupun guru itu buku yang isinya sesuai dengan kurikulum yang dipakai sekolah tersebut, menarik, kosakatanya mudah dipahami, sesuai juga dengan tingkat kemampuan siswa, kalau dalam tingkat keterbacaan teks itu termasuk kategori *Instructional level*, artinya siswa mampu memahami buku tersebut tetapi masih perlu ada bimbingan dari seorang guru, sehingga terjadilah interaksi yang baik antara keduanya dalam proses pembelajaran, dan diharapkan tujuan pembelajaran pun dapat tercapai.
INTERVIEW TRANSCRIPT OF THE ENGLISH TEACHER

Narasumber: Agit Pratroris N., S.Pd

1. Apakah ada buku paket lain yang dipakai di kelas selain buku Passport to the World 2?

2. Bagaimana penguasaan anak-anak terhadap kosa kata yang ada di buku Passport to the World 2?
   Jawab: Penguasaan anak-anak terhadap arti kosa kata masih sedikit sekitar 50%. Anak-anak banyak mengetahui arti kosa kata dari internet, misalkan dari games.

3. Apakah ada target khusus bagi anak-anak untuk menghafal kosa kata?
   Jawab: Tidak ada program demikian karena nanti anak juga akan tahu dengan sendirinya. Anak-anak biasanya akan bertanya langsung dengan saya kalau ada kosa kata yang belum tahu artinya dan itu kata-kata yang memang baru dibaca oleh mereka.

4. Dari empat kecakapan (Listening, Reading, Speaking, dan Writing), mana yang paling banyak diajarkan?

5. Pernahkah Bapak memberikan latihan anak-anak mengerjakan Cloze test yang ada di buku paket atau pun LKS?
   Jawab: Belum pernah

6. Jenis-jenis teks apa saja yang sudah dipelajari di kelas?

7. Apakah anak-anak paham dan bisa membedakan antara teks descriptive, narrative, dan recount?
   Jawab: Anak-anak paham dan bisa membedakan pengertian teks-teks tersebut.

8. Apakah Bapak pernah memberikan tugas reading kepada anak-anak dan meminta mereka mencari sendiri arti kosa kata yang tidak dimengerti?
   Jawab: Pernah tapi dalam bentuk menyusun paragraf dari kalimat-kalimat yang diacak susunannya kemudian saya meminta mereka mengurutkannya.

9. Bagaimana tanggapan anak-anak setelah mengerjakan cloze test dari saya?
   Jawab: Mereka langsung pada bilang susah, terutama di teks-teks yang bagian terakhir tapi kalau teks-teks yang di awal-awal atau yang di hari pertama itu masih lumayan mudah. Waktunya juga kurang di hari kedua karena mungkin hari Jum’at jadi alokasi waktunya lebih sedikit yaitu hanya 80 menit.

10. Menurut penilaian bapak setelah mengajar anak-anak bahasa Inggris, bagaimana kemampuan anak-anak selama ini?
    Jawab: Ada sebagian anak yang kemampuan pemahamannya sudah baik dan sebagian lagi ada yang masih kurang. Ada yang masih tidak mengerti sama sekali, bahkan ada yang masa bodoh. Kalau dipresentasikan kemampuan bahasa Inggris mereka sekitar 60%.
INTERVIEW TRANSCRIPT OF THE STUDENTS

Students 1

1. Apakah kamu suka membaca?
   Jawab: Iya suka

2. Buku apa yang suka kamu baca? Apa temanya?

3. Apakah kamu biasanya membaca reading di buku Passport to the World 2 di kelas atau pun di rumah?
   Jawab: Jarang karena tidak menarik apalagi saya tidak tahu artinya.

4. Sebutkan jenis-jenis teks yang kamu ketahui?
   Jawab: narrative, descriptive.

5. Apakah kamu tahu jenis teks apa saja yang ada di Cloze Test yang telah Anda kerjakan?
   Jawab: narrative sama descriptive.

6. Dari tiga jenis teks yang diteskan, yang mana jenis teks yang menurut kamu paling mudah dipahami?
   Jawab: Narrative, karena bahasanya agak gampang dan menarik karena tentang cerita-cerita.

7. Bagaimana kosa kata yang ada di cloze test tersebut?
   Jawab: lumayan sedikit yang saya tahu.

8. Kira-kira pada saat kamu mengerjakan cloze test merasa yakin atau kurang yakin dengan jawaban kamu?
   Jawab: kurang yakin juga sih, karena banyak arti kata-kata yang saya gak tahu. Terus saya juga bingung karena kebanyakan tanya soalnya.

9. Menurut kamu, kesulitan dalam hal apa yang membuat kamu yakin atau kurang yakin dalam mengerjakan cloze test tersebut?
   Jawab: gak pernah latihan kaya gitu, terus susah artinya juga. Waktunya juga kurang.

10. Dari delapan teks (sambil menunjukan reading texts cloze test), bagaimana penilaian kamu terhadap teks-teks berikut ini? Apa alasannya?

Students 2

1. Apakah kamu suka membaca?
   Jawab: suka
2. Buku apa yang suka kamu baca? Apa temanya?
3. Apakah kamu biasanya membaca reading di buku Passport to the World 2 di kelas atau pun di rumah?
   Jawab: kalau disuruh aja sih tapi kalau sengaja baca kaya gitu mah tidak karena kan banyak pelajaran lain yang kudu dibaca juga.
4. Sebutkan jenis-jenis teks yang kamu ketahui?
   Jawab: narrative, recount, descriptive.
5. Apakah kamu tahu jenis-jenis teks apa saja yang ada di Cloze Test yang telah Anda kerjakan?
   Jawab: kayanya sih itu juga, recount, narrative sama descriptive.
6. Dari tiga jenis teks yang diteskan, yang mana jenis teks yang menurut kamu paling mudah dipahami?
7. Bagaimana kosa kata yang ada di cloze test tersebut?
   Jawab: ada yang tahu dan ada yang tidak tahu artinya.
8. Kira-kira pada saat kamu mengerjakan cloze test merasa yakin atau kurang yakin dengan jawaban kamu?
Jawab: fifty-fifty dech. Saya yakin pas yang di soal-soal pertama tapi kalau yang sudah soal yang panjang-panjang, aku gak tahu dech tuch, jadi ngasal aja ngisinya.

9. Menurut kamu, kesulitan dalam hal apa yang membuat kamu yakin atau kurang yakin dalam mengerjakan cloze test tersebut?
Jawab: soalnya banyak terus arti kata katanya tidak hafal.

10. Dari delapan teks (sambil menunjukan reading texts cloze test), bagaimana penilaian kamu terhadap teks-teks berikut ini? Apa alasannya?

Students 3

1. Apakah kamu suka membaca?
   Jawab: suka tapi tergantung bukunya apa dulu.

2. Buku apa yang suka kamu baca? Apa temanya?
   Jawab: buku bacaan yang cerita-cerita githu kaya novel.

3. Apakah kamu biasanya membaca reading di buku Passport to the World 2 di kelas atau pun di rumah?
   Jawab: kalau ada tugas saya baca tapi kadang-kadang saya baca sendiri juga, terutama yang reading karena saya suka baca. Terus saya juga suka mencari arti kata-kata yang tidak saya ketahui di kamus.

4. Sebutkan jenis-jenis teks yang kamu ketahui?
5. Apakah kamu tahu jenis teks apa saja yang ada di Cloze Test yang telah Anda kerjakan?
   Jawab: ya teks yang itu kayanya, narrative, recount, report, dan descriptive.

6. Dari tiga jenis teks yang diteskan, yang mana jenis teks yang menurut kamu paling mudah dipahami?
   Jawab: menurut saya recount karena bercerita tentang pengalaman pribadi jadi agak mudah untuk memahamimnya.

7. Bagaimana kosa kata yang ada di cloze test tersebut?
   Jawab: ya lumayan tahu.

8. Kira-kira pada saat kamu mengerjakan cloze test merasa yakin atau kurang yakin dengan jawaban kamu?
   Jawab: yakin gag yakin, diyakinin aja deh. Semoga sih hasilnya bagus.

9. Menurut kamu, kesulitan dalam hal apa yang membuat kamu yakin atau kurang yakin dalam mengerjakan cloze test tersebut?
   Jawab: arti kosa katanya, saya tidak tahu banyak. Saya juga agak gugup pas mengerjakan.

10. Dari delapan teks (sambil menunjukan reading texts cloze test), bagaimana penilaian kamu terhadap teks-teks berikut ini? Apa alasannya?