THE READABILITY LEVEL OF READING TEXTS IN BAHASA INGGRIS TEXTBOOK
(A Descriptive Study of an English Textbook for the Tenth Grade Students of Senior High School)

A Skripsi
Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of “S.Pd.” (Strata 1) in the Department of English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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JAKARTA
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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 05 Februari 2019
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ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled THE READABILITY LEVEL OF READING TEXTS IN BAHASA INGGRIS TEXTBOOK (A Descriptive Study of an English Textbook for the Tenth Grade Students of Senior High School) written by Elsa Nur Alipah, student’s registration number 11140140000065 was examined by the committee on 15th February 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (Strata 1) in the Department of English Education.

Jakarta, 15th February 2019

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ABSTRACT


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This study was aimed to find the readability level of reading texts in Bahasa Inggris textbook published by the Ministry of Education and Culture for the tenth grade of Senior High School of 2017 revised edition. This study employed qualitative method with a descriptive study as the research design. Flesch’s Reading Ease (FRE) formula and Cloze test were used as the instruments of this study to measure the readability level of reading texts in Bahasa Inggris textbook of 2017 revised edition textbook. The result of Flesch’s Reading Ease formula calculation was one text is in the Easy level; four reading texts are in the Fairly Easy level; five texts are in Fairly Difficult level; and four reading texts are in the Difficult level. It means from fourteen reading texts in Bahasa Inggris textbook of 2017 revised edition only five reading texts were appropriate for the tenth grade students of Senior High School. They were which in Fairly Difficult level with score ranged from fifty to sixty. Furthermore, those five appropriate texts based on the Flesch’s Reading Ease formula calculation were made the cloze test and given to the tenth grade students of SMA PGRI 3 Jakarta. The results got from the 50% sample of the population taken randomly showed that those five reading texts were in the Instructional Level or in the cloze test ideal level of comprehension. The results obtained from the two instruments used in this study confirm that the five texts were indeed appropriate for the tenth grade students of Senior High School, especially SMA PGRI 3 Jakarta.

Keywords: Readability Level, Reading Texts, Bahasa Inggris Textbook of 2017 Revised Edition
ABSTRAK


**Dosen Pembimbing I**: Drs. Syauki M.Pd

**Dosen Pembimbing II**: Neneng Sunengsih M.Pd

Penelitian ini bertujuan untuk mengetahui tingkat keterbacaan dari teks-teks bacaan yang ada di dalam buku Bahasa Inggris edisi revisi tahun 2017 yang dicetak oleh Kementrian Pendidikan dan Kebudayaan. Metode yang digunakan merupakan metode kualitatif dan analisis deskripsi digunakan sebagai desain penelitian ini. Hasil perhitungan menggunakan rumus Flesch’s Reading Ease adalah satu teks berada pada tingkat Easy (mudah); empat teks berada pada tingkat Fairly Easy (cukup mudah); lima teks berada pada tingkat Fairly Difficult (cukup sulit); dan empat teks berada pada tingkat Difficult (sulit). Dapat disimpulkan bahwa dari empat belas teks bacaan yang ada di buku Bahasa Inggris edisi revisi tahun 2017 hanya ada lima teks bacaan yang memiliki tingkat keterbacaan yang sesuai dengan kelas sepuluh SMA. Teks-teks bacaan tersebut berada pada tingkat Fairly Difficult (cukup sulit) dengan kisaran nilai lima puluh sampai enam puluh. Selanjutnya, dari kelima teks tersebut dibuat Cloze Test untuk diberikan kepada seluruh kelas sepuluh SMA PGRI 3 Jakarta. Hasil perhitungan dari sampel penelitian sebanyak 50% (43 siswa) yang diambil secara acak menunjukkan bahwa kelima teks tersebut berada pada tingkat Instructional Level yang merupakan tingkat pemahaman ideal pemahaman Cloze Test. Dari hasil yang diperoleh menggunakan dua instrument ini menegaskan bahwa di dalam buku Bahasa Inggris edisi revisi tahun 2017 yang dicetak oleh Kementrian Pendidikan dan Kebudayaan ada lima teks bacaan yang memiliki tingkat keterbacaan yang sesuai bagi siswa kelas sepuluh Sekolah Menengah Atas, khususnya siswa SMA PGRI 3 Jakarta.

Kata kunci: Tingkat Keterbacaan, Teks-teks Bacaan, Buku Bahasa Inggris Edisi Revisi tahun 2017
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In the name of Allah the Beneficent, the Merciful.

All praises be to Allah, the Lord of the world, who has given the Mercy and Blessing so that the writer can complete the study to become this skripsi. Peace and salutation always be upon the Prophet Muhammad Shallallahu ‘alaihi wasallam, his families, his companions, and his faithful followers.

Alhamdulillah, all obstacles the writer met from the beginning to the end of this skripsi completion process can be solved until it can be presented to the Department of English Education, Faculty of Tarbiyah and Teaching Sciences, Syarif Hidayatullah State Islamic University in partial fulfillment of the requirements for the degree of S.Pd (strata 1) in English Education. This could not happen without the help and support of many people who on this occasion the writer would like to thank.

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Finally, the writer realizes this research is far from being perfect. Therefore, she welcomes the corrections and suggestions given by the readers to make this skripsi better.

Jakarta, 15th February 2019

Elsa Nur Alipah
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is a very important subject that must be taught to students at every level of education in Indonesia, from elementary school to college. Moreover, English is one of the subjects tested in the National Examination which indicates how important English is in Indonesian education. Therefore, it can be concluded mastering English is a must for students in Indonesia.

In learning a language, particularly English, reading is one important skill that must be mastered by students besides the other 3 skills (listening, speaking, and writing). Reading skill is important since it is the most skill used in the process of teaching and learning in the classroom. As stated in the Ministry of Education and Culture of Indonesia Republic Regulation, Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum on Elementary and High School Education, reading has a large portion in learning English subject. It is stated in appendices 37 (for Junior High School) and 47 (Senior High School) concerning Core and Basic Competencies of General English for High School Level that each point of Knowledge and Skill Basic Competencies formulates “text” as the basis of learning English. It confirms that reading has a big role in the learning process of English subject that presented in the form of reading texts.

Because of the big role, providing suitable reading texts for students is very important. Suitable means the texts’ level matches the students’ level of reading. This aims to facilitate students in understanding the contents of the reading texts. According to Gilliland as cited in Asem, “matching the reader and the text has come to be called ‘readability’.”1 It can be said that readability is the level at which a text can be understood by the reader at a certain level. It means

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giving reading texts that the readability level is appropriate with the students' level will make it easier for students to understand the contents of the reading text. So, it is important to notice the readability of reading texts given to students since it affects the way students understand the reading texts.

If students are given a reading text that is too easy or is below their level, it will not make their reading ability progressed. On the contrary, giving a reading text that is too difficult or is above students’ level will frustrate them in understanding the reading text. The things mentioned above can cause a lack of students’ reading skill.

However, as it is known that English learning is based on reading texts, so the lack of students' ability to read can cause serious problems for most students. The lack of preparation students have in reading will cause them to become poor readers in the next level of education. Students who have lack preparation in reading in the elementary school are possible to become poor readers in the junior high school, and then students who lack preparation for reading in junior high school are possible to become poor readers in the Senior High School, and so on. This is a result of not matching the reading text given to students with their reading level.

By means of the empirical finding above, it can be seen that the way students understand a text depends on its readability. Readability is important thing to be considered in selecting reading texts as the subject material that will be used in teaching and learning activities. This is also stated in Petunjuk Teknis Pedoman Buku yang digunakan oleh Satuan Pendidikan dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku yang Digunakan oleh Satuan Pendidikan, “Materi pengetahuan yang diinformasikan melalui Buku Teks Pelajaran dan Buku Non Teks Pelajaran sangat penting. Oleh karena itu penyajian materi harus ditata dengan menarik, mudah dipahami, memiliki tingkat keterbacaan yang tinggi, dan memenuhi

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This is why the writer wants to conduct a study about readability of reading texts in English subject.

Practically, English subject materials are presented in a textbook. As a means of learning in schools, indeed the material presented in the textbook is adapted to the applicable curriculum. Schools have two choices of textbooks that can be used in teaching and learning activities, namely textbooks published by the Ministry of Education and Culture and textbooks published by private companies. The textbooks published by the Ministry of Education and Culture can be used by teachers for free since the textbooks are deliberately distributed by the government to schools in Indonesia from elementary to high school level. Moreover, the Ministry of Education and Culture has provided them in the form of Electronic School Books (BSE) which can be downloaded on the Ministry of Education and Culture website (http://bse.kemdikbud.go.id/) for free in order to make the students easier in accessing the textbooks outside the class hours. And the second choice, textbooks published by private companies can be obtained by teachers by buying them at bookstores.

Based on the writer and her friends’ experiences when doing their teaching practice, the textbook used by the English teacher to teach English is the textbook published by the Ministry of Education and Culture. The content and learning experience presented in this book also refers to a text-based language learning approach as the implementation of the 2013 Curriculum. Because of its role as the teacher’s reference book that is used for teaching English in the classroom and also its compatibility with the applicable curriculum make the writer interested to analyze whether the reading texts existed in the English textbook for the tenth grade of Senior High School published by the Ministry of Education and Culture have the appropriate readability for the students’ reading level.

Furthermore, based on what the writer found, there has been no study about readability level of English textbooks published by the Ministry of Education and Culture for the tenth grade of Senior High School. For this reason,

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the writer is more interested to analyze the readability level of the English textbook is published by the Ministry of Education and Culture for the tenth grade of Senior High School. In more specific, the writer use two instruments to analyze the readability level of the English textbook is published by the Ministry of Education and Culture for the tenth grade of Senior High School, they are Flesch’s Reading Ease formula and Cloze Test procedure.

Finally, the writer determines to analyze the 2017 revised edition of English textbook for the tenth-grade students of Senior High School published by the Ministry of Education and Culture entitled Bahasa Inggris, so that the study titled The Readability Level of Reading Texts in Bahasa Inggris Textbook (A Descriptive Study of an English Textbook for the Tenth Grade Students of Senior High School).

B. Limitation of the Problem

Based on the background above, the writer limits the study on analyzing the readability level of reading texts in the latest edition (2017 revised edition) of an English textbook published by the Ministry of Education and Culture for the tenth grade students of Senior High School entitled Bahasa Inggris.

C. Formulation of the Problem

Based on the limitation of the problem, the study problem is formulated into: “How is the readability level of reading texts in Bahasa Inggris textbook of 2017 revised edition published by the Ministry of Education and Culture for the tenth grade students of Senior High School?”

D. Objectives of the Study

According with the formulation of the problem, this study is conducted to find out the readability level of reading texts in Bahasa Inggris textbook of 2017 revised edition for the tenth grade students of Senior High School published by the Ministry of Education and Culture.
E. Significance of the Study

The result of this study is expected to provide useful information that is addressed to:

1. English teachers, as it will convince them to choose the appropriate materials, particularly reading texts that match their students’ reading level;

2. The related publisher (the Ministry of Education and Culture), as it will serve as a database and suggestions to further improve the material quality presented in the published textbooks;

3. The other researcher(s), as it is hoped to give useful information and guideline to conduct a further study.
CHAPTER II
LITERATURE REVIEW

A. Reading Text

1. Definition of Reading

Reading is one of the four language skill that is needed to be mastered in learning English. Reading is a way for the readers to communicate with the writer of the texts they read. According to Cetin and Sidekli, reading is “a process in which seeing, understanding, and comprehending the words, sentences, punctuation, and other elements in a written text are needed”.

In addition, Guines in Cetin and Sidekli defines reading as “a complex process that consists of different operations in brain such as seeing, understanding, vocalization, comprehension, and constructing”.

In line with the definition above, Kusdemir and Bulut also defines reading as “a process which starts with seeing, continues with the reception of information on the basis of attention and perception and results in comprehension in the brain”. From the definitions above, it can be concluded that reading is a process of understanding and comprehending the contents of the written text that the readers do in order to get information.

2. Definition of Text

Text is any form of written material, such as a written form of a speech, a play, an article, etc. A text is any object that can be “read,” whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or

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2 Ibid.


styles of clothing. Furthermore, Anderson & Anderson in Erliana define text as “something constructed when a person speaks or writes to communicate a message.” From the definitions above, it can be concluded that text is a readable written form that constructed to convey a message.

According to Hughes, whether or not students can deal with text is influenced by a number of points include text types, text forms, graphic forms, topics, style, intended readership, length, readability, range of vocabulary, and range of grammar that explained below:

a. Text types include text books, handouts, articles (in newspapers, journals or magazines), poems/verse, encyclopedia entries, dictionary entries, leaflets, letters, forms, diary, maps or plans, advertisements, postcards, timetables, novels (extracts) and short stories, reviews, manuals, computer Help systems, notices, and signs.

b. Text forms include description, exposition, argumentation, instruction, and narration.

c. Graphic features include tables, charts, diagrams, cartoons, illustrations.

d. Text topics can be made in general or by considering their familiarity with students’ background.

e. Style may be specified in terms of formality.

f. Intended readership can be made either general or specific. For example, the texts is generally made for EFL High School Students or specifically made for 10th grade EFL students.

g. The Length of the text can be seen from the total words in the text and usually different depending on the readers’ level and the text making purpose.

h. Readability is used to know the text difficulty. It shows how easy or difficult the text to be read and understood by its readers.

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i. Range of vocabulary is the words that can be searched in glossary or dictionary word lists.

j. Range of grammar can be a list of sentence structures that can be found in textbooks or grammar books of a language.

3. **Definition of Reading Text**

   Based on the definitions mentioned above, reading is a process of understanding and comprehending the contents of the written text that the readers do in order to get information and text is a readable written form that is constructed to convey a message. Reading is a process in order to get information while the information is implied in a written text. Therefore, reading text is where the interaction between reader and writer happens. Reading text is a readable written form consists of information that reader needs to obtain by the process of understanding and comprehending.

4. **Factors in Selecting Reading Text**

   According to Day in Arias, “One of the more complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages.” Hinkel added “the selection of texts or units for teaching and learning is determined by whether they bring students closer to achieving their learning goals and objectives.” However, it is not an easy matter for teachers to find the appropriate reading texts that suit their students’ needs or reading level due to several factors need to be taken into account in selecting a good reading text.

   In addition, Nuttal in Berardo gives three main factors in selecting reading text to be used in the classroom; they are *suitability of content, exploitability, and readability.* Suitability of content means that there is a match between the content of reading texts and students, namely reading texts should be interested

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and relevant to students’ needs. Besides having to be interesting, reading texts must have the exploitability. The used text is said to be useful if the text can be exploited so that it can develop students’ competencies as readers. Readability is a term that shows how easy or difficult a text is to be read and understood by its readers. Readability will be obtained if the text difficulty matches the reader's reading level.

From the explanation above, it can be seen that readability is an important aspect in selecting reading texts to be used in the classroom. Giving students the reading texts that appropriate for their level eases them to understand what they read. Therefore, readability becomes the aspect that will be analyzed in the study.

B. Textbook

1. Definition of Textbook

Textbook is “a book that teaches a particular subject and that is used especially in schools and colleges.”11 Then, Lalău pointed that “the textbook presents information about a particular domain, in a selective and attractive manner, respecting the objectives and the contents scheduled in the syllabus, these been adapted to the age and to the intellectual level of students.”12 From the definitions above, it can be concluded that textbook is a means of learning contains certain subject materials that has been adapted to the applicable curriculum so that it is appropriate to the students’ level. As the standard of the applicable curriculum, textbook makes teachers easier to teach the subject matter and enables students to achieve the learning goals effectively.

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2. Advantages and Disadvantages of Textbook

As the means of learning in the classroom, using textbook has some advantages and disadvantages. The following are some advantages as mentioned by Richards:13

a. They provide structure and a syllabus for a program. The textbook contains a syllabus that has been planned and developed as a reference in teaching.

b. They help standardize instruction. By making use of textbooks, students from different classes are confirmed to get the same lessons, so that they can be tested in the same way.

c. They maintain quality. Syllabus-adapted textbooks will give students the opportunity to obtain tested material based on sound learning principles, and that are paced appropriately.

d. They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

e. They are efficient. They simplify the teachers to save time in preparing teaching materials.

f. They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

g. They can train teachers. For teachers who do not have much teaching experiences, textbooks can be a teacher's training to teach based on the activities available in the textbook.

h. They are visually appealing. Textbooks are designed to interest students and teachers.

From the explanation above, it can be seen the use of textbook provide positive benefits for teachers and students. Beside efficient, the use of textbooks greatly facilitates teachers in teaching the curriculum-adjusted materials.

Moreover, there are more benefits will be obtained from using textbooks provided by the Ministry of Education and Culture. In addition to being distributed to Elementary to High schools, the Ministry of Education and Culture also provides textbooks in eBooks which can be downloaded on http://bse.kemdikbud.go.id/ as the official website of the Indonesian Republic Ministry of Education and Culture for free.

Furthermore, Harmer also explained the benefits of using textbooks that impact on teachers and students, namely:

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 grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class.\footnote{Jeremy Harmer, \textit{The Practice of English Language Teaching}, (New York: Longman Publishing, 1991), p. 257.}

In addition to the positive side, using textbooks as a source of teaching material must also have disadvantages. In fact, if teachers rely too much on textbook, they are no longer creative in making classroom activities since the materials are already available in the textbook. Then over time they eventually become textbook-bound oriented. As Harmer said “… a teacher relying too much heavily on the textbook will often not be encouraged to provide enough roughly-tuned input or output practice.”\footnote{Ibid.} Harmer also added that textbooks also “… tend to follow the same format from one unit to the next that generally involves a rigid sequence.”\footnote{Ibid.} Activities like the following will cause teachers are bored since they teach the same materials in the same way in a certain period of time, and will cause students to feel learning English is a thing that they already know the pattern and become less and less motivating.
Afterward, Richards also mentioned some disadvantages from using textbook as follow:¹⁷

a. They may contain inauthentic language. Textbooks sometimes present inauthentic texts in order to include teaching points that often do not represent real language usage in real life.

b. They may distort content. In order to be accepted in various circumstances, textbook materials often avoid presenting controversial topics and fail to represent real issues.

c. They may not reflect students’ needs. There is a possibility that material provided in textbooks does not reflect students' interests and needs.

d. They can deskill teachers. If a teacher is too textbook-bound oriented, the teacher's function will change to be no longer as a learning material provider but only become someone who presents material that has been prepared by others.

e. They are expensive. This is intended for commercial textbooks which are relatively expensive so that it is burdensome for students to buy textbooks while they need them.

From the shortcomings of textbook mentioned above, it can be seen that teachers need to be creative and not only relied on textbooks. It is important for teachers to ensure their students get material that is appropriate to their level, especially reading as an important activity in textbooks.

3. Selection of Textbook

According to Cunningsworth as cited in Richards, the criteria in selecting textbooks as follow:

a. They should correspond to learners’ needs. They should match the aims and objectives of the language learning program.

b. They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

c. They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid “method.”

d. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.¹⁸

C. ‘Bahasa Inggris’ Textbook of 2017 Revised Edition Published by the Ministry of Education and Culture

This study uses an English subject textbook published by the Ministry of Education and Culture for the tenth grade of Senior High School as the object of research. This book has been printed three times. The first edition is printed in 2014 with two volumes (volumes 1a and 1b), the second edition is printed in 2016 (revised edition), and the third edition is printed in 2017 (revised edition). Then, this study uses the latest version of the textbook, the revised edition textbook in 2017.

This book is a book prepared by the government in the context of the implementation of the 2013 curriculum which aims to build students’ attitudes, knowledge and communication skills through learning experiences in the form of various active communication activities, both through receptive and productive English-language activities and involve the four listening skills, reading, speaking and writing skills. The presentation of content and learning experiences in this book refers to a text-based language learning approach, both oral and written, using English as a means of communication. The content and learning experience in each chapter in this book are generally arranged by stages that are in accordance with the basic principles of learning a foreign language, namely the stage of presentation or modeling, the stage of practice, and the stage of production.

¹⁸ Ibid., p. 258.
This book is prepared for two semesters (even and odd semesters) which consist of 15 chapters. From the whole chapters, the total reading texts are 14 texts as could be seen in the table below:

Table 2.1
Reading Texts List

<table>
<thead>
<tr>
<th>No.</th>
<th>Chapter</th>
<th>Text</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>Transactional Interaction Text (Personal Letter)</td>
<td>An email from Hannah</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>Transactional Interaction Text (Personal Letter)</td>
<td>A letter from Saidah</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td>Interpersonal Interaction Text</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>Descriptive Text</td>
<td>Tanjung Puting National Park</td>
<td>53-54</td>
</tr>
<tr>
<td>5.</td>
<td>4</td>
<td>Descriptive Text</td>
<td>Taj mahal</td>
<td>58-59</td>
</tr>
<tr>
<td>6.</td>
<td>5</td>
<td>Descriptive Text</td>
<td>Visiting Niagara Falls</td>
<td>72-73</td>
</tr>
<tr>
<td>7.</td>
<td>6</td>
<td>Announcement Text</td>
<td>Cancellation of JYJ Concert in Singapore</td>
<td>83</td>
</tr>
<tr>
<td>8.</td>
<td>6</td>
<td>Announcement Text</td>
<td>Announcement McMaster Mini-med School</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>8</td>
<td>Recount Text</td>
<td>Meeting My Idol</td>
<td>110-111</td>
</tr>
<tr>
<td>10.</td>
<td>9</td>
<td>Recount Text</td>
<td>The Battle of Surabaya</td>
<td>123-124</td>
</tr>
<tr>
<td>11.</td>
<td>10</td>
<td>Recount Text (Biography)</td>
<td>B.J Habibie</td>
<td>134-135</td>
</tr>
<tr>
<td>12.</td>
<td>11</td>
<td>Recount Text (Biography)</td>
<td>Cut Nyak Dhien</td>
<td>145-146</td>
</tr>
<tr>
<td>13.</td>
<td>12</td>
<td>Narrative Text (Folktale)</td>
<td>Issumboshi</td>
<td>157-159</td>
</tr>
<tr>
<td>14.</td>
<td>13</td>
<td>Narrative Text (Folktale)</td>
<td>The legend of Malin Kundang</td>
<td>172</td>
</tr>
</tbody>
</table>
D. Readability

1. Definition of Readability

One of the most renowned facets of text evaluation is Readability. George Klare in DuBay defined readability as “the ease of understanding or comprehension due to the style of writing.” DuBay also defined readability as “the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skill, interest, and motivation of the audience.” Parallel with those definitions, Ruddell said ”readability refers to the difficulty level of text materials, an area of continuing concern for teachers, students, textbook authors, and publishers. ”Then, Ruddell also adds that readability refers to” the degree to which texts are considered to be “readable” by a target population.”

From several definitions of readability above, it can be concluded that readability is a term that shows how easy or difficult a text is to be read and understood by its readers. Readability will be obtained if the text difficulty matches the reader's reading level. So, if the readability level of a text is for the tenth grade, then the assumption is that the text can be read and understood by the tenth graders.

2. Factors that Affecting Readability

Richard R. Day mentions five factors affecting readability, as follow:

a. Lexical Knowledge. This is one of the two most important factors that affecting readability. Lexical knowledge is considered important since it is clear that with the addition of unknown lexical items in a reading text will make the reading text increasingly difficult for students to understand.

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22 Martha Rapp Ruddell, loc. cit.
b. Background Knowledge. As lexical knowledge, background knowledge also plays an important role in students' understanding of reading texts. The more readers know about a particular topic, the more quickly and accurately they can read it.

c. Organization. Organization refers to both rhetorical organization of the text and the clarity of the organization. Teachers need to check the texts they will use in the classroom in order to know how they are organized. This is to prevent problems that arise due to poorly organized text, especially towards the beginning stages students.

d. Discourse Phenomena. Textual phenomena at the level of discourse include the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence. EFL reading teachers need to be aware of the manner in which the author of the textbooks makes use of these in the passage and the degree to which EFL readers are able to deal with such textual phenomena.

e. Length of Passage. Choosing a too long text is the most frequently mistake made by reading teachers. It usually made by teachers who cannot measure their students reading ability. The result of this common mistake is the students fault themselves for being poor readers.

In addition, Shen also divided factors affecting readability into physical factors and reader factors. Physical factors such as typeface, font size, spacing, layout, and extra-textual aids like charts, diagrams, pictures, semantic mapping, etc. may influence readability. Then, reader factors such as the readers’ prior knowledge about the subject under discussion, their motivation, their interest and their reading ability have considerable influence on text readability.  

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3. Approaches to Measuring Readability

Schulz mentioned three ways to measure readability, includes instructor judgment, comprehension testing by cloze procedure and statistical readability formulas.25

a. Instructor Judgment

According to Hall in Schulz, instructor judgment, while relatively dependable when judging very easy or very difficult selections, shows less agreement when judging passages of medium difficulty. Also, from an informal survey, Schulz has some indications that many instructors who are thoroughly familiar with a literary work tend to underestimate the linguistic difficulty the text in question might present to students.26

b. Cloze Procedure

The cloze procedure or cloze test was introduced by Wilson Taylor in 1953. The word ‘cloze’ which seems to be a spelling corruption of the word ‘close’ was derived from the Gestalt psychology concept of ‘closure’. This concept explains the symptom that humans have to accomplished the already-known but not perfect yet patterns.27 Ajideh and Mozaffarzadeh states “a standard cloze test is a passage with blanks of standards length replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents.”28 Abbasian and Ghasemi adds that “cloze test is used to determine how well the students are in supplying the words deleted by tapping into their background schemata and making them to think critically about the missing words to reconstruct the mutilated passage.”29

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26 Ibid.
28 Ibid.
From the definitions above, it is known that cloze test deals directly with students since they do the cloze test by themselves in the classroom (or any places where the test conducted). Therefore, Taylor in Alderson claims that “cloze test could provide a more accurate estimate of readability since it involved real readers processing texts”.

In traditional cloze testing, every \( n^{th} \) word of a reading text is deleted and replaced by a blank that has the same length with the deleted word. According to Anderson, \( n \) is usually a number somewhere between 5 and 12. One or two sentences are usually left without deletion at the beginning and end of the text as the contextual information for the students. Ajideh and Mozaffarzadeh explain such deletion is called random deletions. It removes every \( n^{th} \) word persistently so as all word classes and types have the same opportunity to be removed.

After that, give the cloze test to students and ask them to answer them; find the number of correct answers and count the correct answers into percentage using the formula as follow:

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

\( P \) = Percentage  
\( f \) = Frequency of the Right Answer  
\( N \) = Number of Items

The percentage obtained from the calculation above is the cloze score of the text. Then, the average cloze score resulted from the each text are compared to the level of comprehension.

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32 Parvis Ajideh and Sorayya Mozaffarzadeh, *loc. cit.*
As Bormuth and Rankin and Culhane cited in Fatoba, the level of comprehension can be seen in the following table:

Table 2.2
Cloze Test Score

<table>
<thead>
<tr>
<th>Cloze Score</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 44%</td>
<td>Frustration level</td>
</tr>
<tr>
<td>44 – 57%</td>
<td>Instructional level</td>
</tr>
<tr>
<td>Above 57%</td>
<td>Independent level</td>
</tr>
</tbody>
</table>

From the table, it means that if the cloze score obtained is less than 44% (frustration level) indicates that the text is difficult for students to cope with and the symptoms of frustration usually increase rapidly. If the cloze score obtained is ranged from 44% to 57% (instructional level) indicates that the students are able to cope with the reading text but with some assistance from the teacher. And if the cloze score obtained is above 44% indicates that the students are able to cope with the reading text without the teacher assistance. The students can read with full understanding and freedom from frustration. According to Bormuth in Fatoba, the ideal level of comprehension of textbook is between 44% and 57%; the instructional level.

Sattarpour & Ajideh discuss three main types of cloze tests that available to language teachers: The multiple-choice cloze, the C-test, and the cloze elide.

1) Multiple-choice (MC) cloze test. This test was first suggested by Jonz in 1976. MC cloze test is a modified form of cloze test in which the deleted words are substituted with a number of possible choices instead of just using a blank like in traditional completion cloze tests. Deleting words can be based on fixed ratio cloze or rational cloze. Cranney in Sattarpour & Ajideh stated the reason

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34 Ibid., p. 44.
for making these tests was that whether it was possible to construct a reliable
and valid cloze test that could be machine scored and still retained the essential
elements of the cloze procedure. Farhady in Sattarpour & Ajideh also pointed
out the advantage of MC cloze test over the standard cloze tests in a way that the
task of comprehension is easier than that of production and students will get
higher scores than on an open ended form. The steps to make this MC cloze test
are the same as the usual cloze test in general. After selecting the text to be used,
then the deletion process can be started from the second sentence or the second
paragraph. But in this MC cloze test, the answers are presented in the form of
several choices with several distracters. From those choices, the examinee must
choose the most appropriate answer based on the context of the question.

2) C-test. This cloze test is suggested by Klein-Braley and Raatz in 1982. The
letter C stands for Cloze to call to minds the relationship between the two tests. Klein-Braley & Raatz in Sattarpour and Ajideh stated C-test usually involves
four to six short passages in each of which second half of every second word in
each text is deleted, and the first and the last sentence of the passages are
remained intact which is called ‘rule of two’. Klein-Braley also mentioned
some advantages of C-test among others many more items are possible with
much shorter texts; C-test scoring is exact and objective because there is almost
always one possible solution; the C-test scoring is quick and easy for the native
speaker or the teacher since it takes only slightly more time than is needed for
simply reading the text; C-tests are very ‘easy’ for native speakers; the
probability of obtaining a representative sample of all the word classes in the
text is very much higher since every second word is ‘damaged’; and because the
C-test consists of a number of different texts the sampling of the content classes
is better.

36 Ibid., p. 94.
37 Parvis Ajideh and Sorayya Mozaffarzadeh, op.cit., p. 145.
38 Simin Sattarpour and Parvij Ajideh, op.cit., p. 95.
39 Ibid., pp. 95-96.
3) Cloze-Elide test. This cloze test was introduced by Alderson with different names such as ‘intrusive word technique’, ‘text retrieval’, ‘text interruption’, ‘doctored text’, ‘mutilated text’, and ‘negative cloze’. This test was expecting the examinee to identify the superfluous words (incorrect words) that were inserted into a text within a limited time. This activity was called ‘elding’.

\[\text{c. Statistical Readability Formulas}\]

According to Greenfield, Readability formulas are “multiple regression equations in which the dependent variable (the value we want to know) is the reading difficulty predicted of a text and the independent or predictor variables are two or more directly measurable characteristics of the text, such as the number of letters per word and the number of words per sentence.” As explained above, it is known that readability formulas have different aspects, such as difficult words, number of words in sentences, number of syllables, etc.

Readability formulas is a statistical calculation tool to determine the readability level of a text to see whether the difficulty level of the text matches the reading level of the reader so that it can be read and understood. In line with the above statement, Fry in Szabo and Sinclair says “readability formulas were created to determine the ease of understanding text.” That is why the main reason of readability formulas is to make sure the text (brochures, newspaper, journals, magazines, textbook, etc.) is understandable by a large portion of the population.

There are around 200 readability formulas that have been developed up to the 1980s, which are then used widely in various fields, such as education, publishing, business, health care, the military, and industry today. Among the existing readability formulas, the writer mentioned four of them:

\[\text{Ibid., p. 96.}\]
\[\text{Susan Szabo and Becky Sinclair, “STAAR Reading Passages: The Readability is Too High”, Schooling, Vol. 3 No. 1, 2012, p. 6.}\]
\[\text{Ibid.}\]
1) The Flesch’s Reading Ease Formula

Rudolf Flesch is the person who published Flesch’s Reading Ease formula. As described in DuBay, Flesch developed two formulas. The first formula was for adult reading material published in his 1943 dissertation. The second formula was divided into two parts published in 1948. The first part, the Reading Ease formula used only the number of syllables and the number of sentences for each 100 words sample as the variables, whereas the second part portends human interest by counting the number of personal words and personal sentences.

Later, the updated formula as follows:\(^\text{44}\):

\[
\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})
\]

Where:
- \(\text{Score}\) : Position on a Scale of 0 (difficult) to 100 (easy)
- \(\text{ASL}\) : Average Sentence Length (the number of words divided by the number of sentence)
- \(\text{ASW}\) : Average Number of Syllables per Word (the number of syllables divided by the number of words)

Then, to find out the reading grade with a reading ease score based on the Flesch’s Reading Ease formula can be seen on table as follows:\(^\text{45}\):

<table>
<thead>
<tr>
<th>Reading Ease Score</th>
<th>Style Description</th>
<th>Estimated Reading Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 30</td>
<td>Very Difficult</td>
<td>College graduate</td>
</tr>
<tr>
<td>30 to 50</td>
<td>Difficult</td>
<td>13th to 16th grade</td>
</tr>
<tr>
<td>50 to 60</td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>60 to 70</td>
<td>Standard</td>
<td>8th and 9th grade</td>
</tr>
<tr>
<td>70 to 80</td>
<td>Fairly Easy</td>
<td>7th grade</td>
</tr>
<tr>
<td>80 to 90</td>
<td>Easy</td>
<td>6th grade</td>
</tr>
<tr>
<td>90 to 100</td>
<td>Very Easy</td>
<td>5th grade</td>
</tr>
</tbody>
</table>

Chall and Klare quoted in DuBay, “Flesch’s Reading Ease formula became the most widely used formula and one of the most tested and reliable.” Based on the statement above, the writer will use Flesch’s Reading Ease formula as the instrument in the research.

2) The Dale and Chall Formula

The formula was developed by Edgar Dale, a professor of education at Ohio State University, and Jeanne Chall as the founder and director of the Harvard Reading Laboratory. In 1948, this formula was developed and published for children and adults above fourth grade as a form of refinement from or more precisely to fill in the weaknesses in the previous form, the Flesch’s Reading Ease Formula.

To use Dale and Chall Formula, first choose 100-words samples from the text that will be the readability will be calculated. For books, it is recommended to choose 100 words every ten pages. Then calculate the average sentence length in words and the percentage of difficult words that are not included in the one hundred words of the sample. After that, enter the numbers into the following formula:

\[ \text{Score} = 0.1579 \text{PDW} + 0.0496 \text{ASL} + 3.6365 \]

Where:
- **Raw Score**: Reading grade of a reader who can answer one-half of the test questions on a passage.
- **PDW**: Percentage of Difficult Words (words not on the Dale-Chall word list)
- **ASL**: Average Sentence Length in words.

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46 Ibid.
The following is the included Dale-Chall score-correction to correct the Raw Scores:

Table 2.4

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Dale-Chall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9 and below</td>
<td>Grade 4 and below</td>
</tr>
<tr>
<td>5.0 to 5.9</td>
<td>Grades 5-6</td>
</tr>
<tr>
<td>6.0 to 6.9</td>
<td>Grades 7-8</td>
</tr>
<tr>
<td>7.0 to 7.9</td>
<td>Grades 9-10</td>
</tr>
<tr>
<td>8.0 to 8.9</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td>9.0 to 9.9</td>
<td>Grades 13-15 (college)</td>
</tr>
<tr>
<td>10 and above</td>
<td>Grades 16 and above (college graduate)</td>
</tr>
</tbody>
</table>

3) The Fry Readability Graph

The formula was created by Edward Fry and this formula uses a graph. To use the formula, first choose three 100 words texts randomly near the beginning, middle, and end of the book. Calculate the number of sentence from the three 100 words texts, estimating to the nearest tenth of the texts, and then average those three results (y/vertical). Then calculate the average number of syllables from those three texts (x/horizontal). The area where the y and x coordinates meet indicates the grade score.

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48 Ibid., p. 60.
In the Fry Readability Graph, scores that appear in the dark areas are invalid. The following is the Fry Readability Graph⁴⁹:

**Figure 2.1**
The Fry Readability Graph

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4) **The SMOG Formula**

The Simple Measure of Gobbledygook or shortened to SMOG is a formula that was published by G. Harry McLaughin in 1969. According to McLaughin, the word length and sentence should be multiplied rather than added. SMOG formula is presented with counting polysyllable in 30 sentences. The formula as below⁵⁰:

\[
\text{SMOG grading} = 3 + \sqrt{\text{polysyllable count}}
\]

Where:

- Polysyllable count: number of words of more than two syllables

These are the steps to use the formula⁵¹:

1) Count ten consecutive sentences near the beginning of the text to be assessed, ten in the middle and ten near the end.

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2) In the thirty selected sentences, count every word of three or more syllables.
3) Estimate the square root of the number of polysyllabic words counted.
4) Add three to the approximate square root. This gives the SMOG grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed.

McLaughlin also provides SMOG formula conversion table as below:

**Table 2.5**

**SMOG Conversion Table**

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

The readability formulas mentioned above, historically, are valid for L1 reading text. Then, the question arises whether the existing readability formulas can be used to measure the readability of EFL reading text or not, in this case the text for Indonesian students. Based on a research conducted by Jerry Greenfield, it is known that the readability formulas above are also valid to measure the readability level of EFL reading text, as he stresses on his finding, “…the classic formulas are indeed fundamentally valid for a broad spectrum of English readers

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that includes non-native as well as native readers.\textsuperscript{53} Thus it can be believed that the Flesch’s Reading Ease formula as the instrument used in this study can be used to measure the readability level textbooks for Indonesian students that learn English as a foreign language.

d. Theoretical Framework

According to the Ministry of Education and Culture of Indonesia Republic Regulation, Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum on Elementary and High School Education, appendices 37 (Junior High School) and 47 (Senior High School), English subject is presented in the form of reading texts. So, reading texts become the basis of learning English. Because of the big portion of reading, providing the suitable reading texts for students’ level is certainly needed. Suitable means the texts’ level matches the students’ level of reading.

This matching between the reading texts and the students’ level is called readability. Readability shows how easy or difficult a text is to be read and understood by its readers. Giving the reading texts that have the appropriate readability level with the students’ reading level will make them easier in understanding the content of the texts they read. On the contrary, giving the reading texts within appropriate readability level to the students, either below or above their reading level, will result them lack in reading. As a consequence, students who are lacking reading preparation in a level of education are possible to become poor readers in their next level of education. For example, students who are lacking reading preparation in Elementary School are possible to become poor readers in Junior High School; students who are lacking reading preparation in Junior High School are possible to become poor readers in Senior High School, and so on.

This is a result of giving students the reading texts that do not match their reading level, or in more specific, a result of giving students the reading text with the inappropriate readability level. Based on this idea, the writer is interested in

\textsuperscript{53} Jerry Greenfield, \textit{op.cit.}, p. 11.
conducting a research about readability of reading texts that are provided in English subject textbook.

Based on the 2013 curriculum, Texts for Junior High School levels are not too complex yet and some of them consist of only a few sentences, while the texts learned by Senior High School students are no longer presented in the form of pieces or consist of one to three sentences but are presented in the form of a story intact. Therefore, the writer chooses to analyze the readability level of reading texts in an English textbook for the tenth grade of Senior High School. Then, the book under study is the book published by the Ministry of Education and Culture. This book was chosen because it is a reference book used by teachers in teaching English at school. In addition, the writer only found several relevant studies that use some textbooks published by private companies as the object of the study, not the textbook published by the Ministry of Education and Culture. Therefore, the writer is increasingly interested to analyze the reading texts in this textbook.

Furthermore, there are two instruments used in this study namely Flesch’s Reading Ease formula and Cloze Test. Two instruments are used in this study so that the results can be seen from two sides. The first side is the results based on calculation of formula made to measure the readability level of the reading text, namely Flesch’s Reading Ease formula, and the second side is the result based on a test of students’ reading comprehension of text through a deletion test called cloze test.

e. Relevant Previous Study

1. The Readability Level of Reading Passages of English Textbook “Pathway to English” Published by Erlangga (A Case Study on the Tenth Grade of MAN 1 Tangerang Selatan)

This study was conducted by Nurul Zahra as a case study in MAN 1 Tangerang Selatan. This study aimed to know the readability level of the reading passages in the Pathway to English textbook published by Erlangga. The population of the study were the whole tenth grade students of MAN 1 Tangerang Selatan. Then, the writer took forty students from three classes as the sample of the study. This study used a descriptive analysis as the research design. There
were two instruments used in the study, they were Flesch’s Reading Ease formula and Cloze Test. The result from Flesch’s Reading Ease formula showed that from fourteen reading passages there were only two reading passages that have the appropriate readability for the tenth grade of Senior high School students with the score of 56.99 and 51.16. Then, the result of using Cloze test was these two passages were on the instructional level. It means that students still needed teacher’s assistant in reading.

2. An Analysis of the Readability Level of Reading Texts in “Passport to the World 2” Textbook (a Case Study at the Eight Grade Students of SMPN 17 Depok)

Ahmad Rijal Azizi conducted the study to describe the readability level of reading texts in Passport to the World 2 textbook for the second grade of Junior High School students. The writer used descriptive analysis method in which the writer attempted to analyze, elaborate, and describe the readability level of the selected reading texts in Passport to the World 2 textbook by using the Flesch’s Reading Ease Formula. The data analyzed in this study were 8 reading texts that consist of two descriptive texts, three recount texts, and three narrative texts. Based on the analysis by using the Flesch’s Reading Ease Formula, one text was classified into Very Fairly Easy Level, three texts were classified into Easy Level, and four texts were classified into Very Easy Level. Then, the result based on the Cloze Procedure Test were five texts were in Independent Level, three texts were in Instructional Level, and there was no text is in Frustration Level.

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54 Nurul Zahra, “The Readability Level of Reading Passages of English Textbook “Pathway to English” Published by Erlangga (a Case Study on the Tenth Grade of MAN 1 Tangerang Selatan)”, A Skripsi presented to the Faculty of Educational Sciences in UIN Syarif Hidayatullah, Jakarta, 2016, unpublished.

55 Ahmad Rijal Azizi, “An Analysis of the Readability Level of Reading Texts in “Passport to the World 2” Textbook (a Case Study at the Eight Grade Students of SMPN 17 Depok)”, A skripsi presented to the Faculty of Educational Sciences in UIN Syarif Hidayatullah, Jakarta, 2015, unpublished.
3. The Readability Level of Reading Texts in “Pathway to English 2” Published by Erlangga (A Descriptive Study on the Textbook for the Eleventh Grade of Senior High School Students Published by Penerbit Erlangga)

This study was carried out by Nani Samiyatul Amaniy to find the readability level of reading texts in “Pathway to English 2” textbook for the eleventh grade of Senior High School students. The writer used a descriptive analysis method. The instruments used were the Flesch’s Reading Ease Formula and cloze test. The data analyzed in this study were 19 reading texts. Based on the analysis by using the Flesch’s Reading Ease Formula, one text was classified into Very Easy Level, two texts were classified into Fairly Easy Level, six texts were classified into Standard Level, four texts were classified into Fairly Difficult Level, five texts were classified into Difficult Level, and one text was not classified into any level because it could not provide the relevant information about the readability score. The result of the data analysis showed there were only 4 texts that were basically suitable for the eleventh grade of Senior High School students. Additionally, the four texts were classified into three levels of reading difficulty based on the Cloze Procedure Test. That was one text was in Independent Level, two texts were in Instructional Level, and one text was in Frustration Level.\(^{56}\)

The equation of the research the writer conducted with these three previous studies above is they used the same instruments. The instruments used were Flesch's Reading Ease formula and Cloze Test procedure. Then, the difference was the textbooks analyzed in the three previous study above were published by private publishers while the writer used an English textbook published by the Ministry of Education and Culture Republic of Indonesia.

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\(^{56}\) Nani Samiyatul Amaniy, “The Readability Level of Reading Texts in “Pathway to English 2” Published by Erlangga (A Descriptive Study on the Textbook for the Eleventh Grade of Senior High School Students Published by Penerbit Erlangga)”, A skripsi presented to the Faculty of Educational Sciences in UIN Syarif Hidayatullah, Jakarta, 2014, unpublished.
CHAPTER III
RESEARCH METHODOLOGY

A. **Place and Time of the Research**

The study was conducted in SMA PGRI 3 Jakarta which is located on Jalan Pondok Labu I No. 29A, Pondok Labu, Cilandak-Jakarta Selatan. The data was taken for two days, from 23rd to 24th of January 2019.

B. **Object of the Research**

The object of this research was the reading texts in the *Bahasa Inggris* textbook, 2017 revised edition for the tenth grade students of Senior High School published by the Ministry of Education and Culture.

C. **Method of the Research**

This study used qualitative approach with descriptive study as the research design to analyze the readability level of reading texts in *Bahasa Inggris* textbook, 2017 Revised Edition for the tenth grade students of Senior High School published by the Ministry of Education and Culture.

D. **Unit of Analysis**

1. **English Textbook**

The first unit of analysis of the research was the English textbook entitled *Bahasa Inggris*, 2017 revised edition that is published by the Ministry of Education and Culture for the tenth grade of Senior High School. There are 15 chapters in the textbook with total reading texts are 14 texts. The reading texts consist of 2 transactional interaction texts (personal letters), 1 interpersonal interaction text, 3 descriptive texts, 2 announcement texts, 4 recount texts (2 recount texts and 2 biography texts), and 2 narrative texts (folktales).

2. **The Tenth Grade Students of Senior High School**

The second unit of analysis was the tenth grade students of SMA PGRI 3 Jakarta. The population was the whole tenth grade students of SMA PGRI 3
Jakarta that are 95 students from three classes, but there were only 85 students who did the test for the rest ten were absent on the day the writer did her research. And then, the writer took 50% (43 students) of the 85 students as the sample of the study by random sampling.

E. Instrument of the Research

There were two instruments used in the study, they were Flesch’s Reading Ease formula and Cloze-Test. The Flesch’s Reading Ease is one of the formulas used to analyze the readability level of EFL reading texts statistically. Then, Cloze Test was given to students to get the data about the student’ understanding of the texts. The cloze test used by the writer was Multiple-choice cloze test.

F. Data Collection Technique

To collect data, the writer first chose the reading texts from Bahasa Inggris textbook for the tenth grade students of Senior High School 2017 revised edition published by the Ministry of Education and Culture. After that, the writer counted the readability level of the texts by using Flesch’s Reading Ease formula. The appropriate level texts obtained from the Flesch’s Reading Ease formula then were made the Cloze Tests. After that, the writer gave the Cloze Tests to the whole tenth grade of SMA PGRI 3 Jakarta.

G. Data Analysis Technique

First, the writer used Flesch’s Reading Ease formula to analyze the readability level of the reading texts consisted in Bahasa Inggris textbook, 2017 revised edition for the tenth grade students of Senior High School published by the Ministry of Education and Culture. The procedures of the calculation can be explained as follow:

1. The writer calculated the number of syllables, words, and sentences of each reading texts.
2. Then, the writer calculated the Average of Sentence Length (ASL) of each reading texts by dividing the number of words with the number of sentences.
3. Next, the writer calculated the Average of Syllables per Word (ASW) of each reading texts by dividing the number of syllables with the number of words.

4. After the ASL and ASW of each reading texts is known, the writer put the result of ASL and ASW that are calculated formerly into formula as follow:

\[
\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})
\]

5. The scores obtained from the formula above range from 0 to 100 which adjusted with the difficulty level and reading grade as in table follow:\footnote{William H. DuBay, \textit{The Principle of Readability}, (Costa Mesa: Impact Information, 2004), p. 21.}:

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|}
\hline
\textbf{Reading Ease Score} & \textbf{Style Description} & \textbf{Estimated Reading Grade} \\
\hline
0 to 30 & Very Difficult & College graduate \\
\hline
30 to 50 & Difficult & 13th to 16th grade \\
\hline
50 to 60 & Fairly Difficult & 10th to 12th grade \\
\hline
60 to 70 & Standard & 8th and 9th grade \\
\hline
70 to 80 & Fairly Easy & 7th grade \\
\hline
80 to 90 & Easy & 6th grade \\
\hline
90 to 100 & Very Easy & 5th grade \\
\hline
\end{tabular}
\caption{Flesch’s Reading Ease Score}
\end{table}

6. From the calculation above, it is obtained some reading texts that were appropriate for the tenth grade of Senior High School.

Second, the writer made the cloze tests from the appropriate texts resulted from the Flesch’s Reading Ease formula calculation and gave the test to the whole tenth grade students of SMA PGRI 3 Jakarta. Then, the writer randomly took 50% of the results as the sample of the research and counted the result of the test with the steps as follow:

1. The writer checked the sample students’ answers of the cloze test and found the number of their right answers of each texts;
2. Then the writer counted the sample students’ right answers into percentage using the formula as follow:

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

- \(P\) = Percentage
- \(f\) = Frequency of the Right Answer
- \(N\) = Number of Items

3. After all percentages of the sample students’ right answers are obtained, the writer added them and averaged them per text. Then it was obtained the average percentage of the sample students’ right answers for each text.

4. After the average percentages of the students’ right answers from each texts are obtained, compare them to the level of comprehension in the following table:

<table>
<thead>
<tr>
<th>Cloze Score</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 44%</td>
<td>Frustration level</td>
</tr>
<tr>
<td>44 – 57%</td>
<td>Instructional level</td>
</tr>
<tr>
<td>Above 57%</td>
<td>Independent level</td>
</tr>
</tbody>
</table>

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CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding
1. Data Description

The textbook used as the object of the research is titled *Bahasa Inggris*. This is an English textbook for the tenth grade students of Senior High School published by the Ministry of Education and Culture. This textbook is written by Utami Widiati, Zuliati Rohmah, dan Furaidah and is the 2017 revision edition as the latest revision done by the Ministry of Education and Culture.

The textbook consists of 224 pages and 15 chapters which the whole contents represent the Basic Competence of the syllabus for the tenth grade of Senior High School. There are many session in each chapter which differ by the needs of material delivery; among them are: warmer session, vocabulary builder session, pronunciation practice session, reading session, reading comprehension session), vocabulary exercises session, text structure session, grammar review session, speaking session, writing session, dialog session, listening session, and reflection session. Since the research focused on the readability of reading texts, the writer only focused on the reading session of the textbook.

In the reading sessions, there are 14 texts in total which consist of 2 transactional interaction texts (personal letters) by title *An email from Hannah* and *A letter from Saidah*, 1 interpersonal interaction text, 3 descriptive texts by title *Tanjung Puting National Park, Taj Mahal, and Visiting Niagara Falls*, 2 announcement texts by title *Cancellation of JYJ Concert in Singapore* and *An Announcement from McMaster Mini-Med School*, 4 recount texts (2 recount texts and 2 biography texts) by title *Meeting My Idol, The Battle of Surabaya, B.J. Habibie, and Cut Nyak Dhien*, 2 narrative texts (folktales) by title *Issumboshi* and *The Legend of Malin Kundang*. Then, the writer took all of the 14 reading texts in the reading session (and the reading comprehension session) as the data of the research.
a. Flesch’s Reading Ease

As mentioned in data analysis technique, the first step to calculate the readability level of reading texts using Flesch’s Reading Ease formula is finding the number of syllables, the number of words, and the number of sentences of each reading texts chosen at http://countwordsworth.com. The step to use the website is by typing or copy-pasting the reading text into the website page then the result of the number of syllables, the number of words, and the number of sentences of the texts will automatically appear. The calculation results can be seen in the table as follow:

### Table 4.1

<table>
<thead>
<tr>
<th>Text</th>
<th>Number of Syllables</th>
<th>Number of Words</th>
<th>Number of Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>340</td>
<td>234</td>
<td>26</td>
</tr>
<tr>
<td>Text 2</td>
<td>380</td>
<td>232</td>
<td>22</td>
</tr>
<tr>
<td>Text 3</td>
<td>331</td>
<td>238</td>
<td>31</td>
</tr>
<tr>
<td>Text 4</td>
<td>665</td>
<td>411</td>
<td>24</td>
</tr>
<tr>
<td>Text 5</td>
<td>427</td>
<td>265</td>
<td>18</td>
</tr>
<tr>
<td>Text 6</td>
<td>808</td>
<td>477</td>
<td>30</td>
</tr>
<tr>
<td>Text 7</td>
<td>359</td>
<td>215</td>
<td>8</td>
</tr>
<tr>
<td>Text 8</td>
<td>310</td>
<td>190</td>
<td>12</td>
</tr>
<tr>
<td>Text 9</td>
<td>530</td>
<td>368</td>
<td>27</td>
</tr>
<tr>
<td>Text 10</td>
<td>566</td>
<td>319</td>
<td>21</td>
</tr>
<tr>
<td>Text 11</td>
<td>903</td>
<td>496</td>
<td>36</td>
</tr>
<tr>
<td>Text 12</td>
<td>927</td>
<td>592</td>
<td>37</td>
</tr>
<tr>
<td>Text 13</td>
<td>1002</td>
<td>674</td>
<td>77</td>
</tr>
<tr>
<td>Text 14</td>
<td>571</td>
<td>408</td>
<td>29</td>
</tr>
</tbody>
</table>
b. Cloze Test

Based on the calculation obtained from Flesch’s Reading Ease formula, there are five texts that were appropriate for the tenth grade students of Senior High School. Then the cloze test made from the five texts given to 85 students of the tenth grade students of SMA PGRI 3 Jakarta. The cloze test used was the Multiple-choice cloze test where the writer deleted words and provide the answers in the form of multiple choice with three distractions. The writer also added one question of each text that the answer was not based on the deleted words to test the students’ comprehension of the texts more. Each reading texts has different number of deleted words.

The table 4.2 below shows the frequency of the right answer obtained by students:

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Total of the Right Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text 2</td>
</tr>
<tr>
<td>Student 1</td>
<td>1</td>
</tr>
<tr>
<td>Student 2</td>
<td>5</td>
</tr>
<tr>
<td>Student 3</td>
<td>3</td>
</tr>
<tr>
<td>Student 4</td>
<td>6</td>
</tr>
<tr>
<td>Student 5</td>
<td>1</td>
</tr>
<tr>
<td>Student 6</td>
<td>3</td>
</tr>
<tr>
<td>Student 7</td>
<td>0</td>
</tr>
<tr>
<td>Student 8</td>
<td>4</td>
</tr>
<tr>
<td>Student 9</td>
<td>3</td>
</tr>
<tr>
<td>Student 10</td>
<td>0</td>
</tr>
<tr>
<td>Student 11</td>
<td>1</td>
</tr>
<tr>
<td>Student 12</td>
<td>5</td>
</tr>
<tr>
<td>Student 13</td>
<td>3</td>
</tr>
<tr>
<td>Student 14</td>
<td>4</td>
</tr>
<tr>
<td>Student 15</td>
<td>7</td>
</tr>
<tr>
<td>Student 16</td>
<td>4</td>
</tr>
<tr>
<td>Student 17</td>
<td>4</td>
</tr>
<tr>
<td>Student 18</td>
<td>4</td>
</tr>
<tr>
<td>Name of Student</td>
<td>Total of the Right Answers</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>Text 2</td>
</tr>
<tr>
<td>Student 19</td>
<td>2</td>
</tr>
<tr>
<td>Student 20</td>
<td>3</td>
</tr>
<tr>
<td>Student 21</td>
<td>2</td>
</tr>
<tr>
<td>Student 22</td>
<td>4</td>
</tr>
<tr>
<td>Student 23</td>
<td>4</td>
</tr>
<tr>
<td>Student 24</td>
<td>7</td>
</tr>
<tr>
<td>Student 25</td>
<td>1</td>
</tr>
<tr>
<td>Student 26</td>
<td>6</td>
</tr>
<tr>
<td>Student 27</td>
<td>5</td>
</tr>
<tr>
<td>Student 28</td>
<td>6</td>
</tr>
<tr>
<td>Student 29</td>
<td>5</td>
</tr>
<tr>
<td>Student 30</td>
<td>3</td>
</tr>
<tr>
<td>Student 31</td>
<td>3</td>
</tr>
<tr>
<td>Student 32</td>
<td>4</td>
</tr>
<tr>
<td>Student 33</td>
<td>3</td>
</tr>
<tr>
<td>Student 34</td>
<td>3</td>
</tr>
<tr>
<td>Student 35</td>
<td>5</td>
</tr>
<tr>
<td>Student 36</td>
<td>3</td>
</tr>
<tr>
<td>Student 37</td>
<td>3</td>
</tr>
<tr>
<td>Student 38</td>
<td>5</td>
</tr>
<tr>
<td>Student 39</td>
<td>4</td>
</tr>
<tr>
<td>Student 40</td>
<td>4</td>
</tr>
<tr>
<td>Student 41</td>
<td>3</td>
</tr>
<tr>
<td>Student 42</td>
<td>3</td>
</tr>
<tr>
<td>Student 43</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>153</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td>3.56</td>
</tr>
</tbody>
</table>

2. Data Analysis

a. Flesch’s Reading Ease Formula

After the number of syllables, the number of words, and the number of sentences of each reading texts chosen is known (see Table 4.1), the next step is finding the Average of Sentence Level (ASL) and the Average of Sentence per Word (ASW) of each reading texts chosen. The Average Sentence Level (ASL) is obtained by dividing the number of words with the number of sentences of the
reading texts and the Average of Sentence per Word (ASW) is known by dividing
the number of syllables with the number of words of the reading texts. After the
ASL and ASW of each reading texts is obtained, the next step is to insert the
result of ASL and ASW that are calculated formerly into Flesch’s Reading Ease
formula that is:

\[
\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}).
\]

The results are presented in the calculation below:

**Text 1**

\[
\begin{align*}
\text{ASL} & = \frac{\text{Number of Words}}{\text{Number of Sentences}} \\
& = \frac{234}{26} = 9.00 \\
\text{ASW} & = \frac{\text{Number of Syllables}}{\text{Number of Words}} \\
& = \frac{340}{234} = 1.45 \\
\text{Score} & = 206.835 - (1.015 \times 9.00) - (84.6 \times 1.45) \\
& = 206.835 - (9.14) - (122.67) \\
& = 75.03
\end{align*}
\]

**Text 2**

\[
\begin{align*}
\text{ASL} & = \frac{\text{Number of Words}}{\text{Number of Sentences}} \\
& = \frac{232}{22} = 10.55 \\
\text{ASW} & = \frac{\text{Number of Syllables}}{\text{Number of Words}} \\
& = \frac{380}{232} = 1.64 \\
\text{Score} & = 206.835 - (1.015 \times 10.55) - (84.6 \times 1.64) \\
& = 206.835 - (10.71) - (138.74) \\
& = 57.38
\end{align*}
\]

**Text 3**

\[
\begin{align*}
\text{ASL} & = \frac{\text{Number of Words}}{\text{Number of Sentences}} \\
& = \frac{238}{31} = 7.68 \\
\text{ASW} & = \frac{\text{Number of Syllables}}{\text{Number of Words}} \\
& = \frac{331}{238} = 1.39
\end{align*}
\]
Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 7.68) – (84.6 x 1.39)
= 206.835 – (7.80) – (117.59)
= **81.45**

**Text 4**

ASL = Number of Words : Number of Sentences
= 411 : 24 = **17.13**

ASW = Number of Syllables : Number of Words
= 665 : 411 = **1.62**

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 17.13) – (84.6 x 1.62)
= 206.835 – (17.39) – (137.05)
= **52.40**

**Text 5**

ASL = Number of Words : Number of Sentences
= 265 : 18 = **14.72**

ASW = Number of Syllables : Number of Words
= 427 : 265 = **1.61**

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 14.72) – (84.6 x 1.61)
= 206.835 – (14.94) – (136.21)
= **55.69**

**Text 6**

ASL = Number of Words : Number of Sentences
= 477 : 30 = **15.90**

ASW = Number of Syllables : Number of Words
= 808 : 30 = **1.69**

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 15.90) – (84.6 x 1.69)
= 206.835 – (16.14) – (142.97)
= 47.72

Text 7
ASL = Number of Words : Number of Sentences
= 215 : 8 = 26.88
ASW = Number of Syllables : Number of Words
= 359 : 215 = 1.67
Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 26.88) – (84.6 x 1.67)
= 206.835 – (27.28) – (141.28)
= 38.27

Text 8
ASL = Number of Words : Number of Sentences
= 190 : 12 = 15.83
ASW = Number of Syllables : Number of Words
= 310 : 190 = 1.63
Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 15.83) – (84.6 x 1.63)
= 206.835 – (16.07) – (137.90)
= 52.87

Text 9
ASL = Number of Words : Number of Sentences
= 368 : 27 = 13.63
ASW = Number of Syllables : Number of Words
= 530 : 368 = 1.44
Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
= 206.835 – (1.015 x 13.63) – (84.6 x 1.44)
= 206.835 – (13.83) – (121.82)
= 71.18
Text 10
\[ \text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{319}{21} = 15.19 \]
\[ \text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{566}{319} = 1.77 \]
Score \[ = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \]
\[ = 206.835 - (1.015 \times 15.19) - (84.6 \times 1.77) \]
\[ = 206.835 - (15.42) - (149.74) \]
\[ = 41.68 \]

Text 11
\[ \text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{496}{36} = 13.78 \]
\[ \text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{903}{496} = 1.82 \]
Score \[ = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \]
\[ = 206.835 - (1.015 \times 13.78) - (84.6 \times 1.82) \]
\[ = 206.835 - (13.99) - (153.97) \]
\[ = 38.88 \]

Text 12
\[ \text{ASL} = \frac{\text{Number of Words}}{\text{Number of Sentences}} = \frac{592}{37} = 16.00 \]
\[ \text{ASW} = \frac{\text{Number of Syllables}}{\text{Number of Words}} = \frac{927}{592} = 1.57 \]
Score \[ = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \]
\[ = 206.835 - (1.015 \times 16.00) - (84.6 \times 1.57) \]
\[ = 206.835 - (16.24) - (132.82) \]
\[ = 57.77 \]
Text 13

ASL  = Number of Words : Number of Sentences
     = 674 : 77 = \(8.75\)

ASW  = Number of Syllables : Number of Words
     = 1002 : 674 = \(1.49\)

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
     = 206.835 – (1.015 x 8.75) – (84.6 x 1.49)
     = 206.835 – (8.88) – (126.05)
     = 71.90

Text 14

ASL  = Number of Words : Number of Sentences
     = 408 : 29 = \(14.07\)

ASW  = Number of Syllables : Number of Words
     = 571 : 408 = \(1.40\)

Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)
     = 206.835 – (1.015 x 14.07) – (84.6 x 1.40)
     = 206.835 – (14.28) – (118.44)
     = 74.11

Based on the calculation above, the result of the readability score of reading texts provided in \textit{Bahasa Inggris} textbook for the tenth grade students of Senior High School is presented in the following table:

<table>
<thead>
<tr>
<th>Text</th>
<th>Readability Score</th>
<th>Difficulty Level</th>
<th>Reading Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>75.03</td>
<td>Fairly Easy</td>
<td>7th grade</td>
</tr>
<tr>
<td>Text 2</td>
<td>57.38</td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>Text 3</td>
<td>81.45</td>
<td>Easy</td>
<td>6th grade</td>
</tr>
<tr>
<td>Text 4</td>
<td>52.40</td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>Text 5</td>
<td>55.69</td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>Text</td>
<td>Readability Score</td>
<td>Difficulty Level</td>
<td>Reading Grade</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Text 6</td>
<td>47.72</td>
<td>Difficult</td>
<td>13th to 16th grade</td>
</tr>
<tr>
<td>Text 7</td>
<td>38.27</td>
<td>Difficult</td>
<td>13th to 16th grade</td>
</tr>
<tr>
<td>Text 8</td>
<td><strong>52.87</strong></td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>Text 9</td>
<td>71.18</td>
<td>Fairly Easy</td>
<td>7th grade</td>
</tr>
<tr>
<td>Text 10</td>
<td>41.68</td>
<td>Difficult</td>
<td>13th to 16th grade</td>
</tr>
<tr>
<td>Text 11</td>
<td>38.88</td>
<td>Difficult</td>
<td>13th to 16th grade</td>
</tr>
<tr>
<td>Text 12</td>
<td><strong>57.77</strong></td>
<td>Fairly Difficult</td>
<td>10th to 12th grade</td>
</tr>
<tr>
<td>Text 13</td>
<td>71.90</td>
<td>Fairly Easy</td>
<td>7th grade</td>
</tr>
<tr>
<td>Text 14</td>
<td>74.11</td>
<td>Fairly Easy</td>
<td>7th grade</td>
</tr>
</tbody>
</table>

Based on the data analysis above, there were five reading texts that are appropriate for the tenth grade of Senior High School based on the Flesch’s Reading Ease formula. The appropriate reading texts are Text 2 (A Letter from Saidah) with readability score 57.38, Text 4 (Tanjung Puting National Park) with readability score 52.40, Text 5 (Taj Mahal) with readability score 55.69, Text 8 (Announcement from McMaster Mini-Med School) with readability score 52.87, and Text 12 (Cut Nyak Dhien) with readability score 57.77.

b. **Cloze Test**

After the right answers from each reading texts were known, as in the table 4.2, the writer counted each of them into percentage to know the cloze test score using the formula as follow:

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

- \(P\) = Percentage
- \(f\) = Frequency of the Right Answer
- \(N\) = Number of Items.
The percentage of the students’ right answers are shown in the tables below:

**Table 4.4**

The Percentage of Students’ Right Answers of the Selected Reading Texts

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>The Percentage of Students’ Right Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text 2</td>
</tr>
<tr>
<td>Student 1</td>
<td>14.29%</td>
</tr>
<tr>
<td>Student 2</td>
<td>71.43%</td>
</tr>
<tr>
<td>Student 3</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 4</td>
<td>85.71%</td>
</tr>
<tr>
<td>Student 5</td>
<td>14.29%</td>
</tr>
<tr>
<td>Student 6</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 7</td>
<td>0%</td>
</tr>
<tr>
<td>Student 8</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 9</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 10</td>
<td>0%</td>
</tr>
<tr>
<td>Student 11</td>
<td>14.29%</td>
</tr>
<tr>
<td>Student 12</td>
<td>71.43%</td>
</tr>
<tr>
<td>Student 13</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 14</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 15</td>
<td>100%</td>
</tr>
<tr>
<td>Student 16</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 17</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 18</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 19</td>
<td>28.57%</td>
</tr>
<tr>
<td>Student 20</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 21</td>
<td>28.57%</td>
</tr>
<tr>
<td>Student 22</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 23</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 24</td>
<td>100%</td>
</tr>
<tr>
<td>Student 25</td>
<td>14.29%</td>
</tr>
<tr>
<td>Student 26</td>
<td>85.71%</td>
</tr>
<tr>
<td>Student 27</td>
<td>71.43%</td>
</tr>
<tr>
<td>Student 28</td>
<td>85.71%</td>
</tr>
<tr>
<td>Student 29</td>
<td>71.43%</td>
</tr>
<tr>
<td>Student 30</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 31</td>
<td>42.86%</td>
</tr>
<tr>
<td>Student 32</td>
<td>57.14%</td>
</tr>
<tr>
<td>Student 33</td>
<td>42.86%</td>
</tr>
</tbody>
</table>
Based on the tables above it is obtained that the percentage of Text 2 is 50.83%, Text 4 is 46.51%, Text 5 is 54.42%, Text 8 is 51.16%, and Text 12 is 47.97%. Those percentages are then used to determine the difficulty level of the reading texts.

The following table is shown the difficulty level of the reading texts:

**Table 4.5**

**The Selected Reading Texts’ Cloze Test Score and Difficulty Level**

<table>
<thead>
<tr>
<th>Text</th>
<th>Cloze Test Score</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 2</td>
<td>50.83%</td>
<td>Instructional Reading</td>
</tr>
<tr>
<td>Text 4</td>
<td>46.51%</td>
<td>Instructional Reading</td>
</tr>
<tr>
<td>Text 5</td>
<td>54.42%</td>
<td>Instructional Reading</td>
</tr>
<tr>
<td>Text 8</td>
<td>51.16%</td>
<td>Instructional Reading</td>
</tr>
<tr>
<td>Text 12</td>
<td>47.97%</td>
<td>Instructional Reading</td>
</tr>
</tbody>
</table>
B. Discussion

The result obtained from this study states there are five reading texts in Bahasa Inggris textbook for the tenth grade of Senior High School published by the Ministry of Education and Culture of 2017 revised edition which have suitable readability level with the tenth grade of Senior High School. In addition, this result is in accordance with the previous studies that showed there are only a few from many reading texts in the English textbooks that have the appropriate readability level for the tenth grade of Senior High School students. Moreover, this English textbook published by the Ministry of Education and Culture of the 2017 revised edition has the most reading texts with the suitable readability levels for the tenth grade students compared to the previous studies.

This is what needs to be considered related to the importance of providing reading texts with the appropriate readability level for students' level, as stated in Petunjuk Teknis Pedoman Buku yang digunakan oleh Satuan Pendidikan dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku yang Digunakan oleh Satuan Pendidikan, “Materi pengetahuan yang diinformasikan melalui Buku Teks Pelajaran dan Buku Non Teks Pelajaran sangat penting. Oleh karena itu penyajian materi harus ditata dengan menarik, mudah dipahami, memiliki tingkat keterbacaan yang tinggi,...”.

Both this study findings which use the ministry of education and culture published textbook as well as the previous studies results which use the private companies published textbooks as the research object show that from a large number of reading texts provided in the textbooks, there are only a few reading texts that have the appropriate readability level for the tenth grade of Senior High School students. Therefore, out of fourteen texts in Bahasa Inggris textbook of 2017 revised edition published by the Ministry of Education and Culture, there are only five texts that appropriate for the tenth grade students of SMA PGRI 3 Jakarta.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this study is to find out the readability level of reading texts in Bahasa Inggris textbook of 2017 revised edition for the tenth grade students of Senior High School published by the Ministry of Education and Culture. Based on the findings previously described, the result from using the first instrument; Flesch’s Reading Ease formula are one text is in the Easy level; four reading texts are in the Fairly Easy level; five texts are in Fairly Difficult level; and four reading texts are in the Difficult level. This finding states that out of fourteen reading texts in Bahasa Inggris textbook of 2017 revised edition, published by the Ministry of Education and Culture, there are only five reading texts appropriate for the tenth grade students of Senior High School. They are which in Fairly Difficult level.

Furthermore, the result gained from the second instrument; Cloze Test leads to the same conclusion as the previous instrument. It states that the five appropriate texts obtained from the Flesch’s Reading Ease formula calculation are in the Instructional level which is the ideal comprehension level of Cloze Test standard. In conclusion, the results obtained from the two instruments used in this study confirm that the five texts were indeed appropriate for the tenth-grade students of Senior High School, especially SMA PGRI 3 Jakarta.

B. Suggestion

Based on the conclusion above, the writer would like to give suggestions for:

1. Teachers

The writer suggests teachers; especially English teachers to find the readability level of reading texts in the textbook the teachers use in the classroom before use it. Teachers cannot take for granted by assuming all reading texts in
the textbook they used to have the appropriate readability level for the students level. Furthermore, the writer also suggests the English teachers who use this *Bahasa Inggris* textbook of 2017 revised edition published by the Ministry of Education and Culture for the tenth grade of Senior High School as a learning source or media in the classroom use only the five appropriate texts for the tenth-grade student level according to the results of this study. If the text in this book does not meet the needs of classroom learning, teachers can find the additional texts from other textbooks which certainly have the appropriate readability for the students’ level.

2. Other Researcher(s)

The writer hopes this study can be a reference as the initial data for the other researcher(s) who want to do a similar study on reading texts readability, especially in English textbook. Finding out how is the readability of reading texts in the textbooks used at school is important related to how the students understand the reading texts they read. The writer also suggests the other researcher(s) to study about the readability level of reading texts in the *Ministry of Education and Culture* textbooks or in the other publishers’ textbooks for either the same or different grades or subjects.
BIBLIOGRAPHY


APPENDICES
### Appendix 1  English Curriculum for the Tenth Grade of Senior High School

<table>
<thead>
<tr>
<th>CORE COMPETENCE 1 (SPIRITUAL ATTITUDE)</th>
<th>CORE COMPETENCE 2 (SOCIAL ATTITUDE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appreciate and respect the teachings of the religion the students adhere to.</td>
<td>2. Appreciate honesty, discipline, responsibility, caring (tolerance, mutual cooperation), polite, responsive and pro-active, and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment, and in placing themselves as a reflection of the nation in the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE COMPETENCE 3 (KNOWLEDGE)</th>
<th>CORE COMPETENCE 4 (SKILL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems</td>
<td>4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules</td>
</tr>
<tr>
<td>BASIC COMPETENCE</td>
<td>BASIC COMPETENCE</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.1 Implement social functions, text structures, and linguistic elements of a text of oral and written transactional interactions that involve the act of giving and asking for information related to identity and family relationships, in accordance with the context of their use. (Note the pronoun linguistic elements: subjective, objective, possessive)</td>
<td>4.1 Compile short and simple oral and written transactional interaction texts that involve the act of giving and requesting information related to identity, taking into account the social function, text structure, and correct and contextual elements of language</td>
</tr>
<tr>
<td>3.2 Implement social functions, textual structures, and linguistic elements of interpersonal and written interpersonal interaction that involves congratulating and extending winged acts and responding to them, in the context of their use</td>
<td>4.2 Compose simple oral and written interpersonal interaction texts that involve congratulating and extending winged acts and responding by paying attention to the correct and context-appropriate social functions, text structures, and linguistic elements</td>
</tr>
<tr>
<td>3.3 Applying social functions, text structures, and linguistic elements of transactional oral transactional interaction involving giving and soliciting information regarding the intention to perform an action/activity, in accordance</td>
<td>4.3 Compose simple and simple text and transactional text interactions involving the act of giving and soliciting information regarding the intention to perform an action/activity, taking into account the correct and</td>
</tr>
<tr>
<td>BASIC COMPETENCE</td>
<td>BASIC COMPETENCE</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>with the context of its use. (Note the linguistic element be going to, would like to)</td>
<td>contextual function of the social, textual structure, and linguistic elements</td>
</tr>
</tbody>
</table>

3.4 Distinguish social functions, text structures, and linguistic elements of some special texts in the form of announcements, by giving and requesting information related to school activities, in accordance with the context of their use.

4.4 Descriptive text

4.4.1 Capture contextual meaning related to social function, text structure, and linguistic elements of descriptive, oral and written text, short and simple related to famous historical attractions and buildings.

4.4.2 Compile descriptive oral and written, short and simple texts, pertinent to famous historical sights and buildings, taking into account the social function, text structure, and linguistic elements, correctly and contextually.

3.5 Distinguish social function, text structure, and linguistic elements of some special text in the form of announcement, by giving and requesting information related to school activities, in accordance with the context of its use.

4.5 Notification text (announcement)

4.5.1 Capture contextual meaning related to social function, text structure, and linguistic elements of special text in the form of notification (announcement).
<table>
<thead>
<tr>
<th>BASIC COMPETENCE</th>
<th>BASIC COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.2 Compile a special text in the form of announcement, oral and written, short and simple, taking into account the social function, text structure, and linguistic elements, correctly and contextually</td>
<td></td>
</tr>
<tr>
<td>3.6 Implementing social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and requesting information related to the situation/actions/activities/events carried out/occurring in the past which refers to the time of occurrence and end, in accordance with the context of their use. (Note the linguistic elements of simple past tense vs. present perfect tense)</td>
<td></td>
</tr>
<tr>
<td>4.6 Compose transactional text, oral and written text, short and simple, involving the act of giving and soliciting information relating to the event/action/activity/events occurring in the past which refers to the time of its occurrence and its completion, taking into account the social functions, and correct and contextual linguistic elements</td>
<td></td>
</tr>
<tr>
<td>3.7 Distinguish social functions, text structures, and linguistic elements from oral and written recount texts by giving and requesting information related to historical events in accordance with the context of their use</td>
<td></td>
</tr>
<tr>
<td>4.7 Recount text - Historic event</td>
<td></td>
</tr>
<tr>
<td>4.7.1 Captures contextual meaning related to social functions, text structure, and linguistic elements of recounts and written text related to historical events</td>
<td></td>
</tr>
<tr>
<td>BASIC COMPETENCE</td>
<td>BASIC COMPETENCE</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4.7.2 Compile written and oral recount text, short and simple, related to historical events, taking into account the social function, text structure, and linguistic elements, correctly and contextually</td>
<td></td>
</tr>
<tr>
<td>3.8 Distinguishes social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simple, in accordance with the context of their use</td>
<td></td>
</tr>
<tr>
<td>4.8 Capture meaning contextually related to social function, text structure, and linguistic element of narrative text, oral and simple write related to people legend</td>
<td></td>
</tr>
<tr>
<td>3.9 Interpret the social functions and linguistic elements of song lyrics related to high school/MA/SMK/MAK life</td>
<td></td>
</tr>
<tr>
<td>4.9 Capture the meaning related to social function and linguistic elements in contextual lyrics related to the life of adolescent high school/MA/SMK/MAK</td>
<td></td>
</tr>
</tbody>
</table>
Text 1

An Email from Hannah

Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I’d really like to be your E-pal. You sound really cool!

I guess I’d better tell you something about myself first. I’m 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half-sisters and I’m the middle child. My father died a few years ago so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don’t play an instrument. I like sports, especially tennis and basketball. At school I’m in the basketball team and I spend most of my extracurricular time playing basketball. I’m into animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I’d like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don’t like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can’t wait to hear from you!

Hannah
A Letter from Saidah

Assalamu’alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I’m a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I attend an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.

As for hobbies, I’m really into songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise. I’m really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I’m older, is to be a writer of science fiction books.

I’d really love to come to Indonesia someday, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,

Saidah
After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : (replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That’s wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I’m glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
Alif : It’s very kind of you to say so. Thank you.
Bintari : I must congratulate you on your success.
Alif : Thank you very much for saying so.

They all celebrate Alif’s success by having lunch together in a simple food stall next to their office. Everybody is happy.
TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors’ main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat’s engine noise and the threat of its
propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly right stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources:
(2) www.indonesian.travel.com
(3) www.exploguide.com
Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:
http://www.history.com/topics/taj-mahal
http://www.tushky.com/blog/taj-mahal-in-agra/
VISITING NIAGARA FALLS

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA’s state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is Cave of the Winds. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is Maid of the Mist Boat Tour. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is Niagara Adventure Theater. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is Niagara’s Wax Museum of History. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to
guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy Rainbow Air Helicopter Tours above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st. The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore
by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ Worlds Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for the stage, seating and ticketing for the agency’s approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency’s decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from:
http://www.dbsknights.net/2011/03/info-faith-d-entertainmentannounces.html)
An Announcement from McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The new seven week term will begin on Tuesday, March 3, 2015 with classes held on March 24, March 24, March 31, April 7, and April 14, 2015.

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(Taken from http://www.docstoc.com/docs/4661848/ANNOUNCEMENT
McMaster-Mini-Med-School-McMaster-Mini-Med-School)
Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan’s CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that’s how Afgan’s fans are called). They sat on the chairs prepared inside the radio station’s lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan’s singing performance and a table for Afgan to sign Afganism’s memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, “Good morning. How are you all?” The crowd went crazy. The shouts sounded like a mix of “Fine, thank you” and screams of Afgan’s name.

Then, he started the event by singing his hit single “Dia dia dia”. Afganism went even crazier, they sang along with him throughout the song. Of course, I did too. I couldn’t take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.
Text 10

The Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city. In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country’s independence struggle. However, the battle provoked Indonesian and international mass to rally for the country’s independence which made this battle especially important for Indonesian national revolution.

Adapted from: http://www.globalindonesianvoices.com/17298/hari-pahlawan-battle-of-surabayathe-story-behind-indonesias-heroes-day/
Text 11

B. J. HABIBIE

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie’s father died.

Following his father’s death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom-Ingenieur. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree. In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie’s minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the
Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto’s drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie’s government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto’s presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono’s presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia’s Long Road Towards Democracy). The book recalled the events of May 1998.

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulêë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan’s Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment,
weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

(Adapted from: http://en.wikipedia.org/wiki/Cut_Nyak_Dhien)

Note: Mukim is an area consisting of 5 villages.
Text 13

Issumboshi

Once upon a time there was an old couple who didn’t have a child. They lived in a small house near the village forest. “Please give us a child,” they asked God every day.

One day, from the household Shinto altar, they heard a cute cry, “Waa! Waa!”

They looked and saw a crying baby who looked just like a little finger. “This child must be a gift from God. Thanks to God!”

“We will call this child ‘Issumboshi’,,” they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

“Hey, Issumboshi, do you want to be eaten by a frog?” Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. “Eat a lot, and grow up quickly,” Grandmother said.

One day, Issumboshi said, “I will go to the capital to study and become a respectable person. Then I will come back.” Grandfather and Grandmother were worried about him, but Issumboshi’s mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

“I’m going now,” Issumboshi said.

“Is he safe? With such a small body?” Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

… … …

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.
“There is a fine palace over there. I shall ask them at once.”
At long last Issumboshi arrived at the palace.
“Excuse me, but I want to meet the feudal lord.”
The lord came to the door, “What? Who’s there?”
“Here I am, at your feet.”
“Oh. How small! Why do you want to meet me?”
“Please let me be your retainer.”
“I wonder if your very small body can do anything.”
“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.
“Bravo! I employ you. It would be good if you became the Princess’s man.”
“Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm.
“I will defend you upon my life,” said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon’s stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

“Do you want me to stab your eyes, too?” Issumboshi asked.

“Please, don’t. This is the magic hammer that will grant you a wish. I give it to you, so please spare me.” And saying this, he ran off in a hurry.

“Thank you, Issumboshi. You have saved my life,” the Princess said.
“Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The Princess waved it and asked, “May Issumboshi become big!”

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)
THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html
Appendix 3  The Cloze Test and the Key Answers

Name:  
Class:  
Time: 60 minutes

Wassalam.  
Cheers,  
Saidah

1. a. but  c. for  d. so
b. or

2. a. economy  c. geography  d. sociology
b. history

3. a. mother tongue  c. nation  d. ethnic
b. country

4. a. writers  c. singers
b. actors  d. publishers

5. a. writer  c. singer
b. actor  d. publisher

6. a. writers  c. singer
b. actors  d. publishers

7. The author’s main purpose for writing the letter above is to tell Alia that ....
   a. her family live in Kuala Lumpur  
   b. she has a lot of hobbies
   c. she wants to be Alia’s pen pals
   d. she wants to visit Raja Ampat in Indonesia

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors'...
main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are ............(8) in trees where orangutans travel from branch to branch by climbing or swinging with their long ............(9).

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about .................(10) which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, ...........(11) can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat’s engine noise and the threat of its propeller scare .................(12).

which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly right stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources:
(2) www.indonesiantourism.com
(3) www.Explorad.com

8. a. taken  c. leant  d. spent
b. given
9. a. ears  c. legs  d. tails
b. arms
10. a. orangutans  c. crocodiles  d. animals
b. monkeys
11. a. you  c. we
b. they  d. she
12. a. orangutans  c. crocodiles  d. Animals
b. monkeys
13. The statements below are true about Camp Leakey, except ....
a. It is located in the heart of Tanjung Puting National Park
b. It is a rehabilitation place of orangutans
c. It can be reached by a boat house
d. It takes 2 days and 3 nights to reach Camp Leakey
TAJ MAHAL

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved ..........(14) and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Muntaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a ..........(15) of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Muntaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is .......... and ..........(16), the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool ..........(17) reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Text sources:
http://www.history.com/topics/taj-mahal

14. a. wife b. daughter
   c. mother d. son

15. a. weight b. height
   c. length d. strength

16. a. cloudy and rainy b. rainy and bright
c. bright and clear d. clear and cloudy

17. a. lamp rays b. star rays
c. sun rays d. moon rays

18. Based on the text, Taj Mahal becomes one of the Seven Wonders of the World because ..........a. It has a mausoleum in it
   b. It has four slender minarets inside the mausoleum
c. It shows shades of magnificent beauty at different time during the day
d. It is made from the expensive materials
ANNOUNCEMENT
McMaster Mini Med School

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Or register online by visiting

www.fhs.mcmaster.ca/conted

19. a. stop b. begin c. open d. close
20. a. but b. or c. and d. for
21. a. classes b. places c. spaces d. spots
22. Based on the text, how is the way to know more information about the registration and fees?
   a. ask the senior students
   b. come to the classroom
   c. visit the school’s website
   d. ask the school’s teachers

CUT NYAK DHIEH

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampuuk in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

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Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband ...............(24) fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she ...........(25) his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar ...............(26) planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, ...............(27), and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukuoe Oemar" (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over ......(28) death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, ...............(29), escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Cilacap, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

Note: Mukim is an area consisting of 5 villages.

(Adapted from http://en.wikipedia.org/wiki/Cut_Nyak_Dhien)

23. a. marry  b. accept  c. reject  d. divorce
25. a. questioned  b. accepted  c. rejected  d. answered
26. a. greatly  b. secretly  c. anxiously  d. carefully
27. a. weapons  b. curtains  c. candles  d. tables
28. a. his  
b. her  
c. our  
d. my

29. a. Cut Nanta  
b. Cut Nyak Dhien  
c. Cut Gatbang  
d. Cut Umar

30. In the sentence “...... we may not shed tears for those who have been martyred,” the word those refers to people that ......  
a. died for their tribe  
b. died for their happiness  
c. died for their enemy  
d. died for their master

KEY ANSWERS:

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Appendix 4  Surat Pengesahan Proposal

Nama: Elsa Nur Alifah
NIM: 111201400000165
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Readability Level of Reading Text in Bahasa Inggris Textbook: A Descriptive Study on the Textbook for the 10th Grade Students of Senior High School Published by Kemendikbud


Jakarta, 29 Juni 2018

Pengujil I:
Oes Suyatni M.Pd.
NIP. 19740902 196702 3 002

Pengujil II:
Hendro Suwarno S.Pd M.Pd.
NIP. 19730625 196305 2 001

[Signature]
Appendix 5   Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
A. N. N. Surabaya No 86 (Gedung UIN Indonesia)

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.31.99./2018
Lamp. :
Hal : Bimbingan Skripsi

Jakarta, 09 September 2018

Kepada Yth.

Drs. Syauki, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Elsa Nur Aliah
NIM  : 111480140000065
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Judul Skripsi : The Readability Level of Reading Texts in Bahasa Inggris Textbook (A Descriptive Study on the Textbook for the 10th Grade of Senior High School Published by The Ministry of Education and Culture)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanda surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.


Tembusan:
1. Dekan FITK
2. Mahasiswa yth.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01/Jpr. Dk./2018
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 05 September 2018

Kepada Yth.,

Neneng Sumengsih, S.Pd M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Elfa Nur Alqah
NIM : 1114-014-0000062
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)
Judul Skripsi : The Readability Level of Reading Texts in Bahasa Inggris

Textbook (A Descriptive Study on the Textbook for the 10th Grade of Senior High School Published by The Ministry of Education and Culture)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr.wb.

[Signature]

Dr. Aldi M.Pd

[Position]

Tembusan:
1. Dekan FITK
2. Mahasiswa y.d.
Surat Izin Penelitian

Kementerian Agama
UII Jakarta
FITK

Form (FR)

Nomor: B-0051/F1/KM.01/3/01/2019
Lampiran: 1
Hal: Permohonan Izin Penelitian

Jakarta, 10 Januari 2019

Kepada Yth,

Kepala SMA PGRI 3 Jakarta
di-

Assalamu’alaikum Wr. Wb.
Dengan hormat kami sampaikan bahwa,

Nama: Elsa Nur Alipah
NIM: 11140140000085
Jurusan: Pendidikan Bahasa Inggris
Semester: 9 (Sembilan)
Judul Skripsi: The Readability Level of Reading Texts in Bahasa Inggris
   Textbook (A Descriptive Study of Textbook for the Tenth
grade Students of Senior High School Published by The

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dari Keguruan UII
Jakarta yang sedang menyiapkan Skripsi, dan akan mengadakan
penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut
melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wasalaamu’alaikum Wr. Wb.

A.N. Dekan,
Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Waliket Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

Dekan, M.Pd.
NIP 19670912 200901 1 008
Appendix 7  Surat Keterangan Penelitian dari Sekolah

YAYASAN PEMBINA LEMBAGA PENDIDIKAN DIKDASMEN
PGRI PROPINSI DKI JAKARTA
SMA PGRI 3 JAKARTA
TERAKREDITASI A
Jl. Pondok Labu I.B. No. 29 A, Pondok Labu, Cilandak, Jakarta Selatan
Kode Pos 12460  Telepon 7658299  website: https://www.smapgri3jakarta.id

SURAT KETERANGAN
Nomor: 028/SMA PGRI 3/S/C/1/2019

Yang bertanda tangani di bawah ini:
Nama: Suryadi, S.Pd.I.
Jabatan: Kepala SMA PGRI 3 Jakarta

Menentang bahwa:
Nama: Elsa Nur Arpah
NIM: 11140140000065
Jurusan: Pendidikan Bahasa Inggris
Semester: Sembilan (9)
Jenjang Pendidikan: Strata Satu (81)
Universitas: Islam Negeri Syarief Hidayatullah Jakarta
Fakultas: Ilmu Tarbiyah dan Keguruan


Demikianlah Surat Keterangan ini kanri buat untuk diketahui dan dipergunakan sebagaimana mestinya.

Jakarta, 25 Januari 2019
Kepala Sekolah

[Signature]

[Signature]
## References Examination Paper

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### Chapter II

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Appendix 9  Documentation

SMA PGRI 3 JAKARTA