

**THE READABILITY OF READING MATERIALS USED
FOR THE SECOND YEAR STUDENTS OF
SMPN 1 RIMBA MELINTANG
KABUPATEN ROKAN HILIR**



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PEKANBARU
1429 H/2008 M**

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Thesis

Submitted to Fulfill one of the Requirement
for Bachelor Degree in English Education



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ABSTRACT

Title: The readability of reading materials used by the second year students of SMPN 1 Rimba Melintang.

There is one variable of this research. The variable of this research is the readability of reading material. The subject of this research is the second year students of SMPN 1 Rimba Melintang and the objective of this research is to find out the readability of reading material used by the second year students at SMPN 1 Rimba Melintang. Based on the objective, the data is analyzed by using descriptive Qualitative with percentage and the formula is:

$$D = \frac{E}{N.I} \times 100\%$$

The population of this research is the second year students of SMPN 1 Rimba Melintang. There are four classes and the total number of the students is 160, therefore, the writer took 25% of students or 32 Students of SMPN 1 Rimba Melintang. To collect data of this research, the writer used close procedure test. Test used to know the readability of reading material. Finally, based on research finding the average of students scores shows that the readability of reading material especially narrative text used by the second year students of SMPN 1 Rimba Melintang is in instructional level. In conclusion, it is difficult for the second year students of SMPN 1 Rimba melintang in guesing the missing words.

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CHAPTER I

INTRODUCTION

1.1. THE BACKGROUND

Since English has become an international language, most people in some developing countries including Indonesia need to be able to use it. The purpose of studying English is to make learners be able to communicate in English. Smith (1983) states that English is the language most frequently used in international trade, diplomacy and tourism, and it is studied by more people than any other language.

In some of views, Subiyakto in Lasmani (2003) Said that English is top requirement of those seeking job, it is the universal language of literacy and public communication. For those reasons, English is taught as a compulsory subject in Indonesian schools, that is, from elementary school to university.

In learning English, there are four skills that have to be master by the learners. One of the four skills is reading skills. This is an important skill because through reading we get something valuable. Some people read for pleasure and others read to get information. Therefore reading is very important especially for the students to develop their knowledge and get more scientific information.

In the 2004 competence-based curriculum for junior high school, students are introducing genre, kind of text which each of the text has its communicative goal, such as spoof/recount, narrative, descriptive, anecdote, report, news item, and so on. these kind of teaching for junior high school students cover the four language skill: listning, readingt,

speaking, and writing. They encourage the students to develop their competence in reading levels, as well as their discourse and cultural levels.

Based on the writer's observation in SMPN no.1 Rimba Melintang, most of the second year students got confused in learning reading narrative text. They could not catch the ideas of reading materials. As we know, narrative as a kind of genres has been learned by the students since the first year in junior high school. However, many students still cannot understand about narrative texts even though narrative is easier than another kind of genres. As a result, the students failed in final examination. It is caused by several factors such as interest, environment, teachers, and reading materials.

Otherwise, the English teachers of SMPN I Rimba Melintang don't pay attention to what factors influence the readability of reading materials for their students. As we know, the readability of reading materials is affected by many factors, such as: the colour of the text in relation to the background colour, the font, the spacing between words and between lines of text, the length of lines of texts, text justification, the complexity to the grammar and the education level of the students.

By forgetting the factors above, the English teachers of SMP I Rimba Melintang found: some students get low score in answering question based on reading text, some students do assignment by cheating their friends work, some students do not comprehend reading material as well, there is little response when the teacher explains the material during teaching and learning process, and some students have low ability in comprehend reading materials.

By implementing the readability of reading materials, it helps teachers to develop technique and methodologies of teaching reading materials in the class. Moreover, it also diagnoses the strength and weaknesses on the teaching and learning process.

From the explanation above, the writer is interested to do a research about:

“THE READABILITY OF READING MATERIALS USED FOR THE SECOND YEAR STUDENTS OF SMPN 1 RIMBA MELINTANG”.

1.2. THE DEFINITION OF THE TERMS

In order to avoid misunderstanding about the meaning of the terms used in this research; the terms need to be defined in this research as follows:

1. Study is a detailed consideration or investigation of a subject (hornby, 1985). In this research, a study is an investigation to finds out the readability of reading materials used for second year students of SMPN 1 Rimba Melintang.
2. 'readabilirty is primarily concerned with a basic problem familiar to all people who choose books for their own use, or who choose books for other to use, or who choose books for other to use (Gilliland 1972). In this study, readability is the level of difficulty of narrative text as reading materials used for the second year students of SMPN 1 Rimba Melintang.
3. Reading materials is material which taken from the text book as materials in teaching reading (Tinker and Mc Cullough 1975). In this study, reading materials is the narrative text that used for the second year students of SMPN 1 Rimba Melintang as material in reading.

4. Narrative is a description of the event, especially in a novel (Oxford Dictionary 2002). In this study, narrative is a kind of genre that used as reading materials in SMP level.

1.3. THE PROBLEMS

1.3.1. The Identification of the Problem

The writer realizes that since English is not our first language, to comprehend the reading text is not an easy process. There are many factors which make the reading text become difficult to be comprehended. One of them is because reading materials used for the students is too difficult for them. So, the teacher must select in choosing the reading materials that appropriate for the students. It can be seen from the identification of the problems ;

1. How is the readability of reading materials that given to the second year students of SMPN 1 Rimba Melintang?
2. How is the student's ability in comprehending reading materials that given for them?
3. How is the teacher's method in giving reading materials to the second year students of SMPN 1 Rimba Melintang?
4. What type of reading materials do the student's find difficulties on it?

1.3.2. The Limitation of the Problem

There are some kinds of the text that used for second year student at SMP level. But, this research is focused on the readability of narrative text that used for the second year students of SMPN 1 Rimba Melintang.

1.3.3. The Formulation of the Problem

This study focuses on the readability of reading materials used for second year students of SMPN 1 Rimba Melintang. The problem can be formulated as follows:

1. How is the readability of reading materials that given to the second year students of SMPN 1 Rimba Melintang?"
2. What are the factors that influence readability of reading materials by the second year students of SMPN 1 Rimba Melintang?

1.3.4. THE REASON SELECTED THE TITLE

1. This title is interesting to study because there are many problems on it.
2. It is important to study in order to get information related to student's difficulties on understanding reading materials.
3. As far as the writer is concerned, this problem has not been investigated yet.

1.3.5. THE OBJECTIVE AND NEEDS OF STUDY

1. The Objective of the Study

Based on the formulation above, the general objective of the study is:

1. To find level of difficulty of the reading material used for the second year students of SMPN 1 Rimba Melintang
2. To find the factors that influences the readability of reading materials that given to the second year students of SMPN 1 Rimba Melintang.

2. The Significance of the Research

- a. To contribute information for the English teachers in order to be selected in choosing reading materials.
- b. The researcher, himself, can enlarge knowledge about the difficulty of a reading text.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Reading

Reading can be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence. They should read a lot to cover information and increase their knowledge. Reading is an activity with a purpose. A person may read in order to gain the information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Taking those as the consideration, the purpose for reading guide the teacher's selection of text.

Carrel (1998) in Sriwastuti (2005) states that there are four skills taught in the classroom, but the main objective is reading comprehension. It means that reading become the most important skills to be developed in the classroom.

Byrnes (1998) said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The texts represent letters, words, sentence, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is.

According to Burnes and Page (1985) they defined reading as an interactive process in which the readers engage an exchange of ideas with the author via a text. In other words,

reader's understanding of the text is a kind of exchange ideas with the author. It is the process of expression and reception of meaning as the primary goal of both parties.

While Kustaryo (1998) states that reading is the combination of words recognition, intellect, and emotion with prior knowledge to understand the message communicated.

Hammer (1991) states that reading is an exercise dominated by the eyes and the brain has to work out the significance, of these messages. So, based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader.

While, according to Nuttal (1982) in Syarifah Nur (2005) states that the reason why we read because we want to get something from the writing; facts, ideas, or enjoyment.

2.2. Reading Materials

Brown and Yule (1983) in Hengki Irawan (2001:7) says that text is a verbal record of communicative act. Most teachers find difficulties in developing materials for each class based on the learner's particular needs and interests. Some teachers begin reading material and supplement with their own specially developed materials and supported materials, while others focus on their own special materials and supplement of this ideas or pages from the textbook.

Giving students reading materials that they can comprehend is absolutely fundamental for developing comprehension abilities. Otto (1973) defines that academic learning time as the time a students is engaged with academic materials or activities that yield high successful rate. Each teacher must carefully consider the advantages and disadvantages of providing

multilevel materials in his/her classroom. Hensen (1987) reports that children can learn to select book at an appropriate level of difficulty. Moreover, he recommends giving students the opportunity to read books at various levels. Encouraging students to determine what makes the challenge book difficult or conversely, what makes simple books easy can be begun to sensitize students to take demands so that they can become independent readers who can select their own reading materials.

While Tom Hutchinson and B.K Lynch (1991) stated that material selections emerge from a set of criteria developed for each unit. The text criteria attempt to include information about the language possessing and learning of students. For example, the criteria require that there be "readable" in the material. Readability is an objective measurement of difficulty of reading materials, how easily written material can be read and understood. So, these texts are selected to reinforce in the main of the students, that they can read English, perhaps not all English, but some English. A second concerned of material selection concern their role the content of materials in the curriculum. Justification for the use of modified or simplified materials have focused on allowing the students access to the language form and thus to the content of the text.

Moreover, supplementary reading materials are material which taken from other sources as additional materials besides the text book. Tinker and Mc Cullough (1975) explained that supplementary reading materials are needed to widen experience, enrich vocabulary-clarified concept, and satisfy individual's interest and demands for information. It is admitted that by reading some passages, people will get much knowledge. Furthermore, Sing

(1979) states that the use of easy additional material is also important to help the student in improving reading skill on their own.

In assessing reading materials, Nuthal (1982) points that there are three criteria on it, they are:

- a. Readability, the teacher should assess student's level, obviously a text should be at the right level of difficulty for the students.
- b. Suitability of the content, teacher really needs to carry out an investigation what his/her own students like before he/she order many books or select class reading material. It should be suited to the learner's needs and interest.
- c. Exploitability means facilitation of learning. When you exploit a text, you make use of it to develop your student's competence as the readers. So, it should be capable of generating useful classroom activities.

2.3. Narrative

Narrative is an interesting text where students can learn more vocabulary from it. The purpose of narrative text is to entertain, to tell a story, or to provide an esthetic literary experience. Narrative text based on the life experience and is a person oriented using dialogue and familiar language. (Sudarwati and Grace, 2005)

The text of narrative, one of fictional text, generally use to educate in an enjoyment way. The lesson of live and livings are delivered by the speaker or the writer of narrative with the easiest way and tend to be simple and appropriate with the children world that full of imagination. Because of that, text of narratives has a high power of attraction for children, until

it can be called that kind of text plays important roles to the early development of literacy ability. (Derewianka, 1990)

Taylor (1969) defined narrative as general term applicable to any literary form which tells a story, including, for example, the novel and the epic poem as well as the short story.

According to Sudarwati and Grace (2005), narratives deal with problematic events which lead to crisis or turning point of some kind (climax), which in turn finds a resolution. Its purposes are to amuse or to entertain and to deal with actual vicarious experience in different ways.

A narrative text needs a descriptive detail, which helps to make a description clear and interesting. Well-chosen details help the readers envision what is being described. Other important elements of narration that keep the reader interested are inviting introductions, and essential story features such as conflict, climax, and resolution.

Narrative paragraphs use sequence, usually chronological sequence to tell a story. They have clear transition signals. In what Hairston (1986) and Eni Julita said, writers use narrative when they want to recount an event or an experience or when they want to tell a miniature story or anecdote. Usually they include people in their narration and they relate to the events in straight chronological order.

Narratives are told in chronological sequence, one event following another through time. Details are everything to a narrative paragraph. They provide the touches that make the reader see, hear, and feel that the story is true. The writer concludes that narrative tries to explain what happens in a chronological sequence by giving details.

While in Oxford advanced learner's dictionary (2002), defines narrative as description of events, especially in a novel.

2.4. Readability

Gilliland (1972) in Burnes and Page (1985:54) offers a simple but clear definition of readability: 'Readability is primarily concerned with a basic problem familiar to all people who choose books for their own use, or who choose books for others to use. This is a problem of matching. On the one hand, there is a collection of individuals with given interest in reading skills. On the other hand, there is a range of books and other reading materials, differing widely in content, style and complexity. The extent to which the books can be read with profit will be determined largely by the way in which two sides are matched' (Gilliland,1972:12).

2.4.1. The factors which affect readability

There some factors which affect readability, the factors are:

a. Interest and motivation

These two factors are not the same. Teachers motivate children to read and children may generate their own motivation. Both types of motivation, internal and external, are too well known to require further discussion here. Interest in reading is often neglected in classrooms.

This is especially the case where teachers use basal reading schemes as the main component of their instructional programme in reading. Individualised approaches to reading instruction using a wide range of materials have been discussed by Holdaway (1980). If, as

teachers we were made to read books chosen for us by others, we would quickly decide that interest in reading is idiosyncratic and we would be keen to make our own choice. The individualisation of the primary school reading programme is one way to move towards accounting for the divergent interests of the children in any given class. A reader who finds a topic or story interesting will frequently manage to read material, the readability level of which is well above the expected level of functioning that particular reader, and where illustration and colour is used to complement the text it is likely not only to ease the difficulty imposed by the text but also to initiate and sustain interest.

b. Legibility of print

Harrison (1980) in Burnes and Page defines legibility of print as: 'aspects of topography which determine how readily the letters and the words of the text will be deciphered. These will include such features as size of the type and the particular type font used (i.e., the actual design of letters) and also lay-out variables, such as line length, size of margins, leading (the space between the lines), and so on' (Harrison, 1980:72).

c. Length of line

Some beginning reading books control length of line so as to group meaningful phrases in chunks. Teachers of reading, especially in the early years of the primary school, are usually careful not to write sentences right across the chalkboard (that is in some cases 3 or 4 metres long). The eye sweep require is thought to cause problems, particularly with arriving at the correct location to read the next line.

d. Illustration

Some convincing research has suggested (watts and Nisbet, 1974) that illustration in text can cause distraction and result in lower levels of comprehension. This is easy to accept if only the illustrations in many basals are examined. How often, for example, does the illustration used contradict the text? On a more finegrained level, teachers might like to check to see how tense portrayed in illustration matches that describe in texts. If, for example, the text says *The robber is punching the old lady* the robber should be doing just that, but in many cases he would be shown, standing up with his fist in the air, near an old lady, who is cowering on the ground. Unless he has arms as long as an orang utan the text and the illustration are contradictory and thus cause, at least, loss of clarity.

Illustration and the use of colour for emphasis can be designed to support and extend the text. Photographs of real word situations are fine illustration from a point of view if human interest, but Harrison (1980:18) points out that they usually 'contain a great deal of information not all of which will be directly relevant to the learning task'. Teachers who are aware of possible confusion caused by illustration can help students to work around such obstacles, or the teachers may elect not to select texts for use where illustration are poor.

e. Vocabulary

Writing of the use of readability formulae to measure the difficulty level of text, Harrison (1980:55) in Burnes and Page makes the highly cogent point that 'vocabulary and sentence length are correlates of text difficulty, not causes of text difficulty'. This is a truism often forgotten when readability is considered. Leaving aside for the moment the question of

sentence length, it should be pointed out that it is fashionable to discuss reading as a holistic process. This means that we can not break it up into bits, and this is certainly true from a comprehension or communication point of view. However, it would be wrong to say, for example, that children would not benefit from learning vocabulary which would help them describe their world. Objections are justifiably raised when such vocabulary is taught in isolation from either text or situational context. As Burnes found on an excursion into Roget's Thesaurus (1965), even teachers can occasionally benefit from some instruction in vocabulary.

However, vocabulary is used to describe concepts, and when children, and others for that matter, read specialised materials there is no escape from the vocabulary of the particular specialisation. Rewriting all 'difficult' materials is not the answer. Careful selection of appropriate texts and through preparation for reading difficult material are helpful. It should be clearly stated that vocabulary is best taught, and certainly more easily remembered, in context. Where children have poor oral language mastery vocabulary, it is certain that they will encounter reading problems.

Words, even in isolation, can carry plenty of meaning, but when we impose the structure of syntax on utterances, many extra cue systems come into play and interact each with the other so that the reader has a variety of cue systems from which to select in order to reconstruct the author's message.

f. Sentence structure

In addressing this question on redundancy, in terms of plural forms, Johnson and Pearson (1978:759) quote the following example: The girls were walking with their friends. Here, Johnson and Pearson point out, there are three indicators of plurality, so that a reader does not have to rely just on the s in girls to signal plurality.

In earlier section, reference was made to sentence length and the fact that it is a correlate of text difficulty and not a cause of it. Sentence length is usually employed in readability study as a convenient index of syntactic complexity. However, as pointed out by Klare (1974:75) in Burnes and Page, shorter, rather than longer, sentence are good index of level of difficulty. Short sentences, like words of low syllable count, do not, then, result in ease of reading.

Teachers, like authors, who engage in rewriting texts to ease their readability level are on dangerous ground. Readability formulae are intended for post hoc application to determine text difficulty, not as a blueprint for composition.

The following two sentences have very similar, if not identical, meanings. One contains eight words, the others seven, yet their syntactic structures are different.

1. Peter got no tea because he was late (8 words)

2. Peter, who was late, got no tea. (7 words)

One might reasonably predict that sentence 2, which contains an embedded clause, will be more difficult to comprehend yet is shorter than sentence 1.

The point is that manipulation of sentence length to suit a readability formulae does not always result in a more predictable, easier to read it. Quite the reverse is sometime true.

Pearson (1974:190) illustrates the power of grammatical complexity with the following pair of sentence.

1. Because the chain broke, the machine stopped.
2. The chain broke. The machine stopped.

Pearson points out that what happens can be explained as a trade-off relationship between explicitness on the one hand and simplicity on the other. The causal relationship in sentence 1 is explicit. If sentence 1 is rewritten as sentence 2, grammatical complexity and average sentence length are reduced, but a new inferential burden on the reader is introduced. And the reader is forced to make a conceptual leap with respect to causality.

g. Text organisation

Text organisation is important as aid to comprehension. Bormuth (1970) in Burnes and Page discusses the importance of inter-sentence comprehension in terms of the structural and meaning, relationships which exist in prose of greater duration than the single sentence. Here, 26 categories of intersentence syntactic structures are delineated, and it is pointed out that the 'relative sequential positions of sentences and conjunctive expressions signal information about the relationships of the sentences to each other'.

h. Concepts and idea density

To this point the discussion has largely addressed the form a text might take. Readability level has much to do with content. Complex technical ideas are likely to be more difficult to read than a simple narrative such as a novel about an adventure or romance.

2.4.2. Measuring readability

Gilliland in Burnes and Page (1985 : 59) mention five methods in measuring readability: subjective assessment, objective question and answer technique, formulae, tables and charts, and cloze procedure test.

- a. Subjective assessment is the prediction of readability level made by the teacher based on the experience at matching children's reading ability to appropriate reading materials.
- b. Objective question and answer technique is measuring readability level based on the answer of questioner given by the students.
- c. Formulae is measuring readability based on the length in characters or syllable.
- d. Tables and charts is measuring readability manually by counting and doing a mathematical calculation
- e. Cloze procedure is a popular method for measuring readability, cloze procedure consist of deleting word in a text and asking the reader to fill in the appropriate or a similar word.

In this research, the writer use cloze procedure test for measuring readability because of some factors. The first factors are because its scoring was objective. The second is because it was easy to use and analyze. The third reason for choosing cloze procedure as formula to

measuring readability is because it uses the text itself for analysis. And the last factors are because it yields high correlation to other formulas.

What is cloze procedur?

The cloze procedur is often treated as a readability test because a formula exists for translating the data from cloze test into numerical results. The name “cloze” comes from the word “closure”. In this procedure, words are deleted from the text and readers are asked to fill in the blanks. By constructing the meaning from the available words and completing the text, the reader achieves “closure”. Cloze procedures consist of deleting words in a text and asking the readers to fill in the appropriate or a similar word. The main advantage of the cloze procedure is that it is extremely easy to construct, administer and grade, and there is not need to write questions.

2.4.3. Criteria for interpreting the result

According to Burnes and Page, the criteria for interpreting the result of measuring readability are divided into three level of difficulty. The first is Independent level, namely 61% or more correct replacements of the test items. The second criteria is Instructional level, 40% to 60% correct replacement. And the third criteria are Frustration level, less than 40% correct replacements of the test items. Record these level in relation to raw scores on the test scorer sheet, bellow the listed of deleted words, for example (for 50 deletion)

- a. If the student's score is 31 or more, the percentage is 61 or more. The readability level is fall to independent level. It means that the text is easy and the students need no help in reading this text.
- b. If the students score is 20 to 30, the percentage is between 40 to 60. The readability level is at instructional level. It means that the text material is challenging, quite difficult and the students' needs guidance in reading the text material.
- c. If the student's correct answer is less than 20, the percentage is less than 40. The readability level is at frustration level. It means that the text material is too difficult for the students and the text material is not appropriate for the students.

G. OPERATIONAL CONCEPT

Concept is the main element to avoid misunderstanding and misinterpreting is scientific study. Therefore, a concept is still operated form the research planning which to be interpreted into particular words in order to be easy measured.

So that, operational concept of this study can be seen in the following indicator:

1. The students are above 61 correctness, are categories in to independent level.
2. The students are in the 40%-60% correctness, are categories in to instructional level.
3. The students are in the below 40% correctness, are categories into frustra ional level.

And the factors that influence the readability the reading materials, there are as follows:

- Interest
- Motivation
- Illustration
- Vocabulary

- Sentence structure
- Text organization
- legibility of print

CHAPTER III

RESEARCH METHODOLOGY

1.1. Research Design

This research is a descriptive research. It has one variable which describe readability of reading text used for second year students of SMPN 1 Rimba Melintang. Joyce P.Gall (2005:179) stated that the description research aims to provide a clear accurate description of individuals, even or processes.

1.2. The Location and time of the Research

This study was conducted at SMPN 1 Rimba Melintang, and this research was done on April - May 2008.

H.4. the Population and sample of the research

Gay (1987:102) states that population of the group of interest to the researcher, or the group she/he would like the results of the study to be generalizable. In this study, the population includes the second year students of SMPN 1 Rimba Melintang in academic year 2007/2008 is follows:

TABLE I

THE TABLE OF POPULATION AND SAMPLE

No	Population	Male	Female	Number	Percentage	Sample
1	VIII 1	14	26	40	20%	8
2	VIII 2	18	22	40	20%	8

3	VIII 3	19	21	40	20%	8
4	VIII 4	17	23	40	20%	8
Total		65	86	160		32

Wiersma (1987: 283) said that sample is a subset of the population to which the researcher intends to generalize the results. In taking sample, Surachmad (1998: 100) mentions that if the population is assumed to be homogenous and the number is less than 100, the sample used is 50 % of the population. Furthermore, he said that if the population is more than 100, the sample should be taken at least 15 % of the population.

Gay (1987: 10) said that is the population is homogenous enough, for the population more than 100 persons, the sample can be taken about 15 %-35%.

The number of population in the second year students is 160 persons. The writer will take 20% of the number of population as the sample of this research. They are 32 persons.

3.4. Data Collection Techniques

To know the readability of reading materials used for the second year students of SMPN 1 Rimba Melintang the writer collects the data by giving the students cloze procedure reading text. In the cloze procedure the students have to complete the reading text with appropriate words.

The test materials items taken from junior high school text books. They are from The Bridge English Competence for SMP XI, Yudhistira and the like. The test is given to different students of the same level and in different time. The test is conducted to know the level of reliability of the test.

In relation to the above explanation, the writer takes six narrative texts suggested for the second year students of SMP as reading texts of the test. In each item of the test, the students are asked to complete the text with appropriate word which can be seen in the following example:

Read the following text carefully, and then complete the missing word in the text with suitable words.

The man who was not lost

“One of us is lost, “the said. Raju said,” Did you count to see many you are?”. “ Yes did,” the man said. “I counted nine men. This morning had ten men. One us is lost.”

Raju said,” Let me see you count.” So the men counted. counted nine men. But he did not count himself.

The choices of answer:

1. Said 2. How 3. I 4. We 5. Of 6. He

3.5. Data Analysis Technique

After collecting the data, it will be analyzed by using the following formula:

- a. In analyzing the individual score of the students, the following formula is used:

$$X = \frac{\sum r}{N} \times 100$$

X = individual score

N = number of items

r = correct number

b. To find out the average differences of all students score

–
$$As = \frac{\sum X}{N}$$

As = average score

$\sum X$ = the sum of all students individual score

N = the number of all students

(Hatch Everlyn, H. Farhady, 1982)

c. To find out the percentage of correct answer, the following formula is used:

$$P = \frac{As}{N} \times 100\%$$

P = percentage

As= average of correct answer

– N = number of items

The criteria for interpreting the results according to Burnes and Page:

Table II Criteria for interpreting the results

Percentage of correct answer	Level of difficulty
> 61%	Independent level
40% to 60%	Instructional level
< 40%	Frustration level

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To know the students' difficulty, the writer uses the following formula:

$$D = \frac{E}{N.I} \times 100 \%$$

D = The Percentage of the Difficulty Level

E = The Total Number of Mistakes

N = The total Number of the respondents

I = The Number Of the test Items

Based on Hughes' opinion if the percentage of the difficulty is equal or higher than 40%, the test considered difficult for the students. However, if the percentage of the difficulty is lower than 40%, the test is easy for the students.

To categorize the level of the factors that influence the readability of reading materials, the writer used the formula as follows:

No	THE SCORE	CODE	CATEGORY
1	80 – 100	A	VERY GOOD
2	70 – 79	B	GOOD
3	60 – 69	C	ENOUGH

4	50 – 59	D	LESS
5	0 - 49	E	BAD

(Guidance book academic information UIN SUSKA 2003:194)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

4.1. DESCRIPTION OF THE RESEARCH INSTRUMENT

Instrument is something used in performing an action. Research instrument means what the writer used in conducting the research. The test is an instrument that is more appropriate to measure how the readability of reading material is. So, to know the readability of reading materials the writer collected the data by giving the students cloze procedure test.

4.2. DATA PRESENTATION

In this chapter, the writer presents the data in order to know how is the readability of reading materials used by the second year students of SMPN 1 Rimba Melintang.

DATA ANALYSIS

4.3.1 The students' ability in answering missing word

The test administered to the second year students of SMPN 1 Rimba Melintang has been distributed to 32 respondents. It has been done on April - May 2008. The study focuses on the readability of reading materials used for second year students by using cloze procedure test. The test consists of 50 items which divided into six reading passage. Passage 1 (10 items), passage 2 (5 items), passage 3 (10 items), passage 4 (9 items), passage 5 (10 items), and passage 6 (6 items). The writer also presents the averages score of the students

and percentage the student's error in order to find out whether the test is easy or difficult for the students. The result of the study is presented as follows:

TABLE III

TABLE OF STUDENTS' SCORE IN GUESSING THE MISSING WORD REQUIRED FOR THE CLOZE TEST IN READING

Students	CORRECT ANSWER						Total	SCORE
	Ps 1	Ps 2	Ps 3	Ps 4	Ps 5	Ps 6	CA	
1	3	2	3	4	6	3	21	42%
2	4	3	2	6	5	4	24	48%
3	8	2	3	7	7	2	29	58%
4	5	4	3	6	6	3	27	54%
5	4	2	2	5	5	5	23	46%
6	6	3	3	7	6	3	28	56%
7	6	3	3	8	6	4	30	60%
8	7	4	3	4	5	4	27	54%
9	5	3	2	6	7	3	26	52%
10	7	4	3	5	6	2	27	54%
11	3	3	2	6	8	2	24	48%
12	6	2	4	8	5	2	27	54%
13	4	3	2	5	8	4	26	52%
14	7	4	4	6	5	1	27	54%

15	6	3	1	7	7	2	26	52%
16	8	2	3	4	6	3	26	52%
17	6	3	4	6	5	3	27	54%
18	5	3	3	5	6	4	26	52%
19	4	1	4	5	6	3	23	46%
20	6	3	3	6	5	2	25	50%
21	3	4	2	5	5	4	23	46%
22	4	5	4	3	6	5	27	54%
23	6	3	3	6	4	2	24	48%
24	5	2	3	5	4	2	21	42%
25	6	4	2	6	3	3	24	48%
26	4	3	3	5	5	4	24	48%
27	5	2	4	3	5	2	21	42%
28	4	2	4	6	5	2	23	46%
29	6	3	3	5	4	3	24	48%
30	4	4	2	4	6	5	25	50%
31	2	3	3	5	5	6	24	48%
32	3	2	4	3	6	3	21	42%
Total							800	
Mean score							25	50%

The table above shown that the mean score of the students who answered correctly was 25. from that score, it can be concluded that the readability of the reading material used in SMPN 1 Rimba Melintang especially narrative text was at instructional level.

The distribution of the students score in filling the missing word required for the cloze test in reading for each passage describe in table 3, table 4, table 5, table 6, table 7 and table 8 below.

Table IV passage 1

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	5	15.62%
40% to 60%	Instructional level	22	68.75%
< 40%	Frustration level	5	15.63%
Total		32	100%

In answering the cloze procedure test for passage 1, only 5 students (15.62%) are there at independent level, twenty two students (68.75%) at instructional level, and five students (15.63%) at frustration level.

From the data above, it can be seen that the average score is 50.62 as the result of the formula $\bar{x} = \frac{\sum x}{N} \times 100$ (see appendix III). From the tables above, it can be concluded that the readability of passage 1 was at the instructional level.

To know whether the test is easy or difficult for the respondents, the writer then calculates the students' mistake. It is found that the level of difficulty of the passage 1 was 49.37% (see Appendix X). Based on Hughes' opinion if the difficulty level is higher than 40%, the test is considered difficult for the students. In the other words, it can be said that the students find difficulty in guessing the missing words.

Table V Passage 2

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	8	25%
40% to 60%	Instruction level	23	71.88%
< 40%	Frustration level	1	3.13%
total		32	100%

The table above shown that out of 32 students, eight students (25%) are at the independent level, twenty three students (71.88%) are at the instructional level, and one of them (3.13%) in frustration level.

By looking the description on the table, it can be seen the average score is 58.75 and fall to instructional level (see appendix IV for detail). Based on the calculation on Appendix X,

the difficulty level of the test for passage 2 is 41.25%. in conclusion, this passage is difficult for the students.

Table VI Passage 3

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	0	0%
40% to 60%	Instruction level	8	25%
< 40%	Frustration level	24	75%
total		32	100%

The table above shown that out of 32 students, eight students (25%) are at the independent level, twenty four students (75%) at the frustration level. None of them at the independent level.

The average score of the students is 29.37 that falls to the frustration level (see appendix V). It is found that the level of difficulty of this passage is 70.25%, which means the students find difficulty in answering the test (see appendix X).

Table VII Passage 4

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	15	46.88%
40% to 60%	Instruction level	14	43.75%

< 40%	Frustration level	3	9.37%
total		32	100%

The table above indicate that out of 32 students, fifteen students (46.88%) are at the independent level, fourteen students (43.75%) are at the instructional level, and three students (9.37%) at frustration level.

The average score of the students is 59.72 that falls to the instructional level (see appendix VI). It is found that the level of difficulty of this passage is 40.27%, which means the students find difficulty in answering the test (see appendix X).

Table VIII Passage 5

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	5	15.62%
40% to 60%	Instruction level	26	81.25%
< 40%	Frustration level	1	3.13%
total		32	100%

Out of 32 students, five students (15.62%) are at the independent level, twenty six students (81.25%) are at the instructional level, and one student (3.13%) at frustration level.

The average score of the students is 55.62 that falls to the instructional level (see appendix VII). It is found that the level of difficulty of this passage is 44.37%, which means the students find difficulty in answering the test (see appendix XI).

Table IX Passage 6

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	11	34.38%
40% to 60%	Instruction level	8	25%
< 40%	Frustration level	13	40.62%
total		32	100%

The table above shown that out of 32 students, 11 students (34.38%) are at the independent level, 8 three students (25%) are at the instructional level, thirteen students (40.62%) in frustration level.

By looking the description on the table, it can be seen the average score is 52.08 and fall to instructional level (see appendix IX for detail). Based on the calculation on Appendix X, the difficulty level of the test for passage 6 is 47.91%. In conclusion, this passage is difficult for the students.

4.3.2 The factors that influence the readability of reading materials

Table X

Students review the lesson at home

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	5	15,62%
2	Often	6	18,75%
3	Sometimes	8	25,00%
4	Seldom	7	21,88%
5	Never	6	18,75%
TOTAL		32	100%

The table above shows us that the majority of the respondents' answer is 46, 88% who state that they review the lesson at home. Meaning that, the respondents review the lesson at home is bad.

Table XI

Students ask to their friends when they get confuse in reading

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	4	12,50%
2	Often	7	21,87%
3	Sometimes	9	28,13%
4	Seldom	6	18,75%
5	Never	6	18,75%

TOTAL	32	100%
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The table above shows us the majority of the respondents answer is 50% who state that they ask their friends when they get confuse in reading. Meaning that, the students' often ask their friends when they get confused in reading.

Table XII

The students bring the English text book in every English class

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	25	78,13%
2	Often	6	18,75%
3	Sometimes	1	3,12%
4	Seldom	-	-
5	Never	-	-
TOTAL		32	100%

The table above show us that the majority in of the respondents answer is 96, 88% who state that students bring English text book in every English class. Meaning that, the students always bring English text book every English class.

Table XIII

The students motivated by the teacher to study English especially in reading material

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	15	46,87%
2	Often	7	21,87%
3	Sometimes	2	6,25%
4	Seldom	6	18,76%
5	Never	2	6,25%
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 68, 74% who state that they motivated by teacher. Meaning that, the students motivated by the teacher in reading material is enough.

Table XIV

Teacher gives students homework pertaining in reading material

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	20	62,5%
2	Often	8	25%
3	Sometimes	4	12,5%
4	Seldom	-	
5	Never	-	
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 87, 5% who state that the teacher gives home work to students. Meaning that, the teacher give homework is good.

Table XV

The illustration on the text helps the students to comprehend the content of the text.

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	16	50.00%
2	Often	8	25.00%
3	Sometimes	4	12,50%
4	Seldom	1	3.12%
5	Never	3	9.38%
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 75.00% who state that the illustration on the text helps the students. Meaning that, the illustration on the text helps is good.

Table XVI

Students are uncomplicated with the vocabulary on the text

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	-	-
2	Often	1	3.12%
3	Sometimes	3	9.38%
4	Seldom	14	43.75%
5	Never	14	43.75%
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 87.50% who state that complicated with vocabulary on the text. Meaning that, the student's mastery in vocabulary is bad.

Table XVII

Students are uncomplicated with sentence structure of the text

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	1	3.12%
2	Often	1	3.12%
3	Sometimes	3	9.38%
4	Seldom	13	40.63%
5	Never	14	43.75%
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 84.38% who state that complicated with sentence structure. Meaning that, the student's mastery in sentence structure is bad.

Table XVIII

Students are uncomplicated with text organization of the text

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	1	3.12%
2	Often	3	9.38%
3	Sometimes	4	12,50%
4	Seldom	13	40.63 %
5	Never	11	34.37 %
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 75.00% who state that complicated with text organization. Meaning that, the student's mastery in text organization is bad.

Table XIX

Legibility of print helps the students to comprehend the content of the text

NO	Alternative Answer	Frequency	Percentage (%)
1	Usually	8	25.00%
2	Often	9	28,13%
3	Sometimes	8	25.00%
4	Seldom	5	15.62%
5	Never	2	6.25%
TOTAL		32	100%

The table above shows us that the majority of the respondents answer is 53.13% who state that the legibility of print helps the students. Meaning that, the student's legibility of print helps is good.

From the presentation data analysis, the research question that has been stated on the introduction of this research can be answered. That is to know the readability of narrative text used for the second year of SMPN 1 Rimba Melintang. Based on the finding and the presentation of the data above, the answer of readability of narrative text is found. The average score of the students' test showed that the readability of the text is at instructional

level. In addition, the text is challenging and the students still need guidance in comprehending the text.

Table XX

The recapitulation of the factors that influence the students in

NO	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	5	15,62%	6	18,75%	8	25,00%	7	21,88%	6	18,75%		
	25		24		24		14		6		93	58.12%
2	4	12,50%	7	21,87%	9	28,13%	6	18,75	6	18,75		
	20		28		27		18		6		99	61.88%
3	25	78,13	6	18,75	1	3,12	-	-	-	-		
	125		24		3						152	95%
4	15	46,87%	7	21,87%	2	6,25%	6	18,76%	2	6,25%		
	45		28		6		12		2		93	58.12%
5	20	62,5%	8	25%	4	12,5%	-	-	-	-		
	100		32		12						144	90%
6	16	50%	8	25%	4	12,5%	1	3,12%	3	9,38%		
	80		32		12		2		3		129	80.62%
7	-		1	3,12%	3	9,38%	14	43,75%	14	43,75%		

			4		9		28		14		55	34.37%
8	1	3,12%	1	3,12%	3	9.38%	13	40,63%	14	43,75%		
	5		4		9		26		14		58	36.25%
9	1	3,12%	3	9,38%	4	12,50%	13	40,50%	11	34,37%		
	5		12		12		26		11		66	41.25%
10	8	25%	9	28,13%	8	25%	5	15,62	2	6,25		
	40		36		24		10		2		112	70%

Where:

A: 5

B: 4

C: 3

D: 2

E: 1

There are some dominant factors that influence the readability of reading materials at the second year students of SMPN 1 Rimba Melintang.

These factors that influence the readability of reading materials, it can be seen from item no.7, and the students' mastery in vocabulary is bad. The total number of this item is 55 and the percentage 34.37%. The item no. 8 is students' mastery in sentence structure is bad. It can be seen that the total number of this item is 58 and the percentage is 36.25%. The item

no. 9 is student mastery in organization of the text is bad. It can be seen that the total number of this item is 66 and the percentage is 41.25%. The item no. 1 is students review the lesson at home is bad. It can be seen that the total number of this item is 93 and the percentage is 58.12%. The item no. 4 is students motivated in reading materials is bad. It can be seen that the total number of this item is 93 and the percentage is 58.12%. The item no. 2 is students ask to their friends in reading materials is enough. It can be seen that the total number of this item is 99 and the percentage is 61.88%. The item no. 10 is legibility is good. It can be seen that the total number of this item 112 and the percentage 70%. The item no. 6 is the illustration on the text is very good. It can be seen the total number of this item is 129 and the percentage is 80.62%. The item no. 5 is teacher give students homework in reading materials is very good. It can be seen that the total number of this item is 144 and the percentage is 90%. The item no. 3 is the students bring the English text book is very good. It can be seen that the total number of this item is 152 and the percentage is 95%.

CHAPTER V

CONCLUSION AND SUGESTIONS

5.1. CONCLUSION

As the data presented on chapter IV, the writer concludes that many of the second year student of SMPN 1 Rimba Melintang are not able in guessing the missing word. The answer of the question about the readability of narrative text is found. The average of the students, scores shows that the readability of reading materials especially narrative text used for the second year student of SMPN 1 Rimba Melintangt is at *instructional level*. In addition, the students also still find difficulty in comprehending the reading material and need guidance in reading the material. The detail conclusions can be drawn as in the following:

- a. The total of correct answer of the whole students in guessing the missing word is 800. It means that the mean score of the students is 50 (800/1600) which falls to *instructional level* of difficulty. The students still find difficulty in guessing the missing word. While the total mistakes that all students do in answering the test is 800, it means that the percentage of difficulty level is 50%. In conclusion, it is difficult for the second year students of SMPN 1 Rimba Melintang in guessing the missing words.
- b. The lower score of the students in guessing the missing word is for passage 3. The total of the st6udents' correct answer for passage 3 is 94. The average score of the whole students in answering this passage is 29.37 (94/320) that falls to the *frustration level*. In addition, the total mistakes of the students'

answers are 226 and the percentage of the difficulty level is 70.25 % which means that the students find difficulty in answering the test.

- c. The higher score of the students in guessing the missing word is for passage 4. But it does not mean that the student do not have difficulty in answering this type of test. In fact, the total of students' correct answers of the test was 172. The average score of the whole students in answering this passage is 59.72 (172/288) that falls to the *instructional level*. In addition, the total mistake of the students' answers is 166 and the percentage of the difficulty level is 40.27 % which means that the students find difficulty in answering the test.
- d. The research finding shows that there are four factors that influence the readability of reading materials. They are:
- The students' mastery in vocabulary is bad. It can be seen that the percentage of this item is 34, 37%.
 - The students' mastery in sentence structure is bad. It can be seen that the percentage of this item is 36, 25%.
 - The students' mastery in organization of the text is bad. It can be seen that the percentage of this item is 41, 25%.
 - The students' in reviewing the lesson is bad. It can be seen that the percentage of this item is 58, 12%.

5.2. SUGESTIONS

Based on the findings, the writer suggests the following:

- 5.2.1. The second year students of SMPN 1 Rimba Melintang need to improve their vocabulary in order to make the reading text easier to understand. The students can practice through reading and writing when they learn English.
- 5.2.2. The English Teachers of SMPN 1 Rimba Melintang needs to select reading material that suitable with their students.
- 5.2.3. The English Teachers of SMPN 1 Rimba Melintang have to give more guidance to the students in learning reading materials.

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LIST OF APPENDIX

APPENDIX 1 The Research instrument

APPENDIX 2 questioners

APPENDIX 3 Table of the Students' Score in guessing the missing word for passage 1

APPENDIX 4 Table of the Students' Score in guessing the missing word for passage 2

APPENDIX 5 Table of the Students' Score in guessing the missing word for passage 3

APPENDIX 6 Table of the Students' Score in guessing the missing word for passage 4

APPENDIX 7 Table of the Students' Score in guessing the missing word for passage 5

APPENDIX 8 Table of the Students' Score in guessing the missing word for passage 6

APPENDIX 9 the Mean Score of the data

APPENDIX 10 The Level of difficulty of each reading passage

APPENDIX I

The Research instrument

Read the following text carefully. Then complete the missing word in the text with suitable words.

Passage 1

The Ahmadi family woke up early last Sunday. They wanted to to the beach. Hendra, Irwan, and Eni were excited. Bu Ahmadi was busy. prepared food, drinks, and everything they needed such eating utensils, mat, etc.

“Children, get into the car,” Pak Ahmadi. And soon they were off. They left the house 6 p.m. Pak Ahmadi drove the car carefully. On the way the children talked to one another about what they will do at the beach. They at the seaside after three hours drive.

They saw a lot of children swimming in the sea, some were playing ball and some were playing with sand and seashells.

Pak Ahmadi helped his wife carry things and put on the beach. Hendra, Irwan, and Eni put on their swimsuits and rushed into water. Pak Ahmadi and Bu Ahmadi sit on the mat. They were to the radio and watching their children swimming.

At twelve, Bu Ahmadi called their children to have lunch. After eating up their, they took a rest and at three o'clock they have returned home. The children looked tired.

Passage 2

Pak Hadian is a teacher. He three children. They are Rian, Roni, and Irfan. The three children play musical instruments. Rian, the eldest child, play organ. Roni play flute and Irfan the boy, play trumpet. Pak Hadian play piano. He teaches music at his children's school. Pak Hadian and children often play as a group

at the school parties. Once, they played on the television for a music program. They are family of the music.

Passage 3

Santi didn't go to school yesterday. She sick. She got a fever. All morning she in bed. In the afternoon she went to see a doctor with mother. The doctor examined her. He said, "you flu, Santi. You should take a for five days. Don't go school. Take this medicine three a day. I hope you are getting well soon." Santi's mother thanked the doctor. Santi and her mother the room.

When they were outside the doctor's office, they people sitting in the waiting room. They to see the doctor, too. Santi knew one of them. He was Pak Anton, her neighbour.

Passage 4

I get a new friend. Her is Aulia. I meet her in my classmate's house, Metha. She is cousin. Aulia is twelve years old. She twin sister. Her name is Ananda. Both of them are smart and beautiful. They sing very beautifully. They are also good at playing instruments, especially piano.

I'm very happy they my new friends because I can learn singing and playing piano from them. I also talked her mother. She is the best music teacher. She has popular studio in this town. Actually I want to be a singer, too. So, I must take a music in her studio.

Passage 5

One day, Jane was caught in rain. When she reached home, she started sneezing. Soon, Jane down with a cold.

The next morning, Jane's mother took her to the The doctor said that Jane had flu and he gave her some He also advised Jane to drink more and take a good rest.

When Jane reached home, she straight to bed. She slept till lunch. Her mother carried meal to her bedroom. She also brought Jane her medicine. After eating, Jane went back to sleep.

When Jane woke up for dinner, she much better. Her best friend called to find out how she was. She also Jane briefly what the teacher had taught that day.

The next day, Jane had recovered. She her friends and was glad to go back to school again.

Passage 6

Mr. Siswondo rides a scooter. He is English teacher. He thinks it the easier way for her to get to work. Siswondo: " I bought my scooter three years ago. It is not risky it because the thieves do not like this model. But the important thing is I can all my books and students' assignments home. My scooter is also very to run. I only spent ten thousand a week for petrol.

ANSWER KEY

Passage 1

1. GO
2. She
3. As
4. Said
5. At
6. Arrived
7. Them
8. The
9. Listening
10. Lunch

Passage 2

1. Has
2. Play
3. Youngest
4. Himself
5. His

Passage 3

1. Was
2. Stayed
3. Her
4. Get
5. Rest
6. To
7. Times
8. Left
9. Saw
10. Wanted

Passage 4

1. Name
2. Her
3. Has
4. Can
5. Music
6. Become
7. To
8. A
9. Course

Passage 5

1. The
2. Was
3. Doctor
4. Medicine
5. Water
6. Went
7. Her
8. Felt
9. Told
10. Missed

Passage 6

1. An
2. Is
3. Says
4. Having
5. Carry
6. Cheap

APPENDIX II

ANGKET

NAMA :

KELAS :

1. Angket ini hanya untuk melengkapi penelitian yang tidak akan mempengaruhi nilai anda.
2. Berilah (X) untuk alternative jawaban yang dipilih.
3. terimakasih atas kesediaan dan bantuan anda untuk mangisi angket ini.

1. saya mengulang pelajaran di rumah.
a. selalu b. sering c. kadang-kadang
d. jarang e. tidak pernah
2. saya bertanya kepada teman saya ketika mendapacka kesulitan dengan pelajaran reading.
a. selalu b. sering c. kadang-kadang
d. jarang e. tidak pernah
3. saya membawa buku paket di setiap pelajaran bahasa inggris.
a. selalu b. sering c. kadang-kadang
d. jarang e. tidak pernah
4. guru memberikan PR yang berhubungan dengan reading.
a. selalu b. sering c. kadang-kadang

d. jarang e.tidak pernah

5. saya termotivasi oleh guru saya khususnya pada pelajaran reading.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

6. gambar pada text membantu saya dalam memahami isi text tersebut.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

7. saya tidak mendapatkan kesulitan dengan kosakata dalam text.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

8. saya tidak mendapatkan kesulitan dengan struktur kalimat dalam text.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

9. saya tidak mendapatkan kesulitan dengan text organization dalam text.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

10. legibility of print membantu saya untuk memahami isi dari text.

a. selalu b.sering c. kadang-kadang

d. jarang e.tidak pernah

APPENDIX III

Table of the Students' Score in guessing the missing word for passage 1

Students	Correct Answer (X)	Number of Items (N)	Score (M) $M = \frac{X}{N} \times 100$	Categories
1	5	10	50	Instructional
2	6	10	60	Instructional
3	8	10	80	Independent
4	6	10	60	Instructional
5	7	10	70	Independent
6	4	10	40	Instructional
7	6	10	60	Instructional
8	3	10	30	Frustration
9	7	10	70	Independent
10	5	10	50	Instructional
11	7	10	70	Independent
12	6	10	60	Instructional
13	6	10	60	Instructional
14	4	10	40	Instructional
15	5	10	50	Instructional
16	8	10	80	Independent
17	4	10	40	Instructional
18	3	10	30	Frustration
19	4	10	40	Instructional
20	6	10	60	Instructional
21	3	10	30	Frustration
22	3	10	30	Frustration
23	2	10	20	Frustration
24	4	10	40	Instructional
25	6	10	60	Instructional
26	4	10	40	Instructional
27	5	10	50	Instructional

28	4	10	40	Instructional
29	6	10	60	Instructional
30	5	10	50	Instructional
31	6	10	60	Instructional
32	4	10	40	Instructional
Total	162	320	50.62	

The classification of students score in guessing the missing word for passage 1

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	5	15.62%
40% to 60%	Instruction level	22	68.75%
< 40%	Frustration level	5	15.63%
total		32	100%

APPENDIX IV

Table of the Students' Score in guessing the missing word for passage 2

Students	Correct Answer (X)	Number of Items (N)	Score (M) $M = \frac{X}{N} \times 100$	Categories
1	3	5	60	Instructional
2	3	5	60	Instructional
3	2	5	40	Instructional
4	3	5	60	Instructional
5	4	5	80	Independent
6	3	5	60	Instructional
7	2	5	40	Instructional
8	3	5	60	Instructional
9	4	5	80	Independent
10	3	5	60	Instructional
11	4	5	80	Independent
12	3	5	60	Instructional
13	3	5	60	Instructional
14	2	5	40	Instructional
15	4	5	80	Independent
16	2	5	40	Instructional
17	3	5	60	Instructional
18	2	5	40	Instructional
19	1	5	20	Frustration
20	3	5	60	Instructional

21	4	5	80	Independent
22	2	5	40	Instructional
23	3	5	60	Instructional
24	4	5	80	Independent
25	3	5	60	Instructional
26	2	5	40	Instructional
27	2	5	40	Instructional
28	3	5	60	Instructional
29	4	5	80	Independent
30	2	5	40	Instructional
31	3	5	60	Instructional
32	5	5	100	Independent
Total	94	160	58.75	

The classification of students score in guessing the missing word for passage 2

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	8	25%
40% to 60%	Instruction level	23	71.88%
< 40%	Frustration level	1	3.12%
total		32	100%

APPENDIX V

Table of the Students' Score in guessing the missing word for passage 3

Students	Correct Answer (X)	Number of Items (N)	Score (M) $M = \frac{X}{N} \times 100$	Categories
1	3	10	30	Frustration
2	4	10	40	Instructional
3	3	10	30	Frustration
4	1	10	10	Frustration
5	4	10	40	Instructional
6	2	10	20	Frustration
7	4	10	40	Instructional
8	2	10	20	Frustration
9	3	10	30	Frustration
10	2	10	20	Frustration
11	3	10	30	Frustration
12	3	10	30	Frustration
13	3	10	30	Frustration
14	2	10	20	Frustration

15	3	10	30	Frustration
16	3	10	30	Frustration
17	2	10	20	Frustration
18	3	10	30	Frustration
19	4	10	40	Instructional
20	3	10	30	Frustration
21	2	10	20	Frustration
22	4	10	40	Instructional
23	3	10	30	Frustration
24	2	10	20	Frustration
25	3	10	30	Frustration
26	4	10	40	Instructional
27	4	10	40	Instructional
28	3	10	30	Frustration
29	2	10	20	Frustration
30	3	10	30	Frustration
31	3	10	30	Frustration
32	4	10	40	Instructional
Total	94	320	29.37	

The classification of students score in guessing the missing word for passage 3

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	0	0%
40% to 60%	Instruction level	8	25%
< 40%	Frustration level	24	75%
total		32	100%

APPENDIX VI

Table of the Students' Score in guessing the missing word for passage 4

Students	Correct Answer (X)	Number of Items (N)	Score (M) $M = \frac{X}{N} \times 100$	Categories
1	5	9	55.56	Instructional
2	6	9	66.67	Independent
3	4	9	44.44	Instructional
4	7	9	77.78	Independent
5	6	9	66.67	Instructional
6	5	9	55.56	Instructional
7	8	9	88.89	Independent

8	6	9	66.67	Independent
9	5	9	55.56	Instructional
10	6	9	66.67	Independent
11	4	9	44.44	Instructional
12	8	9	88.89	Independent
13	7	9	77.78	Independent
14	5	9	55.56	Instructional
15	6	9	66.67	Independent
16	7	9	77.78	Independent
17	6	9	66.67	Independent
18	4	9	44.44	Instructional
19	5	9	55.56	Instructional
20	6	9	66.67	Independent
21	5	9	55.56	Instructional
22	3	9	33.33	Frustration
23	5	9	55.56	Instructional
24	4	9	44.44	Instructional
25	5	9	55.56	Instructional
26	6	9	66.67	Independent
27	3	9	33.33	Frustration
28	5	9	55.56	Instructional
29	6	9	66.67	Independent
30	5	9	55.56	Instructional
31	6	9	66.67	Independent
32	3	9	33.33	Frustration
Total	172	288	59.72	

The classification of students score in guessing the missing word for passage 4

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	15	46.88%
40% to 60%	Instruction level	14	43.75%
< 40%	Frustration level	3	9.37%

total	32	100%
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APPENDIX VII

Table of the Students' Score in guessing the missing word for passage 5

Students	Correct	Number of	Score (M)	Categories
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	Answer (X)	Items (N)	$M = \frac{X}{N} \times 100$	
1	6	10	60	Instructional
2	5	10	50	Instructional
3	6	10	60	Instructional
4	7	10	70	Independent
5	5	10	50	Instructional
6	8	10	80	Independent
7	5	10	50	Instructional
8	8	10	80	Independent
9	6	10	60	Instructional
10	7	10	70	Independent
11	5	10	50	Instructional
12	6	10	60	Instructional
13	6	10	60	Instructional
14	5	10	50	Instructional
15	6	10	60	Instructional
16	7	10	70	Independent
17	5	10	50	Instructional
18	6	10	60	Instructional
19	6	10	60	Instructional
20	5	10	50	Instructional
21	5	10	50	Instructional
22	6	10	60	Instructional
23	5	10	50	Instructional
24	6	10	60	Instructional
25	4	10	40	Instructional
26	5	10	50	Instructional
27	5	10	50	Instructional
28	5	10	50	Instructional
29	3	10	30	Frustration
30	4	10	40	Instructional
31	4	10	40	Instructional
32	6	10	60	Instructional
Total	178	320	55.62	

The classification of students score in guessing the missing word for passage 5

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	5	15.62%
40% to 60%	Instruction level	26	81.52%
< 40%	Frustration level	1	3.13%
total		32	100%

APPENDIX VIII

Table of the Students' Score in guessing the missing word for passage 6

Students	Correct Answer (X)	Number of Items (N)	Score (M) $M = \frac{X}{N} \times 100$	Categories
1	4	6	66.67	Independent
2	3	6	50	Instructional
3	3	6	50	Instructional
4	2	6	33.33	Frustration
5	1	6	16.67	Frustration
6	4	6	66.67	Independent
7	2	6	33.33	Frustration
8	2	6	33.33	Frustration
9	2	6	33.33	Frustration
10	3	6	50	Instructional
11	4	6	66.67	Independent
12	4	6	66.67	Independent
13	3	6	50	Instructional
14	5	6	83.33	Independent
15	3	6	50	Instructional
16	2	6	33.33	Frustration
17	4	6	66.67	Independent
18	3	6	50	Instructional
19	3	6	50	Instructional
20	2	6	33.33	Frustration
21	4	6	66.67	Instructional
22	3	6	50	Instructional
23	6	6	100	Independent
24	5	6	83.33	Independent
25	3	6	50	Instructional
26	2	6	33.33	Frustration
27	2	6	33.33	Frustration
28	4	6	66.67	Independent
29	3	6	50	Instructional
30	2	6	33.33	Frustration
31	2	6	33.33	Frustration

32	5	6	83.33	Independent
Total	100	192	52.08	

The classification of students score in guessing the missing word for passage 6

Rank	Level of Readability	Frequency	Percentage
> 61%	Independent level	11	34.38%
40% to 60%	Instruction level	8	25%
< 40%	Frustration level	13	40.62%
total		32	100%

APPENDIX IX

The Mean Score of the Data

- Note
1. \bar{x} = The Mean (Average) Score of the Students
 2. $\sum x$ = The Total of the Students' Correct Answers
 3. N = The Total Items of the Test

1. The mean score in guessing the missing word for passage 1

$$\sum x = 162$$

$$N = 320$$

$$\bar{x} = \frac{\sum X}{N} = \frac{162}{320} \times 100 = 50.06$$

Conclusion : the readability of reading test falls to instructional level

1. The mean score in guessing the missing word for passage 2

$$\sum X = 94$$

$$N = 160$$

$$\bar{x} = \frac{\sum X}{N} = \frac{94}{160} \times 100 = 58.75$$

Conclusion : the readability of reading test falls to instructional level

2. The mean score in guessing the missing word for passage 3

$$\sum X = 94$$

$$N = 320$$

$$\bar{x} = \frac{\sum X}{N} = \frac{94}{320} \times 100 = 29.37$$

Conclusion : the readability of reading test falls to frustration level

3. The mean score in guessing the missing word for passage 4

$$\sum X = 172$$

$$N = 288$$

$$\bar{x} = \frac{\sum X}{N} = \frac{172}{288} \times 100 = 59.72$$

Conclusion : the readability of reading test falls to instructional level

4. The mean score in guessing the missing word for passage 5

$$\sum X = 178$$

$$N = 320$$

$$\bar{x} = \frac{\sum X}{N} = \frac{178}{320} \times 100 = 55.62$$

Conclusion : the readability of reading test falls to instructional level

5. The mean score in guessing the missing word for passage 6

$$\sum X = 100$$

$$N = 192$$

$$\bar{x} = \frac{\sum X}{N} = \frac{100}{192} \times 100 = 52.08$$

Conclusion : the readability of reading test falls to instructional level

APPENDIX X

The Level of Difficulty of Each Reading Passage

Note : 1. D = The Percentage of Difficulty Level

2. E = The Total Number of Mistake

3. N = The Total Number of the Respondents

4. I = The Number of the Test Items

1. The percentage of difficulty level of guessing the missing word

$$\begin{aligned} D &= \frac{E}{N.I} \times 100 \% \\ &= \frac{800}{1600} \times 100 \% \\ &= 50 \% \end{aligned}$$

Conclusion : The test is difficult to the students

2. The percentage of difficulty level of passage 1

$$\begin{aligned}D &= \frac{E}{N.I} \times 100 \% \\ &= \frac{158}{32.10} \times 100 \% \\ &= \frac{164}{320} \times 100 \% \\ &= 49.37 \%\end{aligned}$$

Conclusion : the test is difficult to the students.

3. The percentage of difficulty level of passage 2

$$\begin{aligned}D &= \frac{E}{N.I} \times 100 \% \\ &= \frac{66}{32.5} \times 100\% \\ &= \frac{66}{160} \times 100 \% \\ &= 41.25 \%\end{aligned}$$

Conclusion : The test is difficult to the students

4. The percentage of difficulty level of passage 3

$$D = \frac{E}{N.I} \times 100\%$$

$$= \frac{226}{32.10} \times 100 \%$$

$$= \frac{226}{320} \times 100 \%$$

$$= 70.25 \%$$

Conclusion : The test is difficult to the student

5. The percentage of difficulty level of passage 4

$$D = \frac{E}{N.I} \times 100\%$$

$$= \frac{116}{32.9} \times 100 \%$$

$$= \frac{116}{288} \times 100 \%$$

$$= 40.27 \%$$

Conclusion : The test is difficult to the student

6. The percentage of difficulty level of passage 5

$$D = \frac{E}{N.I} \times 100 \%$$

$$= \frac{142}{32.10} \times 100 \%$$

$$= \frac{142}{320} \times 100 \%$$

$$= 44.337 \%$$

Conclusion : The test is difficult to the student

7. The percentage of difficulty level of passage 6

$$D = \frac{E}{N.I} \times 100 \%$$

$$= \frac{92}{32.6} \times 100 \%$$

$$= \frac{92}{192} \times 100 \%$$

$$= 47.91 \%$$

Conclusion : The test is difficult to the student