Evaluation of English Texts' Readability in National Examination in Indonesia

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ABSTRACT

The National Examination is still considered one of the main national-scale tests. As one of the subjects tested, English has used many texts in National Examination. This study evaluates the quality of reading texts' readability in the English National Examination for Junior High School from 2014/2015-2018/2019. 2019/2020 and 2020/2021 are not tested due to their cancellation under the health protocol implemented by the government. The study follows the quantitative descriptive evaluation approach. The SMOG formula is used to measure the texts' readability. From the last five English National Examination tests, 31 texts were tested. There are three aspects evaluated: the number of texts per test, words per text, and readability. The study results showed that there are 87 texts used in total from 2014-2015 to 2018/2019. Among them, only 31 texts exceed 150 words. The average texts quantity is 6,2, and the annual growth is 13,6%. The average number of words per text is 224,1, and the yearly growth is 4,6%. The main aspect, the average score of texts readability is 9,71 or at the level "Easy to Read" suitable to 6th Grader, and the annual growth of texts' readability is 3,9%. The study results show an improvement in quantity and quality, specifically for the readability, of the texts used in the English National Examination.

Introduction

Constructing the idea and transferring information are primary reading roles inseparable from language learning. Reading skill is believed as one of the most important means of obtaining information about any subject, in and outside of school (Vajjala and Meurers, 2012). Numerous studies focusing on better reading quality follow the priority and concern of the reading aspect in language learning.

To have a single definition and understanding of reading is not an easy task. As a complex process, reading is not just mere interaction between the writer and the reader with the writing material as the media, but also a process that includes the knowledge of the language, ability to predict or guess the cues, ability to remember previous cues, and ability to connect all different cues (Eviyuliwati & Sarwan, 2018; Iftanti, 2012; Ngabut, 2015; Rohmah, 2018; Yorio, 1969).

However, with its complexity and process to have a good reading skill and ability to comprehend a text, it has become a common belief that reading has numerous great benefits. For example, reading can enhance people's social skills, develop creativity, improve hand-eye coordination, and provide people with endless hours of fun and entertainment, especially EFL learners; reading also proved to help acquire more in English (Divina, 2009; Iftanti, 2012; Khoshbakht & Gorjian, 2017).

With its effectiveness and prominent role, language learning will certainly make reading the focus of the learning process. Stakeholders, teachers, and learners of the language, especially foreign language learning, try their best to improve reading. Therefore, this aspect becomes a concern in language learning; the same goes for English learning in Indonesia. Therefore, reading has become an essential part of the learning and evaluation processes.

In terms of English teaching evaluation, many language tests have made reading one of the main focuses, such as IELTS, TOEFL, and even national tests like SBMPTN and National Examination. In the Indonesian context, National Examination for long has become one of the prominent evaluations and assessments. As an assessment tool, it has functions to tell the results or the achievement of learning (Nurhidayah & Arrasyid, 2017).

The national-scale assessments change the names, regulations, and systems over time. For example, the term National Examination (Ujian Nasional/UN) was introduced in 2005, previously known as Ujian Negara, EBTANAS, and UAN, following the government's decree No 19 the Year 2005. National Examination was a standard and main determiner for primary and secondary levels of education in Indonesia. However, since 2015, the status as the main determiner is no longer held by National Examination (Manongga et al., 2018; Rosidin et al., 2019). Despite many critiques that addressed the National Examination, until this time, no single decree released by the government replaces or nullifies the National Examination. However, no National Examination was held in the last two years due to the Covid-19 Pandemic.

The status and privileges given to National Examination have made it one of the tests that affect the learning process. The paradigm towards national examination shapes how teachers teach. According to Sutari (2017), teachers tend to teach differently for 9th Grader. The teaching is often focused on answering the national examinations rather than the communicative aspect of language. This also correlates much with the reading element in the learning process. Reading made the most proportion of questions in the National Examination; about 60% of the questions in English subjects concerned reading comprehension (Yusuf & Fauzan, 2016).

Despite issues and critiques about the National Examination's status and roles, what could not be avoided is the ability of the National Examination to shape the learning process and how it can provide one of the most valid conditions related to our education quality, including English teaching and learning. Although the test 'washback' effect, an effect brought by the

implementation of a test, is unavoidable, it is believed that a test could harm learning. One of the negative effects of the tests is that the learning process only focuses on test material rather than the goal of the learning itself. However, a good test could become the 'levers of change' for language learning (Alderson & Banerjee, 2001). Therefore, it is prominent to broaden the views related National Examination and put it as a reflection to improve quality.

Reading is one of the top priorities among the many aspects of the English National Examination test. Its crucial role in learning a foreign language and how significant the proportion given to reading are the main reasons. Another reason why the reading aspect in the National Examination should be prioritized is how the higher-level language test put reading as inseparable, such as SBMPTN, TOEFL, and IELTS. In other words, reading in National Examination could become the first steppingstone to climb higher reading proficiency. It is essential to highlight that good tests could become the 'levers of change' for learning.

In terms of reading tests, the text is the central aspect that could be used as one of the primary reflectors and indicators of quality. With around two-thirds of the national examinations for English subject questions related to reading, the numbers of texts in a single test are abundant. Therefore, the texts need to be evaluated. Furthermore, understanding the reader and the text is key in choosing an appropriate text for a population (Benjamin, 2012). One of the main problems in public education is to tell what text is suitable for a particular group of readers (Klare, 1974). Therefore, the term readability always holds a crucial part in the discussion about reading and texts.

Readability is considered one of the main elements in the quality of the texts. Readability is helpful because it helps educators select appropriate texts for students, and authors write texts accessible to the audience they target (Zamanian & Heydari, 2012). The keyword of readability is appropriateness and accessibility. The readability formula is created based on the complexity of the text and linguistic characteristics resulting in the texts' understanding (Crossley et al., 2019; McLaughlin, 1969). Not to mention that the readability of texts could also give the language test maker an evaluation of readers' educational and social background, interests and expertise, motivation to learn, and other factors play an essential role in how readable a text for someone (Collins-Thompson, 2014). The ability of students to respond to specific texts in the national examination could be either boosted or lowered by the choices of texts included in the English language test.

To know the importance of the research about the national examination, one could be seen by the experts' response in the fields. Many experts and researchers have researched national examination or readability in language learning and education. The value of the national examination as one of the leading indicators in the nation's education system has attracted people

to try their best to have the most benefits from the national examination. With various names that have been given to national examinations, it means that this test has shaped our nation's perspective on education.

For example, Sabrina (2016) tried to analyze the quality of the English test in the national examination academic year 2014-2015. The researchers found that the national examination provided a practical and reliable test. However, there are some weaknesses regarding coherence, cohesion, diction, and authenticity. While Putra and Abdullah (2019) also tried to explore the quality of the national examination test by using Taxonomy Bloom's perspective. The research takes the English tests in National Examinations from years 2013-2018, in which found out that only 25,23% of tests items that categorized as High Order Thinking Skills (HOTS) questions, while the rest is in the level of Low Order Thinking Skills (LOTS).

Differ from Arini and Putra's research, Rosidin and friends (2019) tried to see National Examination from the perspective of evaluating the suitability of the National Examination with the procedures and the relevancy of UN's system to measure students' achievements. The research found that National Examination has in line with the standard guidelines set by the national board, able to improve students' performance. It is also a reliable instrument to measure students' achievement.

Unlike all previous research, this research highlighted the quality of the texts used in the English test in national examination and how the improvement of the texts for the last five national examination tests. The English national examinations from 2015 to 2019 were chosen based on the research idea to provide the most accurate and latest data. Therefore, the research results would be more relevant and beneficial to the current situation.

Researching tests is prominent due to their function to explore the difficulty of tests and the causes of difficulty (Alderson & Banerjee, 2002). This research is believed to contribute positively in terms of English learning evaluation at the Junior High School level, not only on a macro-scale but also on a micro-scale. Teachers can reflect on their learning process and keep on track in providing reading materials based on improving national reading text quality. Therefore, learning will be progressed and strengthened by the empirical findings. Stakeholders and the government are also expected to benefit from this research by knowing what proper improvement is needed.

According to the research aims, those reasons are not just to bring a new perspective about the test, but also to elaborate on how the improvement of the English test, especially the readability of the texts, in the national examination. The main point is not just serving the data about the readability but also the graph that shows the change. Therefore, the aims of this research are as follow:

1. How is the texts' readability quality in the national examination from 2015 to 2019?
2. How does texts' readability develop in the national examination from 2015 to 2019?

Method

This research stands within the frame of quantitative descriptive evaluation research. The study is applied social science research with evaluative purposes and national examination as an assessment process of social programs. The data in this research is then analyzed statistically to conclude findings (Cresswell, 2014; Powell, 2006; Rossi & Wright, 1984). The research contents are English texts for the national examination at the Junior High School level for the academic year 2015-2019. The tests for 2020 to 2021 cannot be included due to the Covid-19 pandemic resulting in no national examination held in those two years.

Despite the numerous texts used in a single test, only texts that fulfill the requirements can be tested for the readability test. The text should have at least 150 words to be tested. The standard is made for two main reasons; to avoid bias results in readability and readability testing system's standard. As readability relates much with texts length and number of words, shorter texts will provide a less accurate calculation. There are 87 texts for the English National Examination used in 2015-2019; however, there are only 31 texts that exceed 150 words. The distribution of texts is presented in the following table.

Table 1. Distribution of English National Examination's Texts

Year	Number of Text	Number of Text (Exceed 150 words)
2015	19	6
2016	18	3
2017	16	6
2018	18	6
2019	16	10
Total	87	31

A total of 31 texts were then tested using the readability formula, SMOG (Simple Measure of Gobbledygook) formula, proposed by McLaughlin. Word and sentence lengths are multiplied (Zamanian & Heydari, 2012). The SMOG Formula is chosen based on its effectiveness and the multiple-choice test's research object. The SMOG formula is considered a readability formula that could provide accuracy to give maximum comprehension for the kind of texts used in multiple-choice type tests (Wang et al., 2013). The data gathered from the readability test is then categorized, organized, and analyzed based on the scheme.

Results

The first research question to be answered in this study is about the quality of text readability in the national examinations from 2015 to 2019. Therefore, to answer this question, the data will

be presented for each year to explain the texts' readability in every national examination for the Junior High School level during 2015-2019.

In this research, not all texts could be tested. Only those texts with total words exceed 150 words. For the academic year 2014/2015, there were 50 questions in the form of multiple-choice. The texts in the test were 19 texts, varied from short-functional procedural, narrative, and descriptive texts. Most of the texts were used for 2-4 questions. There are only six texts with more than 150 words among all of the texts. Table 2 presents the details of the texts in English National Examination 2014/2015.

Table 2. Texts in English National Examination Year 2014/2015

Text Questions	Number of Words	Text Type
21-23	203	Narrative
24-26	216	Narrative
27-29	209	Narrative
30-32	205	Narrative
33-36	289	Descriptive
37-40	155	Descriptive
Average	213	

The table shows that the shortest texts have a total of words 155, and the longest has 289 words; both are descriptive texts. With a total of 6 texts, the average of the words is 213. The texts were then tested with the SMOG Readability test to find the readability quality of the text. The test results are displayed in table 3.

Table 3. Texts' Readability English National Examination Year 2014/2015

Text Questions	SMOG Index Readability	Grade Level	Readability Level
21-23	7,85	6th grade	Easy to Read
24-26	10,59	6th Grade	Easy to Read
27-29	6,79	5th Grade	Very Easy to Read
30-32	6,67	5th Grade	Very Easy to Read
33-36	11,92	6th Grade	Easy to Read
37-40	10,95	6th Grade	Easy to Read
Average	9		

Texts' readability in English test for the National Examination 2014/2015 ranges from 6,67 to 11,92. From the results, most of the texts are still in the level of 5th-6th grade or the level from Very Easy to Easy. The most readable text has 205 words with the SMOG Index of 6,67, while the highest SMOG Index is 11,92 with total words 289.

In the English National Examination 2015/2016, the total texts used are 18 texts. However, among the 18, only three texts exceed 150 words or the standard sets to be tested. Similar to the

previous year, the texts are divided into several types from short-functional, procedural texts, narrative, and descriptive texts. The details of the texts in English National Examination 2015/2016 are presented in table 4.

Table 4. Texts in English National Examination Year 2015/2016

Text No	Number of Words	Text Type
28-30	237	Narrative
31-34	183	Descriptive
38-40	227	Narrative
Average	216	

The table shows that the shortest texts have total words 183, and the longest has 237 words. With a total of 3 texts, the average of the words is 213. The texts were then tested with the SMOG Readability test to find the readability quality of the text. Table 5 presents the texts' readability.

Table 5. Texts' Readability in English National Examination Year 2015/2016

Text No	SMOG Index Readability	Grade Level	Readability Level
28-30	6,6	5th Grade	Very Easy to Read
31-34	7,96	6th Grade	Easy to Read
38-40	7,55	6th Grade	Easy to Read
Average	7,4		

Texts' readability in English test for the National Examination 2015/2016 ranges from 6,6 to 7,96. From the results, the texts are still in the level of 5th-6th grade or the level from Very Easy to Easy. The most readable text has a total of words 237 with the SMOG Index 6,6, while the highest SMOG Index is 7,96 with a total of words 183.

In the English National Examination 2016/2017, there are 16 texts, with six texts having more than 150 words. Similar to the previous year, texts are divided into short-functional, procedural texts, narrative, and descriptive texts. The total question for this year is 50 questions. The details of the texts in English National Examination 2015/2016 are as follows.

Table 6. Texts in English National Examination Year 2016/2017

Text No	Number of Words	Type Text
20-23	207	Descriptive
24-27	187	Narrative
32-35	266	Narrative
36-39	162	Descriptive
40-42	203	Descriptive
46-48	337	Narrative
Average	227,0	

The table shows that the shortest texts have total words 162, and the longest has 337 words. With a total of 6 texts, the average of the words is 227. Compared to the previous years, the text words exceeded 300 words this year. The texts were then tested with the SMOG Readability test to find the readability quality of the text. The test results are as follows.

Table 7. Texts' Readability in English National Examination Year 2016/2017

Text No	SMOG Index Readability	Grade Level	Readability Level
20-23	13,46	7th Grade	Fairly Easy to Read
24-27	11,41	6th Grade	Easy to Read
32-35	5,85	5th Grade	Very Easy to Read
36-39	12,86	6th Grade	Easy to Read
40-42	12,09	6th Grade	Easy to Read
46-48	7,26	6th Grade	Easy to Read
Average	10,5		

Texts' readability in English test for National Examination 2016/2017 ranges from 5,85 to 13,46. From the results, the texts' range is increasing from the level of 5th-7h grade or in the level Very Easy to Fairly Easy. The most readable text has a total of words 266 with the SMOG Index of 5,85, while the highest SMOG Index is 13,46 with a total of words 207.

In the English National Examination 2017/2018, there are 18 texts, with six texts having more than 150 words. The total question for this year is 50 questions. The details of the texts in English National Examination 2015/2016 are presented in table 8.

Table 8. Texts in English National Examination Year 2017/2018

Text No	Number of Words	Text Type
22-25	266	Descriptive
26-28	302	Narrative
29-32	177	Narrative
33-36	161	Narrative
41-44	200	Narrative
48-50	157	Descriptive
Average	210,5	

The table shows that the shortest texts have total words 161, and the longest has 302 words. Therefore, with six texts, the average number of words is 210,5. The texts were then tested with the SMOG Readability test to find the readability quality of the text. The test results are displayed in table 9.

Table 9. Texts' Readability in English National Examination Year 2017/2018

Text No	Readability	Grade Level	Readability Level
22-25	18,4	7th Grade	Fairly Easy to Read
26-28	7,79	6th Grade	Easy to Read
29-32	7,41	6th Grade	Easy to Read
33-36	6,74	5th Grade	Very Easy to Read
41-44	10,33	6th Grade	Easy to Read
48-50	14,87	7th Grade	Fairly Easy to Read
Average	10,9		

Texts' readability in English test for National Examination 2017/2018 is ranged from 6,74 to 14,87. From the results, the texts range from the level of 5th-7h grade or in the level Very Easy to Fairly Easy. The most readable text has a total of words 161 with the SMOG Index of 6,74, while the highest SMOG Index is 14,87 with a total of words 157. The average of the texts' readability is 10,9. It is higher compared to the previous year. This level is in the 6th Grade or Equal to an "Easy to Read".

In the English National Examination 2018/2019, there are 18 texts, with six texts having more than 150 words. This test is the last National Examination for the last three years. The total question for this year is 50 questions. Differ from the previous tests, this year, the question changes to 1-4 questions per text. English National Examination 2018/2019 has the highest total texts that exceed 150 words, ten texts out of 16. The details of the texts in English National Examination 2015/2016 are shown in table 10.

Table 10. Texts in English National Examination Year 2018/2019

Text No	Number of Words	Text Type
3-5	162	Descriptive
6	204	Descriptive
9-13	247	Narrative
16-18	258	Narrative
19-22	249	Descriptive
27-29	260	Narrative
30-34	249	Descriptive
38-40	278	Narrative
44-46	362	Narrative
49-50	276	Narrative
Average	254,5	

The table shows that the shortest texts have total words 162, and the longest has 362 words. With a total of 10 texts, the average of the words is 254,5. The texts were then tested with the SMOG Readability test to find the readability quality of the text. The test result is as follows.

Table 11. Texts' Readability in English National Examination Year 2018/2019

Text No	Readability	Grade Level	Readability Level
3-5	13,17	7th Grade	Fairly Easy to Read
6	12,57	6th Grade	Easy to Read
9-13	13,4,	7th Grade	Fairly Easy to Read
16-18	9,83	6th Grade	Easy to Read
19-22	12,8	6th Grade	Easy to Read
27-29	9,22	6th Grade	Easy to Read
30-34	9,3	6th Grade	Easy to Read
38-40	9,21	6th Grade	Easy to Read
44-46	12,88	6th Grade	Easy to Read
49-50	17,21	7th Grade	Fairly Easy to Read
Average	10,62		

Texts' readability in English test for National Examination 2018/2019 is ranged from 9,21 to 17,21. From the results, the texts range from the level of 6th-7h grade or in the level Easy to Fairly Easy. The most readable text has a total of words 278, with the SMOG Index 9,21, while the highest SMOG Index is 17,21 with a total of words 276. The average of the texts' readability is 10,62. National Examination 2018/2019 has the highest readability level text compared to others, with readability 17,21. The text about Nelson Mandela is considered one of the most complex in the last five English tests in the National Examination.

In addition, the first research question, the second research question, "How is the development of texts' readability in the national examination from 2015-2019?" is necessary to be answered. This question aims to give accurate data and elaborate the condition of English National Examination texts in the last five tests. There are three aspects to be seen as indicators of development related to the readability of the texts in the English National Examination. Those are total texts, texts' length, and texts' readability. These first two aspects are interrelated with the readability of the texts in tests. Both total texts and texts' length can give the first view about readability. The readability formula derives from words and sentence length in a single text (Vajjala & Meurers, 2012). To better understand and perspective regarding the readability of the texts, it is prominent to know the surface conditions of the text.

To begin with, the first aspect of being analyzed is the total texts in the last five English National Examinations for Junior High School. Since 2014/2015, the proportion of texts used in the English National Examination has taken the majority part. There are at least 16 texts used for 50 multiple-choice questions; however, most texts are short functional texts, such as letters, advertisements, announcements, and simple procedural texts. More complex texts, such as

descriptive and narrative texts, commonly have smaller proportions. The details of the texts in the last five English National Examination for Junior High School are in table 12.

Table 12. Development of the Texts in English National Examination

Year	Number of Text	Number of Text (Exceed 150 words)	Growth of Text (Exceed 150 words)	Percentage of The Composition of Texts (Exceed 150 Words)
2014/2015	19	6	-	32%
2015/2016	18	3	-50%	17%
2016/2017	16	6	100%	38%
2017/2018	18	6	0%	33%
2018/2019	16	10	67%	63%
Average/Annual Growth	17,4	6,2	13,6%	

Based on the analysis of the development of texts in the English National Examination, it can be concluded that the range of the texts used in the National Examination is between 16-19 texts with 1-4 questions in each text. The highest text number is in 2014/2015, with 19 texts. At the same time, the lowest text numbers are in 2016/2017 and 2018/2019. The average number of texts in the last five English National Examinations is 17,4. However, most texts are simple texts with less than 150 words, e.g., mostly short functional text or descriptive text.

By deeper testing and analysis, complex text, such as narrative or descriptive texts, that has more than 150 words is infrequent. There are only a few texts comprising 150 words or more. The English National Examination in 2015/2016 has the lowest text number, with only 3 out of 18 texts (17% of the total texts) having more than 150 words. While examination in 2018/2019 has the highest text number with 10 out of 16 texts (63%), with more than 150 words. The comparison of texts conditions is presented in the figure below.
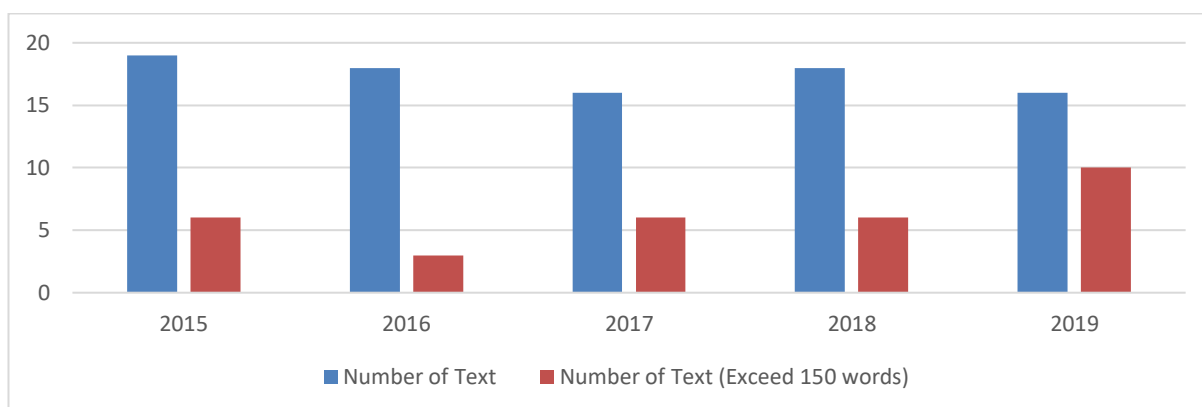

Fig 1: Texts Comparison in English National Examination for Junior High School

Figure 1 shows that there are 87 texts used in the English National Examination from 2015 to 2019. Of 87 texts, 31 texts have more than 150 words. The trend for the texts' condition is also

positive. The annual growth of texts with more than 150 words is 13,6%. The peak is in 2019, with a total of 10 texts.

Following the analysis of the English National Examination development based on the number of the texts is the analysis of texts' length. In analyzing the length of the texts, only the texts that exceed 150 words were analyzed. Therefore, there were only 31 texts that were analyzed. The following table explains the conditions of each year's texts' length.

Table 13. Texts' Length (Words Per Text) in English National Examination

Year	Number of Text (Exceed 150 words)	Average Text Length (Words per Text)	Annual Growth of Text Length
2014/2015	6	212,8	-
2015/2016	3	215,7	1%
2016/2017	6	227,0	5%
2017/2018	6	210,5	-7%
2018/2019	10	254,5	21%
Average/Annual Growth	6,2	224,1	4,6%

Based on the analysis of the development of texts' length (words per text) in the English National Examination, it can be concluded that the range of the texts' length average used in the National Examination is between 210,5-254,5 words per text. 2018/2019 is the year with the highest score; the average of words used in the text is 254,5. This score is much higher than the other tests, mostly less than 230 words per text. Therefore, not only has the highest texts length, but the 2018/2019 English National Examination also has the highest number of texts.

While the 2017/ 2018 English test has the lowest average of words per text, the average of text's length in that year is 210,5. The average number was taken from 6 texts in total. The last five English National Examinations have an average of 224,1 words per text. Two English National Examinations in 2016/2017 and 2018/2019 are above average. While the other three are lower than the average.

The trend for the texts' length based on the total words in the single text is also positive. The annual growth of texts' length is 4,6%. The peak is in 2018/2019 with 21% compared to the

previous year. The lowest in the 2017/2018 test recorded negative development compared to the previous year with just -7%. The development of texts' length is presented in the figure below.
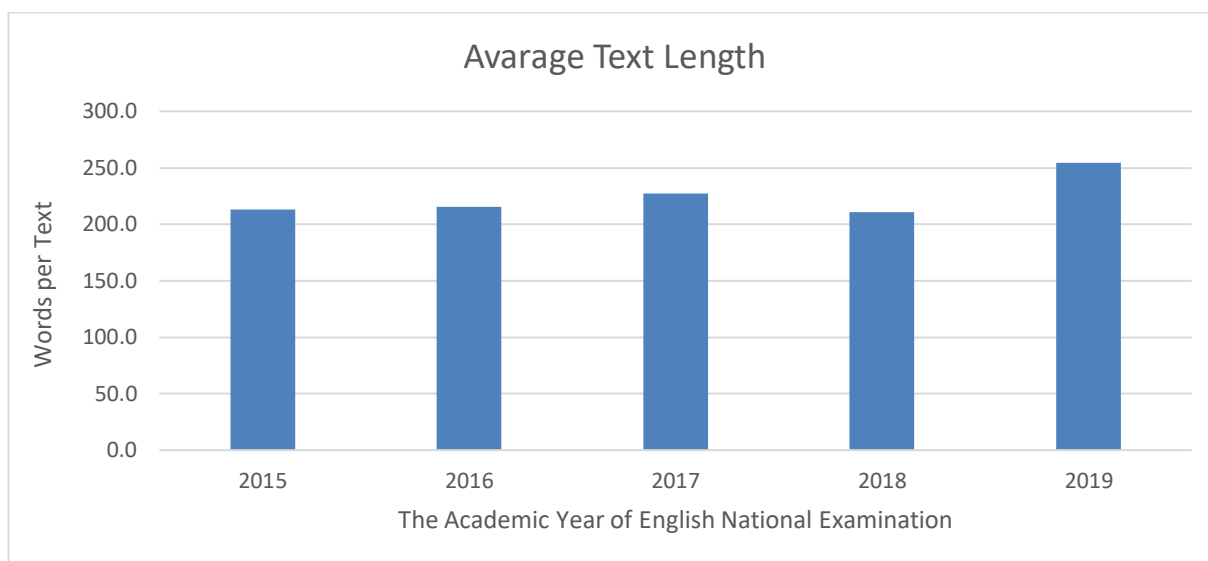

Fig 2: Development of Texts' Length (Words Per Text) in English National Examination

The last item is the readability of the texts, following the analysis of the English National Examination development based on the number of the texts and the analysis of texts' words. In analyzing the readability of the texts, the SMOG readability formula is developed. Therefore, there were only 31 texts that were analyzed. The following table explains the conditions of each year's texts' readability.

Table 14. Texts' Readability in English National Examination

Year	*Number of Text*	*Average of Text's Readability*	*Annual Growth of Text's Readability*
2014/2015	6	9,1	-
2015/2016	3	7,4	-19%
2016/2017	6	10,5	42%
2017/2018	6	10,9	4%
2018/2019	10	10,6	-3%
Average/Annual Growth		9,71	3,9%

Based on the analysis of the development of texts' readability in the English National Examination for Junior High School Grade, it can be concluded that the range of the texts' readability in the National Examination is between 7,4-10,6 words per text. 2017/2018 is the year

with the highest score; the average readability of the text is 10,9. Therefore, it is considered "Easy to Read" or suitable for 6th Grader based on SMOG analysis.

On the other hand, the 2015/ 2015 English test has the lowest average of texts' readability. The average of text's readability in that year is 7,4. This score is considered to be "Easy to Read" or suitable for the 6th Grader. Not only has the lowest readability level, the texts used in that year are also considered short, with only three texts containing 150 words or more. The last five English National Examinations have texts' readability average 9,71 or considered as "Easy to Read". The development of texts' readability is presented in the figure below.
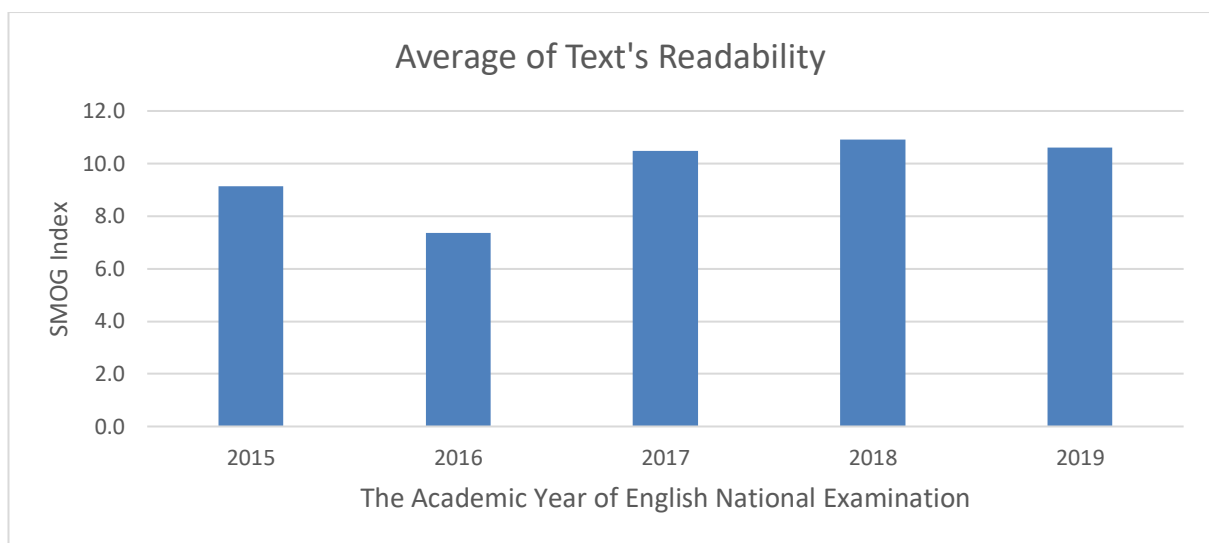

Fig 3: Development of Texts' Readability in English National Examination

The trend for the texts' readability is positive. The annual growth of texts' readability is 3,9%. The peak of development is in 2016/2017 with 42% compared to the previous year. The lowest is 2014/2015, which records negative growth compared with just -19% of the previous year. It also noted that since 2016/2017, the readability of texts in the English National Examination for Junior High School level is above 10,00, with a stable trend of total texts found. The year 2014/2015 and 2015/2016 are still below the average of texts readability, while the last three tests are higher than the average.

Discussion

The findings of this research should be seen as a supportive element in teaching reading. In line with the theories of the 'washback' effect of testing, a good test could become the 'levers of change' for language learning (Alderson & Banerjee, 2001). Reading quality in the national examination for junior high school is on the positive track. There is a need to match the resonance of the improvement. The material in learning should also match the progress of the test quality.

However, the finding also highlighted that there are still some problems in the questions' items despite the positive reading text. Some studies still show that more than 75% of the questions in the National Examination are still in Low Order Thinking Skill (LOTS) level (Putra & Abdullah, 2019; Widiyaningsih & Septiana, 2019). Therefore, it is still challenging to consistently synchronize students' critical thinking, language skills, and learning material. What should be noted from this research is that the findings should not be interpreted as the learning process just focusing on learning for the test. Instead, learning has to focus on improving the quality of the students; the assessment or the national examination is a tool for reflection.

Conclusion

This paper aims to explore the quality and the improvement of the texts used in the English National Examination for Junior High School. The readability aspects are analyzed and used as the point of view. Readability is considered a prominent factor in a reading text, especially the one used for learning or evaluation objectives, as it could be one of the determiners of the suitability of the text to the reader. Therefore, understanding the conditions of texts' readability could help strengthen English learning and its evaluation. The analysis of data in this study found out that there is a positive development in English Texts' readability in National Examination from 2014/2015 to 2018/2019. Despite the level of texts' is still in "Easy to Read" or suitable for 6th Grader, all aspects, the number of texts, words per text, and the readability of the texts increase positively.

This research shows a positive effort by the test developer for English National Examination for Junior High School in Indonesia. However, there is more to be explored. Important aspects, such as the readers' or test takers' quality, the questions in the test, or comparison between the same type of text in higher-level could become objects to be explored. Research regarding national examination or other national-scale evaluations is still always attracting and affecting the further development of quality of education.

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