

CHAPTER I

INTRODUCTION

This chapter presents general description of the research. It contains background on conducting the research, formulation of the research, objectives of the research, significances of the research, limitation of the research, and definition of key terms.

A. Background of the Research

Student worksheets are sheets that contain the tasks that must be done by the learners. They are usually a guideline, a step to complete a task, and a task ordered in the activity sheet must have clear basic competence to be achieved (Departemen Pendidikan Nasional, 2004). According to Trianto (2008) student worksheet is a student guide used to conduct investigation and problem-solving activities. Based on the above statement, student worksheet is formed contains the tasks of teachers to students who are adapted to the basic competencies and with learning objectives to be achieved. It can be said also that student worksheet is a guidebook for students to facilitate students in the implementation of learning activities.

The role of student worksheet is as important as main course book in learning process. In some schools, teachers even use students' worksheet as primary learning source. The students' worksheet usually contains brief material and some assignments to check students' understanding of certain material. According to Darmojo and Kaligis (1991), teaching by using student worksheet in teaching and learning process provides benefits, among others, facilitate

teachers in managing the teaching and learning process, for example in changing learning conditions that originally centered on teachers (teacher centered). The benefits of students' worksheet are able to assist teachers in directing their students to find concepts through their own activities or within working groups. In addition, students' worksheet can also be used to develop process skills, develop scientific attitudes and arouse students' interest in the natural surroundings.

According to Reed, Bergemann, Mary (1998) state that 75 percent of time in classroom is used with the text materials. Therefore, the materials that mostly used in classroom are textbooks. The most of school used student worksheet as course book and use textbook just supporting books. Those become an important task for schools that they have to provide good students' worksheet as one of the English material sources. The content of students' worksheet has various elements. It can be texts and also pictures. The text is presented not only spoken text, but also written text. Brown (2001) stated that texts will be identical with reading materials. There are any some criteria for choosing good reading text for students such as suitability of content, exploitability, readability.

According to Nuttal (1996) suitability means that the content of the text makes learners feel interested, enjoyed, challenged, and appropriate in achieving learning target. Exploitability gave the opportunity to achieving learning goals with the text that can be deep exploration to instructional task, techniques, and also can integrated into other part of language skills. Readability implicated lexical and structural difficulty which encourages them without upset. Therefore, readability is what made some texts easier to read than others. It is often confused with legibility, which concerns typeface and layout. The creator of the SMOG readability formula McLaughlin (1969) in Dubay (2004) defined that readability as

the degree to which a given class of people to finding certain reading matter compelling and comprehensible. This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation. The readability itself referred to the difficulty level of the reading texts according to the level of the students' educational background. The analyzing of the readability level of the reading texts can help the teacher to predict whether the text is difficult, plain, or easy for the students

It is important to make sure that the reading material is readable for the students to make it more easily understood. Fulcher (1997) asserted that readability is one of important considerations for all those who need to provide the suitability of a given text for a pedagogic purpose, which is more practically oriented. Sometimes, the reading materials presented in the English textbook are too easy, so that the students get bored. On the other hand, some textbooks included the reading materials that are so difficult for students. Those will make the student frustrated, so that they cannot understand the material faster and easier. Richard, Platt and Platt (1992) also gave comment about readability concerns on how easily written materials can be read and understood. If the students are given a text and they can understand, they would enjoy it and be motivated to read further. As a result, their reading skill would be better. On other hand, if they are given a text and they can not understand, they will lose interest in it and get frustrated.

The factors that affected readability in different textbook have been established by previous research. Darmayanti (2010) did research the readability level of the reading texts on linked to the world. She found that five of the six texts are readable for the tenth grade students of Senior High School. Fatimah

conducted a research (2016) study about analysis readability level of reading texts in the English textbook entitled look ahead. She found that reading texts in the textbook are too easy for eleventh grade students. But in detail, the questionnaire and mapping of cloze test result is found that the vocabulary of reading texts are difficult to understand by the students. Other research from Zahra (2016) did research the readability level of reading passages of English textbook Pathway to English. She found that only two passages based on the tenth grade students and students still need help from the teacher in reading the material and teacher have to assist student in reading. The different research conducted by Kurniawan (2008) conducted a research analysis readability of Students' English Worksheet by using naturalistic study. She indicated that ideal English textbook should have a good match between its lay out performances and contents.

Other research in different perspective also conducted by Tabatabaei and Shiraz (2013) about analysis readability of reading comprehension texts in Iranian senior high schools regarding students' background knowledge and interest. That study showed many different factors influence readability for example, content of the texts, vocabulary and style of writing. Kolahi and Shirvani (2012) conducted research about comparative study of the readability of English textbooks of translation and their Persian translations. The main concern of the present study is to compare the readability level of English textbooks of translation and their Persian translations using the Gunning Fog Index. Then, the research focused on translation is conducted by Acar and Uluç (2017) about readability and comprehensibility in translation using reading ease and grade indices. The comprehensibility levels of the source texts and the target texts are

found higher than the readability of the texts. Different research focused on textbook conducted by Owu-ewie (2014) about readability of comprehension passages in Junior High School (JHS) English textbooks in Ghana. It is found that most of the passages are above the age of learners and are therefore difficult for them to read and comprehend.

The term *readability level* is often used to describe the educational level a reader needs to understand a text. From those researches above, it can be seen different readability level in different context such as based on naturalistic, interesting and background knowledge and also different object research. It makes the researcher is interested to analyze the readability level with focus on textual of reading text materials in students' worksheet because the researcher want to know readability level of the students' worksheet the eleventh grade students in the school. Based on the statement and the observation, the researcher analyzed the readability level of the students' worksheet as course book "*Bahasa Inggris*" based on 2013 Curriculum for eleventh grade students of Senior High School. This research attempted to describe about readability level the reading text in the students' worksheet as course book. The readability is to find that the reading texts are suitable with the grade level target of student and it is easy, plain or even difficult for students. Besides, descriptive statistical analysis approach and triangulation method for determining the result of finding and clarifying more details in describing the meaning of the data presented.

B. Formulation of the Problem

How is the readability level of the reading text materials in the “*Bahasa Inggris*” students’ worksheet used by the eleventh grade students of Senior High School?

C. Objectives of the Research

To find out the empirical evidence of the readability level of the reading texts material in the *Bahasa Inggris* students’ worksheet used by the eleventh grade students of Senior High School.

D. Significances of the Research

There are two kinds of significances in the research: they are theoretical and practical.

1. Theoretically, the result of this research can be used as a reference for those who want to conduct a research on analyzing students’ worksheet that is readable with students. The result of this research also can be useful to help the teacher, especially for English teacher to know reading text material in students’ worksheet that readable for students.
2. Practically, the result of this research is expected to give more information to the publishers in evaluating their students’ worksheet and encourage to produces better students worksheet. The result of this research also would be useful for teacher to select the appropriate reading text in students’ worksheet.

E. Limitation of the Research

Based on the background of the research, the researcher limits this research on analyzing the readability level of selected reading texts material in students' worksheet "*Bahasa Inggris*" for the eleventh grade of senior high school students. The researcher selected explanation text and letter text. The readability analysis is carried out readability formula which is Fry Graph Formula and Flesch Reading Ease Formula and also using cloze test to measure readability level of student that suitable with grade level.

F. Operational Definition of Terms

In order to avoid misinterpretation about the use of terms; it is important for the researcher to give the suitable meaning of the key terms. Some terms are defined as follows:

1. Readability

The ease of text when people find an interesting and able to read and understand it.

2. Readability Level

The level of ease or difficulty of reading text material that it could be understood by a particular reader who is reading the text for a specific purpose. It is designed to assess the suitability of reading texts in student worksheet for students at particular grade levels.

3. Students' Worksheet

Books designed to guide students by including some instructional materials or instructional materials and usually contain questions, tasks and exercises.