

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

This chapter elaborates literature review of student worksheet, reading, and readability. It also provides several literatures regarding the previous studies. These theoretical framework and previous studies were very useful to guide each step of the data collection process to answered formulation of the problem.

#### **A. Literature Review**

##### **1. Student Worksheet**

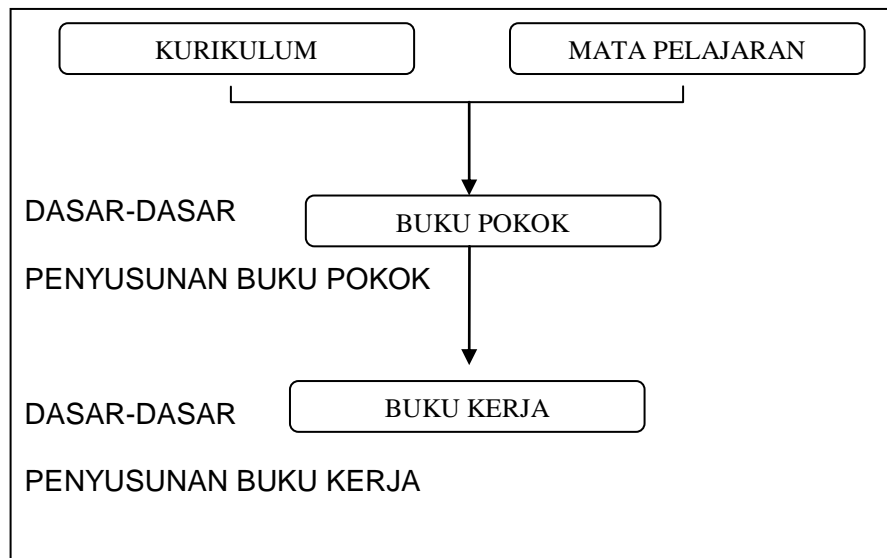
###### **a. Definition Student Worksheet**

Student worksheet is a learning resource that can improve students' understanding of the materials they must master (Ningtiyas, 2015). Student worksheet is a tool to deliver messages to students who used by teachers in the learning process. Student worksheet will facilitate teachers in delivering learning materials and streamline the time and will lead to interaction between teachers and students in the process learning. According to Sriyono (1992), student worksheet is one form of the program based on the task that must be completed and serves as a tool to transfer knowledge and skills so as to accelerate the growth of student interest in following the learning process.

###### **b. Student Worksheet as Teaching Material**

The students and teachers in Indonesia use not only textbooks but also students' worksheet. Theoretically, students' worksheet must be in line also with the curriculum and certain subject, because the foundation of certain students'

worksheet comes from the textbook. Suwandono cited in Kurniawan (2008) draws it as follows:



(Suwandono, 2000)

Since creating textbook based on the newest curriculum and certain subject, the students' worksheet must also be based on the newest curriculum and the characteristic of the certain subject. Tarigan (1994) about several principles of creating students' worksheet as follows:

1. The author must create every task which is based on the instructional programs.
2. The author must provide various task types, then must combine main teaching materials with teachers' own made materials in order to avoid boredom.
3. The author must make sure that the materials do not become the final goal; the all tasks just serve as the instruments to gain the goal.
4. The author must make sure that the materials as the foundation for adding instruction; every practical subject must serve as the diagnostic task.

5. The author must make sure that the students have understood well about *What, How* and *Why* they must do everything.

## **2. Reading**

### **a. Definition of Reading**

According to Grabe (2009), reading is a strategic process in that a number of the skills processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns and match comprehension output to reader goal. In line with this statement, Deboer and Dallman (1964) state that reading is much more complex process. It involves all of the higher mental processes. It involves recalling, reasoning evaluating, imagining, applying, and problem-solving. Similarly, Stuffer in Petty and Jensen (1980) states that there are some definitions of reading:

- a. Reading is the complex process.
- b. Reading means to get information from the printed page.
- c. Reading is the ability to pronounce and comprehend the printed word.
- d. Reading is interpreting signs, letters, or symbols by assigning word.
- e. Reading is receiving ideas and impressions from an author via the printed word.

Within the complex process of reading, six general component skills and knowledge areas have been identified (Grabe 1991 cited in Ediger 2001):

1. Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.

2. Vocabulary and structural knowledge – a sound understanding of language structure and a large recognition vocabulary.
3. Formal discourse structure knowledge – an understanding of how text is organized and how information is put together into various genres of text.
4. Content/word background knowledge – prior knowledge of text-related information and a shared understanding of the cultural information involved in text
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring.

Richards and Renandya (2002) say that reading is one of a number of skills courses that supplement of content. Students may find a lot of information in the written language such as manual book, newspaper, magazine, and so on. By reading they can develop their creativity and critical thinking, improve their knowledge, acquire new ideas, obtain needed information, seek support for their ideas, broaden their interest, get the message that the writer had expressed. Moreover, McGinnis and Smith (1982) define reading as a purposeful the process of identifying, interpreting, and evaluating ideas in terms of the mental content or the total awareness of the reader.

Meanwhile, Aebersold and Field(1997) state that reading is what happens when people look at a text and assign meaning to the written symbols in that text. There are interactions between the reader and the text. The meaning the reader gets from the text may not exactly the same as the meaning the writer of the text wished to convey. In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text

and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading (Hudelson (1994) as cited in Celce and Murcia) from the definition above, it can be concluded that reading is complex process of receiving, interpreting, analyzing, and evaluating the information and the meaning that encoded in language form via written text.

Aebersold and Field (1997) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading.

Furthermore, Anderson in Tarigan (1994) mentioned that from a linguistics point of view, reading is a *recording* and *decoding* process, different from speaking or writing which involves encoding process. *Decoding* here means a process to correlate written word with oral language meaning which covers a process of altering word/code into a meaningful sound.

In addition, the linguistic terms of decoding and encoding above will be understood easier if one is able to understand firstly that language is a set of code which is meaningful. When we are listening to a speech, basically we are decoding (reading the codes) the meaning of the speech. If we are speaking, then, basically we are encoding (make codes) elements of language to present meaning.

Some experts tend to use the term *recording* to replace the term *reading* because at very first of this process, the written symbol is altered into sounds and those sounds are decoded. On the other way around, reading is bringing

meaning to and getting meaning from printed or written material. It is clear that reading is a process which correlates to language. A conclusion that can be drawn according to Handayani (2008) state that reading is an activity to understand language patterns from its written form).

The main purpose of reading activity is to find and to get information and also to understand the meaning of the passage. "Meaning" correlates closely to the purpose or the motivation of reading. According to Anderson in Tarigan (1994:9) there are some important things to know dealing with the purpose of reading, those are:

- a. reading for details or facts
- b. reading for main ideas
- c. reading for sequence or organization
- d. reading for inference
- e. reading to classify
- f. reading to evaluate
- g. reading to compare

#### **b. Language Study Reading**

In essence, everything moreover a concrete one is built up from *form* and *meaning*. This also occurs in a reading text. A reading text is also built up from *content* and *language*. *Content* is considered as a spiritual thing, whereas, *language* is considered as physical one. Both are a union, which cannot be separated one from another. A balance between *content* and *languages* of a reading makes a beauty of the text. According to Tarigan (1994), language study reading is contained foreign language reading and literary reading.

Because of the focus of this research is readability level of English worksheet for elementary school students, so the researcher will only explain about foreign language reading only. In addition, Tarigan (1994) gives a brief explanation about foreign language reading below:

Reading in a foreign language is quite different from reading in a first language. One who reads a reading text in his first language will not find any difficulties in getting the meaning of each word because he knows exactly what it means. This condition makes him enjoy what he reads. In contrast, one who reads a reading text in a foreign language may not enjoy the activity he does because there are so many words that he does not know before.

Furthermore, Tarigan (1994) also mentions the main purpose of foreign language reading is to develop vocabulary. Every people have two kinds of word power. One is used to speak and write. It is a power to choose and use words in order to express the meaning of the words clearly. Another power is used to read and listen. In other words, it is used to find the meaning of new words. In this case, we get the meaning from the words. In language study reading, there are several things, which should be known by a reader in order to increase vocabulary mastery. Those are:

1. learning the meaning of the word from its context
2. using dictionary
3. variety of meaning

a. Learning Meaning of Word from its Context

To increase word power, it is not enough to avoid using language which is not a standard one. To have an effective vocabulary, one should try to get new words. This can be done through two ways; the first one is from experience and the last one is from reading text.

Meaning of word can be learned through experience. The more experience one has, the richer of his or her experience. When one studies about new subjects, new places, new friends, this will make a broader knowledge and enrich his vocabularies.

As stated above, meaning of word also can be learned through reading. One of the best ways to get new words is by reading every text. When one reads a reading text, he or she may find new words that he or she knows before. Place where word arises in a reading text is called *context*.

#### b. Using Dictionary

Dictionary is the biggest source book, which can be used in developing extensive vocabulary. It is a record of words which build a language. Language always changes and develops, so a good dictionary also has to change.

Dictionary does not dictate one to use a word but it follows the changes which occur in society.

Therefore, it can be said that dictionary is a standard of meaning of a word. From dictionary, one can study form, kind, and the relationship between one word and the other.

#### c. Variety of Meaning

Beside dictionary, there is a hidden source of words that is varieties of meaning. One should pay attention to variety of meaning in a certain word in order not to make any mistake in putting meaning of it. The use of an appropriate word, word that is exactly right in a certain sentence, needs a great attention from a reader.



### **3. Readability**

#### **a. Definition of Readability**

According to Dubay (2004), the concept of readability has been defined in various ways. Readability involves material which is fit to read, interesting, agreeable, attractively and enjoyable. Wimmer and Dominick (2005) defined readability is the ease with which a document can be read. It is the sum total of the entire element and their interactions that affect the success of a piece of printed material. Also as stated by Bentley (1972) readability is an attempt to match the reading level of written materials to the reading with understanding level of the reader.

Readability concerns itself with how a text is readable. It has its beginning with consideration of how scientific books could be read with understanding. Comprehension is vital in reading. It is the ability to understand languages. Thorndike (1973) provided a means for measuring the difficulties in words and this permeated the development of mathematical formula. It is believed that Thorndike tabulated words according to the frequency of their first meaning and later adopted other word lists as a means of measuring word difficulty. This practice assumed that words frequently read by readers proved less difficult.

DuBay (2004) state that readability is what makes some texts easier to read than others. It is often confused with *legibility*, which concerns typeface and layout. Klare (1963) defines readability is the ease of understanding or right comprehension to the style of writing. This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Gretchen Hargis and her colleagues at IBM (1998) cited in DuBay (2004) state that readability is the ease of reading words and sentences which is

an attribute of clarity. The creator of the SMOG readability formula G. Harry McLaughlin (1969) cited in DuBay (2004) also defines that readability as the degree to which a given class of people find 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. Edgar Dale and Jeanne Chall's (1949) definition may be the most comprehensive come from the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting (DuBay, 2004). Based on the definitions above, it can be concluded that readability is the degree of difficulty or ease of a text can be understood by the readers. It deals with how easily a text conveys its intended meaning to the reader of that text.

#### **b. Factors Affecting Readability of Texts**

The ability to read and understand a text depends on a range of factors including content, structure, style, layout and design. These factors can be semantic or syntactic. Semantic factors are concerned with words, while syntactic factors involve the length and structure of sentences. According to Stephens (2000), five style factors likely to affect the readability of a text are the number of pronouns, average number of words in sentences, percentage of different words and number of prepositional phrases. Essem Educational Limited (2007) cited in Owu-Ewie (2014) has indicated that a number of factors affect to the readability of a text are include physical factors (such as typeface, font size, spacing and layout), reader factors (such as prior knowledge, reading ability, and motivation of

the reader), vocabulary difficulty, text structure, text coherence and cohesion, and syntax. It must also be noted that the age of the reader is crucial to readability. Age appropriateness of academic material is crucial to effective learning. If the content of a text is above the age of the learner/reader there is bound to be difficulty in reading such a text.

Generally, a text is readable when it presents concrete issues, provides the “who”, “what”, “where”, and “when” familiar to readers, and is also age appropriate. Additionally, the text should be genre-familiar to readers and should be acceptable to the reader’s cultural background. According to Stephens (2000), the use of language that is complex, indirect, uneconomical, and unfamiliar affects readability of a text. In addition, the inclusion of needless words, the use of sentence structures that are not evident and ambiguous, and the haphazard and illogical organization of the material affect readability. A critical look at the definitions already provided above indicate that generally readability factors can be categorized into the visual layout of the text, and the ease of understanding of words and sentences in the text. In this study, the latter is the focus.

### **c. Readability Formula**

The readability formula is a predictive device that provides quantitative estimates of the reading ease of written materials, usually through some weighted combination of the measurement of language element. Longer selections, chapters and books can vary in readability. Like other measures of the readability, the use of formula therefore requires the sampling of representative selections within the materials upon which the assessment formula is applied. Here are some readability formulas that used to measure the readability:

## 1. Flesch Reading Ease Formula

Rudolf Flesch has developed number of readability formulas in his pursuit of more readable writing. His reading ease (RE) has been one of the most frequently employed in evaluating materials for mature reader and is considered among the most accurate for formulas not requiring a special word list. Flesch Reading Ease formula became the most widely used formula and one of the most tested and reliable (Chall 1958, Klare 1963). In an attempt to further simplify the Flesch Reading Ease formula, Farr, Jenkins, and Paterson (1951) substituted the average number of one-syllable words per hundred words for Flesch syllable count. The modified formula is:

This formula correlates better than .90 with the original Flesch Reading Ease Formula and 70 with 75% comprehension of 100-word samplings of the McCall-Crabbs reading lessons. In 1976, a study commissioned by the U.S. Navy modified the Reading Ease formula to produce a grade-level score, This popular formula is known as the Flesch-Kincaid formula, the Flesch Grade Scale formula or the Kincaid formula.

The formula for the updated Flesch Reading Ease score is:

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

Where:

Score = position on a scale of 0 (difficult) to 100 (easy), with 30 = very difficult and 70 = suitable for adult audiences.

ASL = average sentence length (the number of words divided by the number of sentences).

ASW = average number of syllables per word (the number of syllables divided by the number of words).

**Table 2.1 The Reading Scale of the Flesch Reading Ease Formula**

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very Difficult	Collage Graduate
30 to 50	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> grade
50 to 60	Fairly Difficult	10 <sup>th</sup> to 12 <sup>th</sup> grade
60 to 70	Standard	8 <sup>th</sup> to 9 <sup>th</sup> grade
70 to 80	Fairly Easy	7 <sup>th</sup> grade
80 to 90	Easy	6 <sup>th</sup> grade
90 to 100	Very Easy	5 <sup>th</sup> grade

(William DuBay, 2004)

## 2. Fry Graph Formula

According to Harjasujana&Mulyati (1996) cited in Syarofah (2012) Fry Graph Formula was created by Edward Fry and published in the year 1977 in the Journal of Reading magazine. The original Fry graph was created in the year 1968. Formula Fry is a formula that bases calculations on two main factors are short word length and word difficulty level marked by amount. This technique is a measure of readability done without involving readers. This technique is done by taking 100 words of sample text. Next up from 100 words are counted sentence and number of syllables. The calculation results are then matched with Fry chart. If the number point of the calculation results are at the level which corresponds to the grade level of the book being tested, then the book considered to have legibility in accordance with the students. If it is at the level up or down, it can be concluded the book is too easy or too difficult.

Bastable (2002) states that the Fry Graph has advantages as described by Fry that it has the simplicity of use without sacrificing the accuracy and breadth and length of the range to test the readability of the material (especially books, pamphlets, and brochures) on grade one to college level.

Fry in Dubay (2004) describes the direction to use the formula.

1. Select samples of 100 words.

2. Find y (vertical), the average number of sentences per 100-word passage (calculating to the nearest tenth).
3. Find x (horizontal), the average number of syllables per 100-word sample.
4. The zone where the two coordinates meet shows the grade score.

Here is a picture of Fry Graph:

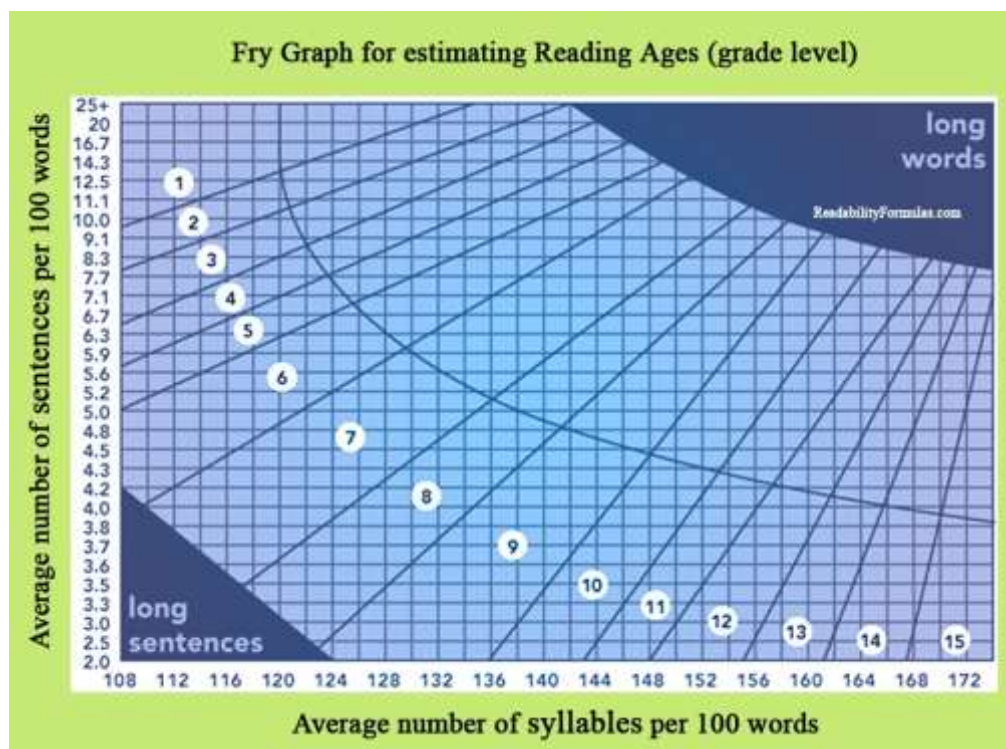


Figure 2.1 Fry Graph

### 3. Cloze-Test Procedure

Wilson Taylor (1953) of the University of Illinois published “Cloze Procedure: A New Tool for Measuring Readability.” Taylor cited several difficulties with the classic readability formulas such as the Flesch and Dale-Chall. He noted, for instance, that Gertrude Stein’s works measured much easier on the readability scales than expected. Taylor argued that words are not the best measure of

difficulty but how they relate to one another. He proposed using deletion tests called **cloze tests** for measuring an individual understanding of a text. Cloze testing is based on the theory that readers are better able to fill in the missing words as their reading skills improve.

A cloze test uses a text with regularly deleted words (usually every fifth word) and requires the subjects to fill in the blanks. The percentage of words correctly entered is the **cloze score**. The lower the score, it will more difficult the text. Because even advanced readers cannot correctly complete more than 65% of the deleted words correctly in a simple text, texts for assisted reading require a cloze score of 35% or more. Texts for unassisted reading need a higher score. Cloze scores line up with scores from multiple-choice tests in the following manner:

**Table. 2.2 Comparison of Cloze and Multiple-choice Scores.**

<b>Purpose</b>	<b>Cloze</b>	<b>Multiple-Choice</b>
Unassisted reading	50-60%	70-80%
Instructional, assisted reading	35-50%	50-60%
Frustration level	Below 35%	Below 50%

For the origins of these scores, see “The Problem of Optimal Difficulty” below. A cloze test uses a text with selected words deleted and replaced with underlines of the same length. Having at least 50 blanks in the reading selection increases the reliability of the test. To score a cloze test, use the percentage of all the words that are correctly entered, that is, the right words in the right form (no synonyms), number, person, tense, voice, and mode. Do not count spelling.

It greatly increases the accuracy of the test to test all the words by using different versions of the text. If you delete every 5th word, there are five possible versions, each one with a different first deleted word. Divide the subjects into as

many groups as you have versions and give each group a different version. Here is a sample cloze test:

The potential for two-way \_\_\_\_\_ is very strong on \_\_\_\_\_ Web. As a result, \_\_\_\_\_ companies are focused on \_\_\_\_\_ Web's marketing potential. From \_\_\_\_\_ marketing point of view, \_\_\_\_\_ virtual worlds can attract \_\_\_\_\_ curious Web explorers, and \_\_\_\_\_ database engines can measure \_\_\_\_\_ track a visitor's every \_\_\_\_\_.

See the answers at the end of this article. Note that the standard cloze test does not provide the a list of the correct words to choose from as some online cloze programs do. The Cloze Test Procedure (Taylor, 1953; Bormouth, 1963), is another technique for determining readability of contextual material. This technique is quite different from the other readability indexes discuss so far. In the Cloze Test technique one simply deleted every fifth word from textual material, replacing the deletion with a standard-length blank. The cloze test might be considered a "personalized" measure of readability. It assesses each individual learner's ability to comprehend a particular section of the text. Unlike other readability indexes, which offer grade-level designations of difficulty, the cloze procedure attempt to predict whether a given learner will be able to extract meaning from a specific text. Here are some guidelines in constructing a Cloze Test:

1. Select a sample of written text from the assigned textual material
2. Begin with the first sentence in a paragraph
3. Leave this first sentence intact – that is, deleted no words
4. Beginning with the first word in the second sentence, deleted every fifth word.
5. The blanks for deletions should be of equal length and large enough for written responses.
6. Continue deleted every fifth word.
7. Leave the remainder of the sentence containing the fiftieth deletion intact.



After constructing the Cloze Test, we score and interpret students result.

Here some guidelines in scoring and interpreting a cloze passage:

- a. Scoring a facilitated if students have transferred words from the blanks to a separate sheet of paper.
- b. Score only exact word replacement as correct.
- c. Compute the percentage of correct responses. If a standard fifty deletion selection is used, the simply multiplying the number of correct responses by two provides this percentage.
- d. Arrange students by scores into the following four groups:
  - 60 percent or above correct – text is predicted to be quite easy
  - 35 – 59 percent correct – text is predicted to be of appropriate difficulty
  - 20 – 34 percent correct – text is predicted to be very difficult
  - 0 – 19 percent correct – text is predicted to be inappropriate, far too difficult
- e. Begin to plan instructional differentiation based on result. (Richard Allington, 1980)

#### **4. Guidelines in Readability**

In works about technical communication, we are often told how to avoid such problems. For example, Jo Ann Hackos and Dawn Stephens in *Standards for Online Communication* (1997) ask us to “conform to accepted style standards.” They explain: Many experts, through much research, have compiled golden rules of documentation writing. These rules apply regardless of medium:

- Use short, simple, familiar words.
- Avoid jargon.
- Use culture-and-gender-neutral language.

- Use correct grammar, punctuation, and spelling.
- Use simple sentences, active voice, and present tense.
- Begin instructions in the imperative mode by starting sentences with an action verb.
- Use simple graphic elements such as bulleted lists and numbered steps to make information visually accessible.

For more suggestions, we recommend referring to one of many excellent books on writing style, especially technical style. We all know of technical publications that do not follow these guidelines and are read only by a small fraction of the potential readership. One reason may be that the writers are not familiar with the background and research of these guidelines. This paper looks most carefully at two of the most important elements of communication, the reading skills of the audience and the readability of the text. (William DuBay, 2004)

From the statement above the researcher concluded that readability formula provides a quick, objective, and inexpensive means of anticipating the reading ease of written materials. They were not exact predictors of reading difficulty, of course. Generally, they sample only one dimension of writing, the difficulty imposed by lexical and syntactic complexity of style.

In this writing, the researcher used cloze test procedure, why? Because according to Taylor's point was that cloze test provide a more accurate estimate of readability since it involved real readers processing text. Then to support the accuracy of that readability level, the researcher used more one of the readability formula.

## B. Previous Studies

Some previous studies which were related to analysis of the readability level of the reading texts in English textbook have been conducted by some researchers. First, Darmayanti (2010) conducted study about *The Readability Level of the Reading Texts on "Linked to the World": an English Textbook for Senior High School": A Case Study at the Tenth Grade of MA Pembangunan UIN Syarif Hidayatullah Jakarta*. She used the descriptive analysis method to describe the readability level of the reading texts in the textbook. The instruments of her study are the *Flesch Reading Ease Formula* and the *Cloze Test*. The result of the *Cloze Test* revealed that from six reading texts, there are four readable texts are included in the *Independent level* since their scores over 60%, and two reading texts are included in the *Instructional level* because they have the *cloze test* scores approximately 40%-60%.

The second study was from Amani (2014) conducted study by the title *The Readability Level of Reading Texts in Pathway to English 2: A Descriptive Analysis on the Textbook for the Eleventh Grade of Senior High School Students Published by Erlangga*. She used Flesch Reading Ease Formula to test the suitable level of the reading texts, from 19 reading texts only 4 texts which is suitable for eleventh grade. The 4 texts is classified into 3 levels of reading difficulty by using Cloze Procedure Test. Based on the test, the result is a text in Independent Level, 2 Texts are in Instructional Level, and a text is in Frustration Level.

The third, Tabatabaei and Shiraz (2013) has done the research with entitle "Readability of Reading Comprehension Texts in Iranian Senior High schools Regarding Students' Background Knowledge and Interest". This research study

considered the readability indexes of reading passages in English textbooks taught at Iranian senior high schools. For measuring the readability indexes of the passages, 30 English passages were fed into the computer and Flesch readability indexes of the passages were estimated. This study also examined students' prior knowledge-interest levels to see to what extent students were interested or had background knowledge of the passages in their English textbooks. 120 participants including 60 males and 60 females took part in the study and completed a Likert-type scale questionnaire. The results of the study indicated that the readability indexes of the passages in high school English textbooks did not accord with Flesch readability standard. The results also showed that students mostly had an average and a low level of interest and background knowledge regarding reading passages in their English text books. The findings of the study revealed a significant relationship between students' interest level and their background knowledge level. This study also showed an insignificant relationship between students' interest level and the readability indexes of the passages in books two, three and four while based on Flesch readability formula there was a significant relationship between these two variables in book one. The results of the last part of the study revealed an insignificant relationship between students' background knowledge level and the readability indexes of the passages.

The fourth study was done by Owu-Ewie (2014) entitled Readability of Comprehension Passages in Junior High School (JHS) English Textbooks in Ghana. His research has shown that most materials meant for second language learners are difficult for the intended readers. It is therefore crucial to determine the readability of comprehension passages in Junior High School (JHS) English

language textbooks used in Ghana and also to examine what can be done to improve L2 text writing in Ghana to make materials readable. This paper, therefore used The Gunning FOG Readability test, Flesch Reading Ease Formula, Flesch-Kincaid Grade Level, SMOG Index, Coleman-Liau and Automated Readability Index readability formulas to determine the readability of 48 comprehension passages purposively selected from four different sets of JHS 1-3 English language textbooks.

Another previous study was done by Kolahi and Shirvani (2012) entitled "A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translations". This study conducted was to compare the readability level of English textbooks of translation and their Persian translations using the Gunning Fog Index. To this end the corpus of the study comprised five translation textbooks written in English and their Persian translations. The reason behind choosing these textbooks is that they are the only translation textbooks translated into Persian. Two hundred and eighty four sample texts were chosen randomly and examined in terms of readability levels; 142 sample texts from English textbooks of translation and 142 sample texts which were the translations of the respective English sample texts. Based on the outcomes of the research the average Fog Index of English textbooks of translation was 16.4 while the average Fog Index of their Persian translations was 20.1. This means that Persian textbooks of translation are 3.7 grade levels above their English originals in terms of readability level. The higher the Fog Index, the less readable the text is. The findings of the study showed that translation textbooks which have been translated into Persian are less readable than their English originals.

The differences of this research in the object of this study are first, the researcher used students' worksheet *Bahasa Inggris*. In the other side, the previous study used *Linked to the World an English Textbook for Senior High School* which is conducted by Darmayanti (2010), and *Pathway to English 2* which is conducted by Amaniy (2014). The second difference is contextual learning. The research of this study based on reading text material. In other side, the previous study based on reading comprehension texts regarding students' background knowledge and interest which is conducted by Tabatabaei and Shiraz (2013) and translation which conducted by Kolahi and Shirvani (2012). The researcher in this study just focus concern in context textual to measurement readability level of reading text with ignore background knowledge. The second difference is formula to establish the readability level of reading text materials. This research used the Fry Graph Formula and Flesch Reading Ease Formula to determine the readability level of reading text, but from the previous studies that conducted by Darmayanti (2010), Amaniy (2014), Tabatabaei and Shiraz (2013) used Flesch Reading Ease Formula.

But, from the previous studies above there are some similarity in measurement readability level of reading text. Some research also using Flesch Reading Ease Formula and Cloze Test to the students in their research to measurement readability level of reading text that conducted by Darmayanti (2010) about *The Readability Level of the Reading Texts on "Linked to the World": an English Textbook for Senior High School": A Case Study at the Tenth Grade of MA Pembangunan UIN Syarif Hidayatullah Jakarta*, and Amaniy (2014) about *The Readability Level of Reading Texts in Pathway to English 2: A descriptive Analysis on the Textbook for the Eleventh Grade of Senior High*

School Students Published by Erlangga. There is any some perspective in using triangulation method to measurement readability level that has conducted by Owu-Ewie (2014) entitle Readability of Comprehension Passages in Junior High School (JHS) English Textbooks in Ghana. In his research, Owu-Ewie (2014) using some formula to measurement readability level are The Gunning FOG Readability test, Flesch Reading Ease Formula, Flesch-Kincaid Grade Level, Coleman-Liauand Automated Readability Index. So, it can be said that this research is can be conducted and continue for the more research.

### **C. Conceptual Framework**

Finding the right materials for students was one of the problems in teaching reading comprehension. The material may not be appropriated for the student level. Because the difficulty occurs, students can not understand the text properly and feel frustrated because it was not interesting and find it was difficult or even feel bored. In reading, one type of learning material in a textbook is a genre or type of text because the main purpose of reading learning is to understand text.

Consequently, both teachers and students should be more selective in selecting textbooks. Especially for schools and teachers who make Students' Worksheet as the main source of learning. They should be able to analyze the reading text materials in the Students' Worksheet book that will be used in the classroom. They should be able to choose the appropriate reading text materials according to the student level. Based on the above problems, the researcher tries to find out whether the reading material in Students' Worksheet for the eleventh grade of Senior High School has suitable to the student's readability level. For more briefly as follow the theoretical framework bellow:

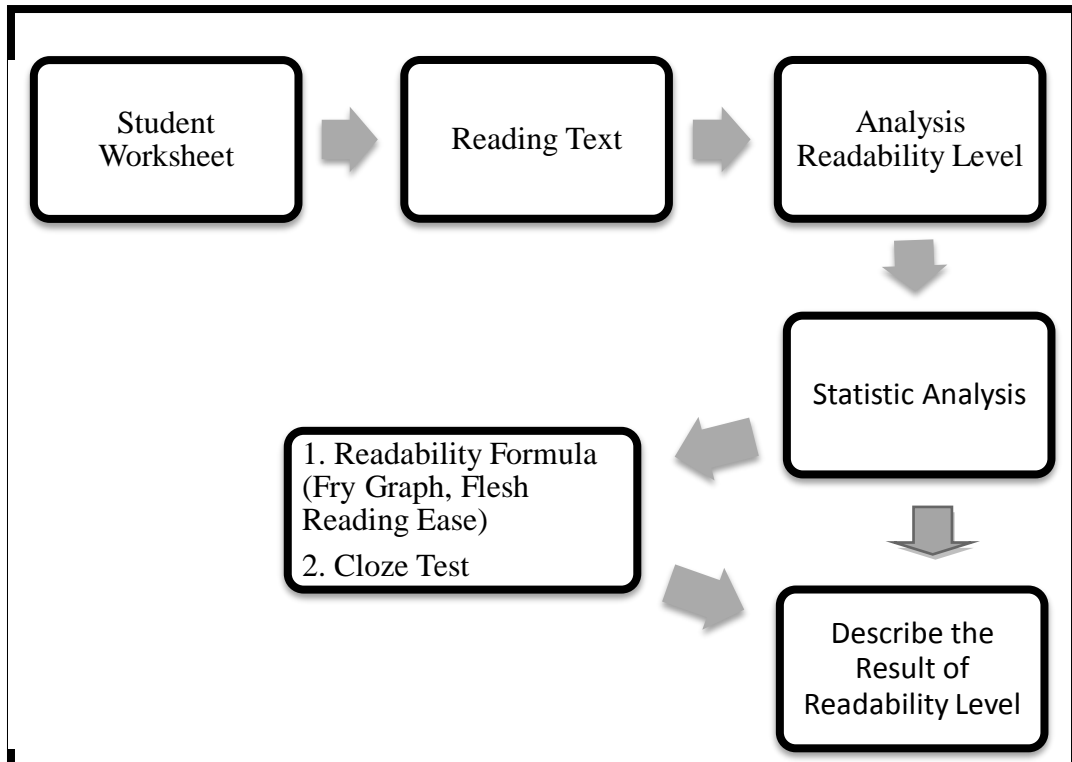


Figure 2.2 Theoretical Framework of the Readability Level of Reading Text Material in the Students' Worksheet *Bahasa Inggris*

The researcher made choice student worksheet as the object of the research because it most used in Senior High School as the course book. Student worksheet will facilitate teachers in delivering learning materials and streamline the time and will lead to interaction between teachers and students in the process learning.

Student worksheet contained some material and task. One of material in student worksheet is reading text. Reading text material in student worksheet used to examine reading comprehension the student.



They should be able to choose the appropriate reading text materials according to the student level. Based on the above problems, the researcher tries to find out whether the reading material in Students' Worksheet for the eleventh grade of Senior High School has suitable to the student's readability level. Because that, the researcher tried to analysis readability level of reading text.

Readability level of reading text has analysis with statistic analysis using readability formula and cloze test. And the last, the researcher tried to describe readability level from the result of analysis.