An Analysis on the Readability Level of “FOKUS”
(A Naturalistic Study on Elementary School Students’ English Worksheet)

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Written as a Partial Fulfillment of the Requirements for the Graduate Degree of Education in English of Graduate School of Sebelas Maret University

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ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
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This is to declare that I, myself wrote this thesis, entitled: An Analysis on the Readability Level of “FOKUS” (A Naturalistic Study on Elementary School Students’ English Worksheet). It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

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ABSTRACT


This research is aimed at describing and finding out whether and to what extents the layouts and the contents of Fokus English Worksheet (FEW) published by CV Sindunata, Kartasura are readable or not.

This research is a study which is considered important to conduct since the growth of English teaching and learning in Indonesia starts from early ages. On that account, the English worksheet in teaching and learning processes is significant to evaluate.

The data are collected through documentation and test. The data in the form of words are analyzed using interactive model while the data in the form of numbers are analyzed by applying the readability formula (Flesch and Gunning Fox Index) and Cloze Test Procedure. The second method of analysis adopts sample of reading text, the beginning, the middle, and the end of Fokus English Worksheet (FEW).

Based on the result of analyzing data, the researcher found that FEW are specially designed and intended to English young learners, that is why these products have their own characteristics.

From the layout points of view, it reveals that FEW are dominated many fancy pictures. However, at some extents, FEW does not serve its function well since at some extents, this worksheet does not have the same requirements as proposed by BNSP.

From the content point of view, it reveals that FEW have correlation with KTSP Jawa Tengah. However, not all themes in FEW are exactly the same as KTSP Jawa Tengah. There are several different themes related to FEW market oriented. The other issues are about non authentic material of FEW which are aimed to make FEW more readable for Indonesian young learners of English. Some other issues found in this worksheet are about students’ cognitive values. There are not interactive group activities found in FEW and almost all the activities are in the low order domain. It is obviously seen that FEW applies PPP approach in its presentation and has applied four language skills. The last finding and discussion is about FEW’s high readability from Cloze Test, Flesch and Gunning Fox Index.

The research finding of this study indicates that a good match between the English textbooks and the intended user will improve communication and learning and bring a maximum result of teaching and learning process. The ideal English textbook should have a good match between its lay out performances and contents.

Therefore, it is recommended that (1) In writing English textbooks, writers should concern with the readability aspect of their writings. There are many aspects concerning the readability of English textbooks, for instance: its typography and layout, language culturally and socially bound issue, cognitive values, applied approach, syllabus, word length and complexity of the sentences; and (2) The teacher should be able to evaluate the selected English materials before presenting them in the classrooms.
MOTTO

Be still, My child, and know that I am God!
Wait thou patiently—I know the path you trod.
So falter not, nor fear, nor think to run and hide,
For I, thy hope and strength, am waiting by thy side

(Our Daily Bread’s Poem)
ACKNOWLEDGEMENT

Hallelujah, the researcher expresses deep praise and thanks to the Almighty God and Father Jesus Christ. Through all His amazing grace and guidance only this thesis can be completed.

Humbly, let him say that this thesis is a crop of challenge, tears and patience for many months. However, the researcher truly realizes that this achievement is derived from many supports. In this opportunity, he would like to express his abundant gratitude to those who have given him their contributions in finishing this thesis. The researcher wishes to thank to:

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10. Mamah, Papah, and my younger brother Robby Kurniawan.

The researcher realizes that this thesis is far from perfect, any suggestion, comment and critic are needed for the betterment of this research. Hopefully this thesis will be beneficial for all of us. Thank you.

Surakarta, November 2008

Rony Kurniawan
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<td>Depdiknas</td>
<td>Departemen Pendidikan National</td>
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<td>ELT</td>
<td>English Language Teaching</td>
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<td>ESL</td>
<td>English Second Language</td>
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<td>KBK</td>
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A. Background of the Study

One of the key components of teaching English as foreign language is the teaching materials, since they generally serve as the basis for much of the language input that learners receive and the language practice in English teaching and learning processes. Cruickshank, Bainer, and Metchall in Hasanah (2007: 3) states that textbook is the most used (and sometimes overused) source for determining what students should learn and it is usually readily available to teachers and learner alike. Hutchinson and Torres in Litz (2006) also suggest:

"The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook."

Nunan in Kitao (2006) also agree with this observation and claims:

“Materials are, in fact, an essential element within the curriculum, and do more often simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practise, they act as curriculum models, and at their very best they fulfil a teacher development role.”

Second, Sheldon in Litz (2006) also has pointed out, students often harbour expectations about using a textbook in their particular language classroom
and program and believe that published materials have more credibility than teacher-generated or "in-house" materials

Third, as O'Neill in Kitao (2006) has indicated, textbooks are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation.

Fourth, Sheldon in Litz (2006) also stated that textbooks yield a respectable return on investment, are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective. In this way, textbooks can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits.

A fifth advantage identified by Cunningsworth in Kitao and Kitao (2006) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

Although some theorists have alluded to the inherent danger of the inexperienced teacher who may use a textbook as a pedagogic crutch, such an over reliance may actually have the opposite effect of saving students from a teacher’s deficiencies.
Finally, Hutchinson and Torres in Litz (2006) have pointed out that textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

All the stated reasons give strong argument why the high quality of textbook is really wanted by every person involved in education. A teaching-learning process will run well if the material can be fully comprehended by the student. Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. As it has been stated before that textbooks play very crucial parts in teaching and learning processes, because the textbook are the practical implementation of a given curriculum containing important information of general knowledge, science and technology.

Even though textbooks play crucial roles, there are still many classical problems concerning the textbook processes, such as: (1) the processes in writing textbooks are in hurry because of curriculum system due date (2) the mechanism of textbook writing frequently relies on “hidden project”. All of these, of course, are resulted in not ideal of the textbooks. As we know that, the ideal textbooks which always concern with the effectiveness and clearness of its contents are so crucial (Mc Crimmon in Kitao, 2006) that is why there are many critiques
concerning the readability of English textbooks. They say that the using of English in textbook are too high which make the students do not understand.

Ciborowski in Hasanah (2007:4) also claims that a good textbook is not overwhelmingly long. It should be well written and well organized. It is in line also with Tarigan and Tarigan in Indrawati and Subadiyono (2001:134) who state that the language of textbook should be well organized, understandable easily, suitable with the students’ ability, communicative, unambiguous, simple, and interesting.

Badudu in Indrawati and Subandiyono (2001:134) also states that a passage or a text is understandable easily depending on two main things: (1) language that is used; and (2) the content of a passage/text. Generally, reading text is easier if it is short, factual, and the topic is concrete and familiar, contain short and simple sentences, contain simple or standard English—structure and vocabularies familiar to the students, clearly organized—e.g. there is a straightforward storyline or clearly signposted argument, there is support in the way of layout, titles, pictures, graphs, and etc. In other way around, in selecting the text, we should not just consider the students’ fluency in target language but also the difficulty level of text. Furthermore, textbook should be at the right level of difficulty (readability) for the students. It means that the book should be suitable with the ability of the students’ ability in target language. However, assessing the right level of material for the students is not a simple work.

Burn, Roe and Ross (1984:305-306) state that as a teacher, becoming aware of the difficulty of the textbook may be the first step in helping the students
to read content of the materials. In addition, the English teacher must adjust their expectation accordingly for each pupil’s use of the book, so that no child is assigned work in a book that is so difficult since it will be immediately frustrating.

Nuttall (1982:76) says that it is obvious that the burden of the English teachers increases since they must select suitable material for their students before presenting them in front of the class.

It is reasonable in getting a whole content of textbooks; students need to master English well. Beside, a reading ability is often needed by learners of English as a foreign language. It is so common that while students are reading in a foreign language, they seem to read with less understanding than teachers might expect them to have, and reading considerably slower than reading the first language.

According to Urquhart in Alderson (1996), a text is considered more readable if it could be read more quickly and it could be remembered more easily. A text can be read quickly and remembered more easily by a reader if he or she does not find any difficult words or sentences in reading processes. It can be said that readability is related to the level of ease of understanding of a text. A text which has a high readability level is easy to understood, and on the contrary, text in a low readability level is difficult to be understood (Sakri, 1993:135). In other words, readability relates the quality of certain text. The quality of text is mainly concerned with the language used by the writer of the text.

Richard, Platt and Platt (1992:306) give comment about the readability. They say that readability concerns on how easily written materials can be read and
understood. If the students are given a text and they can understand, they will enjoy it and be motivated to read further. As a result, their reading skill will be better. On the other hand, if they are given a text and they can not understand, they will lose interest in it and get frustrated. Apparently, this condition of lacking of interest will not improve their reading skill at all.

The English teacher can measure the readability of certain English material by one of these methods: (1) Judgment of experienced teachers; (2) Cloze procedure. It is a kind of fill-in- the blank test. It is constructed by deleting word from the continuous text and replacing them with blanks to be filled by the students with the appropriate words; and (3) Readability formulas. The formulas should not accept as true measures of difficulty, but as approximation of difficulty.

It can be said that there are many factors affecting readability level. According to Anderson in Slamet, Sri and Giyanto (1999:10) readability of a text is not just affected by material factor (passage/text) but also subject factor (reader factor). Material factor covers sentence, word, redundancy, typography, format, interesting, and stylistic factor. While subject factors cover intelligence and verbal factor, physical factor, social and emotional factor, motivation, and reader’s experiential background (concept) factor.

Similar with them, Asher in Hasanah (2006) states that a reader’s prior knowledge (concept) has a significant effect on students’ ability to cope with a text (ibid). Furthermore, Darmadi and Yustanto (1999:16) state that the use of language in textbook must be concerned in analyzing readability. It is important
because readability will determine the suitability level of using textbook language with the students as users.

B. Problem Limitation

In order not to make this research becomes too broad, the researcher only focuses on *Fokus* English worksheets for sixth elementary school students 2nd semester academic year 2008/2009. Since there are two types of English worksheets of which *CV Sindhunata’s* products. They have two brand names, *Fokus* and *Pakem*. All of these products cover all grades of elementary school students.

C. Statement of the Problem

Based on the background of the study, the problem of the study can be formulated into the following questions:

1. Do and to what extent the layouts of *Fokus* English worksheet promote its readability?
2. Do and to what extent the contents of *Fokus* English worksheet promote their readability?

D. Objective of the Study

Based on the problem statements above, the objectives of the study are:

1. To describe the readability of *Fokus* English worksheet from the layout point of view.
2. To elaborate the readability level of *Fokus* English worksheet from the contents point of view.

**E. Benefits of the Research**

After conducting this research, some of the benefits of the research are hopefully aimed for:

1. **The Government or Policy Maker**
   This research can be such kind of reflection for the Government or Policy Maker who are in charge in education field, especially in the world of book matter.

2. **Teachers**
   It can give new perspectives for English teachers in preparing their textbooks that can be easily understood by their students.

3. **Students**
   It can help the students concerning how to choose the English course books which can arouse their motivation in mastering English.

4. **Researcher**
   It will be a valuable treasury for the researcher himself related to his professional development and as a stepping point to other researches.
CHAPTER II
THEORETICAL ORIENTATION, RELATED RESEARCH, AND RATIONALE

In this chapter, some underlying theories will be described, such as: Textbook and Students Worksheet as Teaching Materials, Reading, Approaches for Measuring the Readability Level, Layout and Contents as Readability Consideration and also Teaching and Acquiring English Acquisition to Children.

The described underlying theories are not written as hypotheses, but as a stepping stone to understand the concept used in this research.

1. Textbook and Student Worksheet as Teaching Material

a. Definition of Textbook and Student Worksheet

There are common terms in Indonesia which are used to call textbook, they are Buku Teks or Buku Ajar. Even, these two terms are frequently used interchangeably. At the United States, buku teks or buku ajar for elementary or high schools are called school books or elhi books (elhi stands for elementary and high school). It means the material which is used for teaching and learning processes (Sakri in Darmadi, 1999: 11)

The textbook and school book terms are different from teaching materials since teaching materials have broader meaning. Teaching materials can include all materials which can be used as instruments in teaching and learning processes such as texts which are downloaded from internet, articles from newspapers or
magazines, and so on. This statement is in line with Kitao and Kitao (2006) as follow:

“There is a lot of material available on the Internet. You can search material when you have free time, and store them for your future classes. Many teachers go abroad during vacation these days, and they collect materials in English—speaking countries. TV and radio are good sources. They provide a variety of materials.”

There is sharp contrast between textbooks and teaching materials. Textbooks are written for education purpose only, while teaching materials are not aimed deliberately as teaching and learning instruments. Since textbooks are aimed deliberately as teaching and learning instruments, so they should be in line with the newest curriculum and suited with the students’ capabilities

It can be said that the process of writing certain textbook is not a simple matter. This condition can be seen from the changing of national curriculum which is always followed by the project of writing textbook. Because the changing of curriculum occurred at one level or several levels of education, so the writing of textbooks must follow it. In this case, the content of every textbook must be in line with the newest curriculum.

Textbooks have tight relationship not only with educational goal but also with social value, especially relating with language matter. Richadeau in Darmadi give underlines as follow:

*Dari segi sosial, terutama di negara yang sedang berkembang, penggunaan buku ajar bagi seorang anak merupakan peralihan gaya hidup dari kebudayaan lisan kepada budaya tulis atau cetak. Masalah yang menyangkut pembuatan buku ajar sering melibatkan masalah pemilihan bahasa resmi yang digunakan, yang berbeda dengan bahasa ibu yang membentuk pribadi anak selama masa balita. Buku ajar yang ditulis dalam bahasa asing akan tampak pada mata anak dan orang
tuanya sebagai lambang kebudayaan ‘lain’, dalam arti ‘asing’, yang dengan mudah menganggapnya sebagai kebudayaan superior.(Richadeau in Darmadi, 1999:12)

The students and teachers in Indonesia use not only textbooks—*buku ajar* or *buku teks*—but also students worksheet—*lembar kegiatan siswa* (LKS) or *buku suplemen*. 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. Swandono draws it as follows:

```
KURIKULUM                                      MATA PELAJARAN

DASAR—DASAR PENYUSUNAN
BUKU POKOK

BUKU POKOK

DASAR—DASAR PENYUSUNAN
BUKU KERJA

BUKU KERJA
```

(Suwandono, 2000: 187)

Lange in Suwandono also claims that an ideal teaching material should include textbooks and students worksheets. Suwandono in his book *Telaah Kurikulum dan Telaah Buku Teks* proposed several definitions about student worksheet as follows:

1. *Semacam buku pedoman bagi pengoperasian instruksi-instruksi atau pelajaran.*
2. *Sejenis buku yang dirancang untuk membimbing para siswa dengan mencantumkan beberapa bahan pengajaran atau materi instruksional*
According Suwandono, as a supplement book, students’ worksheet must be in harmony with textbook. 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 certain subject (2000:188).

Suwandono cites Gray’s opinion in Tarigan 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 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 diagnostic task.
5. The author must make sure that the students have understood well about What, How and Why they must do everything.

b. The Writer of Textbooks and Students Worksheets

The ones who have right to write textbooks and students worksheets are the experts who know well the subject matters of them. It is a different matter if it is compared with the writing in general since the professional writers—novel writes, poet and so on—will get serious problem if writing these kinds of teaching materials. In short, the writers of textbooks and students worksheets must be the experts in their own field.

In grow up countries like United States and Britain, the publishing companies often have own initiatives to publish certain textbooks based on their prior marketing survey. Then, the publishing companies try to seek the writers who have excellent mastery in their own field. If certain expert does not have a
writing skill, the publishing company will seek the second writer who will help pour the idea. Beside that, the big publishing companies will provide excellent editors who will edit those writing. If it is needed, the professional editor will act as a ghost writer.

In Indonesia, the writers of textbooks and students worksheets must be have good writing skills since there are so many publishing companies in Indonesia have not had professional editors yet. It can be said that the writer of textbooks and students worksheets are far from the ideal one. There are many factors which cause this serious problem. Those factors are:

1. There is so few of writers who have good writing skill.
2. There are unhealthy fight among publishing companies in getting textbooks and students worksheets projects.
3. The writer factors. It means that not all of Indonesia textbook and students worksheets writer are not the right persons to write them.

2. Reading

   a. Definition of Reading

   Reading is a process done and used by reader in order to obtain messages delivered by writers through words or written media. It is a process that requires group of words, which has been a set of unity, can be seen in a brief overview, and each individual meaning of word can be understood. If this cannot be fulfilled, then implicit and explicit messages in the text will not be caught by reader and reading process cannot be implemented well (Hodgson in Tarigan, 1994:7).

   Furthermore Anderson in Tarigan (1994:7) mentioned that from 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 are 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 (1994: 4). It is clear that reading is a process which correlates to language. A conclusion that can be drawn from this explanation is that “reading is an activity to understand language patterns from its written form (Lado in Handayani, 2005:10)

The main purpose in 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 or contrast
b. Aspects of Reading

Basically, there are two main aspects in reading which include mechanical skill and language skill. These skills are described in the following:

a. Mechanical skills cover:

1. Identification of alphabet
2. Identification of linguistic items (phoneme, word, phrase, clause, sentence, etc)
3. Identification of the ability to bark at print
4. Slow reading speed

b. Comprehension skills include:

1. Understanding simple meaning (lexical, grammatical, rhetorical)
2. Understanding significance or meaning (such as: purpose of the writer, relevance or condition of culture, reaction of the reader)
3. Evaluating or determining (content, form)
4. Flexible reading speed, which is easily adapted to condition

In order to reach the goals laid in mechanical skills, then, the proper activities to do are reading aloud and oral reading. For comprehension skills, the proper one is by doing silent reading. Silent reading itself can be divided into:

a. extensive reading
b. intensive reading

Then, extensive reading includes:

a) Survey reading
b) Skimming

c) Superficial reading

Meanwhile, the intensive reading can be broken into:

1. Content study reading which include:
   
   (a) Close reading
   
   (b) Comprehensive reading
   
   (c) Critical reading
   
   (d) Reading for ideas

2. Language study reading, which include:
   
   (a) Foreign language reading
   
   (b) Literary reading

In this research, the researcher will only hold a research in language study reading as the object of this research.

c. Language Study Reading

In essence, every thing - moreover a concrete one - is built up from *form* and *meaning*. This also occurs to a reading text. A reading text is also built up from *content* and *language*. *Content* is considered as spiritual thing, whereas, *language* is considered as physical one. Both are a union, which cannot be separated one from another. A balance between *content* arid *languages* of a reading makes a beauty of the text. According to Tarigan (1994: 11), language study reading includes: (a) foreign language reading, and (b) 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
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 its 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 (1994: 13)

Furthermore, Tarigan (1994:13) 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 meaning of the words clearly. Another power is used to read and listen. In other words, it is used to find 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:

a. learning meaning of the word from its context
b. using dictionary
c. variety of meaning

(1) Learning Meaning of Word from its Context

To increase word power, it is not enough to avoid using language which is not standard one. To have an effective vocabulary, one should try to get new words. This can be done through two ways; 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.

(2) 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.

(3) 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.
d. Readability

There are several definitions of readability proposed by linguists. Du Bay in his article entitled *The Principle of Readability* (http://public.lan/gov.) states readability is what makes some texts easier to read than others. Klare in Du Bay (2007) defines readability as the ease of understandable comprehension due to the style of writing.

Those definitions point out that readability has been associated with interest and difficulty level of a text. It can be concluded that if a certain text is written as attractive and simple as possible, and easy to be understood, the readers will receive either information or message easily. On the other way around, a text with high level of readability will be easier to understand than with a low readability.

Thus, study of readability has basically two goals, namely (1) determining whether a text is easy or difficult to understand; (2) optimizing a unity between texts they read. Readability of a text, definitely, has been influenced by some factors. Factors of readability determined by language can be seen from sentence structure, choice of word, arrangement of paragraph and other grammatical elements. Furthermore, Sakri in Wijastuti says that readability, among others, depends on vocabulary and sentence structure which is chosen by an author in his writing. The writing using daily vocabulary that has been known generally by the readers will be easier to understand. Conversely, the use of sentence structure that is very long will be hard to comprehend (1996:24).
Richard (2001:196) assert that readability has many factors, namely (a) the average length of sentences in a passage; (b) the number of new words a passage contain; (c) the grammatical complexity of the language used. Among those elements, the element of the difficulty of vocabulary and the length of a sentence determine intensely the readability level of a text. Moreover, the factor of readability will be explained as below:

1) Sentence Difficulty

Bruce in Wijastuti (1996: 25) finds that writing in which simple sentences predominated was more readable than writing which included a high proportion of compound, complex and compound—complex sentences.

2) Lexical Density

It relates with the average number of words in the sentences of a text. Nababan in Wijastuti says “A sentence that its density of words has hard composition also determines the readability (1996: 25). Thus, lexical density refers to the length of a sentence. It influences the level of readability. In this case, the role of writer plays an important role, since the simpler and shorter sentences are used, the readers will be easier to read them

3. Word Difficulty

One of the basic sources of difficulty in comprehending a text is word difficulty level. It means that a certain word which is rarely used in daily conversations and popular writings is considered more difficult than the
more frequently used word. That is why, it is suggested that the writer should use familiar, simple and common words. In addition, the writer should avoid the words of three syllables or more, since these words will cause difficulty for the general readers (Nababan in Wijastuti, 1996: 25)

3. Approaches for Measuring the Readability Level

The readability of certain material can be judged through three approaches i.e. by giving considered judgement, discharging cloze or informal reading test, and using readability formula.

The first two approaches are essential since they are aimed to measure how readable the certain material is. The benefit of those two approaches is less time consuming but less accurate for judging how difficult a given material will be for particular individual. In the meantime, the third method actually requires the students to read the material. So, they are more likely to reflect how well that student can read the material although direct testing has the disadvantages of being time-consuming.

It can be said that the three approaches mentioned above, however, have uses and limitation. After all none is perfectly reliable or accurate.

a. Judgment

It is claimed that the judgement of readability may or may not be reliable since it depends on the subjective evaluation and also without involving any formulas or test.
The fact also shows that if there is any subjective evaluation from the evaluator. It will become problem also because if one text is judged by several evaluators, the result will be greatly different from one evaluator to another. It will make its readability is in question. Jorgenson in Harris and Sipay (1975:527) comment that teacher’s judgment as to the difficulty of reading materials are varying considerably.

b. Cloze Procedure

Taylor in 1953 introduced the cloze procedure as a basis for measuring the readability of prose. It uses the human drive to provide closure to incomplete items. In language testing references, many definitions of cloze procedure can be found.

Oller (1979: 344) states that cloze procedure is a method for testing the learner’s internalized system of grammatical knowledge. He also referred it to the technique of distorting a portion of a text.

In cloze procedure, students are given a passage that has blanks in place of some of the words. Students are hoped to fill in the blanks with the word that was deleted from the original passage. Using the scoring procedure, the teacher will have an indication about whether the passage is at independent, instructional, or frustration level for the student, and by extension, whether the material from the passage came is appropriate.

Burns, Roe and Ross (1984:304-306) explained the definition of independent, instructional, or frustration level for the students. *Independent* level means the students can read textbook assignment and prepare for the class
discussion independently. *Instruction level* means they need to have the teacher introduce the material carefully, build concepts and vocabulary gradually and assign purposed questions. *Frustration level* means they need to be introduced to the subject and in order to understand the concept and information involved, they must be given simpler materials such as library books with a lower readability level than that of the text/selections written by the teacher on an appropriately low level.

Gillet and Temple (1994: 103—105) states that *independent level* means students can read text easily, without any help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid. Oral reading is generally fluent. *Instructional level* means the material is not really easy but is still comfortable. Comprehension is good, but help is still needed to understand some concepts. The silent reading rate is fairly rapid. Oral reading is fairly smooth and accurate. *Frustration level* means the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor. Both oral and silent readings are usually low and laboured.

It is claimed that cloze test has several benefits that are intended to help the teachers and students as well in the reading instructional program. They are as follow:

1) Traditionally, cloze test is used to examine the potential match between readers and specific reading material. It can be administered to a group and it involves the students directly with the text, without the intervening step of teacher questions.
2) Cloze test can be used with a graded set of materials to determine a student’s general reading level.
3) It can also be used to determine the reading grade level of the passage chosen for use with this procedure.
4) Cloze procedure is considered as teaching technique.  
(Fauziana, 2007:18)

Furthermore, the cloze test can be used not only in measuring the difficulty of a reading text but also in some other written materials. The application of this procedure, completely, are evaluating the difficulty of texts, rating bilinguals, estimating reading comprehension, studying textual constraints, and evaluating teaching effectiveness.

In applying a cloze test, it is hoped to choose a passage representative of the material from which it came and systematically delete words. The passage should not be broken up by illustration or potential interruption. Some blanks are substituted for the deleted words.

Here are the procedures of applying the cloze test:

1) Choose representative passage from the beginning, middle, and end of the material (from a book) we wish to use with our students. To ensure high readability, each passage should contain approximately 250 words. Obviously, this may not be possible in primary grade materials. It is strongly recommended that a number of representative passages serve to increase the validity and reliability of the assessment procedure.

2) Deciding on the deletion procedure.
   Delete every fifth word thereafter. In the place of deleted words, substitute blanks of uniform length

3) Scoring procedures.
   There are four techniques in scoring procedures: the exact word, scoring for contextual appropriateness, weighting degrees of appropriateness, and interpreting the scores and protocols.

4) Beginning with the second sentence, replace every fifth word with a blank. Make sure the blanks are the same size. The blanks should not provide the readers with a clue as to the length of word deleted. Notice that the following, however, are usually not to be deleted: the proper names, dates, and abbreviations or acronyms. When these are encountered, the next word is deleted and the every fifth-word rule proceeds from that point.  
(Fauziana, 2007:18-19)
In another way, according to Oller (1979:344) there are general guidelines in constructing cloze tests:

1. **Selecting material for the task.**
   If a book is divided into chapters, it might make sense to take at least one sample from each chapter.

2. **Deciding on deletion procedure.**
   Some researchers left a certain amount of one or more un-mutilated sentences at the end of the text.

3. **Administering the text.**
   If the test is gauged appropriately in difficulty, it is usually possible for the slowest students to have ample time to attempt every item of a 50 item cloze test within a 50 minute class period.

4. **Scoring procedures.**
   Oller (1979:344-305) explained two methods of cloze test scoring:

   a. **The exact word method**
      Generally, it is the easiest way to apply and usually to be preferred.
      However, the readers are needed to replace the exact word used by the reader. It will be too hard requirement for them. In this method, only the exact word is acceptable and counted as correct.

   b. **Contextual appropriateness/acceptable-word method**
      If the word in a given blank is the exact word, it is scored as correct. If it is not the exact word but suitable with the context (to the total surrounding), it is also scored as correct, otherwise it is scored as incorrect for each blank.
      A subjective judgement of the scorer is needed in applying this method. It is suggested that in order to avoid personal subjectivity, an evaluator who is
unacquainted with the subjects is chosen. In addition, any mistake in minor spelling errors is ignored. If it is difficult to ascertain whether an answer was acceptable or not, it is scored as incorrect.

In this study, all tests are analyzed by using exact word method because the researcher has provided some choice of answers. In this method, as mentioned above, the cloze test blanks must be completed with the exact word as was in the original text. Correct answer receives 1 point, while any other response receives no points.

After applying the cloze test and giving score, the researcher should try to interpret it. The result of the cloze test becomes the indication of the readers’ independent, instructional, and frustration reading levels. The cloze test is used to determine the reading level by calculating the percentage of exact replacement of deleted words.

It is assumed that the result of this analysis will be beneficial to measure the researched book clearly. In addition, the interpretation of either the readability of textbook is proportional or not based on sequence logic e.g. level of readability of textbook suitable for lower level or low class must have readability level easier than readability level suitable for upper level or class.

Table 2.1. The Reading Level of Bourmuth

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Percentage of Exact Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Reading Level</td>
<td>Above 57%</td>
</tr>
<tr>
<td>Instructional</td>
<td>44% - 57%</td>
</tr>
</tbody>
</table>
c. Readability Formula of Flesch and Gunning Fox Index

Leu and Kinzer (1987:410) states that a readability formula is a method for determining the difficulty of written text by combining word length and sentence length.

Newman (1980:123) adds that reading specialist and other use the formulas to indicate the reading level of written text.

It is claimed that the invention of readability formulas have made it possible to predict whether a given text is easy or difficult to understand before the actual reading activity. It is unlike the cloze procedure which measure readability by involving readers (Hunnicut and Inverson in Tamami, 1999:13)

Klare in Darmadi and Yustanto (1999:16) give underline that the term readability formula is intended to get a method of estimating the probable success a reader will have in reading and understanding a piece of writing. It means that readability formula is used as predictive device of readability.

Research concerning with level of readability has been conducted by many experts. Some of them are Rudolph Flesch, Robert Gunning, Fry, Edgar Dale and Jeanne S, Chall. Those formula, generally, draw the combination between the number of difficult words and the number of sentences. However, all are essentially similar in their way of analyzing the difficulty of certain written materials. It is assumed that two factors are usually considered by a readability
formula in order to determine difficulty level: one deal with word difficulty; the other, with sentence difficulty (Leu and Kinzer, 1987:421).

Harris and Sipay (1975:528) have the same opinion that the most widely used readability formulas are those based on vocabulary difficulty and sentence length. Furthermore, these two factors are essential and valid measures of readability as far as prediction goes, account for most of the variance in readability measurement.

In his research, the researcher uses Rudolph Flesch's formula since this formula measures three things: sentence length, word difficulty and number of personal references. It measures level of readability based on the average number of words in each sentence by using this table (Sakri in Wijastuti, 1996:26).

Table 2.2  **Rudolf Flesch Table**

<table>
<thead>
<tr>
<th>Level of Readability</th>
<th>Word per Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>&lt; 8</td>
</tr>
<tr>
<td>Easy</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>14</td>
</tr>
<tr>
<td>Standard</td>
<td>17</td>
</tr>
<tr>
<td>Somewhat difficult</td>
<td>21</td>
</tr>
<tr>
<td>Difficult</td>
<td>25</td>
</tr>
<tr>
<td>Very difficult</td>
<td>&gt; 29</td>
</tr>
</tbody>
</table>
Meanwhile, Robert Gunning uses three criteria, namely, sentence pattern, fox index and human interest. Wardah in Yulia Ana Surya (1994: 37) says that to find out fox index, the following steps are primarily conducted:

1. Taking the text
2. Counting the length of sentences by way of counting the number of words per sentence, for example; there are 18 words per sentence,
3. Then, counting the average number of words per sentence in the text.
4. Counting the difficult word, in this case words consisting of three syllables or more. Don't count the words (1) that are proper names; (2) that are compound words (like bookkeeper and butterfly); (3) that are verb forms made three syllables or more because of a morphology process (like created or trespasses).
5. Counting the percentage of difficult word by dividing the number of difficult words with the total number of words which is available in the text.
6. Adding point (4) and (6) and then multiplying by 0.4 to get the Fox Index. The index lies from 5 to 17 in which the danger limit is 7. This means that a sentence with the fox index more than 7 is difficult to read.

In this research, the writer just measures the level of readability from language point of view.

Two experts of readability, Fry and McLaughin, say that the level of readability of a text can be measured merely from language point of view, for instance using sentence and the level of lexical density in the texts (Nababan,
The writer uses two formulas only even though there are so many readability formulas, they are Flesch's formula and Gunning Fox Index.

4. Layout and Contents as Readability Consideration

a. The Layout and Design of ELT Material for Children

It is natural that learning is fun and exciting, especially at the elementary school level, at least when the materials that the teachers give to their young students are well matched to students’ interest and abilities. If the students aren’t enjoying learning, something must be wrong with the material and instruction.

As English teacher, especially at elementary school level, it is expected that we should know the nature of our young students. The elementary school students love doing new things and they are usually fond of cheerful and funny activities. That is why English worksheet especially for elementary school students should be able to motivate them to learn since those reasons.

One of the key components in designing book for young learner is how to create good books that have fancy layout and design. It should be able catch the readers’ attentions with its colourful, full of pictures and fancy layout. At least, when certain students’ English worksheet have eye catching layout, the students will be fond of in studying with it.

In addition, Swan in Litz (2006) also mentioned that the elementary school students have great dependence on their English teachers as the main source of information. That is why it is so common if the most textbook authors are really consistent on the classical teaching model of presentation, controlled practice, and
production (PPP) in designing their products. The PPP approach is based on the belief that out of accuracy will result in fluency. Instruction at the outset is form-focused and teacher-centred and grammatical accuracy is stressed. This presentation stage is then followed by practice activities that are designed to enable learners to produce the material that has been presented. In the final production stage, opportunities are provided to use language freely in the expectation that this will consolidate what is being learned and extend its range of applicability. Essentially, the teacher's role is to present a new form to students while the student's role is to practice this particular form in activities that will display their mastery of it.

Swan has also suggested that learning a language is not the same as using a language and argue that some formal instruction and controlled activities must have their place in the ELT classroom. After one examines the many arguments in favour of the PPP approach to instruction, it is easy to understand why it has become so popular with many teachers and textbook authors.

While not a supporter of PPP, Skehan in Litz (2006) has explained some additional reasons for PPP's prominence and persistence as an English language teaching methodology. He has pointed out that a range of teaching techniques often accompanies the PPP approach. These techniques define clear-cut roles for teachers and students and describe how to systematize classroom instruction. These techniques are also inherently trainable and relatively easy to replicate and therefore likely to instil feelings of security, professionalism and empowerment in teachers. In addition, the PPP approach lends itself to accountability since there
are clear, tangible lesson objectives. These goals can subsequently be subjected to evaluation simply by determining whether or not students can reproduce that lesson's specified structure.

Finally, they argue that PPP paradigm presents language and requires little intellectual involvement on the part of the learner and it does not provide for a critical focus on language form. This nature of language studying is beneficial since English learning in early stage is usually centralized to the teachers.

**b. Language Type and Content**

Under language type and content the materials of elementary school student’s worksheet asks the teachers and students to consider whether the language included in the materials is realistic and authentic. It also examines the extent to which the material encourages young students to use language that they have learned engaging in simple talk about themselves and their lives in a meaningful manner. However, it should be kept in mind that the elementary school students have limited vocabularies in pouring their ideas. That is why; the publisher must be able to design certain English material that can serve this purpose well.

Since the advent of the 'Communicative Approach' to language teaching in the 1970's and 80's, there has been a growing school of thought that says that authentic reading, speaking, listening, writing, and grammatical language models should be used to teach English language skills as long as the activities or tasks associated with them are also authentic and suitably graded to the level of the students with whom they are being used. Some proponents of authentic materials
such as Lee in Litz (2006) also suggested that when we expose our students to these types of materials we can be confident that the models of language are not only genuine but also representative of real-life language use, particularly in terms of discourse structure.

The cynical question will appear whether it is possible for young students comprehend authentic material since authentic material is usually difficult especially for early level of English learners. That is why; the publishing company and the English teachers should hand in hand in overcome this problem. The English materials must be appropriate with the young students’ need and capabilities.

In addition, the language scholars point out that the use of the authentic and realistic materials brings greater realism and relevance to the English as Second Language or English as Foreign Language (ESL/EFL) classroom and they can increase learner motivation even though there are some of opposed arguments to the importance of them.

First, researchers such as Alptekin in Litz (2006) has suggested that authentic materials can often create a number of difficulties and problems for students who are lacking in the proper cultural background knowledge or schemata to properly comprehend a message's meaning and content.

Second, according to Harmer in Litz (ibid) the selection of authentic texts is frequently quite difficult and challenging and a student's inability to understand a text can be extremely demoralizing and thereby de-motivating in some instances.
Finally, Carter in Litz (1996) also mentioned that most significantly, since unreal or unauthentic English is easier to comprehend and more pedagogically real, and since real English is indeed genuine but more difficult to comprehend and less real pedagogically, a middle ground should be obtained between these two poles.

Other important criteria is whether the language is at the right level or the right type for the students and whether the progression of new language is both logical and appropriate for students. This last point concerns how, and in what order, students are asked to produce new language. It is in balance with Nunan’s statement that the decision on what to teach first, what second, what last in a course book or program will reflect the beliefs of the course book writer or syllabus designer about grading, sequencing and integrating content (Nunan:2004:113). He added also that in commercial materials, it will also reflect the demand of the market.

Richard, Plat and Weber in Nunan (Nunan, 2004:113) proposed the definition of material grading as follow:

Textbook grading is the arrangement of the content of a language course or textbook so that it is presented in helpful way. Gradation would affect the order in which words, words meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

It can be said that it is expected that there are some intelligible connection or sequence between what students have previously learned and what they are learning now.
c. ELT Material Contents and Target Culturally Bound

Many theorists believe that it is indisputable that language is culturally bound and since language teaching and culture can not be distinctly separated from each other. It is probably inevitable that students will be exposed to some elements of the target language culture when using many English Learning and Teaching (ELT) materials. Furthermore, to become fluent in a second language requires communicative competence, and a significant portion of communicative competence encompasses a cultural understanding of things such as conversational routines and discourse nuances as well as the target society's norms, values, and etiquette (McDonough and Shaw in Litz, 2006). These factors in themselves establish that a fundamental requirement for ELT textbooks should be to display an accurate representation of the target language culture.

Next, it is suggested that the presentation of characters in realistic social settings and relationships furthers the textbook's authenticity in regards to the target language culture. One potential problem with the textbook's subject matter and social content pertains to the presentation of the target language culture. Some theorists such as Alptekin in Litz (2006) suggest that the inclusion of foreign subject matter and social constructs in ELT textbooks has the potential to create comprehension problems or other serious cultural misunderstandings due to the fact that students might lack the proper schemata to interpret these foreign concepts correctly. In this particular case, however, any student's failure to comprehend a unit's subject matter and content could be easily remedied through a
simple explanation given by a native-speaker instructor or local teachers who have good understanding in targeted language.

d. Cognitive Value of ELT Material for Children

A number of theorists such as Long have advocated the cognitive value of student-student/social interaction for promoting learning. He cites five benefits of interactive group activities in comparison with teacher-fronted whole class instruction. These include increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning (1990:39) In addition, peer interaction gives students the opportunity to encounter ideas and perceptions that differ form their own as well as the opportunity to clarify, elaborate, reorganize, and re-conceptualize information, express ideas, get feedback, and justify their claims (Schraw, and Ronning, 1995:119).

Nevertheless, as Jacobs and Ball in Litz (2006) have pointed out, not all group work promotes learning. They gave critique about in group work type task as follows:

"In some ELT [text]books, group activities appear to have been created merely by putting the words 'in groups' or 'in pairs' in front of what were formerly individual activities, without making any changes to encourage learners to cooperate with one another. Such instructions may suffice in some situations, but for effective interactions to take place students will generally need more guidance and encouragement."
They suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies. Negotiation of meaning, they argue, is the action taken to be sure that communication has been successful among all the group members. Positive interdependence, on the other hand, exists when students perceive that they are linked with fellow group members so they cannot succeed unless their group members do (and vice-versa) and/or that they must co-ordinate the efforts of their entire group to complete an assigned task.

Furthermore Jacob and Ball in Litz (2006) stated that individual accountability exists when the performance of each individual student is assessed, the results given back to the individual and the group, and the student is held responsible for contributing to the group's success. Obviously, the key in these instances is for groups "...to avoid the parallel problems of the group member(s) who do nothing, or who do everything and discourage others from participating".

It is also claimed that an ideal children ELT material should contain a wide variety of role-play and information-gap tasks that focus on fluency production as well as several open-ended discussion questions that allow students to personalize their responses, share information, and express their thoughts and experiences in English. Alternately, numerous exercises exemplify 'non-communicative' situations that demand controlled responses, such as drilling, listing, ordering and sorting, comparing, matching and filling-in-the-blanks.
e. Integrated Skills of English Materials

As mentioned in the 'layout and content' section, ideally an English material should be contained a multi-skills syllabus and therefore covers and integrates both productive (speaking and writing) and receptive skills (listening and reading). The prominent author in ELT McDonough and Shaw advocate an integrated, multi-skills syllabus because it considers and incorporates several categories of both meaning and form (1997:212)

A more positive characteristic of the integrated syllabus within an English material is the fact that the linguistic elements of the materials such as grammar and vocabulary items are closely connected to the skills-base. So, as the grammar element in the text or course progresses and the vocabulary base becomes more demanding, the skills work will also become more demanding.

5. Teaching and Acquiring English Acquisition to Children

In order to support teaching and learning of English for young learners, the teachers should know the characteristic and the development of their young students since the elementary students still grow physically and mentally. In their early growth, children will be easy to comprehend real concepts and more abstract concepts step by step. The teachers should use the method which is started with the real concepts by introducing pictures or objects which are surrounded the young students. All of these are aimed to help the students to conceptualize more abstract objects. As we know the students of elementary school have egocentric attitude and always try to relate what they do with themselves. In their mind, they
have not known yet why they study English (Sukasno, 2008:8). The teaching materials and the teaching methods should be prepared as interesting as possible and have tight relationship with the children daily lives. That is why, the children will be interested in the topics which use words or phrase my…, for example: my family and my pets, etc.

The English teachers should be able to make sure their students that English is not difficult subject and can be used in communication. In the teaching and learning processes, the English teacher can utilize the characteristics of the young students’ behaviour also. The English teachers can use games, stories and songs to make the teaching and learning of English become more interactive and interesting. Hopefully, by doing these kinds of activities, the students are more motivated to learn English.

According to Sukasno, teaching English to young learners should be:

1. Repeated and using variety vocabularies: the teachers should repeat the previous materials before introducing the new ones.
2. Interesting and have relevancies with the daily lives of young students.
3. Considering the behaviour of young students outside the classroom.
4. Giving challenging tasks and activities, but the teachers should consider the competence levels of their young students.
5. In interesting atmosphere, because the students love doing cheerful activities. The teaching materials which contain big pictures will be interesting for the young learners.
6. In interactive way. It means that the English teachers can involve their young students in teaching and learning activities.
7. In various ways. It is aimed that not to make the young students be bored easily.
8. In balance. It means that every activity should be in balance between physical and mental activities (2008:8)
Richards and Rodgers (1986: 90) state that first and second languages are parallel process. Second language teaching and learning should reflect the naturalistic process of first language learning. Furthermore, there are three process of first language learning:

a. Children develop listening competence before they develop the ability to speak.

b. Children’s ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.

c. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Still in the discussion of the parallel relation between the first and the second language learning, Richard and Rodgers add:

Parallel to the process of first language learning, the foreign language learner should first internalize ‘a cognitive map’ of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skill should come later. The speech production mechanisms will begin to function spontaneously when the basic foundations of language are established through listening training (1986:90)

An important condition for successful language learning is the absence of stress. Asher in Richard and Rodger gives comment about it. He said that by focusing on meaning interpreted through movement, rather than on language form studied in the abstract, the learner is said to be liberated from self-conscious and stressful situation and is able to devote full energy to learning (1986:4). It means that the students’ motivation in learning will increase when they do not realize that they are learning and they are free from stress. It can be reached by focusing on meaning interpreted through movement or in other word by psychomotor activity.
Again Asher in Richard and Rodger states that most of the grammatical structure of the target language and hundred of vocabulary items can be learned from the use of the imperative by instructor (1986:88). He views the verb and particularly the verb in the imperative as the central linguistic motif around which language use and learning is organized. Furthermore, he also states that the abstraction should be delayed until students have internalized a detailed cognitive map of the target language. Abstractions are not necessary for people to decode the grammatical structure of language. Once students have internalized the code, abstraction can be introduced and explained in the target language.

a. Teaching English to Children

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Halliwell mentions the characteristics of the young language learners as follows:

1. *Children’s ability to grasp meaning*

   Halliwell states that very young children are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably means.

2. *Children’s creative use of limited language resources*

   According Halliwell children are creative with grammatical forms and concepts. In order to make the most of language skill the children bring them, the English teachers therefore have to provide them the occasions when:

   - The urge to communicate makes them find *some* way of expressing themselves.
- The language demanded by the activity is unpredictable and isn’t just asking the children to repeat set phrases, but is encouraging them to construct language actively for themselves.

Furthermore, Halliwell said that games are so useful and so important. It is not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

3. *Children’s capacity for indirect learning.*

Based on Halliwell’s opinion, guessing is actually a very powerful way of learning phrases and structures, but it is indirect because the mind is engaged with the task and is not focusing on the language. As far as the children are concerned, they are not trying to learn the phrases: they are concentrating on trying to guess right. However, by the time they have finished the repeated guessing, they will have confirmed words and structures they only half knew at the beginning. The process relates very closely to the way to develop the mother tongue. The language learners do not consciously set out to learn it. The learners acquire it through continuous exposure and use.

4. *Children’s instinct for play and fun*

Children have an enormous capacity for finding and making fun. They choose the most inconvenient moments to indulge it. The children make the language their own. That is why it is such a very powerful contribution
to learning. In this way, through their sense of fun and play, the children are living the language for real.

5. *Children are delight in imagination and fantasy*

It is more than simply a matter of enjoyment, however in the primary school; children are very busy making sense of the world about them. They test out their version of the world through fantasy and confirm how the world actually is by imagining how it may be different. In this language classroom for fantasy and imagination has very constructive part to play. The act of fantasising or imagining is very authentic part of being a child. So, for example, describing an imaginary monster with five legs, ten pink eyes and a very long tongue may not involve actual combinations of the words that would they use about things in real life, but recombining familiar words and ideas to create a monster is a very normal part of a child’s life.

(Halliwell, 1998:3-8)

It is important also to talk the characteristics of children learning styles since they will be essential for English teachers to prepare and decide appropriate teaching materials and methods for their students. The characteristic of the students’ learning styles are:

- *Visual*. The young learners who have this learning style seem diligent, careful, look in detail and prefer reading by themselves than being read by the other people. They love to make draft of what they have learnt, however they easily forget the verbal messages.
• **Auditoria.** The young learners who have this learning style will be easy remember what they have heard and remember by reading loudly. They are fond of making discussion.

• **Kinaesthetic.** The young learners who have this learning style will love come closer to friends to whom they are talking to. They love doing physical activities while they are studying, for instance: using fingers and hands. They seem not enjoy with passive activities.

(Gunawan, 2004: 150-151)

**b. The Foundation of Teaching and Learning of English to Children**

English curriculum as the foundation of English teaching and learning should be based on several theories. These theories are essential to define and explain the basic arguments in deciding a certain policy, such as how far are the spoken and written competencies of elementary school students? How is the proportion of spoken and written materials? What language competencies should be built since elementary school students are still young?

1) Literacy Level

The first theoretical and practical consideration in English teaching and learning is the literary level target of every education level. It means that the English teachers should be able to differentiate the competencies level needed by their students on every level. There are several classifications of literacy in many literatures, however the basic and simplest classification is proposed by Wells.
According to Wells as cited in *Kurikulum Berbasis Kompetensi 2004*, there are four literacy levels: *per formative, functional, informational, and epistemic*. In the *per formative* level, the students are able to read, write and speak by using language symbols in limited conditions; in the *functional* level, the students are hoped to be able to communicate in fulfilling their daily lives (survival) such as reading newspaper, manual instructions, etc. In the *informational level*, the students are hoped to be able to access knowledge by using their language; while in the *epistemic level*, the students are hoped to transform knowledge in certain language. *Kurikulum Berbasis Kompetensi 2004* mentions briefly that Junior High School graduates are aimed to reach functional level which they can communicate in survival purposes while Senior High School graduates are prepared to reach informational level since they are prepared to enter university level. That is why, it is reasonable if English curriculum for Elementary School students are aimed to reach literacy level what so called *per formative level*. It means that Elementary School graduates are hoped to be able mastering the instructions in the classrooms or school surrounding, interacting in the elementary school context and also reading and writing simple words which are related with their daily lives. On the other way around, Elementary School graduates are aimed to be able participating in classroom or school activities by using language accompanying teaching and learning processes or classroom language.

The conversation type which is built in the Elementary School is the transactional conversations. A transactional conversation is used to get something
done. The Elementary School students interacts each other because they have certain need such as borrowing books, asking help, giving instructions and so on. Transactional conversation is a conversation which has to be done because there is something important to do. This conversation is different with interpersonal conversation because it is a social conversation in common. The conversation in classroom can be included in transactional conversation since there are many instructions from the teacher.

2 Written and Spoken Languages

The second theoretical and practical consideration in English teaching and learning is the difference between the written and spoken language. The difference between the written and spoken language becomes the most essential in teaching and learning of language because there is a common argument that language teachers just teaching grammar without considering written and spoken aspects.

There is a continuum of language teaching and learning which is starting from spoken language and going higher to written language. That language continuum as follows:

*SPOKEN LANGUAGE* (language accompanying action)

<table>
<thead>
<tr>
<th>Elementary School Class 1-3</th>
<th>Elementary School Class 4-6</th>
<th>Junior High School</th>
<th>Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Spoken language</em> (language accompanying action)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. The continuum of language teaching and learning
That continuum shows us that spoken language should dominate language teaching in elementary school and still rather dominate in junior high school and also be lesser in senior high school. The spoken language here does not only mean the oral language (not written) but also the variation of language. English for elementary school students is language accompanying action or here and now language.

B. Related Research

There are several researches about analysis on readability level of English text books. However, those researches elaborate the readability of certain textbook from Systemic Functional Linguistic perspective. All of those researches about analysis of readability level of textbooks become valuable treasury concerning this research.

C. Rationale

After reading discussion above, it can be taken a rationale for this research that is English teachers and all of educational components have great obligation for creating the teaching and learning materials which are appropriate with their students’ readability level. Since, a certain teaching materials may be ideal in one situation because they match with the students’ readability level. However, the same teaching materials in a different situation may turn out to be rather unsuitable because they may be too difficult for them.
It can be said that creating certain teaching materials for English teaching learning process is not a simple matter. The researcher has an assumption that analyzing certain ELT materials by using cloze test and readability formula of Flesch and Gunning Fox Index can be the best problem solver.
Chapter III

RESEARCH METHODOLOGY

A. Research Method

In this research the qualitative research in the form of naturalistic study is applied. This means that qualitative research begins with questions which try to find out the answers to their questions in the field or in the real world. The researcher gathers what he sees, hears, feels, and reads from people experiences and places or environments also from activities and events. It is in line with Fraenkel and Wallen’s statement as follow:

Qualitative research is a research studies that investigate the quality of relationship, activities, situations, or material. In this type of research there is a greater emphasis on holistic description—that is describing in detail all of what goes on in a particular activity or situation.

(Fraenkel and Wallen, 2000: 502)

In conducting the research, the research in natural setting is conducted rather than in laboratories or by means of written surveys. The researcher will be also involved in the part of the process and simultaneously seek the answer of the stated problems. It is not a static process but dynamic process. In various cases, the participants of the research also altered (Rossman and Rallis 1998: 5).

Key states some characteristics of qualitative research as follow:

1) Purpose: understanding—seeks to understand people’s interpretations. 2) Reality: dynamic—reality changes with changes in people’s perceptions. 3) Viewpoint: insider—reality is what people perceive to be. 4) Values: value bound—values will have an impact and should be understood and taken into account when conducting and reporting research. 5) Focus: holistic—a total or complete picture is sought. 6) Orientation: discovery theories and hypothesis are evolved from data as collected. 7) Data: subjective—data are perception of the people in the environment. 8) Conditions: naturalistic—investigations are conducted under natural conditions. 9) Results: valid—the focus is on design and produces to gain ‘real’, ‘rich’, and ‘deep’ data.

(Key, 2007: 1-7)

Furthermore, there are at least two features of the qualitative research that should be taken into consideration. First, the researcher himself is as the means or
human instruments to conduct the research. Second, the purpose of the research is to learn about some points of view of the social worlds. As Rossman and Rallis (1998:6) stated as follows:

“Qualitative research has two unique features: (a) the researcher is the means through which the study is conducted, and (b) the purpose is learning about some facet of the social world. Both of these characteristic are integral to a view of learning activities that sees the researcher as a constructor of knowledge rather than the receiver of it. From this perspective, the learner accumulates data, not reality itself but rather representation of reality. The learner transforms these data, through analysis and interpretation into information. When put to practical use, through judgement and wisdom, to address recurring social issues, information becomes knowledge.”

It is the reason why the researcher uses the naturalistic method as stated by Lincoln and Guba (1980) beside human being as the instrument, naturalistic approach have characteristic as follows:

1. Human realities can not be separated from their context their observable parts. They are whole parts,
2. The use of tacit knowledge is valid. The institution and feeling are as valid as the knowledge in the knowledge in the language to express the reality; and also to the human being,
3. The result of the research is important to negotiate and interpreted between the researcher and the target,
4. The interpretation of the data is ideographic or specific,
5. The result of the research is tentative.

As it is stated before that it is a naturalistic study. It means that the researchers tries to reveal what happens or events in the fields naturalistically, without any manipulation. In naturalistic study, the researcher observes directly by sitting in during the task; or indirectly which the task is viewed by some other tools such as by using video camera.

The contribution of naturalistic study is that it allows the observer to view what the objects of the study actually do in the context. The direct observation provides essential effect as it allows the researcher to focus attention on specific areas of interest. The indirect observation captures activity that would otherwise have gone unrecorded or unnoticed.
B. Time and Place of the Research

The research is conducted in SD N Guwokajen 1 Sawit, Boyolali and in CV Sindunata office. It is located on Jl. Raya Solo—Semarang KM 12 Wirogunan, Kartasura. Its telephone number is (0271) 781797. The following is the time schedule of the research:

Table 3. Time Schedule of the Research

<table>
<thead>
<tr>
<th>Time Schedule</th>
<th>Activities</th>
</tr>
</thead>
</table>
| July—Nov. 2007  | 1. Writing the thesis proposal  
|                 | 2. Having the seminar of thesis proposal.       |
| Dec.—Sept. 2008 | 1. Observing, collecting data, and analyzing the data.  
|                 | 2. Reporting the research.                      |
|                 | 2. Revising and submitting the research report. |

C. Source of Data

There are two kinds of data in this research. They are in the form of words and numbers. The data in the form of words is taken by observing the document and interviewing the teacher and the students. The data in the form of number is used to support his data in the form of words.

There are three sources of the data which the writer took in this research:

1. Events

The events of teaching and learning process by using the students’ worksheets are aimed to give other subjective evaluation of the students’ worksheet. It means that the researcher will use the technical observation of passive involvement, being as unobtrusive as possible and not interacting with participant as mentioned by Hoepfl (1997:7)
2. Documentations

The Fokus English student worksheets will play most important role as the main data since all processes are conducted on these materials.

3. Informants

Here, some information taken from both the publisher of Fokus English Worksheet and its users—the English teacher and the Elementary school students— are considered as one of key components of valid data. Here the researcher will use the in—depth interviewing as Bungin (2006:67) states that in-depth interviewing what is in the heart relates to the past, at present, even in the future can be searched deeply.

D. Technique of Data Collections

Technique of data collection is a method for physically acquiring data to be analyzed in a research (Burke and Lary in Hasanah 2007:31). Here in order to seek data, some techniques are taken by the researchers, they are:

1. Observation

The observation of passive involvement is used since Hoefl (1997:7) suggested that being as unobtrusive as possible and not interacting with participant in order to get valid data.

2. Document

It is obtained by investigating Fokus English worksheet used by the sixth grade students of SDN Guwokajen 1 Sawit, Boyolali academic year 2007/2008. In obtaining the data, the writer used two ways that are: a) conducting a cloze test to all students (relating with their understanding toward the book) and b) applying the Gunning Fox Index and Flesch formula.

3. Interview

In-depth interviewing is done by the researcher in order to get essential information from the respondents. The researcher interviews the teachers and the students who are involved in teaching and learning processes by using Fokus students’ English worksheets. He also seeks the detailed information from the
people who take responsibility in designing the Fokus students’ English worksheet. All of these are aimed to get essential information about the readability level of Fokus students’ English worksheets from the perspectives of the users and composers. This opinion is in line with Bungin (2003:67) who states that in-depth interviewing what is in the heart, relates to the past, at present, event in the future can be searched deeply.

Siegle also gives perspective about the nature of in-depth interviewing as follows:

“…. The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to evaluate. At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience (2007:1)

In the other word, in-depth of interviewing is the way to reveal something in the heart which is related to the past, at present, even in the future as Bungin (2003:67) states:

“Dengan wawancara mendalam, bisa digali apa yang tersembunyi disanubari seseorang, apakah yang menyengut masa lampau, masa kini, maupun masa depan”

E. Techniques of the Data Analysis

1. Data in the form of words

Since it is a qualitative research, so the data are analyzed at the same method as the data are collected. Analyzing data involve three main components namely; 1) Data reduction 2) Data display 3) Conclusion and verifying (H.B. Sutopo: 2000)

Data reduction is the first component, such as selecting, focusing, simplification and data abstraction from field note. Moleong (2004: 190) said that the output of the data collection need to be reduced, discard unimportant data, and arrange the data so that the researchers can make the research conclusion.

a. Data Reduction

The researcher assumes that not all the data are needed in this research. By doing so, he needs to eliminate the data by making abstraction. Data reduction is a
part of analyzing process to get the research conclusion which consists of emphasizing, shortening, focusing, and adjusting the data.

b. Display Data

Display data is a narration which explains the data. It can be enriched with pictures, tables, charts, diagram, etc.

c. Drawing Conclusion and Verification

Conclusion and verification is the last component. After making the conclusion, it is needed to verify the conclusion in order to make the data reliable.

2. Data in the Form of numbers

a. Cloze Test

After collecting the data, the next steps are: (1) tabulating data obtaining from the cloze test; (2) counting the percentage of cloze test result by dividing the correct answer by the number of items and then multiplied by 100%; (3) interpreting the data by using Bourmuth text readability level.

The scores determined by percentage. The scores from the test (x) is averaged to get the mean score (Mx) of the test. To obtain the cloze score (Cs), the mean is divided by the number of the test items (k) and multiplied by 100 %. The cloze test score can show the readability level of the text. Since there are
three reading texts which are analyzed in one English worksheet, the cloze test score of each text is then added, the divided by three to get the score. The following tables show the computation of the cloze score.

<table>
<thead>
<tr>
<th>x</th>
<th>f</th>
<th>fx</th>
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<tbody>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Σf</td>
<td>Σfx</td>
</tr>
</tbody>
</table>

\[ M_x = \frac{\sum fx}{\sum f} \]

\[ C_s = \frac{M_x}{k} \times 100\% \]

\[ C_s \text{ Total} = \frac{C_{s1} + C_{s2} + C_{s3}}{3} \]

As it is stated before that from the result of Cs-Total, we can see the readability level of the textbook. If the result of Cs-Total is over 57 %, the text can be used by the students for reading at the independent level. If the Cs-Total obtained is between 44%-57%, the text is suitable for a use at an instructional level. And if the Cs-Total is below 44% the text is described as being at the frustration level.

b. Rudolf Flesch Formula and Gunning Fox Index

In his research, the researcher tries to seek the readability of *Fokus* English worksheet by Rudolf Flesh Formula and Gunning Fox Index. The result from the both of formulas will be considered as the data in the form of numbers. It is told in the previous chapter that Rudolph Flesch's original formula measures three things: sentence length, word difficulty and number of personal references. It measures
level of readability based on the average number of words in each sentence by using this table (Sakri in Wijastuti, 1996:26)

<table>
<thead>
<tr>
<th>Level of Readability</th>
<th>Word per Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>&lt; 8</td>
</tr>
<tr>
<td>Easy</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>14</td>
</tr>
<tr>
<td>Standard</td>
<td>17</td>
</tr>
<tr>
<td>Somewhat difficult</td>
<td>21</td>
</tr>
<tr>
<td>Difficult</td>
<td>25</td>
</tr>
<tr>
<td>Very difficult</td>
<td>&gt; 29</td>
</tr>
</tbody>
</table>

Meanwhile, Robert Gunning uses three criteria, namely, sentence pattern, fox index and human interest. In order to find out fox index, the following steps are primarily conducted:

1. Taking the text

2. Counting the length of sentences by way of counting the number of words per sentence, for example; there are 18 words per sentence,

3. Then, counting the average number of words per sentence in the text.

4. Counting the difficult word, in this case words consisting of three syllables or more. Don't count the words (1) that are proper names; (2) that are compound words (like bookkeeper and butterfly); (3) that are verb forms made three syllables or more because of a morphology process (like created or trespasses).
6. Counting the percentage of difficult word by dividing the number of difficult words with the total number of words which is available in the text.

7. Adding point (4) and (6) and then multiplying by 0.4 to get the Fox Index. The index lies from 5 to 17 in which the danger limit is 7. This means that a sentence with the fox index more than 7 is difficult to read.

In this research, the writer just measures the level of readability from language point of view.

**F. Trustworthiness**

The research report in qualitative research uses rich-thick-description. The researcher does not use validity and reliability. Instead, it is concerned with the trustworthiness of the research. Before the information from the field is decided as the research data, the empirical data are examined to gain the conclusion.

Moleong (2007: 324) describes the data trustworthiness includes: credibility, transferability, dependability and conformability. In credibility the researcher seeks the compatibility between the constructed realities that exist in the minds of the respondents’ inquiries and those that are attributed to them. Transferability is the extent to which the finding can be applied in other contexts or with other respondents. Dependability provides its audience with evidence that if it were replicated with the same respondents (subjects) in similar context, its finding would be repeated. Conformability, this is the degree to which the findings are the product of the focus of the inquiry and not the assumption of the researcher.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In line with the problem formulations mentioned in Chapter 1, this chapter discusses findings which are divided into two sections. The first section is to describe the readability of *Fokus English Worksheet (FEW)* from the layout point of view. The second section is to elaborate the readability level of *FEW* from the contents point of view. Table 4.1 summaries the issues arising from research questions as mentioned in Chapter 1.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does and to what extent the layout of <em>Fokus English Worksheet (FEW)</em> promote its readability?</td>
<td>A. The Readability of <em>FEW</em> from Layout Point of View</td>
</tr>
<tr>
<td></td>
<td>1. <em>FEW</em> structures</td>
</tr>
<tr>
<td></td>
<td>2. The <em>FEW</em> physical evaluation</td>
</tr>
<tr>
<td></td>
<td>a. The Typography of <em>FEW</em></td>
</tr>
<tr>
<td></td>
<td>b. The Layout of <em>FEW</em></td>
</tr>
<tr>
<td>2. Do and to what extent the contents of <em>Fokus English Worksheet (FEW)</em> promote their readability?</td>
<td>B. The Readability of <em>FEW</em> from Content Point of View</td>
</tr>
<tr>
<td></td>
<td>1. The content description of <em>FEW</em></td>
</tr>
<tr>
<td></td>
<td>a. The Adoption of KTSP Jawa Tengah in <em>FEW</em></td>
</tr>
<tr>
<td></td>
<td>b. The Non authentic material in <em>FEW</em></td>
</tr>
<tr>
<td></td>
<td>2. Language culturally and socially bound issue</td>
</tr>
<tr>
<td></td>
<td>3. Activities’ cognitive values</td>
</tr>
<tr>
<td></td>
<td>a. Interactive group activities</td>
</tr>
<tr>
<td></td>
<td>b. Low order activities</td>
</tr>
<tr>
<td></td>
<td>4. The reliance on presentation, practice, production approach</td>
</tr>
<tr>
<td></td>
<td>5. Multi-skill syllabus</td>
</tr>
<tr>
<td></td>
<td>6. The result of Flesch, Gunning Fox theory and Cloze test</td>
</tr>
<tr>
<td></td>
<td>a. The readability level of reading text of Flesch and</td>
</tr>
</tbody>
</table>
b. The readability level reading text based on the Cloze Test procedure

Table 4.1 Issues Arising from problem statement

In more detail each of the issues as shown on Table 4.1 is described as follows:

A. The Readability of FEW from Layout Point of View

1. FEW structures from its front cover to its content

Findings related the structures of FEW includes the front cover, back cover, inside cover and the structures of the contents which is shown in Table 4.1.2

Table 4.1.1 the structures of FEW

| a. Front Cover          | - eye catching                        |
|                        | - dominant color of orange           |
|                        | - the dominant title which states Buku Ajar at the left above and the brand name of Fokus at the right above |
|                        | - under Fokus brand name, there is a sentence The Future Starts Here |
|                        | - at the middle, there are words Acuan Pengayaan and Bahasa Inggris |
|                        | - in the middle of it, there are two cartoon characters |

| b. The Back Cover       | - consist of KTSP philosophy         |
|                        | - an illustration about a student who gets the pouring of verbal linguistic, mathematical logic, impersonal, intrapersonal, spatial, kinesthetic, and musical intelligences. |

| c. Inside Cover         | - the front inside cover includes abstraction, preface, publisher identity, and the author teams |
|                        | - the back inside cover consists of the bibliography of the worksheet. |
d. Content

- every theme always starts with pictures dialogues
- every themes sequenced into two sections: spoken activity and written activity
- every section sequenced into Listening, Speaking, Reading, and Writing.

The following is the description of each component of structure of FEW as shown in Table 4.2

a. The front cover

In his research, the researcher takes one sample. It is FEW for second semester for academic year 2007/2008 which has dominant colour of orange in its front cover. In the FEW’s cover there is a dominant title which states Buku Ajar at the left above and the brand name of Fokus at the right above. Under Fokus brand name, there is sentence The Future Starts Here, as if the publisher would like to claim that the future of the students’ education will start when they use these worksheets.

At the middle, there are words Acuan Pengayaan and Bahasa Inggris. Interviewing with the author of FEW shows that these worksheets are really aimed to give worksheet for the students. In addition, the characteristic of worksheet is, different with the characteristic of textbook in the general. English worksheet has more proportion of tasks than the description of the theory (Appendix 1).

The front cover of certain printed book plays important role in echoing the content of the worksheets, because it has added value and it provides spontaneous impression to its readers. This statement is in line with company profile book of CV Sindhunata which states as follow:
Keberhasilan sebuah kulit buku bergantung pada berhasil tidaknya pesan yang terkandung di dalamnya. Tata letak, komposisi warna, ilustrasi, tipografi, haruslah efektif dan menjadi bagian proses komunikasi sebagai bahasa universal yang mampu menembus rintangan yang ditimbulkan oleh perbedaan bahasa dan kata-kata (___:11)

It can be said that the front cover of textbook must be able to echo the point of interest of the textbook self and give positive stimulus to its readers to read all the contents of the textbook

b. The back cover

The backs cover of FEW consists of the philosophy of KTSP and an illustration of a student. There is an illustration of a student gets the pouring of verbal linguistic, mathematical logic, impersonal, intrapersonal, spatial, kinaesthetic, and musical intelligences. The designer of this cover wants to illustrate that the students will get the whole competencies while studying FEW. (Appendix 2)

c. The inside covers

The design of inside cover has the same function also as the front and back cover. Inside cover includes two parts which are placed at the front and the back. The front inside cover includes abstraction, preface, publisher identity, and the authors’ team. Abstraction is the description of understanding about certain method or a case. Even, the writer of FEW states the philosophy of his products in Abstraksi section as follow:

Pembelajaran bahasa Inggris semata-mata bukan sebaiknya menyenangkan, tetapi seharusnyalah menyenangkan...pengelolaan pembelajaran diarahkan pada suasana kelas yang manusiawi, untuk mendorong terjadinya interaksi antar siswa dan memupuk pembelajaran bahasa secara kreatif.
This statement indicates that FEW is meant to provide enjoyable experiences to its learners because English learning has difficult stigma.

The preface column contains the summary of teaching and learning process about required competencies of certain subject from the publisher’s perspective.

The back inside cover consists of the bibliography of the worksheet (Appendix 3 and 4)

2. The FEW physical evaluation

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does and to what extent the layout of FEW promote its readability?</td>
<td>2. The FEW physical evaluation</td>
</tr>
<tr>
<td></td>
<td>a. The typography of FEW</td>
</tr>
<tr>
<td></td>
<td>1). the typography of book cover</td>
</tr>
<tr>
<td></td>
<td>2). the typography of book content</td>
</tr>
<tr>
<td></td>
<td>b. The layout of FEW</td>
</tr>
<tr>
<td></td>
<td>1). the layout of its front cover</td>
</tr>
<tr>
<td></td>
<td>2). the layout of its content</td>
</tr>
</tbody>
</table>

Table 4.1.2 the worksheet physical evaluation.

As mentioned in Table 4.1.3 above, the researcher elaborates the physical evaluation of textbook from typography and layout perspectives as follows:

a. The Typography of FEW

Book typography is about the choosing of letter type related to its readers which includes: typography of book cover and typography of book content.

1) Typography of book cover
The dominant color of \textit{FEW}'s title is white (\textit{Appendix 1}) which is contrast to its background. The title of this worksheet is \textit{Buku Ajar Acuan Pengayaan Bahasa Inggris}. The word \textit{Bahasa Inggris} is bigger than other words. At a glance, the title of this worksheet gives clear information about the content of this worksheet; however, this book cover includes too many letter types. Altogether, there are at least eight different types of letters in the \textit{FEW}'s cover. Furthermore, there is no consistency of typography between its cover and its content.

\textit{Badan Standarisasi Nasional Pendidikan} (BNSP)'s requirements about the typography of book cover includes:

1. The letter choice should be nice and read easily
   a. The font of book title should be more dominant than the name of the writer and publisher
   b. The colours of book title should be more contrast than the cover background
   c. The font of letter should be proportional with the book’s measurement
2. The letter choice should be simple (communicative)
   a. It must not use too much letter combination
   b. It does not use decorative letters
   c. The book cover’s letter choice should be same with its contents’ letter choice.

(2008:5-6)

Interview with the cover designer reveals that:

\textit{Memang saya sengaja keluar dari pakem yang diisyaratkan oleh BNSP, apa yang disyaratkan BNSP merupakan acuan untuk penilaian buku materi, sedang untuk LKS tidak, walaupun itu baik. Menurut saya yang penting, bagaimana membuat cover yang menarik untuk siswa. Saya juga mengikuti trend cover LKS yang ada di pasar.}
\textit{(An interview with R R)}
It can be said that there is a different argument between BNSP and the lay outers of this product. The lay outer of this product wants to design their products as nice as possible even though they have created it out of the basic requirements of book covers from BNSP.

2) Typography of book content

Document analysis shows that almost all of the contents of this worksheet only use two letter types only: Arial and Tahoma. Even though the lay out of this worksheet also use different letter types, they are only for small parts of the FEW’s contents. As mentioned above, textbooks should not use too many letter types. Based on BNSP’s requirements above, it is shown that the uses of not too many letter types are aimed not to disturb the young learners comprehending the contents of English worksheets. If letter variations are used, they are only to differentiate and give stressing to the important book contents only.

From the document analysis, it is also found that FEW product uses 11 points of font size and all of the reading texts have not more than 11 sentences. For example, the length of reading text, theme 1 entitled ‘Indonesian Government’ only consists of 9 sentences only. It can be said that the content of it using simple typography.

This finding is in line with the requirements of book contents’ typography as proposed by BNSP as follows:

1. Simple typography
   a. Not too much using types of letters
   b. Not too much using decorative letters
   c. Not too much using letter variations (bold, italic, all capital, small capital)
2. Read easily:
   a. The font sizes are appropriate with the students’ education level
   Description: elementary school class I use 16-24 point; class II uses 14-16
   point; class III-IV uses 12-14 point: V-VI uses 10-11 point; junior high
   school uses 11 point
   b. The length of text is about 45-75 characters (5-11 words)
   (ibid)

   b. The Layout of FEW

   The research findings concerning the layout of FEW are divided into two
   parts: the layout of front cover and the layout of contents. Each is described in the
   following:

   1) The layout of front cover

   Based on the document analysis, it reveals that the front cover of FEW’s is
   dominated by Manga cartoon figure and vivid colour of orange. In the FEW’s cover,
   there is a dominant title Buku Ajar at the left above and the brand name Fokus at the
   right above. Under Fokus brand name, there is sentence The Future Starts Here, as if
   the publisher would like to claim that the future of the students’ education will start
   when they use FEW. At the middle, there are words Acuan Pengayaan and Bahasa
   Inggris. The authors of FEW claim that FEW are really aimed to provide worksheet
   for the students.

   Purnomo (2008) proposes his ideas about the elements of ideal textbook cover
   design which consists: (1) book title (2) illustration (3) name and publisher logo (4)
   and writers name (2007:12). It can be said that almost of these elements have been
   included in FEW, except the name of its writers.
In addition, the using of Manga cartoon characters in FEW’s cover is in line with Purnomo’s ideas about the design of book cover which is out of its contents. He said that at present there is a willingness to use post modern style among the foreign books. Some of trends of books cover design are: (1) global oriented (2) a little bit out from its contents (3) there is a creativity and expression (ibid). It can be said that the designer of this worksheet’s front cover has designed a front cover creatively that is a little bit out from its contents. It is reasonable since nowadays there is a trend among children to get fascinated on Manga cartoon figures from Japan.

From the documents analysis, it reveals also that there is no same style between the design of the FEW’s front cover and the contents of this worksheet. At the first glance the cover designer has included Japan style in his design by using Manga figures, however there is no Japan style in FEW. Furthermore, Purnomo underline as follows:

_Dalam eksekusi kreatif layout buku tidak bisa dikerjakan secara sepotong-sepotong, misalnya desain cover dan desain isi dikerjakan oleh orang yang berbeda. Maka layout diharapkan mempunyai style yang sama antara cover dan isi. Pada saat membuat layout hendaknya mengembangkan pola secara kreatif dan inovatif_ (2008:8)

2) The layout of its contents

It shows that big pictures and fancy layout dominates mostly the pages of FEW. Even the writers of this worksheet have mentioned the most selling point of this product is the using of many pictures. Here is the citation of claim from the FEW:
The fancy layout of FEW is also agreed by the English teacher and the students. Student N said that “gambar nya meriah” and even teacher I W said that the pictures in FEW are helpful and beneficial.

Gambar-gambarnya membantu sekali, bahkan murid-murid saya tanpa melihat teks bisa langsung menebak kosakata yang ditanyakan. Tapi ya itu, kadang rasanya aneh juga, misal ada gambar anak sedang membaca di kamar tidur, lalu ada pertanyaan “What is she doing?” anak-anak langsung menjawab “She is sleeping” dalam benak anak-anak kamar tidur selalu berasosiasi sleeping padahal itu salah.
(An interview with teacher IW)

In creating Fokus worksheets, the publisher has also made guidance for each staff. This guidance can be found in Konsep Kerja Redaksi as follows:

...orang yang bekerja di dunia penerbitan juga dituntut memiliki kreatifitas seni yang tinggi karena hal itu dapat mendukung tampilan produk yang dihasilkan. Logikanya, informasi yang dikemas dengan kemasan yang menarik tentulah akan lebih menarik daripada materi yang dikemas seadanya (2008:1)

It has been stated previously that the young learners of English love cheerful and funny material since in their early growth; children will be easy to comprehend real concepts and more abstract concepts step by step. The teachers should use the method which is started with the real concepts by introducing pictures or objects which are surrounded the young students. All of these are aimed to help the students to conceptualize more abstract objects.
This statement is in line also with Halliwell’s opinion which claimed that children have an enormous capacity for finding and making fun. They choose the most inconvenient moments to indulge it. The children make the language their own. That is why it is such a very powerful contribution to learning (Halliwell, 1998).

Furthermore, Halliwell states that children are delight in imagination and fantasy. It is more than simply a matter of enjoyment since the act of fantasising or imagining is very authentic part of being a child. So, for example, describing an imaginary monster with five legs, ten pink eyes and a very long tongue may not involve actual combinations of the words that would they use about things in real life, but recombining familiar words and ideas to create a monster is a very normal part of a child’s life (1998).

Sadiman (2005) underlined the benefits of pictures for teaching and learning processes as follows:

1. *Sifatnya konkret; Gambar lebih realistis menunjukan pokok masalah dibandingkan media verbal semata.*
2. *Gambar dapat mengatasi batasan ruang dan waktu.*
3. *Media gambar dapat mengatasi keterbatasan pengamatan kita.*

In short, the young learners will keep the English materials in their long term memory also since the young learners are fascinated into the pictures which are displayed in the FEW. The researcher also believes that the young learners’ fantasy will be beneficial because it will help them memorize the English materials that are given by their English teacher more easily.
B. The Readability of FEW from Content Point of View

The research finding and discussion related to the second problem statements are summarized in Table 4.2:

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do and to what extent the contents of FEW promote their readability?</td>
<td>B. The Readability of FEW from Content Point of View</td>
</tr>
<tr>
<td></td>
<td>1. The content description of FEW</td>
</tr>
<tr>
<td></td>
<td>a. The Adoption of KTSP Jawa Tengah in FEW</td>
</tr>
<tr>
<td></td>
<td>b. The non authentic materials of FEW</td>
</tr>
<tr>
<td></td>
<td>2. Language culturally and socially bond issue</td>
</tr>
<tr>
<td></td>
<td>3. Activities’ cognitive values</td>
</tr>
<tr>
<td></td>
<td>a. Interactive group activities</td>
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<tr>
<td></td>
<td>b. Low order activities</td>
</tr>
<tr>
<td></td>
<td>4. The reliance on presentation, practice, production approach</td>
</tr>
<tr>
<td></td>
<td>5. Multi-skill syllabus</td>
</tr>
<tr>
<td></td>
<td>6. The result of Flesch, Gunning Fox theory and Cloze test</td>
</tr>
<tr>
<td></td>
<td>a. The readability level of reading text of Flesch and Gunning Fox theory.</td>
</tr>
<tr>
<td></td>
<td>b. The readability level reading text based on the Cloze Test procedure</td>
</tr>
</tbody>
</table>

Table 4.2.1 the content description of FEW

a. The Adoption of KTSP Jawa Tengah in FEW

The adoption of KTSP Jawa Tengah in developing FEW for class 6 is based on the standard competencies as shown in the Table 4.2.3:
Table 4. 2.2 Competence Standard of English Class 6 Semester 2

<table>
<thead>
<tr>
<th>No.</th>
<th>KTSP JT</th>
<th>FEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Direction and Location</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Order and Request</td>
<td>Order and Request</td>
</tr>
<tr>
<td>3.</td>
<td>Government</td>
<td>Government</td>
</tr>
<tr>
<td>4.</td>
<td>Health and Hospital</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Earth and the Planets</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Tourism</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2.2 shows that there are two adopted themes developed in FEW which are taken from KTSP JT. Those themes are ‘Order and Request’ and ‘Government’. Beside that FEW is lack of one theme in KTSP JT which is ‘Direction and Location’. However there are other four themes developed in FEW, those are: ‘Health and Hospital’, ‘Earth and Planets’, ‘Feelings’ and ‘Tourism’

Based on the themes developed in FEW, it can be said that to some extent the FEW has developed the standard competencies of KTSP JW as claimed by the writer of FEW as follows:

‘KTSP Jawa Tengah digunakan di LKS Fokus, karena kami menganggap kurikulum ini memiliki ‘coverage’ yang lebih luas dibanding dengan kurikulum muatan lokal lainnya’
(An interview with writer A S)

The adoption of KTSP in FEW is also stated in the inside cover of FEW as follows:

‘Kemampuan berpikir (thinking skill) dan kecakapan hidup adalah hasil akhir yang diharapkan dari Kurikulum Tingkat Satuan Pendidikan. FOKUS (Buku mandiri Pegangan Siswa) telah disesuaikan dengan kisi-kisi KTSP...
(2008:i)
The researcher has confirmed the different themes among FEW and KTSP JT, to one of its editors, F M, he commented as follows:

“masih ada perbedaan antara tema-tema di LKS Fokus dengan tema-tema dari KTSP Jawa Tengah, ini terkait dengan tuntutan pasar...ada beberapa tema yang dari awal diambil dari buku Erlangga”

(an interview with editor F M)

In other way around, it can be said that not all the themes of FEW for class six, second semester, academic year 2007/2008 based on the themes of Kurikulum KTSP Jawa Tengah as the basic competence. There are still some developed themes in FEW; it is related with the market demand oriented which depends on the Erlangga products.

b. The Non authentic materials of FEW

It is essential to discuss whether the language included in the FEW is realistic and authentic. Based on the documentation analysis, it reveals that almost all the listening, speaking, reading, writing, and grammatical language models in FEW for class six, second semester, academic year 2007/2008 are not realistic and authentic.

On the first inspection of this worksheet, it can be said that spoken activity materials in this worksheet were real in the nature, but closer examination has led to a different opinion. In this spoken activity, the first task is considered as listening activity since the instruction is called ‘Listen and practice these dialogues!’ (Appendix5). The researcher has found that the material is always presented as listening activity. The pictured dialogues are read by the English teacher and then let
the young learners listen and then practice them in pairs. The researcher has checked the validity of some of these questions and responses as set out in this English worksheet by asking two foreigners from Germany and Netherland. They said that some items included in *FEW* were unnatural even strange. Page 3 of this worksheet gives these pictured dialogue models for the students to listen and practice:

```
What is the leader of a village?
The leader of a village is a village chief
Who leads kingdom?
A king leads a kingdom
(Sukasno, 2008:3)
```

According to those foreigners from Germany and Netherland, the stated examples of dialogues above are not natural. Since the responses by adding article ‘a’ is not commonly found in the natural English conversation. In other way around, the Indonesian or even Javanese language schemata has affect it. In general, those pictured dialogue models are translated in Indonesian as follows:

```
Siapa pemimpin sebuah desa?
Pemimpin sebuah desa adalah seorang kepala desa
Siapakah yang memimpin sebuah kerajaan?
Seorang raja yang memimpin sebuah kerajaan.
```

In reading activity, the researcher has found that the writers of these worksheets have used simple sentences in composing their reading text. One example
of the reading texts is taken from page 7. The text is entitled *The Indonesian Government* as follow:

| Indonesia is the biggest archipelago in the world. It is a republic. A president governs it. The president is helped by some assistants. They are a vice president and some ministers. They help the president to develop Indonesia. The president, vice president, and some ministries are central government. The local government consists of provinces, municipalities, regencies, districts, sub district, and villages. A village is the lowest government in Indonesia.  
(2008:7) |

Furthermore, Nurkamto also mentioned the positive and negative points of created materials. The positive points of created materials are:

1. It can grow the students’ motivation if it is arranged well;
2. It is simpler than authentic materials;
3. It can be arranged in the syllabus considering its difficulty grading;
4. It is more flexible because it can be suited with the teaching and learning need.

While the negative points of created materials are:
1. It often contains inaccurate and improper language;
2. It is lack of the real function of targeted language;
3. It often contain biased culture information;
4. It is often affected by the writer’s mindset.  
(2008:2) |

It can be concluded that the reading texts in *FEW* have high readability since they are created. However, if the English teacher would like to expose the real function and give culture information about targeted language, it will not be beneficial enough.
In addition, whether authentic and realistic materials are used or not, all of these depend on the English teachers who know exactly their students’ capabilities. The more important discussion is whether the language is at the right level or the right type for the students and whether the progression of new language is both logical and appropriate for students.

2. Language Culturally and Socially Bound Issue

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do and to what extent the content of FEWs promote their readability?</td>
<td>2. Language Culturally and Socially Bound Issue</td>
</tr>
<tr>
<td></td>
<td>● Language teaching and culture can not be separated</td>
</tr>
<tr>
<td></td>
<td>● The entire language spoken and written expression</td>
</tr>
<tr>
<td></td>
<td>● The students’ lack of proper schemata to interpret the foreign nuances</td>
</tr>
</tbody>
</table>

*Table 4.2.3 Language culturally and socially bound issue*

Based on the document analysis, it reveals that there is no issue of language culturally and socially bound in *FEW*. The entire language spoken and written expression is given in Indonesian context and culture. Furthermore, the English cultural and social nuances can not be found in these worksheets. The researcher takes an example of it. On the page 3 (Appendix I) there is a pictured dialogue. The dialogue is as follows:

Student A: What is the leader of a village?
Student B: The leader of a village is a village chief
(The picture shows that the two students are elementary school students standing in front of Kantor Kepala Desa Suka Maju).
In general, learning language is culturally and socially bound, since language teaching, culture and society can not be distinctively separated each other. McDonough and Shaw (1997) said that in order to become fluent in a second language requires communicative competence, and a significant portion of communicative competence encompasses a cultural understanding of things such as conversational routines and discourse nuances as well as the target society’s norms, values and etiquette.

Marilyn Lewis in Griffith (1995) gives comments about socio-culturally issue in English materials as follows:

“There is no such thing as culture-free language. The question is not whether culture should be component of a language course but, rather, what cultural messages are there without the teacher’s being aware of them”

As it is told before also that the presentation of characters in realistic social setting and relationship furthers the textbook authenticity in regard to the target language culture. However, all of these requirements are not found in FEW. All the expression, characters and reading texts are given in Indonesian context and culture. In other way around, the material in this worksheet is written specially for Indonesian young students and therefore takes into account Indonesian schemata, unlike many international books that are written for foreign culture and of course contain a lot of references culturally unfamiliar to Indonesian young students.

However, some theorists such as Aptekin in Litz (2007) suggest that the inclusion of subject material and social construct in ELT textbooks has potential to
create comprehension problems or other serious cultural misunderstanding due to the fact that students might lack the proper schemata to interpret these foreign concept correctly. If this case happened, however, any student’s failure to understand a certain unit’s discussion and content could be easily remedied through a simple explanation given by a native speaker instructor or local teacher who has good understanding in targeted language. For instance, if the local English teacher would like to discuss a topic about government, it will be more beneficial for the students if the English teacher also explain the government system of monarchy in England.

Furthermore, it can be said that all the information in FEW’s failed to describe the targeted language’s cultural and social nuances since this product is intended to Indonesian young students. The researcher thinks that it will be better if the writers of the FEW also includes some elements of the targeted language cultural and social life. Since it will be beneficial for the Indonesian young learners have good consciousness about cross cultural understanding.

Concerning language culturally and socially bound, there is another issue that can not be denied. That is about gender-sensitive issue. Seldon in Litz states as follows:

Does the course book enshrine stereotyped, condescending or offensive images of gender? Material where women are consistently as subordinate should be rejected (ibid)
Sukasno (2008) in his seminar handout entitled “Quo Vadis Pendidikan Bahasa Inggris untuk Anak di Indonesia” also concerned on these sensitive issues as follows:


The researcher found some examples of gender and stereotype issues in FEW's also. In the front cover of FEW for class 6, 1st semester, academic year 2007-2008 there is a picture of Western couple asking way to an Indonesian young girl (Appendix 4). One of its writers informed that this front cover has ever created problem in several suburb elementary schools in Java Island since the picture of the western woman is too sensual according to their religious belief. Even, the teachers from these suburb areas ask the students to cut or blacken this picture.

The researcher has also found improper stereotype of professions in this worksheet also. On page 34 (Appendix 12), there are some pictures of professions. The pictures of farmer, police and pilot are portrayed as profession for men. It can conclude that creating textbook is not a simple matter since there are many basic requirements—one of them is about language culturally and socially bound. A simple matter which is considered as a common sense, it creates a problem for certain market.
3. Student’s Cognitive Values

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Finding and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do and to what extent the content of FEWs promote their readability?</td>
<td>3. Student’s Cognitive Values a. Interactive group activities b. Low order activities</td>
</tr>
</tbody>
</table>

Table 4.2.4 Student’s Cognitive Values

a. Interactive group activities

Document study shows that there is no interactive group activities found in FEW. It can be seen in several task instructions of FEW which only allow the young learners do the task individually. If, there is still any, the task is only intended for practicing dialogue as modeled by the English teacher. In page 3 in Spoken Activity section, for example, there is a task that instructs the students to “Listen and Practice the Dialogue!” (Appendix 5 and 6). This task type which only allows the young learners to listen and practice the given dialogues is ungrounded since it will be more beneficial if the young learners get more experiences in sharing their ideas in a small group discussion. Furthermore, an interactive discussion is possible for class six elementary school students even though they may only use simple talk. Jacob and Ball in Litz (2007) also suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies.

As it is proposed by the theorist above, it will be beneficial for the students if there is a task that allows the students get involved in a small group activity. For instance, in theme 2, there is theme entitled “Order and Request”. It will be much
better for the students are instructed to make a group of two or three, then making simple dialogues based on the given situation. For instance, there is a given situation: 

*This room is hot.* Student A says, *“May I open the window?”* Or *“May I turn on the fan?”* Student B says, *“Yes, you may because I feel hot too”* and student C says, *“You may make iced syrup”.

As mentioned previously that there are a number of theorists such as Long has advocated the cognitive value of student-student/social interaction for promoting learning. He cites five benefits of interactive group activities in comparison with teacher-fronted whole class instruction. These include: 1) increased quantities of students' language use; 2) enhanced quality of the language students use; 3) more opportunities to individualize instruction; 4) a less threatening environment in which to use the language; and 5) greater motivation for learning (1990:39).

In addition, peer interaction gives students the opportunity to encounter ideas and perceptions that differ from their own as well as the opportunity to clarify, elaborate, reorganize, and re-conceptualize information, express ideas, get feedback, and justify their claims (Schraw, and Ronning, 1995:119).

If this task is still not appropriate for the young learners of English especially for the ones who live in suburb area, Jacob and Ball give alternative idea to include numerous exercises that exemplify ‘non communicative’ situation that demand controlled responses, such as drilling, listing, ordering and sorting, comparing, matching and filling in the blanks task.
b. Low order activities

Document analysis shows that some tasks in these worksheets are considered as low order activities. In Listening Section, Task 3, page 4 (Appendix 6) there is a instruction: Listen and repeat after you teacher! The examples of the sentences are as follow:

1. Indonesia is a republic.
2. A president leads a republic.
3. A king leads a kingdom.
(2008:3)

While in Speaking Section, Task 3, page 6, there is an instruction: Substitution drill (Appendix 8). The examples of drilling activities are:

<table>
<thead>
<tr>
<th>Where are you from?</th>
<th>I am from Papua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you come from?</td>
<td>I come from Ambon.</td>
</tr>
</tbody>
</table>
(2008:6)

The low order language skill can also be found in mid semester exercise, there is a sub task that asks the students: Arrange these words into good sentences! The examples of this task are:

1. phone—you –at 07.00 p.m.—me —Could —?
2. the—well—mountain—grow—in—Vegetables
3. room—enter—the—Don't—!
(2008:29)
Even, in this task the first word of the correct sentences are blacken and made italic, so hopefully the students can arrange these jumbled words easier. From those findings, it can be said that this worksheet does not promote its students to sharpen their high order language skill. Nurkamto (2008) criticized that the previous English teaching and learning in Indonesia. There were many English teachers who only focused their teaching on the form only; they seldom discussed the meaning of it. The lack of cognitive value in classical teaching model of English in Indonesia can be obviously seen in just memorizing and language drilling only. Furthermore, according to Nurkamto (2008) this teaching and learning model is in the level of low order memory. He also mentioned several examples of instructions in English teaching and learning materials that reflected low order memory, for example: listen and repeat after your teacher, rearrange these jumbled sentences.

Littejohn and Windeatt in Litz (2006) criticize the role of choral repetition in the classroom. They said that ‘simply repeating sentences…would appear to demonstrate clearly that (students’) role in the classroom largely a powerless one…’ However they also commented that the use of choral drilling may have some benefit for the students as they had little opportunity to actually speak in English before and need some opportunity to connect the spoken sounds of English with its written form.

Jacob and Ball in Litz (2006) also claimed that an ideal children ELT material should contain a wide variety of role play and information gap tasks that focus on fluency production as well as several open ended discussion questions that allow
students to personalize their responses, share information, and express their thought and experiences in English.

The researcher suggests that it will be beneficial for the young learners if this worksheet also contains role play, open ended discussion questions, so the young learners have chance to elaborate their ideas in spoken or written form, for instance, there is a reading comprehension question—the theme is about Government, like mentioned in theme 1—that ask the students to question their parents the names of local governments in their home surrounding, so these young students have discussion topic in their classroom later or they can submit their simple investigation to their English teacher.

4. The Reliance on Presentation, Practice, and Production Approach

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Finding and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do and to what extent the content of FEWs promote their readability?</td>
<td>4. The reliance on Presentation, Practice, and Production Approach</td>
</tr>
<tr>
<td></td>
<td>● The belief that out of accuracy will result in fluency.</td>
</tr>
<tr>
<td></td>
<td>● There are some formal instruction and controlled activities in FEW.</td>
</tr>
<tr>
<td></td>
<td>● The form-focused in FEWs are aimed to give contribution to students’ motivation, direct students’ attention toward pronunciation, and consolidate isolated language skills.</td>
</tr>
</tbody>
</table>

Table 4.2.5 the Reliance on PPP Approach

From the documentation analysis, it shows that the breakdown and sequencing of each theme in FEW is the demonstrative of the approach known as PPP
(Presentation, Practice, and Production). The application of PPP approach in FEW can be found in this worksheet’s organization as follows:

a. A warm up listening task that introduces the theme topic and prepares learners for more difficult listening challenges later on by activating their schemata of content, grammar, and vocabulary. It can be seen clearly that each listening section is always started with pictured dialogues which have close relationship with the theme topic, for example in theme 1 is about Government. The writers of this English worksheet give special underline also for the grammar, specific expression and vocabularies that will be taught by making them bold and italic (Appendix 5). The teacher is hoped to give a good model of pronunciation of pictured dialogues and then the students are hoped to imitate them with their friends.

b. Some combination of listening tasks—dictation, listen and repeat after your teacher, listen and match—which are designed to cover a range of skills such as listening for specific information, pronunciation and vocabularies mastery (Appendix 6)

c. In the speaking section, FEW is always started with a short, a functional dialog complete with an attached interesting pictures box. This activity is designed for the students to engage in role-playing and controlled speaking practice with a partner (Appendix 7)
d. A final short reading and writing activity. It is intended that the linear organization and sequencing of each unit in *FEW* is aimed to 'recycle' or reinforce specific grammatical structures and vocabulary items as well as various functions in an effort to assist learners to store them in long-term memory. In this way the young learners are encouraged to learn various items through progressive exposure (*Appendix 9,10*).

The PPP approach is based on the belief that out of accuracy will result in fluency. Instruction at the outset is form-focused and teacher-centered and grammatical accuracy is stressed. This presentation stage is then followed by practice activities that are designed to enable learners to produce the material that has been presented. (Swan in Litz, 2006). Essentially, the teacher's role is to present a new form to students while the student's role is to practice what have been taught by their teacher.

Proponents of presentation and controlled structured practice such as Swan (Swan in Litz, 2006) have suggested that learning a language is not the same as using a language and argue that some formal instruction and controlled activities must have their place in the ELT classroom. This opinion has been supported by studies conducted by Beaumont and Gallaway (1994) and Master (1994). Their research, for example, shows that direct language instruction that is later practiced does seem to become part of the learners acquired store. After one examines the many arguments in favor of the PPP approach to instruction, it is easy to understand why it has become so popular with many teachers and textbook authors.
It is assumed also that form-focused activities in FEW is aimed to giving contribution to student motivation, direct students' attention towards pronunciation, and consolidate isolated skills of language.

The teacher’s reliance on PPP approach is seen clearly in handling the classroom. Teacher IW follows all the instructions in FEW well. Even, when the researcher interviewed her by asking whether she found any difficulty in understanding the instruction, she stated that she did not find any difficulty.

Instruksi-instruksi yang ada di LKS Fokus mudah dipahami. Siswa-siswa saya juga tidak menjumpai kesulitan karena ada terjemahan dibawahnya

(An interview with teacher IW)

5. Multi-skill syllabus

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Research Finding and Discussion</th>
</tr>
</thead>
</table>
| 2. Do and to what extent the contents of FEW's promote their readability? | 5. Multi-skill syllabus
  * FEW covers and integrates both productive (speaking and writing) and receptive skill (listening and reading)
  * The linguistic elements—such as grammar and vocabulary items—of FEW’s are connected to the skill base. |

*Table 4.2.6 Multi-skill syllabus in FEW*

FEW has a multi-skills syllabus and therefore covers and integrates both productive (speaking and writing) and receptive skills (listening and reading). However, it does place a larger emphasis on listening and speaking. FEW’s consistency in applying multi-skill syllabus can be seen clearly in these products which mention briefly the multi-skills which should be mastered by the students—listening, speaking, reading and writing. Three prominent authors in ELT, Swan
(1985), Harmer (1996) and McDonough and Shaw (1997) advocate an integrated, multi-skills syllabus because it considers and incorporates several categories of both meaning and form.

A more positive characteristic of the integrated syllabus within FEW is the fact that the linguistic elements of this teaching material such as grammar and vocabulary items are closely connected to the skills-base. So, as the grammar element in the English worksheet, of course progresses and the vocabulary base becomes more demanding.

6. The result of Flesch, Gunning Fox Theory and Cloze Test

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Research Finding and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do and to what extent the contents of FEW's promote their readability?</td>
<td>6. The result of Flesch, Gunning Fox Theory and Cloze Test</td>
</tr>
<tr>
<td></td>
<td>a. The readability level of reading text of Flesch and Gunning Fox Theory</td>
</tr>
<tr>
<td></td>
<td>b. The readability level of reading text based on the Cloze Test procedure</td>
</tr>
</tbody>
</table>

Table 4.2.7 the result of Flesch, Gunning Fox Theory and Cloze Test

The researcher took only three samples of reading text which are adopted from the former (theme 1), the middle (theme 3), and the end of English worksheet (theme 6).

The three reading texts were analyzed by using three ways, i.e. the Flesch and Fox Index theory and also cloze test.
a. The Readability level of reading text of Flesch and Gunning Fox theory

In this section, the researcher elaborates his finding concerning the readability level of reading text based on Flesch and Gunning Fox theory. The samples of reading texts are taken from the first, third and sixth themes of FEW. Each is summarized as follows:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of sentences</th>
<th>Number of words</th>
<th>Average number of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Government</td>
<td>9</td>
<td>48</td>
<td>5.4</td>
</tr>
<tr>
<td>3. Health and Hospital</td>
<td>9</td>
<td>58</td>
<td>6.4</td>
</tr>
<tr>
<td>6. Tourism</td>
<td>12</td>
<td>85</td>
<td>7.1</td>
</tr>
</tbody>
</table>

In more detail, it is explained as follows:

The first text which is taken from theme 1 entitled Government. The text is formed by 9 sentences and 48 words in which the average number of words is 5.4 per sentences, for example: *Indonesia is the biggest archipelago in the world.*

The second text which is taken from theme 3 entitled Health and Hospital. This text is formed by 9 sentences and 58 words in which the average number of words is 6.4 per sentences, for example: *Yudi’s hobby is doing sport.*

The third text which is taken from theme 6 entitled Tourism is formed by 12 sentences and 85 words in which the average number of words is 7.1 per sentences, for example:*Bali has many beautiful places.*
According to Flesch, the readability with the average number of words between 8 to less than 11 per sentence is classified easy. It is reasonable if the FEW for elementary school students only use simple and short sentences.

In this research finding, the researcher tries also to seek the Fox Index of three samples of texts taken from FEWs. As it is stated in the previous chapter that to find out the Fox Index, the researcher should add the average number of words with the percentage of difficult words, and multiplying by 0.4. Here are the results of Fox Index of every texts:

The first text is taken from the first theme entitled *The Indonesian Government*. This text consists of 9 sentences and 48 words. From 48 words, there are 11 difficult words—those difficult words are taken by counting the words consisting of three syllables or more but not to count the words which are proper names, compound words like bookkeeper, butterfly and verb forms made up three syllables or more because of morphology process like created, trespasses. Those difficult words are: archipelago, republic, president, assistants, ministers, develop, government, provinces, municipalities, regencies, sub districts. It can be concluded that the percentage of difficult words of this text is 0.23. This text has the average number of words 5.4. The result of Fox Index is 2.25.

The second text which is taken from the third theme is entitled *Health and Hospital*. This text consists of 9 sentences and 58 words. From 58 words, there are only 4 difficult words; they are regularly, afternoon, activities, nutritious. It can be
concluded that the percentage of difficult words of this text is 0.07 and the average number of words is 6.4. So, the result of Fox Index is 2.56

The third text which is taken from the sixth theme is entitled *Tourism*. This text consists of 12 sentences and 85 words. From 85 words, there are 6 difficult words; they are beautiful, interesting, example, recreation, activities, underwater. It can be concluded that the percentage of difficult words is 0.07 and the average number of words is 7.1. So, the result of Fox Index is 2.87

Sakri in Handayani (2005:65) stated that Fox index which stretches from 5 to 17 as the danger limit. Even, Gunning in Handayani mentioned that the American magazines with Fox Index more than 12 had been bankrupt in 1 year’s period (ibid). From this point of view, it can be concluded that *FEW* for sixth grade, second semester, and academic year 2007/2008 can be comprehended well by the young students.

**b. The Readability level of reading text based on cloze test procedure**

This technique of collecting data involved all students (twenty seven) of sixth grade of SDN 1 Guokajen, Sawit Boyolali academic year 2007/2008

The readability level of the reading text based on the cloze test was discussed below:

<table>
<thead>
<tr>
<th>x</th>
<th>f</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 4. 2.8. The cloze test score of reading text in theme 1 (Government)

<table>
<thead>
<tr>
<th>5</th>
<th>2</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>54</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

| Total | 27 | 204 |

The cloze test score of reading text 1 is:

\[ x = \frac{\sum fx}{\sum f} \]

\[ x = \frac{204}{27} \]

\[ = 7.56 \]

The cloze test score of reading text 1 (Government) is:

\[ Cs1 = \frac{x}{k} \times 100\% \quad (k= \text{the number of item test}) \]

\[ = \frac{7.56}{10} \times 100\% \]

\[ = 75.6\% \]
The cloze test score of reading text 2 is:

\[ x = \frac{\sum fx}{\sum f} \]

\[ = \frac{231}{27} \]

\[ = 8.56 \]

\[ Cs2 = \frac{x}{k} x 100\% \quad (k= \text{the number of item test}) \]

\[ = \frac{8.56}{10} x 100\% = 85.6\% \]
Table 4.2.10 cloze test score of reading text in theme 6 (Tourism)

<table>
<thead>
<tr>
<th>5</th>
<th>3</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>207</td>
</tr>
</tbody>
</table>

As stated in the previous chapter, to gain the total score of Cloze Test, the score of reading text 1, the score of reading text 2, and the score of reading text 3 were added. And then the result must be divided by three (the number of reading text sample tested).

\[
x = \frac{\sum fx}{\sum f}
\]

\[
x = \frac{207}{27} = 7.67
\]

\[
Cs3 = \frac{x}{k} \times 100\%
\]

\[
Cs3 = \frac{7.67}{10} \times 100\% = 76.7\%
\]

\[
Cs = \frac{Cs1 + Cs2 + Cs3}{3}
\]

\[
Cs = \frac{75.6\% + 85.6\% + 76.7\%}{3} = \frac{237.9\%}{3} = 79.3\%
\]
The researcher tries to conclude the cloze test results above below:

<table>
<thead>
<tr>
<th>Text</th>
<th>Mean (%)</th>
<th>Reader Classification</th>
<th>Text Classification</th>
<th>Readability Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>75.6%</td>
<td>Independent</td>
<td>Easy</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>85.6%</td>
<td>Independent</td>
<td>Easy</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>76.7%</td>
<td>Independent</td>
<td>Easy</td>
<td>High</td>
</tr>
<tr>
<td>Mean</td>
<td>79.3%</td>
<td>Independent</td>
<td>Easy</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 4. 2.11 The Readability level of FEW based on cloze test

Based on the table above, the readability level of FEW for sixth grade by using cloze test can be described as follows:

1. The cloze test scores for text 1 *The Indonesian Government* is 75.6 %. Based on the Bourmuth table, if the score is above 57%, it means that the readers are in the independent level. The text is easy for the students, the readability level is high.

2. The cloze test score for text 2 *Health and Hospital* is 85.6%. Based on the Bourmuth table, if the score is above 57 %, it means that the readers are in the independent level. The text is easy for the students, the readability level is high.

3. The cloze test score for text 3 *Tourism* is 76.7 %. Based on the Bourmuth table, if the score is above 57 %, it means that the readers are in the independent level. The text is easy for the students, the readability level is high.
From the three texts that are analyzed, the mean of all texts in FEW for sixth grade is 79.3 %. Based on the Bourmuth table, if the score is above 57 %, it means that the readers are in the independent level. It means that all the texts are easy for the elementary school students of sixth grade. It is also shown from the readability level of English worksheet computed by cloze test is high. So, the FEW is readable.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This research is aimed at describing and finding out whether and to what extents the layouts and the contents of *Fokus English Worksheet (FEW)* published by CV Sindunata, Kartasura are readable or not.

The presentation of conclusion is divided into two parts. The first section is to conclude the readability of *FEW* from the layout point of view. The second section is to give conclusion about the readability level *FEW* from the contents point of view.

From its physical structure of *FEW*, it is known that this product is specially designed and intended to English young learners, that is why this product has their own characteristics. This product is dominated many fancy pictures which are really beneficial to young learner to get involved enthusiastically in studying English. It can be concluded that *FEW’s* layouts promote the readability of it. It is obviously seen from some included requirements related with psychological aspects of the young learners of English. However, at some extents, *FEW* does not serve its function well since at some extents, this worksheet does not have the same requirements as proposed by *BNSP*. That inappropriateness is about *FEW’s* typography which are included to much letters type and there is no theme consistency between its front cover and its content.
There are some essential issues aroused related with *FEW*’s content. Since *FEW* are intended as an English textbook, its contents have correlation with KTSP Jawa Tengah. However, not all themes in *FEW* are exactly same with KTSP Jawa Tengah, there are several different themes which related with *FEW* market oriented. The other issues are about non authentic material of *FEW* which are aimed to make *FEW* more readable for Indonesian young learners of English. Since this product is intended to Indonesian young learners, it is given in Indonesia social and cultural context which are improper at some extents. Some other issues found in this worksheet are about students’ cognitive values. There are not interactive group activities found in *FEW* and almost all the activities are in the low order domain, since the young students are only allowed to repeat and do drilling the model. It is obviously seen that *FEW* applied PPP approach in its presentation and has applied four language skills also. The last conclusion is about *FEW*’s high readability from Cloze Test, Flesch and Gunning Fox Index.

**B. Implication**

The result of this study has implication on the process of creating and evaluating the readability of *FEW*:

1. A good match between the English textbooks and the intended user will improve communication and learning and bring a maximum result of teaching and learning process.

2. The ideal English textbook should have a good match between its lay out performances and contents. It does not take for granted that the best selling
English textbook is always having high readability from layout and content perspectives.

C. Suggestion

From the foregoing discussion, some suggestions can be derived.

1. For the writer of the textbook.

   In writing English textbooks, writers should concern with the readability aspect of their writings. There are many aspects concerning the readability of English textbooks, for instance: its typography and layout, language culturally and socially bound issue, cognitive values, applied approach, syllabus, word length and complexity of the sentences. In other way around, the writer should consider the level of the students. Ideally, a writer should try it out before assessing the requirements of English textbook or worksheet’s readability.

2. For the teacher.

   The teacher should be able to evaluate the selected English materials before presenting them in the classrooms. The match between presentations of English materials—in this case, English worksheet—will bring the intended result that is a good understanding of the students. Naturally, the teachers are strongly recommended to know about readability and how a book can be said as a good one. It is reasonable, since the using of appropriate English textbooks or English worksheets
will support the young learners of English in improving their English competence.

3. For other researcher

Study about readability of an English textbook or English worksheet can be the one of the most imperative research. The researcher hopes that there will be further discussion and research in this domain by using other techniques and focus on other factors so the ones who are involved in English teaching and learning field will get much understanding about selecting the appropriate English materials for their students.
Appendix 7

Appendix 8
Appendix 9

Written Activity

Task 1: Read the text carefully!

The Indonesian Government

Indonesia is the biggest archipelago in the world. It is a republic. A president governs it. The president is helped by some assistants. They are a vice president and some ministers. They help the president to develop Indonesia. The president, vice president, and some ministers are central government.

The local government consists of provinces, municipalities, regencies, districts, subdistricts, and villages. Villages is the lowest government in Indonesia.

Task 2: Answer the questions below!

1. Is Indonesia a republic? ____________________________ Yes, it is.
2. Who governs Indonesia? ____________________________ A president governs it.
3. Who are the assistants of a president? ____________________________ The assistants of a president are a vice president and some ministers.
4. What are the local governments? ____________________________ The local governments are provinces, municipalities, regencies, districts, subdistricts, and villages.
5. What is the lowest level of the Indonesian government? ____________________________ Villages is the lowest level of the Indonesian government.

Appendix 10

Exercise 1 (Pendidikan)

A. Choose the correct answer by crossing (x) a, b, c, or d!

A. Penjelasan jawaban yang benar dengan memilih huruf a, b, c, atau d!

1. A general leads a subordinate.
   a. village chief   b. mayor   c. head of subdistrict   d. head of district

2. The capital of Java is... (Putong)

3. Lampung is a province. It is set by a... (Putong)
   a. regent   b. mayor   c. president   d. governor

4. The capital of West Java is... (Putong)

5. "Where do you come from?" (Putong)

6. The leader of an empire is... (Putong)
   a. an emperor   b. a king   c. a prince   d. a queen
Appendix 11

Text for number 7 and 8

Nowadays, the system of election in Indonesia is done by the people. The people elect the president and vice president directly.

Now, our president is Susilo Bambang Yudhoyono and the vice president is Jusuf Kalla. Susilo Bambang Yudhoyono and Jusuf Kalla grew our country from 2004 to 2009.

7. Now, our vice president is —
   a. Megawati
   b. Susilo Bambang Yudhoyono
   c. Abdurrahman Wahid
   d. Jusuf Kalla

8. The president of Indonesia is elected directly by —
   a. MPR
   b. DPR
   c. MPR and DPR
   d. The society

9. Japan is —
   a. a republic
   b. a kingdom
   c. an empire
   d. a socialist

10. Ans: What is the daughter of king? Ans: The daughter of king is a —
    a. queen
    b. prince
    c. princess
    d. duke

B. Fill in the blanks!

1. The leader of an empire is —
2. The leader of a kingdom is —
3. The leader of a republic is —
4. The leader of a municipality is —
5. The leader of a province is —

Appendix 12

Listen and repeat after your teacher.

Dengarkan dan ulangi sesuai perintah!

1. A: “What does your sister do?”
   B: “She treats the patients.”
   A: “What is she?”
   B: “She is a —

2. A: “What does Mrs. Diaz do?”
   B: “She makes clothes.”
   A: “What is she?”
   B: “She is a —

3. A: “What does Mr. Meno do?”
   B: “He makes furniture.”
   A: “What is he?”
   B: “He is a —

English SD 8B
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