

The Strengths of Reading Materials in Students' Worksheet Used at Second Grade of SMA N 9 Kota Jambi

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ABSTRACT

The aims of the study were to find out the strengths of reading materials in students' worksheet: Talk Active 2 used at Second Grade of SMA N 9 Kota Jambi meet the criteria of good learning materials. Those criteria are: (1) The materials make clear the link between the classroom and the wider world (2) The materials foster independent learning (3) The materials focus the learner on the the opening process (4) The materials are readily available. The student worksheet was written by Fx. Sukristiono, Nursahid, Sudarso, and published by Yudhistira. The research is expected to give insights of understanding the quality of reading materials. This study was designed as a documentary analysis in the form of descriptive qualitative research in which the result would be described in the form of words. The data were collected from the reading section in the students' worksheet. As supplementary tools of the instrument, forms of checklist were used during the research analysis. The researcher concluded that most of students easy to understand about content of the text but, they still have difficulty in understand the reading materials about definitions, generic structures and functions of each text. Because, most of the texts only present the example of each text. The students need the worksheet should be clearer in reading materials. Not only provide a lot of exercise but also the clear explanations about the definitions, generic structure, purpose, language features and usage of tenses. The result of identified reading materials in students' worksheet shows some strengths, they are; 1) Common vocabulary for second grade of senior high school, 2) Each text types in students' worksheet has more than one text, 3) There are learning materials in students' worksheet.

Key Words: *Strengths, Reading Materials, Students' Worksheet.*

INTRODUCTION

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Because of that students have to learn reading as well as the other skills if they want to master English. According to Alyousef (2005: 144) Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). It is assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers' comprehension is based on how they work it. It means that if the reader read more, they will get better reading or comprehension. In learning reading, materials is the main point that have to be there. Because the reading materials are the reference for learning in the classroom. Then the reading materials can be develop through learning media. Materials can be teachers' speech, texts, pictures or videos that support and needed in the lesson. So, generally in the reading class the delivery of

materials is not always in the form of written text.

In teaching and learning process, teacher should be considered the learning materials which will to discuss or to learn in the class. One of the learning materials is worksheet. It is printed materials in the book form and also it has an important part in teaching and learning process. The worksheet usually contains sheets of paper with questions or exercises for to students to complete and record answers. The contains of the worksheet should relate with the topic preferably like grammatical, vocabularies and contextual.

Then, based on the observation the researcher asked the teacher about the worksheet that she used as a learning materials at second grade and then the teacher tells that the English worksheet at first semester is based on Curriculum 2013. The genre of texts are analytical exposition and report text. But there are some of texts in worksheet are not compatible with the syllabus and also text didn't give more information about definitions

of text itself. So, not all content of worksheet are suitable with second grade. The teacher also said the worksheet is not always used during English lesson hours. It is because of the limitations of the English lesson hours at the school. So, the teacher give direction to students to answers the exercises of the worksheet at home and then when there is free time just discussed together. The teacher also explained that the presence of student worksheet greatly helped students to improve their English abilities through exercises in the student worksheet. Because of the problem, the researcher became interested to analyze the strengths and weaknesses of reading materials in student worksheet that used by second grade. From analyzing reading materials, it can help the teacher to selecting good reading material to save time because the limitations of the English lesson hours.

READING

According to Palani (2012: 92) Reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. Meanwhile, Bishry (2018: 64) stated that reading is the main skill to interpret the meaning and purpose learning material. According to Patel and Jain (2008: 114) Reading is not only a source of information but also as a means of consolidating and extending one's knowledge of the language. This skill can give us everything information in print version and visual media, it means that through reading someone can increase their knowledge in any area they want.

According to Harmer (2007: 99) Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. In sum, reading is activity to do with see and thinking to get more information and to get more knowledge what they want. So, if the reader wants to get information, the reader have to focus when they read.

READING MATERIALS FOR SECOND GRADE OF SENIOR HIGH SCHOOL

Based on Curriculum for first semester of second grade of SMAN 9 Kota Jambi there

are two text types would be taught in reading. They are analytical exposition text and report text.

1. Analytical Exposition Text

Analytical Exposition text is type of spoken or written text that is intended (the social function) to persuade the listener or reader that something is in the case. To make persuasion is stronger, the speaker or writer give some argument as the fundamental reason why something in the case. This type of text can be found in scientific book, journal, magazine, newspaper, etc. Analytical exposition is popular among science, academic, community, and educated people. The generic structure of an analysis exposition usually has three components: 1) Thesis in this section the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition. 2) Arguments the topic discussed by the author is very important topic or need attention. In this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical expositions have more than two arguments. The more argument appear, the more confident the reader. 3) Reiteration this section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion. The example of Analytical exposition can be seen below.

2. Report Text

Reports are uses for many prepossess (the social function) : to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment. Report can be used in textbooks, encyclopedias, scientific magazine, historical test, factual reading books, reference books, classroom lesson, environment program, TV documentaries, etc. A report text has its own generic structure, having two components: 1) General classification tells that describe the subject of reports, statements, and classification. 2) Description tells what the phenomenon under discussion; in terms of parts, qualities, habits

or behavior. In this section usually provides overview phenomena that occur, parts, its properties, habit, or behavior. The point is the translations of scientific classification presented. Reports are principally not the same as descriptive text: a descriptive text focus on specific features; a report text focus with thing in general. The example of report text can be seen below.

THE FUNCTION OF WORKSHEET

According to Hanim, et al., (2017: 58) The students' worksheet is expected to content questions and activities which can stimulate students to work like a scientist. According to Prastowo (2011: 205) in Anwar (2017: 56) we can know that the students' worksheet has at least four functions, namely: 1) As teaching materials that can minimize the role of the teacher, but rather to enable the students. 2) As teaching materials that facilitate students to understand the material provided. 3) As a concise instructional materials and rich tasks for practice. 4) Facilitate the implementation of teaching to students.

CRITERIA OF GOOD LEARNING MATERIALS

Nunan (1988: 104) explains the criteria for selecting teaching materials for classroom use, they are :

- 1) The materials make clear the link between the classroom and the wider world;
- 2) The materials foster independent learning;
- 3) The materials focus the learner on the opening process;
- 4) The materials are readily available;
- 5) The materials accord with the learners' expressed needs;
- 6) The materials can be used at more than one level of difficulty;
- 7) The pedagogical objectives of the materials are clear.

RESEARCH METHODOLOGY

This research was categorized as a descriptive analysis. In this research, the researcher will explain the strengths of reading materials in students' worksheet used at second grade of SMAN 9 Kota Jambi. Furthermore, based on the objectives of the study, the design used in this study was

descriptive qualitative. The result of this study would be described qualitatively in the form of words.

Creswell (2014: 4) stated that Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The objective of the research was analyzed reading material in students' worksheet: Talk Active 2A published by Yudhistira used at second grade of SMAN 9 Kota Jambi in the first semester. This worksheet was developed based on Curriculum 2013. In this worksheet consisted of five units which each of them contained both spoken activities (listening and speaking) and written activities (reading and writing).

The instrument analyzed the data was checklist. Jusuf (2018: 21) state that Checklist is an instrument to assess the worth of materials along with some determined aspects. Creswell (2012: 212) state that the varied nature of qualitative forms of data, such a documentation. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. This study data used documents. The documentary data was a students' worksheet: Talk Active 2 published by Yudhistira used by second grade at SMAN 9 Kota Jambi in the first semester. The researcher used documentation content analysis, because it was analyzed content of reading materials in a students' worksheet: Talk Active 2 published by Yudhistira used by second grade at SMAN 9 Kota Jambi in the first semester.

According to Gay, et al., (2012: 467) there are three steps in analyzing qualitative research data. First, Reading/memoing, it is to read and write memos about all field notes, transcripts, and observer comments to get an initial sense of the data. In the first step, the researcher read, after that understanding the text in the worksheet from the title of the text, and then first paragraph to end. Second, describing, it is to provide a narrative picture of the setting and events that take place. It so you will have an understanding of the context in which the study is taking place. In the second step, the researcher would like to describe the findings of analysis reading materials to find out the strengths of reading materials in the students' worksheet meet the criteria of good learning materials. Third, classifying, it is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. Qualitative data are typically broken down through the process of classifying or coding; the pieces of data are then categorized. In the final step, the researcher would like to classify or coding data to find out what were the strengths of the student worksheet.

FINDING

Analytical Exposition Text

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts said that exercise has a great role in making our body healthy. And we can do it in our leisure time. Being physically active offers many advantages. In physical reward, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside the physical advantages, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can improve our life quality and increase our life expectancy.

How can we do exercise while we are busy? Such a question is commonly found among us. Actually, exercise can be done in simple ways. We can go walking while

shopping. In the office, we can take stairs rather than the elevator. Or we can go cycling while enjoying some leisure time. Overall, doing exercise is little bit difficult in a busy life, but using our leisure time effectively will help a lot.

Report Text

Although a jaguar does not live in Asia, it is famous there because there is a luxury vehicle brand named after the animal. The jaguar belongs to the cat family. It is one of the four big (roaring) cats along with the lion, the tiger, and the leopard. Because it has spots, a jaguar is often mistaken for a leopard. However, a jaguar has larger rosette markings, a stronger body, and shorter tail. The jaguar is brownish-yellow in color and has spots on the head.

Jaguars live in a variety of locations. The rainforests and wet grasslands of Central and South America form the habitat of jaguars. A jaguar is an excellent hunter. While the other three roaring cats kill their prey by biting it at the neck, the jaguar kills its prey by biting it through its skull. It usually kills small animals for food, but it can also attack and kill cattle or deer.

DISCUSSIONS

The researcher identified in unit 4 of the students' worksheet that there were 5 analytical exposition texts in a multiple choice section. In analytical exposition text there was no provides the general information such as definitions, purpose and generic structure of the text but there was only explanation of connectors and conjunctions. 5 of the analytical exposition texts there were only 2 texts that have a title, namely text 2 with entitled "An Effective Teaching Technique" and text 3 with entitled "Nuclear Power". Based on Nunan's theory, the researcher identified the first criterion that not all analytical texts were related to the daily lives of students. Relevant texts only text 1 to 4, while text 5 was far related to students. Only what makes it easy in all of the texts was the vocabulary used in all texts was the common vocabulary. Then in the second criterion, all of the analytical exposition texts makes students independent in working on questions because

all of the analytical exposition texts were followed by exercises. Next in the third criterion, there were only texts 1 to 3 relating to criterion number 3, while texts 4 and 5 students must be extra careful because the instructions in the text were to fill in the blank words, so when students read from the first sentence students must also answer the words directly said the blanks. Finally, in the fourth theory all of the analytical exposition text material was available in the students' worksheet from pages 48 to 51, where each text was always followed by exercises. Each text from text 1 to text 3 each consists of 4 questions, while text 4 and 5 each consists of 3 questions. Also in the cover of unit 4 there were learning materials of the text. They were analytical expositions, connectors, and conjunction. So it makes the teacher and students easy to know what will be discussed and what will be expected.

The researcher identified in unit 5 of the students' worksheet that there were 5 report texts in a multiple choice section. In report text there was provides the general information such as definitions, purpose and generic structure of the text. None of the five report texts had a title. Based on Nunan's theory, the researcher identified the first criterion, all of the report texts were closely related to students' daily lives because the most important point of the aim of the report text was to inform the factual phenomena or situations that occur scientifically. The information conveyed in the report texts was unique, so apart from working on the questions in the students' worksheet, students also add knowledge through these texts. Also the vocabulary used in this texts were common or familiar, so it makes the students easier to understand the materials. Then in the second criterion, all of the report texts makes students independent in working on questions because all of the report texts were followed by exercises. Next in the third criterion, there were only text 1, 3 and 4 relating to criterion number 3, while text 2 and 5 were not. In text 2 the focus was not because the text was so long and the explanations were detailed one by one, so it makes the students to get bored reading the text. While in the text 5 because the questions were in the text and students must answer the questions one by one first.

Where the first question starts the third sentence of the second word, students must be able to complete the blank word part in the third sentence and then be able to answer the next question. Finally, in the fourth theory all of the report text material was available in the students' worksheet from pages 60 to 63, where each text was always followed by exercises. Each text from text 1 to text 3 each consists of 4 questions, while text 4 and 5 each consists of 3 questions. Also in the cover of unit 5 there were learning materials of the text. They were passive voice, preposition "by", report texts. So it makes the teacher and students easy to know what will be discussed and what will be expected.

Based on the discussion above, this study concluded there are some strengths of reading materials in students' worksheet as follows:

1. Vocabulary

Vocabulary used in reading materials of two kind text is common for second grade of senior high school. For instance: exercise, busy, technique, problem-solving, nuclear, atmosphere, organization, animal, basically, people and etc. So it makes the students easier to understand the materials and text.

2. Text

Each text types in students' worksheet has more than one example of text. In the students' worksheet there are 5 analytical exposition text in multiple choice section. 5 reading materials of analytical exposition texts, there are only two texts that have a title, namely text 2 with entitled "An Effective Teaching Technique" and text 3 with entitled "Nuclear Power". All of the text also followed by the exercises.

In students' worksheet there are 5 report text in multiple choice section. All of the texts there is none titled but information of the texts was unique and good for students to add their knowledge. Also all of the text followed by exercises.

3. Learning materials

In the cover of unit 4 and 5 there are learning materials of students' worksheet. So, it makes the teacher and students easy to know what will be discussed and what will be expected.

CONCLUSIONS AND SUGGESTIONS

This study concluded that most of students easy to understand about content of the text but, they still have difficulty in understand the reading materials about definitions, generic structures and functions of each text. Because, most of the texts only present the example of each text. The students need the worksheet should be clearer in reading materials. Not only provide a lot of exercise but also the clear explanations about the definitions, generic structure, purpose, language features and usage of tenses.

The researcher concluded that the students' reading materials in students' worksheet have strengths. The strengths are: 1) Vocabulary, vocabulary that used in reading materials are common for second grade of senior high school. 2) Text, there are more than one text in each genre of text. 3) Learning materials, in the students' worksheet there are learning materials.

There are some suggestions from the researcher among other:

1. For the teachers

For the teachers can help the teacher in selecting English worksheet and to know whether the reading texts in the worksheet suitable for the students.

2. For the students

For the students can make the students are able to know the information of the worksheet is good or not to improve their potential and the quality of education.

3. For those who wants to conduct the same research

The researcher realizes that there are still many shortages in her thesis, so the researcher really expects the critics and suggestions for the improvements. Thus, the researcher also hopes this thesis can be a meaningful contribution for students, teachers, and those who wants to conduct the same research.

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