CHAPTER I
INTRODUCTION

This chapter consists of background of the study, statements of the problems, objectives of the study, scope and limitation of study, significance of the study, and definition of the key terms.

1.1 Background of the study

In Indonesia, English is a foreign language and it is a very important language, including for junior high school students. It is taught as one of the compulsory subjects and given a primary status among other foreign languages. So, English is a major subject to learn.

To achieve the aim of teaching English at junior high school, the objectives of the learning English must be shown clearly. English instruction in junior high school covers four skills: listening, reading, speaking and writing. According to Arifin (2004), listening is the first language mode that children acquire. Reading is a process of getting meaning and ideas from the text. Speaking is expression of someone, pronunciation out to speak for the learner of speaking English and complex skill requiring the simultaneous use a number of different rates, consisting of pronunciation, grammar, vocabulary, fluency and comprehension. Writing is the act of verbalizing thought, vision and urgent message. All of those skills are very important to learn.
In addition, materials also should be suitable with the learning objective. Therefore, the textbooks being used in Indonesia for EFL context have to be appropriate with the EFL learners’ needs. In English as a Foreign Language (EFL) situation, students rarely have the opportunity to use English outside the classroom, for it seems to be the only place where students receive input, and the English textbook seems to be the main material for both teachers and students to rely (Park, 2004).

Worksheet is needed by the students to study the material and do assignment. Without worksheet, they do not have guideline to study in the school. In fact, worksheet is usually used in many schools. In some schools, textbooks are taken for granted. In the others, they may not be used at all. Teachers prefer to use worksheet than textbook. They use textbook only for supplementary material. Therefore a research on this topic is needed.

Using worksheet has become “culture” in our education. Many subjects taught since elementary level until high level use worksheet. Most of teachers assess students’ development in teaching learning process by using it. Although worksheet is commonly used, teachers have to think twice to do like those in assessment process if they really want their students to have better development in their class.

There is a correlation between textbooks and worksheets. Textbook is the main material, whereas worksheet is the complement of textbook. There are many elements of worksheet: the structure, the vocabulary, the exercise, and the illustration. But the writer here only focuses on the exercises and their relations with the learning objectives. According to Arifin (2004), to arrange the good worksheet, teachers must
consider three aspects, they are National Education Purpose, Local Need and Students Need.

Pusat Perbukuan Depdiknas (the National Institution that handles research) (2005:25-26) proposes the criteria of EFL good textbook is instructional and material. The instructional are based on the standard competencies of the English curriculum. Material of the language micro skills which include listening, speaking, reading and writing are integrated.

Since practice teaching (PPL), the researcher has used worksheet (LKS) as the main material and also as evaluation to assess the students’ ability. Meanwhile, the researcher thinks that worksheet plays an important role to support students’ needs both at school and at home. Then the researcher decides to use worksheet in SMPN 10 Probolinggo where she used to study in. This research is considered new, because some previous research just focuses on content analysis and the criteria of the worksheet. The researcher also has asked to the teachers in the school about this LKS. They said they were skeptical about the appropriateness of the LKS for one semester between the materials and the items or exercises and the learning objectives. And the researcher here is recommended by the classroom teacher to analyze this LKS (with record and check list attached). Finally, the researcher would analyze the LKS focusing on the exercises and the learning objectives. The closer research to this research is conducted by Arifin (2004), which used a descriptive design. The object of this study was the worksheet for the second year students arranged by MGMP team in Trenggalek. The findings showed that the final score of the worksheet was 83%. It was categorized very good. The quality of vocabulary element was categorized
good by score 71%. It included the vocabularies appropriateness with the level of students, vocabularies repetition and vocabularies usage, correct spelling of words, etc. Meanwhile, the quality of structure element was categorized very good by score 84%. It included levels of difficulties, grammatical errors, logical order of sentences, etc. Moreover, the quality of exercise element was excellent by score 100%. It included exercises to develop students’ understanding, variety different works that students can apply, the exercises which are appropriate with the level of the students, etc. Last was the quality of illustration element which score 80% and was categorized very good. It included the picture clarity, the picture attractiveness, the picture appropriateness with the topics, picture relevance with the instructions and the pictures were colorful.

This research focuses on an analysis of the items of students’ worksheet for ninth graders at SMPN 10 Probolinggo. This study analyzes an English worksheet entitled: PRESTASI. The authors are Tim Prestasi. This worksheet is published by PAP (Prestasi Agung Pratama) in 2012.

1.2 Statement of Problems

The main research problem for this study is divided into several specific problems stated below. This general research question items refined into the following specific question:

“How are the reading questions items’ in chapter II in worksheet PRESTASI appropriate with the material in lesson plan for the ninth graders in the first semester at SMPN 10 Probolinggo?”
1.3. Purpose of the Study

In accordance with the statement of the research problems, this study attempts to analyze how much the students’ worksheet appropriate with the learning objectives, materials and question items.

“To know about the appropriateness between the lesson plan to the materials and question items in chapter II in the worksheet’ PRESTASI”

1.4 Significance of the study

The result of the study is expected to be able to give contribution the English teacher, the book publisher and the future researcher, as well.

For the English teacher the result of the study can be taken as consideration in choosing LKS in order to make the students understand more about the materials.

For book publisher, in the future this result of this study is the guidelines for making some improvement.

For researcher, this result of the study will be the source for selecting the best materials.
1.5 Scope and Limitation

The reason why choose this worksheet is because this worksheet has checked the appropriateness before, thus the researcher choose this worksheet to be analyzed.

Reading comprehension is the way how to know and understand the material of reading deeply to gain and obtain the information implicitly and explicitly.

Ninth graders as the last class in Junior High School to finished the National Examination and move to the higher level.

So that, in this research, the researcher wants to analyze the appropriateness of the question items of reading skill in chapter II of the worksheet “PRESTASI” in relation to the learning objectives and material stipulated in the lesson plan and curriculum for the ninth graders in the first semester at SMPN 10 Probolinggo.

Also this worksheet has been checked the appropriateness with curriculum and the relation to the lesson plan. So that the researcher analyzed this worksheet.

1.6 Definition of Key terms

1. **Quality** is degree of goodness or worth of something (in this case is textbook) ([http://www.google.co.id/search?num=100&hl](http://www.google.co.id/search?num=100&hl)). In this research, the quality is determined by the appropriateness of researcher questions with the worksheet.

2. **Test** is the number of question that should be answered and or assignment need to be finished that will inform about particular psychology aspect based on the test-takers answers toward the questions or the way and the result of the subjects result on doing the test (Azwar, 2005).

**Item test** is a practice test in LKS after study and read the materials.
3. **English Worksheet** is a page (two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked. Teacher made test can be seen as a specific kind of worksheet (Ur:1996). In this case, worksheet is conclusion of important point of textbook and exercise.