

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literatures consist of the nature of reading comprehension, definition of reading comprehension, three elements of reading comprehension, the process of reading comprehension, the type of reading comprehension, reading strategies, Descriptive text, worksheet, worksheet development, step to produce the worksheet, children level advanced in reading, Criteria the best worksheet for children and Taxonomy of Educational Objects.

A. The Nature of Reading Comprehension

Reading comprehension is one of the fourth skills in English. Brown states that research and practice in English Language Teaching has identified the four skills; listening, speaking, reading, and writing as of paramount importance.¹³ Based on theory above, reading comprehension is one of importants skills from four skill. So that, it was as of paramount importance to learn it.

1. Definiton of Reading Comprehension

There are various definition of reading, comprehension, and reading comprehension. According to Ruth Schoenbuch and friends, reading is not just a basic skills.¹⁴ Many people think of reading as a skill that is taught once

¹³Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to language Pedagogy*, New York: Pearson Education, 2001, Second Edition, p.232.

¹⁴Ruth Schoenbuch, et al., *Reading for Understanding: A Guide to improving Reading in Middle and High School Classrooms*, California: Jossey Bass, 2000, p.17.

and for all in the first few years of school. In this view of reading the credit (or blame) for students' reading ability goes to primary grade teachers, and upper elementary and secondary school teachers at each grade level. They need teach only when new vocabulary and concepts relevant to new content. To see this way, reading is the simple process: readers decode (figure out how to pronounce) each word in a text and then automatically and then comprehend the meaning of the words, as they do as their every day spoken language. This is not our understanding of reading. Based on theory above, reading comprehension is required an action on the part of reader using knowledge and skills on possesses to process information presented.

Reading is a complex process. According to Brassel and Rasinski, reading refers to the ability to comprehend or make meaning from written text.¹⁵ A dictionary definition of the word read states that it is ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. The dictionary says that comprehension is the ability to know or grasp ideas with the mind. Indeed, the term comprehend is derived from the latin prehendere which means "to grasp". Another definition, Peter D. Pumphrey states that reading is an active means of information processing. It is both contributor to and determinant of cognitive abilities.¹⁶ Based on theory above, reading is ability

¹⁵Danny Brassel and Timothy Rainski, *Comprehension That Work*, California: Shell Education, 2008, p.15.

¹⁶Peter D. Pumphrey, *Reading: Test and Assessment Techniques*, London: Hodder And Stoughton, 1976, p. 11.

to know ideas with the mind or ability to examine and to comprehend or make meaning from written text.

According to Schwartz, comprehension was assessed by the determining how well a reader's purpose for reading was fulfilled.¹⁷ In addition, Smith states that comprehension may be regarded as those relating what we attend to in the world around us, the visual information of print in the case of reading to what we already have in our head. Learning can be considered as modifying what we already have in our head as consequence of attending to the world around us.¹⁸ Moreover, according to Almasi, comprehension is generally perceived as the ability to understand and construct meaning what one reads.¹⁹ The Johnston states that reading will be considered as any reader interaction with text. Comprehension is one aspect of reading.²⁰

Marvin L. Klein states reading comprehension is the act of using the knowledge and skills one possesses to process information presented in text.²¹ Furthermore, Catherine Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²² Similarly, Brassel and Rainski state that reading comprehension requires an action on the part of the reader.

¹⁷Steven Schwartz, *Measuring Reading Competence*, New York: Plenum Press 1984, p. 61.

¹⁸Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: a self Development and Methodology*, Guide. Michigan: The University of Michigan Press, 2000, p.197.

¹⁹Janiece F. Almasi, *Teaching Strategic Process in Reading*, New York: The Guildford Press, 2003, p. 74.

²⁰Peter H. Johnston, *Reading Comprehension Assessment: A cognitive Basis*, New York: NERD, 2001, p.1.

²¹*Ibid*, h. 4.

²²Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Arlington: RAND, 2002, p. 11.

That action involves the use of the existing knowledge that the reader has on the topic of text as well as the text itself in order to create meaning.²³ Moreover, According to Klein, two words which are probably most commonly used in definition of reading comprehension, however, are meaning and understanding. If a reader comprehends a written text, that reader obviously must know what the text means, i.e., must be able to understand what is written.²⁴

Based on the definitions above, it can be concluded that reading comprehension is a process of constructing meaning and understanding through interaction and involvement with a written text. It is a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience. It is the process to understand the new information from a text in light of what the reader already knows.

2. The Three Elements of Reading

Reading Comprehension is a complex process. According to Margaret Ann reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation.²⁵ In the other hand, Chaterine E. Snows states that comprehension entails three elements: 1. The reader who is doing the comprehending. 2. The text that is to be comprehended. 3. The activity in which comprehension is a

²³Danny Brassel and Timothy Rainski, *Comprehension That Work*, California: Shell Education, 2008, p.16.

²⁴Marvin L. Klein, *Teaching Reading Comprehension and Vocabulary*, New Jersey: Prentice Hall, 1988, p.8.

²⁵Margaret Ann Richek, et al., *Reading Problems: Assessment and Teaching Strategies*, New Jersey: Prentice Hall, 1989, p. 7.

part.²⁶ Furthermore, Margaret Ann states that the three components are presented in every reading act. They interact to affect what the reader get from reading, that is how the reader constructs meaning.²⁷

The interaction of these three components is dynamic and may change as the reader through the text. For example, when readers find information in the text that conflict with their existing knowledge, the reading act becomes less comfortable. On the other hand, when the information in the text agrees with the reader knowledge, they become more comfortable with the material.

a. The Reader

A reader has an active part to construct the meaning. According to Crainey, while it is aspect that reader who share similiar understanding, culture and experiences will share meaning as they read the same text, individual reader characteristics will invariably lead to each constructing a unique text as they read.²⁸

In the same way, Anne Polselli and Catherine state that the good comprehenders have a wide range of capacities and abilities.²⁹ These include cognitive capacities such as attention, memory, critical analytical ability, inference, and visualization ability. They include motivation, that is, a purpose for reading, an interest in the content being read, and a sense of self-

²⁶E. Snow and Polselli Sweet, *Rethink reading Comprehension*, New York: The Guildford Press, 2003, p.2.

²⁷Margaret Ann Richek, et al., *Reading Problems*, p. 7. ²⁸E. Snow and Polselli Sweet, p.2.

²⁸Trevor H. Cairney, *Teaching Reading Comprehension: Meaning Makers at work*, Philadelphia: Open University Press, 1990, p.15.

²⁹Margaret Ann Richek, et al., *Reading Problems: Assesment*, p. 7. ³⁰Trevor H. Cairney, *Teaching Reading Comprehension*, p.15.

efficacy as a reader. And they include various types of knowledge: and knowledge of specific comprehension strategies.

Based on the theory above, a reader should be an active part to construct the meaning, share similar understanding, culture and experiences to share meaning as they read the same text or worksheet.

b. The Text

According to Margaret Ann, the text or written language is the information presented to the reader. The clarity and organization of the text will affect the reader's ability to make sense of it.³⁰ Hedgcock and Ferris also state that one general definition of a text is "a verbal record of a communicative act."³¹

Based on the theory above, the text or written language were the information presented to the reader that should affect the reader's ability to make sense and as a communicative act especially in students worksheet that showed a text to the students.

Catherine snows states that the features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text.³² During reading, the reader construct different representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

³⁰*Ibid*, p. 7.

³¹John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English : Students, Texts, and Contexts*, New York: Routledge, 2009, p.79.

³²Chatherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* , New York: The Giuldford Press, 2003, p.14

Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and the abilities of the reader is engaged.

Johnston states that text difficulty is currently defined in terms of either normative difficulty or readability formulae (regression prediction of normative difficulty), the latter being based on secondary criteria-pragmatic predictors such as sentence length or word frequency.³³

c. The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. According to Catherine Snow, activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.³⁴

Based on theory above, the activity of reading refers to a dimension of reading, it involves one or more purposes, some operations to process the text at hand especially for students worksheet that presented a text.

³³Peter H. Johnston, *Reading Comprehension Assessment : a Cognitive Basis*, New York: NERD, 2001, p. 21.

³⁴Catherine E. Snow, *Reading for Understanding*, p.16. ³⁶Peter H. Johnston, *Reading Comprehension*, p. 21.

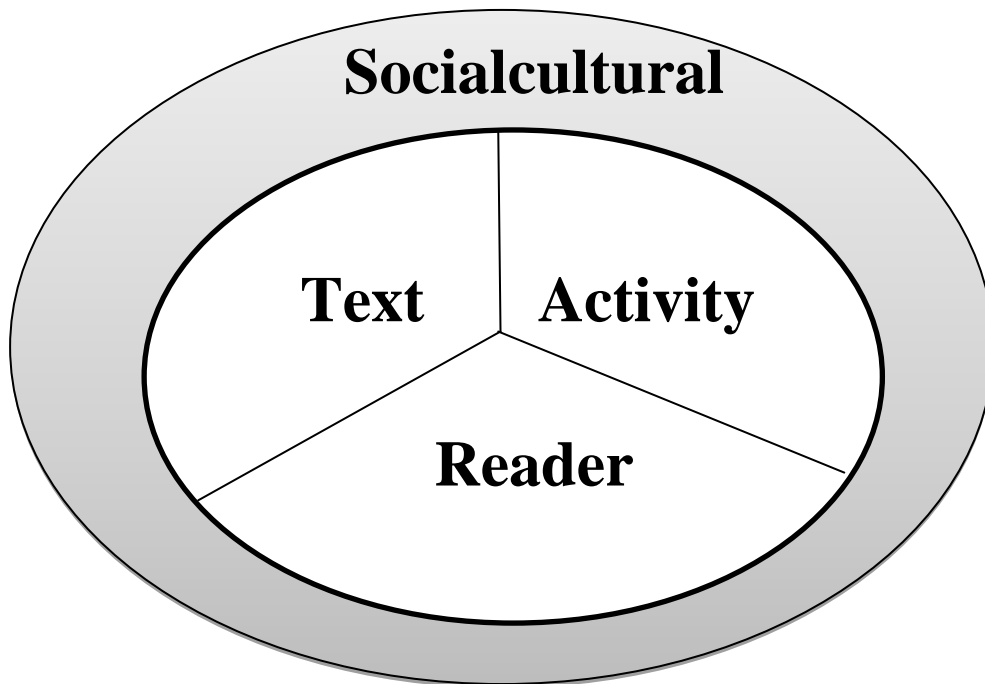


Figure 2.1 A Heuristic for thinking about reading comprehension.³⁵

Reading comprehension is influenced and determined by the socialcultural context. These three dimensions define a phenomenon that occurs within a larger socialcultural context that both shapes and is shaped by the reader. How students think of themselves whether as readers or by the readers. Whether reading is valued or not is similiarly a product of sociocultural context.

According to Margaret Ann, the context of the reading situation also affects the reading process.³⁶ Some children find test so frightening that they have difficulty reading them. However, these children would be able to read

³⁵Chatherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, New York: The Guildford Press, 2003, p.16

³⁶Margaret Ann Richek, et al., *Reading Problems: Assessment and Teaching Strategies*, New Jersey: Prentice Hall, 1989, p. 7

the same material in a less threatening situation. People read one way when trying to understand detailed directions and another when reading a novel for enjoyment.

3. The Process of Reading Comprehension

Since the 1960s, there has been increased interest in the nature of the reading process. Unfortunately, many of these attempts to describe the process have conflicted with each other, much to the confusion of teacher. During the last 10 years, considerable progress had been made in delineating the cognitive process that take the result of the perceptual process and combine the information into an understanding of the text. There are three divergent models of reading process: Bottom up, top down, and interactive models. Brown states that, In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (Letters, morphemes, syllables, words, phrasess, grammatical cues, discourse makers) and use their linguistic data-processing mechanism to impose some sort of order on the signals.³⁷ These data-driven operations obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the readers selects the signals that make some sense, that cohere, that “mean”. On the other hand, Brown states that top-down, or conceptually driven, processing in which we draw on our intelligence and experience to understand a text.³⁸

³⁷Brown H. Douglas, *Teaching by Principles*, p.29.

³⁸Brown, H. Douglas, *Teaching*, p.32

When a person is reading, he employs special skills and strategies to process information based on linguistic input from the text (bottom-up). It is a text-based or data-driven mode information processing. While in top-down mode, he process information from his prior knowledge to make prediction about the data from the text. It is knowledge based or conceptually-driven mode of information processing.³⁹

Moreover Brown states that more recent research on teaching reading has shown that a combination of top-down and bottom-up processing. Or what has come to be called interactive reading. Is lamost always a primary ingredient in successful teaching methodology because both process are important.⁴⁰

In conclusion, to comprehend a reading comprehension worksheet there are three divergent models of reading process, using bottom-up model to process information on our intelegence and experience to understand text. In top-down models, to process information from knowledgeto make predictin about the data from the text. While interactive models, is combination of top-down and bottom-up processing, whereeas it is a primary ingredient in successful teaching methodology because both of process are important.

³⁹Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)* . Surakarta: Muhammadiyah University Press, 2002, p.139

⁴⁰Brown, H. Douglas, *Teaching by Principles*, p. 299. 41Endang Fauziati, *Teaching*, p.139

A. The Type of Reading Comprehension

There are some classification of the types of reading comprehension. Thomas Barret has Suggested the following three types of action with his three-level taxonomy of reading comprehension:⁴¹

1. Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the fact or information presented in a text.
2. Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text.
3. Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgements about the information relating to facts and concepts placed in three levels of understanding:⁴²

In addition, William D. Page also states that the students' response provide evidence of a range of understanding. Their statements correspond in some ways to commonly used system for categorizing ways of comprehending:⁴³

1. Literal recognition or recall; after reading a passage, students recall details or can recognize items and answer literal questions about what was read.
2. Inferences; after reading a passage, students draw conclusion about the message. They make inferences about details, main ideas, sequences. Cause and effect relationships, and character traits.

⁴¹Danny Brassell and Timothy Rasinski, *Comprehension that Works*, California: Shell Education, p. 17.

⁴²Donald C. Chusenbery, *Comprehensive Reading Strategies for all Secondary Students*. Illinois: Charles C Thomas Publisher, 1988, p. 75.

⁴³William D. Page, *Teaching Reading Comprehension*, Illinois: ERIS and National Council, 1979, p. 82

3. Evaluations; after reading a passage, students make judgements about what they have read. They know the difference between reality and fantasy and can distinguish fact from opinion.
4. Appreciations; after reading a passage, students recognize that the author is trying to do in the written material. They are aware of what the writer has done to create emotional response to help the reader identify with characters or have various experiences.

From the explanation above, it can be concluded that the three basic reading types are literal comprehension, interpretative/inferential comprehension, and critical comprehension. In literal comprehension, the readers need to retell or recall the facts of information to identify specific information that is presented in the text. In interpretative/inferential comprehension, the readers need to discover implicit or intended meaning of the text. Then, in critical comprehension, the readers need to use their ability to analyze, synthesize, apply and evaluate a reading text to create new insights about the text. They should connect their prior knowledge and experience with ideas that are inferred from the text.

B. Reading Strategies

Using strategies in reading comprehension activities is very important for our comprehension. Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁴⁴ Students do not need answers in reading comprehension. Rather, they need strategies they can use to find the answers for themselves. To become

⁴⁴Brown, H. Douglas, *Teaching*, p. 306.

confident readers who easily comprehend what they read, students need to have comprehension strategies.

According to Coady, ESL reading depends on the successful interaction among three factors: higher level conceptual abilities, background knowledge, and process strategies which he diagrams as follows:⁴⁵

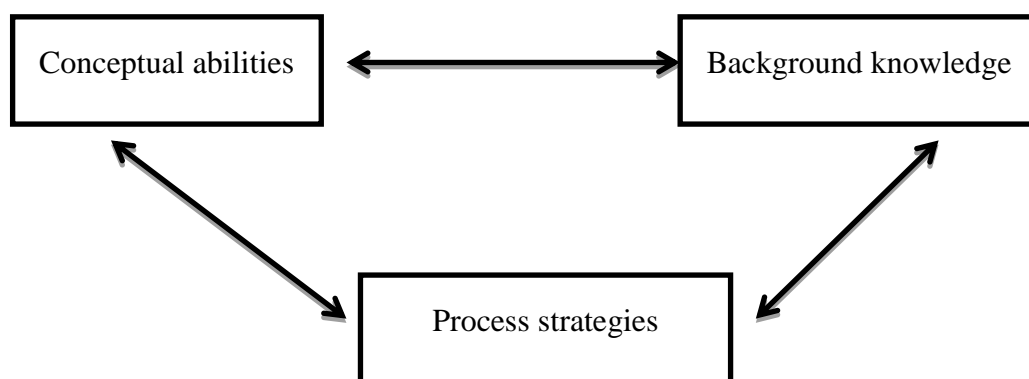


Figure 2.2 Interaction among three factors in ESL reading.

In the same ways, Klingner, Vaughn, and Boardman state that the most succinct way to characterize good readers is to say that they are more strategic than poor readers.⁴⁶ Good comprehenders are effective users of comprehension strategies when they work with text.

Rebecca L. Oxford state that the term strategy comes from the ancient Greek. The term strategía means generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, or

⁴⁵Thomas Krall (ed), *Teaching development: Making the right Moves*, English Teaching Forum, 1993, p. 182.

⁴⁶Janette K. Klingner, et al., *Teaching Reading Comprehension to Students with learning difficulties*, New York: The Guildford Press, 2007, p. 3.

aircraft in a planned campaign.⁴⁷ According to Peter Westwood, a strategy is a mental plan of action designed to achieve a specific purpose.⁴⁸ In addition, Rebecca states that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.⁴⁹ Moreover, Mcnamara states that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁵⁰ Based on theory above, strategies to comprehend the reading is a mental plan of action designed or cognitive (behavioral action) to achieve a specific purpose by the learner to make learning easier, faster, more enjoyable and effective to new situation with the goal of improving some aspect of comprehension.

⁴⁷Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, p. 7.

⁴⁸Peter Westwood, *Reading and Learning Difficulty: Approaches to Teaching and Assessment*, Victoria: ACER Press, 2002, p. 10.

⁴⁹Rebecca L. Oxford, *Language Learning*, p. 8. ⁵⁰Peter Westwood, Reading, p. 10.

⁵⁰Danielle S. Mcnamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New York: Lawrence Erlbaum Associates, 2006, p. 6.

According to Rebecca L. Oxford, strategies are divided into two major classes: direct and indirect,⁵¹ as shown by the figure follows:

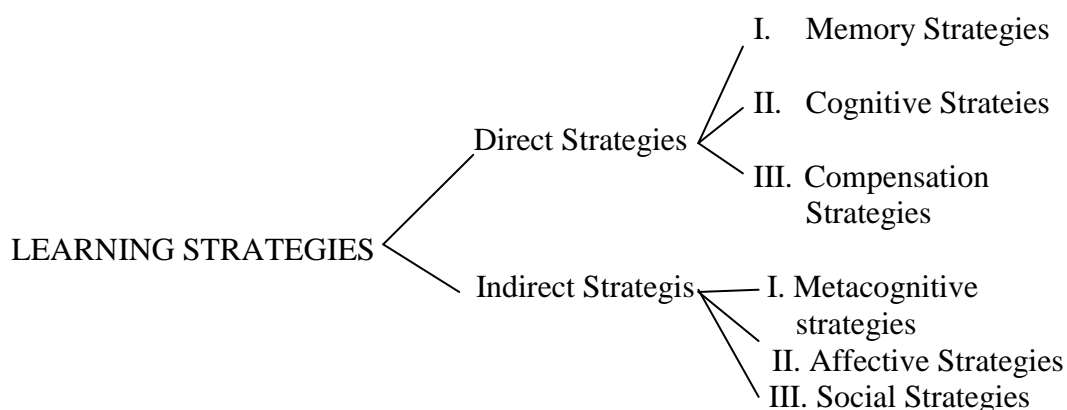


Figure 2.3 Diagram of the Strategy System

According to the figure above, the first major class direct strategy is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. The second major class, indirect strategy is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others.

Rebecca L. Oxford states that all direct strategies require mental processing of the language, but the three groups of direct strategies (Memory,

⁵¹Rebecca L. Oxford, *Language Learning*, p. 14. 52 Danielle S. Mcnamara, *Reading Comprehension*, p. 6.

Cognitive, and compensation) do this processing differently and for different purposes, as shown by the figures follows:⁵²

Social Strategies	- Asking questions	1. Asking for clarification or verification 2. Asking correction
	- Cooperating with others	1. Cooperating with peers 2. Cooperating with proficient users of the new language
	- Empathizing with others	1. Developing cultural understanding 2. Becoming aware of others' thoughts and feelings.

Figure 2.4 Diagram of the Social Strategies.

Asking questions involves asking someone for clarification, verification, or correction. Cooperating with others includes cooperating with peers, and proficient users of the new language. Then, empathizing with others contains developing cultural understanding and becoming aware of others' thoughts and feelings.

Perhaps the two most valuable reading strategies for learners are skimming and scanning. According to Brown, skimming consist of quickly running one's eyes across a whole text for its gist.⁵³ Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing supporting ideas. Skimming is very fast reading. When you skimm, you read a few to get

⁵²Rebecca L. Oxford, *Language Learning*, p.37

⁵³ Brown, H. Douglas, *Teaching*, p. 308.

the main ideas, not all of details. In addition, Edward states, read the first several paragraphs, leave out material, find the main ideas, and read fast are some way to skim.⁵⁴

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. According to Brown, the purpose of scanning is to extract specific information without reading through the whole text.⁵⁵ Moreover Edward B. Fry states scanning is a reading skill you use when you want to locate a single factor specific bit of information without reading every art of a story \, article, list, or document.⁵⁶ Note the arrangement of information, keep clue words in mind, scan quickly, and make accuracy your goals are some way to scan. The key to scanning is to decide exactly what kind of information we are looking for and where to find it.

According to Thomas Kral, the difference between scanning and skimming is that in skimming we are not locating specific, isolated, and scattered items of information; what we are trying to get is the general, overall ideas of the whole text.⁵⁷ Therefore, the key to skimming is to know

⁵⁴ Edward B. Fry, *Skimming and Scanning: Jamestown's Reading Improvement*, Illionis: Jamestown Publishr, 2000, p.1.

⁵⁵ Brown, H. Douglas, *Teaching*, p. 308.

⁵⁶ Edward B. Fry, *Skimming*, p.44. ⁵⁷ Brown, H. Douglas, *Teaching*, p. 306.

⁵⁷ Thomas Krall (ed), *Teaching development: Making the right Moves*, English Teaching Forum, 1993, p. 184

where to find the main ideas of different paragraphs, and to be able synthesizes them into an organic whole by way of generalization.

C. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Generic structure of descriptive text are:

1. Identification is identifies phenomenon to be describe.
2. Description is describing part, qualities, and characteristics.

Indent, language features of descriptive text are use simple present tense; using attribute verb, linking verbs, use adjective or compound adjectives and only focus in one object.⁵⁸ Based on theory above, the researcher took descriptive text as focused on the worksheet about.

D. Worksheet

Worksheet is sheets contains a task to be done by learners. Sheets are typically in the form of instructions, the steps to complete a task, activity sheets can be used for any subject. The duties of a sheet activities can not be done by the learners are good if not equipped with other books or other reference materials relate to the duties.⁵⁹ In general, worksheets consist of three sections which are ‘capturing attention’ which includes stimulants such as conceptual images, questions and cartoons; ‘activity’ through which students mentally-physically work for an activity and organize their

⁵⁸Tia Utami, *Descriptive Text*, (Online) URL:

<http://www.tya037.blogspot.com/2011/02/descriptive-text.html> (accessed on on 15th July 2014)

⁵⁹ Departemen Pendidikan Nasional, *Panduan Pengembangan Bahan Ajar*, Direktorat Pembinaan Sekolah Menengah Atas: Direktorat Jendral Manajemen Pendidikan Dasar dan Menengah, 2008, p. 13.

observational or experimental findings; and ‘assessment’ which involves various evaluative questions about a concept⁶⁰

Grade school (K-12), General Educational Development (GED), English as a Second Language (ESL), and all interested in advancing their knowledge of the English language should be able to benefit from this website. Offer a large variety of accurate and concise skill building resources geared towards a range of ability levels. It hope you find our resources visually appealing, straightforward, easy to locate, and able to capture the essence of the English language. No registration is required to access these resources. The printable worksheets and interactive quizzes are continuously being tested and refined in a classroom setting in order to maximize their comprehensibility and fluidity. Each worksheet has been formulated to make the most of page space, saving paper at the printer/copier. The internet seemed to be the best plat form for launching an English resource of this type due to its and widely accessible nature. The website's plain display and straight forward navigation structure make it easy for first time users and novice English speakers to understand.⁶¹

E. Worksheet Development

Material Development is a increasing recognition is given to the audio visual media and as more suitable facilities are provided for their use, many decisions need to be made before the actual physical production of the

⁶⁰ Sasmaz Oren & Ummuhan Ormanci, *An Application about Pre-Service Teachers' Development and Use of Worksheet and an Evaluation of their Opinions about the Application*, Turkey: Celal Bayar University, 2010, p.20.

⁶¹ English for Every [One.Org@gmail](mailto:One.Org@gmail.com), *English for every One* (online), URL: <http://englishforeveryone.org/>,)accessed on April 13th 2014).

materials even begins.⁶² Material development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research, ideally, all of these process should be given consideration and should interact in the making of language learning.⁶³

F. The Types of Worksheet

There are some type of worksheet:

1. Multiple choice worksheets are basically quiz-type exercises
2. Gap fill worksheets where students insert the right words in gaps in the text.
3. Word puzzle worksheets includecrosswords, word search and word maze.
4. Labelling worksheets where students annotate an illustration.
5. Matching Worksheet is done by having one column of items on the left and the matching items. Students have to draw lines between the matching items.
6. Word scrambles worksheet is type of woksheet the letters of each word are mixed up and students have to put them into the proper order.
7. Jumbled sentences worksheet, each sentence is presented with its words all mixed up and students have to put them into the correct order.

⁶² Peter J. Essef, Marry S. Essef, *Developing Instructional Materials*, Columbia: Chatterbird Place. 1980, p.1.

⁶³ Brian Tomlinson, *Materials Development For Language Learning and Teaching*, (online), URL: <http://www.slideshare.net/NympheOinone/materials-development-for-language-learning-and-teaching>, (accessed on April 13th 2014).

8. Sorting worksheet, students are presented with a collection of items(words, phrases, phonemi, characters etc) and asked to sort them into particular categories(for example: female and male; syllable etc).⁶⁴

G. Step to Produce The Worksheet

There are some step to produce the worksheet:

1. Analysing the curriculum, indicator, standard competency, and material development.
2. Arrange using need assesment of worksheet
3. Determining the title of worksheet
4. Making or write the worksheet.
5. Making a scoring rubric⁶⁵

Based on theory above, the research of this study to develop reading comprehension students worksheet.

H. Children Level Advance in Reading

Leveled reading uses various asesment tool to determine how well children reads, and then matches her/his books that are challenging enough for their to to make progress. There are several leveled reading sytems utilize school across the country. Here are three of the most common leveled reading methods:

1. Guided Reading Level (GRL)

At the beginning school year, children will sit one-one with their teacher and read form a benchmark book. It may also be asked to answer questions about the text or retell the story. Teacher may use a Reading

⁶⁴ TEFL, *Types of Worksheet*, (online), URL: <http://www.tefl.net/esl-lesson-plans/guide-types.htm> (accessed on October 18th 2014).

⁶⁵ Sudiati, *Training Education and Consultant Services*, (online), URL: <http://www.pelatihanguru.net/tag/cara-membuat-lks>, (accessed on June 15th 2014).

Record to calculate any oral reading mistakes and to help determine a suitable guided reading level and books for children.

2. Developmental Reading Assessment (DRA)

Similar to GRL, at the beginning of the school year children will be read a benchmark book to the teacher and the retell the story. The teacher then scores your child on a range of skills, such as accuracy of reading, comprehension, and fluency. This systems starts with level A, for the easiest books, and then switches to numeric levels running from 1-80.

3. Lexile Measures

Children may receive a lexile measure in one of two ways: by taking a school-administrated Scholastic Reading Inventory (SRI) assessment, specifically designed to generate a lexile measure of reading ability, or by taking a standardized leveled reading test that convert the result to a lexile measure. Lexile also evaluates books for difficulty, with level ranging from 200L to 1700L for advanced readers.⁶⁶

This reading correlation chart provides text leveling information based on Guided Reading, Reading Recovery, Teacher's College, Lexile and DRA guidelines.

⁶⁶ Bibilio Nasium, *Reading Levels*. (online), URL: <http://www.readinga-z.com/readinga-z-levels/assessing-a-students-level/> (Accessed on 15th June 2014)

Grade Level	Guided Reading	DRA	Reading Recovery	Lexile
Kindergarten	A	A-1	1	8R-220
Kindergarten- grade 1	B	2-3	2	
	C	4	3-4	
Grade 1	D	6	5-6	220-500
	E	8	7-8	
	F	10	9-10	
	G	12	11-12	
Grade 1-2	H	14	13-14	450-500
	I	16	15-17	
Grade 2	J	18	18-20	450-620
	K	20		
Grades 2-3	L	24		550-620
	M	28		
Grade 3	N	30		550-790
Grades 3-4	O	34		770-790
	P	38		
Grade 4	Q	40		770-910
	R			
Grades 4-5	S	50		860-910
	T			
Grade 5	U	60		860-980
Grade 5-6	V			
		W	60	
Grades 6-8	X			
	Y			
Grades 7-8	Z	80		1000-1160
Grades 9-12	Z+			1080-1360

Figure 2.5 Diagram Reading Leveling Chart⁶⁷

I. Criteria of The Best Worksheet for Children

Based on Husni theory, there are the best criteria worksheet for children are:

- use language appropriate to the maturity level of the students
- using clear sentence structure
- have a hierarchy of subjects according to the child's level of ability
- avoid questions that are too open

⁶⁷ Bibilio Nasium, *Reading Levels*. (Accessed on 15th June 2014)

- does not refer to outside sources legibility student book
- provide sufficient space to provide flexibility to the students to write or draw on students worksheet
- have clear learning objectives and benefits of the lesson as a source of motivation
- provide an image or color to make it more attractive
- the form of multiple choice questions or essay⁶⁸

Based on theory above, this study develop the best worksheet based on students and teachers need, to get the best worksheet for children there was criteria the best worksheet. There were provide an image colour, the form multiple choice question or essay, using students level maturity, suitable with basic competence and standard competence.

⁶⁸ Husni. Worksheet Development. Html: <http://.husni.ed.co.azid-developmentworksheet.w>. (online 19 October 2014)