

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer will review several theories of literature related to discussion of this study. It presents some important terms to comprehend detail information concerned to this discussion. This subtitle will define the discussion of Writing, Argumentative Essay, Concept Readability, Curriculum and Previous Study.

A. Writing

1. The Nature of Writing

There are four skills cannot be separated in language. As the writer said before, those skills are listening, reading, speaking and writing. Listening and reading are the kinds of receptive skills; while writing and speaking are known as the kinds of productive skill. Commonly, to produce something needs special attention and special thought moreover in writing. David Nunan stated that writing is the mental work of inventing ideas, thinking about how to express into statement and paragraph that will be clear to the reader.¹ Thus, this statement means writing is the process to combine some words and deliver the ideas in written form. The writers can express their ideas in

¹ David Nunan. *Practical English Language Teaching*. (Singapore : Mc Graw Hill, 2003),88.

this form, each writer usually has different style of writing depends on the purposes. To convey the message to the reader effectively, the writer should understand who the reader is because they convince the idea clearly to the readers who are not physically present.

Byrne as quoted by Mukhlisotin writes that writing is one of the language skills, which is used in medium of communication, especially indirect communication.² It means that the writers cannot meet or face to face with the readers. As a sequence, we can say that the writers cannot clarify what they mean in their writing if there are some statements or sentences which difficult to understand. Again, it will be hard for the writer. For this reason, Langnan suggests that there are some ways can help writers who want to communicate effectively with the readers. They are first; the writers must have solid fact for any statement they write. Second, then this should support by specific reasons or details to make it clear.³ Consequently, the writers have to organize words and sentences in such a way until the readers can understand the meaning and the purpose of the writers well without asking questions in their though.

² Mukhlisotin. *Using Peer feedback technique to improve student writing ability at the 1st grade of MAN lamongan*. Unpublished thesis, (Surabaya, Universitas Negeri Surabaya: 2010),45.

³ John Langnan. *English skill 9th edition John Langnan*. (Mc. Graw-Hill Higher . New York. 2001),34.

The ability to writing well is one of expectation for educated person. In teaching learning process, it includes in an important ability that must be conduct in to get success. Students can use their words in writing to deliver their idea, thought, and opinion. Writing is one way of communication. There are many function of it, for instance when we look for a new job, we need writing application form well. Jane Hughey stated the function of writing is not only the essentials form of communication. In addition writing is the tool for critical thinking and problem solving, writing is for self-actualization and writing helps us control our personal environmental.⁴ Unfortunately, all of the function would not running if the content is not readable.

2. The process of Writing

Writing needs process. When someone is conducting writing, they do several steps started from their willingness to write until their writing is ready be read by the others. If we want to make our writing are readable and understandable, we have to pass some steps. According to Oshima, there are for stages in writing process:

⁴ Jane Hughey. *Teaching ESL Composition Prinsiple and Techniques*. (Massachussets: Newbury House Publiser inc 2),59.

a. Prewriting

The first step in writing is prewriting. It will help the writer to establish their lines of thought and to prepare with the the others steps in writing process.⁵ Many people, may getting difficulties in starting writing. According to Langan there are some techniques which can be used in this process, as like : free writing, questioning, clustering, and scratch online. All of those techniques will help the writer to think about and create material, one could also say they are a central part of writing process.⁶

b. Planning

This step is the continuance of prewriting. In this step, the writers try what they are going to say in their writing. It almost same with prewriting, in contrast the difference comes from some consideration three main issues that must be consider by the writers before writing. For the first, considering the purpose of writing. It is important because, it will be influenced the type of the text and language that the writers will be use and information they choose to include in their writing. Secondly, the writers should be considering the audience, they are the readers. The purposes are by knowing who

⁵ Alice Oshima and Ann Hogue. *Writing Academic English 3rd Edition*. (Addison Wesley Longman, New York. 1999),3.

⁶ John. Langan, *English skill 9th edition John Langan*. (Mc. Graw-Hill Higher: New York.2008),18.

the readers are, because they will influence the writing's style and the choice of the language. Thirdly, the writers have to consider the content structure of the text, it includes how best sequence the facts of the text, ideas and writers' argument.⁷

c. Writing/Revising Drafts

1) Writing the first Rought Draft

The writers should prepare additional thought and details that did not appear in prewriting. They can do it when they write the first draft. In this part, the writers do not need worry to get obstacles. They can pass it and give special mark as a note in the blank space. It is also for grammar, punctuation, or spelling because it will be spending the time. The important one is make good purpose to state the main idea clearly and improve the specific details from the content of paragraph.⁸

2) Revising Content and Organization

Revising is as much a stage in the writing process as prewriting, planning and doing the first rought paragraph.

⁷ Jeremy Harmer. *How to teach writing*. (Pearson Longman : Malaysia 2007),5.

⁸ Oshima, *Writing Academic English 3rd Edition*,26.

Revising means rewriting, building on what has already done, in order to make it stronger.⁹

3) Proof reading

According to Batteiger, when you have finished editing your draft, you should be ready to send it to a typist. Before you do that, you need to proofread it carefully. Proofreading is more than rereading. It is a careful, word-by word or line-by-line review of your draft to be sure that everything is as it should be. You need to proofread your draft both before and after it is typed.¹⁰

4) Editing

According to Langan, editing is the last step of writing. In this process, the writers have to check their writing for some mistakes that might happen such as in grammar, punctuation, usage, and spelling.¹¹

⁹ John Langan. *English skill 5th edition John Langan*. (Mc. Graw-Hill Higher: New York. 2001), 34.

¹⁰ Batteiger, Richards P..*Business Writing ,Process and Forms*.(Wadsworth Publishing Company. Belmont ,California ; USA..A Division Of wadsworth. 1985),81.

¹¹ John Langan. *Sentence Skills, Form A*. (Mc. Graw-Hill Higher . New York.2003), 25.

3. The Relation of Writing Ability and Reading Ability

The more readable your writing is better for your reader. In short we can say that, writing directly affect to the reading ability. As stated by Truck and Kirkman, he stated that if we want to make our writing to be as efficient as possible, we should make reading as readable as possible. By making a text more readable, the writer reduces fatigue during reading and avoids irritating readers by inflated choices of language.¹²It means that the ability of someone's writing is crucial for the reader's understanding to text.

B. Argumentative Essay

Writing an essay is also the exercises of communication, it is not only the exercises in research. In essay, the writers have a chance to demonstrate what they can do, what they understand from the question asked, what they understand about the issues involved, and what they have done about the appropriateness amount of reading. In addition, essays allow them to demonstrate their analytical thinking and force a deep and powerful type of learning to take place. For these reasons, they are a common form of assessment at university. This form of assessment is used frequently for session assignments and exams. Most students, some more than others, will

¹² Turk and Kirkman. *Effective writing : Improving scientific, technical and bussiness communication 2nd edition*,92.

be required to demonstrate their learning through this genre during their degree.¹³

There are five kind of essays according to Dr. Bianco, they are narration, description, cause-effect, compare and contrast and argumentative. Firstly, in narration essay, the writer tell about an account of something that happened; a story. Secondly, in description, the writer specific detail & imagery making reader feel presenting the moment. Thirdly, in cause-effect essay is for discussing relationship, reasons and how one thing led to another. Fourthly , in comparing essay For comparing two or more subjects, concepts, ideas, etc.¹⁴ Then the last there is argumentative essay,

Another important strategy for writer is knowing how the way to build argument by using conversation. As stated by Teresa, people give argumentation frequently in every conversation.¹⁵ For example, there is news about corruption in our country, may or not we will give our argument about it. In this argument, we will use all the logical argument in order convince the listener or reader about our point of view. As stated by Harvey S. Wiener, by using strong belief in argument will help us to persuade either listener or reader to consider our argument, even if they may do not have same argument

¹³ Learning Skills @ CSU. *Writing an Essay*. Charles Sturt University, 1.

Accessed from <http://www.csu.edu.au/division/studserv/my-studies/learning/pdfs/essay.pdf> on May, 12nd 2013 at 08.48 AM.

¹⁴ Martha J. Bianco, Ph.D., 2008. All rights reserved. Contact author for permissions biancom@q7.com. http://www.marthabianco.com/WR90/Last_Packet.pdf accessed on May 12nd , 2013 at 08.45 AM

¹⁵ Teresa D. O'Donnel and Judith L.Paiva. *Independent Writing*,174.

with it.¹⁶ People will have strong belief when they have a good critical thinking on something. According to Tammy, she stated critical thinking is the brainwork that empowers an interpretation. Through thinking critically, people not only take in and process information but also analyze information-comparing and contrasting it to other data, then reconsidering it in light of what they know, believe or have discovered.¹⁷

In order to convince another people, it will be need some requirements. These requirements are about some care and skills. The writer needs to respect to opposition, select an appropriate vocabulary, and deliver the argument clearly and logically. Writing an argumentative essay is a similar process with above. It means that, the purpose of an argumentative essay is to organize and present your well-reasoned conclusions in order to persuade the audience to accept or at least seriously consider your point of view. According to Judith and Teresa, there are some steps to write an argumentative essay.¹⁸

Based on Tammy Montgomery, there are five basic elements of argumentative essay, for instances:

1. Controversy

The writer should maintain that there are defying views on the topic.

¹⁶ Harvey S. Wiener. *Creating Composition 6th Edition*. (McGrawHill, Inc : New York 1992), 216.

¹⁷ Tammy. *Interpretations : Writing, Reading and Critical Thinking*, 139-140.

¹⁸ O'Donne. *Independent Writing*, 174.

2. Position

The writer should take a stand on the issue and be ready to defend that stand.

3. Presentation of arguments

The writer should give reasonable; strategically place arguments backed by evidence and logic to defend his/her position.

4. Refutation of opposing arguments

The writer should present the opposition most important arguments and deny them.

5. Concession

If necessary, the writer confess that the opposite argument is true but overall writer's arguments still outweigh than the opposition.¹⁹

In order to make an effective writing in argumentative essay, there are some strategies, as follow as:

Strategy 1 : Narrowing the topic

Narrow down the particular topic, as much as it is possible – don't make is sound too general to avoid controversial points of view even from your side.

Strategy 2 : Address a particular audience for a specific purpose

The purpose then is tied to audience and to type of writing that the writer engaged in.

¹⁹ Montgomery. *Interpretations : Writing, Reading and Critical Thinking*,139-140.

Strategy 3 : Organize ideas for maximum effect

There are arrangements in argumentative essay in order to make the audience easy follow the writer's ideas. This effort is by using an outline. The outline for such an argumentative essay would look like this :

Outline of Argumentative Essay**I. Introduction**

A. Background Information : Basic information about the issue and the position.

B. Thesis Statement : States the position to be argued in the essay.

II. Reason that support the thesis statement

Thesis statement is

A. Reason / Argument 1 (main point #1)

1. Supporting Evidence

2. Supporting Evidence

B. Reason / Argument 1 (main point # 2)

1. Supporting Evidence

2. Supporting Evidence

C. C. Reason / Argument 1 (main point # 2)

1. Supporting Evidence

2. Supporting Evidence

III. Counter arguments and responses to them

- A. Mention the arguments from the other side of issue if there could be an opposing interpretation.
- B. Briefly refute the other side's arguments

IV. Conclusion

Strategy 4 : Develop and support your thesis

Strategy 5 : Communicate ideas clearly and concisely

Strategy 6 : Achieve unity and coherence in writing.²⁰

C. Concept of Readability

There are many research have been done to found the reasons that influences some writing easy or difficult to understand .Moreover, not rarely there are some writing is too complicated to read until make the readers getting headache. That is way; there is statement from Cristopher Truck, he stated that if we want to make our writing to be as efficient as possible, we should make reading as readable as possible. ²¹ Indeed, every writer in this world would like to make his/her writing is readable. Then, the main question is how to know and measure readability.

Dubay writes in his book untitled "*The principles of readability*" that readability is what creates some texts easier to read than others do.

²⁰ Tammy L. Montgomery. *Interpretations : Writing, Reading and Critical Thinking*,143-144.

²¹ Turk And Kirkman . *Effective writing : Improving scientific, technical and bussiness communication 2nd edition.*),9.

Additionally, George Klare as cited by Dubay defines readability as “the ease of understanding or comprehension due to the style of writing.” This definition focuses on writing style as separate from issues such as content, coherence, and organization.²² For additional explanation, readability can be defined too in several ways, as quoted by Larson from Björnsson, they define readability as the sum of linguistic properties in a text that makes the text more or less available to the reader.

1. To indicate legibility of either handwriting or typography.
2. To indicate ease of reading due to the interest-value or the pleasantness of writing.
3. To indicate ease of understanding or comprehension due to the style of writing.²³

Based on the explanation above, the first definition focuses on the presentation of the text, typeface, colors and then placing of pictures are important factors. Second definition covers the content of the text. If the text is interesting, exciting or annoying, it influences the readability. The third definition defines the readability through looking at the structure of sentences, words and phrases, and based on that decide how difficult the text is to read. From all of opinions from the experts' people above, the conclusion is

²² Dubay. *The principles of readability, impact information*, 7-8.

²³ Patrik Larsson, *Classification into Readability Levels. Implementation and Evaluation*, Department of Linguistics and Philology Språkteknologiprogrammet. (Language Technology Programme) Master's thesis in Computational Linguistics. Accessed on 14 juni 2006, 4-5.

readability means the feature of text that makes it easy to read or how much the idea and the written language presented in extended reading text are comprehend by readers; it will be determine their success in reading.

1. Readability Research

Turk and Kirkman have opinion about the factors that can affect the readability. They are writer, text and reader. First, from the writers' side, they have to consider about how to select appropriate materials for their writing, considering their writing organization, pay attention to signposting and variation of emphasizing. All of them will be affect readability of writing. Second, from the text, there are structure, vocabulary, and layout. All of them will be contribute to the efficiency of written text as one of tool for communication. Third, the readers' interest also influences readability. The writer with use good signposting and good title can apply getting interest from the readers. The writer can decrease readers' fatigue during reading process and keep clear of irritating readers by good diction.²⁴In other words, in writing the writers must be consider the reader's understanding very influenced by the dictions in their writing. Good and appropriate diction in writing will determine whether the readers will enjoy in reading or not.

²⁴ Turk and Kirkman. *Effective writing : Improving scientific, technical and bussiness communication 2nd edition*,92.

2. Readability Level

How the way reader read, the writers can never much know . As likes as people grow up and pass this life. Depending on our education and reading practice, people will achieve different levels of reading skill. That is way, a writer have to pay attention whose their reader are. The level of education does not certify the readability level someone in reading. For instance, many people graduating from high school still read at the 8th - grade level. College graduates still read comfortably at the 10th - grade level.

Furthermore, there is other who have gone through college but neglected to read. They can actually lose their skills. It almost same with other skill, there are two choices use it or we will lose it. The grade level is no indication the reading skill.²⁵Equally important, finding reading based on someone readability level is important. It needed, if they will not get fire or confuse and also take in interest in reading. In the same case, it is also happen for adults. Usually, if they cannot find the reading that do not match with their interest and reading skill, they will not read anymore. As a result, they will not improve their reading.

²⁵DuBay. *Smart Language : Readers, Readability and Grading of the*,6.

Turk and Kirkman also have opinion about the factors that can affect the readability. They are writer, text and reader. First, from the writers' side, they have to consider about how to select appropriate materials for their writing, considering their writing organization, pay attention to signposting and variation of emphasizing. All of them will be affect readability of writing. Second, from the text, there are structure, vocabulary, and layout. More specific from the text, the writer should give attention to long sentences, adjusting sentence length, long words, using jargon, unnecessary words, nominalization, etc.

- a. Readability research shows that long sentences make texts more difficult for the readers to absorb. The reason is because how the way to read it. As more and more words are crammed into an interminable sentence, the words we read at the beginning are forgotten.
- b. Sentence Length should be determined by what the reader can effectively decode.
- c. Long words often confuse readers. Some words with many syllables are quite familiar make it less easy. In addition, it make the reader pause very briefly and leave a sense of extra strain in overall effort of decoding the message. The precise meaning of each word may not be clear.

- d. Unnecessarily words often repeat an idea which is already expressed in another word thus waste space and blunt the message.
- e. Nominalization is the habit of turning verbs into nouns or names. Its habitual uses the effectiveness because it requires the construction of passive sentence and it is also requires the use of meaningless “general purpose” verb.

All of them will be contribute to the efficiency of written text as one of tool for communication. Third, the readers’ interest also influences readability. The writer with use good signposting and good title can apply getting interest from the readers. The writer can decrease readers’ fatigue during reading process and keep clear of irritating readers by good diction.²⁶

3. Readability Formula

Flesh reading ease formula is considered as one of the oldest and most accurate readability formulas. It was developed by Rudolph flesh in 1948. This formula is a simple approach to assess the grade level of the reader. It is also one of the few accurate measures around that we can rely without too much scrutiny.²⁷ According to Foulger, this formula is consider

²⁶Turk and Kirkman . *Effective writing : Improving scientific, technical and bussiness communication 2nd edition*,92.

²⁷ (<http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php>) , assessed on October 18th ,2012 at 13.13 PM.

easier to use, and requiring no comparisons with word list. The computations involve only the counting of syllables, words, and sentences. The formula is the best combination of simplicity and meaningfulness.²⁸In addition, this formula can be used to analysis written form, for example writing, articles, and journalism.

There were some steps in analyzing the data from the reading text that produced by students' from the fourth semester of English Education Department. They are as follow:

- a. Analyzing and counting the sentences, words and syllables in each text of the reading text.
- b. Measuring the readability of the text based on the Flesh Readability Formula (Reading Ease Formula). The specific mathematical pattern for the formula is :

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

Where :

FRE = Flesh Readability Formula

ASL = Average Sentence Length (the number of words divided by numbers of sentences)

²⁸ Davis Foulger. *Simplified Flesh Reading Ease Formula*. <http://davis.foulger.info/papers/SimplifiedFleshReadingEaseFormula.htm>,, assessed on October 18th, 2012 at 13.00 PM.

ASW = Average Number of Syllables (the number of syllables divided by numbers of words).

Flesh sets directions to use this formula by giving series of steps:

Step 1 : Count the sentences

Count a sentence of full units of speech marked by a period, colon, semicolon, dash, question mark or exclamation point as one sentence. Sometimes a 100-word mark falls in the middle of a sentence. Count such a sentence as one of those in the sample if the 100-word mark falls after more than half of words in it; otherwise disregarded.

Step 2 : Counts the word

Counts each word in the up to 100 words. After the 100th word, put a mark. Count as one word for numbers, symbols, contractions, hyphenated words, abbreviations, figures, and their combinations that are surrounded by one space. For example, count the following as a single word; 1980, \$17,2, e.g, C.O.D, hasn't, week-end.

Step 3 : Count the number of syllables

Count the number of syllables as they are pronounced, for example : *asked* has one syllable, seven consist of two syllables, determined has three syllables. If a word

has two accepted pronunciations, use the one with fewer syllables. For example, the word *beloved* has two kinds of pronunciations (*bilavd* and *bilavId*), choose the fewer one. Count the number of syllables in symbols and figures according to the way they are normally pronounced, two syllables for \$ (dollar), three for C.O.D (si-o-di), and four for 1980 (nineteen eighty).

Step 4 : Find the readability score

Find the average number of score and word length of text in readability table. The instruction of readability score shows on the reading ease score.

After the score, describing and giving further explanation related to the readability.

- c. Analyzing and determining the readability level of each text to know what the levels of the texts are.
- d. After getting the data from the readability formula, To count the percentage of the students' writing readability level who can write as readable as equivalent with their education level from the fourth semester, the writer uses the rule of percentage, which is based on Sudjiono, as follows :

$$P = F/N \times 100 \%$$

Note :

P = Percentage

F = number of students who can write as readable as equivalent with their education level (college student)

N = All the number of students²⁹

- e. Drawing Conclusion. (See the table of Flesh Reading Ease Formula in Appendix 1).

D. Curriculum

According Harden as cited by Harsono from the Center of Education Development of Gadjah Mada “a curriculum is a combination of sophisticated educational strategies, course content, the input of learning, the experiences from education, assessment, educational environment and the individual students’ learning style, personal time table and program of work”³⁰. Whereas, Based on UU SISDIKNAS No.20 Tahun 2003, Pasal 1 butir 19 gives definition about curriculum,

²⁹ Anas Sudijono. *Pengantar Statistik Penelitian*. (Jakarta : PT. Gravindo Persada, 1993),40.

³⁰ Harsono. *Pengembangan Kurikulum Perguruan Tinggi*. Dipresentasikan pada lokakarya kurikulum Universitas Negeri Semarang, 20-21 September 2006, direvisi tanggal 2 Februari 2007. Pusat Pengembangan Pendidikan Universitas Gadjah Mada,1. Accessed from http://ppp.ugm.ac.id/wp-content/uploads/pengembangan_kurikulum1.pdf on May, 14th 2013 at 05.38 AM.

“Curriculum is a set of plans from the arrangement of objectives, content, and materials also methods. In addition, it is used as the guideline of teaching process to achieve the goal of certain education.”³¹

1. The Components of Curriculum

In curriculum, there are program’s components, which have relation with curriculum design that should be achieved. According to Ornstein and Hunkins as cited by Geraldine O’Neil those components are scope, sequence, continuity, integration, and balanced.³²

a. Scope

Scope refers to the broad and the depth of curriculum content. The curriculum content should include some aspects such as such as, affective (values and attitudes) and where appropriate Psychomotor (motor) skills. It is often described as the discipline-specific and generic skills required in a curriculum.

b. Sequence

The Sequence in a curriculum focuses on the order in which things occur. According to Ornstein and Hunkins, one approach in sequence is the based on the logic of the subject matter whereas another approach is based on the way individual process knowledge. In specific, these areas are not mutually exclusive, for example, simple

³¹ Harsono. *Pengembangan Kurikulum Perguruan Tinggi*,2.

³² Geraldine O’Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*. UCD Teaching and Learning Resource.3. Published on January,4 2010.

Accessed from <http://www.ucd.ie/t4cms/ucdtlp0065.pdf> on May, 10th 2013 at 05.00 AM.

concepts can be introduced in the early years of a curriculum building onto more complex (advanced) concepts in later years. This does not exclude a programme from introducing a more inquiry-based approach in some aspect of the early years of a programme. One danger with the over-emphasis on the simple to complex approach as the only organizer, that the early years of a programme can be uninteresting and very heavily laden with facts.³³

c. Continuity

According to Geraldine O’Neil , continuity is often described as the vertical integration of the curriculum design. Continuity in a curriculum provides student opportunities to revisit knowledge and skills in more depth as they progress through the years. Continuity can be in the subject matter, but can also be in other skills such as team-working, problem-solving. Assessment procedures should reflect this developmental approach, by requiring students to achieve higher-order cognitive competencies, for example, to judge, debate issues. Alternatively, assessments can require students to build higher levels of responsibility or autonomy in a skill, i.e. peer/self assessment.³⁴

³³ O’Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*,2.

³⁴ O’Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*,6.

d. Integration

Integration is concerned with the connection of information in order that student can develop a holistic overview of the curriculum. Integration of knowledge has been described by within a curriculum, but as linking curriculum to real-world themes. Those explanations come from Ornstein and Hunkins. Then, based on Huber and Hutchings, modularization has been criticized for the lack of attention to integration. Integrative learning ‘comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings, utilising diverse and even contradictory points of view and understanding issues and positions contextually.’³⁵

e. Articulation

There is a need in a programme to articulate the horizontal and vertical relationship of a programme to the various stakeholders. The students should receive some indicator of how they will be progressing through the programme, i.e. in student handbooks, used in class, on web, etc, Some ideas for mapping of curriculum can be seen in resource.³⁶

³⁵ O’Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*,8.

³⁶ O’Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*,9.

f. Balance

Programming balances, the discipline knowledge with other more generic skills is important. According to Geraldine O'Neil as cited from Anderson describes and divide as, cognitive, affective and psycho-motor, whereas according to Barnett & Coates puts forward the idea of a curriculum focused on knowledge, action and self.

In conclusion, in the early stages of a programme's design, it is important to consider how the programme's components are organised and relate to each other. These should be organised in order to achieve maximum cohesion, integration in a programme.³⁷

2. Integrated Curriculum

According to the research from Gina Contardi, Michelle Fall, Gina Flora, Jodi Gandee and Carrie Treadway. The integrated curriculum approach is successful in making students more aware of content area connections, challenging students, providing a learning environment supporting academic and social needs, dissolving the boundaries among the disciplines, and fostering stronger student/teacher relationships. Students participating in an integrated curriculum have demonstrated a more positive attitude about themselves and school. Similarly, teachers are provided with a new opportunity to work together, increasing collegiality. They have worked together to provide enhanced learning experiences and

³⁷ O'Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*,10.

a variety of instructional approaches through integrated curriculum. It is our opinion that integrated curriculum is a valuable innovation. Its effectiveness is widely supported. We feel that an interdisciplinary or integrated curriculum is strongly supported by the social learning theory. However, school districts need to evaluate the degree to which this innovation will be effective within the district and within which classrooms integrated curriculum will allow for optimal success.³⁸ In addition, the components of integrated curriculum are :

- a. Focuses on basic skills, content and higher level thinking
- b. Encourages lifelong learning
- c. Structures learning around themes, big ideas and meaningful concepts
- d. Provides connections among various curricular disciplines
- e. Provides learners opportunities to apply skills they have learned
- f. Encourages active participation in relevant real-life experiences
- g. Captivates, motivates, and challenges learners
- h. Provides a deeper understanding of content
- i. Offers opportunities for more small group and industrialized instruction

³⁸ Gina Contardi, et al. *A Integrated Curriculum : A Group Investigation Project*. EDP 603, Fall, 2000. http://www.users.muohio.edu/shermalw/edp603_group3-f00.html on May, 5th 2013 at 05.30 AM.

- j. Accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences.³⁹

E. Previous Studies

There has been a lot of research in the field of text readability. Based on the previous readability research, like what the researcher uses for this present study such as research from abroad there are Adam Jatowt and Marry Schutten. For detail Adam Jatowt with his research entitled “*Is Wikipedia too Difficult? Comparative Analysis of Readability of Wikipedia, Simple Wikipedia and Britannica*”. In this research, Adam found that Wikipedia less readable than Britannica.⁴⁰ Then, research from Marry Schutten entitled “*Readability Levels of Health-Based Websites: From Content to Comprehension*”.⁴¹ The result of this research showed this website less readable so it is important for the author to enhance this/her website’s readability. Whereas, inside of our country there are some research to relate readability level whether from someone’s thesis or dissertation.

³⁹ Contardi. *A Integrated Curriculum*, 1.

⁴⁰ Adam Jatowt and Katsumi Tanaka. *Is Wikipedia Too Difficult? Comparative Analysis of Readability of Wikipedia, Simple Wikipedia and Britannica*. accessed from <http://www.dl.kuis.kyoto-u.ac.jp/~adam/cikm12a.pdf> on March 23rd, 2013 at 10.00 AM.

⁴¹ Mary Schutten, P.E.D1 and Allison McFarland, PhD, M.B.A. *Readability Levels of Health-Based Websites: From Content to Comprehension*.(USA : Grand Valley State University) International Electronic Journal of Health Education, 2009; 12:99-107 accessed from http://www.aahperd.org/aahe/publications/iejhe/upload/09_m_schutten.pdf on March 23rd, 2013 at 10.02 AM.

In line with this, the reason which supports the researcher attempts to analyze the student's writing from the fourth semester of IAIN Sunan Ampel Surabaya 2013 based on the readability level because there was not any study about this title in others university moreover in this institute. The researcher only found the previous study but it was about readability level. This is a thesis of Iswatul Ainiyah with entitled "The Readability level of reading texts in the English Textbook entitled Linked to The world 1 English for Senior High School published by Yudhistira". There are seven texts of this textbook. From the result of this study, the researcher found that only one text is readable and suitable for first grade of senior high school in the English book. It happened because the estimated reading grade for text 1 and 4 is 7th grade or suitable for first grade of junior high school because the description style of the text is fairly easy. The next is text 2 is standard, means that the estimated reading grade is 8th -9th grade or ought to second and third grade of junior high school. From the 5th text is fairly difficult because, it is suitable for first grade senior high school and estimated reading grade is 10th to 12th grade. Then , the 6th text and 7th are ought to college level or 13th to 16th grade, the description of style is difficult. The last text, the descriptions of style are very difficult and the estimated reading grades are college graduated. Means that this text is ought to college graduated. So, only text 5th that is readable and suitable for first grader of senior high school in this English textbook. Unfortunately, many teachers still choose this book as a textbook for support their teaching activity. It happen

because, they do not pay attention to the side what the student need is.⁴² This study was used flesh readability formulas as tool for measure.

Second, this thesis was also found and happened from the Serman Prayogi (2011) entitled “Readability Level of Reading Materials in the Textbook Contextual English 2 : For Grade XI of Senior High School Published by Platinum.” In this research, the result, the way to get data and the result are almost same with the thesis from Iswatul Ainiyah. The differences only come from the formulas and the finding of the result. When the previous thesis used three formulas, they are The Flesh Reading-ease formula, Fry Graph Formula, and cloze procedure. In this study Serman used Fry Graph Calculation Formula and Gunning Fox Index. It is the difference. From the result, this textbook obviously was too readable or easy to read by eleventh graders. According to Fry Graph Calculation Formula, the readability level of the materials is at 9. It means that eleventh graders are easily to understand the materials since they are below the students’ capacity and could more challenging if the result is at 11 or more. The weakness of this thesis also comes from the students’ opinion; there is no students’ opinion whether they

⁴² Iswatul Ainiyah. *The Readability level of reading texts in the English Textbook entitled Linked to The world I English for Senior High School published by Yudhistira*. Unpublished thesis, (Surabaya, IAIN Sunan Ampel Surabaya : 2011)

feel easy or difficult when reading the materials of this text book.⁴³ In addition, there is no further action both from teacher or publisher.

Third, Maghfurrotul Hanik Rosyidah (2011) entitled “The use of Integrated Writing Technique in Teaching Argumentative Composition for Students of English Education Department in State University of Surabaya (UNESA)”. This strategy is not too effective because during the discussion, they looked busy with their self, especially with their recourses and their composition. The discussion was not finished maximal by the students. They also looked very tired and unmotivated in joining the class. This technique was not accepted because the result of this research found that there is no significant difference in the writing test score between the students who learn writing by using integrated writing technique and the students who do not.⁴⁴ It means that, this technique do not success in teaching argumentative composition for college students.

Over all, the content, purposes and the result of this thesis will be different from those three previous studies. First, mostly of three theses above concentrated on students in junior or senior high school. In contrast, here the researcher focused on analyzing the readability levels of students’ writing in

⁴³ Serman Prayogi. *Readability Level of Reading Materials in the Textbook Contextual English 2 : For Grade XI of Senior High School Published by Platinum*. Unpublished thesis, (Surabaya, Universitas Negeri Surabaya: 2011).

⁴⁴ Maghfurrotul Hanik Rosyidah. *The use of Integrated Writing Technique in Teaching Argumentative Composition for Students of English Education Department in State University of Surabaya (UNESA)*. Unpublished thesis, (Surabaya, Universitas Negeri Surabaya: 2011).

the fourth semester of English Education Department. In addition, the purpose and result of this thesis that will be conducted by the researcher here will be different from those three thesis. When the thesis from Iswatul Ainiyah and Serman Prayogi are to discover the relevant English textbook for student based on their readability level, in the other hand this research will inform the readability level of students writing. Even, the result of thesis from Hanik Rosyidah, shows that integrated writing is not relevant as a technique in teaching argumentative composition. Finally, the researcher decides to continue this research because there is no research like the researcher wants to conduct. Finally, the researcher conducts this thesis entitled “Analyzing the readability level of students’ writing in the fourth semester of English Education Department of IAIN Sunan Ampel Surabaya 2013.”