

**STUDENTS' PERCEPTION ON THE WORKBOOK USED IN
ENGLISH PROFICIENCY CLASS**

*Submitted as Partial fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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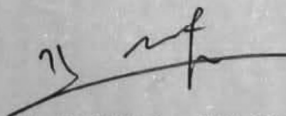


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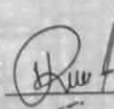
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ABSTRACT

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Workbook is one of the most desirable instructional items that can assist learners quickly grasp their lessons in a certain subject on their own. Workbooks as educational materials has been implemented in several subject, particularly in the field of English. This descriptive-quantitative aimed to identify students' perception towards the workbook used in English Proficiency (EP) class. The population of this research was students of English Department of Universitas Negeri Padang who were registred in 2022 academic year, by using convenience sampling method the sample of this research was 121 students who filled the questionnaire . The result showed that student perceived positive perception of the workbook used in EP class according to its approach, skill, topic, practical consideration and organization.

Keyword: Student' Perception, workbook, English Proficiency.

ABSTRAK

Putri, Silfi Ramadhini. (2023), Students' Perception on The Workbook Used in English Proficiency Class. Faculty of Language and Arts, Universitas Negeri Padang

Buku kerja merupakan salah satu media pembelajaran yang paling diminati karena dapat membantu peserta didik untuk memahami materi pelajaran secara mandiri. Buku kerja sebagai bahan ajar telah diimplementasikan di beberapa mata pelajaran, khususnya di bidang bahasa Inggris. Penelitian deskriptif-kuantitatif ini bertujuan untuk mengidentifikasi persepsi siswa terhadap buku kerja yang digunakan dalam kelas English Proficiency (EP). Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris Universitas Negeri Padang yang terdaftar pada tahun ajaran 2022, dengan menggunakan metode convenience sampling, sampel penelitian ini berjumlah 121 orang mahasiswa yang mengisi kuesioner. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang positif terhadap buku kerja yang digunakan di kelas EP berdasarkan pendekatan, keterampilan, topik, pertimbangan praktis dan pengorganisasiannya.

Kata Kunci: Persepsi siswa, buku kerja, English Proficiency.

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Finally, the writer realized that this thesis is still far from perfect. Therefore, she expects criticism and suggestions for improving this thesis.

Padang, October 2023

The writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Workbook is one of the most desirable instructional items that can assist learners quickly grasp their lessons in a certain subject on their own. A student workbook is an educational tool that includes components that helps learning and help students ensure knowledge and ability in accordance with the goals outlined in teaching plans (Özlem, 2017). According to Omega (2016) a workbook is a type of teaching resource that can help students learn. Meanwhile, Bordia (2022) argues that workbooks are a sort of educational resource that usually includes components to help students learn in the classroom. They contribute in ensuring that students achieve the course outcomes.

Workbooks are a beneficial teacher's initial tool for moving forward with such approaches to making learning easier. The workbook is intended to assist teachers in building a solid base of learning and study habits for their students to use both in the classroom and at home (Gurian, 2010). The workbook should be directly related to the main material and contain exercises that match the lesson. Using a workbook, teachers can assess their students' learning progress and simply determine how to help them grow further. Gramlick (2019) states several benefits of using a workbook: 1) It encourages students to work independently by practicing self-study without the guidance of a teacher and allows them to take the learning into their own control. This indicates that learners do not have to wait for teacher commands to start learning and direct their own learning outside of the

classroom. 2) A workbook can help teachers assess student achievement, is a good way to review what was taught in class, and encourages students to retain what they have learned in class.

Besides its benefits, workbooks also have some weaknesses. According to Gramlick (2019); 1) The use of workbooks can make the teacher feel too at ease. This is because occasionally, a teacher will assign multiple exercises from the workbook in a day or multiple worksheets during the course of a single session. 2) A workbook alone will not teach students as well as an engaged teacher. Workbooks are intended to supplement, not replace, the teacher's instruction. A workbook cannot take the place of a teacher. In fact, both should run equally. If one of them is missing, in-depth knowledge cannot be obtained; however, the uniformity and substance of the book, as well as the intellectual level of the teacher lecturing, must be considered (Horam, 2017). 3) Another weakness of using workbooks is the lack of hands-on learning; this means that students are not involved in digging up information, asking questions, doing activities, discovering, and concluding the lesson. Students only focus on doing exercises in workbooks, so they cannot remember the learning well.

Workbooks as educational materials has been implemented in several subject, particularly in the field of English. Workbooks for learning English according to Wyels (2016) are excellent tools in ongoing efforts to encourage students to engage their brains in learning English as a foreign language or a second language throughout class. The use of workbooks for English teaching and learning has also been applied in one of the courses in the English Department of Universitas Negeri Padang, namely the English Proficiency (EP) class. This

course is a crucial subject in the department and consists of 5 credits of basic techniques required for college students to understand English skills, including speaking, writing, reading, listening and grammar studying (Nasution & Sari, 2023). This subject appears in the first semester of college in the English Department of Universitas Negeri Padang with the aim as a decisive course for students to be able to continue their education in the English Department or be advised to transfer to another department. The workbook is utilized as a learning resource in this course, and the lecturer urges students to work on it before discussing it in depth in class. Therefore, knowing students' perceptions of the use of workbooks in EP classes is important to find out whether there are things that should be improved or maintained from several aspects.

Several related studies using different populations on the use of workbooks have been conducted by researchers, some of them are; first, research carried by Barryca (2013) the study was to investigate the use workbook in the teaching of reading to the first-year students of high school. The result shows that the workbook is monotonous in terms of the topics and reading passage assigned. In terms of appearance, every unit follows the same general outline. Teachers simply followed the division of reading exercises in the workbook while teaching reading. As a result, the pre-reading exercises were repetitive, and the post-reading was underdeveloped by the reading teachers. Furthermore, the while-reading exercise consisted solely of answering the reading questions, therefore it was unappealing. Because the workbook was only utilized in the classroom, the students were required to use it in the classroom. It was solely useful in the classroom teaching and learning process, according to the students. It is concluded

that the workbook exercises are still unsatisfactory. As a result, the exercises in the workbook require adjustment and enhancement. And reading teachers should improve their use of the workbook so that students can benefit the most from the exercises in the workbook. Another result is that the workbook is ineffective at getting students to be active and motivated in English studies due to lack of skills provided in the book. However, the workbook can at least keep students engaged during reading lessons in the classroom. Finally, the workbook not only helps students increase their reading, writing, and speaking skills, but it also improve their vocabulary and grammar.

The second research conducted by Caroline J, et al., (2014) the goal is to create a workbook called - an interactive workbook to shape bereavement care for midwives in clinical practice - and assess its effectiveness in fulfilling learning objectives derived from the literature and previous written lesson plans. The data obtained show that the workbook is a great tool for teaching student midwives about grief care.

The third research conducted by Utami et al., (2020) aimed to investigate the impact of using a student workbook (LKS) on the efficacy of students' learning. The purpose of this study was to determine students' perceptions of the function of the student workbook (LKS) in the efficacy of student learning. The findings show that using a student workbook has a positive impact on students' learning because it can be one of the sources of learning in addition to the teacher's explanation. It also makes it easy for students to absorb lessons by using simple content and a variety of topics to practices. However, students still need

explanation and teacher guidance because the instruction in the workbooks is not clear enough.

The next research was conducted by Christesen and Lynch (2020). The purpose of this study was to assess the efficacy of a sequential-based workbook in assisting student learning. The results show that, overall, students regarded the workbook to be a user-friendly medium for supporting learning and, more crucially, applying knowledge in a practice situation. A number of students disliked the workbook because of the complexity of the case studies offered as well as its content.

In addition, Kurniadipa and Hidayat (2021) carried out the study attempting to discover the students' perceptions of using their workbooks to learn English in the eleventh grade at one of Garut's Senior High Schools. The finding reveals that students have different perceptions of the use of workbooks. One of the three students points out that using a workbook makes students more active and motivates them to do assignments even though they are studying at home. Yet, two of three students state that using a textbook is way more effective than a workbook; this is because they believe that students workbooks include straightforward educational material. As a result, clarification from the teacher and other sources is still required.

It is essential to conduct this research on the workbooks used for students and discover students' points of view towards them because teachers have utilized workbooks as media of learning for years. By researching this topic, the researcher can learn more about how student sees the workbook used in EP class

whether there are some aspects that should be maintained or improved according to student during the use of it. Moreover, the aim of this study is to identify students' point of view of the workbook used in EP class according to its approach, skills, topics, practical considerations and organization.

Furthermore, the researcher will implement this research at Universitas Negeri Padang. Specifically for all students of the English Department who were registered in the 2022 academic year and had learned EP class in their first semester.

B. Identification of The Problem

Related to the background of the study, the researcher identified some issues that have been discussed in previous studies. First, the workbook is monotonous in terms of the topics, appearance, and reading passages assigned. Second, the use of a workbook is ineffective at getting students to be active and motivated in their English studies due to the lack of clarification from the teacher. Third, the lack of skills provided in the workbooks also makes the learning ineffective. Last, workbook used in EP class whether student gained positive or negative opinion of it.

C. Limitation of the Problem

The researcher restricted this study to only exploring students' perceptions of the English Department of Universitas Negeri Padang on the workbook used in English Proficiency class seeing from its approach, topics, skills, practical consideration and organization aspects.

D. Formulation of The Problem

Based on the limitation of the problem above: how do students perceive the workbook used in English Proficiency class?

E. Purpose of The Research

The aim of this research is to identify students' perceptions towards the workbook used in English Proficiency class.

F. Significance of The Research

This research is expected to have both theoretical and practical significance. In theory, it is hoped that the research findings can give insight, contribute to, and enrich the knowledge of related research. The research in this study is hopefully valuable and can make the use of workbooks effective inside or outside of the classroom. Furthermore, it is expected that the research findings could provide useful information and references for future research or for the author who wants to conduct research on a related topic. In practice, it is hoped that the research findings will give reader a better understanding and perception of the workbook used in EP class.

G. Definition of Key Terms

1. Student Perception : Perception is view on learning that have been experienced or gone through.
2. Student Workbook : A student workbook that used to learn basic English skills in English Proficiency (EP) class.

3. English Proficiency class : English Proficiency is a course in the English Department that teaches students the basic principles of a foreign language.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theories

1. Perception

a. The Nature of Perception

Perception is derived from the latin term *perceptio*, which means receiving, gathering, taking possession, apprehension with the mind or senses. Slameto (2015) states that perception is a process of entering information into the human brain by which humans continue to connect with their surroundings via their five senses. According to Rahmat (as cited in Neliwati et al. 2021) the experience of objects, events, relationships obtained by inferring information and interpreting messages referred to as perception. Qiong (2017) explains perception as the process of becoming aware of or interpreting sensory information. Ways of receiving, selecting, organizing, interpreting, checking and reacting to the sensory stimuli is also defined as perception (Pareek, 2019). Meanwhile, Michotte (in Viola, 2022) defines perception as a phase of total action process that allows people to adapt to our activities.

So, in essence from the explanation above, perception is about how individuals give meaning and view things in their environment based on their experience through their senses and has different interpretation despite seeing the same thing.

b. Types of Perception

From the point of view of Irwanto (as cited in Mahreda 2017) there are two sorts of perception that come from the interaction of an individual and an object, which are:

1. Positive perception

Perception that represents all knowledge and responses that are continued with their utilization efforts. In this case, if someone gain positive interpretation about things around them, they will support the object that is perceived.

2. Negative perception

Describes all knowledge and response that are negatively and not in harmony with the perceived object. In the other word, negative perception is negative interpreting that include human assessing something around them.

In conclusion, perception is influenced by a variety of circumstances. These factors can come from the outside or from within the individual. As a result, each individual has a particular view of a specific thing.

2. Workbooks

a. The Nature of Workbooks

Workbooks are instructional material that are commonly used in academic institutions, schools, and universities, as well as other learning organizations.

Workbooks are a sort of educational resource that usually includes components to help students learn in the classroom, they contribute in ensuring that students achieve the course outcomes (Bordia, 2022). According to Ufuk et al. (2013) student workbooks are educational tools that consist of a sequence of questions and material aimed to educate students through the process of understanding complicated ideas. The workbook includes a variety of material tasks and exercises for teaching and learning. In recent decades, the application of student workbooks has been very prevalent in schools, it is expected that the widespread use of student workbooks will have a positive impact on students' learning and achievement. Workbook is used for practically all subjects, including English. The workbook serves as an introduction to the English language. It is tailored to the student's specific language demands and is specifically developed to improve and broaden grammatical abilities (Utami, 2020). In the classroom, the fundamental principles of language, grammar, and composition abilities are not always completely grasped. The workbook can cover all types of topics if enough practice is given (Walcott, 2017). Workbooks stimulate critical thinking using visual language photographs; grammatical notes are incorporated in this manner, and they are basic and easy for students to understand (San Miguel, 2008).

b. Advantages of Workbooks

Workbooks would be helpful for students who are extremely motivated or interested in competing. They can also help students who want extra practice (not extra credit) with graded-difficulty material outside of the classroom or in

addition to any available conference time. Workbooks help students build healthy study habits and learn independently (Pratiwi, 2017).

Kerr (2017) mentioned two benefits of workbooks, as explained below:

1. Highly effective

Teachers can improve the usefulness of workbooks so that they are more than merely busy work, testing devices, student exercises, or group tasks.

2. Time saver

The teacher might save a lot of time by keeping each student's work contained within the covers of their own book. It saves both the teacher's and the student's time and energy by presenting only one topic at a time.

Meanwhile, Barry (2020) stated four benefits of workbooks, as follows:

1. Encourage student to learn independently

Students frequently seek an uncomplicated, step-by-step assignment. Students can learn how to solve problems confidently and independently with the help of a useful workbook.

2. Workbook can assist teachers in evaluating student performance

Due to peer pressure, students are not always keen to communicate their misunderstanding, so independent workbooks are the best barometer for teachers of how well a student understands what is presented in the classroom.

3. An approach to review what was taught in class.

The workbook should reflect what was taught in class. Giving effective workbooks as homework is a great opportunity for students to review what they've learned at home, as well as a great way for teachers to reinforce the topic they're attempting to teach.

4. Encourage students to retain what they have learned in class.

When a workbook is developed and given, it communicates to the student that the workbook's contents are the highlight of what was taught or the most significant knowledge of the day. Students may save handouts and workbooks supplied to them for future reference.

c. Disadvantages of Workbooks

Workbooks also have several disadvantages in their use, Kerr (2017) argued the weakness of workbook as one of the reasons why workbooks have not been successful in many cases is because they were chosen and used with little consideration or forethought. Before purchasing any workbook, teachers should have the opportunity to evaluate it to ensure that it is suitable for the exact goals that they wish to obtain. Workbooks, like textbooks, require meticulous planning in order to get the best results. Barry (2020) has his own point of view of the disadvantages of workbook, as follows:

1. Lack of practical learning

Workbooks are typically tasks that a student may complete independently using only one writing tool. Given that students learn best through peer learning, worksheets can reduce students' enthusiasm in learning.

2. It can make the teacher feel very at ease

Students might come across a teacher that assigns many activities from the workbooks in a day, and possibly multiple tasks during an entire class. Workbooks alone will not be able to instruct students at the same level as an active teacher. Workbooks are meant to supplement, not replace, the teacher.

3. Limits abstract thinking

When completing a workbook, a student may feel that there is just one correct answer, or the workbook may be designed to be done directly. A duplicate workbook will not encourage students' creativity and will detract from any kind of deep thought.

- d. Proper Ways to Use Workbooks

Workbooks and how they are used in the classroom have a considerable impact on the overall growth of English language development in students. According to Pratiwi (2015), the first step to maximizing the usability of the workbook pages is to define their function to be used both inside and outside the classroom without teacher instruction. Workbook pages should provide

extra material to assist a student in mastering a skill and provide success practice (rather than trial and error or tests). The second step is to create an efficient system for carrying out these objectives. For example, working on the workbook should be gradual after one unit is completed. For students who need to grasp language abilities, a workbook can successfully provide practice and success, because the workbook should include all the basic skills of learning English. Also, by using workbooks for language learning in terms of its ability to recall the material that have been learnt in classroom.

e. Criteria of a Good Workbook

Cunningsworth (as cited in Astuti 2019) explains the theory of criteria that should be in a good student workbook. It consists of five criteria, including approaches, skills, topics, practical consideration and organization as explained below:

1. **Approaches** refer to the alignment of the book's goal with the goal of the teaching program and the needs of the learners. Furthermore, they try to determine whether the book is appropriate for the learning/teaching environment, whether it is comprehensive and a helpful resource for students and whether it covers the majority or all of what the students require. Finally, aims and approaches seek to determine whether a book is adaptable and allows for varied teaching and learning styles.
2. **Skills**, the content of the book, whether it contains four skills or not, is referred to as skills. This includes the exercise, reading

passages and accompanying tasks, listening, spoken English, and writing activities.

3. **Topic**, related to how well the book conveys the issue. It has enough material of genuine interest to students, topic variety and range, and advanced topics. In communication, cultural settings such as the image of life presented, the attitude transmitted, and social cultural norms are also utilized.
4. **Practical consideration**, this criterion discusses the appearance of the book as well as the specific equipment used within it.
5. **Organization**, the term organization refers to how the components of the whole course package are structured and sequenced for learners.

In the other words, student should find the workbook interesting, enticing and able to motivate student. So that they will be excited to use the workbook. The content of the workbook must be educative and the language aspect of the workbook must be examined and arranged from easiest to hardest. Also, the content of the workbook should be clear.

3. English Proficiency Class

English Proficiency is one of the important subjects in English Department of Universitas Negeri Padang. The teacher competence in English language instruction is based on several factors, including knowledge of the subject matter, experience in the classroom, and fluency in the language being taught (Nasution & Sari, 2023). According to the common belief, the more

someone understands about a language, the more prepared they are to teach it. Therefore, in the first semester of new college members, students follow the subject of English Proficiency to learn the basic skill in EFL. The credits for this subject are 4 per semester. English Proficiency teaches the ability to listen, speak, read and write in English with advanced accuracy and fluency for various purposes. The purpose of this subject is to introduce basic theoretical knowledge about skills and to facilitate the students to practice the skills. Furthermore, the students practice their speaking, writing, reading and doing grammar exercises provided in the book. Generally, lecturers assign students to study in the student workbook and fill it out before class starts so that it can be discussed in detail in class.

B. Previous Related Studies

There have been other comparable studies related to this research . The first study is conducted by Lestari and Fitriana (2019), the purpose of this study was to investigate why Indonesian high school students used workbooks (LKS) as their learning media, as well as the problems they encountered when using workbooks (LKS) in the classroom and for independent learning. The study's findings revealed that the purpose for utilizing LKS was to support students learning because of its content that is suitable for learners, usefulness, portability, and low cost. Nonetheless, participants found LKS difficult to use because to its short introduction, lack of interactive questions and practices, uncertainty of replies, and poor face validity.

Second, Farika (2019) tried to determine lecturers' perceptions of the importance of the grammar workbook and find out how the lecturers feel about using the worksheet in grammar lessons. The researcher discovered that lecturers have a good attitude about worksheets, and that worksheets play an important role in the teaching-learning process. Especially in terms of skills that is provided and topics being discussed in the grammar workbook are relevant to learner level. However, the respondents are having difficulties using the students' workbook, especially in the explanation section. Many students are less able to understand the instructions or explanations in the workbook, therefore the lecturer need to elaborate more.

The third, Damayanti et al. (2020), conducted research focused to discuss the students' perceptions of the usage of workbooks as support in semantics class and identify the benefits of using them. The findings of this study show that (1) students have a positive perception of the use of workbooks as helping tools in semantics class, and (2) the benefits of using workbooks as helping tools in teaching semantics are that it helps students understand and answer questions easily, it also helps them remember past material by using the worksheet, and it gives them some motivation to learn English Semantics according to its level of organizing the workbook from easiest material to most difficult.

Next research is conducted by Yaumi (2022), purposed to find out students' perceptions on the use of workbooks in speaking classes of middle school students, the findings showed that students gained positive perceptions, such as being more active and enthusiastic about learning and being able to talk clearly

and accurately by using the worksheet. While some students had negative perceptions towards the use of workbooks, such as that students are unable to develop their vocabulary because the majority of the material is translated by the teacher and Google Translation, they cannot strengthen their speaking abilities because the student assignment has not yet been completed based only on speaking ability, and they continue to combine English and Indonesian also the appearance of the workbooks is not attractive enough to catch students interest.

Putri (2023) carried a study aimed to determine students' perceptions of using the workbooks as a helping tool in learning English for junior high school students. The findings of this study indicated that students had some difficulty grasping the importance of the English learning process. The results of 44 questionnaire responses and 4 student interviews revealed that students agreed that a worksheet is a useful tool for learning English. They will succeed in the learning process by honing their skills based on all the basic English skills that provided in the workbook. The questionnaire's findings survey and interviews with middle school students about the use of student worksheets to learn English revealed a positive category.

Based on the previous research, the researcher finds that students have both good and negative attitudes on the use of workbooks in the classroom. The positive ones such as workbooks can help students to remember past material, give them motivation to learn English, suitable content for the students and it helps students understand and answer questions easily. The negative ones such as there's less explanation/instruction to the material, less attractive appearance

of the workbook, and lack of reading passages to enrich students' vocabulary in language use caused students are unable to develop their vocabulary level.

Therefore, this study aims to determine students' perspectives on the workbook used in EP classes at the UNP English Department and whether students have positive or negative attitudes towards the application of workbooks. Based on the approach, skills, topics, practical considerations, and organization of the book.

C. Conceptual Frameworks

