

**Lecturers' and Students' Workbook Evaluation of English Proficiency  
Course at English Department of Universitas Negeri Padang**

**A Thesis**

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



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**2024**

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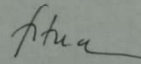
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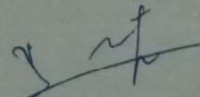
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
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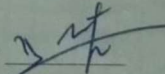
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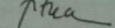
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## ABSTRACT

The purpose of this research is to assess the English Proficiency (EP) workbook using the theoretical frameworks of Chomsky, Hutchinson & Waters, and Cunningsworth. This research aim is to ascertain if the workbook successfully satisfies the set educational requirements and advances the intended learning objectives. To this end, the study used a proportional random sampling descriptive quantitative approach to guarantee impartial and representative outcomes. There are 35 statements covering eight indicators made up the main data gathering tool, a thorough questionnaire. Responses that most accurately captured the participants' opinions and experiences with the EP workbook. The research samples of this research are students who are taking the English Proficiency course and the lecturers who are teaching English Proficiency courses at the English Department. In particular, five lecturers and twenty-four students took part in the evaluation process actively. The research results showed that the EP workbook satisfies the standards established by Chomsky, Hutchinson & Waters, and Cunningsworth. The workbook offered a wide variety of instructional resources, a thorough program completion framework, and an effective response to student demands. These findings imply that the workbook fits very nicely with modern educational ideas and is a useful tool for improving students' English ability. The good responses from lecturers and students confirms the effectiveness of the workbook and its possibilities for further use in comparable educational settings. In general, this study emphasizes the need of thorough assessment to guarantee that instructional materials satisfy high criteria and make a significant contribution to the learning process.

**Keywords:** material evaluation, workbook, English language teaching

## ABSTRAK

Tujuan dari penelitian ini adalah untuk menilai buku kerja Kemahiran Bahasa Inggris (EP) dengan menggunakan kerangka kerja teoritis dari Chomsky, Hutchinson & Waters, dan Cunningsworth. Tujuan penelitian ini adalah untuk memastikan apakah buku kerja ini berhasil memenuhi persyaratan pendidikan yang ditetapkan dan memajukan tujuan pembelajaran yang diinginkan. Untuk mencapai tujuan ini, penelitian ini menggunakan pendekatan kuantitatif deskriptif proporsional random sampling untuk menjamin hasil yang tidak memihak dan representatif. Terdapat 35 pernyataan yang mencakup delapan indikator yang menjadi alat pengumpulan data utama, yaitu kuesioner menyeluruh. Tanggapan yang paling akurat menangkap pendapat dan pengalaman peserta dengan buku kerja EP. Sampel penelitian dari penelitian ini adalah mahasiswa yang mengambil mata kuliah Kemampuan Bahasa Inggris dan dosen yang mengajar mata kuliah Kemampuan Bahasa Inggris di Jurusan Bahasa Inggris. Secara khusus, lima dosen dan dua puluh empat mahasiswa mengambil bagian dalam proses evaluasi secara aktif. Hasil penelitian menunjukkan bahwa buku kerja EP memenuhi standar yang ditetapkan oleh Chomsky, Hutchinson & Waters, dan Cunningsworth. Buku kerja ini menawarkan berbagai macam sumber daya instruksional, kerangka kerja penyelesaian program yang menyeluruh, dan respon yang efektif terhadap permintaan siswa. Temuan-temuan ini menyiratkan bahwa buku kerja ini sangat sesuai dengan ide-ide pendidikan modern dan merupakan alat yang berguna untuk meningkatkan kemampuan bahasa Inggris siswa. Komentar yang baik dari para dosen dan mahasiswa menegaskan keefektifan buku kerja ini dan kemungkinannya untuk digunakan lebih lanjut dalam lingkungan pendidikan yang sebanding. Secara umum, penelitian ini menekankan perlunya penilaian menyeluruh untuk menjamin bahwa materi instruksional memenuhi kriteria yang tinggi dan memberikan kontribusi yang signifikan terhadap proses pembelajaran.

***Kata kunci:*** evaluasi materi, buku kerja, pembelajaran bahasa inggris

## ACKNOWLEDGEMENT

First of all, praises and gratitude to the Almighty Allah Subbhanahu Wa Ta'ala for blessing, so that the researcher could finish this thesis. In writing this thesis, many people gave the researcher motivations, support, advice, and suggestions. The researcher wants to express her gratitude and appreciation to the following people:

1. Dr. Yuli Tiarina, S. Pd, M. Pd, The head of the English Language and Literature Department.
2. The thesis supervisor, Dr. Fitrawati, S. S, M. Pd., thank you for giving her the chance to carry out study and offering priceless advice during this process.
3. The examiners, Syafitri Ramadhani, M.Pd. and Dr. Yuli Tiarina, S.Pd, M.Pd, who have given suggestions and ideas for the completion of this thesis.
4. All of the lecturers at the English Language and Literature Department, for the meaningful knowledge that have been given to her.
5. The beloved parents, Purwati and Abdul Harun, who always give her motivation, advice, and love, so the writer could finish her thesis.
6. Her brother, Dyandra Pratama Putra, S. Kom. and his daughter, Andara Deva Sashi Kirana, and also her grandpa Kardi, for the endless love and support.
7. Finally, my thanks go to all people who have supported the researcher to complete the research directly or indirectly.

Finally, the researcher recognizes that the thesis is not perfect yet. However, the researcher hopes this thesis can be acceptable for improving the weakness.

Padang, May, 2024

The Researcher

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher presented some aspects of this research. They are background of the research, identification of the research, limitation of the research, formulation of the research, purpose of the research, significant of the research, and definition of the key terms.

#### **A. Background of the Research**

Within the classroom, media help the teaching and learning process. As defined by Heinich (2005), learning media is any medium that carries messages or information with an educational or teaching-related goal. Realizing the many forms that media may take is crucial to comprehending its function in education. Course books, handouts, and workbooks are among the media that are often used to support teaching and learning. Harmer (2007) stated that in their research, teachers usually use four main kinds of instructional material. Among these are books; realia; boards; and photographs.

A book is among the most often utilized materials in the teaching and learning process. Content in a good book should satisfy current curricular requirements as well as those of the pupils. It is thus useless to use a book that does not align with the curriculum or the requirements of the pupils. In addition, a book is a guide, a teaching aid, and a student assistance. The most important decision that instructors have to make is selecting their resources, which have several functions

such as expressing the goals, guiding ideas, and techniques of a particular teaching and learning process and acting as learning aids.

In addition, there are two kinds of books that are usually used in the teaching and learning process. They are textbooks and workbooks. A textbook is a type of book that provides materials theory. While, a workbook is a type of book that comprises works, questions, and paper sheets. There is also some material that serves as a theory review and a reference to the work. Both books must be relevant to the current curriculum and meet the requirements and expectations of the students. Then, it is used to determine whether or not the students comprehend the lesson given their level of language proficiency and their particular efforts in class or at home.

According to Stephani et al (2018) the workbook is used to fill the need of integrated instructional material. While, Astuti (2017) stated that the workbook is used by many schools such as senior high school and vocational high school as the common resource in the learning process. From the two points of view, it can be concluded that a workbook is essential to support the textbook and to measure the students' understanding of the material that has been learnt. Moreover, it is important to provide the teaching and learning process.

The usage of students' workbooks is extremely widespread and it is used for practically all courses, including English classes. Moreover, using a workbook will improve students' academic performance and learning. In addition, the use of a workbook in self-study can aid in comprehension of the subject matter and offer several opportunities for students to show what they have learned and advance their

procedural abilities. Astuti (2017) said that a student workbook is a book that contains instructions for students to follow when completing work or predetermined assignments.

On the other hand, English Education students of Universitas Negeri Padang use a workbook in the teaching and learning process, especially in the English Proficiency Course. The use of a student workbook as a teaching and learning media has certain benefits, such as making learning more condensed than in textbooks and having a large number of practice questions that are relevant to the topics being taught. Students' workbook can also increase students' engagement and effectiveness in the learning process, as well as their achievement in class.

Workbook also used in English Proficiency courses. It is used to help students in their self-study activity. According to Candy (1991), self-study is a form of education where the student gains knowledge via their own efforts and works to hone their critical assessment and thinking skills. Towel and Cottrell (1996), on the other hand, claimed that self-study is a process in which people take the initiative, with or without assistance from others. It can be concluded that self-study is a learning process that is done by the students themselves. The evaluation needs to be done in order to know whether the materials are appropriate with the needs and the goal of the learners. In addition, it also helps to identify any areas of content that may be missing or should be expanded upon.

Therefore, the study of the evaluation workbook has been done before. It is done by Fitriazmi (2019) entitled Evaluation of English Workbook Published by PT. Swadaya Murni. The researcher used Miles and Huberman's model as the data

analyzing technique. The result of the research said that the workbook only reaches 31.25% which means that the workbook did not fulfill the criteria of BSNP standardization. On the other hand, based on the interview data it said that the students were not satisfied with the explanation of the workbook. Another study is written by Utami et al (2020). It is a journal article entitled “Student Workbook Use: Does It Still Matter to The Effectiveness of Students’ Learning?” The research was conducted to see students' perceptions of the role of using student workbooks (LKS) towards the effectiveness of student learning.

The result of the previous study showed that the workbook did not meet the students’ need and the criteria by Miles and Hubermans. Therefore, in this research; the researcher evaluated the workbook that has been used by English Education in English Proficiency class for quite a long time. The researcher used Cunningsworth, Hutchinson & Waters, Chomsky’s criteria to find out the quality of the workbook. However, in this research the researcher takes the lecturers and the students as the participant of the research.

On the other hand, various researchers about material evaluation have been done before. One of them is written by Rohman (2023), the study analyzed workbook based on CTL. The result shows that the worksheet based on CTL was feasible. English Learning Material for Creative Students was the subject of a second study by Djafar (2016) to ascertain the standard of an English teaching resource. The material cannot be used, it was discovered. The author of the most recent paper is H. Erol (2017). The purpose of this study is to investigate the 7th graders' opinions about the social studies workbook. It finds that performance

grades were being assigned using the workbooks that were intended to be utilized in the classroom with all of the course subjects. It might be argued that using course books and workbooks together can make these materials more successful.

From all of the studies above, it can be known that they rarely used the material evaluation by Cunningsworth. Therefore, the researcher evaluated the workbook that has been used in the English Proficiency Course based on Cunningsworth, Hutchinson & Waters, Chomsky's theory. While, the researcher believes that Cunningsworth, Hutchinson & Waters, Chomsky's theory were more complete because it covers all of the aspects that were needed to evaluate a learning medium.

The workbook was made following the topics that have been taught in the course. Therefore, the researcher was interested to conduct research entitled "Lecturers' and Students' Workbook Evaluation of English Proficiency Course at English Department of Universitas Negeri Padang".

## **B. Identification of the Problem**

According to the background of the problem, some issues can be investigated to evaluate the English Proficiency workbook. The first problem is related to the appropriateness of the Materials for English Proficiency Course workbook at the English Language Department of UNP. The next problem is related to the media of the English Proficiency Course at the English Language Department of UNP. The media here is the workbook of the English Proficiency Course and it has been changed several times in the learning hours. For the first time it has 10 Semester Credit System (SKS) and now it becomes 4 Semester Credit System



(SKS), so that the researcher wants to know whether the workbook is appropriate to be used or not. Moreover, the evaluation needs to be done regularly to know the appropriateness of the media itself. Lastly, the researcher can analyze the kind of exercises that are used in the workbook.

From the problem found above, the researcher investigated further about the appropriateness of the English Proficiency Course workbook at the English Language Department of UNP.

### **C. Limitation of the Research**

In this research, the researcher only focused on evaluating students' workbook of English Proficiency course that were used by the students based on Cunningsworth's theory (1995). There are 8 criteria based on Cunningsworth's theory. However, in this research the researcher only uses 5 criteria. The criteria are aims, design and organization, language content, skills, and topics. Also, there are 2 criteria based on Hutchinson and Waters' theory (2003), which are audience and other criteria. Then, there is 1 criterion based on Chomsky's theory (1998), which is a kind of exercise. This is because the researcher believes that using 8 criteria from 3 different theories in combination that are fit with the purposes of the study.

### **D. Formulation of the Research**

Based on the background described above, the researcher formulates the research question. It is "How the students' workbook of English Proficiency course fulfills the criteria by Cunningsworth, Chomsky, and Hutchinson & Waters?"

### **E. Research Questions**

Based on the background described above, the researcher formulates the research questions as follow:

1. To what extent does the English Proficiency workbook fulfill the criteria of the good workbook at the English Department of UNP?

### **F. Purpose of the Research**

The objective of this research is:

1. To evaluate and assess the effectiveness and adequacy of the English Proficiency workbook used at the English Department of UNP in meeting the criteria of a good workbook.

### **G. Significant of the Study**

The significances of the research are:

- Theoretically
  1. This study will give a guideline of the appropriate workbook that can be used in English Proficiency Course.
  2. The results of the current study are anticipated to support the workbook evaluation in some way. In other words, it is anticipated that the results of this study will complement and add to those of earlier research on the subject.

- Practically

1. For the Students

By conducting this research, the researcher expected that through students' workbook can help students in self-study and help better understand the knowledge that has been learnt.

2. For the Teacher

In order to support the teaching and learning process, the researcher anticipated that the English instructor would be able to use the students' workbooks as media learning.

- For the Researchers

This study is intended to serve as a guide for other researchers who are working on similar projects.

## **H. Definition of Key Terms**

Based on the title of this research, the definitions of key terms are:

1. Workbook: a book that contains problems or exercises and that students use to practice what they are learning in the class. While, English Proficiency workbook is the compilation of assignments to test students' knowledge about the material that has been taught in the class.
2. Evaluation: the making of a judgment about the amount, number, or value of something.

3. English Proficiency Course: is a course that improve students' ability in English to make and communicate meaning in spoken and written contexts while completing their program of study.