CHAPTER II

LITERATURE REVIEW

This chapter discussed further the theoretical frameworks and also providing the result of previous studies about workbook analysis

A. English Workbook

workbook is one of the media that is commonly used by the teachers to share or give the material to the students. A workbook is an effective tool for practice as well it can reflect senses and values of individual and nation. Further, the workbook is a crucial tool which has the various function (J.M Libia, 2012. p 57-71). As a learning media, workbook has position as a tool to give material, attitude, and skill for the students

Ministry Education and Culture (2018) defined LKS or workbook as worksheet which contains of task or assignments for the students. The workbook is a student guide used by the teacher to make the stimulus for the student's activities in the learning process. Trianto (2012) in Sari (2018) Stated that the workbook is a guide for the students to help them in Investigating and solving the problem.

Based on some workbook definitions above can be concluded that workbook is worksheet contains of information, question, and instructions, from the teacher for the students to conduct investigation or activities and solve the problem use investigation, practice, and experiment that can increase all of the learning aspects. Furthermore using a workbook make the

teacher ease in giving or sharing learning material dan managing learning time

According to A. Prastowo (2013), there are four points that used as the goal of the workbook.

1. Presenting teaching material.

2. Presenting the task or assignments that used to increase students understanding of the material

3. training the students to become an autonomous learner

4. Facilitating the teacher to give the assignments for the students.

However, there are some weaknesses in using the workbook. such as difficulty in providing guidance for some students who have difficulty in understanding certain part, difficulty in giving feedback for some question, and need expensive cost (Sari, 2018)

A Prastowo (2013) stated that there some functions in using workbook as the learning media.

1. As teaching material, workbook can minimize teacher role however can make students more active

2. Ease the students to understand the material

3. Ease the teaching implementation

B. The Use of workbook in Indonesia

In Indonesia, workbook becomes the main source which the students and teacher are mostly dependent on. They consider the workbook as the guidance, motivation, materials sources and potential learning sources

(Dayu and Kodriyah, 2018). In the teaching process, commonly the teacher utilizes workbook for giving task, homework, quiz, and test.

Because of the workbook has an essential role for the EFL learning process, the EFL materials can be the determiner of the quality of teaching and learning instruction. Particular attention is needed by material selector or workbook selector through analysis some workbook to rate the quality before choosing one as the most appropriate media. Cunningsworth in Silvia (2014) stated that there are four stages of choosing appropriate workbooks namely evaluation, analysis, interpretation, and selection

Commonly many schools in Indonesia use the workbook as their media. MC Grath (2002) stated that many teachers regard the workbook as holy books which can't be modified and skipped Faris (2014) claimed Workbook has a dominant role in English teaching in Indonesia. that statement supported by the study result from Passasung (2003) he was claimed that English teaching in Indonesia is dependent to the roles of workbook since they are considered to provide procedural guidance and clear instruction.

C. Evaluating of Workbook

Rea-Dickinds & Germaine (1992) stated in Ariebowo (2017) that analysis is natural activities as part of learning process that help evaluator to make the judgment in a curriculum or program that is conducted systematically and in principle step. The purpose of the analysis is to collect systematic information to make a decision. (Ariebowo, 2017).

In the case of analysis in the education aspect, the analysis can be done during the program implemented. (Brown, 2000) this statement is supported by hewing (1996) in Ariebowo (2017). The analysis scope has moved from test results to the collected information and make judgement, from planning to implementation

Another type of analysis is illuminative. In this type, the analysis tries to find out the different aspects of a program and the implementation. This analysis focus on the learning process. (Aeribowo, 2017)

The last type is summative analysis by Richard (2001) cited in Ariebowo (2017) this analysis is about the effective and efficient program and conducted after the program has been implemented. This implementation is also related to the material in the teaching process. Related to the implementation Brown (2000) has different statement. He said that analysis can be carried out before, after, and during the program

D. **Workbook Requirements**

Good requirement for the workbook used in this research is requirements from Damardjo & Kaligis (1992). They claimed that there are three requirements that should be considered in making a good workbook. Those requirements are didactic requirement, construction requirement, and technical requirement. Every requirement consists of some criteria. More detail description of the requirement and their criteria are presented below:

1. Didactic requirement

   Didactic requirement is sets of the function of workbook. this requirement means the workbook must appropriate to all types of learners in schools, in other words, the workbook can be used by both low-achiever and high-achiever students. The didactic requirement has six criteria. They are:

   a. make the students to be more active in the process of learning

     in this point mean the workbook must provide interesting material that can attract or give stimulus for students' attention. Another way is using enough task or exercises that should be done by the students

   b. having stimulus through several media and activities

     These criteria are almost same as the first criteria. To avoid the students feel bored in the english learning process the students must provide various activities. Richard (2001) in Adisti (2015) stated that the assignment in the workbook must appeal and flexible in the different style

   c. Increasing social communication skills.

     Communication ability is proof that someone has English skills. As the media in the English learning process, the workbook should provide some activities and exercises that support the communication aspect. It can be provided from an example expression or a dialog.

d. Increasing students' morality

Creating Good attitude or mortality is one of the goals of the learning process in Indonesia. According to Gough (1998) the ultimate goal of morality development occurs when the students can be able to make good attitude become habit. Releasing that fact, the workbook that is used in the learning process can support the development of morality happened.

2. Construction requirement

This requirement focuses on the language use, the structure of the sentence, the difficulty level, and also the clarity of the workbook itself. In construction requirements There are eight criteria. Those are:

a. Using appropriate language

The goal of using the workbook as media is used to help the development of education. The word used in the workbook should be chosen carefully. It is bad thing for the students to learn using a workbook that contains inappropriate words in it. Students may copy something bad and even they can use it in their daily life.

b. Using clear sentence structure

Using grammar is not only for written texts but also for oral or conversations. Adisty (2015) stated that in writing English it must pay attention to grammatical.

c. Using good sequence in explaining the material.

As The teaching media. The workbook consists of some material. In designing a workbook designer must consider the material arrangement. The level of difficulty should come from easiest and then followed by the more difficult one

d. Having clear goals.

Goals or Objectives are significant to ensure the appropriate learning is reached. Furthermore, they give an image for the students about what they are going to learn and what should they do.

e. Having identity to facilitate the administration

The example of identity to facilitate the administration is name of the students, class, topic. Name of the member or group, etc. This point may is simple think. But also important to be considered.

3. Technical requirement.

These requirements focus on how the workbook is presented such as the appearance, font, and also picture. Technical requirements have five criteria. They are:

a. The topic font size

Topic becomes the first thing the students see when they are starting the lesson. The topic also gives the students a clue about what they are going to learn. It means that the topic helps the students preparing their minds to follow the lesson. These

criteria mean the topic should be bold and the font is bigger in order to give First impression is important to attract student's attention before starting the lesson.

b. Using Short sentences

Swarn (1985) stated in Adisti (2015) that the script of the material is important in presenting specific language effectively and economically. So, long sentence is not effective and economically. Adisty (2015) suggested that the sentences are not more than 10 worlds.

c. The comparison between picture and word are harmonies

The picture is important for helping the author or teacher to share the information in the workbook. The picture must related with the sentence or material so the picture should clear, and does not cover thetext.

d. Using appropriate picture.

This criterion related to the dual coding theory. Where this theory stated that between visual and verbal information is used to represent information, so the picture should be related to the topic or material..

E. Previous Study

In this section, the researcher presents two previous studies about workbook analysis. The first study is a thesis from Oktaviani (2015) entitled material analysis of second semester English workbook *Palar* for seventh

graders in SMP 2 Mlati. This analysis conducted in Sleman, Yogyakarta. the analysis to find out fulfilled aspect of good workbook in *Palar* workbook. The study was qualitative and the method was document and content evaluate, to evaluate *Palar* workbook the researcher using a checklist worksheet. In this research, there were nine aspects evaluated. From nine aspects were classified into five major. Those are appearance, content, language content, instruction and the last is teachability and flexibility. Based on the researcher's evaluate there were six aspects in, those aspects were skills, topic, objective, tasks, language content, and also flexibility and teachability.

The second study from Prilianti et al.(2018) entilred *Analisis Kevalidan LKS Berbasis Hierarki Konsep Pada Materi Kelarutan dan Hasil Kelarutan.* The study was descriptive research. This study aimed to determine the validity of heararky concept-based students' worksheets. The researcher using validator judgments of content, media, and language aspects to measure the validity. The result of the research showed that hierarchy concept-based worksheet developed from content, media, and language aspects has been valid with average 1,00