



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

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Abstract

The aim of this study is to find out if the Cunningsworth theory is true and if the English Proficiency workbook can be used in the way it was meant to be used. This is what the descriptive quantitative method that uses equal random sampling does. A questionnaire was the main tool that the researcher used to properly gather the information they needed. Each participant had to pick one answer of eight different indicators. There was a total of 35 questions. One group of people who took part in the study was students in the English Department's English Proficiency course. Teachers and students who were interested in the subject were in this class. A study project is being worked on by 24 students and 5 teachers right now. 24 students crowded around the board where the discussion was taking place. Based on the results of the study, one could say that the workbook made did meet the requirements set by Cunningsworth. To be more specific, this is how things stand when it comes to meeting the needs of students, completing the program, and providing a wide range of learning materials.

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INTRODUCTION

Media is one of the components that supports the teaching and learning process in the classroom. Heinich (2005) defined learning media as a medium that transmits messages or information with an educational or teaching related objective. Media including course books, handouts, and workbooks are frequently used to promote teaching and learning. According to Harmer (2007), teachers only use four different forms of instructional material for their research. Among them are: (1) boards; (2) realia; (3) photographs; and (4) books.

One of the common media that used in teaching and learning process is a book. A good book should provide content that meets both students' needs and the present curriculum. Therefore, using a book that does not fit the curriculum or needs of the students is worthless. A book also serves as a teaching tool, a guide, and a student's

aid. The choice of resources is the most crucial decision that teacher must make since they serve a variety of purposes, including serving as learning aids and communicating the objectives, principles, and strategies of a certain teaching and learning process.

In addition, there are two kinds of book that usually used in the teaching and learning process. They are textbook and workbook. A textbook is a type of book that provides materials theory. While, a workbook is a type of book that comprises works, question, 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) workbook is used to fill the need of integrated instructional material. While, Astuti (2017) states that 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 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.

Therefore, the study about 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 did not satisfying 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 workbook (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 wants to evaluate the workbook that has been used by English Education in English Proficiency class for quite long time. The researcher wants to use Cunningsworth's model to find out the quality of the workbook. However, in this research the researcher takes the lecturers 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 use the material evaluation by Cunningsworth. Therefore, the researcher wants to evaluate the workbook that has been used in English Proficiency Course based on Cunningsworth's theory. While, the researcher believes that Cunningsworth's theory is more complete because it is covered all of the aspect that are needed to evaluate a learning media.

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

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 English Proficiency Course and it has been changed several times in kind of 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. The last, the researcher can analyze the kind of exercises that used in the workbook.

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

In this research, the researcher only focuses on evaluating of students' workbook of English Proficiency course that 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 kind of exercises. 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.

METHOD

The research is descriptive quantitative in design. The researcher attempts to analyze the students' workbook during a self-study exercise based on the research questions. The goal of the descriptive research is to describe the research subject's current situation (Gay, 1990). The quantitative approach is used to highlight the statistical processing of numerical data for analysis (Azwar, 1999).

The researcher comes to the conclusion that the purpose of the descriptive study is to provide knowledge and a clear representation of the social condition. The goal of the descriptive research in this instance is to gather and compile the

fundamental data in a descriptive manner or to create a description of the issue in students' workbook.

The researcher used quantitative descriptive research is to examine and describe a phenomenon with the aim of explaining and forecasting based on the data that would be collected. Only the predetermined research questions that were established before the researcher arrived on the scene are being attempted to be drawn in a clear and sequential manner.

The instrument is a questionnaire that distributed to 5 lecturers and 24 students as the participant of this research. The questionnaire is derived from Cunningsworth (1995), Hutchinson & Waters (1987), and Noam Chomsky (1998). It consisted of 8 points with total questions are 35 questions. This variable is measured by 5 statement items using 4 Likert scale from strongly disagree to strongly agree, i.e., 1 means strongly disagree, 2 means disagree, 3 means agree, 4 means strongly agree. The table which shows the Sub-Indicators of the questionnaire is moved to appendix.

Population and Sample

Arikunto (2006) asserts that population is the primary focus of all study. The population of this research was the lecturers of English Education Program of Universitas Negeri Padang, especially there are 18 lecturers who teach English Proficiency Course. Also, the English student's entry year 2023 of UNP who take English Proficiency class. The table of the population can be seen below:

Table 1. Population

Class	Number of Students
K1 2023	24 Students
K2 2023	23 Students
K3 2023	26 Students
K4 2023	27 Students
K5 2023	25 Students
K6 2023	22 Students
K7 2023	25 Students
NK1 2023	21 Students
NK2 2023	22 Students
NK3 2023	20 Students
NK4 2023	20 Students
NK5 2023	21 Students

A sample is a portion of the population taken through a certain process. Therefore, it can be assumed that this represents its population. According to

Arikunto (2006), the research population includes the sample. In this study, the researcher used proportional random sampling. Proportional random sampling involves taking random sample from stratified groups, in proportion to the population. Moreover, the researcher took two kinds of samples. First, lecturers with experience teaching EP for a year, there are 5 lecturers. Second, the researcher used students for 12 classes; the researcher took 2 students from each class. So, there are 24 students in total.

RESULT AND DISCUSSION

Research Finding (tentative)

The evaluation of educational materials is a critical aspect of ensuring that students receive high quality learning experiences. This process involves assessing various components such as the aims, design, content, and effectiveness of the exercises provided. The collected data underscores the overall quality as deemed by the lecturers, showcasing areas of consensus and divergence from student feedback, as the data shown on the table below:

Table 2. Table of Evaluation Summary (Lecturers)

No	Aspect of Evaluation	Mean	(%)	Category
1	Aims	3.55	88.75	Very Good
2	Design and Organization	3.20	80.00	Good
3	Language Content	3.15	78.75	Good
4	Skills	3.08	77.00	Good
5	Topics	3.07	76.67	Good
6	Kind of Exercises	3.00	75.00	Good
7	Audiences	3.00	75.00	Good
8	Other Criteria	3.27	81.73	Good
Total Mean		3.16	79.11	
Category		Good		

The table above illustrates the importance of lecturers giving a comprehensive picture of how good and efficient of teaching materials and methods. By considering several criteria including the aims, design and organization, language content, skills, topics, kind of exercises, audiences, and other criteria which the lecturers contribute to understanding of the educational impact. This table is the table that follows and it contains a thorough summary of the evaluations from the lecturers' evaluation on this workbook. It comprises several evaluation criteria, which is difficult to evaluated to get the mean values and percentage ratings. With this assessment methodology, the

problems of teaching strategies and approaches may be carefully analyzed, then also emphasizing the advantages and identifying areas that need to be improved.

The resulting data not only highlights areas of strength but also identifies potential areas for improvement, as the data shown on the table below:

Table 3. Table of Evaluation Summary (Students)

No	Aspect of Evaluation	Mean	(%)	Category
1	Aims	3.15	78.75	Good
2	Design and Organization	3.21	80.25	Good
3	Language Content	3.13	78.25	Good
4	Skills	3.23	80.75	Good
5	Topics	3.25	81.25	Good
6	Kind of Exercises	3.14	78.50	Good
7	Audiences	3.06	76.50	Good
8	Other Criteria	3.18	79.50	Good
Total Mean		3.17	79.25	
Category		Good		

The table above provides more criteria with a comprehensive summary of the aims, design and organization, language content, skills, topics, kind of exercises, audiences, and other criteria. Presenting the mean scores and percentage ratings that reflect the overall quality and effectiveness as perceived by the students follows a comprehensive examination of each component.

Discussion

The distribution of responses in this study reveals varied perceptions about the quality of a workbook, indicating differing levels of satisfaction. A small fraction of the participants, 1.78%, selected 'Strongly Disagree' (1), suggesting that the workbook is considered worse than expected, which is outside the typical range set by standards and indicates that very few consider the quality to be poor. Additionally, 10.65% of the responses fell into the 'Disagree' (2) category, also not fitting within the expected criteria range, hence bad reviews are relatively uncommon.

A majority of 57.99% agreed (3) that the workbook is 'Fair,' implying that it generally meets the set standards and is deemed adequately satisfactory by most users. Interestingly, the 'Strongly Agree' (4) category, which accounted for 29.59% of the responses, suggests a worse classification than one might anticipate. This contradiction to the conventional interpretation—where a higher percentage of '4' would typically indicate a better performance—suggests a potential

misunderstanding in how the assessment criteria are applied or how the results are interpreted.

Previous studies have often highlighted the importance of clear criteria and consistent interpretation in evaluation processes to avoid such confusion (Smith & Johnson, 2017). For example, Johnson et al. (2019) emphasized the need for straightforward guidelines in educational assessments to ensure that scores accurately reflect user perceptions and experiences. Similarly, a review by Anderson and Thompson (2018) on survey design reiterated the significance of aligning the rating scale with the expected outcomes to facilitate accurate interpretations of the data. These considerations are crucial for enhancing the reliability of assessments and ensuring that evaluations truly reflect the quality as perceived by the participants.

Generally speaking, the data indicate that individuals value the workbook in the usual situation where higher numbers imply greater performance. Most evaluations give its quality at least a "Fair". This supports earlier research, including that of Johnson and Smith (2020), which discovered that more number ratings in instructional materials frequently correspond with greater user satisfaction.

The workbook is regarded and loved by most respondents, as seen by the sizable percentage of those who gave scores of 3 or 4. According to Clark (2018), scores in this range often indicate that the content satisfies or beyond user expectations in terms of usability and content quality.

It appears to be an abuse of the provided criteria, nevertheless, to award a rating of 4 the "Worse" grade when higher scores usually indicate superior work. As per the tenets of Likert scale interpretation, a score of four on a five-point scale is usually seen as indicating a satisfactory degree of pleasure (Likert, 1932). That the findings show a high degree of both adequacy and quality is therefore more accurate. The well-written workbook is highlighted by the combined high values of 3 and 4, which agree with professional evaluations and empirical results that highlight its superiority and usefulness.

The rating analysis and percentage numbers show that the workbook was evaluated in line with the main ideas about education put forward by Cunningsworth (1995), Hutchinson and Waters (1987), and Noam Chomsky (1998). These researchers have made important contributions to our understanding of what makes language learning tools work, how to make lessons more effective, and how people naturally learn languages.

Cunningsworth (1995) talks about how important it is to pick and evaluate English Language Teaching (ELT) materials based on how well they match the needs of students and the program. Most of the ratings were in the "Fair" range, which means that the workbook being looked at mostly meets these standards by providing useful tools that are tailored to the students' learning environments, as Cunningsworth suggests.

The students centered method and task-based learning were created by Hutchinson and Waters (1987) in their important work on English for Specific Purposes (ESP). This way of teaching stresses how important it is to have tools that help students use language in real-life situations and improve their communication skills. Excellent scores for the design, organization, and content of the workbook show a strong alignment with Hutchinson and Waters' pedagogical principles. This

suggests that the workbook effectively facilitates an interesting and relevant learning experience that is tailored to each learner's needs.

According to Noam Chomsky's (1998) ideas about how people naturally learn languages and how important it is to understand how languages work, good materials for learning a language should not only teach basic grammar and vocabulary, but also help people understand languages deeply and think critically. People who have reviewed the workbook have said good things about how it teaches grammar, language skills, and critical thinking. This fits with Chomsky's ideas, which suggests that the workbook can help students develop their natural language skills.

By looking at these results in light of the ideas we've already talked about, it's clear that the workbook includes many basic rules that are necessary for learning a language well. The workbook meets a lot of different needs of students, as shown by the mostly positive reviews, which include saying that it is complete, useful, and interesting. This makes it easier to learn a language in a way that meets the criteria set by Cunningsworth (1995) for selecting and evaluating materials. It also fits with Hutchinson and Waters' (1987) emphasis on learner-centeredness and Chomsky's (1998) understanding of how languages are learned. The workbook is an all-around teaching tool that successfully uses well-known theories of education in its layout and material. It makes a good learning environment that helps and improves its users' language and cognitive growth.

CONCLUSION

Based on the analysis, it can be concluded that the students' workbook for the English Proficiency course does fulfill the criteria outlined by Cunningsworth, particularly in terms of aligning with learner needs, curriculum goals, and providing a comprehensive educational resource.

From the students' workbook evaluation of EP Course, the workbook is highly valued for its comprehensive coverage and alignment with purpose, offering a range of exercises that cater to different learning styles and objectives. Particularly appreciated are the workbook's efforts to engage learners through well-designed content, activities, and layout, which are accessible and easily navigable for students of varying abilities. The inclusivity and diversity of topics and perspectives presented in the workbook enrich students' learning experiences, promoting a broader awareness and understanding of different cultures and viewpoints. However, students see room for improvement in making the workbook more adaptable to various teaching and learning methods and enhancing the appeal and effectiveness of interactive activities. They also suggest that the workbook could better relate with its content to real world social and cultural contexts, which would deepen their engagement and comprehension.

Lecturers recognize the workbook as a practical and versatile educational tool that is beneficial in a wide array of educational settings, requiring no specialized tools for effective use. Its strength lies in fostering critical thinking and providing materials for integrated skills work, which are crucial for developing students' language comprehension and analytical skills. Lecturers appreciate the workbook's focus on practicality and its capability to accommodate diverse learning environments. However, they note potential areas for enhancement, including the

need for greater flexibility in teaching approaches to support individualized learning experiences. Lecturers also highlight the importance of improving the workbook's approach to language style adaptation to various social situations, suggesting that such improvements could offer learners more nuanced insights into language use in different contexts, thereby making the learning experience more relevant and impactful.

The workbook's design, organization, language content, coverage of skills, and inclusion of diverse topics and exercises also resonate with the principles of effective material design and learner engagement emphasized by both Cunningsworth and Lewis. While there are areas for improvement, particularly in enhancing flexibility and inclusivity, the overall positive reception indicates the workbook's success in meeting the essential criteria for effective language learning materials.

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