

CHAPTER II

LITERATURE REVIEW

A. Teaching English in Non-Formal Schools

English has been studied all over the world, including Indonesia. English has become a compulsory subject for secondary level. The function of teaching English is to develop communication skills in that language both spoken and written, to increase awareness of nature and become the main tool for learning and to develop an understanding of the relationship between language and culture and to broaden cultural horizons (Asri: 2017).

Entering the era of globalization or better known as the free market, requires every individual to prepare reliable resources, especially in the fields of science and technology. To see this, sufficient knowledge is needed in the face of a very competitive world competition. Here the role of English is very important in mastering communication science and being able to relate directly to the global world (Asari: 2017).

However, teaching English in non-formal schools has not received satisfactory results. This is because the teaching is still focused on theory so that it lacks practice in English (Hadijah: 2020). To overcome this, we need an approach that can make students practice English more often. There are many approaches that can be used, one of which is a genre-based approach using student worksheet.

B. Worksheet

1. Definition of Worksheet

Worksheets mean worksheets. In terms of terms, it is a spreadsheet that contains cells consisting of rows and columns. Student Worksheets are sheets containing assignments that must be done by students. Student Worksheet is printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students, which refers to the basic

competencies that must be achieved (Prastowo, 2015). According to Erryanti and Poedjiastoeti, Student Worksheet is a guide sheet used in learning especially with the experimental method (Isnainingsih and Bimo, 2013). Student Worksheets are of five types, namely Student Worksheet which are used to help students find a concept, help students apply and integrate various concepts that have been found, guide student learning, student reinforcement, and practical instructions (Prastowo, 2015). Student Worksheet for learning teaches students about health protocols using worksheets so that students understand better understanding of health protocols during a pandemic. in this worksheet later can be in the form of images and columns. But, student worksheets for practicum instructions can be used to process scientifically through science process skills. Student worksheets used for practicum instructions distributed in schools generally only contain goals, tools and materials, work steps, table of experimental results, and conclusions without any element of science process skills. Usually, students did when they met the material that had to experiment, they only used the worksheets provided by the book with these elements without adding or giving other elements especially elements of science process skills.

Worksheets generally are teaching equipment that focus on deepening the students' capabilities and knowledge besides only relying on the teacher's explanation. It mostly contains exercises that aim to improve the student's understanding. Nowadays, it just feels incomplete if a teacher is only teaching without the assist 2 of worksheet because, with a worksheet, students could improve their understanding and the teacher could monitor their improvement thus makes the worksheet inseparable from every teaching activity (Iqram, 2015). As the development of education keeps progressing now, it is relatively easy to find or create English worksheets that teachers could use in their classes. However, because of its convenience in creating and publishing one, some teachers overlook a quality standard of an English worksheet. This is rather problematic since

it could affect the outcome of students' ability in English just because a worksheet did not provide proper exercise. Few types of research regarding worksheets have also been conducted; those researches mostly focus on content analysis of biology worksheets.

Criteria for Students worksheet previously mentioned, it is still difficult to find or there are still few teachers who wish to develop it. Existing student's worksheets/worksheets generally just a black and white sheet containing a summary of some material, questions in the form of both multiple-choice and description questions, but few activities that can activate and increase the abilities to think students. Students' Worksheets that can combine the content of the material with phenomena that occur in everyday life, accompanied by guidance activities that must be done inside or outside the classroom are needed (Iqram, 2015).

Definition of Worksheet, in general, is a piece of an assignment given by teacher during teaching-learning activity; it generally consists of questions or practical task that must be done by students. In the general guidance of teaching material development, the worksheet was a sheet consists of tasks that must be done by students. Worksheet activity usually consisted of steps to finish a task. While Andi Prastowo (2011: 204) said, that worksheet was printed teaching material in form of paper sheets that consisted of material, summary, and guides to finish the task which should be done by students, referring to standard competence that was determined. It can be concluded that a worksheet is a paper that given by the teacher to the students in class as an activity to improve and deepen their knowledge by working on every task in the worksheet. This worksheet consists of questions and tasks that must be done by students, also note that the worksheet and evaluation are different things, the purpose of the worksheet is to make students understand and explore the 14 material more while evaluation is to measure how far the students have understood the material.

2. Characteristics of Worksheet

Generally, a good worksheet has these characteristics and they are:

- a. A worksheet only consists of few pages, not even reach a dozen or a hundred pages because the worksheet only focus on exercising the students about the material they are currently learning and deepening their understanding
- b. A worksheet is printed only for a specific learning material; the content should be limited to the material that students are currently learning
- c. A worksheet consists of tasks such as questions (multiple choice or essay) that must be answered by students. Worksheet and textbook are distinguishable, by knowing these characteristics teacher could compose a good worksheet that is not completely resembling a textbook

(Prastowo, 2011)

There are four functions of the worksheet that is as follow:

- a. As teaching material that minimalizes the teacher's role, but making students more active
- b. As teaching material that facilitates students to understand given material
- c. As brief teaching material and rich of exercises
- d. Make learning activity more convenient for students

Generally, it could be concluded that worksheet functions are as follow:

- a. An alternative for teachers to direct learning activity or introduce a certain activity as a variation of teaching-learning activity
- b. Could make the learning process faster and shorten the time for presenting learning material because this worksheet could be prepared outside of lesson hours
- c. Ease the completion of individual task or group task because not every student could comprehend a problem incoherence

- d. Optimize the use of teaching tool that is limited to raise students learning interest if worksheet composed interestingly.

(Prastowo, 2011: 205-206)

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4. The Purposes of Worksheet

There are at least four purposes of a worksheet according to Prastowo:

- a. Providing learning material that eases the students to interact with given material
- b. Providing tasks that improve students' understanding of given material
- c. Train the students' independence

- d. Ease the teachers in giving an assignment to students

(Prastowo, 2011: 206)

5. Criteria of Good Worksheet

Some requirements must be fulfilled to compose a good worksheet. In the creation of worksheet as a teaching material there were three requirements namely, didactic, constructional, and technical:

- a. Didactic Requirements Worksheet must fulfill the didactic requirements, which means worksheet must follow the principles of effective learning, that is:

- 1) A good worksheet pays attention to the difference that it can be used by every student with various skills. The worksheet can be used by students that are slow, normal, even smart in learning. A common mistake is that classes are considered homogeny.
- 2) Worksheet emphasizes the process to find concepts that function as guidance for students in finding information not as a tool to gives information.
- 3) Worksheets have stimulus variation through various media and student activities that could allow students to write, experiment, practice, etc.
- 4) Worksheet develops abilities of social communication, emotional, moral, and esthetics in the students, that it is not only shown to recognize academic facts and concepts but also a social and psychological skill.
- 5) Students' learning experiences are determined by students' development purpose (intellectual, emotional, etc.), not by the learning material.

(Darmodjo and R.E Kaligis, 2011: 41-46)

- b. Constructional Requirements Worksheet must fulfill constructional requirements that are related to the usage of language, sentence structure, vocabulary, and difficulties in the worksheet. Iqram said requirements are as follows:

- 1) The worksheet uses language that suitable for student's maturity. Teachers shouldn't justify the language for every worksheet. They should look first at the students' maturity. For example, if a teacher makes a worksheet for elementary students, they shouldn't use adult language which will sound too formal for them.
- 2) The worksheet uses unmistakable sentence structure. To make a sentence unmistakable, teachers must avoid using complex sentence double negatives sentence. Using a positive sentence is more preferable to the negative one.
- 3) The worksheet uses appropriate order that is suitable for the student's ability. A good worksheet is a worksheet that has appropriate order. It's better to start the exercise from the easiest one to the difficult one rather than exercise randomly.
- 4) Worksheet avoids obvious questions. By using unobvious questions, students would have a chance to explore more and also improve more. Obvious questions would only narrow their knowledge.
- 5) Worksheet refers to the standard book in limitation of student's ability. Every exercise in the worksheet should be based on a standard book that is used in school or books that are easy to find and not out of their reach.
- 6) The worksheet provides enough space to give students more immensity to write or describe things that they want to convey. The worksheet is not only about answering questions, it also allows students to express their ideas or opinion regarding the material they have learned.
- 7) The worksheet uses short and simple sentences. A long sentence could not guarantee a clear instruction but a too short sentence could also make it questionable.

- 8) The worksheet uses more illustration than words. The illustration could give students more inspiration than just a set of words; it also makes the worksheet more fun.
- 9) Worksheets can be used for students that are slow or fast in learning. Always put the students' learning ability into consideration when making a worksheet as their abilities are varied.
- 10) The worksheet must have a clear learning purpose with benefits as a source of motivation. Worksheets must have a post-learning benefit to make students feel more motivated and enjoy the learning process since worksheet is not only about completing given task.
- 11) Worksheets must have an identity to ease the administration. Identity is important to make a worksheet distinguishable from other worksheets.

(Iqram, 2015)

c. Technical Requirements

- 1) Writing Writings in the worksheet are expected to pay attention to these things:
 - a) Uses block letter and not uses Latin/roman letter.
 - b) Uses large bold letters for the topic.
 - c) Uses a maximum of 10 words in one line.
 - d) Uses frame to differ the imperative sentence with student's answer.
- 2) Illustration Good illustration is an illustration that conveys the message effectively to the worksheet users.
- 3) Appearance Worksheet appearance must be well made

(Iqram, 2015)

6. Worksheet Structure Development

There is no established rule or structure for curriculum 2013's worksheet composition, teachers can only compose a worksheet based on the previous curriculum's worksheet books. By knowing this fact, the Indonesian Education Department had begun to issue a worksheet development to improve the current teachers' worksheet that is conveyed through a workshop program. According to the workshop document, the development is as follow:

- a. A worksheet must be composed according to the basic competence.
- b. Choose and write the learning objective based on the lesson plan that will be applied to the worksheet.
- c. Writes the worksheet's title that simply describes the content of the worksheet for students.
- d. Writes objective (not the same as learning objectives)
- e. Writes basic theory that underlies students to interact with learning source.
- f. Writes tools and materials needed along with the details.
- g. Writes activity steps sequentially
- h. Writes instruction for students to write observation result
- i. Writes insight questions that must be answered by students to ease them in summarizing
- j. Writes instruction for students to summarize

(Iqram, 2015)

Table 2.1 The Grids Skill of Worksheet

No	Skill	Items	Grids
1	Speaking	Pronunciation, Fluency, and Confidence	Students can practice correctly Students can pronounce clearly Students can come forward confidently

The researcher chooses one skill. The skill is speaking, in here have 3 items. Namely Pronunciation, fluency, and Confident. For the grids, the researcher wants the students to be able to practice correctly, pronounce clearly and come forward confidently. From the explanation above, this research focused on speaking ability. Using the worksheet, the researcher will make a worksheet to increase students speaking ability.

7. The Advantages and Disadvantages of Worksheet

The Advantages and Disadvantages of Using Worksheet UNESCO (United Nations of Education, Science, and Culture) in Budiyatna (2016), stated that the use of worksheet in teaching English had some advantages as follows:

- a. The students can keep it as a permanent record of their practical work.
- b. The students will not waste their valuable time instruction and writing them up.
- c. The students are guided to make an appropriate observation.
- d. The students can answer the written question at their speed.
- e. The worksheet eases the trainer's task of supervising the practical lesson.

The disadvantages of using the worksheet in learning and teaching English were:

- a. It needs a long time to do
- b. The weaker students will be left from diligent students
- c. The weaker students will get trouble
- d. The teacher often has a problem that is difficulties in arranging the class.

The Benefits gained by using the worksheet in the teaching-learning process are not only benefitting the teacher but also the students according:

- a. Make students more active in the learning process
- b. Help students in developing concepts
- c. Train students in finding and developing creative processes
- d. As a teacher and students' guidelines in carrying learning process

- e. Help students gain notes about learned material through a learning activity
- f. Help students to add information about the learned concept through a systematic learning activity.

(Sari, dkk, 2019: 59)

C. The Nature of Genre Based Approach

1. Definition of Genre Based Approach

A text containing a message or event that is realized in a sentence. The message has a systematic relationship between the elements of its builder form the whole text. In addition, the created text certainly has a purpose and certain social situations. Every particular situation has a type of verb certain as the developer of a text. Type in situation and verbal realization collectively known as genre.

Martin (2012) states that genre is communication activity having and orienting goal. Then, Swales (2012) simply defines genre is a communication event in which the members have a set of communication goal. By referring two statements above, it can be said that genre is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context. Genre is a matter of communication event by social context. Consequently, the different social context then, tends to lead to different genre.

Meanwhile Swales (2012 : 58) states that “a genre comprises a class of communication events” it is in line with Bex (2013 : 137), genre is a communicative events aggregation accomplishes general social function. The communicative event is related to “one in which language plays both a significant and an indispensable role.” It is also a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it. So, the genre is closely related to a discourse that has particular purpose in communication.

Dealing with both of definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations.

2. Procedure of Genre Based Approach

The following is a description of Genre Based Approach learning activities

a. Building Context

This stage is the initial steps taken by the teacher and students to direct their thoughts into the main issues that will be discussed in each lesson. Example: learning at the stage of building context for English subjects, where the teacher prepares examples of report texts related to technology to be discussed, for example Electric Torch, Fan Ceiling, USB Flash Drive or others. Examples of texts can be authentic texts, modified texts, adapted texts, teacher-made texts, or texts provided by relevant genre-based approach experts.

b. Examine the Model/Deconstruction of the text

This stage contains the discussion of the text given as a learning model. The discussion is directed at all aspects of language that make up the text as a whole. At this stage students' critical thinking skills are developed through discussing and answering questions whose answers are not stated in the text, such as who the author is, to whom the message in the text is addressed, where the text can be found, in what context the text is used, whether each the text or every statement in the text is relevant to students' lives, whether every statement in the text will be accepted by all readers, whether what is said in the text is relevant to the student's experience or is relevant to texts that students have read before on the same topic.

c. Guided Exercise (Joint construction)

At this stage, students practice using all the things they have understood in the previous stage. Students go through the stages of brainstorming, drafting, revising, editing, proofreading, and publishing.

d. Independent construction

At this stage, students are given the opportunity to write independently, with minimal teacher guidance, only when needed. After writing the text independently, students can also reflect on what has been written or done, or what has been learned during the lesson, and when comparing the text they wrote with the text written by their friends. Students can also retell what they have written in front of the class.

(Roses and Martin, 2012)

D. Related Studies

In this study, the researcher takes reviews of the related literature from the other thesis for comparison. There is a researcher who use the worksheet to increase students speaking ability:

1. The Thesis is Entitled The Student's Metacognisi Ability Through The Use of A Student Worksheet Based Discovery Learning by Mia Hilda Amanda. This study is to aim to determine the ability of metacognition through the use of students worksheet based on discovery learning. The research design used is the One-Shot Case Study. The study was conducted by giving treatment to the group studied in the form of learning using a discovery learning-based student worksheet four times. After being given treatment, the group is given a post-test in the form of a question that has a metacognition indicator and question indicator, then given a questionnaire response to the worksheet based on discovery learning, a questionnaire responding to the ability of metacognition. The result of this

research showed that student's worksheet discovery learning has the same important role to produce the ability of metacognition.

2. Designing English Worksheet to Teach Reading Skill For The Eleventh Grade Students of Mas Nururrodhiah Kota Jambi by Suci Apriliyana Pertiwi, 2019. The result is Media is one necessary component in education. Their use is expected to increase educational quality. Through media, it is expected to help and encourage students in the learning process and able to increase student motivation. This worksheet which provided writing guide that aims to help student easier understand the English material in Reading skill. This worksheet was design based on the curriculum and syllabus at Mas Nururrodhiah Jambi City. This worksheet has been validated by a media expert and material expert. The media expert is a lecturer who has good competence in media. The material expert is a lecturer who has a lot of experience in designing English material. Both of them are lecturers in the English education program. The process in developing the worksheets for reading skill followed the simplified model of the research procedure based on Dick and Carey in Gall and Borg (2003, p.570) that consisted of Eights steps: Researching and Collecting Information, planning, writing the first draft of English worksheet, having the test review by expert, having the second draft, conducting try-out, conducting evaluation and revision and writing the final draft.
3. An Analysis of a Student's Worksheet in Improving The Result of Studying Sociology Subject in Senior High School by Ida Fitriani. The method used in this research is the descriptive qualitative research method. Results of data analysis showed that the function of students worksheet (LKS) for teachers in the learning process on sociology teacher learning supplementary materials to students in addition to textbooks. Students worksheet (LKS) is an evaluation tool for a teacher to gauge students' level of understanding. Student learning outcomes after the use of student

worksheet (LKS) has increase covers aspects of knowledge, attitudes, and skills.

4. Student Worksheet Analysis in Enhanced Mathematical Communication by Fimmatur Rizka Ardina. This article aims to describe the analysis process of the worksheet as a tool to increase written communication skills in mathematics. The kind of research is qualitative research. The analysis worksheet uses standard communication (NCTM, 2000), that are (1) students write idea clearly, (2) students write the reason for their answer, (3) students give respond to others idea of thinking, and (4) students rewrite the idea of the other or thinking with their word. The finding of this research is this worksheet cannot use as an alternative to increasing written communication skills in mathematics.
5. Student Worksheet Analysis For Tenth Grade In Senior High School Singaraja Observed in Aspect of The Design Learning by Pujana. this experiment aimed to (1) describes the quality of the instructional design of the teaching and learning which is found in the students' worksheets of even semester grade X of SMAN 4 Singaraja, (2) describe the quality of the worksheets writing system of even semester grade X of SMAN 4 Singaraja, The kind of this experiment is Descriptive Experiment, and as the sample is the students of SMAN 4 Singaraja Worksheets. There are two methods of data collectings in this experiment, they are (1) Observation, by observing and taking notes systematically on those worksheets, (2) the students are asked to fill in the questionnaires to collect the data of the quality of the learning designs and system. The results of the experiment show that (1) learning designs quality in the worksheets of even semester grade X of SMAN 4 Singaraja is in high level (79,03), (2) the quality of the worksheets writing system of even semester grade X of SMAN 4 Singaraja is in high level, too. (79,08).

Based on the previous study above, it all similarly focused on using the worksheet in teaching English. The most frequent value found in the previous study was metacognition ability, reading skill, improving the result of

studying, and enhanced mathematical communication. The difference with the previous study is that research is not focused on speaking skills and it should be implemented in using a worksheet to improve student's speaking skills. the researchers have applied using the worksheet in teaching English in formal school. In consequence, the researcher is interested to conduct this research about using the worksheet in teaching English. And also this research has not applied using the worksheet in teaching to the participants of Kampung Inggris parit baru that came from various schools.