

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

In this digital era, people can easily find exercises in the internet when they intend to do a self-study. However, it cannot be denied that people still need a classic form of exercises such as workbooks. Teachers usually use workbooks in the classroom for students to practice. Workbooks remain an important part of the learning process. Teachers can easily measure the students' needs through workbooks. Josette Wescu B.A., (2009) said that workbooks are useful in any lesson as assignments, and it facilitate the students' progress in learning.

No less important is that the result must be given back to the students. Results that are shared and discussed can be really helpful for they will know where their mistakes are, and they can fix it. The purpose of feedback in the learning process is to improve students' performance. Feedback given will guide them to improve their weakness (Boston, 2002). For instance, when a teacher gives back the exam or homework and provide specific comments or suggestions, students might be aware and simply not focus only on the right answer. Feedback will increase learning and improve students' outcomes.

As the Englishpreneurship student, the writer needs to have a product based on her business as the partial fulfillment of the requirements for Strata I. At the moment, she is teaching English to a 4<sup>th</sup>-grade elementary school student of SDI Al-

Azhar 14 Semarang for her business is English course. Based on her preliminary research by conducting an interview in SDI Al-Azhar 14, the school has the material book but does not have the workbook. The English teacher said that she needs a kind of workbook to help the learning process.

The workbook is a part of formative tests which can be used to identify students' learning progress. Formative tests are tests which take place during the learning session and used to get feedback on the teaching and learning process (Garrison and Ehringhaus 2016). Through this test, teachers can easily identify the students' weaknesses in a particular area. Then, the teachers can use this time to review the material, especially for those who still do not understand well so they will be more prepared to take the examinations and there will not be a far score gap.

Therefore, since workbooks have not been an important part in the school, the writer aims to design a kind of workbook to help teachers and students in the learning process. The workbook compiles exercises from every unit in the material book and will be used as a product in order to fulfill the final project in Englishpreneurship.

## **1.2 Field of the Study**

The field of this study is applied linguistics as the research deals with testing.

## **1.3 Scope of the Study**

As this research focuses on testing which is one of the forms of applied linguistics, the writer did her best to design the workbook for 4<sup>th</sup>-grade students in SDI Al-Azhar 14 Semarang and find out their opinions.

#### 1.4 Problem Formulation

The problem formulation of this research is “What are the students’ and teacher’s opinions on the workbook made by the writer?”

#### 1.5 Objective of the Study

With regards to the problem mentioned, this research is conducted to find out the students’ and teacher’s opinions on the workbook made by the writer.

#### 1.6 Significance of the Study

The research is expected to facilitate students and also teachers with the workbook to measure the students’ strengths and weaknesses in every unit. Further, the result of this research is also expected to be a reference for teachers to make workbooks and for students to practice.

#### 1.7 Definition of Terms

1. **Formative tests** are tests which take place during the learning session and used to get feedback on the teaching and learning process (Garrison & Ehringhaus, 2016).
2. **Workbook** is designed to help teachers in language teaching and learning (Hadley, Alice Omaggio; Reiken, 1993).
3. **Opinions** are people’s perceptions about something and occurrences in subjective statements (Liu, 2016).