

CHAPTER II

LITERATURE REVIEW

This chapter consists of five parts. The first part until fourth parts are review of theoretical study, which includes Worksheet, Syllabus, Taxonomy Bloom, and LOTS and HOTS. The last part is previous study.

2.1 Worksheet

1.1.1 The Definition of Worksheet

In general, a worksheet is a piece of assignment that the teacher assigns during a teaching-learning session; it often consists of questions or practical Tasks that the students must complete. Regarding the development of teaching materials generally (Diknas, 2007: 26), worksheet was a sheet with assignments for students to do. Worksheet exercises often included methods to complete a goal. While Andi Prastowo (2011) said, This worksheet provided as printed instructional material in the form of paper sheets that included information, explanations, and instructions for students to complete Tasks in accordance with established standards of competence.

It can be said that a worksheet is a document that a teacher hands out to students during class as an assignment to help them develop and increase their understanding from certain concepts. Students are required to complete the questions and Tasks on this worksheet. It is important to

note that the worksheet and evaluation serve different purposes. The worksheet's goal is to help students understand and explore the material more fully, while the evaluation measures how well the students have understood it

1.1.2 The Function of Worksheet

A worksheet is more than just a piece of paper with assignments on it; it also serves other purposes. According to Akhyar dan Musta'in (1991) worksheet could function as student learning tool and a useful paper that helps teachers understand students' assignments.

Generally, worksheet functions are as follow:

1. A different alternative for teachers to manage learning activities or introduce a certain activity as a teaching-learning activity alternative.
2. Because this worksheet may be created outside of class time, it might speed up the learning process and reduce the amount of time required to convey the material.
3. Make it easier to complete individual or group assignments because not every student could understand a comprehensive topic.
4. If a worksheet is created in an interactive manner, improve the utilization of a specific teaching tool to increase students' interest in learning.

1.1.3 Criteria of Good English Worksheet Based on BSNP

BSNP is an institution that has the Task of developing, monitoring the implementation, and evaluating the implementation of the National Education Standards.

According to Regulation of the Minister of Education and Culture number 8 of 2016, proposed a good worksheet is a book that:

1. Content

Criteria of BSNP for the content components can be described as follows:

- a) Conformity of the theme with KI and KD
- b) Basic competence suitability with material
- c) Conformity of indicators with learning objectives
- d) Clarity of activity sheet title student
- e) Clarity of instructions for use student activity sheet
- f) Clarity of user goals student activity sheet
- g) Learning activities support Basic Competence
- h) Activities can motivate students
- i) Accuracy of material explanation
- j) The suitability of the material with student ability
- k) Emphasis on process everyday life
- l) Questions help give conclusion
- m) Questions provide clues in finding concepts
- n) The suitability of the material with literature review

2. Language

Criteria of BSNP for the language components can be described as follows:

- a) Conformity of language rules
- b) Consistency of terms
- c) According to the level student development
- d) Clear sentence structure
- e) Good language clarity used

3. Presentation

Criteria of BSNP for the presentation components can be described as follows:

- a) Can be used for independent study
- b) Information makes it easier for participants educate
- c) Easy tools and materials found
- d) Worksheet title
- e) Explanation of the introduction
- f) Conformity of the table of contents
- g) Clarity of instructions for teachers and student
- h) Clarity of concept maps
- i) Clarity of competency standards graduate of
- j) Loading subject matter
- k) Lots of practical activities
- l) Clarity of tools and materials
- m) Loading questions and conclusion

4. Graphic

Criteria of BSNP for the graphic components can be described as follows:

- a) Attractive design
- b) Pleasant presentation
- c) The suitability of the illustration with the material
- d) Pictures support the concept
- e) Pictures help understand the steps of the activity
- f) The suitability of the cover with the material
- g) The suitability of the image with the cover
- h) Compatibility of color selection picture
- i) Easy-to-read letters
- j) Suitability of type and size letter
- k) Spacing accuracy

In conclusion, the worksheet criteria according to BSNP are:

- 1) Minimum refers to the goals that students must achieve, which in this example is the competency standard (KI and KD or SK and KD in 2013 curriculum). In other words, a worksheet should examine the component of material ability,
- 2) Provides written knowledge, messages, and information that can be rationally and easily understood by the reader (particularly teachers and students), Taking into account the reader's cognitive development phases. Because it is

excellent and honest to use language in line with the rules of the Indonesian language. In other words, a text book's lesson must focus on language's core elements.

- 3) Contains concepts related to the process of critical thinking, creative, innovative, and depth of thinking, as well as cognitive and metacognitive and self-evaluation, given in an engaging, interactive, and comprehensive manner. In order to assist learning, a worksheet should pay close attention to the presentation component, which includes the presenting approach.
- 4) Physically presented as an attractive and illustrative worksheet that highlights the qualities of the worksheet, the simplicity of reading and using it, and the book's physical quality.

1.1.4 English Worksheet “BAHASA INGGRIS”

The GRAHA PUSTAKA's "BAHASA INGGRIS" English Worksheet is comprised of two different types of books: a Students Book and a Teacher Book.

There are instructions for utilizing the Student Book properly, from how to use it up to how to evaluate the students' competence, in the Teacher Book. The student book is offered according to topics, and it starts out by outlining the objectives of studying each chapter in context of the development and provides. Each piece of information was already put together using a scientific methodology that includes the following steps:

observation and inquiry, information gathering, association, and communication.

1.1.5 Worksheet Structure Development

Teachers can only create a worksheet based on previous curriculum's worksheet books because there's not a set guideline or framework for curriculum 2013's worksheet design. Knowing this, the Indonesian Education Department started developing a new worksheet to replace the one that is currently used by teachers and is delivered through a workshop program. According to the workshop document, the development is as follow:

- 1) A worksheet must be composed according to the basic competence.
- 2) Choose and write the learning objective based on lesson plan that will be applied to the worksheet
- 3) Writes the worksheet's title that simply describes the content of workshee for students.
- 4) Writes objective (not exactly the same as learning objectives)
- 5) Writes basic theory that underlies students to interact with learning source.
- 6) Writes tools and materials needed along with the details.
- 7) Writes activity steps sequentially.
- 8) Writes instruction for students to write observation result.

- 9) Writes insight questions that must be answered by students to ease them in summarizing.
- 10) Writes instruction for students to summarize

2.2 Syllabus

According to Brown (1995), The syllabus defines what should be studied as well as the reasons behind the selection and arrangement of that information. The syllabus includes a learning plan that details the competence standards, basic competencies, curriculum, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning materials for a particular topic or collection of subjects/themes. Principal/Learning, Learning Resources, Learning Activities, Indicators, Assessment, and Time Allocation. the following aspects are referred by the curriculum:

1. What competencies must be achieved by students in accordance with those formulated by the Content Standards (Standards of Competence and Basic Competencies)
2. What are the main / learning materials that students need to discuss and learn to achieve Content Standards
3. What learning activities should be scripted by the teacher so that students are able to interact with learning resources
4. What indicators must be formulated to determine the achievement of KD and KI.
5. How to find out the achievement of competence based on indicators as a reference in determining the types and aspects to be assessed.

6. How long does it take to reach a certain Content Standard.
7. What Learning Resources can be empowered to achieve certain Content Standards

The learning process must be connected to other curriculum development products, including the syllabus, which is the primary output of curriculum development as a written plan in an educational unit. While the learning process is an actual curriculum (actual/real curriculum), the syllabus can be thought of as an ideal curriculum (ideal/potential curriculum). The syllabus is an outcome of learning design development as well.

The syllabus is one of the stages in curriculum development at the education unit level. It is specifically designed to answer the question, "What should be learned?" It is also an expanded explanation of the main points of the curriculum in one subject derived from the competency standards and basic competencies that have been integrated into the curriculum. The time allocation, as well as the specifics of the learning and assessment procedures. Basically, the syllabus is a macro program that has to be converted into a more specific learning program, such as the lesson plan (RPP). A syllabus is a schedule that is followed for a considerable amount of time (one semester). The curriculum employed in this study is one that has been approved by the educational institution, BSNP.

2.3 Bloom's Taxonomy Revised

The categorization method known as Bloom's Taxonomy is used to classify the many levels of human cognition, including

thinking, learning, and understanding. Bloom's Taxonomy has usually been used by educators to inform or guide the development of curriculum (units, lessons, projects, and other learning activities), assessment (tests and other assessments of student learning), and instructional approaches including questioning techniques.

Three categories were renamed and transformed from nouns to verbs in the revised version. Knowledge changed to remembering, comprehension became understanding and synthesis changed to creating. These new terms of the six categories are proposed by Anderson and Krathwohl (2001). Assessment is no longer the top of the ladder in the updated taxonomy. The maximum is claimed by a label category. Originally, this category was called as synthesis. The fact that category names are now verbs rather than nouns is another significant difference. For instance, comprehension has replaced knowledge. As a result, rather than focusing on actions, objectives created using the updated taxonomy instead describe learners' thinking patterns.

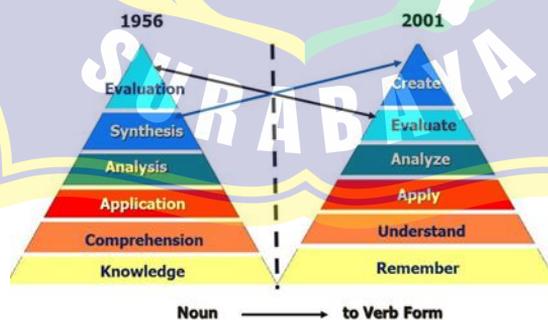


Figure 2.1 Revised Taxonomy Bloom's

2.4 LOTS and HOTS

Slang Lower Order Thinking skills is what this term stands for. LOTS is a student's capacity for practical thought. LOTS is therefore essentially a learning strategy or methodology. It is sometimes referred to as a learning technique. The LOTS method includes exercises for Taskng notes, copying, mimicking, memorization, recalling, and according to instructor instructions. Thus, remembering (C1), understanding (C2), and applying (C3) are processes that are part of lower order cognitive skills.

The act of evaluating, reflecting, offering arguments (reason), applying concepts to various circumstances, assembling, and generating is known as high order critical thinking skill, or HOTS. According to Bloom's Taxonomy, higher order thinking skills encompass the processes of analyzing (C4), evaluating (C5), and creating (C6).

Table 2. 1 Definition and Keywords of Bloom's Taxonomy Revision

CATEGORY	KEY TERM	LEVEL
<p>Remembering : can the student recall or remember the information?</p>	<p>Mention the definition , Copy the speech, Declare the arrangement.</p>	<p>LOTS</p>
<p>Understanding : Can the students explain the concept, principle, law, or procedure?</p>	<p>Group, Describe, explain the identification.</p>	<p>LOTS</p>
<p>Applying : Can the students applying their understanding in new</p>	<p>Choose demonstrate, portray, used, illustrate, interprate, arrange the schedule, make a KIetch, problem solving, write.</p>	<p>LOTS</p>

situation?		
Analyzing : Can the students choosing the part of different and similarity ?	Review, compare, contrast, difference, discriminate, separate, test, experiment, question	HOTS
Evaluating : Can the students have good statements to a phenomenon or some object?	Argument, defense, statements, choose, support, evaluate.	HOTS
Creating : Can the students create a thing or opinion?	Arrange, change, build, create, planning, establish, formulate, write.	HOTS

2.5 Previous studies

There are three related studies that the researcher uses for help the researcher write this research proposal. The first one is the research with the title “Content Analysis of English Student Worksheet Aspirasi for Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin”, which is written by Muhammad Rahim (2016) and he is a student of Antasari State Institute. This research falls under the category of content analysis. The three stages of data processing for this study are collection, evaluation, and analysis. The percentage of criterion fulfillment is calculated using the data analysis approach by dividing the total number of criteria points that are satisfied in a worksheet for each sub aspect by the total number of criteria points in each sub aspect. It has been increased by 100%. The

findings of this study indicate that the content of the LKS book is appropriate with the content standards of the Curriculum 2006 because the material, activities, and instructions in this worksheet apply the competency standard and basic competence from the syllabus. The difference between this study and this previous research is that the researcher on previous study only using syllabus for analysis the content, while this study developing previous research by using BSNP criteria for analysis the content.

Second is research by Nur Arifin (2009) entitled “An Analysis of The Quality of English Student Worksheet Used by Second Year of Junior High School Arranged by MGMP Team in Trenggalek”. Descriptive research was employed in this study. The worksheet created by the MGMP team in Trenggalek for second-year students provided as the subject of this study. A checklist was the tool used to collect the data. The findings of this research showed the high quality of the MGMP English Student Worksheets.. The similiarity of this research and the previous is using the same object, namely the eighth grade worksheet. While the difference is that this previous research used worksheet from MGMP, while this study used worksheet from GRAHA PUSTAKA. This research also using checklist for evaluate the data which is can be use in this research as preference in evaluation the data.

The third is “An Analysis of Student’s English Worksheet Based on The Aspects Of Teaching Material and Indicators (A Study Toward The English Lesson Planning and Its Equipment in Smkn 4 Bandung)”. This research was written by

Yulianto Kamaludin Zaky (2017). This study aims to determine the compatibility of the worksheet format used by teachers at SMKN 4 Bandung to standards given forward by experts. Descriptive research is being used in this study approach, which is qualitative. The analysis of the data clearly shows that all of the worksheets created by the class X English teacher at SMKN 4 Bandung are thought to be quite relevant and meet the good worksheet requirements suggested by the experts, but they still require some revisions to increase their potential for helping students in understanding their subject matter more deeply. The similarity is this previous research and this research also do research worksheet and. The difference is this previous research based on standards proposed by experts this research based on BSNP criteria