STUDENTS' PERCEPTION OF WORKSHEET IN ENGLISH LEARNING AT EIGHTH GRADE STUDENTS OF SMPN 6 BUKITTINGGI

Maiyola Aptika[1], Irwandi[2], Loli Safitri[3], Widya Syafitri[4]

[1,2,3,4] *Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi*
E-mail : maiyolaaptika8@gmail.com[1], irwandi@uinbukittinggi.ac.id[2], loli.safitri@uinbukittinggi.ac.id[3], widyasyafitri@gmail.com[4]

ABSTRACT

This study aimed to investigate students' perceptions of worksheets in English language learning among eighth-grade students at SMPN 6 Bukittinggi. This research employed a descriptive quantitative design to provide a comprehensive understanding of how students evaluate worksheets as learning media. The participants consisted of 44 students selected through simple random sampling. Data were collected using a validated Likert-scale questionnaire consisting of 24 closed-ended items and were analyzed using descriptive statistical techniques in the form of percentages. The findings revealed that students demonstrated a highly positive perception of worksheets, with an overall percentage of 82.15%. Among the three dimensions, the perceiver dimension (internal factors) obtained the highest score (84.00%), indicating that students' expectations significantly influenced their perceptions. The target dimension (worksheet characteristics) reached 80.67%, with content relevance emerging as the most prominent indicator, although the visual appearance still requires improvement. Meanwhile, the situational dimension (classroom conditions) scored 81.05%, highlighting the importance of peer discussion and social interaction in supporting learning. These findings indicate that students' perceptions are shaped by the interaction of internal factors, worksheet characteristics, and classroom conditions. Therefore, worksheets can be considered effective learning media when they are designed and implemented in alignment with students' needs and classroom contexts.

Keywords : *Students' Perception, Worksheet, English Learning, Learning Media, Classroom Environtment*

INTRODUCTION

In the current era, English plays an important role as a global language used for communication and access to knowledge. In the context of education, English language instruction is instrumental in addressing the diverse academic requirements and developmental needs of students within the formal school environment (Mauliska et al, 2024). However, many junior high school students still experience difficulties in learning English, over half of seventh-grade students encountered substantial obstacles, particularly stemming from external variables such as an unsupportive sociolinguistic environment and inadequate instructional facilities (Andrean and Ernati, 2023). These conditions indicate that the use of appropriate learning materials is essential to support students' understanding and participation in the classroom. Well-designed learning materials can create effective learning environments that are learner-centered, knowledge-centered, and assessment-centered, thus improving the quality of instruction (Ismail and Yoestara, 2023). One of the commonly used learning media in English teaching is worksheets, which function as instructional materials that guide students through structured learning activities. Worksheets are designed to facilitate students in achieving learning objectives effectively and support independent learning (Kosasih, 2021).

However, the effectiveness of worksheets cannot be separated from how students perceive them. Perception is an important factor that influences students' responses toward learning media because it determines how students interpret and respond to learning experiences. Perception is defined as a process by which individuals select, organize, and interpret information to give meaning to their environment, meaning that students' responses are influenced by internal factors, the characteristics of the object, and the learning situation (Robbins & Judge, 2017). Perception can also be classified into two categories, namely positive and negative perception. Positive perception refers to responses that align with the object and generate favorable reactions, while negative perception refers to responses that are not aligned with the object and tend to produce unfavorable reactions. These classifications indicate that students' perceptions toward worksheets may vary depending on how they interpret and respond to the learning experience (Irwanto, as cited in Irwandi et al., 2021).

This study aims to investigate students' perceptions of worksheets in English learning. A previous study by Wahyuni (2023) found that the use of worksheets is effective in increasing students' motivation and engagement in the learning process. Yaumi (2022) also showed that worksheets contribute positively to students' speaking skills through her research. This study examined students' perceptions of worksheets based on three dimensions, namely perceiver (internal factors), target (worksheet characteristics), and situation (learning conditions), using a quantitative descriptive research method. The findings of previous studies indicate that worksheets play an important role in supporting students' understanding and participation during the learning process.

METHOD

This research used a descriptive quantitative research design. descriptive research is characterized by its objective to describe existing variables and facts within a population without

examining inter variable correlations or causalities, ensuring that research findings are presented in their authentic state (Kuntjojo, 2009). The researcher used this method to describe students' perceptions of worksheets in English learning based on the dimensions of perceiver, target, and situation.

This research was conducted at SMPN 6 Bukittinggi. The population of this study consisted of eighth-grade students, and the sample was 44 students selected through simple random sampling to provide equal opportunity for each student to be chosen.

A questionnaire was used as a data collection technique. The questionnaire consisted of 24 closed-ended items using a Likert scale. To ensure content validity, the instrument was evaluated using Aiken's V index based on expert judgment before being administered to the students. In addition, a reliability test was conducted to ensure the consistency of the instrument.

The data analysis consisted of data tabulation by presenting the research data in the form of tables, percentage data were calculated using formulas proposed by Arikunto (2013) and Sugiyono (2019), followed by data interpretation using classification criteria from Mulyani et al. (2021).

RESULTS AND DISCUSSIONS

The results of this study indicate that students have a highly positive perception of worksheets in English learning. These findings demonstrate that worksheets are effective as learning media in supporting students' understanding and engagement in the classroom. In this study, students' perceptions were analyzed based on three dimensions in Robbins and Judge's theory (2017) namely perceiver (internal factors), target (worksheet characteristics), and situation (learning conditions).

The questionnaire results revealed that the three dimensions play an important role in shaping students' perceptions. The perceiver dimension reflects students' internal factors such as attitudes, motives, interests, experiences, and expectations. The target dimension relates to the characteristics of the worksheets, including content relevance and appearance. Meanwhile, the situational dimension involves classroom conditions such as time, learning environment, and social interaction. In general, after being calculated, the data show an overall percentage of 82.15%, which is categorized as highly positive.

In more detail, the perceiver dimension obtained the highest percentage, reaching 84.00%, indicating that students' internal factors strongly influence their perceptions. Among the indicators, expectations showed the highest result, suggesting that students expect worksheets to help them understand the material more easily and effectively. This finding shows that students' readiness and positive attitudes contribute significantly to the effectiveness of worksheets in learning.

The target dimension reached 80.67%, indicating that the characteristics of the worksheets were perceived positively by students. Content relevance was identified as the most prominent indicator, showing that the materials provided in the worksheets were aligned with what students learned in class. However, the visual appearance of the worksheets received relatively lower responses, suggesting that improvements in design and layout are still needed to enhance students' interest and engagement.

Lastly, the situational dimension scored 81.05%, reflecting positive classroom conditions in the use of worksheets. Peer discussion emerged as the most influential factor within this dimension, indicating that interaction among students plays an important role in supporting their understanding. This finding is also supported by previous studies which emphasize the importance of collaborative learning in improving students' engagement and learning outcomes (Wahyuni, 2023; Yaumi, 2022). Activities such as discussing answers, sharing ideas, and responding to peers help students become more active and engaged during the learning process.

Table 1. Percentage of Students' Perception of Worksheet

Dimension	Percentage	Category
Perceiver	84.00%	Highly Positive
Target	80.67%	Highly Positive
Situation	81.05%	Highly Positive
Overall	**82.15%**	**Highly Positive**

CONCLUSIONS

This study concluded that the worksheets in English learning resulted in a highly positive perception among eighth-grade students, with an overall percentage of 82.15%. These findings indicate that worksheets are effective as learning media in supporting students' understanding, increasing engagement, and encouraging active participation in the classroom. The results also show that students' perceptions are influenced by three main dimensions, namely perceiver, target, and situation, with the perceiver dimension obtaining the highest score (84.00%), followed by situation (81.05%) and target (80.67%). This suggests that students' internal factors, particularly expectations, play a significant role in shaping positive perceptions of worksheets.

This study is relevant as it contributes to the use of instructional media in English language teaching, particularly at the junior high school level. Unlike previous studies that mainly focus on the general effectiveness of worksheets, this study provides a more comprehensive analysis by examining students' perceptions through three dimensions, offering a deeper understanding of how learning media are evaluated by students. Therefore, worksheets can be considered an effective and practical learning tool when designed with relevant content and supported by positive classroom interactions, making them beneficial for improving the quality of English learning.

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