

**STUDENTS' PERCEPTION ON USE OF STUDENT
WORKSHEET IN SPEAKING SKILL AT THE THIRD GRADE
OF MTS KANJENG SEPUH SIDAYU GRESIK**

UNDERGRADUATE THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember in partial
fulfillment of the requirements of bachelor's degree
of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

J E M B E R
ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
DESEMBER 2022

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**STUDENTS' PERCEPTION ON USE OF STUDENT WORKSHEETS IN
SPEAKING SKILL AT THE THIRD GRADE OF MTS KANJENG SEPUH
SIDAYU GRESIK 2022/2023 ACADEMIC YEAR**

UNDERGRADUATE THESIS


Has been examined and approved as the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
English Education Department


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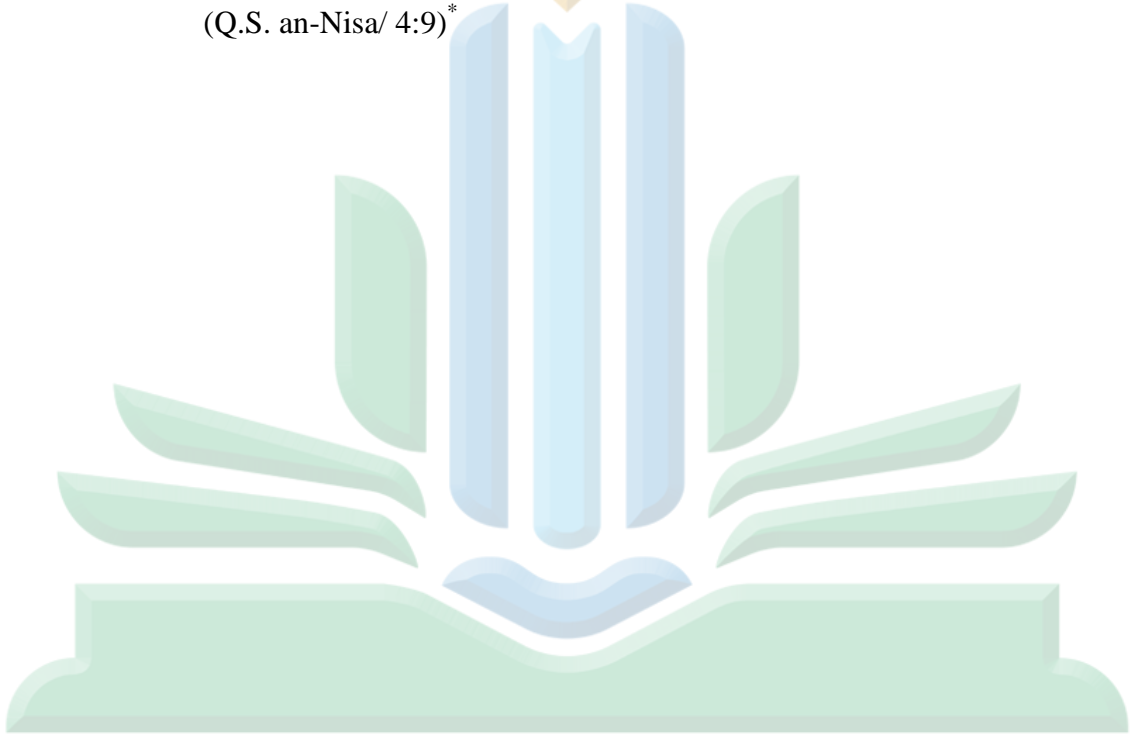

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MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ
وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

Meaning: “And let those [executors and guardians] fear [injustice] as if they [themselves] had left weak offspring behind and feared for them. So let them fear Allah and speak words of appropriate justice”

(Q.S. an-Nisa/ 4:9)*



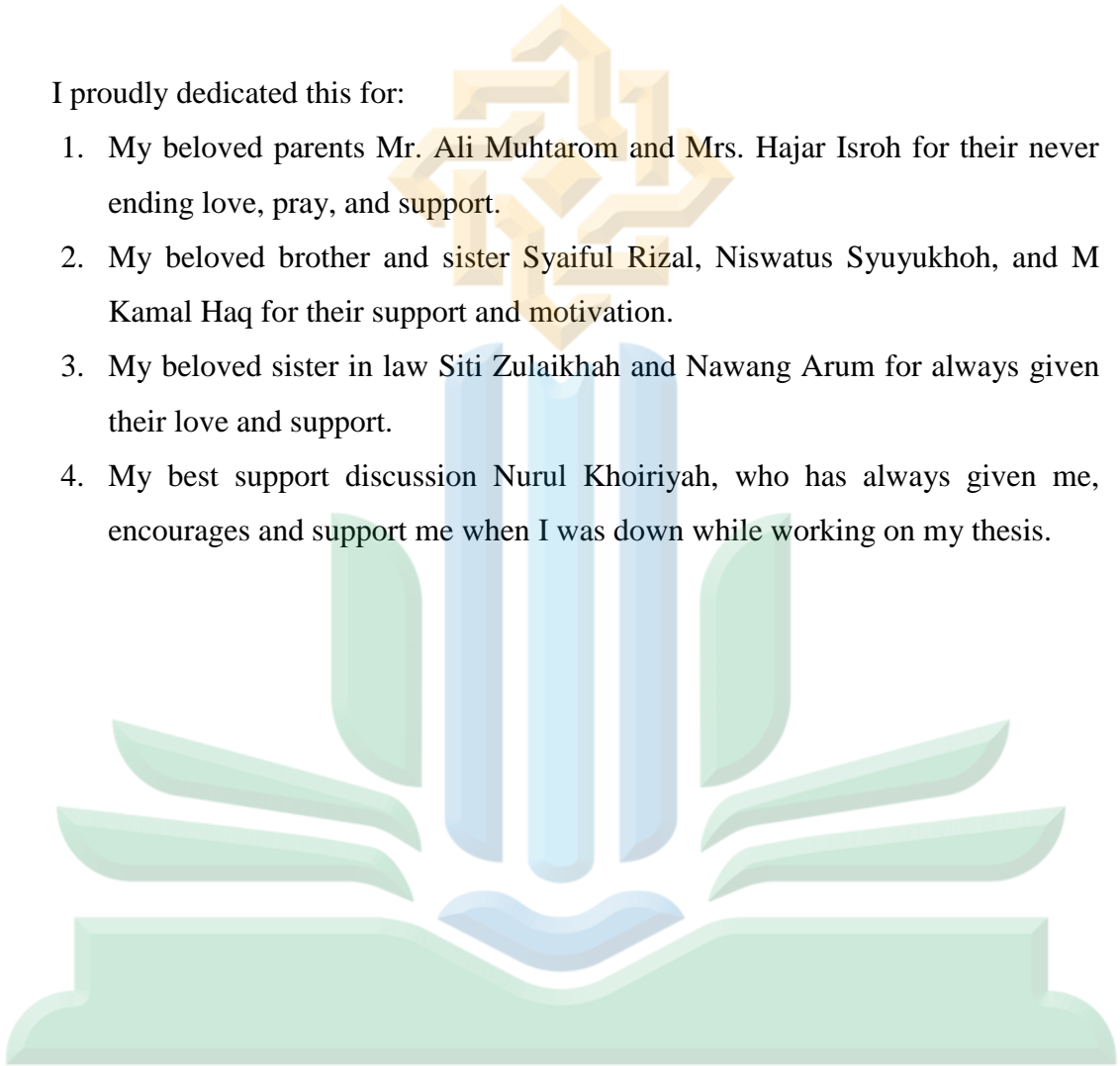
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* Andi Unpam, Qur'an and English Translation, (Qur'an for android, 12 October 2022)

DEDICATION

I proudly dedicated this for:

1. My beloved parents Mr. Ali Muhtarom and Mrs. Hajar Isroh for their never ending love, pray, and support.
2. My beloved brother and sister Syaiful Rizal, Niswatus Syuyukhoh, and M Kamal Haq for their support and motivation.
3. My beloved sister in law Siti Zulaikhah and Nawang Arum for always given their love and support.
4. My best support discussion Nurul Khoiriyah, who has always given me, encourages and support me when I was down while working on my thesis.



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Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, sholawat and salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I am as researcher would like to express my special gratitude to the following people:

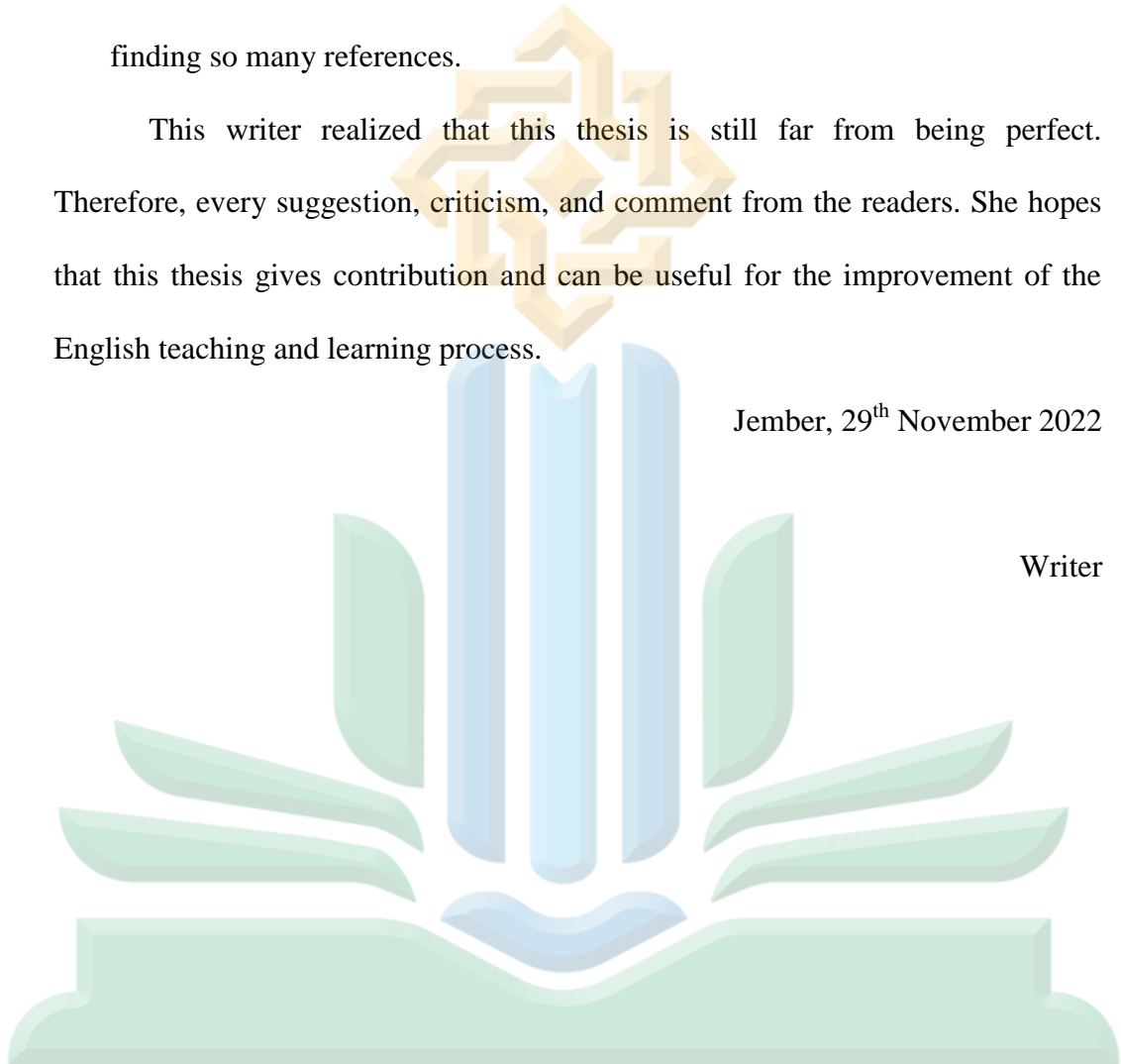
1. The Excellency, Prof. Dr. H. Babun Soeharto, SE. MM., as a Rector of State Islamic University of KH Achmad Siddiq Jember who has given me opportunity to study in this institute.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training State Islamic University of KH Achmad Siddiq Jember who has facilitated me to study in this faculty.
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7. All of the staff library of UIN KHAS, thank you that helped the writer in finding so many references.

This writer realized that this thesis is still far from being perfect. Therefore, every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 29th November 2022

Writer



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ABSTRACT

Nur Qodro Maziya Rizqi Yaumi, 2022: *Students' Perception on Use Of Student Worksheet in Speaking Skill At the Third Grade of MTS Kanjeng Sepuh Sidayu Gresik.*

Keywords: Students' Perception, Student Worksheet, Speaking Skill

Student worksheet is a printed instructional material in the form of a sheet. It contains tasks and instructions, the steps to complete the task. Student worksheet cannot be chosen randomly, but it must be chosen by the content and also should consider the learners needs. There are many high schools uses student worksheet as a media for learning English based on the researcher observations. The teacher mostly uses student worksheet because it can shorten the time in learning and also for preparing. The student worksheet exist in schools does not provide all of the students need and some of them still have an error. Because of this phenomenon, the researcher was interested in examining students' perceptions about use of student worksheet in speaking skill and also the factors influence the use of student worksheet in speaking skill.

The research questions in this research are as follow: 1) What are the students' perceptions on use of Student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik? 2) What factors do influence the use of student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik? The objectives of this research was to find out the students' perceptions on use of student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik and to find out the factors influence the use of student worksheet in Speaking Skill at third grade of MTS Kanjeng Sepuh Sidayu Gresik.

This research applied a qualitative descriptive as research method. It was conducted in MTs Kanjeng Sepuh Sidayu Gresik. The data were gathered by observation, interview, and document review. While, technique and data source triangulation were used to validate data.

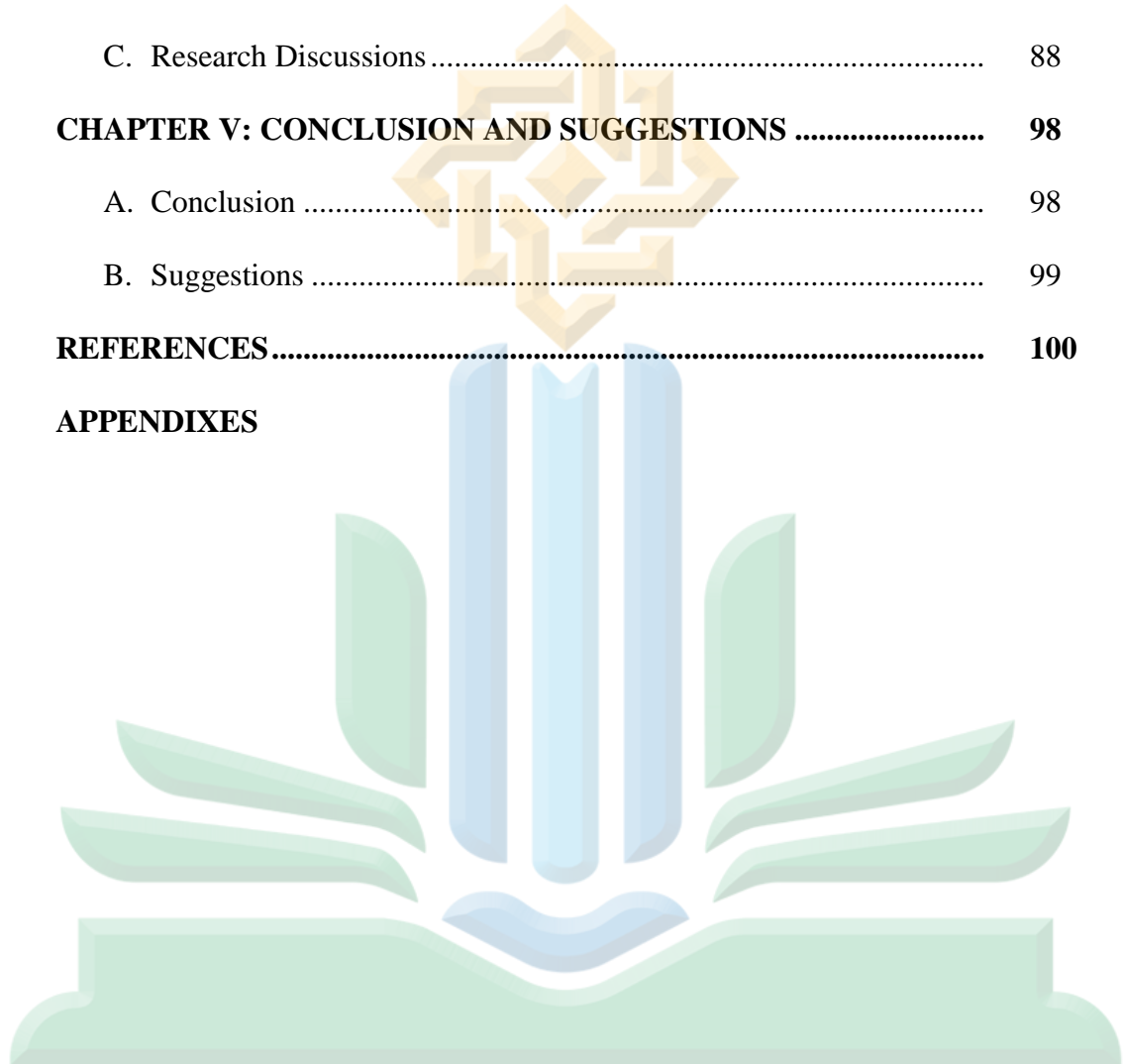
The result of this research indicated that there were a positive and negative perception based on the material and exercise in the student worksheet. First, for the students' positive perceptions were: (a) students said that they become more active, enthusiast, and motivated in learning (b) it was easy for them to understand the material and also to do the task (b) the students can speak properly and correctly in learning by using the student worksheet. Second, for the students' negative perceptions based on the material and exercise were: (a) the students cannot improve their vocabulary because most of the material is translated by the teacher and Google (b) the students cannot improve their speaking skill because the student worksheet not yet focus on speaking skill only (c) the students still mix English with indonesian or Javanese in the learning process. (d) the student worksheet not fulfill the students' need in learning . While for the factors influence the use of student worksheet in speaking skill, the researcher found that most of the students agree that the internals factors contain: physiological and psychological. Meanwhile, the external factors contain environmental and instrumental factors influence the use of student worksheet in speaking skill.

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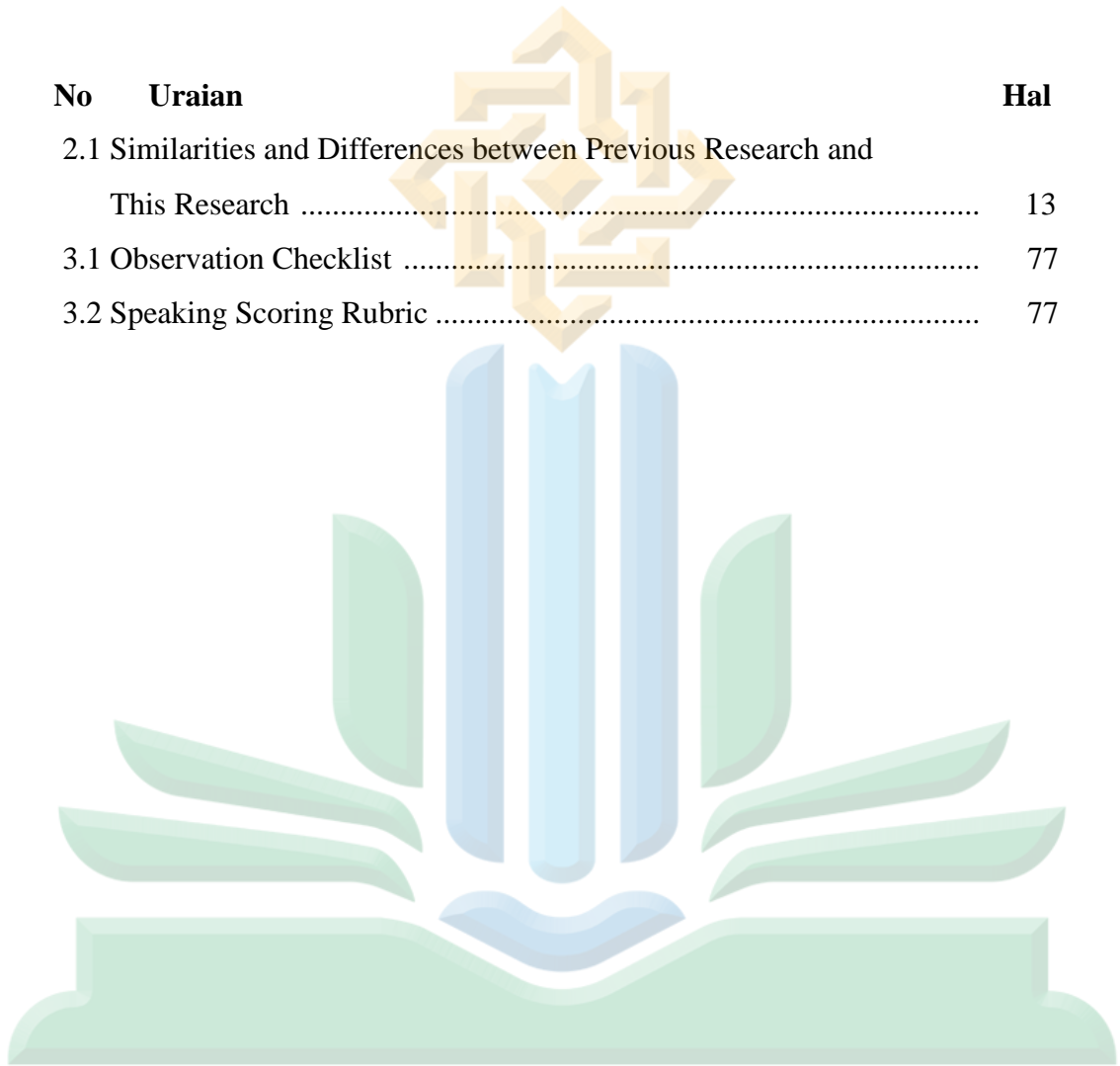
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CHAPTER I

INTRODUCTION

This chapter presents the reasons for conducting the research and deals with several points such as the background of the study, research questions, research objectives, significance of the study, scope of the research and definitions of key terms.

A. Research Content

Teaching and learning are an activity that cannot be separated from our lives. One of the components that are involved in the teaching and learning process are teachers and students. Teachers have an important role in applying a good learning quality. That is why teacher must always develop themselves in learning. If a teachers can develop themselves in their teaching, they will be very possible to create a good quality of students. As in hadith narrated by Muslim number 1893:

فَاعِلِهِ أَجْرٌ مِثْلُهُ فَلَهُ خَيْرٌ عَلَى دَلِّ مَنْ

Meaning: *"Whoever points to goodness, he will get a reward like the*

reward of those who do it." (HR. Muslim no. 1893)²

The goodness referred in this hadith is the goodness of religion and the goodness of the world. Means that the intended goodness is not only included in the goodness of religion. Included in giving kindness here is to give advice, write books in useful knowledge.³

² HR. Muslim number 1893.

³ Muhammad Abduh Tuasikal, "Keutamaan mengajarkan ilmu" Filmed November, 25, 2014, <https://rumaysho.com/9641-keutamaan-mengajarkan-ilmu.html>

One of the teacher efforts in applying a good learning is the existence of learning materials that support achieve an appropriate learning objective. Learning materials are materials of content that must be mastered by students through learning activities. Learning materials can be also interpreted as a medium that can accompany students on the attainment of learning objectives.⁴ By the aid of a good learning materials, teacher could easier to plan teaching activities and develop them effectively. One of the learning materials that is used a Student worksheet.

Student worksheet is a printed instructional material in the form of a sheet. It contains tasks and instructions, the steps to complete the task. The student worksheet can be guide for the development of cognitive training and guidance for the development of all aspects of learning in the form of guide experiments and demonstration.⁵ With the aid of Students worksheet, teacher can prepare and develop learning materials and class activities efficiently and effectively. While for students, student worksheet can help them motivated for preparing themselves before attend the learning process or to

do self-study outside the school session. Therefore, student can function as a framework for the learning and the requirements for every classroom setting.

Student worksheet cannot be chosen randomly, but it must be chosen by the content and also should consider the learners needs. Materials should match learner needs and wants and principles of language learning and that

⁴ Jamil Suprohatiningrum, *Strategi Pembelajaran Teori & Aplikasi*, (Jogjakarta: Ar-ruzz Media, 2013), 297.

⁵ Trianto, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka, 2007).

they should be developed in ways which provide flexibility of use as well as coherence of connection.⁶ English teachers must be able to select a good student worksheet for achieving the maximal learning process.

In learning English, the school used student worksheet because English skills gotten became important and will mostly be used in many things after they graduate. Exercise that is included in student worksheet also helps to exercise student English ability. These of the reasons why learning English is really needed for students learning resources such as using student worksheet. Student worksheet also be used to act as exercise for students during the learning process. So, many schools in Indonesia use student worksheet during the learning process.

There are several previous studies related to the current research used in learning English. First, the research was conducted by Sri Damayanti 2020 entitled “Students’ Perception toward the use of worksheet as Helping Tools in Semantics Class”.⁷ The result showed that the use of student worksheet as helping tools in semantics class gave a positive response from the students and it also gave them some advantages.

The second research conducted by Dinda Juni Lestari 2021 entitled “The Students’ Perception of the Use Students’ worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi”⁸ discusses

⁶ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Center, 2004), 26.

⁷ Sri Damayanti, Irwan, Jusriati, “Students’ Perception toward the use of worksheet as Helping Tools in Semantics Class”. *Journal of Language Teaching and Learning, Linguistics and Literature*. Vol. 8 No.2 (2020) 647-657.

⁸ Dinda Juni Lestari, “The Students’ Perception of the Use Students’ Worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi”, (Thesis, Universitas Jambi, 2021)

the perception of using students' worksheet in English learning during the pandemic and investigates the effectiveness worksheet in helping students improve their ability to learn English during the pandemic. The result showed that students worksheet make students easier to understand the material even if it is not delivered by the teacher orally and supported students who are had a difficulty in the online learning process.

The third study was conducted by Tiara Kusuma Fitriana 2019 entitled "Senior High School Students' Perception on the use of Lembar Kerja Siswa in English Learning".⁹ The result showed the benefits of using LKS as learning media and also the challenges faced by Senior High School students in using student worksheet as learning media.

The fourth study was conducted by Gusti Agung Ayu Made Indah Pradnyawati 2013 entitled "English Textbook and Student worksheet used for English Subject for The Seventh Grade Students in SMP Negeri 3 Singaraja in the Academic Year 2013/2014: An Analysis from Theories, Teachers' and Students' Perception".¹⁰ The result showed that the English Textbook and

Students worksheet used in SMP Negeri 3 Singaraja in the academic year of 2013/2014 met the criteria of a good material according to theories proposed by Nitiasih et.al (2010).

The last study was conducted by Marwana Ambo Lele 2019 entitled "Students' Perception of the Media Used by Teacher in Teaching English

⁹ Tiara Kusuma Fitriana, "Senior High School Students' Perception on the use of Lembar Kerja Siswa in English Learning", (Thesis, Universitas Muhammadiyah Yogyakarta, 2019)

¹⁰ Gusti Agung Ayu Made Indah Pradnyawati, "English Textbook and Student Worksheet used for English Subject for The Seventh Grade Students in SMP Negeri 3 Singaraja in the Academic Year 2013/2014: An Analysis from Theories, Teachers' and Students' Perception". Jurnal Pendidikan Bahasa Inggris Undiksha (2013)

(Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)”.¹¹ The result showed that the students gave a positive perception toward the media used for teaching and learning process but there were also some students gave a negative perception about it.

There are many high schools uses student worksheet as a media for learning English based on the researcher observations. The teacher mostly uses student worksheet because it can shorten the time in learning and also for preparing. Based on the interview with two high school student in Gresik, the researcher got the fact that the students have various opinions when they use the student worksheet. Another opinion from the researcher experience, the student worksheet existing in schools does not provide all of the students need. Some of them still have an error. Another mistake is that the publisher cannot develop a student worksheet that really matches with the material taught in the school. Because of this phenomenon, the researcher was interested in examining students’ perceptions about the use of student worksheet in speaking skill and also the factors influence the use of student worksheet in speaking skill.

Based in the explanation of the background above, the researcher was interested in conducting research entitled "Student’s Perceptions on the Use of Student worksheet in Speaking Skill at 3rd Grade of MTs Kanjeng Sepuh Sidayu Gresik".

¹¹ Marwana Ambo Lele, “Students’ Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)”, (Thesis, Universitas Muhammadiyah Makassar, 2019)

B. Research Focus

Based on the background described above, the questions of the research are as follows:

1. What are the students' perceptions on use of student worksheet in speaking skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik?
2. What factors do influence the use of student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik?

C. Research Objectives

The goals of the current research are namely:

1. To find out the students' perceptions on use of student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik.
2. To find out the factors influence the use of student worksheet in Speaking Skill at third grade of MTs Kanjeng Sepuh Sidayu Gresik.

D. Research Significances

The results of this research are fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically

This research provides beneficial and referential contributions in giving general knowledge of students perceived of the use of student worksheet and the factors influence the use of student worksheet in Speaking Skill.

2. Practically

The results of this research are beneficial:

- a. For the researcher, this research can give a practice in developing his knowledge and skill about students perceived of the use of student worksheet and the factors that influence the use of student worksheet in Speaking Skill.
- b. For English teachers, the result of this research can provide helpful information for teachers to know the student perceptions about the use of student worksheet in speaking skill. Teachers also be more caution when selecting the student worksheet before making a decision to use it in the classroom.
- c. For English Student worksheet writers, the result of this research may help them be careful in developing English student worksheet for students and more aware of the student level in learning English.
- d. The other researchers, this research can give general knowledge of how to analyze the students' perceptions in using student worksheet. The research can also be used as the foundation for the next research.

E. Scope of the Research

In this research, the researcher focuses on the students' perception on use of student worksheet and the factors influence the use of student worksheet in Speaking Skill.

F. Definition of Key Terms

The following definitions are given to make readers possess the same understanding of perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Student's Perception

Student's Perception is derived from two words student and perception. Perception is a biological process because to be perceived any information about events in the world must be registered by the sensory nervous system. There are two kinds of perception they are positive and negative perception.¹² The students' perceptions in this research was how the students see the issues of the use of student worksheet by their own opinion based on their experience in learning English.

2. Student worksheet

Student worksheet are usually in the form of instructions, steps for completing and sheet activities that state the clear basic competence that will be achieved.¹³ In this research, the researcher use student worksheet entitled "Bahasa Inggris XI untuk SMP/MTs published by Putra Nugraha". The author of the student worksheet is Septiarti Wijayanti. The student worksheet contains four English skills that are listening, speaking, reading, and writing. There is also a competence test and

¹² Sri Damayanti, Irwan, Jusriati. "Students' Perception toward the use of worksheet as Helping Tools in Semantics Class". *Journal of Language Teaching and Learning, Linguistics and Literature*. Vol. 8 No.2 (2020), 650.

¹³ Departemen Pendidikan Nasional, *Pedoman Umum Pengembangan Bahan Ajar Sekolah Menengah Atas*. (Direktorat Pendidikan Menengah Umum, 2004)

remedial in each unit of the material, but the researcher only focuses on the speaking skill.

3. Speaking Skill

Speaking is a way for people to verbally express and share ideas with others. Speakers have excellent speaking skills when the listener can understand what someone is saying.¹⁴ The speaking skill aspects assessed in this research are pronunciation, fluency, grammar, vocabulary, and comprehension.

G. Systematic Discussion

The systematic discussion contains a description of the flow of the the thesis proposal discussion starting from the indoctory chapter to the research methodology chapter. The format of systematic writing was a descriptive narrative. Systematic discussion in this discussion in this research as follow:

Chapter I contains the introduction of the thesis proposal, such as the background of the research, the focus of the research, the objective of the research, the significance of the research, and the definition of key terms.

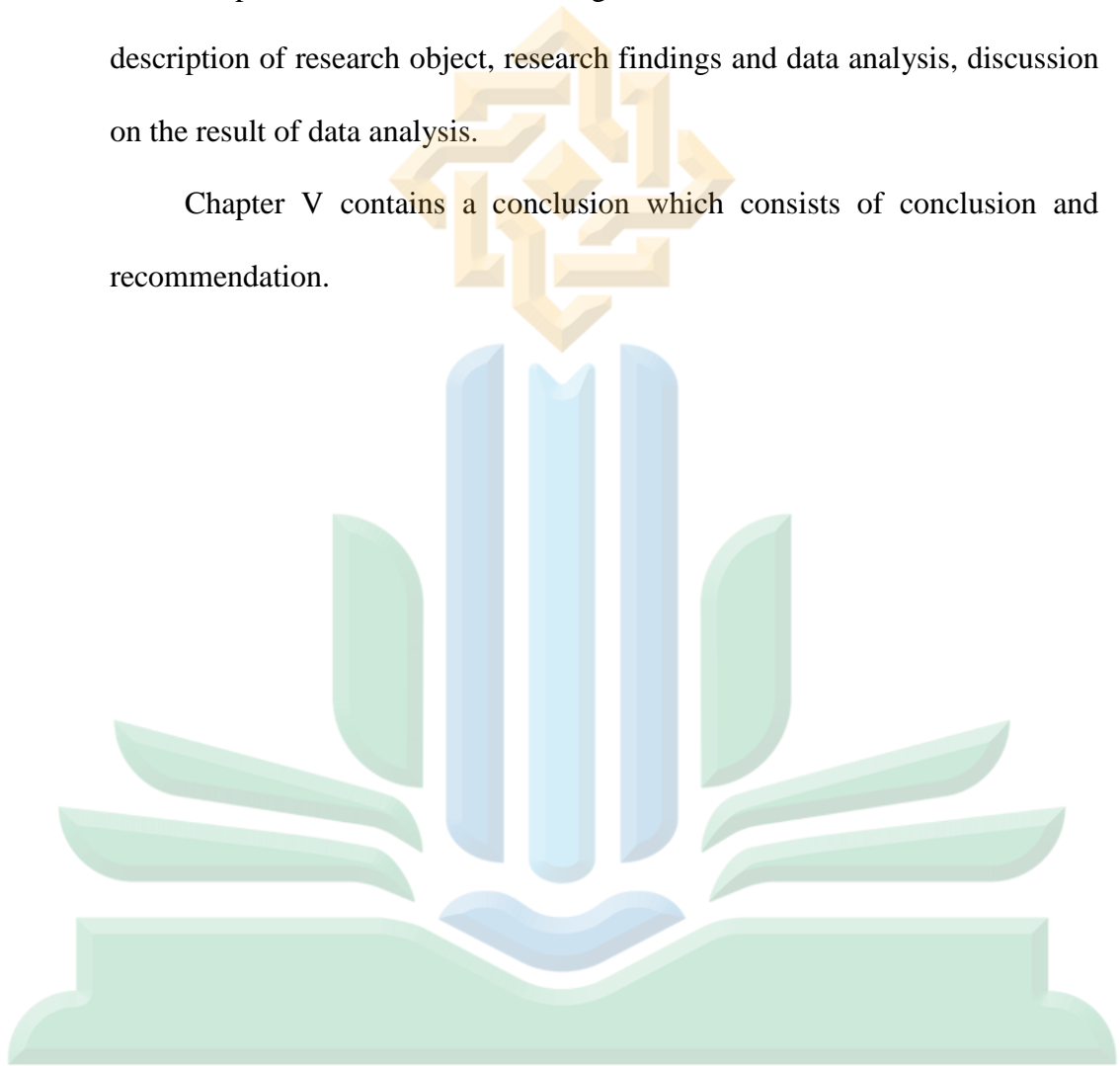
Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, the object of the research, the source of data, technique of data collection, technique of data analysis, and validity of data.

¹⁴ Bahadorfar, M., and Omidvar, R. "Technology in teaching speaking skill", *Acme International Journal of Multidicplinary Research*, 2 (2014), 9-13.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.



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CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter covers two important points; those are previous research and theoretical framework.

A. Previous Research

There are some previous studies that relevant to this research. it can be as references that help this study. The research has selected four latest researchers.

Firstly is Journal of Language Teaching and Learning, Linguistics and Literature that was written by Sri Damayanti (2020) entitled “Students’ Perception toward the use of worksheet as Helping Tools in Semantics Class”.¹⁵ This reseach has done to find out the students’ perception of the use of worksheet as helping tools in semantic class and to find the advantages of using it. The researcher used the Qualitative method by using Descriptive Design that consisted of classroom observation, questionare, and interview. The result showed that the use of student worksheet as helping tools in

semantics class gave a positive response from the students and it additionally gave them a few advantages.

Secondly is from Academic Article that was written by Dinda Juni Lestari (2021) entitled “The Students’ Perception of the Use Students’ Worksheet to Improve The Effectiveness of English Learning at SMP Negeri

¹⁵ Sri Damayanti, Irwan, Justitia, “Students’ Perception toward the use of worksheet as Helping Tools in Semantics Class”. *Journal of Language Teaching and Learning, Linguistics and Literature*. Vol. 8 No.2 (2020): 647-657.

17 Kota Jambi”¹⁶ discussed the perception of using students’ worksheet in English learning throughout the pandemic and investigated the effectiveness worksheet in supporting students capacity improvement to learn English all through the pandemic. This research used Quantitative method and using survey method to obtain the data. The result showed that student worksheet make student easier to recognize the material even it was not delivered by the teacher orally and supported students who are had a difficulty in the online learning process.

Thirdly, the Academic Article from Tiara Kusuma Fitriana (2019) entitled “Senior High School Students’ Perception on the use of Lembar Kerja Siswa in English Learning”.¹⁷ The researcher used Descriptive Qualitative method, it is a part of qualitative approach. The researcher took some data from in-depth interview as a technique of data collection. The result showed the benefits of using LKS as learning media and also the challanges faced by Senior High School students in using student worksheet as learning media.

Lastly, the Academic article from Marwana Ambo Lele (2019) entitled “Students’ Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Grade Students of SMP Muhammadiyah 12 Makassar)”.¹⁸ This study aimed to discover about the students’ perception

¹⁶ Dinda Juni Lestari, “The Students’ Perception of the Use Students’ Worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi”, (Thesis, Universitas Jambi, 2021)

¹⁷ Tiara Kusuma Fitriana, “Senior High School Students’ Perception on the use of Lembar Kerja Siswa in English Learning”, (Thesis, Universitas Muhammadiyah Yogyakarta, 2019)

¹⁸ Marwana Ambo Lele, “Students’ Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)”, (Thesis, Universitas Muhammadiyah Makassar, 2019)

of the media and the kinds of media used by the teacher in English learning. The research used a Descriptive Qualitative method, and used an observation and interview for the instruments. The result showed that most of students gave positive perceptions toward the media used in teaching and learning process but there were also some students gave negative perception about it.

Table 2.1
The Differences and Similarities Between Previous Research and This Research.

No	Title/ Name/ Years	Differences	Similarities
1	2	3	4
1	Sri Damayanti entitled "Students' Perception toward the use of worksheet as Helping Tools in Semantics Class" (2020).	<ul style="list-style-type: none"> a) This research focuses on students speaking skill, while the previous research focused on the uses and advantages of using student worksheet b) This research uses Junior High School Studets, while Sri research uses fifth semester University students 	<ul style="list-style-type: none"> a) Both of the researchers explored the use of student worksheet. b) Both of the researchers uses descriptive qualitative method.
2	Dinda Juni Lestari entitled "The Students' Perception of the Use Students' Worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi" (2021).	<ul style="list-style-type: none"> a) This research focuses on students speaking skill, while the previous research focused on the effectiveness in english learning b) This research used descriptive qualitative, while Dinda research used quantitative method 	<ul style="list-style-type: none"> a) Both research discuss about students' perception about student worksheet usage b) Both research uses Junior High School Students
3	Tiara Kusuma Fitriana entitled "Senior High School Students' Perception	<ul style="list-style-type: none"> a) This research focuses on students speaking skill, while the previous 	<ul style="list-style-type: none"> a) Both researcher used descriptive qualitative method and

	on the use of Lembar Kerja Siswa in English Learning” (2019)	research only focused on the benefit and challenges of the usage of students worksheet b) This research will use students of Junior High School, while the previous research used students of Senior High School.	research about the usage of student worksheet.
4	Marwana Ambo Lele entitled “Students’ Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)” (2019).	a) This research focuses on students worksheet while the previous research focused on the media .	a) Both researcher used descriptive qualitative method b) Both of the researchers uses Junior High School students

Based on the explanation above, this research will explain some students’ perception on use of student worksheet in speaking skill. They are included positive and negative perception based on the material and exercise

in student worksheet and also will explain factors influence the use of student worksheet in speaking skill. While the previous research only focuses on all the media uses in speaking skill, other previous research only focuses on the advantages, effectiveness, benefit, and challenges that uses the student worksheet in general without focusing in speaking skill. So, the researcher wants to complete it in this research.

B. Theoretical Framework

1. The Concept of Perception

a. Definition of Perception

Based on Merriam Webster perception is physical sensation interpreted in the light of experience.¹⁹ On other side, in psychologice Blake and Sekuler stated that Perception is what person (students) feel about particular aspect both conscious and unconscious, whether visual or auditory and thought which are caused by process going on the brain”.

Perception is a conscious awareness response to objects and events in the recipient’s environment.²⁰ Perception takes place when a person receives a stimulus from the outside world that is captured by the help organs that then enter the brain.²¹ In which there is a thought process that ultimately manifests in an understanding. And this information was more or less called perception.

Perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction.²² According to Jewett,

“comment that perception provide a basis for comparison and decision

¹⁹ Merriam Webster Unabridged Dictionary, Perception (<https://www.merriam-webster.com/dictionary/perception>, (diakses pada 12 April 2022, pukul 19.55 WIB)

²⁰ Norman (2002) p.73

²¹ Sarlito Wirawan Sarwono. *Pengantar Umum Psikologi*, (Jakarta: Bulan Bintang, 2009), 85.

²² Marwana Ambo Lele, “Students’ Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)”, (Thesis, Universitas Muhammadiyah Makassar, 2019), 8.

making, used in coordination with future incoming sensation and the meaning the individual attaches to them”.²³

According to the direction of information flow, Perception as a process of acquiring and processing of an information divided into two basic groups:

1) Bottom-up Theory

This theory can be processed in human daily activities. The characteristic feature of bottom-up theory is the fact that the content and quality of sensory input play a determinative role in influencing the final percept.²⁴ James stated that bottom-up theory can attract attention automatically and might require direct behavioral responses when stimuli was appeared without warning such as certain lighting and stimuli of an object which is approaching the observer. In other words, perception was focus by their sense ability and also driven by physical characteristic of stimulus.

2) Top-down Theory

This theory processing sensory stimulus by “feeling” sensory data on receptors, but their processing presumes a downward influence of higher cognitive contents which organize

²³ Novid Dwi Pranata, “Students’ Perception of TheEnglish Teaching and Learning Process At SMP Negeri 9 Kota Jambi in Academic Year 2017/2018” (Skripsi, University Batanghari, 2017), 5.

²⁴ Karen Bryan, Ronald C, *Improving Speaking and Listening Skills*. (Department for Education and Skills: 2007), 24.

and later determine them.²⁵ This theory needs an prior experience, knowledge, expectation, thought or the other influence which help to organize and form the cognitive contents. In other words, Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in the process.²⁶

b. Type of perception

According to Irwanto, after individuals interact with perceived objects the perception results can be divided into two, that are:²⁷

- 1) Positive perception is a perception that describe all knowledge and response that are continued with utilization efforts to use it. This will be continued by activating or accepting and supporting the perceived object.
- 2) Negative perception is a perception that describe all knowledge and responses that are not in harmony with the perceived object in perception. It will process with passivity or reject and oppose the perceived object.

Thus, it can be said that both positive and negative perception will always affect someone in seeing or doing something. Positive perception or negative perception are all depends on how the

²⁵ Karen Bryan & Ronald C, *Improving Speaking and Listening Skills*.(Department for Education and Skills, 2007), 23.

²⁶ Karen Bryan, Ronald C, 31.

²⁷ Irwanto, *Psikologi Umum*, (Jakarta: Gramedia Pustaka Utama, 1994).

individuals describe all their knowledge or explanation about an object that is perceived.

According to Robbins, positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.²⁸

Rahmat states that perception is divided into two forms, positive and negative. If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite 15

²⁸ Robbins, P. Stephen. *Perilaku Organisasi*. Edisi Sembilan, Jilid 2. Edisi Bahasa Indonesia. (Jakarta: PT Indeks Kelompok Gramedia, 2003), 14.

direction to the object of perception.²⁹ Robbins adds that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object perceived or from the existing rules. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the object perceived or from existing rules.³⁰

The emergence of a person's negative perception can arise because of individual dissatisfaction with the object that is the source of their perception, the existence of ignorance of the individual and the absence of individual experience of the object being perceived and vice versa. the cause of the emergence of positive perceptions of a person because of the individual satisfaction of the object that is the source of perception, the existence of individual knowledge, and the existence of individual experiences of perceived objects.

According to Walgito individuals tend to look at things that they think will satisfy their needs, and ignore things that are considered harmful or disturbing. The psychological state becomes very important in the process of interpretation the stimulus, so it is very possible that an individual's perception will be different from other individuals, even though the object or stimulus is the same.³¹ Thomas adds that interpretation is strongly influenced by the personal

²⁹ Rahmat. (2005). *Revolusi Kecerdasan Abad 21*. Bandung:172

³⁰ Robbins, 14.

³¹ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andy Yogyakarta, 2004)

characteristics of perceptual actors, including attitudes, motives, needs, interests, past experiences and expectations. The process of perception involves interpretation resulting in the results of perception between one person and another person is different (individualistic).³²

Based on the definition described above, the researcher can conclude that positive perception is a positive way of looking at individuals in the stimulus in the environment through processes of cognition and affective processes that are influenced by various things such as prior knowledge, needs, educational moods and other factors so as to give positive meaning towards the object that it perceives. Whereas negative perceptions are ways of looking at or evaluating an individual against an object with considerations that are not in individual accordance, expected or different from what their desired.

c. Factor Affecting perceptions

Munadi explain that there are two factors that influence the use student worksheet in speaking skill.³³ The factors that influence the use of learning media are briefly described as follows:

1. Internal factor

Internal factor are factors that exist within the individual learning.³⁴ Internal factors are factors that exist within students,

³² Thomas. R, Hoerr. *Buku Kerja Multiple Intelligence Terjemahan*, (Bandung: Kaifa, 2007) h. 15-20

³³ Rusman, *Model – Model Pembelajaran* (Depok : PT Rajagrafindo Persada, 2012), 124.

and can be classified into two, namely physiological and psychological factors. As for physiological factors are including health conditions, physical fitness, and the five senses especially sight and hearing. While the categorized as psychological factors such as interest, intelligence, talent, motivation, and cognitive ability.³⁵

a) Physiological factor³⁶

In general, physiological conditions, such as healthy prime, not in a state of fatigue and exhaustion, not in a state of disability physical and so on. This can affect students in receiving study material.³⁷ In physiological factors, the researcher divided into three focus that are health conditions, physical fitness, and the five senses.

1) Health conditions

A person's health affects student learning outcomes. A person's learning process will be disrupted if a person's health is disturbed, besides that he will get tired quickly, lack enthusiasm, feel dizzy, sleepy if his body is weak, lack blood, or there are disturbances or abnormalities in the

³⁴ Samsuri, *Belajar dan Faktor – faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 1991),65-68.

³⁵ Syaiful Bahri Djamarah, *Psikologi belajar Cet. 3.* (Jakarta: Rineka Cipta, 2011),177.

³⁶ Nursyaidah, *faktor-faktor yang mempengaruhi belajar peserta didik.* (Padangsimpuran: Forum Pedagogik Khusus Juli-Desember, 2014), 72-74.

³⁷ Rusman, *Model – Model Pembelajaran.* (Depok: PT Rajagrafindo Persada, 2012), 124.

function of his senses and body.³⁸ A person can study well must maintain his physical health by always paying attention to the provisions regarding study, rest, sleep, eat, exercise, recreation and worship.³⁹

2) Physical fitness

According to Budi Sutrisno and Muhamad Bazin Kadafi physical fitness is the ability and ability to do work or activities, enhance work power without experiencing excessive fatigue. Students who can study well must maintain their physical fitness and avoid fatigue in their studies, so it is necessary to strive for conditions that are free from fatigue.

Good physical fitness will result in good physical abilities as well; students who are always active in sports or physical activity, then their physical fitness will be good and can affect their learning outcomes than students who

have low physical fitness. Students should have good physical fitness because it can affect their learning outcomes⁴⁰

³⁸ Slameto, *Belajar dan Faktor-faktor yang mempengaruhi hasil belajar Cet. VI*, (Jakarta: Rineka Cipta, 2013), 45-55.

⁴⁰ Wenda Wulan Agustin, Hartati, Silvi Aryanti, *Analysis of Physical Fitness on student learning outcomes Vol. 5, No. 2*, (Palembang: Journal Physical Education, Health and Recreation, 2021), 163.

3) Five senses

The sensing process is a precursor to perception.⁴¹ Behavior, experience, knowledge acquired by humans is preceded by sensing. While the main senses for humans to learn are sight and hearing. If humans have problems with their senses, it will end up interfering with the learning process as well, including when conveying their perceptions.

b) Psychological factor

Student's psychological conditions as the one of the internal factors, were potential to influence the foreign or second language acquisition.⁴² The importance of psychological factors is manifested in the ability of students to acquire knowledge, gaining skills, perception of educational information, attitude to others, mutual understanding with people around.⁴³ In psychological factors, the researcher divided into five focus that are interest, intelligence, talent, motivation and cognitive ability.

⁴¹ Alizamar & Nasbahry Couto, *Psikologi persepsi dan desain informasi*, (Yogyakarta: media akademi, 2016), 34.

⁴² Langgeng Budianto, *Students' psychological factors in SLA: A dilemma for teachers of English Volume 5, Nomor 1, Juni 2010 – ISSN 1693-4725*, (Bloomington: LINGUA Jurnal Ilmu Bahasa dan Sastra, 2011), 62.

⁴³ Kostromina, S.N., Dvornikova, T.A. *Psychological factors of cognitive learning strategies formation in students*. (Russia: Bulletin of St. Petersburg University, 2016), 110-119.

1) Interest

Interest is a persistent tendency to pay attention and remember some activities. Activities that interest a person to be noticed continuously accompanied by a sense of pleasure.⁴⁴ Crow and Crow said that interest is related to the style of movement that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself.⁴⁵ Interest can be expressed through statements that show students prefer one thing to another, it can also be through participation in an activity, such as a learning activity.

To increase student interest in learning, there are many ways that can be used. Among other things: first, by making the material to be studied as interesting as possible and not boring, both in the form of material books, learning designs that free students to explore what is being learned,

involve all domains of student learning (cognitive, effective, psychomotor) so that students are active, as well as attractive teacher performance when teaching. second, the choice of majors or fields of study.⁴⁶

⁴⁴ Slameto, 56.

⁴⁵ Fadhilah Suralaga, *Psikologi Pendidikan: implikasi dalam pembelajaran Cet. 1*, (Depok: Rajawali Pers, 2021), 66.

⁴⁶ Baharuddin & Esa Nur Wahyuni, 21.

2) Intelligence

Intelligence is an individual's general mental ability that is seen in the way he acts or acts or in solving problems or in carrying out a task. The higher the intelligence level of an individual, the greater the chance that the individual will achieve success in learning. Conversely, the lower the individual's intelligence level, the more difficult it is for the individual to achieve learning success.⁴⁷ The higher the level of one's intelligence ability, the faster, more precise and more fully successful in acting, doing or solving problems.⁴⁸ Individuals are said to behave intelligently if they do something effectively with minimal or even no help from other people around.⁴⁹

3) Talent

Talent is an innate ability as a potential that needs to be trained and developed in order to be realized.⁵⁰ Talent requires training and education so that an action can be taken in the future. In addition, talent intelligence is a factor that determines the success or failure of a person in learning.⁵¹ Studying in a field that matches one's talents will

⁴⁷ Baharuddin & Esa Nur Wahyuni, 25.

⁴⁸ Andi Tharir, *Psikologi Belajar Anak* (Bandar Lampung: LP2M UIN Raden Intan Lampung, 2014), 43.

⁴⁹ Fadhilah Suralaga, *Psikologi Pendidikan: implikasi dalam pembelajaran*, (Jakarta: PT Rajagrafindo Persada, 2021), 57.

⁵⁰ Sumadi Suryabrata, *Psikologi pendidikan*, (Jakarta: Raja Frafindo Persada, 2002), 17-20.

⁵¹ Sardiman, 20-21.

increase one's chances of success. Talent can also affect learning, if the subject matter studied by students is in accordance with their talents, the learning outcomes tend to be better. Because he likes to learn and surely he is even more active in his studies.

4) Motivation

Motivation is an active energy that causes a change in a person's self that appears in psychological symptoms, feelings, and emotions, thus encouraging individuals to act or do something because of a goal, need, or desire that must be satisfied.⁵²

Motivation is not behavior, but a complex internal condition that cannot be observed directly, but affects behavior. Interpretation of motivation based on behavior, both verbal and non-verbal. Motivation includes concepts, such as the need for achievement, the need for affiliation, habits, and someone's curiosity about something.⁵³

Students' motivation will be correlated with their performance and achievement during the learning process.⁵⁴

⁵² Andi Tharir, 84.

⁵³ Syarifan Nurjan, *Psikologi Belajar* (Ponorogo: CV Wade Group, 2016), 151-152.

⁵⁴ Irza Yuzulia, *A Study On Students' Motivation Towards Learning English Language* Vol 9, No 1 (Bandung: ELTIN Journal; Journal of English Language Teaching in Indonesia, 2021)

5) Cognitive ability

According to Ahmad Susanto that cognitive is a thought process, namely the individual's ability to connect, assess, and consider an incident or event.⁵⁵ Cognitive abilities are intended so that children are able to explore the world around them through their five senses so that with the knowledge they get, children can carry out their lives.

Cognitive Processes are related to the child's ability to remember and master lessons. Cognitive development has an effect on children mental and emotional development and language skills.⁵⁶

2. External factor

External factors are factors that exist outside of students, can be classified into two, namely environmental and instrumental factors. Environmental factors can be divided into two parts, namely natural environmental factors and socio-cultural environmental factors. while the instrumental factors consist of curriculum, programs, teachers, facilities, and facilities.⁵⁷

a) Environmental factor

In environmental factors, the researcher divided into two focus that are natural environmental factor and social-cultural environmental factors.

⁵⁵ Ahmad Susanto, *Perkembangan Anak Usia Dini* (Jakarta: Kencana, 2011), 48.

⁵⁶ Epi Supriyani Siregar, The influence of Learning Awareness and cognitive ability on student achievement Volume 5, No 1 (Medan: Pwdagogi Jurnal Ilmiah Pendidikan, 2019), 2.

⁵⁷ Djamarah, 177.

1) Natural environmental factor

Natural environment, such as a cool and calm atmosphere, fresh air, and the weather is neither hot nor cold. The natural environment are factors that can affect student learning activities. If the conditions of the natural environment are not supportive, the learning process will be delayed and disrupted.

Natural environment such as temperature, humidity and others. study on in the middle of the day in a room that lacks air circulation will be very effect and will be very different to learning on that morning condition is still fresh and with enough room to breathe freely.⁵⁸

2) Socio-cultural environmental factor

The environmental conditions of the community where students live will affect student learning. This is because in everyday life students will get along more with the environment in which they are located and will also affect the personal development of students. The slum environment of students can affect student learning activities, such as difficulties when they need study partners and discussions.

⁵⁸ Rusman, 124.

b) Instrumental factor

Instrumental factors are factors that its existence and use are designed according to the learning outcomes expected. These factors are expected to function as a means to achieve the planned learning objectives.⁵⁹ In instrumental factors, the researcher divided into four focus that are curriculum, teacher, program, and facilities.

1) Curriculum

The curriculum is defined as a number of activities provided to students.⁶⁰ The preparation of this set of subjects is adjusted to the conditions and abilities of each level of education in the implementation of the education as well as the needs of employment.⁶¹

2) Programs

Farida Yusuf Tayibnabis defines the program as everything something someone does with the expectation that it will produce a result or influence. This program can be interpreted as a series of activities that carefully planned and in its implementation takes place in the process that is continuous, and occurs in an organization that involves many person. And learning is one form of program, because to get a good learning requires careful planning.

⁵⁹ Djamarah, 177.

⁶⁰ Dalyono, 245.

⁶¹ Wikipedia, pukul 16.28

Swinburne University of Technology defines A learning program is the learning and assessment strategy used to deliver and assess a unit of competency or clustered units. Learning programs document a cohesive and integrated process for the learner. They consist of the learning outcomes or the learning objectives (derived from competency standards) and outline the content, sequence and structure of learning and the delivery and assessment methods to be used. Learning outcomes are indicators of success of an academic course/programme.⁶²

3) Teachers

In teaching and learning activities, teachers have an important role to make the knowledge taught can be accepted by existing students. Not only plays a role in teaching the sciences, there are many roles of teachers in the learning process, such as: educators, teachers, learning resources, facilitators, mentors, demonstrators, managers, advisors, innovators, motivators, coaches, and elevators.⁶³

Attitudes that must be possessed by teachers to encourage and motivate students, namely: (1) the teacher does not dominate the conversation but rather stimulates

⁶² Mrunal Mahajan & Manvinder Kaur S.S, *Importance and Benefit of Learning Outcomes*, (Malaysia: IOSR Journal of Humanities and Social Science Volume 22, Issue 3, Ver. V, 2017), 66

⁶³ Dea Kiki Yestiani & Nabila Zahwa, *Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar*, (Tangerang: Jurnal Pendidikan Dasar Volume 4, Nomor 1, Maret 2020), 41-47.

students to think to solve problems, (2) provides and manages various learning resources for students, (3) the teacher places himself as a guide, (4) The teacher always respects every student's opinion and encourages students to always submit opinions freely.⁶⁴

Good teachers are those who not only help students develop consequential knowledge and skills but also demonstrate ethics of care, civility, and responsibility throughout the process.⁶⁵ A good teacher must show both successful and good teaching. A good teacher might cover personalities, qualifications, abilities, and competencies.⁶⁶

4) Facilities

Learning facilities are equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classroom, book, library, laboratory, table, chair, and other teaching media tools.⁶⁷ According to B. Suryosubroto, learning facilities are divided into 3 types namely: learning tools, teaching aids, and teaching media.⁶⁸

⁶⁴ Sadirman, *Interaksi Dan Motivasi Belajar Mengajar Cet. IV*, (Jakarta: CV Rajawali, 1992), 2-3

⁶⁵ Meuwissen & Choppin, *Representing teaching within high-stakes teacher performance assessment* (Singapore: Springer, 2017).

⁶⁶ Titik Ulfatun, *Good Teachers: Indonesia's Perspective* (Surakarta: Jurnal Pendidikan Dan Pembelajaran, Volume 28, 2021), 1.

⁶⁷ E. Mulyasa, *Manajemen Berbasis Sekolah*, (Bandung: Remaja Rosyada Karya, 2004),

⁶⁸ B. Suryosubroto, *Manajemen Pendidikan di Sekolah*, (Jakarta: Rineka Cipta, 2004), 144.

Classrooms must be created to stimulate students' visual activity without distracting attention. Flexible and unconventional classroom settings will stimulate students to grow their talents and abilities actively and creatively.⁶⁹

2. The Concept of Student Worksheet

a. Definition of Student Worksheet

Student worksheet is a teaching material that has been known by students so that they can learn the material.⁷⁰ The content of a student worksheet usually consist material in general, the subject matter, and the exercise that related each material. For the exercise usually divided by the English skill in each material.

According to Fulandari and Qohar, student worksheet are sheets that contain problems and there are also exercises that students have to work on guided by the teacher to fit the concept of the subject matter.⁷¹

b. The Purpose of Student Worksheet

Azhar stated that, “Student Worksheet was made aims to guide students to a variety of activities that needs to be given and consider the thought processes that will be grown on students themselves”.⁷²

⁶⁹ Utami Munandar, *Pengembangan Kreatifitas Anak Berbakat* (Jakarta: Rineka Cipta, 1998), 111

⁷⁰ Lismawati, *Pengoptimalan Penggunaan LKS Sebagai Sarana Peningkatan Prestasi Belajar Pendidikan Agama Islam di SMA Raudlatul Ulum Kapendi Sumenep*. (Thesis, UIN Malang, 2010), 38.

⁷¹ Tiara Kusuma Fitriana, “Senior High School Students’ Perception on the use of Lembar Kerja Siswa in English Learning” (Thesis, Universitas Muhammadiyah Yogyakarta, 2019), 10.

⁷² Azhar, sebagaimana dikutip dalam laman Pramudya Ksatria Budiman (diakses pada 12 April 2022, pukul 17.01 WIB)

The purpose above is about the use of student worksheet in the learning process. On other side, according to Syamlan, the purpose of using student worksheet is to help students that must find their own concepts taught because student worksheet contains activities that must be carried out by students in order to maximize understanding to form basic abilities according to the indicators to be taken.⁷³

Meanwhile, according to a term of instructors PKG, student worksheet purposes are:⁷⁴

- 1) Training students to think more steady in learning activities
- 2) Fixing students interest to learn to attract attention in learning using student worksheet

c. Function of student worksheet

According to Arsyad, for the teacher the student worksheet function is to determine which students can learn according to their respective speeds and the subject matter can be designed, so to meet the needs of students both quickly and slowly in reading and understanding the subject matter.⁷⁵

d. Characteristics of Student worksheet

The characteristics of the student worksheet, among others:⁷⁶

⁷³ Risandi, R., Panjaitan, R. G., & Titin. "Respon siswa SMA Negeri Pontianak terhadap lembar kerja siswa berbasis multimedia sub materi invertebrata" (Thesis, Universitas Tanjungpura, 2015), 4.

⁷⁴ Risandi, 4.

⁷⁵ Jumairi, *Pemanfaatan bahan ajar Lembar Kerja Siswa (LKS) untuk meningkatkan efektifitas pembelajaran bahasa Indonesia kelas IX SMP Negeri 5 Tenggarang*. (Tangerang: Jurnal Cemerlang, 3(1), 2015), 10

⁷⁶ Alfian Nur Azizi, "Developing Student Worksheet Of Science On Earth And Universe With Asmaul Husna Approach To Improve Learning Achievement Of Fourth Grade Student Of Islamic

- 1) Student worksheet has questions that must be done by students, and activities such as experiments or go into the field that student should do.
- 2) Is printed teaching materials
- 3) The material presented is a summary of the discussion that is not too wide but it includes what will be done or performed by learners
- 4) Have components like the preface, introduction, table of contents, and so on.

e. Structure of Student worksheet

According Prida Purwoko, some structures contained in the student worksheet are:⁷⁷

- 1) Title, subject, semester, and place
- 2) Instructions learn
- 3) Competencies to be achieved
- 4) Indicator
- 5) Supporting information
- 6) The tasks and work steps
- 7) Valuation

Meanwhile according to the research report of Lailatul Faizah, the contents of student worksheet include:⁷⁸

Elementary School Of Salafiyah Khairudin Gondanglegi Malang” (Thesis: university Maulana Malik Ibrahim of Malang, 2014), 19.

⁷⁷ Prida Purwoko, (diakses pada 12 April 2022, pukul 17.14 WIB)

⁷⁸ Lailatul Faizah, 13.

1) Material

Material aims to facilitate students in understanding the subject matter being studied.

2) Exercise

Exercises are included in student worksheet form: Subjective questions that give freedom to choose and determine the answer and objective questions that give an options of alternative answers.

3. The Concept of Speaking Skill

a. Definition of Speaking Skill

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in variety of contexts.⁷⁹ This definition means that speaking known as the symbolized to express feeling or share an idea to others. Speaking is one the most important skill that have to be mastered by the students to make them easier in learning English. Because when they speak, they know what they are

thinking and how they feel about it, and as you speak other people make judgements about your character and assumptions about what you are thinking and why.⁸⁰

b. Aspect of Speaking Skills

There are five aspects in speaking skill, as follow:

⁷⁹ Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press 2008), 19.

⁸⁰ Adapted from an article by Kayriye Kayi and various other sources. Robert Barrass, *Speaking for Yourself "A guide for students"* (New York: Roudledge 2006), 2.

1) Pronunciation

Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener.⁸¹

Pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak.⁸²

In speaking, pronunciation has a role to make the process of communication easy to understand.

2) Grammar

Grammar is “a system of rules governing the conventional arrangement and relationship of words in a sentence” which can facilitate the acquisition of a foreign language and is conducive for cultivating comprehensive language competence.

3) Vocabulary

Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.⁸³ Having limited vocabulary is a barrier that prevents learning a language. Without

grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁸⁴ It means that if the students have not

⁸¹ Hismanoglu M, Current Perspectives on Pronunciation Learning and Teaching. *Journal of Language and Linguistic Studies*, (2006), 87.

⁸² Azlina Kurniati, Eliwarti, Novitri, A Study on the Speaking Ability of the second year students of smk telkom pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*, (2015),.6.

⁸³ Nurfajhri Indah Sari, “Increasing Students’ Speaking Skills by Intensifying English Language at Eight grade of SMPN 24 Makassar” (Muhammadiyah University Makassar: 2019), 20.

⁸⁴ Azlina Kurniati, 5.

sufficiently mastered vocabulary, they will have a difficulty in speaking or not be able to speak properly.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately.⁸⁵ In other words, the speaker can communicate clearly and concisely in explaining and also respond it. Definition of fluency often include references to flow or smoothness, rate of speech, absense of exessise pausing, absence of disturbing hesitation makers, lengh of utterances, and connectedness.

5) Comprehension

Comprehension is the ability to understand completely and be familiar with the situation or facts.⁸⁶ Homby claims that comprehension is the power of understanding and an exercise aimed at improving or testing ones understanding of a language (written or spoken).

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J E M B E R

⁸⁵ Azlina Kurniati, Eliwarti, Novitri, *A Study on the Speaking Ability of the second year students of smk telkom pekanbaru*. Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau, 2015. P.6

⁸⁶ Nurfajhri Indah Sari, *Increasing Students' Speaking Skills by Intensifying English Language at Eight grade of SMPN 24 Makassar*, Muhammadiyah University Makassar: 2019. P.23

C. Conceptual Framework

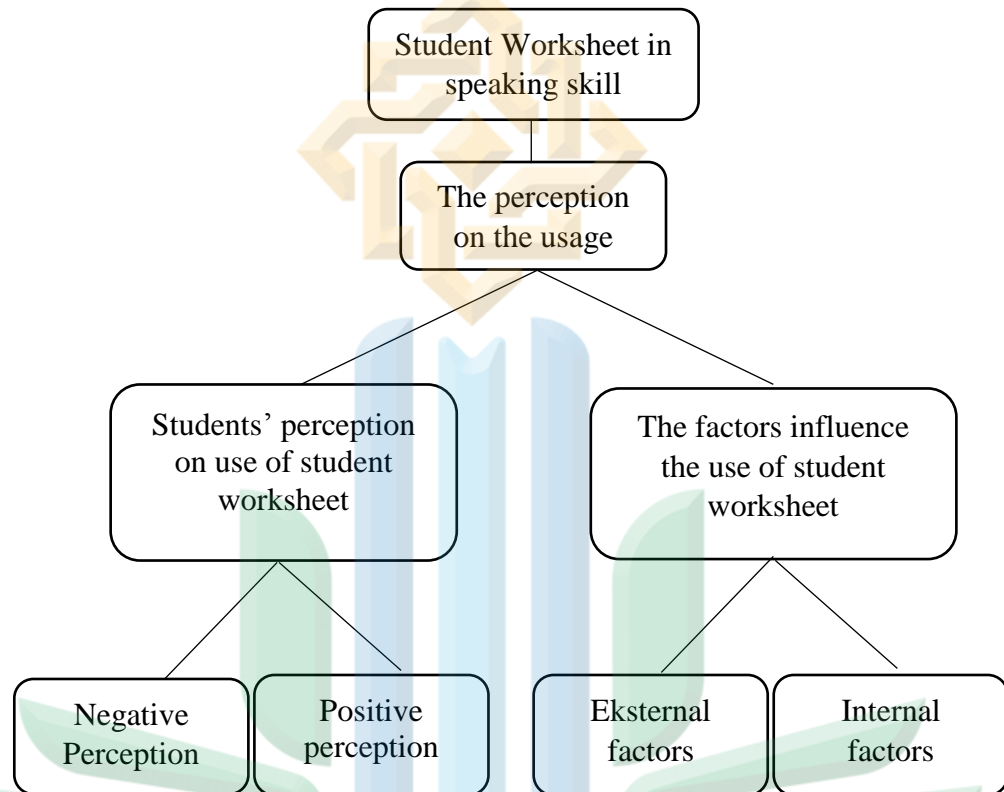


Figure 2.1 The Conceptual Framework

In this research, the researcher analyzed the perception of the use of student worksheet in speaking skill. As we know that speaking skill is one of English skill to make students easily communicate in the language. In this learning process, 5 active students and 5 passive students will give a positive perception and negative perception of the use of student worksheet in speaking skill. The students also explain the factors that influence them in using student worksheet to their speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Type of The Research

This research explored students' perception on use of student worksheet of speaking skill at MTs Kanjeng Sidayu Gresik. The Research design used in this current research was qualitative research. Creswell states in his book that "Qualitative is a kind of educational research wherein the researcher based on the views of the participant, asks wide, general questions, collects data consisting largely of words (or text) from participants, describes and analyzed these words from themes, and conducts the inquiry in a subjective, biased manner."⁸⁷ Meanwhile, the design of this research was descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.⁸⁸

The researcher focussed the students' perceptions on use of student worksheet in speaking skill because using a qualitative method was the best choice to gain more depth understanding of the research. The techniques that the researcher used to collect the data were interview and observation.

B. Research Location

This research was conducted at MTs Kanjeng Sepuh Sidayu Gresik. It located in Jl. Kanjeng Sepuh No.02, Kauman, Pengulu, Gresik. The researcher chosen this school for several reasons. First, the headmaster of

⁸⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United State of America: Pearson Prentice Hall, 2005), 39.

⁸⁸ Riyanto Yatim, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), 23.

MTs Kanjeng Sepuh Sidayu Gresik already allowed to conduct this research. Second, this school has implemented learning English by using Student worksheet. Thus, the researcher wants to find out how is students' perceptions on use of student worksheet in speaking skill.

C. Research Subject

The subject of this research are students of the 3rd grade of MTs Kanjeng Sepuh Sidayu Gresik, which consists of three superior classes, one tahfidz class, and one language class. The researcher selected only 10 students from superior class as the participants. The students that were chosen were 5 active students and 5 passive students in the learning process according to the observation result. Active student refers to someone that taking a lot of action, while passive student refers to someone that do not take action. The researcher also chosen the third grade students because they have most experience and understanding of using the student worksheet. For that reason, students have more perceptions about the use of Student worksheet in the classroom. The students' names were written in initial letter to protect

their privacy. The student worksheet that is use in this research entitled "Bahasa Inggris IX untuk SMP/MTs published by Putra Nugraha".

D. The Techniques of Data Collection

In collecting the data, the researcher used interview and observation technique. In gain depth information related to the students' perception on use of English Students worksheet, the researcher used a list of interviews for the

principal and a checklist of observations which consisted about questions of the use of students' worksheet on speaking skill.

1. Observation

Observation was used to collect the data in how the students using the students' worksheet in speaking skill. According to Sugiyono, observation is a data collection technique to observe human behaviour, work processes and natural phenomena and respondents.⁸⁹ The researcher observe the classroom or learning process without interacting with the respondent. The observation consists several statements in the checklist regarding the use of student worksheet in the classroom.

In this stage the researcher observation was to recognize the condition of the class when using the student worksheet. The researcher observed the students and the teacher to find the data based on the observation checklist and the category of oral proficiency assessment proposed by Brown.⁹⁰

Table 3.1 Observation Checklist

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheet to the classroom?			
b.	Does the students use the same student worksheet with the teacher?			
c.	Do all the students have the student worksheet?			
d.	Does the students use other media beside the student worksheet?			

⁸⁹ Sugiyono, *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta, 2012), 166.

⁹⁰ H. Douglas Brown "Language Assessment: Principles and Classroom Practices". (San Francisco State University, 2004), 406.

e.	Does the students fully depend on the student worksheet?			
f.	Does the students take all materials from the student worksheet?			
g.	Does the students follow all of the instruction and exercise from the student worksheet?			
h.	Does the students do all activites provided in the student worksheet?			
i.	Does the students active in participate during classroom activity?			
j.	Does the students has a problem in the classroom?			
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?			
l.	Does the student more active in speaking performance than do an assignment?			

Table 3.2 Speaking Scoring Rubric

Score	Grammar	Vocabulary	Comprehension
1	2	3	4
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get to gist of most conversation of non-technical subjects (i.e, topics that require no specialized knowledge)

3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for word.	Comprehension is quite complete at a normal rate of speech.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.
	Fluency	Pronunciation	
1	(no specific fluency description. Refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	
2	Can handle with confidence but not with facility most social situations, including	Accent is intelligible though often quite faulty.	

	introductions and casual conversations, about current events, as well as work, family and autobiographical information.		
3	Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.	Errors in pronunciation are quite rare.	
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	

2. Interview

According to Creswell, the interview is a one-way conversation that provides the researcher with information, is based on the researcher agenda, leads to the researcher's interpretation, and contains an "anti-control" element in which the interview withholds information. There are three types of interviews; structured, semi-structured and unstructured interviews.⁹¹

⁹¹ Michael, Q., Patton & Michael. C., *A Guide to Using Qualitative Research Methodology*, (Medecins Sans Frontieres, Paris, 2002), 2.

In this study, the researcher used semi-structured interview because it could find the information openly to ask for their opinions or ideas. The semi-structured interview is a qualitative data collection strategy which the researcher asks informants a series of predetermined but open-ended questions. The researcher has extra control over the topics of the interviewed than in unstructured interviews, however in comparison to structured interviews or questionnaires that use closed questions, there is no fixed range of response to each question.⁹²

At this stage, the researcher collected the data by giving the respondents some questions related to the use of student worksheet in speaking skill. The given questions also include the factors that influence student on the use of student worksheet. The students that were interviewed were ten students of MTs Kanjeng Sepuh Sidayu Gresik.

3. Document Review

Document review were designed to identify the agencies that play a role in supporting school programs.⁹³ Document review is a process to

analysis the important document such as memo, notes, book, letters, journals that related with this research. The data was include:

- a. Profile of MTs Kanjeng Sepuh Sidayu Gresik
- b. The structural organization of MTs Kanjeng Sepuh Sidayu Gresik
- c. The Vision and mission of MTs Kanjeng Sepuh Sidayu Gresik

⁹² Lioness Ayres, "Semi-Structured Interview", in *The Sage Encyclopedia of Qualitative Research Methods*, ed. Lisa M. Given (Thousand Oaks, CA: Sage Publications, 2008), 811.

⁹³ Glen A Bowen. Document analysis As a Quqlitative Research Method. *Qualitative Research Journal*; Vol.9, No.2, 2009. 28

- d. The lesson plan of third grade of MTs Kanjeng Sepuh Sidayu Gresik
- e. The document review related to this research.

E. The Technique of Data Analysis

This research was analyzed qualitatively using Miles and Huberman techniques of analyzing data that consist of data reduction, data display, and conclusion drawing or verification.⁹⁴

1. Data Reduction

Data reduction is referred to the process of selecting, focusing and transforming the data. By using the data reduction the researcher can get data that answered the research by choosing which aspect of the data that appeared in the interview transcription.

At this stage, the researcher focused on summarizing and deciding on the needed data and the information about students' perception on use of student worksheet in speaking skill and factors that influence the use of student worksheet in speaking skill, which had been collected by observation, interview, and documents and the transcribed the data. The irrelevant data that were not appropriate the research questions will be discharged.

2. Data Display

Data display is directed to get the reduction results that are organized and arranged of data information so it can easily understand to

⁹⁴ John, W., Creswell London, *Qualitative Inquiry and Research Design: Choosing among Five Approaches The third edition*, (Sage Publication: 2008), 184.

plan the research. The process is conducted by displaying the data, making connections between phenomena to interpret what is happening and what needs to be followed up to achieve the research purposes.

On this segment, the researcher displayed the data and then analyzed regarding the use and the factors influence the use of student worksheet in speaking skill. The researcher described the data into narrative form in order to be meaningful.

3. Conclusion Drawing or Verification

Conclusion drawing or verification is directed to get the conclusion based on finding and verifying data. The process of finding the evidence is known as data verification. It considers what is analyzed to assess their implications for the research question.

On this segment, the researcher drew the conclusion of the data through evaluating the observation data, interview data, and document review of the data. The researcher also gave the result of the analysis based on the problems' statement about the usage and the factors that influence the use of student worksheet in speaking skill.

F. Validity of Data

In this research, the researcher used data triangulation. Data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researchers.⁹⁵ The researcher used source triangulation and technical triangulation to test the validity of the data. Source triangulation to test the credibility of the data is

⁹⁵ J. R. Raco. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), 134.

done by checking the data that has been obtained through several sources. In this study, triangulation of sources was IX grade students at MTs Kanjeng Sepuh Sidayu Gresik. This triangulation is used to answer research questions about how students perceive the use of student worksheet in speaking skill at MTs Kanjeng Sepuh Sidayu Gresik.

G. Research Procedure

The steps of the research outline which dealt with the planning of research done by the researcher, it's started with the introductory study, the design of the study, the actual research, and the writing of the report.⁹⁶

The steps of this research are:

1. Pre field research stage

This first stage is determining what must be done before a researcher comes to the field of research object. There are three pre-field stages, which are:

- a. Exploration study is a visit to a research location earlier than implementation. With the purpose of understanding the research location conditions to be studied.
- b. Licensing, means this research requires the subsequent permissions and approaches, specifically a request for a cover letter from the state Islamic University of KH. Achmad Siddiq Jember as a permit application submitted to school.
- c. Preparation of research instruments, including; a) make an observation sheet that includes the the research subject and the

⁹⁶ Louis Cohen, et. Al, *Research Methods in Education* (New York: Routledge, 2007),144.

process of learning activities, b) make an interview questions list c) record the necessary documents in accordance with this research.

2. Field research stage

The second procedure after obtaining a research license was the researcher entered the research object informants to collect data by observation, and interview to obtain information about the use of the student worksheet in speaking skill. In this research, the researcher selected participants according to observation result of the active students and passive students in the learning process.

In the observation process, the researcher observed the conditions and situations of this school and the behavior of the students using student worksheet according to the observation checklist. Meanwhile, for the interview process, the researcher asked students about the use of student worksheet and also the factors influence the use of student worksheet in speaking skill.

3. Data analysis stage

This is the next stage after collecting data. This stage is analyzing data which includes data compaction, data display, drawing and verifying. In the data compaction process, the researcher condenses the data obtained from observations and interviews, the review process by selecting data about the use of student worksheet in speaking skill, then the researcher removes data that is not in accordance with the research question. Furthermore, in the process of presenting the data, the

researcher analyzed and compiled the data to make it relevant, then the data was concluded to answer research questions.

In this section, the researcher describes the data in a narrative form so that it can be meaningful. The final stage is about drawing and verifying conclusions. At this stage the researcher draws conclusions about the data he gets related to the research questions. He continuously analyzes and verifies the validity of the data by triangulation of observations and interviews.

4. Reporting stage

The stage of preparing this report is the last stage of the qualitative research process and procedure. At this stage the researcher made a written report using the data obtained from the observation and interview that had been previously analyzed by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the research findings and discussion related to the answer to the problem statement as mentioned in chapter 1. These findings are divided into three parts. The first is about the research object of MTS Kanjeng Sepuh Sidayu. The second part is a finding of the students' perception on use of student worksheet in speaking skill at the third grade of MTs Kanjeng Sepuh Sidayu. The third part is about the discussion of Student worksheet at third grade of MTs Kanjeng Sepuh Sidayu.

A. Description of Research Object

1. The profile of MTS Kanjeng Sepuh Sidayu

MTS Kanjeng Sepuh is the only junior high school that uses Dual System Education in Sidayu district that is located on Kanjeng Sepuh street no.2 Mriyunan.⁹⁷ This school was built in 1967 on a land area of 1.592 M² which contains 14 classrooms, a library, a science laboratory, a computer laboratory, a prayer room, a teacher's office room, a creativity room, an art room, a health room, a living room, a counseling room, a headmaster room, a and 4 toilets. This school has been accredited "A" and also applied the 2013 curriculum.

2. Vision and Mission of MTS Kanjeng Sepuh Sidayu

a. Vision:

The realization of faith and fear of Allah SWT generation, Excellence in achievement, Mastering science and technology, and Skilled in Arabic and English.

⁹⁷ MTs Kanjeng Sepuh, "Profil MTs Kanjeng Sepuh", 12 Agustus 2022.

b. Mission:

- 1) Faith and Taqwa to Allah SWT
- 2) Superior in Achievement
- 3) Mastering science and technology
- 4) Skilled in Arabic and English

c. Organization Structure

Educational institutions need a structure that regulates the division of tasks and functions for institutions that are concerned. The form of every organization in education is different from one another, it adapts to the nature and the goals of something to be achieved in the organization.⁹⁸

B. Research Findings

At this stage, the researcher will present some of the data obtained during the research activity. The data obtained then flow into this chapter according to the researcher's research methodology. Data are presented in detail according to the findings of the study site, either observational or

interview data. In this discussion, the researcher will describe the real situation and perception about students' perceptions on use of student worksheet in speaking skill at the third grade of MTS Kanjeng Sepuh Sidayu.

The data obtained by the researcher resulted in the following:

⁹⁸ MTs Kanjeng Sepuh, "Profil MTs Kanjeng Sepuh", 12 Agustus 2022.

1. Students' Perception on use of Student Worksheet in Speaking skill at the third grade of MTS Kanjeng Sepuh Sidayu Gresik

Students' perceptions about the use of student worksheet in speaking skill were investigated by two perceptions that are positive perception and negative perception.

a. Students' Positive Perception

This statement was about students' positive perception based on the contents of student worksheet include material and Exercise.

1) Material

The researcher found that the students look excited especially in learning a new vocabulary. It can be seen when learning begins. The teacher usually immediately asks students to discuss the English material that he explained in the meeting before. Besides that, the researcher found that most of the students already prepared and studied the material beforehand at home. So, the students seem relaxed and excited in explaining and discussing the material of the student worksheet.⁹⁹

The finding above was strengthened by the interview result.

Student 1 as the third grade students of MTS Kanjeng Sepuh Sidayu said that:

"I like it when the teacher used a student worksheet in the class, cause the material is little than using a book."¹⁰⁰

⁹⁹ Observasi di MTs Kanjeng Sepuh Sidayu, 2 August 2022.

¹⁰⁰ Student 1, *Interview*, Gresik, 23 August 2022

Student 3 also responded as follow:

“Yes, good. If the book actually exists, but it emphasizes the lesson, in the LKS it looks like it's more about practice.”

Student 4 was also responded as follows:

“In my opinion, it's quite helpful, because after all the materials of student worksheet are just like that and only doing the translation. Yaa... it's according to the ability of each student.”¹⁰¹

Student 5 also added:

“I'm excited because there are a lot of difficult words in the student worksheet. So, I'm curious about the meaning of each vocabulary”¹⁰²

It is supported by student 8. She explained as follows:

“It helps to make me very active, because there are a lot of difficult words and make our curiosity bigger, so it's really helpful”¹⁰³

Student 6 explain that:

“It still helping, learning the worksheet is just like that, and only doing the translation. It's only according to ability”¹⁰⁴

Student 10 also answered that:

“I like it because the material is small, simple and not complicated, that's all”¹⁰⁵

Based on the interview above, it shows that the use of student worksheet in speaking skill at third grade were (1) students

able to develop their speaking and writing skill (2) students become

¹⁰¹ Student 4, *Interview*, Gresik, 22 August 2022

¹⁰² Student 5, *Interview*, Gresik, 22 August 2022

¹⁰³ Student 8, *Interview*, Gresik, 22 August 2022

¹⁰⁴ Student 6, *Interview*, Gresik, 22 August 2022

¹⁰⁵ Student 10, *Interview*, Gresik, 22 August 2022

easier in understanding the material. (3) student able to learn a new vocabulary contained in the student worksheet.

2) Exercises

The researcher found that the students look enthusiasm to do the task given by the teacher based on the student worksheet. The teacher usually gives an example to do the task first before the students do the task individually or groups. Besides that, the researcher found that some of the students already do the task or translate the question beforehand at home.¹⁰⁶

The finding above was strengthened by the result of the interview. Student 3 as the third grade student of MTS Kanjeng Sepuh Sidayu said that:

“Yes, I like it because there are some questions for learning. Yaa...actually the book also exists, but it emphasizes the lesson. In other hands, the student worksheet it’s more about practicing”¹⁰⁷

The same thing was also conveyed by student 1, a student of grade third MTS Kanjeng Sepuh Sidayu said:

“In my opinion, it’s active, because we can develop speaking skill in front of the class, as well as writing skill. And also the ability to show the result of our answer”¹⁰⁸

Student 10 also added:

“It helps because there are often some students who come forward to improve their speaking ability”¹⁰⁹

¹⁰⁶ Observation di MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹⁰⁷ Student 3, *Interview*, Gresik, 22 August 2022

¹⁰⁸ Student 1, *Interview*, Gresik, 23 August 2022

¹⁰⁹ Student 10, *Interview*, Gresik, 22 August 2022

Student 5 said that:

“Yes, I like it. because there are questions like that for learning. Yes, good. If the book actually exists, but it emphasizes the lesson, in the LKS it looks like it's more about practice.”¹¹⁰

Based on the interview above, it found that the use of student worksheet in speaking skills were: (1) student become more active in learning. (2) student become motivated to come forward to practice their speaking skill. (3) students seem excited and happy when using student worksheet as their learning.

The statement above was also strengthened by the Lesson Plan (RPP) point A where the learning objective state that:

“The students can identify expression of Congratulation and Showing Purpose.”¹¹¹

The explanation above shows that the material and the learning objectives that is written in lesson plan appropriate with the material and exercise in student worksheet. Both of them explain congratulation and showing purpose.

The researcher found that the students' positive perceptions result of interviews, observations, and document review during the use of student worksheet in speaking skill were: (a) the students become more active and enthusiastic in learning because it was easier to understand (b) the students can speak properly and

¹¹⁰ Student 5, *Interview*, Gresik, 22 August 2022

¹¹¹ MTs Kanjeng Sepuh, “Lesson Plan Class IX”, 4 October 2022

correctly by using the student worksheet (c) the students were also more motivated by doing the task in the student worksheet.

b. Students' Negative Perception

This statement was about students' negative perception based on the contents of student worksheet in speaking skill that include material and exercise.

1) Material

The researcher found that some of the students had a difficulty in learning the material. It can be seen in the learning process, some of the students look less active or can't follow the learning maximally. The reason was because the material mostly translated by the teacher or already translated by the active students who had already prepare the learning beforehand.¹¹²

The finding above was strengthened by the result of the interview. According to Student 5 as the third grade students of MTS Kanjeng Sepuh Sidayu said that:

"I don't think student worksheet were useful because the example of the material is not enough, in other hands the practice is a lot, so I can't understand it well."¹¹³

Student 3 also added:

"In my opinion, it's not enough. Because the teacher usually translates the vocabulary little by little. Maybe around 5 percent of us understand it. But it's less useful in terms of the explanation, it seems less"¹¹⁴

¹¹² Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹¹³ Student 5, *Interview*, Gresik, 22 August 2022

¹¹⁴ Student 3, *Interview*, Gresik, 22 August 2022

Student 1 said that:

“I don’t think that student worksheet made it easier to receive the material well. Because most of it is translated by the teacher or we translate it from google, it’s don’t catch well by our brain. If we translate it through a dictionary might be able to improve the vocabulary even more, but if it is translated by our teacher it will be less tedious.”¹¹⁵

Based on the interview above, it shows that the use of student worksheet was: the students can’t improve their vocabulary because most of the material is translated by the teacher and Google.

2) Exercises

The researcher found that some of the students were still not focused on the learning process. They usually still laughing with each other or daydreaming in the learning process. As the researcher found, the students usually do that when they do the task given by the teacher. So that the teacher sometimes had to reprimand the students.¹¹⁶

The statement above was strengthened by student 4 answer who stated:

“In my opinion because the material mostly translated by the teacher, so for the exercise i feel difficult to follow the instruction.”¹¹⁷

Student 2 was strengthened it by stated:

¹¹⁵ Student 1, *Interview*, Gresik, 23 August 2022

¹¹⁶ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹¹⁷ Student 4, *Interview*, Gresik, 22 August 2022

“Based on my opinion, i think there should be more practice communication using English among students in student worksheets. Because it not enough for us to improve our speaking ability.”¹¹⁸

Student 5 also added:

“...it’s just... I think the student worksheets is not yet focus on communication skills because in English lesson, students still mix English with indonesian or Javanese.”¹¹⁹

Based on the interview above, it found that the exercise in the student worksheet was not enough to improve their speaking skill because the student worksheet not yet focus on speaking skill only. The students also still mix English with indonesian or Javanese in the learning process.

The Lesson Plan (RPP) point E where the learning objective also state that:

“The learning model used Discovery learning and Problem Based Learning. Meanwhile the learning method used question and answers, interviews, dicussion, and role playing”¹²⁰

The researcher found that the learning method written in lesson plan did not applied in the learning process. The learning method also not adjust with the students’ need to improve their speaking ability .

The researcher found that the students’ negative perceptions result of interviews, observations, and document review during the use of student worksheet in speaking skill were: (a) the

¹¹⁸ Student 2, *Interview*, Gresik, 23 August 2022

¹¹⁹ Student 5, *Interview*, Gresik, 22 August 2022

¹²⁰ MTs Kanjeng Sepuh, “Lesson Plan Class IX”, 4 October 2022

students can't improve their vocabulary because most of the material is translated by the teacher and Google (b) the students can't improve their speaking skill because the student worksheet not yet focus on speaking skill only (c) The students still mix English with Indonesian or Javanese in the learning process. (d) the student worksheet not fulfill the students' need in learning .

2. The Factors Influence the Use of Student Worksheet in Speaking skill at Third grade of MTS Kanjeng Sepuh Sidayu Gresik

The factors that influence the use of student worksheet in speaking skill based on the result of observations. The student worksheet were applied in third grade of MTS Kanjeng Sepuh Sidayu. There are two factors influence the use of student worksheet in speaking skill, that are internal factors and external factors.

a. Internal Factors

The researcher divided the internal factors finding into two factors that are physiological factors and psychological factors.

1) Physiological Factor

The researcher asked the students about the physiological factors that influence the use of student worksheet in speaking skill that contain health conditions, physical fitness, and five senses.

a) Health conditions

The researcher asked if the health condition factor influence the use of student worksheet in speaking skill. It was responded by student 10 as follows:

“Yes, because if we are healthy, we can take lessons comfortably and with enthusiasm too. If we are sick, the learning will be in vain, because what we learn does not enter our brains.”¹²¹

It was also strengthened by the explanation from student 4 as follows:

“Yes, because if we study in class when we are not healthy/ sick, it can interfere with our concentration in learning and the lessons can't be optimal either”¹²²

Student 5 added the same explanation:

“Yes, if we are healthy our minds are clear so we can focus on learning. It's because I have low blood pressure, so if I'm a little tired I will drop. So, it can interfere with learning activities.”¹²³

But some students give the opposite answer about the health condition factor. Student 6 stated that:

“There's nothing, it just that I'm being lazy to translate the material and do the task”¹²⁴

Related to some explanation above, the English teacher explain that:

“As i know mostly students in A class didn't had a health problem. But there is also some students who had a low blood pressure and low immune.”¹²⁵

¹²¹ Student 10, *Interview*, Gresik, 22 August 2022

¹²² Student 4, *Interview*, Gresik, 22 August 2022

¹²³ Student 5, *Interview*, Gresik, 22 August 2022

¹²⁴ Student 6, *Interview*, Gresik, 22 August 2022

Based on the interview above, it shows that some of the students said that their health condition influences the use of student worksheet in speaking skill were: (1) it can influence their enthusiasm and focus on learning, (3) it can interfere with learning activities. But, two students give the opposite answer, they said that health condition does not influence the use of student worksheet in speaking skill because they were lazy to do the task and translate the material.

Based on the observation, the researcher found that students who had health conditions problems mostly because of their nearsighted problems. In other hands, the students who had no health condition problems sometimes can't focus and pay attention to the material because they are lazy. So, the teacher mostly had to reprimand the students.¹²⁶

b) Physical fitness

The researcher asked the students about the physical fitness factor influence the use of student worksheet in speaking skill. Student 8 answered that:

“Yes, because the physical must also be taken care of properly, fatigue also affects our concentration and it disturbing in our learning. That's why studying in a fresh state was more comfortable”¹²⁷

¹²⁵ English Teacher, *Interview*, Gresik, 23 August 2022

¹²⁶ Observation in MTs Kanjeng Sepuh, 2 August 2022

¹²⁷ Student 8, *Interview*, Gresik, 22 August 2022

It was supported by student 5. She explained as follows:

“Yes, it affected us, because mostly when we already had some lessons before, I can’t focus on the learning and get the lessons maximally.”¹²⁸

Student 6 added:

“In the first lesson, I am usually more active because my brain is still fresh. Whereas if we already feel tired, it made me become lazy or sleepy in the lesson”¹²⁹

The english teacher also added that:

“Usually when the lesson was in the mid day, students become more passive and look lazy than when the lesson was in the first learning”¹³⁰

Based on the interview above, it shows that some of the students said that physical fitness influences the use of student worksheet in speaking skill were: (1) affects student concentration and focus in class, (2) affect the comfort and disturbing in learning, (3) made them can’t get the lessons maximally, (4) affect the student become lazy or sleepy in the lesson.

Based on the observation in the learning process, the researcher found that most of the students can’t focus when they already had a hard lesson before the English class. The researcher also found that they were more active when the lesson was applied in the first class.¹³¹

¹²⁸ Student 5, *Interview*, Gresik, 22 August 2022

¹²⁹ Student 6, *Interview*, Gresik, 22 August 2022

¹³⁰ English Teacher, *Interview*, Gresik, 23 August 2022

¹³¹ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

c) Five senses

The researcher asked the students about the five senses factor that influence the use of student worksheet in speaking skill. It was responded by student 3 as follows:

“Yes, because if there are some of our five senses that are a little problematic, the learning process will definitely be disrupted, so our learning is not optimal. For example, had a nearsighted problem”¹³²

It was also explained by student 4 as follows:

“Yes, because if we have vision/hearing problems it causes us not to be able to focus on what the teacher is saying”¹³³

While student 7 added:

“Yes, we do not understand the material presented by the teacher. There is also a friend of mine who has a slight disturbance in the five senses, usually when he sees the writing on the board which is a little blurry. It is difficult for him to follow the learning process. Furthermore, he was seated in the back”¹³⁴

Student 6 stated the opposite thing:

“No, because I don’t have a problem with my senses, especially with my eyes and ears. So, alhamdulillah my learning is not interrupted by that.”¹³⁵

The English teacher also stated that:

“Some students had a nearsighted problem and that reason made the students can’t follow the learning maximally if they didn’t used their glasses.”¹³⁶

¹³² Student 3, *Interview*, Gresik, 22 August 2022

¹³³ Student 4, *Interview*, Gresik, 22 August 2022

¹³⁴ Student 7, *Interview*, Gresik, 22 August 2022

¹³⁵ Student 6, *Interview*, Gresik, 22 August 2022

¹³⁶ English Teacher, *Interview*, Gresik, 23 August 2022

Based on the interview above, it found that some of the students said that the five senses influence the use of student worksheet in speaking skill were: (1) the learning process will definitely be disrupted that made the lesson not optimal, (2) five senses problems cause the students had difficulty in hearing the learning process, (3) difficult for the students to follow and understand the learning process. But two students give the opposite answer, the reason was that they do not have a five senses problem.

Based on the observation, the researcher found that most of the students don't have sight and hearing problems. But some students who had a nearsighted problem usually wear their glasses in the learning process.¹³⁷

2) Psychological Factor

The researcher asked the students about the psychological factors that influence the use of student worksheet in speaking skill that contain interest, talent, intelligence, motivation, and cognitive ability.

a) Interest

The researcher asked the students' opinions about their interest in the use of student worksheet in speaking skill. It was responded by student 4 as follows:

¹³⁷ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

“Yes, because if we don't have an interest in learning, it can cause us to be lazy to study or even don't want to learn. And if we were interested in learning English using the student worksheet, it will make us more focused and not be lazy in the learning”¹³⁸

It was supported by student 3 as follows:

“Yes, if English lessons are something that we are interested in, it is something that makes us have a competitive spirit to achieve high scores. Because I don't care about the subject that I'm not interested in”¹³⁹

It was strengthened by student 8 as follows:

“Yes, it affects, because the more we like the lesson, the more enthusiastic we are in learning. if there is no interest in English lessons then we don't like learning that lessons. And because I'm really interested in going abroad one day, so I can understand the native speaker are saying”¹⁴⁰

In other hands, there is one student who gives the opposite statement. Student 1 stated that:

“No, because no matter what the lesson is, it must be learned because knowledge is important”¹⁴¹

The English teacher also give an explanation as follow:

“As you can see that students who had an interest in English actively participate in learning process. Meanwhile students who had low interest in English was more passive and lazy follow the learning process.”¹⁴²

Based on the interview above, it shows some of the students said that interest influences the use of student worksheet in speaking skill were: (1) because it related to the

¹³⁸ Student 4, *Interview*, Gresik, 22 August 2022

¹³⁹ Student 3, *Interview*, Gresik, 22 August 2022

¹⁴⁰ Student 8, *Interview*, Gresik, 22 August 2022

¹⁴¹ Student 1, *Interview*, Gresik, 23 August 2022

¹⁴² English Teacher, *Interview*, Gresik, 23 August 2022

student's laziness to study or even don't want to learn, (2) made the students have a competitive and spirited to achieve high scores, (3) made the students enthusiastic in learning. But the student said the opposite perception because she thinks all lessons must be learned.

In the observation, the researcher found that students who had an interest in English especially in speaking do the task given by the teacher maximally. But in other hands, some students who had no interest in studying English usually talk and laugh with each other when the teacher explains the material.¹⁴³

b) Intelligence

The researcher asked the students about the intelligence factors that influence the use of student worksheet in speaking skill. Based on the interview, the student 6 stated that:

“Yes, it was very influential because each student's ability is different. For example, understanding how fast and how slow is also different”¹⁴⁴

It was supported by student 10 as follows:

“Yes, because in my opinion if there is a difficult lesson even after I learn it is still difficult, it made me lazy to do or study again with that lesson.”¹⁴⁵

It was strengthened by student 9 as follows:

¹⁴³ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹⁴⁴ Student 6, *Interview*, Gresik, 22 August 2022

¹⁴⁵ Student 10, *Interview*, Gresik, 22 August 2022

“Yes, in my opinion, it can make us more easily understand deeper into the material. But because I had little vocabulary, it made me I had difficulty in using a student worksheet”¹⁴⁶

Student 3 give the opposite perception, she said:

“No, because usually we can learn these subjects not only from intelligence but usually from his interests or talents, so intelligence is not the main thing from we can doing something”¹⁴⁷

Student 2 added:

“No, because it all depends on the intention and effort.”

The English teacher also explained as follow:

“Students in A class actually already had a higher intellegence than the other class, it just depend on their interest in learning English.”¹⁴⁸

Based on the interview above, the researcher found that the student’s fastness and slowness in each student influence the use of the student worksheet. The students also had difficulty because of their lack of vocabulary and the level of difficultly of the lesson. But, there were four students who give the opposite perception because they think it depends on the intention, effort, and diligence of each student.

Based on the observation, the researcher also found that most students don’t have a problem understanding the explanation by the teacher through using full English. The student can respond easily to the conversation or answer the

¹⁴⁶ Student 9, *Interview*, Gresik, 22 August 2022

¹⁴⁷ Student 3, *Interview*, Gresik, 22 August 2022

¹⁴⁸ English Teacher, *Interview*, Gresik, 23 August 2022

questions given. Although some of the students were less active, they still can understand and do the task nicely though not as fast as the others.¹⁴⁹

c) Talent

The researcher asked the students about the talent factor that influence the use of student worksheet in speaking skill.

It was responded by student 3 as follows:

“Yes, because usually, children who are talented in one lesson will focus more on that. And if I had a talent in English, it made me easier to follow the learning”¹⁵⁰

Student 4 also added:

“Yes, because if we have talent in learning, it can trigger our enthusiasm to study harder. It also can make it easier for us to do the task because we are used to that talent”¹⁵¹

Related to the statements above, the student 2 also explained:

“Yes, because talent affects the speed in understanding the lesson because it will be easier to develop and follow the material based on the student worksheet”¹⁵²

Student 7 gave an opposite opinion:

“No, I think it depends on our effort in learning”¹⁵³

Related to the explanation above, the English teacher also explain that:

¹⁴⁹ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹⁵⁰ Student 3, *Interview*, Gresik, 22 August 2022

¹⁵¹ Student 4, *Interview*, Gresik, 22 August 2022

¹⁵² Student 2, *Interview*, Gresik, 23 August 2022

¹⁵³ Student 7, *Interview*, Gresik, 22 August 2022

“Each students definitely had a different talent, but based on my observation until now most students in A class had a talent in English even each of their ability was different.”¹⁵⁴

Based on the interview above, the researcher found that talent (1) made the students more focused and easier to do the task, (2) it can trigger the student’s enthusiasm and excitement to study harder, (3) affect the speed in understanding the lesson. But there was a student who give the opposite perception because he thought it depend on the student’s effort in learning.

Based on the observation, the researcher found that the student mostly can learn by reading the instruction in the student worksheet. The students can speak nicely or even perfectly although they should be given an example to pronounce it first.¹⁵⁵

d) Motivation

The researcher asked the students about the motivation factor that influence the use of student worksheet in speaking skill. Student 1 was answered as follows:

“Yes sis, because it made us enjoy and had fun in the learning process. But the most important thing is motivation from ourselves because the first thing is from ourselves”¹⁵⁶

¹⁵⁴ English Teacher, *Interview*, Gresik, 23 August 2022

¹⁵⁵ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

¹⁵⁶ Student 1, *Interview*, Gresik, 23 August 2022

It was supported by student 3 as follows:

“Yes, because sometimes we fail in our plans, if we had motivation from others, it will rise our enthusiastic than before in using the student worksheet”¹⁵⁷

Based on the statements above, student 10 also added:

“Yes, I like it when I hear good encouragement from my friends, teachers, and family. Because in my opinion, I become more enthusiastic and feel supported in learning”¹⁵⁸

The other thing was also conveyed by student 9, a student of third grade of MTS Kanjeng Sepuh Sidayu said:

“No, because I don’t have the motivation to improving my English, especially my speaking. So, I think it depends on the student’s thoughts”¹⁵⁹

Related to some explanation above, the English teacher also explain that:

“Students mostly enthusiasm and motivated in learning when the implementation of the material in learning process are fun and made them active participate.”¹⁶⁰

Based on the interview above, the students stated that

motivation influence the use of student worksheet in speaking

skill were: (1) the students enjoy and had fun in the learning

process. (2) rise the student enthusiasm and excitement

because of the encouragement from others and themselves.

But, three students gave different perceptions because

¹⁵⁷ Student 3, *Interview*, Gresik, 22 August 2022

¹⁵⁸ Student 10, *Interview*, Gresik, 22 August 2022

¹⁵⁹ Student 9, *Interview*, Gresik, 22 August 2022

¹⁶⁰ English Teacher, *Interview*, Gresik, 23 August 2022

student's thoughts are different and it depends on each student.

Based on the observation, the researcher found that the students who stated had a lot of motivation more enjoyment, and enthusiasm in the learning process especially when the teachers give a task to present in front of the class. In other hands, the other students who had low motivation were present and do the activity when the teachers ordered. They usually sleep or don't pay attention in class.¹⁶¹

e) Cognitive ability

The researcher asked the student's perception about the cognitive ability factor influence the use of student worksheet in speaking skill. Student 4 stated that:

“Yes, because students' knowledge is different, so the student who has more knowledge in English will know much more about the lesson. If we don't know the meaning of a lesson, then we won't be able to follow the lesson maximally”¹⁶²

It was strengthened student 10 as follows:

“Yes, if our knowledge is wider, I think it will be easier to learn the material in student worksheet”¹⁶³

Student 7 added:

“No, because the purpose of learning is from those who don't know become know”¹⁶⁴

¹⁶¹ Observation in MTs Kanjaeng Sepuh Sidayu, 2 August 2022

¹⁶² Student 4, *Interview*, Gresik, 22 August 2022

¹⁶³ Student 10, *Interview*, Gresik, 22 August 2022

¹⁶⁴ Student 7, *Interview*, Gresik, 22 August 2022

Related to some explanation above, the English teacher explain that:

“Students who actively participate in learning process definitely had a high cognitive ability because they can easily understand the material that i was explained. And i think that more than half of the students in A class had high cognitive ability ”¹⁶⁵

Based on the interview above, it shows that the students stated cognitive ability influence the use of student worksheet in speaking skill because the wider student knowledge affect the easier lesson they got. But there was also a student who give a different perception because he thinks the purpose of learning was from not know become know.

Based on the observation, the researcher found that the students who were active in learning process was student who got more cognitive ability than other. They can easily follow the instruction to do the task in speaking.¹⁶⁶

b. External Factors

The researcher divided the external factors into two factors that are enviromental factors and instrumental factors.

1) Environmental Factors

The researcher asked the students about the environmental factors that influence the use of student worksheet in speaking

¹⁶⁵ English Teacher, *Interview*, Gresik, 23 August 2022

¹⁶⁶ Observation in MTs Kanjeng Sepuh Sidayu, 2 August 2022

skill that contain natural environmental factor and social-cultural environmental factor.

a) Natural environmental factor

The researcher asked the students about the natural environmental factor that influence the use of student worksheet in speaking skill. Based on the interview above, student 3 responded as follows:

“Yes, because when it rains, I am usually sleepy but when it's hot we feel stifflingly hot and it disturbs me in studying. So usually the right time for students is in the morning from 7 to 9”¹⁶⁷

It was related to student 6 statement, he explained that:

“Influence, if the weather is hot, it will be a problem because it's not comfy to do the learning. But, when it rains, the sound of rainwater will affect students' hearing when the teacher explains and I become lazy hehe”¹⁶⁸

While it is supported by student 7. He answered:

“Yes, if the environment or weather supports learning, I will be more focused and relaxed. And I am more enthusiastic when it rains because when it rains it's relatively cloudy. So, it affects our mood in the learning”¹⁶⁹

Student 9 added:

“It affects me because I have a cold allergy. So sometimes I can't focus when the weather is cloudy or even rainy”¹⁷⁰

Student 8 give the opposite perception, he said:

¹⁶⁷ Student 3, *Interview*, Gresik, 22 August 2022

¹⁶⁸ Student 6, *Interview*, Gresik, 22 August 2022

¹⁶⁹ Student 7, *Interview*, Gresik, 22 August 2022

¹⁷⁰ Student 9, *Interview*, Gresik, 22 August 2022

“No, because we are inside the class not outside. So, I don't think it's related to our learning”¹⁷¹

Related to some explanation above, the English teacher explain that:

“Usually when the weather is gloomy or rainy the students become sleepy and lazy, meanwhile when the weather is hot the students become fuss with their sultry feeling.”¹⁷²

Based on the interviews above, it shows that: (1) the weather affected the student ease and comfy in learning, (2) affect students' five senses, (3) supports learning to become focused, (4) affect the student's mood and relax in the learning process, (5) affect students who had a disease. On other hands, two students give an opposite perception because they do not think it was related to their indoor learning.

Based on the observation, the researcher found that when the weather was good, most of the students look more relaxed and active in English learning. While the weather is not good based on the students comfort. So, the students become lazy and do not pay attention in the lesson.¹⁷³

b) Socio-cultural environmental factor

The researcher asked the student about socio-cultural environmental factor influence the use of student worksheet in speaking skill. It was responded by student 3 as follows:

¹⁷¹ Student 8, *Interview*, Gresik, 22 August 2022

¹⁷² English Teacher, *Interview*, Gresik, 23 August 2022

¹⁷³ Observation in MTs Kanjeng Sepuh Sidayu, 8 August 2022

“Yes, because each child surely had a different character, for example, an introverted student, will be alone so it affects their knowledge. Because he doesn't have a team, so he can't ask if he has difficulty to understand the lesson that was being explained”¹⁷⁴

It was related to student 10 statement. He said:

“Yes, because if a friend or relative at home studies, I will also learn, because I think I prefer to study together. My parents also usually give me praise even a prize if I get a good score. So, that reason makes me want to study hard”¹⁷⁵

Student 7 added:

“I think yes, most of my friends take lessons, that's why I take a lesson too because I don't want to be left behind. If we had a nice and smart environment around us, then indirectly we also have the intention to learn”¹⁷⁶

Student 9 give a different perception as follow:

“No, because I think the one who has an important role in ourselves”¹⁷⁷

Related to some explanation above, the English teacher explain that:

“The social-cultural environment influence each students intention in learning activities. One of that is a sitting mate in class. Students who had an active and enthusiasm friends will definitely affect their activeness in learning process”¹⁷⁸

Based on the interviews above, it shows that: (1) student social cultural affect their desire to not be left behind the

learning (2) social culture help the students become more

¹⁷⁴ Student 3, *Interview*, Gresik, 22 August 2022

¹⁷⁵ Student 10, *Interview*, Gresik, 22 August 2022

¹⁷⁶ Student 7, *Interview*, Gresik, 22 August 2022

¹⁷⁷ Student 9, *Interview*, Gresik, 22 August 2022

¹⁷⁸ English Teacher, *Interview*, Gresik, 23 August 2022

spirited because of the reward and praise from other. But, two of the students give an opposite perception because they think it depends on themselves, not from other.

In observation, the researcher found that the students who had active friends had more enthusiasm in the learning process because they are cheered up by their friends. On other hands, the passive students mostly seat beside inactive students.¹⁷⁹

2) Instrumental Factors

The researcher asked the students about the instrumental factors that influence the use of student worksheet in speaking skill that contain curriculum, program, teacher, and facilities.

a) Curriculum

The researcher asked the students if the curriculum factors influence the use of student worksheet in speaking skill. It was responded by student 3 as follows:

“Yes, because sometimes teachers teach based on the curriculum, whether you want it or not, understand or not understand, we'll skip if it's been explained once or twice by the teacher”¹⁸⁰

It was also strengthened by an explanation from student 4 as follows:

“Yes, because every school uses a different curriculum, so those who use the old curriculum will feel left out of

¹⁷⁹ Observation in MTs Kanjeng Sepuh Sidayu, 8 August 2022

¹⁸⁰ Student 3, *Interview*, Gresik, 22 August 2022

lessons. I also think it affects students who less understand and will be left behind”¹⁸¹

Student 1 added:

“Yes...it’s very influential because sometimes teachers catch up with the curriculum, so usually, they never pay attention to the students who are still lacking and it difficult to follow the lesson”¹⁸²

Student 8 add a different perception as follow:

“No, because the curriculum is easier to understand. The point is the same, it just depends on us”¹⁸³

Related to some explanation above, the English teacher explain that:

“The Curriculum used in MTs Kanjeng Sepuh was K-13 revision which focus on the caracter of the students”¹⁸⁴

Based on the interview above, it shows that: (1) the difficulty for students to follow the lesson, (2) if the teacher applied the curriculum late, it made the learning process can’t be applied maximally, (3) student who still not get the lesson well will be left behind. But there also two students who

stated a different perception because they felt the curriculum is easy to understand and it only depends on the students.

Based on observation, the researcher found that the teacher applied the lesson based on the curriculum K13. So,

¹⁸¹ Student 4, *Interview*, Gresik, 22 August 2022

¹⁸² Student 1, *Interview*, Gresik, 23 August 2022

¹⁸³ Student 8, *Interview*, Gresik, 22 August 2022

¹⁸⁴ English Teacher, *Interview*, Gresik, 23 August 2022

sometimes the students who still less understand and cannot follow the learning maximally were left behind.¹⁸⁵

b) Program

The researcher asked the students about the program factor that influence the use of student worksheet in speaking skill. Student 4 answered that:

“Yes, because school programs can also help increase students' interest in learning. That's why we need many programs to increase our English ability. So, we easily can follow the lesson”¹⁸⁶

It was supported by student 1. She explained as follows:

“It really affects, because there is an English program implemented in MTS. Last time we went to study English in Pare. So, it makes us feel the spirit of learning English higher and more enthusiastic in studying English.”¹⁸⁷

Student 10 added:

“Yes, because in my opinion, I would prefer if there was my favorite subject program at school. So, I will feel motivated. And because there is an English program at school, so it made us enthusiastic in learning English”¹⁸⁸

Student 3 gives an opposite perception:

“No, because the program is indoors so it's not hot”¹⁸⁹

Related to some explanation above, the English teacher explain that:

¹⁸⁵ Observation in MTs Kanjeng Sepuh Sidayu, 8 August 2022

¹⁸⁶ Student 4, *Interview*, Gresik, 22 August 2022

¹⁸⁷ Student 1, *Interview*, Gresik, 23 August 2022

¹⁸⁸ Student 10, *Interview*, Gresik, 22 August 2022

¹⁸⁹ Student 3, *Interview*, Gresik, 22 August 2022

“For the program implemented in this school there was an English Program which aims to improve students’ ability in English. The program also include a study tour.”¹⁹⁰

Based on the interview above, it shows that: (1) the school program helps increase students’ interest, (2) the school program made them enthusiastic and motivated to learn English more, (3) it affects students’ activeness in class. But there was a student who give the opposite perception because he thinks because the program was done indoors.

Based on the observation, the researcher found that there was an English program that was applied in the school. The program was a compulsory program that should be joined by all of the students. The Program was focus in english learning and study tour in some place to improve the students’ speaking ability.¹⁹¹

c) Teachers

The researcher asked the students about the teacher factor that influence the use of student worksheet in speaking skill. It was responded by student 3 as follows:

“Yes, it’s because a teacher who is fierce or who is too serious will make students tense and uncomfortable, so the lessons taught by the teacher are also disliked by the students”¹⁹²

¹⁹⁰ English Teacher, *Interview*, Gresik, 23 August 2022

¹⁹¹ Observation in MTs Kanjeng Sidayu, 8 August 2022

¹⁹² Student 3, *Interview*, Gresik, 22 August 2022

It was also explained by student 10 as follows:

“Yes, I like to learn if the teacher explains in detail, and the way of teaching is good and otherwise. Because the way teachers teach and deliver lessons also affects students' interest in learning”¹⁹³

While student 9 also added:

“I agree because usually, the teacher asked us about our understanding of each material. The teacher also mostly calls some students to ask about the material. It's like check if we understand or not”¹⁹⁴

Related to some explanation above, the English teacher explain that:

“The activeness of the students actually depend on which method and implementation that we do in the learning process. Because teacher should facilitated each of students' need to make it easier for students to understand the material that being taught.”¹⁹⁵

Based on the interview above, it shows that: (1) the teachers teach to affect the student's interest and understanding of the material in learning, (2) the teacher's attention in each student's ability helps the student to not left behind the material

Based on the observation, the students look more active and pay attention when the teacher also pays attention to each of the students. Besides that, the researcher also found that

¹⁹³ Student 10, *Interview*, Gresik, 22 August 2022

¹⁹⁴ Student 9, *Interview*, Gresik, 22 August 2022

¹⁹⁵ English Teacher, *Interview*, Gresik, 23 August 2022

when the teacher explains the lesson in a fun way, students look more active and enjoy the learning process.¹⁹⁶

d) Facilities

The researcher asked the students about the facilities factor that influence the use of student worksheet in speaking skill. Based on the interview, the student 3 stated that:

“Yes, because if the facilities don't match the student's needs, the learning process will be disrupted. And if the facilities in the school are good, the students will study harder”¹⁹⁷

It was supported by student 4 as follows:

“Yes, because if we don't have adequate facilities, it can reduce our interest in learning. And if the school facilities don't support me, I'm lazy to study because I don't think I'm interested”¹⁹⁸

It was strengthened by student 6 as follows:

“yes, because if the facilities are good then we will be more enthusiastic and made it easier for me to follow the lesson. For example, having a library in our school help us in learning more by reading other book”¹⁹⁹

Related to some explanation above, the English teacher explain that:

“Usually when i used an other media in learning, students become more enthusiasm and looks interest to follow the learning process. For example, when i used projector to explain the material.”²⁰⁰

¹⁹⁶ Observation in MTs Kanjeng Sidayu Sidayu, 8 August 2022

¹⁹⁷ Student 3, *Interview*, Gresik, 22 August 2022

¹⁹⁸ Student 4, *Interview*, Gresik, 22 August 2022

¹⁹⁹ Student 6, *Interview*, Gresik, 22 August 2022

²⁰⁰ English Teacher, *Interview*, Gresik, 23 August 2022

Based on the interview above, it shows that: (1) the facilities help the student not disrupted in learning, (2) the facilities support help students become study harder, (3) the facilities can reduce and improve student's interest, (4) the facilities affect student enthusiastic and learning in each material.

Based on the observation, the researcher found that the facilities in school such as the projector, book, and library help the student become active because their lesson was supported by that.²⁰¹

Table 4.1
Matrix of Research Finding

No	Research Focus	Research Findings
1	2	3
1	What are the students' perception on use of student worksheet in speaking skill at the third grade of MTS Kanjeng Sepuh Sidayu Gresik?	<p>Students' perception on use of student worksheet in speaking skill are based on Irwanto theory. They include:</p> <ol style="list-style-type: none"> 1. Positive perception <ol style="list-style-type: none"> a. Student Worksheet help the students become more active and enthusiastic in learning b. Student Worksheet help the students become motivated to practice their speaking in front of the class c. Student Worksheet help the students to speak properly and correctly by following the material d. Student Worksheet help the students develop their speaking ability 2. Negative perception <ol style="list-style-type: none"> a. Student Worksheet can't improve their vocabulary because most of the material was translated by the teacher and Google b. Student Worksheet can't improve their speaking skill because the student worksheet not yet focus on speaking skill only c. Student Worksheet can't help students to speak fully using English because students

²⁰¹ Observation in MTs Kanjeng Sepuh Sidayu, 8 August 2022

		<p>still mix English with Indonesian or Javanese in the learning process.</p> <p>d. Student Worksheet not fulfill the students' need in learning .</p> <p>e. Student Worksheet cannot help students feel interested, the students still laughing with each other or daydreaming in the learning process.</p>
2	<p>What factors do influence the use of student worksheet in speaking skill at third grade of MTS Kanjeng Sepuh Sidayu Gresik?</p>	<p>1. Internal factors</p> <p>a. Physiological factors</p> <p>1) Health condition</p> <p>a) Eight out of ten students agree that health condition influence the use of student worksheet in speaking skill because it influence their enthusiasm, focus, activities maximally.</p> <p>b) Two out of ten students gave the opposite answer because they lazy to do the task and translate the material.</p> <p>2) Physical fitness</p> <p>a) Ten out of ten students agree that physical fitness influence the use of student worksheet in speaking skill because it affects students' concentration, comfort, and activeness in the learning process</p> <p>3) Five senses</p> <p>a) Eight out of ten students agree that the five senses influence the use of student worksheet in speaking skill because it affects the student's difficulty to follow and understand in the learning process and make the lesson become not optimal</p> <p>b) One out of ten students give an opposite perception because he does not have a five-sense problem.</p> <p>b. Psychological factors</p> <p>1) Interest</p> <p>a) Nine out of ten students agree that interest influence the use of</p>

		<p>student worksheet in speaking skill because it helps them become competitive, enthusiastic, and not lazy in the learning process.</p> <p>b) One out of ten students give an opposite perception because she thinks all lesson must be learned even if they disliked it.</p> <p>2) Intelligence</p> <p>a) Six out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the learning process can easily and nicely be finished according to the fastness and slowness of the material.</p> <p>b) Four out of ten students give an opposite perception because they think it depends on the intention, effort, and diligence of each student.</p> <p>3) Talent</p> <p>a) Nine out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the student become more focused and it easier to do the task, which can trigger the student's enthusiasm, to study harder, affect the speed in understanding the lesson</p> <p>b) One out of ten students gives an opposite perception because he thinks it only depends on the student's effort in learning.</p> <p>4) Motivation</p> <p>a) Seven out of ten students agree that intelligence influence the use of student worksheet in speaking skill because it affects their enjoyment in the learning process, and can rise students' enthusiasm from other encouragement.</p> <p>b) Three out of ten students give an opposite perception because they</p>
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		<p>think people thoughts are different and it depends on each student.</p> <p>5) Cognitive ability</p> <p>a) Nine out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the wider student knowledge affects the easier lesson they got.</p> <p>b) One out of ten students give an opposite perception because he thinks the purpose of learning was from not know become know.</p> <p>2. External factors</p> <p>a. Environmental factors</p> <p>1) Natural environmental</p> <p>a) Eight out of ten students agree that the natural environment influence the use of student worksheet in speaking skill because the weather affected the student ease and comfy in learning, affect students' five senses, supports learning to become focused, affect student's mood and relaxation in the learning process, affect students who had a disease</p> <p>b) Two out of ten students give an opposite perception because they do not think it was related to their indoor learning.</p> <p>2) Socio-cultural environmental</p> <p>a) Eight out of ten students agree that the natural environment influences the use of student worksheet in speaking skill because it affects their desire to not be left behind other, and helps them to more cheer up by the reward and praise they got.</p> <p>b) Two out of ten students give an opposite perception because they think it depend on themselves, not from other.</p>
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		<p>b. Instrumental factors</p> <ol style="list-style-type: none"> 1) Curriculum <ol style="list-style-type: none"> a) Eight out of ten students agree that the natural environment influences the use of student worksheet in speaking skill because affect the difficulty in understanding, the maximum lesson in the class, and affect the slow students will be left behind in the lesson. b) One out of ten students give an opposite perception because they felt the curriculum is easy to understand and it only depends on the students. 2) Program <ol style="list-style-type: none"> a) Nine out of ten students agree that the program influence the use of student worksheet in speaking skill because the school program help increase students' interest, made them enthusiastic and motivated to learn English more, and affects student's comfort also activeness in class b) One out of ten students give an opposite perception because the program was done indoor. 3) Teacher <ol style="list-style-type: none"> a) Ten out of ten students agree that program influence the use of student worksheet in speaking skill because the teacher's teach affect student's interest and understanding of the material in learning, the teacher's attention to each student's ability help student in order to not left behind the material 4) Facilities <ol style="list-style-type: none"> a) Ten out of ten students agree that facilities influence the use of student worksheet in speaking skill because the facilities help the
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		<p>student not disrupted in learning, the facilities support help students become study harder, the facilities can reduce and improve student's interest, and the facilities affect student enthusiastic and learning in each material</p>
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C. Research Discussion

In this section, the researcher described and discuss the research finding covering the students' perceptions and the factors influence on use of student worksheet in speaking skill at third grade of MTS Kanjeng Sepuh Sidayu Gresik.

1. Students' perception on use of student worksheet in speaking skill

This research conducted at the third grade students at MTs Kanjeng Sepuh Sidayu Gresik. The objectives of this research were to know the students' perception on use of student worksheet in speaking skill.

The result of findings found that student worksheet, most of students gave positive perception. In learning process, student worksheet helps to increase student communication and develop writing skills. If the students

use student worksheet in class, students can speak properly and correctly thus the students understand how to express the ideas, opinion, and help each other to solve the problems in learning. The students also become more active and enthusiasm because it was easier for them to understand the material and also the exercise of the student worksheet. It made the students feel more motivated by do the task uses the student worksheet in learning. It's related with the theory Syamlan that stated, the purpose of

using student worksheet is to help students that must find their own concepts taught because student worksheet contains activities that must be carried out by students in order to maximize understanding to form basic abilities according to the indicators to be taken.²⁰²

While, Students' negative perceptions on the use of student worksheet in speaking skill based on the material and exercise were: student worksheet can't improve their vocabulary because most of the material was translated by the teacher and Google. Students also said that the student worksheet can't improve their speaking skill because the student worksheet not yet focus on speaking skill only and can't help students to speak fully using English in the learning process. The material and exercise in the student worksheet also not fulfill the students' need in learning and cannot help students feel interested because the students still laughing with each other or daydreaming in the learning process. It related to Arsyad statement that said, students can learn according to their respective speeds and the subject matter can be designed, so to meet the

needs of students both quickly and slowly in reading and understanding the subject matter.²⁰³ It can be said that if the implementation of the student worksheet cannot be adapted based on the students' speed or need, the understanding will be disturbed.

²⁰² Risandi, R., Panjaitan, R. G., & Titin. *Respon siswa SMA Negeri Pontianak terhadap lembar kerja siswa berbasis multimedia sub materi inverterbrata*. (Pontianak: Universitas Tanjungpura, 2015), 4

²⁰³ Jumairi, *Pemanfaatan bahan ajar Lembar Kerja Siswa (LKS) untuk meningkatkan efektifitas pembelajaran bahasa Indonesia kelas IX SMP Negeri 5 Tenggarang*. (Tangerang: Jurnal Cemerlang, 3(1), 2015), 10

The researcher obtained the results of the research data described above through an observation, interview, and document review. The researcher only took ten samples of students to be used as a participant in this research. Therefore, the researcher can conclude that third grade students of MTs Kanjeng Sepuh Sidayu Gresik had positive perception on the use of student worksheet in speaking skill.

2. The factors influence on the use of student worksheet in speaking skill

This study focused on the perception of English learners about the use of student worksheet in speaking skill at IX graders of MTS Kanjeng Sepuh Sidayu. To collect the data, the researcher distributed it into two indicators will be the discussion. According to Munadi, there are two factors that influence the use of student worksheet in speaking skill, that are internal factors and external factors.

Internal factors according to Sumadi Suryabrata states that, internal factors are factors that come from within the student. The first statement concerning the Physiological Factor. First, health problem factor influenced the use of student worksheet in speaking skill or not. Based on the finding above described that eight out of ten students give positive response within the use of student worksheet to help them to follow the learning maximally. It related to Slameto statement that said, a person's health affects student learning outcomes.²⁰⁴ Although, there were two out

²⁰⁴ Slameto, *Belajar dan Faktor-faktor yang mempengaruhi hasil belajar Cet. VI*, (Jakarta: Rineka Cipta, 2013), 45.

of ten students gave the opposite answer because they lazy to do the task and translate the material.

Second, physical fitness factor influenced the use of student worksheet in speaking skill or not. Wenda stated that good physical fitness will result in good physical abilities as well; students who are always active in sports or physical activity, then their physical fitness will be good and can affect their learning outcomes than students who have low physical fitness.²⁰⁵ And it was related to the result based on the interview and observation, ten out of ten students agree that physical fitness influence the use of student worksheet in speaking skill because it affected students' concentration, comfort, and activeness in learning process.

Third, five senses factor influence the use of student worksheet in speaking skill or not. Eight out of ten students agree that five senses influence the use of student worksheet in speaking skill because it affects the student's difficulty to follow and understand in the learning process and make the lesson become not optimal. Although there was one out of

ten students give an opposite perception because he does not have a five sense problem.

The second statement is concerning psychological factors. First, interest factor influenced the use of student worksheet in speaking skill or not. Based on the data previously, the researcher found that nine out of ten students agree that interest influence the use of student worksheet in

²⁰⁵ Wenda Wulan Agustin, Hartati, Silvi Aryanti, *Analysis of Physical Fitness on student learning outcomes Vol. 5, No. 2*, (Palembang: Journal Physical Education, Health and Recreation, 2021), 163.

speaking skill because it helps them become competitive, enthusiastic and not lazy in the learning process. The explanation above related to Baharuddin statement that said, interesting and not boring material involve all domains of student learning so that student active.²⁰⁶ This is shown by the enthusiasm of the students in participating in learning to use student worksheet media in learning process. Although there was one out of ten students give an opposite perception because she thinks all lesson must be learned even they disliked it.

Second, intelligence factor influenced the use of student worksheet in speaking skill or not. Andi Tharir said that the higher the level of one's intelligence ability, the faster, more precise and more fully successful in acting, doing or solving problems.²⁰⁷ It was proven by the result of the interview and observation that the researcher did, six out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the learning process can easily and nicely finished according to their fastness and slowness of the material. It was caused by student

easily respond to the conversation or answer the questions given. Although there were four out of ten students give an opposite perception because they think it depends on the intention, effort, and diligently of each students.

²⁰⁶ Baharuddin & Esa Nur Wahyuni, *Teori Belajar & Pembelajaran Cet. VII*; (Jogjakarta: ar-Ruzz Media, 2012), 21.

²⁰⁷ Andi Tharir, *Psikologi Belajar Anak* (Bandar Lampung: LP2M UIN Raden Intan Lampung, 2014), 43

Third, talent factor influenced the use of student worksheet in speaking skill or not. Based on the explanation before, Talent can also affect learning, if the subject matter studied by students is in accordance with their talents, the learning outcomes tend to be better. It was proven by the result the researcher found that nine out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the student become more focused, easier to do the task, can trigger the student's enthusiasm to study harder, affect the speed in understanding the lesson. It related to sardiman statement that said, talent intelligence is a factor that determines the success or failure of a person in learning.²⁰⁸ Even though there was one out of ten students give an opposite perception because the student think it only depend on the student effort in learning.

Fourth, motivation factor influenced the use of student worksheet in speaking skill or not. Based on the results of the interview, observation, and document review showed that seven out of ten students agree that intelligence influence the use of student worksheet in speaking skill because it affects their enjoyment in learning process, and can rise up students enthusiastic from other encouragement. The result above related to Irza Yulianti statement that said students' motivation will be correlated with their performance and achievement during the learning process.²⁰⁹ It also shown in, but there were three out of ten students give an opposite

²⁰⁸ Sardiman, 20.

²⁰⁹ Irza Yuzulia, *A Study On Students' Motivation Towards Learning English Language* (Bandung: ELTIN Journal; Journal of English Language Teaching in Indonesia, 2021)

perception because they think people thought are different and it depend on each student.

Fifth, cognitive ability influenced the use of student worksheet in speaking skill or not. Cognitive Processes are related to the child's ability to remember and master lessons.²¹⁰ This statement related to the results of findings above, the researcher found that nine out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the wider student knowledge affect the easier lesson they got. Although there was one out of ten students give an opposite perception because he thinks the purpose of learning was from not know become know.

External factors According to Sumadi Suryabrata, in his book, states that external factors are factors that come from outside the students. These factors can be classified into two groups, namely: environmental factors and instrumental factors. The first statement concerning the Environmental Factor. First, natural environmental factor influenced the use of student

worksheet in speaking skill or not. Based on the result of the interview, observation, and document review there were eight out of ten students agree that natural environment influence the use of student worksheet in speaking skill because the weather and atmosphere affected the student ease and comfy in learning, affect students' five senses, supports learning become focused, affect student's mood and relax in the learning process,

²¹⁰ Epi Supriyani Siregar, *The influence of Learning Awareness and cognitive ability on student achievement Volume 5, No 1* (Medan: Pwdagogi Jurnal Ilmiah Pendidikan, 2019), 2.

and affect students who had a disease. The finding above related to the explanation from Djamarah that said the natural environment can affect student learning activities.²¹¹ But there were also two out of ten students who give an opposite perception because they do not think it related to their indoor learning.

Second, socio-cultural environmental factor influenced the use of student worksheet in speaking skill or not. Based on the finding above described that eight out of ten students agree that natural environment influence the use of student worksheet in speaking skill because it affected their desire to not left behind the other, and helps them to more cheered up by the reward and praise they got. It was related with Djamarah state that said the slum environment of students can affect student learning activities, such as difficulties when they need study partners and discussions.²¹² Although there were two out of ten students give an opposite perception because they think it depend on themselves not from other.

The second statement is concerning instrumental factors. First, curriculum factor influenced the use of student worksheet in speaking skill or not. Based on result of the interview, observation, and document review the researcher found that eight out of ten students agree that natural environment influence the use of student worksheet in speaking skill because affect the difficulty in understanding, the maximally lesson in the

²¹¹ Djamarah, 177.

²¹² Djamarah, 177.

class, and affect the slow students will be left behind of the lesson. That why it related to the preparation of subjects adjusted to the conditions and abilities of each level of education in the implementation of the education as well as the needs of employment.²¹³ But there were two out of ten students give an opposite perception because they felt the curriculum is easy to understand and it only depend on the students.

Second, program factor influenced the use of student worksheet in speaking skill or not. Based on the finding there were nine out of ten students agree that program influence the use of student worksheet in speaking skill because the school program help increase students' interest, made them enthusiastic and motivated in learn English more, and affects students comfort also activeness in class. It related to Mrunal statement that said, Learning outcomes are indicators of success of an academic course/programme.²¹⁴ Although there was one out of ten students give an opposite perception because the program was done indoor.

Third, teacher factor influenced the use of student worksheet in speaking skill or not. Meuwissen and Choppin state that good teachers are those who not only help students develop consequential knowledge and skills but also demonstrate ethics of care, civily, and responsibility throughout the process.²¹⁵ It related to the result in finding, ten out of ten students agree that teacher influence the use of student worksheet in

²¹³ Djamarah, 177.

²¹⁴ Mrunal Mahajan & Manvinder Kaur S.S, *Importance and Benefit of Learning Outcomes*, (Malaysia: IOSR Journal of Humanities and Social Science Volume 22, Issue 3, Ver. V, 2017), 66

²¹⁵ Meuwissen & Choppin, *Representing teaching within high-stakes teacher performance assessment* (Singapore: Springer, 2017),

speaking skill because the teachers teach affect the student's interest and understanding the material in learning, the teacher attention in each student's ability help student in order to not left behind the material. It related to

Fourth, facilities factor influenced the use of student worksheet in speaking skill or not. Based on the result of the interview, observation and document review the researcher found that ten out of ten students agree that facilities influence the use of student worksheet in speaking skill because the facilities help student not disrupted in learning, the facilities support help students become study harder, the facilities can reduce and improve student's interest, and the facilities affect student enthusiastic and learning in each material. It related to the Utami explanation that said flexible and unconventional classroom settings will stimulate students to grow their talents and abilities actively and creatively.²¹⁶

Furthermore, based on the observations and the interviews. The researcher can see that the third grade students of MTs Kanjeng Sepuh

Sidayu Gresik agree that internal and external factors influence the use of student worksheet in speaking skill.

²¹⁶ Utami Munandar, *Pengembangan Kreatifitas Anak Berbakat* (Jakarta: Rineka Cipta, 1998),111

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study that has been done at MTS Kanjeng Sepuh Sidayu Gresik about students' perceptions on use of student worksheet in speaking skill at the third grade using a qualitative approach with observation, interview, and document review, the researcher draws some conclusions as follows:

1. Students' perceptions on use of students worksheet in speaking skill at the third grade of MTS Kanjeng Sepuh Sidayu Gresik

Students' positive perceptions on use of student worksheet in speaking skill based on the material and Exercise were: (a) students become more active and enthusiasm in learning because it was easier to understand (b) students can speak properly and correctly by using the student worksheet. (c) The students also more motivated by do the task in the student worksheet. While, Students' negative perceptions on use of

student worksheet in speaking skill based on the material and exercise were: (a) students can't improve their vocabulary because most of the material is translated by the teacher and Google (b) students can't improve their speaking skill because the student worksheet not yet focus on speaking skill only (c) the students still mix English with Indonesian or Javanese in the learning process. (d) student worksheet not fulfill the students' need in learning . Therefore, the researcher can conclude that

most students at third grade of MTs Kanjeng Sepuh Sidayu Gresik had positive perception on use of student worksheet in speaking skill.

2. The factors influence the use of students worksheet in speaking skill at third grade of MTS Kanjeng Sepuh Sidayu Gresik

Based on the data collected from this research can be concluded that internal factors that contain physiological and psychological factors and the external factors that contain environmental and instrumental factors influence the use of student worksheet in speaking skill. The data were collected based on the result of the observation, interview, and document review of the research.

B. Suggestions

At the end of this study, the researcher would like to give some suggestion to several people or the intuitions. That are:

1. For the teachers, the researcher suggests that the teachers should use the learning media that are compatible with the student's needs especially in English learning.
2. For other researcher, the researcher suggests to analyze the further and use a better research method. Since the researcher only analyzed the main indicators of students' perception and factor influence in the use of student worksheet in speaking skill. They may also use this research as reference in doing related research.

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Appendix I

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
Students' Perception On The Use Of Student Worksheet In Speaking Skill At Third Grade Of MTs Kanjeng Sepuh Sidayu Gresik	<ol style="list-style-type: none"> 1. Students' Perception 2. Factors influence the use of student worksheet 3. Speaking skill 	<ol style="list-style-type: none"> A. Positive Perception B. Negative Perception A. Internal Factors B. External Factors A. Pronunciation B. Fluency C. Grammar D. Vocabulary E. Comprehension 	<ol style="list-style-type: none"> 1. Primary Data Interview informant: <ol style="list-style-type: none"> a. Third grade students of MTS Kanjeng Sepuh Sidayu b. English teacher of MTS Kanjeng Sepuh Sidayu 2. Secondary Data <ol style="list-style-type: none"> a. Observation b. Document review: <ol style="list-style-type: none"> 1) Student Worksheet 2) Teacher Lesson Plan 	<ol style="list-style-type: none"> 1. Approach of Research: Qualitative research 2. Type of research: Descriptive Analysis 3. Data Collection technique: <ol style="list-style-type: none"> a. Observation b. Interview c. Document review 4. Data Analysis <ol style="list-style-type: none"> a. Data condensation b. Data Display c. Verification 5. Validy of data: <ol style="list-style-type: none"> a. Source triangulation b. Technical triangulation 	<ol style="list-style-type: none"> 1. What are students' perception on the use of student worksheet in speaking skill? 2. What factors do influence the use of student worksheet in speaking skill?

Appendix II

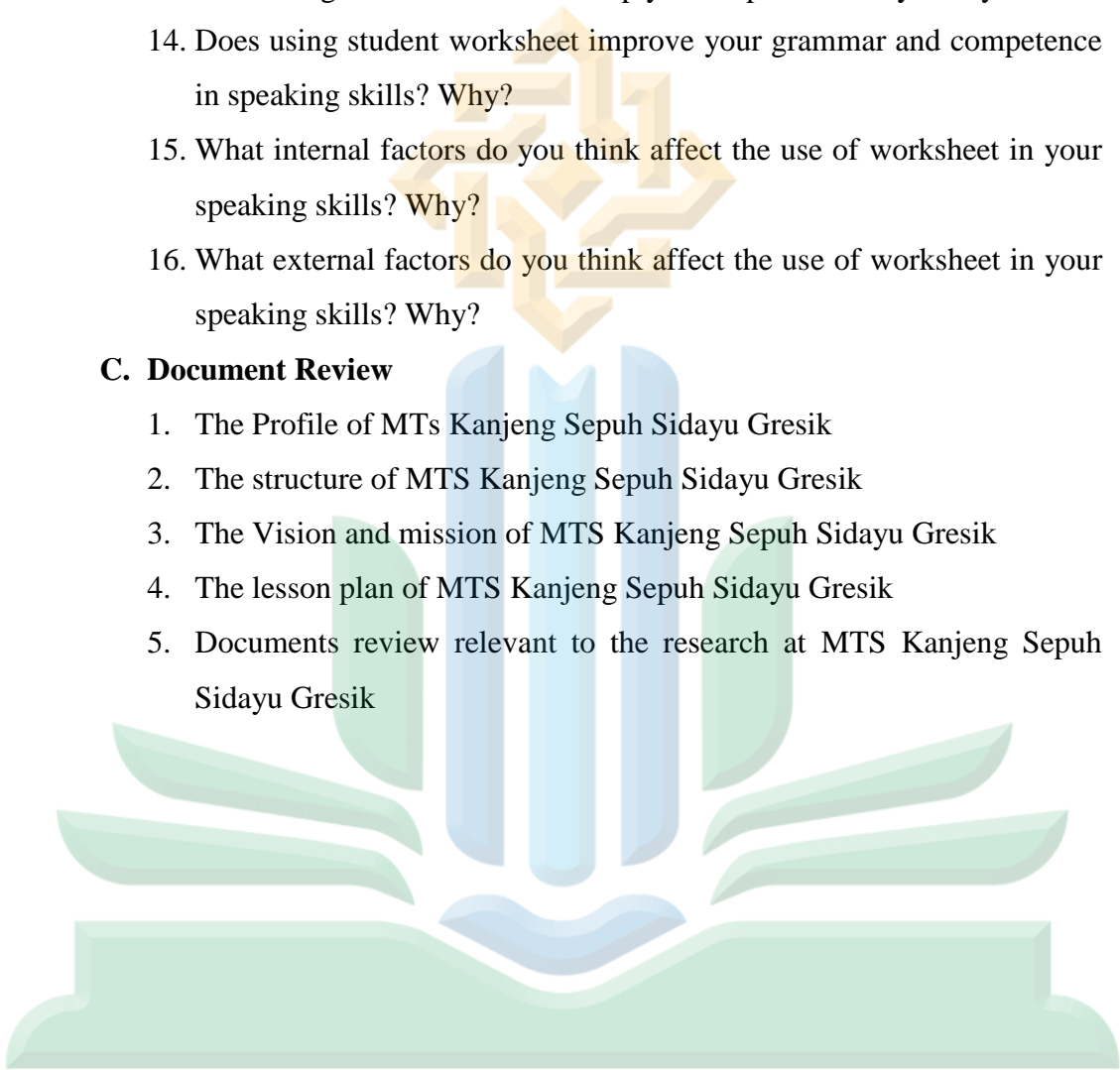
RESEARCH INSTRUMENT

A. Observation Instruments

1. Geographical location of MTS Kanjeng Sepuh Sidayu Gresik
2. Objectives conditions of MTS Kanjeng Sepuh Sidayu Gresik
3. State of facilities and infrastructure of MTS Kanjeng Sepuh Sidayu Gresik

B. Interview Instruments

1. Do you use worksheet when you study English?
2. Are you happy if your teacher use Student worksheet as a medium of learning? Why?
3. Do you think by using student worksheet make it easier for you to receive English subject matter? Why?
4. Do you think by using student worksheet help you improve your speaking skill? Why?
5. Do you think by using student worksheet train you to express your opinion based on the English material? Why?
6. Do you think by using student worksheet make you more active in participating and communicating in the learning process? Why?
7. Do the teacher use student worksheet in teaching can raise your enthusiasm in speaking skills? Why?
8. Is using the worksheet less useful in helping you learn speaking skills? Why?
9. What makes you interested and enthusiastic in learning speaking skills using student worksheet? Why?
10. Do you think by using student worksheet make you want to discuss various things in speaking skill class? Why?
11. Does using student worksheet increase your vocabulary mastery? Why?
12. Does using student worksheet improve your pronunciation in speaking? Why?

- 
13. Does using student worksheet help you to speak fluently? Why?
 14. Does using student worksheet improve your grammar and competence in speaking skills? Why?
 15. What internal factors do you think affect the use of worksheet in your speaking skills? Why?
 16. What external factors do you think affect the use of worksheet in your speaking skills? Why?

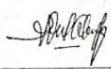









C. Document Review







1. The Profile of MTs Kanjeng Sepuh Sidayu Gresik
2. The structure of MTS Kanjeng Sepuh Sidayu Gresik
3. The Vision and mission of MTS Kanjeng Sepuh Sidayu Gresik
4. The lesson plan of MTS Kanjeng Sepuh Sidayu Gresik
5. Documents review relevant to the research at MTS Kanjeng Sepuh Sidayu Gresik

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Appendix III Research Journal

RESEARCH JOURNAL

No	Date	Activity	Informant	Signature
1	25 th July 2022	The researcher do the observation and interview with English teacher	Abdul Ghoffar, M.Pd.	
2	26 th July 2022	The researcher confirm the research permission	Mus'iful Ibad, M.H.I	
3	26 th July 2022	Observe the classroom activity in teaching speaking skill through Student Worksheets at Third grade od Mts Kanjeng Sepuh Sidayu Gresik	Abdul Ghoffar, M.Pd.	
4	2 nd August 2022	Observe the classroom activity in teaching speaking skill through Student Worksheets at Third grade od Mts Kanjeng Sepuh Sidayu Gresik	Abdul Ghoffar, M.Pd.	
5	8 th August 2022	Observe the classroom activity in teaching speaking skill through Student Worksheets at Third grade od Mts Kanjeng Sepuh Sidayu Gresik	Abdul Ghoffar, M.Pd.	
6	22 nd August 2022	Interview with the third grade students of MTS Kanjeng Sepuh Sidayu Gresik	1. MKAK 2. IMA 3. AM 4. LNE 5. NR 6. SA 7. RA 8. MNZP	1.  2.  3.  4.  5. 

				6.  7.  8. 
7	23 rd August 2022	Interview with the third grade students of MTS Kanjeng Sepuh Sidayu Gresik	1. AMR 2. MNB	9.  10. 
8	4 th October 2022	The researcher asking a letter of research finishing	Mus'iful Ibad, M.H.I	

Gresik, 04 October 2022

Peneliti,

Kepala Sekolah




Nur Qodro Maziya Rizqi Yaumi

Mus'iful Ibad, M.H.I.

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Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Kanjeng Sepuh
Kelas/Semester : IX/Ganjil
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Functional Text (Congratulation)
Tahun Pelajaran : 2022-2023
Pertemuan ke- : 1

<p>A. Tujuan Pembelajaran: Melalui proses mencari informasi dan unjuk kerja peserta didik dapat: ~ mengidentifikasi ungkapan menyatakan harapan, doa, ~ menentukan ungkapan menyatakan selamat</p>	<p>G. Kegiatan Pembelajaran Pendahuluan</p> <ul style="list-style-type: none">• Salam dan doa• Mengecek kehadiran siswa• Guru menyampaikan tujuan pembelajaran dan lingkup penilaian• Apersepsi <p>Kegiatan Inti LITERASI Melihat ~ Menayangkan gambar/foto/video yang relevan. Mengamati ~ Lembar kerja materi functional text (congratulation) ~ Pemberian contoh-contoh materi functional text (congratulation) untuk dapat dikembangkan peserta didik, dari media interaktif, dsb Membaca ~ Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan functional text (congratulation) Menulis ~ Menulis resume dari hasil pengamatan dan bacaan terkait functional text (congratulation) Mendengar/Menyimak ~ Penjelasan pengantar kegiatan secara garis</p>
<p>B. Kompetensi Dasar: 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya</p>	
<p>C. Indikator: Peserta didik mampu; 3.1.1 Mengidentifikasi</p>	

<p>ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca</p> <p>3.1.2 Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p>	<p>besar/global tentang materi pelajaran mengenai materi: functional text (congratulation)</p> <p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>~ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar</p> <p>LITERASI (LANJUTAN)</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>
<p>D. Materi Esensi:</p> <p>~ Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>~ Unsur kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations, I hope so, I wish you luck;</i> dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>~ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi functional text (congratulation) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>~ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi functional text (congratulation) yang sedang dipelajari.</p> <p>~ Aktivitas</p>
<p>E. Metode:</p> <p>~ Pendekatan: Saintifik</p> <p>~ Model Pembelajaran: Discovery learning, Problem Based Learning (PBL)</p> <p>~ Metode : Tanya jawab, wawancara, diskusi dan bermain peran</p>	<p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi functional text (congratulation) yang sedang dipelajari.</p> <p>~ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi functional text (congratulation) yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>~ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama</p>

membahas contoh dalam buku paket mengenai materi functional text (congratulation)

~ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi functional text (congratulation) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

~ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri functional text (congratulation) sesuai dengan pemahamannya.

~ **Saling tukar informasi** tentang materi: functional text (congratulation)

CRITICAL THINKING (BERPIKIR KRITIK, LANJUTAN)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan:

~ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :

functional text (congratulation)

COMMUNICATION (BERKOMUNIKASI)

Peserta didik berdiskusi untuk menyimpulkan

~ Menyampaikan hasil diskusi tentang materi functional text (congratulation) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

- ~ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi: functional text (congratulation)
- ~ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi functional text (congratulation) dan ditanggapi oleh kelompok yang mempresentasikan
- ~ Bertanya atas presentasi tentang materi functional text (congratulation) yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- ~ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : functional text (congratulation)
- ~ Menjawab pertanyaan tentang materi functional text (congratulation) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ~ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi functional text (congratulation) yang akan selesai dipelajari
- ~ Menyelesaikan uji kompetensi untuk materi functional text (congratulation) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

COMPUTATIONAL

Guru membimbing peserta didik dalam berpikir secara komputasi yang bertujuan untuk meningkatkan kemampuan berpikir kritis siswa terkait dengan materi pembelajaran yang dihubungkan dengan peristiwa yang terjadi di lingkungan sekitar dengan menggunakan komputer atau internet sebagai alat menyelesaikan masalah atau mengakses informasi, sehingga

	<p>permasalahan bisa terselesaikan secara cepat, tepat, efektif dan efisien.</p> <p>COMPASSION Guru membimbing peserta didik untuk menumbuhkan dan mengembangkan perasaan empati, kasih sayang, persahabatan, dan kepedulian terhadap teman sejawat, orang lain dan lingkungan sekitar</p> <p>Penutup</p> <ul style="list-style-type: none"> ~ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi functional text (congratulation) yang baru dilakukan. ~ Mengagendakan pekerjaan rumah untuk materi pelajaran functional text (congratulation) yang baru diselesaikan ~ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran functional text (congratulation) ~ Memberikan penghargaan untuk materi pelajaran functional text (congratulation) kepada kelompok yang memiliki kinerja dan kerjasama yang baik.
<p>F. Media/ Sumber Belajar:</p> <ul style="list-style-type: none"> ~ Worksheet atau lembar kerja (siswa) ~ Lembar penilaian ~ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris ~ Kamus Bahasa Inggris ~ Internet 	<p>H. Penilaian</p> <p>SIKAP Kerja sama dalam menganalisis materi yang diajarkan Tanggung jawab dalam penyelesaian tugas materi</p> <p>PENGETAHUAN Menganalisis penyajian materi dengan cermat. Menentukan kalimat fakta tentang materi yang diajarkan</p> <p>KETERAMPILAN Mengerjakan tugas sesuai dengan materi yang diajarkan.</p>

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Kanjeng Sepuh
Kelas/Semester : IX/Ganjil
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Showing purpose (In order that, so that)
Tahun Pelajaran : 2022-2023
Pertemuan ke- : 6

<p>A. Tujuan Pembelajaran: Melalui proses mencari informasi dan unjuk kerja peserta didik dapat: ~ mengidentifikasi ungkapan menyatakan maksud dan tujuan ~ mengidentifikasi ungkapan menyatakan persetujuan melakukan sesuatu</p>	<p>G. Kegiatan Pembelajaran Pendahuluan</p> <ul style="list-style-type: none">• Salam dan doa• Mengecek kehadiran siswa• Guru menyampaikan tujuan pembelajaran dan lingkup penilaian• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya• Apersepsi
<p>B. Kompetensi Dasar: 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan to, in order to, so that (dis)agreement)</p>	<p>Kegiatan Inti LITERASI Melihat ~ Menayangkan gambar/foto/video yang relevan. Mengamati ~ Lembar kerja materi showing purpose (in order that, so that) ~ Pemberian contoh-contoh materi showing purpose (in order that, so that) untuk dapat dikembangkan peserta didik, dari media interaktif, dsb Membaca ~ Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi</p>

<p>C. Indikator: Peserta didik mampu; 3.8.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan maksud dan tujuan dalam bahasa Inggris Mengidentifikasi ungkapan yang digunakan untuk menyatakan persetujuan melakukan suatu tindakan/kegiatan dalam bahasa Inggris</p>	<p>dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Kalimat deklaratif dalam passive voice (dikaitkan dengan kerajinan atau makanan khas) Menulis ~ Menulis resume dari hasil pengamatan dan bacaan terkait showing purpose (in order that, so that) Mendengar/Menyimak ~ Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi showing purpose (in order that, so that)</p>
<p>D. Materi Esensi: ~ Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan ~ Unsur Kebahasaan - Kalimat deklaratif dan interogatif dengan modal: <i>will, be going to.</i> - Ungkapan persetujuan: <i>I agree. That's a good idea. I don't think it's a good idea.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>	<p>CRITICAL THINKING (BERPIKIR KRITIK) ~ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar LITERASI (LANJUTAN) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: ~ Mengamati obyek/kejadian Mengamati dengan seksama materi showing purpose (in order that, so that) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya ~ Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi showing purpose (in order that, so that) yang sedang dipelajari.</p>
<p>E. Metode: ~ Pendekatan : Saintifik ~ Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)</p>	<p></p>

<p>~ Metode :</p> <p>Tanya jawab, wawancara, diskusi dan bermain peran</p>	<p>~ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi showing purpose (in order that, so that) yang sedang dipelajari.</p> <p>~ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi showing purpose (in order that, so that) yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>~ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi showing purpose (in order that, so that)</p> <p>~ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi showing purpose (in order that, so that) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>~ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri showing purpose (in order that, so that) sesuai dengan pemahamannya</p> <p>~ Saling tukar informasi tentang materi: showing purpose (in order that, so that)</p> <p>CRITICAL THINKING (BERPIKIR KRITIK, LANJUTAN)</p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil</p>
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pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan:

~ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi: Showing purpose (in order that, so that)

COMMUNICATION (BERKOMUNIKASI)

Peserta didik berdiskusi untuk menyimpulkan

~ Menyampaikan hasil diskusi tentang materi showing purpose (in order that, so that) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

~ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi: Showing purpose (in order that, so that)

~ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi showing purpose (in order that, so that) dan ditanggapi oleh kelompok yang mempresentasikan.

~ Bertanya atas presentasi tentang materi showing purpose (in order that, so that) yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

~ Menyimpulkan tentang point-point penting

yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : showing purpose (in order that, so that)

~ Menjawab pertanyaan tentang materi showing purpose (in order that, so that) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

~ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi showing purpose (in order that, so that) yang akan selesai dipelajari

~ Menyelesaikan uji kompetensi untuk materi showing purpose (in order that, so that) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran

COMPUTATIONAL

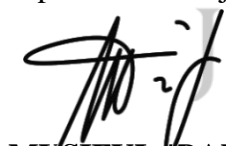
Guru membimbing peserta didik dalam berpikir secara komputasi yang bertujuan untuk meningkatkan kemampuan berpikir kritis siswa terkait dengan materi pembelajaran yang dihubungkan dengan peristiwa yang terjadi di lingkungan sekitar dengan menggunakan komputer atau internet sebagai alat menyelesaikan masalah atau mengakses informasi, sehingga permasalahan bisa terselesaikan secara cepat, tepat, efektif dan efisien.

COMPASSION

Guru membimbing peserta didik untuk menumbuhkan dan mengembangkan perasaan empati, kasih sayang, persahabatan, dan kepedulian terhadap

	<p>teman sejawat, orang lain dan lingkungan sekitar</p> <p>Penutup</p> <ul style="list-style-type: none"> ~ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi showing purpose (in order that, so that) yang baru dilakukan. ~ Mengagendakan pekerjaan rumah untuk materi pelajaran showing purpose (in order that, so that) yang baru diselesaikan. ~ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran showing purpose (in order that, so that) ~ Memberikan penghargaan untuk materi pelajaran showing purpose (in order that, so that) kepada kelompok yang memiliki kinerja dan kerjasama yang baik
<p>F. Media/ Sumber Belajar:</p> <ul style="list-style-type: none"> ~ Worksheet atau lembar kerja (siswa) ~ Lembar penilaian ~ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris ~ Kamus Bahasa Inggris ~ Internet 	<p>I. Penilaian</p> <p>SIKAP Kerja sama dalam menganalisis materi yang diajarkan Tanggung jawab dalam penyelesaian tugas materi</p> <p>PENGETAHUAN Menganalisis penyajian materi dengan cermat. Menentukan kalimat fakta tentang materi yang diajarkan</p> <p>KETERAMPILAN Menegerjakan tugas sesuai dengan materi yang di ajarkan.</p>

Mengetahui,
Kepala MTs Kanjeng Sepuh



MUSIFUL BAD, M.Hi.

Gresik, 18 Juli 2022
Guru Mata Pelajaran,



ABDUL GHOFFAR, M.Pd.

Appendix V

INTERVIEW TRANSCRIPT

Date: 22 Agustus 2022

Interview	Code
<p>Q: Do you learn English by using the LKS only?</p> <p>S1: There is another, the book. There is a book that is usually used with the basics</p> <p>S2: There are other media, such as a small book as a basis. But different teachers to teach the book.</p> <p>S3: There are other media, such as books, to explain the basics in more detail, so it seems like they understand better.</p>	Student worksheet uses
<p>Q: Do you think you are happy if the teacher uses English using the worksheet?</p> <p>S10: I like it, because it's so simple. If it's in the LKS</p> <p>S09: Yes, I like it, because I like it a little.</p> <p>S08: It's more simple, yes, it's really good</p> <p>S7: I don't like it, because I don't like English</p> <p>S6: because the material is less than what is in the book</p> <p>S5: I prefer that the questions are easier to understand and catch by the brain</p> <p>S4: I like it because the material is small, simple and not complicated, that's all</p> <p>S3: Yes, I like it.. because there are questions like that for learning. Yes, good. If the book actually exists, but it emphasizes the lesson, in the LKS it looks like it's more about practice.</p>	Students' Happiness
<p>Q3: Do you think it's easier to receive materials?</p> <p>S3: I don't think it's too much, because most of it is translated by the teacher, then we usually translate from</p>	Student worksheet Material

Google, so we don't have to worry too much. For example, translating it through a dictionary might be able to improve vocabulary even more, if it is translated by the teacher, it will be less tedious.

S4: I'm still helping ajasi, the problem is that after all, learning the worksheet is just like that, and only doing the translation. Yes, according to ability.

S5: It's quite helpful because the metrics explain the meaning and purpose. It's just that in LKS the vocabulary is just a little bit more difficult like pieces

S6: Yes, it helps, just how much does it take for the brain to do that

S7: helps a little, because it can help reading

S8: Yes, it helps a little bit because...yes it's also a bit touched by the teacher too

S9: It's really helpful to have worksheet because... that's how it is

S10: I'm sorry, because the vocabulary is a bit difficult, so you have to google it first or translate it first.

Q: In using LKS, does it make you active in participation?

S10: It's okay, it's the same

S9: Yasi makes me active because I often go forward reading dialogues with friends

S8: yes more active

S7: Yes, I'm more active, because I can learn vocabulary from LKS

S6: It's okay, because if we do it, we usually have to interpret it first so we know what it means. So that's fine then

S5: I'm excited because there are a lot of difficult words in the worksheet, so I'm curious about what they mean

Students'
Activeness

<p>S4: it helps to make you very active, because there are a lot of difficult words in the end, the curiosity is bigger, so it's really helpful</p> <p>S3: According to active acquisition, the problem is that we also develop speaking skills in front of us, as well as writing skills. Then the ability to show the results of our answers is like that..</p>	
<p>Q: Do you think student worksheet not useful for improving your speaking?</p> <p>S10: It helps, because there are often many who come forward to improve their speaking</p> <p>S9: very useful, not bad</p> <p>S8: LKS makes me excited to learn because it's simpler like that</p> <p>S7: very useful</p> <p>S6: very useful because it can know other vocabulary and can interpret it</p> <p>S5: I don't think it's because the explanation is to the point, there's a lot of practice so I can't understand</p> <p>S4: It's not very useful either, because it's too simple. Straight to the questions. Grammar explanation, dictionary vocabulary is lacking</p> <p>S3: In my opinion, it's not enough, because the teacher usually translates it little by little, that's the vocabulary. Maybe in about 5 percent. Then it's less useful in terms of the explanation, it seems less.</p>	<p>Student worksheet Usefulness</p>

Theme	Interview	Code
Student 10	"Yes, because if we are healthy, we can	Health condition

	take lessons comfortably. If we are sick, the learning will be in vain, because what we learn does not enter our brain.	
Student 4	“Yes, because if we study in class when we are not healthy/ sick, it can interfere with our concentration in learning”	
Student 3	“Yes, because if the body is not fit, our immune system is weak, so we can't focus on the lessons”	
Student 8	“Yes, because if your health is disturbed, the lessons can't be optimal either”	
Student 7	“Yes, because if we are healthy, we will be more enthusiastic and focus on learning”	
Student 5	“Yes, if we are healthy our minds are clear so we can focus on learning. It's because I have low blood pressure, so if I'm a little tired I will drop”	
Student 2	“Yes, because it affects our concentration in studying”	
Student 1	“Yes, because it can interfere with learning activities. Sometimes I had a fatigue problem, but not too often”	
Student 6	“Not for me, but there's just a lazy disease to translate the material”	
Student 9	“There's nothing, it's just that I'm being lazy do the task”	
Student 8	“Yes, because the physical must also be taken care of properly, fatigue also affects the concentration of the students”	Physical Fitness
Student 10	“Yes, because in my opinion it is uncomfortable and very disturbing in learning”	
Student 3	“Yes, because fatigue has something to do with boredom”	

Student 4	“Yes, because studying in a fresh state is more comfortable”	
Student 2	“Yes, If am tired, I definitely sleep during class hours”	
Student 1	“It influences us in learning process, because if my body doesn’t feel good, it will affect my focus in the class sis”	
Student 5	“Yes, it affected us, because mostly when we already had some lessons before, I can’t focus with the learning and get the lessons maximally.”	
Student 7	“Yes, because when there is a sport lesson before, it made me be lazy or sleepy in the lesson”	
Student 6	“In the first lesson, I usually more active because my brain is still fresh”	
Student 9	“yes, I think it influence”	
Student 3	“Yes, because if there are some of our five senses that are a little problematic, the learning process will definitely be disrupted, so our learning is not optimal. Like minus eyes”	Five senses
Student 10	“Yes, if we look at the blackboard with our eyes. If we cannot see it well, we do not understand the material presented by the teacher”	
Student 4	“Yes, because if we have vision/hearing problems it causes us not to be able to focus on what the teacher is saying”	
Student 8	“Yes, because the five senses work for students because if our five senses are disturbed, the lessons we get are also not optimal”	
Student 7	“Yes, there is a friend of mine who has a	

	slight disturbance in the five senses, namely when he sees the writing on the board which is a little blurry. It is difficult for him to follow the learning process. Furthermore, he was seated in the back”	
Student 5	“Yes, often the teacher talks but I don't hear it much”	
Student 2	“Yes, because it makes learning difficult”	
Student 1	“Yes, it's hard to understand”	
Student 9	“Not for me, because Alhamdulillah my sight and hearing don't have a problem.”	
Student 6	“No, because I don't have a problem with my senses, especially with my eyes and ears. So, alhamdulillah my learning is not interrupted by that.”	
Student 4	“Yes, because if we don't have an interest in learning, it can cause us to be lazy to study or even don't want to learn”	Interest
Student 3	“Yes, if English lessons are something that we are interested in, it is something that makes us have a competitive spirit to achieve high scores.”	
Student 8	“Yes, it affects, because the more we like the lesson, the more enthusiastic we are in learning. And because I'm really interested in going abroad one day, so I can understand the native speaker are saying”	
Student 10	“Yes, if there is no interest in English lessons then we don't like learning that lesson. For me, I'm interested in speaking but I'm just too lazy”	
Student 2	“Yes, because I don't really care about the subject that I'm not interested in.”	
Student 5	“Yes, because we can make me more enthusiastic in learning. I'm also interested	

Student 7	because English is an international language, so I want to be able to do it”	
Student 6	“Yes, if am are interested in learning English, i will definitely be excited.”	
Student 6	“If it come to interest, it influence because made us more spirited in learning”	
Student 9	“yes, if we interested in learn the student worksheet, it will made us more focus and not be lazy in the learning”	
Student 1	“No, because no matter what the lesson is, it must be learned because knowledge is important”	
student 6	“Yes, It's very influential because each student’s ability is different, so for example, understanding how fast and how slow is also different”	Intelligence
Student 4	“Yes, because everyone has a different intelligence, so smart people will also receive learning much faster”	
Student 5	“Yes, if we are smart we may understand the lesson faster”	
Student 10	“Yes, because in my opinion if there is a difficult lesson even after I learn it is still difficult, it made me lazy to do or study again with that lesson.”	
Student 1	“Yes, you can understand deeper into the material on the exam more easily”	
Student 9	“Yes, I usually had an difficulty in using a student worksheet because I had a little vocabulary”	
Student 3	“No, because usually we can learn these subjects not only from intelligence but usually from his interests or talents, so intelligence is not the main thing from the we can doing something”	

Student 7	“No, because smart it will come by itself if we study diligently”	
Student 2	“No, because it all depends on the intention and effort”	
Student 8	“No, because intelligence is not everything”	
Student 3	“Yes, because usually children who are talented in one lesson will focus more on that”	Talent
Student 1	“Yes, because talent can make it easier for us to do the task because we are used to that talent”	
Student 10	“Yes, if there is no talent then it is difficult and lazy to learn it”	
Student 4	“Yes, because if you have talent in learning, it can trigger our enthusiasm to study harder”	
Student 2	“Yes, because talent affects the speed in understanding the lesson”	
Student 6	“Yes, each of the students had a different talent. So, some of my friends looks excited in English class because they had a talent in English”.	
Student 8	“Yes, talent is what makes us excited”	
Student 5	“Yes, talent will be easy to develop the material based on the student worksheet”	
Student 9:	“Emm...I think yes. Because if I had a talent in English, it made me easier to follow the learning”	
Student 7	“No, emmm...i think it depend on our effort in learning”	
Student 1	“Yes sis, because it make us more enjoy	Motivation

	and had fun in the learning process.”	
Student 3	“Yes, because sometimes we fail in our plans, if we had motivation from other, it will rise up our enthusiastic than before in using the student worksheet”	
Student 10	“Yes, I like it when I hear good motivation from my friends, teachers, and family. Because in my opinion, I become more enthusiastic in learning”	
Student 4	“Yes, because getting support and motivation from someone can make us more excited”	
Student 5	“Yes, by motivating we will feel more supported”	
Student 7	“Yes, so there is encouragement while studying”	
Student 6	“Influence, because I have a brother who is good at English. So, I was told to be good at English too.”	
Student 2	“Yes, but the most important thing is motivation from ourselves because the first thing is from ourselves”	
Student 9	“No, because I don't have a motivation to improving my English, especially my speaking. So, I think it depend on the students”	
Student 8	“No, because people's thoughts are different”	
Student 4	“Yes, because student's knowledge is different, so student who have more knowledge in English will know much more about the lesson”	Cognitive ability
Student 3	“Yes, because if we don't know the meaning of a lesson, then we won't be able to follow the lesson maximally”	

Student 8	“Yes, because the more we know more, it will be to easier to solve the questions in student worksheet.”	
Student 10	“Yes, if our knowledge is wider, I think it will be easier to learn the material in student worksheet”	
Student 2	“Yes, because it makes it easier to do the questions given by the teacher”	
Student 1	“Yes, in order to be able to answer the questions asked easily”	
Student 5	“Yes, if we understand the material about, it will be easy”	
Student 6	“yes, I think it influence”	
Student 9	“yes, I think it influence because make easier for us when study”	
Student 7	“No, because the purpose of learning is from those who don't know become know”	
Student 3	“Yes, because when it rains, we usually sleepy but when it's hot we feel stiflingly hot. So usually the right time for students is in the morning from 7 to 9”	Natural environment
Student 10	“Yes, because if the weather is hot I feel stiflingly hot and it disturbs me in studying.”	
Student 4	Yes, because the atmosphere when it rains makes studying more comfortable, it's different if the weather is hot”	
Student 6	“Influence, if the weather is hot, it will be a problem because it's not comfy to do the learning. But, when it rains, I'm lazy hehe”	
Student 2	“Yes, because the sound of rainwater will affect students' hearing when the teacher explains”	

Student 7	“Yes, if the environment or weather supports learning, you will be more focused and relax. I’m more enthusiastic when it rains, because when it rains it’s relatively cloudy. So, it’s better to translate English”	
Student 1	“Yes, because I think that the weather can affect our mood. For example if the weather cloudy or rainy, it’s good to learn because it’s comfortable”	
Student 9	“It affects because I have a cold allergy. So sometimes I can't focus when the weather is cloudy or even rain”	
Student 8	“No, because we are inside the class not outside”	
Student 5	“No, because I don't think it's related to our learning”	
Student 3	“Yes, because each child surely had a different character, for example a child who is introverted, they will be alone so that it affects their knowledge. Because he doesn't have a team, so he can't ask if he have a difficulty to understands the lesson that being explained”	Social-cultural environment
Student 10	“Yes, because if a friend or relative at home studies, I will also learn, because I think I prefer to study together”	
Student 4	“yes, because if the environment around us is smart people, then indirectly we also have the intention to learn”	
Student 2	“Yes, because sometimes my friends invite me to play when I'm studying in class”	
Student 5	“Yes, the social environment affects me more”	
Student 7	“I think yes, most of my friends take	

Student 1	<p>lessons, that's why I take a lessons too because I don't want to left behind"</p> <p>"Yes...my parents usually give me a praise even a prize if I get a good score. So, that reason make me want to study hard"</p>	
Student 6	<p>"...I have a brother who is good at English. So, I was told to be good at English too."</p>	
Student 8	<p>"No, because the influence is actually from us"</p>	
Student 9	<p>"No, because I think the the one who has an important role is ourselves"</p>	
Student 3	<p>"Yes, because sometimes teachers teach based on the curriculum, whether you want it or not, understand or not understand, we'll skip if it's been explained once or twice by the teacher"</p>	Curriculum
Student 4	<p>"Yes, because every school uses a different curriculum, so those who use the old curriculum will feel left out of lessons"</p>	
Student 10	<p>"Yes, because I think the curriculum also influences learning"</p>	
Student 7	<p>"yes, making it difficult to follow the lesson"</p>	
Student 5	<p>"yes, it will be more difficult it seems"</p>	
Student 1	<p>"yes.. it's very influential because sometimes teacher catch up the curriculum, so usually they never pay attention to the students who are still lacking"</p>	
Student 6	<p>"I think it affect for student who less understand will be left behind"</p>	
Student 9:	<p>"yes, I think it influence us"</p>	
Student 8	<p>"No, because with the curriculum is easier"</p>	

Student 2	to understand” “No, because the point is the same, I just depend on us”	
Student 4	“Yes, because school programs can also help increase students' interest in learning”	Program
Student 1	“It really affects, because there is a program implemented in MTS. Last time we went to study English in Pare. So, it makes us feel spirit of learning English higher and more enthusiastic in studying English.”	
Student 6	“...because there is an English program at school, so it made us enthusiastic in learning English”	
Student 7	“Yes, because of the school program, it makes school more enthusiastic”	
Student 10	“Yes, because in my opinion, I would prefer if there was my favorite subject program at school. So, I will feel motivated”	
Student 5:	“Yes, we need many programs to increase our English ability. So, we easily can follow the lesson”	
Student 2	“Yes, because it affects our comfort while studying”	
Student 9	“Yes...you can go deeper into the material being tested”	
Student 8	“Yes, because with the school program we become active in learning”	
Student 3	“No, because the program is indoor so it's not hot”	
Student 3	“Yes, it's because a teacher who is fierce or who is too serious will make students tense and uncomfortable, so the lessons taught	Teacher

Student 10	by the teacher are also disliked by the students”	
Student 4	“Yes, I like to learn if the teacher explains in detail, and the way of teaching is good and otherwise”	
Student 8	“Yes, because the way teachers teach and deliver lessons also affects students' interest in learning”	
Student 7	“Yes, a teacher who is wise and disciplined in guiding his students is a responsible teacher”	
Student 2	“Yes, because the teacher is the person who teaches the lesson, it is very influential”	
Student 5	“Yes, because if the teacher is boring it makes me sleepy”	
Student 1	“yes, sometimes teachers are very boring”	
Student 6	“...if the material basically finished, it seems like the teacher just pass it to the next material. So, it's really matters. That's why teacher must explain it in detail to the students”	
Student 9	“it's very influential because teacher should understand each student ability. So, all students understand and not left behind”	
Student 3	“Yes, because if the facilities don't match the student's needs, the learning process will be disrupted”	Facilities
Student 8	“Yes, because if the facilities in the school are good, the students will study harder”	

Student 10	“Yes, because if the school facilities don't support me, I'm lazy to study because I don't think I'm interested”
Student 4	“Yes, because if we don't have adequate facilities, it can reduce our interest in learning”
Student 5	“Yes, if the facilities are good then we will be more enthusiastic”
Student 2	“Yes, because it makes it easier for students to learn”
Student 7	“Yes it supports learning”
Student 1	“Yes...I think it make us more supported with that”
Student 6	“yes, I feel like it help us easier and motivated if had a supported facilities in our learning”
Student 9	“yes, it influence our learning”

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

TEACHER INTERVIEW

Interview	Code
<p>“As i know mostly students in A class didn’t had a health problem. But there is also some students who had a low blood pressure and low immune. ”</p>	Health Condition
<p>“Usually when the lesson was in the mid day, students become more passive and look lazy than when the lesson was in the first learning”</p>	Physical fitness
<p>“Some students had a nearsighted problem and that reason made the students can’t follow the learning maximally if they didn’t used their glasses.”</p>	Five senses
<p>“As you can see that students who had an interest in English actively participate in learning process. Meanwhile students who had low interest in English was more passive and lazy follow the learning process.”</p>	Interest
<p>“Students in A class actually already had a higher intellegence than the other class, it just depend on their interest in learning English.”</p>	Intelligence
<p>“Each students definitely had a different talent, but based on my observation until now most students in A class had a talent in English even each of their ability was different.”</p>	Talent
<p>“Students mostly enthusiasm and motivated in learning when the implementation of the material in learning process are fun and made them active participate.”</p>	Motivation
<p>“Students who actively participate in learning process definitely had a high cognitive ability because they can easily understand the material that i was explained. And i think that more than half of the students in A class had high cognitive ability”</p>	Cognitive ability
<p>“Usually when the weather is gloomy or rainy the students become sleepy and lazy, meanwhile when the weather is hot the students become fuss with their sultry feeling.”</p>	Natural environmental

<p>“The social-cultural environment influence each students intention in learning activities. One of that is a sitting mate in class. Students who had an active and enthusiasm friends will definitely affect their activeness in learning process”</p>	<p>Socio-cultural environmental</p>
<p>“The Curriculum used in MTs Kanjeng Sepuh was K-13 revision which focus on the caracter of the students”</p>	<p>Curriculum</p>
<p>“For the program implemented in this school there was an English Program which aims to improve students’ ability in English. The program also include a study tour.”</p>	<p>Program</p>
<p>“The activeness of the students actually depend on which method and implementation that we do in the learning process. Because teacher should facilitated each of students’ need to make it easier for students to understand the material that being taught.”</p>	<p>Teacher</p>
<p>“Usually when i used an other media in learning, students become more enthusiasm and looks interest to follow the learning process. For example, when i used projector to explain the material.”</p>	<p>Facilities</p>

UNIVERSITAS ISLAM NEGERI
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 J E M B E R

Appendix VI (Observation Sheet)

OBSERVATION CHECKLIST

Student's name : Moh. Nash Ratna (1601)
 Class : 9A
 Date : 2 Agustus 2022

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?	✗	✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		- active
j.	Does the students has a problem in the classroom?	✓		- few interest
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?		✓	- good vocab
l.	Does the student more active in speaking performance than do an assignment?		✓	

OBSERVATION CHECKLIST

Student's name : Ni Muziyah Kusnan (1601)
 Class : 9A
 Date : 26 Juli 2022

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		- high confidence
j.	Does the students has a problem in the classroom?		✓	- active
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- pronunciation, fluency, ...
l.	Does the student more active in speaking performance than do an assignment?	✓		- high confidence

OBSERVATION CHECKLIST

Student's name : Nurliza Rahman (161)
 Class : 9A
 Date : 2 Agustus 2022

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?	✗	✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		- active in doing the assign
j.	Does the students has a problem in the classroom?		✓	- tidak ke masalah
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- good vocab
l.	Does the student more active in speaking performance than do an assignment?	✓		

OBSERVATION CHECKLIST

Student's name : Labibun Nani (1601)
 Class : 9A
 Date : 26 Juli 2022

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		
j.	Does the students has a problem in the classroom?		✓	- high confidence
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- low fluency
l.	Does the student more active in speaking performance than do an assignment?	✓		- active in both process confidence in speaking

OBSERVATION CHECKLIST

Student's name : **Moh Faeel Zamrul Putra (Faeel)**
 Class : **GU**
 Date : **26 Juli 2022**

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		
j.	Does the students has a problem in the classroom?	✓		- low interest - high confidence
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- good vocab - low fluency
l.	Does the student more active in speaking performance than do an assignment?	✓		student more active in performance than do an assignment

OBSERVATION CHECKLIST

Student's name : **Reh'ah Adawighah (Raya)**
 Class : **GU**
 Date : **26 Juli 2022**

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		- active in class - high confidence
j.	Does the students has a problem in the classroom?		✓	
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- good vocab - good pronunciation
l.	Does the student more active in speaking performance than do an assignment?		✓	student more active in do an assignment

OBSERVATION CHECKLIST

Student's name : **Syani Ambarwati (Sani)**
 Class : **GU**
 Date : **26 Juli 2022**

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		- high confidence
j.	Does the students has a problem in the classroom?		✓	
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?	✓		- good vocab - good fluency
l.	Does the student more active in speaking performance than do an assignment?	✓	✓	student more active in speaking performance & assignment

OBSERVATION CHECKLIST

Student's name : *Yusuf Muhammad Abdul (Abdul)*

Class : *9A*

Date :

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student work-sheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?		✓	- lebih ke mendengarkan
j.	Does the students has a problem in the classroom?	✓		- low concentration
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?		✓	- low
l.	Does the student more active in speaking performance than do an assignment?		✓	- siswa lebih aktif dalam berbicara

OBSERVATION CHECKLIST

Student's name : *Muhammad Rafiq M. Khawazmi (Rafiq)*

Class : *9A*

Date :

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?		✓	- low concentration
i.	Does the students active in participate during classroom activity?		✓	- student lebih aktif guru mendengarkan & mengawasi
j.	Does the students has a problem in the classroom?	✓		- low interest - low class level
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?		✓	
l.	Does the student more active in speaking performance than do an assignment?		✓	- lebih ke mendengarkan

OBSERVATION CHECKLIST

Student's name : **Alif Maulidyan (116)**
 Class : **9A**
 Date : **2 Agustus 2022**

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the students and teacher bring the student worksheets to the classroom?	✓		
b.	Does the students use the same student worksheets with the teacher?	✓		
c.	Do all the students have the student worksheets?	✓		
d.	Does the students use other media beside the student worksheets?		✓	
e.	Does the students fully depend on the student worksheets?	✓		
f.	Does the students take all materials from the student worksheets?	✓		
g.	Does the students follow all of the instruction and exercise from the student worksheet?	✓		
h.	Does the students do all activities provided in the student worksheets?	✓		
i.	Does the students active in participate during classroom activity?	✓		
j.	Does the students has a problem in the classroom?	✓		- shy - low confidence
k.	Does the students has a good pronunciation, grammar, vocabulary, fluency, and comprehension in speaking skill?		✓	- low vocab
l.	Does the student more active in speaking performance than do an assignment?	✓		- sudah lebih aktif - lebih percaya diri - lebih aktif

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Appendix VII (Speaking Score)

SPEAKING SCORE

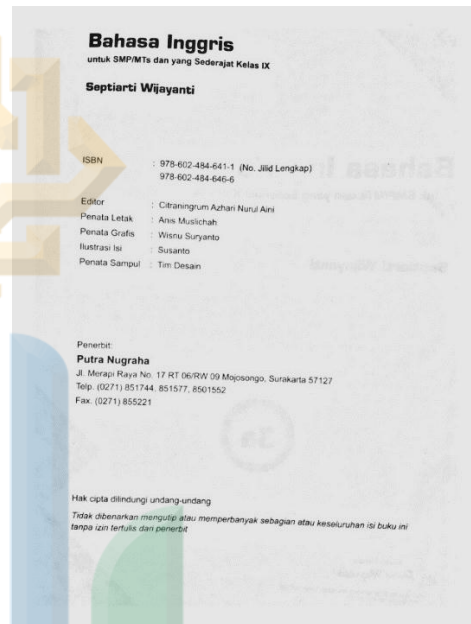
No	Students'	Component of speaking	Score
1	Student 1	Grammar	3
		Vocabulary	4
		Comprehention	3
		Fluency	4
		Pronunciation	4
2	Student 2	Grammar	2
		Vocabulary	4
		Comprehention	3
		Fluency	3
		Pronunciation	3
3	Student 3	Grammar	2
		Vocabulary	4
		Comprehention	3
		Fluency	3
		Pronunciation	3
4	Student 4	Grammar	2
		Vocabulary	4
		Comprehention	3
		Fluency	2
		Pronunciation	3
5	Student 5	Grammar	2
		Vocabulary	4
		Comprehention	2
		Fluency	3
		Pronunciation	2
6	Student 6	Grammar	2

		Vocabulary	2
		Comprehension	2
		Fluency	2
		Pronunciation	2
7	Student 7	Grammar	1
		Vocabulary	3
		Comprehension	2
		Fluency	1
		Pronunciation	2
8	Student 8	Grammar	1
		Vocabulary	2
		Comprehension	2
		Fluency	1
		Pronunciation	2
9	Student 9	Grammar	1
		Vocabulary	2
		Comprehension	1
		Fluency	1
		Pronunciation	2
10	Student 10	Grammar	2
		Vocabulary	4
		Comprehension	2
		Fluency	1
		Pronunciation	2

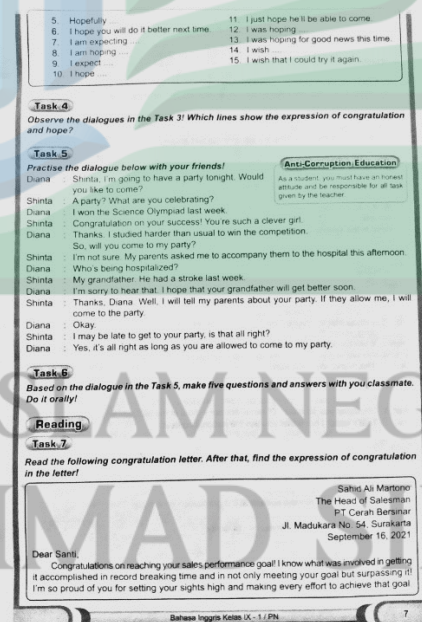
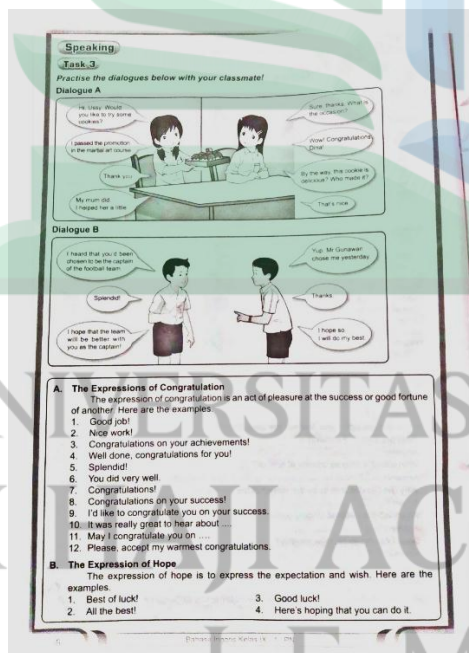
Appendix VIII (Research Documentations)



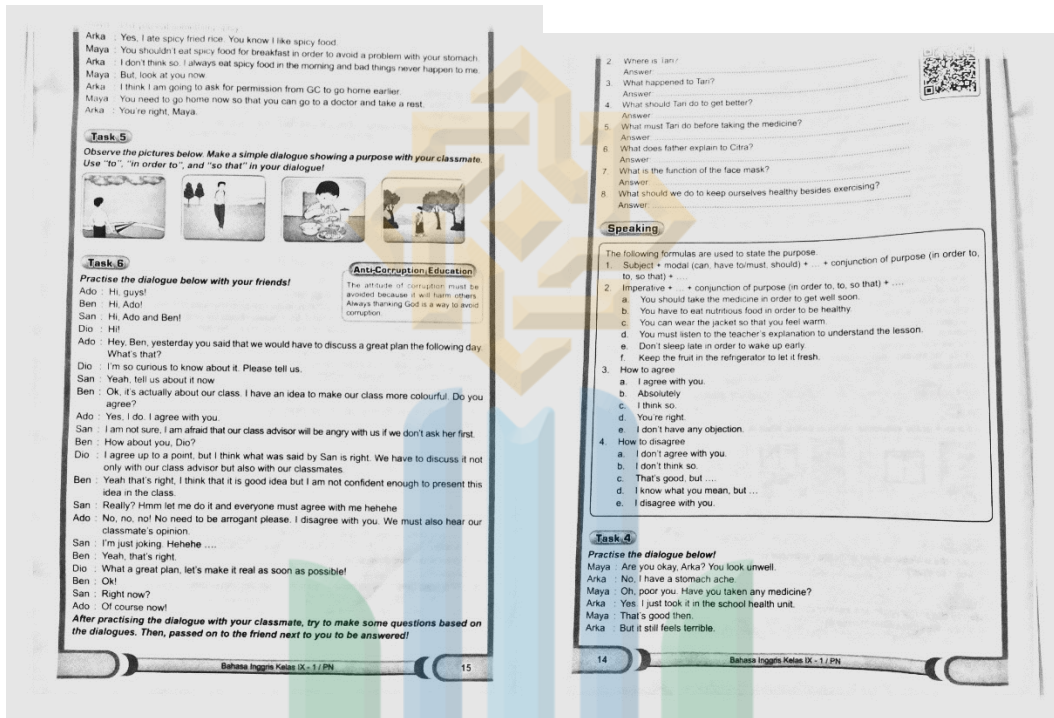
Student worksheet cover



Student worksheet information



Student worksheet material chapter 1



Student worksheet material chapter 2



Interview note s



Picture with English teacher of IXA



Interview with student of IXA



Observation in IXA class



Picture with students of IXA MTS Kanjeng Sepuh Sidayu

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Appendix IX



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4198/In.20/3.a/PP.009/07/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS Kanjeng Sepuh

Jl. Kanjeng Sepuh No.2, Kauman, Pengulu, Gresik, Kabupaten Gresik, Jawa Timur 61153

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186008
Nama : NUR QODRO MAZIYA RIZQI YAUMI
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students' Perception on the Use of Student Worksheets in Speaking Skill at Third Grade of Mts Kanjeng Sepuh Sidayu Gresik" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Musiful Ibad, M.Hi

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 Juli 2022



an, Dekan,

Wakil Dekan Bidang Akademik,



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Appendix X

 **LEMBAGA PENDIDIKAN MA'ARIF NU**
PERKUMPULAN KANJENG SEPUH SIDAYU
MADRASAH TSANAWIYAH KANJENG SEPUH
Terakreditasi A
SIDAYU GRESIK JAWA TIMUR 

Akta Notaris : Sufoko,SH No: 02 Tgl: 20 September 2012 SK KEMENKUMHAM No: A/RJ-225/AM/01.07. Tahun 2012
NSM: 121 23 52 50 106 NIS: 210 170 NPSN: 20583017

Alamat: Jl. Kanjeng Sepuh No. 2 Mriyunan Sidayu Gresik 61153 Telp./ Fax (031) 3949146

SURAT KETERANGAN

Nomor : MTs.015/24/A.1/B-4/X/2022

Yang bertanda tangan dibawah ini :

Nama : **MUS'IFUL IBAD, M.H.I**
Jabatan : Kepala Madrasah
Alamat : Mriyunan Sidayu Gresik

Menerangkan dengan sebenarnya bahwa :

Nama : **NUR QODRO MAZIYA RIZQI YAUMI**
Sekolah : **UIN KIAI HAJI ACHMAD SIDDIQ JEMBER**
Program Studi : **S-1 Tadris Bahasa Inggris**
Semester : **IX (Sembilan)**
NIM : **T20186008**
Tahun Angkatan : **2018**

Nama tersebut diatas benar-benar telah melaksanakan pengambilan data penelitian dalam menyelesaikan tugas akhir skripsi dengan judul **"Students' Perception on the Use of Student Workseets in Speaking Skill at Third Grade of MTs. Kanjeng Sepuh Sidayu Gresik "** di MTs Kanjeng Sepuh Sidayu Kabupaten Gresik Provinsi Jawa Timur pada 26 Juli 2022 sd 4 Oktober 2022

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya



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JEMBER

Appendix XI

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Nur Qodro Maziya Rizqi Yaumi
NIM : T20186008
Program : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KH Achmad Siddiq Jember

State that thesis entitled “Students’ Perception On Use of Student Worksheet in Speaking Skill at the Third Grade of MTs Kanjeng Sepuh Sidayu Gresik” is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Author



Nur Qodro Maziya Rizqi Yaumi
T20186008

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Appendix XII

BIOGRAPHY



Name : Nur Qodro Maziya Rizqi Yaumi
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Address : Jl. Sunan Prapen 1/09 Rt.14 Rw.04 Giri
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Educational Background

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MI Masyuhudiyah (Graduated In 2012)

MTS Masyuhudiyah (Graduated In 2015)

MA Masyuhudiyah (Graduated In 2018)

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