

CHAPTER V

DISCUSSION

This chapter presents the students' and teachers' needs and responses to the type of worksheet they wanted.

Based on the result of the study on developing Noun Phrase worksheet for the second semester students at IAIN of Palangka Raya could be classified as (i) the students' and teachers' needs and responses to the worksheet at IAIN of Palangka Raya; (ii) the types of Noun Phrase worksheet which was needed by the lecturers and the students in teaching learning about Noun Phrase.

The results of the data were presented in the chart of the lecturers' and the students' responses and needs based on the questionnaire related to the worksheet. From the result of the chart, the researcher could conclude the lecturers' and the students' need related to the type of Noun Phrase worksheet for teaching learning.

Based on the result the study there are some students' and teachers' responses and needs related to the types of worksheet in English worksheet:

a. Responses to the Worksheet

1. The Lecturers' Responses

Based on the result of the study, the lecturers responded that the worksheet used in the campus was very good and interesting, suitable with the students' ability level, suitable with the syllabus, with the complete answer keys, understandable and implementable enough. Based on the lecturers' responses, the worksheet used in campus already had some

criteria like in theory which we can see in chapter II page 26, there are some tips in creating a good worksheet like (1) right physical development level; (2) right mental development level; (3) just challenging enough; (4) can be displayed; (5) cannot go horribly wrong; (6) finish at more or less the same time; (7) involves lots of language; (8) involves the right classroom language; (9) fits in with long term goals; (10) contains useful language; (11) fun/ funny; (12) balance of familiarity and novelty; (13) not too messy; (14) creative; (15) predict and check. In creating the appropriate worksheet, the researcher has to be sure that the worksheet should be relevant to the syllabus that is used at IAIN of Palangka Raya.

Although the worksheet already had some criteria like in theory, the worksheet also had difficulty in making some sentences by the students based the instruction in worksheet used in campus. It was also as the base in creating a new worksheet for the students.

2. The Students' Responses

The students responded that the worksheet was good and interesting enough, difficult to understand, and not too understandable enough. The students were not interested because of the monotonous color of the worksheet. The students argued that the types of the question in the worksheet were difficult to answer, although sometimes types of the question were suitable with the material.

In responding their answers, most of them said that the material of the existing worksheet was rather difficult to understand. They could

answer only some of the questions in the worksheet, because of the difficulty and unsuitability with the examples.

b. Needs to the Worksheet

1. The lecturers' needs

Based on the result of the study, it can be identified that the lecturers needed the worksheet completed with the complete answer keys, the material should agree with the syllabus, and the worksheet with the instruction to do the task.

2. The students' needs

Based on the result of the study, it can be identified that the students needed the worksheet with many examples and the instruction to do the task. The students also needed the worksheet with many colors and without the complicated questions with double answers. The types of the question needed by the students were multiple choice, essay, picture media, arranging the sentences, filling in the blank, puzzle, and completing. Based on the students' responses, the worksheet used in their class was not interesting and had many difficult questions, then the students had difficulties in answering the questions. So, the students needed the worksheet which was interesting and simple in doing some tasks and the questions.

In responding their answers related to the students needs, they said that it was easier to understand the material. Another student said that if the instruction was not clear, then it would be confusing in doing the

task. Three students said that because if there were many examples, it would be easier to understand. Another student said that because with color, it could make the material interesting and easy to understand. Two students said that because it was interesting to answer, and three students said that it was rather easy to answer.

c. The Types of the Worksheet

Based on the result of the study, it can be identified that both of the students and teachers needed the worksheet with the complete answer keys, the material should agree with the syllabus, and the worksheet with the instruction to do the task, with many examples, and with many colors and the complicated questions with double answers. The types of the questions should be multiple choice, essay, picture media, arranging the sentences, filling in the blank, puzzle, and completing.

Based on the result of the study, the lecturers' and the students' needs were very suitable with the way the need assessment should be which could be seen in chapter III page 31 that needs assessment is a "systemic exploration of the way things are and the way they should be" and is often conceived as an important precursor to programs of action designed to correct the disparity between the observed and ideal states of a given project. Based on the chart of the lecturers' and the students' need related to the worksheet, after identifying the needs of the lecturers and the students related to the worksheet, the researcher could produce the worksheet which was suitable for the lecturers and the students.

The lecturers' and the students' needs were also suitable with the types of worksheet in English which we can see in chapter II page 24, 25, and 26, in English worksheet there are some types of worksheet: (a) Matching worksheet, (b) word scrambles worksheet, (c) jumbled sentences worksheet, (d) sorting worksheet, and (e) other worksheet (multiple choice, gap fill, and word puzzle).

The worksheet needed by the students should have many colors. Giving the color in every single word in worksheet can help the students in understanding and memorizing the material in worksheet easily. This students' need is suitable with the theory in chapter II, page 26-27, some researches proves that the use of color could facilitate information access, so it can increase the memory performance. The research in perceptual psychological aspect shows that the color is the basic element of visual perception. The color is a form that could proceed automatically without needing consciousness process. The color is loaded in long term memory with another object, so the color can be an additional cue in information absorption in memory. On the other hand, giving the different color decreases *cue overload effect*, that is there are more than one memory connected to the same cue. Giving the different color makes every single word have cue itself, so there is no overload.

Most students needed the worksheet with the multiple choice and essay questions. In this case, multiple choice and essay questions gave high and standard learning motivation. Based on the theory in chapter II page 27, the

students who get multiple choice questions have standard learning motivation, this case is caused because multiple choice questions give chance the students to guess the answer they think it is right, so that the students is more relax in the examination. Meanwhile, essay questions make the students have high learning motivation because the students memorize the material and have to have ability in analyzing the given material.