CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the previous study,Developing The Student's Worksheet, Instructional System Design, Student's worksheet,The Importance of The Worksheet , Skill of English, Materials Selection, Type of Worksheet, Curriculum, Criteria of Good Worksheet,Need of Students and Teachers.

A. Previous Study

The first of the related to the study of Zaitun Qomariah about Developing English Instructional Materials Based on KTSP for the first year Students of MAN Model Palangka Raya. this study is developing English instructional materials based on KTSP. The subject is students of MAN Model Palangka Raya. The research design is R&D/Resarch and Development.

   The result of study are:

1. The first point of validation identified by the expert and teacher, the physical appearance of the instructional materials was attractive and invites the excitement of the students.

2. The next second point of validation was related to the organization of material.The third positive point identified by the expert dealt with the instructional objectives which were clear and also stated clearly.

And the second Research by Sanni Merdekawati and Himmawati Puji Lestariabout Developing Student Worksheet In

English Based on Constructivism Using Problem Solving Approach For Mathematics Learning on The Topic of Social Arithmeticst.[1]

The quality of student worksheet is:

1. Very valid, based on validity questionnaire showed 4,01 of 5 scales.

2. Very Effective, based on student test reached 80,56% students can complete the test.

3. Practice and very practice, based on both student response questionnaire raised 3,03 of 4 scales and learning observation sheet raised 81,6%

The third As Fitria Dwi Lestari and Rusly Hidayah points out .Based on the research that has been done, we can conclude that:

1. Feasibility of worksheet from componentsof worksheet, presentation of worksheet, content of worksheet, suitability with language component, and with metacomprehension criterion is categorized as proper/good with feasibility percentage of each components is $\geq 61\%$ which categorized good with the score for each worksheet component continuously are 83.33%, 80%, 86.67%, 85%, 80% and 97%.

2. Students' response to the worksheet is positive with percentage is $\geq$ 61% with the score for each aspect continuously are 97%, 92%, 100%, and 97%.[2]

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[1] Sanni Merdekawati, and Himmawati Puji Lestari, *Developing Student Worksheet In English Based On Constructivism Using Problem Solving Approach For Mathematics Learning On The Topic Of Social Arithmetics, Unpublished Thesis, Yogyakarta: Universitas Negeri Yogyakarta, 2011, p. 899*

[2] Fitria Dwi Lestari, and Rusly Hidayah, *Developing of Students Worksheet Based on metacognitive Strategy on Stoichiometry Matter for X Grade Senior High School Students*, Unesa Journal of Chemical Education,3/1:115,ISSN: 2252-9454, 3(1), 2014, p. 117.

Based on the previous studies above, the different study. In this case the writer had different subject and object of the study. In this study the researcher's subject is on the tenth grade students at SMK Karsa Mulya Palangka Raya to Developing Student's Worksheet for The Tenth Grade of Smk Karsa Mulya Palangka Raya.

B. Developing The Student's Worksheet

In this study entered to Research and Development or R and D.this method According to Borg and Gall. Educational research and development (R&D) process is used to develop and validate educational products. The use of the term has a meaning that educational products not only includes a form of research materials such as textbooks or other learning support tools, but alsorelated to the development of learning processes and procedures such as the development of methods of teaching or learning methods to organize, so that research and development approach seems to have relevance tohigher learning to develop a model of productive programs.[3]

This study used Research and Development This study also uses research and development. Nana Syaodih Sukmadinata says that research and development is a proces or fortunately steps to develop a new product or improve an existing product that can be accounted

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[3]Dhami Johar Damiri, *Implementation Project Based Learning on Local AreaNetwork Training,* P-ISSN: 2301-4458 , E-ISSN: 2301-8038 , Vol. 01, No. 01 , 2012, p.84.

for,the process of research and development shows a cycle that begins with the needs, problems that need solving by using a certain product.[4]

C. Instructional System Design

Instructional system design is described as the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction.[5]In this research, the writer using ADDIE model to Guide Instructional System Design.ADDIE models, there are: 1) analyze: need analyze, student analyze, and task analyze, 2) design: determining the component of the student worksheet, 3) development: writing the student worksheet, doing expert validation, and revising student worksheet based on the validation, 4) implementation: implementing the learning process using student worksheet to examine its effectiveness and practicali ty, 5) evaluation: analyzing effectiveness and practicality of student worksheet, and revising it.[6]

a. Analysis

The Analyzephase is the foundation for all other phases of instructional design. During this phase, youmust define the problem, identify the source of the problem and determine possible

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[4]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Students at Madrasah Tsanawiyah Darul Amin Palangka Raya*, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014. P. 52.

[5]Nasrin Moradmand, *Amitava Datta, Grace Oakley, The Design and Implementation of an Educational Multimedia Mathematics Software: Using ADDIE to Guide InstructionalSystem Design*, The Journal of Applied Instructional Design, Volume 4, Issue 1, 2004, p. 39.

[6]Sanni Merdekawati, Himmawati Puji Lestari*, Developing Student Worksheet In English Based on Constructivism Using Problem Solving Approach For Mathematics Learning on The Topic of Social Arithmetics*, Yogyakarata; Universitas Negeri Yogyakarta, p. 2011, p. 897.

solutions.The phase may include specific research techniques such as needs analysis, job analysis and task analysis.The outputs of this phase often include the instructional goals, and a list of tasks to be instructed. Theseoutputs will be the inputs for the Design phase.[7]

To overcome this problem, detailed analysis of the following areas took place within the analysis phase of the ADDIE model: (a) user's needs and requirements; (b) target user's characteristics; (c) pedagogical and learning objec-tives; and (d) subject matter and design, along with the establishment of instructional goals and objectives.[8]

b. Design

The Designphase involves using the outputs from the Analyze phase to plan a strategy for developing theinstruction. During this phase, writer must outline how to reach the instructional goals determined duringthe Analyze phase and expand the instructional foundation.Some of the elements of the Design Phase may include writing a target population description, conductinga learning analysis, writing objectives and test items, selecting a delivery system, and sequencing theinstruction. The outputs of the Design phase will be the inputs for the Develop phase[9].

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[7] Steven J. McGriff, Instructional System Design (ISD): *Using the ADDIE Model, College of Education, Penn State University*, 2000, p. 2.
[8] Nasrin Moradmand, Amitava Datta, Grace Oakley, The Design and Implementation of an Educational Multimedia Mathematics Software: *Using ADDIE to Guide InstructionalSystem Design*, *The Journal of Applied Instructional Design*, Volume 4, Issue 1, 2004, p. 41.
[9] Steven J. McGriff, Instructional System Design (ISD): *Using the ADDIE Model, College of Education*, Penn State University, 2000, p. 2.

The data from the analysis phase provided important information to support decisions in the design stage.[10]

c. Development

The Developphase builds on both the Analyze and Design phases. The purpose of this phase is togenerate the lesson plans and lesson materials. During this phase you will develop the instruction, allmedia that will be used in the instruction, and any supporting documentation.[11]

The development phase was based on the results of the analysis and design phase.[12]

d. Implementation

The Implementationphase refers to the actual delivery of the instruction, whether it's classroom-based,lab-based, or computer-based. The purpose of this phase is the effective and efficient delivery of instruction. This phase must promote the students' understanding of material, support the student's mastery of objectives, and ensure the students' transfer of knowledge from the instructional setting to the job.[13]

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[10]Nasrin Moradmand, Amitava Datta, Grace Oakley, The Design and Implementation of an Educational Multimedia Mathematics Software: *Using ADDIE to Guide InstructionalSystem Design*, The Journal of Applied Instructional Design, Volume 4, Issue 1, 2004, p. 42.

[11] Steven J. McGriff, Instructional System Design (ISD): *Using the ADDIE Model, College of Education*, Penn State University, 2000, p. 2.

[12]Nasrin Moradmand, Amitava Datta, Grace Oakley, The Design and Implementation of an Educational Multimedia Mathematics Software: *Using ADDIE to Guide InstructionalSystem Design,The Journal of Applied Instructional Design*, Volume 4, Issue 1, 2004, p. 44.

[13] Steven J. McGriff, Instructional System Design (ISD*): Using the ADDIE Model, College of Education*, Penn State University, 2000, p. 2.

e. **Evaluation**

This phase measures the effectiveness and efficiency of the instruction. Evaluationshould actually occurthroughout the entire instructional design process - within phases, between phases, and after implementation. Evaluation may be Formative or Summative. Formative Evaluationis ongoing during and between phases. The purpose of this type of evaluation isto improve the instruction before the final version is implemented. Summative Evaluationusually occurs after the final version of instruction is implemented. This typeof evaluation assesses the overall effectiveness of the instruction. Data from the Summative Evaluation isoften used to make a decision about the instruction (such as whether to purchase an instructional package or continue/discontinue instruction).[14]

D. **Student's Worksheet**

According to the Departmentof Education, Student Worksheetaresheetscontaining thetask to beundertakenby learners. Student worksheetcontains instructionsandstepsto complete a task. Duty tasks given to students can be either theory or practice. Student worksheet is a tool to assist and facilitate the learning activities that will form an effective interaction between learners and teachers, and can increase the activity of learners in improving learning achievement. Student Worksheet contains peerless student worksheet title, basic

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[14] Steven J. McGriff, Instructional System Design (ISD): *Using the ADDIE Model, College of Education*, Penn State University, 2000, p. 2.

competency, completion time, material / equipment used, brief information, action steps, a task that must be done, and the report should be done.[15]

Developing student's worksheet in this research enter in Research and Development (R and D) in eko wahyudin thesis said the objective of R & D is to produce finished products like textbooks, audio-visual games, training manuals, equipment, etc. That are usable in an educational program.[16] according Borg and GallEducational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it wil be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.[17]

From these explanationscan be concludedthat theStudents Worksheetis one of theprintinstructional materialsin the form ofsheetswhichcontainsinformationandinstructionsfor learners todo the questionsandlearning activitiesin the form ofpractice. While theauthor's

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[15]Devy Retnosari Dewi, *Pengembangan Lembar Kerja Siswa Untuk Pembelajaran Permutasi dan Kombinasi dengan Pendekatan Konstektual untuk Siswa SMA Kelas XI, Malang*, Universitas Negeri Malang, 2013, p. 3.

[16]Eko Wahyudin, *Developing Language Games For Teaching Speaking to The First Year Students of Madrasah Tsanawiyah*, Unpublished Thesis, Malang: State University of Malang, P. 4

[17] Adip Wahyudi, *Model Penelitian Pengembangan Borg and Gall (1983)*, (online), URL:http://adipwahyudi.blogspot.co.id/2011/01/model-penelitian-pengembangan-borgand.html, (accessed on 13 november 2015).

purposeinthisdevelopmentis thestudent worksheetscan be usedas ateaching materialthat is able toenhance the creativity ofstudentsin solvinga problem, especially in thematterof permutationsandcombinations.

Trianto stated that student's knowledge and understanding powered by learning media in every experiment activities so that learning situation became more meaningful by the students. It needs the developing of learning media to facilitate students in international schools, one of solutions is student worksheet in English.[18]

Using student worksheet in learning process help students to understand the material by themselves. Student worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, andlogically. The main of learning is a changing behavior because an experience. Therefore, this student worksheet is to enrich student's experience.[19]

In this study, worksheet is made convensional worksheets because worksheet type structure is expected to be utilized as a source of learning students with or without the guidance of a teacher in achieving the learning objectives. The role of the teacher as a supervisor and motivator, which corresponds to the nature of structured worksheets.

[18]Sanni Merdekawati, and Himmawati Puji Lestari, *Developing Student Worksheet In English Based On Constructivism Using Problem Solving Approach For Mathematics LearningOn The Topic Of Social Arithmetics, Unpublished Thesis, Yogyakarta: Universitas Negeri Yogyakarta, 2011, p. 899*
[19]*Ibid.*

E. The Importance of The Worksheet

Finally it's very important the space where the students produce their work, not only the results. Most of the times it may be a draft, a guide on the process, a draw, some images, a story board, a personal score, a list of words.[20]

Examining the statements that describe work that "Fully Meets Expectations" can help teachers consider what instructi onal strategies may help students develop the skills and concepts they need to meet various criteria. Ideas about instructional strategies and learning opportunities for the class or individual students can be recorded on worksheets.[21]Teachers can refer to the worksheets as they design performance tasks to ensure that the tasks will provide the evidence needed to evaluate student achievement.[22]

The performance standards outline the general criteria that identify various levels of work. Teachers and students often prefer to use more specific criteria that have been tailored to a specific situation or task.Using the worksheets helps students and teachers develop specific criteria but still maintain links to the general criteria outlined in the standards. This can help students to see that, while specific

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[20]Alberto Moreno, *Importance of Worksheet*, (online), URL:https://prezi.com/0s2vg_o1nr-v/importance-of-worksheet/, (accessed on June 11th, 2015)

[21] Worksheets forThe BC Performance Standards, (online) URL: www.bced.gov.bc.ca/perf_stands/worksheet_intro.pdf, p. 2.

[22]*Ibid*, p. 3.

criteria may alter, the essentials that define high- quality performances do not change from one assignment to the next.[23]

Worksheets can be used to show the relative importance of aspects of the criteria or specific criteria for a particular assignment. For example, in reading, some assignments may focus exclusively on "comprehension and analysis." In writing, teachers may choose to emphasize specific skills or features that have recently been the focus of instruction[24]

a) The Importance of Worksheet in SMK Karsa Mulya Palangka Raya

Based on my teaching practice, SMK Karsa Mulya need the special student's worksheet to guide them more active in learning when they do the task.SMK is the vocational school and different with general school. In SMK Karsa Mulya there are three vocational like TI MM, TSM and TKR and schoolgirls slimer than schoolboy. So, they need a special worksheet focus on their majors when they do the task.

F. **Skills of English**

In English teaching there are four skills, the skills are listening, speaking, reading, and writing. There is more than ample evidence to suggest that, although the four aspects of communicative ability are highly related, they are nonetheless logically and empirically distinct. Logically, the four skills are related in complementary ways. Both listening and reading are receptive skills modes of understanding. Speaking and writing are productive skills. Thus, the four basic skills

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[23]*Ibid*, p.4.
[24]*Ibid*, p. 5

are related to each other by virtue of both the mode of communication oral or written and the direction of communication either receiving or producing messages reading and wrting.[25]

The fluency development strand should involve all the four skills of listening, speaking, reading, and writing. In this strand, the learners are helped to make the best use of what they already know. Like meaning-focused input and output, the fluency development strands is also meaning-focused. Tha is the learner's aim is to receive and convey message.[26]

The worksheets can be used to develop IEP or other tailored evaluation criteria for students whose work cannot be appropriately evaluated by the general criteria. Where a student is on a modified program with an Individual Educational Plan (IEP), the worksheets can be used out of grade- level to develop individual goals. For example, In developing an IEP in writing for a Grade student who is not able to meet grade level expectations, a teacher may use the Grade 5 or Grade 3 worksheet to identify appropriate goals. Where a student is able to demonstrate grade- level expectations, but requires some adaptations, the teacher can note which criteria will be demonstrated in various

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[25]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Students At Madrasah Tsanawiyah Darul Amin Palangka Raya*, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, p. 14.

[26]*Ibid*, p. 15.

ways.Students can use the worksheets to record self- evaluation comments and evidence linked to the variousaspects and criteria..[27]

a. Listening

Motivation becomes one of the factors affecting students' success of learning EFL, and it is regarded as a key component of language learning it is hard for the students to make the necessary effort without such motivation. If the classroom is enjoyable and attractive, students will learn English preferably However, listening as one of the language skills, has long becomemore overlooked skill among other language skills such as speaking, reading and writing. It is also not so popular among school teachers that they slightly neglect teaching it based on the researcher's preliminary study it is found that listening skills to a lesser degree are overlooked by teachers with the minimum portion in EFL teaching and learning in the classroom.[28]

The unsatisfactory results might be due to some factors: for example, the set of techniques implemented in the instructional process in the class was mostly teacher-centered. In this research another instructional model of teaching listening was proposed as an alternative to improve the student's listening ability. There should be

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[27]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Students At Madrasah Tsanawiyah Darul Amin Palangka Raya*, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, p.6

[28]Asep Saepulmillah, *The Use of English Pop Song In The Teaching of Listening.* P. 1.

an attempt to make listening class became more interesting for the students.[29]

Teachers should make some efforts to cope with the problems of listening.They should find various attractive strategies and materials suitable for student's needs and topics covered to make a pleasant learning atmosphere and make students highly motivated to learn EFL. The utilizing pop songs would become an alternative strategy to cove with the students' problem in listening. The statement of problem of the study is 1) how can the use of English pop songs in the teaching of listening improve listening comprehension skills? and 2) how can the use of English pop songs in the teaching of listening increase motivation?[30]

Pop song or pop music, often called simply pop, is contemporary musicand a common type of popular music (distinguished from classical or art musicand from folk music). Pop song lyrics are often emotional, relating to love or dancing. Pop music may include elements of rock, hip hop, reggae, dance, R&B, jazz, electronic, and sometimes folk music and various other styles. Pop music performers and recordings are among the best-selling and most widely known in many regions of the world.

Words in songs, or lyrics, make them potentially linguistically communicative, Also when words are used for

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[29]Endang Yuana, *Improving Listening Ability of The Second Year Students of Mts Negeri Jember I Trough Running Dictation Game*, Unpublished Thesis , Malang: State University Of Malang, 2008, P.2.
[30]*Ibid.*

pedagogical reasons, they become significantly more important. In the summary of Murphey's study results, there are four findings concerning pop songs: availability, simplicity, affect, and similarity to conversational discourse. Some reasons of using pop songsFirstly, pop songs are widespread in the environment. Secondly, pop song is linguistically simple; the length of phrases is extremely short; words are mostly monosyllabic; and both phrases and words are greatly repetitive. Thirdly, pop song inspires affect in auditors. It was found to have high human interest as reading material. Fourthly, the type of discourse isconversational resembling situational discourse allows us to call them dialogue-monologues, and to postulate their psychological use interactively with a listener's own personal life.[31]

b. Speaking

Speaking as one of the language skills that should be developed beside the other three language skills is considered important because it plays an essential role in facilitating the students to master the English proficiency. By mastering the speaking skill, the students will be able to communicate in English with other people from other countries easily. Especially if they intend to go abroad, it is an obligation for them to be able to

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[31]Asep Saepulmillah, *The Use of English Pop Song in the Teaching of Listening*. P. 3.

communicate in English since English is applied as the first international language in countries all over the world.[32]

Speaking, as one of the language skills, should be developed because it facilitates students to communicate in English. Besides, many language learners consider speaking ability as the measure of knowing a language. According to O' Malley and Pierce speaking seems to be an important skill that a learner should acquire. They add that speaking skill is very important to enable students to communicate effectively through oral language, because the disability of the students to speak may result in the inability to express their ideas even in a simple form of conversation. Similarly, Lawtiestates that speaking is fundamental to human communications; therefore speaking skills should be taught and practiced in the language classroom. In addition, Kayi states that teaching of speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learners in school and success later in their life. Thus, it is essential that language teachers pay great attention to the teaching of speaking[33]

However, the reality shows that the teaching of speaking skill seems to have been neglected. It is due to the fact that the evaluation

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[32]Nurjanah, *Improving The Students' Speaking Skill Through Picture-Based Story-Telling TechniqueAt Mtsn Watulimo Trenggalek*, Unpublished Thesis, Malang: State University Of Malang, 2008, P. 1.

[33]Nunung Nurhayati, *Teaching Speaking Using The Talking Circle Technique At The Second Year Of MTS MALNU Menes Banten*, Unpublished Thesis, Malang: State University Of Malang, 2008, P. 1.

of students, especially the leaving examination, mostly focused on reading comprehension and is presented in the written form; therefore teachers usually attempt to concentrate the teaching on reading skills. This is done to enable students to pass the examination. The focus given more to reading skill has resulted in the fact that students do not have enough exposure to speak and this finally makes them unable to express their ideas in English orally.[34]

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teaching in order to be fluent, without an ability to speak, it would be impossible to have a natural communication among people. In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistake while trying to communicate in English. Students might have so many ideas to convey but such lacking have made them to utter or say what they suppose to say. Speaking is one of the English skills that is taught in elementary school. Speaking is one of the language skills that has to be mastered by students in learning foreign language. Learning the language is learning how to speak language.[35]

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[34]Nunung Nurhayati, *Teaching Speaking Using The Talking Circle Technique At The Second Year Of MTS MALNU Menes Banten*, Unpublished Thesis, Malang: State University Of Malang, 2008, P. 1.

[35]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Students At Madrasah Tsanawiyah Darul Amin Palangka*

Some studies show that language games are activities that can motivate students and give more chances for students to speak freely The guessing game activity for speaking is an activity that provides more chances for the students to share ideas in improving their speaking skill and to show their individual ability.[36]

As a consequence, the students have lost their time to practice their listening and speaking skills and therefore their listening and speaking skills are poor. Even worse, they cannot speak English in the simplest conversation.Based on Content Standard Depdiknas, the teaching of speaking is suggested to help the students to be able to express the meaning in transactional purposes to get things done and in interpersonal purposes. Burns and Joyce state that learning to speak involves developing a number ofcomplex skills and different types of knowledge about how and when to communicate. The teacher in this case should be able to foster the learning. In a speaking class, the teacher is expected to give students ample opportunities to speak to each other. Speaking tasks include the practice to pronounce correct sounds of the target language, to use the correct language structure and appropriate vocabulary in certain contexts or situations to make its meaning clear, and to use suitable

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*Raya*Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, p. 22.

[36]Lailatus Sa'adah, *Using Language Games To Improve Participation In English Speaking of Second Grade Students At Mts Al-Ihsan Kalijaring Jombang*, P.3.

expressions to whom they speak, about what (topic), in what situation, and with what manner.[37]

a) The Nature of Speaking

Burns and Joyce define speaking as an active process of negotiating meaning and using social knowledge of the situation, the topic and the other speaker. Further, they state that speaking is more than just a way of making conversation. We use spoken language for a variety of reason in daily life. We exchange meanings through spoken language. Being a speaker also involves being a listener and these two skills are complementary and both actively help to create meaning.In addition, it is stated that speaking skill or the ability to use spoken language enables people to participate on communication either for interactional or transactional purposes. He cites interactional type of language as casual interaction for the purpose of establishing social relationship, and transactional interaction for the purpose of transferring information. He also explains that the transactional function of language is by focusing on meaning.[38]

b) The Problems of Speaking Skill

The difficulties of speaking, as Brown stated, are caused by what he calls with affective factors and interaction

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[37] The Implementation of The Learning Community To Improve The Second Year Students' Speaking Ability At Mtsn Model Padang Delfaleny, P.1

[38]The Implementation of The Learning Community To Improve The Second Year Students' Speaking Ability At Mtsn Model Padang Delfaleny, P.3.

effect. Affective factors refer to the learner's anxiety over the risk of blurting things out that are wrong, stupid and incomprehensible. The language ego that informs people "you are what you speak" makes the learners reluctant to be judged by the listeners. Beside affective factors, it turns out that the greatest difficulty that learners encounter in attempt to speak is not the multiplicity of sounds, words, phrases and discourse from that characterize any language, but rather the interactive nature of communicative. Brown points this as interaction effect.[39]

c. Reading

Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a competent adult in today's. As an adult, the ability to read is not only important for practical and legal but also for personal adaptive reasons and larger socio-political reasons information, and orient ourselves in the world among competing paradigms. It also facilitates the exercise of power in North American mainstream society allowing readers to see how others have transformed the world through the written word. Reading helps us live and act in society with others. An inability to read, then,

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[39]The Implementation of The Learning Community To Improve The Second Year Students' Speaking Ability At Mtsn Model Padang Delfaleny, P. 4.

can lead to a profound sense of disengagement and uselessness.[40]

Reading is act of reading.[41]In the context of the teaching English as a foreign language in Indonesia, reading is one of the language skills that must be mastered by students because information resources are mostly written in English.[42]

Reading is one of the four language skills that must be taught to the students at junior high school. Points out that as one of the four language skills, reading is "a fluent process of readers combining information from a text and their own background knowledge to build meaning". To study reading, students are expected to be able to find out information from a variety of texts types, written information from brochures, magazines, newspapers, short stories, and other sources written in English. In other words, students not only read the text but also try to understand what they are reading.[43]

Focusing on the reading skills, students are required to be able to find certain information stated in a passage, locate the specific information of a passage, identify the main idea and

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[40] Nikki Yee, Understanding Reading Comprehension:*Multiple And Focused Strategy Interventions For Struggling Adolescent Readers*, Unpublished Thesis, Saskatchewan: University Of Saskatchewan, 2010, P. 1.

[41]*Oxford* learner's pocket dictionary, (fourth edition), p. 366.

[42]Iyan Hayani, *Improving the Reading Comprehension of the Second Year Students of MTsN Pasir Sukarayat Rangkasbitung-Banten through Reciprocal Teaching Strategy,* un published thesis, Malang: State University of Malang, 2008, p. 2.

[43]Lily Korniaty*, Improving the Eighth Grade Students' Reading Skill at MTs Negeri Manado through Jigsaw Technique*, unpublished thesis, Malang: State University of Malang, 2008, p.1.

supporting idea, and identify explicit and implicit information of a passage.[44]

a) The Whilst Reading Stage

There were several important points in connection with the use of the technique in whilst reading stage. The first is clarifying the meaning of difficult words where the students needed to find out some unfamiliar words in their dictionaries. It was aim to enrich the students' vocabularies and to facilitate the students to comprehend the text. Second, the students were required to find the explicit and implicit information in the text before they discussed in their expert groups. The teacher gave modeling of how to find literal and inferential information in the text. The third is explaining the content of the text. The students were given time to ask something that they still did not understand in relation to the text.[45]

b) The Post Reading Stage

In the post reading stage, there were two activities that had been done. First, the teacher checked the groups' understanding of the text by asking the members of the groups to present their work and to give comments on their friends' opinions about the work. In fact, high achiever students dominated this activity since the other members were reluctant

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[44]*Ibid*, p.2.

[45]Lily Korniaty, *Improving the Eighth Grade Students' Reading Skill at MTs Negeri Manado through Jigsaw Technique*, unpublished thesis, Malang: State University of Malang, 2008, P.9.

to express their ideas using English. Second, group competition or competition game was used to check the groups' understanding of the text. By using group competition game, it was expected that the students' confidence could be developed because the students could help and support one another in the group.[46]

d. Writing Skill

Academic writing is thekind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories.[47]

Writing is considered the most difficult and complicated language skill to be learned compared to other language skills, listening, speaking, and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading.[48]

Another factor which causes the difficulties in learning writing is that the teachers never hold a conference with the students to discuss the stages that they have gone through in producing a piece of writing which could also help them to identify the errors and mistakes they made for improvement. Moreover, the fact that

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[46]Lily Korniaty, *Improving the Eighth Grade Students' Reading Skill at MTs Negeri Manado through Jigsaw Technique*, unpublished thesis, Malang: State University of Malang, 2008, p.10.

[47] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, America: Peardon Education, Inc, 2007, p. 3.

[48]Siti Nurcahyani, *Implementation Process Genre Approach to Improve the Writing Skill of the First-Year Students of MTsN Kebumen 1*, Unpublished Thesis, Malang: State University of Malang, 2008, p. 1.

the teacher tends not to give models of kinds of texts such as procedure, descriptive, recount, narrative, and report, is another factor which causes the difficulties in learning writing.[49]

Writing, actually, can be an interesting activity if the teacher can create interesting learning processes and challenging activities. Writing encourages thinking and learning, for it motivates communication and makes thoughts available for reflection. When ideas are written down, they can be examined, reviewed, added, rearranged, or even changed. Even though writing in foreign language is difficult or poses some difficulties, it is useful and also important to do. It is an enjoyable part of the foreign language lesson, as it provides students a space to express their personalities.[50]

Referring to the benefit of implementing a new strategy in writing class, this study will implement a process genre approach to improve the students' writing skill. This approach is a combination of the process and the genre approaches. The combination of the approaches is done since it is possible for today's teacher to combine more than one approach. Besides, combining the two approaches may result in new of ideas about writing. According to Badger and White, this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing.

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[49]*Ibid*, p. 3.

[50]Siti Nurcahyani, *Implementation Process Genre Approach to Improve the Writing Skill of the First-Year Students of MTsN Kebumen 1*, Unpublished Thesis, Malang: State University of Malang, 2008, p .4.

These steps develop students' awareness of different text type and of composing processes.[51]

Writing is a means of communication when the other person is not right there in front of us. Cohen and Riel state that writing is a communicative act, a way of sharing observation, information, thoughts, or ideas, with ourselves and others. While, Gould, et al. states that writing is also a series of acts including generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising. From the above definitions, it can be concluded that writing is producing a series of related text by developing ideas, thoughts, and information through a process of drafting, shaping, rereading, editing, and revising which has a purpose of communicating it to others others.

According to in the teaching of writing in Senior High School, there are two types of classroom performances: guided writing and free writing. In guided writing, the students are asked to arrange jumbled words into a sentence or jumbled sentences into a paragraph and completing a dialogue or paragraph or a simple letter. In free writing or unguided writing, students are usually assigned to write on their own and produce genuine and authentic pieces of writing such as note taking (during lectures, interviews, etc.), diary, personal journal, dialogue journals (between students and teacher), letters, short stories, etc. Students do not have to worry about the

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[51]*Ibid.*

spelling or grammar mistakes, or even finding the right word. Free writing can indirectly improve students' formal writing.[52]

Writing is the most difficult and complicated language skill to learn compared to the other skills, listening, speaking, and reading. The difficulties are due to the mechanics of writing, word choice, grammar, and the ability of connecting sentences to become a unified thought in written discourse. Riyanto in Muhammad Badrus Sholeh reports that the students' problems in writing are due to some factors: lack of vocabulary, lack of English grammar understanding, and lack of practice. Writing practice has not been provided adequately so that the students lack exercises and motivation. As a result, many students get difficulties in writing.[53]

According to Mukminatien in Muhammad Badrus Sholeh learning to write in English is a complex process because a piece of writing requires the writer to use not only his linguistic competence but also his communicative competence. In other words, to produce a piece of written English, a writer is faced not only with language problems, problems of assembling words to form grammatical sentences, but also with rhetorical problems, problems of organizing words and patterns.[54]

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[52]Kusumaningsih,*Improving The Writing Ability of Students of Sman 1 Banbjrbaru Trough Modified Dialogue Journal,* Unpublished Thesis, Malang: State University Of Malang, T,Tp, P.1.
[53]Muhammad Badrus Sholeh, *Using Inquiry-Based Learning Strategy To Improve Descriptive Writing Ability of The Second Year Students of Mts.* Al Ikhwan Klitih Demak, Unpiblished Thesis, Malang: State University of Malang, 2008, P. 2.
[54]*Ibid.*

Byrne states that writing is difficult for students because they are required to write on their own writing, struggle by themselves to refine their writings without any interaction or feedback either from other friends or from teacher. He further states that in writing, the students have to compose their writings by using their own choice of sentence structure, and organize their own ideas in such a way that their writings can be understood by readers.[55]

G. Materials Selection

Based on the result of identification and observation, the researcher have choose materials selection as meterials to make English worksheet for the students at SMK Karsa Mulya Palngka Raya, especially tenth grade class.

Based on the result of identification and observation, the researcher have choose the syllabus from the their schoolas meterial selection to make English worksheet for the students at SMK Karsa Mulya Palangka Raya.

Based on the researcher's result of identification, and observation with the English teacher and students at SMK Karsa Mulya Palangka Raya. The researcher was gotten some topics of English worksheet the English teacher and students need for their materials in English learning process. The English teacher and students need the topics are:

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[55]Muhammad Badrus Sholeh, *Using Inquiry-Based Learning Strategy To Improve Descriptive Writing Ability of The Second Year Students of Mts*. Al Ikhwan Klitih Demak, Unpiblished Thesis, Malang: State University of Malang, 2008, p. 3.

1. Expression in Conversation

   Communication is much easier. There are many means of communication available. It offers change to build communication with the other people around the world make a friendship.

2. Descriptive

   In this unit the students description of few people.

3. Announcement

   They can hear announcement read wherever.

4. Recount

   Recount is narrate again event of have happened past

5. Narrative

   Sometimes, throught stories we can learn something about life.

6. Sing a song

   Learning with sing a song in the class give something different.

H. Types of Worksheet

Worksheet is a paper on which work that has been done or is in progress is recorded.In English worksheet there are some types of worksheet. Worksheets range in type from straight-text multiple-choice questions to illustrated puzzles and mind games. Here are a few examples of worksheet types that have proved particularly effective in teaching English.[56]

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[56] Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Student*s At Madrasah Tsanawiyah Darul Amin Palangka Raya, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, p. 44.

a. Other Types of Worksheet

There are several other types of worksheet, including:

1) Multiple Choice Worksheets are basically quiz-type exercises.

2) Gap Fill Worksheets where students insert the right words in gaps in the text.

3) Word Puzzle Worksheets include crosswords, word search and word maze.

4) Labelling Worksheets where students annotate an illustration.[57]

I. Curriculum

Curriculum is the subject included in a course of study or taught at a particular school, college, etc: Compare with syllabus. The school term only started about three weeks ago. This year, government finally decided to try out the new designed curriculum, the 2013 curriculum.[58]

The history of curriculum development in language teaching starts with the notion of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of intructionand list what will be taught and tasted.[59]

J. The Criteria of Good Worksheet

According to Alex Case in Ibnu Baihaqi there choosing a good worksheet is even more difficult for pre-school age students than for

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[57]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Student*s At Madrasah Tsanawiyah Darul Amin Palangka Raya, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, p. 45.

[58]*Ibid* . P. 46.

[59]Jack C. Ricards, *Curriculum Development in Language Teaching*, America: the press syndicate of the university of cambridge, 2002, p. 2.

other children and adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what you what them to. Here are some tips that should help you find or create the perfect worksheet for your classes: (1) right physical development level; (2) right mental development level; (3) just challenging enough; (4) can be displayed; (5) can't go horribly wrong; (6) finish at more or less the same time; (7) involves lots of language; (8) involves the right classroomlanguage; (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.[60]

K. Need of Students and Teachers

The term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivation, lacks, constrains and requirements. Need are often describe in terms of a linguistic deficiency, that is as describing the different between what a learner can presently do in a language and what he or she should be able to do. This suggests that needs have objective reality and are simply there waiting to be identified and analyzed.[61]

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[60]Ibnu Baihaki, *Developing English Worksheet Based On Materials For The Seventh Grade Student*s At Madrasah Tsanawiyah Darul Amin Palangka Raya, Unpublished Thesis, Palangkaraya: Sekolah Tinggi Agama Islam Negri (STAIN) Palangkaraya, 2014, P. 46

[61] Jack C. Richards, *Curriculum Development in Language Teaching,* Canbridge: Canbridge University Press. 2002, p. 54..

Needs are often described in terms of language needs. That is as the language skills needed to survive in an english –dominant society.[62]

In this study, the student's and teacher's need are something that is needed by the students and teachers in education. The different types of the studentshave different need, and what they are taught should be restricted to what they need.The identification needs of students are considered important since the actual success of a program is determined by the result of it. In order to suit the needs of the students, the development of English worksheet in this study based on the result of need assessment from the diagrams.

A needs assessmen is a systematic approach that progresses through a defined series of phases. Needs assessment focuses on the end or outcomes be attained, rather than the means process. It gathers data by means of established procedures and methodsdesigned for specific purposes. The kinds and scope of methods are selected to fit the purposes and context of the needs assessment.Needs assessment sets priorities anddetermines criteria for solutionsso that planners and managers can make sound decisions. Needs assessment sets criteriafor determining how best to allocate available money, people, facilities, and other resources. Needs assessment leads to actionthatwill improve programs, services, organizational structure and operations.[63]

Needs assessments can be a systematicprocess to guide decision making.Needs assessments can provide justificationfor decisions before

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[62]*Jack C. Richards, Curriculum Development in Language Teaching, Canbridge: Canbridge University Press. 2002,* p. 65.

[63]Comprehensive Needs Assessment, t.tp., t.np., 2010, p.6

they are made.After all, once a decision is made, it is typically too late to start justify-ing your choices. Rather, needs assessments proactively identify (a) the per-formance data that define your needs, (b) the prioritization of your needs, (c) the performance criteria for assessing potential interventions, and (d) the information necessary to justify your selection of one or more activities to improveperformance. And Needs assessments can be scalablefor any size project, time frame, or bud-get. Needs assessments can offer a replicablemodel that can be applied by nov-ices or experts. Needs assessments can provide a system In perspective for decision makers. Needs assessments can allow for inter disciplinary solutions to complex problems.[64]

a. The purpose of Need Analysis

Need analysis in language teaching may be used for a number of different purpose, for examples:

1) To find out what languageskills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student.

2) To help determine if an existing course adequately addresses the needs of potential students

3) To determine which students from a group are most in need of training in particular language skills.

4) To identify a change of direction that people in a reference group feel is important

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[64]Ryan Watkins, and friends, *Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results*, Washington DC: The World Bank, 2012, p. 25-26.

5) To identify a gap between what students are able to do and what they need to be able to do

6) To collect information about a particular problem learners are experiencing.[65]

b. Administering the Need Analysis

Planning a needs analysis involves deciding who will administer the needs analysis and collect and analyze the result.[66]

c. Procedures for conducting needs analysis

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected.[67]

Some procedures for collecting information during a needs analysis can be selected from among the following:

1) Questionnaire

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze.

2) Self –Rating

These consist of scale that students or others use to rate their knowledge or abilities.

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[65] Jack C. Richards, *Curriculum Development in Language Teaching*, Canbridge: Canbridge University Press. 2002, p. 52.

[66] *Ibid*, p. 58

[67] *Ibid , p. 59.*

3) Interviews

   Interviews allow for a more in-depth exploration of issues than is possiblewith a questionnaire, though they take longer to administer and are only feasible for smaller groups.

4) Meetings

   A meeting allows a large amount of information to be collected in a fairly short time.

5) Observations

   Observations of learner's behaviorin a target situation is another way of as sessing their needs. However, people often do not perform well when they are being observed, so this has to be taken into account. In addition, observations is a specialized skill. Knowing how to obsreve, what to look for, and how to make use of the information obatined generally requires specialized training.[68]

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[68]Jack C. Richards, *Curriculum Development in Language Teaching*, Canbridge: Canbridge University Press. 2002, p. 60