

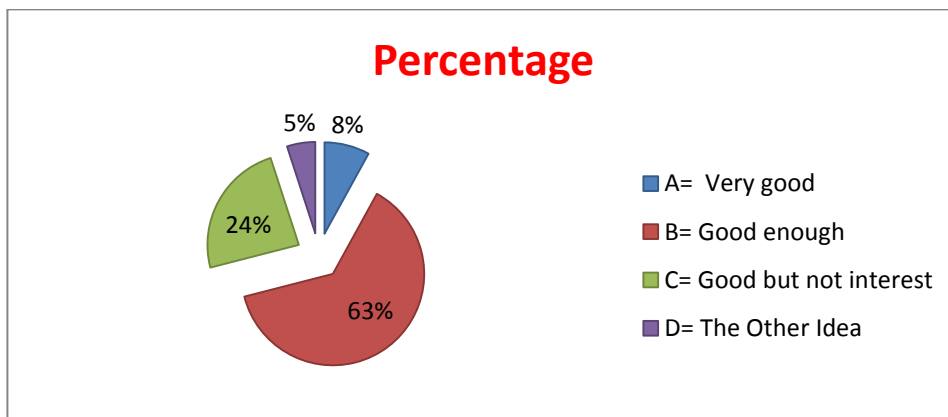
CHAPTER IV

RESULTS OF THE STUDY

This chapter discusses the result of development of the study related to analysis of the data and product revision.

A. Data Analysis Based on Students' Responses

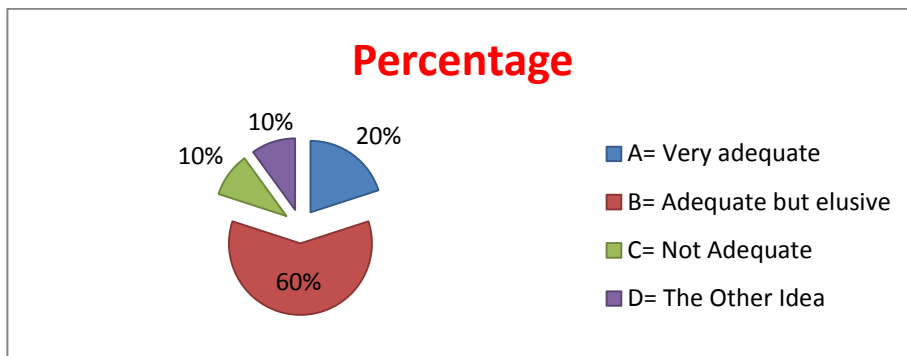
1. Students' Responses Related to the English Worksheet



In this diagram, there were 8% of the students who stated that the worksheet was very good, 63 % of the students who stated good enough, 24 % of the students stated good but not interest, and 5% of the students who stated the other idea. According to Kaymakci and Taslidere, worksheet is one of the most important materials for achieving the goals of educational activities and worksheet are important educational tools that help them construct knowledge in their own minds and encourage students to participate in classroom activities. Beside that, based on the writer's observation, not all the students had preparation for the English lesson with appropriate assigned reading.

Based on the description above, it can be concluded that the students' responses toward the English worksheets were good enough, it meant the worksheet was not still yet very good.

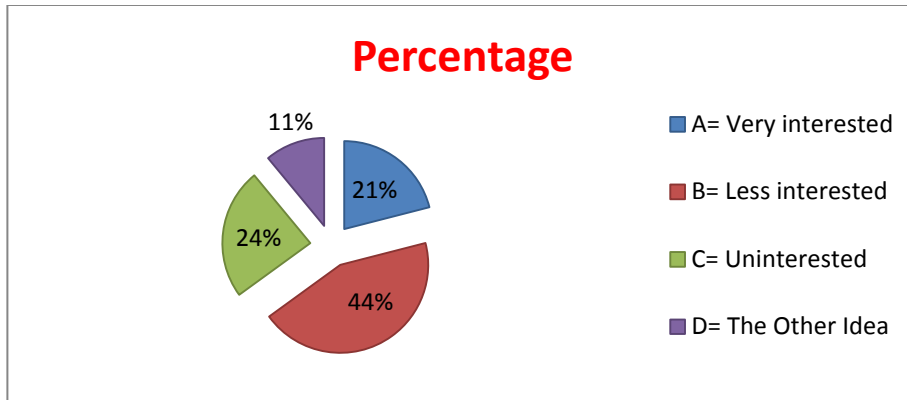
2. Students' Responses Related to the Applied Worksheet



In this diagram, there were 20% of the students who stated that the worksheet was very adequate and easy to be understood, 60 % of the students who stated the worksheet was adequate but elusive, 10% of the students who stated the worksheet was not adequate, and 10 % who stated the other idea. According to Sanni and Lestari, using student worksheet in learning process will 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, and thinking logically.

Based on the description above, it can be concluded that most of the students responded adequate but elusive to the applied worksheet.

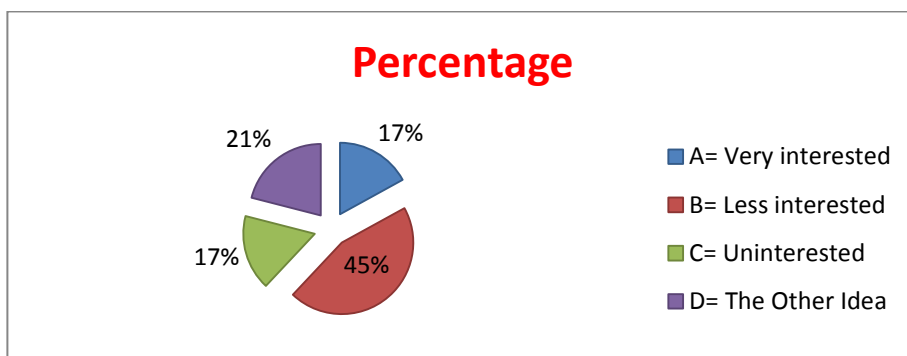
3. Students' Interest Related to the Applied Worksheet



In this diagram, there were 21% of the students who stated that the worksheet was very interested, 44 % of the students who stated that less interested, 24 % of the students who stated uninterested, and 11 % of the students who stated the other idea. Based on the writer's observation, most of the teachers didn't present helpful audio-visual materials to support lesson organization and major points.

Based on the description above, it can be concluded that most of the students interests' toward the applied worksheet was less interested.

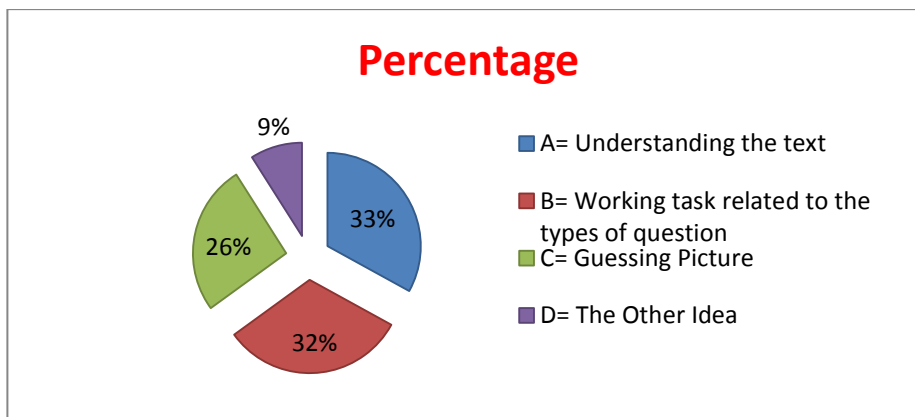
4. Student Interests' in English Learning Using a Worksheet



In this diagram, there were 17% of students who stated that the English learning process in using the worksheet was very interested, 45 % of the students who stated less interested, 17 % of the students who stated uninterested, and 21 % of the students who stated the other idea. Based on the writer's observation, not all presentation material appropriate to stated purpose of the course.

Based on the description above, it can be concluded that most of the students interests' toward a worksheet was less interested.

5. Students' Difficulty in English Learning Using the Worksheet

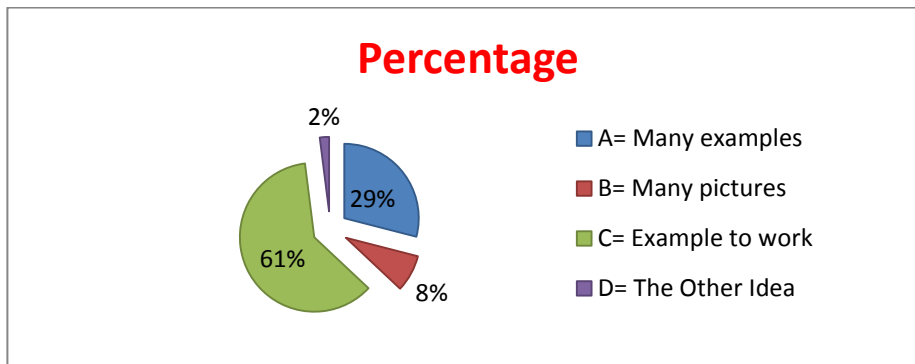


In this diagram, there were 33 % of the students stated that their difficulty in English learning in using worksheet was understanding the text, 32% of students stated that their difficulty in English learning in using worksheet was working task related to the types of question, 26 % of the students stated that their difficulty in English learning in using worksheet was guessing picture, and 9% of students stated that the other ideas such as the pictures and texts in the worksheet were not clear and sometimes the material was not complete. According to Andi Prastowo, the various

worksheets are used by students to help them to find, to apply and to integrate some concepts were found. Based on the writer's observation, not all teachers give various explanations for difficult material.

Based on the description above, it can be concluded that most of students got difficulty to understand text and worked task related to the types of the question in the worksheet.

6. Students' Responses about Worksheet which is Easy to Understand

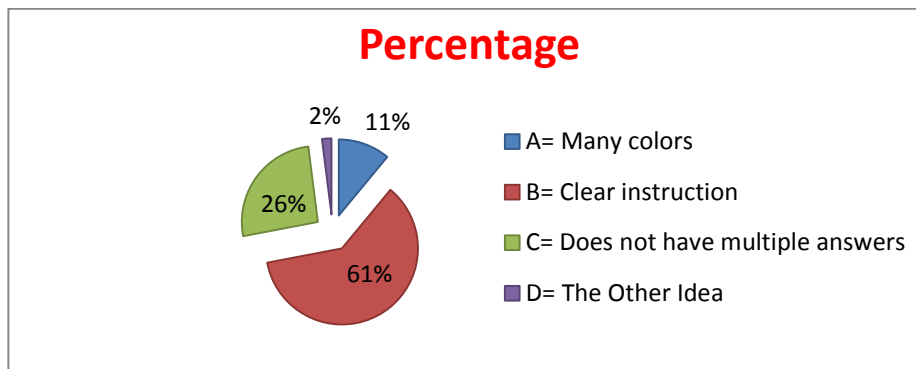


In this diagram, the students stated that their response about the worksheet was easy to be understood. There were 29% of the students desired many examples, 8% of students desired many pictures, and 61% of students desired some examples to finish the questions enclosed in the worksheet. Then, there were 2% of students who stated that the other ideas such as they desired a practice and a translation or many pictures in the English worksheet. According to Andi prastowo, one of the functions of worksheet is to make students easy to understand the material, and one of the purposes of worksheet is to provide materials which make students can interact with the material. Based on the writer's observation, the students desired some

examples to clarify point.

Based on the description above, it can be concluded that most of students desire some examples to finish the questions enclosed in the worksheet.

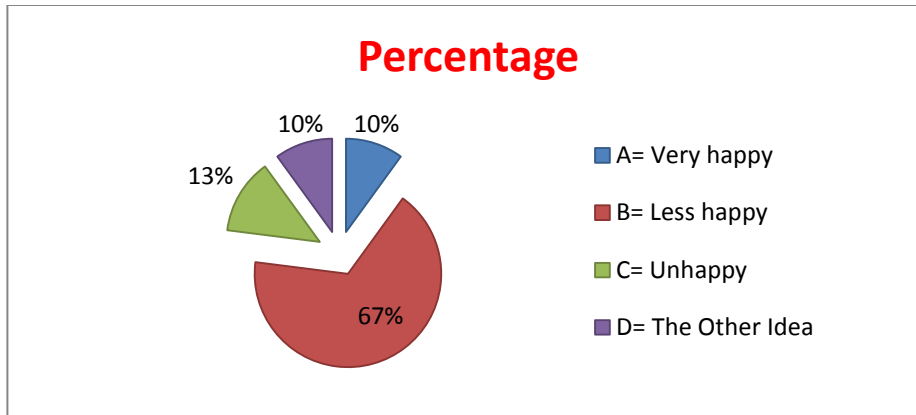
7. Students' Idea about the Attractive Worksheet



In this diagram, there were 11 % of the students stated that the worksheet called attractive and easy to understand if it had many colors, 61% of the students stated that the worksheet called attractive and easy to understand if it had clear instruction, 26 % of the students stated that the worksheet called attractive and easy to understand if it did not have multiple answers, and 2 % of the students stated the other idea. According to Andi Prastowo, the worksheet has a function as an instruction in studying. While according to Kaymakci, worksheet is one of the most important materials for achieving the goals of educational activities. Based on the writer's observation, demonstrated command of subject matter was not too clear.

Based on the description above, it can be concluded that most of the students contended that the worksheet called attractive and easy to understand if it had clear instruction.

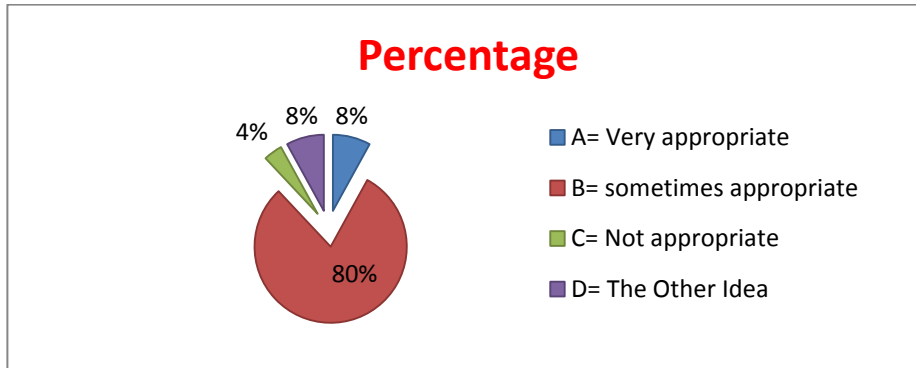
8. Students' Pleasure to the Worksheet's Types



In this diagram, there were 10% of the students were very happy about the type of worksheet and there were 67% of the students were less happy, 13 % were unhappy, and 10 % were the other idea. According to the previous diagrams, students were still difficult in understanding the content of the material and they also found the difficulty in working the types of questions in the worksheet. Based on the writer's observation, not all types of the exercises did not support lesson with useful classroom discussion

Based on the description above, it can be concluded that most of the students were still less happy to the types of the worksheet.

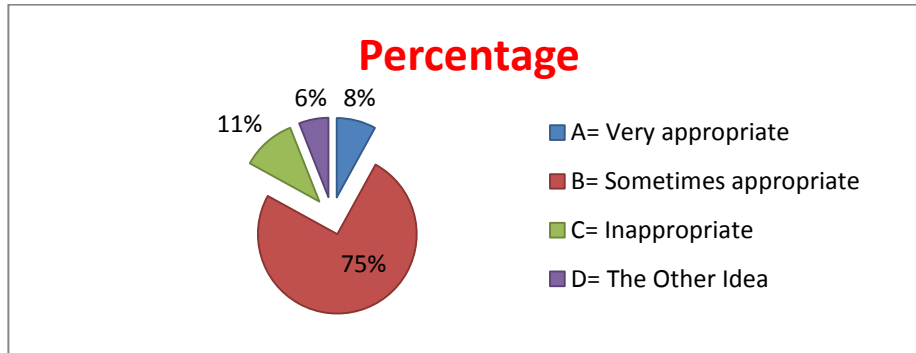
9. Students' Opinion about the material's suitability to the questions' type in the worksheet



In this diagram, there were 8% of the students who stated that type of question in the worksheet was very appropriate with the material, 80 % of the students who stated that type of question in the worksheet was sometimes appropriate with the material, 8 % of the students who stated that type of question in the worksheet was not appropriate with the material, and 4 % of the students who stated the other idea. Actually, according to Kaymakci worksheet is a kind of printed instructional material that is prepared and frequently used by teachers in order to help students to gain knowledge, skills and values by providing helpful comments about the course objective and enabling students to engage in active learning and learning-by-doing in and out of the school. Based on the writer's observation, not all types of material presented was appropriate with the purpose of the course.

Based on the description above, it can be concluded that the type of the questions in the worksheet was sometimes appropriate with the material.

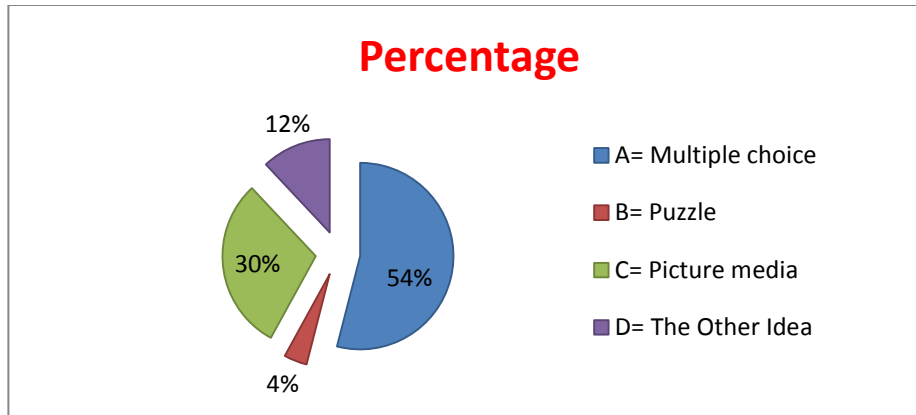
10. Students' Opinion about the Suitability of Questions' types with Students' needs



In this diagram, there were 8% of students stated that the type of question in the worksheet was very appropriate with the student's need, 75 % of students stated that the type of question in the worksheet was sometimes appropriate, 11 % of students stated that the type of question in the worksheet was inappropriate, and 6 % of students stated that the type of question in the worksheet was the other idea. Based on the writer's observation, not all types of questions was appropriate with the material of the course.

Based on the description above, it can be concluded that the type of questions in the worksheet was sometimes appropriate with the students' need.

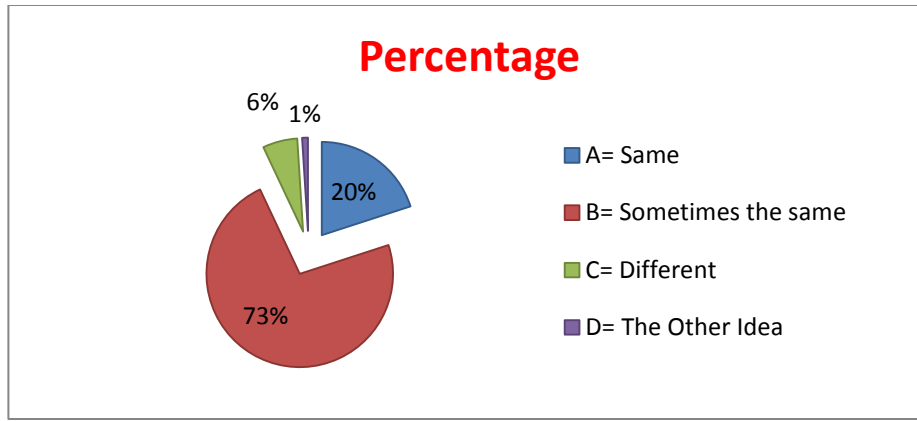
11. Question's Types which is Desired by Students



In this diagram, there were 54% of the students chose multiple choice, 4% of the students chose puzzle, 30% of the students chose picture media and 12% of the students chose the other ideas such as matching word, essay, and completion test. According to Andi Prastowo, the types of worksheet are matching word, word scrambles, jumbled sentences, sorting, multiple choices, gap fill, and labeling worksheet. Multiple choice worksheets are basically quiz-type exercises. Matching worksheet usually asks students to match up pairs of items. While, based on student's opinion, picture media in the worksheet is interesting.

Based on the description above, it can be concluded that multiple choice was the type of questions in the worksheet which was expected by the students.

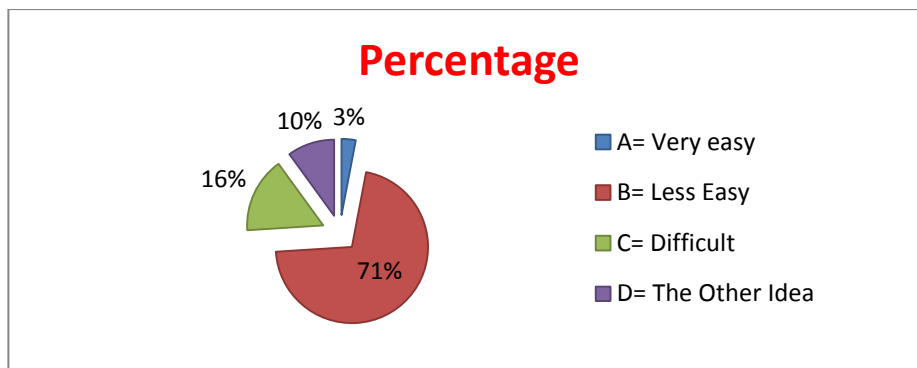
12. The Similarities in Questions' types in Daily Test and General Test



In this diagram, there were 20 % of the students stated that the similarities in questions' types in giving daily test and final test was same, 73% of the students stated that the similarities in questions' types in giving daily test and final test was sometimes the same, 6% of the students stated that the similarities in questions' types in giving daily test and final test was different, and 1 % of the students stated the other idea.

Based on the description above, it can be concluded that questions' type in giving daily test and general test was sometimes same.

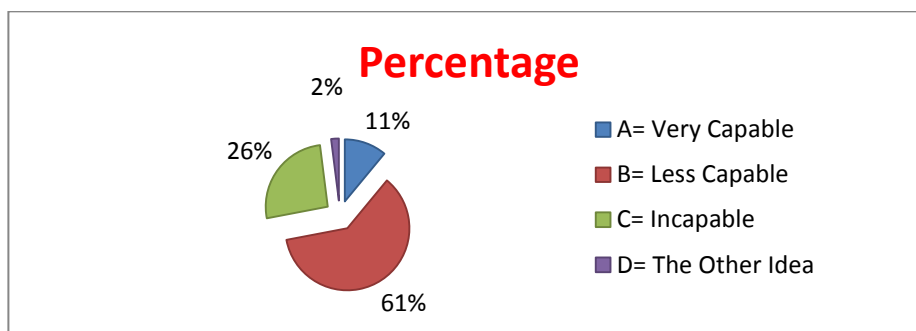
13. Students' ease in working the type of questions in the worksheet



In this diagram, there were 3% of the students stated that ease in working the type of questions in the worksheet were very easy, 71% of the students stated that ease in working the type of questions in the worksheet were less easy, 16% of the students stated that ease in working the type of questions in the worksheet were difficult and 10 % of the students stated the other idea. Meanwhile, according to Andi Prastowo about the function of worksheet is to make easy for students to understand the material which is given.

Based on the description above, it can be concluded that most of students felt less easy in working the type of questions in the worksheet.

14. Students' Ability in Working the Type of Questions in the Worksheet

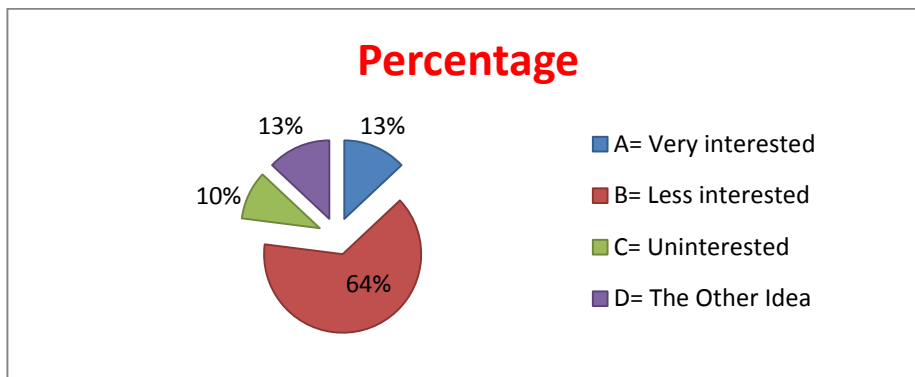


In this diagram, there were 11% of the students were very capable in doing the types of questions in the worksheet, 61% of the students were less capable in doing the types of questions in the worksheet, 26% of the students were incapable in doing the types of questions in the worksheet, and 2 % of the students who statede the other idea. Actually, according to Andi Prastowo, the worksheet helps students to find a concept. According to Sanni and Lestari based on the worksheet's quality, it shows less valid, less effective, and less practice because the students are less capable or

incapable to do a worksheet.

Based on the description above, it can be concluded that most the students' ability in working the type of questions in the worksheet was less capable.

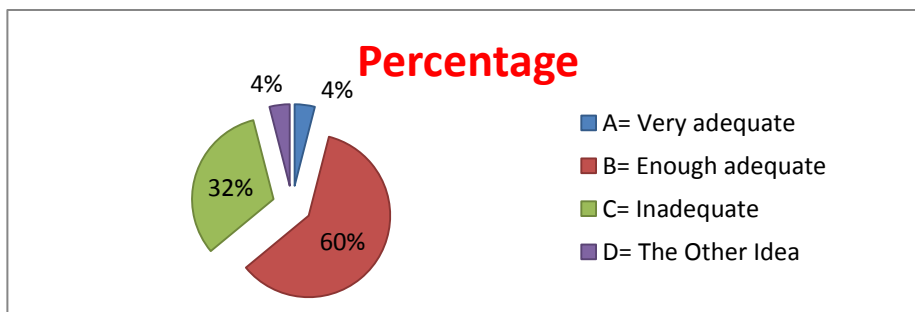
15. Students' Interest in Working the Worksheet



In this diagram, there are 13% of the students who stated that worksheet was very interesting, 64% of the students who stated that worksheet were less interesting, 10% of the students who stated that worksheet were uninteresting, and 13% of the students who stated the other idea.

Based on the description above, it can be concluded that most of the students were less interested in working of the worksheet.

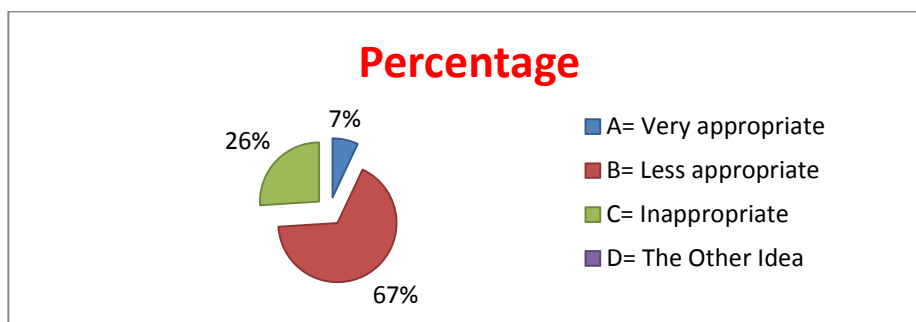
16. Students' Need toward the Worksheet



In this diagram, there were 4% of the students stated that their need to the worksheet was very adequate, 60% of the students stated that their need to the worksheet was adequate enough, 32% of the students stated that their need to the worksheet was inadequate, and 4% of the students stated the other idea. According to Taslidere the worksheet encourage students to participate in classroom activities and that worksheet draws students' attention to lessons and help them gain conceptual understanding.

Based on the description above, it can be concluded that the student's need toward the worksheet was adequate enough.

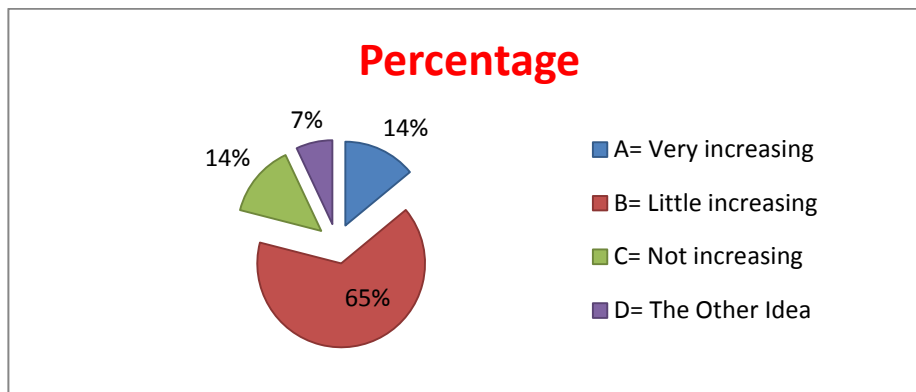
17. The suitability of worksheet to students' eagerness



In this diagram, there were 7% of the students stated that the worksheet was very appropriate with the students' eagerness, 67% of the students stated that the worksheet was less appropriate with the students' eagerness, and 26% of the students stated that the worksheet was inappropriate with the students' eagerness. According to Kaymakci that worksheets are practical, useful and economic materials to use in educational activities. Based on the writer's observation, not all material presented appropriate to students knowledge and background.

Based on the statements above, it can be concluded that the suitability of worksheet to the students' eagerness were less appropriate.

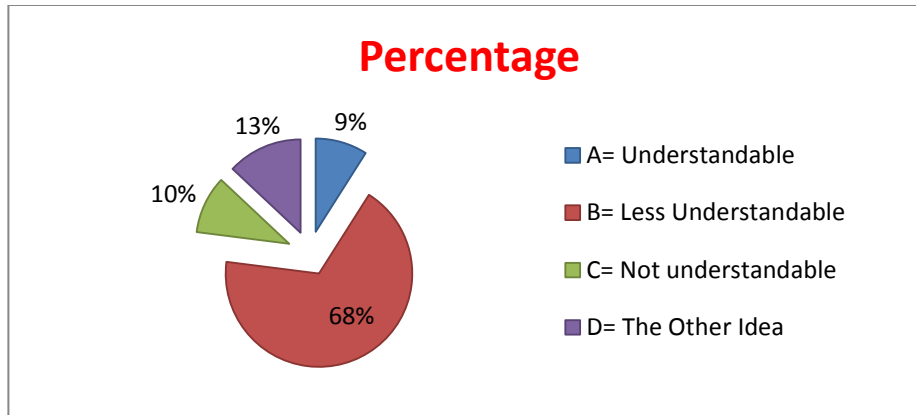
18. Students' Understanding in English Learning after Working in the worksheet



In this diagram, there were 14% of the students stated that their understanding in English learning after working in the worksheet was very increasing, 65% of the students stated that their understanding in English learning after working in the worksheet was little increasing, 14 % of the students stated that their understanding in English learning after working in the worksheet was not increasing, and 7% of the students stated the other idea.

Based on the description above, it can be concluded that most of the students got little increasing in their understanding after working in the worksheet.

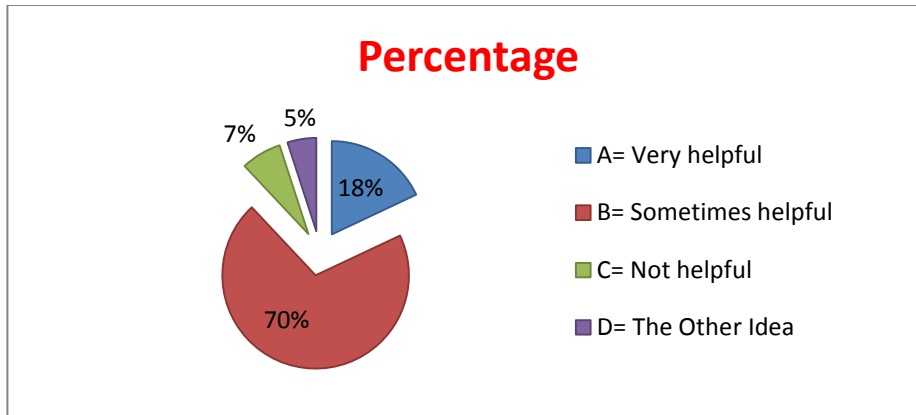
19. Students' Responses toward English learning



In this diagram, there were 9% of the students stated that English worksheet was very easy to be understood and worked, 68% of the students stated that English worksheet was less easy to be understood and worked, 10% of the students stated that English worksheet was not easy to be understood and worked, 13% of the students stated the other idea. Based on the writer's observation, not all teachers were able to respond to nonverbal cues of confusion, boredom, and curiosity. It made them keep their confusion, boredom, and curiosity.

Based on the description above, it can be concluded that most of the students were less easy to be understood and worked to the English learning.

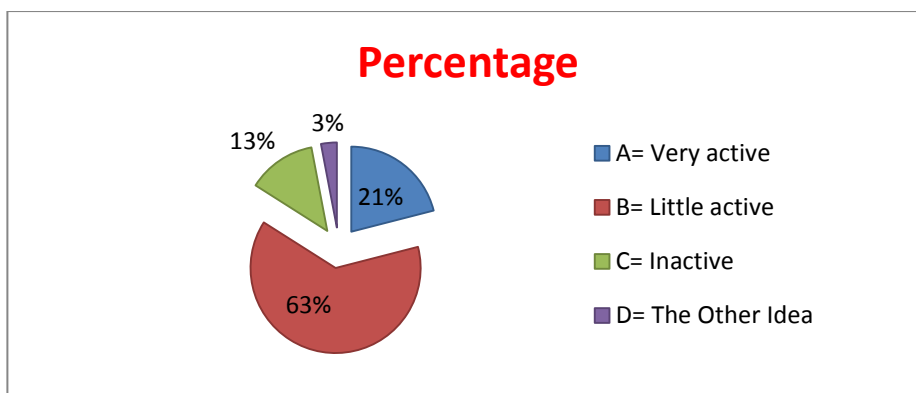
20. Worksheet Superiority in English Learning



In this diagram, there were 18% of the students stated that the worksheet was very helpful in English learning, 70% of the students stated that the worksheet was sometimes helpful in English learning, 7% of the students stated that the worksheet was not helpful in English learning, and 5% of the students stated the other idea. Actually, according to Andi Prastowo, the using of student's worksheet in teaching learning process helps students to understand the material by themselves.

Based on the description above, it can be concluded that the worksheet was sometimes helpful in English learning.

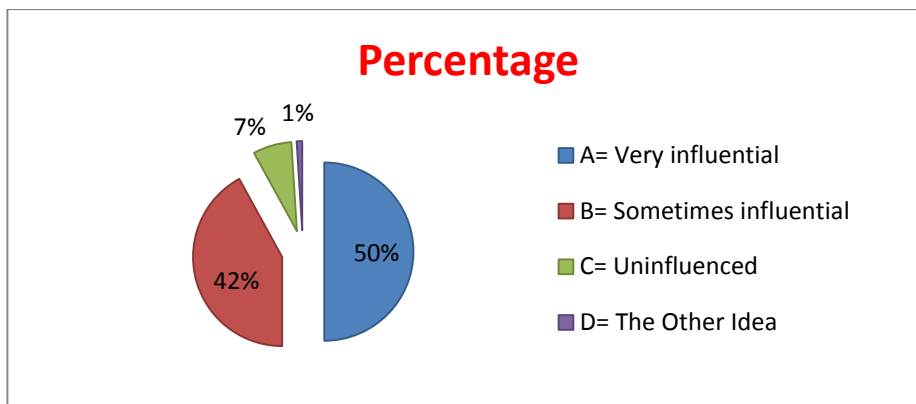
21. Being Active of the Students in Working the Worksheet



In this diagram, there were 21% of the students stated that they were very active in working the worksheet, 63% of the students stated that they were little active in working the worksheet, 13% of the students stated that they were inactive in working the worksheet, and 3% of the students stated the other idea.

Based on the statements above, it can be concluded that the students were little active in working the worksheet.

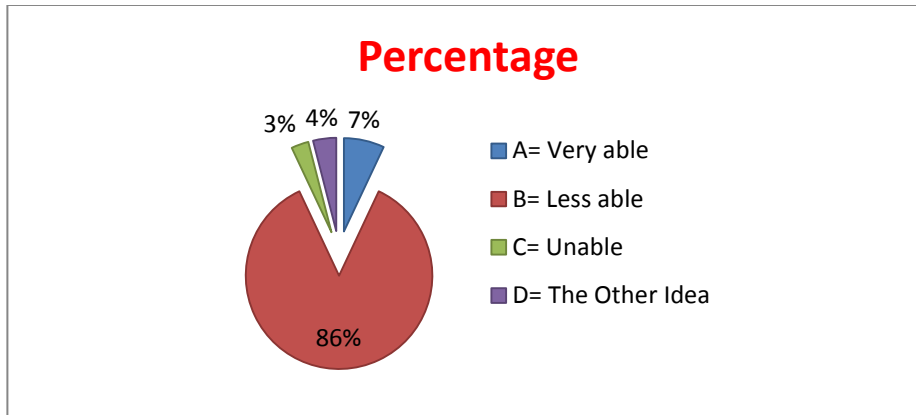
22. Worksheet's Influence toward Students' Values between in the daily and general tests



In this diagram, there were 50% of the students stated that the worksheet was very influential on the both tests, 42% of the students stated that the worksheet was sometimes influential on the both tests, 7% of the students stated that the worksheet was uninfluenced, and 1% of the students stated the other idea. According to Andi Prastowo, the purpose of worksheet is to serve task which increase mastery toward the material which is given by teacher to the students.

Based on the statements above, it can be concluded that the worksheets were very influential on the both test, daily and general tests in the worksheet.

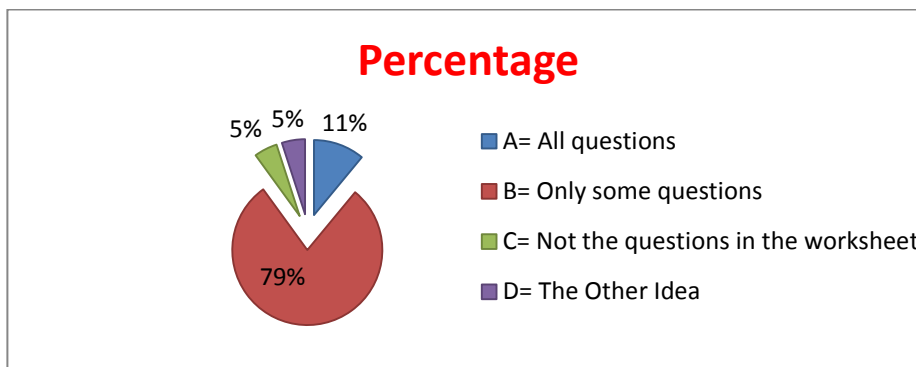
23. The Students' Ability to Answer the Questions of the Test



In this diagram, there were 7% of the students stated that they were very able to answer all the questions of the worksheet, 86% of the other students stated that they were less able to answer all the questions of the worksheet, 7% of the other students stated that they were unable to answer all the questions, and 3% of the students stated the other idea

Based on the statements above, it can be concluded that most of the students were less able to answer all questions of the worksheet.

24. The Similarity of Questions between in Daily Test and General Test

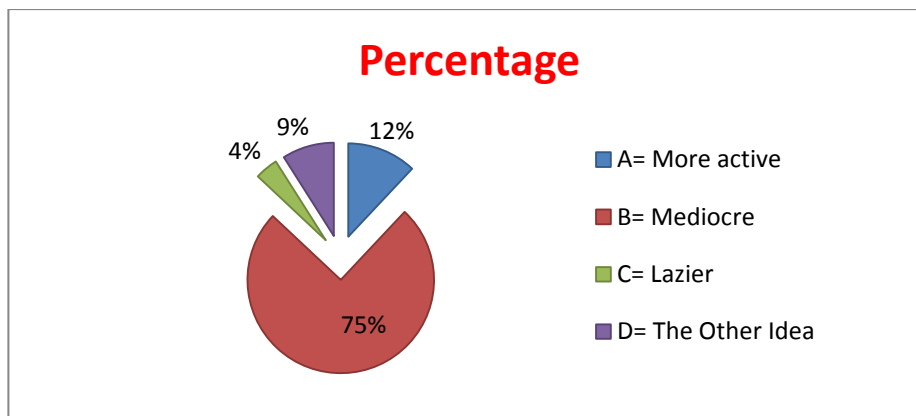


In this diagram, there were 11% of the students stated that all questions which can be answered by the students at the general test was the same of the questions in the worksheet, 79% of the students stated that all questions which can be answered by the students at the general test was only some questions of the questions in the worksheet, 5% of the students stated that all questions which can be answered by the students at the general test was not the questions in the worksheet, and 5% of the students stated the other idea.

According to Andi Prastowo the worksheet is to facilitate for learning process to the students and provide the material which makes them easy to interact during learning activities to the students.

Based on the statements above, it can be concluded that only some questions in the daily test were same with the general test.

25. Students' Motivation in English Learning by Using the Worksheet

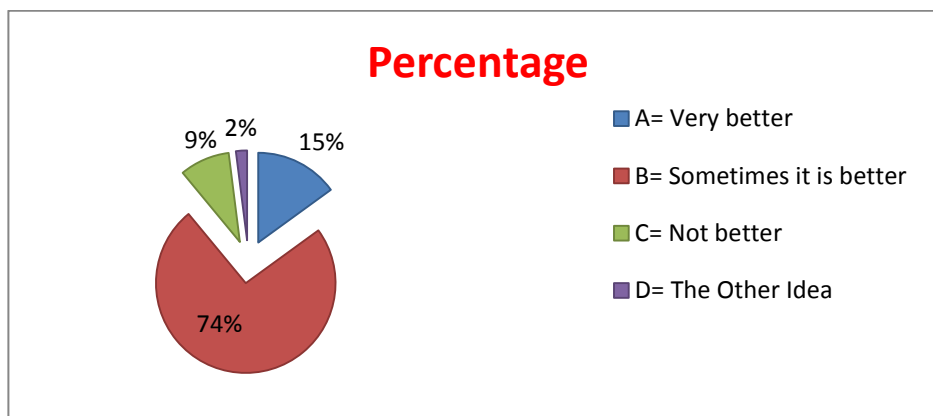


In this diagram, there were 12% of the students stated that the students study more active in English learning using the worksheet, 75% of the students stated that

the students study mediocre in English learning using the worksheet, 4% of the students stated that the students study lazier in English learning using the worksheet, 9% of the students stated the other idea. Meanwhile, according to Andi Prastowo based on the function of worksheet is as material which the student is more active than the teacher to answer questions. Based on the writer's observation, not all the students showed their active to answer the questions.

Based on the statements above, it can be concluded that the students' motivation was mediocre in English learning by using a worksheet.

26. Students' Concentration toward English Learning in Using the Worksheet

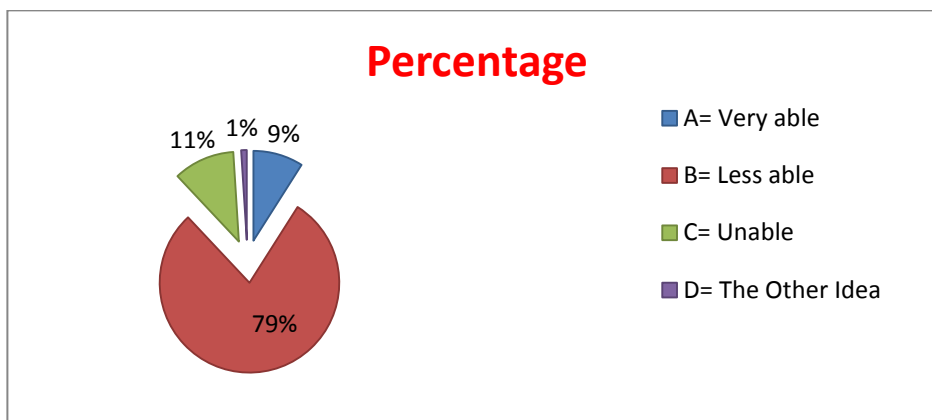


In this diagram, there were 15% of the students stated that it was very better to use the worksheet to the student's absorption in English learning, 74% of the students stated that it was sometimes better, 9% of the students stated that was not better, and 2% of the students stated the other idea. According to Andi Prastowo, the function of the worksheet is to serve task which increase mastery toward the material which is given by teacher to the students. Based on the writer's observation, not all the

students maintain their attention to study English all time during teaching learning process.

Based on the description above, it can be concluded that the students' concentration was sometimes better toward English learning in using the worksheet.

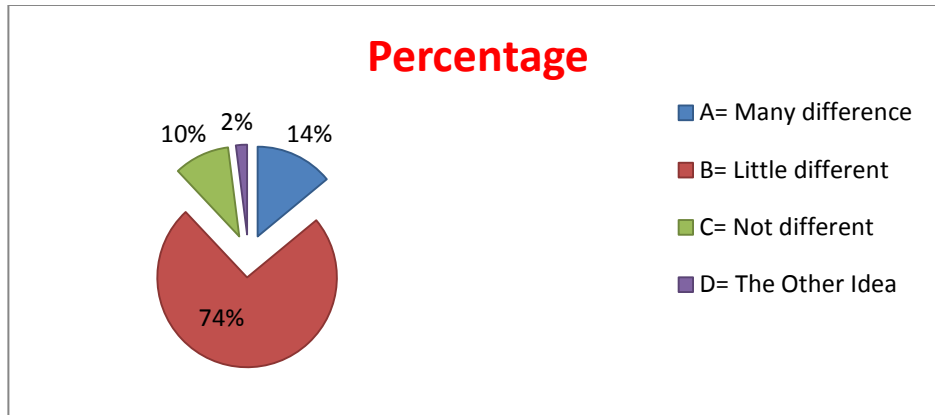
27. Students' Ability to Describe the Material on the Worksheet



In this diagram, there were 9% of the students stated that they were able to describe the material on the worksheet, 79% of the students stated that they were less able to describe the material on the worksheet, 11% of the students stated that they were unable to describe the material on the worksheet and 1% of the students stated the other idea. While, according to Andi Prastowo, the worksheets have functions as an affirmation and a practical instruction in studying. Based on the writer's observation, when the teacher asked some questions to monitor students' progress, only some students are able to answer the questions.

Based on the description above, it can be concluded that the students were less able to describe the material on the worksheet.

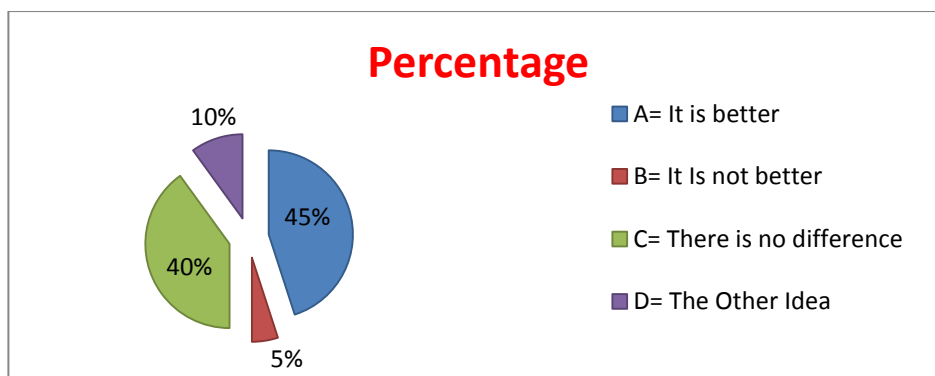
28. The Difference in the Students' Understanding about English Material



In this diagram, there were 14% of the students stated that there were many differences to understand English material when they used the worksheet, 74% of the students stated that there were little different when they used the worksheet, 10% of the students stated that there were not different when they used the worksheet, and 2% of the students stated the other idea. Based on the writer's observation, small part of the students can discuss the material given by the teacher using the worksheet.

Based on the description above, it can be concluded that there was little different to understand English material when using the worksheet.

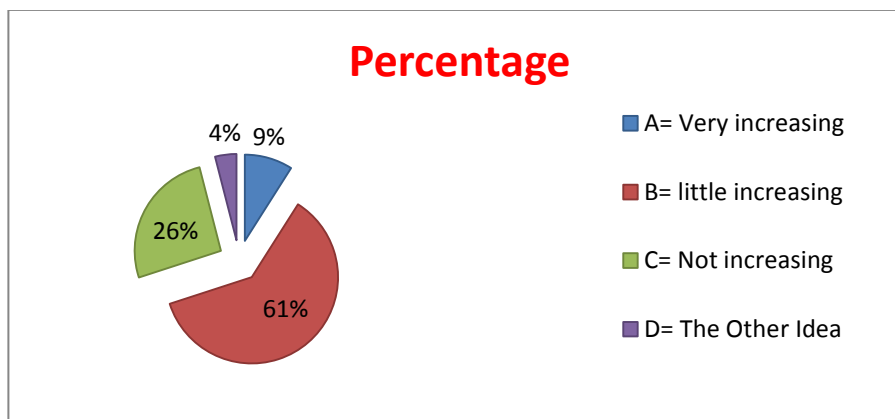
29. Students' Responses toward English Learning When Using the Worksheet



Based on the diagram above there were 45% of the students stated that it was better to use the worksheet, 5% of the students stated that it was not better to use the worksheet , 40% of the students stated that it was not different between using the worksheet and not, and 10% of the students stated the other idea. According to Taslidere, the worksheets are important educational tools that help them construct knowledge in their own minds and encourage students to participate in classroom activities. Based on the writer's observation, some of the students are able to answer difficult questions given by the teacher.

Based on the description above, it can be concluded that not all students responded that it was using the worksheet than not.

30. Student Achievement after Using the Worksheet



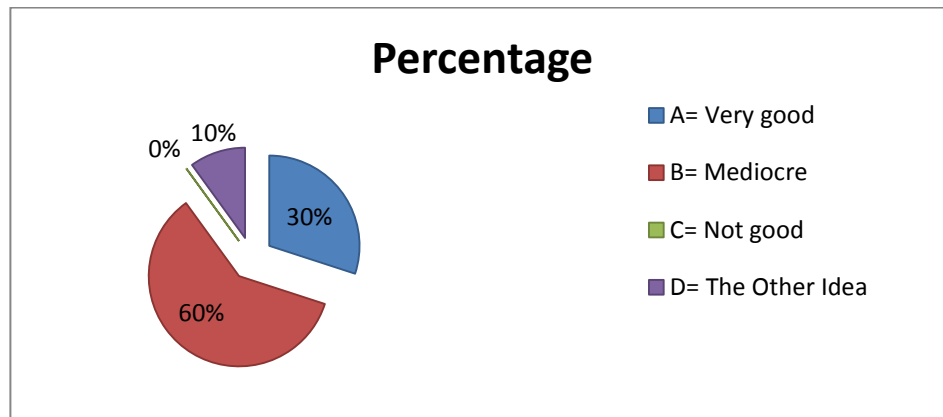
In this diagram, there were 9% of the students stated that their achievement was very increasing because of the worksheet, 61% of the students stated that their achievement was little increasing, 26% of the students stated that their achievement was not increasing, and 4% of the students stated the other idea. According to

Kaymakci, instructional materials play an important role in ensuring the effectiveness of teaching and learning activities, and the worksheet is a kind of printed instructional material.

Based on the description above, it can be concluded that there were little increasing of the students' achievement in learning by using the worksheet.

B. Data Analysis According to Teachers' Responses

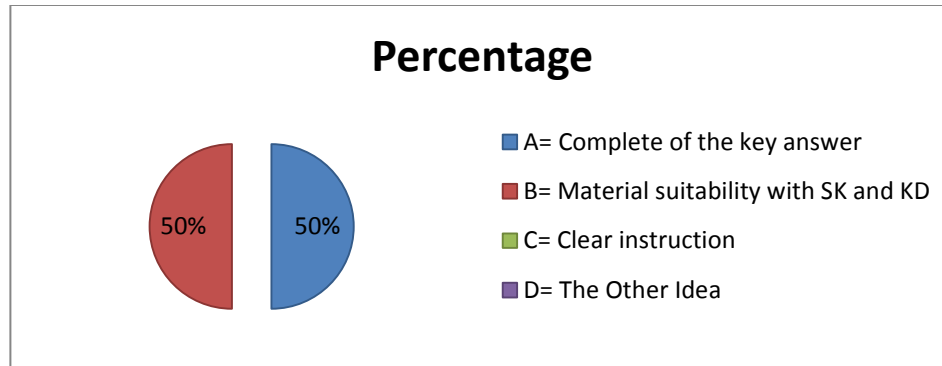
1. The Teachers' Responses to the Worksheet



The diagram above showed that there were 30% of the teachers chose very good, 60% of the teachers chose mediocre, and 10% of the teachers stated the other idea. According to Andi Prastowo that worksheet is as material which makes students more active than teacher to do learning process.

Based on the description above, it can be concluded that the teachers' respond to the worksheet was still mediocre.

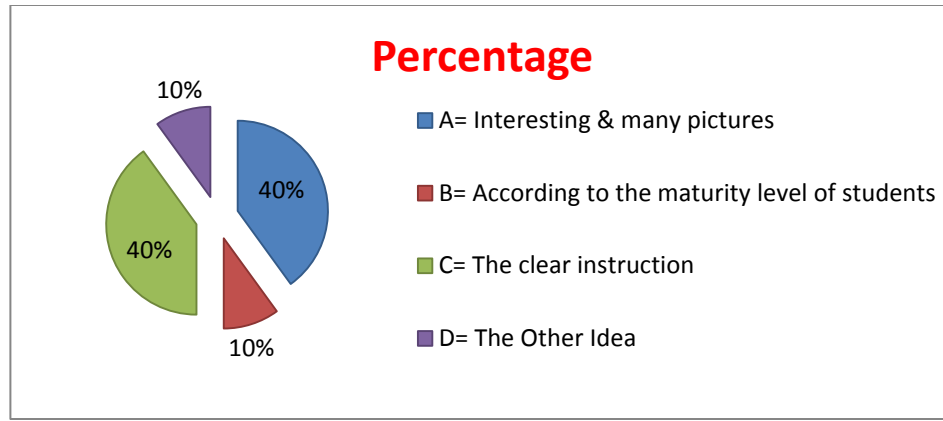
2. The Teachers' Responses to the Suitable Worksheet for Teaching



Based on the diagram above, there were 50% of the teachers stated that a worksheet was suitable to teach was the worksheet which completed by the key answer and 50% of the teachers stated that a worksheet was suitable to teach was the worksheet which material suitable with standards of competence and basic competences. According to Kaymakci, worksheets have been used in educational activities for a long time. Using student worksheet in learning process helps students to understand the material by themselves.

Based on the description above, it can be concluded that the teachers needed a worksheet which completed by the key answer and containing materials accordance with standards of competence and basic competence.

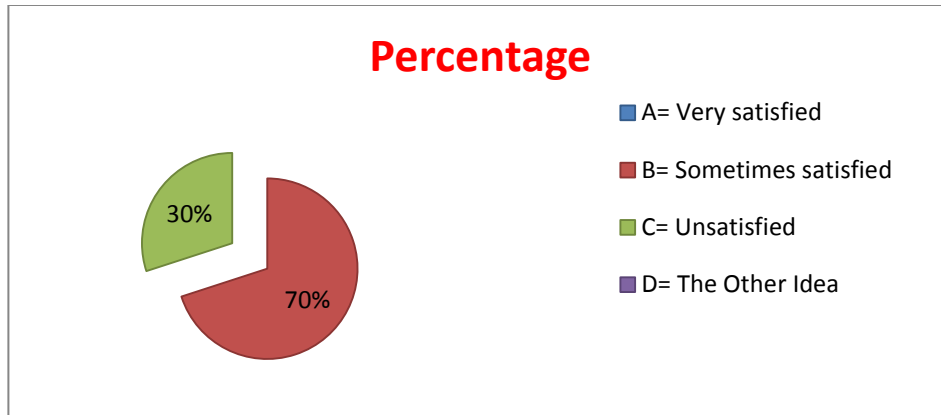
3. The Worksheet Characteristic that Teachers Prefer to Teach



In this diagram, there were 40% of the teachers needed a worksheet had many pictures which attract students' attention, 10% of the teachers needed a worksheet contained words, phrases, and sentences accordance with students' knowledge, 40% of the teachers needed a worksheet completed by instruction to work it, and 10% of the teachers stated the other idea. According to Taslidere, worksheets are important educational tools that help them construct knowledge in their own minds and encourage students to participate in classroom activities. It was reported that worksheets draw students' attention to lessons and help them gain conceptual understanding.

Based on the description above, it can be concluded that many teachers needed a worksheet had many pictures which attract students' attention and completed by instruction to work it.

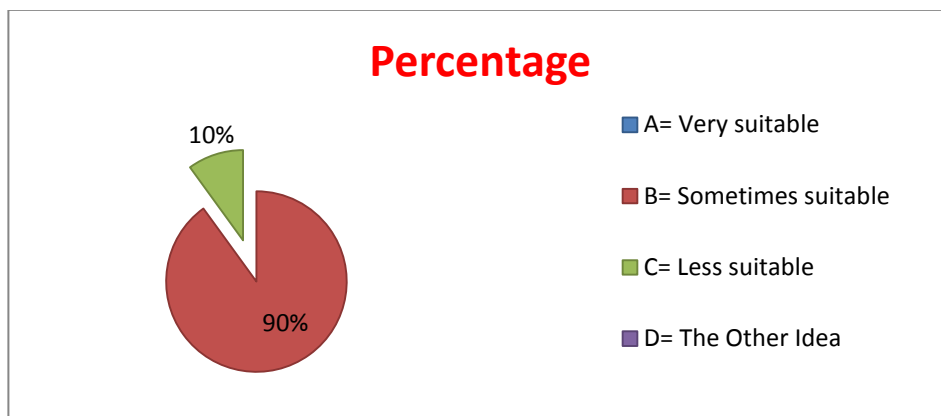
4. The Teachers' Satisfaction to the Types of the Worksheet



Based on the diagram above, there were 70% of the teachers stated that the type of the worksheet was sometimes satisfied and 30% of the teachers stated that the type of the worksheet was unsatisfied.

Based on the description above, it can be concluded that many teachers were not satisfied to the content of the worksheet.

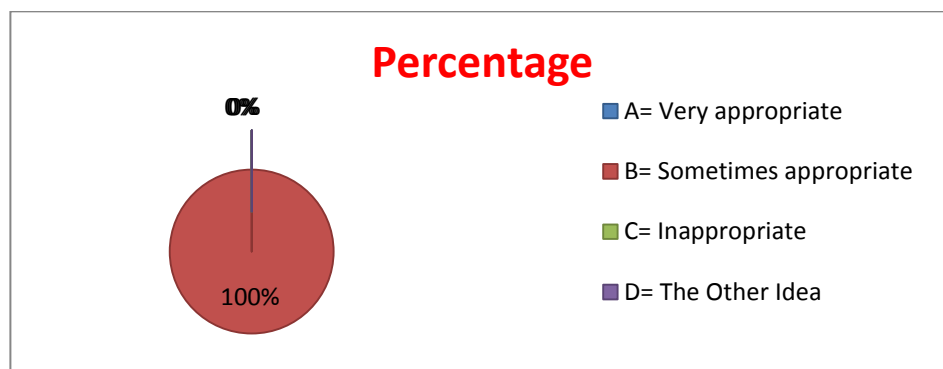
5. The Teachers' Responses toward the Questions' Types in the Worksheet for Students



Based on the diagram above there were 90% of the teachers stated that the types of questions in the worksheet was sometimes easy to be understood and worked, clear, and not ambiguous and there were 10% of the teachers stated that types of the questions in the worksheet was difficult to be understood, less clear, and sometimes it had ambiguous sentence.

Based on the description above, it can be concluded that many teachers responded that not all types of the questions in the worksheet were easy to be understood and worked, clear, and not ambiguous.

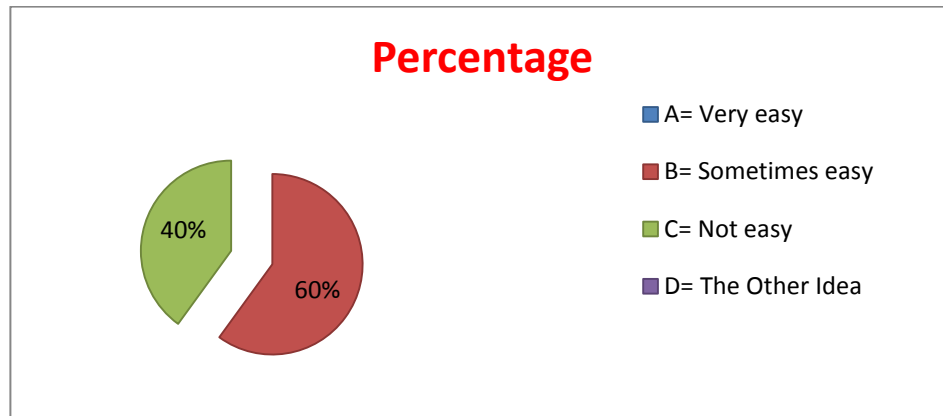
6. The Teachers' Responses to the Worksheet Suitability Between the Types and Material in the Worksheet



Based on the diagram above, there were 100% of the teachers stated that types of the questions in the worksheet was sometimes suitable with the material.

Based on description above, it can be concluded that not all types of questions in the worksheet was suitable with the material.

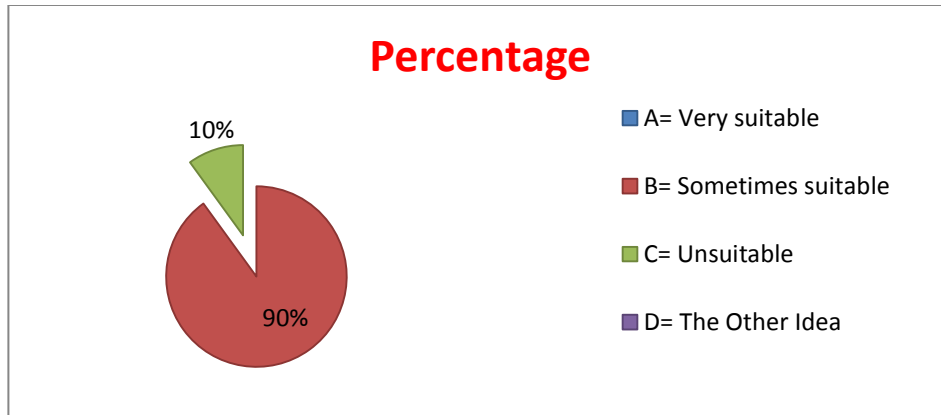
7. The Teachers' Responses to the Types of Questions to Facillitate the Students and Teachers to Understand Material in the Worksheet



In this diagram, there were 60% of the teachers stated that the types of questions in the worksheet was only sometimes easy for the students to work and helped the teachers to explain the material and 40% of the teachers stated that the types of questions in the worksheet was not easy for the students and difficult for the teachers to explain it. While according to Kaymakci, worksheet is one of the most important materials for achieving the goals of educational activities.

Based on the statements above, it can be concluded that the teachers' responses to the types of questions to facillitate the students and teachers to understand material in the worksheet were sometimes easy for the students to work and helped the teachers to explain the material.

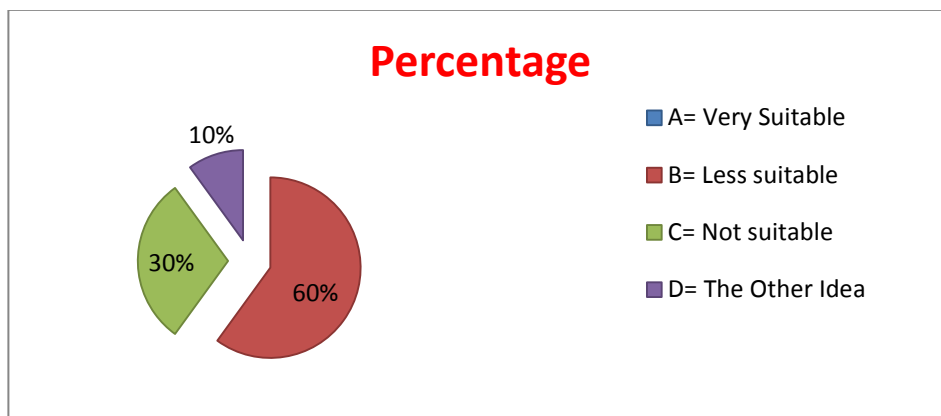
8. The Suitable Worksheet for the Level of the Students Understanding Ability



Based on the diagram above, 90% teachers stated that the types of questions of the worksheet were sometimes suitable to the level of students' understanding. While, 10% of the teachers stated the types of questions of the worksheet were unsuitable.

Based on the description above, it can be concluded that the worksheet were sometimes suitable for the level of student understanding ability.

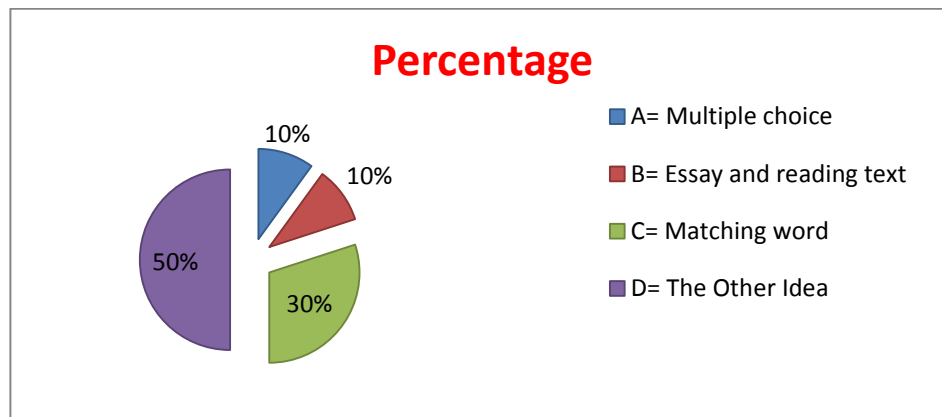
9. The Suitability Between the Types and Teachers' Need of the Worksheet



In this diagram, there were 60% of the teachers stated that types of questions in the worksheet was less suitable with the teacher's need in teaching-learning process, 30% of the teachers stated the types of questions in the worksheet was not suitable, and 10% of the teachers stated the other idea like the type of worksheet was sometimes suitable.

Based on the description above, it can be concluded that most of the teachers responded less suitable between the types of questions and teachers' need of the worksheet.

10. The Types of Questions Expected by the Teachers in the Worksheet

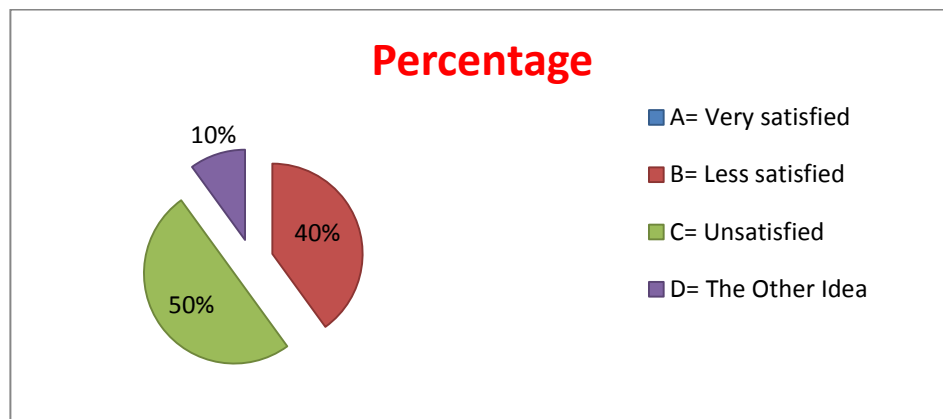


Based on the diagram above, there were 10% of the teachers stated that multiple choice was the type of question expected, 10% of the teachers stated that essay and reading text were the types of questions expected, 30% of the teacher stated that matching word was the type of question expected, and 50% of the teachers stated their own idea. Their ideas were a, b, and c suitable in the worksheet. So, the teachers need the types of worksheet such as multiple choice, essay, reading text, and

matching word. According to Andi Prastowo, among the types above are just two types of worksheets are included in his theory such as multiple choice and matching word.

Based on the description above, it can be concluded that types of questions expected by the teachers in the worksheet such as multiple choice, essay, reading text, and matching word.

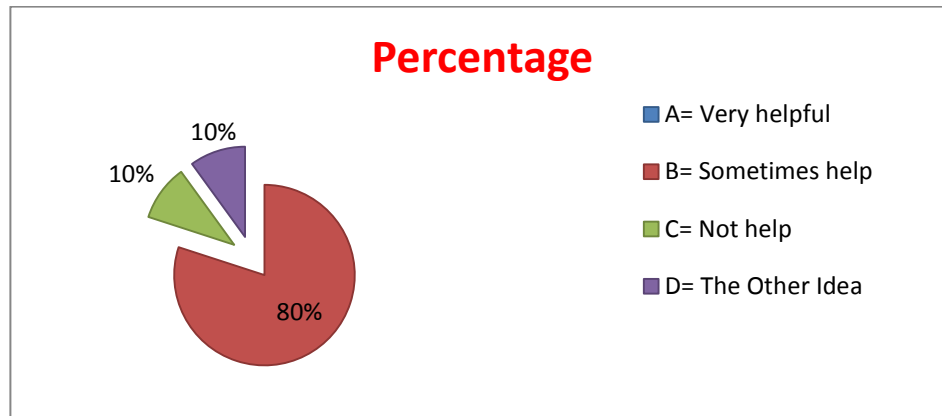
11. The Aspect of Teachers' Satisfaction to the Worksheet



In this diagram, there are 40% of the teachers stated that the worksheet was less satisfied, 50% of the teachers stated that the worksheet was unsatisfied and 10% of the teachers stated the other idea was satisfied enough.

Based on the description above, it can be concluded that most of the teachers were not satisfied to the worksheet.

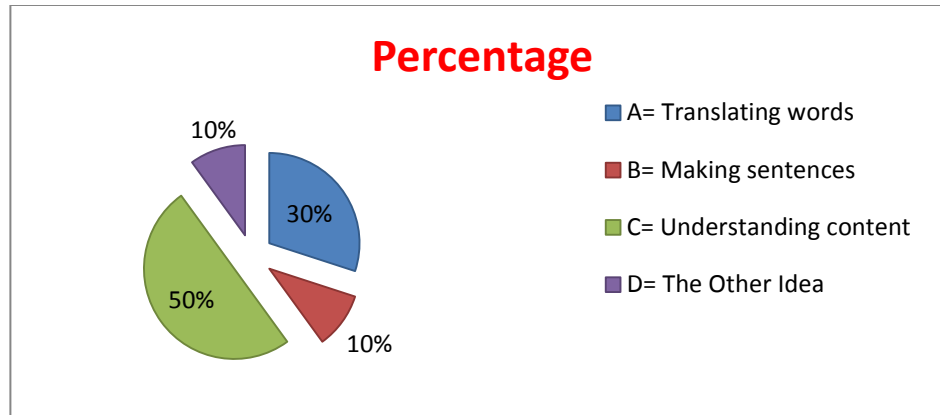
12. The Teachers' Responses toward the Usage of the Worksheet in English Learning



In this diagram, there are 10% of the teachers stated that usage of the worksheet was very helpful the students in teaching learning process, 80% of the teachers stated that worksheet was only sometimes help the students in teaching learning process, and 10% of the teachers stated that the worksheet did not help the students. According to Andi Prastowo, the purpose of worksheet is to make easy for teacher in giving task to students.

Based on the description above, it can be concluded that the most of the teachers responded the worksheet sometimes help the students in teaching learning process.

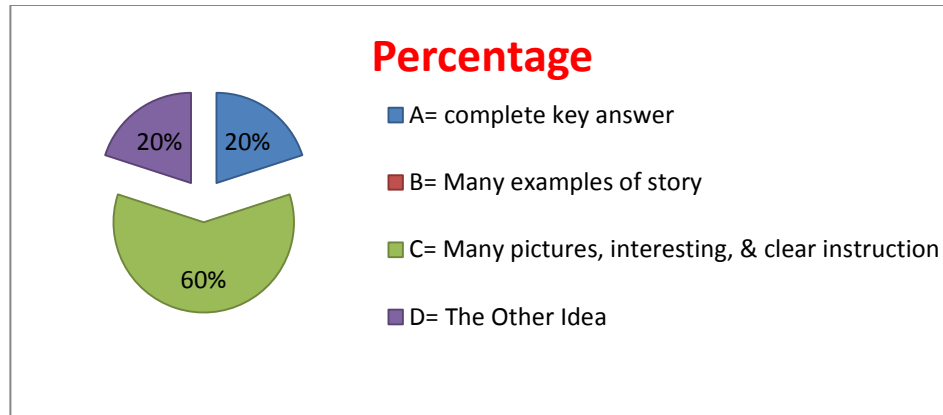
13. The Teachers' Responses toward the Students' Difficulty in the Worksheet



Based on the diagram above, there were 30% of the other teachers stated that the difficulty of the students was translating word, 10% of the other teachers stated that the difficulty of the students was making sentences, 50% of the teachers stated that the difficulty of the students was understanding content of the worksheet, and 10% was the other idea.

Based on the description above, it can be concluded that most of the students got difficulty to understand content of the worksheet according to the teachers' responses.

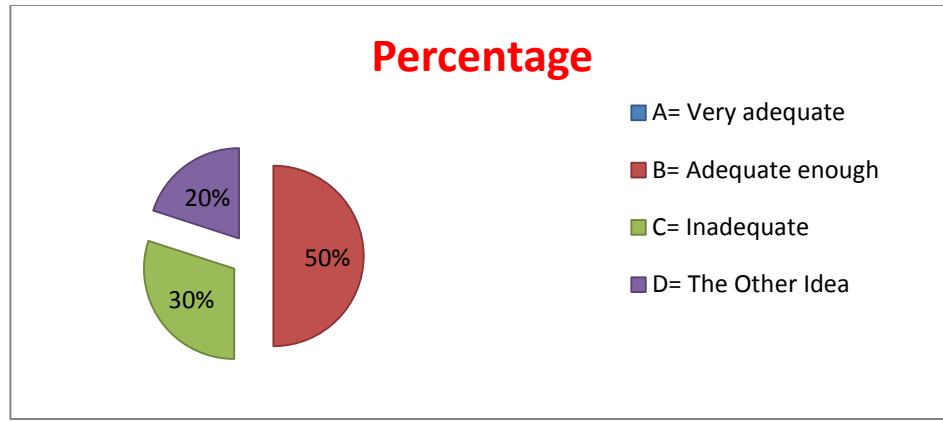
14. The Teachers' Responses to the Worksheet based on Teachers' Needs



Based on the diagram above, there were 20% of the teachers needed worksheets which contained completed key answer, 60% of the teachers needed worksheets which contained many pictures, interesting, and enclosed examples to do the task, and 20% of the teachers stated the other idea. According to Andi Prastowo, the worksheet is as brief material and it has many tasks to be exercises. Because, the worksheets are important educational tools that help them to construct knowledge in their own minds.

Based on the description above, it can be concluded that many teachers needed worksheets which contained many pictures, interesting, and enclosed examples to do the task.

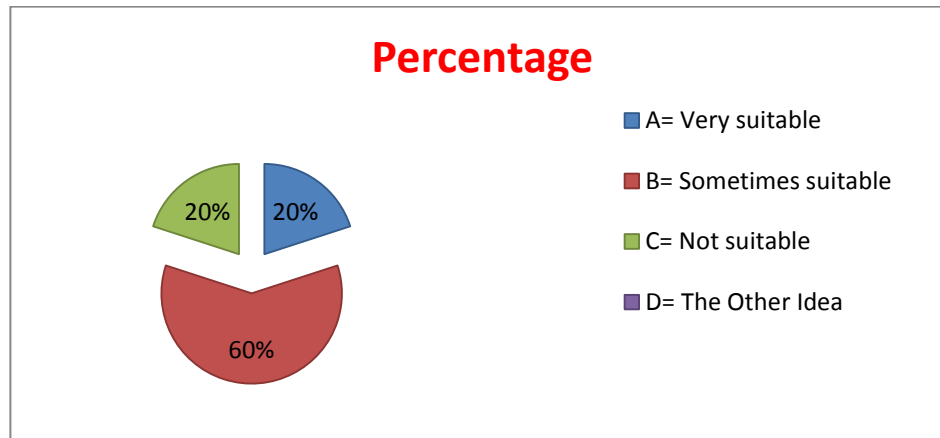
15. The Teachers' Responses to the Used Worksheet



In this diagram, there were 50% of the teachers stated that the used worksheet was adequate enough, good but it was not interesting and not suitable with students' and teachers' needs, 30% of the teachers stated that the used worksheet is inadequate, and 20% stated the other idea.

Based on the description above, it can be concluded that the most of the teachers responded the used worksheet was adequate enough, good but it was not interesting and not suitable with students' and teachers' needs.

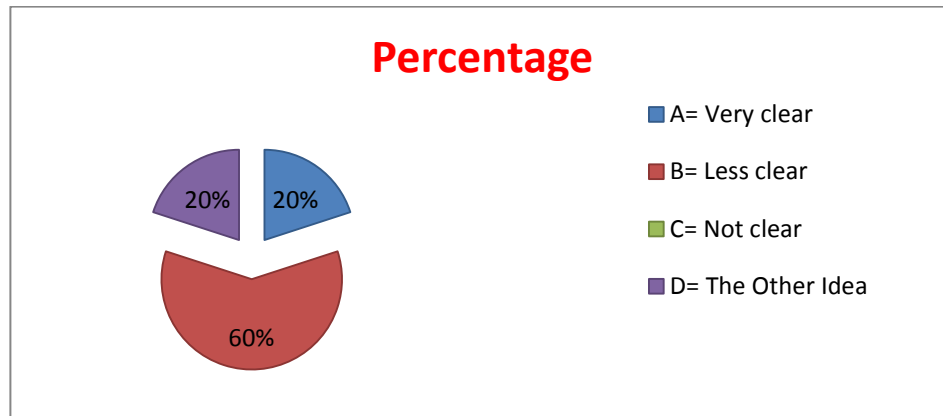
16. The Language Suitability in Worksheet toward Maturity Level of the Students



Based on the diagram above, there are 20% of the teachers stated that worksheet was very suitable toward the maturity level of the students, 60% of the teachers stated that worksheet was sometimes suitable toward the maturity level of the students, and 20% of the teachers stated that the worksheet was not suitable toward the maturity level of the students.

Based on the description above, it can be concluded that the teachers responded the worksheet did not constantly use language which was appropriate to the maturity level of the students.

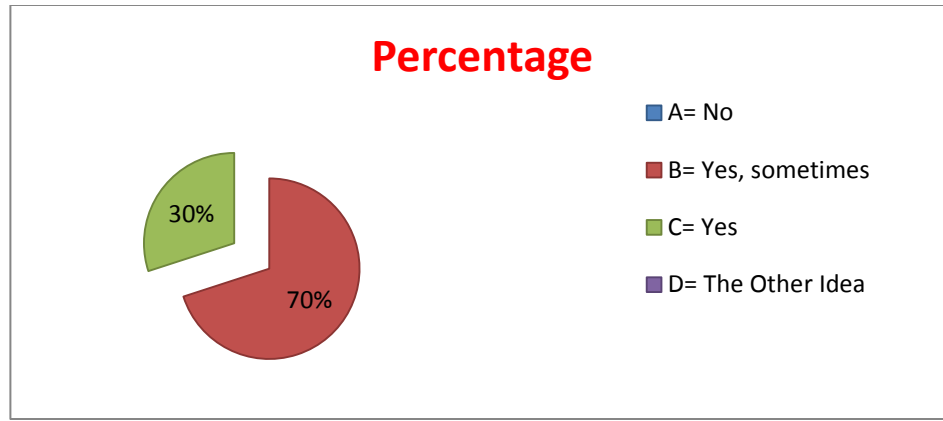
17. The Teachers' Responses About Clear Instructions and Structure of the Sentences



In this diagram, there were 20% of the teachers stated that the instructions and sentence structure on the worksheet were very clear, 60% of the teachers stated that the instructions and sentence structure on the worksheet were less clear, and 20% of the teachers stated the other idea. According to Taslidere, the context presents scientific problems related to daily life and at least two characters are discussing and offering scientific and alternative answer to the question asked in the context.

Based on the description above, it can be concluded that most of the teachers responded that the instructions and sentence structure of the worksheet was less clear.

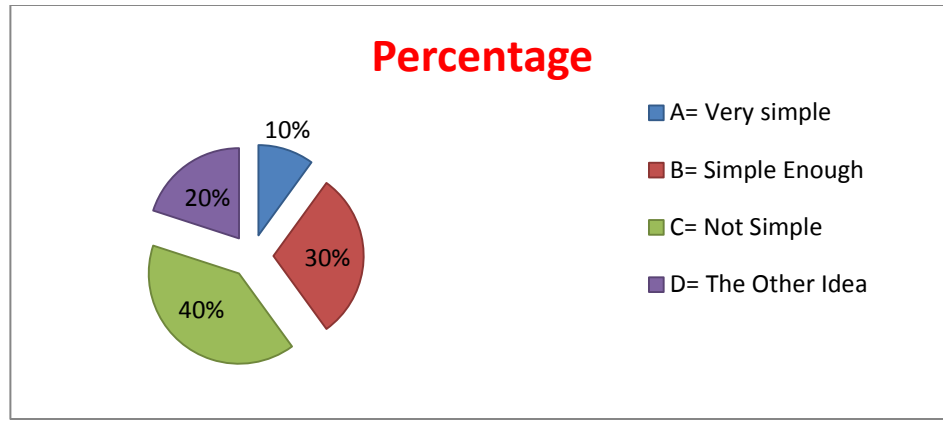
18. The Teachers' Responses About Ambiguous Sentences in the Worksheet



In this diagram, there were 70% of the teachers stated that the sentences in the worksheet sometimes had double meaning and 30% of the teachers stated that sentences in the worksheet often had double meaning. According to Kaymakci, worksheet is a kind of printed instructional material that is prepared and frequently used by teachers in order to help students to gain knowledge, skills and values by providing helpful comments about the course objectives and enabling students to engage in active learning and learning-by-doing in and out of the school.

Based on the description above, it can be concluded that the teachers stated that the worksheet sometimes had ambiguous meaning.

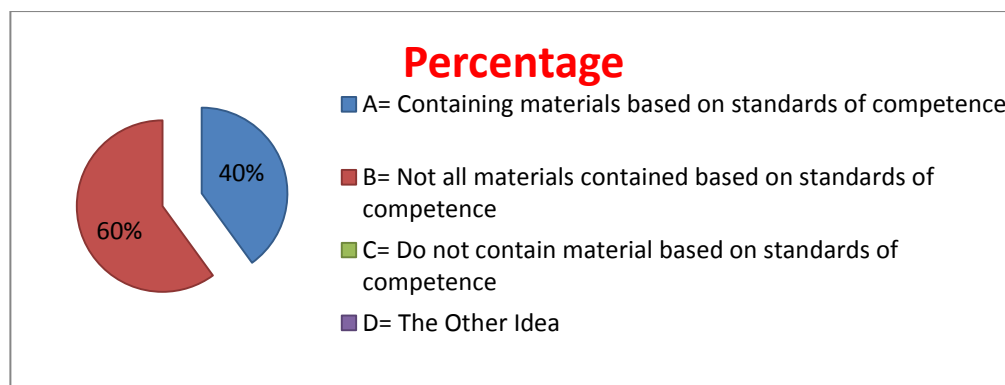
19. The Teachers' Responses About Using Simple Sentences in the Worksheets



In this diagram, there were 10% of teachers stated that the worksheet used very simple sentences and easy to be done. 30% of the teachers stated that the worksheet used simple enough sentences and easy enough to be done, 40% of the teachers stated the worksheet did not use the simple sentences and difficult to be understood and 20% of the teachers stated the other idea.

Based on the description, it can be concluded that the most of the teachers stated that the worksheet did not use the simple sentences and difficult to be understood.

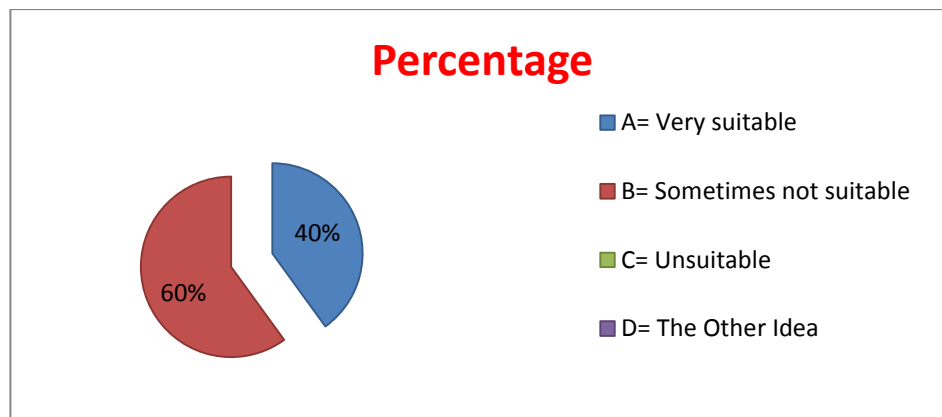
20. The Teachers' Responses toward Material in the Worksheet



Based on the diagram above, there were 40% of the teachers stated that the worksheet which contained materials based on standar of competence and 60% of the teachers stated that the worksheet did not contain all materials based on the standar of competence.

Based on the description above, it can be concluded that there were most of the teachers stated that the worksheet did not contain all materials based on standards of competence.

21. The Teachers' Responses toward Indicator in the Worksheet

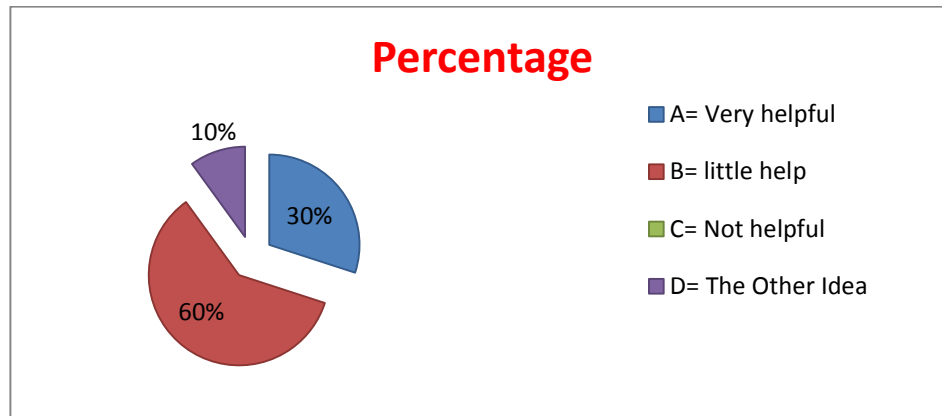


Based on the diagram above, 40% of the teachers stated that the indicator of the worksheet was very suitable toward the standards of competence and basic competences and 60% of the teachers stated that the indicator of the worksheet sometimes was not suitable toward the standards of competence and basic competences.

Based on the description above, it can be concluded that the most of the teachers stated that the indicator of the worksheet sometimes was not suitable toward

the standards of competence and basic competences.

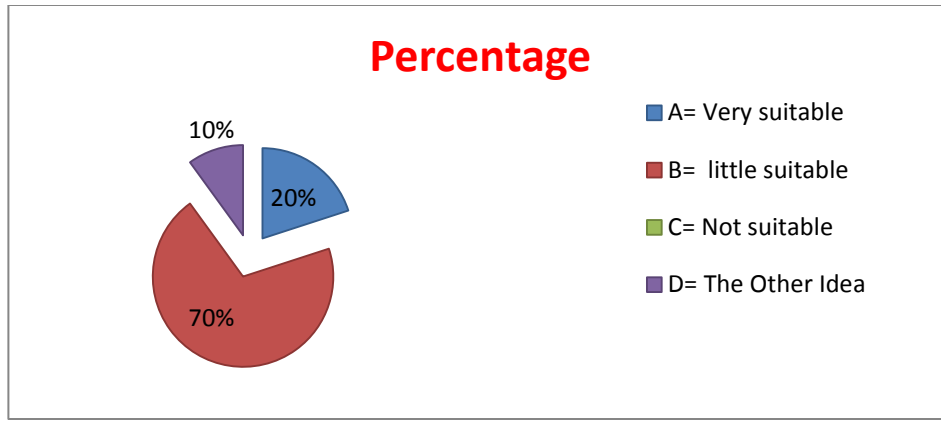
22. The Worksheet in Helping Student to Achieve Learning Objective



In this diagram, there are 30% of the teachers stated that the material in the worksheet was very helpful students to achieve learning goals that have been hinted at the indicators of achievement of basic competence and 60% of teachers stated that the material in the worksheet was less helpful students to achieve learning goals that have been hinted at the indicators of achievement of basic competence and 10% of the teachers stated the other idea. According to Andi Prastowo, the worksheet helps students to find, to apply and to integrate some concepts were found.

Based on the statements above, it can be concluded that teachers stated that the material in the worksheet was less helpful students to achieve learning goals that have been hinted at the indicators of achievement of basic competence.

23. Suitability of the Worksheet Material toward the Level of Students' Ability

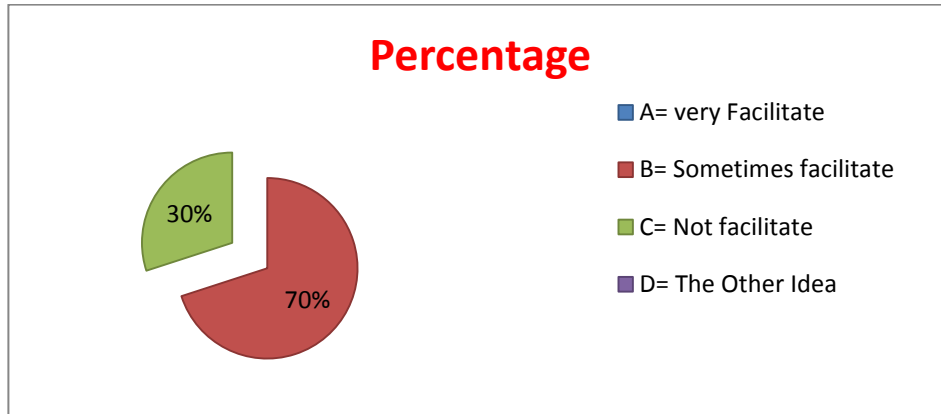


In this diagram, there were 20% of the teachers stated that the material in the worksheet was very suitable toward the level of students' ability, 70% of the teachers stated that the material in the worksheet was little suitable toward the level of students' ability, and 10% of the teachers stated that the other idea. Actually according to Andi Prastowo, the purpose of the worksheet is to provide material will make students easy to interact with the materials are given.

Based on the description above, it can be concluded that most of the teachers stated that the material in the worksheet was little suitable toward the level of students' ability.

24. Students' Facility to Build Their Understanding Based on Their Knowledge

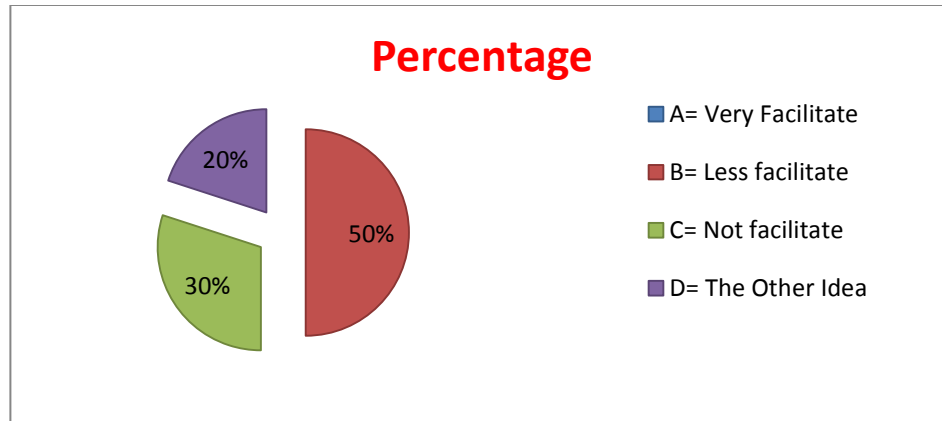
Before toward the Worksheet



In this diagram, there were 70% of the teachers stated that the worksheet occasionally could facilitate the students to build an understanding based on their knowledge that had been previously owned and 30% of the teacher stated that the worksheet could not facilitate the students to build an understanding based on their knowledge that had been previously owned.

Based on the description above, it can be concluded that the most of the teachers stated that the worksheet occasionally could facilitate the students to build their understanding based on their knowledge before.

25. The Students' Facility to Find Information toward the Worksheet

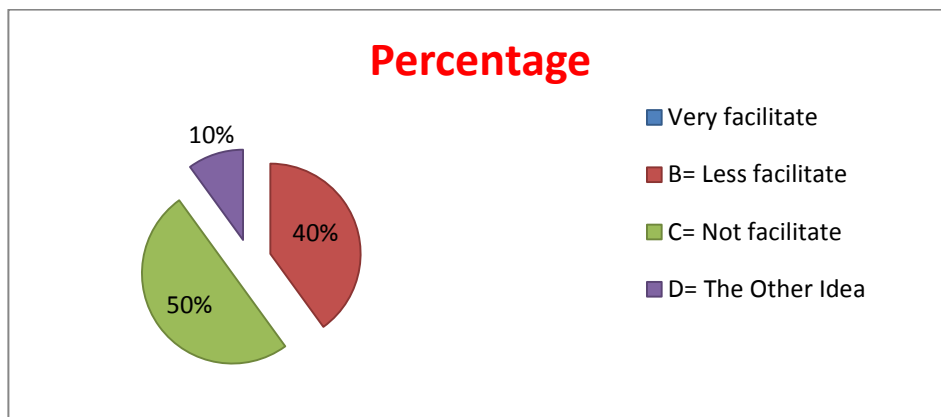


In this diagram, there were 50% of the teachers stated that the worksheet less facilitate for the students to explore the information needed to solve the problems, 30% of the teachers stated that the worksheet did not facilitate for the students to explore the information needed to solve the problem, and 20% of the teachers stated the other idea.

According to Andi Prastowo, the using student worksheets in teaching-learning process help students to understand the material by themselves. According to Taslidere, the worksheets are important educational tools that help them to construct knowledge in their own minds.

Based on the description above, it can be concluded that the most of the teachers stated that the worksheet less facilitate for the students to explore the information needed to solve the problems.

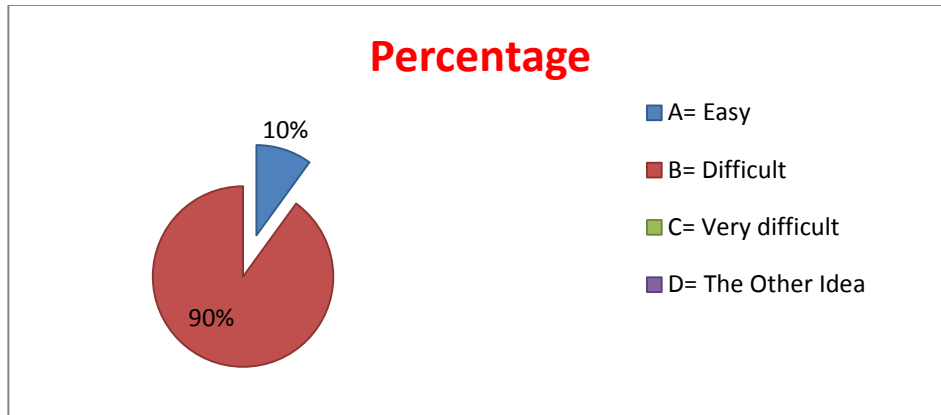
26. The Students' Facility to Solve the Problems in English Learning toward the Worksheet



In this diagram, there were 40% the teachers stated that the worksheet less facilitate the students to solve problems about English subject in their own ways, and 50% of the teachers stated that the worksheet could not facilitate the students to solve problems on the English language learning in their own ways, and 10% of the teachers stated the other idea.

Based on the description above, it can be concluded that the most of the teachers stated that the worksheet could not facilitate the students to solve problems on the English language learning in their own ways.

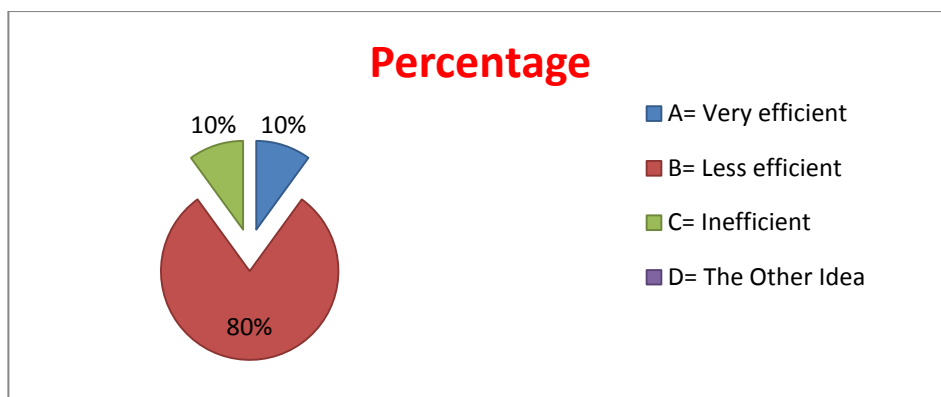
27. The Difficulty of Worksheet Concept



In this diagram, there were 10% of the teacher stated that the concept of the worksheet did not cause a double meaning and it was easy to be done and 90% of the teachers stated that the concept of the worksheet did not cause a double meaning but it was difficult to be done. According to Andi Prastowo, the purpose of worksheet is to train self-independent student in studying.

Based on the statements above, it can be concluded that the most of the teachers stated that the concept of the worksheet did not cause a double meaning but it was difficult to be done.

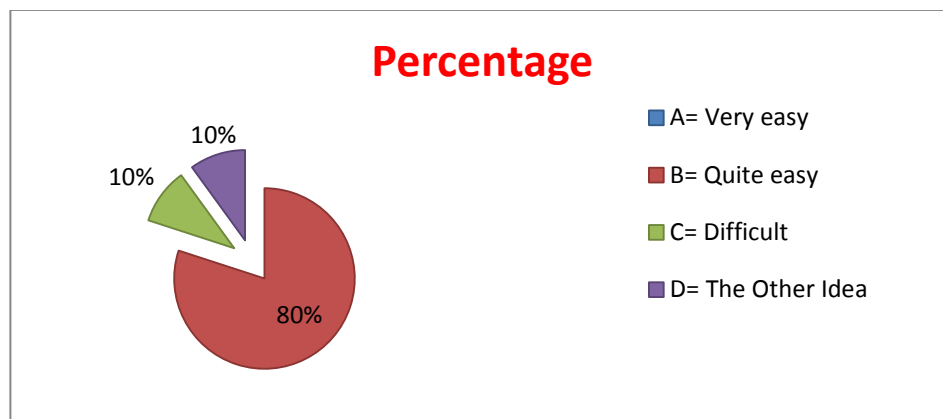
28. The Efficiency of Image or Illustration Presented in the Worksheet



In this diagram, there were 10% of the teachers stated that the pictures and illustrations in the English language worksheet presented by daily problems were very efficient to enhance students' understanding, 80% of the teachers stated that the pictures and illustrations in the English language worksheet presented by daily problems were less efficient to enhance students' understanding, and 10% of the teachers stated that the pictures and illustrations in the English language worksheet presented by daily problems were inefficient to enhance students' understanding.

Based on the statements above, it can be concluded that the most of the teachers stated that the pictures and illustrations in the English language worksheet presented by daily problems were less efficient to enhance students' understanding.

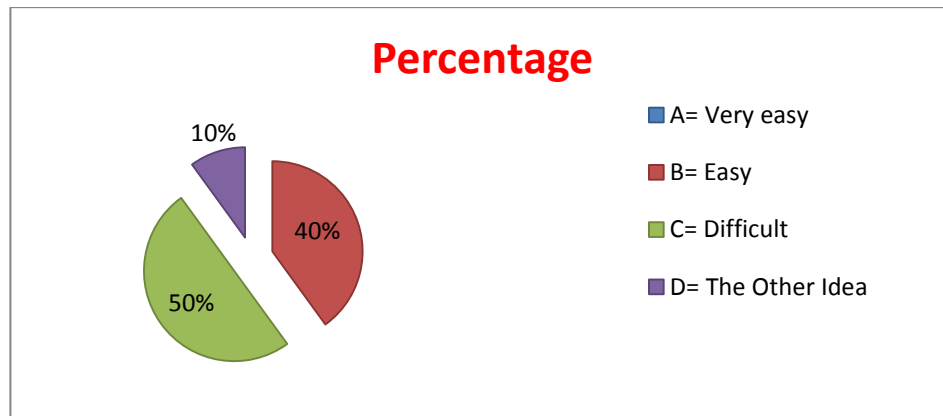
29. The Teachers' Responses in Understanding Worksheet



In this diagram, there were 80% of the teachers stated that the worksheet used in the school was quite easy to be understood, 10 % of the teachers stated that the worksheet used in the school was difficult to be understood, and 10% of the teachers stated the other idea.

Based on the description above, it can be concluded that the most of the teachers stated that the worksheet used in the school was quite easy to be understood.

30. The Ease in Implementing the Worksheet in Learning



In this diagram, there were 40% of the teachers stated that the worksheet was easy to be implemented in the learning process, 50% of the teachers stated that the worksheet was difficult to be implemented in the learning process, and 10% of the teachers stated the other idea.

Based on the description above, it can be concluded that the most of the teachers stated that the worksheet was difficult to be implemented in the learning process.

C. Product Revision

In this study, no products which are revised because the writer does this research just for the first stage, that is to know students' and teachers' needs toward English worksheet to support English teaching-learning and to know the types of worksheet, it must match and help students and teachers in the learning process.