

Chapter I

Introduction

This chapter focuses on giving introductory explanation of the research. It presents the background of the study, the identification of the problem, research question, limitation of the study, the objective of the study, the significance of the study, and definition of the key term.

1.1 Background of the Study

Teaching English has become a trend since the start of globalization era. Many educational institutions such as school and university have given a special place for English as one of the obligatory subjects, added that people began to learn English for many purposes like studying abroad, working overseas, and also teach the language. Realizing this, the Educators have started their developing teaching equipment to teach English since they cannot fully rely on explanation to the students. In the process of teaching English, explanation method alone will not be enough to develop the students' English ability. Teachers will also need another thing in their teaching that could support the succession rate. The one example of teaching equipment is called worksheet.

Worksheets generally are a teaching equipment that focus in deepening the students' capabilities and knowledge beside only relying on teacher's explanation. It mostly contains exercises that aim to improve the students understanding. Nowadays, it just feels incomplete if a teacher is only teaching without the assist

of worksheet because with worksheet, students could improve their understanding and teacher could monitor their improvement thus makes worksheet inseparable with every teaching activity. As the development of education that keeps progressing now, it is relatively easy to find or create English worksheets that teachers could use in their classes. However, because of its convenience in creating and publishing one, some teachers overlook a quality standard of an English worksheet. This is rather problematic since it could affect the outcome of students' ability in English just because a worksheet did not provide proper exercise. Few researches regarding worksheet have also been conducted; those researches mostly focus on content analysis of biology worksheet. (See chapter II). Motivated from the previous research, the writer takes the initiative to conduct an analysis of English worksheet. The difference of this research with other previous research is that not only analyzing how the worksheet's content is composed but also how it is designed and the writer will list few suggestions to improve the worksheet.

As a result, in relating to this context, the writer would like to study the English worksheet that is being used in a certain school to find out whether it is contain proper teaching material or not. Collaborating with writer's intention which is interested to analyze a quality of English worksheet that only few people concerned about it therefore, in order to gaining the information and concepts about the cases, the writer proposes the research paper entitled **“An Analysis of Student's English Worksheet Based on the Aspects of Teaching Material and**

Indicator (A Study toward the English Lesson Planning and its Equipment in SMKN 4 Bandung).”

1.2 Identification of the Problem

It is faithfully and historically true that English has been taught to students since elementary level in Indonesia. The worksheet has also been used for a long time in schools and arises the number of published English worksheet since the demands are high and most teachers require the exercises provided in the worksheet. Due to the new policy and curriculum, those commercial worksheet books had been banned, and the teachers must create and publish one by themselves but those self-published worksheets sometimes do not meet the standard requirements because the lack of information in the requirements of a standard worksheet.

The problems that may occur, there is a worksheet that unsuitable with the lesson plan's indicator, the questions are too difficult for students' level, or the instruction is too vague to be understood. This is quite risky if a teacher does not make the worksheet that have to meet the standards, the students will not have better understanding of materials that are taught by the teacher. In this paper, the writer would like to do an analysis of worksheets based on the teaching material and indicator.

1.3 Research Question

According to the problem's identification that have stated before, it is concluded that analyzing the form of worksheets and its teaching material would be necessary therefore, this study will be conducted to answer the problem which is formulated in this following question:

- 1) How is the form of worksheets that used by the English teacher in class X of SMKN 4 Bandung compared to requirements proposed by experts?

1.4 Limitation of the Study

In studying a case, it is important to make the limitation of the study to make no digression from the subjects. This research is limited on analyzing the relevance of worksheets with the indicator of lesson plan and the form based on requirements proposed by experts that is composed by a X grade English teacher in 1st semester students of SMKN 4 Bandung.

1.5 Objective of the Study

The writer has an aim in conducting this study. That is:

- 1) To find out how are the form of worksheets that used by the teachers based on standards proposed by experts.

There is also a grand objective that writer wish to accomplish. It is not only conducting a mere analysis but the writer expect this study could improve students'

capability with a good worksheet and help every English teacher to be able produce a good worksheet too and then writer also have a grand question that obviously collaborates with the research question that is, how relevant are the worksheets with requirements of good worksheet proposed by experts? Which is going to be answered through this study.

1.6 The Significance of the Study

The result of the study is expected to be a beneficial contribution for the English Department and English teachers. The significance of this study can be classified into three parts, namely: theoretically, practically, and for the other researchers.

- Theoretically

Through this research, it is expected that teachers will have beneficial information and knowledge about worksheet and how to make a better English worksheet for students' exercise.

- Practically

This research hopefully could improve teachers' creativity in making better worksheet.

- For other researcher

As some parts of this research are still incomplete, the writer hopes that other researcher can continue the research and use the result of this research as reference for future research continuation.

1.7 Population and Sample

- **Population**

Population of this research is English worksheets used in first year of SMKN 4 Bandung.

- **Sample**

Sample of this research is English worksheets used in SMKN 4 Bandung for first year semester one which is taken based on purposive sampling technique.

Chapter II

Theoretical Foundation

This chapter focuses on giving theoretical foundation of the research. it is aimed to give direction how the research should be conducted. This chapter includes the topics on lesson plan, learning indicator, teaching material, and worksheet.

2.1. Lesson Plan

2.1.1. Definition of Lesson Plan

A lesson plan is a necessary element of teaching that consists of teacher's detailed description of the course of instruction. A lesson plan is developed by a teacher to guide class learning. Brown (2001:149) described lesson plan as a unified set of activities which represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson. While according to Hendi Syahmadi (2013:68), lesson plan was a learning activity plan for a session or more. Lesson plan was developed from syllabus to direct learning activity in attempt to reach basic competence.

Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for

running a particular lesson, and it included the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.). It could be implied that lesson plan is like teachers' map for their teaching activities, consisting of a particular lesson that will be learned, the used media, and exercises.

2.1.2. Components of Lesson Plan According to Curriculum 2013

The components of lesson plan generally consist of objectives, materials and equipment, procedures, and evaluation. In Indonesia especially, the components of lesson plan have undergone many changes due to frequently changing curriculum since 1947-2015 but in 2013 until today, the implemented curriculum is still the Curriculum 2013.

According to *Permendikbud* (Ministry of Education and Culture's Accordance) number 22 year 2016, every teacher in education units is obliged to compose lesson plan completely and systematic that learning activity could have progressed interactively, inspirational, fun, efficient, motivating students to participate actively, and giving enough space for initiative, creativity, and independency corresponding to talent, interest, and physical growth along with students' psychology. Lesson plan composed according to basic competence or subtheme that held once or more.

Components of lesson plan consist of:

- 1) School's identity which is the school's name;
- 2) Subject's identity or theme/subtheme;
- 3) Class/semester;
- 4) Subject matter;
- 5) Time allocation determined according with the needs to achieve basic competence and learning load by considering available hours of study in the syllabus and basic competence that must be achieved;
- 6) Learning objective that formulated according to the basic competence, by using operational verbs which could be observer and measured, covers attitude, knowledge, and creativity;
- 7) Basic competence and indicator of achieving competency;
- 8) Learning material, contain fact, concept, principle, and relevant procedure, and written in form of items according to indicator of achieving competency;
- 9) Teaching method, used by teacher to manifest learning atmosphere and learning process that students could achieve basic competence adjusted with student's characteristic and basic competence that needs to be achieved;
- 10) Learning media, in form of a tool to assist teacher in convey learning materials;
- 11) Learning source, that could be in form of book, printed media and electronic media, environment, or other relevant learning source;

- 12) Learning steps performed through introduction step, main step, and closing step; and
- 13) Learning result assessment.

2.2. Learning Indicators

Indicator is one of important components in learning and inseparable. In every period of teaching-learning activity, a teacher must have set indicators that will be achieved by students based on basic competence. Basic competence is the objective in every learning period while indicator is a measurement that teachers use to find out how much they have complete the objective. "Indicator was a measureable and/or observable behavior to show completion of certain basic competence which became evaluation reference for a subject" (Mulyasa, 2007:139). Additionally, in Depdiknas (2010: 3) and *Permendiknas* (Ministry of National Education's Ordinance) number 41 year 2007 also stated that competence achievement indicator was formulated by using operational verb which is measureable, includes knowledge, attitude, and creativity.

According to Depdiknas (2010:10) when composing indicators, there were some conditions that must be noticed, those conditions were as follow:

- 1) Every basic competence developed into at least three indicators.
- 2) Every indicator must fulfill requirements of competence that poured into verbs used in basic competence.
- 3) Developed indicator must describe hierarchy of competence.

- 4) Indicator formulation at least contains two aspects that is level of competence and learning material.
- 5) Indicator formulation could be developed into few assessment indicators that include cognitive, affective, and psychomotor aspect.

A success in teaching-learning activity could be observed in how well a teacher understand the proper conditions in setting indicators hence the objectives in basic competence are achieved by both students and teacher.

2.3. Teaching Material

Teaching material is an important resource for every teacher to support them in carrying out learning activity and conveying lesson for students, teaching material mostly consists information related to subject matter. In pursuance of Diknas (2007:23), teaching material was an information, tool, and text which needed by teacher/instructor to plan and study the implementation of learning, and also every form of material that used to help teacher/instructor in performing teaching in the class, written or unwritten.

Broadly speaking, teaching material consists of information or material that consists of knowledge, skills, and attitude that learned by students in order to reach the determined standard competence. While Abdul Majid (2007:174) stated, teaching material was a form of every used material to help teacher/instructor in carrying out teaching and learning activity in class. The teaching material is in form of written or unwritten. In conclusion, teaching material is every form

material used by teacher/instructor to assist them in teaching and learning activity with systematical arrangement to improve knowledge, skills, and attitude of the students.

2.3.1. The Functions of Teaching Material

There were two classifications of teaching material's functions according to Andi Prastowo (2011: 24-25) which were as follow:

1) Teaching material functions for educators

- a)** Time efficiency in teaching;
- b)** Changes the role of educator from a teacher to becomes a facilitator;
- c)** Increasing learning process to be more effective and interactive;
- d)** As a guidelines for educators that are going to direct every activity in learning process and is a substance of competence that should be learned by students;
- e)** As an achievement evaluation tool and learning result mastery.

2) Teaching material functions for students

- a)** Students could learn independently without any teacher or classmate;
- b)** Students could learn whenever, wherever they want;
- c)** Students could learn with their own pace;

- d) Students could learn according to their own order;
- e) Help students' potential to become independent learner;
- f) As guidelines for students who will direct every activity in learning process and is a substance of competence that should be learned or mastered.

2.4. Worksheet

2.4.1. Definition of Worksheet

Worksheet in general is a piece of assignment given by teacher during teaching-learning activity; it generally consists of questions or practical task that must be done by students. In the general guidance of teaching material development (Diknas, 2007: 26), worksheet was a sheet consists of tasks that must be done by students. Worksheet activity usually consisted of steps to finish a task. While Andi Prastowo (2011:204) said, that worksheet as a printed teaching material in form of paper sheets that consisted of material, summary, and guides to finish task which should be done by students, referring to standard competence that was determined.

It can be concluded that worksheet is a papers that given from teacher to the students in class as an activity to improve and deepen their knowledge by working every task in the worksheet. This worksheet consists of questions and tasks that must be done by students, also note that worksheet and evaluation are different things, the purpose of worksheet is to make students understand and explore the

material more while evaluation is to measure how far the students have understood the material.

2.4.2. Characteristics of Worksheet

Generally, a good worksheet has these characteristics and they are:

- 1) A worksheet only consists of few pages, not even reach a dozen or a hundred pages because worksheet only focus exercising the students about the material they are currently learning and deepening their understanding.
- 2) A worksheet is printed only for a specific learning material; the content should be limited to the material that students are currently learning.
- 3) In a worksheet, it consists of tasks such as questions (multiple choice or essay) that must be answered by students.

Worksheet and textbook are distinguishable, by knowing this characteristics teacher could compose a good worksheet that is not completely resembling textbook.

2.4.3. Functions of Worksheet

Worksheet is not a mere piece of paper that contains assignment, it also has functions. according to Akhyar and Musta'in (1991) worksheet could function as: (1) student learning tool. (2) As valuable document for teacher to know students' assignment.

While according to Andi Prastowo (2011:205-206), there were four functions of worksheet that is as follow:

- 1) As teaching material that minimalize teacher's role, but making students more active;
- 2) As teaching material that facilitate students to understand given material;
- 3) As brief teaching material and rich of exercises; and
- 4) Make learning activity more convenient for students.

Generally, it could be concluded that worksheet functions are as follow:

- 1) An alternative for teachers to direct learning activity or introduce a certain activity as variation of teaching-learning activity.
- 2) Could make learning process faster and shorten the time for presenting learning material because this worksheet could be prepared outside of lesson hours.
- 3) Ease the completion of individual task or group task because not every student could comprehend a problem in coherence.
- 4) Optimize the use of teaching tool that is limited to raise students learning interest if worksheet composed in an interesting way.

2.4.4. The Purposes of Worksheet

There were at least four purposes of worksheet according to Andi Prastowo (2011:206)

- 1) Providing learning material that ease the students to interact with given material.
- 2) Providing tasks that improve students' understanding toward given material.
- 3) Train the students' independence; and
- 4) Ease the teachers in giving assignment to students.

2.4.5. Benefits of Worksheet

The Benefits that gained by using worksheet in teaching-learning process it is not only benefitting the teacher but also the students according to Suyitno (1997:40):

- 1) Make students more active in learning process.
- 2) Help students in developing concept.
- 3) Train students in finding and developing creative process.
- 4) As teacher and students' guidelines in carrying learning process.
- 5) Help students gain notes about learned material through learning activity.
- 6) Help students to add information about learned concept through systematic learning activity.

2.4.6. Criteria of Good Worksheet

There are some requirements that must be fulfilled in order to compose a good worksheet. In the creation of worksheet as a teaching material there were three requirements namely, didactic, constructional, and technical (Hendro Darmodjo and Jenny R.E Kaligis, 1992:41-46):

1) Didactic Requirements

Worksheet must fulfill the didactic requirements, which means worksheet must follow the principles of effective learning, that is:

- a) A good worksheet pay attention to difference that it can be used by every student with various skills. Worksheet can be used by students that is slow, normal, even smart in learning. Common mistake is that class are considered homogeny.
- b) Worksheet emphasizes in process to find concepts that function as guidance for students in finding information not as a tool to gives information.
- c) Worksheet have stimulus variation through various media and student activity that could give opportunity to students to write, experiment, practice, etc.
- d) Worksheet develops abilities of social communication, emotional, moral, and esthetics in the students, that it is not only shown to recognize academic facts and concepts but also social and psychological skill.

- e) Students' learning experience are determined by students' personal development purpose (intellectual, emotional, etc.), not by the learning material.

2) Constructional Requirements

Worksheet must fulfill constructional requirements that are related to usage of language, sentence structure, vocabulary, and difficulties in worksheet. Those requirements are as follows:

- a) Worksheet uses language that suitable with student's maturity.

Teachers shouldn't justify the language for every worksheet. They should look first at the students' maturity. For example, if a teacher makes a worksheet for elementary students, they shouldn't use adult language which will sounds too formal for them.

- b) Worksheet uses unmistakable sentence structure.

To make a sentence unmistakable, teachers must avoid using complex sentence double negatives sentence. Using positive sentence is more preferable than negative one.

- c) Worksheet uses appropriate order that is suitable with student's ability.

A good worksheet is a worksheet that has appropriate order. It's better to start the exercise from easiest one to the difficult one rather than exercise randomly.

d) Worksheet avoids obvious questions.

By using unobvious questions, students would have a chance to explore more and also improve more. Obvious questions would only narrow their knowledge.

e) Worksheet refers to standard book in limitation of student's ability.

Every exercise in the worksheet should be based from standard book that being used in school or books that are easy to find and not out of their reach.

f) Worksheet provides enough spaces to give students more immensity to write or describe things that they want to convey.

Worksheet is not only about answering questions, it also gives students an opportunity to express their ideas or opinion regarding to the material they have learned.

g) Worksheet uses short and simple sentence.

Long sentence could not guarantee a clear instruction but a too short sentence could also make it questionable.

h) Worksheet uses more illustration than words.

Illustration could give students more inspiration than just a set of words; it also makes the worksheet more fun.

- i) Worksheet can be used for students that are slow or fast in learning.

Always put the students' learning ability in consideration when making a worksheet as their abilities are vary.

- j) Worksheet must have clear learning purpose with benefit as a source of motivation.

Worksheet must have a post-learning benefit to make students feel more motivated and enjoy learning process since worksheet is not only about completing given task.

- k) Worksheet must have identity to ease the administration.

Identity is important to make a worksheet distinguishable from other worksheets.

3) Technical Requirements

a) Writing

Writings in worksheet are expected to pay attention with these things:

- (1) Uses block letter and not uses Latin/roman letter.
- (2) Uses large bold letter for topic.
- (3) Uses maximum of 10 words in one line.
- (4) Uses frame to differ the imperative sentence with student's answer.

b) Illustration

Good illustration is illustration that conveys the message effectively to the worksheet users.

c) Appearance

Worksheet appearance must be well made.

2.5. Worksheet Structure Development

Since there is no established rule or structure for curriculum 2013's worksheet composition, teachers can only compose a worksheet based on previous curriculum's worksheet books. By knowing this fact, Indonesian Education Department had begun to issue a worksheet development to improve the current teachers' worksheet that is conveyed through a workshop program. According to the workshop document, the development is as follow:

- 1) A worksheet must be composed according to the basic competence.
- 2) Choose and write the learning objective based on lesson plan that will be applied to the worksheet.
- 3) Writes the worksheet's title that simply describes the content of worksheet for students.
- 4) Writes objective (not exactly the same as learning objectives)
- 5) Writes basic theory that underlies students to interact with learning source.
- 6) Writes tools and materials needed along with the details.
- 7) Writes activity steps sequentially.

- 8) Writes instruction for students to write observation result.
- 9) Writes insight questions that must be answered by students to ease them in summarizing.
- 10) Writes instruction for students to summarize.

2.6. Relevant Researches

The researches that are relevant with worksheet analysis; first, the creation of French worksheet research by Marliza Arsiyana (2012) entitled “PENYUSUNAN LEMBAR KERJA SISWA (LKS) BAHASA PRANCIS SEBAGAI ALTERNATIF BAHAN PEMBELAJARAN BERBASIS PENDIDIKAN KARAKTER KELAS XI SMAN 8 YOGYAKARTA” (The Creation of French Worksheet (LKS) as a Teaching Material Alternative Based on Character Building for Class XI of SMAN 8 Yogyakarta). It consists of requirements and methods to create a worksheet that follow the guidance from experts. The result of this research shows a newly published worksheet that is validated by teaching material and media experts and peer reviewer.

The second is the study of biology worksheet by Sulastris (2014) entitled “TELAAH LEMBAR KERJA SISWA (LKS) BIOLOGI SEMESTER GANJIL KELAS X UNTUK SMA NEGERI DI KOTA MALANG” (Study of Student’s First Semester Biology Worksheet (LKS) of Class X for SMA in Malang City). This research mainly focuses in analyzing the content of worksheet that is composed by teachers from various senior high school in Malang and its relevance with the curriculum 2013.

The last is quality analysis of worksheet by Edy Chandra (2014) entitled “KUALITAS ISI LKS BIOLOGI YANG DIGUNAKAN DI SMP DAN SMA DI WILAYAH CIREBON” (The Quality of Biology Worksheet Used at High Schools in Cirebon). The research analyzes the worksheet’s quality through its readability and resulting that the analyzed worksheets are potentially incompatible with the proper age level of the students.

Chapter III

Research Methods

This chapter focuses on research methods applied in the study. It is an overview of the research design, research methods, procedure of data collection, and the technique of analyzing the data.

3.1. Research Design

Basically, the design of this research is divided into three phases which are planning, implementation, and reporting (Arikunto, 2012:20).

3.1.1. Planning

The first step of this phase is selecting and ensuring problem to be researched. Furthermore, the next step is doing the literature study and deciding the appropriate approach to be applied. The final step is proposing the research proposal, which particularly including writing, submitting, and presenting the proposal.

After the proposal, planning phase is continued by consulting with a lecturer in UNPAS who is considered as an expert to support the writer in analyzing worksheet. Then, the writer is requesting permission to the school that selected as research location for writer's convenience. Next, the writer will set relevant research instrument for gaining results.

3.1.2. Implementation

This phase consists of three main steps, which are procedure of collecting data, procedure of analyzing and evaluation data, and procedure of generating conclusion. Procedure of collecting data regards to worksheets that is being used in SMKN 4 Bandung by contacting the related English teacher. After that, the worksheets that are used as a teaching media are analyzed to identify the structure, teaching materials, indicators and are evaluated the by comparing them to standard requirements of proper worksheet proposed by experts. As the final step of this phase, the results of analysis and evaluation afterward are concluded in order to construct the general concept of the problem examined; the qualification of the worksheet that is used by English teacher.

3.1.3. Reporting

As the final phase, it involves reporting the research which is prepared in a paper and revising it. Principally, the report contains the detail information of the entire investigation procedures from starting point until the ending, particularly, the qualification of the worksheets. Moreover, several evaluations regarding the problem examined will also be set in form of conclusion, as a simple concept about the real condition of the qualification of the used worksheets in the SMKN 4 Bandung.

3.2. Research Methods

Comprehensively, the method in this research is qualitative research due to the whole data of this research is basically nonnumeric data (Hamid Patilima, 2010:5). The implementation of this method is also reflected on the main reason that qualitative analysis approach involves the development of data categories, allocating units of original data to appropriate categories, recognizing relationships within and between categories of data, and developing and testing hypotheses to produce well-grounded conclusions as according to Rachmat Kriyantono (2006), *“riset kualitatif bertujuan untuk menjelaskan fenomena dengan sedalam-dalamnya melalui pengumpulan data sedalam-dalamnya”*. Furthermore, relating to this context, descriptive analysis similarly accomplishes in order to interpret the whole data and determine the meaningful concept from them. In other words, the operation of this descriptive analysis in this research practically relates to grounded theory, which its primary purpose is to generate comprehensive explanations of phenomena that are grounded in reality (Nazir, 1988).

3.3. Procedure of Data Collection

The data are collected through document analysis as the data collection method, according to Administration Methods (2010), “Document analysis was a form of qualitative research in which documents were interpreted by the writer to give voice and meaning around an assessment topic.” It could be implied that document analysis is conducted by researcher to gain more proof in proving a

particular phenomenon. Triangulation is also necessary to be conducted by the writer to keep the data validity, the triangulation steps are consisting of:

1) Consulting with the Expert

This step is conducted to gain approbation from the expert, in other words a lecturer in UNPAS for the research instrument that used in this study.

2) Finding supplementary data

It is necessary for the writer to gain supplementary data from school officers in other words, the headmaster or vice headmaster of curriculum. This step is carried in order to improve the instrument and data's validation.

This study uses triangulation instrument that is covering the list of assessments in form of table designed based on Darmodjo and Kaligis's theory of worksheet's requirements and basic worksheet structure issued by Education Department. the assessments are:

Table 3.1

Research Instrument

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic			

	Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			
12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			

17.	Appearance (design)			
	Total			

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement.

Final Score explanation for the Value:

34 = relevant; this means the worksheet is already relevant with the requirements and don't need any revision.

20-33 = relevant but needs revision; this indicates the worksheet is good but some revisions are necessary to improve the worksheet's quality.

11-19 = must be revised; this could be implied the worksheet must be revised thoroughly before applied in class.

0-10 = irrelevant; unfortunately, the worksheet regarded as doesn't meet the requirements and therefore must be remade.

In this study, the data are taken from first semester worksheets composed by an English language teacher in SMKN 4, from class X.

3.4. Techniques of Analyzing Data

In this case, some procedures of analyzing data done by writer are specifically divided in several phases as follows:

3.4.1. Identify the Properness in the English Worksheets

Basically, primary data of English worksheets' teaching materials and indicators gained by worksheet study is identified in order to obtain several types of the properness. The properness examined in the worksheet study are fundamental and commonly found in every worksheet study such as how many components in the worksheet that follow the requirements. This identification process of

the worksheets' properness is involving the theory explained in the previous chapter.

3.4.2. Convert the Properness into Two Aspects of Teaching Materials and Indicators

As the properness examined are based on teaching materials and indicators, the main process of this phase is categorizes all the properness in terms of teaching materials and indicators. The aspects examined from the teaching materials and indicators are how the worksheets are composed, how relevant are them with the current curriculum and how suitable are them for students with various skill.

3.4.3. Evaluation

In this phase, the properness in English worksheet basically will be compared with the requirements of proper worksheet proposed by experts. The process is used to explain types and criteria. So, the last step of this phase is transformation and reconstruction the properness suggestion of English worksheet into proper and qualified worksheet that also matches with requirements proposed by experts to the English teacher.

3.4.4. Raise the General Theory by Conducting Inductive Process.

The final phase in analyzing data is fulfilling the inductive process, which implicates determining the key ideas. In this research, inductive process is directed to raise a concept that generally explains the factual phenomena regarding the qualification of the used worksheets in SMKN 4 Bandung.

Chapter IV

Data Analysis and Discussions

This chapter presents the research findings and discussions of the study. The findings comprise document analysis of six worksheets implemented in SMKN 4 Bandung. Those findings are then analyzed and interpreted in discussion part.

4.1. Data Analysis

This study was conducted on August, 2017. In this study, the writer analyzed six English worksheets of first semester. The worksheets were composed independently by an English teacher of class X in SMKN 4 Bandung. The first worksheet was for Introduction lesson, the second was worksheet for Congratulations and Compliment lesson, the third was Showing Care lesson's worksheet, the fourth was Routines and Habits lesson's worksheet, the fifth was worksheet for Intention and Planning lesson, and the last was worksheet for lesson of Conditional Sentence type 1. Those worksheets were attached on each analyses. The results of the analysis are then displayed in order to answer the research question and grand question offered. The research findings of the worksheets are as follows:

4.1.1. Data 1: Introduction Worksheet

Introduction is the first lesson that must be taught before anything else as in line with curriculum 2013 for every class X student. The most basic lesson in

every language learning, students need to be able to introduce themselves before learning further lessons. This lesson focuses on language skills such as writing and speaking. There are some basic competences that must be achieved throughout the lesson and indicators that act as measurement tool for the teacher to find out if the basic competences have achieved, both consist of knowledge and creativity aspects. The basic competences and indicators are as follow:

1) Basic Competences

3.1. **Analyzing** the social function, text structure, and linguistic element on oral and written text about introduction, according to context of use.

4.1. **Communicating** oral and written text to give and ask information regarding introduction, by paying attention to social function, text structure, and linguistic element that is correct and appropriate with context.

2) Indicators

- a. Explaining various text structure and linguistic element about introduction in oral and in writing (C2)
- b. Determining various text structure and linguistic element about introduction in dialogue text (C3)
- c. Analyzing various text structure and linguistic element about introduction in form of monologue and dialogue (question response) (C4)
- d. Composing dialogue and monologue text about introduction (*writing*) (K4-manipulation)

- e. Demonstrating dialogue text about introduction that have been composed in pairs (*speaking*) (K5-manipulation)

The data analysis of worksheet of Introduction's lesson provided by the class X teacher is as follows:

instrumen II : Butir Soal


Hening W.F

No	Uraian Soal	Skor
1.	<p><u>Read the monolog text</u></p> <p>Allow me to introduce myself. My name is Ahmad Syakib. I live on Jl. Buah Batu No. 12 Bandung. I was born in Bandung, October 21, 2000. I am a student of SMKN 4 Bandung. I am at the tenth grade of marketing. I want to be a sales manager in the future.</p> <p>I have a nice family. My father is a policeman and my mother is a teacher. They have three children. The first is Shania. She is my oldest sister. The second is me. And the youngest is Ahmadi.</p> <p>That's all about me. Thank you</p> <p><u>Answer the question</u></p> <ol style="list-style-type: none"> Where does the writer live? How old is he? What is his ambition after graduating from SMK? How many brothers does he have? ... I have a <u>nice family</u>..... The word 'nice family' has a similar meaning with? 	50
2.	<p><u>Complete the following dialog below</u></p> <p>Teacher : Good morning! How are you?</p> <p>Rudi : I'm fine thank you. How about you, sir?</p> <p>Teacher : Very well, thank. By the way(1)</p> <p>Rudi : My name is Rudi Radita.</p> <p>Teacher :(2)</p> <p>Rudi : I live on Jl. Buah Batu No. 12 Bandung</p> <p>Teacher : (3)</p> <p>Rudi : I 'm 16 years old.</p> <p>Teacher :(4)</p> <p>Rudi : I study at SMKN 4 Bandung.</p> <p>Teacher :(5)</p> <p>Rudi : My hobby is travelling.</p> <p>Teacher : Thank you for your information</p> <p>Rudi : you're welcome</p>	50
3.	<p>Hello, Alia! Let me (1)..... myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd really like to be your E-pal. You sound really cool!</p> <p>I guess I'd better tell you something about (2).....first. I'm 16 (3)..... and I (4).....in Thomas Edison High School here in Minneapolis, Minnesota, USA. I (5).....two brothers and two half sisters and I'm the middle child. My father died a few years ago so my mother runs the house and the family business. My father was a barista.</p>	50

4.	Complete the sentences with <i>be</i> or <i>have</i> . Remember to use the correct forms 1. The class _____ very boring because the students _____ no activities. 2. Alia _____ a new pen pal from America. Alia _____ lucky because now she can practice writing in English. 3. Maher Zain _____ Saidah's favorite singer. He really _____ good voice. 4. My hobby _____ reading novels. I _____ a collection of good novels. 5. Bali _____ magnificent scenery. In fact, it _____ one of the most wonderful islands in the world.	50
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Analysis:

The worksheet below and along with others are analyzed using an instrument that have introduced in the previous chapter in order to find out if the form of the worksheet is relevant with the requirements proposed by experts.

Table 4.1
Introduction Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration			

	opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			
12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		24		

As the result stated, the worksheet is quite relevant with the requirements proposed by experts. The worksheet's appearance is simple without any

illustrations to decorate it. If the worksheet has an illustration, it could improve the appearance and students would take a better look to the worksheet. The teacher could also add another task that made students to write about themselves to let them explore and understand the lesson better. There are few typos that does not affect the entire worksheet but it is better for the worksheet to have no typo.

4.1.2. Data 2: Congratulations and Compliment Worksheet

The second lesson that students need to learn in English subject after Introduction is learning how to congratulate and compliment someone. This lesson focuses on language skills such as writing and speaking. The following are the basic competences and indicators that need to be achieved throughout the lesson:

1) Basic Competences

3.2. **Analyzing** social function, text structure, and linguistic element on oral and written text about expression for giving and responding congratulations and compliment (extended), according with context of use.

4.2 **Communicating**, oral and written text for giving and responding congratulations and compliment (extended) by paying attention to social function, text structure, and linguistic element that is correct and according to context.

2) Indicators

a. Explaining various text structures and linguistic elements about

- congratulations and compliment (extended) in oral and in writing.
- b. Determining various text structures and linguistic elements about congratulations and compliment (extended) in dialogue text.
 - c. Correcting various text structures and linguistic elements about congratulations and compliment (extended) in form of dialogue (question response).
 - d. Creating dialogue text about congratulations and compliment (extended) (writing) (K4-providing).
 - e. Demonstrating dialogue text about congratulations and compliment (extended) that have been composed in pairs.

The data analysis of worksheet of Congratulations and compliment's lesson provided by the class X teacher is as follows:

Instrumen II : Butir Soal

*Humayn
Reneng W.F*

No	Uraian Soal	Skor
I.	<p>Rahmi : Hello. How are things going on, Sinta ? Sinta : Hi. Good, and you? Rahmi : I'm feeling great today. How was your weekend with your family in Batu? Sinta : Excellent! We had a lovely time there. You should have gone there with us. Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse. Sinta : Thanks a lot. My sister bought it for me last month. Rahmi : Wow! That's wonderful. Sinta : Oh, Rahmi, can I ask you something? Rahmi : Oh, sure. Please. Sinta : Have you finished writing the book we discussed two months ago? Rahmi : Yes, I have</p> <p>TRUE or FALSE 1. Rahmi is not feeling well today 2. Sinta and her family didn't enjoy their weekend in Batu. 3. Sinta said that Rahmi's skirt is beautiful. 4. Rahmi's sister bought the skirt for her. 5. Rahmi has finished writing the book.</p>	50
II.	<p>Dina : Hi, Yuni. What's your daughter doing these days? Yuni : Oh, she's in college. In fact, she plans to graduate this June. Dina : That's _____! (6) You must be very proud of her.</p> <p>Fuad : Hi Abdel. _____? (7) Abdel : Oh, I'm going to take the driving test tomorrow. Fuad : That's great, Abdel _____! (8)</p> <p>Tuti : How is your business, Ria? Ria : _____(9) I've sold 100 items these two days. Tuti : Congratulations! That's a _____ (10) right now.</p>	50
III.	<p>11. What a performance wonderful ! 12. I must express to you my admiration! 13. for your appreciation Thanks a lot 14. What a dress nice! 15. of you to say that It's very kind </p>	100

Analysis:

Table 4.2
Congratulations and Compliment Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each			

	tasks			
12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		21		

The worksheet is considered quite relevant with the requirements proposed by experts. In aspect of writing this worksheet is an improvement from the previous one since there is no typo but there is a loss in this worksheet, the lack of instruction of how to work each tasks are not provided in the worksheet. This could slow the students' progress in finishing the worksheet due to unclear instructions for each task.

4.1.3. Data 3: Showing Care Worksheet

The third lesson of English in class X is about showing care for someone else; students are expected to have more empathy and sympathy toward each other in social environment. This lesson focuses on language skills such as writing and

speaking. Below are the basic competences and indicators for showing care's lesson:

1) Basic Competence


3.3 **Analyzing** social function, text structure, and linguistic element on oral and written text about expression for showing care and its response, according with context of use.

4.3 **Communicating** oral and written text for stating and responding showing care expression by paying attention to social function, text structure, and linguistic element that is correct and according to context.

2) Indicators

- a. Explaining various text structures and linguistic elements about showing care in oral and in writing.
- b. Determining various text structures and linguistic elements about showing care in dialogue text.
- c. Analyzing various text structures and linguistic elements about showing care in form of greeting card and dialogue (question response)
- d. Composing dialogue text and greeting card for showing care (writing) (K4-manipulation)
- e. Demonstrating dialogue text about showing care that have been composed in pairs (speaking) (K5)

The data analysis of worksheet of Showing Care's lesson provided by the class X teacher is as follows:


Heneng W.F.

Instrumen II : Butir Soal		
No	Uraian Soal	Skor
1.	<p>Dear Christina</p> <p>I'm sorry to hear about your problem. If I were you, I would tell your mother exactly how you feel. She may have no idea that you are lonely however, she is obviously busy and she probably doesnot have much time to spend with you. I understand the feeling of your mother after her husband's death. I think it would be a good idea if you had a new hobby. If you joined a club of some short you wouldn't be so lonely and bored and you would find it easier to make new friends.</p> <p>Love Anna Maria.</p> <p>1. Who has written this letter ? 2. To whom did Anna write for ? 3. What did Anna suggest to Christina ?</p>	30
2.	<p>Aunt : What's the matter, Chris ? You look miserable.</p> <p>Chris : (1).....</p> <p>Aunt : Why ?</p> <p>Chris : (2)</p> <p>Aunt : Isn't your mother at home when you get back from school?</p> <p>Chris : (3)</p>	30
3	<p>When our acquaintance (1)... and is buried we attend his (2)....</p> <p>His close relatives are in a state of (3) ... For them its often difficult to control their (4)....</p>	40

Analysis:

Table 4.3
Showing Care Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			

6.	Giving students more exploration opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			
12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		16		

The worksheet for showing care's lesson has lower result than the previous worksheets. There are few aspects that need to be revised to improve the

worksheet's quality. The lack of clear instructions for each tasks made it seem difficult for the students, few typos, and no task that gives opportunity for students to make their own showing care expression. In addition, one of the indicators state that students should compose a dialogue or greeting card for showing care but the worksheet did not provide task and space for that.

4.1.4. Data 4: Routines and Habits Worksheet

The fourth lesson is about telling oneself or other people routines and habits in daily occurrence. This lesson focuses on language skills such as writing and speaking. The following are the basic competences and indicators for the lesson's:

- 1) Basic Competences
 - 3.4 **Analyzing** social function, text structure, and linguistic element on oral and written text about routines and habits, according to context of use.
 - 4.4 **Communicating** oral and written text for giving and asking information about routines and habits by paying attention to social function, text structure, and linguistic element that is correct and according to context.
- 2) Indicators
 - a. Exemplify various text structures and linguistic elements on oral and written text about routines and habits according to context of use.
 - b. Applying various text structures and linguistic elements on oral and written text about routines and habits in form of monologue.
 - c. Analyzing various text structures and linguistic elements on oral and


written text about routines and habits in form of question and answer monologue.

- d. Composing monologue text about routines activity (writing).
- e. Demonstrating monologue text about routines activity that have been composed.

The data analysis of worksheet of Routines and Habits' lesson provided by the class X teacher is as follows:

Instrumen II : Butir soal

No	Uraian Soal	Skor
1	Find three sentences in the text which tell about daily activities and rewrite them on your answer sheet. I am Ridwan kamil. I am a Major of Bandung city. I have two children. In the morning, I usually go to the office on bicycle. After arriving at the office, I always check the presence of my staffs. I give them instructions regularly. I enjoy my job and I love Bandung people.	30
2	Complete the sentences with the suitable words or phrases given My name is Cindy. I live in Bandung. I always ... (1) ... at five in the morning. I ... (2) ... then I have breakfast. At 06.30, I go to school. I usually go by bus. I ... (3) ... at school at about 06.50 a.m. I usually ... (4) ... at 12.00 for lunch. I finish the class at 03.00 p.m. At home, I often ... (5) ... my favorite program on TV. (a) have a break time (b) get up (c) take a bath (d) watch (e) arrive	50


Neneng W.F

3	Complete the sentences with the correct form of verbs. 1. She ... to school every morning. (go) 2. They ... in the mosque every Friday (be) 3. My sister seldom ... my mother do the household chores (help) 4. I always ... early to school (come)	20
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Analysis:

Table 4.4
Routines and Habits Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			

12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		22		

The worksheet contains simple and effective exercise to help students in understanding the routines and habits lesson. There are few errors that must be revised in order to improve the worksheet's quality and to be in line with the requirements proposed by experts. The first is adding another task and space for students to write their own routines and habits as stated in the indicators, next is giving a space between the instruction sentences and questions, and last is a typo in the first part of exercises that is the word "Major" should be replaced with "Mayor" since the meaning is different.

4.1.5. Data 5: Intention and Planning Worksheet

The fifth lesson that taught students about showing intention to do something and planning an activity for a day. This lesson focuses on language skills such as writing and speaking. Students are expected to understand about intention and

planning and how to express them as stated in the basic competences and indicators below:

1) Basic Competences

3.5 **Analyzing** social function, text structure, and linguistic element on oral and written text about intention and planning, according to context of use.

4.5 **Communicating** oral and written text for giving and asking information about intention and planning by paying attention to social function, text structure, and linguistic element that is correct and according to context.

2) Indicators

a. **Differentiating** various text structures and linguistic elements about intention and planning in oral and in writing.

b. **Determining** various text structures and linguistic elements about intention and planning in dialogue text.

c. **Analyzing** various text structures and linguistic elements about intention and planning in form of dialogue and monologue.

d. **Composing** dialogue and monologue text about intention and planning (writing) (K4-Reasoning).

e. **Demonstrating** dialogue text about intention and planning that have been composed in pairs (speaking) (K5-Providing)

The data analysis of worksheet of Intention and Planning's lesson provided by the class X teacher is as follows:


Deneng W.F.

Instrumen II : Butir Soal

No	Uraian Soal	Skor
1.	<p><u>Read the monolog text</u></p> <p>School holiday is coming soon. I am going to visit my grandma's house in the country. I would like to spend my long holiday with grandmother and grandfather. My elder sister like to play in the river, i don't really like to play there, i would rather playing kite with some old friends. At grandma's house, i would like to help grandma cook in the kitchen, we will also try to make delicious 'cilok'.</p>	50
2.	<p><u>Complete the following dialog below</u></p> <p>Liz : Hi, Anna. How are you? Anna : I'm fine thank you. How about you, Liz? Liz : Very well, thanks. By the way, we haven't see each other for a long time. Anna : Yes, I miss you. meet me tomorrow? (1) Liz : Oh, I miss you too, but I'm so sorry. (2) attend my friend's wedding party tomorrow. Anna : Ah, it doesn't matter. Liz : Don't worry, Anna. (3) call you when I have free time Anna : Really? That's cool. I'm so excited! Liz : Hmm, wait. What (4) do on Saturday? Anna : Saturday? I don't have any plan yet. Why? Liz : How if we meet on Saturday? Anna : Of course! (5) do it. Liz : Great, see you on Saturday! Anna : See you!</p>	50
3.	<p>Look at the following text below. Fill in the blanks with the intention expression.</p> <p>Santi : So, what about you, Bayu? Do you have any plans? Bayu : Definitely! (1) to go fishing. We plan to go fishing in a lake near my uncle's house. Would you like to come with us? Santi : I don't really like fishing. (2) stay at home than go fishing. What about you, Riri? (3) on the long weekend? Riri : I have made a plan with my mother about what to do on this long weekend..... (4) practice bake cookies Bayu : (5) bake choco chips cookieslike the last time? Riri : Well, yes. That is my favourite. But we will also try to bake cookies.</p>	50

Analysis:

Table 4.5
Intention and Planning Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration opportunity			
7.	Developing students' social and psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			

12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		22		

In overall, the worksheet is considered quite relevant with the requirements and suitable for students to deepen their understanding. There are few notable things that could improve the worksheet quality such as providing another task for students to convey their own intention to do something and describe their planning, another task for the first exercise part that tells students to find intention and planning expression, also a small error that needs to be fixed namely how the “I” in the text should be consistently written with capital letter.

4.1.6. Data 6: Conditional Sentence Type 1 Worksheet

The last lesson in the first semester for class X students is a grammatical lesson that specifically taught students how to implement the usage of future tense and to express probability for what will happen in the future. This lesson also related with the previous lesson, Intention and Planning since it has similar pattern.

The lesson focuses on language skills such as writing and speaking. The following are basic competences and indicators for the lesson:

1) Basic Competences

3.6 **Analyzing** social function, text structure, and linguistic element on text about supposition if something might happen in the future
(Conditional Sentence Type 1)

4.6 **Communicating** oral and written text to states and asks about supposition if something might happen in the future, by paying attention to social function, text structure, and linguistic elements that is correct and according to context.

2) Indicators

a) Understanding (C2)

Explaining various social functions, text structures, and linguistic elements on text about supposition if something might happen in the future.

b) Application (C3)

Modifying various social functions, text structures, and linguistic elements on text about supposition if something might happen in the future.

c) Analysis (C4)

Analyzing various social functions, text structures, and linguistic elements on text about supposition if something might happen in the future.

- d) Composing dialogue and monologue text about supposition if something might happen in the future (writing) (K4-manipulation).
- e) Demonstrating dialogue text about supposition if something might happen in the future that have been composed in pairs (speaking) (K5-manipulation).

The data analysis of worksheet of Conditional Sentence Type 1's lesson provided by the class X teacher is as follows:

Instrumen II : Butir Soal

No	Uraian Soal	Skor
1.	<p><u>Read the monolog text</u></p> <p>Here are things possibly happen to you as students if you break the school regulations.</p> <ol style="list-style-type: none"> 1. If you come late to class, your teacher will remind you not to do it again. 2. If you come late three times, your parents will get a letter from school 3. If your hair is long, any teaching staff will ask you to have it cut or he/she will do it for you. 4. If you don't wear proper uniform, you will get a certain punishment. 5. Your teacher will ask you to collect some rubbish and put it in the rubbish bin if you are not discipline during the flag hoisting ceremony. <p><u>Answer the question</u></p> <ol style="list-style-type: none"> 1. What is the text about? 2. What will happen to you if you have long hair? 3. What should your parents do if you often come late? 4. What should you do against the school regulations? 5. Write your experience when you get certain punishment from school? 	50


Reneng W.F

2.	Now complete the following sentences to show things that happen to you as students if you break the regulations of your school. 1. If you come late to class, 2. If you come late three times, 3. If your hair is long, 4. If you don't wear proper uniform, 5. If you are not discipline during the flag hoisting ceremony,	50
3.	<u>Let me share some information about traffict regulations.</u> If we break the traffic regulations we (get) usually a fine. For example, if we drive on while the light is in red color, the polce (stop) you. If you dont't stop your car, he (chase) you. If he doesn't catch you, he (call) his colleage nearby. They (coordinate) completely until they catch you.	50

Analysis:

Table 4.6
Conditional Sentence Type 1 Worksheet Analysis

No.	Assessed Aspects	Result		
		0	1	2
1.	Contains school's identity and current lesson's name			
2.	Provides basic competence			
3.	Indicators are relevant with the Basic Competence			
4.	Have clear learning purpose with benefit as a source of motivation			
5.	Usable by various students			
6.	Giving students more exploration opportunity			
7.	Developing students' social and			

	psychological skills			
8.	Uses language that is suitable with students' maturity			
9.	Uses unmistakable sentence			
10.	Uses appropriate exercise order (easy to difficult)			
11.	Provides clear instruction for each tasks			
12.	Avoids too open questions			
13.	Provides enough spaces to give students more immensity to write or describe things that they want to convey			
14.	Uses short and simple sentence			
15.	Uses illustrations			
16.	Writing style			
17.	Appearance (design)			
Total		21		

The worksheet provides enough exercise to help students in understanding the lesson and reviewing what they have learnt but again, just like the other previous worksheets this worksheet does not provide another exercise for students to compose their own conditional sentence and dialogue text that consists

conditional sentence. It is important because students could develop more explorative desire for lessons they currently learn. Another thing for worksheet improvement is the exercise part two, rather than filling the blanks with the same sentence as the previous exercise, it is better to use different topic but had the same answering pattern. For the writing aspect of the worksheet, the instructions for exercise part two should be given a space before the questions, the exercise part three should be provided with clearer instructions as few students could be confused, and last is few typos should be fixed.

4.2. Discussions

The objectives of this study are to find out how are the form and relevance of the worksheets used by the English teacher in class X of SMKN 4 Bandung with the requirements proposed by experts. After analyzing the data, the writer found out that every worksheet for the first semester of class X does not provide identity for the worksheet to ease administration and to distinguish each worksheets whereas it could give the teacher more convenience.

Moreover, the basic competences did not include in the worksheet as the basic competences could motivate students if they know what they should achieve. Also those worksheets lack of illustrations that could improve the worksheet's design, paying attention to design aspect could increase students interest in completing the worksheet's exercises and they will have a better look toward the worksheet.

Table 4.7
The Research Result of Worksheets

No.	Worksheet	Value	Description
1.	Introduction	24	Relevant but needs revision
2.	Congratulations and Compliment	21	Relevant but needs revision
3.	Showing Care	16	Must be revised
4.	Routines and Habits	22	Relevant but needs revision
5.	Intention and Planning	22	Relevant but needs revision
6.	Conditional Sentence Type 1	21	Relevant but needs revision

Based on the data analysis, overall worksheets of the first semester for class X students are considered relevant but need revisions especially for the Showing Care worksheet. In terms of questions provided for students' exercise the worksheets had done a good job and if those worksheets added with another explorative exercise it would done a greater job. For the design and structure, there are still some rooms for improvement.

There are reasons that caused why the English teacher of class X in SMKN 4 Bandung have not made any worksheet that relevant with the requirements proposed by experts. First is because the teacher should adapt first with the new curriculum's policy since many things have changed from the previous curriculum. Second is the teacher still do not know that there is a requirements proposed by experts to compose a good worksheet. The last is the school did not hold a

workshop regarding worksheet composition as the Education Department have issued worksheet structures to help every teacher in composing worksheet.

Chapter V

Conclusions and Suggestions

This chapter reports the conclusions and suggestions of the study. It is composed based on the result of the study related to how are the form and how relevant are the worksheets in SMKN 4 Bandung according to worksheet requirements proposed by the experts. It also presents the suggestion dealing with the improvement of the worksheets and further studies beyond the scope of this study.

5.1. Conclusions

The writer conducted this research on August, 2017. The objectives of this research paper were to find out how relevant the form of the worksheets that used by the teachers based on standards proposed by experts that was implemented in SMKN 4 Bandung.

In this research, the writer used qualitative research method and applied descriptive research. The main sources of the data are six worksheets from class X English teacher of SMKN 4 Bandung. In collecting the data, the writer used instrument of the study covering the list of assessments based on the good worksheet requirements proposed by Darmodjo, Kaligis, and Education Department.

The writer analyzed six worksheets composed by class X English teacher of SMKN 4 Bandung; those are Introduction, Congratulations and Compliment, Showing Care, Routines and Habit, Intention and Planning, and Conditional Sentence Type 1. Based on the research findings, it can be put forward that all the worksheets composed by the class X English teacher of SMKN 4 Bandung are considered quite relevant with the good worksheet requirements proposed by the experts but need to be revised in order to increase the worksheets' potential in helping students deepening their knowledge. The things that need revision in the worksheets are going to be mentioned in the suggestions part.

5.2. Suggestions

In the end of the study, the writer expects that this study will give contribution for the readers, and there are some suggestions that hopefully can improve the quality of worksheet:

- Revisions for the worksheets

According to the research findings, it is stated that there are things that need to be revised in order to improve the worksheets' potentials. The first is adding the school identity; this can ease the teacher's work in organizing and administrating the worksheet. The second is providing basic competences, in order to help teacher in conveying the learning objectives. The third is the writing aspect, which is important because students will look into how the teacher writes and then imitate it.

Therefore, a proofreading must be conducted to avoid typo. The fourth is content aspect; content refers to exercises provided in the worksheet. The last is design aspect, a plainly designed worksheet is not wrong but if a worksheet is designed in an interesting way it could boost students' motivation to learn more seriously, it is suggested to add a few illustrations to the worksheet hence the students would pay more attention to the worksheet.

- For teachers

The teachers should be more aware about requirements of a good worksheet proposed by experts so that teachers can improve the teaching-learning process.

- For school

Due to lack of information regarding requirements of a good worksheet, it is suggested that school should provide a workshop to compose a good worksheet according to experts.

- For the other researcher

Hopefully, the next researcher may follow up this analysis by exploring the quality of the other English worksheets.