LECTURERS' PERCEPTION ON THE IMPORTANCE OF GRAMMAR WORKSHEET

THESIS

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ABSTRACT

This thesis is entitled "Lecturers' Perception on the Importance of Grammar Worksheet", which aimed to know how the lecturers' perception of using the worksheet in grammar class. This study was conducted at UIN Ar-Raniry in English Language Education which involved four lecturers as the respondents. The researcher used purposive sampling in deciding the respondents. The qualitative research was implemented for analyzing and understanding the respondents' perception regarding the use of worksheet in grammar class. Interview and documentation were used to analyze the data. Based on the interview with some lecturers, the researcher found that the lecturers have a positive perception on the worksheet, and worksheet has taken an important place in a teaching-learning process. The result from this thesis showed that lecturers teaching grammar by using worksheets, and received some benefits of applying worksheet in their teaching and learning process.

Keyword: perception, grammar, worksheet

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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, the research question of the study, the research aim, the significance of the study and the terminology.

A. Background of Study

Grammar knowledge is an important element in the English Language to support other English skills. Without a strong foundation of grammar, students will not be able to master four main skills in English. Grammar not only influences productive skills speaking and writing, but also receptive skill reading and listening. In speaking and writing, students cannot transmit and express their feelings, ideas, opinions, or arguments in a good compilation without mastering grammar well. The same is true for reading and listening, if they do not understand grammar well, they will not be able to comprehend and understand a passage or sound. Therefore, the students who want to be successful to deliver their ideas through the text or verbal communication must master structure of grammar.

As the first foreign language in Indonesia, the government realizes that English is very important to prepare the students in facing the globalization era. English has been taught since at the elementary school and its curriculum has been developed since 1975.

The importance of grammar in learning a language during interviewed alumnus, all of them strongly stated that grammar is very important for a person to learn English. They formed their views based on their past learning experiences. At secondary schools and the undergraduate semester which the alumnus has completed, grammar teaching is explicit. Two of the interviewees A and B, for example, said, "If you don't know the grammar clearly, you can't organize your sentences. So you may speak in a wrong way" (alumni A). "If your grammar is not correct, the sentence is not clear, people cannot understand you" (alumni B). Alumni C also believed this, saying, "If your grammar is wrong, you can't write correctly." Alumni D also held these views, but added that occasional grammar mistakes should be accepted: "I think grammar is important, but I don't think I need my grammar to be perfect. I think making a little grammar mistake is OK." Moreover, some alumnus felt that they should be more focus on grammar in class.

In fact, grammar is one of the most difficult subjects in learning English. There were so many students said the same thing "Grammar is math in English" then they felt grammar subject is not interesting in class. Based on experiences' researcher there are so many students putting class just because they do not like the subject, they also do not pay attention while learning is going on. But in fact, they have to pay attention to the material and make sure comprehend.

Based on the problems above, the researcher carries out a study entitled "Lecturers' Perception on the Importance of Grammar Worksheet"

B. Research Question

Based on the background of the study above, there is a research question that needs to be discussed is: What are lecturers' perceptions reflected in their classroom practices regarding grammar worksheet activities?

C. The Aim of Study

The purpose of this study was to investigate lecturers' perceptions with regard to grammar worksheet on students' practices.

D. The Significance of the Study

The significance is having special meaning; important. As a part of the English Language, the researcher wanted to know how far the significance of teaching grammar using a worksheet to students of PBI based on the lecturers' perception.

One of the benefits of this research is a reference for English lecturers in determining the approach when taught English, especially in grammar. It is will be a piece of useful knowledge for the researcher herself when starting a teachers or lecturers profession in the future time.

E. Terminology

There is a term in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

1. **Lecturers' Perception**

In Indonesia, a lecturer is someone who involves instructional process at the university. The lecturer is one of the human components in the learning process, which had the role to establish the students "potential and to increase the students" ability (Hatton, 2008 p.31).

Lecturers' perception is how the lecturers perceive about the activity and the progress of the students at the classroom and the use of the worksheets itself. According to Oxford Advanced Learner's Dictionary of Current English, perception means the ability to see, hear or understand things; awareness, or a way of seeing, understanding or interpreting something (AS. Hornby, 2000). While Saul Mcleod stated that perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists of an inseparable relation of the perception of consciousness with its content (Saul McLeod, 2004).

Lecturers' perceptions generally show that lecturers have their own perceptions and theories about teaching and learning which might have been influenced by their training, established practice, experience on what works best, personality factors, principles derived from method or approach and the nature of learners. However, lecturers are not passive recipients of theories, they do construct their own theories in the course of practice (Gardener, and Miller, 2002; Farrell, 2001).

According to Rao and Narayana (1998), perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful

information about their work environment. The researcher would say that lecturers' perception is how the lecturers perceive about the activity and the progress of the students at the classroom while learning is going on in using grammar worksheet.

2. Grammar

Grammar is defined as the competence of the language speakers. According to Radford (1988, p.3), a grammar of a language is a model of linguistic competence of the fluent native speaker of a language. Grammar plays a very important role in the English sentence. In English, each sentence always contains a tense.

According to Ba'dulu (2004:7), grammar is a structure of language form or a verb phrase used to express a time relationship. Cook and Sutter (1990:47) stated that tense refers to the form that the verb take in order to communicate information. From the expert's information, it is can be concluded that grammar is related to time, a grammar is a structure if language a form verb expresses time.

a. Grammar Worksheet

According to Longman dictionary, grammar is the rules by which the words of a language chance their forms and are combined into sentences or the study or use of these rules.

Worksheets are designed to introduce target language or grammar in a written or more concrete form. Most files contain several pages in a building format that can be given out one sheet per lesson or all together. Some are just basic introduction/explanation printable. Although they are not considered when talking

worksheets, lecturers go over all of the exercises verbally first and generally assign the writing as homework.

Based on the explanation above, a grammar worksheet is a form created by lecturers to test students' understanding of the material they have learned. On the other hand, the worksheet is to connect what they get from the lecturer's explanation and usually, the worksheet is given at the end of the lesson.

b. The Use of Worksheet in Teaching Process

Grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. Corder (1988) stated that:

> In listening and speaking grammar plays a crucial part in grasping and expressing spoken language (e.g. expression) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language.

In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage, and a text. In the context of writing, grammar allows the learners to put their idea into intelligible sentences.

Teaching means interaction of teacher and students, they participate for their mutual benefits. Language classes need to be lively since language itself has a matter of lively thinking process and everyday routine worksheet come helps a second language classroom. A worksheet is very important for testing students how far they understood about the lesson. Use worksheet for students organization, about time

or/and about space. About time like what we need to do, what should they do next, and at the last day they have to finish the work, or like a moment of the year/the project/the week and other? About space its means where are they going to work like a music room, group's class, info room, library, hall, home, outside and another place. The worksheet also can be used to individual work, pairs, little group, whole group, etc.

Using worksheets for these four skills can help students to engage more thoroughly with specific elements of a foreign language both in the classroom and at home. This only works if the worksheets are well-designed. However, this is easily achieved with the right structure and a few tricks. These four skills give students opportunities to create contexts in which to use the language for the exchange of real information, evidence of their own ability and most important thing is confidence.

CHAPTER II
REVIEW OF LITERATURE

This chapter describes previous studies, description of perceptions, grammar worksheet and lecturers' perception of grammar worksheet.

A. Previous Studies

There are some previous studies about the perception of the importance of grammar worksheet. The researcher asking about several questions to some friends, "how about your problem of grammar?" and they answered the question with "No comment, I can speak without grammar well". They hate grammar too much.

Laely Rizka (2013) title is "Teachers' Perception on the Significance of Teaching Grammar at the Year XI of Senior High School". It focused on teachers' perception of the Significance of Teaching Grammar. The research was done at MAN Model Banda Aceh, she used a qualitative method and for respondents, she took three English teachers who teach at year XI and some students of year XI of MAN Model Banda Aceh.

Another research conducted by Ibnu Baihaki (2014) the title is "Developing English Worksheet Based on Materials for the Seventh Grade Students at Madrasah Tsanawiyah Darul Amin Palangka Raya Academic Year 2014/2015. The research was done at Madrasah Tsanawiyah Darul Amin Palangka Raya. He used method qualitative also and for respondent he took some teachers and students.

Khairi Ikhsan and Handayani's (2016) entitled "The Development of Students' Worksheet Using Scientific Approach on Curriculum Materials". The research involved 32 students at STKIP PGRI West Sumatera to see the need analysis of students' learning material. This research used a qualitative method to collect the research.

Che-Di Lee (2014) surveyed, interviewed and analyzed four students from thirty-four countries become a participant. Data were collected in TIMSS 2011 and PIRLS 2011. The title is "Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross Country Comparison."

The next is from Indah Pradnyawati's, Putu Artini's, Sonia Piscayanti's research (2013) the title "English Textbook and Student Worksheet Used for English Subject for The Seventh Grade Students at SMP Negeri 3 Singaraja in the Academic Year 2013/2014: An Analysis From Theories, Teachers' And Students' Perception". They used a qualitative method. This study was conducted at SMP Negeri 3 Singaraja in the academic year of 2013/2014 as good learning materials according to the theories, teachers' perception, students' perception, and also to find out the discrepancy in the perceptions about quality of the textbook and student worksheet.

B. Perception

  1.   The Definition of Perception

      Perception involves the way someone's view the world around her/him. It adds meaning to information gathered via the five senses of touch, smell, hearing, vision, and taste. There are many different theories about perception and expert comes with his or her own views since its first usage. Shaleh (2009) defined perception as the ability to differentiate, to classify, and to focus the attention toward a certain object. While Pareek said in (Sobur, 2003) perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimulate the senses or data. Furthermore, Russell (2013) defined perception as "an appearance, however irregular, of one or more objects external to the brain" (p. 97).

      According to Hornby (2005), perception is an idea, a belief or an image you have as a result of how you see or understand something. Besides that perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists of an inseparable relation of the perception of consciousness with content (Saul McLeod, Perception Theory. 2011).

      Unlike several definitions above, Lindsay and Norman (1977 define perception as the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. It's a process of interpreting an object into something meaningful based on prior experiences (Jeffrey, 2005, p. 52). Then, Marrin (2006) said that perception refers to cognition or apprehension obtained through the senses and intellect, as well as to ideas or notion arising such knowledge

(p.9). It means while collecting the information by his or her sensory, the mind stars to interpret the message given. As a result, the person can have an opinion whether that is good or not.

Rao and Narayan (1988), obviously share the main characteristics of the perception, in their own words, "perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment." They argue that perception is the single most important determinant of human behavior, stating further that there can be no behavior without perception. In order to shed more light on this concept, they listed the following elements of their definition, these are:

1) Our attention, feelings and the way we act are influenced by our environment

2) Perception help us to gather data from your surroundings, process the data and make sense out of it

3) In perception, it is sometimes difficult to separate the information from the action

4) It is basically a process of gaining a mental understanding

5) Perception guides the perceiver in harnessing, processing and channeling relevant information towards fulfilling the perceiver's requirements.

2. Characteristics of Perception

This section is drawn from Nelson and Quick's concise description of the three major characteristics that influence our perception of other people (Quick & Nelson, 1997, pp. 83-84).

a) Perceivers-Specific Characteristics

Perceivers-Specific Characteristics consist of some determinants, they are familiarity, perceiver's attitude, moods, self-concept, and cognitive structure.

Familiarity implies that perception got through a deep observational which leads to a decision about a particular situation. When we familiar with a person, we have multiple observations on which based on their impression of him or her. If the information we have gathered during this observation is accurate, we may have an accurate perception of the other person. In this case, someone will not judge or make a decision about something before doing an observation. Nelson and Quick state that "in perceiving someone or something accurately, we must have generated accurate data on that person or things during the stage of observation." (Nelson & Quick. p.85)

The perceiver's attitudes also affect social perception. Suppose you are interviewing candidates for a very important position in your organization, a position that requires negotiating contracts with suppliers, most of whom are male. You may feel that women are not capable of holding their own in tough

negotiations. This attitude will doubtless affect your perceptions of the female candidates you interview.

Another factor that can affect social perception is the mood. It is also can have a strong influence on how someone perceived something. Someone think differently when they are happy that they think when they are depressed. It means that when someone in a good mood they form a more favorable impression of others, but in another side when someone in a bad mood, they tend to evaluate others unfavorably.

The self-concept is belief and expectations about one's ability to accomplish a specific task effectively. An individual with a positive self-concept can tend to notice positive attributes in another person. A negative self-concept can lead a perceiver to pick out negative traits in another person. Nelson & Quick (1997) stated that negative self-concepts tend to perceive negative attributes in others.

The cognitive structure is an individual's pattern of thinking also effects of social perception. Some people have a tendency to perceive physical traits, such as height, weight, appearance, and more readily. Others tend to focus more on central traits or personality disposition (Nelson & Quick. 1997). However, there are people that are capable of perceiving all these traits at the same time instead of focusing on only one aspect.

b) Target-Specific Characteristics

In this point also have some factors which can influence someone perception, includes physical appearance, verbal communication, and nonverbal communication.

One of the most important target-specific is the physical appearance of the perceived. Some of these characteristics include height, weight, estimated, age, race, and gender. Michener (2004) adds that perceivers find it is easier to pick out those appearances traits that are unusual or new.

In the other hand, verbal communication and nonverbal communication affect someone's perception, it contains a lot of information which is perceived by an individual by eye contact, facial expressions, body movements, and posture are features that guide the perceiver's impression of the target. In fact, there appears any challenge that the cultures may influence the impression of perception due to the differences meaning of nonverbal communication in each culture.

c) Situation-Specific Characteristics

This part is very significant factor that affects the impression that is formed about someone by an individual. In other words, the social context of the information is a major influence (Nelson & Quick. 1997).

The strength of situation cues often provides clear indications of behavior that are acceptable within certain environmental contexts. Thus,

there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual (Nelson & Quick. 1997). This is what is referred to as the discounting principle in social perception.

Those are the definition and the characteristics of perception it is related to lecturers in classroom activity, they must have their own perception towards the students personally and academically and also toward the worksheet they used in the classroom activities.

3. The Influencing Factors of Perception

According to Thoha (1993), there are three factors which influence the accurateness of perception. These are:

1) Psychological Factor

    People's perception of something is influenced by mentally or psychologically condition. Mental experience is one of the factors of how a person evaluated and solved the problem. Psychological condition help he or her has the rational thought. Because of that, he or her can forms a good perception.

    Adediwura & Tayo (2007) gave a cognitive dimension of perception; they saw perception as the process by which people attach meaning to experiences. They explained that after people attended to certain stimuli in

their sensory memories, processing continued with perception. Psychological perception is the process of attaining awareness or understanding of sensory information.

2) Family Factor

A family is the first place for someone to learn everything about perception and holds an important role in broadcasting, religion, and culture. The children learned about the truth, the regulations, respecting people, feeling about something, and avoiding bad social intercourse. Those are the heritage of their parents.

Zahara Idris said that "someone wasted most of his/her time staying at the rather than at other places. They are always at home until nine years old. At that time placed someone personality base" (Zahara Idris, 1997 p. 58). It means that children under ten years old will learn everything from their parents or the environment in their house. Therefore individuals evaluate people with whom they are familiar in everyday life (Adediwura & Tayo, 2007).

3) Culture Factor

Culture and environment where someone grows and expands are also one of the factors which form someone perception (Thoha, 1993). When we are born into a world of persons and discover ourselves as persons among

persons. We build our biography, our consciousness, under the influence of the culture which nurtures us.

Culture is the body of customary beliefs, social norms, material traits and achievements of a particular racial, religious, or social group. So when we have a differential with others we also have other perception, this perception comes from our culture too.

Based on the explanation above, it can be concluded that someone perceptions' is influenced by several factors, those are: psychological factors including emotional and family and environment, characteristic of the people, the next is environment or the place where someone grew and expanded (Thoha, 1993).

C. **Worksheet**

1. Definition of Worksheet

A worksheet is a paper listing questions or tasks or assignment for students that have been created by a lecturer to evaluate students' comprehension. The example of the worksheet is available below:

Figure 2.1 sample type of worksheet
(source: Teflnet. Guide Types (online)
URL:https://www.tefl.net/esl-worksheets/guide.htm)

2. The Purpose of Worksheet

       The purpose of a worksheet for students is to evaluate how far the students understood about the topic that they learned. And for lecturers, worksheet aims is to analyze how well she/he explains the materials to students, then how effective she/he manage their skill and how creative she/he

created the worksheet. It's very important to space where the students produce their work, not only the results but also the way students finished the task.

3. How to Design Worksheet

The criteria of a good worksheet are related to course goals and learning objective sets evaluation like rubrics, models, clear explanation or instruction and attractive toward the students, so they will be interested in a learning process.

First of all is planning, we have to plan what type of worksheet we want to create. A good starting point is to look at examples of worksheets produced by others and think about the type of worksheet. The elements of the created worksheet are:

1) Target your worksheet carefully to your students (that is, age and level).

2) The idea, keep your worksheet to a single page (one side of a single sheet).

3) Use a font that is easy to read. For example, use Arial or Verdana which are fonts particularly suited to computer use.

4) Use a font size that is large enough and fit for the purpose. Anything under 12 point is probably too small. For beginners, 14 point is better. To ensure legibility, never use all capitals. Use bold, italics or underline when that is necessary.

5) Use headings for your worksheet and its sections if any. Your headings should be larger than the body font. Students can summarise the main point of a piece of instruction and help students' understanding as they go on to work more.

6) Choose worksheet tasks that are best suited to the language point in mind, for example, word scrambles for spelling, and sorting for word stress. Use short and very clear wording (which will be limited mainly to the instructions).

7) Evaluate your worksheet, your newly created worksheet is unlikely to be perfect the first time. Monitor students' reaction and adjust as necessary (Alex Case. 2008).

Another step how to create the worksheet come from Husni in Mariani's thesis (2014), there are:

1) Analyzing the curriculum, indicator, standard competency, and material development;

2) Arrange using need assessment of worksheet;

3) Determining the title of the worksheet;

4) Making or write the worksheet;

5) Making a scoring rubrics.

In conclusion, it can be concluded that created worksheet has specific points as following: planning, targets, material development, use of heading,

use a variety of task, use short sentences, style of language, and sets evaluation or rubrics.

4. The Criteria of Good Worksheet

According to Alex Case (2008) there choosing a good worksheet is even more difficult for beginner students than for adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what we want for them. Here are some tips that should help us to find or create the perfect worksheet for our classes:

a. Right physical development level, this means things like moving towards using a pencil rather than a crayon, using scissors, a pressure to keep inside the lines of increasingly small and awkwardly shaped objects when coloring, and making shapes that will lead onto writing, such as loops.

b. Right mental development level, adding a more complicated puzzle element for the beginner is starting with things like coloring something in to reveal what it is or join the dots and moving up to match puzzles etc.

c. Just challenging enough, a beginner student loves being mentally and physically challenged, but they are also prone to feelings of frustration. As well as keeping a close eye on what they can do and pushing them further in very small increments, it is also worth taking a step back in challenge level from time to time to give them a rest and a boost in confidence.

d. Can be displayed, the universal desire of parents to display their kids' work is something that can be educationally beneficial in all kinds of ways too,

example in the same way as you would use a teaching poster, having things written on them so that parents can see the language point (even if the students do not know the meaning) and making them seasonal so that they can be displayed for a very good reason and then taken down at the end of that period without any protest.

e. Can't go horribly wrong, don't make the first practice with scissors something that you can't patch up if they cut off the wrong bit. A circle rather than a spiral, and do not get them to color into a model, e.g. copying the original flashcard, until you know they can stay within the lines.

f. Finish at more or less the same time, this can be difficult with coloring, for example, where the most boisterous can finish in seconds and the most perfectionist takes half an hour for the same thing. You can change the activity so that the kids are only given one pencil at a time or have to wait for instructions for each part, and the design of the worksheet can help in this by having several clearly distinct objects or having objects whose color is not obvious until the teacher tells them. Students who finish early can then describe what they have done.

g. Involves lots of languages, can't just pick up your pencils and color it in without listening to or reading any English.

h. Involves the right classroom language, as well as the language that students will need to read, write, listen to and/ or say while using the worksheets, you will also need to think about the passive instructional language being at the

right level and recycling similar language you have used in the past. For example, if you were chanting "Cut cut cut cut cut" during last week's worksheet, it might be worth moving onto "Cut slowly/ cut quickly" or "Cut round cut round cut round" and so you might want to choose a worksheet that provides an opportunity for you to give them exposure to that language.

i. Fits in with long term goals, for example, if you need to teach them how to write in English then you want to teach them the shapes they need and to concentrate on phonics more than whole word recognition.

j. Contains useful language, this could mean things that are on the syllabus, come up in their daily life, are useful for classroom language or will be recycled in the songs and storybooks that you use.

k. Fun/ funny, having a variety of skills can help for this, as can having lots of different interactions such as pairs, whole class, mingle activities, teams etc. Also, make sure that students ask as well as answer questions. We can also add competition (e.g. points for the best questions or most entries on a needs analysis form) or a game element (e.g. find someone who… can speak Spanish/ has read the Financial Times etc as quickly as possible). Alternatively, you can choose a worksheet that can be used in a fun way after it is finished, something that flies or moves in other ways.

l. The balance of familiarity and novelty, this means both for the language and skills that are involved and for the final products that are produced. You can ensure this is true either by alternating familiar and novel worksheet types or

by making each worksheet a variation of the last one until you reach a completely different type.

m. Not too messy, for example, all the gluing can be done at one time or all the paper to be cut off will come off in one piece rather than in little pieces.

n. Creative, the lecturers should be creative when created worksheet, worksheet has so many types to try and use all of the types. The demand to let the students express themselves in their work, make them follow the instructions and use English during the activity. One easy way is to let them choose which color they are all going to use, if you want them to follow written instructions, you could at least let them choose which one they want to do next or get them to point at a flashcard where the thing they want to do is write.

o. Predict and check, having a worksheet where students can make some kind of prediction before they start which they can check against when they finish not only gets their brains fully involved but could also help with the logical powers they need to predict what people are going to say from the situation. Possibilities include guessing what object will come out when a join the dots or other uncompleted picture is finished, and predicting which exit of a maze you will come out at before drawing and checking.

5. Types of Worksheet

      The worksheet is a paper on which work that has been done by a lecturer to evaluate a student. In English worksheet, there are some types of worksheet straight-text multiple choice questions to illustrate puzzles and mind games. Here are a few examples of worksheet types that have proved particularly effective in teaching English (Ibnu Baihaki, 2014, p.44)

    a. Gap fill worksheets

      This type of worksheet is a practice exercise in which learners have to replace words missing from a text. Gap fill is often used to practice specific language points, for example, items of grammar and vocabulary, and features of written texts such as conjunctions.

Figure 2.2 Gap fill worksheet
(source: Teaching English (online)
URL: https://www.teachingenglish.org.uk/article/gap-fill

b.   Jumbled sentences worksheets

This challenging worksheet asks students to find the mistake in
each sentence. It's a little more challenging because they are asked to
know whether principal or principle is correct then insert the right one
in the sentences.

It's almost time to go school. Another example is: walked/
dog/ the/ boy/ his◊Here, each sentence is presented with its words all

mixed up and students have to put them into the correct order. For example: time/go/it's/ almost/ school/ to ◊ the boy walked his dog. The real example in a figure is available below:

Figure 2.3 jumble sentence worksheet
(source: Teflnet, Guide Types (online)
URL:https://www.tefl.net/eslworksheets/guide.htm)

c. Sorting Worksheets

With sorting worksheets, students are presented with a collection of items (words, phrases, phonemic characters, etc) and asked to "sort" them into particular categories (for example male and female;

stress on first, second and third syllable; Africa, Asia, Europe, S. America).

From the examples, you can see that three might be two, three, four or more categories. This usually depends on the particular languages point and level. One of the most common ways of doing this is to have all the items entered randomly in a box at the bottom of the worksheet, with a column for each category above-into which students write the appropriate item.

Figure 2.4 sorting worksheet
(source: Teflnet, Guide Types (online)
URL:https://www.tefl.net/eslworksheets/guide.htm)

d. Multiple Choice Worksheets

In a multiple choice test or question, students have to choose the answer that she or he thinks is right from several possible answers that are listed on the question paper. The example is available below.

Figure 2.5 multiple choice worksheet
(source: Teflnet, Guide Types (online)
URL:https://www.tefl.net/eslworksheets/guide.htm)

e. Word Puzzle Worksheets

Word Puzzle is all about searching words or word maze. A
puzzle consisting of letters arranged in a grid which contains a number
of hidden words written in various directions.

Figure 2.6 Word puzzle worksheet
(source: Teflnet, Guide Types (online)
URL:https://www.tefl.net/eslworksheets/guide.htm)

f. Crossword worksheets

Crosswords is a puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues. The example is below:

Figure 2.7 crossword worksheet
(source: Teflnet, Guide Types (online)
URL:https://www.tefl.net/eslworksheets/guide.htm)

D.   Lecturer's on Grammar Worksheet

Teaching formal grammar in language curriculum has always had its own ups and downs depending on different theories and viewpoints. For example, during the 1960s, teaching grammar was not encouraged and most people disfavored teaching it (Nurrahmatiah, 2010).

Back then, it was argued that teaching grammar was not an efficient means to develop practical communication skills. This dislike of grammar continued during the 1970s and 1980s and most methods were against teaching grammar. For these years, teaching syllabuses mostly involved rote learning of the dialogues, and the power of grammar as the center of the curriculum was ignored.

Some of these methods favor explicit teaching grammar is using the worksheet. Teachers often have a limited amount of lesson time to cover their subject in depth and usually result in teaching students what they need to know without any time for reflection and deep comprehension. If correctly used worksheets can act as scaffolding to students learning by providing them with an opportunity to reflect on what they are studying. However, in the 1990sworksheet more familiar and became interested in teaching grammar.

Worksheets have been used in teaching practices for a long time. In modern time, worksheets have even become a driving force of curriculum in some countries (Lesley & Labbo, 2003; Martin, Mullis, Foy, & Stanco, 2012; Reid, 1984). Anderson et al. (1985) reported that in 1985, thousands of elementary students in the United

States completed approximately 1.000 worksheets per person to acquire literacy in a school year.

Teachers and lecturers use worksheets for the purposes of supporting studying, promoting active learning, raising interest in learning and assessment. Many studies suggest that well-designed worksheets have had positive impacts on students' learning achievement (Sasmaz-Oren & Ormanci, 2012). However, the researcher observed that there were many inappropriately designed and misused worksheets that hindered teaching-learning process (Lesley & Labbo, 2003).

In conclusion, using worksheet has been grown and used for hundreds of years to take something from inside ourselves and we set it out. Therefore, the use of worksheet for grammar subject is highly recommended in the learning and teaching process because it is very helpful for the lecturers in evaluating the learner. Indeed, with the help of the worksheets, all of the learners could participate in the activities during the learning-teaching process.

Worksheets are the instructional materials that explain what learners need to do, help them in constructing the new information in their minds and actively be involved in the learning process and provide an opportunity of conducting practices on theoretical subjects.

BAB III

RESEARCH METHODOLOGY

This chapter contains the research design, research location, subject of research, data analysis, and procedures of data collection.

A. Research Design

The research design is concerned with how the design is implemented and how the research is carried out. The researcher applied qualitative research as a method to provide the multidimensional data necessary to gain an understanding of lecturers' perception on the importance of grammar worksheet.

This research is a qualitative research method because the characteristic is to explain or describe the researched phenomenon. Descriptive method is part of a qualitative approach by using interview techniques as data collection. McLaughlin, Robert & Eric J (2012) defined "Qualitative research is as an approach to research that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon." Meanwhile, Syamsuddin and Damaianti (2006) argued that "Qualitative research as an investigation approach because usually, the researcher collects data by directly interacting with the respondents." In this research, the researcher describes and explained an interesting phenomenon or case of grammar worksheet.

B. Research Location

English Language Education (PBI) is one of the departments of Tarbiyah Faculty at UIN Ar-Raniry, established in 1962 and precisely located in Darussalam Banda Aceh. Tarbiyah Faculty is one of the faculties at UIN Ar-Raniry that receives an "A" for accreditation from National Accreditation Department or also known as Badan Akreditasi Nasional (BAN).

It is aimed to educate the graduate students in order to be a good Muslim, education expert, and Islamic teaching who are able to develop and apply their knowledge in any educational institution. (Panduan Program S1 dan D3 IAIN Ar-Raniry, 2005)

Tarbiyah faculty has thirteen department, they are English Department (PBI), Arabic Department (PBA), Islamic Religion Education Department (PAI), Chemical Department (PKM), Mathematics Department (PMA), Physic Department (PFS), Biology Department (PBL), Counseling guidance Department (BK), Informatics Technology Department, Electrical Engineering Department, Pendidikan Guru Madrasah Ibtida'iyah (PGMI), Early Childhood Education Department (Pendidikan Guru Raudhatul Athfal) and Islamic Education Management (MPI).

Focusing on English Department, the office is located on the Tarbiyah B building on the west side, exactly in the middle room from three rooms available. Now Dr. T. Zulfikar M.Ed leads the English Department. The department prepares and trains its students to be English teachers for Elementary, Junior, Senior High School, and college students. Besides, it also gives an opportunity to the students to

continue their study abroad after finishing their study at this department. Furthermore, the lecturers do not only give students a knowledge and English materials, but also give them an understanding of psychology education, methods, and approaches in teaching English that create the students to be able to handle and manage the class when they serve a teacher or lecturer in the future.

In supporting the students in their study, there are some facilities provided by the English Department. They are multimedia room and reading room. The multimedia room usually uses to teach listening class. The reading room uses by the English students to look for and read books for reference and source which related to their subjects in the English Department.

A lecturer was a person who has an important role in a teaching-learning process. A lecturer not only teaches the students but also guides the students to reach the goal of educating by giving motivation in the learning process. There are more 29 lecturers in English Department based on Buku Panduan Akademik.

In addition, there are some lecturers and teaching assistants to run the teaching-learning process at English Department. Some of them are graduated from foreign universities such as Malaysia, Australia, USA, United Kingdom and other countries for their master degrees.

English Department at UIN Ar-Raniry in the third semester has seven units and has different lecturers. Lecturers teach in different ways when the teaching-learning process, some of them just focused on the textbook, teacher-center method,

and others method to cover their teaching practice. And also some of them use a worksheet to evaluate students' knowledge about what they have learned in the day. The students of this Department mostly come from various districts such as Banda Aceh, Aceh Besar, Aceh Barat, Aceh Tengah, Aceh Tenggara, Nagan Raya, Aceh Selatan, Aceh Singkil, Bireun, Sigli, and others region in Aceh.

C. Subject of Research

This subject of research, the researcher took only four English lecturers were recruited purposively as a respondent by ensuring that all the lecturers have applied a worksheet in their teaching and learning. Therefore, in this thesis the researcher choose the respondents using purposive sampling since the researcher select the respondents who have experience or knowledge of the issues being addressed in the research.

First of all, the researcher selected four English lecturers in this study by observing the students and staff at PBI then asking both regarding lecturers who have applied worksheet in their learning and teaching process.

D. Data Analysis

Qualitative Data Analysis (QDA) was the range of processes and procedures whereby we moved from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we were investigating (Sunday, 2015, p.19).

In this research, to report the result of the data, the researcher used a descriptive analysis. It was used to analyze thematic analysis model from Miles and Huberman (1994) which were consisted of three link stages. The first, the researcher was gathering the stories from the interview and transcribed each data of interview. Next, analyzed each story and looked for insights and meanings. Hereafter, compared and contrasted differently storied were clustered into common themes, so that similar units were grouped together into first order themes, and separated away from units with a different meaning.

E. Procedures of Data Collection

English Department at UIN Ar-Raniry in the third semester has seven units and has different lecturers in the classroom. Lecturers teach in different ways and they used a worksheet to evaluate students' comprehension about what they learned. The information collected the opinion by lecturers who teach grammar using worksheets. Therefore, the opinion or the view from lecturers has analysis to obtain the data about the lecturers' perception on the importance of grammar worksheet at the third semester.

In this part, the researcher needed various kinds of data and information to support the validity of this study. To accumulate and obtain complete and reliable data, the researcher used two techniques that were considered suitable for the study. The techniques are as follows:

a. Interview

An interview is an effective way to collect data for the thesis. Interview frequently used to gather data by asking questions to respondents directly, face to face and orally (Subagyo, 2004). An interview is a process to get information to achieve the goal of the research using answer-question by face to face between interviewer and interviewee using interview guide. Esterberg (2013) said that the interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

To get a clear answer, the researcher also used In-depth interview to obtain a better understanding of a various respondents' perspective. The in-depth interview is a technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation. (Boyce and Neale, 2006, p.3)

The researcher prepared several questions related to the research problem that was made. During the interview process to facilitate the collection of information from the interviewees, the researcher recorded it in smartphone recorder it was recorded to the visual recording as the research documentation evidence. The common problem, while recording was sometimes voice respondents, would be unclear. So, the researcher would take notes for important points during an interview to minimize problem during the transcription process. As well as, the aim of this

technique was to collect data and information about lecturers' perception of the importance of grammar worksheet at Ar-Raniry University in the third semester.

b. Documentation

For the method of documentation, the researcher used document analysis because it is can support and strengthen research, such as looking at the worksheet sample from the lecturers. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009). A rubric can also be used to grade or score document.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the research findings on the data obtained from the interviews and it attempted to answer the question of the study.

A. The Data Findings

There were several interrelated steps used in the process of analyzing data. The first step was organizing and preparing the data for analysis. This involved interviewing the respondents, analyzing the result of interviews, typing up field notes, and sorting and arranging the important data depending on the purposes of this study.

Further, to find the deep information, several additional questions were asked based on the interviewees' answer in accordance with the topic. The researcher read and looked all data, the worksheets that have researcher ask from respondents. The chosen lecturers in this study as the respondents were:

1. Lecturer SKH

2. Lecturer RMJ

3. Lecturer FBF

4. Lecturer YMS

B.   The Analysis of Interview

The interview was conducted individually with the lecturers. Both of interviewees were held on a different day. The researcher recorded interviewees' answer and opinion with an audio recorder. The interviewee spent no more than 20 minutes to respond to the questions. Each respondent got 6 questions and got the same questions that should be answered about their perception of the importance of grammar worksheet. The result of the interview is explained as below, there are three sections are: 1) lecturers' perception on the importance of grammar worksheet, 2) the benefits of using the worksheet in teaching grammar, and 3) the difficulties on teaching grammar.

B.1 Lecturers' Perception on the Importance of Grammar Worksheet

According to all respondents in this research, all of the lecturers did have similar perception toward using the worksheet in their teaching and learning process especially in grammar. The researcher found that all respondents indicated that applying worksheet for grammar class is necessary. RMJ argued:

> *"I think it can be as a tool of evaluation and it can be effective for a teaching-learning process. With using worksheets I will easy to know how to to understand my students about the lesson, I can categorize and know the level of my students after I check their worksheet."*

Similarly, SKH said that:

> *"It is so important, very important because worksheet has been a part of my teaching-learning, I have a lot of experiences or problems in teaching*

grammar, I have been teaching about 23 years in teaching grammar from basic grammar to advance grammar then move to grammar and communication I felt worksheet that has been creating by me is so helping me and also my students in classroom."

And it is also similar to YMS's perception:

"For me, it is very important. It can be like our supplements. extra supplements like a textbook, online courses, and any other resources they will get materials from there I mean not only by me but also by any other resources, and I do not just give them the theories but also ask them to practice the theories. So this kind of assignment will make them productive they will learn alone everywhere maybe at home, outdoor etc."

Next, FBF added more about her own perception of the worksheet:

"Of course, I think worksheet is a tool for evaluated students about my students understanding on a particular topic, with using worksheet students can also practice it. I think so, besides evaluation it is can also engage students to be more active, so they not just listening on me after I give them instruction or materials, but they have to do something with the worksheet I give to them."

All of the perceptions of respondents have a positive perception of the use of worksheet in the classroom activity, especially in grammar class. In fact, all of them have ever heard worksheet before and commonly use in their daily activity of the teaching-learning process, SKH argued:

"Yes I have heard it before, in here we call it LKPD Lembar Kerja Peserta Didik."

FBF added:

"Of course I have heard because it is grammar because grammar is all about linguistic so when I start teaching grammar we need a worksheet to evaluated students and I used it"

From the lecturers' explanation above, it can be concluded that all of the lecturers have some perception about the importance of using the worksheet in grammar class and also they have commonly heard it before.

B.2 The Benefits of using Worksheets in Teaching Grammar

In the interview, the researcher found that the lecturers were very interested in using the worksheet for teaching. All respondents argued that there were so many benefits to the use of worksheet papers in the learning and teaching process such as improve and change their teaching practice. In this part, the researcher only provided three best answers from the respondents because all of the respondents have a similar perception. RMJ argued that:

"I think it is used full especially in grammar, the worksheet can be as a notebook, it is can be used fully in the future because we can learn again from the worksheet. Clear and easy to use, in the paper of worksheet there is a score, name, a number of student, class, date, the day also the level such as low, medium, and high level." She added that worksheets can change her way in teaching practice in the classroom. "Yes, I think so, after checking my students' worksheet, I can identify some point that I have to change in the next year maybe, that's why my worksheets always changed by levels and by previous meeting and month."

YMS stated:

"yes of course, I think worksheet is necessary for teaching material, worksheet can be as a tool, and it is better too to know that students have understood or not about the material that has I delivered and some way that we can use is by asking them to complete some exercises on the worksheet." "yeah, it really helps. Worksheet purposes to know how students have understood my materials and asking about whether teaching and learning process is succeeded or not. Then, I gave them the exercises on worksheet they can work maybe at home I mean not only in the classroom for completing the exercise but also can circling and ask other lecturers and friends."

Then FBF continued:

"Yeah, I think so. Beside evaluation, it is can also engage students to be more active, so they not just listening on me after I give them instruction or materials, but they have to do something with the worksheet I give to them. For more, in my opinion, the worksheet can help me to improve my teaching in the future, after checking my students' worksheet I can identify some point that I have to change in the next meeting. For example that there is some point that my student does not understand in some meeting, so in the next meeting I have to explain again or I have to choose a different method and also level."

As above explanation, it can be deduced that applying the worksheets in the learning process is very effective because there are some aspects we can know such as how to teach students in the classroom to the materials and also can be a feedback to the lecturers to make better learning in the future based on the levels of students.

B.3 The Difficulties in Teaching Grammar

All lecturers argued that they faced some obstacles and there are some problems in teaching grammar class for examples like less motivation, students' seriousness and students got difficult with the instruction of the method used, but they rethink again that teaching has been some part of their life so they just being happy. RMJ said:

> *"Of course I have, firstly difficulties are at the level of learners, there are some students understand the lesson in quickly and there are some students that need more explanation just to one topic. Secondly, students so lazy to read, in fact in the first meeting I have to give them a syllabus, I just want them to read what is the topic for tomorrow, so when we are in the class process transfer information will be easy..."*

Although lecturers faced any difficulties when teaching grammar but they must still teach grammar because that is as the occupation that they love, SKH argued that:

> *"Yes, I have been lecturing for a long time, so I have so many problems when I teach Grammar. Students get bored, lazy to learn, not paying attention, it is always I found at my classroom. But because I loved teaching grammar too much, so I don't mind that problems so much, for me worksheet help me in a teaching-learning process. I always tell my students how important the grammar and what is the barriers when we don't know grammar well. Grammar is an important point in all English ability aspects. Without grammar how can we mention the time? Without grammar how can we mention any other aspects which are very important and we need to put some intonation and stressing point when we speak. And also in writing, we need more grammar, that's why I ask my students to learn grammar. Another way to solving the problems is choosing the method when I start teaching, usually, I select them in some group or team study, because they work in a group worksheet will be an important kind to use."*

All of the lecturers said that English is a very hard especially grammar subject. They have to put more focus while teaching-learning process, especially in grammar. Some method to solve the problems in teaching grammar was shared by YMS first:

> *"I will let them seat in a small group then give them extra exercises, so for some low students will get a helper to explain more about the materials. Usually, in grammar class I just took them in a pair, I ask them to present material and I have made worksheets for two students/ pair to complete the worksheets so they can share their knowledge especially in tenses."*

Another solved problem has come from RMJ:

> *"...I usually give my students some pretest to make sure how higher the knowledge they have..., Another's kind to solve this problem is made a notebook."*

FBF shared her trick also:

> *"I give them assessment and also not just only teach in the class sometimes I ask them to go to outdoor for making sure they do not get bored so they not just listening on me after I give them instruction or materials, but they have to do something with the worksheet I give to them."*

In brief, based on the explanation of the respondents above, can be concluded that teaching grammar is too difficult, there are several ways of assigning students to make their task done. Not just in the classroom only, but in other place or other ways such as doing a task at home/outdoor or pair/group can also be an option to see how far the understanding of students in the learning and teaching process.

C. Discussion of the Result

The researcher collected the data successfully by using the interview. After conducting the research, it can be seen that there are almost similar opinions and preferences of those four respondents. Toward this, the researcher elaborated some important points as parts of the research findings in order to answer the research questions.

The main research question asking about English lecturers' perceive of applying worksheet in a teaching-learning process in grammar class. The result of the research shows a positive and very useful of a worksheet. The worksheet can be as a tool of evaluation and it can be effective for teaching-learning process (RMJ, 2018). All respondents stated that their worksheets are improved in teaching practice. They also perceive that worksheet helps them when checking the result of their students.

In addition, all respondents stated that implementing worksheets in the classroom are absolutely important. Creating a good worksheet has so many benefits for lecturers and students, this result was in accordance with what was said by Sasmaz-Oren & Ormanci (2012), many studies suggest that well-designed worksheets have had positive impacts on students' learning achievement. The lecturers have some benefits from using worksheets in their grammar class and students also have something new in their learning, for example, increasing interesting, motivation, and also increasing grammar comprehension ability as well. Moreover, most of the respondents said that they teach grammar and practiced more grammar to increase their language proficiency.

In conclusion, according to all respondents, worksheets are good enough for the teaching learning process and generally suitable with the learners' language levels. Therefore, the use of worksheet is highly recommended in the learning and teaching process because it is very helpful for the lecturers in evaluating the learner.

CHAPTER V
CONCLUSION AND SUGGESTION

In this final chapter, the researcher discusses a brief conclusion based on the result of the interview analysis of the lecturers' perception of the importance of grammar worksheet.

A. Conclusion

According to the result in the previous chapter, some conclusion can be inferred. Firstly, all respondents showed a positive perception toward using the worksheet in their teaching and learning process. It can be seen from the interview results showed that they used the worksheet in teaching grammar. There are some benefits of using the worksheet that would be a reason why the lecturers are interested to use it.

Secondly, the researcher found that all respondents argued worksheet have taken an important place in the teaching-learning process. A worksheet can be a tool to measure the extent to which the achievement of students in their learning. Grammar is a very important skill in English, so it has to teach accurately and effectively, it can help with using worksheets in a variety of type.

B. Suggestions

Based on the conclusions, the researcher would like to provide several suggestions to the lecturers and next researcher.

1. In the classroom, before teaching the lecturers should give some pretest to know what level the students are.

2. Worksheets have so many types then lecturers have to update and more creative when creates worksheets, not only used multiple choice but also other types.

3. For future researchers, it is suggested to do further research about students' perception of the importance of grammar worksheets.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8840/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1051/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. Esl.,   Sebagai Pembimbing Pertama
   M.TESOL, Ph.D
2. Abdul Manar, M.Hum   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Yuyun Farika**
NIM : **140203193**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Lecturers' Perception on the Importance of Grammar Worksheet**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan

Mujiburrahman Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B- 9356 /Un.08/FTK.I/ TL.00/09/2018   19 September 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry   Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Yuyun Farika
N I M	:	140 203 193
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Amd Gp. Lamdom, Batoh Kec. Lueng Bata Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Lecturers' Perception On The Importance Of Grammar Worksheet

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                                                    An. Dekan,
                                                    Wakil Dekan Bidang Akademik,
                                                    dan Kelembagaan,

                                                    Mustafa

Kode: 8775

Surat Keterangan
Nomor: B-411/Un.08/KJ.PBI/TL.00/10/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor: B-9356/Un.08/FTK.I/TL.00/09/2018 tanggal 19 September 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	:	Yuyun Farika
NIM	:	140203193
Prodi	:	Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Lecturers' Perception On the Importance of Grammar Worksheet.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Oktober 2018
Ketua Prodi Pendidikan Bahasa Inggris,

T. Saiful Akmal

Appendix A

Interview Questions

1. How long have you been lecturing?
2. Have you found any difficulties on students when they learn grammar?
3. How to solve the problems?
4. Have you ever heard worksheet before? What do you think about it?
5. Do you think that making worksheets can improve your teaching practice? Why/why not?
6. What is your perception of grammar worksheet for teaching? Is it important?

Appendix B

Interview with the Lecturer 1

Date   : September 25th, 2018 (10.10 WIB)
Location   : Lecturers' room
Length   : 22 minutes
Interviewee   : lecturer 1
Interviewer and transcriber : Yuyun Farika

[I]   = Interviewer

[R]   = Respondent

I   : How long have you been lecturing?

R   : I have been lecturing about 23 years

I   : Have you found any difficulties in students when they learn grammar?

R   : yes, I have been lecturing in a long time, so I have so many problems when I teach grammar. Students get bored, lazy to learn, not pay attention, it is always I found at my classroom. But because I loved teaching grammar too much, so I don't mind that problems so much, for me worksheet help me in teaching-learning process.

I   : How to solve the problems?

R   : I always tell my students how important the grammar and what is the barriers when we don't know grammar well. In writing we need more grammar, that's why I ask my students to learn grammar. Another way to solving the problems is choosing the method when teaching, usually, I select them in some group or team study because they work in a group worksheet will be an important kind to use.

I   : Have you ever heard grammar worksheet before? What do you think about it?

R   : yes I have heard it before, in here we call it LKPD Lembar Kerja Peserta Didik.

I   : Do you think that making worksheets can improve your teaching practice? Why/why not?

R   : I have made a research before about worksheet but larger than your research now, I was used my class and class of my friend for a participant, the findings from my research are worksheets helps students to study, they correctly can get the points from the worksheet that have been creating by me.

I   : What is your perception of grammar worksheet for teaching?

R   : It is so important, very important because worksheet has been a part of my teaching-learning, I have a lot of experiences or problems in teaching grammar, I have been teaching about 23 years in teaching grammar from basic grammar to advance grammar then move to grammar and communication I felt worksheet that has been creating by me is so helping me and also my students in classroom.

Interview with the Lecturer 2

Date   : September 26th, 2018 (09.30 WIB)

Location   : International offices' room

Length   : 19 minutes

Interviewee   : lecturer 2

Interviewer and transcriber : Yuyun Farika

[I]   = Interviewer

[R]   = Respondent

I   : How long have you been lecturing?

R   : I have been lecturing for almost 8 years

I   : Have you found any difficulties in students when they learn grammar?

R   : Of course I have, firstly difficulties are the level of learners, there are some students can understand the lesson in quickly and there are some students that need more and more explanation just to one topic. Secondly, students so lazy to read, in fact in the first meeting I have to give them a syllabus, I just want them to read what is the topic for tomorrow, so when we are in the class process transfer information will be easy. For the last is times and places, it means that processing setting the schedule by the staff of PBI department not suitable, sometimes they put the class of grammar subject at 16.20-18.00 not only timing but also the place, class of grammar subject so small. So lecturers just teach with teacher center, the lecturer cannot teach with using games method.

I   : How to solve the problems?

R   : like I have told you before, level of learner will be some problems while teaching-learning process, so for this one I usually give my students some pretest to make sure how higher the knowledge they have. Another problem is about students so lazy to read or study at home, then to cover this one I put them in a group sometimes, and then I'm going tell them, next week please prepare 2 or 3 groups without telling them group A, B or C so, all of the members of the group will learn. Another kind to solve this problem is made a notebook.

I   : Have you ever heard grammar worksheet before? What do you think about it?

R   : I think it is used full especially in grammar, the worksheet can be as a notebook, it is can be used fully in the future because we can learn again from the worksheet. Clear and easy to use, in the paper of worksheet, there is a score, name, a number of student, class, date, a day also the level like low, medium, and high level.

I   : Do you think that making worksheets can improve your teaching practice? Why/why not?

R   : yes, I think so, after checking my students' worksheet I can identify some point that I have to change in the next year maybe, that's why my worksheet always changed by levels. I changed for example in this year "fill in the blank" then I changed to "match the sentences with the pictures" maybe.

I   : What is your perception of grammar worksheet for teaching?

R   : I think it can be as a tool of evaluation and it can be effective for teaching-learning process. With using worksheet we will easy to know how to understand the student about the lesson, I can categorize and know the level of my students after I

check their worksheet.

Interview with the Lecturer 3

Date   : September 28th, 2018 (09.00 WIB)
Location   : Reading room
Length   : 15 minutes
Interviewee   : lecturer 3
Interviewer and transcriber : Yuyun Farika

[I]   = Interviewer

[R]   = Respondent

I   : How long have you been lecturing?

R   : I have been lecturing since several years ago it's about 6 years ago then I started

it with teaching intermediate grammar.

I   : Have you found any difficulties in students when they learn grammar?

R   : yes, I faced so many thing problems when I teach grammar, for example like my

students usually think that grammar subject not so important so they don't interested

when I come to teach grammar. I have even ask my students why they do not like

grammar subject, one of my students stated that grammar too difficult to learn

because it is used formula, so I think that's why students hate grammar deeply.

I   : How to solve the problems?

R   : I give them assessment and also not just only teach in the class sometimes I ask

them to go to outdoor for making sure they were not bored.

I : Have you ever heard grammar worksheet before? What do you think about it?

R : Of course, I think worksheet is a tool for evaluated students about my students understanding on a particular topic, with using worksheet students can also practice it.

I : Do you think that making worksheets can improve your teaching practice? Why/ why not?

R : Yeah, I think so. Beside evaluation, it is can also engage students to be more active, so they not just listening on me after I give them instruction or materials, but they have to do something with the worksheet I give to them. For more, in my opinion, the worksheet can help me to improve my teaching in the future, after checking my students' worksheet I can identify some point that I have to change in the next meeting. For example that there is some point that my student does not understand in some meeting, so in the next meeting I have to explain again or I have to choose a different method and also level.

I : What is your perception of grammar worksheet for teaching?

R : Really importance, because it is grammar and grammar all about linguistic so we start teaching grammar we need a worksheet to evaluated students.

Interview with the Lecturer 4

Date   : October 4th, 2018 (09.40 WIB)
Location   : Reading room
Length   : 15 minutes
Interviewee   : lecturer 4
Interviewer and transcriber : Yuyun Farika

[I]   = Interviewer
[R]   = Respondent

I   : How long have you been lecturing?

R   : I have been teaching here since 2014

I   : Have you found any difficulties in students when they learn grammar?

R : yeah of course, because some students are good but some students low in understanding the material I give.

I   : How to solve the problems?

R : I will let them seat in a small group then give them extra exercises, so for some low students will get a helper to explain more about the materials. Usually, in grammar class I just took them in a pair, I ask them to present material and I have made worksheets for two students/ pair to complete the worksheets so they can share their knowledge especially in tenses.

I   : Have you ever heard grammar worksheet before? What do you think about it?

R : yes, of course, I think worksheet is necessary for teaching material, worksheet can be a tool, and it is better too to know that students have understood or not about the material that has we delivered and some way that we can use is by asking them to

complete some exercises on the worksheet.

I : Do you think that making worksheets can improve your teaching practice? Why/why not?

R : yeah it really helps. Worksheet purposes to know how students have understood my materials and asking about whether teaching and learning process is succeeded or not. Then, I giving them the exercises on worksheet they can work maybe at home I mean not only in the classroom for completing the exercise but also can circling and ask other lecturers and friends.

I : What is your perception of grammar worksheet for teaching? Is it important?

R : For me, it is very important. It can be like our supplements. extra supplements like a textbook, online courses, and any other resources they will get materials from there I mean not only by me but also by any other resources, and I do not just give them the theories but also ask them to practice the theories. So this kind of assignment will make them productive they will learn alone everywhere maybe at home, outdoor etc.

WORKSHEET I

Group :
Date   :

I. Read these sentences. Use the words in parentheses to write additions of similarity or contrast.

1. The kids don't like eat vegetable. (my husband/ similarity)

   …………………………………………………………….

2. My cousin is an only child. (I / contrast)

   …………………………………………………………….

3. I don't work in the field of pediatrics. (my brother and sister / contrast)

   …………………………………………………………….

4. I'd never read anything about family dynamics. (anyone else in my family / similarity)

   …………………………………………………………….

5. Some parents favor one child over another. (should/contrast)

   …………………………………………………………….

6. Our family has taken a vacation every year for 10 years. (my brother's family/ contrast)

   …………………………………………………………….

7. My daughter doesn't read or write Spanish. (speak/contrast)

   …………………………………………………………….

8. Our son hasn't been accepted at the university. (daughter/similarity)

   …………………………………………………………….

9. Bob has always been an excellent student. (Katie/similarity)

   …………………………………………………………….

10. Steve doesn't want to leave home. (Theresa/contrast)

II. Complete the conversation using so, neither, too, or not either plus the appropriate auxiliary to make additions. Use contraction whenever possible.

1. A: Avocados has a disgusting texture, I think. I can't stand them

    B: _____ I. they're at the bottom of my list.

2. A: what did you think of *The Lord of the Ring*? I thought it was pretty neat.

    B: _____ I. I really like Viggo Mortenson and Elijah Wood.

3. A: Janice has never been in Mexico City.

    B: Joe_____. He wants to go this summer, though.

4. A: How do you feel about hunting whales? I'm against it.

    B: I _____. I can understand both side of the issue, but it still seems cruel to the whale.

5. A: Helena won't be able to come to the party Wednesday afternoon.

    B: _____ Josh. He has a doctor's appointment.

6. A: did you hear that Bill spent $2,000 on a new bicycle? I wouldn't spend that much.

    B: _____I. there are better think to do with your money.

7. A: Can you believe it? Mandy had never heard of Peter Jackson.

    B: Well, I _____ before the Lord of the Ring came out. You just can't know everything.

8. A: I can't believe it! My mother says she believes in UFOs.

    B: Really? _____ my mother. She says she saw one once.

Worksheet II

Group :

Date:

Should we leave a tip?

Read this conversation between Fumiko and jane, a visiting exchange student, and her American friend. Complete the conversation with item from the box. Use each item once.

Jane	:	Hi, Fumiko, How are things going?
Fumiko	:	Really well. But there is something I wanted to ask youabout.
Jane	:	OK, what?
Fumiko	:	Tipping. I just dont understand it._____ a tip everywhere you it? This is really bothering me. I've never _____ about this before. We don't tip in Japan.
Jane	:	you don't?
Fumiko	:	No. you are not really _____ that. It's all included in the service check
Jane	:	tell me more. Have you had a problem with this?
Fumiko	:	yeah. Last week a Chinese friend of mine and I had dinner at a restaurant. We know we _____ a tip, but we didn't know how much.
Jane	:	how much did you leave ?
Fumiko	:	about 25 percent. _____ more?
Jane	:	Wow. Twenty-five percent. That's a lot. The service much have been really good.
Fumiko	:	actually, it's wasn't. the waiter was pretty rude _____

and slow.

Jane	:	well, if you're not really satisfied with the service, you _____ anything.
Fumiko	:	so how much _____ the waiter if you're satisfied?
Jane	:	between 15 and 20 percent. Fifteen is usual.
Fumiko	:	hmm. Ok. Now here's another question. I'm confused about what _____ if you you're sitting at a lunch counter instead of at a table. _____ anything for the person behind the counter?
Jane	:	it's a nice gesture. Why do you ask?
Fumiko	:	Yesterday I had lunch at a cafeteria counter. The waitress was really nice and polite. I felt like I _____ her something.
Jane	:	did you?
Fumiko	:	no.
Jane	:	well, you _____ something. Maybe 5 to 10 percent.
Fumiko	:	oh. Ok. Next time I will.

WORKSHEET III

Group :

Date :

Where is Harry?

Read this conversation. Complete it with modal constructions from the box.

| Could be working could have gotten | may have had to | might be |
| Might be meeting | must have | must have been visitingshould be |

Blake	:	I wonder what keeping Harry. He is usually on time for office parties. I supposed he _____ (1) stuck in traffic.
Samantha	:	yeah, that's a possibility. Or he _____ (2) work late. I've never known him to be late for a party.
Blake	:	you know I've always felt there's something a little puzzling or even mysterious about Harry
Samatha	:	what make you say that?
Blake	:	well, he never says much about his past. He's really an interesting guy, but I don't know much about him. For all I know, he _____ (3) an international spy.
Samatha	:	I think I know what you mean. Or he _____ (4) as a government agent.
Blake	:	something tells me this is a case of *cherckez la femme*
Samantha	:	what does that mean?
Blake	:	it is mean "look for the women." I figure he _____ (5) a girlfriend he doesn't want us to know about.
Samantha	:	yeah, maybe so. You know, now that I think of it, he always leaves work early on Friday afternoons. I see him go to parking garage about 4:00, and it always seem like he is trying not to be seen. He _____ (6) he secret love.

[the doolbell ring]

Blake	:	oh, wait a minute. There's the doorbell. Everyone else is here. That _____ (7) be him.
Harry	:	hi, folks. Sorry I'm late, had some business to take care of.
Samatha	:	business, huh. You mean romantic business?
Harry	:	romantic business? What are you talking about?
Blake	:	we figure you _____ (8) your love lady. After all, we see you leave every Friday afternoon.
Harry	:	pretty funny. Well, there is a lady, and I love her. But it's not

		what you think.
Samantha	:	what is it, then?
Harry	:	my mother. She's 88 years old, and she lives in a retirement home. I go to see her every Friday.

WORKSHEET IV

Group :

Date :

Party expectation

Bill and Nancy are going to attend a party at the home of Nancy's new boss. They are trying to dress for the occasion and aren't sure what's expected. Nancy is very worried about making a good impression. Unscramble the modifiers in their conversation. Place commas where they are needed.

Bill	:	this is a _____ (office/formal) party? Isn't it? What if I wear my _____ (silk/new) tie?
Nancy	:	that's fine, but don't wear that _____ (purple/ugly/denim) shirt with it. People will think you don't have any _____ (suitable/dressed up) clothes.
Bill	:	so what? Why should I pretend I like to dress up when I don't?
Nancy	:	because there are going to be a lot of _____ (interesting/important) businesspeople there, and I want to make _____ (memorable/good) impression. It's my job, remember? I don't want people to think I have _____ a (unstylish/sloppy) dresser for a husband, which of course you're not. Humor me just this once, OK sweetie? Hmmm… I wonder if I should wear my _____ (round/sapphire/blue) erring or the _____(green/oval/emerald) ones.

[later at the party]

Nancy	:	hi, Paul. This is Bill, my husband.
Paul	:	welcome Bill, I'm glad to know you, you two are the first guests to arrive. Help yourselves to snacks. There are some _____ (excellent/tomato-and-cheese) sandwiches. Please make your selves at home. You know, Nancy, I'm sorry I didn't make it clear this isn't a _____ (dressed-up/fancy) party. You two look great, but I hope you won't feel out of place.
Bill	:	thanks, we'll be fine. By the way, Paul, I really like that _____ (beautiful/denim/purple) shirt you're wearing. Where did you get it?

WORKSHEET V

Name :

Student number :

1. **Underline the right word from the brackets!**

   a. Could you give me (an/some) advice?

   b. What do you usually have for (a / ø) breakfast?

   c. Do you still live in (the / ø) Takengon?

   d. She was born (on/in/at) 2004.

   e. (The Jamaica / Jamaica) belongs to the Carribean Islands

   f. He has (few/little) time to play with his children.

   g. Is your mother working in (an/ø) old office building?

   h. They are walking (on/in/at) October 26th 2002

   i. She doesn't seem to have (much/many) patience.

   j. You can look up the word (on/in/at) a dictionary.

   k. I like (the/a) blue T-shirt over there than the red one.

2. **Fill in the correct comparative and superlative forms into the gaps.**

Positive	Comparative	Superlative
Exact		
Free		
Difficult		
Full		
Jealous		

3. **Write the phrases in the brackets in their correct forms into the gaps.**

   a. Maybe Intan _____ a new house next year. (can/to build)

   b. Last week we _____ swimming, this week we can't. (can/ to go)

   c. Zulvi has not passed her driving test, she _____ a car next week. (can/not/to drive)

Types of worksheet

1. Gap fill worksheet

Questions: Am, are or is?

1. What .... your surname?

2. Who .... you married to?

3. Who .... your best friend?

4. .... you going on holiday next year?

5. .... your father a lawyer?

6. What .... your favourite day of the week?

7. .... it snowing right now?

8. .... Apple and Coca-Cola French companies?

9. What .... you afraid of?

10. What .... your favourite songs?

11. .... I your boss?

12. .... Dutch people rude?

13. What .... you going to do this evening?

14. .... 2012 a leap year?

2. Check your grammar: gap fill writing - comparatives and superlatives
Write the words to fill the gaps. Use comparatives and superlatives.

1. The clothes here are _____ (good) than in my town.

2. That's my _____ (bad) mark ever!

3. It's _____ (far) than I thought – I think we're lost.

4. That's the _____ (disgusting) meal I've ever had!

5. I hope your team's _____ (lucky) today than last week.

6. They're _____ (happy) in their new school than in their old one.

2. Jumbled sentences worksheet

Jumbled up sentences

Cut up the words in each sentence and put them in the correct order. Have fun!

1. great went on class Our a excursion.

2. the I going Saturday am zoo to on

3. rain way We home in ran the all the

4. basketball school. have I practice after

5. movies? time you to What are going the

6. friends me. play My like to with

7. bus rode yellow on the We school to

8. spelling Do know list? you the

9. games computer on to play I my like

10. playground? going the to we are When

Name _____   Date_____

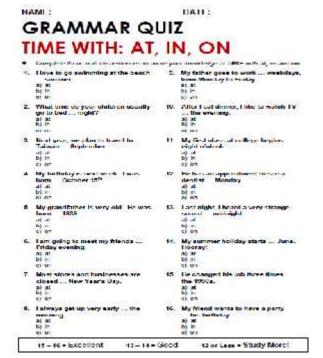### Zack and his Unusual Pet
Jumbled Sentences

Write out each sentence.
Begin with a capital and end with a full stop.

1. zack and his mum get on the red bus

_____

2. mum unwraps an ice lolly

_____

3. bill unzips his coat

_____

4. he tries to keep his pet quiet

_____

5. mum looks down and see a thin tail

_____

6. zack grabs onto the holding bar

_____

3. Sorting worksheet

Verb Sorting Activity

When did it happen? Cut out the verbs on the other page and sort them on this page.

Past	Present

jumped

sleep

smell

kicked

grab

hugged

eat

Name _____

Singular or Plural

Singular Noun	Plural Noun

ants	fox	bats	map
jets	bus	eggs	hen

4. Multiple choice

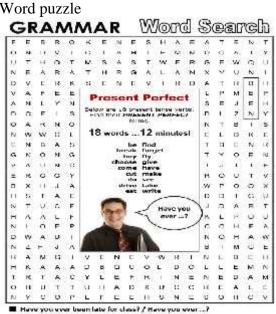- Word puzzle

AUTOBIOGRAPHY

Personal Identity

Name   : Yuyun Farika
Place & date of birth   : Blang Panyang, Juni 6th 1996
Sex   : Female
Address   : Batoh
Religion   : Islam
Nationality/Ethinicity   : Indonesian/Acehnese
Marital Status   : Single
Occupation   : Student
Address   : Jl. Amd. Gp Lamdom pola V Kec. Lueng Bata,
                           Banda Aceh
Contact Person   : 082276647741/ farikayuyun@yahoo.com

Parents Identity

Father's Name   : Abu Bakar
Mother's name   : Cut Aflah
Address   : Gp Paya, Kec Seunagan Timur, Kab. Nagan Raya

Educational Background

Primary School   : SDN 2 Seunagan Timur, Nagan Raya (2003-2008)
Junior high School   : SMPN 2 Seunagan Timur, Nagan Raya (2008-2011)
Senior High School   : SMAN 1 Seunagan, Nagan Raya (2011-2014)
University   : UIN Ar-Raniry English Department, Banda Aceh
                       (2014-2018)

                                   Banda Aceh, December 28th 2018
                                   The Researcher,

                                   Yuyun Farika