

## Students' Perception On Use of Student Worksheet In Speaking Skill at Third Grade of Junior High School

Zahratul Maujudatul Mufidah<sup>1</sup>, Nur Qodro Maziya Rizqi Yaumi<sup>2</sup>

<sup>1</sup>Universitas Islam Negeri Kiai Haji Achmad Siddiq, Indonesia,  
e-mail: zorazahraaa@gmail.com<sup>1</sup>, nurqodro.mry@gmail.com<sup>2</sup>

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### ABSTRACT/مستخلص البحث

*The research questions in this research are as follow: 1) What are the students' perceptions on use of Student worksheet in Speaking Skill at third grade of Junior High School? 2) What factors do influence the use of student worksheet in Speaking Skill at third grade of Junior High School?*

*This research applied a qualitative descriptive as research method. It was conducted in Junior High School. The data were gathered by observation, interview, and document review. While, technique and data source triangulation were used to validate data.*

*The result of this research indicated that there were a positive and negative perception based on the material and exercise in the student worksheet. First, for the students' positive perceptions were: (a) students said that they become more active, enthusiast, and motivated in learning (b) it was easy for them to understand the material and also to do the task (b) the students can speak properly and correctly in learning by using the student worksheet. Second, for the students' negative perceptions based on the material and exercise were: (a) the students cannot improve their vocabulary because most of the material is translated by the teacher and Google (b) the students cannot improve their speaking skill because the student worksheet not yet focus on speaking skill only (c) the students still mix English with indonesian or Javanese in the learning process. (d) the*

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*student worksheet not fulfill the students' need in learning . While for the factors influence the use of student worksheet in speaking skill, the researcher found that most of the students agree that the internal factors contain: physiological and psychological. Meanwhile, the external factors contain environmental and instrumental factors influence the use of student worksheet in speaking skill.*

***Key Words: Students' Perception, Student Worksheet, Speaking skill***

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## **INTRODUCTION/ مقدمة**

Teaching and learning are an activity that cannot be separated from our lives. One of the components that are involved in the teaching and learning process are teachers and students. Teachers have an important role in applying a good learning quality. That is why teacher must always develop themselves in learning. If a teachers can develop themselves in their teaching, they will be very possible to create a good quality of students.

One of the teacher efforts in applying a good learning is the existence of learning materials that support achieve an appropriate learning objective. Learning materials are materials of content that must be mastered by students through learning activities. Learning materials can be also interpreted as a medium that can accompany students on the attainment of learning objectives.<sup>1</sup> By the aid of a good learning materials, teacher could easier to plan teaching activities and develop them effectively. One of the learning materials that is used a Student worksheet.

Student worksheet is a printed instructional material in the form of a sheet. It contains tasks and instructions, the steps to complete the task. The student worksheet can be guide for the development of cognitive training and guidance for the development of all aspects of learning in the form of guide

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<sup>1</sup> Jamil Suprohatiningrum, *Strategi Pembelajaran Teori & Aplikasi*, (Jogjakarta: Ar-ruzz Media, 2013), 297.

experiments and demonstration.<sup>2</sup> With the aid of Students worksheet, teacher can prepare and develop learning materials and class activities efficiently and effectively. While for students, student worksheet can help them motivated for preparing themselves before attend the learning process or to do self-study outside the school session. Therefore, student can function as a framework for the learning and the requirements for every classroom setting.

Student worksheet cannot be chosen randomly, but it must be chosen by the content and also should consider the learners needs. Materials should match learner needs and wants and principles of language learning and that they should be developed in ways which provide flexibility of use as well as coherence of connection.<sup>3</sup> English teachers must be able to select a good student worksheet for achieving the maximal learning process.

In learning English, the school used student worksheet because English skills gotten became important and will mostly be used in many things after they graduate. Exercise that is included in student worksheet also helps to exercise student English ability. These of the reasons why learning English is really needed for students learning resources such as using student worksheet. Student worksheet also be used to act as exercise for students during the learning process. So, many schools in Indonesia use student worksheet during the learning process.

There are several previous studies related to the current research used in learning English. First, the research was conducted by Sri Damayanti 2020 entitled "Students' Perception toward the use of worksheet as Helping Tools in Semantics Class".<sup>4</sup> The result showed that the use of student worksheet as helping

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<sup>2</sup> Trianto, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka, 2007).

<sup>3</sup> Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Center, 2004), 26.

<sup>4</sup> Sri Damayanti, Irwan, Jusriati, "Students' Perception toward the use of worksheet as Helping Tools in Semantics Class". *Journal of Language Teaching and Learning, Linguistics and Literature*. Vol. 8 No.2 (2020) 647-657.

tools in semantics class gave a positive response from the students and it also gave them some advantages.

The second research conducted by Dinda Juni Lestari 2021 entitled "The Students' Perception of the Use Students' worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi"<sup>5</sup> discusses the perception of using students' worksheet in English learning during the pandemic and investigates the effectiveness worksheet in helping students improve their ability to learn English during the pandemic. The result showed that students worksheet make students easier to understand the material even if it is not delivered by the teacher orally and supported students who are had a difficulty in the online learning process.

The third study was conducted by Tiara Kusuma Fitriana 2019 entitled "Senior High School Students' Perception on the use of Lembar Kerja Siswa in English Learning".<sup>6</sup> The result showed the benefits of using LKS as learning media and also the challenges faced by Senior High School students in using student worksheet as learning media.

The fourth study was conducted by Gusti Agung Ayu Made Indah Pradnyawati 2013 entitled "English Textbook and Student worksheet used for English Subject for The Seventh Grade Students in SMP Negeri 3 Singaraja in the Academic Year 2013/2014: An Analysis from Theories, Teachers' and Students' Perception".<sup>7</sup> The result showed that the English Textbook and Students worksheet used in SMP Negeri 3 Singaraja in the

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<sup>5</sup> Dinda Juni Lestari, "The Students' Perception of the Use Students' Worksheet to Improve The Effectiveness of English Learning at SMP Negeri 17 Kota Jambi", (Thesis, Universitas Jambi, 2021)

<sup>6</sup> Tiara Kusuma Fitriana, "Senior High School Students' Perception on the use of Lembar Kerja Siswa in English Learning", (Thesis, Universitas Muhammadiyah Yogyakarta, 2019)

<sup>7</sup> Gusti Agung Ayu Made Indah Pradnyawati, "English Textbook and Student Worksheet used for English Subject for The Seventh Grade Students in SMP Negeri 3 Singaraja in the Academic Year 2013/2014: An Analysis from Theories, Teachers' and Students' Perception". *Jurnal Pendidikan Bahasa Inggris Undiksha* (2013)

academic year of 2013/2014 met the criteria of a good material according to theories proposed by Nitiasih et.al (2010).

The last study was conducted by Marwana Ambo Lele 2019 entitled "Students' Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)".<sup>8</sup> The result showed that the students gave a positive perception toward the media used for teaching and learning process but there were also some students gave a negative perception about it.

There are many high schools uses student worksheet as a media for learning English based on the researcher observations. The teacher mostly uses student worksheet because it can shorten the time in learning and also for preparing. Based on the interview with two high school student in Gresik, the researcher got the fact that the students have various opinions when they use the student worksheet. Another opinion from the researcher experience, the student worksheet existing in schools does not provide all of the students need. Some of them still have an error. Another mistake is that the publisher cannot develop a student worksheet that really matches with the material taught in the school. Because of this phenomenon, the researcher was interested in examining students' perceptions about the use of student worksheet in speaking skill and also the factors influence the use of student worksheet in speaking skill.

Based in the explanation of the background above, the researcher was interested in conducting research entitled "Student's Perceptions on the Use of Student worksheet in Speaking Skill at 3<sup>rd</sup> Grade of Junior High School".

## **METHOD/ منهجية البحث**

The design of this research was qualitative approach. According to Creswell (2018), Qualitative is a kind of educational research wherein the researcher based on the views of the participant, asks wide, general questions, collects data consisting

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<sup>8</sup> Marwana Ambo Lele, "Students' Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the English Garde Students of SMP Muhammadiyah 12 Makassar)", (Thesis, Universitas Muhammadiyah Makassar, 2019)

largely of words (or text) from participants, describes and analyzed these words from themes, and conducts the inquiry in a subjective, biased manner. Meanwhile, the design of this research was descriptive research. The use of qualitative design because it was the best choice to gain more depth understanding of the research. The subject of this research was third grade of junior high school which consisted 10 students from one superior class. The techniques of data collection were by using interview and observation.

Therefore, to investigate the students' perception on use of student worksheet in speaking skill, the data will be analyzed used Miles and Huberman (2008:184) techniques that consist data reduction, data display, and conclusion drawing. While source and technical triangulation used to test the validity of data

## **RESULTS AND DISCUSSION/ نتائج البحث ومناقشاتها**

At this stage, the researcher will present some of the data obtained during the research activity. The data obtained then flow into this chapter according to the researcher's research methodology. Data are presented in detail according to the findings of the study site, either observational or interview data. In this discussion, the researcher will describe the real situation and perception about students' perceptions on use of student worksheet in speaking skill at the third grade of Junior High School. The data obtained by the researcher resulted in the following:

### **1. Students' Perception on use of Student Worksheet in Speaking skill at the third grade of Junior High School**

Students' perceptions about the use of student worksheet in speaking skill were investigated by two perceptions that are positive perception and negative perception based on the contents of student worksheet include material and Exercise.

Positive Perception	a. Student worksheet help the students become more active and enthusiastic in learning b. Student worksheet help the
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	<p>students become motivated to practice their speaking in front of the class</p> <p>c. Student worksheet help the students to speak properly and correctly by following the material</p> <p>d. Student worksheet help the students develop their speaking ability</p>
<p>Negative Perception</p>	<p>a. Student worksheet cannot improve their vocabulary because most of the material was translated by the teacher</p> <p>b. Student worksheet cannot improve their speaking skill because the student worksheet not yet focus on speaking skill only</p> <p>c. Student worksheet cannot help students to speak fully using English because students still mix English with Indonesian or Javanese in learning process</p> <p>d. Student worksheet not fulfill the students' need in learning</p> <p>e. Student worksheet cannot help students feel interested, the students still laughing with each other or daydreaming in the learning process</p>

**2. The Factors Influence the Use of Student Worksheet in Speaking skill at Third grade of Junior High School**

The factors influence the use of student worksheet in speaking skill based on the result of observations. The student worksheet were applied in third grade of Junior High School. There are two factors influence the use of student

worksheet in speaking skill are internal factors and external factors.

Internal factors	<p>a. Physiological factors</p> <ol style="list-style-type: none"><li>1) Health condition Eight out of ten students agree that health condition influence the use of student worksheet in speaking skill because it influence their enthusiasm, focus, activities maximally</li><li>2) Physical fitness Ten out of ten students agree that physical fitness influence the use of student worksheet in speaking skill because it affects students' concentration, comfort, and activeness in the learning process</li><li>3) Five senses Eight out of ten students agree that the five senses influence the use of student worksheet in speaking skill because it affects the student's difficulty to follow and understand in the learning process and make the lesson become not optimal</li></ol> <p>b. Psychological factors</p> <ol style="list-style-type: none"><li>1) Interest Nine out of ten students agree that interest influence the use of student worksheet in speaking skill because it</li></ol>
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	<p>helps them become competitive, enthusiastic, and not lazy in the learning process</p> <p>2) Intellegence Six out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the learning process can easily and nicely be finished according to the fastness and slowness of the material.</p> <p>3) Talent Nine out of ten students agree that intelligence influence the use of student worksheet in speaking skill because the student become more focused and it easier to do the task, which can trigger the student's enthusiasm, to study harder, affect the speed in understanding the lesson.</p> <p>4) Motivation Seven out of ten students agree that intelligence influence the use of student worksheet in speaking skill because it affects their enjoyment in the learning process, and can rise students' enthusiasm from other encouragement.</p> <p>5) Cognitive ability Nine out of ten students agree that intelligence influence the use of student</p>
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	<p>worksheet in speaking skill because the wider student knowledge affects the easier lesson they got.</p>
<p>External factors</p>	<p>a. Environmental factors</p> <p>1) Natural environmental factor              Eight out of ten students agree that the natural environment influence the use of student worksheet in speaking skill because the weather affected the student ease and comfy in learning, affect students' five senses, supports learning to become focused, affect student's mood and relaxation in the learning process, affect students who had a disease</p> <p>2) Social-cultural environmental factor              Eight out of ten students agree that the natural environment influences the use of student worksheet in speaking skill because it affects their desire to not be left behind other, and helps them to more cheer up by the reward and praise they got.</p> <p>b. Instrumental factors</p> <p>1) Curriculum              Eight out of ten students agree that the natural environment influences the use of student worksheet in speaking skill because affect</p>

	<p>the difficulty in understanding, the maximum lesson in the class, and affect the slow students will be left behind in the lesson.</p> <p>2) Program Nine out of ten students agree that the program influence the use of student worksheet in speaking skill because the school program help increase students' interest, made them enthusiastic and motivated to learn English more, and affects student's comfort also activeness in class.</p> <p>3) Teacher Ten out of ten students agree that program influence the use of student worksheet in speaking skill because the teacher's teach affect student's interest and understanding of the material in learning, the teacher's attention to each student's ability help student in order to not left behind the material.</p> <p>4) Facilities Ten out of ten students agree that facilities influence the use of student worksheet in speaking skill because the facilities help the student not disrupted in learning, the facilities support help</p>
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	students become study harder, the facilities can reduce and improve student's interest, and the facilities affect student enthusiastic and learning in each material.
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## Discussion

### 1. Students' perception on use of student worksheet in speaking skill

The result of findings found that student worksheet, most of students gave positive perception. In learning process, student worksheet helps to increase student communication and develop writing skills. If the students use student worksheet in class, students can speak properly and correctly thus the students understand how to express the ideas, opinion, and help each other to solve the problems in learning. The students also become more active and enthusiasm because it was easier for them to understand the material and also the exercise of the student worksheet. It made the students feel more motivated by do the task uses the student worksheet in learning. It's related with the theory Syamlan that stated, the purpose of using student worksheet is to help students that must find their own concepts taught because student worksheet contains activities that must be carried out by students in order to maximimize understanding to form basic abilities according to the indicators to be taken.

While, Students' negative perceptions on the use of student worksheet in speaking skill based on the material and exercise were: student worksheet can't improve their vocabulary because most of the material was translated by the teacher and Google. Students also said that the student worksheet can't improve their speaking skill because the student worksheet not yet focus on speaking skill only and can't help students to speak fully using English in the learning process. The material and exercise in the student

worksheet also not fulfill the students' need in learning and cannot help students feel interested because the students still laughing with each other or daydreaming in the learning process. It related to Arsyad statement that said, students can learn according to their respective speeds and the subject matter can be designed, so to meet the needs of students both quickly and slowly in reading and understanding the subject matter. It can be said that if the implementation of the student worksheet cannot be adapted based on the students' speed or need, the understanding will be disturbed.

The researcher obtained the results of the research data described above through an observation, interview, and document review. The researcher only took ten samples of students to be used as a participant in this research. Therefore, the researcher can conclude at third grade students of Junior High School had positive perception on the use of student worksheet in speaking skill.

## **2. The factors influence on the use of student worksheet in speaking skill**

Internal factors according to Sumadi Suryabrata states that, internal factors are factors that come from within the student. The first statement concerning the Physiological Factor. First, health problem factor influenced the use of student worksheet in speaking skill or not. Based on the finding above described that students give positive response within the use of student worksheet to help them to follow the learning maximally. It related to slameto statement that said, a person's health affects student learning outcomes. Although, there were two out of ten students gave the opposite answer because they lazy to do the task and translate the material.

Second, physical fitness factor influenced the use of student worksheet in speaking skill or not. Wenda stated that good physical fitness will result in good physical abilities as well; students who are always active in sports or physical activity, then their physical fitness will be good and can affect their learning outcomes than students who have

low physical fitness. And it was related to the result based on the interview and observation, students agree that physical fitness influence the use of student worksheet in speaking skill because it affected students' concentration, comfort, and activeness in learning process.

Third, five senses factor influence the use of student worksheet in speaking skill or not. Students agree that five senses influence the use of student worksheet in speaking skill because it affects the student's difficulty to follow and understand in the learning process and make the lesson become not optimal. Although there was one out of ten students give an opposite perception because he does not have a five sense problem.

The second statement is concerning psychological factors. First, interest factor influenced the use of student worksheet in speaking skill or not. Based on the data previously, the researcher found that students agree that interest influence the use of student worksheet in speaking skill because it helps them become competitive, enthusiastic and not lazy in the learning process. The explanation above related to Baharuddin statement that said, interesting and not boring material involve all domains of student learning so that student active. This is shown by the enthusiasm of the students in participating in learning to use student worksheet media in learning process.

Second, intelligence factor influenced the use of student worksheet in speaking skill or not. Andi Tharir said that the higher the level of one's intelligence ability, the faster, more precise and more fully successful in acting, doing or solving problems. It was proven by the result of the interview and observation that the researcher did, students agree that intelligence influence the use of student worksheet in speaking skill because the learning process can easily and nicely finished according to their fastness and slowness of the material. It was caused by student easily respond to the conversation or answer the questions given.

Third, talent factor influenced the use of student worksheet in speaking skill or not. Based on the explanation

before, Talent can also affect learning, if the subject matter studied by students is in accordance with their talents, the learning outcomes tend to be better. It was proven by the result the researcher found that students agree that intelligence influence the use of student worksheet in speaking skill because the student become more focused, easier to do the task, can trigger the student's enthusiasm to study harder, affect the speed in understanding the lesson. It related to sardiman statement that said, talent intelligence is a factor that determines the success or failure of a person in learning.

Fourth, motivation factor influenced the use of student worksheet in speaking skill or not. Based on the results of the interview, observation, and document review showed that students agree that intelligence influence the use of student worksheet in speaking skill because it affects their enjoyment in learning process, and can rise up students enthusiastic from other encouragement. The result above related to Irza Yulianti statement that said students' motivation will be correlated with their performance and achievement during the learning process.

Fifth, cognitive ability influenced the use of student worksheet in speaking skill or not. Cognitive Processes are related to the child's ability to remember and master lessons. This statement related to the results of findings above, the researcher found that students agree that intelligence influence the use of student worksheet in speaking skill because the wider student knowledge affect the easier lesson they got.

External factors According to Sumadi Suryabrata, in his book, states that external factors are factors that come from outside the students. These factors can be classified into two groups, namely: environmental factors and instrumental factors. The first statement concerning the Environmental Factor. First, natural environmental factor influenced the use of student worksheet in speaking skill or not. Based on the result of the interview, observation, and document review there were students agree that natural

environment influence the use of student worksheet in speaking skill because the weather and atmosphere affected the student ease and comfy in learning, affect students' five senses, supports learning become focused, affect student's mood and relax in the learning process, and affect students who had a disease. The finding above related to the explanation from Djamarah that said the natural environment can affect student learning activities.

Second, socio-cultural environmental factor influenced the use of student worksheet in speaking skill or not. Based on the finding above described that students agree that natural environment influence the use of student worksheet in speaking skill because it affected their desire to not left behind the other, and helps them to more cheered up by the reward and praise they got. It was related with Djamarah state that said the slum environment of students can affect student learning activities, such as difficulties when they need study partners and discussions.

The second statement is concerning instrumental factors. First, curriculum factor influenced the use of student worksheet in speaking skill or not. Based on result of the interview, observation the researcher found that students agree that natural environment influence the use of student worksheet in speaking skill because affect the difficulty in understanding, the maximally lesson in the class, and affect the slow students will be left behind of the lesson. That why it related to the preparation of subjects adjusted to the conditions and abilities of each level of education in the implementation of the education as well as the needs of employment.

Second, program factor influenced the use of student worksheet in speaking skill or not. Based on the finding there were students agree that program influence the use of student worksheet in speaking skill because the school program help increase students' interest, made them enthusiastic and motivated in learn English more, and affects students comfort also activeness in class. It related to



Mrunal statement that said, Learning outcomes are indicators of success of an academic course/programme.

Third, teacher factor influenced the use of student worksheet in speaking skill or not. Meuwissen and Choppin state that good teachers are those who not only help students develop consequential knowledge and skills but also demonstrate ethics of care, civily, and responsibility throughout the process. It related to the result in finding, ten out of ten students agree that teacher influence the use of student worksheet in speaking skill because the teachers teach affect the student's interest and understanding the material in learning, the teacher attention in each student's ability help student in order to not left-behind the material. It related to

Fourth, facilities factor influenced the use of student worksheet in speaking skill or not. Based on the result of the interview, observation and document review the researcher found that students agree that facilities influence the use of student worksheet in speaking skill because the facilities help student not disrupted in learning, the facilities support help students become study harder, the facilities can reduce and improve student's interest, and the facilities affect student enthusiastic and learning in each material. It related to the Utami explanation that said flexible and unconventional classroom settings will stimulate students to grow their talents and abilities actively and creatively.

Furthermore, based on the observations and the interviews. The researcher can see that the third grade students of Junior High School agree that internal and external factors influence the use of student worksheet in speaking skill.

## **CONCLUSION/ الخاتمة**

Students' positive perceptions on use of student worksheet in speaking skill based on the material and Exercise were: (a) students become more active and enthusiasm in learning because it was easier to understand (b) students can speak properly and correctly by using the student worksheet. (c) The students also

more motivated by do the task in the student worksheet. While, Students' negative perceptions on use of student worksheet in speaking skill based on the material and exercise were: (a) students can't improve their vocabulary because most of the material is translated by the teacher and Google (b) students can't improve their speaking skill because the student worksheet not yet focus on speaking skill only (c) the students still mix English with Indonesian or Javanese in the learning process. (d) student worksheet not fulfill the students' need in learning. Therefore, the researcher can conclude that most students at third grade of Junior High School had positive perception on use of student worksheet in speaking skill.

Based on the data collected from this research also can be concluded that internal factors that contains physiological and psychological factors and the external factors that contain environmental and instrumental factors influence the use of student worksheet in speaking skill. The data were collected based on the result of the observation, interview, and document review of the research.

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