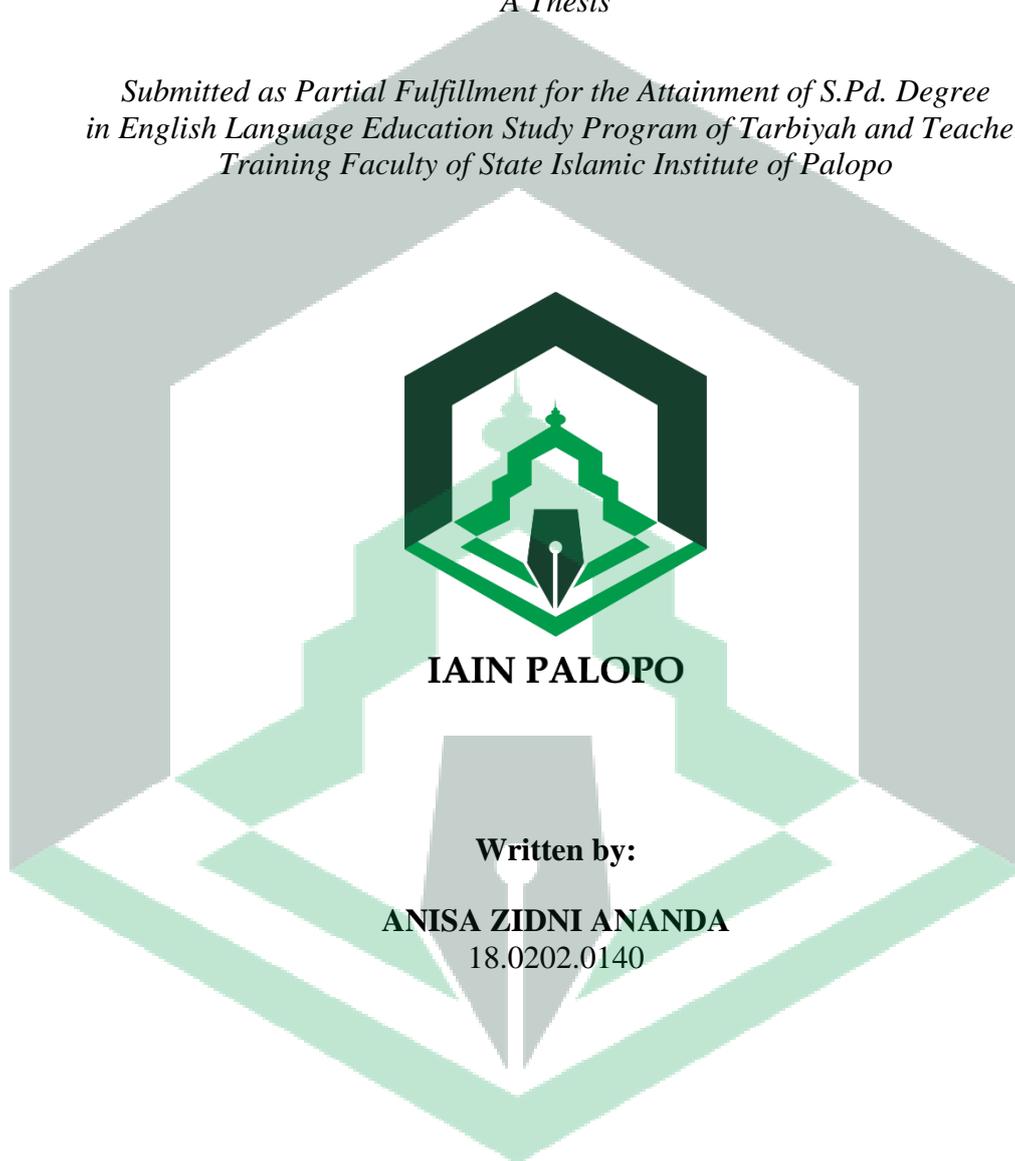


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MODERATION VALUES FOR THE TENTH GRADE  
STUDENTS OF MAN PALOPO**

*A Thesis*

*Submitted as Partial Fulfillment for the Attainment of S.Pd. Degree  
in English Language Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo*



**IAIN PALOPO**

**Written by:**

**ANISA ZIDNI ANANDA**  
18.0202.0140

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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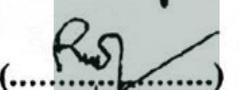
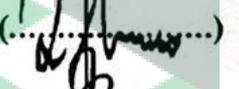
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

## THESIS APPROVAL

This thesis, entitled “**Designing English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo**” written by **Anisa Zidni Ananda**, Reg. Number **18 0202 0140**, English Educational S1 Study Program of Tarbiyah and Teaching Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, August 18<sup>th</sup> 2022 M**, coincided with **Muharram 20<sup>th</sup> 1444 H**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, September 8<sup>th</sup> 2022 M  
Safar 12<sup>th</sup> 1444 H

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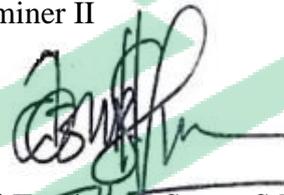
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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ  
سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ. (أَمَّا بَعْدُ)

All praise to the almighty Allah Swt. for His mercy and blessing so that the researcher can complete the thesis. The thesis entitled “Designing English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo” after many processes completed thoroughly.

Salawat and salam are given to the beloved prophet Muhammad saw., his family, companion, and adherence. The thesis is composed as a requirement to achieve the *Sarjana Pendidikan* degree in the English Language Education Study Program at the State Islamic Institute of Palopo. The researcher realizes that several individuals support, suggest, advice, and guide the researcher. In this opportunity, the researcher would like to express the highest appreciation to:

1. Prof. Dr Abdul Pirol, M.Ag as the Rector of IAIN Palopo.
2. Dr Nurdin K, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty for the essential policy to the faculty.
3. Amaliyah Yahya, S.E., M.Hum as the Head of English Language Education Study Program for constantly supports and advises the researcher.

4. Dr. Masruddin, S.S., M.Hum as the first consultant for not stopping to deliver valuable suggestions, directions, and improvements during the research.
5. Rusdiansyah, S.Pd., M.Hum as the second consultant who always gives some essential suggestions and ideas which assist the researcher in completing the research.
6. Dr. H. Rustan S, M.Hum as the first examiner who gives some valuable suggestions in this thesis.
7. Andi Tenrisanna Syam, S.Pd., M.Pd who had read the final project carefully and offered many valuable suggestions and corrections for this thesis.
8. Dr. Magfirah Thayyib, S.S., M.Hum as the language expert and a lecturer who gives many suggestions related of the language used in the product.
9. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the design and layout expert for giving several essential suggestions about the visualization of the research product so that the product is much more enjoyable.
10. Bebet Rusmasari, S.Pd as the material expert and the teacher of the X MIPA 1 class on MAN Palopo who always be patient in conducting the research and for every positive feedback she gives.
11. All the lecturers of IAIN Palopo. Thank you so much for the guidance, attention, knowledge, and motivation in the learning process.

12. The school stakeholders and the teachers of MAN Palopo who permit the researcher to conduct the research. Also, the students of X MIPA 1, for cooperating while researching the school.
13. The researcher's family. Mukhamad Sidqon and Asmanila as the research parents and the researcher's sisters: Syifa Shidqi Putri and Aulia Zidni Ananda, for their prayers, sacrifices, love, motivations, and many financial-supports since the thesis's beginning.
14. The researcher's friends who have supported the researcher, especially for the BIG D class since 2018. Special thanks to Amelia, Miftahul Jannah, Nur Inayah Wulandari Putri, Poppy Melati, Reszqhi Amalia S, Suriani, and Imam Fadli as the people who helped the researcher the most.
15. The researcher's best friends: Uswatun Hasanah, Muh. Iswan Awaluddin, Kahlil Gibran, and Rafli Saputra. Thank you so much for your supports, kindness, and always beside the researcher through her ups and downs since in senior high school until now.
16. Desi Patantan, S.AN as the Village Headman of Lengkong Village and his family member who have helped the researcher since the Student Study Service Program.
17. The members of KKN Desa Lengkong: Bella Prisilia, Fatimah Az-Zahra, Nurhalisa, Novia Sulawestari Ta'gan, Shiska K, Lutvia Asdini, and Suriani. Thank you for the kindness.
18. Everybody who has given motivation, support, and positive feedback in constructing this thesis.

The researcher realizes that this thesis is still far from perfect. Therefore, the researcher appreciates suggestions from readers to improve this thesis. Finally, may Allah bless us all health and the ease in various affairs of each.

Palopo, June 2022

The Researcher



Anisa Zidni Ananda

18 0202 0140



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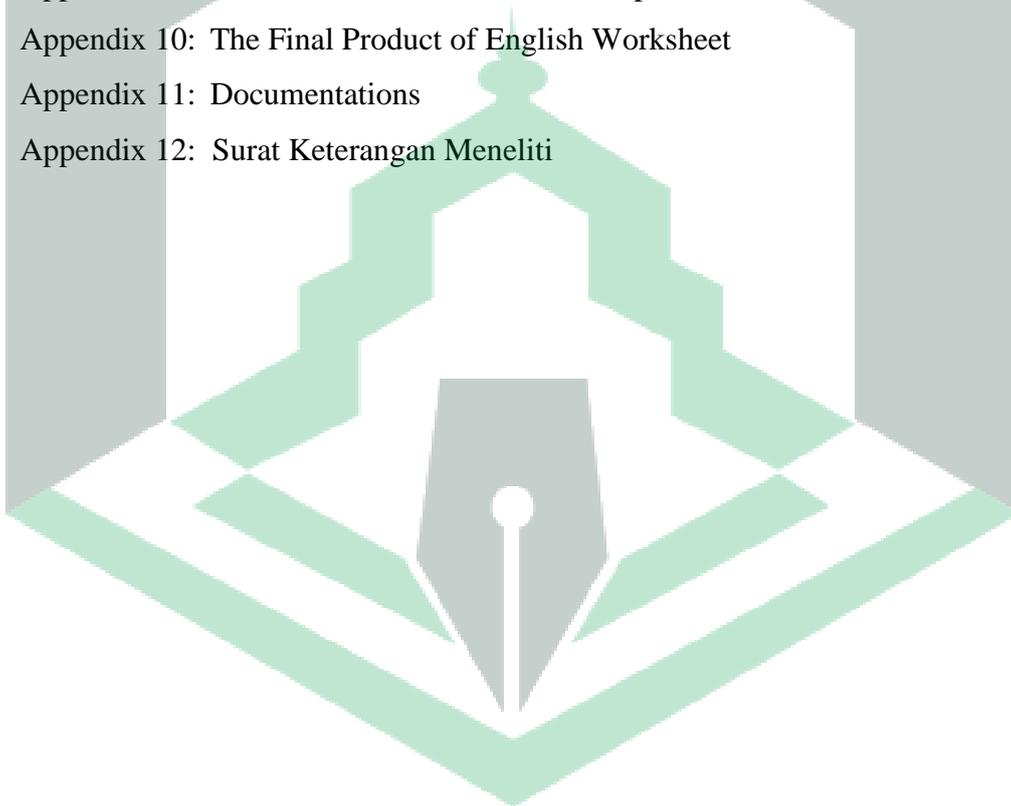
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## ABSTRACT

**Anisa Zidni Ananda, 2022,** *“Designing English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo”*. A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute (IAIN) Palopo. Supervised by the consultant (I) Masruddin and consultant (II) Rusdiansyah.

This research was aimed to design an appropriate English worksheet with Islamic moderation values for the tenth grade students of MAN Palopo. The problem statement of this research are (1) what is the appropriate English worksheet for the tenth grade students of MAN Palopo?; and (2) what is the students' perception of the designed worksheet?. The research design used in this research was research and development by applying ADDIE model (analysis, design, development, implementation, and evaluation). The English worksheet was designed referred to the students' need analysis result of 22 students at the tenth grade of MAN Palopo by adapting a task-based language approach. The researcher collected the data through interview and questionnaire instruments of need analysis, experts' validation questionnaire for worksheet validation, and questionnaire for students' perception. Furthermore, the findings explained that the students' English skills were in the basic lower level. The appropriate English worksheet with Islamic moderation values as the product of this research consists of: 1) three units of writing materials, they are this is me (self-introduction), let's visit Indonesia (descriptive text), and tell me your experience (recount text); 2) five sub-units, those are let's get ready, let's practice, grammar focus, let's do more, and let's review; 3) various activities of task-based language teaching; 4) Islamic moderation values; 5) interesting layout and media; 6) Integrated four skills in English (writing, reading, listening, and speaking). The designed English worksheet was tried out to 22 students at the tenth grade of MAN Palopo. Therefore, the students' perception result gained a mean score of 3,8 and had an “Excellent” category. The score supported by the students' interview. It was summarized as follows: the English worksheet with Islamic moderation values is great for improving the English skills and indirectly allows the students to apply the Islamic moderation values in daily life. As an implication, the product can be used as adding materials in teaching English for the teachers; the product can help students in improving students' English skills and understanding Islamic moderation values; and the result of this research can be a reference for further study.

**Keywords:** *English Worksheet, Islamic Moderation Values, Research and Development*

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is the international language used to communicate worldwide in this era. Some countries have even made English the principal language. English is a foreign language with an essential role in Indonesia, especially in education. English is one of the lessons taught to learners from a basic level to a high degree. This lesson attached in 2013 Curriculum (K13). Based on Wahyuni, students in Indonesia will be easier to obtain and understand information if they have good English since many sources is written in English<sup>1</sup>. Furthermore, students who learn English well will be able to adjust to the current situation in which globalization affects entire nations worldwide.

Acquiring English is crucial for Islamic senior high school students, including MAN Palopo. It is one form of religious moderation in the school environment. Karim stated that Islamic moderation's paramount consistency and flexibility had become the guiding principles in dealing with any situation<sup>2</sup>. Islamic moderation values are needed in a country like Indonesia that is rich in diversity. It is widely known that Indonesia consists of various regions, tribes, cultures, languages, and religions. This diversity can lead to radicalism, ideological and political conflicts, extremism, misunderstanding, and intolerance

---

<sup>1</sup> Sri Wahyuni, "Interactional Approach in Improving Students' Writing Skills as a Strengthening of the Ability of Religious Moderation at State Islamic Institute of Kediri," *INFERENSI: Jurnal Penelitian Sosial Keagamaan* 15, no.1 (2021): 163-184, <https://doi.org/10.18326/infsl3.v15i1.163-184>.

<sup>2</sup> Hamdi Abdul Karim, "Implementasi Moderasi Pendidikan Islam Rahmatallil 'Alamin dengan Nilai-nilai Islam," *Riayah: Jurnal Sosial dan Keagamaan* 4, no.1 (2019): 1-20, <https://e-journal.metrouniv.ac.id/index.php/riayah/article/view/1486>.

in Indonesia. It may eventually jeopardize national integration and have an impact on social relationships. This condition must be resisted with balanced resistance, such as instilling Islamic moderation values in our next generation. Thus, education is a strategic pillar for disseminating the values of tolerance, moderation, and empathy and developing nonviolent attitudes in learners<sup>3</sup>. On the education side, religious moderation should be instilled. Islamic moderation must be planted in the students at Islamic schools to create a harmonious relationship between teachers, students, the community, and the surrounding environment. It is in order to create a peaceful and safe environment from various threats<sup>4</sup>. Ramdhani argued that Islamic students should disseminate Islamic moderation values because this is one of the things individuals need to carry out social roles in a multicultural society<sup>5</sup>. This matter is in line with the Word of Allah in QS Al-Baqarah (2): 143.

وَكَذَلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى النَّاسِ وَيَكُونَ الرَّسُولُ عَلَيْكُمْ شَهِيدًا

"And thus, have We willed you to be a community of the middle way, so that (with your lives) you might bear witness to the truth before all mankind, and that Apostle might bear witness to it before you."

<sup>3</sup> Rahmat Kamal, "Internalization of Moderate Islamic Values in Education," *Islamic Studies Journal for Social Transformation* 1, no. 1 (2017): 67-80, <https://doi.org/10.28918/isjoust.v1i1.1142>.

<sup>4</sup> Samsul, A.R, "Peran Guru Agama dalam Menanamkan Moderasi Beragama," *Al-Irfan: Journal of Arabic Literature and Islamic Students* 3, no. 1 (2020): 37-51, <https://media.neliti.com/media/publications/318931-peran-guru-agama-dalam-menanamkan-modera-80ab8583.pdf>.

<sup>5</sup> Okezone Edukasi, "Kemenag Tekankan Pentingnya Moderasi di Lembaga Pendidikan," 2021, <https://edukasi.okezone.com/read/2021/11/16/624/2502454/kemenag-tekanan-pentingnya-moderasi-beragama-di-lembaga-pendidikan>, [Accessed on 14 February 2022].

This research was based on January's observation of the tenth-grade of MAN Palopo. Based on the interview to the English teacher of MAN Palopo, the teacher stated that many students lack motivation and have no interest in writing. Besides, the students have difficulty expressing an idea to writing and developing the paragraph properly. In addition, some English books were used in MAN Palopo, but there are no English books that applied Islamic moderation values in MAN Palopo as an Islamic school. Moreover, there is no specific worksheet for writing materials used by the tenth-grade students of MAN Palopo<sup>6</sup>.

According to the previous explanation, the researcher is interested in designing an English writing worksheet with Islamic moderation values as the solution for teachers and students to help them in the writing learning process. The worksheet is instructional material that helps ensure teaching and learning effectiveness<sup>7</sup>. Ideally, the teacher needs a student worksheet that provides an activity to make the classroom alive so that the process of teaching and learning can be enjoyable. The student worksheet also provides an immense opportunity for students to demonstrate their ability and develop their thinking process by looking for, guessing, and thinking logically. In addition, the researcher applies Islamic moderation values in the worksheet to instill tolerance and balance in students to create a peaceful life.

---

<sup>6</sup> Bebet Rusmasari, *Implementation of Teaching and Learning English Subject at the Tenth Grade Students of MAN Palopo*". Personal Interview: 31<sup>st</sup> January 2022, Teacher's Office at MAN Palopo.

<sup>7</sup> Muhammad Budyatna S, "The Attitude of the Second Grade Students Toward the Use of Worksheet in Learning English at SMK Komputer Mutiara Ilmu Makassar" (State Islamic University of Makassar, 2016), <http://repositori.uin-alauddin.ac.id/1389/>.

In the previous study, Arif Sandi Budiman, Nara Ranita Dewi, and Farida Hanim Saragih discussed about "Developing English Writing Worksheet of Narrative Text-Based Scientific Approach for the Tenth Grade Students of SMKN 7 Medan". They stated that Worksheet can help students in English learning process. In this previous study, they want to develop the English worksheet to help students in writing narrative text<sup>8</sup>. Harita Ritonga, "Developing Students' Worksheet of Descriptive Text for Grade X of Tourism Study Program". Her study concerned on how worksheet are developed for vocational high school<sup>9</sup>. Moreover, Rahma Dilla Sati, "Developing English Writing Worksheets of Procedure Text for Students Grade 11 of Culinary Program at SMK Negeri 10 Medan". She stated that one of factors that can affect the improvement of students' writing English is the designing learning materials. Her study focused to develop Worksheet for learning procedure text<sup>10</sup>. These previous researches deal with writing worksheets, but no one has instilled Islamic moderation values in the worksheet. Therefore, the researcher interested in designing English worksheet with Islamic moderation.

Based on the explanation above, the researcher will use research and development methods to increase the students writing worksheets. It is conducted

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<sup>8</sup> Arif Sandi Budiman, Nora Ronita Dewi, and Farida Hanim, "Developing English Writing Worksheet of Narrative Text Based on Scientific Approach for the Tenth Grade Students of SMKN 7 Medan," *REGISTER: Journal of English Language Teaching of FBS-Unime* 9, no. 2 (2020): 56-77, <https://doi.org/10.24114/reg.v9i2.24658>.

<sup>9</sup> Harita Ritonga, "Developing Students' Writing Worksheet of Descriptive Text for Grade X of Tourism Study Program" (Medan State University, 2018), <http://digilib.unimed.ac.id/32007/>.

<sup>10</sup> Rahma Dilla Sati, "Developing English Writing Worksheets of Procedure Text for Students Grade 11 of Culinary Program at SMK Negeri 10 Medan", (Medan State University, 2019), <http://digilib.unimed.ac.id/32022/>.

under the title "**Designing English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo.**"

### **B. Research Question**

MAN Palopo students need an adjustment, updated, specific, and appropriate English worksheet in the English learning process. Most students are not interested in writing. They also lack vocabulary and grammar, making it difficult to express an idea to write and develop the paragraph correctly. Besides, as an Islamic school, MAN Palopo must require Islamic moderation values in the learning process.

The identifications of those problems lead the researcher to formulate the research question as follows:

1. What is the appropriate writing worksheet with Islamic moderation values for the tenth-grade students of MAN Palopo?
2. What is the students' perception of the designed worksheet?

### **C. The Objective of the Research**

According to the formulation of the problem, the research's objectives are as follows:

1. To design the appropriate English worksheet with Islamic moderation values for the tenth-grade students of MAN Palopo to improve students' ability in English.
2. To find out the students' perception of the English worksheet with Islamic moderation values.

#### **D. The Specification of the Expected Product**

The worksheet designed for tenth-grade students of MAN Palopo have the following specification:

1. The product consists of (a) Introduction, (b) Objective, and (c) Tasks
2. The product is designed with clear information about the material and provides vocabulary so that the students can increase their vocabulary.
3. The product is designed with many pictures and full color so that the students are more interested and easy to understand the material.

#### **E. The Significance of the research**

There are two significances of this research as follows:

1. Theoretically
  - a. The researcher expected the result of the research can be a reference for further study.
  - b. The result of the product can be an inspiration for the teacher to create new learning media.
2. Practically
  - a. The result of the product can be adding materials to teaching English.
  - b. The students can develop the English skill
  - c. The students can implement Islamic moderation values in their daily life.

## **F. The Assumption and Delimitation of the Research**

This research consists of assumptions and delimitation, which are:

1. Assumption
  - a. Students complete the need analysis and questionnaires with awareness and substance.
  - b. The designed English writing worksheet with Islamic moderation values was evaluated objectively by expert judgments.
2. Delimitation
  - a. Due to the limitation of units, the worksheet is carried out for three units only.
  - b. The worksheet materials contained of English material for the tenth-grade students.
  - c. The worksheet designed with Islamic moderation values to instill the importance of balance in the students.
  - d. The worksheets' design adapted a task-based language approach in designing tasks.
  - e. This research applied the ADDIE model of development.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There are several previous research related to this research. It will be explained as follows:

Deby Wulan Lestari, "*Developing Students Writing Worksheet Using Scientific Approach for the Tenth Grade Students.*" Her research aimed to develop the appropriate students' worksheets in writing skills using a scientific approach for the tenth-grade students at SMAS Muhammadiyah 18 Sunggal. Her study concluded that English worksheets in teaching writing could stimulate students' ability and develop thinking processes through looking for, guessing, and logically. Using student worksheets in the learning process also helps students understand the material by themselves<sup>11</sup>. Lestari's research has several similarities to this research: her research method was research and development (R&D), and it designed a worksheet. The difference is Lestari's research used a scientific approach; meanwhile, the researcher used a task-based learning approach. Besides, her research does not apply Islamic moderation values, but the researcher applies Islamic moderation values to the product.

Namirah Khairani, "*Developing Student's Worksheet in Writing Recount Text Based on Scientific Approach for Grade 8 SMPN 8 Percut Sei Tuan.*" The objective of her research was to develop the proper students' worksheet in writing

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<sup>11</sup> Deby Wulan Lestari, "Developing Students' Writing Worksheet Using Scientific Approach for the Tenth Grade Students" (Medan State University, 2019), <http://digilib.unimed.ac.id/id/eprint/32468>.

skills based on a scientific approach for grade 8 students at SMPN 8 Percut Sei Tuan. The data were gathered by administering interviews with an English teacher and distributing the questionnaire to 31 respondents to get the students' needs. The questionnaire result proves that the students need English worksheets to learn writing, which can stimulate students' ability and develop writing skills<sup>12</sup>. Khairani's research has several similarities with this research: the research is conducted using research and development (R&D). The final product of the research is a worksheet for teaching and learning writing. Her research also has some differences: her research used a scientific approach and did not instill Islamic moderation values. Moreover, the subject of her research focused on junior high school students, while the researcher's research focused on senior high school students.

Arita Destianingsih, "*Designing English Learning Worksheets for Reading and Writing Skills Qualifying on Hots for the Tenth Grade Students.*" Destianingsih's research aimed to determine the tenth-grade students' learning needs and develop effective English learning worksheets for reading and writing skills qualifying on higher-order thinking skills (HOTS) for the tenth-grade students. Her research shows that the worksheet is fairly effective to be applied in the English teaching and learning process<sup>13</sup>. Her research conducted a research and development (R&D) design similar to this research. Her research also

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<sup>12</sup> Namirah Khairani, "Developing Students' Worksheet in Writing Recount Text Based on Scientific Approach for Grade 8 SMPN 8 Percut Sei Tuan"(Medan State University, 2019) <http://digilib.unimed.ac.id/id/eprint/38317>.

<sup>13</sup> Arita Destianingsih, "Designing English Learning Worksheets for Reading and Writing Skills Qualifying on Hots for the Tenth Grade Students," *Inovish Journal* 1, no. 2 (2015): 11-30, <https://doi.org/10.35314/inovish.v1i2.81>.

designed a worksheet for the tenth-grade students identical to this research. The difference is the researcher only focused on integrating four skills; meanwhile, her research focused on reading and writing skills. Furthermore, the researcher applied Islamic moderation values in this research; meanwhile, her research did not apply Islamic moderation values.

Ari Putri Haryanti, "*Developing Writing Materials for Students of the Eight Grade of SMP Negeri 3 Tempel*". Haryanti's research aimed to identify the learners' needs and develop the appropriate materials for eighth-grade students of SMPN 3 Tempel. Her research procedures adapted from Jolly and Bolitho's model in Tomlinson with some modifications, including conducting the need analysis, writing the course grid, developing the first draft, getting an expert judgment, evaluating the first draft, and revising the first draft of the materials. Her research conducted research and development (R&D) design, and it designed a worksheet similar to this research. The difference is the researcher disseminated Islamic moderation values in this research; meanwhile, her research did not convey Islamic moderation values. Her research indicates that the product can be categorized as very good.

Achmad Baidawi, Wahab Syakhirul Alim, and Rabi'ah, "*Integrating Islamic Moderation Values in Teaching Speaking Through Group Activity*"<sup>14</sup>. This research aims to know how Islamic moderation values were implemented and what Islamic moderation values were implemented in teaching speaking through group work activity. The data collection instruments were observation and

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<sup>14</sup> Achmad Baidawi, Wahab Syakhirul Alim, and Rabi'ah, "Integrating Islamic Moderation Values in Teaching Speaking through Group Activity," *PANYORA: Journal of English Education* 2, no. 2 (2020): 137-148, <https://doi.org/10.19105/panyonara.v2i2.3667>.

interview. The similarity of Baidawi, Alim, and Rabi'ah's research with the research that the researcher will do is instill Islamic moderation values. This research used a descriptive qualitative method; meanwhile, the researcher applies the research and development (R & R&D) method. On the other hand, this research focuses on speaking skills, but the researcher focuses on integrating four skills.

Putu Eka Dambayana Suputra, "*Developing English Writing Materials for the Seventh Year Students of SMP Negeri 2 Singaraja Bali in the Academic Year 2009/2010: A Descriptive Qualitative Research and Development*". His research aimed to develop materials for teaching writing skills to the seventh-grade students of SMP Negeri 2 Singaraja. His research was conducted in response to the fact and previous empirical research, which found that the available course books did not meet the school-based curriculum and the criteria for good materials. Generally, his research results indicate that the developed materials are compatible with both the school-based curriculum and the requirements of good materials proposed by Tomlinson<sup>15</sup>. Putu's research was to develop English materials similar to the researcher's research. The difference is that his research followed the R&D model proposed by Dick & Carey; meanwhile, this research follows the ADDIE model of development. In addition, the product of his research is a coursebook for the seventh-grade students, but this research's product is a worksheet for the tenth-grade students. Moreover, his

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<sup>15</sup> Putu Eka Dambayana Suputra, "Developing English Writing Materials for the Seventh Students of SMP Negeri 2 Singaraja Bali in the Academic Year 2009/2010: A Descriptive Qualitative Research and Development," *Jurnal Ilmiah Pendidikan dan Pembelajaran Ganesha* 7, no. 1 (2010): 97534, <https://www.neliti.com/publications/97534/developing-english-writing-materials-for-the-seventh-year-students-of-smp-negeri>.

research did not instill Islamic moderation values. Meanwhile, the researcher invests Islamic moderation values in this research.

The researcher indicates the similarity in designing worksheets based on the previous research above. The researcher stated that worksheet is an appropriate material to help students in English learning process.

Compared to the research studies before, their differences with the researcher thesis are that the researcher instills Islamic moderation values in the worksheet. So, the researcher disseminates Islamic moderation values to make them specific and depend on the students' needs in Islamic schools.

## **B. Literature Review**

### 1. The Concept of Integrated Skills Approach

#### a. The Integrated Language Skills

There are four skills in English, there are speaking, writing, reading, and listening<sup>16</sup>. Richards and Schmidt stated that the four language skills are the mode or manner in which language is used for communication<sup>17</sup>. Anytime a person uses a language to communicate, he combines these skills. While communicating through the oral language, he receives the messages by listening and responds by speaking. In written language, he receives the messages by reading and responds by writing. In short, a person listens, speaks, reads, and writes depending on the mode of communication. Thus, language skills are a means of communication. A

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<sup>16</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Longman, 2000), 105.

<sup>17</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (Harlow: Pearson Education Limited, 2002), 293.

person acquires information as language input through listening and reading, and creates language output depending on the input through speaking and writing.

Based on the explanation above, it means that four skills in English are integrated. This is clear that one skill can reinforce others. The combination of two or more skills within a communicative task is known as integrated skills<sup>18</sup>. According to Paregoy and Boyle, the concept of integrated skills I based on the concept that in natural, oral and written languages are not kept apart and isolated from one another. Instead, they frequently co-occur while being a part of specific communication activities<sup>19</sup>. It is valuable to integrate the language skills in order to enhance the students in finding new information which is presented in spoken and written forms.

According to McCloskey, there are seven principles for integrated language skills. Those principles are: 1) language is best learned collaboratively involving students working with both peers and adults; 2) learning the language in socially supportive environment; 3) learning the language in a holistic manner, integrated reading, writing, listening, speaking, and also integrating language and content; 4) language is best learned when new learning is built upon and takes advantage of students' previous cultural and learning experiences; 5) teachers develop curriculum around students interests; 6) students feel ownership of

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<sup>18</sup> Arya Dewangga, "Designing a Set of Integrated Materials Using Communicative Language Teaching for the First Grade Students of SMK Kanisius 1 Pakem" (Sanata Dharma University, 2015), <https://repository.usd.ac.id/255/>.

<sup>19</sup> Suzanne F. Paregoy and Owen F. Boyle, *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, (New York: Addison Wesley Longman, 2001), 89.

classroom projects and experiences; and 7) teachers provide a wide variety of materials, instructional strategies, and ways for students to participate<sup>20</sup>.

#### b. The Advantages of Integrated Skills

There are some advantages in implementing integrated skills approach. Carols described five advantages of integrated skills as follows<sup>21</sup>.

- 1) Skills integration provides continuity in teaching-learning/program because in this approach tasks are closely related to each other.
- 2) Activities in the integrated skills approach can be designed to provide input before output.
- 3) It provides realistic learning as skills integration allows for the development of four skills within a realistic communicative framework.
- 4) It provides chances to know and redeploy the language learned by students in different contexts and modes, and it can be valuable for motivation because it allows for the recycling and revision of language which has already been taught.
- 5) It increases confidence to a weaker or less confident learner.

Furthermore, Kabede that cited in Pardede listed eight advantages of integrating skills teaching. Those are as follows<sup>22</sup>.

- 1) It provides more purposeful and meaningful learning at all proficiency levels.
- 2) It contributes to consistent teaching and to better communication.

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<sup>20</sup> Mary Lou McCloskey, *Developing Integrated Language Teaching*, (Washington DC: The National Foreign Language Center, 1992), 78.

<sup>21</sup> Carol, R, *At the Chalkface: Practical Techniques in Language Teaching: ELT Methodology*, (New York: Longman, 1990), 73-73.

<sup>22</sup> Parlindungan Pardede, "Integrated Skills Approach in EFL Classrooms: A Literature Review" (Kristen Indonesia University, 2019), <http://repository.uki.ac.id/927/>.

- 3) It brings variety in the classroom, which enables teachers to enrich classroom instruction by integrating language skills cooperatively.
- 4) It makes language learning comes nearer to the way we do in real life.
- 5) It helps students develop their communicative competence.
- 6) It provides exposure to authentic language learning environment so that students can interact naturally with the intended language.
- 7) It creates motivation in students by avoiding a routine practice of forms of the language that often creates dullness in students.
- 8) It provides student-centered and humanistic approach to language teaching in classroom.

## 2. The Concept of Islamic Moderation

### a. Islamic Moderation

Islamic moderation or moderate Islam is one of Islam's fundamental terms and topics. Islamic moderation in Arabic is called "*wasatiyyah*". Based on Al-Sallabi in Tazul Islam and Amin Khatun, the word *wasatiyyah* in Arabic Lexicons refers to several shades of meaning such as justice or balance (*al-'adl*), merit or excellence (*al-fadl*), better (*al-khairiyyah*), median (*al-bainiyyah*). There is no mention of the word *wasatiyyah* in its form in the Quran, but there are at least four derivatives from its root *al-wasat*. They are: *wasatān*; *al-Wusṭā*; *awsaṭ*; *wasatnā*. The meanings revolve around the balanced, best choice between two good things and two bad things, the middle position, and so on<sup>23</sup>.

<sup>23</sup> Tazul Islam and Amina Khatun, "Islamic Moderation in Perspectives: A Comparison Between Oriental and Occidental Scholarships," *International Journal of Nusantara Islam* 3, no.2 (2015): 69-78, <https://doi.org/10.15575/ijni.v3i2.1413>.

The precedence of the Qur'an is the term *wasatān* mentioned in Quran Surah Al-Baqarah verse 143. This verse explains that moderate Muslims do not tend to be liberal or whole groups. Meanwhile, in hadith, Rasulullah explains that the best thing is moderation. It indicates that moderation is chosen by the prophet Muhammad SAW. In other words, Islamic moderation is one of the main characteristics of a Muslim individual's conduct and the Muslim community's living style in many aspects of their daily life<sup>24</sup>.

Muhamadul Bakir and Khatijah Othman stated that Islamic moderation is a multidimensional concept that encompasses human, psychological, intellectual, and spiritual aspects and a philosophical sense of nature and a practical way of life. It is a comprehensive concept with integrated strategies and requirements for piece of life. Moderation is an aspect in its Qur'anic projections of the Muslim community's self-identity and worldview, and it also appears prominently in almost all major world religions and civilizations<sup>25</sup>.

According to the explanation above, the researcher concludes that Islamic moderation is a central characteristic of the Islamic creed and has been used since the beginning of Islam. It refers to a justly balanced way of life that avoids extremes and experiences things in moderation. Islamic moderation helps us make the most appropriate or balanced moral and behavioral judgments.

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<sup>24</sup> Achmad Baidawi, Wahab Syakhirul Alim, and Rabia'ah, "Integrating Islamic Moderation Values in Teaching Speaking through Group Activity," *PANYONARA: Journal of English Education* 2, no.2 (2020): 137-148, <https://doi.org/10.19105/panyonara.v2i2.3667>.

<sup>25</sup> Muhamadul Bakir and Khatijah Othman, "Wasatiyyah (Islamic Moderation): A Conceptual Analysis from Islamic Knowledge Management Perspective," *Journal of Islamic Thought and Civilization* 7, no.1 (2017): 13-30, <http://dx.doi.org/10.32350/jitc.71.02>.

## b. Islamic Moderation Values

Value is an abstract concept that is useful in life and is used to thicken belief and guide human behavior in their daily lives<sup>26</sup>. Furthermore, value has a powerful correlation with feeling. If something is valuable, it tends to give a positive sense. It means that the process of education is required to build values to be the awareness and thickening of belief.

There are nine values in Islamic moderation. Those are as follows<sup>27</sup>:

### 1) *Tawassuth*

*Tawassuth* means taking the middle ground (moderate). It is an attitude in the middle between something, not too far to the right and too far to the left. By applying *tawassuth*, we can maintain a balance between right and obligation, the world and the hereafter, the ritual and social worship, and doctrine and knowledge. In short, *tawassuth* is an Islamic value built based on straight and midway patterns of thought and practice, not excessive in certain respects.

### 2) *I'tidal*

*I'tidal* means putting something in its place and implementing rights and obligations proportionately. *I'tidal* is an attitude of honest, natural, has strong principle, consistent, and upholds justice to anyone, anywhere, and under any conditions, with great consideration for the benefit. It is part of the application of justice and ethics for every Muslim.

<sup>26</sup> Achmad Baidawi, Wahab Syakhirul Alim, and Rabia'ah, "Integrating Islamic Moderation Values in Teaching Speaking through Group Activity," *PANYONARA: Journal of English Education* 2, no.2 (2020): 137-148, <https://doi.org/10.19105/panyonara.v2i2.3667>.

<sup>27</sup> Abdul Azis and A. Khoirul Anam, *Moderasi Beragama Berlandaskan Nilai-nilai Islam* (Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2021): 34.

### 3) *Tasamuh*

*Tasamuh* or tolerance means aware of the differences but still respect, either it is religion, tribe, racial, class, and other aspects of life, or an attitude to make a space for others in carrying out their religious beliefs, expressing their beliefs, and expressing their opinions, although it is different from what is believed.

Islam has its own term about tolerance because tolerance does not mean equating all religions in this world. Tolerance in Islam is more appreciative of adherents of other religions without forcing those of other religions and also does not mean following their beliefs. *Tasamuh* or tolerance aims to recognize and respect diversity in all aspects of life.

### 4) *Asy-Syura*

*Asy-Syura* or deliberation is an activity carried out to solve all kinds of problems by sitting together, gathering diverse views to reach an agreement with the principle of putting the benefit of all. *As-Syura* has several characteristics, they are: discuss and resolve problems together, willing to acknowledge the opinions of others, not impose personal opinions on others, and respect and comply with the joint decision.

### 5) *Islah*

*Islah* means prioritizing reformative principles to achieve better conditions that accommodate changes and the progress of the time based on the general benefit.

6) *Al-Qudwah*

*Al-Qudwah* means being able to be a role model in social life. If it associated with a social context, it means that a person or group of Muslims can be said to be moderate if they are able to be a pioneer over other people in carrying out the values of justice and humanity. When the principle is applied from the personal level to the community level, it will bring up responsible and courageous leaders to bring their people to peace, happiness, and prosperity.

7) *Al Muwathanah*

*Al-Muwathanah* is an understanding and acceptance of the existence of a nation-state and ultimately creating love for the homeland (nationalism) wherever it is. Loving the homeland or nationalism and recognizing the sovereignty of other countries is part of the principle of practicing Islamic moderation.

In the perspective of religious moderation, practicing religious teachings is the same as carrying out obligations as citizen. Vice versa, fulfilling obligations as a citizen is a form of practicing religious teachings. Islam clearly commands its adherents to be loyal and committed to the state and the leader.

8) *Al-la' Urf*

*Al-la' Urf* or anti-violence means rejecting extremism that leads to destruction and violence, either against oneself or against the social order. Extremism in the context of religious moderation is understood as a closed ideology that aims to change the social and political system. This is an attempt to impose a will that often violates the norms or agreements that exist in society.

### 9) *I'tiraf al-'Urf*

*I'tiraf al-'Urf* or culture friendly refers to preserve and respects the culture. Islam itself views that culture is the result of human thought, mind, taste, initiative and work based on Islamic values. We need to preserve culture and be friendly to culture by not destroying the culture that we consider contrary to Islamic culture, because that culture is lived and believed to be religious teachings by some people.

### 3. The Concept of Students' Perception

#### a. The Definition of Perception

Perception is a form of stimulation received by someone through their senses. Based on Oxford, perception is the way of seeing or understanding things with the senses<sup>28</sup>. It is a process which starts from the sense of organ. The process related to information acceptance by the human brain in which a person is said to constantly interact with his or her surroundings<sup>29</sup>.

Perception is an important psychological aspect because it informs us about the types of phenomena that exist in our environment. The types of perception are visual perception, auditory perception, and speech perception.<sup>30</sup> People have different perceptions on an object. It can be positive or negative ways. Savage defined perception as a matter of describing, symbolizing, and

<sup>28</sup> Oxford Learner's Pocket Dictionary, Fourth edition (Oxford: Oxford University Press, 2011): 325.

<sup>29</sup> Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010): 102.

<sup>30</sup> Jack C. Richards, and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Second edition (Cambridge: Cambridge University Press, 1992): 391.

recording an object<sup>31</sup>. The primary function of perception is to keep our internal framework in sync with the vast external memory, or the external environment itself.

Moreover, Depdiknas in Kurniawan explained that perception is a person's impression of a specific object that is influenced by both internal factors, such as personal behavior, and external factors, such as behavior influenced by the external circumstances<sup>32</sup>.

According to the some previous definitions, it can be conclude that perception is the process of organizing, identifying, and interpreting sensory information in order to represent and understand the information or environment which is come from external and internal factors through its senses.

#### b. Students' Perception

Students are the main and the crucial resource in the teaching and learning process. Students' perception is the students' feeling about something. Mulyani stated that students' perception refers to how students interpret the picture and comprehend what they are feeling<sup>33</sup>. This process is divided into some steps that begin with the collection, recognition, and interpretation of sendory data.

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<sup>31</sup> C. Wade Savage, *Perception and Cognition Issues in Foundations of Psychology* (Cologne: Elsevier Inc., 2016): 4.

<sup>32</sup> Rizky Kurniawan, "Students' Perception of Teachers' Classroom Questioning (A Descriptive Study on State High School Students in Banyumas)", (University of Muhammadiyah Purwokerto, 2015):8, <http://repository.ump.ac.id/67/>.

<sup>33</sup> Sri Mulyani, "Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic: A Study at the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020" (State Islamic Institute of Salatiga, 2020): 9, <http://e-repository.perpus.iainsalatiga.ac.id/8450/>.

All of the learning processes begin with perception. According to Chen and Hoshower, students' perception is really essential for evaluating the effectiveness of teaching<sup>34</sup>. Therefore, knowing students' perception is crucial for the teacher. After knowing the perceptions of the students, teachers can adjust what is not like by the students, whether it is about how to teach, deliver material or the way teacher gives tasks. So, understanding the students' perception is essential not only for estimation but also for teaching and learning development.

#### 4. The Concept of Worksheet

##### a. Definition of Worksheet

Worksheet is one of the most important learning materials for achieving the educational objective. Worksheet is a sheet in the form of books or materials that contains the English Lesson<sup>35</sup>. According to Kaymakc, worksheet is a printed instructional materials that teachers use to help students gain knowledge, skills, and values by providing helpful comments about course objectives and allowing students to engage in active learning and learning by doing both inside and outside the classroom<sup>36</sup>.

Based on Depdiknas, worksheet is the sheets contain of tasks that must be done by students. Worksheet is usually in form of instructions and some steps to complete a task. A task that ordered in worksheet must be clear and contain the

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<sup>34</sup> Yining Chen and Leon B. Hoshower, "Student Evaluation of Teaching Effectiveness: An Assesment of Student Perception and Motivation," *Assessment & Evaluation in Higher Education* 28, no. 1(2003): 71-88, <https://doi.org/10.1080/02602930301683>.

<sup>35</sup> Hadiarah, "Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo" (State Islamic Institute of Palopo, 2021): 26, <http://repository.iainpalo.ac.id/id/eprint/3283/>.

<sup>36</sup> Selahattin Kaymakc, "History Teachers' Views About Worksheet" (Karadeniz Technical University Graduate School of Social Sciences, 2006), 5, <https://files.eric.ed.gov/fulltext/ED530699.pdf>.

basic competence that has to be achieved. It is also an instrument in which steps are given to students to learn<sup>37</sup>.

Based on the definition above, the researcher conclude that worksheet is a oriented material in the form of paper sheets that contain the material, summary, and instruction of learning tasks that must be done by students, which refers to the basic competencies that must be achieved.

#### b. The Function of Worksheet

According to Prastowo in Syaiful Anwar, the student worksheet has four functions, they are<sup>38</sup>:

- 1) As teaching materials that can minimize the role of the teacher and assist the students in learning.
- 2) As teaching materials that help the students to understand the materials provided.
- 3) As instructional materials to provide tasks to practice.
- 4) To facilitate the implementation of teaching and learning process by the teacher.

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<sup>37</sup> Depdiknas, *Panduan Pengembangan Bahan Ajar*, ( Jakarta: Departemen Pendidikan Nasional, 2008), 12.

<sup>38</sup> Syaiful Anwar, "The Use of Students' Worksheet in Teaching English Class at Second Grade of MTS N Teras in the Academic Year of 2016/2017" (IAIN Surakarta,2017):56, [http://opac.iainsurakarta.ac.id/libsys\\_iain\\_surakarta/opac/index.php/home/detail\\_koleksi?kd\\_buku=024740](http://opac.iainsurakarta.ac.id/libsys_iain_surakarta/opac/index.php/home/detail_koleksi?kd_buku=024740).

### c. The Kinds of Worksheet

Eka Yuli Sari Asmawati stated that there are four kinds of worksheet.

Those are as follows<sup>39</sup>:

- 1) Visual worksheet (Printed file; hand out, brochure, leaflet, paper sheet, book, module, wall chart, and painting).
- 2) Audio worksheet (Non-printed file; audio disk, cassette, etc.)
- 3) Audio visual worksheet (Video, movie, compact disk, etc.)
- 4) Multimedia worksheet (Interactive teaching material; computer assisted instruction, compact disk, and web materials.)

### d. The Requirements in Arranging Worksheet

A few requirements need to be fulfilled to make a helpful worksheet in teaching and learning process. According to Surachman in Titis Eka Rahayu, there are several requirements in arranging a worksheet. Those are as follows<sup>40</sup>:

#### 1) Didactic requirement

Didactic Requirement imply that students' worksheet must follow the principles of effective teaching and learning, specifically that the worksheet can be used by students' ability and as a way for students to find or obtain the information.

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<sup>39</sup> Eka Yuli Asmawati, "Lembar Kerja Siswa (LKS) Menggunakan Model Guided Inquiry untuk Meningkatkan Keterampilan Berpikir Kritis dan Penguasaan Konsep Siswa," *Jurnal Pendidikan Fisika* 3, no.1 (2015): 1-16, <http://dx.doi.org/10.24127/jpf.v3i1.13>.

<sup>40</sup> Titis Eka Rahayu, "Designing Worksheet to Teach Reading for Eight Grade Students at State Junior High School 22 Kota Jambi" (UIN Sulthan Thaha Saifuddin, 2019): 12-13, <http://repository.uinjambi.ac.id/2545/>.

## 2) Construction Requirement

The requirement for construction is related to the use of language, sentence structure, vocabulary, and level of difficulty. Worksheet should be written in simple language so that students can easily understand the material.

## 3) Technical Requirement

### a) Writing

There are some things to consider when arranging a worksheet. It should use printed letters rather than roman letters, the layout of the command sentence should be appropriate with students' answer and also the font must appropriate with the picture.

### b) Picture

A good picture of a worksheet can convey the picture's message to the students. The clarity of the message or content of the picture is more important. So, in creating a worksheet, all the messages should be clear.

### c) Appearance

The appearance is an important part in making a worksheet. A worksheet must be visually appealing. It does not only contain images, but it also does not contain many exercises. A good worksheet should include the combination of pictures and writing.

## e. The Stages of Drafting Worksheet

Here are the stages of drafting the student worksheet based on the ministry of National Education.

### 1) Analyze the curriculum.

- 2) Choose the student's need worksheets.
- 3) Organize the titles of the student worksheet.
- 4) Write the student worksheet.

Besides, the worksheet can be developed with some steps as follows<sup>41</sup>:

- 1) Express the essential competencies
- 2) Assign the evaluation tools
- 3) Set the material
- 4) Notice the teaching materials structure
5. The Concept of English for Specific Purposes (ESP)
  - a. The Definition of ESP

English for Specific Purpose (ESP) is a subcategory of English as a second or foreign language. Hutchinson and Waters defined ESP as an approach of language teaching in which all content and method are made based on the learner's motivation to learn. They also stated that the purpose of an ESP course is to enable learners to function effectively in a specific situation<sup>42</sup>. Richards and Rodger saw ESP as a movement aimed at fulfilling the language needs of learners who need English in order to carry out specific roles and who need to learn material and real-world skills through the medium of it rather than mastering the

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<sup>41</sup> Eka Yuli Asmawati, "Lembar Kerja Siswa (LKS) Menggunakan Model Guided Inquiry untuk Meningkatkan Keterampilan Berpikir Kritis dan Penguasaan Konsep Siswa," *Jurnal Pendidikan Fisika* 3, no.1 (2015): 1-16, <http://dx.doi.org/10.24127/jpf.v3i1.13>.

<sup>42</sup> Tom Hutchinsos and Alan Waters, *English for Specific Purposes*, (New York: Cambridge University Press, 1987), 19.

language for its own sake<sup>43</sup>. The focus of ESP is on the language that is appropriate for a certain discipline's activity.

ESP refers to teaching and learning of English where the goal of the learners is to use English in a particular domain<sup>44</sup>. ESP entails teaching and learning the specific skills and language required for a particular purpose by particular learner. Titik Agustina describes it as the teaching of English for academic purposes, or the teaching of English for non-native English speakers who learn English for specific purposes<sup>45</sup>.

The more detail definition of ESP comes from Strevens who defined ESP as a particular case of general category of special purpose of language teaching. He continued by stating that the definition of ESP is required to differentiate between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching, they are as follows<sup>46</sup>:

- 1) Design to fulfill the learners' specific needs.
- 2) Related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities.
- 3) Focusing on the language that is appropriate for such activities in syntax, lexis, discourse, semantics, and so on, as well as discourse analysis.
- 4) Differentiated to General English.

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<sup>43</sup> Richards, J. C. and Rodger, S. T, *Approach and Methods in Language Teaching*, (USA: Cambridge University Press, 2001), 107.

<sup>44</sup> Brian Paltridge and Sue Starfield, *The Handbook of English for Specific Purposes*, First edition (Wiley-Blackwell: West Sussex, 2013), 2.

<sup>45</sup> Titik Agustina, "English for Specific Purposes (ESP): An Approach of English Teaching for Non-English Department Students," *Beta: Jurnal Tadris Matematika* 7, no. 1 (2014): 37-63, <https://jurnalbeta.ac.id/index.php/betaJTM/article/view/43>.

<sup>46</sup> Strevens Peter, *ESP After Twenty Years are Appraisal in ESP State of the Art*, (Singapore: SEAMEO Regional Language Center, 1988), 1-2.

To summarize, ESP is defined as the process of preparing learners to use English in academic, professional, or workplace environments, where the language will be used. The process of designing an ESP course should begin with the identification of the target situation and detailed analysis of the situation's linguistic features. This process is known as a needs analysis.

#### b. The Needs Analysis

The first step in developing ESP materials is conducting a needs analysis. Based on Hyland, needs analysis refers to the techniques for collecting and evaluating information relevant to course design<sup>47</sup>. It assists the materials developer in creating materials that are appropriate for the needs of students, thereby assisting students in comprehending English materials based on their expertise<sup>48</sup>.

According to Hutchinson and Waters, the needs in ESP divided into two kinds as follows<sup>49</sup>:

##### 1) Target needs

A target need refers to what learners need to do in the target situation. Three categories of target needs are: a) *Necessities*, type of need determined by target situation demands to determine what students have to do in order to function adequately in the target situation; b) *Lacks*, refer to what the learner

<sup>47</sup> Hyland, K, *English for Academic Purposes*, (London: Routledge, 2006), 73.

<sup>48</sup> Lindy Woodrow, *Introducing Course Design in English for Specific Purposes*, ed. Brian Paltridge and Sue Starfield, First edition, (New York: Routledge, 2018), 98-154.

<sup>49</sup> Tom Hutchinson and Alan Walters, *English for Specific Purposes*, (New York: Cambridge University Press, 1987), 55-63.

knows already in the target situation; c) *Wants*, address to what students want to learn.

Furthermore, Hutchinson and Waters indicate a framework for analyzing learner needs. The detailed orientations of a target analysis conceptual framework are listed below:

- a) Why is the language needed?
  - b) How will the language be used?
  - c) What will the content areas be?
  - d) Who will the learner use the language with?
  - e) Where will the language be used?
  - f) When will the language be used?
- 2) Learning needs

Term of learning need refers to what students require to do in process of learning. The learning need is linked to what students must do in order to obtain the required level of competence in the target circumstances. Nunan emphasized several learning needs: input, procedure, setting, teacher's role, and students' role<sup>50</sup>.

In short, learning need is crucial to the tenth grade students of MAN Palopo to involve teaching and learning process that the students want. The learning needs analysis frameworks are as follows:

- a) How do the learners learn?
- b) Who are the learners?

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<sup>50</sup> David Nunan, *Task-Based Language Teaching*, (New York: Cambridge University Press, 2004), 47-73.

c) Where will the course take place?

## 6. The Concept of Material Designing

### a. The Definition of Material Designing

Materials are all types of materials used to assist teachers in carrying out the learning process<sup>51</sup>. The materials may be either printed or unprinted. It can be the form of a textbook, a handbook, a module, a worksheet, a video, a compact disk, etc. Materials are essential in sustaining success in the learning and teaching process.

Material designing refers to anything done by writers, teachers, or learners to provide sources of language input and exploit those sources in ways that maximize the likelihood of intake: in other words, the provision of information about and experience with the language in ways that promote language learning<sup>52</sup>. Material development means the process of developing and exploiting language learning resources, which involves evaluating, adapting, designing, manufacturing, influencing, and studying materials. It is the process which a teacher arranges the lesson's objectives and goals into units and tasks.

### b. The Criteria of Effective Materials

According to Tomlinson, there are some criteria of good material. Those are as follows:

1) The materials must have an impact

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<sup>51</sup> Depdiknas, *Panduan Pengembangan Bahan Ajar*, (Jakarta: Departemen Pendidikan Nasional, 2008), 6.

<sup>52</sup> Brian Tomlinson, *Material Development in Language Teaching*, Second edition (Cambridge: Cambridge University Press, 2016), 2.

- 2) The materials should put learners at ease.
- 3) The materials should help learners build confidence and make them believe they can complete the tasks.
- 4) What is taught should be perceived as relevant and valuable by the learners.
- 5) The materials should necessitate and facilitate learner self-investment; learners must be prepared to learn the points taught.
- 6) The materials should expose the learners to language in context; the learners' attention should be drawn to linguistic features of the input.
- 7) The materials should give the learners opportunities to use the target language for communication purposes.
- 8) The materials should be designed with the understanding that the positive effects of instruction are typically delayed.
- 9) The materials should take into account the fact that learners' learning styles differ.
- 10) The materials should take into account the fact that learners' affective attitudes differ.
- 11) The materials should allow for a silent period at the start of the instruction.
- 12) The materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional participation, as well as stimulating right and left brain activities.
- 13) The materials should not be overly reliant on controlled practice.

14) The materials should include opportunities for feedback on outcomes<sup>53</sup>.

It can be concluded that the appropriate materials should have an impact, make learners feel at ease, help them develop confidence, and require and facilitate learner self-investment. It also exposes learners to authentic language use, gives them opportunities to use the target language for communicative purposes, and emphasizes the positive.

### c. The Process of Material Designing

Successful learning materials are the result of a systematic and instructional process in which each component, such as learners, teachers, materials, and the learning environment, is critical and interconnected<sup>54</sup>.

Here is the model of instructional or design materials which are summarized below, it used as the guideline for designing materials in this research.

#### 1) The ADDIE Instructional Design Model

The ADDIE model was created by the Center for Educational Technology at Florida State University in 1975. Dick and Carey developed the ADDIE model in 1978, and Russel Watson revised it in 1981. The developing product consists of five steps, those are: a) Analysis, b) Design, c) Development, d) Implementation, and e) Evaluation<sup>55</sup>.

<sup>53</sup> Brian Tomlinson, *Materials Development in Language Teaching*, First edition (Cambridge: Cambridge University Press, 2011), 12.

<sup>54</sup> Dian Irmayanti, "Developing English Speaking Learning Materials for the Personnel of Small-Scale Craft Industries and Department of Industry, Trade, and Cooperatives in Kebumen District" (State University Yogyakarta, 2012), 31.

<sup>55</sup> Robert Maribe Branch, *Instructional Design: The ADDIE Approach*, (New York: Springer, 2009), 3.

ADDIE was considered essential for developing educational and training programs. The ADDIE model has grown to be one of the most widely used research designs in the field of instructional design. This greatly aided instructional designers and teachers in developing productive and efficient teaching design by incorporating the ADDIE process model into some instructional products<sup>56</sup>.

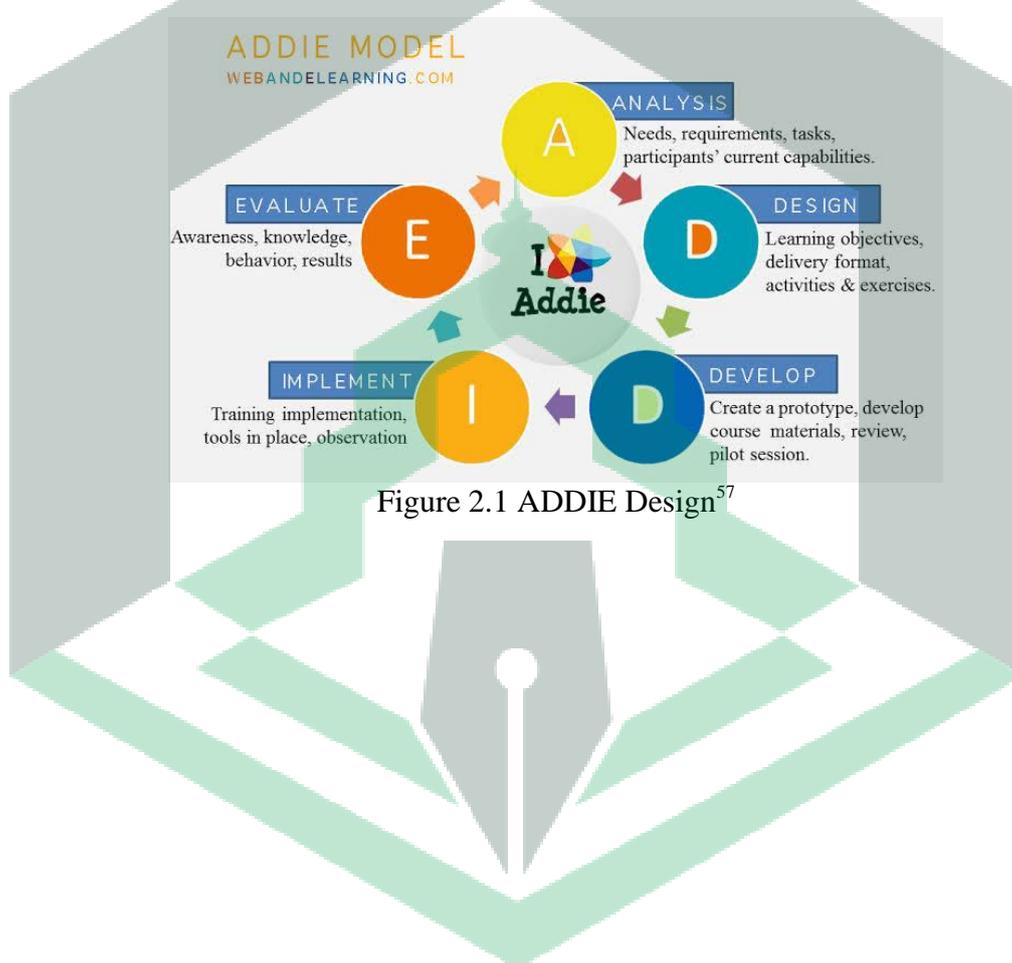


Figure 2.1 ADDIE Design<sup>57</sup>

<sup>56</sup> Christian Budoya, Mussa Kisaka, and Joel Mtebe, "Instructional Design Enabled Agile Method Using ADDIE Model and Feature Driven Development Model," *International Journal of Education and Development Using ICT* 15, no.1 (2019): 35-54, <https://www.learntchlib.org/p/209737/>.

<sup>57</sup> Sarah Falcon, "The Design Phase of ADDIE," Futuristic Playground, 2014, <https://is.gd/FwA158>, (Accessed on 1<sup>st</sup> February 2022).

## 2) Unit of Task Development

There are six steps in developing units of task proposed by Nunan as followed<sup>58</sup>:

### a) Schema Building

The first stage is to give students some schema-building tasks that introduce the topic, provide context for the assignment, and teach the students some relevant terminology and idiom.

### b) Controlled Practice

Controlled practice could be accomplished by presenting a brief conversation about the topic and asking students to listen to, read, and practice it in pairs. It allows students to learn a language in a communicative context.

### c) Authentic Listening Practice

The next step involves learners in intensive listening practice. The listening texts could involve a numerous of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the introduction from step 1.

### d) Focus on Linguistic Elements

This step aimed to provide students with a series of exercises that focused on linguistic elements. Before analyzing the linguistic system element, they have seen, heard, and spoken the target language in a communicative context.

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<sup>58</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 31-33.

e) Provide freer Practice

The students have been confined by the teachers' language models and the resources. Pupils should now engage in free practice, which entails more than single manipulation.

f) Introduce the Pedagogical Task

The final step of this sequence is presenting the pedagogical tasks for the students. It could be a small group task.

3) Task-Based Language Teaching (TBLT)

Task-Based Language Teaching is a language teaching system that focuses on tasks assigned to students. Its learner-centered approach is one of the recommend approaches for teachers to use when teaching English. Based on Nunan, TBLT is an approach that emphasizes the process of learning to communicate in a target language through interaction<sup>59</sup>. Students are taught to concentrate their minds not only to study the structure of a language, but also to produce language using this approach.

There are numerous advantages to using TBLT to help you learn a foreign language. According to Ellis, TBLT provides opportunities for natural learning in the context of the class. TBLT is motivated by intrinsic factors. This is consistent with a learner-centered educational philosophy while also allowing for

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<sup>59</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 1.

teacher input and guidance. This contributes to an increase in communication fluency while not sacrificing accuracy<sup>60</sup>.

Based on Nunan, there are seven principles for teachers to follow when implementing TBLT. Those are as follows<sup>61</sup>.

a) Scaffolding

The lessons and materials should provide supporting frameworks for learning to take place. Learners should not be expected to produce language that has not been introduced, either explicitly or implicitly, at the start of the beginning of learning process.

b) Task Dependency

The tasks given should form an instructional sequence that demonstrates how one task is related to the previous task. Nunan describes it as a “pedagogical story” in which learners are guided step by step until they are able to complete the final pedagogical task in the sequence.

c) Recycling

Recycling language increases learning opportunities and activates the ‘organic’ learning principle. This recycling allows learners to engage the target language item in a variety of linguistic and experiential settings. This principle also enables learners to see how a specific language item correlates with other items and how it functions in various content areas.

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<sup>60</sup> Rod Ellis, “Task-Based Language Teaching: Sorting Out the Misunderstandings,” *International Journal of Applied Linguistics* 19, no. 3 (2009): 221-246, <https://doi.org/10.1111/j.1473-4192.2009.00231.x>.

<sup>61</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 35.

d) Active Learning

This principle is based on the idea that learners learn best by doing and actively building their own knowledge. This principle also implies that the majority of class time should be devoted to provide opportunities for learners to use the language. This means that students, not the teacher, should do the work. The teacher, on the other hand, is still given a place to provide instruction, explanation, and other necessary guidance.

e) Integration

The teacher is supposed to help learners understand the connection between linguistic form (grammar), communicative function, and semantic meaning. This is due to a split opinion between the proponents of form-based instructions and proponent of meaning-based instruction.

f) Reproduce to Creation

The task is intended to create a basic for creative tasks by giving learners mastery of form, meaning, and function. Learners recombine familiar elements in a new and original way, rather than copying the models provided by the teacher, the textbook, etc.

g) Reflection

Reflection help students become reflective learners who are aware of what they have learned and how well they are doing. To put it another way, learners are encouraged to be aware that the focus is shifting away from language content and toward monitoring their own learning process.

Nunan also explored the components that make up a task. These are task goals, input data and learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken<sup>62</sup>. In the same light, Willis suggested three main components of TBLT. The main components are as follows<sup>63</sup>.

a) Pre-task

Topic and task introduction is covered in this section. The teacher assists the learners in exploring the topic, emphasizing useful words, assisting them in comprehending the assignment requirements, and assisting them in task preparation.

b) Task-Cycle

This stage is a combination of three activities. The first activity is task. Learners do the task and teacher observes from a distance. The next is planning. Learners explain to the class how they completed the task and what they have learned. The presentation is delivered orally or in a form of writing. The third activity is report. Technically, each group reports the finding to other group and compares outcomes.

c) Language Focus

It consists of two activities: analysis and practice. Learners analyze specific language features of the materials (text or transcript of a recording), then,

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<sup>62</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 40.

<sup>63</sup> Jane Willis, *A Framework for Task-Based Learning* (Oxford: Longman, 1996), 52-65.

teacher asks the learners to practice the new language features, i.e. new words, phrases or patterns. The practice may come before or after the analysis.

In task-based language teaching, several types of tasks can be used to expose students to the target language. Richards has proposed the following typology of pedagogical task: jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion exchange tasks<sup>64</sup>. Besides, Pattinson that cited in Palupi explored seven task and activity types. Those are: questions and answers, dialogues and role plays, matching, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions<sup>65</sup>. Furthermore, Willis listed the following types of tasks of TBLT: listing, ordering or sorting, comparing, problem-solving, sharing experience, and creative tasks<sup>66</sup>.

### C. Conceptual Framework

Learning activities are an interaction between teacher and student in conveying the goals in learning process. In achieving a predetermined educational purpose, a teacher must teach as optimally as possible. Providing the suitable and interesting media is one of the efforts that can apply. The use of worksheet as the learning media will be proper media to help teachers and students in achieving the educational goal.

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<sup>64</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 162.

<sup>65</sup> Lucia Retno Palupi, "Speaking Instructional Materials Based on Task-Based Language Teaching for the Extracurricular Activity of the 2<sup>nd</sup> Graders of SD Pangudi Luhur Yogyakarta" (2010), <http://repository.usd.ac.id/id/eprint/9818>.

<sup>66</sup> Jane Willis, *A Framework for Task-Based Learning* (Oxford: Longman, 1996), 26-27.

The English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo was designed into several criteria. Indeed, not all the theories were applied in this research. However, the researcher combined the theories that were approved for this research.

In designing the worksheet, the researcher adapted the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) instructional design model. The design materials of the worksheet used the task-based language teaching approach. It provided task varieties that purposed to improve students' English skills. The varieties of tasks were designed by adapting the types of activity proposed by Pattinson, and Willis. In this research, the researcher used nine from eleven task types: questions and answers, dialogues and roleplay, matching, communication strategies, pictures and picture stories, listing, ordering, sharing experience, and creative tasks.

In this research, the tasks were chosen based on the principles of task-based language teaching proposed by Nunan. The researcher applied three from seven principles of task-based language teaching: active learning (provide enough chance for students to practice English), reproduction to creation (help the students to produce the language), and reflection (provide the students with a space to reflect on what they accomplished when they finished the unit). The tasks were then arranged and organized based on Nunan's task cycle: pre-task, task cycle, and language focus. In developing the units, the researcher applied six stages proposed by Nunan.

In addition, the researcher integrated Islamic moderation values in this research. Those values are moderate (*at tawassuth*), tolerance (*at tasamuh*), dynamic and proportional (*al I'tidal*), discussion (*asy syura*), pioneer (*al qudwah*), nationalism (*al muwathanah*), and *culture friendly* (*i'tiraf al 'urf*).

The framework of this research was presented as follows: 1) It started by defining need analysis (target needs and learner needs) and would be done after collecting information from the students' questionnaire; 2) After collecting the data, the researcher designs the English worksheet with Islamic moderation values for the tenth grade students of MAN Palopo according to the earlier analysis data; 3) after designing, the researcher develops the English worksheet. In this stage, the experts evaluates the designed worksheet; 4) Next, the researcher implement the designed worksheet to the students to identify the design product's validity, reliability, and properness; 5) Then, the researcher evaluates the product using a questionnaire and interviewing the target. The collected data will become the reference to design the final product of the English worksheet with Islamic Moderation Values for the tenth grade students of MAN Palopo.

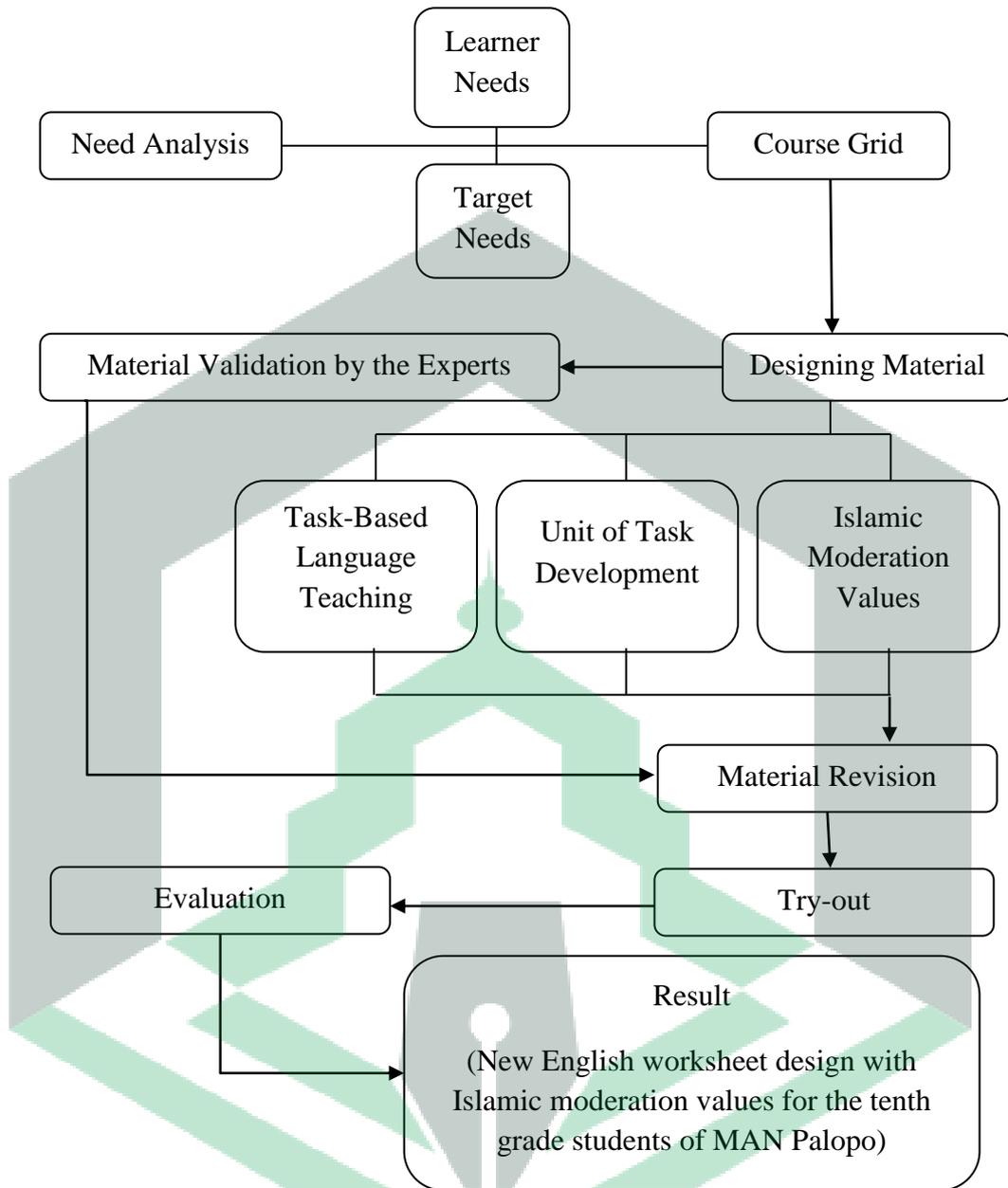


Figure 2.2 Conceptual Framework

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **A. Research Design**

This research was categorized into research and development (R & D) method. Research and development is a method applied to develop and produce a suitable learning media to measure the effectiveness. In composing the research, the researcher will start by analyzing the demand through questionnaire survey, designing, developing the product, implementing, and evaluating the product. In order to develop the existing product, this method is expected to be an appropriate method. Moreover, in this research, the researcher will design English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo by utilizing ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation).

#### **B. Location and Time of the Research**

The researcher researched on 30<sup>th</sup> March 2022. It was conducted at Islamic Senior High School (MAN) Palopo. The school is located on Jl. Ratulangi, Balandai, Palopo. The researcher held the research from March 2022 until June 2022.

#### **C. Subject of the Research**

The subject of this research was the students at the Tenth Grade of MAN Palopo. The participants of this research were 22 students, which consist of 19 female and three male students. Their ages around 15 years old up to 16 years old.

In this research, the researcher applied purposive sampling, and one class (X MIPA 1) was the sample of the research.

In addition, this research also consisted of three validators: Dr. Maghfirah, S.S., M.Hum as the validator of language experts, Bebet Rusmasari, S.Pd as the material validator, and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the validator of design and layout of the product.

#### **D. Research Procedure**

The development model that applied to develop students' worksheet for the tenth grade of students in MAN Palopo is the ADDIE design model which includes five phases: Analysis, Design, Development, Implementation, and Evaluation.

##### **1. Analysis**

The researcher needs to recognize the students' need, lacks, and necessity. In this step, the researcher analyzed the proper product. Furthermore, the researcher distributed the questionnaire to the students at the tenth grade of MAN Palopo to determine the students' needs in order to complete this step. The questionnaire used to determine the students' competence, learning capability, and prior knowledge related to writing. The questionnaire distributed through a Google form. In addition, more information about English learning process, students' difficulties, and interest will be gathered throughout the interview.

##### **2. Design**

In this phase, the researcher conducted the output based on the need analysis. Through this stage, the researcher used worksheet as the learning media

of the product. To create a new product, the researcher analyzed the data of the analysis phase. The product was designed based on the data of the analyzed phase and the school's curriculum. This point focused on designing learning objectives, topics, and task forms.

### 3. Development

This stage focused on learning material development. In this phase, the researcher built the learning material according to the data analysis. The process of worksheet designing contains of several steps, those are: a) accumulating the material resources, b) organizing worksheets' materials, c) arranging the worksheet used Task-based language teaching, and d) validating the worksheet to the experts.

### 4. Implementation

In this step, the researcher implemented and tried the product directly to the students of MAN Palopo. This purpose of this step is to understand the appropriateness of the product for student of Tenth Grade in MAN Palopo. Furthermore, the implementation phase conducted a purposive sampling with 22 students in the X MIPA 1 class of MAN Palopo.

### 5. Evaluation

In this phase, the product was evaluated by distributing the questionnaire and doing interview to the tenth grade students of MAN Palopo. This stage is aimed to compose the information regarding the designing of worksheet by filling the questionnaire based on the students' perspective. The data of the interview

supported the data questionnaires to seek suggestions for the writing worksheet improvement.

### **E. Technique of Data Collection**

In this research, the data will be collected in two different ways. The instrument that applied to accumulate the data as follows:

#### **1. Interview**

The researcher interviewed the English teacher of MAN Palopo. It collected the information related to the English learning process. The researcher prepared several questions related to the students' necessity and the background of the problem that students face while learning English subjects. The formulation of questions in interview consists of students and teacher's perceptions during learning English.

The researcher interviewed by asking several questions to collect the data. Those questions are: (1) How long do you teach English? (2) What kind of curriculum does this school use? (3) Do you follow the syllabus on the learning process? (4) What are the difficulties you face in the learning process? (5) What are the students' difficulties in the learning process? (6) What is the most difficult English skill for the students in the tenth grade of MAN Palopo? (7) Do you use learning media in the learning process? (8) Do you use learning media that conduct Islamic values in the learning process? (9) Is the book you use in the learning process already appropriate for the student's needs? (10) Do students need a worksheet or learning media that match their abilities and needs? (11) In your opinion, is it necessary to integrate Islamic moderation values in the learning

media? (12) What do you expect from integrating Islamic moderation values in the learning media?

The result of this stage supposed to generate a conceptual framework that will assist the researcher in making plan for the product.

## 2. Questionnaire

The questionnaire was the data collection technique that consists of several purposed questions or respondents' statements which is necessary to fill in.

The questionnaire categorized into three parts, those are as follows:

### a. Questionnaire for Students' Need Analysis

The researcher gave questionnaires that consist of target needs such as necessity, wants, and lack. The questionnaires distributed to the tenth grade students of MAN Palopo, especially in class X MIPA 1, which consist of 22 students.

### b. Questionnaire for Expert Judgment

The design of worksheet validated through instrument validation sheets by the expert judgments (expert of language, material, and layout). And then, the worksheet re-revised as a final draft of the product.

### c. Questionnaire for Students' and Teachers' Perception

The data collection instrument for material try-out was the questionnaires sheets of students' and teacher perception. The questionnaire is about how appropriate the worksheet for the tenth grade students of MAN Palopo.

## F. Data Analysis Technique

### 1. Data Analysis of the Interview

The data of students' and teachers' interviews were analyzed through the descriptive qualitative method.

### 2. Data Analysis of the Questionnaire

The data analysis was analyzed through a quantitative descriptive analysis by calculating the percentage of the answer. The result of the need analysis from the questionnaire used the pattern below<sup>67</sup>:

$$X = \frac{\sum X}{N} \times 100 \%$$

X : Value

N : Total Students

$\sum X$  : Total Answer

### 3. Data Analysis of Expert Judgment and Students' Perception

The researcher used the liker-scale to calculate the results of expert judgment questionnaire. The researcher analyzed the data by measuring the average answers depended on the score of each expert using the following formula<sup>68</sup>.

The number of answer excellent	= E x 4	=...
The number of answering good	= G x 3	=...
The number of answering fairly	= F x 2	=...
The number of answering poor	= P x 1	=...
Total Score		=...

<sup>67</sup> Hadiarah, "Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo" (IAIN Palopo, 2021), <http://repository.iainpalopo.ac.id/id/eprint/3283/>.

<sup>68</sup> Sagita, Sahraini, and Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 15-28, <https://doi.org/10.24256/foster-jelt.v1i1.4>.

After calculating the total score, the researcher calculated the average by using the following formulation:

$$M = \frac{M}{N}$$

M : mean score

B : total score

N : total number of material topics

Moreover, the researcher calculated the mean value using the following formulation after calculating the mean score.

$$X = \frac{M}{N} \times 100 \%$$

X : the value

M : mean score

N : total number of values

After the mean score of each material topic was calculated, the researcher defined it as the appropriate worksheet for the tenth grade students at MAN Palopo. The qualification described as the following table:

Table 3.1 The Material Topics Qualification of Product Evaluation

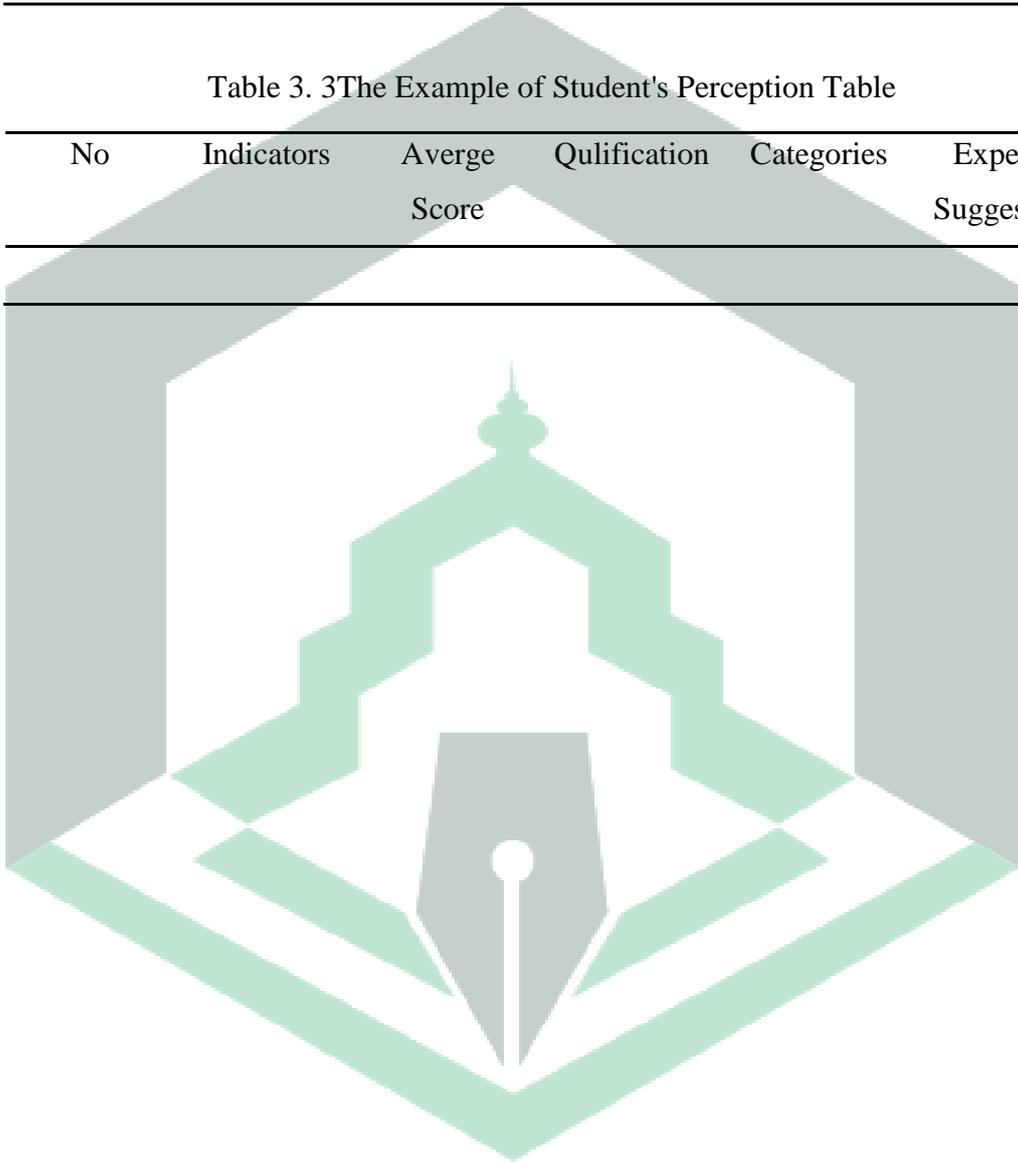
Score	Percentage	Qualification	Classification
3,6 – 4	90% - 100%	Excellent	Can be utilized without any revision
2,6 – 3,5	65% - 89%	Good	Can be utilized with a little bit revision
1,6 – 2,5	40% - 64%	Fair	Can be utilized with much revision
0 – 1,5	0% - 39%	Poor	Cannot be utilized

Table 3. 2The Example of Expert' Validation Table

No	Indicators	Average Score	Qualification	Categories	Expert's Suggestion
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Table 3. 3The Example of Student's Perception Table

No	Indicators	Average Score	Qualification	Categories	Expert's Suggestion
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## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher discusses the findings and discussions of the research process. This chapter consists of two parts. First are the findings. The detailed process of designing an English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo is presented in the findings. Furthermore, the discussions are explained in the second part.

#### **A. Research Findings**

In this stage, the researcher describes the detailed processes of designing an English Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo. According to the explanation in chapter three, the researcher adopted the ADDIE research and development models in designing the instructional materials. The details of each step are explained as follows.

##### **1. Need Analysis**

In the first step, the researcher analyzed the needs for a new product design. A new learning product was designed by identifying students' needs analysis, including lacks, wants, and necessities. Before doing need analysis, the researcher interviewed the English teacher of MAN Palopo about English learning process at the tenth grade of MAN Palopo. In collecting the data of need analysis, the researcher distributed the questionnaires to the tenth grade students of MAN Palopo through a google form. The collected data were used to design the English worksheet for the tenth grade students of MAN Palopo.

a. The Interview Results with the English Teacher of MAN Palopo

The researcher interviewed *ustadzah* Bebet Rusmasari, S.Pd as the English teacher about the English learning process at the tenth grade of MAN Palopo. The results of this interview were;

1) Students Difficulties

Based on the interview, the researcher found that the students feel difficult to express and write their ideas, especially in terms of writing skill: the students are not interested in writing. They also feel hard to make a paragraph. In addition, among four English skills, writing skill is the hardest skill for the students.

2) Learning Process

According to the interview, during the covid-19 pandemic, the material is not presented well and the students struggle to accept the lesson because of the limited study time.

3) Learning Media

On the interview, the teacher explained that she used the textbook in the learning process. But, the textbook is not suitable for the students because the language used in the textbook is hard to understand, and the tasks in the textbook are not according to the student level. In addition, the textbook that she used did not conduct Islamic moderation values. Therefore, the students need an appropriate learning media that consist of Islamic moderation values. It is in order to improve the students' English skills and indirectly instilled Islamic moderation values to the students.

b. Questionnaire's result with the tenth grade students of MAN Palopo

In designing the materials, the researcher needs to collect the necessary information and understand the characteristics of the tenth grade students of MAN Palopo. Therefore, the researcher distributed 22 questionnaires related to the target needs (necessity, wants, and lacks) and the learning needs (activities, setting, teachers' role, and students' role). Before distributing the questionnaires to the respondents, it was validated by two validators. They were Husnaini, S.Pd.I., M.Pd as the material expert, and Fadhliyah Rahma Muin, S.Pd., M.Hum as the language expert. The results of instrument validation are shown below.

Table 4.1 The Result of the Instruments' Validation by the Material Expert

Aspects	Score
Contents	5
Scope of the Contents	4,25
Language	4,25
Average Score	4,5

Table 4.2 The Result of the Instruments' Validation by the Language Expert

Aspects	Score
Contents	5
Scope of the Contents	4,75
Language	4,25
Average Score	4,67

After validating the instruments, the researcher continued distributing the questionnaires through a google form. The respondents of the questionnaire were 22 tenth grade students of MAN Palopo. The details of the respondents are shown in the table below.

Table 4.3 Data of the Respondents

Respondents	Gender		Class	Age	
	Male	Female		15	16
22 tenth grade students of MAN Palopo	19	3	X MIPA 1	14	8

1) Target Needs

a) Necessity

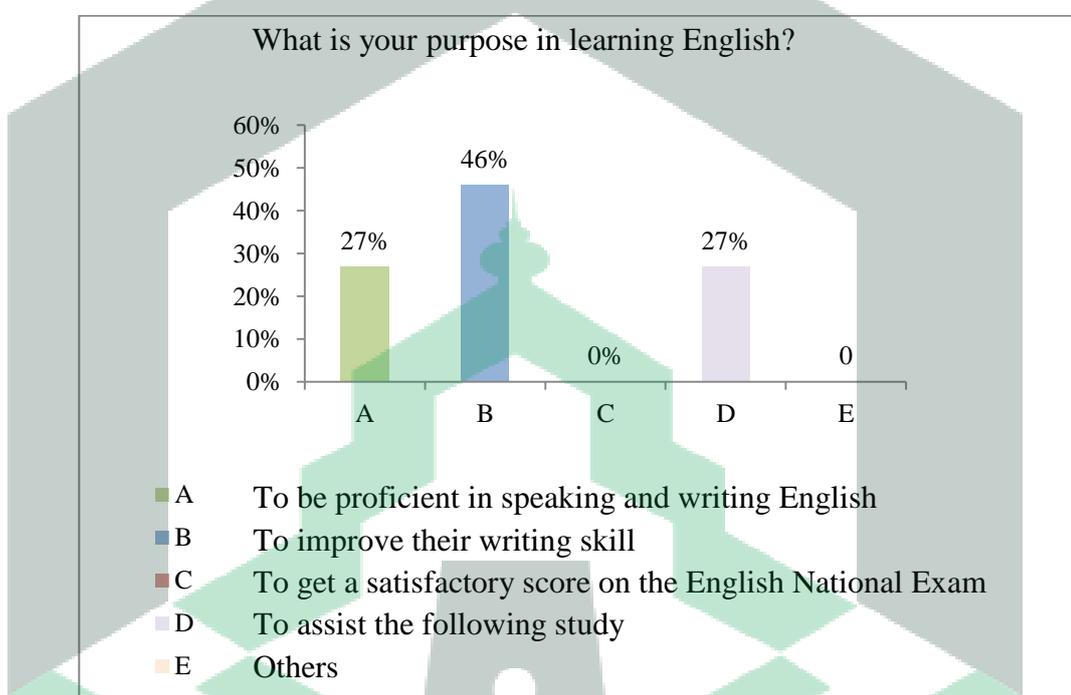


Chart 4.1 The percentages of the students' purposes in learning English

Chart 4.1 describes the percentage of students' purpose in learning English. There are five options for students' purposes shown in the chart; they are 1) to be proficient in speaking and writing English, 2) to improve their writing skill, 3) to get a satisfactory score on the English National Exam, 4) to assist the following study, and 5) others option fulfilled based on the students' suggestion. The highest percentage is obtained by the option "to improve their writing skill"

(46%). Furthermore, the researcher highlighted the highest percentage in this research.

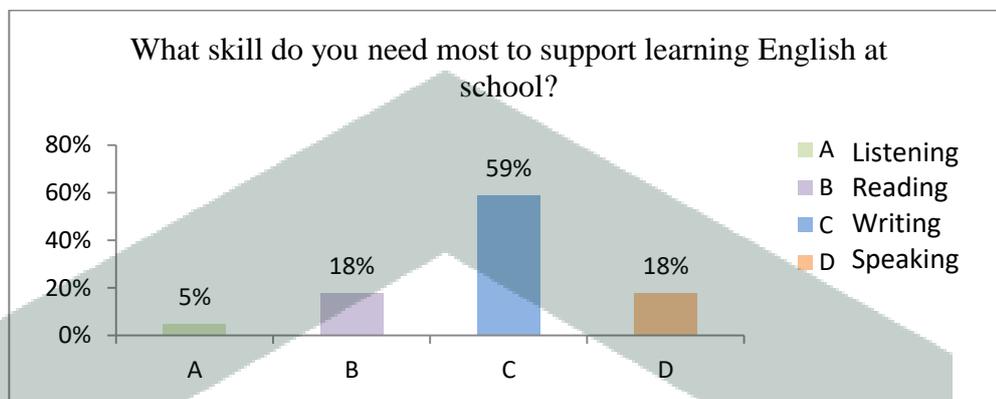


Chart 4.2 The percentage of English skills most needed by the students

Chart 4.2 illustrates the skills students need most to learn English at school. There are four skills provided in the chart. They are listening, reading, writing, and speaking. The highest score is option C (Writing), with 59% points. It means that students put writing skill on top among other skill. This skill is highlighted in this research.

b) Lacks

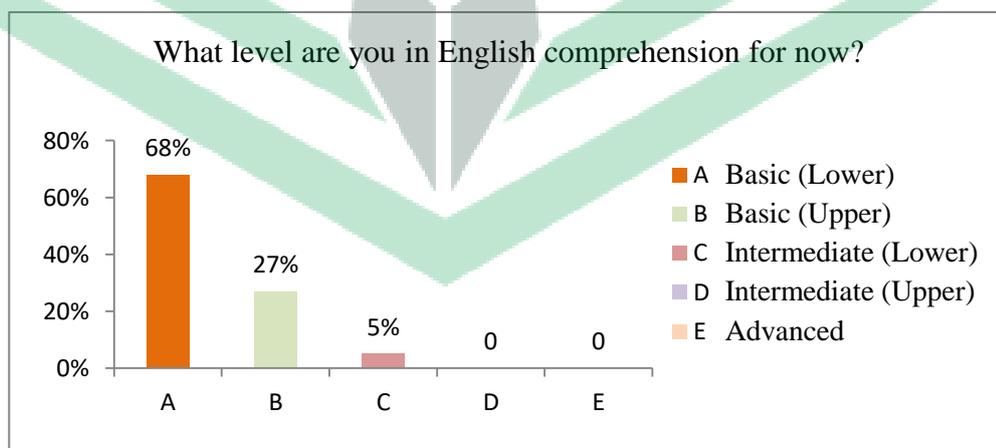


Chart 4.3 The percentages of students' level in English

Chart 4.3 presents the percentage of students' level in English. There are five types of English levels; they are basic (lower), basic (upper), intermediate (lower), intermediate (upper), and advanced. Option A gets the highest score with 68% points. It means that most students are in the basic (lower) level.

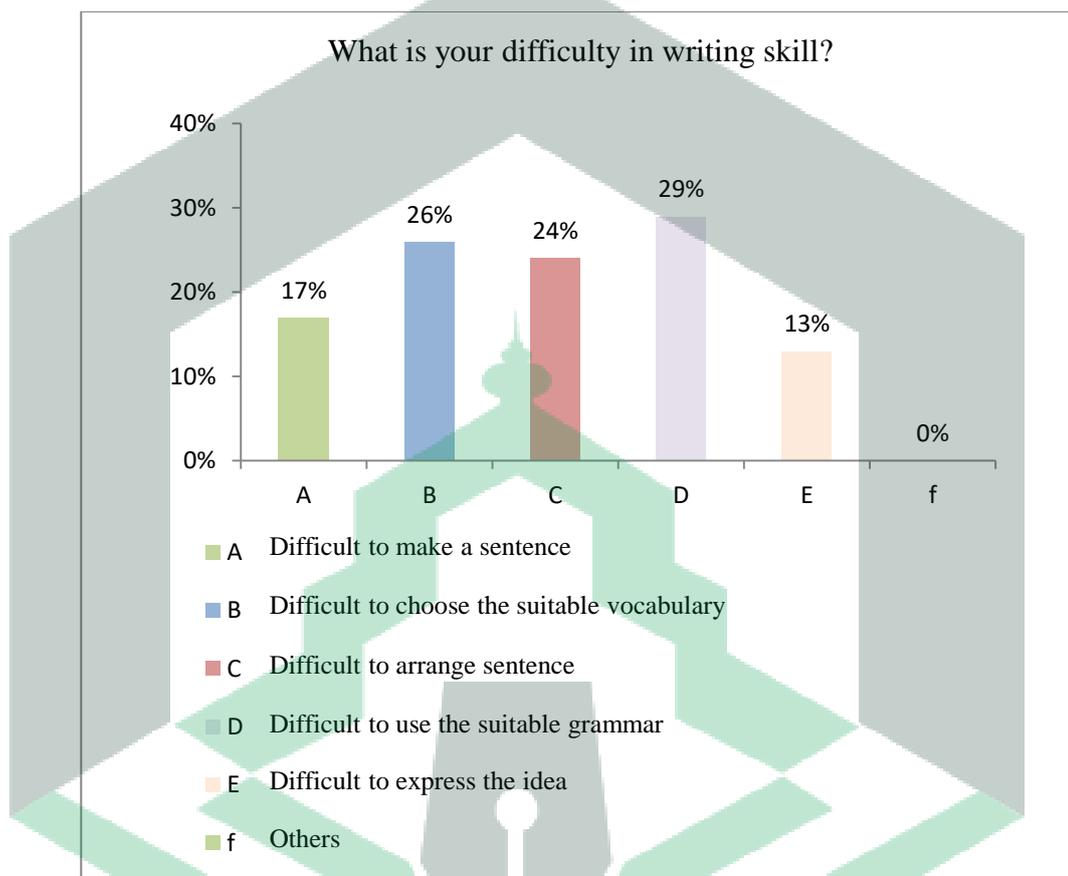


Chart 4.4 The percentage of the students' difficulties in writing skill

Chart 4.4 delineates the percentage of the students' difficulties in writing skill. The highest score is on option D (difficult to use the suitable grammar) with 29% points. It shows that students feel challenged to use the proper grammar in writing English.

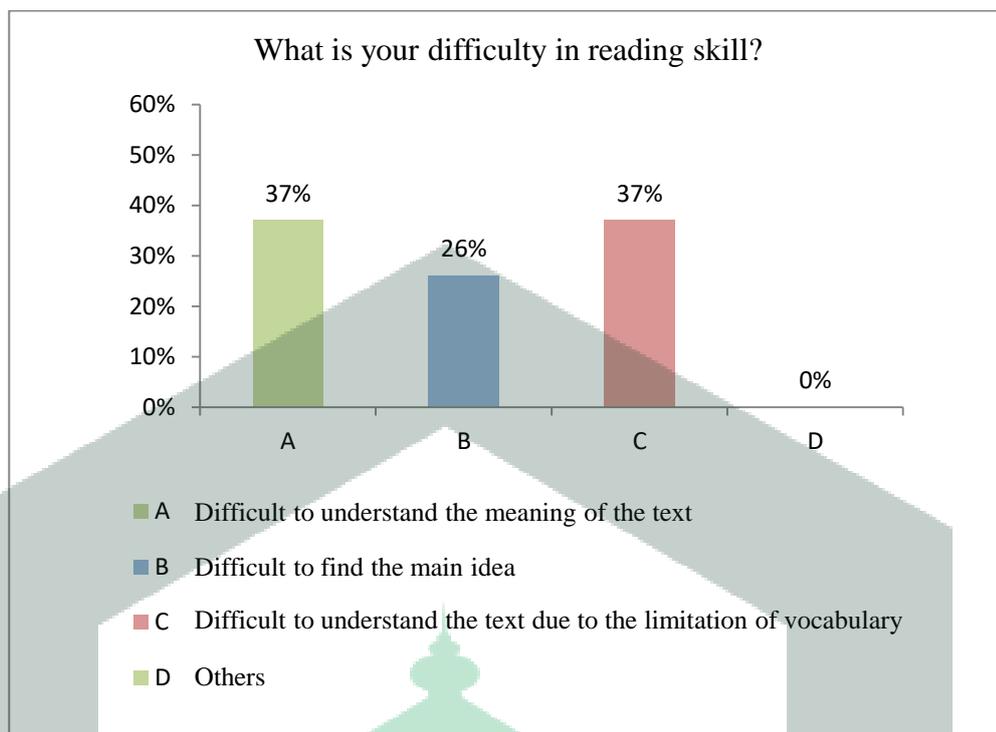


Chart 4.5 The percentage of students' difficulties in reading skill

Chart 4.5 presents the percentage of students' difficulties in reading skill. There are four options shown in the chart; they are a) difficult to understand the meaning of the text, b) difficult to find the main idea, c) difficult to understand the text due to the limitation of vocabulary, and d) Other options fulfilled by the students. The highest percentage is on options A and C, which reached the same rate (37%).

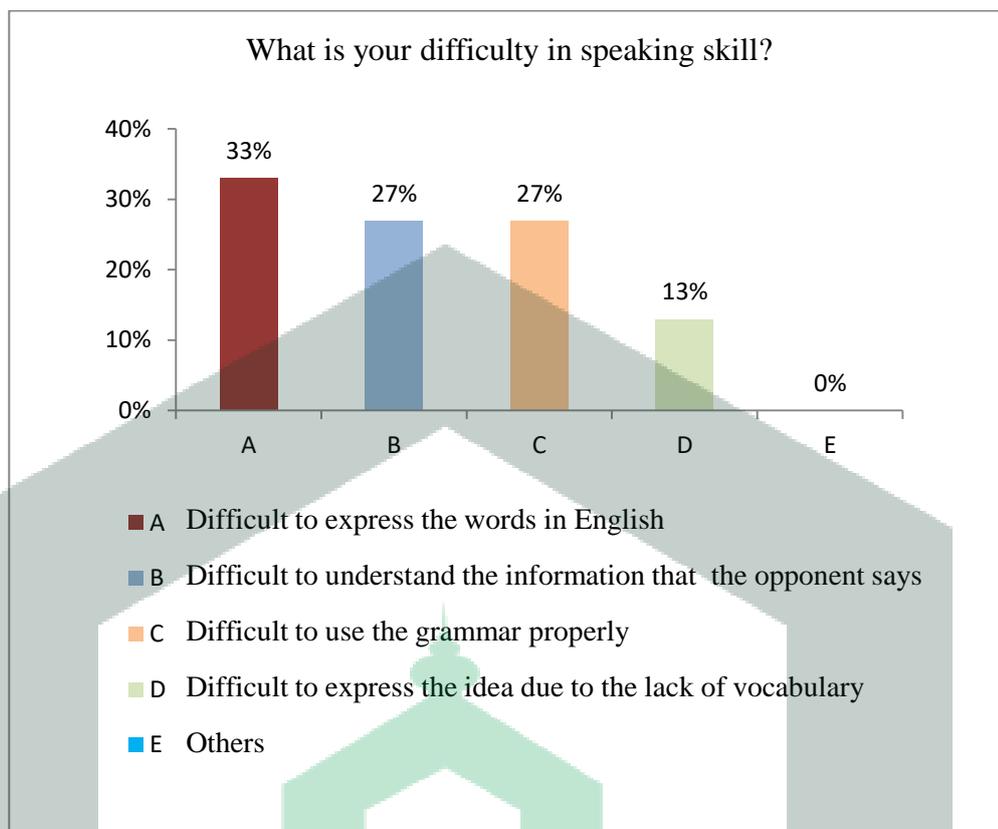


Chart 4.6 The percentage of students' difficulties in speaking skill

Chart 4.6 above describes the students' difficulties in speaking skill. The researcher provided five options those are; a) difficult to express the words in English, b) difficult to understand the information that the opponent says, c) difficult to use the grammar properly, and d) difficult to express the idea due to the lack of vocabulary, and e) others option fulfilled by the respondents. Option A gets the highest score with a percentage of 33%. It means that most students struggle to express their words when speaking English.

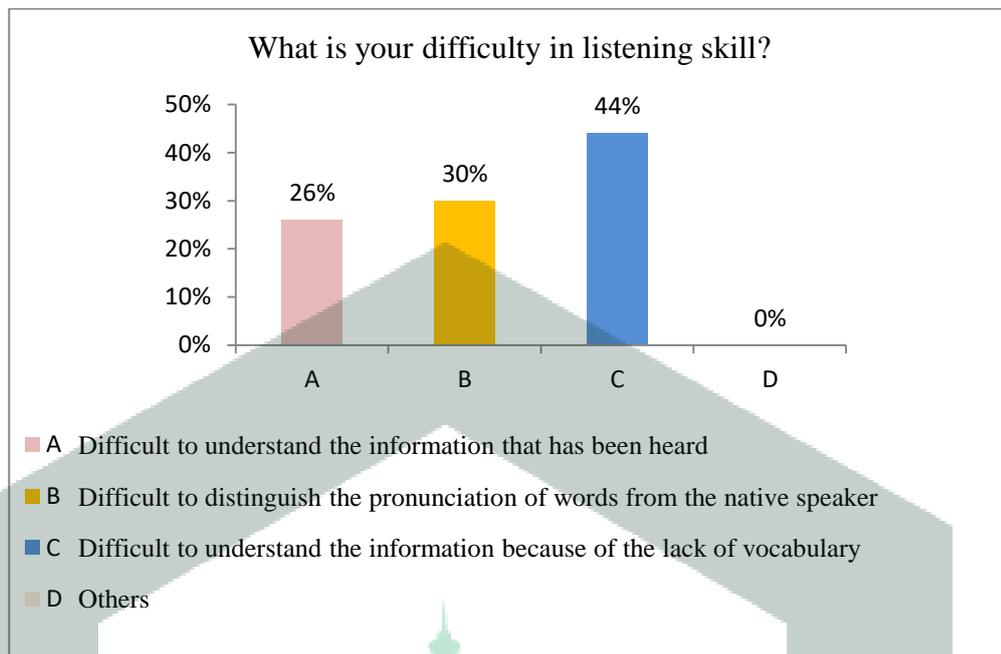


Chart 4.7 The percentage of students' difficulty in listening skill

Chart 4.7 illustrates the students' difficulties in listening skill. There are four options provided in the chart. These are a) difficult to understand the information that has been heard, b) difficult to distinguish the pronunciation of words from the native speaker, c) difficult to understand the information because of the lack of vocabulary, and d) other options fulfilled by the respondents. The highest score is obtained by option c ( difficult to understand the information because of the lack of vocabulary) with 44%. It indicates that most students struggle in listening because they still lack vocabulary.

## 2) Learning Needs

## a) Learning Materials

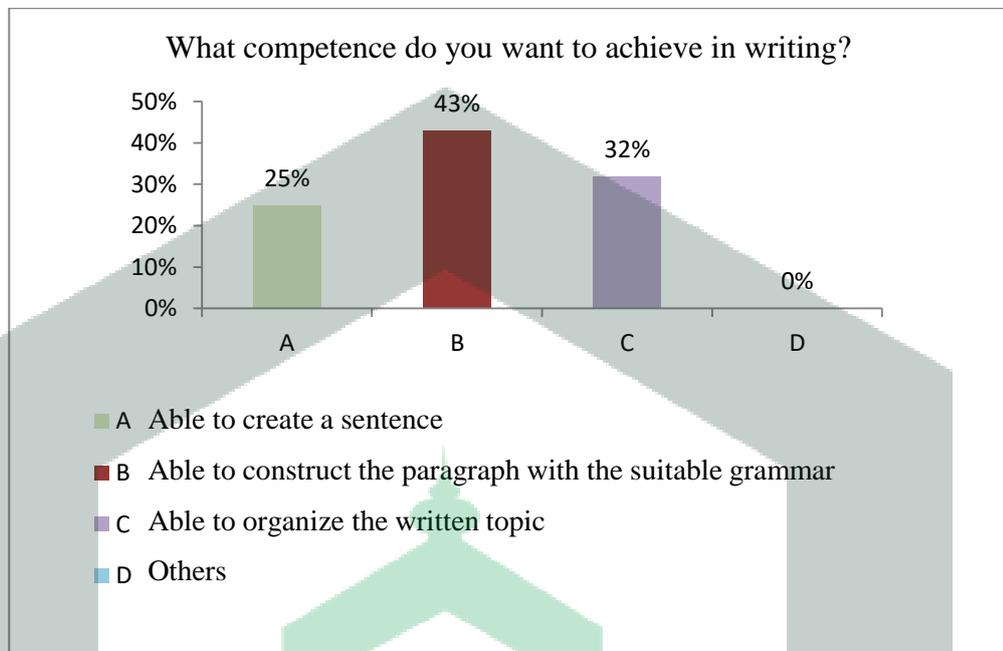


Chart 4.8 The percentage of the students' needs in writing

Chart 4.8 presents the students' target writing skill. There are four options shown in the chart. They are a) able to create a sentence, b) able to construct the paragraph with suitable grammar, c) able to organize the written topic, and d) the respondents fulfill others' options. The highest score is obtained by the option "able to construct the paragraph with suitable grammar" (43%).

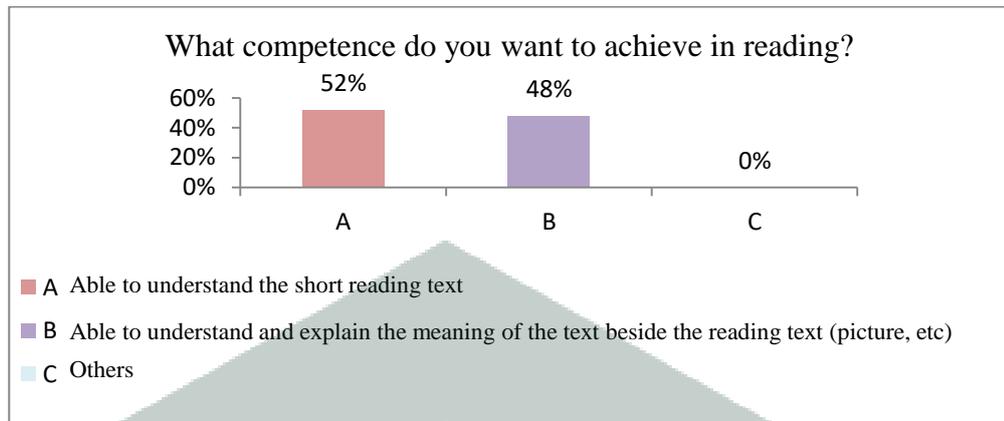


Chart 4.9 The percentage of the students' needs in reading

Chart 4.9 describes the students' target in writing skill. There are three options provided in the chart. Those are a) able to understand the short reading text, b) able to understand and explain the meaning of the text beside the reading text (picture, etc.), and c) the students fulfill other options. From this chart, it is evident that the students expect to be able to understand the short reading text (52%).

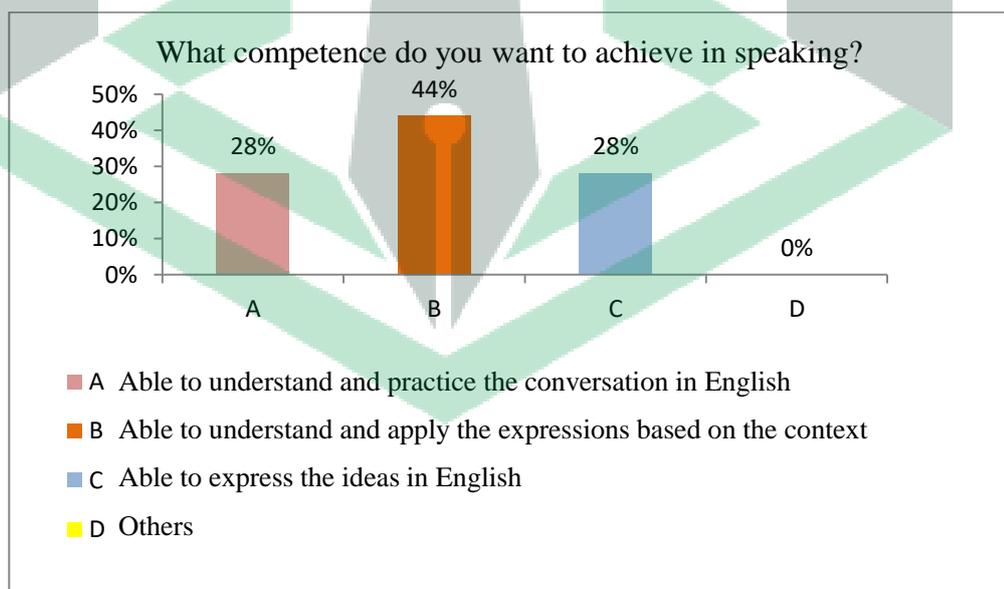


Chart 4.10 The percentage of the students' needs in speaking

Chart 4.10 demonstrates the students' target in speaking. There are four options provided in the chart those are a) able to understand and practice the conversation in English, b) able to understand and apply the expressions based on the context, c) able to express the ideas in English, and d) others. Option B gets the highest score with a percentage of 44%. It means that the students expect to be able to understand and apply the expressions based on the context.

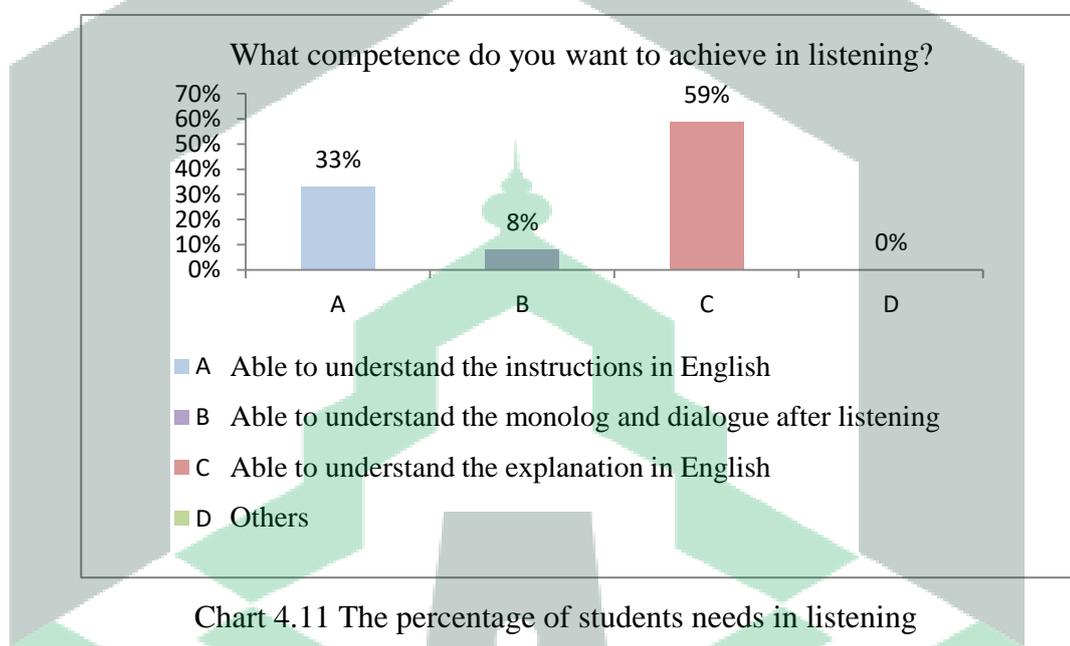


Chart 4.11 illustrates the students' target listening skill. There are four options shown in the chart. They are a) able to understand the instructions in English, b) able to understand the monologue and dialogue after listening, c) able to understand the explanation in English, and d) others. The highest score is option C, with a percentage of 59%. It indicates that most students expect to be able to understand the explanation in English.

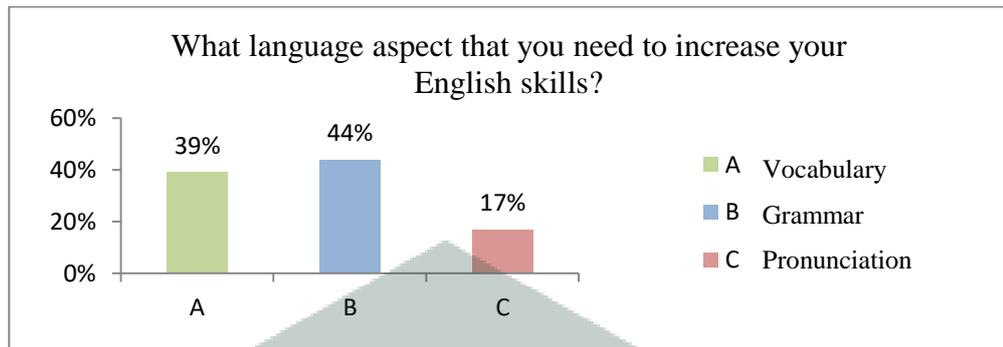


Chart 4.12 The percentage of the students' preferred language aspect

Chart 4.12 describes the language aspect that the students prefer to increase their English skills. As a result, option B gets the higher score with a percentage of 44%. It indicates that most students choose the grammar aspect to help them improve their English skills.

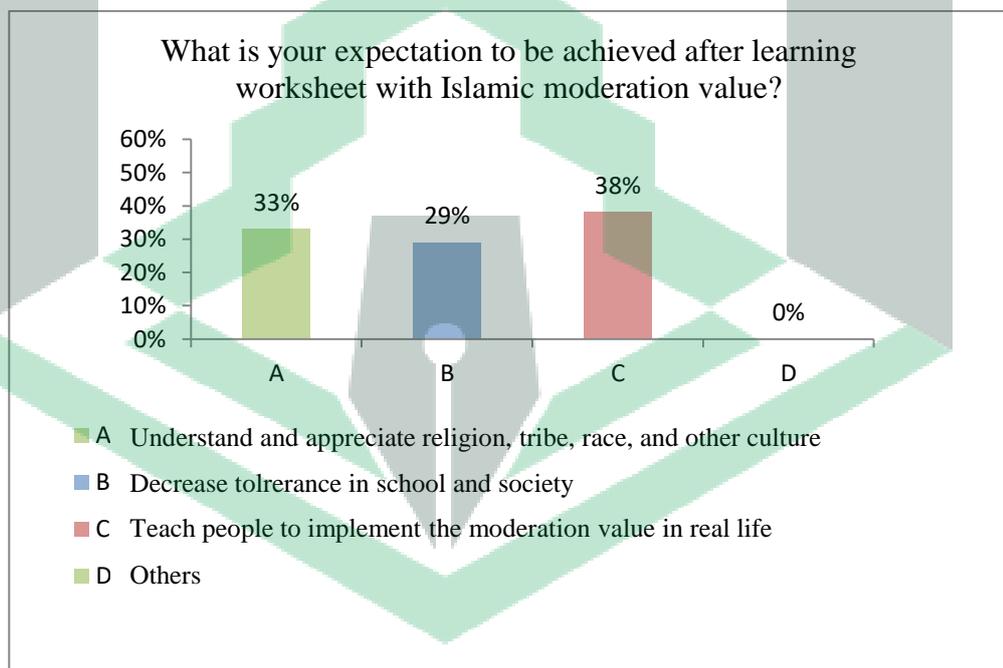


Chart 4.13 The percentage of the students' expectations of the product

The supplied chart 4.13 shows the percentage of students' expectations after using worksheet with Islamic moderation values. Four options are provided in the chart, and option C gets the highest score (38%). It indicates that after using

the worksheet, students want to implement Islamic moderation in their daily life and educate people to do the same.

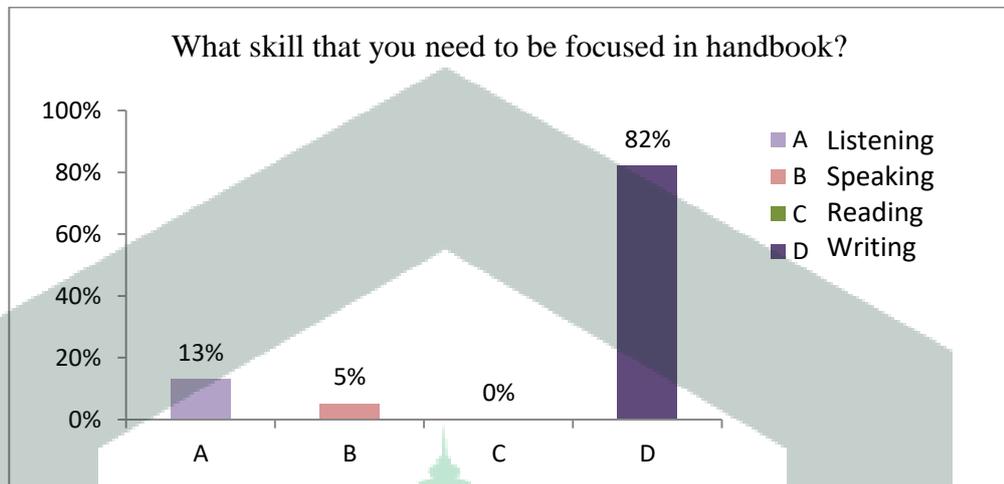


Chart 4.14 The percentage of the students interesting in English skills that will be a focus in the worksheet

The supplied chart 4.14 indicates the percentage of the English skills students would like to focus on in the worksheet. The chart has four options; the highest score is on option D (writing skill) with 82% points. This option is highlighted in composing a worksheet with Islamic moderation values for the tenth grade students of MAN Palopo who noticed writing skill on top in designing the worksheet.

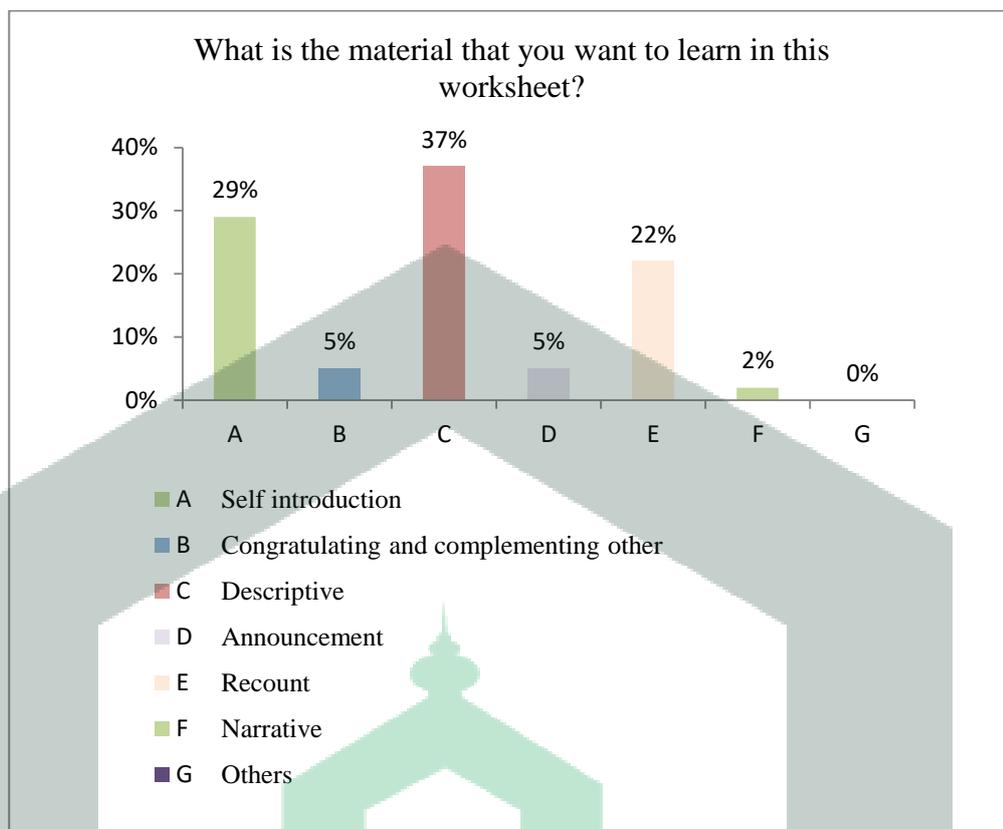


Chart 4.15 The percentage of the students' preferred materials to fulfill in the worksheet

Chart 4.15 shows the students' interest in the material they preferred to add to the worksheet. The prepared material options are based on the syllabus of MAN Palopo for the tenth grade students. There are six kinds of material in the chart. The three highest chosen options will be highlighted in this research. As the evidence, there are three options in the chart with the percentage; option A (self-introduction) at 29%, option C (Descriptive) at 37%, and option E (Recount) at 22%.

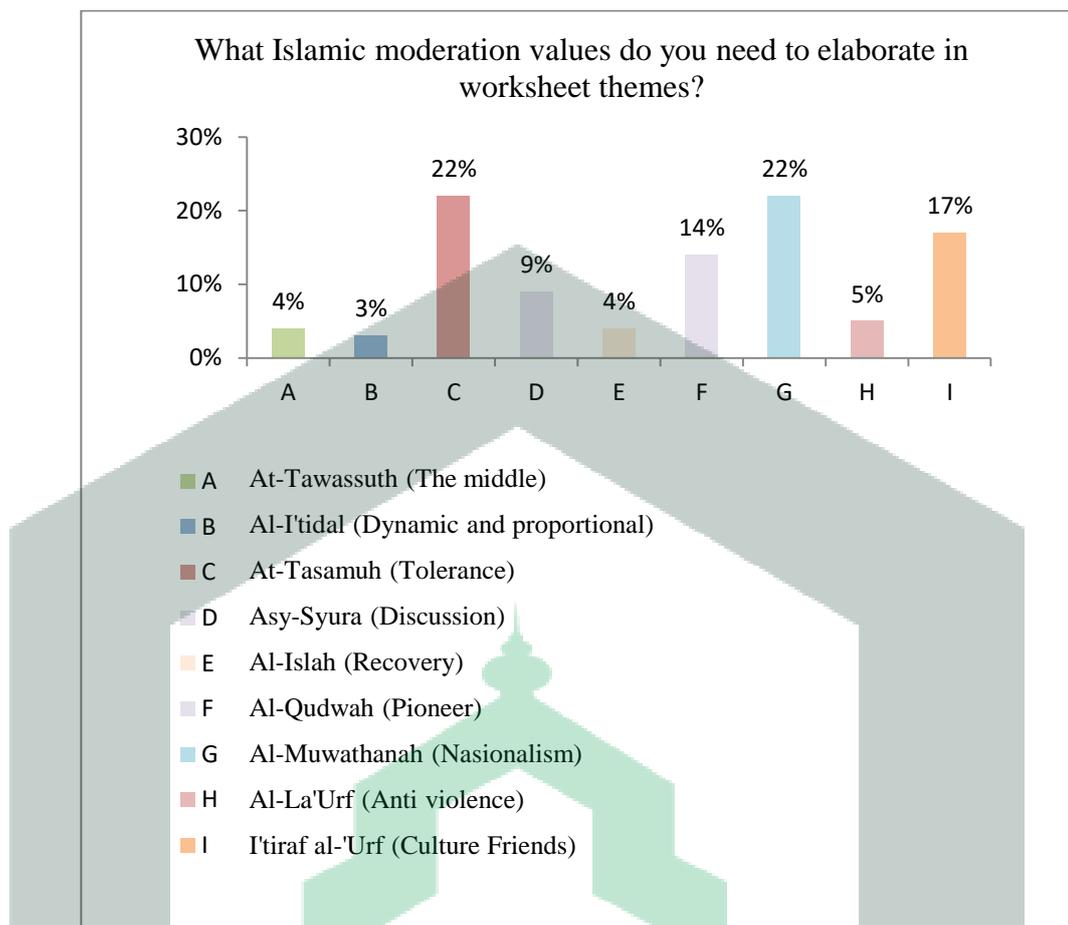


Chart 4.16 The percentage of the students' preferred Islamic moderation values to fulfill and elaborate in worksheet themes

Chart 4.16 indicates the percentage of Islamic moderation values fulfilled in the worksheet. The chart has nine options prepared, consisting of nine values of Islamic moderation. The three highest score considered to be highlighted in the product while six values also would be integrated with the product but with limited or low proportion than the third biggest values; option C with the 22% score, option G with the 22%, and option I with the 17% score.

## b) Learning Activities

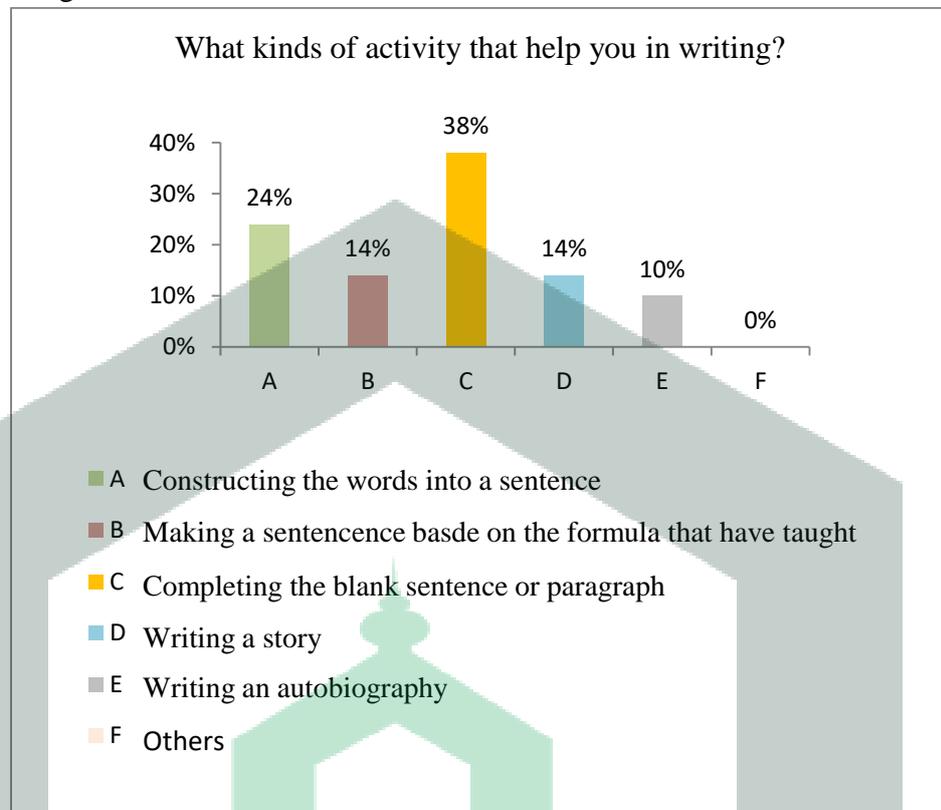


Chart 4.17 The percentage of the students' activities in writing

Chart 4.17 presents the percentage of students' preferred activities in writing. The chart has six options, and option C gets the highest score (38%). It means that constructing the words into a sentence can help students increase their writing skills.

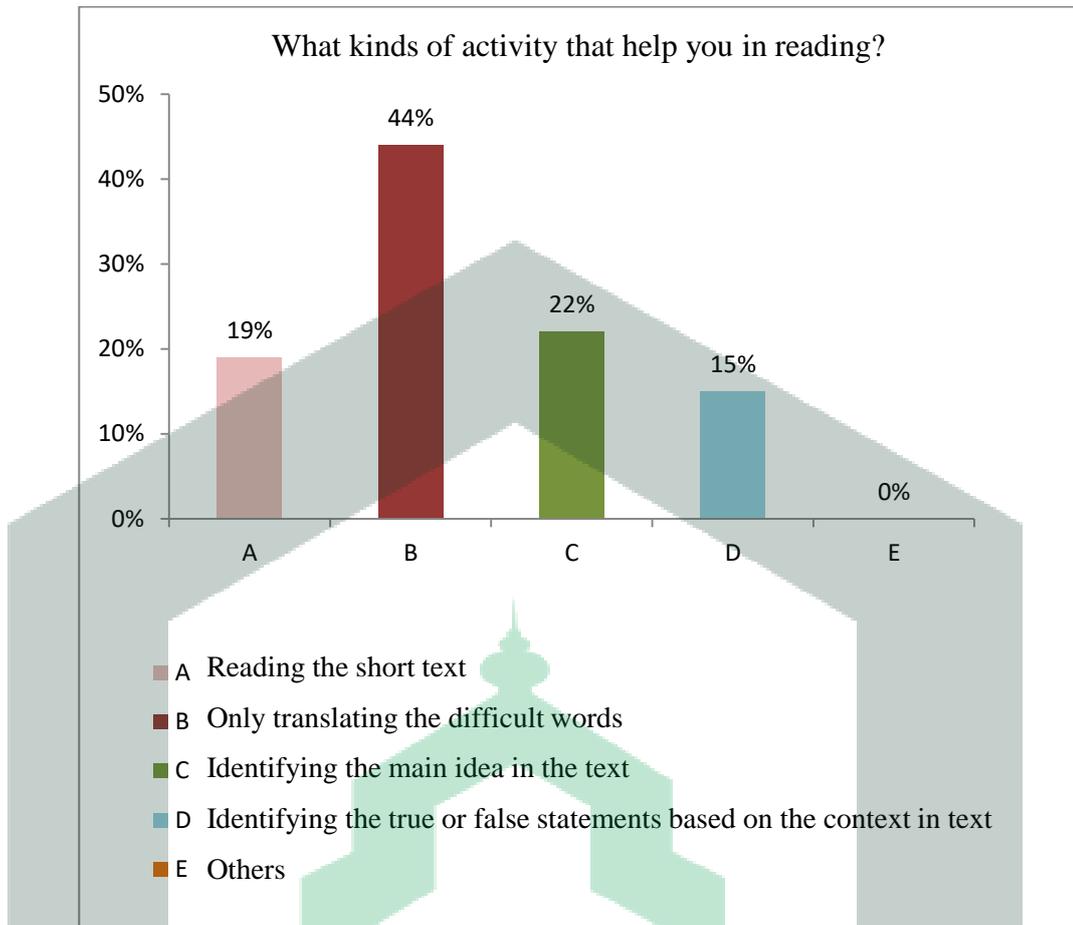


Chart 4.18 The percentage of the students' activities in reading

Chart 4.18 describes the students' preferred activities in reading. Five options are provided in the chart, and option B gets the highest score (44%). It shows that most students prefer to translate the difficult words in the text to increase their reading skill.

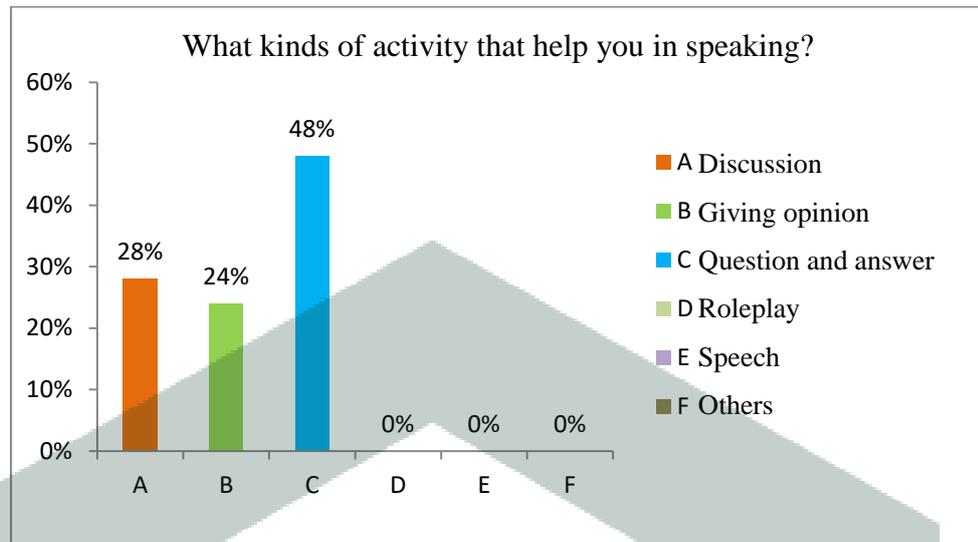


Chart 4.19 The percentage of students' activities in speaking

Chart 4.19 indicates the percentage of students' preferred activities in speaking. Six options are provided in the chart, and option C gets the highest score (48%). It means that most students preferred the question and answer activity in learning speaking.

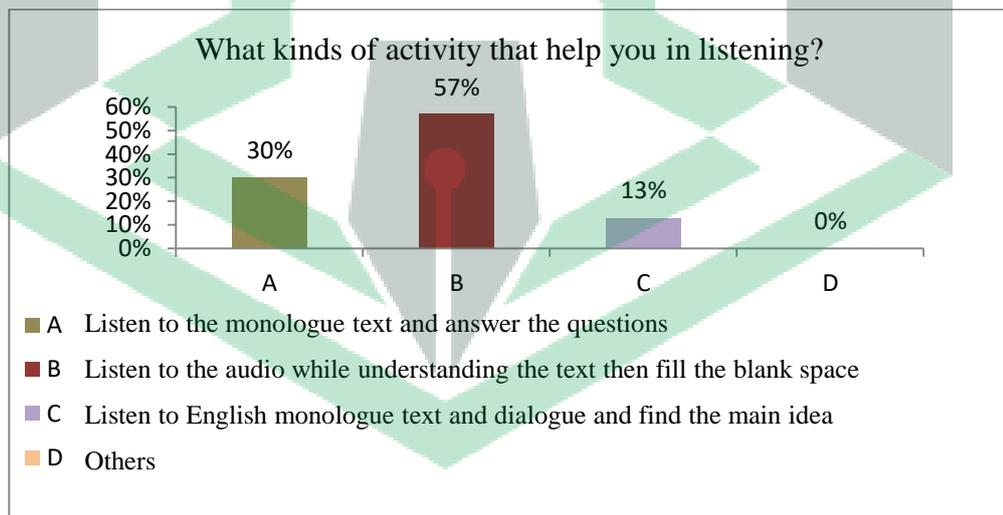


Chart 4.20 The percentage of the students' activities in listening

Chart 4.20 illustrates the listening activities preferred by the students. Option B gets the highest score (57%) of the four options. It means that most

students like listening to the audio while understanding the text, then filling the blank space on it.

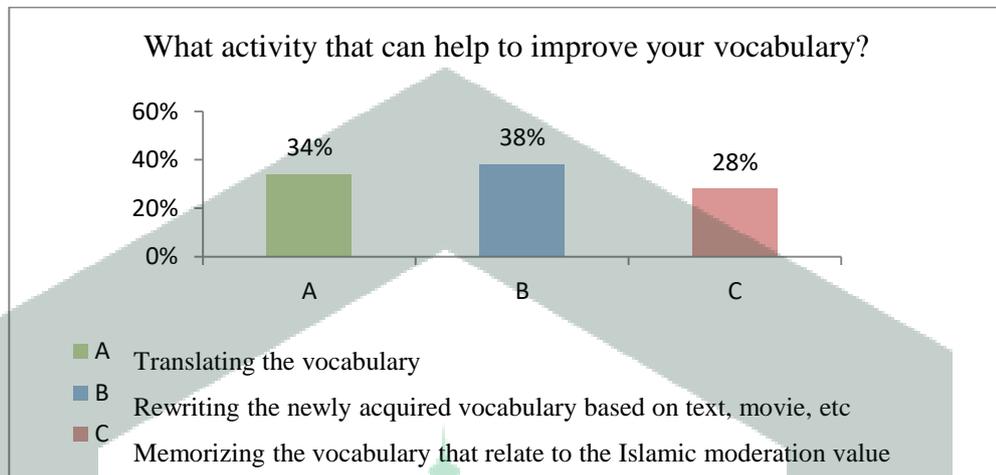


Chart 4.21 The percentage of students' preferred activities in the vocabulary aspect

Chart 4.21 shows the activities that students prefer to improve their vocabulary. Option B gets the highest score (38%) among options A (34%) and C (28%). It proves that most students choose the activity of rewriting the vocabulary based on the text, movie, etc.

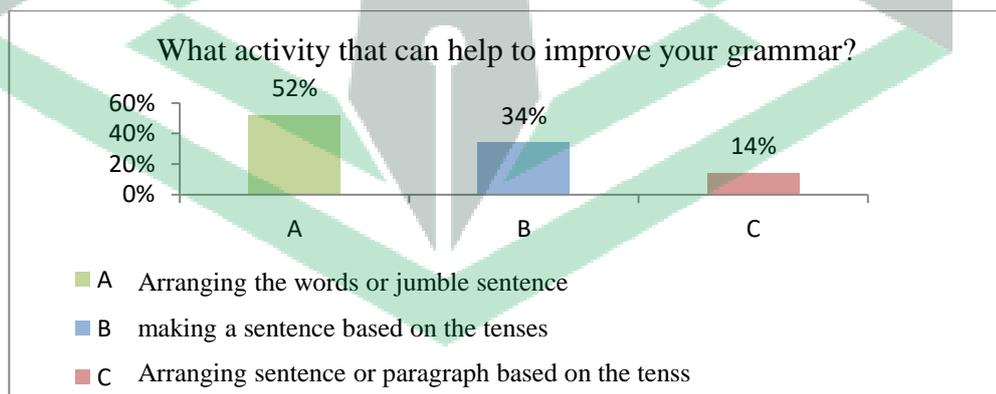


Chart 4.22 The percentage of the students' preferred activities in the grammar aspect

Chart 4.22 presents the percentage of activities preferred by the students to improve their grammar. It shows that most students prefer to arrange the words or jumbled sentences into correct words or sentences. As a result, option A gets the highest score (52%).

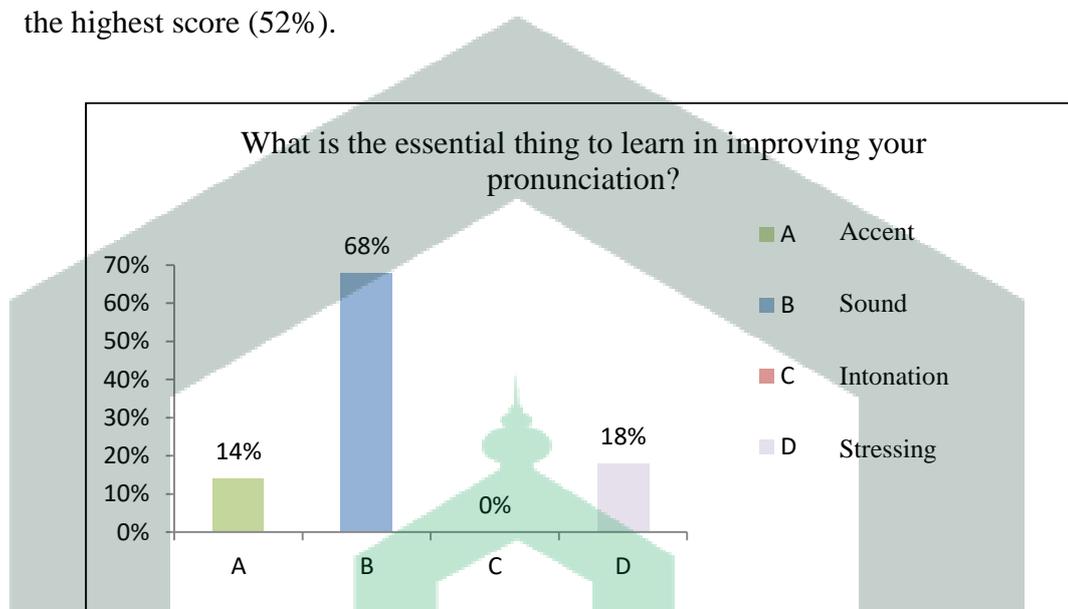


Chart 4.23 The percentage of the students' activities to improve their pronunciation

Chart 4.23 describes the percentage of activities increasing the students' potential to pronounce the words in English. There are four chosen options given in the chart. The highest score is on option B (sound), with a 68%. The result indicates that students do not know how to speak English words.

## c) Learning Media

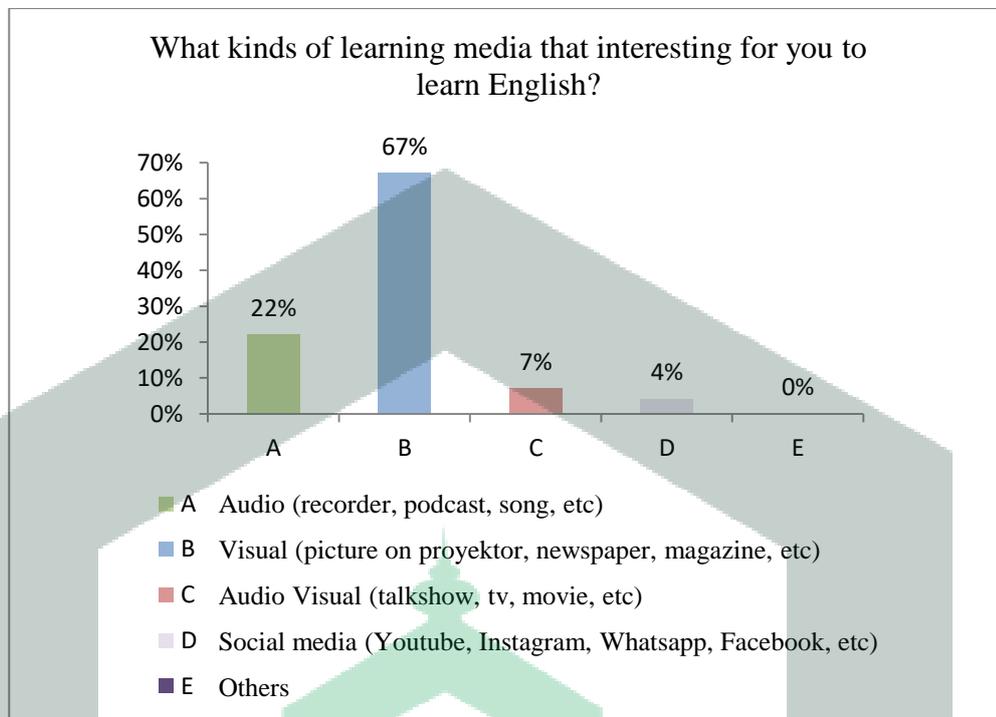


Chart 4.24 The percentage of the students' preferred media in learning English

Chart 4.24 demonstrates the percentage of students' needs in media for learning English. There are five options provided in the chart. The highest score is on option B (visual), with a percentage of 67%. It means most students are interested in using visual media to learn English.

## d) Setting

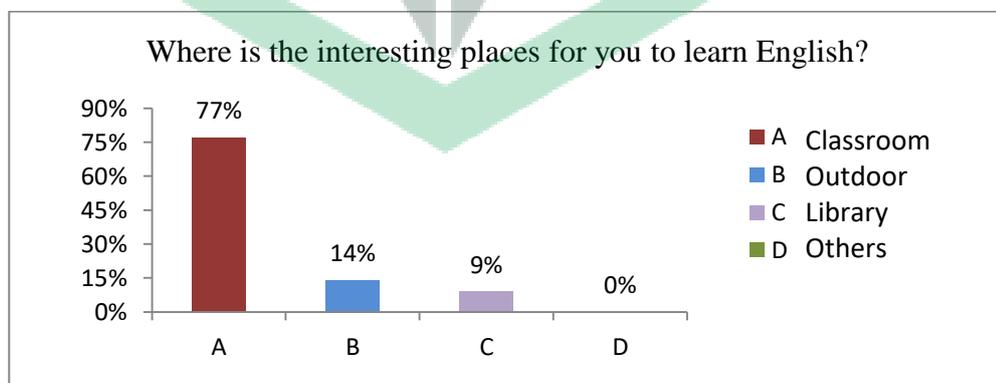


Chart 4. 25 The percentage of the students' preferred media in learning English

Chart 4.25 describes the percentage of media that students prefer to learn English. The chart has four options. The highest score is on option A with a percentage of 77%. It indicates that most students prefer to learn English in the classroom.

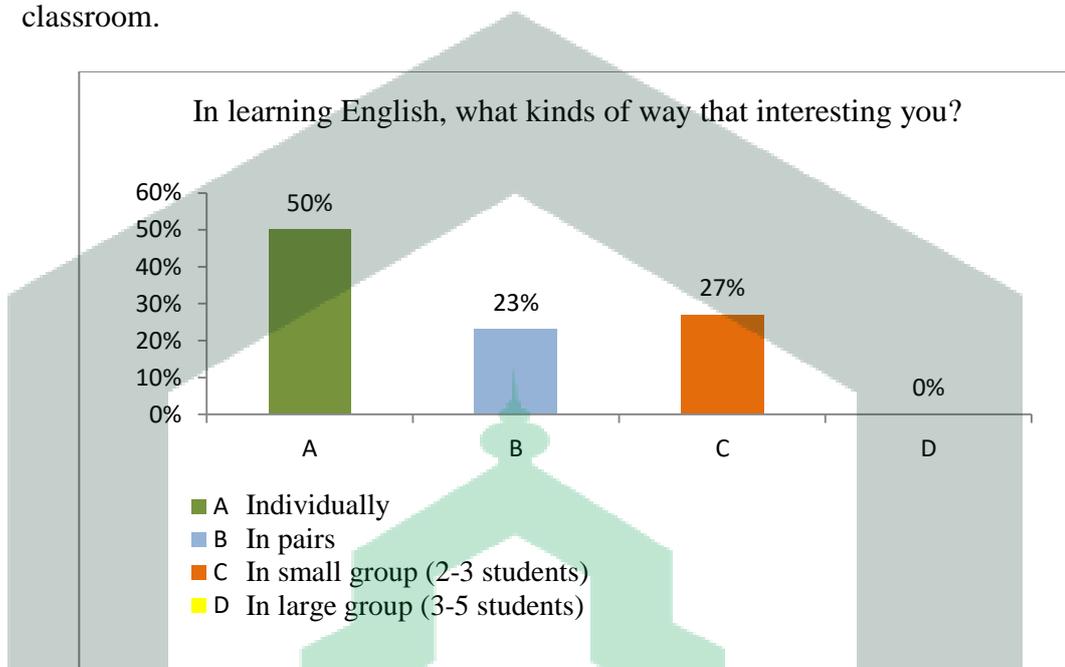


Chart 4.26 The percentage of the students' preferred task completion

Chart 4.26 illustrates the students' preference for exercise completion. There are four options provided in the chart. The highest score is on option A. It means that students are more like to do the task individually.

## e) Students' Role

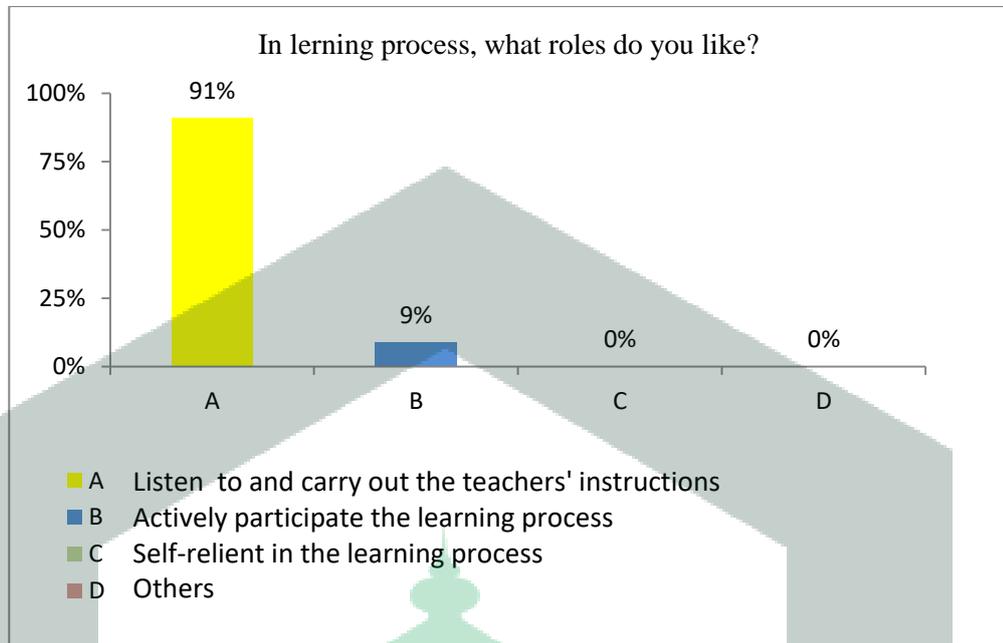


Chart 4.27 The percentage of the students' role

Chart 4.27 presents the percentage of the student's role in learning. The chart has four options; option A gets the highest score, reaching 91%. Students like to listen and carry out the teachers' instructions.

## f) Teachers' Role

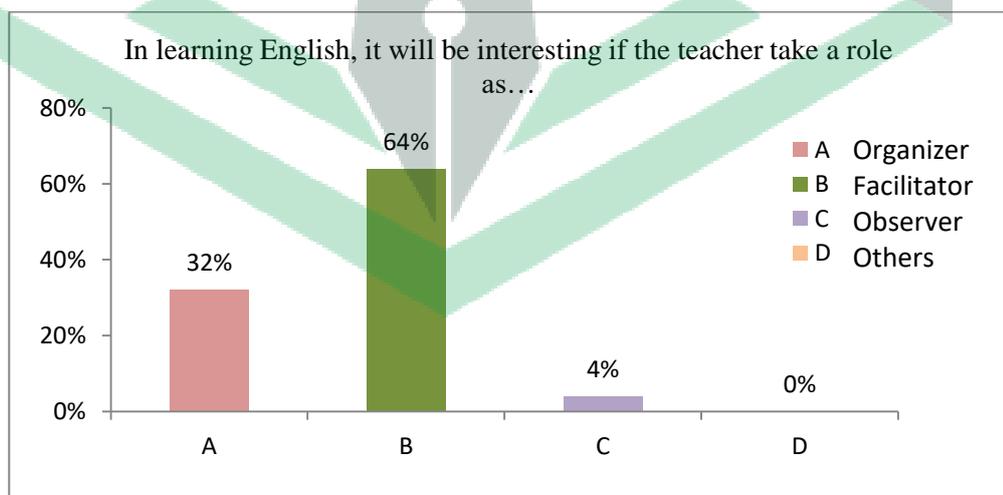


Chart 4.28 The percentage of the teachers' role in the learning process

Chart 4.28 above demonstrates the percentage of the teachers' role in the learning process. There are four options in the chart; organizer, facilitator, observer, and other options are fulfilled by the students'. Option B gets the highest score which reaches 64%. It indicates that students generally would like the teacher to be a facilitator who gives the facility for students about the shown material and receive opinions from students in the learning process.

## 2. Designing

### a. Designing the Learning Objectives

The English Worksheet with Islamic Moderation Values is intended for the tenth grade students of MAN Palopo. The researcher arranged the topics for English worksheet with Islamic moderation values based on the need analysis result and the English syllabus for the tenth grade students of MAN Palopo. The topics were self-introduction (This Is Me), descriptive historical place (Let's Visit Indonesia), and recount text (Tell Me Your Experience). Then, the researcher formulated the learning objectives for each topic based on the English syllabus for the tenth grade students of MAN Palopo. The description of the learning objectives can be seen in Table 4.4 below.

Table 4.4 The Learning Objectives of the Designed Worksheet

No	Topics	Learning Objectives	Islamic Moderation Values
1.	This Is Me (Self-Introduction)	<ol style="list-style-type: none"> <li>1. Students are able to understand the element of self-introduction.</li> <li>2. Students are able to understand the expression of asking and giving</li> </ol>	<ul style="list-style-type: none"> <li>• Tolerance (At Tasamuh)</li> <li>• Discussion (Asy Syura)</li> <li>• Pioneer (Al Qudwah)</li> </ul>

	information about themselves.	
	3. Students are able to understand and use pronoun and to be in written text.	
	4. Students are able to write their identity correctly.	
Let's Visit Indonesia 2. (Descriptive Historical Place)	1. Students are able to identify the structure of the descriptive text. 2. Students are able to understand and use the noun phrases correctly. 3. Students are able to write a descriptive text about the historic place.	<ul style="list-style-type: none"> <li>• The Middle (At Tawasuth)</li> <li>• Nationalism (Al Muwathanah)</li> <li>• Culture Friendly (I'tiraf al 'Urf)</li> <li>• Discussion (Asy Syura)</li> </ul>
Tell Me Your 3 Experience (Recount Text)	1. Students are able to identify the structure of recount text. 2. Students are able to understand and use the simple past tense correctly. 3. Students are able to write a recount text about past events.	<ul style="list-style-type: none"> <li>• Culture Friendly (I'tiraf al 'Urf)</li> <li>• Pioneer (Al Qudwah)</li> <li>• Dynamic and proportional (I'tidal)</li> </ul>
b. Designing Materials and Activities		

In this stage, the researcher selected several appropriate materials and activities for each unit. According to the need analysis result and the research limitation, the worksheet contains three units with the highest percentages of students' needs; they are this is me, let's visit Indonesia, and tell me your experience. The activities are chosen based on the students' knowledge and skills. Furthermore, the researcher considered selecting the activities which can scaffold the tenth grade students of MAN Palopo in achieving the learning objectives. The researcher prepared several different activities, most of them involving the students' English skills. Furthermore, the researcher also integrated the Islamic Moderation values in some activities in each unit. The researcher tried to make it

simple, so the students can understand the materials of the worksheet. Below are the activities in each unit.

No.	Unit	Activities	Islamic Moderation Values
1	1 (This is Me)	<ul style="list-style-type: none"> <li>• Matching picture and words</li> <li>• Finding the meaning of some words</li> <li>• Discussion</li> <li>• Completing the dialogue</li> <li>• Filling the blank</li> <li>• Shorts questions</li> <li>• Paragraph building</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance (<i>At tasamuh</i>)</li> <li>• Discussion (<i>Asy Syura</i>)</li> <li>• Pioneer (<i>Al Qudwah</i>)</li> </ul>
2	2 (Let's Visit Indonesia)	<ul style="list-style-type: none"> <li>• Picture Description</li> <li>• Matching</li> <li>• Analyzing Structure of the text</li> <li>• Filling the blank</li> <li>• Writing some sentences</li> <li>• Short questions</li> <li>• Jumbled sentences</li> <li>• Mind Mapping</li> <li>• Paragraph building</li> </ul>	<ul style="list-style-type: none"> <li>• The Middle (<i>At tawasuth</i>)</li> <li>• Nationalism (<i>Al Muwathanah</i>)</li> <li>• Culture Friendly (<i>I'tiraf al 'Urf</i>)</li> <li>• Discussion (<i>Asy Syura</i>)</li> </ul>
3	3 (Tell Me Your Experience)	<ul style="list-style-type: none"> <li>• Jumble Letter</li> <li>• Completing the text</li> <li>• Classifying the structure of the text</li> <li>• Pictures cued task</li> <li>• Short Question</li> <li>• Sentences building</li> <li>• Paragraph building</li> </ul>	<ul style="list-style-type: none"> <li>• Culture Friendly (<i>I'tiraf Al 'Urf</i>)</li> <li>• Pioneer (<i>Al Qudwah</i>)</li> <li>• Dynamic and Proportional (<i>I'tidal</i>)</li> </ul>

### 3. Developing

#### a. The First Draft of the English Worksheet with Islamic Moderation Values

The contents of the worksheet are constructed based on the need analysis.

The worksheet consists of three units and ten tasks for each unit. The tasks are adapted from TBLT (Task-Based Language Teaching) and divided into three

sections: pre-task, task cycle, and language focus and feedback. It is composed from the easiest to the most challenging level.

The first draft of the English Worksheet with Islamic Moderation Values is shown below:



In designing the unit, the researcher used six steps for each unit in task design composed by Nunan<sup>69</sup>. The description for each step is presented below.

1) Let's Get Ready

This phase is the beginning of the lesson, which aims to introduce the topics to the students and brainstorm what they know. Furthermore, it prepares the students to be ready for the next phase.

2) Let's Practice

This phase is a part that provides an opportunity for the students to practice the lesson in the unit.

3) Grammar Focus

This phase presents the grammatical features needed to arrange a text. It is aimed to help the students in mastering the grammar to facilitate the students in the next stage.

4) Let's Do More

The phase focuses on the students' practice, use, experiment, and produce the target language to accomplish purposeful tasks. This part consists of several tasks. The tasks are classified into individual, in-pair, and group tasks.

5) Let's Review

This phase is the final phase, and its goal is to create a meaningful process of teaching and learning for the students. This phase allows students to reflect on their learning process. Furthermore, it will enable students to reflect on how well they understood the lesson.

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<sup>69</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 31-33.

b. The Result of Experts' Validation

Three experts validated the English writing worksheet with Islamic moderation values: Bebet Rusmasari, S.Pd as the material expert, Dr. Magfirah Thayyib, M.Hum as the language expert, and Fadhliyah Rahmah Muin, S.pd.I., M.Pd as the design and layout expert. The recapitulation of the experts' validation result is presented as follows:

Table 4.5 The Recapitulation of Experts' Validation Result

No	Criteria	Mean Score	Description	Follow Up
<b>A. Content</b>				
1.	The scope in English worksheet with Islamic moderation values are appropriate for the 10th grade of MAN Palopo.	3,5	Good	Can be utilized by a little bit revision
2.	The depth of English worksheet material is adequate.	4	Excellent	Can be utilized without revision
3.	The authenticity of English worksheet is adequate.	3,5	Good	Can be utilized by a little bit revision
4.	The materials in English worksheet conduct of Islamic moderation values	3,5	Good	Can be utilized by a little bit revision
5.	The latest issues in English worksheet are interesting	3,5	Good	Can be utilized by a little bit revision
<b>B. Activity</b>				
6.	Activities in each task involve a lot of students.	3,5	Good	Can be utilized by a little bit revision
7.	Activities in tasks are various.	4	Excellent	Can be utilized without revision
8.	Activities in tasks are appropriate to the topic.	3,5	Good	Can be utilized by a little bit revision
9.	Activities in tasks are interesting for students.	3,5	Good	Can be utilized by a little bit revision
10.	Activities in tasks motivate the students to learn English.	3,5	Good	Can be utilized by a little bit revision
11.	Activities in tasks help the students in	4	Excellent	Can be utilized

	understanding the material.			without revision
12.	Activities involve students to work individually, in pairs, or in groups.	3,5	Good	Can be utilized by a little bit revision
13.	Activities in tasks organized from easy to difficult levels.	4	Excellent	Can be utilized without revision
14.	Activities in tasks are useful for students' real life.	3,5	Good	Can be utilized by a little bit revision
<b>C. Input</b>				
15.	The instructions in tasks are easy to understand.	3,5	Good	Can be utilized by a little bit revision
16.	The material input in the form of text and images are relevant.	4	Excellent	Can be utilized without revision
17.	The material input in the form of text are appropriate to the students' ability.	3,5	Good	Can be utilized by a little bit revision
18.	The material input in the form of text and images are interested.	4	Excellent	Can be utilized without revision
19.	The material input includes the correct language structure.	3,5	Good	Can be utilized by a little bit revision
20.	The material input can enrich students' insight.	4	Excellent	Can be utilized without revision
21.	The material input can enrich students' vocabulary.	4	Excellent	Can be utilized without revision
22.	The material input help students in the language.	3,5	Good	Can be utilized by a little bit revision
23.	The input and tasks are balanced.	4	Excellent	Can be utilized without revision
24.	The chosen topics correspond to the characteristics of the students.	4	Excellent	Can be utilized without revision
25.	The chosen topics include Islamic moderation value.	4	Excellent	Can be utilized without revision
<b>D. Language</b>				
26.	The language used in the English worksheet is in accordance with the students' ability.	4	Excellent	Can be utilized without revision
27.	The language presented in the English worksheet is comprehensive and correspond to the students' cognitive development level.	3,6	Excellent	Can be utilized without revision
28.	The expressions used in the English worksheet is suitable with the correct grammar.	3,3	Good	Can be utilized by a little bit revision
29.	The language presented in the English worksheet is easy to understand.	4	Excellent	Can be utilized without revision

### E. Design and Layout

30.	The materials' display is clear.	4	Excellent	Can be utilized without revision
31.	The materials' display is interesting.	4	Excellent	Can be utilized without revision
32.	The font size is appropriate.	3	Good	Can be utilized by a little bit revision
33.	The space is appropriate.	4	Excellent	Can be utilized without revision
34.	The space size is appropriate.	4	Excellent	Can be utilized without revision
35.	The spacing is appropriate.	3,5	Good	Can be utilized by a little bit revision

### F. General Evaluation

36.	Systematic presentation.	3,5	Good	Can be utilized by a little bit revision
37.	The entire material is appropriate for the students' language skill.	4	Excellent	Can be utilized without revision
38.	The whole unit conducts of Islamic moderation value.	4	Excellent	Can be utilized without revision
39.	The assessment is in accordance with the input given.	3,5	Good	Can be utilized by a little bit revision
<b>Total Score</b>		<b>145,4</b>		

The mean score (M) of the experts' validation result calculate below:

$$M = \frac{B}{N} = \frac{145,4}{39} = 3,7$$

The percentage of the experts' validation result calculate below:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,7}{4} \times 100\% = 92,5\%$$

The result of experts' validation achieved a mean score of 3,7 with 92,5%, which qualified as "excellent". The result of experts' validation shows that the worksheet can be used without revision.

c. The Revision Draft of English Worksheet with Islamic Moderation Values

The researcher received several expert adjustments after the worksheet had been validated. It aimed to improve the first draft of the design English worksheet with Islamic moderation values. Furthermore, the experts' corrections are presented below.

Table 4.6 The Revisions of the English Worksheet with Islamic Moderation Values

Aspects	Unit	Part	Suggestion	Revisions' Result
Material	2	Task 3	The paragraphs in the text are too many. Change it into three paragraphs.	The text had been changed into three paragraphs.
	2	Task 7	The task is complicated for the students. Change with a task that suits the students' level.	The task had been changed into a suitable task.
Language		Preface	Use the present tense	The tenses in the preface haad been changed into the present tense
		About this Worksheet	Parallel the language form of the sections' explanation.	Change the sections' explanations into parallel form.
	1, 2, 3	Instruction	The instruction should be explicit by choosing the correct diction.	Change the diction to clarify the instruction.
		Back Cover	Consider the use of gerund.	Change some gerunds in the text into the correct form.
Design and Layout	1, 2, 3	Title of the Unit	Use the suitable title of each unit.	Change the title of each unit into a sequence and suitable title.
	2	Task 8	Provide an answer column in each number	The answer column had been added to each number.

#### 4. Implementation

In this phase, the researcher implemented the product to 22 students in the tenth grade of MAN Palopo. It was held on June 14<sup>th</sup>, 2022, in three meetings. Each meeting lasted for 30 minutes. In this limited try-out, the researcher only implemented a few tasks that represent and effectively completed in 30 minutes. The details of the implemented tasks are presented below:

Table 4.7 Try-out Schedule

Meeting	Time	Unit	Task
1	08.30 – 09.00	1	Task 1
			Task 5
			Task 7
2	09.00 – 09.30	2	Task 2
			Task 7
			Task 9
3	09.30 – 10.00	3	Task 1
			Task 5
			Task 9

Besides implementing the design English worksheet with Islamic moderation values, the researcher also explained how to use the English worksheet due to the limited time and chance. The researcher explained the instructions, Islamic moderation in each unit, how to scan the barcode, and how to create their mini dictionary. The try-out in this phase is aimed at knowing the effectiveness of the English worksheet. Its purpose is to clarify how to use the product so that the students are not confused in utilizing the English worksheet. The result of the try-out is shown in the evaluation phase.

## 5. Evaluation

The evaluation is needed to create a better product. Three experts were requested to complete the questionnaire to get their comments and suggestions for the design worksheet. In addition, the researcher also distributed the questionnaire to the tenth grade students of MAN Palopo to know the effectiveness of the design worksheet and their perception toward the English writing worksheet with Islamic Moderation Values. The result of experts' judgement can be seen in table 4.5 at the development phase, while the result of students' perception is presented in the following table:

Table 4.8 Students' Perception

No	Criteria	Mean Score	Description	Follow-up
1.	The material presented is suitable for the students' basic level.	3.8	Excellent	Can be utilized without revision
2.	The material is accordance with the needs of 10th grade students in MAN Palopo.	3.8	Excellent	Can be utilized without revision
3.	The material presented can improve the English skills of 10th grade in MAN Palopo.	3.8	Excellent	Can be utilized without revision
4.	The overall materials input are various.	3.8	Excellent	Can be utilized without revision
5.	Material input is interesting and understandable.	3.9	Excellent	Can be utilized without revision
6.	The topic material is suitable for the students' needed.	3.8	Excellent	Can be utilized without revision
7.	The topic material input conducts of Islamic moderation value.	3.8	Excellent	Can be utilized without revision
8.	The length and source of the overall input text are suitable for the 10th grade students in MAN Palopo.	3.7	Excellent	Can be utilized without revision
9.	Activities in the whole unit are various.	3.9	Excellent	Can be utilized without revision

10.	The tasks are organized from easy to difficult levels.	3.8	Excellent	Can be utilized without revision
11.	The instructions in the whole units are easy to understand.	3.7	Excellent	Can be utilized without revision
12.	Tasks in the unit include individual, paired, and group exercises.	3.7	Excellent	Can be utilized without revision
13.	Activities in the unit encourage students to participate in classroom writing activities actively.	3.8	Excellent	Can be utilized without revision
14.	The whole units conduct of Islamic moderation value.	3.9	Excellent	Can be utilized without revision
TOTAL SCORE		53,2		

The mean score (M) of the students' perception results was calculated below:

$$M = \frac{B}{N} = \frac{53,2}{14} = 3,8$$

The percentage of the students' perception result was calculated below:

$$x = \frac{M}{N} \times 100\%$$

$$x = \frac{3,8}{4} \times 100\% = 95\%$$

Based on the data, the mean score achieves 3,8 while the percentage is 95%, categorized as "Excellent". The calculation indicates that the product can use without revision.

Furthermore, the researcher also asked the students about the appropriateness of the English worksheet for their needs. As a result, all students answered that the English worksheet is appropriate to their needs. In addition, the students gave some comments related to the designed worksheet as listed below.

"The design of the worksheet is good and match with our level."

"The worksheet is great for improving the writing skill."

"English writing worksheet with Islamic moderation values is interesting and easy to understand."

"The illustration of the worksheet is really good and encourage me to do each task. I also can learn about Islamic moderation values and I will apply it in my life"

Based on the students' interview, it can be conclude that the English worksheet with Islamic moderation value is an appropriate learning media that can help students in improving the English skill.

Moreover, the researcher also distributed the questionnaire to the English teacher of MAN Palopo. The result of the teachers' perception toward the designed worksheet is presented below.

Table 4.9 Teachers' Perception

No	Criteria	Mean Score	Description	Follow-up
1.	The material presented is suitable for the students' basic level.	4	Excellent	Can be utilized without revision
2.	The material is accordance with the needs of 10th grade students in MAN Palopo.	4	Excellent	Can be utilized without revision
3.	The material presented can improve the English skills of 10th grade in MAN Palopo.	4	Excellent	Can be utilized without revision
4.	The overall materials input are various.	4	Excellent	Can be utilized without revision
5.	Material input is interesting and understandable.	4	Excellent	Can be utilized without revision
6.	The topic material is suitable for the students' needed.	4	Excellent	Can be utilized without revision
7.	The topic material input	4	Excellent	Can be utilized

	conducts of Islamic moderation value.			without revision
8.	The length and source of the overall input text are suitable for the 10th grade students in MAN Palopo.	4	Excellent	Can be utilized without revision
9.	Activities in the whole unit are various.	4	Excellent	Can be utilized without revision
10.	The tasks are organized from easy to difficult levels.	3	Excellent	Can be utilized without revision
11.	The instructions in the whole units are easy to understand.	4	Excellent	Can be utilized without revision
12.	Tasks in the unit include individual, paired, and group exercises.	4	Excellent	Can be utilized without revision
13.	Activities in the unit encourage students to participate in classroom writing activities actively.	3	Excellent	Can be utilized without revision
14.	The whole units conduct of Islamic moderation value.	4	Excellent	Can be utilized without revision
TOTAL SCORE			54	

The mean score (M) of the teacher' perception results was calculated below:

$$M = \frac{B}{N} = \frac{54}{14} = 3,85$$

The percentage of the students' perception result was calculated below:

$$x = \frac{M}{N} \times 100\%$$

$$x = \frac{3,85}{4} \times 100\% = 96,25\%$$

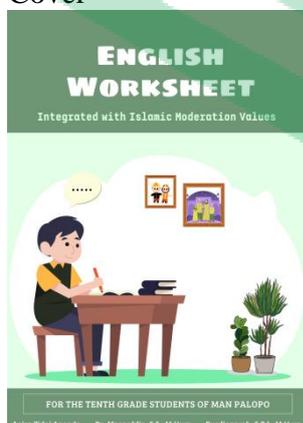
Based on the data, the mean score achieves 3,85 while the percentage is 96,25%, categorized as "Excellent". The calculation indicates that the product can use without revision.

Furthermore, according to the interview result with the English teacher of MAN Palopo, some comments and suggestions are given below.

"The designed worksheet is great, and the materials match the students' capabilities. The instructions on each task are clear and easy to understand. Besides, the Islamic moderation values in the worksheet make this worksheet more interesting to study. As a suggestion, the researcher should add a mini vocabulary in the back of this worksheet so that when the students get a new vocabulary, they can write it directly in the mini worksheet. It can also help students to improve their English vocabularies."

In line with the comments above, it can be concluded that the designed worksheet has been appropriate to the needs of the tenth grade students of MAN Palopo. Moreover, the final designed English writing worksheet with Islamic moderation values consisted of three units, and each unit was divided into five sections. The final draft of the English writing worksheet with Islamic Moderation Values is shown as follow.

Cover



Unit 1: This is Me



## Unit 2: Let's Visit Indonesia



## Learning Objectives

1. Students are able to identify the structure of descriptive text.
2. Students are able to understand and use the noun phrases correctly.
3. Students are able to write a description text about historical place.

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## Unit 3: Tell Me Your Experience



## Learning Objectives

1. Students are able to identify the structure of recount text.
2. Students are able to understand and use the simple past tense.
3. Students are able to write a recount text about past events.

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## B. Discussion

The tenth grade students of MAN Palopo need an appropriate worksheet to support their English learning process. It indicates that English is a crucial to be mastered by students in this era. The researcher composes this thesis due to the problems at the tenth-grade students of MAN Palopo, those are; the students lack motivation, not interest in writing, difficult in expressing ideas in writing, and limited in learning media. Regarding to the problems, the researcher is interested in designing the Worksheet that conduct the Islamic Moderation Values for the Tenth Grade Students of MAN Palopo. The design of worksheet is adequate for the students' to solve the students' problem. The worksheet is instructional material that helps ensure teaching and learning effectiveness<sup>70</sup>. Furthermore, the Islamic students need to know and instill the Islamic moderation values to create peace in their life, and it correlated to the situation of a pluralistic society in

<sup>70</sup> Muhammad Budyatna S, "The Attitude of the Second Grade Students Toward the Use of Worksheet in Learning English at SMK Komputer Mutiara Ilmu Makassar" (State Islamic University of Makassar, 2016), 3.

Indonesia. Therefore, the researcher integrated the Islamic moderation values into the writing worksheet contents.

In constructing this thesis, the researcher used ADDIE (analysis, design, development, implementation, and evaluation) design model. The research started by analyzing stage. The researcher collected the data through interview the English teacher and distributed the questionnaire for the students' needs. In conducting need analysis, the researcher adopted a theory from Hutchinson and Waters<sup>71</sup>. This theory also emphasized by Nunan<sup>72</sup>. The researcher analyzed the students needed by distributing the questionnaire that has validated by the experts. The questionnaire contained of target needs and learning needs. There were 28 questions in the questionnaire. Furthermore, the researcher also had interviewed with the English teacher of MAN Palopo to collect more information related to students' interest and difficulties, and the textbook used in MAN Palopo. The result of the need analysis was used to design the learning objectives, materials, and activities of the worksheet.

The data gained on analyzing stage would be processed in the designing stage. The researcher used theory of David Nunan in designing the learning objectives in the product. The worksheet is intended to the tenth-grade of MAN Palopo. Besides, the researcher also integrated the Islamic moderation values in designing the product. Furthermore, the researcher adapted theory by David Nunan in composing the tasks in worksheet, such as; schema building, controlled

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<sup>71</sup> Tom Hutchinson and Alan Walters, *English for Specific Purposes*, (New York: Cambridge University Press, 1987), 55-63.

<sup>72</sup> David Nunan, *Task-Based Language Teaching*, (New York: Cambridge University Press, 2004), 47-73.

practice, authentic listening practice, focus on linguistic elements, provide freer practice, and introduce the pedagogical task. The topic, learning objectives, task and activities, and Islamic moderation values of each unit can be shown as follow.

Table 4.10 The Unit 1 Description of English Writing Worksheet  
with Islamic Moderation Values

Unit 1. This Is Me (This unit encourages the students to learn about self-introduction)	
Learning Objectives:	
<ol style="list-style-type: none"> <li>1. Students are able to understand the element of self-introduction.</li> <li>2. Students are able to understand the expression of asking and giving information about themselves.</li> <li>3. Students are able to understand and use pronoun and to be in written text.</li> <li>4. Students are able to write their identity correctly.</li> </ol>	
Islamic Moderation Values:	
The unit 1 contains of several Islamic moderation values. Those are tolerance ( <i>At Tasamuh</i> ), discussion ( <i>Asy Syura</i> ), and pioneer ( <i>Al Qudwah</i> ). The description of those values is presented in the task description.	
A. Let's Get Ready	
Task 1 (Matching pictures and words)	<p>Instruction: <i>Are you familiar with the following picture? Match the words in the box with the pictures below.</i></p> <p>Description: This task leads the students to have background knowledge about the scope of the unit topics. By matching the picture with the right words, it is expected that the students will have view about what they will learn. On the other side, the pictures in the task 1 contain the diversity. The pictures are about (1) tribes, (2) religions in Indonesia, (3) parents, (4) hobbies, (5) socialize, (6) countries. This diversity leads the students to have an attitude of tolerance that is conducted in the Islamic moderation value, <i>at Tasamuh</i> (tolerance).</p> <p>Skills: writing</p>
Task 2 (Finding the meaning of some words)	<p>Instruction: <i>Find the meaning of the words below in the dictionary to help you answer the next task.</i></p> <p>Description: This task leads the students to know the meaning of</p>

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several words that mostly used in the unit 1. This is to give them a broad view about the topic they are going to learn in this unit.

Skills: reading-writing

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### B. Let's Practice

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#### Task 3 (Discussion)

Instruction:

*When we introduce ourselves to others, we usually mention our personal information. In pairs, study the following example and expression about self-introduction below.*

Description:

This task aims to give a clearer concept about the topic of the unit: self-introduction. By studying this task in pairs, students are expected to do discussion with their partner. Students can discuss about how to ask and give information about self-introduction. Discussion is one of Islamic moderation values, *asy syura* (discussion).

Skills: reading

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#### Task 4 (Matching the dialogue)

Instruction:

*Put the conversations in the bank into the dialogue box correctly)*

Description:

In this task, the students are given chance to match the conversation about self-introduction in sequence. This task aims to check the students' comprehension about the previous task.

Skills: reading - writing

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#### Task 5 (Completing the dialogue)

Instruction:

*In pairs, complete the dialogue below with the suitable expression.*

Description:

This task aims to help the students to implement the expression of asking and giving information about self-introduction in written text.

Skills: writing - speaking

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### C. Grammar Focus

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### D. Let's Do More

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#### Task 6 (Filling in the blank)

Instruction:

*Listen to the audio. Then, fill in the blanks with the*

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*right pronouns.*

Description:

This task is given to help the students practice about pronouns that has explained in the previous task. The questions in this task contain of Islamic moderation value, *al Qudwah* (pioneer). For example, there are some questions that concern of someone's hobby and exemplary behavior.

Skills: listening - writing

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Task 7  
(Completing the sentences)

Instruction:

*I. Study the following nominal form.  
II. Complete the sentences below based on the form in the previous stage.*

Description:

This task aims to help the students to understand about to be. The first question in this task purposes to introduce about to be and its use in sentences. The second question of this task aims to check the students comprehension bout to be and its use in sentences.

Skill: reading

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Task 8  
(Short Questions)

Instruction:

*Read the autography below. Then, answer the following short questions.*

Description:

In this task, the students will answer the questions about someone's self-introduction by implementing the material that has given in the previous tasks. The text is about someone's autobiography. In the text, the writer has an exemplary hobby. Besides, the text explains about the writer's parents that have different tribe but still respect each other. It indicates that this task contains of Islamic moderation values such as *at tasamuh* (tolerance) and *al qudwah* (pioneer).

Skills: reading - writing

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Task 9  
(Short Questions)

Instruction:

*Answer the short questions below based on your personal information.*

Description:

This task aims to help the students in identifying their self-introduction. The short questions in this

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	task will help the students to make their autobiography. Skill: writing
Task 10 (Paragraph building)	Instruction: <i>Based on the task 9, write your self-introduction in paragraph and post or share it as a caption on your instagram account.</i> Description: This task is the final task of the unit 1. In this task the students will make a paragraph about self-introduction with correct form, pronouns, and to be that they have learned from the previous tasks. Skill: writing
E. Let's Review	
Table 4.11 The Description of Unit 2 of English Writing Worksheet with Islamic Moderation Values	
Unit 2. Let's Visit Indonesia (This unit encourages the students to learn about describing things, especially historical building)	
Learning Objectives:	
<ol style="list-style-type: none"> <li>1. Students are able to identify the structure of descriptive text.</li> <li>2. Students are able to understand and use the noun phrases correctly.</li> <li>3. Students are able to write a description text about historical place.</li> </ol>	
Islamic Moderation Values: The unit 2 contains of several Islamic moderation values. Those are moderate ( <i>At tawasuth</i> ), nationalism ( <i>Al muwathanah</i> ), culture friendly ( <i>I'tiraf al 'Urf</i> ), and discussion ( <i>Asy Syura</i> ).The description of those values is presented in the task description.	
A. Let's Get Ready	
Task 1 (Picture Description)	Instruction: <i>Look at this picture and write down 5 words to describe the picture. Then, circle the words on the box below which are the same as your description.</i> Description: This task leads the students to have background knowledge about the scope of the unit topics. In this task, the students will choose the words that described the picture. It is expected that the students will have view about what they will learn.

	Skill: writing
Task 2 (Matching the words)	<p>Instruction: <i>Match the words below with the right definition</i></p> <p>Description: This task aims to make the students familiar with some words that mostly used in this unit such as building, mosque, small, popular, dome, and shape. This task is intended to help the students understand the text on other tasks that contain of those words.</p> <p>Skills: reading</p>
B. Let's Practice	
Task 3 (Analyzing structure of the text)	<p>Instruction: <i>Read the following text carefully. Then, analyze its structure using the following table.</i></p> <p>Description: This task is aimed at giving a clear concept about the topic of this unit: descriptive historical place. In this task, the students are expected to understand the structure of descriptive text. In addition, this task gives the example of descriptive historical place. The text is about historical building in Indonesia, Istiqlal mosque. It is explained in the text that Istiqlal mosque is the symbol of interfaith tolerance Indonesia. This text also indirectly teaches the students to love their country and cultures. It is embedded in Islamic moderation values. Those values are <i>at tawasuth</i> (moderate), <i>al muwathanah</i> (nationalism), and <i>I'tiraf al 'urf</i> (culture friendly).</p> <p>Skills: reading - writing</p>
C. Grammar Focus	
D. Let's Do More	
Task 4 (Picture description)	<p>Instruction: <i>Look at the pictures below. Write down the noun phrase that describes the picture b. See the picture a as an example.</i></p> <p>Description: This task aims to check the students' understanding about noun phrases. In this task, the students are given a chance to express their thought about the picture. The pictures in this task represent the culture heritage of Indonesia. This correlated with one of the Islamic moderation values, <i>I'tiraf al 'urf</i> (culture</p>

	friendly). Skill: writing
Task 5 (Filling in the blank)	<p>Instruction: <i>Listen to the audio. Then, write the missing words.</i></p> <p>Description: In this task, the students are given chance to learn more about noun phrases by listening activity. The students will listen to the audio and write the missing words (noun phrases) in the text based on the audio. The text is about prambanan temple. It demonstrates the Islamic moderation values: <i>i'tiraf al 'urf</i> (culture friendly) and <i>al muwathanah</i> (nationalism).</p> <p>Skills: listening - writing</p>
Task 6 (Sentences Building)	<p>Instruction: <i>Write down five sentences that consist of noun phrases. See the example in number 1.</i></p> <p>Description: This task aims to check the students' comprehension in using noun phrases in the sentences. The students are expected to understand how to use noun phrase in the sentence.</p> <p>Skill: writing</p>
Task 7 (Short questions)	<p>Instruction: <i>Read the text below. Then, answer the following questions.</i></p> <p>Description: In this task, the students are given chance to check their understanding about the text and the noun phrases of the text. They are given a text about Borobudur temple and the students have to answer some questions related to the passage. It aims to make students understand about the descriptive text. The Borobudur temple text contain of one of Islamic moderation values, <i>I'tiraf al 'urf</i> (culture friendly).</p> <p>Skills: reading - writing</p>
Task 8 (Jumbled Sentences)	<p>Instruction: <i>Arrange the sentences below into a good paragraph. See the example in the number 1.</i></p> <p>Description: In this task, the students will be given chance to</p>

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rearrange jumbled sentences into a good paragraph. The jumbled sentences are also containing adjectives. It is about one of Indonesia culture heritage, the Luwu Palace. It is correlated with the Islamic moderation values, *i'tiraf al 'urf* (culture friendly).

Skills: writing - speaking

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Task 9  
(Word web/Mind mapping)

Instruction:  
*A word web helps the writers organize their ideas. Now, make a word web of the text about Jami Tua Mosque and include the details. Do this task in pairs.*

Description:  
This task aims to help students to make a descriptive text by organizing their idea in the web. There is a picture of Jami Tua Mosque and the students have to write some details of it. The picture contain of Islamic moderation value, *I'tiraf al 'urf* (culture friendly). In addition, by doing this task in pairs, the students are expected to discuss this task with their partner. This will make students easier to do this task. Discussion itself is one of Islamic moderation called *asy syura* (discussion).

Skill: writing

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Task 10  
(Paragraph building)

Instruction:  
*Work in group of 3. Visit the historical place in your area. Then, describe that historical place in 2 paragraphs.*

Description:  
As a productive task, the students are given a chance to develop their idea by making a simple descriptive historical place text in their area. In addition, this task also aims to make the students to love their country and its culture. This is in line with the Islamic moderation values, *al muwathanah* (nationalism) and *I'tiraf al 'urf* (culture friendly).

Skill: writing

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E. Let's Review

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Table 4.12 The Description of Unit 2 of English Writing Worksheet with Islamic Moderation Values

Unit 3. Tell Me Your Experience (This unit encourages the students to learn about recount text)	
Learning Objectives:	
<ol style="list-style-type: none"> <li>1. Students are able to identify the structure of recount text.</li> <li>2. Students are able to understand and the simple past tense.</li> <li>3. Students are able to write a recount text about past events.</li> </ol>	
Islamic Moderation Values:	
The unit 3 contains of several Islamic moderation values. Those are culture friendly ( <i>I'tiraf al 'Urf</i> ), discussion ( <i>Asy Syura</i> ), and dynamic & proportional ( <i>I'tidal</i> ). The description of those values is presented in the task description.	
A. Let's Get Ready	
Task 1 (Jumble letters)	<p>Instruction: <i>The letters below are jumbled. Figure out the words and write it on the blank line provided. Number 1 has been done for you.</i></p> <p>Description: In this task, the students are given some jumbled letters that should be arranged in correct words to brainstorm their mind about the topic that they will learn. The words related to the topic in the unit 3. This aims to leads the students to the topic of the unit 3.</p> <p>Skill: writing</p>
Task 2 (Completing the text)	<p>Instruction: <i>Complete the blank space below with the correct answer in the bank on the next page.</i></p> <p>Description: Through this task, the students will be provided a text about the <i>eid al Fitr</i> experience. The students have to complete the blank in the text with the right words. All of the words are verb 2. This leads the students to the verb of past tense that used in past experience. The text itself contain about tradition on <i>eid al Fitr</i> day. This correlated to Islamic moderation value, <i>I'tiraf al 'urf</i> (culture friendly).</p> <p>Skills: reading - writing</p>
B. Let's Practice	
Task 3	Instruction:

(Identifying the structure of the text)	<i>Identify the following text. Then, classify it as the part of recount text below.</i>
	<p>Description: This task is aimed at giving a clear concept about the topic of this unit: recount text. In this task, the students are expected to understand the structure of recount text. In addition, this task gives the example of the recount text. The text is about someone's experience when visited Jami' Tua mosque. It is contain of the tradition that the writer did in eid al-Fitr. This text also indirectly teaches the students to love their tradition. It is embedded in Islamic moderation values, <i>I'tiraf al 'urf</i> (culture friendly).</p> <p>Skills: reading - writing</p>
C. Grammar Focus	
D. Let's Do More	
Task 4 (Completing the text)	<p>Instruction: <i>Listen to the audio. Then, complete the sentences below.</i></p> <p>Description: This task aims to recall the verb that used in past tense. In this task, students will complete the sentences with the verb2 that mentioned in the audio. The sentences in this task are about <i>eid al Fitr</i> tradition, this in line with the Islamic moderation value, <i>I'tiraf al'urf</i> (culture friendly).</p> <p>Skills: listening - writing</p>
Task 5 (Pictures cued task)	<p>Instruction: <i>Answer the following questions based on the activity in the picture.</i></p> <p>Description: This task aims to help the students practice about past tense by mentioning what someone did in the pictures. The pictures are about read a holy Qur'an, saved money, and prayed. It is correlated with the Islamic moderation values: <i>Al Qudwah</i> (pioneer), and dynamic &amp; proportional (<i>I'tidal</i>).</p> <p>Skill: writing</p>
Task 6 (Sentences building)	<p>Instruction: <i>Rewrite the sentences below in the simple past tense.</i></p> <p>Description: In this task, students are given more chance to</p>

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	<p>practice the past tense. The students should rewrite the sentences into present tense form correctly.</p> <p>Skills: reading - writing</p>
Task 7 (Sentences building)	<p>Instruction: <i>Think of the last eid al-Fitr moment. State the things that you did and things you did not do at the time.</i></p> <p>Description: This task aims to check the students' understanding about past tense to lead them making a recount text about past experience.</p> <p>Skills: writing - speaking</p>
Task 8 (Paragraph building)	<p>Instruction: <i>Outline your story about eid al Fitr holiday below. This task will help you write a recount text in the final task.</i></p> <p>Description: This task aims to help the students write a recount text in the final task by outlining the story about <i>eid al Fitr</i> holiday. The story is written by them conduct of tradition about <i>eid al Fitr</i>. This line with Islamic moderation value, <i>I'tiraf al'urf</i> (culture friendly).</p> <p>Skill: writing</p>
Task 9 (Picture Description)	<p>Instruction: <i>Write down two paragraphs of recount text based on the picture below. Do this task in pairs.</i></p> <p>Description: This task aims to help students write a recount text in pairs. In this task, the students are given a chance to express their thought about the picture. The pictures in this task represent the tradition of <i>eid mubarak</i> in Indonesia. This correlated with one of the Islamic moderation values, <i>I'tiraf al 'urf</i> (culture friendly).</p> <p>Skill: writing</p>
Task 10 (Paragraph building)	<p>Instruction: <i>Choose one of the topics below and create two paragraphs of recount text.</i></p> <p>Description: This task is the final task of unit 3. In this task, the students will produce a recount text about past experience by using past tense and choosing one</p>

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topic. The topics that is provided in this task are about *eid al- Fitr* and *eid al adha* holiday. The students are expected to explain some activities they did and tradition in their experience. This line with Islamic moderation values: *Al Qudwah* (pioneer), *I'tiraf al 'urf* (culture friendly), and dynamic & proportional (*I'tidal*).

Skill: writing

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#### E. Let's Review

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According to the tables above, it can be concluded that this worksheet is designed with Islamic moderation values. Those values are moderate (*at tawassuth*), tolerance (*at tasamuh*), dynamic and proportional (*al I'tidal*), discussion (*asy syura*), pioneer (*al qudwah*), nationalism (*al muwathanah*), and culture friendly (*i'tiraf al 'urf*). Each unit in this worksheet contained of Islamic moderation values. The first unit contains of several Islamic moderation values such as tolerance (*at tasamuh*), discussion (*asy syura*), and pioneer (*al qudwah*). The second unit contains of a number of Islamic moderation values such as moderate (*at tawassuth*), nationalism (*al muwathanah*), culture friendly (*I'tiraf al 'urf*), and discussion (*asy syura*). Meanwhile, the third unit consists of some Islamic moderation values such as culture friendly (*I'tiraf al 'urf*), discussion (*asy syura*), and dynamic & proportional (*al I'tidal*). This Islamic moderation values in the worksheet are not contradictive with other religions.

Integrating the Islamic moderation values in the worksheet indirectly can instill a moderate attitude in students. This related with the result of some previous research. First, Sholeh, Ahsin, Alany, and Fatimah's study showed how Islamic moderation values be integrated into the English language class. As a result, Islamic moderation values could be integrated into lesson plans, learning

materials, teaching and learning activities<sup>73</sup>. Second, Anisa Munawaroh in her research instilled Islamic moderation values in English teaching at the tenth grade students that is similar with this research. The result of her study was that the English teacher and students implemented Islamic moderation through verbal stimulation (reminder and advice), English material, teaching method, teachers' behavior, and task giving<sup>74</sup>. Third, Suhendri in his research described the efforts of teachers to internalize moderation values in learning. The findings of his research indicated that Islam does not recognize the separation of the role of teachers in internalizing the values of moderation in learning<sup>75</sup>. Moreover, Daviq Rizal in his study found out the implementation of Islamic moderation values within ELT in a higher education context. The results showed that in Indonesia, a few Islamic institutions including Islamic universities or schools integrate Islamic moderation values in English language teaching<sup>76</sup>.

The third stage of ADDIE is the developing stage. The researcher composed ten tasks for each unit. Besides, there were three units in the worksheet. The task adapted TBLT (Task-Based Language Teaching) that consist of three sections, those are; pre-task, task cycle, and language focus and feedback. TBLT

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<sup>73</sup> Muhammad B. sholeh, Noor ahsin, Zulfa Alany, and Fatimah, "The Integration of Religious Moderation Values in English Language Teaching in Madrasah," *International Conference on Madrasah Reform 2021* (2022): 178-185, Atlantis Press, <https://dx.doi.org/10.2991/assehr.k.220104.027>.

<sup>74</sup> Anisa Munawaroh, "Instilling Islamic Moderation Values in English Teaching at the Tenth Graders of SMK N 1 Kedung in 2020/2021 Academic Year" (State Islamic Institutes of Kudus, 2021), <http://repository.iainkudus.ac.id/6531/>.

<sup>75</sup> Suhendri, "Revitalizing the Role of Teachers in Islam: Internalizing the Values of Moderation in Learning," *International Conference on Region, Spirituality and Humanity 1* (2020): 191-200, <http://dx.doi.org/10.5281/zenodo.4409411>.

<sup>76</sup> Daviq Rizal, "Islamic Moderation Values within ELT in a Higher Education Context," in *Proceedings of the First International Conference on Islamic History and Civilization, ICON-ISHIC 2020*, European Alliance for Innovation (2021), doi:10.4108/eai.14-10-2020.2303850.

is an approach that emphasizes the process of learning to communicate in a target language through interaction<sup>77</sup>. The steps in each step contain of several aims, such as; the introduction of the topic and brainstorm (let's get ready), providing an opportunity for the students to practice the lesson (let's practice), presenting grammatical features needed to arrange a text (grammar focus), focusing on students' practice, use, experiment, and produce the target language (let's do more), creating a meaningful process of teaching and learning for the students (let's review).

In composing the worksheet, the researcher validated the language and the design to the experts. The mean score of experts' validation is 3,7, which means that the worksheet can be utilized without revision with "Excellent" qualification. The researcher accepted several suggestions and corrections in designing the product. These suggestions and corrections repaired in the final product.

After developing the product, the next stage is the implementation stage. The researcher implemented the worksheet with Islamic moderation values at the tenth-grade of MAN Palopo. The subjects of this research were students in X MIPA 1 grade that contain of 22 students. In addition, the researcher provided 30 minutes for each meeting. The researcher provided three meetings in implementing the product.

The last stage of the ADDIE model is the evaluation. In order to create the proper product, the researcher distributed questionnaire to find out the students' perception toward the effectiveness of the worksheet design with Islamic

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<sup>77</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), 1.

moderation values. The mean score of the students' perception was 3, 8. Meanwhile, the mean score of result for teacher's perception was 3, 85. These result indicated that English worksheet with Islamic moderation values for the tenth grade students of MAN Palopo is appropriate and can be used without revision.

The result of this research has some similarities with the previous study. Zulfa and Sumarsih's study showed how to develop students' worksheet in writing descriptive text. They designed the students' writing worksheet that can stimulate the students to learn descriptive text and encourage their critical thinking in writing activities. As a result, the design of students' writing worksheet was considered appropriate to be used in studying writing descriptive text for the tenth grade students<sup>78</sup>. Also, from Haryanti, her study focused on developing the writing materials for students of the eighth grade. The result of her study was that the writing material for students of the eighth grade that has been developed was appropriate with the students' target needs and learning need<sup>79</sup>. The third research by Ariyanti, Sumarti, and Samhati, their study focused on developing the student worksheets for writing. The result proved that the design of student worksheets of writing effective use in the learning process<sup>80</sup>.

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<sup>78</sup> Indana Zulfa Utami and Sumarsih, "Developing Student's Worksheet in Writing Descriptive Text Based on Scientific Approach for Grade 10 MAN Binjai," *GENRE* 10, no. 4 (2021), <https://doi.org/10.24114/genre.v10i4.36076>.

<sup>79</sup> Ari Putri Haryanti, "Developing Writing Materials for Students of the Eighth Grade of SMPN 3 Tempel" (Yogyakarta State University, 2016), <https://eprints.uny.ac.id/29747/>.

<sup>80</sup> Kesuma Ariyanti, Sumarti, and Siti Samhati, "Development of Student Worksheet (LKPD) of Writing Fantasy Short Story Based on Character Education Reinforcement for Seventh Grade Students," *Journal of Research & Method in Education* 11, no.4 (2021): 20-36, <https://www.iostjournals.org/iost-jrme/papers/Vol-11%20Issue-4/Ser-2/F1104023036.pdf>.

Finally, from all the explanation above, English worksheet with Islamic moderation values for the tenth grade students of MAN Palopo is an appropriate learning media that can help students in English learning process. It was because this worksheet is designed based on the problems faced by the students in learning English; they need an interesting learning material and activity which can enhance their ability in English. In addition, the Islamic moderation values are one of the things that Islamic students include MAN Palopo's students need to know to create a peaceful life<sup>81</sup>. Therefore, the use of English worksheet with Islamic moderation values not only can enhance the students' English skill but also make the students indirectly understand and implement the Islamic moderation values in the daily life.

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<sup>81</sup> Samsul, A.R, "Peran Guru Agama dalam Menanamkan Moderasi Beragama," *Al-Irfan: Journal of Arabic Literature and Islamic Students* 3, no. 1 (2020): 37-51, <https://media.neliti.com/media/publications/318931-peran-guru-agama-dalam-menanamkan-modera-80ab8583.pdf>.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The appropriate English worksheet with Islamic Moderation Values for the tenth grade students of MAN Palopo consist of several components. Those are: 1) three units: this is me (self-introduction), let's visit Indonesia (descriptive text), and tell me your experience (recount text); 2) five sub-units, those are let's get ready, let's practice, grammar focus, let's do more, and let's review; 3) various activities of task-based language teaching; 4) Islamic moderation values; 5) interesting layout and media; 6) four skills in English. This product are integrated with Islamic moderation values, those are: moderate (*at tawassuth*), tolerance (*at tasamuh*), dynamic and proportional (*al I'tidal*), discussion (*asy syura*), pioneer (*al qudwah*), nationalism (*al muwathanah*), and culture friendly (*i'tiraf al 'urf*).

The result of experts' validation of the product are 3,7 of the mean. The teachers' perception of the product is 3,85 of the mean. Moreover, the students' perception of the product achieve 3,8 of the mean. Those scores indicate that the product categorized as "excellent" and it can be used without revision. The interview's result with the English teacher and the tenth grade students of MAN Palopo supported the result of this research. The students and the English teacher of MAN Palopo stated that the English worksheet with Islamic moderation values is an appropriate media that can develop the writing ability and allow the students to indirectly apply Islamic moderation values in daily life.

## **B. Suggestions**

In this part, the researcher gives several suggestions to the teachers, students, and upcoming researchers based on the conclusion. The explanation of several suggestions is as follows.

### **1. Suggestion for the teacher**

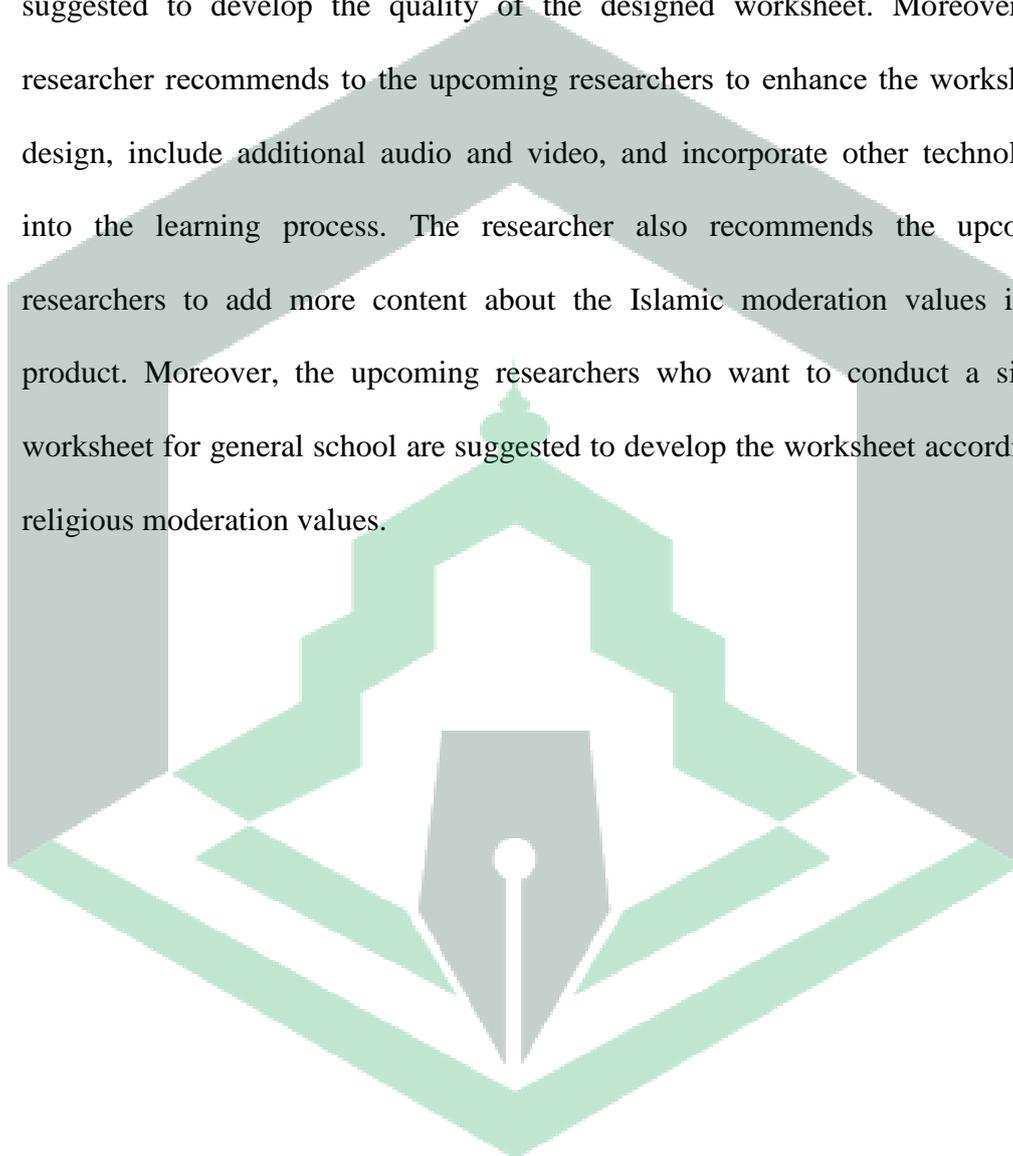
The product is suggested as a learning media that can be used by teacher to support the English learning process. The worksheet is designed by adopting task-based language teaching, so for the teacher who is unfamiliar with this should become acclimated to it and be willing to keep learning. Furthermore, since the worksheet contains of Islamic moderation values, the teacher is suggested to instill the Islamic moderation values in learning process. Moreover, the teacher should be as a role model in applying Islamic moderation values in the class. Additionally, for successful learning process, the teacher should be able to inspire students, engage students in the learning activity, and build a fun atmosphere in learning process.

### **2. Suggestion for the students**

It is suggested for the students to read and comprehend the instructions to optimize the use of this writing worksheet. In addition, the learning objectives can be achieved by finishing the entire task in this writing worksheet. Moreover, the students is suggested to implement the Islamic moderation values in their daily life after understanding some Islamic moderation values in the content of the writing worksheet with Islamic moderation values.

### 3. Suggestion for other researchers

The researcher realizes that the product has some weaknesses. Therefore, the upcoming researchers who want to conduct a similar research with this are suggested to develop the quality of the designed worksheet. Moreover, the researcher recommends to the upcoming researchers to enhance the worksheets' design, include additional audio and video, and incorporate other technologies into the learning process. The researcher also recommends the upcoming researchers to add more content about the Islamic moderation values in the product. Moreover, the upcoming researchers who want to conduct a similar worksheet for general school are suggested to develop the worksheet according to religious moderation values.



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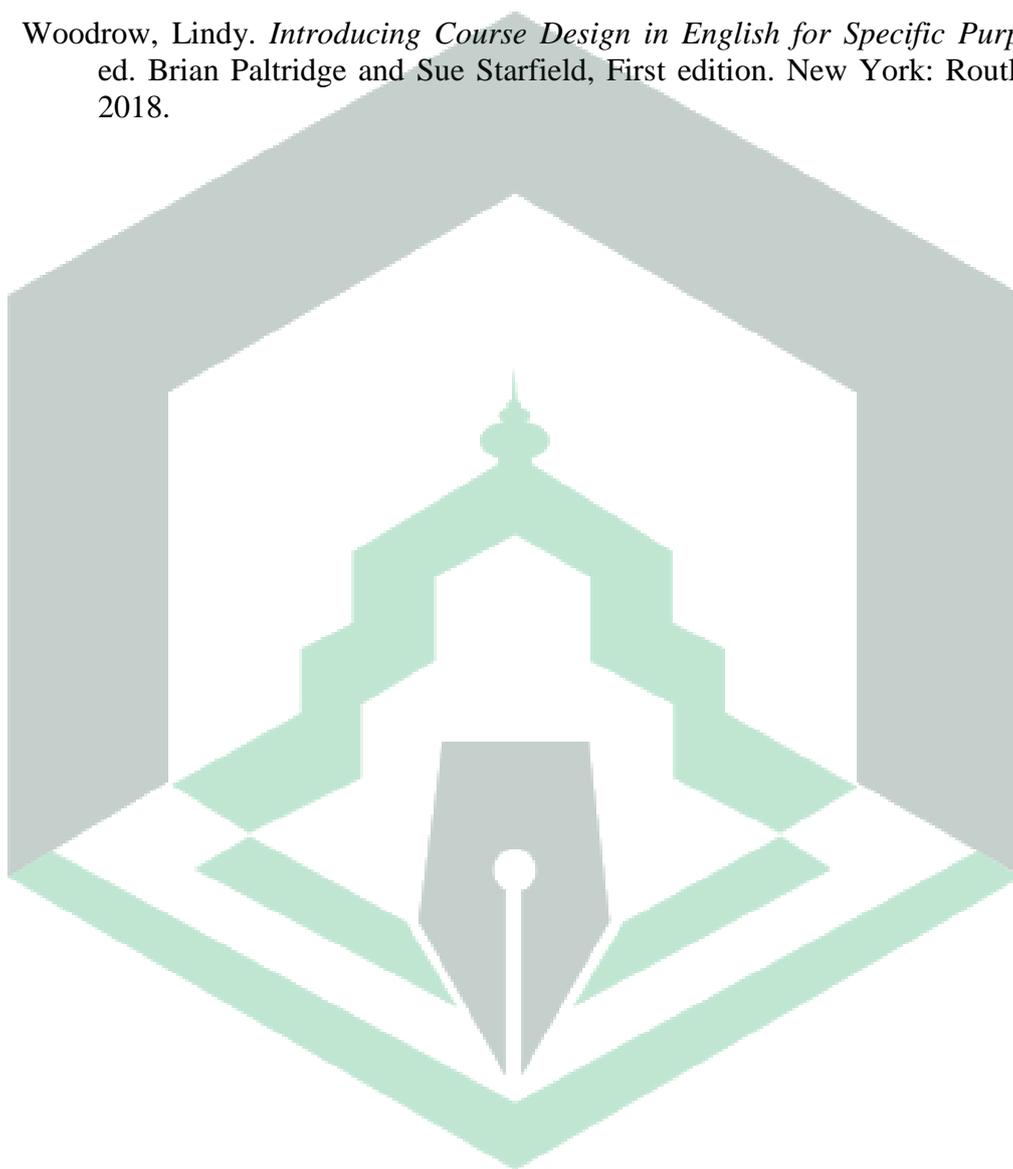
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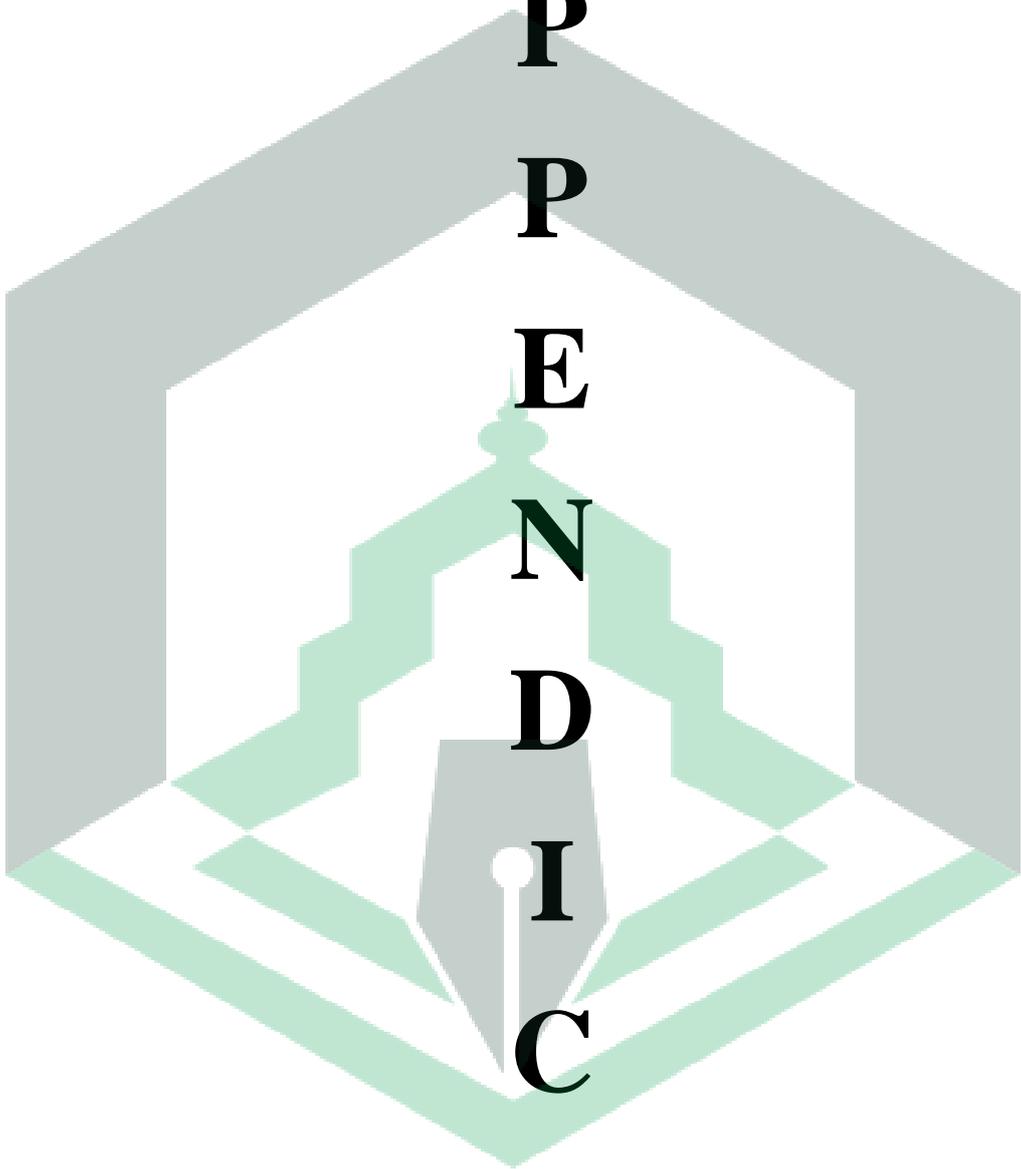
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**APPENDIX 1**  
**SURAT IZIN MENELITI**



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 262/IP/DPMPSTP/III/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : ANISA ZIDNI ANANDA  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Betara Lattu No. 48 Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 18 0202 0140

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF MAN PALOPO**

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO  
 Lamanya Penelitian : 22 Maret 2022 s.d. 22 Juni 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

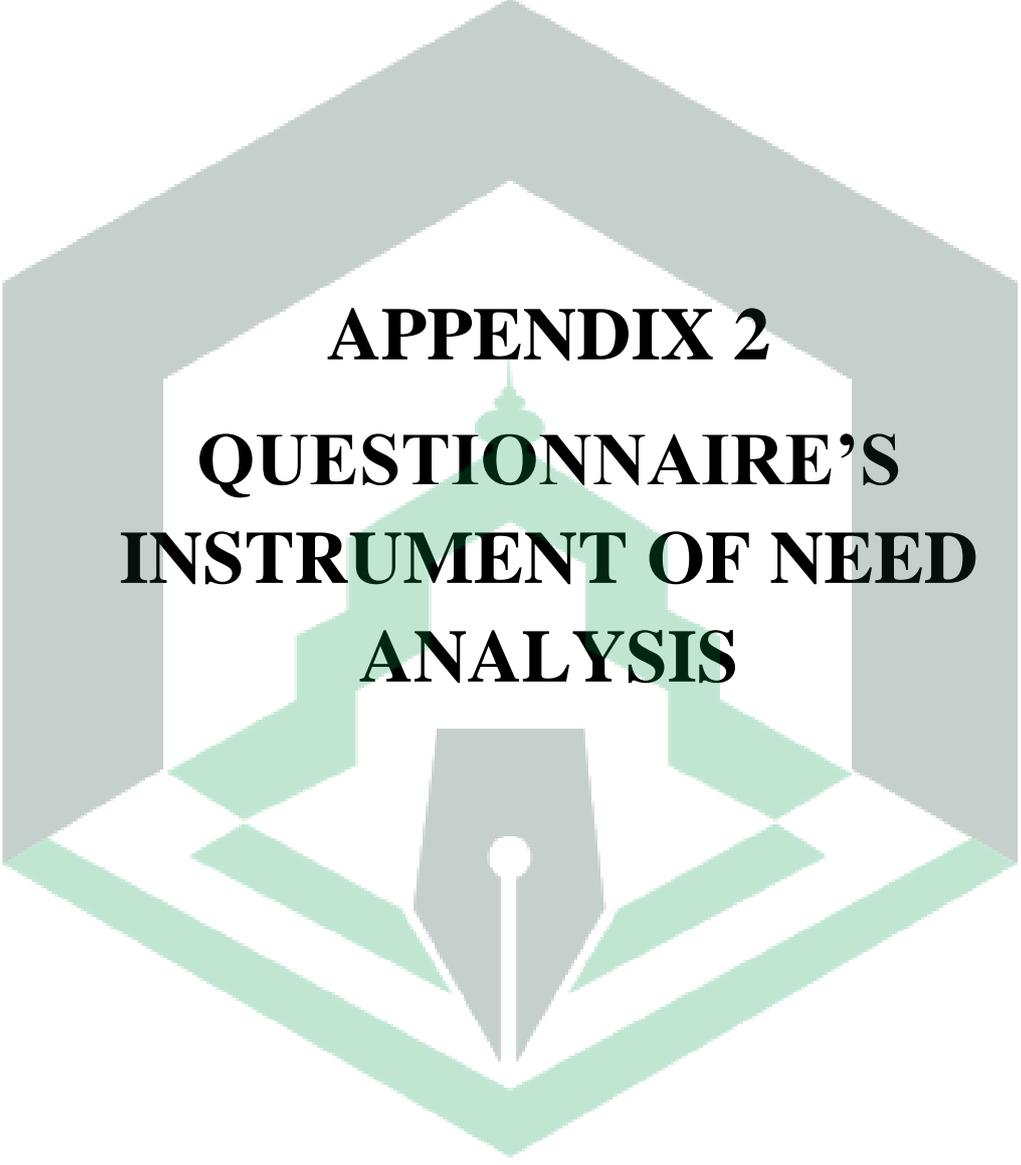
Diterbitkan di Kota Palopo  
 Pada tanggal : 23 Maret 2022  
 oleh Kepala Dinas Penanaman Modal dan PTSP



**MUH. HUSAN ASHARUDDIN, S.STP, M.Si**  
 Pangkat : Pembina Tk.1  
 NIP. 19780611 199612 1 001

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Dandira 403 SVT3;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait untuk dilaksanakan penelitian.



**APPENDIX 2**  
**QUESTIONNAIRE'S**  
**INSTRUMENT OF NEED**  
**ANALYSIS**

## QUESTIONNAIRE FOR STUDENTS (NEED ANALYSIS)

### DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF MAN PALOPO

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam worksheet untuk meningkatkan kemampuan bahasa Inggris siswa.

#### A. Data Responden

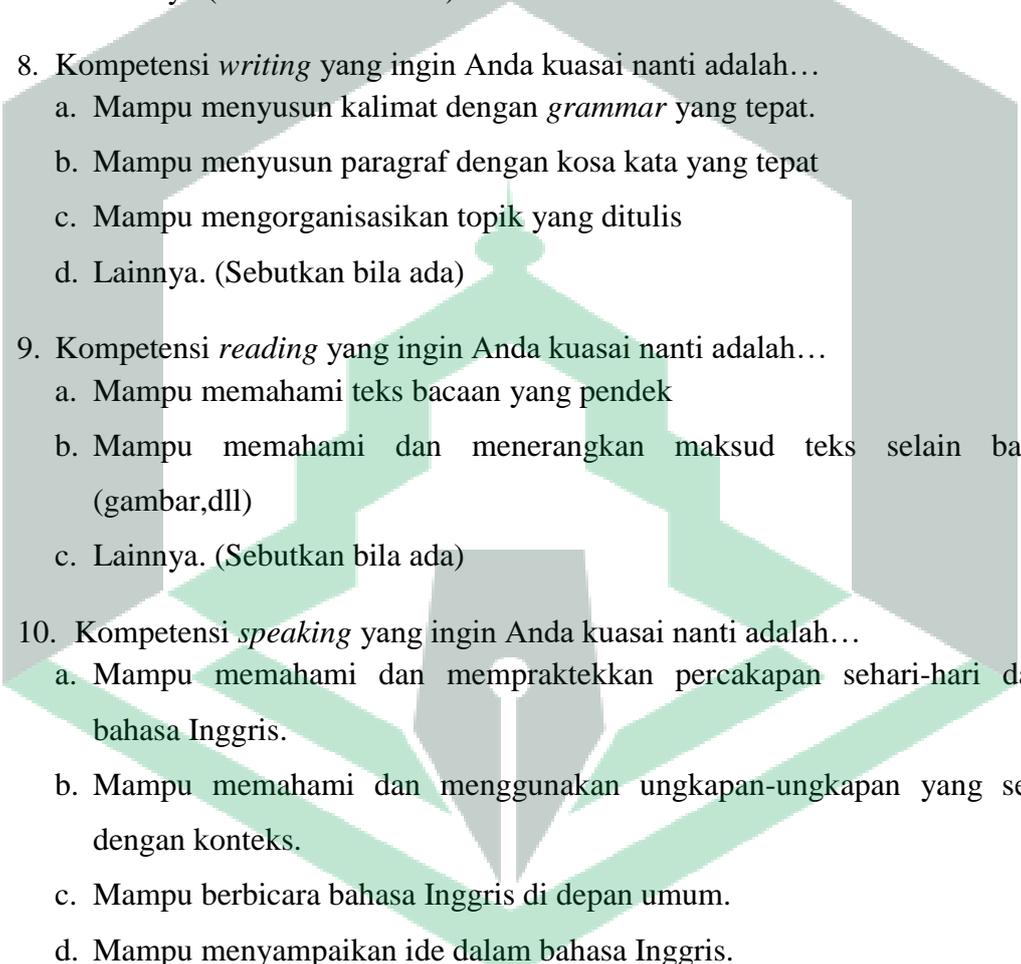
Nama :  
Kelas :  
Gender :  
Usia :

#### B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini, serta sesuai dengan kebutuhan yang Anda inginkan terkait dengan media belajar lembar kerja siswa (*worksheet*)

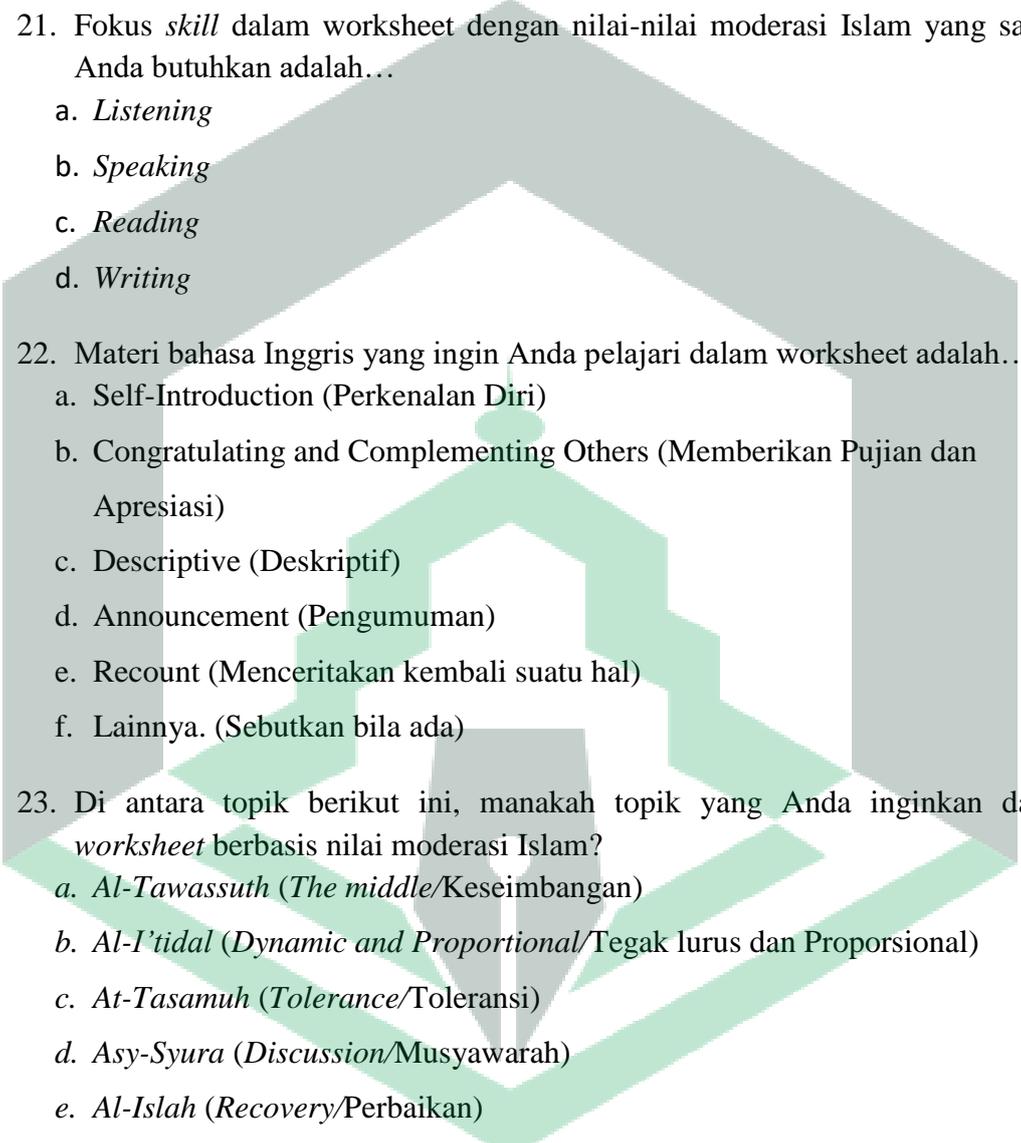
1. Tujuan Anda belajar bahasa Inggris adalah...
  - a. Anda ingin fasih berbicara dan menulis dalam bahasa Inggris
  - b. Anda ingin mengembangkan kemampuan menulis dalam bahasa Inggris.
  - c. Anda ingin mendapatkan nilai yang memuaskan dalam Ujian Nasional bahasa Inggris.
  - d. Sebagai kebutuhan untuk pendidikan selanjutnya.
  - e. Lainnya (sebutkan bila ada)
2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?
  - a. *Basic (Lower)*: mengetahui sedikit kosakata dan ungkapan praktis, penguasaan *grammar* terbatas, pelafalan sangat dipengaruhi oleh bahasa Ibu.
  - b. *Basic (Upper)*: dapat berkomunikasi secara baik pada beberapa topic dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, *grammar* dan pelafalan masih dipengaruhi oleh bahasa Ibu.

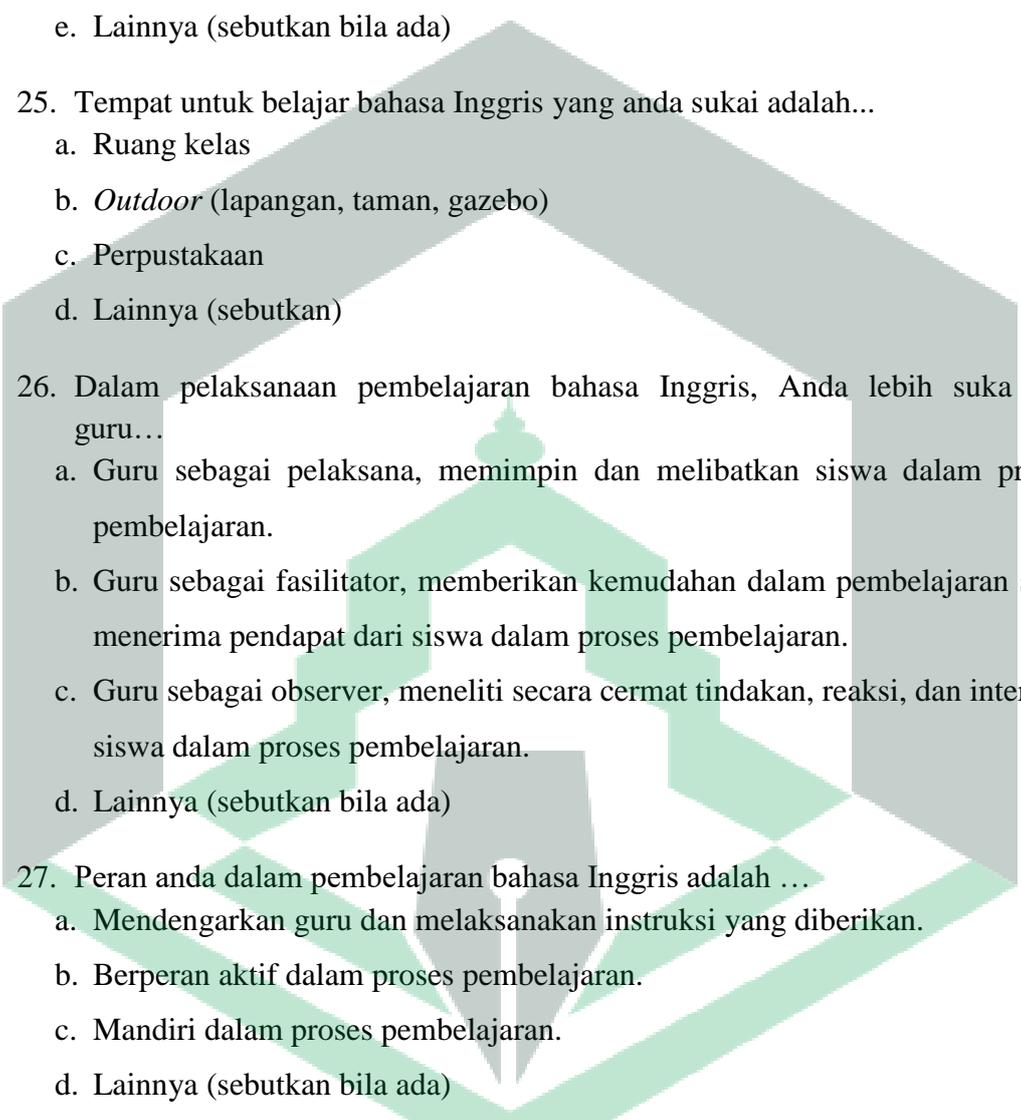
- c. *Intermediate (Lower)*: dapat berkomunikasi secara baik pada topic tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, *grammar* dan pelafalan.
- d. *Intermediate (Upper)*: walaupun masih mempunyai kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
- e. *Advanced*: mampu berkomunikasi dengan lancar pada sebagian besar topic, hanya mengalami sedikit kesulitan pada kosakata, *grammar* dan pelafalan.
3. Keterampilan berbahasa apa yang paling sering anda butuhkan dalam pembelajaran bahasa Inggris?
- Keterampilan *Listening* (mendengarkan)
  - Keterampilan *Reading* (membaca)
  - Keterampilan *writing* (menulis)
  - Keterampilan *Speaking* (berbicara)
4. Kesulitan yang Anda hadapi saat menulis dalam bahasa Inggris adalah...
- Sulit dalam membuat kalimat.
  - Sulit memilih kosa kata yang tepat.
  - Sulit dalam menyusun paragraf.
  - Sulit dalam penggunaan *grammar* yang tepat.
  - Sulit mengungkapkan gagasan dengan baik.
  - Lainnya. (sebutkan bila ada)
5. Kesulitan yang Anda hadapi saat membaca dalam bahasa Inggris adalah...
- Sulit memahami arti kata-kata atau istilah dalam teks.
  - Sulit mendapatkan ide pokok dalam teks.
  - Sulit memahami bacaan karena keterbatasan kosakata.
  - Lainnya. (sebutkan bila ada)
6. Kesulitan yang Anda hadapi saat berbicara dalam bahasa Inggris adalah...
- Sulit mengucapkan kata-kata dalam bahasa Inggris.
  - Sulit memahami informasi yang dibicarakan lawan bicara.
  - Sulit menggunakan tata bahasa yang baik dan benar.

- 
- d. Sulit dalam menyampaikan ide karena kurang kosakata.
  - e. Lainnya. (sebutkan bila ada)
7. Kesulitan yang Anda hadapi saat mendengarkan dalam bahasa Inggris adalah...
- a. Sulit memahami informasi yang didengar.
  - b. Sulit membedakan pengucapan kosakata asing (*native speaker*).
  - c. Sulit mengerti apa yang didengar karena kurangnya kosakata.
  - d. Lainnya (Sebutkan bila ada)
8. Kompetensi *writing* yang ingin Anda kuasai nanti adalah...
- a. Mampu menyusun kalimat dengan *grammar* yang tepat.
  - b. Mampu menyusun paragraf dengan kosa kata yang tepat
  - c. Mampu mengorganisasikan topik yang ditulis
  - d. Lainnya. (Sebutkan bila ada)
9. Kompetensi *reading* yang ingin Anda kuasai nanti adalah...
- a. Mampu memahami teks bacaan yang pendek
  - b. Mampu memahami dan menerangkan maksud teks selain bacaan (gambar,dll)
  - c. Lainnya. (Sebutkan bila ada)
10. Kompetensi *speaking* yang ingin Anda kuasai nanti adalah...
- a. Mampu memahami dan mempraktekkan percakapan sehari-hari dalam bahasa Inggris.
  - b. Mampu memahami dan menggunakan ungkapan-ungkapan yang sesuai dengan konteks.
  - c. Mampu berbicara bahasa Inggris di depan umum.
  - d. Mampu menyampaikan ide dalam bahasa Inggris.
  - e. Lainnya. (sebutkan bila ada)
11. Kompetensi *listening* yang ingin Anda kuasai nanti adalah...
- a. Mampu memahami instruksi-instruksi dalam bahasa Inggris.
  - b. Mampu memahami teks monolog dan dialog setelah mendengar.
  - c. Mampu memahami penjelasan dalam bahasa Inggris.

- d. Lainnya. (Sebutkan bila ada)
12. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan menulis dalam bahasa Inggris?
- Menyusun kata menjadi sebuah kalimat.
  - Membuat kalimat berdasarkan pola-pola yang sudah diajarkan.
  - Melengkapi kalimat atau paragraf rumpang.
  - Menulis cerita
  - Menulis autobiografi
  - Lainnya. (Sebutkan bila ada)
13. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan membaca dalam bahasa Inggris?
- Membaca teks pendek
  - Menerjemahkan kata-kata yang sulit saja
  - Mengidentifikasi ide pokok dalam teks
  - Mengidentifikasi isi pernyataan benar atau salah berdasarkan isi yang ada dalam teks
  - Lainnya. (sebutkan bila ada)
14. Aktivitas apa yang Anda inginkan dalam meningkatkan keterampilan berbicara dalam bahasa Inggris?
- Discussion* (diskusi)
  - Giving Opinion* (beropini)
  - Question and Answer* (tanya jawab)
  - Roleplay* (bermain peran)
  - Speech* (pidato/ceramah)
  - Lainnya. (sebutkan bila ada)
15. Aktivitas apa yang Anda inginkan dalam meningkatkan keterampilan mendengarkan dalam bahasa Inggris?
- Mendengarkan teks monolog (bacaan) dan menjawab pertanyaan
  - Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut.

- c. Menyimak teks-teks bahasa Inggris monolog (bacaan) dan dialog yang telah didengarkan dan mencari ide pokoknya.
- d. Lainnya. (sebutkan bila ada)
16. Pengetahuan kebahasaan apa yang Anda butuhkan dalam meningkatkan kemampuan bahasa Inggris?
- Vocabulary* (Kosakata)
  - Grammar* (Tata bahasa)
  - Pronunciation* (Pelafalan)
  - Lainnya. (Sebutkan bila ada)
17. Aktivitas apa yang dapat membantu Anda meningkatkan penguasaan *vocabulary* bahasa Inggris Anda?
- Menerjemahkan kosakata
  - Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
  - Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam.
  - Lainnya. (Sebutkan bila ada)
18. Aktivitas apa yang dapat membantu meningkatkan kemampuan anda dalam menguasai *grammar* bahasa Inggris?
- Menyusun kata atau kalimat acak
  - Membuat kalimat berdasarkan tenses
  - Menyusun paragraph/kalimat sesuai dengan tenses
  - Lainnya. (Sebutkan bila ada)
19. Dalam meningkatkan kemampuan *pronunciation* bahasa Inggris, hal yang penting untuk Anda pelajari adalah...
- Accent* (aksen/logat)
  - Sound* (bunyi)
  - Intonation* (intonasi)
  - Stressing* (penekanan)
  - Lainnya. (Sebutkan bila ada)
20. Tujuan yang Anda harapkan setelah mempelajari *worksheet* yang dipadukan dengan nilai-nilai moderasi Islam adalah...
- Memahami dan menghargai agama, suku, ras, dan budaya lain.

- 
- b. Meningkatkan sikap toleransi di lingkungan sekolah maupun masyarakat.
- c. Mengajarkan orang-orang disekeliling agar menerapkan sikap moderasi dalam kehidupan.
- d. Lainnya. (Sebutkan bila ada)
21. Fokus *skill* dalam worksheet dengan nilai-nilai moderasi Islam yang sangat Anda butuhkan adalah...
- Listening*
  - Speaking*
  - Reading*
  - Writing*
22. Materi bahasa Inggris yang ingin Anda pelajari dalam worksheet adalah...
- Self-Introduction (Perkenalan Diri)
  - Congratulating and Complementing Others (Memberikan Pujian dan Apresiasi)
  - Descriptive (Deskriptif)
  - Announcement (Pengumuman)
  - Recount (Menceritakan kembali suatu hal)
  - Lainnya. (Sebutkan bila ada)
23. Di antara topik berikut ini, manakah topik yang Anda inginkan dalam *worksheet* berbasis nilai moderasi Islam?
- Al-Tawassuth* (*The middle*/Keseimbangan)
  - Al-I'tidal* (*Dynamic and Proportional*/Tegak lurus dan Proporsional)
  - At-Tasamuh* (*Tolerance*/Toleransi)
  - Asy-Syura* (*Discussion*/Musyawarah)
  - Al-Islah* (*Recovery*/Perbaikan)
  - Al-Qudwah* (*Pioneer*/Keteladanan)
  - Al-Muwathanah* (*Nationalism*/Cinta Tanah Air)
  - Al-La'Urf* (*Anti-Violence*/Anti Kekerasan)
  - I'tiraf al-'Urf* (*Culture Friendly*/Ramah Budaya)
24. Media belajar yang dapat menunjang pembelajaran bahasa Inggris yang Anda senangi adalah...

- 
- a. Audio (rekaman suara, *podcast*, lagu, dll)
  - b. Visual (gambar yang diproyeksikan melalui proyektor, koran/majalah, dll)
  - c. Audio Visual (*talk show*, tv, film, dll)
  - d. Sosial Media (*Youtube*, *Instagram*, *Whatsapp*, *Facebook*, dll)
  - e. Lainnya (sebutkan bila ada)
25. Tempat untuk belajar bahasa Inggris yang anda sukai adalah...
- a. Ruang kelas
  - b. *Outdoor* (lapangan, taman, gazebo)
  - c. Perpustakaan
  - d. Lainnya (sebutkan)
26. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka jika guru...
- a. Guru sebagai pelaksana, memimpin dan melibatkan siswa dalam proses pembelajaran.
  - b. Guru sebagai fasilitator, memberikan kemudahan dalam pembelajaran serta menerima pendapat dari siswa dalam proses pembelajaran.
  - c. Guru sebagai observer, meneliti secara cermat tindakan, reaksi, dan interaksi siswa dalam proses pembelajaran.
  - d. Lainnya (sebutkan bila ada)
27. Peran anda dalam pembelajaran bahasa Inggris adalah ...
- a. Mendengarkan guru dan melaksanakan instruksi yang diberikan.
  - b. Berperan aktif dalam proses pembelajaran.
  - c. Mandiri dalam proses pembelajaran.
  - d. Lainnya (sebutkan bila ada)
28. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka mengerjakan tugas dengan cara...
- a. Perorangan/Individu
  - b. Berpasangan
  - c. Berkelompok kecil (2-3 orang)
  - d. Berkelompok besar (4-6 orang)



**APPENDIX 3**

**INSTRUMENTS VALIDATION  
BY THE EXPERTS**

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF MAN  
PALOPO**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang ada berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Pendahuluan</b>					
	a. Tujuan penelitian dinyatakan dengan jelas.					
	b. Tujuan kuesioner dinyatakan dengan jelas.					
	c. Petunjuk pengisian kuesioner mudah dipahami.					
<b>II</b>	<b>Aspek Cakupan (Isi)</b>					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					
	c. Butir-butir kuesioner mencakup data yang					

	berhubungan dengan aktifitas belajar memadai.					
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					
<b>III</b>	<b>Aspek Bahasa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					
	d. Butir-butir kuesioner yang dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

**C. Komentar**

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**D. Saran**

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**E. Kesimpulan**

Instrumen kuesioner ini (lingkari satu pilihan)

- 1. Tidak dapat digunakan
- 2. Dapat digunakan
- 3. Dapat digunakan dengan perbaikan sebagai berikut

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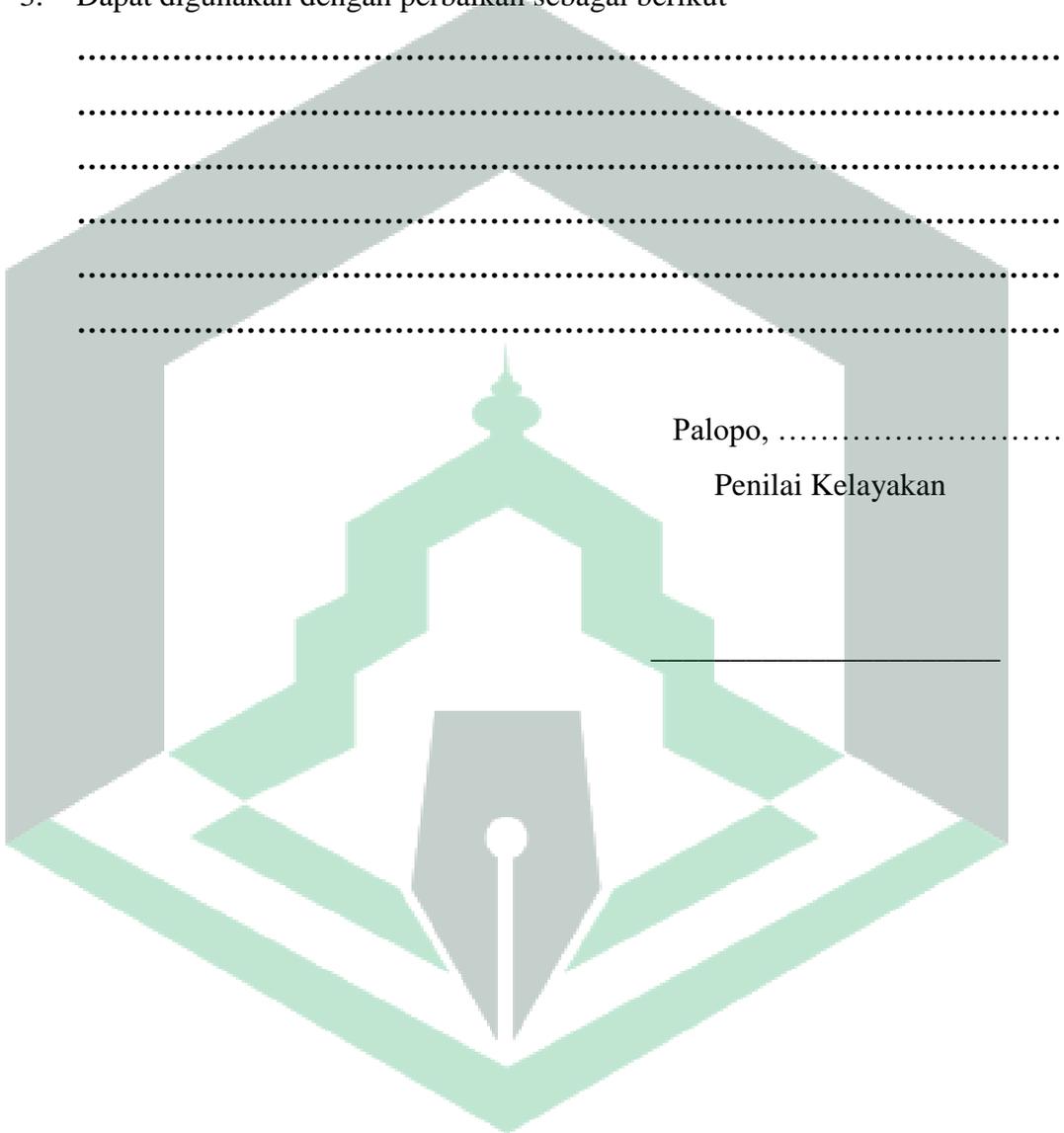
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Palopo, .....

Penilai Kelayakan



**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF MAN  
PALOPO**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang ada berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Pendahuluan</b>					
	a. Tujuan penelitian dinyatakan dengan jelas.					
	b. Tujuan kuesioner dinyatakan dengan jelas.					
	c. Petunjuk pengisian kuesioner mudah dipahami.					
<b>II</b>	<b>Aspek Cakupan (Isi)</b>					
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
	f. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					
	g. Butir-butir kuesioner mencakup data yang					

	berhubungan dengan aktifitas belajar memadai.					
	h. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					
<b>III</b>	<b>Aspek Bahasa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					
	d. Butir-butir kuesioner yang dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

**C. Komentar**

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**D. Saran**

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**E. Kesimpulan**

Instrumen kuesioner ini (lingkari satu pilihan)

- 1. Tidak dapat digunakan
- 2. Dapat digunakan
- 3. Dapat digunakan dengan perbaikan sebagai berikut

.....

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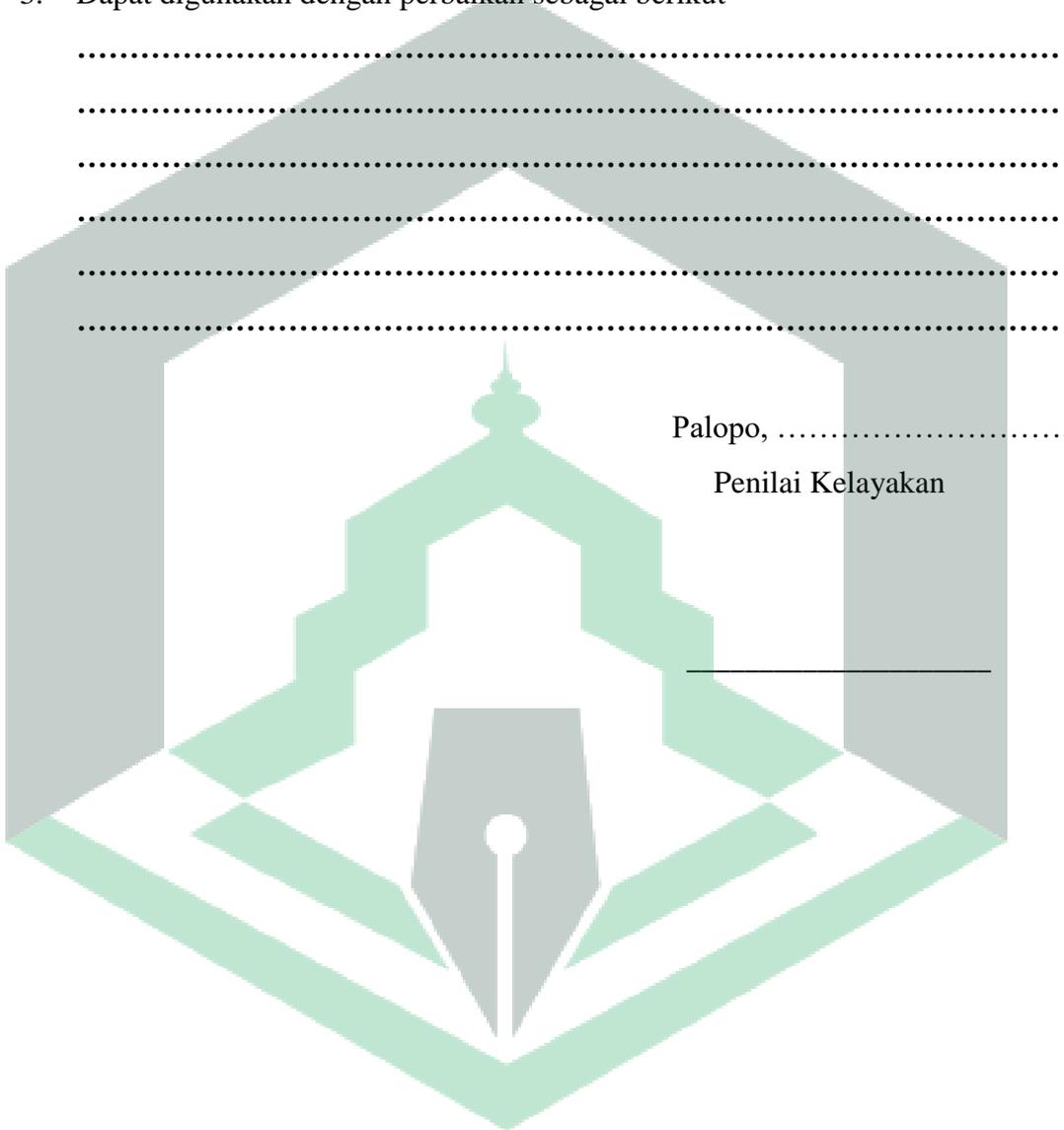
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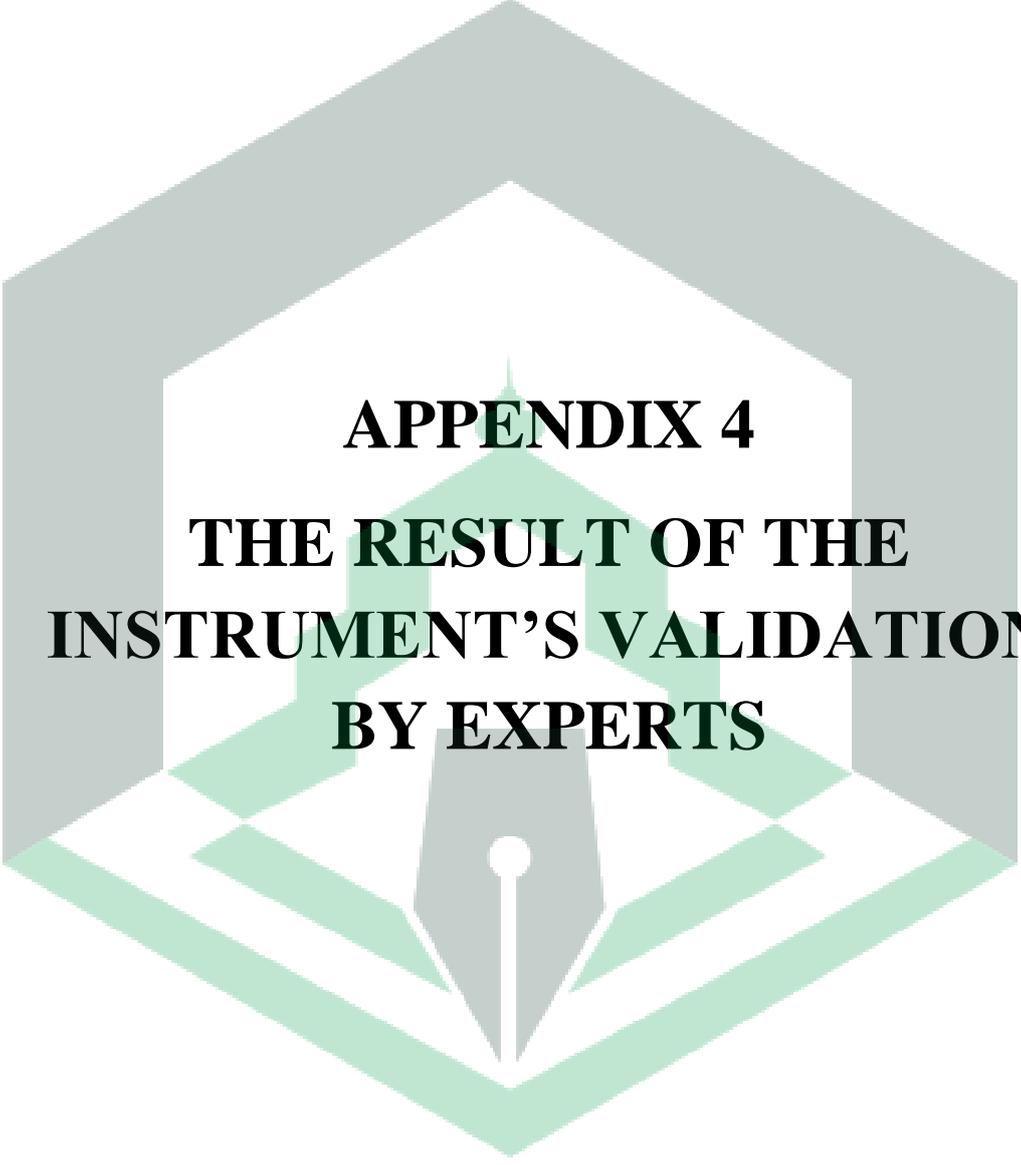
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Palopo, .....

Penilai Kelayakan





**APPENDIX 4**  
**THE RESULT OF THE**  
**INSTRUMENT'S VALIDATION**  
**BY EXPERTS**

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF  
MAN PALOPO**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang ada berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Pendahuluan</b>					
	1. Tujuan penelitian dinyatakan dengan jelas.					✓
	2. Tujuan kuesioner dinyatakan dengan jelas.					✓
	3. Petunjuk pengisian kuesioner mudah dipahami.					✓
<b>II</b>	<b>Aspek Cakupan (Isi)</b>					
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
	f. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	

g. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas belajar memadai.					✓	
h. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.						✓
<b>III</b>	<b>Aspek Bahasa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
e. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.						✓
f. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓	
g. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓	
h. Butir-butir kuesioner yang dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓	

**C. Komentar**

Questionnaire sudah tersusun ~~oleh~~ dengan kalimat yang efektif dan efisien sehingga mudah dipahami oleh siswa.

**D. Saran**

pada poin 7, 8 dan 9 sebaiknya ditambahkan keterangan pada pilihan jawaban (boleh memilih lebih dari satu) untuk melihat aspek apa saja yang ingin dikuasai oleh siswa.

**E. Kesimpulan**

Instrumen kuesioner ini (lingkari satu pilihan)

- 4. Tidak dapat digunakan
- 5. Dapat digunakan
- 6. Dapat digunakan dengan perbaikan sebagai berikut

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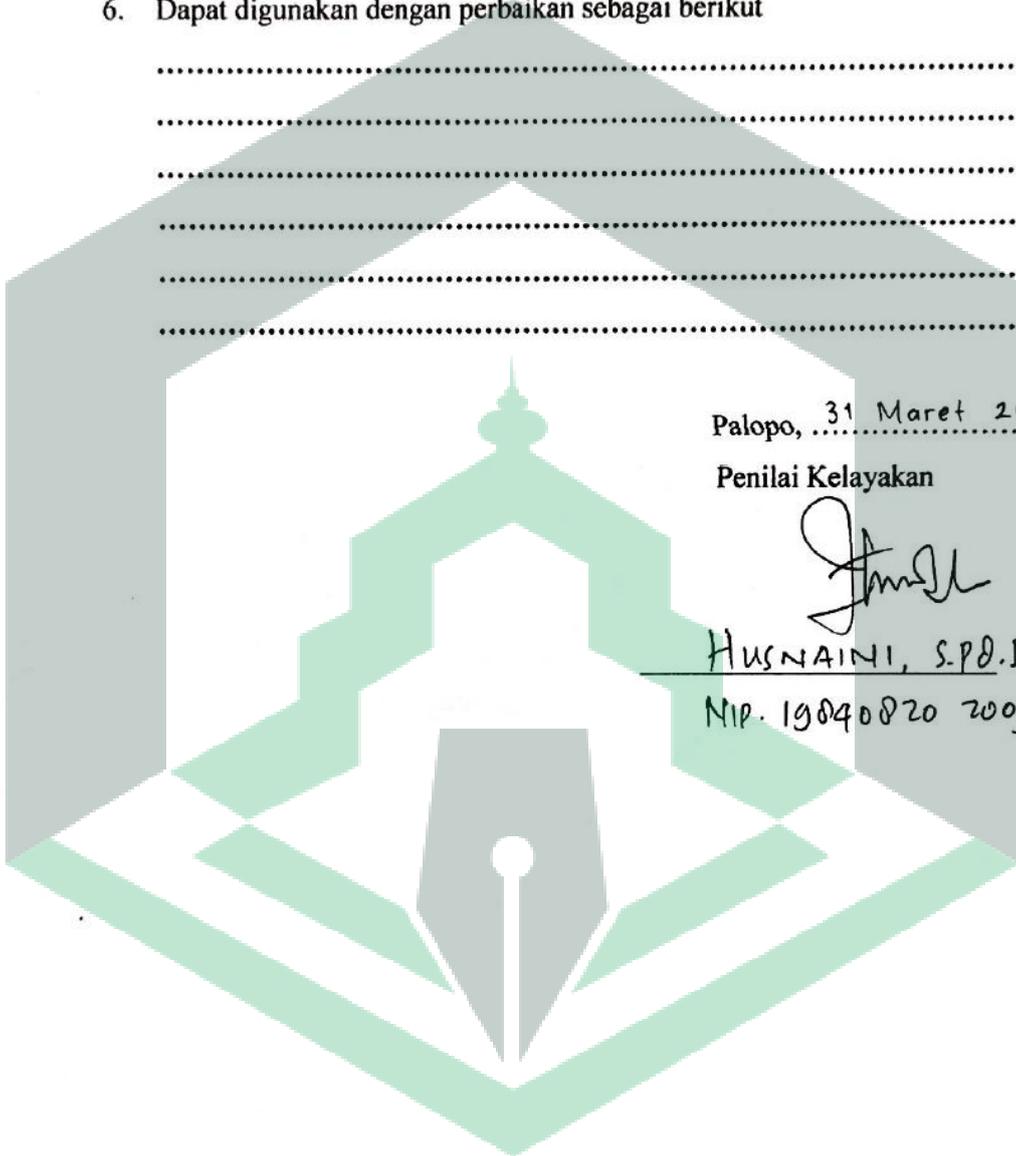
Palopo, 31 Maret 2022

Penilai Kelayakan



HUSNAINI, S.Pd.I, M.Pd.

NIP. 19840820 200902 2007



**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF  
MAN PALOPO**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang ada berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Pendahuluan</b>					
	a. Tujuan penelitian dinyatakan dengan jelas.					✓
	b. Tujuan kuesioner dinyatakan dengan jelas.					✓
	c. Petunjuk pengisian kuesioner mudah dipahami.					✓
<b>II</b>	<b>Aspek Cakupan (Isi)</b>					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	

c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas belajar memadai.						✓
d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.						✓
<b>III</b>	<b>Aspek Bahasa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓	
b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓	
c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓	
d. Butir-butir kuesioner yang dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						✓

**C. Komentaar**

.....

.....

.....

.....

.....

.....

**D. Saran**

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**E. Kesimpulan**

Instrumen kuesioner ini (lingkari satu pilihan)

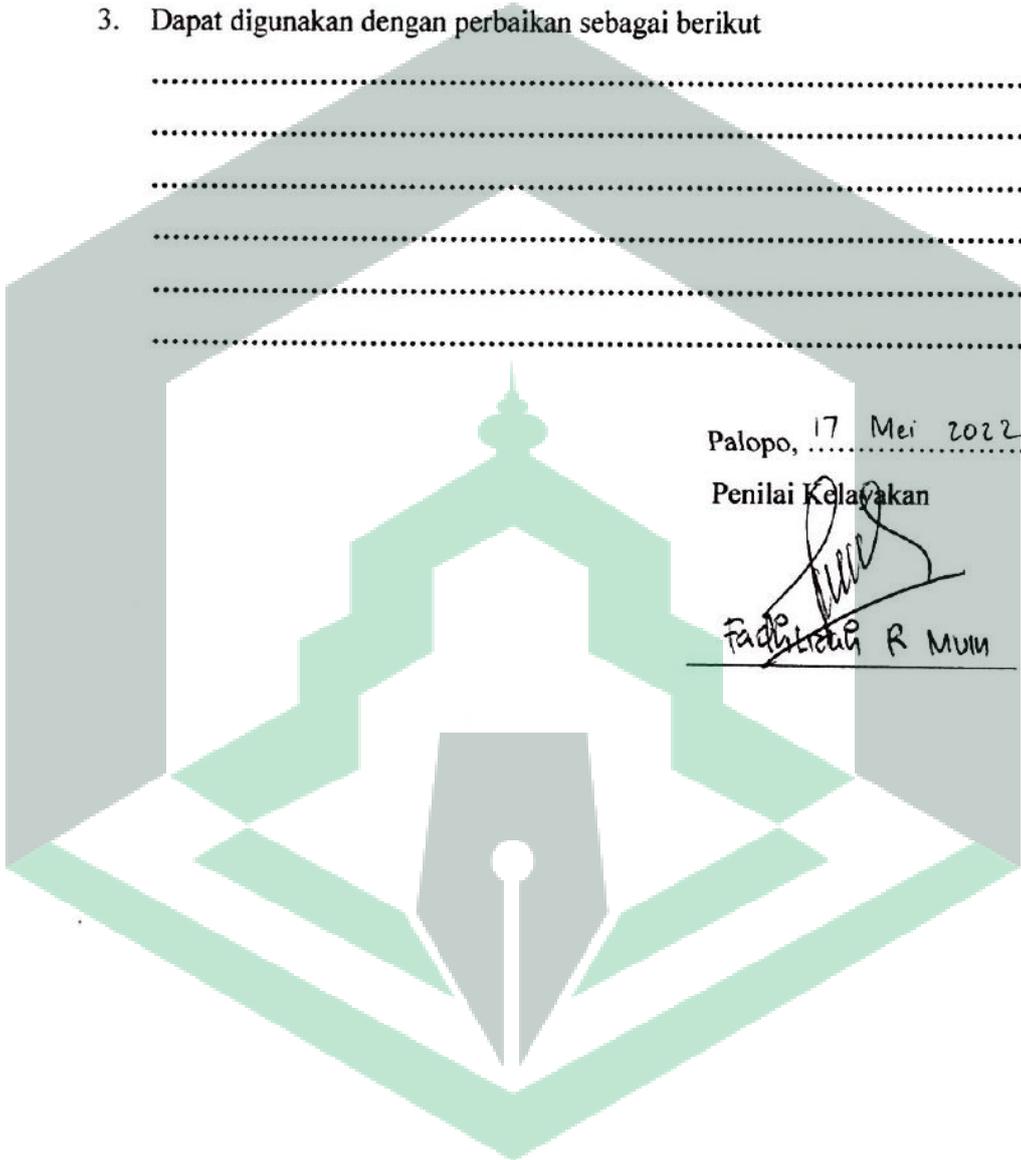
1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

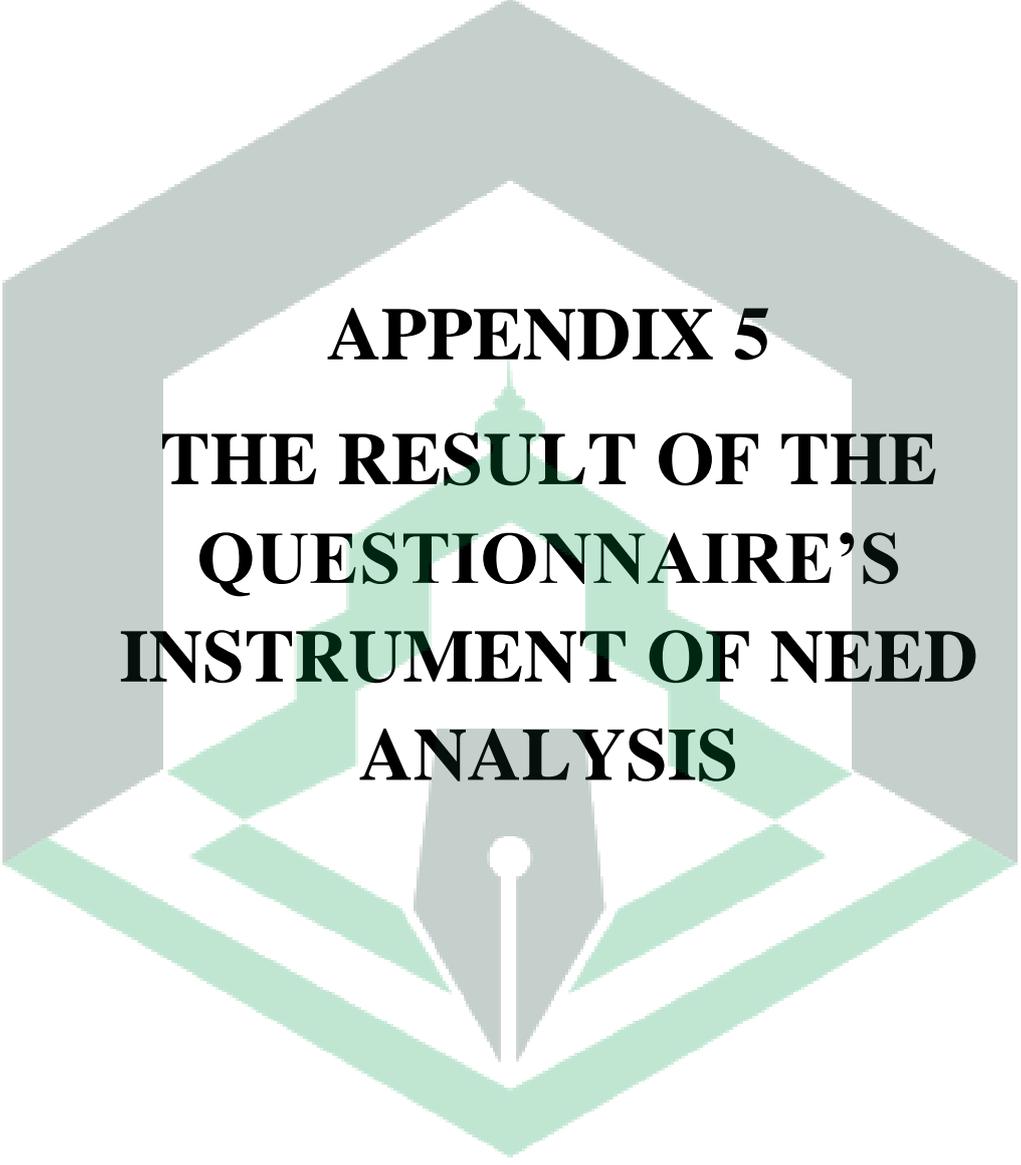
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Palopo, 17 Mei 2022

Penilai Kelayakan

  
Fadhilah R MUM





**APPENDIX 5**  
**THE RESULT OF THE**  
**QUESTIONNAIRE'S**  
**INSTRUMENT OF NEED**  
**ANALYSIS**

## QUESTIONNAIRE OF NEED ANALYSIS

Judul: Designing English Writing Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo.

Kuesioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam worksheet untuk meningkatkan kemampuan bahasa Inggris siswa.

Petunjuk Pengisian:

Berilah tanda pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan Lembar Kerja Siswa (worksheet) untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Nama \*

andi azizah febriani malik

Kelas \*

X MIPA 1

Jenis Kelamin \*

Laki-laki

Perempuan

Usia \*

16

1. Tujuan Anda belajar bahasa Inggris adalah... \*

- a. Anda ingin fasih berbicara dan menulis dalam bahasa Inggris.
- b. Anda ingin mengembangkan kemampuan menulis dalam bahasa Inggris.
- c. Anda ingin mendapatkan nilai yang memuaskan dalam Ujian Nasional bahasa Inggris.
- d. Sebagai kebutuhan untuk pendidikan selanjutnya.
- Other: .....

2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini? \*

- a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa Ibu.
- b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu.
- c. Intermediate (Lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan.
- d. Intermediate (Upper): walaupun masih mempunyai kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
- e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar dan pelafalan.

3. Keterampilan berbahasa apa yang paling sering anda butuhkan dalam pembelajaran bahasa Inggris? \*

- a. Keterampilan Listening (mendengarkan)
- b. Keterampilan Reading (membaca)
- c. Keterampilan Writing (menulis)
- d. Keterampilan Speaking (berbicara)

4. Kesulitan yang Anda hadapi saat menulis dalam bahasa Inggris adalah... \*

- a. Sulit dalam membuat kalimat.
- b. Sulit memilih kosa kata yang tepat.
- c. Sulit dalam menyusun paragraf.
- d. Sulit dalam penggunaan grammar yang tepat.
- e. Sulit mengungkapkan gagasan dengan baik.
- Other: \_\_\_\_\_

5. Kesulitan yang Anda hadapi saat membaca dalam bahasa Inggris adalah... \*

- a. Sulit memahami arti kata-kata atau istilah dalam teks.
- b. Sulit mendapatkan ide pokok dalam teks.
- c. Sulit memahami bacaan karena keterbatasan kosakata.
- Other: \_\_\_\_\_

6. Kesulitan yang Anda hadapi saat berbicara dalam bahasa Inggris adalah... \*

- a. Sulit mengucapkan kata-kata dalam bahasa Inggris.
- b. Sulit memahami informasi yang dibicarakan lawan bicara.
- c. Sulit menggunakan tata bahasa yang baik dan benar.
- d. Sulit dalam menyampaikan ide karena kurang kosakata.
- Other: \_\_\_\_\_

7. Kesulitan yang Anda hadapi saat mendengarkan dalam bahasa Inggris adalah... \*

- a. Sulit memahami informasi yang didengar.
- b. Sulit membedakan pengucapan kosakata asing (native speaker).
- c. Sulit mengerti apa yang didengar karena kurangnya kosakata.
- Other: \_\_\_\_\_

8. Kompetensi writing yang ingin Anda kuasai nanti adalah... \*

- a. Mampu membuat kalimat.
- b. Mampu menyusun paragraf dengan kosa kata yang tepat
- c. Mampu mengorganisasikan topik yang ditulis
- Other: \_\_\_\_\_

9. Kompetensi reading yang ingin Anda kuasai nanti adalah... \*

- a. Mampu memahami teks bacaan yang pendek
- b. Mampu memahami dan menerangkan maksud teks selain bacaan (gambar,dll)
- Other: \_\_\_\_\_

10. Kompetensi speaking yang ingin Anda kuasai nanti adalah... \*

- a. Mampu memahami dan mempraktekkan percakapan sehari-hari dalam bahasa Inggris.
- b. Mampu memahami dan menggunakan ungkapan-ungkapan yang sesuai dengan konteks.
- c. Mampu menyampaikan ide dalam bahasa Inggris.
- Other: \_\_\_\_\_

11. Kompetensi listening yang ingin Anda kuasai nanti adalah... \*

- a. Mampu memahami instruksi-instruksi dalam bahasa Inggris.
- b. Mampu memahami teks monolog dan dialog setelah mendengar.
- c. Mampu memahami penjelasan dalam bahasa Inggris.
- Other: \_\_\_\_\_

12. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan menulis dalam bahasa Inggris? \*

- a. Menyusun kata menjadi sebuah kalimat.
- b. Membuat kalimat berdasarkan pola-pola yang sudah diajarkan.
- c. Melengkapi kalimat atau paragraf rumpang.
- d. Menulis cerita
- e. Menulis autobiografi
- Other: \_\_\_\_\_

13. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan membaca dalam bahasa Inggris? \*

- a. Membaca teks pendek
- b. Menerjemahkan kata-kata yang sulit saja
- c. Mengidentifikasi ide pokok dalam teks
- d. Mengidentifikasi isi pernyataan benar atau salah berdasarkan isi yang ada dalam teks
- Other: \_\_\_\_\_

14. Aktivitas apa yang Anda inginkan dalam meningkatkan keterampilan berbicara dalam bahasa Inggris? \*

- a. Discussion (diskusi)
- b. Giving Opinion (beropini)
- c. Question and Answer (tanya jawab)
- d. Roleplay (bermain peran)
- e. Speech (pidato/ceramah)
- Other: \_\_\_\_\_

15. Aktivitas apa yang Anda inginkan dalam meningkatkan keterampilan mendengarkan dalam bahasa Inggris? \*

- a. Mendengarkan teks monolog (bacaan) dan menjawab pertanyaan
- b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut.
- c. Menyimak teks-teks bahasa Inggris monolog (bacaan) dan dialog yang telah didengarkan dan mencari ide pokoknya.
- Other: \_\_\_\_\_

16. Pengetahuan kebahasaan apa yang Anda butuhkan dalam meningkatkan kemampuan bahasa Inggris? \*

- a. Vocabulary (Kosakata)
- b. Grammar (Tata bahasa)
- c. Pronunciation (Pelafalan)
- Other: \_\_\_\_\_

17. Aktivitas apa yang dapat membantu Anda meningkatkan penguasaan vocabulary bahasa Inggris Anda? \*

- a. Menerjemahkan kosakata
- b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- c. Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam.
- Other: \_\_\_\_\_

18. Aktivitas apa yang dapat membantu meningkatkan kemampuan anda dalam menguasai grammar bahasa Inggris? \*

- a. Menyusun kata atau kalimat acak
- b. Membuat kalimat berdasarkan tenses
- c. Menyusun paragraph/kalimat sesuai dengan tenses
- Other: \_\_\_\_\_

19. Dalam meningkatkan kemampuan pronunciation bahasa Inggris, hal yang penting untuk Anda pelajari adalah... \*

- a. Accent (aksen/logat)
- b. Sound (bunyi)
- c. Intonation (intonasi)
- d. Stressing (penekanan)
- Other: \_\_\_\_\_

20. Tujuan yang Anda harapkan setelah mempelajari worksheet yang \*  
dipadukan dengan nilai-nilai moderasi Islam adalah...

- a. Memahami dan menghargai agama, suku, ras, dan budaya lain.
- b. Meningkatkan sikap toleransi di lingkungan sekolah maupun masyarakat.
- c. Mengajarkan orang-orang disekeliling agar menerapkan sikap moderasi dalam kehidupan.
- Other: \_\_\_\_\_

21. Fokus skill dalam worksheet dengan nilai-nilai moderasi Islam \*  
yang sangat Anda butuhkan adalah...

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

22. Materi bahasa Inggris yang ingin Anda pelajari dalam worksheet adalah... \*

- a. Self-Introduction (Perkenalan Diri)
- b. Congratulating and Complementing Others (Memberikan Pujian dan Apresiasi)
- c. Descriptive (Deskriptif)
- d. Announcement (Pengumuman)
- e. Recount (Men ceritakan kembali suatu hal)
- f. Narrative(Narasi)
- Other: \_\_\_\_\_

23. Di antara topik berikut ini, manakah topik yang Anda inginkan dalam worksheet berbasis nilai moderasi Islam? \*

- a. Al-Tawassuth (The middle/Keseimbangan)
- b. Al-I'tidal (Dynamic and Proportional/Tegak lurus dan Proporsional)
- c. At-Tasamuh (Tolerance/Toleransi)
- d. Asy-Syura (Discussion/Musyawahar)
- e. Al-Islah (Recovery/Perbaikan)
- f. Al-Qudwah (Pioneer/Keteladanan)
- g. Al-Muwathanah (Nationalism/Cinta Tanah Air)
- h. Al-La'Urf (Anti-Violence/Anti Kekerasan)
- i. I'tiraf al-'Urf (Culture Friendly/Ramah Budaya)

24. Media belajar yang dapat menunjang pembelajaran bahasa Inggris yang Anda senangi adalah... \*

- a. Audio (rekaman suara, podcast, lagu, dll)
- b. Visual (gambar yang diproyeksikan melalui proyektor, koran/majalah, dll)
- c. Audio Visual (talk show, tv, film, dll)
- d. Sosial Media (Youtube, Instagram, Whatsapp, Facebook, dll)
- Other: \_\_\_\_\_

25. Tempat untuk belajar bahasa Inggris yang anda sukai adalah... \*

- a. Ruang kelas
- b. Outdoor (lapangan, taman, gazebo)
- c. Perpustakaan
- Other: \_\_\_\_\_

26. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka jika guru... \*

- a. Guru sebagai pelaksana, memimpin dan melibatkan siswa dalam proses pembelajaran.
- b. Guru sebagai fasilitator, memberikan kemudahan dalam pembelajaran serta menerima pendapat dari siswa dalam proses pembelajaran.
- c. Guru sebagai observer, meneliti secara cermat tindakan, reaksi, dan interaksi siswa dalam proses pembelajaran.
- Other: \_\_\_\_\_

27. Peran anda dalam pembelajaran bahasa Inggris adalah ... \*

- a. Mendengarkan guru dan melaksanakan instruksi yang diberikan.
- b. Berperan aktif dalam proses pembelajaran.
- c. Mandiri dalam proses pembelajaran.
- Other: \_\_\_\_\_

28. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka \* mengerjakan tugas dengan cara...

- a. Perorangan/Individu
- b. Berpasangan
- c. Berkelompok kecil (2-3 orang)
- d. Berkelompok besar (4-6 orang)

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Google Forms

## QUESTIONNAIRE OF NEED ANALYSIS

Judul: Designing English Writing Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo.

Kuesioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam worksheet untuk meningkatkan kemampuan bahasa Inggris siswa.

Petunjuk Pengisian:

Berilah tanda pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan Lembar Kerja Siswa (worksheet) untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Nama \*

Andi nindi Almira gau

Kelas \*

10 MIPA 1

Jenis Kelamin \*

Laki-laki

Perempuan

Usia \*

15

1. Tujuan Anda belajar bahasa Inggris adalah... \*

- a. Anda ingin fasih berbicara dan menulis dalam bahasa Inggris.
- b. Anda ingin mengembangkan kemampuan menulis dalam bahasa Inggris.
- c. Anda ingin mendapatkan nilai yang memuaskan dalam Ujian Nasional bahasa Inggris.
- d. Sebagai kebutuhan untuk pendidikan selanjutnya.
- Other: \_\_\_\_\_

2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini? \*

- a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa Ibu.
- b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu.
- c. Intermediate (Lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan.
- d. Intermediate (Upper): walaupun masih mempunyai kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
- e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar dan pelafalan.

3. Keterampilan berbahasa apa yang paling sering anda butuhkan dalam pembelajaran bahasa Inggris? \*

- a. Keterampilan Listening (mendengarkan)
- b. Keterampilan Reading (membaca)
- c. Keterampilan Writing (menulis)
- d. Keterampilan Speaking (berbicara)

4. Kesulitan yang Anda hadapi saat menulis dalam bahasa Inggris adalah... \*

- a. Sulit dalam membuat kalimat.
- b. Sulit memilih kosa kata yang tepat.
- c. Sulit dalam menyusun paragraf.
- d. Sulit dalam penggunaan grammar yang tepat.
- e. Sulit mengungkapkan gagasan dengan baik.
- Other: \_\_\_\_\_

5. Kesulitan yang Anda hadapi saat membaca dalam bahasa Inggris adalah... \*

- a. Sulit memahami arti kata-kata atau istilah dalam teks.
- b. Sulit mendapatkan ide pokok dalam teks.
- c. Sulit memahami bacaan karena keterbatasan kosakata.
- Other: \_\_\_\_\_

6. Kesulitan yang Anda hadapi saat berbicara dalam bahasa Inggris adalah... \*

- a. Sulit mengucapkan kata-kata dalam bahasa Inggris.
- b. Sulit memahami informasi yang dibicarakan lawan bicara.
- c. Sulit menggunakan tata bahasa yang baik dan benar.
- d. Sulit dalam menyampaikan ide karena kurang kosakata.
- Other: .....

7. Kesulitan yang Anda hadapi saat mendengarkan dalam bahasa Inggris adalah... \*

- a. Sulit memahami informasi yang didengar.
- b. Sulit membedakan pengucapan kosakata asing (native speaker).
- c. Sulit mengerti apa yang didengar karena kurangnya kosakata.
- Other: .....

8. Kompetensi writing yang ingin Anda kuasai nanti adalah... \*

- a. Mampu membuat kalimat.
- b. Mampu menyusun paragraf dengan kosa kata yang tepat
- c. Mampu mengorganisasikan topik yang ditulis
- Other: .....

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

12. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan menulis dalam bahasa Inggris? \*

- a. Menyusun kata menjadi sebuah kalimat.
- b. Membuat kalimat berdasarkan pola-pola yang sudah diajarkan.
- c. Melengkapi kalimat atau paragraf rumpang.
- d. Menulis cerita
- e. Menulis autobiografi
- Other: \_\_\_\_\_

13. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan membaca dalam bahasa Inggris? \*

- a. Membaca teks pendek
- b. Menerjemahkan kata-kata yang sulit saja
- c. Mengidentifikasi ide pokok dalam teks
- d. Mengidentifikasi isi pernyataan benar atau salah berdasarkan isi yang ada dalam teks
- Other: \_\_\_\_\_

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

20. Tujuan yang Anda harapkan setelah mempelajari worksheet yang \*  
dipadukan dengan nilai-nilai moderasi Islam adalah...

- a. Memahami dan menghargai agama, suku, ras, dan budaya lain.
- b. Meningkatkan sikap toleransi di lingkungan sekolah maupun masyarakat.
- c. Mengajarkan orang-orang disekeliling agar menerapkan sikap moderasi dalam kehidupan.

Other: \_\_\_\_\_

21. Fokus skill dalam worksheet dengan nilai-nilai moderasi Islam \*  
yang sangat Anda butuhkan adalah...

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:53 AM

QUESTIONNAIRE OF NEED ANALYSIS

27. Peran anda dalam pembelajaran bahasa Inggris adalah ... \*

- a. Mendengarkan guru dan melaksanakan instruksi yang diberikan.
- b. Berperan aktif dalam proses pembelajaran.
- c. Mandiri dalam proses pembelajaran.
- Other: \_\_\_\_\_

28. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka \* mengerjakan tugas dengan cara...

- a. Perorangan/Individu
- b. Berpasangan
- c. Berkelompok kecil (2-3 orang)
- d. Berkelompok besar (4-6 orang)

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6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

12. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan menulis dalam bahasa Inggris? \*

- a. Menyusun kata menjadi sebuah kalimat.
- b. Membuat kalimat berdasarkan pola-pola yang sudah diajarkan.
- c. Melengkapi kalimat atau paragraf rumpang.
- d. Menulis cerita
- e. Menulis autobiografi
- Other: .....

13. Aktivitas apa yang membantu Anda dalam meningkatkan keterampilan membaca dalam bahasa Inggris? \*

- a. Membaca teks pendek
- b. Menerjemahkan kata-kata yang sulit saja
- c. Mengidentifikasi ide pokok dalam teks
- d. Mengidentifikasi isi pernyataan benar atau salah berdasarkan isi yang ada dalam teks
- Other: .....

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

20. Tujuan yang Anda harapkan setelah mempelajari worksheet yang \*  
dipadukan dengan inilai-nilai moderasi Islam adalah...

- a. Memahami dan menghargai agama, suku, ras, dan budaya lain.
- b. Meningkatkan sikap toleransi di lingkungan sekolah maupun masyarakat.
- c. Mengajarkan orang-orang disekeliling agar menerapkan sikap moderasi dalam kehidupan.

Other: \_\_\_\_\_

21. Fokus skill dalam worksheet dengan nilai-nilai moderasi Islam \*  
yang sangat Anda butuhkan adalah...

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:49 AM

QUESTIONNAIRE OF NEED ANALYSIS

6/27/22, 10:43 AM

QUESTIONNAIRE OF NEED ANALYSIS

24. Media belajar yang dapat menunjang pembelajaran bahasa Inggris yang Anda senangi adalah... \*

- a. Audio (rekaman suara, podcast, lagu, dll)
- b. Visual (gambar yang diproyeksikan melalui proyektor, koran/majalah, dll)
- c. Audio Visual (talk show, tv, film, dll)
- d. Sosial Media (Youtube, Instagram, Whatsapp, Facebook, dll)
- Other: \_\_\_\_\_

25. Tempat untuk belajar bahasa Inggris yang anda sukai adalah... \*

- a. Ruang kelas
- b. Outdoor (lapangan, taman, gazebo)
- c. Perpustakaan
- Other: \_\_\_\_\_

26. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka \* jika guru...

27. Peran anda dalam pembelajaran bahasa Inggris adalah ... \*

- a. Mendengarkan guru dan melaksanakan instruksi yang diberikan.
- b. Berperan aktif dalam proses pembelajaran.
- c. Mandiri dalam proses pembelajaran.
- Other: \_\_\_\_\_

28. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka \* mengerjakan tugas dengan cara...

- a. Perorangan/Individu
- b. Berpasangan
- c. Berkelompok kecil (2-3 orang)
- d. Berkelompok besar (4-6 orang)

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6/27/22, 10:50 AM

QUESTIONNAIRE OF NEED ANALYSIS

27. Peran anda dalam pembelajaran bahasa Inggris adalah ... \*

- a. Mendengarkan guru dan melaksanakan instruksi yang diberikan.
- b. Berperan aktif dalam proses pembelajaran.
- c. Mandiri dalam proses pembelajaran.
- Other:

28. Dalam pelaksanaan pembelajaran bahasa Inggris, Anda lebih suka \* mengerjakan tugas dengan cara...

- a. Perorangan/Individu
- b. Berpasangan
- c. Berkelompok kecil (2-3 orang)
- d. Berkelompok besar (4-6 orang)

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# **THE RESULT OF TEACHERS' INTERVIEW**

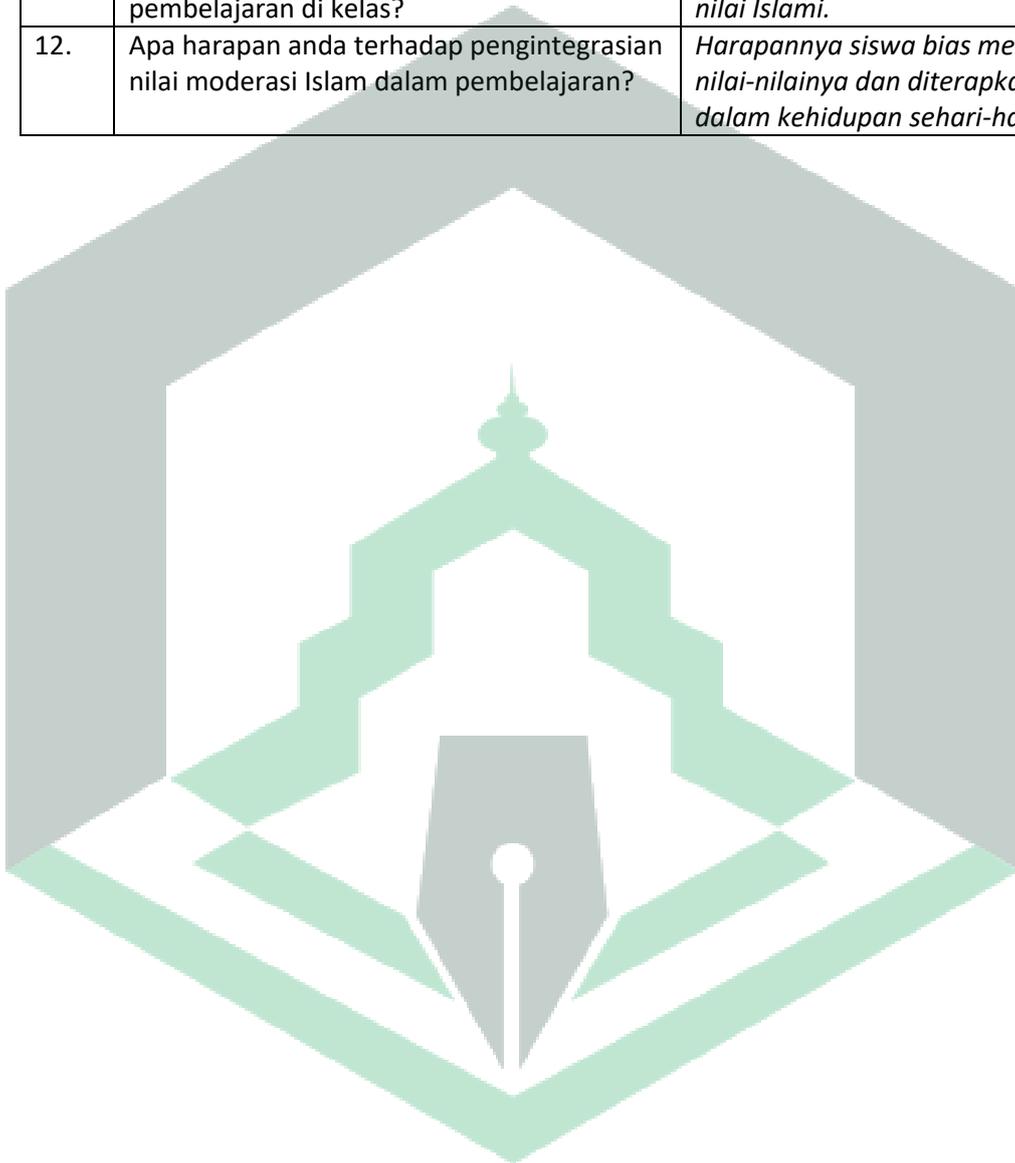


## LEMBAR INTERVIEW

**Narasumber** : Bebet Rusmasari, S.Pd  
**Sekolah** : MAN Palopo  
**Kelas observasi** : X MIPA 1  
**Hari/Tanggal Interview** : Senin, 31 Januari 2022

No.	Pertanyaan	Jawaban
1.	Berapa lama anda mengajar bahasa Inggris?	<i>Saya sudah mengajar bahasa Inggris kurang lebih selama 12 tahun di MAN Palopo</i>
2.	Kurikulum apa yang diterapkan di sekolah ini?	<i>Kurikulum 2013 yang dipakai.</i>
3.	Apakah anda mengikuti panduan silabus pada proses pembelajaran di kelas?	<i>Iya, saya ikuti sesuai silabus. Tapi, karena lagi pandemic covid-19 jadi disesuaikan saja dengan keadaan.</i>
4.	Apa kesulitan yang anda hadapi dalam proses pembelajaran?	<i>Kesulitannya yaitu dalam penyampaian materi jadi kurang maksimal karena terbatas waktu pembelajaran di pandemic.</i>
5.	Apa saja kesulitan yang siswa hadapi dalam proses pembelajaran?	<i>Karena terbatasnya waktu pembelajaran di era pandemic, siswa kurang bias memahami materi secara maksimal. Kalau dalam proses pembelajarannya, banyak kesulitannya mereka, misalnya, susah untuk kemukakan idenya, apalagi kalau tertulis mereka kurang tertarik karena dirasa susah. Mereka juga masih susah dalam membuat atau mengembangkan paragraph.</i>
6.	Apa skill bahasa Inggris yang paling sulit bagi siswa kelas 10?	<i>Dari 4 skills, saya rasa writing paling sulit bagi siswa.</i>
7.	Apakah anda menggunakan media dalam proses pembelajaran?	<i>Iya, saya pakai buku paket kelas 10 dari kemendikbud.</i>
8.	Apakah anda menggunakan media yang mengandung nilai Islami dalam proses pembelajaran?	<i>Tidak, saya pakai yang secara umum saja.</i>
9.	Apakah media atau buku yang anda gunakan sudah sesuai dengan kebutuhan	<i>Saya rasa belum karena bahasanya di buku sulit dipahami siswa,</i>

	siswa?	<i>tugasnya juga terlalu sulit.</i>
10.	Apakah siswa memerlukan worksheet atau buku yang sesuai dengan kebutuhannya?	<i>Perlu. Siswa sangat butuh lks atau buku yang sesuai dengan kemampuannya mereka.</i>
11.	Menurut anda, apakah perlu untuk mengintegrasikan nilai moderasi dalam pembelajaran di kelas?	<i>Perlu karena MAN Palopo sekolah Islam, jadi bagus diterapkan nilai-nilai Islami.</i>
12.	Apa harapan anda terhadap pengintegrasian nilai moderasi Islam dalam pembelajaran?	<i>Harapannya siswa bias memahami nilai-nilainya dan diterapkan juga dalam kehidupan sehari-hari.</i>





## **APPENDIX 7**

# **THE EXPERTS' VALIDATION OF THE DESIGNED WRITING WORKSHEET**

**KUESIONER PENILAIAN AHLI MATERI**  
**DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC**  
**MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF**  
**MAN PALOPO**

**A. Data Responden**

Nama : Bebet Rusmasari, S.Pd  
 Umur :  
 Jenis kelamin : Perempuan  
 Pendidikan :  S1  S2  S3  Profesor  
 Pengalaman mengajar :  0,2 tahun  
 2-4 tahun  
 4-6 tahun  
 > 6 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

SS : Sangat Setuju  
 S : Setuju  
 R : Ragu-ragu  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
<b>A. KONTEN</b>						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa MAN Palopo kelas 10.	✓				
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai.	✓				
3.	Keaslian materi dalam bahan ajar <i>worksheet</i> memadai.	✓				
4.	Materi dalam bahan ajar <i>worksheet</i>	✓				

	mengandung nilai moderasi Islam.						
5.	Isu-isu terbaru di dalam bahan ajar <i>worksheet</i> menarik.	✓					
Saran Perbaikan:							
<b>B. ACTIVITY</b>							
6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓					
7.	Kegiatan dalam tasks bervariasi.	✓					
8.	Kegiatan dalam tasks sesuai topik.	✓					
9.	Kegiatan dalam tasks menarik bagi siswa.		✓				
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.	✓					
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓					
12.	Kegiatan dalam tasks melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓					
13.	Kegiatan dalam tasks disusun dari tingkat mudah ke sulit.	✓					
13.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓					
Saran Perbaikan:							
<b>C. Input</b>							
15.	Instruksi dalam tiap task mudah dipahami.	✓					
16.	Input materi berbentuk teks dan gambar relevan.	✓					

17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓					
18.	Input materi berbentuk teks dengan gambar menarik.	✓					
19.	Input materi mencakup struktur bahasa yang benar.		✓				
20.	Input materi dapat menambah wawasan siswa.	✓					
21.	Input materi dapat menambah kosa kata siswa.	✓					
22.	Input materi membantu siswa dalam berbahasa.	✓					
23.	Input dan task seimbang.	✓					
24.	Pilihan topik sesuai dengan karakteristik siswa.	✓					
25.	Pilihan topik mengandung nilai moderasi Islam.	✓					
<b>Saran Perbaikan:</b>							
<b>D. Bahasa</b>							
26.	Bahasa yang digunakan dalam bahan ajar <i>worksheet</i> sesuai dengan kemampuan siswa.	✓					
27.	Bahasa yang disajikan pada <i>worksheet</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓					
28.	Ekspresi yang digunakan pada <i>worksheet</i> sesuai dengan tata bahasa yang benar.		✓				
29.	Bahasa yang disajikan dalam bahan ajar <i>worksheet</i> mudah dipahami.	✓					

**Saran Perbaikan:**

**E. Desain dan Layout**

30.	Tampilan materi jelas.	✓					
31.	Tampilan materi menarik.	✓					
32.	Ukuran huruf sesuai.		✓				
33.	Ukuran spasi sesuai.	✓					
34.	Jarak spasi sesuai.	✓					
35.	Penggunaan tanda baca tepat.		✓				

**Saran Perbaikan:**

**F. Evaluasi Umum**

36.	Sistematika penyajian runtut.	✓					
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	✓					
38.	Keseluruhan unit mengandung nilai moderasi Islam.	✓					
39.	Penilaian sesuai dengan input yang diberikan.	✓					

**Saran Perbaikan:**

**E. Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Worksheet) yang didesain:

- a. Layak
- b. Layak dengan perbaikan

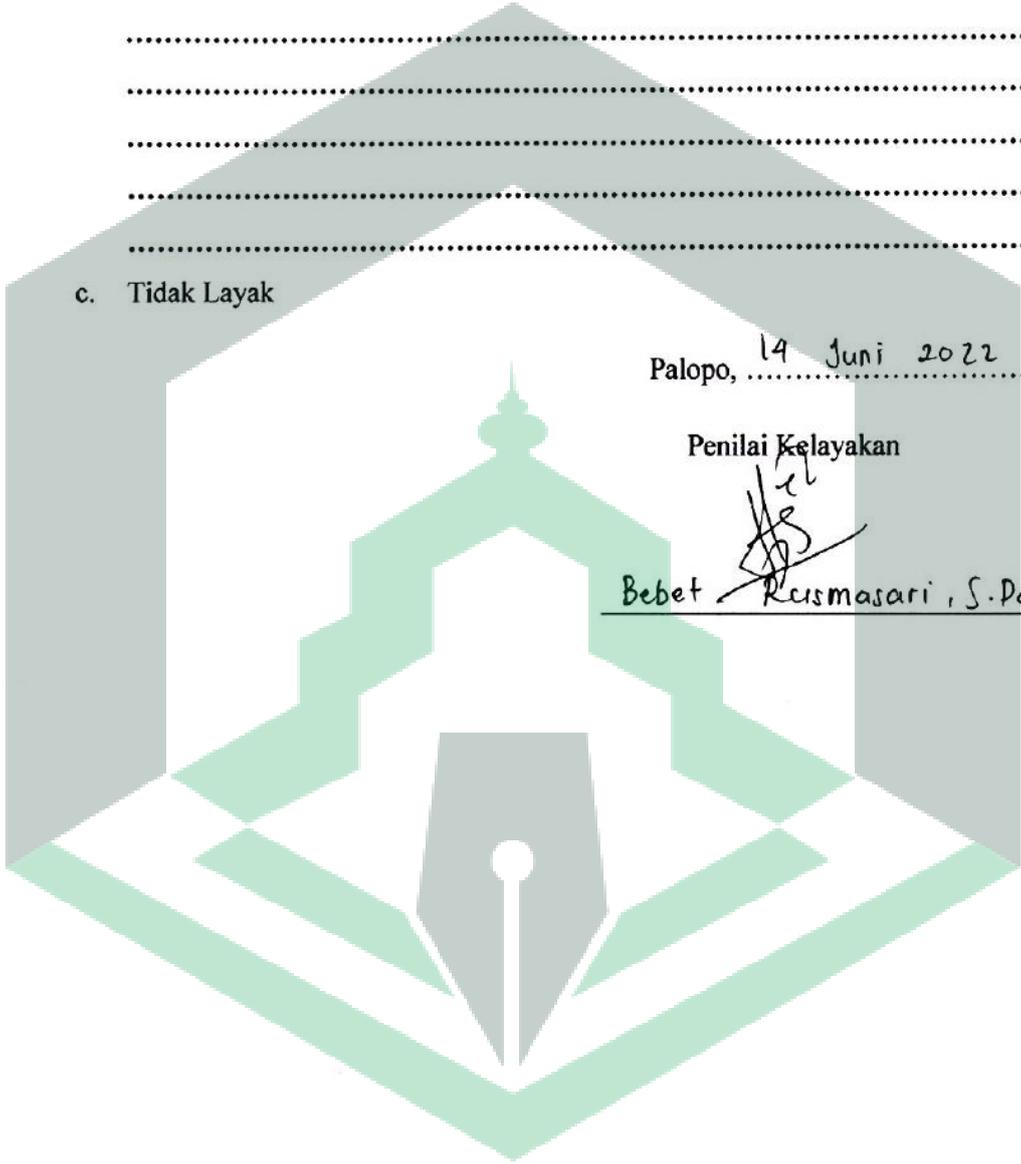
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- c. Tidak Layak

Palopo, 14 Juni 2022 .....

Penilai Kelayakan

  
Bebet Kusmasari, S.Pd



**KUESIONER PENILAIAN AHLI BAHASA**  
**DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC**  
**MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF**  
**MAN PALOPO**

**A. Data Responden**

Nama : Magfirah Thayyib  
 Umur : 37 Tahun  
 Jenis kelamin : Perempuan  
 Pendidikan :  S1  S2  S3  Profesor  
 Pengalaman mengajar :  0,2 tahun  
 2-4 tahun  
 4-6 tahun  
 > 6 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

- SS : Sangat Setuju  
 S : Setuju  
 R : Ragu-ragu  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
<b>A. KONTEN</b>						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa MAN Palopo kelas 10.					
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai.					
3.	Keaslian materi dalam bahan ajar <i>worksheet</i> memadai.					
4.	Materi dalam bahan ajar <i>worksheet</i>					

17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.					
18.	Input materi berbentuk teks dengan gambar menarik.					
19.	Input materi mencakup struktur bahasa yang benar.					
20.	Input materi dapat menambah wawasan siswa.					
21.	Input materi dapat menambah kosa kata siswa.					
22.	Input materi membantu siswa dalam berbahasa.					
23.	Input dan task seimbang.					
24.	Pilihan topik sesuai dengan karakteristik siswa.					
25.	Pilihan topik mengandung nilai moderasi Islam.					
<b>Saran Perbaikan:</b>						
<b>D. Bahasa</b>						
26.	Bahasa yang digunakan dalam bahan ajar <i>worksheet</i> sesuai dengan kemampuan siswa.	✓				
27.	Bahasa yang disajikan pada <i>worksheet</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
28.	Ekspresi yang digunakan pada <i>worksheet</i> sesuai dengan tata bahasa yang benar.		✓			
29.	Bahasa yang disajikan dalam bahan ajar <i>worksheet</i> mudah dipahami.	✓				

**E. Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Worksheet) yang didesain:

- a. Layak
- b. Layak dengan perbaikan

Masih ada beberapa tata bahasa yang perlu diperbaiki.

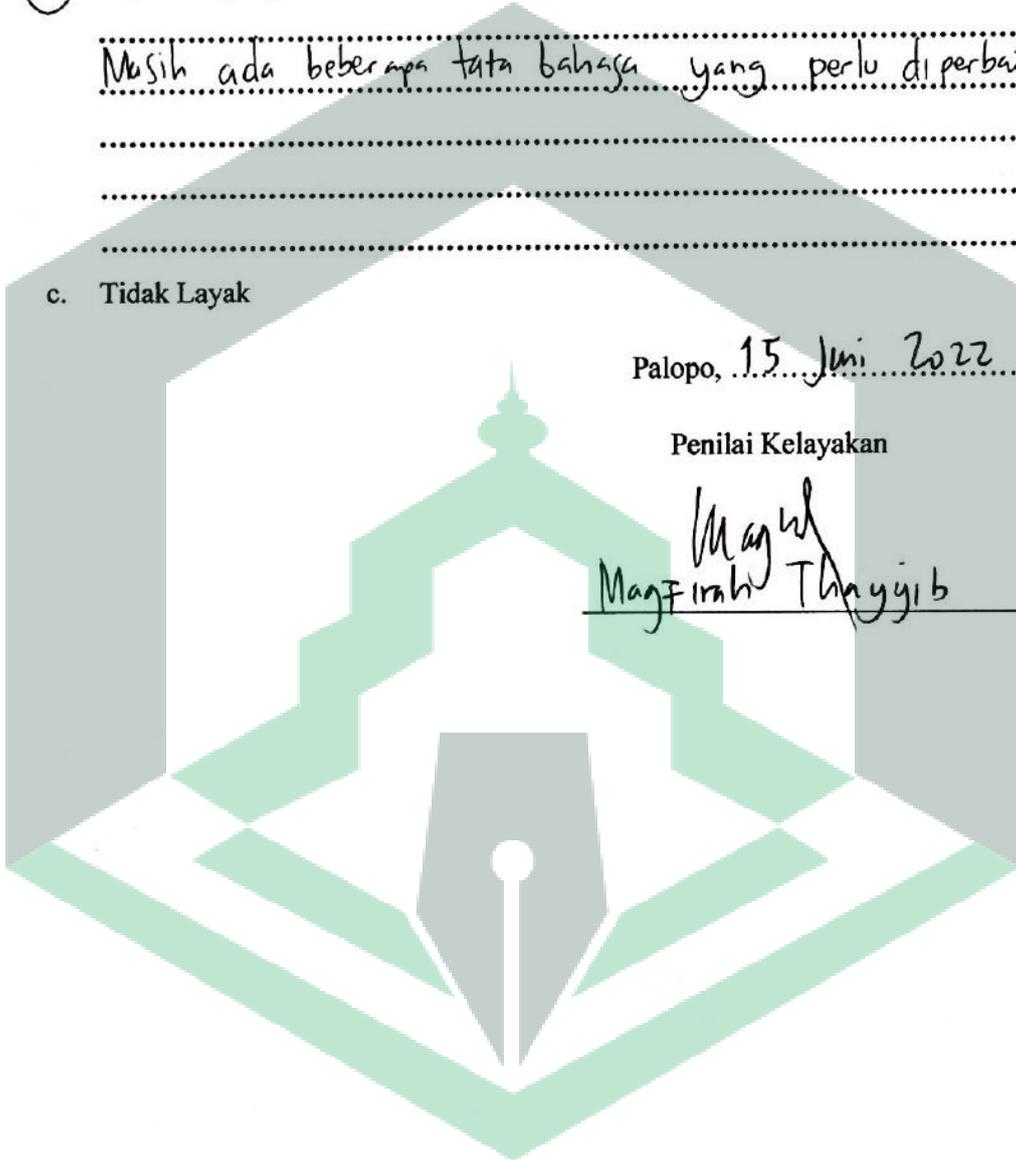
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- c. Tidak Layak

Palopo, 15 Juni 2022

Penilai Kelayakan

*Magfirah Thayyib*  
Magfirah Thayyib



**KUESIONER PENILAIAN AHLI DESAIN DAN LAYOUT  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF  
MAN PALOPO**

**A. Data Responden**

Nama : Fadhlizah R Muin, M.Pd  
 Umur :  
 Jenis kelamin :  
 Pendidikan :  S1  S2  S3  Profesor  
 Pengalaman mengajar :  0,2 tahun  
 2-4 tahun  
 4-6 tahun  
 > 6 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

SS : Sangat Sesuai  
 S : Sesuai  
 R : Ragu-ragu  
 TS : Tidak Sesuai  
 STS : Sangat Tidak Sesuai

No.	Pernyataan	SS	S	R	TS	STS
<b>A. KONTEN</b>						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa MAN Palopo kelas 10.		✓			
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai.	✓				
3.	Keaslian materi dalam bahan ajar <i>worksheet</i> memadai.		✓			
4.	Materi dalam bahan ajar <i>worksheet</i>		✓			

	mengandung nilai moderasi Islam.						
5.	Isu-isu terbaru di dalam bahan ajar <i>worksheet</i> menarik.	✓					
Saran Perbaikan:							
<b>B. ACTIVITY</b>							
6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.		✓				
7.	Kegiatan dalam tasks bervariasi.	✓					
8.	Kegiatan dalam tasks sesuai topik.		✓				
9.	Kegiatan dalam tasks menarik bagi siswa.	✓					
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.		✓				
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓					
12.	Kegiatan dalam tasks melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.		✓				
13.	Kegiatan dalam tasks disusun dari tingkat mudah ke sulit.	✓					
13.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.		✓				
Saran Perbaikan:							
<b>C. Input</b>							
15.	Instruksi dalam tiap task mudah dipahami.		✓				
16.	Input materi berbentuk teks dan gambar relevan.	✓					

17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.		✓				
18.	Input materi berbentuk teks dengan gambar menarik.	✓					
19.	Input materi mencakup struktur bahasa yang benar.		✓				
20.	Input materi dapat menambah wawasan siswa.		✓				
21.	Input materi dapat menambah kosa kata siswa.	✓					
22.	Input materi membantu siswa dalam berbahasa.		✓				
23.	Input dan task seimbang.	✓					
24.	Pilihan topik sesuai dengan karakteristik siswa.	✓					
25.	Pilihan topik mengandung nilai moderasi Islam.	✓					
<b>Saran Perbaikan:</b>							
<b>D. Bahasa</b>							
26.	Bahasa yang digunakan dalam bahan ajar <i>worksheet</i> sesuai dengan kemampuan siswa.	✓					
27.	Bahasa yang disajikan pada <i>worksheet</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.		✓				
28.	Ekspresi yang digunakan pada <i>worksheet</i> sesuai dengan tata bahasa yang benar.	✓					
29.	Bahasa yang disajikan dalam bahan ajar <i>worksheet</i> mudah dipahami.	✓					

<b>Saran Perbaikan:</b>						
<b>E. Desain dan Layout</b>						
30.	Tampilan materi jelas.	✓				
31.	Tampilan materi menarik.	✓				
32.	Ukuran huruf sesuai.		✓			
33.	Ukuran spasi sesuai.	✓				
34.	Jarak spasi sesuai.	✓				
35.	Penggunaan tanda baca tepat.	✓				
<b>Saran Perbaikan:</b>						
<b>F. Evaluasi Umum</b>						
36.	Sistematika penyajian runtut.		✓			
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	✓				
38.	Keseluruhan unit mengandung nilai moderasi Islam.		✓			
39.	Penilaian sesuai dengan input yang diberikan.			✓		
<b>Saran Perbaikan:</b>						

**C. Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Worksheet) yang didesain:

- a. Layak
- b. Layak dengan perbaikan

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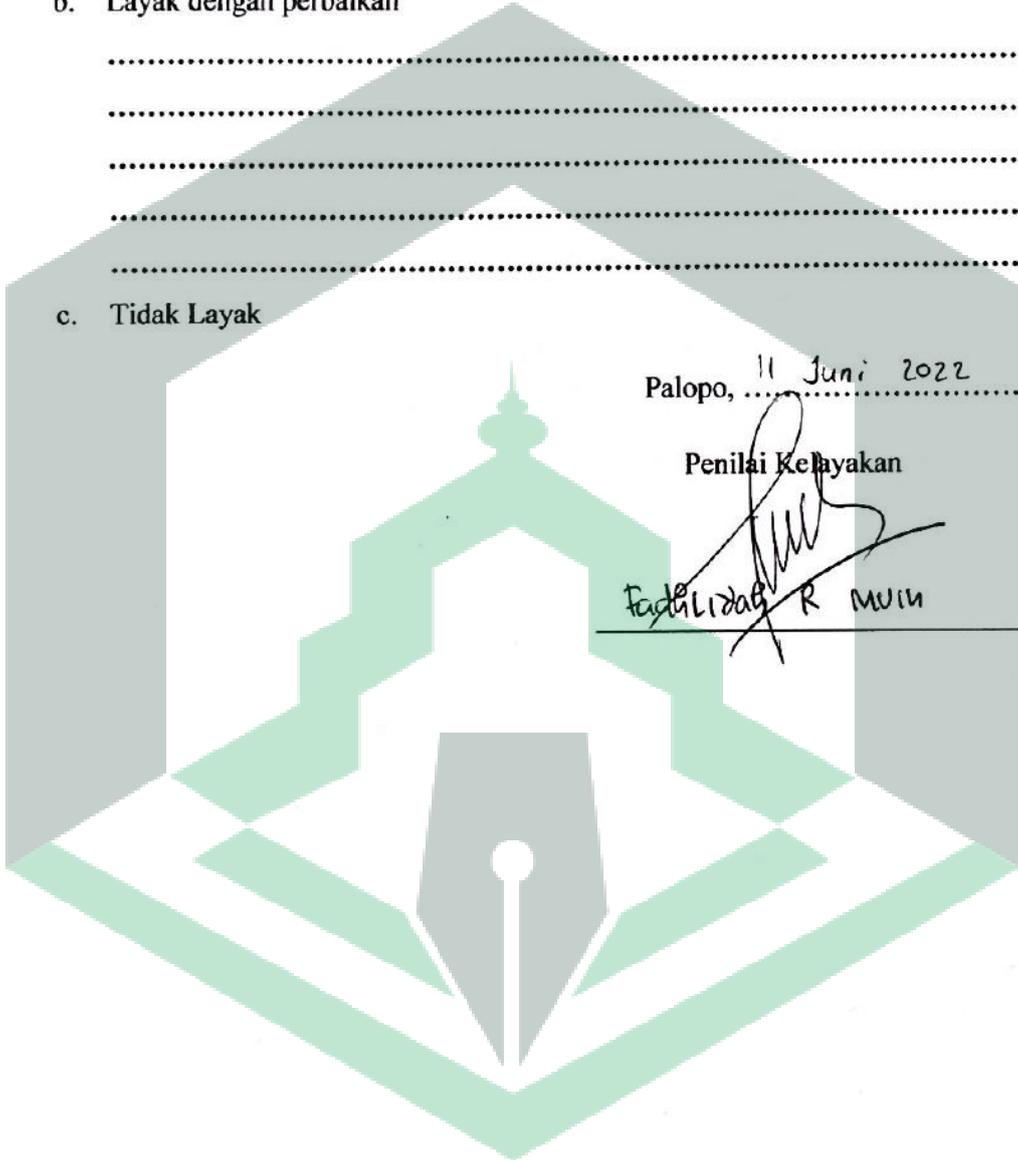
- c. Tidak Layak

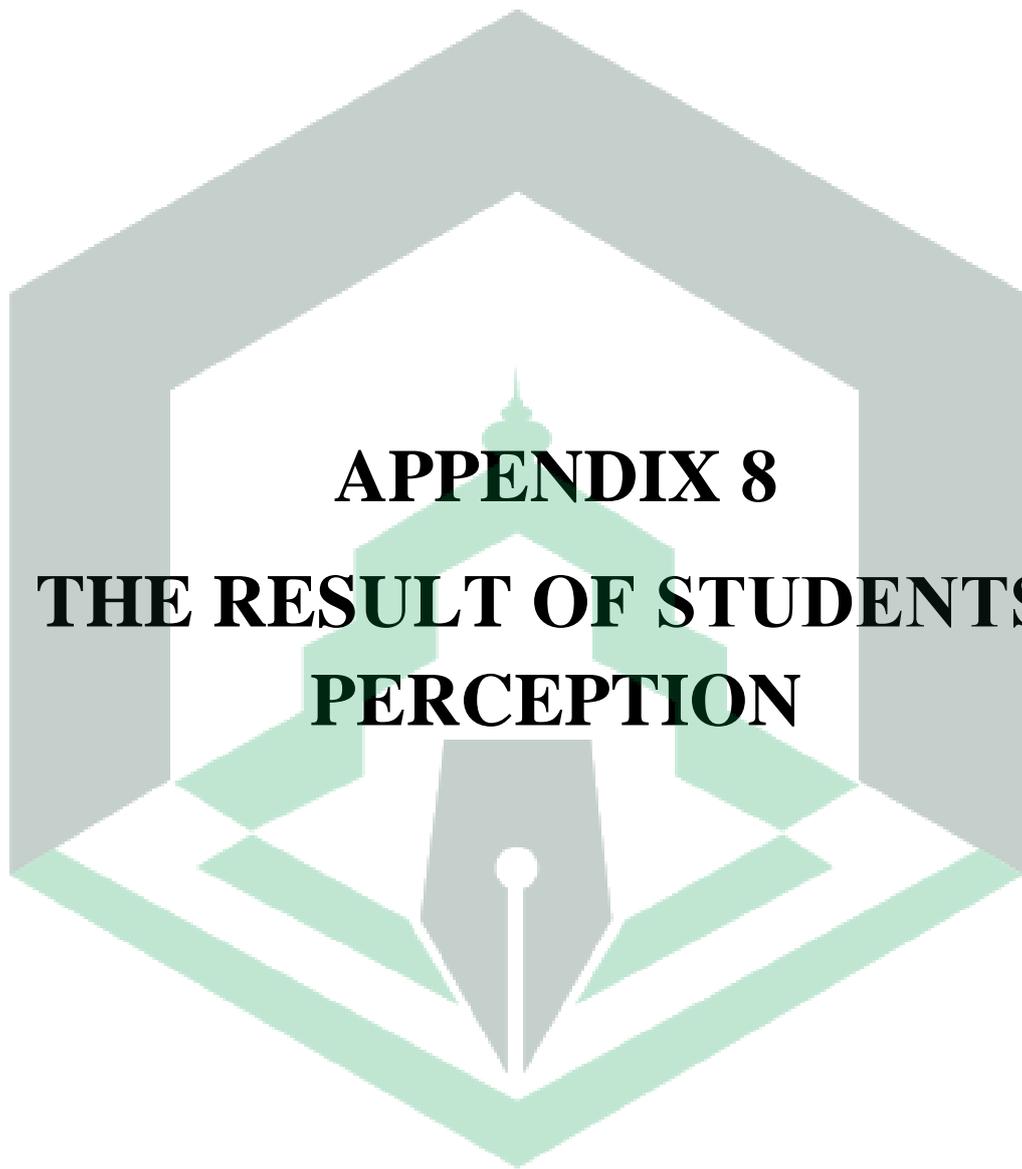
Palopo, 11 Juni 2022

Penilai Kelayakan

*Fadli Ridwan R Muin*

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**APPENDIX 8**

**THE RESULT OF STUDENTS'  
PERCEPTION**

6/28/22, 11:09 AM

Questionnaire for Students Perception

6/28/22, 11:11 AM

Questionnaire for Students Perception

## Questionnaire for Students Perception

Judul: Designing English Writing Worksheet with Islamic Moderation Values for the Tenth Grade Students of MAN Palopo.

Kuesioner ini dibuat guna mengumpulkan data persepsi siswa terkait English Writing Worksheet with Islamic Moderation Values for the Tenth Grade Students. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi peneliti.

Petunjuk Pengisian:

Berilah tanda pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini.

Keterangan:

1: Sangat tidak setuju

2: Tidak setuju

3: Setuju

4: Sangat setuju

Terima kasih telah berpartisipasi dalam penelitian ini.

Name \*

NUN AINUN

Kelas \*

X MIPA 1

Gender \*

6/28/22, 11:11 AM Questionnaire for Students Perception

6/28/22, 11:09 AM Questionnaire for Students Perception

14. Keseluruhan unit mengandung nilai **moderasi Islam**. \*

Sangat tidak setuju      1      2      3      4      Sangat setuju

Saran anda terkait dengan English Writing Worksheet with Islamic Moderation Values for the Tenth Grade Students. (Tuliskan jika ada)

Soalnya mudah dipahami karena dilengkapi dengan gambar gambar

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Google Forms



**KUESIONER EVALUASI UNTUK PENGGUNA (GURU)  
DESIGNING ENGLISH WRITING WORKSHEET WITH ISLAMIC  
MODERATION VALUES FOR THE TENTH GRADE STUDENTS OF  
MAN PALOPO**

**C. Data Responden**

Nama : Bebel Rusmasari, S.Pd  
Usia :  
Pendidikan Terakhir : S1  
Pengalaman Mengajar : > 6 Tahun

**D. Tabel Evaluasi**

Berilah tanda centang (✓) pada pilihan yang sesuai dengan pernyataan dibawah ini.

Keterangan:

- 4 : Sangat Setuju  
3 : Setuju  
2 : Tidak Setuju  
1 : Sangat Tidak Setuju

No.	Pernyataan	1	2	3	4
<b>Keseluruhan Unit 1, Unit 2, Unit 3, Unit 4</b>					
1.	Materi yang disajikan sesuai untuk level kemampuan menulis siswa.				✓
2.	Materi sesuai dengan kebutuhan siswa kelas 10 MAN Palopo.				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan menulis siswa kelas 10 MAN Palopo.				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan				✓

	kebutuhan siswa.				
7.	Topik input materi mengandung nilai moderasi Islam.				✓
8.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas 10 MAN Palopo.				✓
9.	Kegiatan pada keseluruhan unit beragam.				✓
10.	Latihan-latihan yang tersedia tersusun dengan tingkatan mudah ke sulit.			✓	
11.	Perintah dalam keseluruhan unit mudah dipahami.				✓
12.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
13.	Kegiatan dalam unit mendorong siswa berpartisipasi dalam kegiatan menulis di kelas.			✓	
14.	Keseluruhan unit mengandung nilai moderasi Islam.				✓
<b>Masukan lain:</b>					

**C. Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Worksheet) yang didesain:

- (a) Layak
- b. Layak dengan perbaikan

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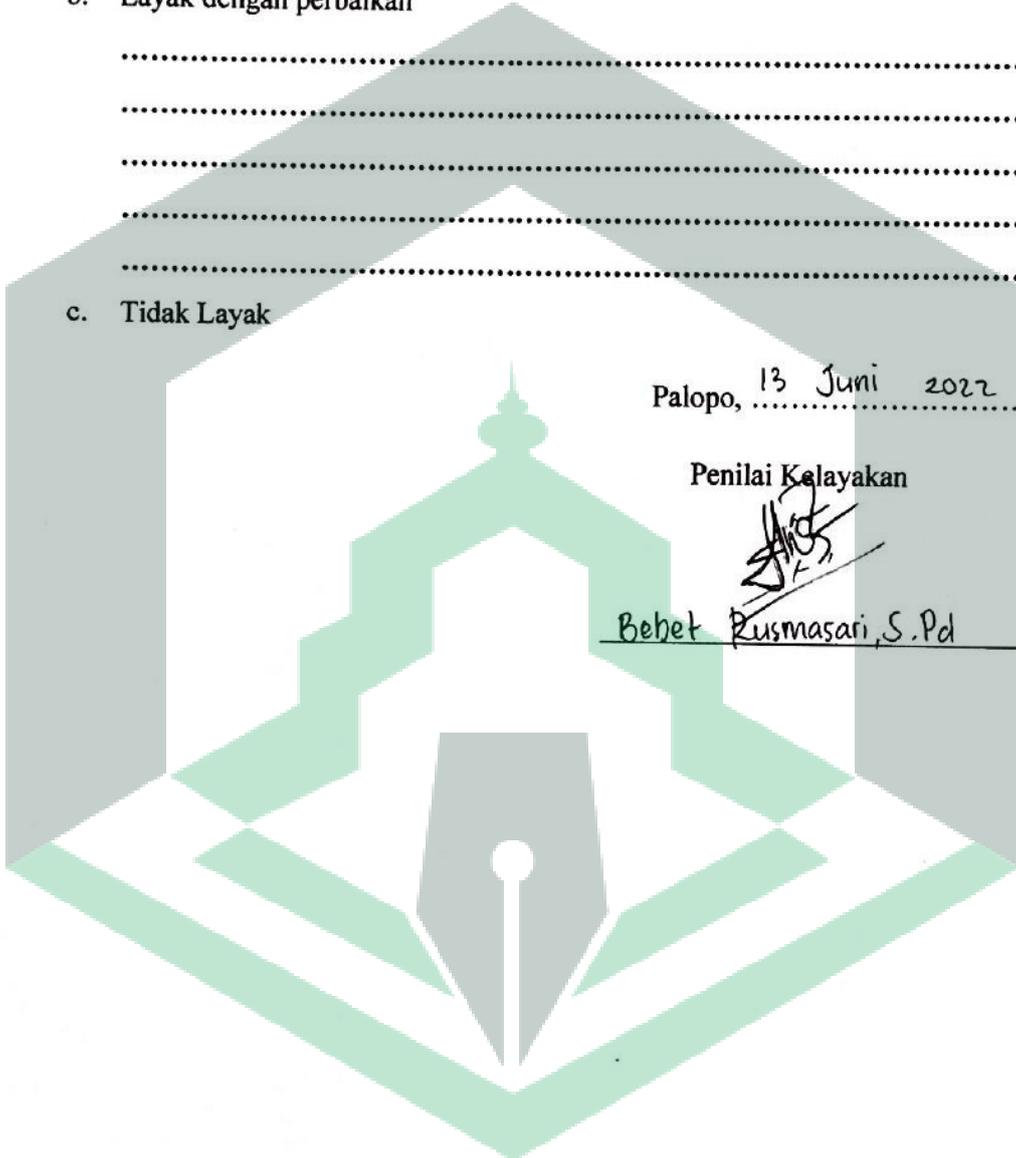
- c. Tidak Layak

Palopo, 13 Juni 2022

Penilai Kelayakan



Bebet Rusmasari, S.Pd





**APPENDIX 10**  
**THE FINAL DRAFT OF THE**  
**DESIGNED WORKSHEET**

# ENGLISH WORKSHEET

Integrated with Islamic Moderation Values



FOR THE TENTH GRADE STUDENTS OF MAN PALOPO

Anisa Zidni Ananda

Dr. Masruddin, S.S., M.Hum

Rusdiansyah, S.Pd., M.Hum

## Preface

*Bismillahirrahmanirrahim. Alhamdulillah rabbil 'alamin*, the author expresses her highest gratitude to Allah SWT for the blessing, opportunity, and mercy so the author is able to finish this English Writing Worksheet with Islamic Moderation Values. *Shalawat* and *salam* are given to the prophet Muhammad SAW, who has guided us from the darkness into the brightness era.

This worksheet is arranged based on the author concern related to the student's skills, especially in writing and language development. It has been designed based on the need analysis and interviews result of the teacher and students at the tenth grade of MAN Palopo. This worksheet applied the principles and stages of the Task-Based language teaching approach. It contains three units in which each unit is divided into several sections; let's get ready, let's practice, grammar focus, let's do more, and let's review. In addition, the author integrates the Islamic moderation values in the contents of the units. Those values are *At tawassuth* (moderate), *At tasamuh* (tolerance), *asy syura* (discussion), *Al qudwah* (pioneer), *Al muwathanah* (nationalism), *I'tiraf al 'urf* (culture friendly), and *Al i'tidal* (dynamic and proportional). It is in order to create a peaceful and safe environment from various threats such as, intolerance, fanaticism, etc.

This English Writing Worksheet can be finished with the help of several parties. They are Dr. Masruddin, S.S., M.Hum as the first consultant, Rusdiansyah, S.Pd., M.Hum as the second consultant, Bebet Rusmasari, S.Pd as the English teacher of MAN Palopo and the material expert's validator, Fadhliyah Rahma Muin, S.Pd., M.Hum as the design and layout expert's validator, and Dr. Magfirah Thayyib, S.S., M.Hum as the language expert's validator, the students of X MIPA 1 MAN Palopo, the members of BIG Dependable, and the author's bestfriends: Amelia, Nur Inayah Wulandari Putri, Suriani, Miftahul Jannah, Poppy Melati, and Reszqhy Amalia S.

Finally, the author realizes that this worksheet has some weaknesses. Therefore, constructive criticism and suggestions are needed to upgrade this worksheet. Hopefully, the provided tasks can help the tenth grade students of MAN Palopo to improve their English skills, especially in writing.

Palopo, June 7<sup>th</sup>, 2022

**Regards**

**Author**

## About this Worksheet

This worksheet is designed by adopted task-based approach, the unit is divided into several components:

**Learning Objectives.** This phase are designed to be the basic competencies for students to attain after completing the entire task in the unit.



### Learning Objectives

1. Students are able to recognize the element of self introduction.
2. Students are able to recognize the expression of asking and giving information about themselves.
3. Students are able to understand and use pronoun in written text.
4. Students are able to understand and use "to be" in written text.
5. Students are able to write their identity correctly.

### A. Let's Get Ready

#### Task 1

Answer the questions of the following statement! Match the words in the

**Let's get ready.** This phase is the beginning of the lesson which aims to introducing the topics to the students and brainstorming of what they have known. Furthermore, it prepares the students to be ready for the next phase to get the students tune the target language so that they will be ready to go on the next task.

### B. Let's Practice

#### Task 3

When we introduce ourselves to others, we usually mention our

**Let's Practice.** This phase is a part of the unit that provides an opportunity for the students to practice the lesson in the unit.

### C. Grammar Focus

Pronouns

**Grammar Focus.** This phase is a part that provides lexicogrammatical features needed to arrange a text. It is aimed to help the students in mastering the grammar in order to facilitate the students in the next stage.

### D. Let's Do MOre

Task 6

**Let's Do More.** This phase is a part that focus in the students practice, use, experiment and produce the target language to accomplish purposeful tasks. This section reflects the task-cycle of the TBLT framework.

### E. Let's Review

Let's review how much you learn from this unit. Put a check (✓) in

**Let's Review.** This part is an additional section. The aim of the review is to remind the students about what they have learned. In the review section, the teacher can also measure the students' understanding the lesson.

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# Unit 1

## This is Me

*Assalamu'alaikum,*  
I am Yusuf.

*Assalamu'alaikum,*  
I am Nurul.



### Learning Objectives

1. Students are able to understand the element of self Introduction.
2. Students are able to understand the expression of asking and giving information about themselves.
3. Students are able to understand and use pronoun and to be in written text.
4. Students are able to write their identity correctly.

## A. Let's Get Ready

### Task 1

Are you familiar with the following picture? Match the words in the box with the pictures below.

- |                           |                      |
|---------------------------|----------------------|
| 1. Socialize /'səʊʃəlaɪz/ | 4. Country /'kʌntri/ |
| 2. Tribe /traɪb/          | 5. Hobby /'hɒbi/     |
| 3. Religion /rɪ'lɪdʒ(ə)n/ | 6. Parent /'peərənt/ |



### Task 2

Find the meaning of the words below in the dictionary to help you answer the next task.

- |                |               |
|----------------|---------------|
| 1. Introduce : | 6. Hobby :    |
| 2. Name :      | 7. Ambition : |
| 3. Nickname :  | 8. Tribe :    |
| 4. Birthdate : | 9. Religion : |
| 5. Address :   | 10. Country : |

## B. Let's Practice

### Task 3

When we introduce ourselves to others, we usually mention our personal information. In pairs, study the following example and expression about self introduction below.

#### Questions:

1. Who is the girl?
2. How old is she?
3. Where is she from?
4. Where does she live?
5. What is her tribe?
6. What grade is she?



www.canva.com

*Assalamu'alaikum  
warahmatullahi  
wabarokatuh.*

Hi!  
Let me introduce myself.  
My name is Andi Nurul  
My nickname is Nurul.  
I am 16 years old.  
I am from Makassar.  
I live at Jl. Ratulangi, no.  
103, Balandai, Palopo.  
I am a Buginese.  
I am from the 10 grade of  
natural science.  
Nice to meet you.

Expressions	Responses
- <i>Assalamu'alaikum.</i>	- <i>Wa'alaikumsalam.</i>
- What is your name?	- My name is Andi Nurul Annisa.
- What is your nickname?	- My nickname Nurul.
- Where are you from?	- I am from Palopo.
- Where did you live?	- I live in Balandai.
- How old are you?	- I am 15 years old.
- What is your hobby?	- My hobby is reading a fiction books.
- What is your ambition?	- My ambition is to become a doctor.
- Nice to meet you.	- Nice to meet you too.

### Task 4

Put the conversations in the bank into the dialogue box correctly.



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- Nice to meet you.                      *Assalamu'alaikum*, I'm Fitri.
- Wa'alaikumsalam*. I'm Nurul.            Nice to meet you too.

### Task 5

Complete the dialogue below with the suitable expression. Do this in pairs. Then, practice in front of the class.

- Ahmad : *Assalamu'alaikum*. I'm Ahmad. ....
- : .....?
- Yusuf : *Wa'alaikumsalam*. My name is Yusuf.
- Ahmad : ....., Yusuf?
- Yusuf : I'm from Makassar. How about you?
- Ahmad : ..... Palopo. How old are you?
- Yusuf : I'm 16 years old.
- Ahmad : Oh, I see. ...., Yusuf?
- Yusuf : My hobby is playing football.
- Ahmad : Great! It's nice to meet you.



## C. Grammar Focus

### Pronouns

In self introduction and other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: *I, you, me, it, they, we, she, him, us*. There are several types of pronouns: *subjective, objective, possessive pronoun, and possessive adjectives*.

#### 1) Subjective pronoun (SP)

Subjective pronoun acts as the subject of a sentence. For example: *I am Yusuf, She is Nurul, etc.*

#### 2) Objective Pronoun (OP)

Objective pronoun acts as the object of a sentence. It receives the action of the verb. For example: *she told him yesterday, he left us in the library, etc.*

#### 3) Possessive Pronoun (PP)

Possessive pronoun shows the ownership. For example: *this pen is yours, that ruler is mine, etc.*

#### 4) Possessive Adjective

Possessive Adjective stands before a noun/pronoun to state who/what owns it. For example: *My book, his pen, etc.*

Person	Form	Subjective Pronoun	Objective Pronoun	Possessive Adjective	Possessive Pronoun
1 <sup>st</sup>	Singular	I	Me	My	Mine
2 <sup>nd</sup>	Singular/Plural	You	You	Your	Yours
3 <sup>rd</sup>	Plural	They	Them	Their	Theirs
1 <sup>st</sup>	Plural	We	Us	Our	Ours
3 <sup>rd</sup>	Singular	She	Her	Her	Hers
3 <sup>rd</sup>	Singular	He	Him	His	His
3 <sup>rd</sup>	Singular	It	It	Its	Its

## D. Let's Do More

### Task 6

Listen to the audio. Then, fill in the blanks with the right pronouns.

1. .... am a student.
2. .... is a teacher.
3. He told ..... the information about you yesterday.
4. I am going to introduce ..... to one of my friends in Egypt.
5. .... hobby is reading the Islamic history books.
6. She is sixteen and ..... school is in Palopo.
7. He told me about his family and I told ..... too.
8. I like my tribe. Do you like ..... ?
9. Maria said, "This is my favorite pen and ..... want to give it to you. Now it's ..... ."
10. The teacher tells ..... to make friends with students from English speaking countries so that ..... can improve our English.



### Task 7

I. Study the following nominal form.

Subject	To Be	Full Form	Short Form	Adjective	Noun	Adverb
I	am	I am	I'm	fine		
you	are	you are	you're		a student	
we	are	we are	we're			in the class
they	are	they are	they're		students	
she	is	she is	she's		a teacher	
he	is	he is	he's	diligent		
it	is	it is	it's			on May

**II. Complete the sentences below based on the form in the previous stage.**

1. I ..... (am/is/are) 16 years old
2. She ..... (am/is/are) my sister.
3. Baso and Besse ..... (am/is/are) in the same grade.
4. My cat ..... (am/is/are) cute.
5. You ..... (am/is/are) a javanese.

**Task 8**

**Read the autobiography below. Then, answer the following short questions.**

*Assalamu'alaikum.* I would like to introduce myself. My name is Andi Tenri. My friends call me Tenri. I am from Sorowako, Indonesia. I live in Jl. Malaja No.1, Palopo. I am 16 years old. Now, I am a student at MAN Palopo. I like watching Islamic historical movie. I hope I can be an Islamic teacher in the future.

There are three people in my family. My father is a doctor. He is a Buginese. Meanwhile, my mother is a math teacher. She is a Javanese. And I am a Javanese-Buginese. Although my parents have different tribe, they love each other.



1. What is her nickname?
2. Where does she from?
3. Where does she live?
4. How old is she?
5. What is her ambition?
6. What is her parents tribe?
7. What is her tribe?

## Task 9

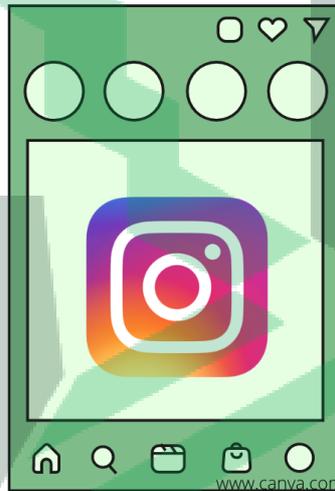
Answer the short questions below based on your personal information.

1. What is your name?
2. Where are you from?
3. Where do you live?
4. How old are you?
5. What is your job?
6. What is your hobby?
7. What is your ambition?
8. What is your tribe?



## Task 10

Based on the task 9, write yourself introduction in paragraph and post or share it as a caption on your Instagram account.



## E. Let's Review

Let's review how much you learn from this unit. Put a check (✓) in the column based on your actual achievement.

No	Aspects	Yes	No
1	I can introduce my self and give my personal information.		
2	I can use pronoun correctly.		
3	I can use "to be" correctly.		
4	I learned new vocabulary from this unit.		
5	I can understand the moral value of the text in this unit.		

**Give your comment about the interesting and difficult activities in this lesson. Then, describe your struggle to solve the problem.**

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“ The highest result of education is tolerance.  
-Helen Keller ”

# Unit 2

# Let's Visit Indonesia



## Learning Objectives

1. Students are able to identify the structure of descriptive text.
2. Students are able to understand and use the noun phrases correctly.
3. Students are able to write a description text about historical place.

## A. Let's Get Ready

### Task 1

Look at this picture and write down 5 words to describe the picture. Then circle the words on the box below which are the same as your description.



Large	/lɑ:(r)dʒ/	Unique	/ju:'ni:k/
Popular	'pɒpjələ(r)/	Wonderful	'wʌndə(r)f(ə)l/
Mosque	/mɒsk/	Destination	/.destɪ'neɪʃ(ə)n/

### Task 2

Match the words below with the right definition.

- |             |                                     |   |
|-------------|-------------------------------------|---|
| 1. Building | <input checked="" type="checkbox"/> | a. A place of prayer for Muslims.   |
| 2. Mosque   | <input type="checkbox"/>            | b. Known about by many people.  |
| 3. Small    | <input type="checkbox"/>            | c. A structure with a roof and walls, such as a house, school, store, or factory.               |
| 4. Popular  | <input type="checkbox"/>            | d. A size that is less than normal or usual.  |
| 5. Dome     | <input type="checkbox"/>            | e. A geometric figure such as a square, triangle, or rectangle.                                 |
| 6. Shape    | <input type="checkbox"/>            | f. A rounded vault forming the roof of a building or structure, typically with a circular base. |

## B. Let's Practice

### Task 3

Read the following text carefully. Then, analyze its structure using the following table.



Istiqlal Mosque is the National Mosque of Indonesia. It is located at Jl. Taman Wijaya Kusuma in Central Jakarta, on the northeastern corner of Merdeka Square. It stands almost right across the old Catholic Church. These landmarks represent the symbol of interfaith tolerance in Indonesia.

Istiqlal Mosque is the largest mosque in Southeast Asia. The interior design is minimalist, simple, and clean-cut, with a minimal adornment of aluminium geometric ornaments. The 12 columns are covered with aluminium plates. On the main wall of qibla, there is a mihrab and minbar in the center. On the main wall, there is large metalwork of Arabic calligraphy spelling the name of Allah on the right side, Muhammad on the left side, and the calligraphy of Surah Thaha 14th verse in the center.

In addition to praying, the mosque also provides facilities for social and cultural activities, including lectures, exhibitions, seminars, conferences, bazaars, and programs for women, young people, and children. To get here, we can use public transportation such as Metromini or Transjakarta. The mosque is open daily, and there is no admission fee to enter. Guides are available to show non-Muslim visitors around the mosque.

	Parts of Text	Functions of the Parts
1	<b>Identification</b>	To identify the place 1) The name _____ 2) The location _____

2	<b>Characteristic</b>	Describe the place in more detailed information 3) Condition - _____ - _____ 4) Visiting Time - _____
3	<b>Function/benefit/activity</b>	Describe activity that can be done at the place. 5) Activity - _____ - _____ 6) Transportation - _____

### C. Grammar Focus

#### Noun and Adjective

When describing, writers use many noun phrases in trying to make readers visualize what is being described. As you know, noun is a thing, a place, or a person, an animal, while adjective is a word that characterizes a noun. An adjective that describes a noun is called a modifier. A noun that goes with modifier is called a noun phrase. For example:

Adjectives	Nouns	Noun Phrases
beautiful	mosque	beautiful mosque
unique	wall	unique wall
wide	yard	wide yard

## D. Let's Do More

### Task 4

Look at the picture below. Write down the noun phrases that describe the picture b. See the picture a as an example.



1. Wonderful view
2. Tall building
3. Beautiful sky



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Task 5

Listen to the audio. Then, write the missing words.



Prambanan temple is the \_\_\_\_\_ Hindu temple site in Asia. The building was completed in the mid-9th century during the Sanjaya Dynasty. The history explains that Rakai Pikatan is the one who initiated the building of that \_\_\_\_\_ temple. The original name of Prambanan temple is Shivagrha because the temple was built to dedicate to the God of Shiva.



Scan for the audio

Equal with Borobudur temple, the Prambanan \_\_\_\_\_ at every main building recognizes the three world hierarchy which spanned from the \_\_\_\_\_ world to the holiest place. At the first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvārloka, that is the world of enlighten where human learn to see the truth or living in the holy way. The top level is Svarloka or the \_\_\_\_\_ and the holiest world. This is the place for people who already get the \_\_\_\_\_ of life.

## Task 6

Write down 5 sentences that consist of noun phrases. See the example in number 1.

1. Borobudur is the *largest temple* in Indonesia

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Task 7

Read the text below. Then, answer the following questions.



**Borobudur Temple**

Borobudur is one of the historical buildings in Indonesia. It is considered the world's largest Buddhist temple for its size (15129 m<sup>2</sup>) and height (34.5m). It is located in Magelang, Central Java. Not only has it become a popular tourist destination for many travelers around the world, but Borobudur Temple is also included in the UNESCO list of world heritage sites.

Borobudur temple has a magnificent design. This temple consists of six square floors and three circular floors, which are arranged accordingly and make stair-like layers that you must climb one by one to reach the top of the temple. In the middle of the floor, you will find a small stairwell with couples of stairs connecting each floor that you can use as a passage to the top. On each floor level, many relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 sculptures in total. A dome is located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that if you place your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dream come true.

1. Where is the location of Borobudur temple?
2. How is the design of Borobudur temple?
3. How many panels and sculptures on Borobudur temple?
4. Underline the noun phrase that you found on the text and discuss the meaning with your friend.

**Answer:**

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### Task 8

**Arrange the sentences below into a good paragraph. See the example in the number 1. Then, present the result in front of the class.**



- It was built by the Dutch colonial government around 1920.
- The palace was the eyewitness of the greatness of Kedatuan Luwu as one of the oldest kingdoms in South Sulawesi.
- The Luwu Palace is a palace of Luwu kingdom located in Palopo, South Sulawesi.

1. The Luwu Palace is a palace of Luwu Kingdom located in Palopo. It was built by the Dutch colonial government around 1920. The palace was the eyewitness of the greatness of Kedatuan Luwu as one of the oldest kingdoms in South Sulawesi.



- It has main pillars, doors, and windows that resemble old Dutch Building.
- The Luwu palace is not that big structure but has a wide yard.
- Inside the Luwu palace area, there are the Langkanae traditional house, the toddopuli temmalara monument, and the Batara Guru museum.

2.

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- The Luwu palace is open every day for free.
- Ahead of the Luwu People's Resistance Day which fall on January 23, the palace usually holds Mapacekke Sinuanua (Cooling the Kampong).
- The event usually features various traditions and cultures of Kedatuan Luwu, which the public can enjoy.

3.

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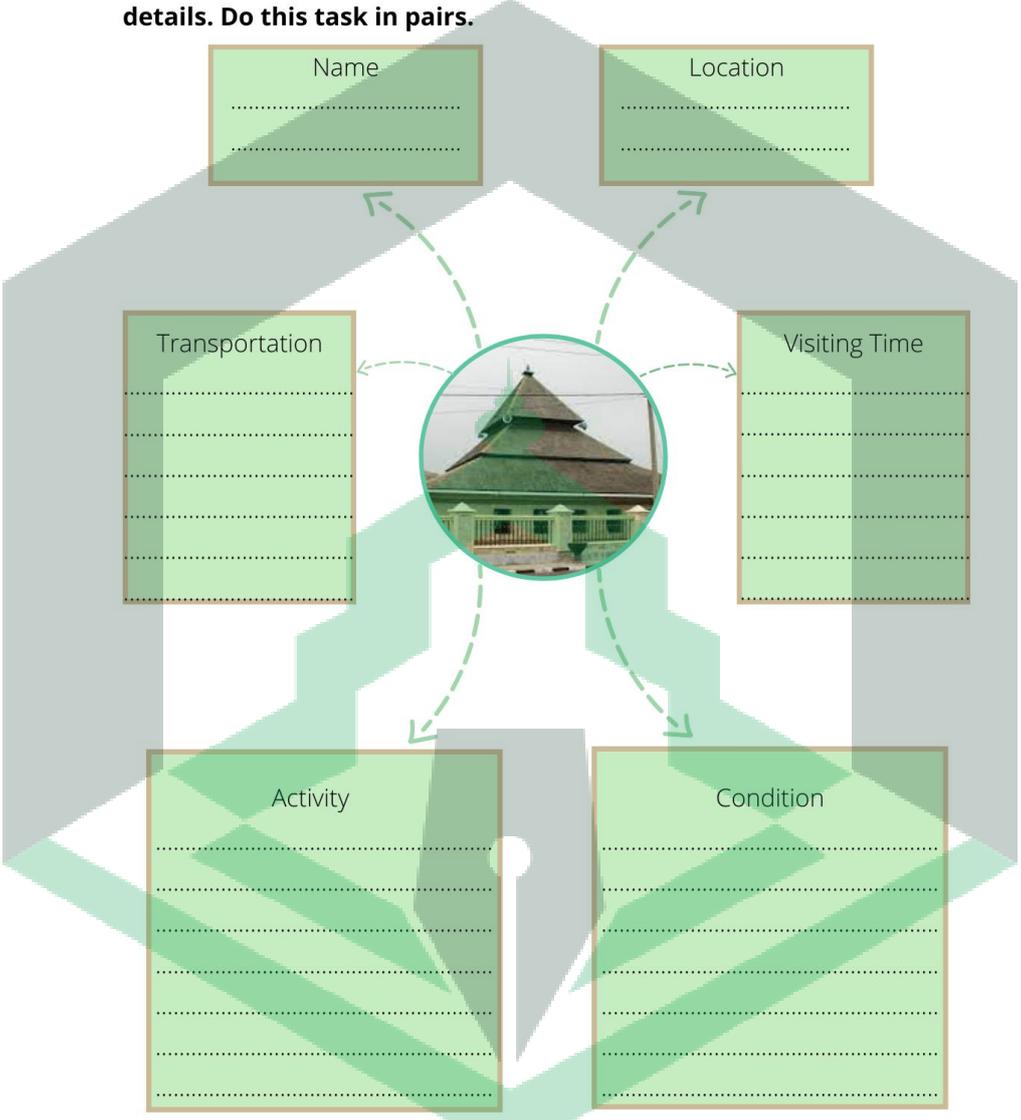
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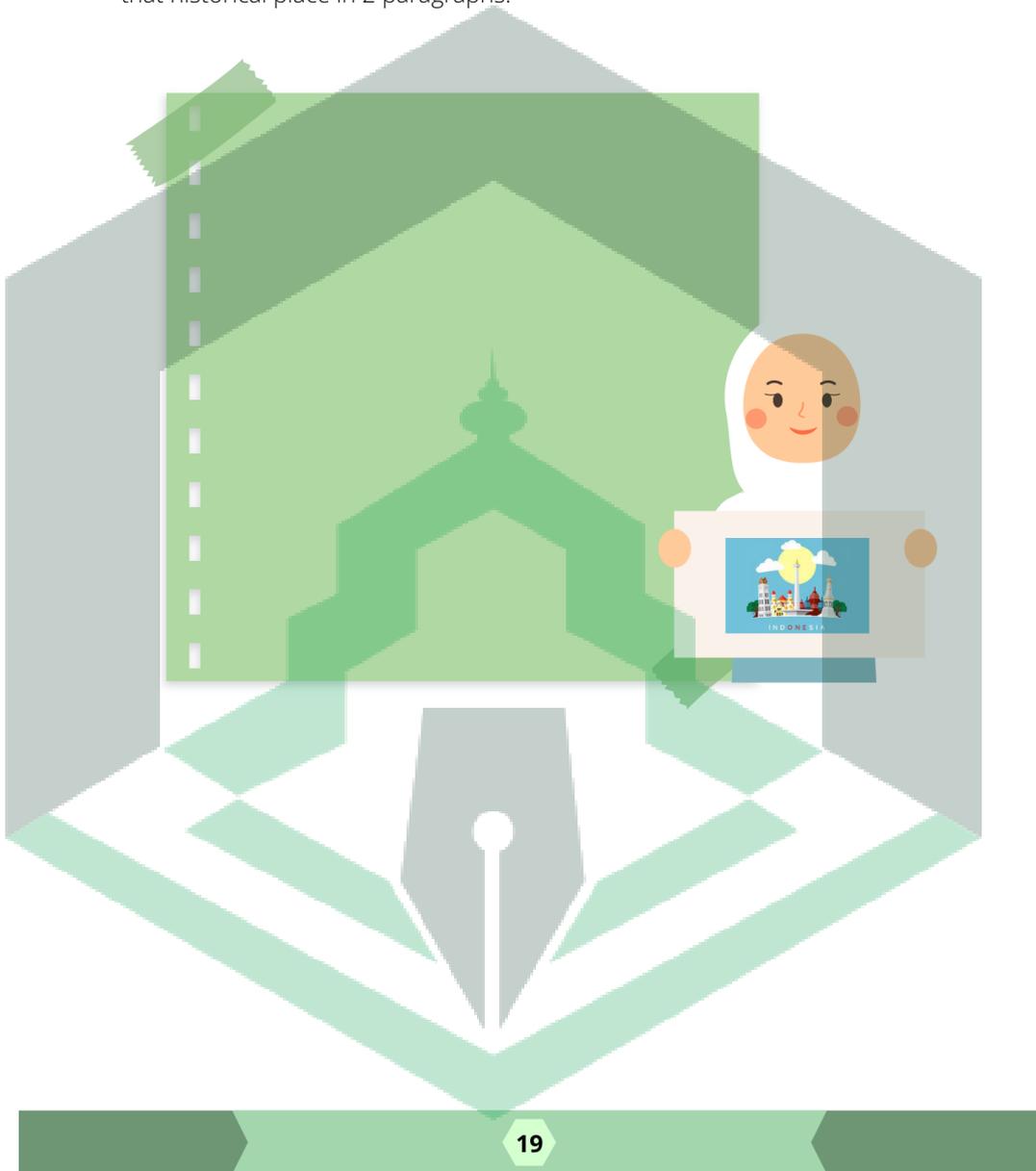
## Task 9

A word web helps the writers organize their ideas. Now, make a word web of the text about Jami Tua Mosque and include the details. Do this task in pairs.



## Task 10

Work in group of 3. Visit the historical place in your area. Then, describe that historical place in 2 paragraphs.



## E. Let's Review

Let's review how much you learn from this unit. Put a check (✓) in the column based on your actual achievement.

No	Aspects	Yes	No
1	I know the structure of descriptive text.		
2	I can write the descriptive text about a historical place.		
3	I can use the noun phrase correctly.		
4	I learned new vocabulary from this unit.		
5	I can understand the moral value of the text in this unit.		

**Give your comment about the interesting and difficult activities in this lesson. Then, describe your struggle to solve the problem.**

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“ Love your nation by saving your heritage from damage. -Patricia Briggs ”

# Unit 3

## Tell Me Your Experience



### Learning Objectives

1. Students are able to identify the structure of recount text.
2. Students are able to understand and use the simple past tense.
3. Students are able to write a recount text about past events.

## A. Let's Get Ready

### Task 1

The letters below are jumbled. Figure out the words and write it on the blank line provided. Number 1 has been done for you.

e-c-n-e-r-i-p-e-e-x	experience
t-i-i-v-s	
i-p-r-t	
a-o-i-d-y-l-h	
e-e-p-r-r-p-a	
r-r-a-v-i-e	
d-r-a-l-f-i-i-e-t	
a-d-a-l-i-e-h-d	
i-u-m-m-l-s	
e-o-n-i-e-b-t-c-l-r-a	

### Task 2

Complete the blank space below with the correct answer in the bank on the next page.

#### My Eid al-Fitr Experience in My Hometown

I .... my last Eid al-Fitr in Palopo, Indonesia. I .... there with all members of my family. Two days before Eid al-Fitr, I arrived at Bua Airport around 7 am after 6 hours long flight. Then, I went to Palopo by car and .... at my grandmother's house. I decided to take a rest for a while. At night, I ... the fire torch festival with my parents in Pancasila field.



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The next day, I ... how to make traditional food named "burasa" with my grandmother and parents. I finished it in the afternoon and immediately went to the mosque to pray. On the next day, I spent my Eid al-Fitr in Palopo and took many pictures with my family and friends. On eid al-Fitr day, we apologize each other. I went to the airport at night because my father .... to work two days after eid al-Fitr. I had a fantastic experience in Palopo and .... wonderful memory. It was a great experience in my hometown.

went  
needed  
made  
stayed  
spent  
learned  
saw

## B. Let's Practice

### Task 3

Identify the following text, then classify it as the part of recount text below.

#### Visiting Jami' Tua Mosque

I once visited the oldest mosque in Palopo two days before eid al-Fitr. I went there with my father. First, in the morning, we helped the staff to clean the mosque. After that, we paid zakat because it was an obligation. Then, we heard the explanation of the short history of Jami' Tua Mosque from the staff. We noticed that the middle there was a wooden pillar which seemed unique. Visiting Jami' Tua mosque made us impressed because of its unique building.

<b>Orientation (who, what when, where)</b>	I once visited.....
<b>Series of events</b>	Event 1:

	Event 2:
	Event 3:
<b>Reorientation (stating personal comments about the events)</b>	I felt....

## C. Grammar Focus

### Simple Past Tense

Simple past tense is used to express the act that has been complete in the past. The sentences patterns are:

- Verbal Pattern:

Affirmative	Negative	Interrogative
Subject + Past Simple (V2) + Object • I watered the plants.	Subject + did not + V1 + Object • I did not water the plants.	Did + Subject + V1 + Object • Did I water the plants?

- Nominal Pattern:

Affirmative	Negative	Interrogative
Subject + was/were + ANA • I was at school. • They were at school.	Subject + was/were + not + ANA • I was not at school. • They were not at school.	Was/were + Subject + ANA • Was I at school? • Were they at school?

Note: - Was for subject I/he/she , Were for subject you, we, they  
 - ANA: Adjective/Noun/Adverb

## D. Let's Do More

### Task 4

Listen to the audio. Then, complete the sentences below

1. Two months ago, I \_\_\_\_\_ few things before the eid al-Fitr holiday trip.
2. We \_\_\_\_\_ traditional cake before iftar time on last Ramadhan.
3. Me and my parents \_\_\_\_\_ new culture during the eid al-Fitr day this year..
4. I \_\_\_\_\_ a night before eid al-Fitr by reciting holy Qur'an last month.
5. People \_\_\_\_\_ in the Jami' Tua mosque on the eid al-Adha to pray.
6. We \_\_\_\_\_ our zakat before eid al-Fitr day.
7. Me and my sister \_\_\_\_\_ motorcycle on our trip to hometown.



Scan for the audio



### Task 5

Answer the following questions based on the activity in the picture.

1. What did the man do?	2. What did the man do?	3. What did the man do?
 <p>.....</p> <p>.....</p>	 <p>.....</p> <p>.....</p>	 <p>.....</p> <p>.....</p>

## Task 6

**Rewrite the sentences below in the simple past tense.**

1. Ainun watches the fire torch on Tuesday.  
*Ainun watched the fire torch on Tuesday*
2. I go to the grandmother's house on last Ramadhan.  
.....
3. He cuts the grass in front of the house before eid al-Adha.  
.....
4. You attend the family gathering on last eid l-Fitr.  
.....
5. I am early for the event.  
.....
6. Ali is nervous yesterday.  
.....
7. They are very clever.  
.....
8. The house is white.  
.....



## Task 7

**Think of the last eid al-Fitr moment. State the things that you did and things that you did not do at the time. Then, present the result in front of the class.**

Things you did on your last eid al-Fitr

Things you did not do on your last eid al-Fitr

## Task 8

Outline your story about eid al - fitr below.

<b>Orientation (who, what when, where)</b>	I once visited.....
<b>Series of events</b>	Event 1:  Event 2:  Event 3:
<b>Reorientation (stating personal comments about the events)</b>	

Task 9

Write down two paragraphs of recount text based on the picture below. Do this task in pairs.



A large rectangular area with horizontal dotted lines for writing. A large, faint watermark of a fountain pen nib is centered over the writing area.



## E. Let's Review

Let's review how much you learn from this unit. Put a check (✓) in the column based on your actual achievement.

No	Aspects	Yes	No
1	I know the structure of recount text.		
2	I can write the recount text.		
3	I can use the simple past tense correctly.		
4	I learned new vocabulary from this unit.		
5	I can understand the moral value of the text in this unit.		

**Give your comment about the interesting and difficult activities in this lesson. Then, describe your struggle to solve the problem.**

.....

.....

.....

.....

.....

.....

.....

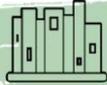
.....

“ Cultural diversity brings a collective strength that can benefit all of humanity. -Robert Alan ”









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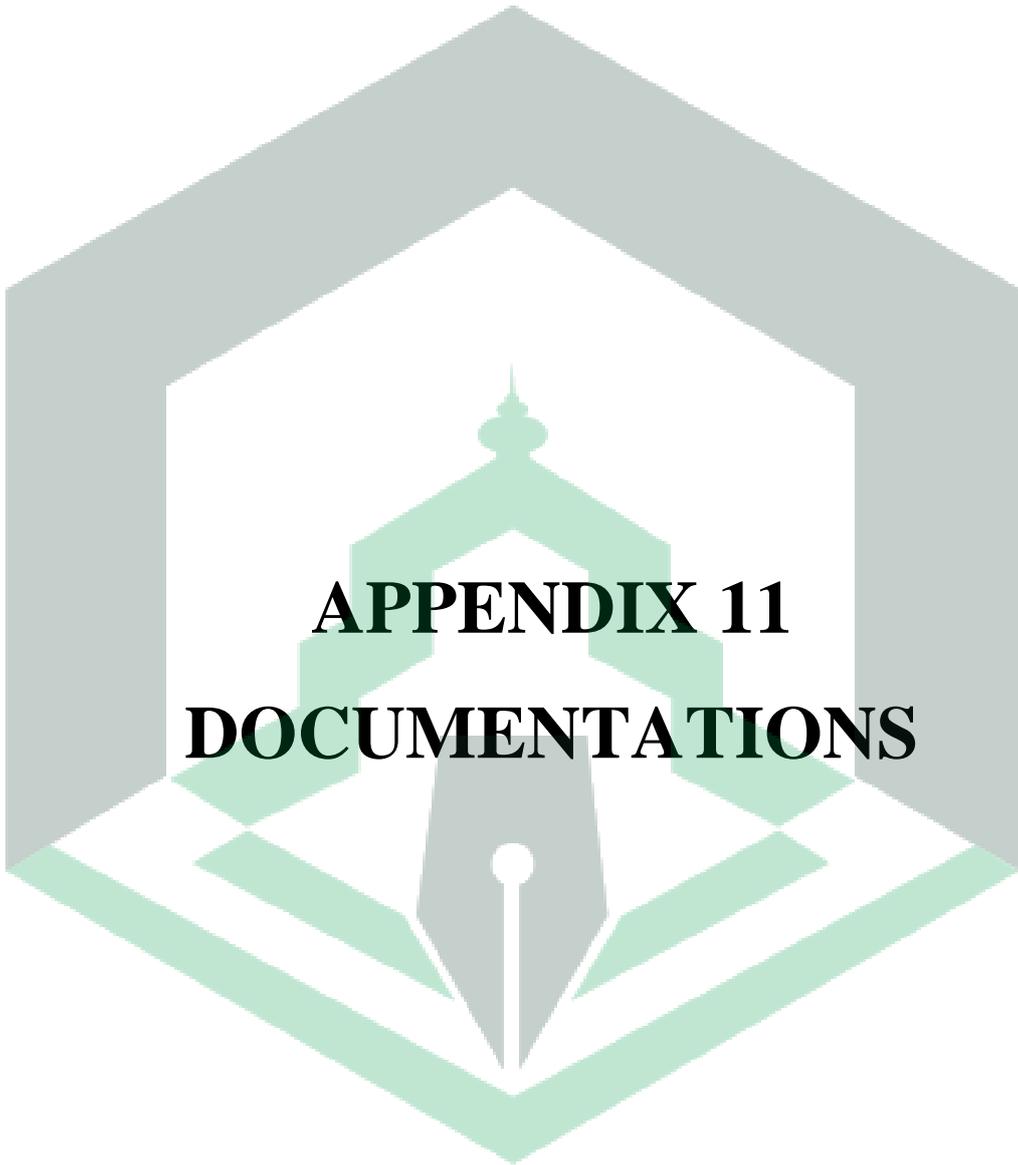
# ENGLISH WRITING WORKSHEET

With Islamic Moderation Values

The English Writing Worksheet with Islamic Moderation Values is an instructional materials that helps teacher and students in writing learning process. This worksheet provides a large opportunity for students to demonstrate their ability and develop their thinking process by looking for, guessing, and thinking logically. In addition, the values of Islamic moderation in this worksheet can improve tolerance attitudes in school and community to create a peaceful life.



Scan for  
E- Worksheet



**APPENDIX 11**  
**DOCUMENTATIONS**

## 1. Students Need Analysis



## 2. Try-Out and Students' Perception





3. Teachers' Perception



4.



**APPENDIX 12**  
**SURAT KETERANGAN**  
**TELAH MENELITI**



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Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 269 /Ma.21.14.01/TL.00/VI/2022

Yang bertanda tangan dibawah ini :

N a m a : **Dra. Hj. Jumrah, M.Pd.I**  
NIP. : 196612311994032009  
Pangkat/Gol. : Pembina IV/a  
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : **Anisa Zidni Ananda**  
Kelamin : Perempuan  
Alamat : Jl. Batara Lattu.48 Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 18.0202.0140

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "**Designing English Writing Worksheet With Islamic Moderation Values For The Tenth Grade Students Of MAN Palopo**".

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Juni 2022

Kepala Madrasah,



**Dra. Hj. Jumrah, M.Pd.I**

196612311994032009