

**DEVELOPING STUDENTS' WORKSHEET FOR TEACHING
READING AT THE EIGHTH GRADE OF SMPIT
AL-HAFIZH PALOPO**

A thesis

*Submitted to the English Education Study Program
Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo
Fulfillment of Requirement for S.Pd Degree of English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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THESIS APPROVAL

This thesis entitled "Developing Students' Worksheet for Teaching Reading at the Eighth Grade Students of SMPIT Al-Hafizh Palopo", was written by Nurul Utami Hamid, PCP Number 18 0202 0025, a student of the English Language Education Study Program Education and Teachers Training Faculty State Islamic Institute of Palopo, has been examined and defended in the **Munaqasyah** session which was carried out on Wednesday, November 30th 2022 coincided with Jumadil Akhir, 06th 1444 H, it is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program

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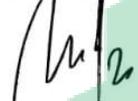
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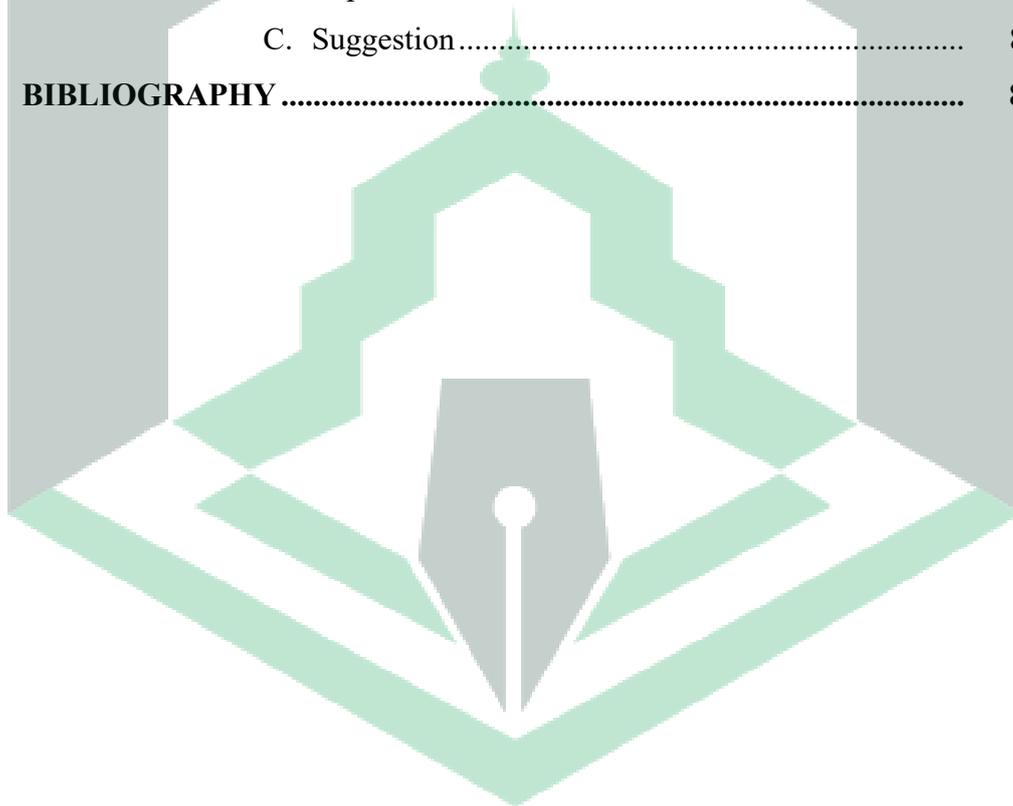
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ABSTRACT

Nurul Utami Hamid, 2022. *“Developing Reading Worksheet for Teaching Reading at the eighth-grade of SMPIT Al-Hafizh Palopo”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) Dr. Jufriadi, S.S., M.Pd and (2) St. Hartina, S.Pd., M.Pd.

Considering the importance of learning English Reading, this research aims to design an appropriate English reading worksheet for teaching reading skills to eighth-grade students of SMPIT Al Hafizh Palopo. Did it answer two research questions: (1) How to develop the proper reading worksheet for teaching reading in the eighth grade in SMPIT Al-Hafizh Palopo? (2) What is the appropriate reading worksheet for teaching reading in the eighth grade at SMPIT Al-Hafizh Palopo? This research method used Research and Development (RnD) by applying the ADDIE model development. It consists of five steps: Analysis, Design, Development, Implementation, and Evaluation. This research used several instruments: a questionnaire and interview for need analysis, an experts' validation questionnaire for reading worksheet validation, and a questionnaire for students' and teachers' perceptions. Furthermore, the appropriate reading worksheet as the final product of this research consists of five units: 1) would you like to come?; 2) wish you all the best; 3) a day in my life; 4) unforgettable experience; 5) this is very important, just for you! The designed worksheet was tried out on 13 students of eighth-grade students in SMPIT Al Hafizh Palopo. Therefore the students' perception result got a mean score of 4,8, with 96% of the percentage qualified as “Very Good.” It indicated that the reading worksheet was capable and ready to use without revision. The results of this study will be very useful as a teaching and learning resource to improve eighth-grade students' English skills, especially reading skills.

Keywords: *Developing, Learning Resource, Reading, Research and Development, Worksheet.*

CHAPTER I

INTRODUCTION

A. Background

English has become an essential subject for the global era. English is one of the crucial lessons in school and is a compulsory subject in middle school. Learning English is essential for education and the future because English is the world's most widely spoken language, and English is the international language. There are four skills that students must master in learning English. Those are reading, listening, speaking, and writing. These four skills in learning English are divided into two kinds. First, receptive skills are those that include listening and reading. Second, productive skills are skills that include writing and speaking skills. Reading is an essential skill for English foreign language learners because reading is a skill for learners to expand their knowledge of the language, culture, and world.

Furthermore, reading has become an important activity in daily life in this modern era. Reading skills are closely related to our lives. Our lives cannot be separated from reading because reading is necessary to get new knowledge and information. Reading is essential for many reasons, including in the learning process. Reading is helpful for language acquisition. Reading is also believed to be a way of communicating and interacting.¹ Reading is not the original part of

¹ Yomana Chandran and Parilah M. Shah, 'Identifying Learners' Difficulties in ESL Reading Comprehension', *Creative Education*, 10.13 (2019), 3372–84 <<https://doi.org/10.4236/ce.2019.1013259>>.

human development. There is no specific part of the brain that dedicate to reading. Meanwhile, verbal communication is dedicated to particular areas of the brain.²

A teacher must prepare physically and mentally. Teaching a foreign language is challenging because there are many things the teacher must A teacher's duty is not just teaching. Teachers must know student characteristics, good class management, and, most essential, prepare learning materials. Harmer stated that reading has a necessary role in language learning and is a necessary part³ Teachers have an incredible responsibility. Being a teacher means participating in the important task of ensuring that students become readers.

Furthermore, presenting English readings to Indonesian students whose language systems differ is difficult. Reading in a native language is easier than reading in a foreign language because the vocabulary and structures of the language that is already known make it easier to understand the contents of the reading to understand the text. Students must have a good mastery of the vocabulary of the target language. Moreover, Nassaji stated in his journal stated reading involves a variety of skills and sources of knowledge, therefore reading is a simple process, but it is a multi-component skill involving a complex combination of many low- and high-level cognitive, linguistic and non-linguistic skills and sub-skills.⁴

² Judy Willis M.D., *Teaching the Brain to Read*, *Peabody Journal of Education*, (1996), 16-17.

³ Harmer, Jeremy, *How to Teach English.*, 1 edition (England: Pearson Education Limited, 2007) , 99.

⁴ Hossein Nassaji, 'The Role and Importance of Lower-Level Processes in Second Language Reading', *Language Teaching*, 47.1 (2014), 1-37 <<https://doi.org/10.1017/S0261444813000396>>.

A teacher always gives their all during the learning process to ensure that the students are effectively learning English. The teacher's role in the learning process is crucial. There are various strategies, techniques, materials, and methods of teaching that teachers can use in the classroom in the learning process, especially in teaching materials. Without the teaching materials, students cannot learn complete English. Learning materials play an essential role in giving broad insights into students.

Learning material is anything that teacher or a learner uses to facilitate language learning. Learning materials are used to increase learners' knowledge or experiences.⁵ Learning materials in the learning process are essential to achieving the purpose of learning. Interesting learning materials can increase interest in learning, and the teacher must choose suitable learning materials so that the teaching process goes well and students are not bored. There are various types of learning materials. One of the teaching materials that can be used in class is a worksheet. A worksheet is a book that is made to help students to be able to study learning materials independently.

In the researcher's last pre-survey at SMPIT Al-Hafizh Palopo, the researcher found some problems with the eighth-grade students. The problem consists of; (1) Students are less interested in reading hence the ability to read the text is less; (2) they often fail to read the text because of the lack of vocabulary that is known from the reading text, while not all students have a dictionary when learning English; (3) less learning media. The teacher at school uses only one

⁵ Brian Tomlinson, *Materials Development in Language Teaching*, 2nd edn (Cambridge University Press, 2011), 2.

printed book; (4) there is no specific worksheet for reading materials in eighth-grade in SMPIT Al-Hafizh Palopo.

Based on the problems mentioned above, the researcher wants to find solutions to solve the issues through this research. The researcher is interested in developing reading worksheets as a solution for students to increase students interest in the learning process and improve students reading skills. Students need appropriate worksheets as learning media. Therefore, the researcher is interested in developing reading worksheets as other learning media to increase students' reading ability.

A worksheet is a practice page designed to improve knowledge or understanding of a particular subject. The exercises in the worksheets can make it easier for students to focus on reading and working on the worksheets. Worksheets can minimize the teacher's role but maximize the role of students, and worksheets can save learning time.⁶ The researcher provided tasks according to the learning topic through this worksheet. The researcher included several pictures on the worksheet to help students understand the learning topic.

In the previous research "*Developing Reading Comprehension Students Worksheet at The First Semester of SMPN 2 Palangka Raya*"⁷ state that the problems faced by students are caused of the lack of practice, use of inappropriate strategies in the teaching of reading. Therefore, the researcher interested in

⁶ Damelyana Sagita, 'Peran Bahan Ajar LKS Untuk Meningkatkan Prestasi Belajar Matematika', *Seminar Nasional Pendidikan Matematika Ahmad Dahlan*, 1 (2016), 37–44.

⁷ Mardiani, M. *Developing Reading Comprehension Students Worksheet at The First Semester of SMPN 2 Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya) 2014.

conducting the research under the title *“Developing Reading Worksheet for Teaching Reading at the eighth grade of SMPIT Al-Hafizh Palopo.”* The purpose of the research is to facilitate the students in improving students reading ability.

B. Research Question

Based on the background, the researcher formulated the research question as follows:

1. How to develop the proper reading worksheet for teaching reading to the eighth-grade students at SMPIT Al-Hafizh Palopo?
2. What is the appropriate reading worksheet for teaching reading in the eighth-grade at SMPIT Al-Hafizh Palopo?

C. The Objective of the Research

Based on the problem formulation above, the researcher finds that this research objective is to develop a suitable reading worksheet for students in the eighth-grade of SMPIT Al-Hafizh Palopo.

1. To develop the proper reading worksheet for the eighth-grade students of SMPIT Al-Hafizh Palopo
2. Find an appropriate reading worksheet for teaching reading for the eighth-grade in SMPIT Al-Hafizh Palopo.

D. The Significance of the Research

There are two significances of this Research, namely:

1. Theoretically

- a) The researcher is expected that the research result can be a reference for further research.
- b) The result of the product can be an inspiration for the teacher to create new learning media.

2. Practically

- a) For the teachers: The teacher can use the English material as a reference in teaching reading.
- b) For the students: the worksheet is expected to help students increase their reading interest, and hopefully, the learning material will be valuable for students in their English learning.
- c) For the other researchers: this research is the reference in developing English learning materials.

E. The Specification of the Research

The worksheet is designed for eighth-grade students of SMPIT Al-Hafizh Palopo have the following specifications:

- a) The worksheet was designed based on the basic competence of the 2013 curriculum for eighth-grade students at SMPIT Al-Hafizh Palopo.
- b) The lesson topic on the worksheet is reading text that uses varieties tasks. Practice questions in the worksheet can help students to know how far they understand the learning material.
- c) The product contained several pictures to make students more interested and make it easier to understand the lesson topic. The pictures that appear in the worksheet related to the lesson topic.

E. The Assumption and Delimitation of the Research

This research consists of assumptions and limitations. The assumption of this research consists of several aspects, as follows:

Assumption

1. The design of the worksheet was evaluated by the experts.
2. The worksheet can be a useful learning media for the eight-grade of SMPIT Al-Hafizh Palopo.
3. The students use the worksheet to guide them in improving their reading skills.

In formulating this research, the researcher considers several limitations, those are:

1. To design the worksheet, the researcher only focuses on reading skills to limit English learning skills.
2. Through the limitation of chapters, the reading worksheet conducts five units.
3. The researcher designed the reading worksheet using the ADDIE (Analysis, Design, Development, and Implementation) model.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In compiling this thesis, the researcher found some relevant research related to this research. They are:

Lestari (2018), in her thesis entitled: "*Developing Students' Reading Worksheet the Tenth Grade of SMA 4 Palopo,*". This research aims to develop reading worksheet material for tenth-grade students in the odd semester. This research used Research and Development (R & D) methodology. The result of this research concludes that the worksheet suitable for 10th-grade students in Palopo is the worksheet that is in accordance with students' needs, lack of students, and accordance with the syllabus and curriculum that is applied and used in schools. Based on the analysis of student needs, most of the students' reading abilities are still basic (lower). In this research, the researcher wants to improve reading skills with various texts such as recount and descriptive texts. Therefore, the ability in English lessons that students need to improve is vocabulary. Multiple kinds of readings, questions, activities, and games on this worksheet can help students understand and improve their reading ability. The expert's validation shows the interval of the score is appropriate. It means the worksheet the researcher is designing is already qualified to apply in the class. This research has the same purpose of developing a reading material with a worksheet as the final product.⁸

⁸ Lestari, Lestari. *Developing Students Reading Worksheet a Tenth Grade of SMA Negeri 4 Palopo*. Diss. Institut Agama Islam Negeri Palopo, 2018.

The difference stands for the research subject, where this research focused on 10th-grade students, while the researcher focused on eighth-grade students.

Suci Apriliana (2019), in her research entitled: *“Designing English Worksheet to Teach Reading Skill for the Eleventh Grade Students of Mas Nururrodhiah Kota Jambi.”* This research aims to design a student worksheet on good English reading skills and an appropriate worksheet for teaching English to eleventh-grade students at MAS Nururrodhiah. The research uses research and Development (R & D) methodology. This research developed a worksheet with Dick and Carey model. The validation result from the teacher shows that the worksheets of reading skills are excellent and appropriate for learning English of reading skill for senior Islamic high school students in eleventh grade, the result from expert validation show that the worksheet of reading skill is good and worksheets very useful for improving students’ reading skills. It means the worksheet reading skill is excellent and feasible to be implemented. The researcher indicates the similarity in designing a student worksheet in English reading skills.⁹ The researcher indicates the differences in this research by developing a worksheet for 11th-grade students, while the researcher is developing a worksheet for eighth-grade students. Furthermore, this research design worksheet by using Dick and Carey model, while the researcher applied the ADDIE model in developing the worksheet.

⁹ Te Pertiwi, Suci Apriliana, Amalia Nurhasanah, And Faiqah Mahmudah. "Designing English Worksheet To Teach Reading Skill For The Eleventh Grade Students Of Mas Nururrodhiah Kota Jambi." Phd Diss., Uin Sulthan Thaha Saifuddin Jambi, 2019.

Lestari and Priyana (2020), in their journal entitled: “*Developing English Reading and Writing Materials for Engineering Program in Vocational High School.*” This research aims to identify the needs of grade 11 students of the Automotive Engineering Study Program in learning reading and writing to develop appropriate English reading and writing learning materials. This research used the research and Development (R & D) method with Jolly and Bolitho’s development model. The development procedure consists of conducting a needs analysis, designing the syllabus, developing learning materials, expert judgment, conducting field testing, and materials evaluation. According to the students, the research result shows the appropriateness of the learning materials is categorized as “very good” with a score of 3.54, and the suitability of learning materials is categorized as “very good” according to the expert with a mean score of 3.48. The developed learning materials are generally appropriate for grade 11 students of the Automotive Engineering Study Program of VHS AX. Lestari and Priyana’s research has several differences. The researcher indicates the similarity in designing materials by using research and Development (R & D) method.¹⁰ The differences consist of the following; first, the subject of this research refers to 11th-grade students, while this research is students in eighth-grade students. Second, this research designed reading and writing materials for students, while the researcher only designed a reading worksheet.

¹⁰ Endang Lestari and Joko Priyana, ‘Developing English Reading and Writing Materials for Automotive Engineering Program in Vocational High School’, *Jurnal Pendidikan Vokasi*, 10.2 (2020), 167–76 <<https://doi.org/10.21831/jpv.v10i2.27965>>.

Nurhanifa Lubis (2021), in her journal entitled: *“Developing Reading Worksheet Based Language Teaching to Teach Students’ Reading Comprehension for the Tenth Grade Students at SMA Negeri 3 Medan,”*. This Research is Research and Development (R & D) through six stages; gathering data and information, need analysis, materials development, validating by experts, revising, and creating the final product using by Borg and Gall model. This Research aims to develop reading worksheets based on task-based language teaching to teach students reading comprehension for tenth-grade students at SMA Negeri 3 Medan. 4 aspects were judged by the linguistic validators' process, product, content, and layout. The results from this Research show the average score by the first validator is 94.4, and the average score by the second validator was 98.6, which means that the worksheet is very valid. The researcher indicates the similarity in designing a student reading worksheet. The differences in this thesis contain the subject of this Research is tenth-grade students of SMA Negeri 3 Medan. Meanwhile, the subject researcher is an eighth-grade student of SMPIT Al-Hafizh Palopo.¹¹

Ardilla Loveri (2018) in her Research entitled: *“Developing English Grammar Worksheet of Recount Text for Eighth Grade Students of SMP N 17 Jambi,”* this Research aims to develop English grammar material for recount text in the form of worksheets that can be used for teaching and learning activities for eighth-grade students at SMPN 17 Jambi. This Research was conducted using the Research and Development (R&D) method with the Borg and Gall model of

¹¹ Nurhanifa Lubis, ‘Developing Reading Worksheet Based Language Teaching to Teach Students’ Reading Comprehension for the Tenth Grade Students at SMA Negeri 3 Medan’, 2021.

development. The model of development requires five procedures; Research and information collection, planning, development of early products, preliminary field testing, and the final procedure revisions of the major products. The worksheet was developed based on the teacher's and the student's needs. The result is well-developed material and media, easy to use by students, and helpful in the learning process. Ardilla Loveri's Research has several similarities to this Research: the Research is Research and Development (R & D), and it designed a worksheet for eighth-grade students.¹² Ardilla Loveri's Research results from a grammar worksheet of recount text, while the researcher designed the reading worksheet. Furthermore, the model used to develop students' worksheets is the Borg and Gall development model, while the researcher applied the ADDIE model in designing the worksheet.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is a process carried out to obtain messages or information. Reading is an active process involving interaction between the reader and the text. Reading is one of the skills where readers get information from the text when they read. Reading is not only about spelling the words or the sentences but also about interpreting the meaning of the printed words. By reading, the reader will know what they read and be challenged to respond to the author's ideas. And the readers

¹² Ardilla Loveri, "Developing English Grammar Worksheet of Recount Text for Eighth Grade Students of SMP N 17 Jambi. Thesis. English Study Program. Faculty of Teacher Training and Education," 2018, 1–16.

can easily understand and comprehend the messages and information from the writer.¹³

According to KBBI (*Kamus Besar Bahasa Indonesia*), there are five meanings of the word "reading" those are; (1) orally or only in the heart by seeing and understanding the contents of what is written; (2) pronouncing or spelling what is written in the text; (3) say something written; (4) know and predict; (5) estimating and understand the content of the text, symbols, images, etc.

According to ES Pang stated that reading is about understanding written texts. It is a compound activity that involves both perceptions and thought. The reading contains two related processes: word recognition and comprehension. Word recognition refers to perceiving how written symbols correspond to one's spoken language, and the process of making sense of words, sentences, and connected text is comprehension.¹⁴

Brassel and Rasinski stated that reading is a multidimensional process involving the eyes, mouth, and ears. Most fundamentally, it cannot be separated from the role of the brain. Moreover, they stated that reading could open worlds of possibility. The benefits of reading are immeasurable. It empowers. It transforms. It liberates. Readers can explore the past and consider the future. Readers can peek and contemplate the thoughts and hearts of others.¹⁵

¹³ Misrun Nizar, 'Increasing Students' Reading Comprehension By Using Top Down Processing Strategy', 2013.

¹⁴ Elizabeth S. Pang; and Michael L. Kamil Angaluki Muaka, Elizabeth B. Bernhardt, *Teaching Reading, Annual Review of Applied Linguistics*, 1998, XVIII, 6. <<https://doi.org/10.1017/s0267190500003512>>.

¹⁵ Danny Brassell and Timothy Rasinski, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* (2008), 15-17. <<http://www.shelleducation.com>>.

According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and writing.¹⁶

b. Kinds of Reading Technique

Reading technique is one activity that provides many benefits for students in the learning process. Reading techniques can be adjusted according to the conditions and achievements that the reader wants from reading material. There are several kinds of reading techniques. Those are:

1) Intensive Reading

Harmer stated intensive reading refers to a detailed focus on the reading text structure that usually occurs in the classroom. Learning activities usually accompany the intensive reading. Usually, students are asked to find out the type of text they read, look for details of meaning, and certain vocabulary, look at the use of grammar, and use the information in the text to move on to other learning activities.

Intensive reading uses a text approach following the text under the teacher's guidance or assignments for students to focus on the text. The purpose of intensive reading is a more detailed understanding of the reading text. Intensive reading is able to train students' strategies. Intensive reading is not only about the meaning of the text but about how the meaning of the text is produced.¹⁷

¹⁶ Jeremy Harmer, *How to Teach English (6th Edition)*, Pearson /Longman, 2010, 99.

¹⁷ Christine Nuttal, 'Teaching Reading Skills in a Foreign Language', *System* (Oxford, 1996), 188–90 <[https://doi.org/10.1016/0346-251x\(84\)90031-9](https://doi.org/10.1016/0346-251x(84)90031-9)>.

2) Extensive Reading

Extensive reading is key to students acquiring reading, writing, vocabulary, spelling, linguistics, and competence abilities.¹⁸ Extensive reading is a language teaching procedure in which students are expected to understand thoroughly by reading texts. The primary purpose of extensive reading is to derive pleasure from the text. Extensive reading can be introduced to any kind of EFL class, whatever the content, intensity, age of students, or language level. The only condition is that students already have basic foreign language knowledge and are literate in it.¹⁹

3) Skimming Technique

Skimming is related to getting information from the reading text from the main idea or general idea. Furthermore, the skimming technique also requires the eyes to move quickly to read the entire text to get the main ideas needed in the reading text.²⁰

According to Arundel, as cited in Asmawati's Research, there are several steps in implementing a skimming strategy, those are; (1) read the title; (2) read the introduction to the main paragraph; (3) Read the first paragraph completely, read each sub-heading, look for the relationship among them; (4) read the first sentence of each remaining paragraph; (5) dip into the text to search for pointer

¹⁸ H Douglas Brown, 'Douglas. Teaching by Principles An Interactive Approach to Language Pedagogy by Brown H, 2004, p. 249. 301.

¹⁹ Mária Kredátusová, 'The Benefits of Extensive Reading in EFL', *Is. Muni. Cz*, 2007, 1-75.

²⁰ Misriani, 'The Influence of Skimming Technique on Students' Reading Comperhension at MTS Al- Mutaqqin Pekanbaru', *Akrab Juara*, 2020 <<http://www.akrabjuara.com/index.php/akrabjuara/article/view/919>>.

words, unusual words, proper nouns, qualifying adjectives, typographical cues, and enumerations; (6) Read the final paragraph completely.²¹

4) Scanning Technique

Scanning is a fast-reading process. The scanning technique can find specific details, such as the product's price. It is important to know that the function of scanning is not to develop a complete understanding of the text because the scanning technique requires 600 words per minute. Understanding the entire text cannot be processed so quickly.²²

c. Essential Aspects of Reading

Scientific Research suggests that five key aspects of reading must be taught in learning to read. The five aspects are as follows:

1) Phonemic Awareness

Phonemic awareness is the understanding that sound collaborates with the language to make words. The ability to hear, recognize, and manipulate the phonemes in spoken words is known as phonemic awareness.²³

2) Vocabulary

Vocabulary is the ability to read where the meanings of individual words and phrases used in writing the written text are understandable to the reader.²⁴

Vocabulary is the most important part of all five aspects of reading. Vocabulary

²¹ Andi Asmawati, 'In Improving Students ' Reading Comprehension At', *Eternal*, I.01 (2015), 69–83.

²² Peter Watkins, *Teaching and Developing Reading Skills*, (United Kingdom: Cambridge University Press, 2018), 17.

²³ Anne L. Stelle, *Reading for Every Child* (Instructional Fair, 2004), 5.

²⁴ Brassell and Rasinski 'Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension', 2008, 19.

development will expand over time. Vocabulary is the ability that cannot be considered as completely known or mastered. Vocabulary is the core of language ability and provides ample basis for how well learners read, write, speak, and listen. Vocabulary is the core of language ability and provides ample basis for how well learners read, write, speak, and listen.²⁵

3) Phonics

Phonics is one of the aspects of reading where readers are systematically taught how letters, and combinations of letters, are equal to sound. Usually, students move from sounds to simple words, and worksheets can traditionally be used to practice relationships on the sounds of specific letters.²⁶

4) Fluency

Fluency is the ability to read the text with phrases and the right oral and proper intonation.²⁷ Fluency is an aspect of reading where readers read the text correctly and quickly. Fluency in the reading process is related to the neural pattern of visual sensory intake and the printing of the word processing in the occipital region. Fluent readers can recognize, decode, and understand the meaning of the text at the same time, resulting in a direct and efficient network.²⁸

Fluency refers to two different competencies. First, fluency is the ability automatically and easily process the printed text so that the reader can focus fully

²⁵ Kamil; Hiebert H. Elfrieda Michael, 'The Teaching and Learning of Vocabulary', 2005, 1–23.

²⁶ Peter Watkins, Teaching and Developing Reading Skills Cambridge Handbooks for Language Teachers', 18.

²⁷ Gerald G Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, *Choice Reviews Online*, 2004, 32 XLI <<https://doi.org/10.5860/choice.41-6666>>.

²⁸ M.D., Judy Willis, (Virginia USA: ASCD, 2008), 47.

on building up the meaning of the message the writer. Second, fluency is the skill of reading a text orally, with an expression that describes the syntactic and semantics of the written text.²⁹

5) Comprehension

Comprehension is the ability to connect events in the text and form a unified representation of the content of the text.³⁰ Snow stated that there are three elements in comprehension, those are: (1) the reader who is doing the comprehending, (2) the text that is to be comprehended, and (3) the activity of comprehension becomes part of it. The process of understanding changes over time. When the reader becomes mature and grows cognitively, instruction benefits the reader. Challenging text will increase the experience for the reader.³¹

There are three steps in reading with comprehension those are:

1. Information intake: attention and focus to participant environmental stimuli.
2. Vocabulary and fluency: the meaning of words in the text is connected through stored knowledge.
3. Patterning and networking: recognize familiar patterns, encode new information, and then relate that information to prior knowledge.³²

d. Purpose of Reading

²⁹ Brassell and Rasinski, '*Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*', 2008, 19.

³⁰ William Grabe, 'Reading in a Second Language: Moving from Theory to Practice', *Nation and Narration*, 2008, p. 484 / 483, 39 <<https://doi.org/10.4324/9780203823064-19>>.

³¹ Catherine Snow, *Reading for Understanding, The ASHA Leader*, 2002, 11 <<https://doi.org/10.1044/leader.ov.22102017.np>>.

³² M.D., LXXI.

According to Tarigan, as cited in Savita's Research, there are several purposes for reading, those are:

1) Reading for detailed fact

Students read to find out and solve problems that the writer has done

2) Reading for main ideas

Students read the text to know what students want to know about the topic or "what is an interesting lesson in the story to make a summary of the story."

3) Reading for the sequence of organization

Students read the text to find out what happens in each step-by-step sequence in the story to solve the story problem.

4) Reading for classify

In paragraphs, students read the text to classify things into different categories, actions, and ideas.

5) Reading for inference

Students read to make conclusions from ideas and activities in the reading text.

6) Reading for comparison or contrast

Students read to see the similarities in the storyline or content of the story and then compare the stories.³³

e. Teaching Reading

³³ Bening Savita, 'IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT USING SCANNING TECHNIQUE (A Classroom Action Research at The Eight Grade of MTs Negeri 1 Rakit in Academic Year 2013/2014)', 2015, 8–27.

One of the skills taught in English is skill reading. Learning to read is one of the principal purposes of education. The ability to read can open up worlds and opportunities. The teacher's role in teaching is essential because knowledge is an essential provision for children with learning difficulties to understand reading texts. In teaching reading, teachers need to apply appropriate methods, strategies, and learning media according to the needs of their students. The teacher's role is necessary to learn a language that is not a mother tongue, especially in reading lessons. Reading requires Instruction to consider different types of learners and methods that are appropriate to the learners' needs.³⁴ Assistance from teachers to students is needed to deal with the subject matter with difficult levels. Teacher assistance in reading lessons proved to be more influential than when students read alone.

f. The Importance of Reading

Reading is very important for all academic subjects. Science and social sciences require reading textbooks. Many tests require students to read about words. Reading is always related to writing, so poor reading guarantees poor writing skills.³⁵ Reading is a skill or ability learned through earnest effort, and the process of learning is usually initiated in the first language.³⁶

Reading skill is more important than speaking and writing skills. Language lessons and any lesson in the world cannot be separated from reading. Reading is a source of happiness. Furthermore, reading gives the advantage. Reading not

³⁴ Elizabeth S. Pang; and Angaluki Muaka, Elizabeth B. Bernhardt, XVIII, 6.

³⁵ David A Kilpatrick, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley: 2015), 25.

³⁶ Watkins, 14.

only gives information, but reading also gives and expands new knowledge of the language.³⁷

2. The Concept of Worksheet

a. Definition of Worksheet

The worksheet is one of the teaching materials used in the learning process. The worksheet role is crucial to reaching a goal in an educational activity.³⁸ The worksheet is one of the components of teaching materials in a printed form other than books, workbooks, etc.³⁹

The worksheet is a teaching material that provides information and instructions to students about learning activities in the form of work, exercise, or achieving a goal. The worksheet is one of the learning resources that the teacher can develop as a facilitator in the learning activities. The compiled worksheet can be designed and developed according to the conditions and learning situations to be faced. The worksheet can help effective interactions between students and teachers; furthermore, the worksheet will increase learning activity and improve student learning achievement.⁴⁰

b. Worksheet Structure

There are several structures to create a good worksheet. Those are as follows:

³⁷ Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching, History of Oxford University Press: Volume IV 1970 to 2004*, 2017 <<https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>>.

³⁸ Selahattin Kaymakci, 'A Review of Studies on Worksheets in Turkey.', *Online Submission*, 1 (2012), 57–64 <<https://files.eric.ed.gov/fulltext/ED530699.pdf>>.

³⁹ Willy A. Renandya Jack C. Richards, 'Methodology in Language Teaching An Anthology of Current Practice by Jack C. Richards, Willy A. Renandya (z-Lib.Org).Pdf', 2002.

⁴⁰ Damelyana Sagita, 'Peran Bahan Ajar LKS Untuk Meningkatkan Prestasi Belajar Matematika', *Seminar Nasional Pendidikan Matematika Ahmad Dahlan*, 1 (2016), 38.

1. Good header

Worksheets in the context of lessons contain general information about the subject, class or level, stage, topic, unit of study, other material such as textbooks, and maybe any source references.

2. Clear instructions

Worksheets must have clear instructions because students must understand what activities will be carried out. Instructions on worksheets are important for students to understand why they are doing these activities.

3. Worksheet exercises

The worksheet contains illustrations, highlighted points, and enough columns to answer the practice questions. Where the worksheet includes several exercises, they should be related to the same topic. This ensures that the learner will not be overwhelmed or distracted by new vocabulary.⁴¹

c. The Advantage of Worksheet

Students can use worksheets which provide many advantages in the learning process.

⁴¹ Suci Pertiwi, Apriliana, 'Designing English Worksheet to Teach Reading Skill for the Eleventh Grade Students of Mas Nurroddiyah Kota Jambi' (SULTHAN THAHA SAIFUDDIN JAMBI, 2019), 21-22.

1. A student worksheet is one of the learning resources that the teacher can develop as a facilitator in the learning process.
2. The worksheet is a learning media because it can be used with other learning resources.
3. The worksheet can encourage students' interest if the worksheet is arranged systematically and can improve students' motivation to learn and curiosity.⁴²

d. Kinds of Reading Worksheets

There are some kinds of reading tasks, those are as follows:

a. True or false worksheet

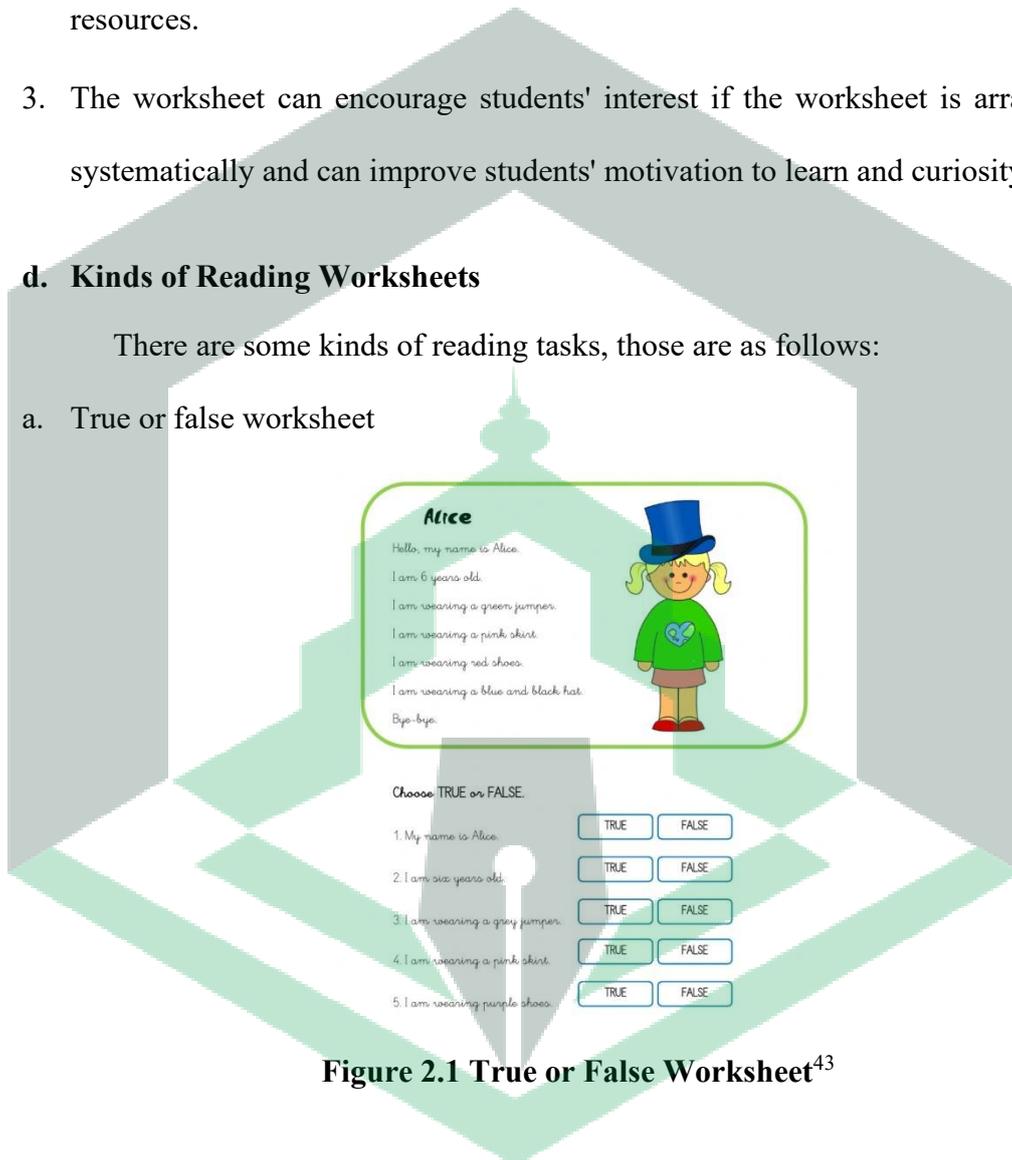


Figure 2.1 True or False Worksheet⁴³

⁴² Endang Widjajanti, 'Kualitas Lembar Kerja Siswa', 49 (2008), 69–73.

⁴³ *True or False Worksheet*

<https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Reading_comprehension/CLOTHES_Choose_True_or_False_j1304843en>.

b. Multiple choice reading worksheet

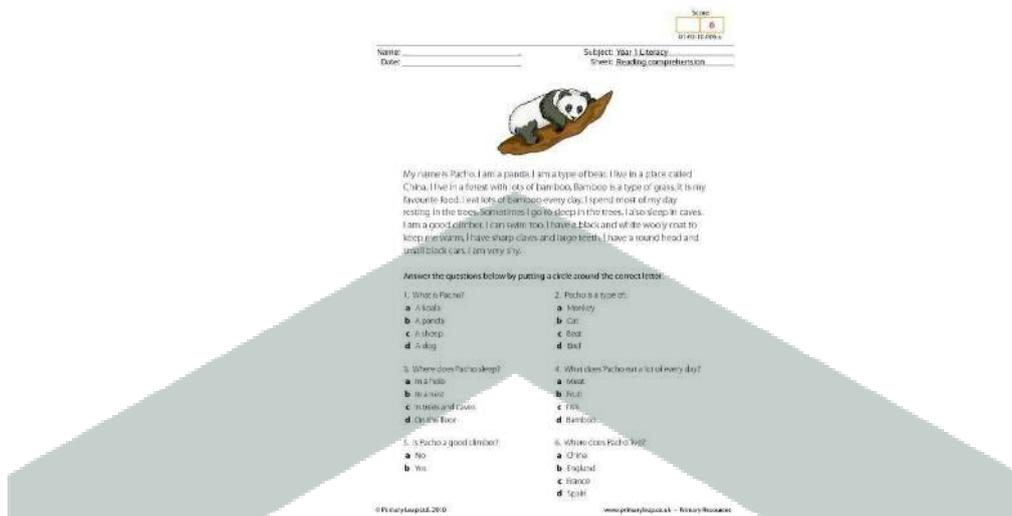


Figure 2.2 Multiple Choice Reading Worksheet⁴⁴

c. Fill in the blank worksheet

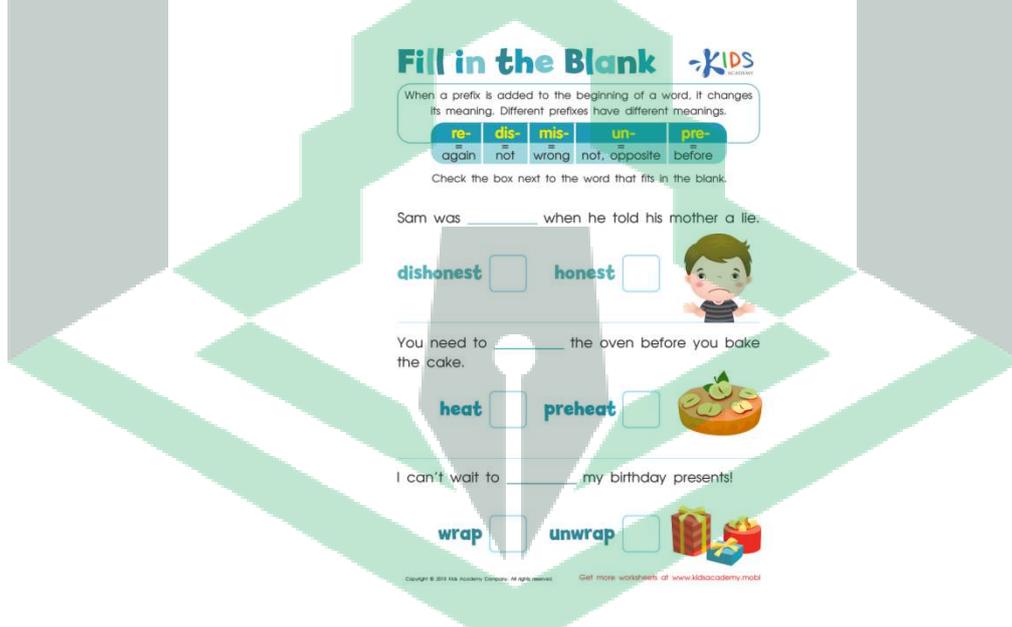


Figure 2.3 Fill in the Blank Reading Worksheet⁴⁵

⁴⁴ 'Multiple Choice Reading Worksheet' <<https://www.semesprit.com/9032/free-2nd-grade-reading-comprehension-worksheets-multiple-choice/free-2nd-grade-reading-comprehension-worksheets-multiple-choice-together-with-53-best-prehensions-primary-leap-images-on-pinterest/>>.

⁴⁵ 'Fill in the Blank Worksheet' <<https://www.kidsacademy.mobi/printables/reading-fill-blank/>>.

d. Reading matching sentence worksheet



Figure 2.4 Reading Matching Sentence⁴⁶

3. The Concept of Learning Material

a. Definition of Learning Material

Materials are anything that is used to help language learning to learn.⁴⁷ According to Richards and Renandya, the role and use of commercial textbooks in teaching is an important aspect of language curriculum development. The materials provide the basis for the content of the lessons, the balance of skills taught, and the kinds of language practice students participate in. Learning materials are the main teaching resources used by some teachers in the learning process. Materials may provide the major source of contact they have with the language apart from the teacher. Teaching materials are a key component in most

⁴⁶ 'Reading Comprehension Matching Sentences' <<https://www.k5learning.com/free-preschool-kindergarten-worksheets/reading-comprehension/reading-sentences/sentences>>.

⁴⁷ Brian Tomlinson, *Materials Development in Language Teaching*, 2nd edn (Cambridge University Press, 2011) p 13.

language programs that may be in the form; of (1) non-printed material such as cassette, audio material, videos, and computer-based materials; (2) printed materials such as books, workbooks, and worksheets.⁴⁸

b. Types of Learning Materials

Eka Yuli Sari Asmawati, in her journal, stated that there several types of teaching materials, those are as follows:

- 1) Visual teaching materials consist of printed materials, such as books, handouts, modules, student worksheets, brochures, leaflets, wall charts, and non-prints.
- 2) Audio teaching materials consist of non-printed materials, such as radio, cassette, compact disk, and vinyl records.
- 3) Audio-visual teaching materials, such as videos, films, and compact disks.
- 4) Interactive teaching materials include computer-assisted instruction, compact disks, interactive multimedia learning, and web-based learning materials.⁴⁹

c. Principles in Developing Materials

Tomlinson stated there are several principles that people should understand in developing materials for teaching language. Those are:

- 1) The material should achieve impact.

Achieving impact depends on materials that have a real effect on students.

That is when the learners' curiosity, interest, and attention are attracted. Things to

⁴⁸ Jack C. Richards, *Teaching and Developing Reading Skills Cambridge Handbooks for Language Teachers*, p 66.

⁴⁹ Eka Yuli Asmawati, 'Lembar Kerja Siswa (Lks) Menggunakan Model Guided Inquiry Untuk Meningkatkan Keterampilan Berpikir Kritis Dan Penguasaan Konsep Siswa', *Jurnal Pendidikan Fisika*, 3.1 (2015) <<https://doi.org/10.24127/jpf.v3i1.13>>.

know and remember are the impact varies. For example, impact only reaches five out of ten students in the class.

2) Materials should help learners to feel at ease.

Pressure is applied to initiate certain types of language learning. This will be uncomfortable and tense, causing the learner to lose their sense of comfort and thus lose the opportunity to learn the language. Material writers can converse with students casually as a good teacher would and try to achieve personal contact with them by expressing their preferences, interests, and opinions.

3) Materials should help students to develop confidence

Activities that push students a little beyond their abilities are a way to build confidence. They can help students use and develop their extra-linguistic skills.⁵⁰

According to curriculum, 2013, appropriate teaching materials must support teaching and learning to achieve the required competencies. There are several essential things to consider for developing English learning materials,⁵¹ those are:

- 1) The student's potential.
- 2) The relevancy with the local characteristics.
- 3) The student's physical, intellectual, emotional, social, and spiritual development levels.
- 4) The meaningfulness of the materials for the students.
- 5) The Structure of the knowledge.

⁵⁰ Tomoya KAWABATA and Hitomi NISHIBATA, 'Material Development (2)', *Journal of the Japan Welding Society*, 81.3 (2012), 184–91 <<https://doi.org/10.2207/jjws.81.184>>.

⁵¹ C Rohmah, 'Developing English Learning Materials for Grade x Students of Marketing Study Program at Smk Muhammadiyah 2 Bantul', A thesis SI, (Yogyakarta, FBS, UNY 2015), PDF, P. 26-27

- 6) The actuality, depth, and breadth of the learning materials.
- 7) The relevancy with the student's needs and the environment's demand.
- 8) Time allocation.

Hutchinson and Waters suggested that there are three kinds of materials production, those are:

- 1) Select from existing materials: materials evaluation.
- 2) Write your materials: materials development.
- 3) Modify existing materials: materials adaptation.

C. Task-based Language Teaching (TBLT)

Richard and Rodgers define TBLT as an approach based on using tasks as the core unit of planning and instruction in language teaching.⁵² A task-based approach is where assignments are used as the primary key to planning and teaching in language teaching. Task-Based Language Teaching (TBLT) aims to facilitate language learning by engaging learners in the interactive use of authentic language. The concept of 'task' has become an essential material in syllabus design, learner assessment, and class teaching. This affects education policy-making in ESL (English as a Second Language) and EFL (English Foreign Language).⁵³ According to Ellis, several criteria for a task must be appropriate to be considered one. Those are; (1) A 'gap' must exist if it is to express an opinion, infer meaning, or convey information; (2) Learners' knowledge is an important

⁵² Theodore S. Rodgers Jack C. Richards, *Approaches and Methods in Language Teaching, The Korean Language in America* (Cambridge University Press, 2001), 174 <<https://doi.org/10.5325/korelangamer.20.2.0166>>.

⁵³ David Nunan, *Task-Based Language Teaching* (Cambridge University Press, 2005)p, 1.

key to developing activities; (3) The use of language is not a goal rather than a means.⁵⁴



⁵⁴ Olmedo Bula-Villalobos and Carlos Murillo-Miranda, 'Task-Based Language Teaching: Definition, Characteristics, Purpose and Scope', *International Journal of English Literature and Social Sciences*, 4.6 (2019), 1869–78 <<https://doi.org/10.22161/ijels.46.39>>.

D. Conceptual Framework

The purpose of this Research by using the R & D (Research and Development) model is to design appropriate English learning material, particularly reading worksheets for the eighth-grade students of SMPIT Al-Hafizh Palopo. In developing the reading worksheet, the researcher adopted the ADDIE instructional design models.

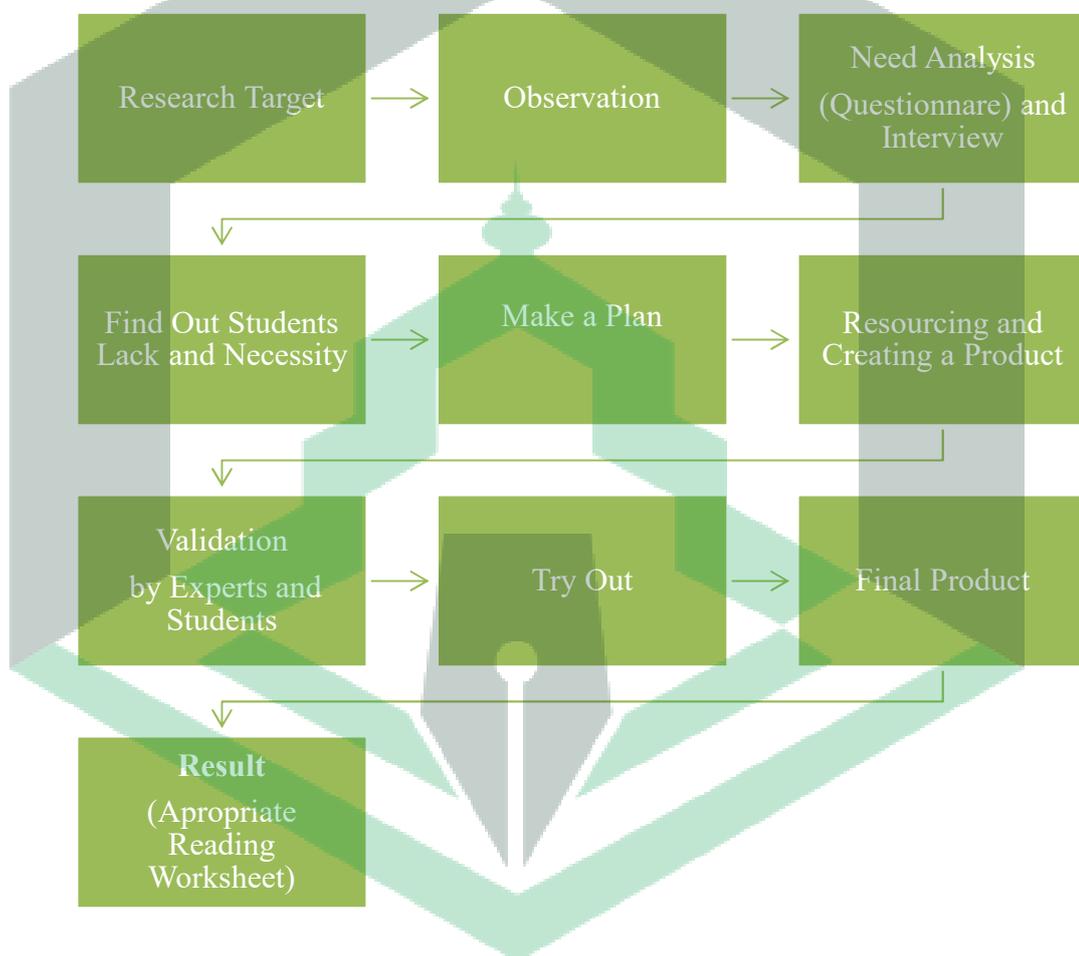


Figure 2.6 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

This Research used Research and Development (R & D) method. Research and development is a method used to produce specific products and test the product's effectiveness. The Product refers to the curriculum, syllabus, textbook, learning media, module, worksheet, handbook, or assessment instruments. This method is also utilized to develop existing products. The implementation of the design of this product is based on the curriculum of SMPIT Al-Hafizh Palopo, which is the 2013 curriculum. Furthermore, in this Research, the researcher developed a reading worksheet for the eighth-grade students in SMPIT Al-Hafizh Palopo. This Research used the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model.



Figure 3.1 ADDIE-Model⁵⁵

⁵⁵ Yoga Prismanata, 'ADDIE-Model' <<https://www.eduprisma.com/2020/09/model-desain-pembelajaran.html>>.

B. The subject of the Research

The subject of this research was the students of the eighth-grade grade of SMPIT Al-Hafizh Palopo, which contain 14 students in the academic year 2022/2023, and the sample of this researcher was one class (1 class).

C. Location and Time of the Research

This research was conducted at SMPIT Al-Hafizh Palopo, located at Jl. Merpati V Perumnas, Rampoang, Kec. Bara, Kota Palopo. The research was held from August until October 2022.

D. Research Procedure

This Research followed the model of developing materials and the major steps of the research and development stages. The researcher applied the ADDIE model to developing reading worksheet for eighth-grade Grade Students at SMPIT Al-Hafizh Palopo. ADDIE model procedure consists of the following phases:

1. Analysis

In this phase, the main activity was to analyze the need for the development of teaching materials for the purpose of learning. This stage aimed to find what students need to learn and what they want to learn. Before making a product, the researcher gave a questionnaire to the students to analyze the students' lacks, wants, and needs. From the observation, the researcher found information about students' competence in reading ability. Moreover, the step is to analyze the objective and material. The researcher consulted the product, the experts, and the lecturers to decide whether the aim should be revised. In addition,

the material on the worksheet is designed based on the curriculum used in schools so that the material is in accordance with what students learn at school.

1. Design

In this phase, the researcher designed a worksheet and selects the topic of the reading lesson. The researcher developed the reading lesson topic material into an appropriate worksheet as the qualification of the learning goals. In improving students' reading skills, the lesson topic in the worksheet is designed to simplify for students to understand the basic knowledge of English subject.

2. Development

After designing the product, the researcher developed the learning material. In this phase, material development focused on designing a reading worksheet for the eighth-grade students in SMPIT Al-Hafizh Palopo based on the need analysis data. The development phase was to generate and validate the product. The development materials need to be revised and validated by the experts. The experts gave several suggestions about the product. The revision was completed after experts validated the product was suitable according to the students' necessity.

3. Implement

In this phase, the worksheet validated by the expert is applied in the class as the tryout phase. This phase aimed to know the appropriate adding media that as reading worksheets for the eighth-grade students.

4. Evaluation

The evaluation was the last phase of the ADDIE design model. The evaluation's purpose was to evaluate each step to make the appropriate product.

This phase aimed to collect information concerning the worksheet development by filling out the questionnaire based on students' and experts' perceptions. The researcher will give a questionnaire to several students so that the data obtained can be used as a benchmark for product improvement and ask for students' opinions regarding the reading worksheets that have been made.

E. Technique for Data Collection

Instruments to obtain data in this research are:

1. Questionnaire

A questionnaire is a data collection technique conducted by giving the responders a set of questions or written statements to be answered. Questionnaires can be in the form of closed or open questions that can be given to respondents directly or sent through online forms.⁵⁶ Questionnaires the target needs consist of necessities, wants and lacks and consist of topics such as goals, input, activities, setting, and teacher's role.

2. Interview

The researcher interviewed the English teacher and the students of SMPIT Al-Hafizh Palopo. Through this interview, the researcher found out the problems faced by teacher and the students. The interview is related to the worksheet design, which was designed according to what students liked and needed, especially to develop reading English learning materials.

3. Expert judgment questionnaire

⁵⁶ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2013.

A questionnaire for expert judgment is the purpose of knowing the experts' opinions and their suggestions about the developed worksheet. The experts' judgments were made to ensure that the product was ready to try out.

4. Students and teacher perceptions

The last stage in making this worksheet is to take students' perceptions of the reading worksheet model as a consideration in developing the product until the product is ready for use.

F. Data Analysis Technique

There are two types of data analysis techniques. They are qualitative and quantitative data. Through this stage, the respondents' answers were analyzed. The interview and the suggestion from the experts were analyzed qualitatively. In comparison, the questionnaire was analyzed quantitatively.

1. Data Analysis of Questionnaire

The data analyzed in this research is from an eighth-grade student's answer questionnaire, which can be formulated as follows:

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

X	= Score
$\sum x$	= The same answer given by students
N	= Total students

Figure 3.2 Formulation for Need Analysis Result

The opinion with the higher percentage indicates the highest results of student choice. The result is the background of the researchers in developing the reading worksheet.

2. Data Analysis of Interview

Miles and Huberman state the analysis consists of three distinct activities. Those are; (1) Data Reduction, (2) Data Display, (3) and Conclusion: Drawing / verifying.⁵⁷

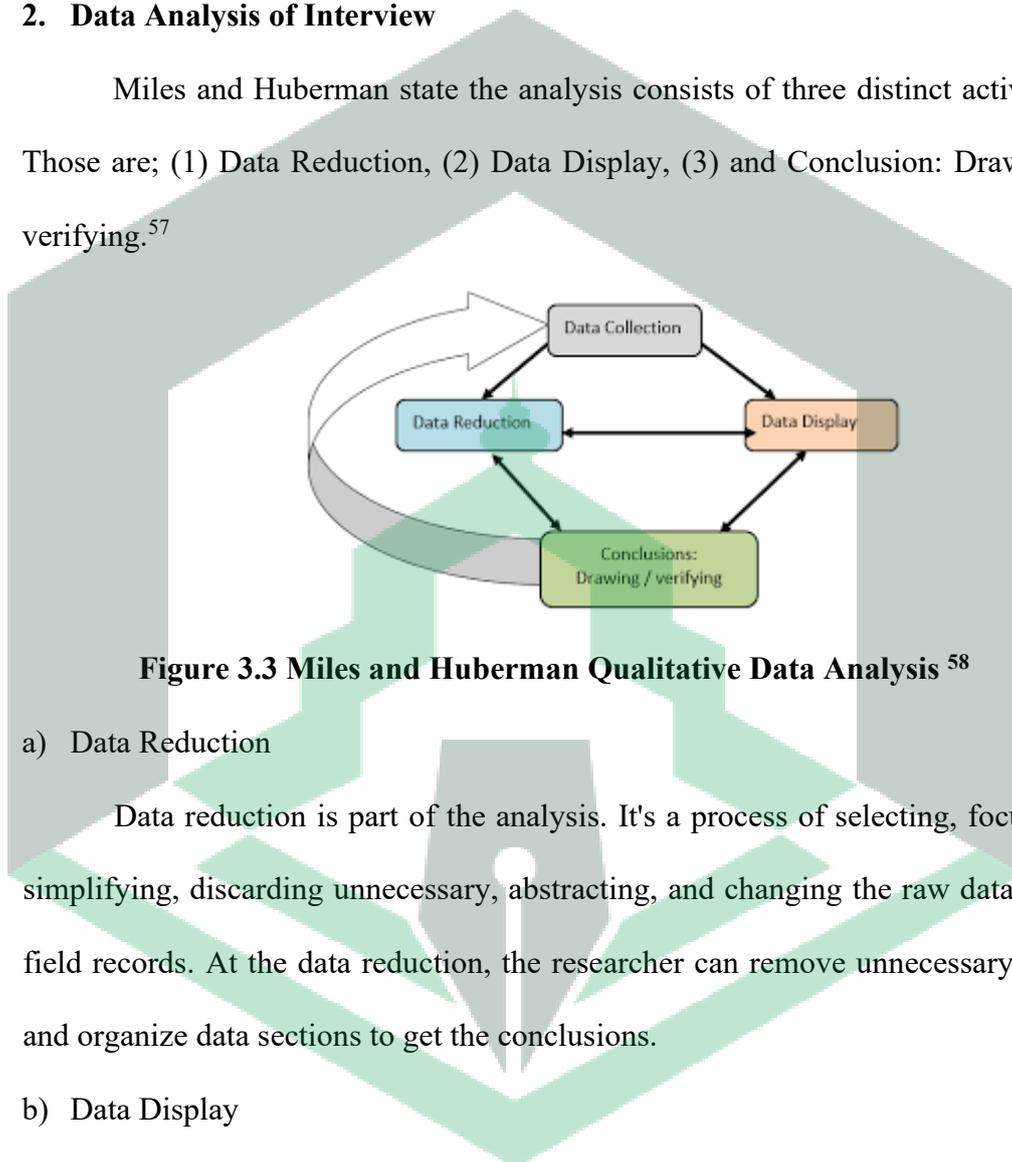


Figure 3.3 Miles and Huberman Qualitative Data Analysis⁵⁸

a) Data Reduction

Data reduction is part of the analysis. It's a process of selecting, focusing, simplifying, discarding unnecessary, abstracting, and changing the raw data from field records. At the data reduction, the researcher can remove unnecessary parts and organize data sections to get the conclusions.

b) Data Display

⁵⁷ Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, SAGE Publications, 2014, MCCCIV.

⁵⁸ Rika Novianti and Mashadi Said, 'The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process', *Deiksis*, 13.1 (2021), 82 <<https://doi.org/10.30998/deiksis.v13i1.8491>>.

Data display is a cluster of arranged information that allows drawing conclusions and action. They are designed to combine information arranged into an orderly and accessible form.

c) Conclusion/Verification

After completing data reduction and data display, the last step to analyze the data in this Research is concluding. Concluding is part of an activity from a complete form. The conclusions not only occur during the data collection process but need to be verified to be completely accountable. Hence, it is impossible to look back at the data that will be verified.

3. Data Analysis of Expert Judgments and Students' Perception

The researcher used the *Likert scale* to calculate the results of the expert's validation and students' perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.⁵⁹

The number of answer <i>very good</i>	= VG	x 5	=
The number of answers <i>good</i>	= G	x 4	=
The number of answers <i>fairly</i>	= F	x 3	=
The number of answer <i>poor</i>	= P	x 2	=
The number of answer <i>very poor</i>	= VP	x 1	=
Total score			= ...

⁵⁹ Dr Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.* (2013).

After calculating the total score, the researcher calculated the average by applying the following formula:

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

M = Mean score
 B = Total scores
 N = Total number of material topics

Figure 3.4 Average Score Formulation

The results of the average score continue by calculating the value apply the following formulation:

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

X = The value
 M = Average score
 N = Total number of value

Figure 3.4 Value score

After calculating each material's score, the researcher defines them as an appropriate reading worksheet for eighth-grade students of SMPIT Al-Hafizh Palopo.

Table 3.1 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
4,2 – 5,0	84% - 100%	Very Good	It can be utilized without revision

3,4 – 4,1	68% - 82%	Good	It can be utilized with a little bit of revision
2,6 – 3,3	52% - 66%	Fairly	It can be utilized with much revision
1,8 – 2,5	36% - 50%	Poor	It cannot be utilized
1,0 – 1,7	20% - 34%	Very Poor	It cannot be utilized and need much more revision

Table 3.2 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.3 The Sample of Experts' Validation Table

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

Table 3.4 The Sample of Students' Perception Table

No	Indicator	Average Score	Qualification	Categories

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this stage, the researcher shows the detailed processes of designing an English reading worksheet at the SMPIT Al-Hafizh Palopo. The researcher applied the ADDIE research and development models in designing the instructional materials. The details of each step are explained as follows.

a. Questionnaires Validation

In designing the materials, the researcher needs to collect the information needed and know the students' characteristics of the eighth-grade students in SMPIT Al-Hafizh Palopo. Therefore, the researcher distributed 14 questionnaires related to the target needs (necessity, wants, and lacks) and the learning needs (activities, setting, teacher's role, and students' role). Before distributing the questionnaires to the respondents, it was validated by two validators. They were Fadliyah R. Muin, S.Pd.I., M.Pd, as the material expert, and Dr. Magfirah Thayyib, S.S., M.Hum as the language expert. The results of instrument validation are shown below.

Table 4.1 The result of questionnaires' validation by material expert

Aspects	Score
Contents	4,50
Scope of the contents	4,33
Language	4,25

Average score	4,36
----------------------	-------------

The result of the questionnaire’s validation by the material expert got a mean score of 4,36, qualified as “Very Good.” The questionnaire validation results indicate the worksheet can be utilized without revision.

Table 4.2 The result of the questionnaires’ validation by a language expert

Aspects	Score
Contents	3,66
Scope of the contents	5
Language	5
Average score	4,55

The result of the questionnaire’s validation by a language expert got a mean score of 4,55, qualified as “Very Good.” The questionnaire validation results indicate the worksheet can be utilized without revision.

1. Need Analysis

After validating the questionnaires, the researcher distributed them to the students. The respondents of the questionnaires were 14 students in the eighth grade of SMPIT Al-Hafizh Palopo. The detail of the students is presented in the table below.

Table 4.3 Data of the respondents

Respondents	Gender	
	Male	Female
13 students in the eighth-grade students of SMPIT Al Hafizh Palopo	9	5

1) Target Needs

a) Necessities

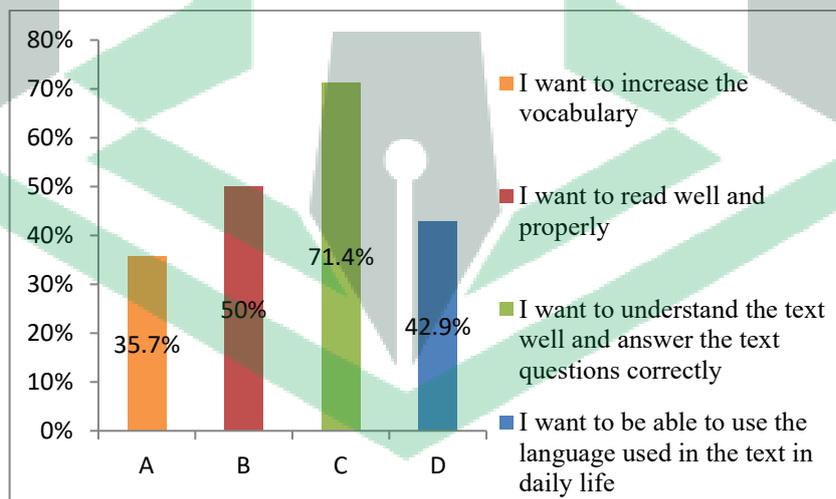


Chart 4.1 The Percentage of Students' Purpose in Learning English Reading

Based on chart 4.1 shows the percentage of students' purpose in learning English reading. There are four options for students' purposes shown in the chart;

they are 1) to increase the vocabulary, 2) to read well and properly, 3) to understand the text well and answer the test questions correctly, and 4) to be able to use the language used in the text in daily life. The highest percentage showed that students want to read well and properly, with a 64.3% score. Based on the highest percentage, the researcher designed an English reading worksheet.

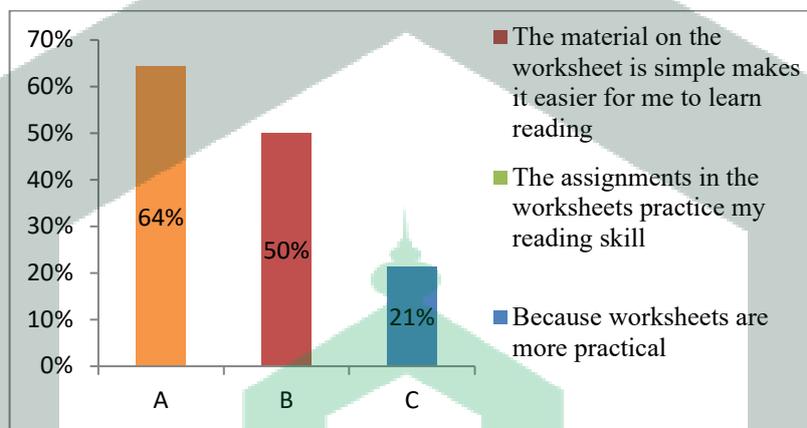


Chart 4.2 The Percentage of Students' Reasons Why They Need Reading Worksheet in Learning

Based on chart 4.2, it is seen that the results of the student's choices obtained a 64% score as the highest percentage. There are three choices of students' reasons why they needed the reading worksheet shown in the chart; they are; 1) the concise material on the worksheet makes it easier to learn reading, 2) the assignments in the worksheets practice their reading skill, 3) because worksheets are more practical.

2) Learning Needs

a) Lacks

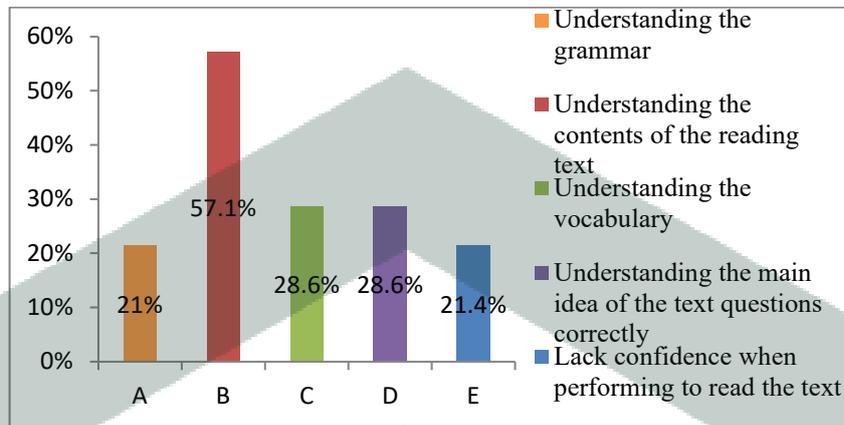


Chart 4.3 The Percentage of Things That Make Students Difficulty in Learning Reading

The third question purposed to find the students' difficulty in reading lessons. There are five things that make students difficulty in reading lessons in the chart; they are a) understanding grammar, b) Understanding the contents of the reading text, c) understanding vocabulary, d) Understanding the main idea of the text questions correctly, and e) lack confidence when performing to read the text. From this chart, it can be seen that the respondents had difficulty understanding the content in the reading text, which reached the apex percentage 57.1%.

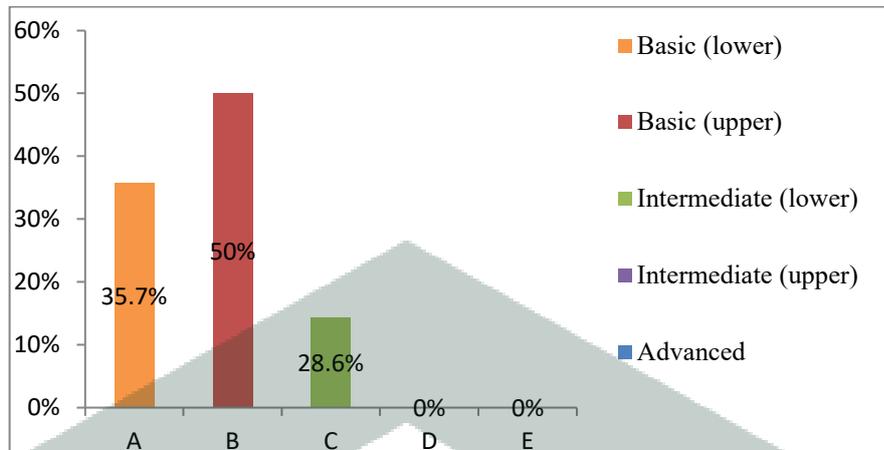


Chart 4.4 The Percentage of Students' Reading Level

The fourth question purposed to find the students' reading level. There are five types of reading levels in chart 4.4 basics (lower), basic (upper), intermediate (lower), intermediate (upper), and advanced. The highest score is on option b (basic upper), with 50%. It means students are mostly at the basic upper level.

b) Wants (input)

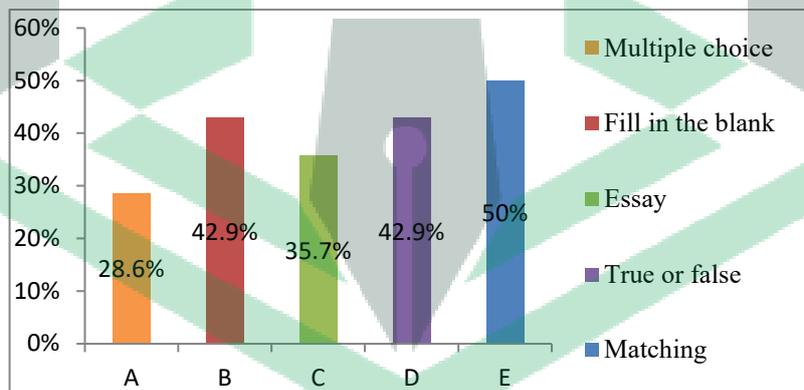


Chart 4.5 The Percentages of Types of Exercises that Students Want in a Reading Lesson

Chart 4.5 depicts the percentages of types of exercises that students want in reading lessons. There are five options depicted in the chart: Multiple choice,

fill in the blank, essay, true or false, and matching. Eventually, the respondents preferred the matching exercise type in a reading lesson, as shown in the chart, with 50% as the summit percentage.

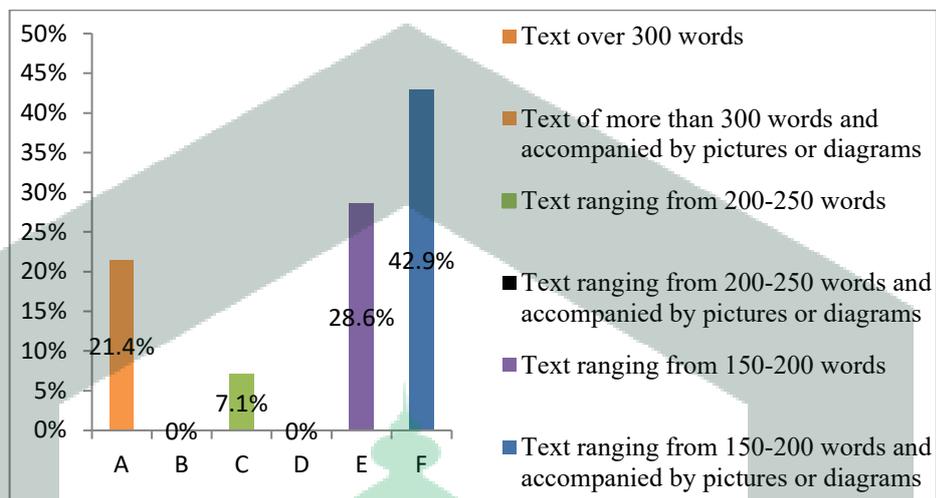


Chart 4.6 The Percentages of the Length of the Text that Students Want in Learning Reading

Chart 4.6 purposed to find out students' want in learning reading. The researcher provides six choices on the question above: text over 300 words, the text of more than 300 words and accompanied by pictures or diagrams, text ranging from 200-250 words, text ranging from 200-250 words and accompanied by pictures or diagrams, text ranging from 150-200 words, and text ranging from 150-200 words and accompanied by pictures or diagrams. A higher score is an option. The respondents prefer text ranging from 150-200 words and accompanied by pictures or diagrams, as shown in the chart, with 42.9% as the summit percentage.

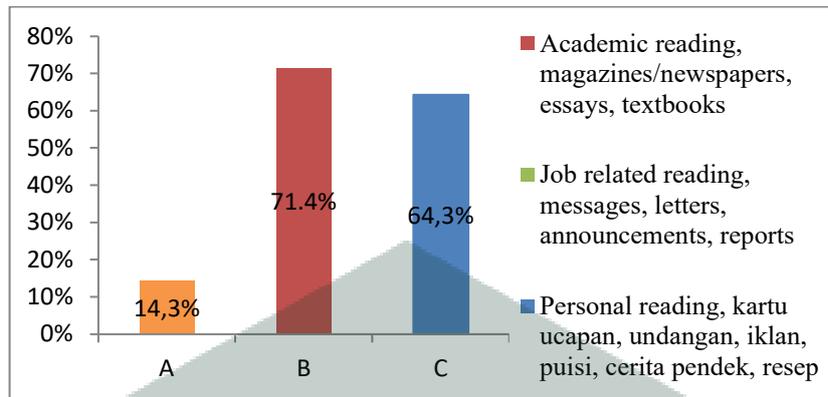


Chart 4.7 The Percentages of Reading Material Types in Learning Reading

Chart 4.7 shows students' favourite reading material types in learning reading. The chart shows three reading material types in learning reading: academic reading, job-related reading, and personal reading. The higher score is option B. The students want to learn job-related messages, letters, announcements, and reading reports, as shown in the chart, with 71.4% as the summit percentage.

c) Activity

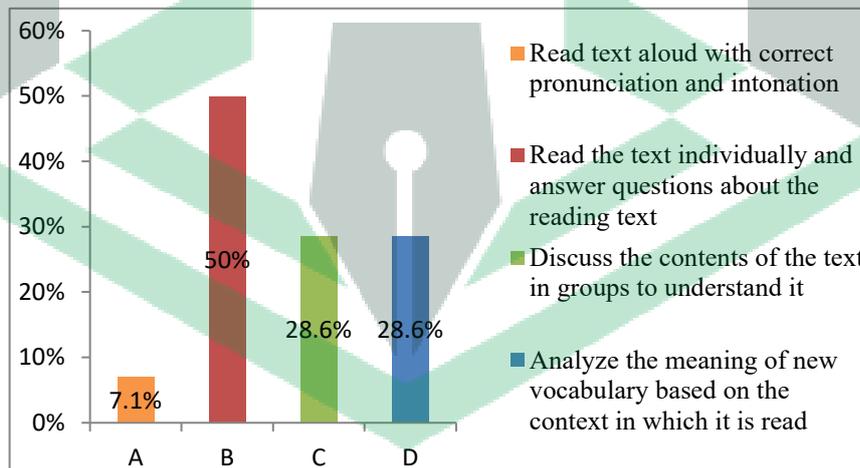


Chart 4.8 The Percentages of Students' Reading Activities

Chart 4.8 aimed to determine the reading activities students want in learning English. There are four types of reading activities shown in the chart;

they are read text aloud with correct pronunciation and intonation, reading a text individually and then answering questions about the reading text, discussing the contents of the text in groups to understand it, analyzing the meaning of new vocabulary based on the context in which it is read. The higher score is option b. The respondents prefer to read a text individually and then answer questions about the reading text, as shown in the chart, with 50% as the summit percentage.

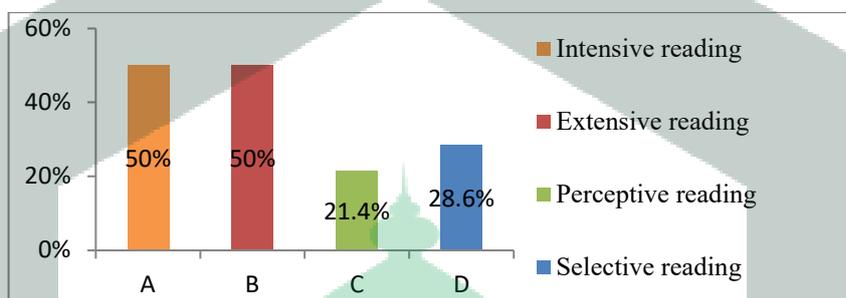


Chart 4.9 The Percentages of Students' Reading Type

The provided chart summarizes the percentage types of reading needed by the students. There are five types of reading demonstrated in the chart: intensive reading, extensive reading, perceptive reading, and selective reading. The chart shows that intensive reading is the same as extensive reading, with a peak of 50% the percentage.

d) Media

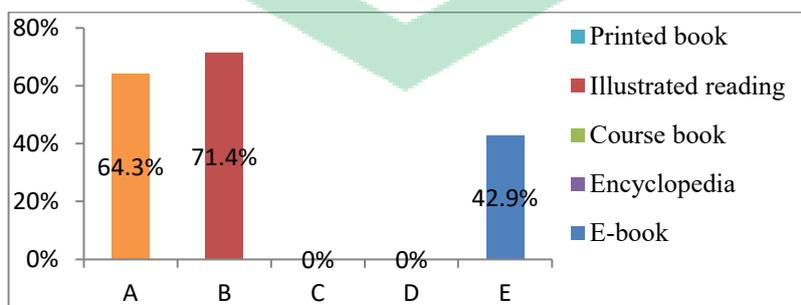


Chart 4.10 The Percentages of Media in Reading

Chart 4.10 provided aims to determine the percentage of media students prefer in reading learning. There are five kinds of media on the chart: printed books, illustrated reading, course books, encyclopedias, and e-books. The higher score is option b, with a 71.4% score. It shows that the students preferred illustrated reading as media in learning.

e) Setting

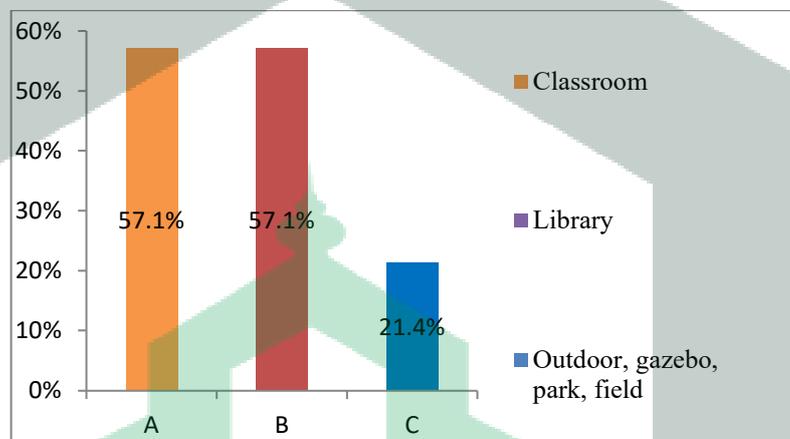


Chart 4.11 The Percentages of Students' Preferred Setting for Study

Chart 4.11 presents the percentages of settings preferred by the students in learning reading. As the chart shows, there are three learning setting options shown in the chart: classroom, library, and outdoor (gazebo, field, garden). The chart shows that the percentage of choosing a classroom is the same as many who choose the library as the setting, with the same percentage of 50.1%.

f) Teacher's role

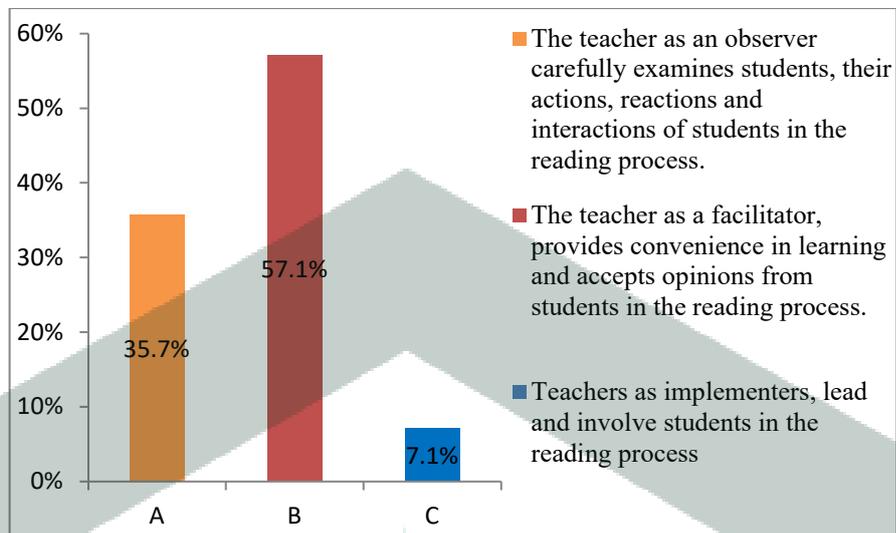


Chart 4.12 The Percentages of Teacher's Role in Learning Reading

The given chart shows the percentage of the teacher's role in learning reading. Three types of teacher roles are provided in the chart, including the teacher as an observer, the teacher as a facilitator, and the teacher as an implementer. The higher score is option b, with a 57.1% score. It shows that the students preferred the teacher as a facilitator in learning reading.

g) Students' role

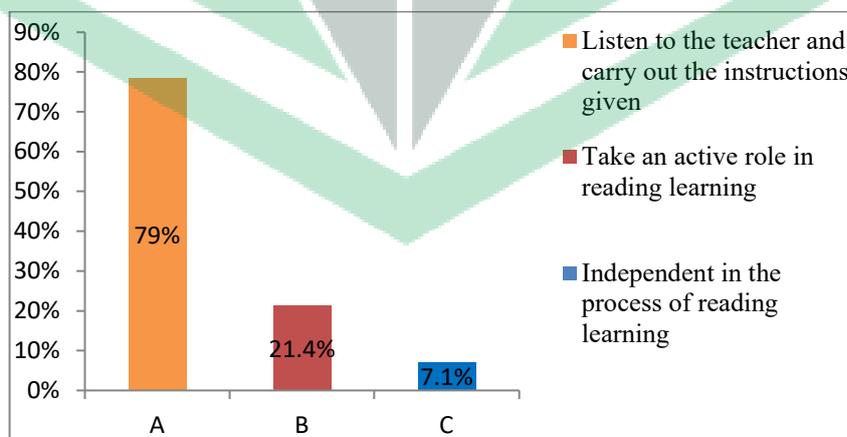


Chart 4.13 The Percentages of Students' Roles in Learning Reading

Chart 4.13 displays the percentage of students' roles in learning reading. There are three options of students' roles figured in the chart: listening to the teacher and carrying out the instructions given, acting in reading learning, and being independent. The higher score is option a, with a 7.1% score. It shows that the students preferred to listen to the teacher and carry out the instruction given as the role in learning reading.

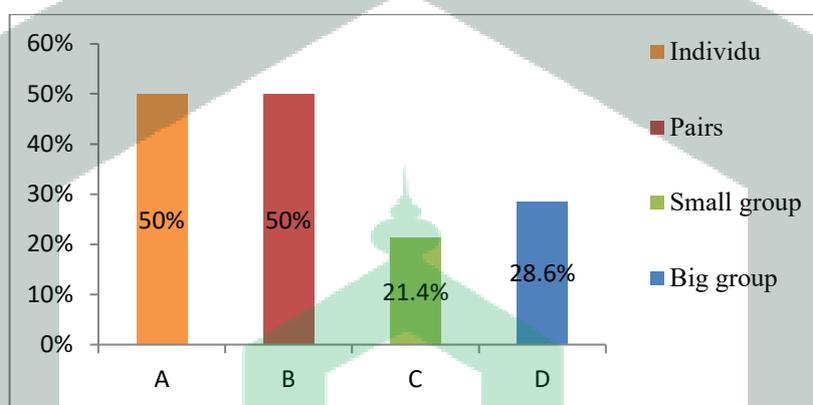


Chart 4.14 The Percentage of the Students' Preferred Task Completion

Chart 4.14 presents the percentages of the students' preferred task completion. There are four options for task completion shown in the chart: individual, pairs, small groups, and large groups. The chart shows that the percentage of students choosing individuals is the same as many who choose pairs as the preferred task, with the same percentage of 50%.

b. The interview results with the teacher of SMPIT Al-Hafizh Palopo

The researcher continued to collect the data by interviewing the teacher of SMPIT Al-Hafizh students on August 16th, 2022. The researcher prepared several questions for the teacher and for the students in Bahasa. Therefore, the results

were summarized and translated into English. The results of the interviews are shown below.

a) Students' Skill Level in English

The students' English ability is essential to designing reading worksheet content. Based on the interviews with English teachers, the researcher found that students' speaking skills were mostly at basic (upper) levels. Some students could identify some words and sentences but sometimes had difficulty understanding the material. They still need to re-read to be able to understand the reading text, and this is because they are less interested in learning English, especially in long readings that make it difficult for them to understand the contents of the text. In addition, the teaching media or books used are less attractive. The teacher's statement concerning students' English skill level is presented below.

Excerpt 1: *“The level of students' English proficiency is mostly in basic (upper) and the rest in basic (lower) and intermediate (lower). It is classified as students' ability in reading. Most eighth-grade students of SMPIT Al-Hafizh are able to understand short text readings because they also lack vocabulary and grammar.”*

b) Teaching Materials

The teacher adapts the material to the student's needs. In addition to textbooks, teachers use YouTube, Google, and other learning media via the internet. Furthermore, the teacher stated that the eighth-grade student at Al Hafizh Palopo needs a reading worksheet as an additional learning media for the learning process to improve students' reading skills through the assignments in the worksheet.

Excerpt 2: *“Besides textbooks, I use YouTube, Google, and other learning media via the internet. I need worksheets as other learning media in the learning process to improve students' reading skills through the tasks in the worksheets.”*

c) Teaching Activities and Media

In the teaching process, the teacher applies several activities. One of them is reading aloud, reading intensively, and reading extensively. Teachers often use reading aloud because it helps students improve their reading skills and trains class students' self-confidence.

Excerpt 3: *“In the teaching process, I implemented several activities. One of them is reading aloud, intensive reading, and extensive reading. I use reading aloud because it helps students improve their reading skills and builds confidence in the class.”*

c. The interview results with the students of SMPIT Al-Hafizh Palopo

a) Learning activities

Based on student interviews, teachers often use classroom teaching activities when doing assignments in pairs and individually. They do not have enough reading practice in pairs and groups. However, the materials used in the learning process vary, but the exercises used are more towards writing.

Excerpt 1: *“I can understand short texts but have a hard time understanding long texts due to lack of vocabulary.”*

Excerpt 2: *“After reading, we are usually given tasks according to the reading text.”*

Excerpt 3: *“I like to work in pairs and groups because it makes it easier for me to share knowledge with friends.”*

b) Learning Resource and Media

The learning resources available to the eighth-grade students at SMPIT Al-Hafizh Palopo are an English printed book and exercises given by students according to the exercises in the book. There are no worksheets for learning reading skills. Besides, printed books do not create a pleasant atmosphere in the learning process. The printed book does not have enough activities such as role play which involve students interacting with each other, and the tasks given are done individually. Several students' statements as representatives regarding teaching activities and media are presented below.

Excerpt 4: *"I need reading worksheets to improve my reading skills."*

Excerpt 5: *"I need a type of reading related to daily life because I want to use English daily."*

Excerpt 6: *"I like reading books with pictures because it makes it easier for me to understand the book's contents."*

Excerpt 7: *"I do not really like reading books with long texts. It makes me bored reading and has difficulty understanding the contents."*

1. The Process of Designing

a) The Material Goals

The English reading worksheet is designed for the eighth-grade students in SMPIT Al Hafizh Palopo. Based on the need analysis and interview included curriculum program, the researcher formulated the course goals as follows:

"After designing the materials, the students are expected to improve their reading skills and become more interested in learning English."

b) Learning Objectives

After determining the learning objectives, the researcher arranged the topics for the reading worksheet based on the need analysis result. The topics included inviting someone, giving instructions, greeting cards, simple present tense, recount text, and short message and notices. The description of the learning objectives can be seen in table 4.3 below:

Table 4.4 Learning Objectives

No	Topic	Learning Objective
1	Inviting someone	<ol style="list-style-type: none"> 1. Identify the expressions used to invite someone to do something in English. 2. Identify the expressions used for the expression of ordering in English. 3. Identify the expressions used to invite. 4. Performing the speech act of telling in English with confidence.
2	Greeting cards	<ol style="list-style-type: none"> 1. Identify the differences and similarities of some greeting cards for certain special days. 2. Identifying existing congratulations by using the right words and pressure. 3. Identify existing congratulations with the correct pronunciation and stress 4. Make greeting cards related to special days relevant to the students at that time. 5. Presenting an assessment of the results of the identification of the differences and similarities of greeting cards.

3	Simple present tense	<ol style="list-style-type: none"> 1. Understand the function, time markers, and sentence structure given correctly. 2. Analyzed the form of the verb in the sentence given correctly. 3. Make the right sentences related to circumstances/actions/activities/events that are done/happened regularly or are general truths/simple present tense creatively. 4. Mention the sentences of simple present tense expressions in the given conversation correctly. 5. Asking questions about giving and asking for simple present tense information in a given conversation correctly. 6. Create conversational texts related to circumstances/actions/activities/events that are done/happened regularly or are general truths/simple present tense creatively.
4	Recount text	<ol style="list-style-type: none"> 1. Analyze and determine the correct sentences in the recount text correctly. 2. Sort the coherent storyline based on the recount text given correctly. 3. Creatively make recount texts according to each other's experiences 4. Present the results of their recount text with confidence. 5. Ask and answer questions about the recount text that is given correctly.

		6. Determine the past form in the given recount text correctly.
5	A short message and notice	<ol style="list-style-type: none"> 1. Analyze text notices that are given correctly. 2. Ask and answer questions about the contents of the notice text given correctly. 3. Create a text notice according to the conditions requested creatively. 4. Present the results of group discussions with confidence. 5. Analyze the text of the announcement given correctly. 6. Ask and answer questions about the contents of the school announcement text that is given correctly. 7. Create an announcement text according to the conditions requested creatively

c) Designing Materials and Activities

The researcher selected several appropriate materials and activities for each unit at this stage. Based on the need analysis result and the research limitation, the worksheet contained five units with the highest percentages of students' needs; they are inviting someone, greeting cards, simple present tense, recount text, and

short message and notice. The activities are chosen based on the student's knowledge and skills. Furthermore, the researcher considered selecting activities that can improve the eighth-grade students reading skills to achieve the learning objectives.

3. Developing

a) The First Draft of the English Reading Worksheet

The contents of the worksheet are arranged based on the course grid. The worksheet consists of six 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 arranged from the easiest to the most challenging level.

The first draft of the English Reading Worksheet is presented below:

Unit 1: Would you like to come?

Unit 2: I wish You All the Best

Unit 3: This is very important, just for you!

In developing the unit, the researcher adapted Nunan's task-based Language Teaching (TBLT) based on the interview, questionnaire, and curriculum program. The explanation of each step is shown below.

1. Let's Start

This stage is the beginning of the lesson, which aims to introduce students to the topic and brainstorm what they know. In addition, this stage is also helpful

for preparing students for the next stage to make students set the target language so that they will be ready to continue the next task

2. Let's Practice

Let's practice. This stage is part of the unit that provides opportunities for students to practice the lessons in the unit.

3. Grammar Focus

This stage is the part that provides lexicogrammatical features to assist students in mastering grammar to make it easier for students at the next stage.

4. Let's Do More

This stage is the part that focuses on students practising, experimenting, and producing a target language to achieve purposeful tasks. This section reflects the TBLT framework task cycle.

5. Let's Review This Unit

This stage is an additional part of each unit. The purpose of a review is to remind students of what they have learned.

b) The result of the Experts' Validation

Three expert validations have validated the product: Nurma Yanti Jamaluddin Tamrin, S.Pd., as the material expert, Dr. Masruddin, S.S., M.Hum as the language expert, and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the design and layout expert.

1) Material

Table 4.5 The result of the product validation by the material expert

No	Criteria	Score	Description	Follow Up
A. CONTENT				
1.	The scope of content in the worksheet teaching materials follows the needs of eighth - grader of SMPIT Al-Hafizh Palopo.	5	Good	It can be utilized without revision
2.	The depth of the material in the worksheet teaching materials is adequate.	4	Good	It can be utilized with a little bit of revision
3.	The authenticity of the material in the worksheet teaching materials is adequate.	4	Very Good	It can be utilized with a little bit of revision
4.	The images presented on the worksheet follow the material.	5	Very Good	It can be utilized without revision
5.	The latest issues in the worksheets are interesting.	4	Very Good	It can be utilized with a little bit of revision
B. ACTIVITY				
6.	Activities in each task involve a lot of students.	5	Good	It can be utilized without revision
7.	Activities in each task varied.	5	Good	It can be utilized without revision
8.	Activities in tasks according to the topic.	5	Very Good	It can be utilized without revision
9.	Activities in tasks are interesting for students.	5	Good	It can be utilized without revision
10.	Activities in tasks can motivate students to learn English.	4	Very Good	It can be utilized with a little bit of revision
11.	Activities in tasks help students understand the material.	5	Very Good	It can be utilized without revision
12.	Activities in tasks involve students working individually, in pairs, or groups.	5	Good	It can be utilized without revision
13.	Activities in tasks are arranged from easy to difficult levels.	5	Very Good	It can be utilized without revision
14.	Activities in tasks are helpful	4	Good	It can be utilized with

	in students' real life.			a little bit of revision
C. INPUT				
15.	The instructions for each task are easy to understand.	5	Good	It can be utilized without revision
16.	Input material in the form of relevant text and images.	5	Very Good	It can be utilized without revision
17.	Input material in the form of text and images according to students' abilities.	4	Good	It can be utilized with a little bit of revision
18.	Input material in the form of text with attractive images.	5	Very Good	It can be utilized without revision
19.	Material input includes the correct language structure.	5	Very Good	It can be utilized without revision
20.	Material input can add insight to students.	5	Very Good	It can be utilized without revision
21.	Material input can increase students' vocabulary.	4	Good	It can be utilized with a little bit of revision
22.	Material input helps students in reading.	5	Very Good	It can be utilized without revision
23.	It has balanced inputs and tasks.	5	Very Good	It can be utilized without revision
24.	The choice of topics according to the characteristics of students.	4	Good	It can be utilized with a little bit of revision
25.	The arrangement of sentences on the worksheet does not confuse.	5	Very Good	It can be utilized without revision
D. COMMON EVALUATION				
26.	The systematic presentation is coherent.	4	Good	It can be utilized with a little bit of revision
27.	The whole material follows the student's language skills.	4	Very Good	It can be utilized without revision
28.	Assessment according to the input given.	4	Good	It can be utilized with a little bit of revision

The mean score of the material expert validation was calculated below:

$$M = \frac{B}{N} = \frac{129}{28} = 4,60$$

Figure 4.1 Mean Score of Product Validation by The Material Expert

The percentages of the material expert validation were calculated below:

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

$$X = \frac{4,60}{5} 100\% = 92\%$$

Figure 4.2 Percentage of Product Validation by The Material Expert

The result of the material expert validation got a mean score of 4,60, with 92% of the percentages qualified as “Very Good.” The material expert validation results indicate the worksheet can be utilized without revision.

2) Language

Table 4.6 The result of the product validation by the language expert

No	Criteria	Score	Description	Follow Up
A. LANGUAGE				
1.	The language used in the worksheet teaching materials follows the students' abilities.	5	Good	It can be utilized without revision
2.	The language on the worksheet is comprehensive and follows students' cognitive development levels.	5	Very Good	It can be utilized without revision
3.	The expressions used on the worksheet are grammatically correct.	5	Very Good	It can be utilized without revision
4.	The language presented in the worksheet teaching materials is easy to understand.	4	Good	It can be utilized with a little bit of revision
B. COMMON EVALUATION				
5.	The systematic presentation is coherent.	4	Good	It can be utilized with a little bit of revision
6.	The whole material follows the students' language skills.	5	Very Good	It can be utilized without revision
7.	Assessment according to the input given.	4	Good	It can be utilized with a little bit of revision

The mean score of the language expert validation was calculated below:

$$M = \frac{B}{N} = \frac{32}{7} = 4,57$$

Figure 4.3 Mean Score of Product Validation by The Language Expert

The percentages of the language expert validation were calculated below:

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

$$X = \frac{4,57}{5} 100\% = 91,4\%$$

Figure 4.4 . Percentage of Product Validation by The Language Expert

The result of the language expert validation got a mean score of 4,57 with 91,4% of percentages which qualified as “Very Good.” The language expert validation results indicate the worksheet can be utilized without revision.

3) Design and layout

Table 4.7 The result of the product validation by the design and layout expert

No	Criteria	Score	Description	Follow Up
A. DESAIN AND LAYOUT				
1.	The material display is clear.	4	Good	It can be utilized with a little bit of revision
2.	Interesting material display	5	Very Good	It can be utilized without revision
3.	Correct font size.	5	Very Good	It can be utilized without revision
4.	Appropriate spacing.	5	Very Good	It can be utilized without revision
5.	Spacing is appropriate.	4	Good	It can be utilized with a little bit of revision
6.	Correct use of punctuation.	5	Very Good	It can be utilized without revision

B. COMMON EVALUATION				
7.	The systematic presentation is coherent.	4	Good	It can be utilized with a little bit of revision
8.	The whole material follows the students' language skills.	5	Very Good	It can be utilized without revision
9.	Assessment according to the input given.	4	Good	It can be utilized with a little bit of revision

The mean score of the design and layout expert validation was calculated below:

$$M = \frac{B}{N} = \frac{41}{9} = 4,55$$

Figure 4.5 The Result of The Product Validation by The Design and Layout Expert

The percentages of the design and layout expert validation were calculated below:

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

$$X = \frac{4,55}{5} 100\% = 91\%$$

Figure 4.6 The Percentage of The Product Validation by The Design and Layout Expert

The design and layout expert validation result got a mean score of 4,55, with 91% of percentages qualified as “Very Good.” The design and layout expert validation result indicates the worksheet can be utilized without revision.

c) The Revisions Draft of the English Reading Worksheet.

After the worksheet was validated, the researcher received some expert revisions. The aim was to improve the first draft of the English reading worksheet

before testing it out on the eighth-grade students of SMPIT Al Hafizh Palopo. The expert's corrections are shown below:

Table 4.8 The Revisions of the English Reading Worksheet Given by the

Experts			
Aspects	Topic (Section)	Suggestion	Revision Result
Design	All	The pictures are not appropriate	The pictures had been changed to an appropriate one
	All	The chosen pictures are not attractive	The pictures had been changed into attractive pictures
	All	The chosen font types are poor	The colour and font types were customized
Language	All	Add phonetic symbol	Phonetic symbols have were added
	All	There are some wrong instructions in some tasks.	The wrong instruction had been fixed
Material	All	There is only short reading text.	The long reading text has been added, and there are short reading text and long reading text in the worksheet

4. Implementation

In this stage, the revised product was implemented for students. The try-out was held just in a day. It was held on October 31st, 2022, with only fourteen students and one meeting. In this limited try-out, the researcher only implemented several tasks that represent and effectively be done for 1 hour. The details of the tasks that were implemented are shown below:

Table 4.9 Try-out schedule

Meeting	Time	Unit	Task
1	8.00 - 8.30	1	Task 1
			Task 3
2	8.30 – 9.00	2	Task 4
			Task 5

Besides implementing the designed reading worksheet, the researcher explained how to use the reading worksheet due to the limited time and chance. The researcher explained the learning material in the reading worksheet, the instructions, and how to create their mini dictionary. It is in purpose to clarify how to use the reading worksheet. The try-out in this stage aims to know the reading worksheet's effectiveness and attraction. The result of the try-out would be shown in the evaluation stage.

5. Evaluation

Table 4.10 The result of students' perception

	Criteria	Score	Description	Follow Up
1.	The material presented is appropriate for the level of students' reading ability.	4,3	Very Good	It can be utilized without revision
2.	The material follows the needs of the eighth-grade students of Al Hafizh Palopo.	4,9	Very Good	It can be utilized without revision
3.	The material presented can improve the reading ability of eighth-grade students of Al Hafizh Palopo.	4,7	Very Good	It can be utilized without revision
4.	Overall, material input varies.	4,8	Very Good	It can be utilized without revision
5.	The input material is exciting and easy to understand.	4,7	Very Good	It can be utilized without revision
6.	The topic of input material	5	Very Good	It can be utilized

	has been following the needs of students.			without revision
7.	The length and source of the overall input text follow the needs of the eighth-grade students of Al Hafizh Palopo.	4,5	Very Good	It can be utilized without revision
8.	Various activities in the whole unit.	5	Very Good	It can be utilized without revision
9.	The exercises available are arranged in easy to challenging levels.	4,7	Very Good	It can be utilized without revision
10.	The commands in the whole unit are easy to understand.	4,7	Very Good	It can be utilized without revision
11.	Unit training includes individual, pair, and group exercises.	4,7	Very Good	It can be utilized without revision
12.	Activities in the unit encourage students to participate in writing activities in class.	4,7	Very Good	It can be utilized without revision

The students' perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{57,2}{12} = 4,8$$

Figure 4.7 Mean Score of Students' Perception

The students' perception percentages were calculated below:

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

$$X = \frac{4,8}{5} 100\% = 96\%$$

Figure 4.8 Percentage of Students' Perception

Students' perception results got a mean score of 4,8 with 96% of the percentage, which qualified as "Very Good." It indicates that the English Reading Worksheet is capable and ready to use without revision.

In addition, the researcher also interviewed several students about the appropriateness of the English reading worksheet to their needs. All students

responded that the English reading worksheet was appropriate for their needs. Besides, students also provided some following comments about the designed reading worksheet:

“I like this book because it has lots of very interesting pictures in it, so I enjoyed reading it.” (31 October 2022)

“This book is easier to understand than the printed books I usually use, the material in this book is very appropriate to what I learn, and there is some material related to my daily life.” (31 October 2022)

Furthermore, the researcher also distributed the questionnaire to the English teachers of SMPIT Al Hafizh Palopo. The results of teachers’ perceptions of the designed reading worksheet are shown below:

Table 4.11 The Result of Teacher’ Perception

	Criteria	Score	Description	Follow Up
1.	The material presented is appropriate for the level of students' reading ability.	5	Very Good	It can be utilized without revision
2.	The material follows the needs of the eighth-grade students of Al Hafizh Palopo.	4	Very Good	It can be utilized without revision
3.	The material presented can improve the reading ability of eighth-grade students of Al Hafizh Palopo.	4	Very Good	It can be utilized without revision
4.	Overall, material input varies.	4	Very Good	It can be utilized without revision
5.	The input material is exciting and easy to understand.	5	Very Good	It can be utilized without revision
6.	The topic of input material has been following the needs of students.	4	Very Good	It can be utilized without revision
7.	The length and source of the overall input text follow the needs of the eighth-grade students of Al Hafizh Palopo.	4	Very Good	It can be utilized without revision

8.	Various activities in the whole unit.	4	Very Good	It can be utilized without revision
9.	The exercises available are arranged in easy to challenging levels.	5	Very Good	It can be utilized without revision
10.	The commands in the whole unit are easy to understand.	5	Very Good	It can be utilized without revision
11.	Unit training includes individual, pair, and group exercises.	5	Very Good	It can be utilized without revision
12.	Activities in the unit encourage students to participate in writing activities in class.	5	Very Good	It can be utilized without revision

The teachers' perception mean scores were calculated below:

$$M = \frac{B}{N} = \frac{54}{12} = 4,5$$

Figure 4.9 Mean Score of Teachers' Perception

The teachers' perception percentages were calculated below:

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

$$X = \frac{4,5}{5} 100\% = 90\%$$

Figure 4.10 Percentage of Teachers' Perception

Teachers' perception results got a mean score of 4,5, with 90% of the percentage qualified as "Very Good." It indicates that the Worksheet is capable and ready to use without revision.

In addition, the researcher also interviewed the English teachers about the English reading worksheet. Below are some comments given by the teacher:

"The worksheet is good. The pictures are related to the material, the worksheets make it easier for students to understand the material, students

easily understand the tasks in the worksheet, and it can improve their reading skills. The design of the worksheets is attractive”. (31 October 2022)

Based on the student's and the teacher's perceptions, interviews, and expert comments above, the worksheet has been appropriate for the needs of eighth-grade students of SMPIT Al Hafizh Palopo. Moreover, the final design of the English reading worksheet consisted of 5 units. The name of each unit is presented below:

1. Unit 1: Would you like to come?
2. Unit 2: I wish You All the Best
3. Unit 3: A Day in My Life
4. Unit 4: Unforgettable Experience
5. Unit 5: This is Very Important, Just for You!

B. Discussion

This study aims to develop an appropriate reading worksheet for eighth-grade students at SMPIT Al Hafizh Palopo. This worksheet is based on task-based language teaching to teach students reading comprehension for eighth-grade students at SMPIT Al Hafizh Palopo. When learning the reading skill, the students faced several problems like a lack of understanding of the contents of the reading text, lack of vocabulary, lack of confidence when appearing to read, understanding the text's main idea, and grammar. They did not have the appropriate reading material as the other media in learning reading. To solve those problems, this research aimed to develop the appropriate English Reading Worksheet for the eighth-grade students at SMPIT Al Hafizh Palopo. With

English Reading Worksheets, students can improve their reading skills through the tasks and activities in the worksheets.

English Reading Worksheet is a worksheet that contains various tasks. The worksheet is designed to help the students improve their reading skills. The reading worksheet design has several aspects. Here are some of the designs from the first draft until the final draft:

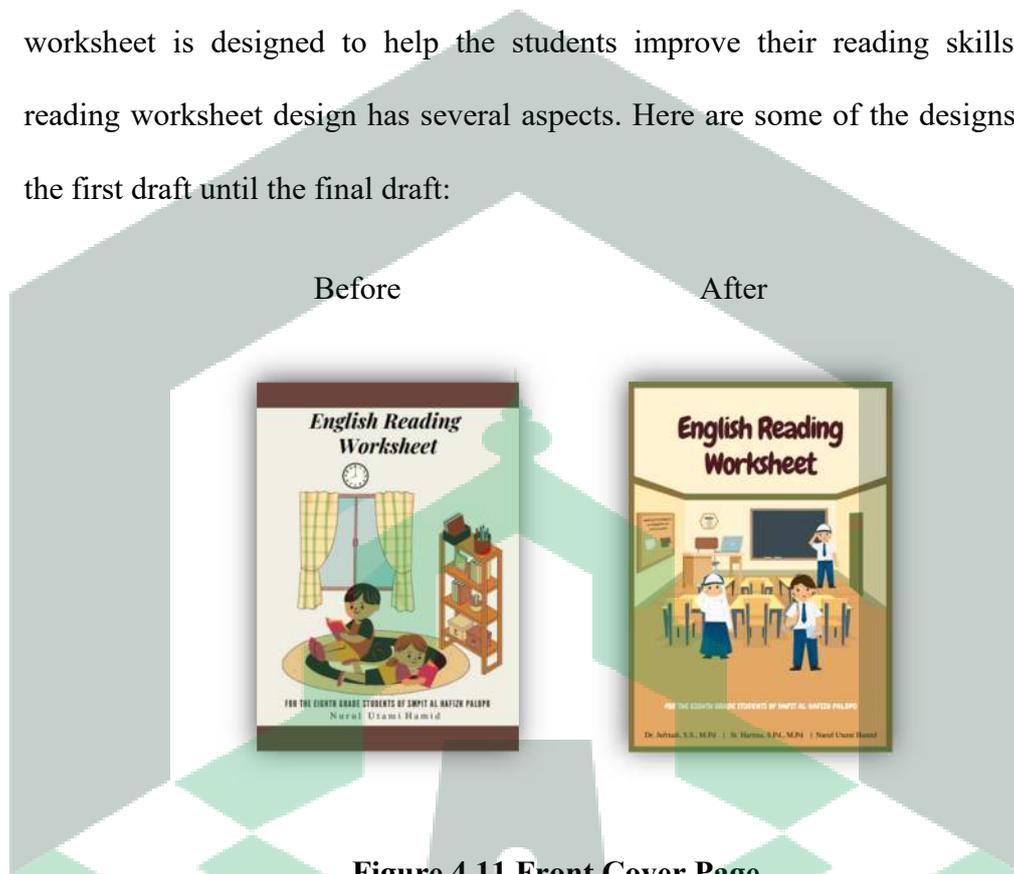


Figure 4.11 Front Cover Page



Figure 4.12 Content

The English reading worksheet was designed by using ADDIE Models. This development model consists of five steps, analysis, design, development, implementation, and evaluation. This model was developed by Dick and Carey in 1978 and revised by Russel Watson in 1981⁶⁰. This model was also utilized by Roza Anggraini (2019) in her research “Developing English Reading Materials for Eighth Grade of Islamic Junior High School Jambi.”⁶¹ The researcher indicates the similarity in developing a student worksheet in English reading material for eighth-grade students.

The first step of this research is the analysis of student needs. The researcher did the first step by conducting a needs analysis. The researcher adapted a theory from Hutchinson and Waters⁶² conduct a need analysis. Needs analysis is presented in the form of a questionnaire containing the needs of the target and student learning needs. Besides using questionnaires, researchers also conducted interviews with students to find out students' interests and difficulties in learning English, especially in reading skills. After collecting the data of the needs analysis results, the researcher's next step is designing the product. After that, the researcher validated the product on several validators and then asked for criticism and suggestions from the validators and started developing the product. The tried-out was continued after the validator had accepted the product. In the

⁶⁰ Branch, R. M. *Instructional design: The ADDIE approach* (Vol. 722). Springer Science & Business Media, 2009.

⁶¹ Roza Anggraini, T. E., Monalisa, M., & Abadi, A *DEVELOPING ENGLISH READING MATERIALS FOR EIGHT GRADE OF ISLAMIC JUNIOR HIGH SCHOOL JAMBI* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin).

⁶² Hutchinson, T., & Waters, A. *English for specific purposes*. Cambridge university press 1987.

last step, the product was evaluated based on students' perceptions and the teacher's suggestion about the reading worksheet.

Moreover, several main components of the reading worksheet that was developed based on the needs analysis result and adapted from several theories as explained in the literature review will be discussed as follows:

1. Learning Objectives

The purpose of learning English for students at SMPIT Al Hafizh refers to chart 4.1. as a result of questions about the students' purpose of learning reading in school. It could be concluded that students learn English, especially in reading skills at school, because they want to understand the text well and answer questions according to the text correctly. The interview results can also be concluded that students want to learn English, especially in reading skills, because it improves their English skills, considering that English is beneficial for their future. This goal is correlated with Anderson, who stated that mastering reading skills could help ESL/EFL learners succeed in English learning and in other content-based classes where English reading proficiency was required⁶³.

2. Learning Material

The learning materials of eighth-grade students at SMPIT Al Hafizh refer to charts 4.5, 4.6, and 4.7. The materials were chosen by considering the students' level and problems in learning reading, shown in charts 4.3 and 4.4. Students' reading skill is mostly at the basic upper level, where the common problem they

⁶³ Neil, Anderson, *Exploring Second Language Reading: Issues and Strategies*, (Boston, MA: Heinle & Heinle, 1999) 1.

face is difficulty understanding the material. They need to re-read to understand the material. It correlates with the statement proposed by Ratih (2018) journal, who stated that in reading skills, students are required to capture some implied and explicit information from the text by interpreting or analyzing sentences to get answers to questions. Students have various problems in carrying out reading comprehension tests related to their level of mastery⁶⁴. Based on the material needs analysis results, the materials in this study were the two highest percentage options chosen by students. They are; job-related reading and personal reading.

3. Learning Media

Referring to chart 4.10 as a result of students' preference for learning media, appropriate learning media for eighth-grade students at SMPIT Al Hafizh are illustrated readings and printed books.

4. Learning Methodology

The students' wants in learning methodology are shown in charts 4.8, 4.9, 4.11, 4.12, 4.13, and 4.11. The reading types are appropriate to students' wants based on need analysis results: Intensive reading, Extensive reading, Perceptive reading, and Selective reading, which follows the theory proposed by Brown⁶⁵. Furthermore, the activities in the reading worksheet are role play, various tasks, and reading stories. Moreover, related to completing the task, the designed worksheet provides many activities involving students individually and 2-3

⁶⁴ Nurjanah, R. L. The analysis on students' difficulties in doing reading comprehension final test. *Metathesis: journal of English language, literature, and teaching*, (2018) 253-264.

⁶⁵ Brown, "Language Assessment: Principles and Classroom Practice," 189.

students (pairs and small groups) based on students' choices on the needs analysis questionnaire.

5. Tasks

The tasks in this reading worksheet were adapted Task-Based Language Teaching approach (TBLT). It applied three of seven task-based language teaching principles: active learning, reproduction to creation, and reflection⁶⁶. In the design of reading worksheets, there are several stages. There are, let's start, let's practice, grammar focus, let's do more, and let's review this unit.

After being revised by the experts and tried out to the students of the eighth-grade students at SMPIT Al Hafizh Palopo, the design of the reading worksheet was appropriate to the student's needs. The appropriate reading worksheet for the eighth-grade students at SMPIT Al Hafizh Palopo consists of the following:

1. The worksheet contained tasks that followed the student's reading ability. The materials and activities were covered in five units: inviting someone and others in unit 1, greeting cards in unit 2, simple present tense in unit 3, recount text in unit 4, and short message and notice in unit 5.
2. The worksheet contained five sub-units: let's start, let's practice, grammar focus, do more, and review this unit.
3. The worksheet consists of various tasks-based Language activities, which engage the students to read in the learning process.

⁶⁶ Nunan, D. *Task-based language teaching*. Cambridge university press, 2004.

4. The worksheet includes an attractive layout and media images that make it easier for students to understand the learning material.
5. The worksheet provides other skills, such as speaking and writing, with grammar and learning materials to help students learn reading.
6. The instructions in the worksheet make it easier for students to do the task.

Based on the results of student perceptions, the suitability of the worksheets was approved with the average value of students' perceptions of 4,8 and 96% of percentage which qualified "Very Good." It indicated that the worksheet could be used without revision. Students and teachers also provided some following comments about the designed worksheet. The teacher stated that the designed worksheet is aligned with the student's needs. Students like the colour and pictures of the worksheet because it makes learning English easier. In addition, the material in the book is accordance with what students learn at school. The worksheets are easier to understand and improve students' English, especially reading skills.

The researcher took some previous research related to this research. In the previous research, Evi and Nuris⁶⁷ entitled "Developing Students' English Worksheet on Reading Material" aimed to develop students' English worksheets on reading materials for the tenth grade in high school. It has the same research in developing reading worksheets. The research result showed the experts' validation with an average score of 3,57. It was obtained from a maximum average score of

⁶⁷ Mahsunah, E., & Shobah, N. Developing Student's English Worksheet On Reading Materials For Tenth Grade. *Lintang Songo: Jurnal Pendidikan*, (2022), 19-25.

4.00 in the perfectly good category. The student's worksheet that meets the good criteria indicates that the student's worksheet has very good quality. On the other hand, the differences between this research and Evi's research were the subject of the research and the method applied in the developing worksheet.

The second linked discovery is Titis Eka Rahayu.⁶⁸ in her research entitled "Designing Worksheet to Teach Reading for eighth-grade Students at State Junior Highschool 22 Kota Jambi." Her research had the same purpose as this: to produce a reading worksheet to enhance respondents reading ability. Based on the validation and the tryout, it can be concluded that the worksheet for eighth-grade students at State Junior High School 22 Kota Jambi is very good and acceptable. However, the differences between this research and Titis Eka Rahayu's research were books designed only focus on the first semester. In comparison, the researcher designed the book for the first and second semesters.

The third is from Suci Apriliana in her research entitled "Designing English Worksheet to Teach Reading Skill for the Eleventh Grade Students of Mas Nururroddhiyah Kota Jambi."⁶⁹ The output of her research was producing English worksheet. The validation result from the teacher shows that the worksheets of reading skill is good and appropriate in learning English of reading skill for senior Islamic high school student at grade eleventh. The difference was

⁶⁸ Titis Eka Rahayu, 'Designing Worksheet To Teach Reading for Eighth English Education Program Faculty of Education and Teacher Training the State Islamic University Faculty of Education and Teacher Training', 2019.

⁶⁹ TE PERTIWI, S. A., Nurhasanah, A., & Mahmudah, F. *DESIGNING ENGLISH WORKSHEET TO TEACH READING SKILL FOR THE ELEVENTH GRADE STUDENTS OF MAS NURURRODDHIYAH KOTA JAMBI* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi) 2019.

in developing model, Suci Apriliana research did not used ADDIE model instead of using Dick and Carey model, Borg and Gall's (2003).

The next research is from Lestari and Priyana in their journal entitled: *"Developing English Reading and Writing Materials for Engineering Program in Vocational High School."*⁷⁰ Based on the result of expert judgments, the learning materials are categorized "very good." The mean implementation was categorized as "very good." The similarities between Lestari and Priyana' research with this research were in the result of the product which categorized as "very good". Meanwhile, what makes her research different with this research was in subject of the research and also the materials. Her worksheet was focused on vocational high school, while this worksheet was for students at junior highschool.

The last research is from Nurhanifa Lubis *"Developing Reading Worksheet Based Language Teaching to Teach Students Reading Comprehension for the Tenth Grade Students at SMA Negeri 3 Medan."*⁷¹ The results from this Research show the average score by the first validator is 94.4, and the average score by the second validator was 98.6, which means that the worksheet is very valid. Furthermore, the similarity between her research and this research was in developing reading worksheet. Meanwhile, the difference was the model development. Her research creating the product using by Borg and Gall model.

⁷⁰ Lestari, E., & Priyana, J. Developing English reading and writing materials for Automotive Engineering program in vocational high school. *Jurnal Pendidikan Vokasi*, 10(2), 167-176, 2020.

⁷¹ Lubis, N. *Developing Reading Worksheet based on Task-Based Language Teaching to Teach Students' Reading Comprehension for Tenth Grade Students at SMA Negeri 3 Medan* (Doctoral dissertation, Universitas Negeri Medan) 2021.

Moreover, why the final draft of reading worksheet was appropriate for the eighth-grade students of SMPIT Al-Hafizh Palopo? It was because the faced by the students in learning reading, they need an interesting learning material and tasks which can improve their reading skills. Furthermore, the results of product tryout was “very good”. While the teacher confirms that the worksheets make it easier for students to understand the material, students easily understand the tasks in the worksheet, and it can improve their reading skills. The design of the worksheets is attractive.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on students' need analysis through questionnaires and interviews, the reading worksheet was appropriate for the eighth-grade students at SMPIT Al-Hafizh Palopo. The worksheet is suitable for eighth-grade students. The material expert validated the product in terms of the content based on the school curriculum, text, task, interaction, grammar, and learning reading skills. The material expert's validation result shows that the reading skill worksheet is appropriate for implementation. The primary purpose of the research is to develop reading worksheet material for eighth-grade students. This worksheet was developed to help students and teachers in teaching and learning.

As for the final result of this research, reading worksheet appropriateness was approved by the mean score result of students' perception was 4,8 with 96% of percentage which qualified as "Very Good," and teacher perceptions got a mean score of 4,5 with 90% of percentage which qualified as "Very Good." It indicated that the reading worksheet was ready to be utilized without revision. Meanwhile, these results were supported by interviews with students and teachers. It stated that the designed English reading worksheet was presented in line with the student's needs: the design and layout were attractive, the product contained several pictures to make students more interested and easier to understand the topic of the lesson, worksheets contained various kinds of tasks and activities that can improve students' reading skills.

B. Implication

Based on the conclusion above, the follow-up of this research has implications for improving students reading skills.

1. Theoretical implication, the used of reading worksheet for students in the eighth-grade of SMPIT Al-Hafizh Palopo is expected to improve students reading skills.
2. Practical implications, the results of this research can be used as a additional teaching media for the teacher to teach English, especially in reading skills.

C. Suggestion

Based on the research result, the researcher would like to give some suggestions according to the conclusion. Some suggestions are recommended as follows:

1) For the teachers

The teacher can use the English reading worksheet as a reference in teaching, especially reading skills.

2) For the English reading worksheet users

The worksheet is expected to help students increase their reading interest, and hopefully, the learning material will be valuable for students in their English learning.

3) For the next researcher

The researcher hopes they can create and develop worksheets in better ways and will revise some weakness in this product and develop it more creatively.

Therefore, other researchers are expected to develop reading worksheets for other genres and grades. This research can also become a new reference for the next research.



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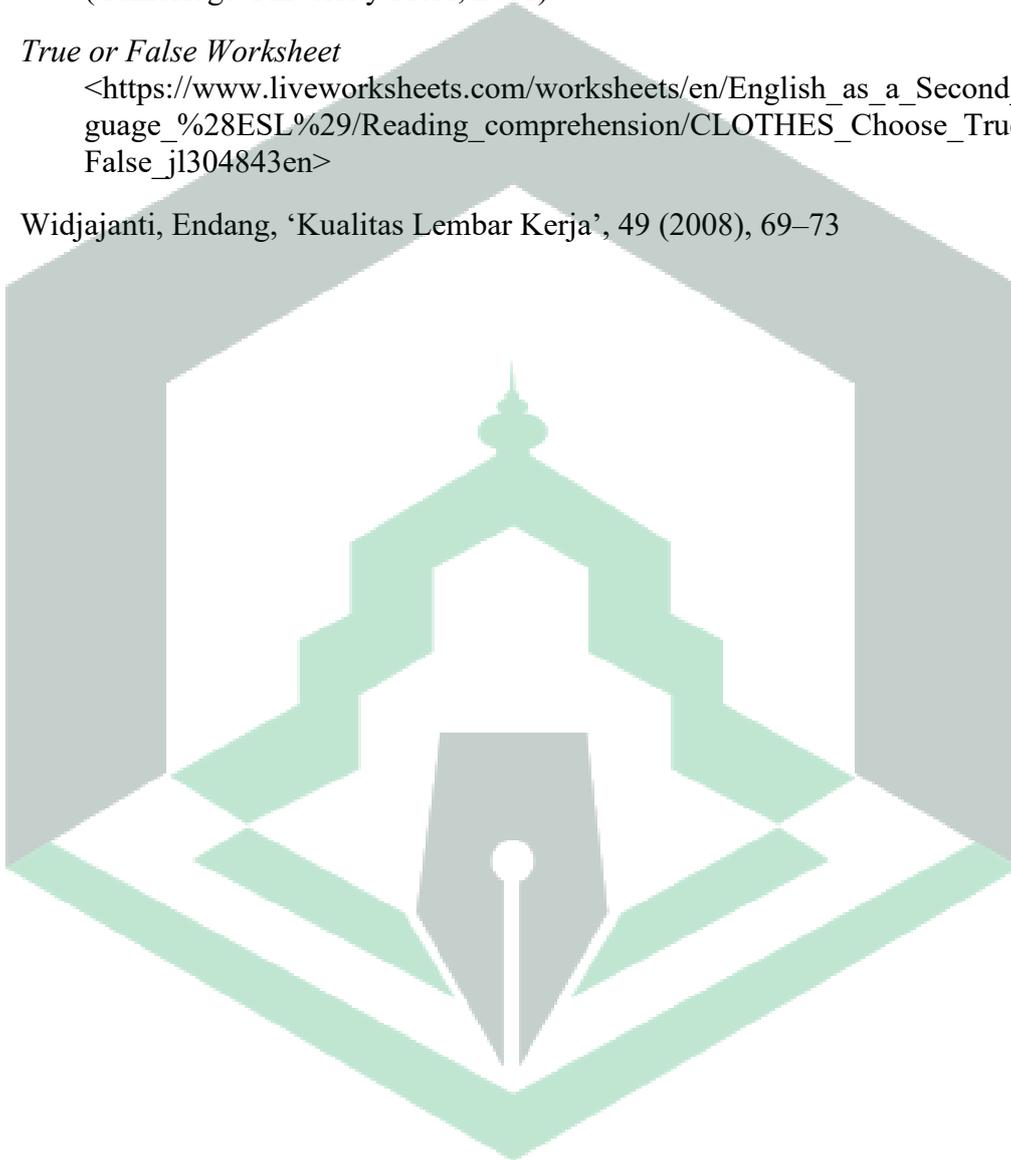
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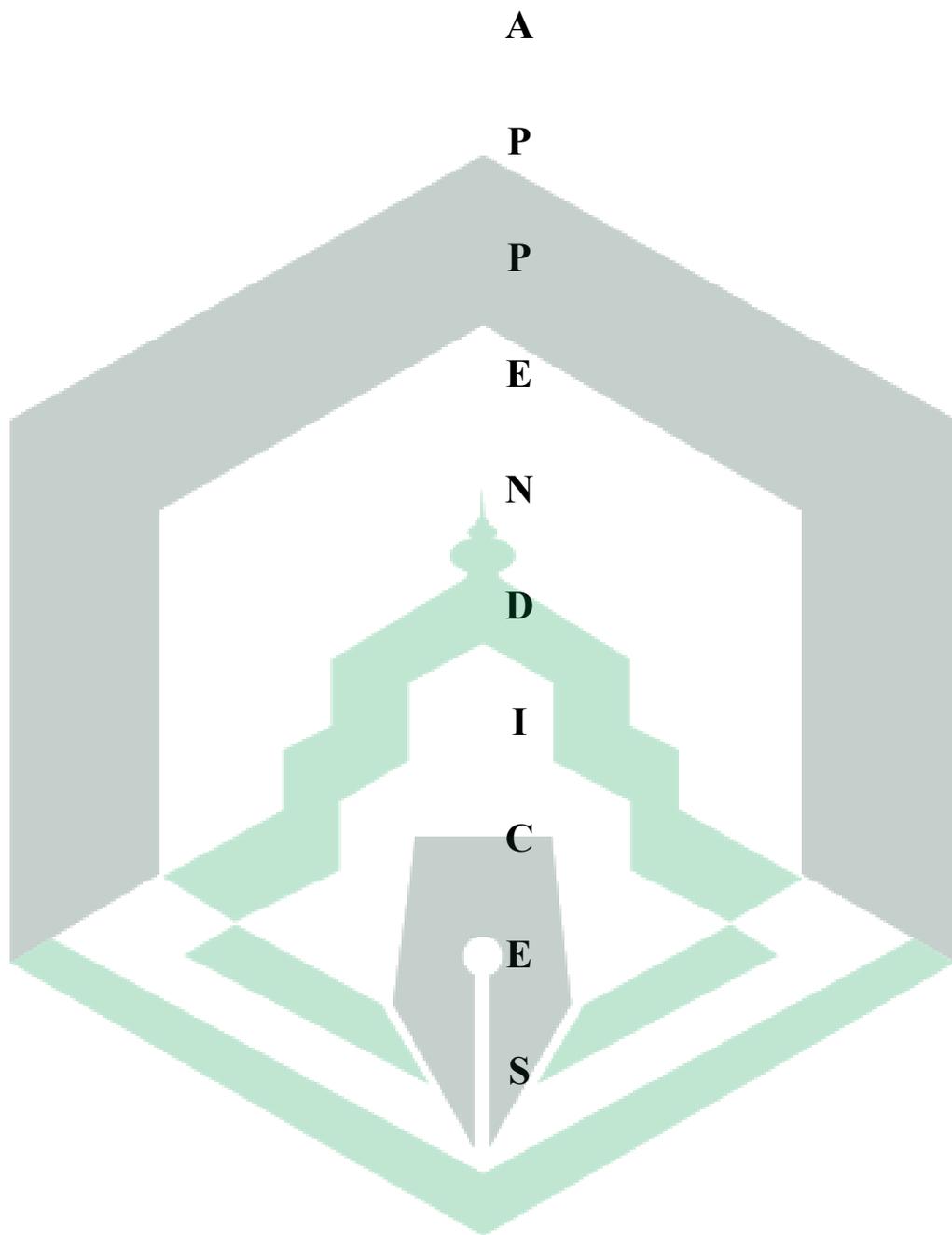
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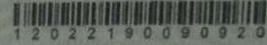
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APPENDIX 1
SURAT IZIN MENELITI



1 2 0 2 2 1 9 0 0 9 0 9 2 0

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

ASLI

IZIN PENELITIAN
NOMOR : 920/IP/DPMP/TSP/VIII/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 : NURUL UTAMI HAMID
 Jenis Kelamin : Perempuan
 Alamat : Jl. Dr. Ratulangi Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0025

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

DEVELOPING STUDENTS' WORKSHEET FOR TEACHING READING AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH PALOPO

Lokasi Penelitian : SMPIT AL-HAFIZH PALOPO
 Lamanya Penelitian : 02 Agustus 2022 s.d. 02 Oktober 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 : 02 Agustus 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Dandim 1403 SWG;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Untuk tempat dilaksanakannya penelitian.



**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING
AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH 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
I	Aspek Pendahuluan					
a.	Tujuan penelitian dinyatakan dengan jelas.			✓		
b.	Tujuan kuesioner dinyatakan dengan jelas.			✓		
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
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.					✓
III Aspek Bahasa	1	2	3	4	5
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

- Boleh lengkapi tujuan kuesioner

D. Saran

perbaiki mekanik / penulisan kuesioner

E. Kesimpulan

Instrumen kuesioner ini (lingkari satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③. Dapat digunakan dengan perbaikan sebagai berikut *lihat naskah, komentar dan saran*

.....

.....

.....

.....

.....

.....

Palopo, 20 Juli 2022

Penilai Kelayakan

Magfirah Thayyib

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MEDIA
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING
AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH 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 sesuai
 - 2: kurang sesuai
 - 3: cukup sesuai
 - 4: sesuai
 - 5: sangat sesuai
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
I	Aspek Pendahuluan					
a.	Tujuan penelitian dinyatakan dengan jelas.				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas.					✓
c.	Petunjuk pengisian kuesioner mudah dipahami.				✓	
II	Aspek Cakupan (Isi)					
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.					✓
III Aspek Bahasa	1	2	3	4	5
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

..... Instrumen Memadai dan dapat digunakan untuk pengambilan data.

.....

.....

.....

.....

D. Saran

..... Tambahkan 1 butir soal terkait panjang teks

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari satu pilihan)

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

.....

.....

.....

.....

.....

Palopo, 30 Juli 2020

Penilai Kelayakan


R. MUAH



APPENDIX 3

THE BLUEPRINT OF NEEDS

ANALYSIS QUESTIONNAIRE

QUESTIONNAIRE

DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH PALOPO

A. Data Responden

Nama :
Kelas :
Gender :
Usia :

B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar LKS Membaca (Reading Worksheet).

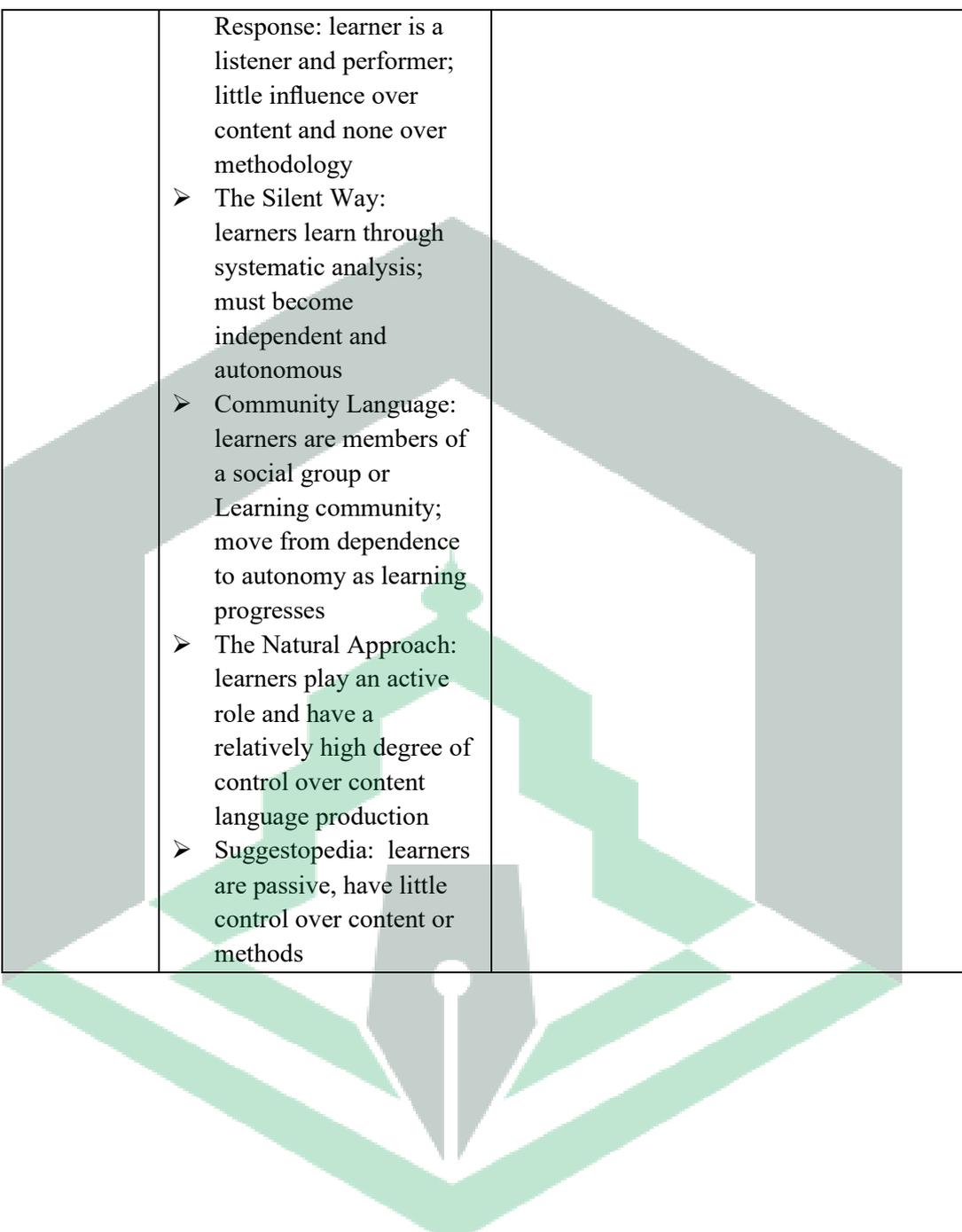
Aspect	Reference and Theory	Item Number
Necessities	Hutchinson and Waters (1987 : 55) Achievement expected by the students	1. Apa tujuan anda belajar <i>reading</i> di sekolah? (jawaban bisa lebih dari satu) a. Saya ingin meningkatkan kosakata (vocabulary) b. Saya ingin membaca dengan baik dan benar c. Saya ingin memahami teks dengan baik dan menjawab pertanyaan sesuai teks dengan benar d. Saya ingin dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari e. Dan lain lain (bila ada tuliskan)
Necessities	Macalister and Nation (2010 : 24) To find out students need for materials	2. Mengapa Anda butuh <i>worksheet reading</i> dalam pembelajaran? a. Materi pada <i>worksheet</i> yang ringkas memudahkan saya belajar <i>reading</i> b. Tugas dalam <i>worksheet</i> melatih kemampuan <i>reading</i> saya c. Karena <i>worksheet</i> lebih praktis d. Lain-lain...(sebutkan bila ada)
Lacks	Hutchinson and Waters (1987 : 55-56) Find out the problems in learning especially in	3. Hal apa saja yang menyulitkan Anda dalam pelajaran <i>reading</i> ? a. Memahami <i>grammar</i> (tata bahasa) b. Memahami isi teks bacaan

	reading	<ul style="list-style-type: none"> c. Memahami kosa kata d. Memahami ide pokok teks e. Kurang percaya diri ketika tampil untuk membaca f. Lain lain... (bila ada tuliskan)
Lacks	<p>Hutchinson and Waters (1987 : 55) Level of the knowledge of students</p> <p>ACTFL (American Council on the Teaching of Foreign Languages) There are five levels of proficiency in reading: Distinguished, Superior, Advanced (high, mid, low) Intermediate (high, mid, low), and Novice (high, mid, low)</p>	<p>4. Bagaimana tingkat penguasaan Bahasa Inggris anda saat ini?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic (lower) <input type="checkbox"/> Basic (upper), <input type="checkbox"/> Intermediate (lower) <input type="checkbox"/> Intermediate (upper), <input type="checkbox"/> Advanced <input type="checkbox"/> Lain-lain... (bila ada tuliskan)
Wants (Input)	<p>Hutchinson and Waters (1987: 63) Students wants to be included in the materials</p>	<p>5. Latihan seperti apa yang Anda inginkan dalam pembelajaran <i>reading</i>?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memilih jawaban dari pilihan yang tersedia <input type="checkbox"/> Mengisi bagian tidak lengkap pada teks yang dikosongkan. <input type="checkbox"/> Menjawab soal essay <input type="checkbox"/> True or false <input type="checkbox"/> Matching <input type="checkbox"/> Lain-lain... (bila ada tuliskan)
Wants (Input)	<p>Hutchinson & Waters (1987)</p> <p>Nunan (2004: 41-71)</p>	<p>6. Menurut Anda, panjang teks yang sesuai untuk menunjang pembelajaran <i>reading</i> dalam bahasa inggris Anda adalah...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teks yang lebih 300 kata <input type="checkbox"/> Teks yang lebih 300 kata dan disertai gambar atau diagram <input type="checkbox"/> Teks yang berkisar antara 200-250 kata <input type="checkbox"/> Teks yang berkisar antara 200-250 kata dan disertai gambar dan diagram <input type="checkbox"/> Teks yang berkisar antara 150-200 kata <input type="checkbox"/> Teks yang berkisar antara 150-200 kata dan disertai gambar dan diagram

<p>Wants (Input)</p>	<p>Macalister and Nation (2010 : 24) Students' wish in learning English especially in reading</p> <p>Brown (2004: 186-187) Brown proposes several genre of written text in reading, they are academic reading, job-related reading, personal reading</p>	<p><input type="checkbox"/> Lain-lainnya (bila ada tuliskan)</p> <p>7. Jenis bacaan apakah yang paling Anda inginkan dalam pembelajaran bahasa Inggris untuk meningkatkan kemampuan <i>reading</i>? (jawaban bisa lebih dari satu) (jawaban bisa lebih dari satu)</p> <p><input type="checkbox"/> <i>Academic reading</i>, majalah / koran, essay, buku teks</p> <p><input type="checkbox"/> Job related reading, pesan, surat, pengumuman, laporan</p> <p><input type="checkbox"/> Personal reading, kartu ucapan, undangan, iklan, puisi, cerita pendek, resep</p>
<p>Wants (Input)</p>	<p>Nunan (2004: 47) Input refers to the spoken/written/visual data that learners work with in the course of completing task</p>	<p>8. Dalam pembelajaran reading, kegiatan seperti apa yang anda senangi saat mengerjakan worksheet?</p> <p>a. Mengerjakan worksheet yang berisi bacaan ringan dan menjawab soal secara individu</p> <p>b. Mengerjakan worksheet yang berisi bacaan variatif dan menjawab soal secara kelompok</p> <p>c. Mengerjakan worksheet yang berisi bacaan variatif serta mengerjakan soal secara kelompok yang mengandung unsur game</p> <p>d. Mengerjakan worksheet yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi</p> <p>e. Lain-lain... (bila ada tuliskan)</p>
<p>Wants (Input)</p>	<p>Nunan (2004: 47) Input refers to the spoken/written/visual data that learners work with in the course of completing</p>	<p>9. Tipe <i>reading</i> apa yang anda sukai?</p> <p><input type="checkbox"/> <i>Intensive reading</i>, yaitu kegiatan membaca yang dilakukan dengan</p>

	<p>task</p> <p>Brown (2004: page 189) Brown proposes 5 types of reading, they are Intensive reading, Extensive reading, Perceptive reading, Selective reading.</p>	<p>sungguh-sungguh dan teliti terhadap teks yang dibaca untuk memahami isi dari bacaan</p> <p><input type="checkbox"/> <i>Extensive reading</i>, yaitu kegiatan membaca teks panjang dengan isi yang menarik dan kosa kata yang mudah dipahami</p> <p><input type="checkbox"/> <i>Perceptive reading</i>, yaitu kegiatan membaca dengan mengenali kata, kalimat, dan tanda baca daripada makna dalam bacaan.</p> <p><input type="checkbox"/> <i>Selective reading</i>, yaitu kegiatan membaca dengan memilih informasi penting dengan pilihan yang cermat.</p>
Media	<p>Hutchinson and Waters (1987) Jeremy Harmer (1991: 176-189) There are eight types of instructional media, they are:</p> <ul style="list-style-type: none"> ➤ People ➤ Realia ➤ Pictures ➤ Course Book ➤ Ways of showing (boards, OHP, etc.) ➤ Ways of listening (audio, video, CD, etc.) ➤ Ways of finding out (dictionary, internet such as encyclopaedia, etc.) 	<p>10. Media pembelajaran apa yang anda sukai dalam belajar reading? (<i>jawaban bisa lebih dari</i>)</p> <ol style="list-style-type: none"> a. Buku cetak b. Bacaan bergambar c. Video d. Course book e. Ensiklopedia f. E-book g. Dan lain-lain (sebutkan bila ada)
Settings	<p>Nunan (2004: page 72) 'Environment' refers to where the learning actually takes place. There are learning environments, those are; conventional classroom in a school or language centre, a community class, a</p>	<p>11. Tempat yang anda senangi untuk belajar <i>reading</i> adalah...</p> <ol style="list-style-type: none"> a. Ruang kelas b. Perpustakaan c. Luar ruangan, gazebo, taman, lapangan d. Lain-lain...(bila ada tuliskan)

	workplace setting, a self-access centre, or a multi-media language centre	
Teacher's Role	<p>Nunan (2004: page 67) Teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.</p>	<p>12. Dalam proses pembelajaran <i>reading</i>, anda lebih senang jika guru</p> <ol style="list-style-type: none"> Guru sebagai pelaksana, memimpin dan melibatkan siswa dalam proses membaca Guru sebagai fasilitator, memberikan kemudahan dalam pembelajaran serta menerima pendapat dari siswa dalam proses membaca. Guru sebagai observer, meneliti secara cermat siswa, tindakan mereka, reaksi dan interaksi siswa dalam proses membaca. Lain-lain... (bila ada tuliskan)
Students Role	<p>Hutchinson and Waters (1987: 63)</p> <ul style="list-style-type: none"> Learners interest for the teaching style used 	<p>13. Pada pembelajaran <i>reading</i>, Anda lebih suka mengerjakan tugas dengan cara...</p> <ol style="list-style-type: none"> Individu (sendiri) Berpasangan Berkelompok kecil (3-4 orang) Berkelompok besar (5-8 orang) Lain-lain... (bila ada tuliskan)
Students Role	<p>Nunan (2004: page 65) Richard and Roger, the learners' role in the learning process:</p> <ul style="list-style-type: none"> ➤ Oral Situational: learner listens to teacher and repeats; no control over content or methods ➤ Audiolingual: learner has little control; reacts to teacher direction; passive, reactive role ➤ Communicative: learner has an active, negotiative role; should contribute as well as receive ➤ Total Physical 	<p>14. Peran anda dalam proses pembelajaran <i>reading</i> adalah...</p> <ol style="list-style-type: none"> Mendengarkan guru dan melaksanakan intruksi yang diberikan Berperan aktif dalam pembelajaran membaca Mandiri dalam proses pembelajaran membaca Lain-lain (bila ada tuliskan)



	<p>Response: learner is a listener and performer; little influence over content and none over methodology</p> <ul style="list-style-type: none">➤ The Silent Way: learners learn through systematic analysis; must become independent and autonomous➤ Community Language: learners are members of a social group or Learning community; move from dependence to autonomy as learning progresses➤ The Natural Approach: learners play an active role and have a relatively high degree of control over content language production➤ Suggestopedia: learners are passive, have little control over content or methods	
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QUESTIONNAIRE
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING
AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH 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.

4. Data Responden

Nama :
Usia :
Gender :
Kelas :

5. Petunjuk Pengisian

Berilah tanda centang (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait pembelajaran bahasa Inggris di kelas terutama mengenai materi membaca (*reading*) serta sesuai dengan kebutuhan yang Anda inginkan terkait dengan media belajar lembar kerja (*worksheet*).

1. Apa tujuan Anda belajar *reading* di sekolah? (jawaban bisa lebih dari satu)

- a. Saya ingin meningkatkan kosakata (*vocabulary*)
- b. Saya ingin membaca dengan baik dan benar
- c. Saya ingin memahami teks dengan baik dan menjawab pertanyaan sesuai teks dengan benar
- d. Saya ingin dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari
- e. Dan lain lain (bila ada tuliskan)

2. Mengapa Anda butuh *worksheet reading* dalam pembelajaran?

- a. Materi pada worksheet yang ringkas memudahkan saya belajar *reading*
- b. Tugas dalam worksheet melatih kemampuan *reading* saya
- c. Karena worksheet lebih praktis
- d. Lain-lain...(sebutkan bila ada)

3. Hal apa saja yang menyulitkan Anda dalam pelajaran membaca (reading)?
(jawaban bisa lebih dari satu)
- a. Memahami *grammar* (tata bahasa)
 - b. Memahami isi teks bacaan
 - c. Memahami kosa kata
 - d. Memahami ide pokok teks
 - e. Kurang percaya diri ketika tampil untuk membaca
 - f. Lain lain... (bila ada tuliskan)
4. Bagaimana tingkat penguasaan Bahasa Inggris Anda saat ini?
- a. *Basic* (lower) mampu mengenali huruf, simbol, atau karakter namun dalam jumlah terbatas.
 - b. *Basic* (upper) mampu mengidentifikasi sejumlah kata dan kalimat, tetapi terkadang kesulitan memahami materi. Perlu membaca ulang untuk memahami bacaan.
 - c. *Intermediate* (lower) mampu memahami beberapa informasi dari teks, namun kesulitan dalam memahami teks yang panjang.
 - d. *Intermediate* (upper) mampu memahami sepenuhnya dan dengan mudah teks-teks pendek yang tidak rumit dan menarik minat atau pengetahuan namun mengalami kesenjangan pemahaman karena keterbatasan pengetahuan tentang kosakata, struktur, dan penulisan bahasa.
 - e. *Advanced*, mampu memahami teks yang memiliki struktur yang jelas. Mampu memahami ketika membaca materi pelajaran yang baru.
5. Jenis latihan seperti apa yang Anda inginkan dalam pembelajaran *reading*?
(jawaban bisa lebih dari satu)
- a. Memilih jawaban dari pilihan yang tersedia
 - b. Mengisi bagian tidak lengkap pada teks yang dikosongkan
 - c. Menjawab soal essay
 - d. *True or false*
 - e. *Matching*
 - f. Lain-lain... (bila ada tuliskan)

6. Menurut Anda, panjang teks yang sesuai untuk menunjang pembelajaran *reading* dalam bahasa Inggris Anda adalah...
- a. Teks yang lebih 300 kata
 - b. Teks yang lebih 300 kata dan disertai gambar atau diagram
 - c. Teks yang berkisar antara 200-250 kata
 - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan diagram
 - e. Teks yang berkisar antara 150-200 kata
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan diagram
 - g.
7. Jenis bacaan apakah yang paling Anda inginkan dalam pembelajaran bahasa Inggris untuk meningkatkan kemampuan *reading*? (jawaban bisa lebih dari satu) (jawaban bisa lebih dari satu)
- a. *Academic reading*, majalah / koran, essay, buku teks
 - b. *Job related reading*, pesan, surat, pengumuman, laporan
 - c. *Personal reading*, kartu ucapan, undangan, iklan, puisi, cerita pendek, resep
 - d. Lain-lain (bila ada tuliskan)
8. Dalam pembelajaran bahasa Inggris *reading*, jenis kegiatan yang Anda sukai adalah...
- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
 - b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
 - c. Mendiskusikan isi teks secara berkelompok untuk memahaminya
 - d. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
 - e. Lain-lain (bila ada sebutkan)
9. Tipe *reading* apa yang Anda sukai? (jawaban bisa lebih dari satu)
- a. *Intensive reading*, yaitu kegiatan membaca yang dilakukan dengan sungguh-sungguh dan teliti terhadap teks yang dibaca untuk memahami isi dari bacaan
 - b. *Extensive reading*, yaitu kegiatan membaca teks panjang dengan isi yang menarik dan kosa kata yang mudah dipahami
 - c. *Perceptive reading*, yaitu kegiatan membaca dengan mengenali kata, kalimat, dan tanda baca daripada makna dalam bacaan

- d. *Selective reading*, yaitu kegiatan membaca dengan memilih informasi penting dengan pilihan yang cermat.

10. Media pembelajaran apa yang Anda sukai dalam belajar *reading*? (*jawaban bisa lebih dari satu*)

- a. Buku cetak
- b. Bacaan bergambar
- c. Course book
- d. Ensiklopedia
- e. E-book
- f. Dan lain-lain (bila ada tuliskan)

11. Tempat yang Anda senangi untuk belajar *reading* adalah...

- a. Ruang kelas
- b. Perpustakaan
- c. Luar ruangan, gazebo, taman, lapangan
- d. Lain-lain...(bila ada tuliskan)

12. Dalam proses pembelajaran *reading*, Anda lebih senang jika guru

- a. Guru sebagai pelaksana, memimpin dan melibatkan siswa dalam proses membaca
- b. Guru sebagai fasilitator, memberikan kemudahan dalam pembelajaran serta menerima pendapat dari siswa dalam proses membaca.
- c. Guru sebagai observer, meneliti secara cermat siswa, tindakan mereka, reaksi dan interaksi siswa dalam proses membaca.
- d. Lain-lain... (bila ada tuliskan)

13. Pada pembelajaran *reading*, Anda lebih suka mengerjakan tugas dengan cara...

- a. Individu (sendiri)
- b. Berpasangan
- c. Berkelompok kecil (3-4 orang)
- d. Berkelompok besar (5-8 orang)
- e. Lain-lain... (bila ada tuliskan)

14. Peran Anda dalam proses pembelajaran *reading* adalah...

- e. a. Mendengarkan guru dan melaksanakan intruksi yang diberikan
- f. b. Berperan aktif dalam pembelajaran membaca
- g. c. Mandiri dalam proses pembelajaran membaca
- h. d. Lain-lain (bila ada tuliskan)



APPENDIX 4

THE NEEDS ANALYSIS RESULT

Nama Lengkap *

Nur Chazira

Usia

13 tahun

Jenis Kelamin *

- Laki-laki
- Perempuan

1. Apa tujuan Anda belajar *reading* di sekolah? (jawaban bisa lebih dari satu) *

- a. Saya ingin meningkatkan kosakata
- b. Saya ingin membaca dengan baik dan benar
- c. Saya ingin memahami teks dengan baik dan menjawab pertanyaan sesuai teks dengan benar
- d. Saya ingin dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari
- e. Dan lain lain (bila ada tuliskan)

2. Mengapa Anda butuh *worksheet reading* dalam pembelajaran? *

- a. Materi pada *worksheet* yang ringkas memudahkan saya belajar *reading*
- b. Tugas dalam *worksheet* melatih kemampuan *reading* saya
- c. Karena *worksheet* lebih praktis
- d. Lain-lain...(bila ada tuliskan)

3. Hal apa saja yang menyulitkan Anda dalam pelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memahami grammar (tata bahasa)
- b. Memahami isi teks bacaan
- c. Memahami kosa kata
- d. Memahami ide pokok teks
- e. Kurang percaya diri ketika tampil untuk membaca
- f. Lain lain... (bila ada tuliskan)

4. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?

- a. Basic (lower) mampu mengenali huruf, simbol, atau karakter namun dalam jumlah terbatas.
- b. Basic (upper) mampu mengidentifikasi sejumlah kata dan kalimat, tetapi terkadang kesulitan memahami materi. Perlu membaca ulang untuk memahami bacaan.
- c. Intermediate (lower) mampu memahami beberapa informasi dari teks, namun kesulitan dalam memahami teks yang panjang.
- d. Intermediate (upper) mampu memahami sepenuhnya dan dengan mudah teks-teks pendek yang tidak rumit dan menarik minat atau pengetahuan namun mengalami kesenjangan pemahaman karena keterbatasan pengetahuan tentang kosakata, struktur, dan penulisan bahasa.
- e. Advanced, mampu memahami teks yang memiliki struktur yang jelas dan mampu memahami ketika membaca materi pelajaran yang baru.

5. Jenis latihan seperti apa yang Anda inginkan dalam pembelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memilih jawaban dari pilihan yang tersedia
- b. Mengisi bagian tidak lengkap pada teks yang dikosongkan
- c. Menjawab soal essay
- d. True or false
- e. Matching
- f. Lain-lain... (bila ada tuliskan)

6. Menurut Anda, panjang teks yang sesuai untuk menunjang pembelajaran *reading* dalam bahasa Inggris Anda adalah... *

- a. Teks yang lebih 300 kata
- b. Teks yang lebih 300 kata dan disertai gambar atau diagram
- c. Teks yang berkisar antara 200-250 kata
- d. Teks yang berkisar antara 200-250 kata dan disertai gambar atau diagram
- e. Teks yang berkisar antara 150-200 kata
- f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram

7. Jenis bacaan apakah yang paling Anda inginkan dalam pembelajaran bahasa Inggris untuk meningkatkan kemampuan *reading*? (jawaban bisa lebih dari satu) *

- a. Academic reading, majalah / koran, essay, buku teks
- b. Job related reading, pesan, surat, pengumuman, laporan
- c. Personal reading, kartu ucapan, undangan, iklan, puisi, cerita pendek, resep
- d. Lain-lain (bila ada tuliskan)

9. Tipe *reading* apa yang Anda sukai? (jawaban bisa lebih dari satu) *

- a. Intensive reading, yaitu kegiatan membaca yang dilakukan dengan sungguh-sungguh dan teliti terhadap teks yang dibaca untuk memahami isi dari bacaan
- b. Extensive reading, yaitu kegiatan membaca teks panjang dengan isi yang menarik dan kosa kata yang mudah dipahami
- c. Perceptive reading, yaitu kegiatan membaca dengan mengenali kata, kalimat, dan tanda baca daripada makna dalam bacaan.
- d. Selective reading, yaitu kegiatan membaca dengan memilih informasi penting dengan pilihan yang cermat.

8. Dalam pembelajaran bahasa Inggris *reading*, jenis kegiatan yang Anda sukai adalah... *

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya
- d. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
- e. Lain-lain (bila ada sebutkan)

10. Media pembelajaran apa yang Anda sukai dalam belajar *reading*? (jawaban bisa lebih dari satu) *

- a. Buku cetak
- b. Bacaan bergambar
- c. Course book
- d. Ensiklopedia
- e. E-book
- f. Lain-lain (bila ada tuliskan)

11. Tempat yang Anda senangi untuk belajar *reading* adalah... *

- a. Ruang kelas
- b. Perpustakaan
- c. Luar ruangan, gazebo, taman, lapangan
- d. Lain-lain...(bila ada tuliskan)

12. Dalam proses pembelajaran *reading*, Anda lebih senang jika guru... *

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

13. Pada pembelajaran *reading*, Anda lebih suka mengerjakan tugas dengan cara... *

- a. Individu (sendiri)
- b. Berpasangan
- c. Berkelompok kecil (3-4 orang)
- d. Berkelompok besar (5-8 orang)
- e. Lain-lain... (bila ada tuliskan)

14. Peran Anda dalam proses pembelajaran *reading* adalah... *

- a. Mendengarkan guru dan melaksanakan intruksi yang diberikan
- b. Berperan aktif dalam pembelajaran membaca
- c. Mandiri dalam proses pembelajaran membaca
- d. Lain-lain (bila ada tuliskan)



Nama Lengkap *

MUH.SYHRIL M

Usia

13

Jenis Kelamin *

Laki-laki

Perempuan

Berilah tanda centang (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait pembelajaran bahasa Inggris di kelas terutama mengenai materi membaca (*reading*) serta sesuai dengan kebutuhan yang Anda inginkan terkait dengan media belajar lembar kerja (*worksheet*)

1. Apa tujuan Anda belajar *reading* di sekolah? (jawaban bisa lebih dari satu) *

- a. Saya ingin meningkatkan kosakata
- b. Saya ingin membaca dengan baik dan benar
- c. Saya ingin memahami teks dengan baik dan menjawab pertanyaan sesuai teks dengan benar
- d. Saya ingin dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari
- e. Dan lain lain (bila ada tuliskan)

2. Mengapa Anda butuh *worksheet reading* dalam pembelajaran? *

- a. Materi pada worksheet yang ringkas memudahkan saya belajar reading
- b. Tugas dalam worksheet melatih kemampuan reading saya
- c. Karena worksheet lebih praktis
- d. Lain-lain...(bila ada tuliskan)

3. Hal apa saja yang menyulitkan Anda dalam pelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memahami grammar (tata bahasa)
- b. Memahami isi teks bacaan
- c. Memahami kosa kata
- d. Memahami ide pokok teks
- e. Kurang percaya diri ketika tampil untuk membaca
- f. Lain lain... (bila ada tuliskan)

4. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?

- a. Basic (lower) mampu mengenali huruf, simbol, atau karakter namun dalam jumlah terbatas.
- b. Basic (upper) mampu mengidentifikasi sejumlah kata dan kalimat, tetapi terkadang kesulitan memahami materi. Perlu membaca ulang untuk memahami bacaan.
- c. Intermediate (lower) mampu memahami beberapa informasi dari teks, namun kesulitan dalam memahami teks yang panjang.
- d. Intermediate (upper) mampu memahami sepenuhnya dan dengan mudah teks-teks pendek yang tidak rumit dan menarik minat atau pengetahuan namun mengalami kesenjangan pemahaman karena keterbatasan pengetahuan tentang kosakata, struktur, dan penulisan bahasa.
- e. Advanced, mampu memahami teks yang memiliki struktur yang jelas dan mampu memahami ketika membaca materi pelajaran yang baru.

5. Jenis latihan seperti apa yang Anda inginkan dalam pembelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memilih jawaban dari pilihan yang tersedia
- b. Mengisi bagian tidak lengkap pada teks yang dikosongkan
- c. Menjawab soal essay
- d. True or false
- e. Matching
- f. Lain-lain... (bila ada tuliskan)

6. Menurut Anda, panjang teks yang sesuai untuk menunjang pembelajaran *reading* dalam bahasa Inggris Anda adalah... *

- a. Teks yang lebih 300 kata
- b. Teks yang lebih 300 kata dan disertai gambar atau diagram
- c. Teks yang berkisar antara 200-250 kata
- d. Teks yang berkisar antara 200-250 kata dan disertai gambar atau diagram
- e. Teks yang berkisar antara 150-200 kata
- f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram

7. Jenis bacaan apakah yang paling Anda inginkan dalam pembelajaran bahasa Inggris untuk meningkatkan kemampuan *reading*? (jawaban bisa lebih dari satu) *

- a. Academic reading, majalah / koran, essay, buku teks
- b. Job related reading, pesan, surat, pengumuman, laporan
- c. Personal reading, kartu ucapan, undangan, iklan, puisi, cerita pendek, resep
- d. Lain-lain (bila ada tuliskan)

8. Dalam pembelajaran bahasa Inggris *reading*, jenis kegiatan yang Anda sukai adalah... *

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya
- d. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
- e. Lain-lain (bila ada sebutkan)

9. Tipe *reading* apa yang Anda sukai? (jawaban bisa lebih dari satu) *

- a. Intensive reading, yaitu kegiatan membaca yang dilakukan dengan sungguh-sungguh dan teliti terhadap teks yang dibaca untuk memahami isi dari bacaan
- b. Extensive reading, yaitu kegiatan membaca teks panjang dengan isi yang menarik dan kosa kata yang mudah dipahami
- c. Perceptive reading, yaitu kegiatan membaca dengan mengenali kata, kalimat, dan tanda baca daripada makna dalam bacaan .
- d. Selective reading, yaitu kegiatan membaca dengan memilih informasi penting dengan pilihan yang cermat.

10. Media pembelajaran apa yang Anda sukai dalam belajar reading? (jawaban bisa lebih dari satu) *

- a. Buku cetak
- b. Bacaan bergambar
- c. Course book
- d. Ensiklopedia
- e. E-book
- f. Lain-lain (bila ada tuliskan)

11. Tempat yang Anda senangi untuk belajar *reading* adalah... *

- a. Ruang kelas
- b. Perpustakaan
- c. Luar ruangan, gazebo, taman, lapangan
- d. Lain-lain...(bila ada tuliskan)

12. Dalam proses pembelajaran *reading*, Anda lebih senang jika guru... *

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

13. Pada pembelajaran *reading*, Anda lebih suka mengerjakan tugas dengan cara... *

- a. Individu (sendiri)
- b. Berpasangan
- c. Berkelompok kecil (3-4 orang)
- d. Berkelompok besar (5-8 orang)
- e. Lain-lain... (bila ada tuliskan)

14. Peran Anda dalam proses pembelajaran *reading* adalah... *

- a. Mendengarkan guru dan melaksanakan intruksi yang diberikan
- b. Berperan aktif dalam pembelajaran membaca
- c. Mandiri dalam proses pembelajaran membaca
- d. Lain-lain (bila ada tuliskan)



Nama Lengkap *

IQRA

Usia

13

Jenis Kelamin *

Laki-laki

Perempuan

Berilah tanda centang (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait pembelajaran bahasa Inggris di kelas terutama mengenai materi membaca (*reading*) serta sesuai dengan kebutuhan yang Anda inginkan terkait dengan media belajar lembar kerja (*worksheet*)

1. Apa tujuan Anda belajar *reading* di sekolah? (jawaban bisa lebih dari satu) *

- a. Saya ingin meningkatkan kosakata
- b. Saya ingin membaca dengan baik dan benar
- c. Saya ingin memahami teks dengan baik dan menjawab pertanyaan sesuai teks dengan benar
- d. Saya ingin dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari
- e. Dan lain lain (bila ada tuliskan)

2. Mengapa Anda butuh *worksheet reading* dalam pembelajaran? *

- a. Materi pada *worksheet* yang ringkas memudahkan saya belajar *reading*
- b. Tugas dalam *worksheet* melatih kemampuan *reading* saya
- c. Karena *worksheet* lebih praktis
- d. Lain-lain...(bila ada tuliskan)

3. Hal apa saja yang menyulitkan Anda dalam pelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memahami grammar (tata bahasa)
- b. Memahami isi teks bacaan
- c. Memahami kosa kata
- d. Memahami ide pokok teks
- e. Kurang percaya diri ketika tampil untuk membaca
- f. Lain lain... (bila ada tuliskan)

4. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?

- a. Basic (lower) mampu mengenali huruf, simbol, atau karakter namun dalam jumlah terbatas.
- b. Basic (upper) mampu mengidentifikasi sejumlah kata dan kalimat, tetapi terkadang kesulitan memahami materi. Perlu membaca ulang untuk memahami bacaan.
- c. Intermediate (lower) mampu memahami beberapa informasi dari teks, namun kesulitan dalam memahami teks yang panjang.
- d. Intermediate (upper) mampu memahami sepenuhnya dan dengan mudah teks-teks pendek yang tidak rumit dan menarik minat atau pengetahuan namun mengalami kesenjangan pemahaman karena keterbatasan pengetahuan tentang kosakata, struktur, dan penulisan bahasa.
- e. Advanced, mampu memahami teks yang memiliki struktur yang jelas dan mampu memahami ketika membaca materi pelajaran yang baru.

5. Jenis latihan seperti apa yang Anda inginkan dalam pembelajaran *reading*? (jawaban bisa lebih dari satu) *

- a. Memilih jawaban dari pilihan yang tersedia
- b. Mengisi bagian tidak lengkap pada teks yang dikosongkan
- c. Menjawab soal essay
- d. True or false
- e. Matching
- f. Lain-lain... (bila ada tuliskan)

6. Menurut Anda, panjang teks yang sesuai untuk menunjang pembelajaran *reading* dalam bahasa Inggris adalah... *

- a. Teks yang lebih 300 kata
- b. Teks yang lebih 300 kata dan disertai gambar atau diagram
- c. Teks yang berkisar antara 200-250 kata
- d. Teks yang berkisar antara 200-250 kata dan disertai gambar atau diagram
- e. Teks yang berkisar antara 150-200 kata
- f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram

7. Jenis bacaan apakah yang paling Anda inginkan dalam pembelajaran bahasa Inggris untuk meningkatkan kemampuan *reading*? (jawaban bisa lebih dari satu) *

- a. Academic reading, majalah / koran, essay, buku teks
- b. Job related reading, pesan, surat, pengumuman, laporan
- c. Personal reading, kartu ucapan, undangan, iklan, puisi, cerita pendek, resep
- d. Lain-lain (bila ada tuliskan)

8. Dalam pembelajaran bahasa Inggris *reading*, jenis kegiatan yang Anda sukai adalah... *

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya
- d. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
- e. Lain-lain (bila ada sebutkan)

9. Tipe *reading* apa yang Anda sukai? (jawaban bisa lebih dari satu) *

- a. Intensive reading, yaitu kegiatan membaca yang dilakukan dengan sungguh-sungguh dan teliti terhadap teks yang dibaca untuk memahami isi dari bacaan
- b. Extensive reading, yaitu kegiatan membaca teks panjang dengan isi yang menarik dan kosa kata yang mudah dipahami
- c. Perceptive reading, yaitu kegiatan membaca dengan mengenali kata, kalimat, dan tanda baca daripada makna dalam bacaan .
- d. Selective reading, yaitu kegiatan membaca dengan memilih informasi penting dengan pilihan yang cermat.

10. Media pembelajaran apa yang Anda sukai dalam belajar *reading*? (*jawaban bisa lebih dari satu*) *

- a. Buku cetak
- b. Bacaan bergambar
- c. Course book
- d. Ensiklopedia
- e. E-book
- f. Lain-lain (bila ada tuliskan)

11. Tempat yang Anda senangi untuk belajar *reading* adalah... *

- a. Ruang kelas
- b. Perpustakaan
- c. Luar ruangan, gazebo, taman, lapangan
- d. Lain-lain...(bila ada tuliskan)

12. Dalam proses pembelajaran *reading*, Anda lebih senang jika guru... *

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

13. Pada pembelajaran *reading*, Anda lebih suka mengerjakan tugas dengan cara... *

- a. Individu (sendiri)
- b. Berpasangan
- c. Berkelompok kecil (3-4 orang)
- d. Berkelompok besar (5-8 orang)
- e. Lain-lain... (bila ada tuliskan)

14. Peran Anda dalam proses pembelajaran *reading* adalah... *

- a. Mendengarkan guru dan melaksanakan intruksi yang diberikan
- b. Berperan aktif dalam pembelajaran membaca
- c. Mandiri dalam proses pembelajaran membaca
- d. Lain-lain (bila ada tuliskan)





APPENDIX 5
THE EXPERTS' VALIDATION
RESULT OF THE DESIGNED
ENGLISH READING WORKSHEET

**KUESIONER PENILAIAN AHLI BAHASA
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING AT THE
EIGHTH GRADE OF SMPIT AL-HAFIZH PALOPO**

A. Data Responden

Nama : DR. MASRUDDIN, S.S., M.HUM
 Umur :
 Jenis kelamin : LAKI-LAKI
 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
A. KONTEN						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa SMPIT Al-Hafizh Palopo kelas 8.	✓				
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai.		✓			
3.	Keaslian materi dalam bahan ajar <i>worksheet</i> memadai.	✓				
4.	Gambar yang disajikan pada <i>worksheet</i> sesuai dengan materi.	✓				
5.	Isu-isu terbaru di dalam bahan ajar	✓				

	worksheet menarik.						
Saran Perbaikan:							
B. ACTIVITY							
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.		✓				
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.		✓				
Saran Perbaikan:							
C. Input							
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.	Susunan kalimat pada <i>worksheet</i> tidak menimbulkan kerancuan.	✓					

Saran Perbaikan:

D. Bahasa

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.	Penilaian sesuai dengan input yang diberikan.	✓				
Saran Perbaikan						

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,

Penilai Kelayakan

DR. MASRUDDIN, S.S., M.HUM

**KUESIONER PENILAIAN AHLI MATERI
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING AT THE
EIGHTH GRADE OF SMPIT AL-HAFIZH PALOPO**

A. Data Responden

Nama : *Nurmayanti Jamaluddin Tamam, S.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
A. KONTEN						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa SMPIT Al-Hafizh Palopo kelas 8.	✓				
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai.		✓			
3.	Keaslian materi dalam bahan ajar <i>worksheet</i> memadai.		✓			
4.	Gambar yang disajikan pada <i>worksheet</i> sesuai dengan materi.	✓				
5.	Isu-isu terbaru di dalam bahan ajar <i>worksheet</i> menarik.		✓			

Saran Perbaikan:

B. ACTIVITY

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	✓						
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.		✓					

Saran Perbaikan:

C. Input

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.	Susunan kalimat pada <i>worksheet</i> tidak menimbulkan kerancuan.	✓					

Saran Perbaikan:

D. Bahasa

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.	Penilaian sesuai dengan input yang diberikan.	✓				
Saran Perbaikan						

C. Kesimpulan

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

- a. Layak
- b. Layak dengan perbaikan

.....

.....

.....

.....

- c. Tidak Layak

Palopo, 28 Oktober 2022

Penilai Kelayakan

Nke...
Nurmayanti Jamaluddi

**KUESIONER PENILAIAN AHLI DESAIN DAN LAYOUT
DEVELOPING STUDENTS'S WORKSHEET FOR TEACHING READING
AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH PALOPO**

A. Data Responden

Nama : *Fadhilah Rahmah Muin*
 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
A. KONTEN						
1.	Cakupan isi materi dalam bahan ajar <i>worksheet</i> sesuai dengan kebutuhan siswa SMPIT Al-Hafizh Palopo kelas 8.		✓			
2.	Kedalaman materi dalam bahan ajar <i>worksheet</i> memadai		✓			
3.	Keashan materi dalam bahan ajar <i>worksheet</i> memadai	✓				
4.	Gambar yang disajikan pada <i>worksheet</i>	✓				

	sesuai dengan materi.							
5.	Isu-isu terbaru di dalam bahan ajar <i>worksheet</i> menarik.	✓						
Saran Perbaikan:								
B. ACTIVITY								
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.	✓						
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.		✓					
Saran Perbaikan:								
C. Input								
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.	Susunan kalimat pada <i>worksheet</i> tidak menimbulkan kerancuan.	✓					
Saran Perbaikan:							
D. Bahasa							
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.	Penilaian sesuai dengan input yang diberikan.		✓			
Saran Perbaikan						

C. Kesimpulan

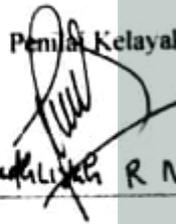
Secara umum, pendapat bapak/ibu terhadap bahan ajar (Worksheet) yang didesain:

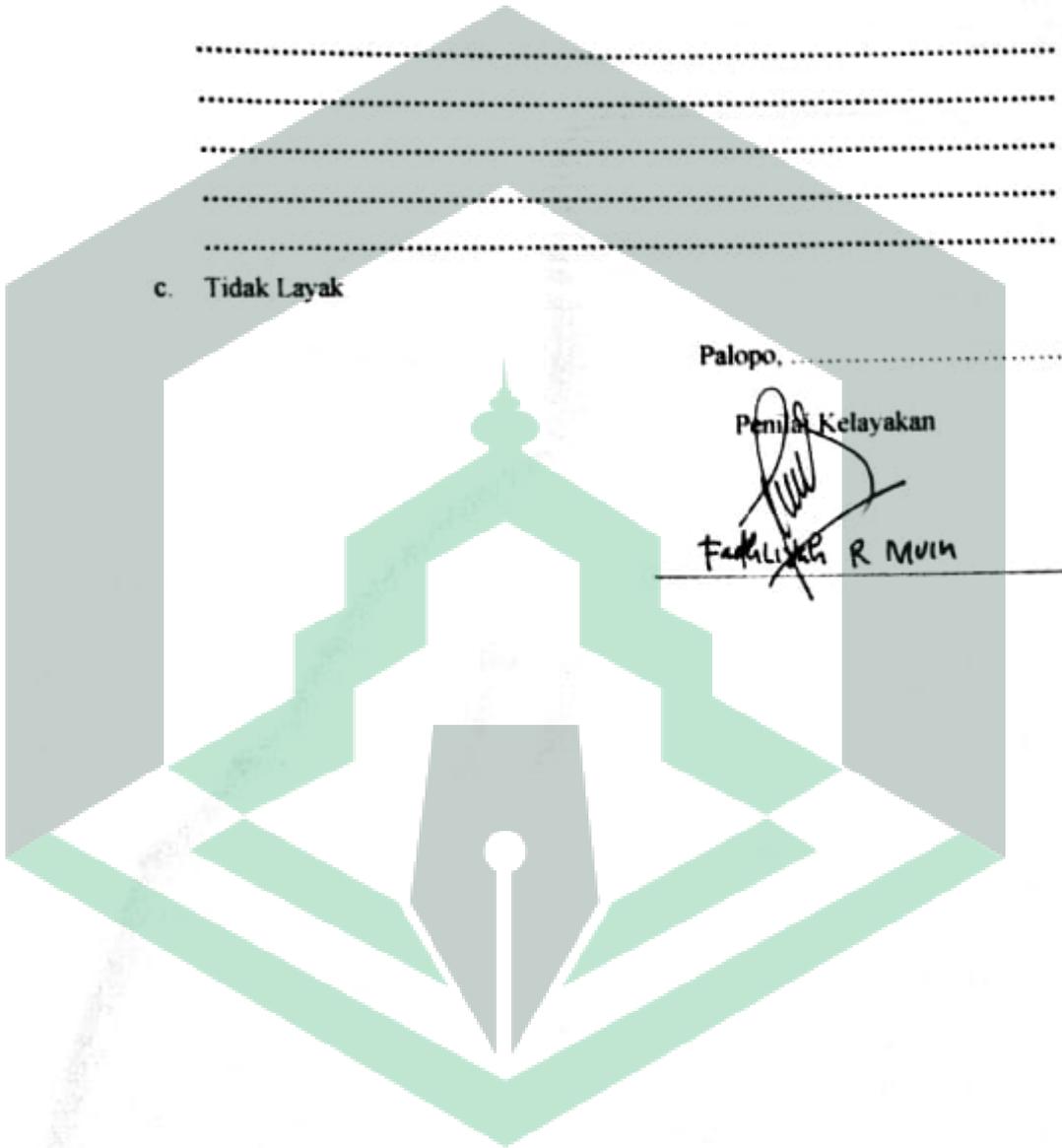
- a. Layak
- b. Layak dengan perbaikan

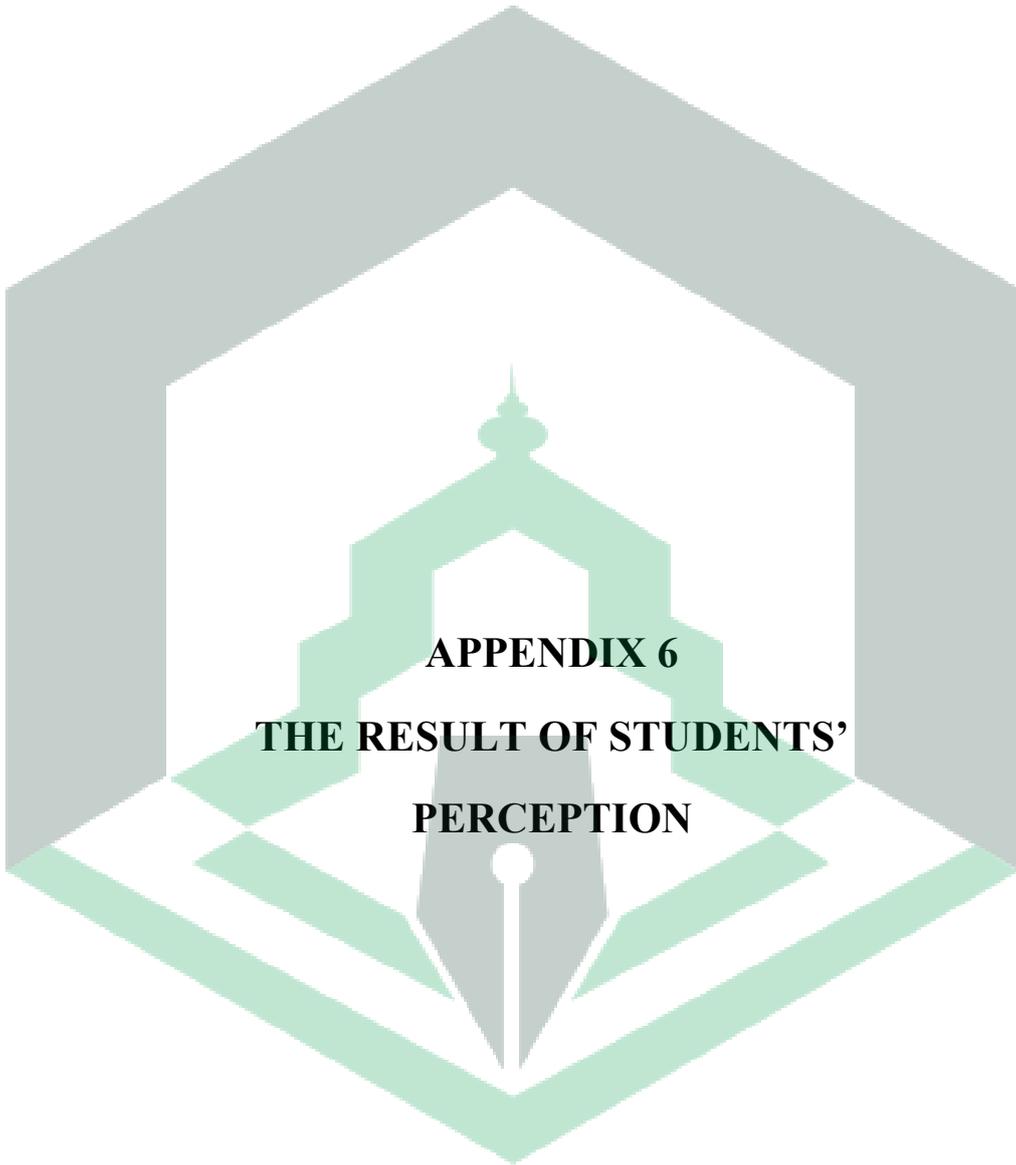
c. Tidak Layak

Palopo,

Penilai Kelayakan


Fadli R Muin





APPENDIX 6
THE RESULT OF STUDENTS'
PERCEPTION

**KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)
DEVELOPING STUDENTS' WORKSHEET FOR TEACHING
READING AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH
PALOPO**

A. Data Responden

Nama : Nur Charuka
Kelas : VIII / Delapan
Gender : Perempuan
Usia : 13 th.

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan kemampuan membaca siswa dalam Bahasa Inggris untuk kelas delapan di SMPIT Al-Hafizh Palopo

C. Tujuan kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *developing students worksheet at SMPIT Al-Hafizh Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *English Reading Worksheet*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak

4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

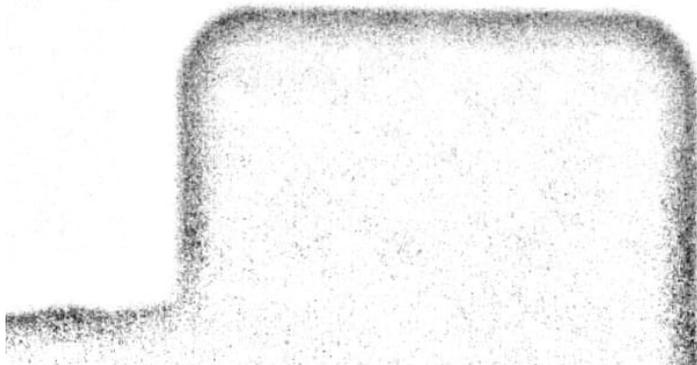
E. Komponen kelayakan Worksheet

- 1 : Tidak layak
 2 : Kurang layak
 3 : Cukup layak
 4 : Layak
 5 : Sangat layak

No.	Pernyataan	1	2	3	4	5
Keseluruhan Unit 1, Unit 2, Unit 3, Unit 4, Unit 5						
1.	Materi yang disajikan sesuai untuk level kemampuan membaca siswa.					✓
2.	Materi sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo.					✓
3.	Materi yang disajikan mampu meningkatkan kemampuan membaca siswa kelas 8 Al Hafizh Palopo.					✓
4.	Input materi secara keseluruhan beragam.					✓
5.	Input materi menarik dan mudah dipahami.					✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa.					✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo..					✓
8.	Kegiatan pada keseluruhan unit beragam.					✓



9.	Latihan-latihan yang tersedia tersusun dengan tingkatan mudah ke sulit.							✓
10.	Perintah dalam keseluruhan unit mudah dipahami.							✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.							✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi dalam kegiatan menulis di kelas.							✓
Masukan lain:								



**KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)
DEVELOPING STUDENTS' WORKSHEET FOR TEACHING
READING AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH
PALOPO**

A. Data Responden

Nama : IQRA
Kelas : VIII
Gender : LAKI-LAKI
Usia : 13 thn

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan kemampuan membaca siswa dalam Bahasa Inggris untuk kelas delapan di SMPIT Al-Hafizh Palopo

C. Tujuan kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *developing students worksheet at SMPIT Al-Hafizh Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *English Reading Worksheet*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak

4. Dimohon kesediaan anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

E. Komponen kelayakan Worksheet

- 1 : Tidak layak
 2 : Kurang layak
 3 : Cukup layak
 4 : Layak
 5 : Sangat layak

No.	Pernyataan	1	2	3	4	5
Keseluruhan Unit 1, Unit 2, Unit 3, Unit 4, Unit 5						
1.	Materi yang disajikan sesuai untuk level kemampuan membaca siswa.				/	
2.	Materi sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo.					/
3.	Materi yang disajikan mampu meningkatkan kemampuan membaca siswa kelas 8 Al Hafizh Palopo.				/	
4.	Input materi secara keseluruhan beragam.				/	/
5.	Input materi menarik dan mudah dipahami.				/	
6.	Topik input materi telah sesuai dengan kebutuhan siswa.				/	/
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo..				/	/
8.	Kegiatan pada keseluruhan unit beragam.				/	/

9.	Latihan-latihan yang tersedia tersusun dengan tingkatan mudah ke sulit.					/
10.	Perintah dalam keseluruhan unit mudah dipahami.				/	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.					/
12.	Kegiatan dalam unit mendorong siswa berpartisipasi dalam kegiatan menulis di kelas.				/	
Masukan lain: buku ini bagus untuk di baca.... atau di Pelajari...						



APPENDIX 7
THE RESULT OF TEACHER'
PERCEPTION

**KUESIONER EVALUASI UNTUK PENGGUNA (GURU)
DEVELOPING STUDENTS' WORKSHEET FOR TEACHING
READING AT THE EIGHTH GRADE OF SMPIT AL-HAFIZH
PALOPO**

A. Data Responden

Nama : *Nurmayanti Jamaluddin Tamara, S.pd*
Usia :
Pendidikan Terakhir : *S1*
Pengalaman Mengajar :

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan kemampuan membaca siswa dalam Bahasa Inggris untuk kelas delapan di SMPIT Al-Hafizh Palopo

C. Tujuan kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *developing students worksheet at SMPIT Al-Hafizh Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *English Reading Worksheet*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak
4. Dimohon kesediaan anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

E. Komponen kelayakan Worksheet

- 1 : Tidak layak
- 2 : Kurang layak
- 3 : Cukup layak
- 4 : Layak
- 5 : Sangat layak

No.	Pernyataan	1	2	3	4	5
Keseluruhan Unit 1, Unit 2, Unit 3, Unit 4, Unit 5						
1.	Materi yang disajikan sesuai untuk level kemampuan membaca siswa.					✓
2.	Materi sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo.				✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan membaca siswa kelas 8 Al Hafizh Palopo.				✓	
4.	Input materi secara keseluruhan beragam.				✓	
5.	Input materi menarik dan mudah dipahami.					✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa.				✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas 8 Al Hafizh Palopo..				✓	
8.	Kegiatan pada keseluruhan unit beragam.				✓	
9.	Latihan-latihan yang tersedia tersusun dengan tingkatan mudah ke sulit.					✓
10.	Perintah dalam keseluruhan unit					

	mudah dipahami.									✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.									✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi dalam kegiatan menulis di kelas.									✓

Masukan lain:

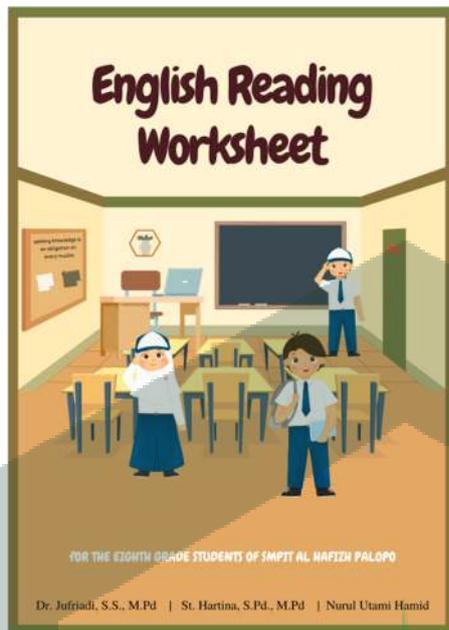
Sudah Bagus

28 oktober 2021
Palopo,


Nunmayanti Jamaluddin T



APPENDIX 8
THE FINAL PRODUCT



UNIT 1

Would you like to come?

Would you like to come to the library?

Sure. Thank you.

Learning Objectives

- Students are able to identify the expressions used to invite someone to do something in English.
- Students are able to identify the expressions used for ordering in English.
- Students are able to identify the expressions used to invite.
- Students are able to perform the speech act of telling in English with confidence.

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UNIT 2

Wish You All the Best

Learning Objectives

- Students are able to identify the differences and similarities of some greeting cards for certain special days.
- Students are able to identify existing congratulations by using the right words and pressure.
- Students are able to identify existing congratulations with the correct pronunciation and emphasis.
- Students are able to make greeting cards related to special days that are relevant to the students at that time.
- Students are able to presenting an assessment of the results of the identification of the differences and similarities of greeting cards.

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UNIT 3

A Day in My Life

TO DO



- Students be able to understand the function, time markers and sentence structure given correctly
- Students be able to analysed the form of the verb in the sentence given correctly.
- Students be able to make the right sentences related to circumstances/actions/activities/events that are done/happened regularly or are general truths/simple present tense creatively.
- Students be able to mention the sentences of simple present tense expressions that are in the given conversation correctly.
- Students be able to asking questions related to giving and asking for simple present tense information in a given conversation correctly.
- Students be able to create conversational texts related to circumstances/actions/activities/events that are done/happened regularly or are general truths/simple present tense creatively.

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UNIT 4

Unforgettable Experience



Learning Objectives:

- Students be able to analyze and determine the correct sentences in the recount text correctly.
- Students be able to sort the coherent storyline based on the recount text given correctly.
- Students be able to creatively make recount texts according to each other's experiences
- Students be able to present the results of their recount text with confidence.
- Students be able to ask and answer questions about the recount text that is given correctly.
- Students be able to determine the past form in the given recount text correctly.

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UNIT 5

This Is Very Important, Just For You!



Learning Objectives

- Students are able to analyze text notices that are given correctly.
- Students are able to ask and answer questions about the contents of the notice text given correctly.
- Students are able to create a text notice according to the conditions requested creatively.
- Students are able to present the results of group discussions with confidence.
- Students are able to analyze the text of the announcement given correctly.
- Students are able to ask and answer questions about the contents of the school announcement text that is given correctly.
- Students are able to create an announcement text according to the conditions requested creatively

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1. Need Analysis



2. Try out and Teachers' Perception

