DEVELOPING ENGLISH WORKSHEET
OF PROCEDURE TEXT AT THE NINTH GRADE STUDENTS'
READING COMPEREHENSION

THESIS

Presented to Faculty of Tarbiyah andTeaching Training of State Islamic
University of K.H achmad Siddiq JemberIn Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
In English Study Program

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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ENGLISH EDUCATION PROGRAM
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JUNE 2023

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Faculty of Tarbiyah and Teacher Training
Islamic Education Language Department
English Education Department
English Education Program

Thesis Examination
Day: Wednesday
Date: June, 07 2023

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MOTTO

اَلْأَلْبَبِ أُوْلُواْ وَلِيَتَذَكَّرَ ءَايِتِهِ لِيَدَّرُوٓاْ مُبَارَكٌ إِلَيْكَ اَنْزَلْنَهُ كِتَابٌ

(This is) a Scripture that We have revealed unto thee, full of blessing, that they

may ponder its revelations, and that men of understanding may reflect.

(QS. Shaad: 29)[1]

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[1] Jama'ah min 'Ulama at-Tafsir, "Al-Mukhtashar fi Tafsiril Qur'anil Karim". Markaz Tafsir lid Dirasaatil Qur'aniyyah (1436H), 200.

DEDICATION

In the name of ALLAH SWT for his blessing an merciful, with deep thanks and proud. I dedicated thesis especially to :

1. My beloved father (alm. Mrs. Sahaman rawi)al fatihah. thanks for loving me like you love yourself and My beloved mother (Mrs. Nasiha) Thank you for becoming my best friend, who always be my reason to do my best. Thanks for your love, support, motivation and endless pray, Rabb irhamhuma kama Robbayani shaghira.

2. My beloved brother (Syamsul huda) and my beloved family, thank you for support and praying to me.

3. My beloved friends Anna faizah, A.wafa, M.A, Hanum, khusnul, Mba hanim, Mia, Yulianika, Yeni, Norasikin, Fahim, Ila Hasmita and for my class mate of english Education,

4. And all the parties who supported me in this thesis finishing process thank you for your time. All my friends, my allah bless them, Amiin ya allah.

ABSTRACT

Mila fauziah, 2023. Developing English Worksheet of Procedure text at the Ninth Grade Students' Reading comperehension. Study of english Student Association, Faculty of Tarbiyah and Teacher Training State Islamic University of K.H Achmad Siddiq Jember

Keywords: English Worksheet, Reading Comperehension, Developing

In learning English as a foreign language, there are four skills that need to be mastered, namely listening, speaking, reading, and writing. Of the four skills, reading is one of the language skills that students must master. While some schools have problems with students' reading comprehension. Students have low scores on national exams with an average of short essay text questions that tend to focus on reading comprehension. SMPN 01 Ajung is one of the schools that have low national exam scores. This happens because students are less active during the learning process, and they also don't understand the questions given so students have difficulty understanding a text. In addition, the teacher only relies on one type of learning book which has no color, it needs the students' did not interest in studying the book. so students lack practice questions. Therefore, researchers conducted research conducted at SMPN 01 Ajung regarding the development of English worksheets.

Based on the above issues the reseach objective of this research are: 1) explore the design of English worksheet procedure text at the ninth grade students' reading comperehension? 2) explore the quality of English worksheet procedure text at the ninth grade students' reading comperehension?.

To achieve the above objectives reseacher use design based reseach (DBR) based on the Amiel & Reeves that consist of 4 general stages problem, solution, method, and reflection. Reseach conducted through a need analysis, that reseacher come to the place of activities that was observed, but did not get involved in such activities. So this reseach aims to design and to know of quality of english worksheet. The subjects were 29 students' at the ninth grade especially IXD. data collection method used were interview, questionnaire, document. Data analysis technique is using quantitative and qualitative data and reflection.

The reseach result were: 1) the design of english worksheet is very easy to understand and accompanied by pictures that are relevant to the material 2) the quality of english worksheet result of media expert 88% is very valid, material expert 96% is very valid, teacher responses 94% is very valid, students' responses 86% is very valid.

PREFACE

All praise and thanks to Allah SWT, without his blessing and mercy, the reseacher would have never been able to start and finish this thesis as the requirement for degree of sarjana pendidikan (S.P.d) at the State Islamic University of KH. Achmad Siddiq Jember (UIN KHAS). Shalawat and greetings hopefully always be upon to our apostle, prophet Muhammad saw, as well as to his family, his companions, as well as the people who follows him until the day of judgement.

The reseacher realize that support and encouragement from many people, have been important to the reseacher in the preparation of this thesis. Therefore, the reseacher would like to acknowledgement them.

1. Prof. Dr. H. Babun Suharto,SE., MM as the rector of UIN KHAS Jember

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I As the dean of faculty of tarbiyah and teacher training of UIN KHAS jember

3. As'ari, M.Pd.I As the head of English Department of UIN KHAS jember who always gives support encouragement to reseacher

4. Ninuk Indrayani, M.Pd as advisor who has guided me patiently, he has provided direction, guidance, academic insight for me

5. Doto Wiyono, S.Pd.M.Pd and Aminullah S.Pd, M.Pd as a Expert validaity

6. All the lectures of Engsih Departmen thanks for guidance, attention, knowledge, and motivation learning english language

7. Special thanks for my beloved parents (Alm. Sahaman Rawi and Nasiha) who always give the reseacher help, support, blessing, motivation untill

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CHAPTER I

INTRODUCTION

A. Background of the Research

In learning English as a foreign language, there four skills need to be taught are listening, speaking, reading, and writing. From those four skills, reading is an important skill to be mastered. Learning English in Indonesia is more focused on reading. Reading is one of the language skills that learners should master, it can be proven by looking at the English national examination question, there are more questions about reading comprehension than the other skills. Reading comprehension is the ability to understand the knowledge from a book, the internet, an article, and a written passage of text. Reading is more than just assigning foreign language sound to the written words, it requires the comprehension of what is written. however, reading proficiency is difficult to attain without having adequate skills and comprehension. Good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences[1].therefore, in reading, the students must comprehend what they read to get the knowledge. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas and information about what they have read to realize optimal English learning, especially in reading comprehension.

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[1]*Studies in English Language and Education*,2(2), 88-89, 2015

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In the Islamic religion, reading has been taught for a long time even during the times of Prophet Muhammad SAW and reading becomes the greatest miracle of Prophet Muhammad SAW. Therefore, Allah commands us to do reading for increasing knowledge and it explains clearly in the Holy Qur'an (Al - ' Alaq 1-5):

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ(١) خَلَقَ الْأِنْسَانَ مِنْ عَلَقٍ(٢) اِقْرَأْ وَرَبُّك الأَكْرَمُ(٣) اَلَّذِيْ عَلَّمَ بِا الْقَلَمِ(٤) عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ(٥)

The meaning: 1)*Recite in the name of your God who created?, 2) He has created man from a clot of blood, 3) Read! And your God is most gracious, 4) Who teaches humans using kalam, 5) He taught man what he did not know* ". (QS Al - Alaq *verses* 1-5)

As explained in Surah Al - ' Alaq, the verse of 1st and 3rd are about reading, the 4th verse is about writing, and the 2nd is to understand one self through biological creation. According to this verse, Allah commands us to read in gain, knowledge in textbooks and social activities. So, the more you read, the more you have insight and abilities. [2]

Reading has always been an essential part of learning a language, especially when studying a language like English. It does not matter if the goal is to perform better in academic activities or acquire more familiarity with a subject for autonomous learning. For Indonesian students, reading

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[2]Ahmad islahud daroini, "Tafsir ayat pendidikan dalam Q.S. Al- 'Alaq Ayat 1-5 Menurut Quraish Shihab" (A Thesis UIN Raden Intan Lampung, 2018), 38-39

comprehension is likely to be a difficult skill to master. However, students are required to master reading and it is tested in the National Examinations of the Department of Education in Indonesian states that Ninth-grade students in junior high schools must learn to comprehend the meaning of short essay texts such as reports, narratives, procedures, and analytical expositions in their daily life context. They are also supposed to be able to access knowledge from such texts.[3]The researcher choose the Ninth-grade class because based on the curriculum material procedure text is taught the Ninth-grade students' and based on the results of interviews with the English teachers, students' in the Ninth-grade especially that students of IXD have difficulties in comprehending the texts. Based on the explanation above, the researcher felt confident in choosing Ninth-grade students' as the research subject. With the factor of reading comprehension skills that are very difficult to master. In this study, the researcher chooses the procedure text as material that is by the curriculum and is tested in the form of a test. This makes the researcher sure to choose the procedural text material that is presented in the form of worksheet materials. Instructional materials are divided into four kinds, including printed teaching materials, teaching materials hear, the viewpoint of teaching materials, and interactive teaching materials. Teaching materials are often used in the learning process printed teaching materials include student worksheets. The use of students' worksheets of procedures text in teaching reading comprehension is importantly needed because it covers many kinds of

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[3]E. Komariah, P. A. R. Ramadhona & T. M. Silviyanti, *improving reading comperehension through reciprocal teaching method,* 88

reading text, reading activites, and exercises. It will make students more active in learning reading comprehension.

The use of worksheets and the teaching and learning process is really helpful for both teachers and students, A worksheet is a specially prepared page of exercise designed to improve your knowledge or understanding of a particular subject. A Worksheet is a learning resource that aims to make students react to what they read. This can be an excellent source of creative learning to increase interest in reading in students' reading comprehension, besides that students will also be more interested in completing activities, with colorful worksheets and examples. material that is very easy to understand and accompanied by pictures that are relevant to the material, This makes the researcher think that by using good worksheets, English learners will more easily understand the readings and examples. Sometimes. the students are difficulty to learn reading if the teacher. do not have the same module or worksheet as the main source to teach. So, it can be said that students' English worksheet is a learning tool in print form to make it easier for teachers to deliver material in the learning process. The students will be easier to study if they have some worksheets in reading because they only focus on reading and exercises, the worksheet created for the Ninth grade should be based on the curriculum at junior high school.

Curriculum course typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet, the units and lessons that teachers teach,

the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course: and the tests, assessments, and other methods used to evaluate student learning. Agreeing with the explanation above, the researcher is interested in developing a worksheet to improve reading comprehension. The researcher has some reasons based on preliminary study, the first is from De Nada Mei Dwi K, which is their title is "*Developing Student Worksheet to Improve the Ability of the Fifth Grade Students' Creative Thinking at SDN Tambak Asri 02 Malang"* the research of their research worksheet can help students speed up the learning process and minimize the time to complete a test. The second preliminary research is from Lestari "*Developing Students' Reading Worksheet a Tenth grade of SMA Negeri 4 Palopo"* The result is with pictures/illustrations that are following the material students are easier to read. Based on the prelimanary studies, it can be concluded that developing an English worksheet can improve reading comprehension. The researcher interviewed one of the English teachers that students have difficulty understanding a text, they are also lazy to understand the entire text because of the lack of pictures/illustrations. In addition, the teacher only relies on one type of learning book in which some worksheets only make students feel bored quickly. So, student activities in the classroom are less effective in improving students reading comprehension. The teacher tries to solve student problems by asking students' to work on the worksheets in the book by making groups work on questions to improve reading comprehension. In addition, students can use their dictionary to find the

meaning of difficult words so that they can more easily understand the existing questions. [4]These various ways can improve students reading comprehension but students' need more something that makes them interested in reading. Namely designing worksheets in a more attractive way to make students interested and enthusiastic in understanding reading. rarely use this worksheet Based on the explanation above, the researcher to develop reserach under the title "Developing English Worksheet of Procedure Text at the Ninth Grade Students' Reading Comprehension at Junior High School"

B. The Identification of the Problem

Based on the problem statement above, the reseacher formulates the general question as follow:

1. How is the design of English worksheet procedure text at the ninth grade students' reading comprehension?

2. How is the quality of English worksheet procedure text at the ninth grade students' reading comprehension?

C. Research objective of the Development

1. explore the design of English worksheet procedure text at the ninth grade reading comprehension?

2. explore the quality of English worksheet procedure text at the ninth grade students' reading comprehension?

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[4]Anik andayani, 4 November 2022

D. Product Specification

English Worksheet of procedure text to improve reading comprehension at the ninth grade junior high school

1. Learning material in the form of English worksheet can be used with teachers as well as students that are developed by the curriculum Merdeka.

2. Learning material presented is procedure text which is expected to improve reading comprehension.

E. Assumption and the Limitation of the Study

1) Developmental assumption

Some of the assumptions in the study are:

1. The researcher developed worksheets that could become useful teaching learning materials or media to assist English teachers in preparing the lessons to improve the reading comprehension of the ninth grade at junior high school.

2. The worksheets were expected to assist and improve reading comprehension and the students ' skills to understand better learning English.

2) Developmental Limitation

1. English worksheet of procedure text were specified with the simple procedure text the theme of how to make food and how to make drinks. There were two categories in the English worksheet developed by the researcher:

   a. A matching worksheet

    b. A word scrambled worksheet

2. The English worksheet of procedure text was designed and developed based on the student's needs analysis and goals. The worksheets aimed to solve the students' difficulties in learning reading comprehension by providing them with appropriate, pictures, and themes.

F. Definition of the Key Terms

To avoid misunderstanding, the perception of some of the important terms in the implementation of this development is defined as follows:

1. English Worksheet

A sheet of paper on which are printed exercises and problems to be solved by a student. A good worksheet is a worksheet that is structured, there is a header about the topic or class, both clear instructions and finally the exercise itself. The activity sheet is usually a hint or step-by-step to complete a task. In order to be clear the basic competence that must be achieved.

2. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and connect it to the student's knowledge. This will improve the knowledge and basic skills necessary for efficient reading comprehension. It is about knowing the meaning of words or extracting semantic information from the script so that the reader can understand the content of the text with prior knowledge.

CHAPTER II

LITERATURE REVIEW

A. Previous Reseach

This reseach is not the first reseach in analyzing english worksheet, the reseach found some reseach that related to this study:

1. The first previous study was conducted by Denanda Mei Dwi K, state university of Malang, 2018, and titled "developing student worksheet (LKS) to Improve the ability of the fifth grade student's creative thingking at sdn tambak asri 02 malang" This research was conducted to improve students ability of the creative thinking at sdn tambak asri. this study uses a design based research approach, this study uses a model of Brog and Gall there were 10 steps and research and development. the data where analyzed has three of them. the result of the research shows the development is intended to meet the availability of media of instruction that can enhance the creative thinking of students at sd/mi.

2. The second previous study was done by suci apriliana pertiwi, state university of jambi, 2019, entitled "developing english worksheet to teach reading skill for eleventh grade students of MAS nururrodhiyah kota jambi" this reseach is aimed at designing a good and appropriate english wotksheet of reading skill to teach for eleventh grade students of MAS Nururrodhiyah. This reseach used design based reseach based on Dick and carey and borg, that consisted of eight steps. The result show that the product (Worksheet) is qualified.

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3. The third previous study was done by Lestari, Dewi furwana, Muhammad Iksan, state Islamic Institute IAIN Palopo, journal of english language teaching and learning, 2020, andtitled "Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo" this reseach is aimed to find of reading worksheet is appropriate for tenth grade, this reseach using reseach and development from the Addie model, This consist for analyzing, Designing, implementation And evaluating. The result of the reseach show that the reseacher developt and make a product based on the students' need.

4. The four previous study was done By Sati Rahmadilla, state university of Medan, 2019, andtitled "developing english writing worksheets of procedure text for students grade 11 of culinary program at smk negeri 10 medan" this reseach using writing skill for english worksheets of procedure text, this reseach aimed to develop english wotksheet for grade elevent students, the conducted by reseach and development, The data of this research were from the existing worksheet, syllabus, students' questionnaire and teacher's interview. And then the result were used to developed English writing procedure texts.

5. The five previous study was done by Evi Mahsunah, Nuris shobah, Journal of education, university of siduarjo, Indonesia, 2022, andtitled "Developing Student's English worksheet On reading Materials for tenth grade" this reseach aimed to develop student's english wotksheet for reading materials for the tenth grade of senior high school. This research

developed students' English worksheets based on the 4D model suggested by Thiagarajan that consists of 4 stages of development,The results of the research showed that the validation from the experts with an average score of 3.57, it means that these students' English worksheets are perfectly valid to use.

Table 2.1

Similarities and Diffirencess of Previous Reseach

NO	Reseach Title	Similarities	Differences
1	2	3	4
1	Thesis By Denanda Mei DwiK, "developing student worksheet (LKS) to improve the ability of the fifth grade student's creative thingking at sdn tambak asri 02 malang"	Both reseachers developing worksheetby used design based reseach	1. Previous reseach used creative thingking while this reseachused reading comperehension 2. Previous reseach used a model brog and gall while this reseach used a model amiel and reeves
2	Thesis By suci apriliana pertiwi, "developing english worksheet to teach reading skill for eleventh grade students of MAS nururrodhiyah kota Jambi"	1. Both reseachers developing english worksheet 2. Both reseachers Useddesign based reseach	Previous reseach analyze at the eleventh grade studentsat senior high school while this reseach analyze at the ninth grade students'
3	Thesis By Sati Rahmadilla,"developing english writing	Both reseachers developing english worksheet used of	1. Previous reseach usedwriting

	worksheets of procedure text for students grade 11 of culinary program at smk negeri 10 medan"	procedure text based on curriculum	while this reseach used reading comperehension 2. Provious reseach analyze at the eleventh grade senior high school while this reseach analyze at the ninth grade ofjunior high school
4	journal of english language teaching and learningby Lestari, Dewi furwana, Muhammad Iksan, state Islamic Institute IAIN Palopo, "Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo"	Both reseachers Developing worksheet used design based reseach	1. Previous reseach to improve reading skill while this reseach to improve reading comperehension 2. Previous reseach used Addie Model while this reseach used amiel and reeves 3. Previous reseach analyze at tenth grade of senior high school while this reseach analyze at ninth grade of junior high school

5	Journal of educationby Evi Mahsunah, Nuris shobah, "Developing Student's English worksheet On reading Materials for tenth grade"	1. Both reseachers developingenglish worksheet 2. Both reseachers used design based reseach	Previous reseach used reading material while this reseach used reading comperehension

Based on the explanation above, it could be seen that all of researches had their own ways to analyze their subject of the research. Hence, this research will developing english worksheet of procedure text to improve reading vomperehension andtitled "Developing english worksheet at the ninth grade students' Reading comperehension at junior High School" This reaseach use Design Based Reseacha model by Amiel and Reeves.

B. Theoretical Framework

1. English Worksheet

Worksheet is one of the most important materials for achieving the goals of educational activities. Worksheet is a kind of printed instructional material that is prepared and frequently used by teachers in order to help students to gainknowledge, skills and values by providing helpful comments about the course and enabling students to engage in active learning and learning bydoing in and out of the [5]worksheet is a student worksheet is a sheet. containing tasks that must be done by students, worksheet usually in form of instructions, steps to complete a task, a task that ordered in activity sheet must be clear about the basic competence that

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[5]Out of the School (Kaymakc, 2006 : 5). *objectives According to Depdiknas* (2006)

has to be achieved. It is also an instrument in which steps are given to students to learn. [6]

Worksheet is a sheet containing tasks that must be done by students. The activity sheet is usually a hint or step-step to complete a task. And, the task must be clear the basic competence that must be achieved. [7]

Worksheet could support students to learn English based on practice in the paper. Learning value of the students in thi activity outside gave satisfaction to students and it was unforgettable thing in their life. The worksheet also help learners to engage more thoroughly. Students can study of a foreign language English in the classroom and at home this only works if the worksheets are well-designed, however this is easily achieved with the right structure and a few tricks. There are several structure for making good worksheet. First, a header containing general information which places the worksheet within the lesson context. The header is the foundation for an organized approach to learning and contains information: about the subject, about the stage, class level, about the topic and lesson unit, about futher materials such as the textbook, and possibly any source references.

This make it easier for learners to keep their worksheets well organized, to review specific topics and to repeat exercises when necessary. Secondly, Clear instruction. Students need to know not only

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[6] Suci Apriliana Pertiwi, "*designing worksheet to teach reading skill for the eleventh grade students of mas nurrodhiyah kota jambi*" (a thesis university of jambi, 2019)

[7] Teori, Penelitian dan Pengembangan vol.1, 1324

what action to do but also how they should be doing that action and its important for students to understand why they are doing what you asked them to do. Third The exercise itself, including illustrations, highlighted points and suffient space for answer. Where a worksheet contains several exercise, all of them should related to the same topic preferably in terms of grammatical topic and content. This ensures that learners will not be overburdened or distracted by too much new vocabulary.[8]

a. **Principles in Developing English Worksheet**

there are three principles that should be understood by the people in developing the worksheet. Those are as follows:

1) Relevancy (correlation), the lesson and the competency standardi should have correlation.

2) Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.

3) Sufficiency (the students materials should be qualifying to learn that help the student to understand about the knowledge[9]

According to Chotimah in Rohman statedthere are three principles in developing worksheet. They are as follows :

- Relevancy principle (material and curriculum must be correlated)

- Consistency principle (focuses on main materials)

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[8]Suci Apriliana Pertiwi, "*designing worksheet to teach reading skill for the eleventh grade students of mas nurrodhiyah kota jambi*" (a thesis university of jambi, 2019)
[9]Sutedjo's book (2006 : 4)

- Sufficiency principle (material should be suffice to teach)

According to Brian Tomlinson in his book second edition "Materials Development in Language Teaching "there four principles of developing worksheet. Those are as follows:

- Worksheet should achieve impact Worksheet should help learners to feel at ease

- Worksheet should help learners to develop confidence Conducting to Principles in developing

- Worksheet the researcher take at reference from Brian Tomlinson in his book second editionMaterials. Development in Language Teaching.[10]

b. **Types of English Worksheet**

English worksheet there are some types of worksheet. Worksheets range in type from straight-text multiple-choice questions to illustrated puzzles and mind games. Here are a few examples of worksheet types that have proved particularly effective in teaching English. For each type we list language points it works well with.

1) Matching Worksheets

This type of worksheet usually asks students to match up pairs of items (for example opposite words or start and end of a tag question). This is often done by having one colum of items on the

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[10]Teori, Penelitian dan Pengembangan vol.1, 1324

left and the matching items, not in the same order, in a column on the right. Students have to draw lines between the matching items.

2) Word scrambles Worksheets

Word scrambles or jumbles help improve vocabulary and spelling. In this type of worksheet the letters of each word are mixed up and students have to put them into the proper order.

Here are some different types of words you can scramble: key vocabulary, spelling list words, names of students in the classroom, names of places, number words (thousand, million etc), words with silent letters or other unique features, holiday or special event vocabulary, grammar terms, almost anything

3) Jumbled Sentences

Worksheets Here, each sentence is presented with its words all mixed up and students have to put them into the correct order (for example: time/go/to/it's/almost/ school/to It's almost time to go to school).

4) Sorting Worksheets

With sorting worksheets, students are presented with a collection of items (words, phrases, phonemic characters etc) and asked to "sort" them into particular categories for example: male and female; stress on first, second and third syllable; Africa, Asia, Europe, S. America From the examples, you can see that there might be two, three, four or more categories. This usually depends

on the particular language point and level. One of the most
common ways of doing this is to have all the items entered
randomly in a box at the bottom of the worksheet, with a column
for each category above - into which students write the appropriate
item.

5) Other Worksheets There are several other types of worksheet,
   including:

   - Multiple Choice Worksheets are basically quiz- type
     exercises.

   - Gap Fill Worksheets where students insert the right words
     in gaps in theText.

   - Word Puzzle Worksheets include crosswords, word search
     and word.

   - Labelling Worksheets where students annotate an
     illustration.[11]

     Asmawati in Alex Sander expressed that the worksheet is
     acomprise of four sorts, they are:

   - A visual worksheet (a printed file; book,

     handout, paper sheet, flyer, brochures, divider chart, photo,

     and drawing).

   - An auditory worksheet (unprinted record; cassettes, a sound

     disk, etc.)

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[11]Teflnet, Guide Types (online) URL: http://www.tefl.net/esl-lesson-plans/guide-types.htm

- An auditory-visual worksheet (video, movie/film, compact disks, etc.)

- A mixed media worksheet (collaborative teaching materials;computer helped instruction, solid disk, web lessons, etc.)

c. **The Creteria of Good Worksheet**

According to Alex Case there choosing a good worksheet is even more difficult for pre - school age students than for other children and adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what you what them to . Here are some tips that should help you find or create the perfect worksheet for your classes :

- Right physical development level

- Right mental development level

- Just challenging enough

- Can be displayed

- Can't go horribly wrong

- Finish at more or less the same time

- Involves lots of language

- Involves the right classroom language

- Fits in with long term goals

- Contains useful language

- Fun / funny

- Balance of familiarity and novelty

- Not too messy

- Creative

- Predict and check[12]

2. Curriculum

a. Definition of Curriculum

Curriculum of the subject included in a course of study or taught at a particular school, college.

Curriculum included in a course of study or taught at a particular school, college, etc: Compare with syllabus.This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from junior high school have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system. Unlike the previous one. the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guide and subject. There are essentially four curriculums at work in most educational settings : the explicit, implicit, null, and extra-, or cocurriculum. You are probably familiar with the notions of explicit curriculum and extracurricular activities. The real intrigue of

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[12]Alex Case, Criteria for kinder Garten Worksheets, URL: http://edition.tefl.net/articles/teacher-technique/kindergarten-worksheet-worksheet/

curriculum debate and design comes into play with the implicit and null curriculums.[13]

The curriculum means the subject educated in the school or the field of Study. The term of the subject still uses up to now. Some experts looked up the curriculum as a possible experience set up in schools for children and youth discipline purposes to think and act. It means the curriculum is the subjects taught in the school and all of the things needed to direct the teaching-learning process. On the other side, Brown stated in Innocent Mutale Mulenga; curriculum designs are starting the language program in Particular. The main concern is about the linguistic specification, subjects, objectives, sequences, and the materials designated for the learners in a defined context. Some view or understanding about the curriculum which is still used up to now are:

- The curriculum is about anything that is taught in the school
- A Curriculum is some subjects matte;
- A curriculum is a content
- A curriculum is a program of study;
- A Curriculum is several learning materials
- A curriculum is a sequence of learning materials
- A Curriculum is some objectives that will be achieved
- A curriculum is several subject matters which are learned

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[13] Afina Nadhila Widarsa, Journal of *Curriculum for New* School Year in Indonesia

- A curriculum is everything done in school, including the activityoutside the classroom, guidance, and relationship between students

- A Curriculum is what is taught either inside the school or outside the school guided by the school.[14]

b. **The 2013 Curriculum**

According to Peraturan Menteri Pendidikan dan Kebudayaan the learning and teaching process requires some elements supporting the learning process, such as a curriculum, syllabus, and lesson plan. The government developed the regulation on the curriculum to keep the learning process. Thus, the process of teaching and learning at schools is based on the curriculum. Since then, mention has been implemented by the government to use in some schools while the others implement the 2006 curriculum.[15]

The curriculum is referred to Carter's view as an organized group of the courses, or the subject's sequences are required to the major of study as complete graduation or certification. Many factors affect the curriculum,especially when it comes to production and implementation. It depends onthe public financial support and the country's political condition, the equity's goals, and the social justice are staggered by the curriculum on one occasion and the excellence of

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[14]Fitriani, E. *"Developing Signs and Songs Materials Dealing With 2013 Curriculum For The Seventh Grade Students At NTsn. Balang-Balang"* (Doctoral dissertation, islamic univesity of negeri alauddin makassar) 2013.

[15] Permendikbud, "Petunjuk Umum Pelaksanaan Kurikulum", Kementerian Pendidikan Republik Indonesia, 2014.

academic on another. [16]On the national laws Number 20 at the year 2003 (UU No 20/2003) about the national education system, it is mentioned that a curriculum is a source of plan or an arrangement that is focused on the target, contents, and materials of the lesson. The management guidance in the learning process to fulfill the particular target of education. The dimensions of the curriculum are divided into two parts based on the definition. Firstly, the arrangement and a set of plans on the target, content, and learning materials. Secondly, the learning activity uses the method. As a result of those dimensions, the application of 2013 in the academic year 2013/2014 has been successfully fulfilled. To get a suitable formulation, the curriculum has permanently been changed dynamically.

The development of the 2013 curriculum is based on the curriculum's standard-based theory of education and competency-based approach. The 2013 curriculum is developed based on the philosophy to create a base for the participant's development to become a high-quality Indonesian student.

c. **The Purposes of the 2013 Curriculum**

The 2013 curriculum aims to prepare the Indonesian students to become high-skilled people and religious, productive, innovative, creative citizens to contribute to society, state, nation, and civilization.

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[16] Paul Green "*Teaching & Learning"* (Grayson Arter and County Schools)

d. The 2013 Curriculum's Characteristics

The 2013 curriculum was developed to focus on:

- The development of a spiritual and social manner, curiosity, creativity, partnership based on the intellectual and psychometric ability.

- The school represents an element of society that provides a learning experience where a learning participant applies what has been studied in school to society and exploits society as a learning source.

- The development of the attitude, the knowledge, and skills to apply them to society and schools. Thus, the 2013 curriculum is based on learning and teaching rules for the subjects to understand the education target.[17]

3. Concept of Prosedure Text

a. Definition of Text

Definition of Text Before going to the definition of procedure text, it is better to know definition of the text itself, Homby defined "text is the main written or printed part of a book or page, contrasted with notes. And Jack C. Richard on this book "Longman Dictionary of Applied Linguistics "stated that" Text is a segment of spoken or written languages, has distinctive structure and, has a particular

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[17]Rahma Dillasati, A Thesis " *Developing English Writing Worksheet of Procedure Text for Students Grade Eleventh of Culinary Program at SMK Negeri 10 Medan"* State University of Medan 2019

communicative function or purpose, and often can be understood in relation to the context. Moreover, Anderson argued that "Texts are pieces of spoken or written language created for a particular purpose. It means when write or speak , we create texts. When we listen, read, or view texts, we interpret them for meaning. Thus from the definition above, the researcher inferred that text is everything we hear or say in spoken language, and what we read or write in reading comperehension that has structure and function.

b. Definition of Procedure Text

We usually find many kinds of texts in our daily life. One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequenced steps or phases. Mark and Kathy Anderson through their book Text Types in English 3 defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere. In addition, Professional Development Service for Teachers stated that a procedure text has a social function to explain how something is done, in a series of sequenced steps. The examples of procedure text are directions. Instruction manual, receipes, and itineraries.

As it can be seen above, procedure text is defined as a text that explains, tells or shows someone how to do something, to make

something and to get someplace, that have to be done in a series of sequenced steps.

c. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features:

- Sentences begun with action verb (imperative sentences). e.g., pour hot water into the cup.

- Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.

- Adverbs of manner to describe how the actions should be performed. e.g. quickly, firmly.

- Precise terms and technical language . e.g. ml. grams, etc.

- In addition, the other sources added some of language features ofprocedure text which are not included in Anderson's book.

- Nouns or noun groups are used in the listed material or equipment.

- The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.

- Words related to direction and specific locations are found. e.g. left, north , Jamison street.

- Adjectives add details relating to size, shape, color, and amount.

- Present tense is generally used To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

d. Structure of Procedure Text

Generally,a procedure text is arranged of three main parts: Aim or Goal of the procedure, List of materials which needed to complete the procedure that need to be taken to accomplish the task.

- An introductory statement giving the aim or goal This part can be the little of the procedure text, it is also may include an introductory paragraph.

- List of materials needed for completing the procedure This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain proccedure text this part sometime is omitted or left out.

- A sequence of steps in the correct order This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1,2,3 ...) or by using words such as first, second, third, etc. Words such as now, next, and after this

sometimes are used as well. Commonly, the steps usually begin with a command such as add, strir, or push.[18]

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedure texts. For example, in procedure text that tells the readers direction of how to get to certain place or procedure text of rules of behavior, there is no list of materials needed. In a procedure text of how to operate something. sometimes list of materials needed is not included.

e. **Example of Prosedure text**

How To Make Iced Cappucino

Figure2.1

Source: https://www.liveworksheets.com/rg2125634ef

You need:

- whipped cream (optional)

- 1/2 cup of strong coffee 3 tablespoons of sugar

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[18]Mark Anderson and Kathy Anderson, *Text Type in English 3.*

- 1 cup of ice cubes

- 1/4 cup of cream

- 2 cup skim milk

Steps:

- First, brew a cup of coffee and let it cool.

- Then, put the ice cubes in the blender and pour the coffee over them.

- Next, add milk, sugar, and cream.

- After that, blend them all on medium speed until the ice is completely crushed.

- Next, pour the mixture into a glass. Finally, top it off with whipped cream.[19]

Thus, from example above, everybody know how to write procedure tex. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. Last, they need steps to achieve the goal with the purpose: to tell the process of how to make iced cappucino

4. **Concept of Reading Comperehension**

a. **Definition of Reading**

Reading is the process of constructing meaning through the dynamic interaction among:

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[19]Rwulns, Live Worksheet, https://www.liveworksheets.com/rg2125634ef English as a Second Language (ESL) 14-15

a. the reader's existing knowledge:

b. the information suggested by the text being read ; and

c. the context of the reading situation

Reading is a process undertaken to reduce uncertainty about meaning a text, reading the process result from a negotiation of meaning between the text and its reader.

And According to Indonesian Dictionary, the definition of reading is to see and understand the contents, can be with or in the heart only.According to Mr.Hodgson published 1960 pages 43-44, the definition of reading is the process done by the readers to get the message, which will be delivered from the author with the mediator of the media words and written language. When explicit and implicit messages can be understood, then the process of reading it will be done well.

Reading is a skill which enables us to get a message: recognizing the written words (written symbols): getting (understanding) the meaning: used to teach pronunciation grasping information from texts.Demanded Mr. Finochiaro and Bonomo published in 1973, the definition of reading is to take and understand a meaning and its meaning contained in the written language.[20]

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[20]Lestari, *"Developing Students, Reading Worksheet a Tentth of SMA Negeri 4 Palopo"* a Thesis of Islamic Institute of Palopo, 2018.

b. **The Definition of Reading Comprehension**

According to Michelle Maxom, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.[21] Most people spend their time to read an article, a book, a newspaper and others. This activity needs some skills in order to understand it. However, some of the people cannot read well.

Whereas Geoffrey Broughton said that reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them.[22] However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

Ellizabeth states that comprehension is an active process that produces the meaning for the printed language then concern with new word[23]. In addition, Gillet and Temple argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers 'active to look information. Comprehension means making sense of what one reads.A

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[21] Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England : John Wiley & Sons, LTD Publisher , 2009).

[22] Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition,* (London:University of London Institute of Education, 2003).

[23] Elizabeth S. Pang, *Teaching Reading, (Chicago: University of Illinois, 2000).*

reader who comprehends text is an active reader. It can be concluded that comprehension is a complex. process to produce meaning from the text by involving prior knowledge to understand the text.

According to Kintsch, reading comprehension is the process. ofcreating meaning form text[24]. Furthermore, Janette defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency[25]. In other word, to be successful at reading comprehension actively process what they read. The at processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge.

Chiara Maneghetti et.al states that reading comprehension is a complex cognitive ability requiring the capacity to integrate textwith new word . In addition, Gillet and Temple argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers ' active to look information. Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. can be concluded that comprehension is a complex. process to produce meaning from the text by involving prior knowledge to understand the text.

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[24] Abbas Pourhosein Gilakjani, *"How Can Students Improve Their Reading Chomprehension Skill?",* (Iran: Islamic Azad University, 2016).

[25]Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties,*(United States of America : The Guilford Press, 2007).

c. Kinds of Reading Comprehension

Pearson and Nicholson categorized Reading Comprehension into four categories namely, literal Reading Comprehension, interpretation Reading Comprehension, critical Reading Comprehension, and creative Reading Comprehension.

1) Literal Reading Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions : "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills examine how well student can identify and understand information that is directly stated in a text.

2) interpretative Reading comperehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This. term could be used in a sense broad enough to cover all of the thinking skill. In general, it may be said that interpretation probes for greater depth than literal comprehension.

3) Critical Reading Comprehension

The critical reading skill category the one most directly in need of development in American life at the present time. According to smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

4) Creative Reading Comprehension

The term "creative reading" is frequently used in as broad a sense as "inferences", "critical reading" and other current popular terms which many have fallen into the habit of oying as one label - to- all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher i form starts with a question or an inquiry which arises in themind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

Based on the explanation above, the researcher focused on literal reading comprehension. These levels consist of cognitive claim on the reader. Literal comprehension question needs to be asked because factual information is the main focus on reading material.

Literal comprehension analyze how to student can recognize and get information that is directly states in a text.

d. The Strategies of Reading Comprehension

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension[26]. There are some strategies which can be used by the readers are:

- Activating Prior Knowledge

  Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure and topics, besides that they make connection of the txt to their lives, various written sources and the world, finally they connected these ideas after finishing in reading the text. In other words, before reading the readers should active theirprior knowledge to think about what information that they find forms the topic to make them easier in understanding the text.

- Prediction

  Prediction is process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers ' previous knowledge. It text, the readers should means that before the readers read guess what the content of the text.

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[26]Danielle S. McNamara, *Reading Comprehension Strategies,* (USA: Lawrence Erlbaum Associates, 2007).

- Skimming

  Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word .

- Scanning

  Brown defines that the reader's activity to look for some specific information of the text without reading through the whole text. In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

- Guessing meaning of unknown word using contextual clues

  The readers need to guess the meaning of word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely : look for prefixes that can provide clue. look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, and look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues. Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

- Identifying topics and main ideas

  Most of comprehension exercises ask for the readers to find out the main idea of the text or passage Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic f a text, and recognizing the main idea of passage. It is told about understanding topics and playing ideas that are very important in reading comprehension.

- Use of Question

  According to Dreher and Gambrell in Guthrie state that questioning refers to students make questions of writing self initiated about the passage before and during reading to help them comprehend the text and topic from the text, Whereas. by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of the text is being read.[27]

e. **The Model of Reading Comperehension**

There are several models of reading as follows:

1) The Top - down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the

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[27] Zainuddin "Improving Reading Skills in The Use of Question" (e-Journal UIN Malang) 2020

constructions of meaning. This means that between knowledge.

and competence linguistics interrelated in interpreting a text

reading.

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the

word, and sentences and looks at the organization of the text.

(without relating it to experience or prior knowledge) in order to

construct meaning from what was written in the text meaning

depends both on knowledge of vocabulary plus syntax. In other

word, in bottom-up processing the reader must recognize of

linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top - down and

bottom - up processes occur when a person reads a text . From the

above two models it can be a single chain of the reading process. In

other word, in bottom-up processing the reader must recognize of

linguistics signal.[28]

f. **The Levels of Reading Comperehension**

According to Alice C. Omagio in Sanggam's book, there are

four different levels of proficiency readers as follow.[29]

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[28]H. Douglas Brown, Teaching by Principles, (San Francisco: San Francisco State University, 2000).

[29] Sanggam Siahaan, *Issues inLinguistics.* (Yogyakarta: GrahaIlmu, 2008).

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom object, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level reader, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context indescription, narrations and non-technical prose which contain newspaper accounts, directions, academic text, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

   Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most od supporting details, and understandnew vocabulary in context through contextual guessing strategies.

CHAPTER III

RESEACH METHOD

A. Model of Reseach Design

In conducting a reseach required a method and approach to guidelines in conducting reseach. This reseach is categoriezed as Design Based Reseach (DBR) proposed by Amiel and Reeves. Design based research is a systematic study of designing, develop and evaluate educational interventions (such as programmes, learning strategies and materials, products and systems) as solutions for solving complex problems in educational practice. These components are designed and developed so that the problems faced in the world of education can be solved, so that the world of education is more up. which also aims toadvance our knowledge of learning materials/design and development process. There are 4 general stages in the method DBR, which are as follows (Amiel and Reeves, 2008)

1. Analysis of practical problems by researchers and practitioners in collaboration

2. Development of solutions informed by existing design principles and technological innovations

3. Iterative cycles of testing and refinement of solutions in practice

4. Reflection to produce design principles and enhance solution implementation.[30]

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[30] Fitri Intendia, *Model Pelatihan Kreativitas Vokal Bertema untuk Anak Usia Dini di Purwa cakara Music Studio Bangbarung Bogor,* Universitas Pendidikan Indonesia, 2016
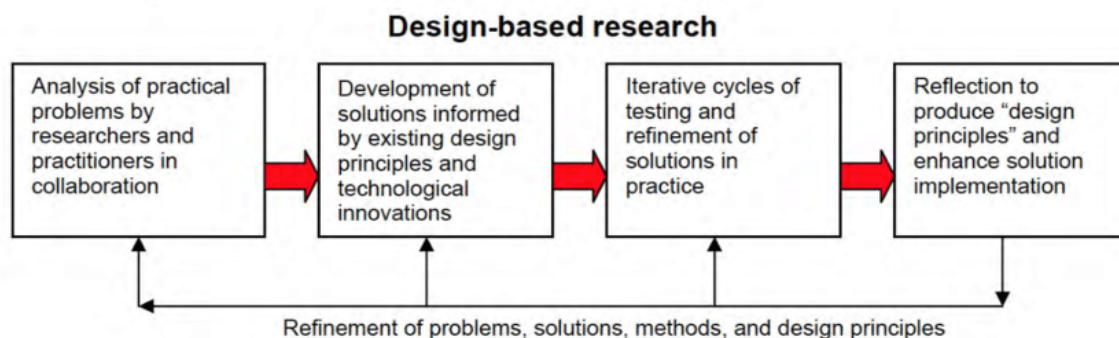
41

Design-based research

Refinement of problems, solutions, methods, and design principles

Figure: 3.1 The four phases of DBR (Adapted From Amiel & Reeves, 2008, p. 34)[31]

In carrying out research by referring to the DBR method orDesign Based Research, of course there are procedures and research steps that must be implemented.

B. Procedure of Development

In conducting reseach with refrence to the DBR Method or Design Based Research, of course there are procedures and reseach steps that are must be implemented. Each reseach method certainly has procedures and reseach steps in this DBR or Design Based Reseach Method.

1. **Analysis of practical Problems**

   The first is problem identification and analysis, this stage is the initial stage of research using the DBR method, where the researcher before going to the field must identify and analyze the problem to be studied, starting from what problems are his anxiety, what are the

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[31] T.C reeves "Design Based Reseach: Rethingking Technology and the Reseach Agenda, (Educational Technology & Society), 2008

factors that cause the problem, and what can be done to solve the problem.The problem is reading comprehension which tends to be a difficult skill to master which the factor to the lack of illustrations or pictures in the worksheet. Against this background, the researcher came up with the idea to make a worksheet of procedure text

2. **Development and solutions**

   The second stage is the solution design , where the solution will be designed based on the background of the problem that occurs to get the results of the research objectives. At this research stage is the stage where researchers design all the course of the research process. Starting from determining of looking for refrences, cover design, content of english worksheet, location of reseach, subject of reseach,design of english worksheet, and preparation of instrument validity, besides that the researcher prepared a writing instrument to take notesresearch results, recording equipment audio of research results. The design that will be carried out for the development of English worksheets. The researcher designed the research at ninth grade students'SMPN 1 Ajung. This research was carried out in November until this research was considered complete.

   The researcher determines the procedure text material to be used given to students. Based on the identification of the problem above, then can be designed as follows: the first determine the concept of the test that will be given to students, the second determine interesting

illustrations/pictures in accordance with procedure text material that is easy to understand

3. **Iteractive cycles of testing**

The third is an iterative cycle in the tests carried out, so that it will produce the best final design. After doing the design, the researcher started by giving validity sheets to the experts (material expert and media expert) after which the researcher distributed them with students in the form of a questionnaire.

4. **Reflection**

The trial results were then reflected in order to get a design from the developing of worksheet model amiel and reeves which is expected to help students' and teachers in reading comperehension. The last step is The test results are then reflected in order to get a design from development of english worksheets to improve reading comprehension. That the learning components will bw more perfect in order to achieve the expected goals.

C. **Product trial**

Product Trial Activities at this stage the researcher collects data that can be used as a basis for determining the attractiveness of the resulting product. At this stage, there are five parts that need to be stated, namely trial design, subject trial, types of data, data collection instrument, data analysis technique.

1. **Trial design**

This study is a development activity carried out independently individual. The activities carried out were starting to make field observations, making English worksheets of procedure text and testing the feasibility of the product by means of validation by several experts. Test execution Feasibility is done by submitting a worksheet product along with a number of assessment questionnaires to the validator to assess whether the product development is feasible or not.

2. **Subject design**

a. Teaching Materials Expert (content)

Teaching materials experts are people who are experts and experienced in the field of English teaching materials, namely 1 English subject teacher at UPTD SMPN 1 Ajung.

b. Worksheet media expert study stage

The worksheet media expert is an expert and experienced person in the field of worksheet media, namely 1 lecturer of the EnglishEducation Department in the field of worksheet media andworksheet concept.

c. The subject of reseach

After the worksheet of procedure text product is completevalidated and revised according to expert input, the next stage namely field trials, in this case are students of class IXD to

find out the practicality of the english worksheets in theUPTD SMPN 1 Ajung, academic year 2022/2023.

D. **Types of data**

Data is defined as information or materials that can be relied upon real studies (analysis or conclusion). The data in KBBI is defined as information that true and real. The data used as the basis to determine the effectively and the attractiveness of the resulting product. The type of data collected is shared into two, according to the type of data in general, namely : Quantitative and Qualitative.

a. Quantitative Data

Obtained in the form of numbers through material expert validation and media expert study stage by using the Questionnaire. the results of quantitative data analysis are used to determine the validity of the product.

b. Qualitative Data

Input, feedback improvement suggestions based on expert assessment of results obtained through interviews of expert content / material, media expert, expert teaching ninth grade at smpn 1 ajung

E. **Data collection instrument**

Instrument is a tool used indata collection, the resulting data will be accurate if the instrument used is used by researchers is valid, therefore it is necessary to selectappropriate instrument in this research

and development. Instrumentwhich will be used in research and development of teaching materials English worksheet of procedure text are as follows:

a. Interview

Interview is an instrument used toguide interview The interview was conducted between the researcher and one of the teachers English at UPTD SMPN 1 Ajung. on the results that researchers get in research to get reflection which are desired.Interviews are divided into two,namely structured and non-structured structured.Structured interview is if the researcher already knows what to look for, so have prepared the questions main question to alternative questions to be asked.The unstructured interview is a free interview where the researcher did not use the interview guide that had been prepared.

b. Questionnaire

The questionnaire is a number of written questions that are usedto obtain information from respondents. The quetionnaires were applied in the needs analysis stage.

c. Document

In discussing the results of this study, some documentation is needed which can support this research. Documentation used to support This research is documentation in the form of images,

repeat process research in the classroom, so that the findings obtained can beaccurately.

F. Data analysis technique

The next steps that must be carried out after the data collection technique are: finished is a data analysis technique. In this study, the data analysis phase This is done by looking for information, both from interview and questionnair which is then compiled to be informed to others. data analysis techniques validation of material experts and media experts, using a formula adapted from Data analysis of validation test results aims to determine the validity level of the learning media developed. The technique used is percentage calculation technique and qualitative descriptive technique, with the following formula:

a. Validity Analysis

Validity analysis in research anddevelopment is carried out in the following steps:

1) Validation sheets or Quesionnaires are given to two expert validators and analyzed using a likert scale in the form of a checklist and filled and with the conditions:[32]

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[32]Amir Hamzah, *Metodologi Penelitian dan Pengembangan (Research and Development),* Literasi Nusantara, 2019, 107.

Table 3.1

Scoring Criteria

Criteria	Skor
Very Valid	5
Valid	4
Valid Enough	3
Invalid	2
Very invalid	1

Source: Amir Hamzah, 2019

Table 3.2
Validity of Media expert

Criteria Validity	Level of Validity
81% - 100%	Very valid or can be used without revision
61% - 80%	Valid or can be used but need a little revision
42% - 60%	Valid enough it is Recommended not to use it because there are many revision
21% - 40%	Invalid or may not be used
0% - 20%	Very invalid or may not be used

Source: Sa'dun Akbar 2013: 82

Table 3.3
Validity of Material expert (content)

Criteria Validity	Level of Validity
81% - 100%	Very valid or can be used without revision
61% - 80%	Valid or can be used but need a little revision
42% - 60%	Valid enough it is Recommended not to use it because there are many revision
21% - 40%	Invalid or may not be used
0% - 20%	Very invalid or may not be used

Source:Sa'dun Akbar 2013: 82

- Then the Validation sheets of the two expert Validators are processed using the formula Adapted from Akbar:[33]

$$V\text{-ah} = \frac{TSe}{TSh} x\ 100\%$$

Description:

V-ah   : Precentaceexpert validation (material or media)

TSe   : Total validator score

TSh   : Maximum score (expected)

2) Practicality analysis

- Teacher Responses

    Practical test of English students' worksheets having at least a undergraduate education (S1) who has high and extensive experience in teaching English education from UPTD SMPN 01 Ajung Jember.

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[33]Sa'dun Akbar, Instrument Perangkat Pembelajaran (Bandung: PT Remaja Rosda Karya, 2013), 82

- Student Responses

    Student responses of English Worksheets were carried out students'from class IX who attend UPTD SMPN 01 Ajung Jember.

    Calculation of the value of practicality on the items using the formula, namely:

    [34]

$$\text{Skor of Precetage: } \frac{value\ obtained}{total\ skor} \text{ x } 100\%$$

Table 3.4
Criteria of Teacher Responses and Students' Responses

| No.	Skor	Attractiveness level
1	81% - 100%	Very attractive
2	61% - 80%	Attractive
3	41% - 60%	Quite attractive
4	21% - 40%	Not attractive
5	0% - 20%	Very unattractive

Source: adapted from Sa'dun Akbar, 2013

3) Data Analysis Qualitative

    In qualitative research, data validity is carried out in order to obtain valid results and can be accounted for and can be trusted by all parties. Moleong stated that " triangulation is a technique to check the trustworthiness of data which uses

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[34]Sa'dun Akbar, Instrument Perangkat Pembelajaran (Bandung: PT Remaja Rosda Karya, 2013), 82

something else to be compared toward that data. [35]Meanwhile, according to Denzin: there are four different forms of triangulation, those are: data source triangulation, investigator triangulation, method triangulation, and theory triangulation.[36]

The Researcher used data source triangulation. Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources. It can be concluded that source triangulation used different sources to get the same data. It used to check the information which was taken from different times.

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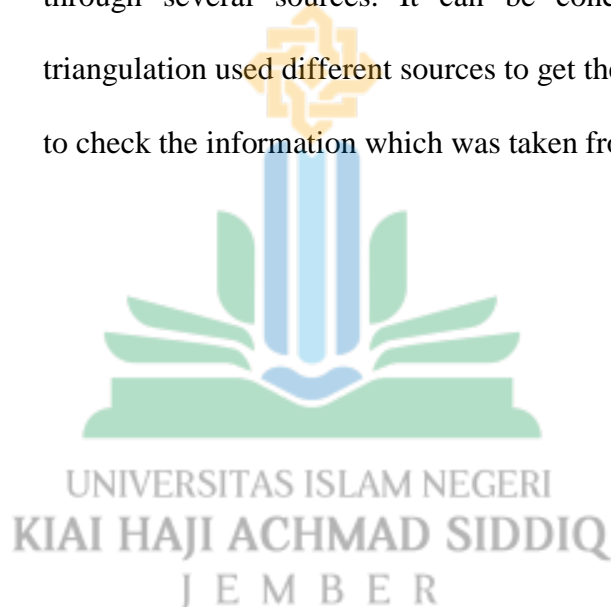
[35]Moleong, L. J. (2008). Metode Penelitian Kualitative. Bandung: PT. Remaja Rodakarya.

[36]Denzin, N. K. (1978). The Reseach Act: A Theoritical Introduction to Sociological Methods. New York: Mc Graw.

CHAPTER IV

RESULT OF RESEACH AND DEVELOPMENT

This study aims to knowthe Design and Quality of English worksheets. The developed students' worksheets are suitable for use based on the results of validation by experts.

The type of Research used is Design Based Research (DBR) which refers to the Amiel and Reeves model (Analysis, Development of solution, Iterative of cycle of testing, Reflection to product). The results of the stages of developing student worksheets are carried out as follows:

A. The Design of English Worksheet

1. Analysis of practical problems

   The analysis stage is the first stage to find out the problem in knowing English reading comprehension. At this stage the researcher conducted a needs analysis and student character analysis.

   a. Need analysis

      Need analysis is carried out to determine the basic problems in the development of English worksheets. At this stage the researcher observed the problems that arose in learning English with procedure text material in SMP 01 Ajung. In general, at this stage there are 2 things that need to be answered, namely:

      1) What teaching materials are used in learning English?

      2) Have teachers/students ever used worksheets in learning English?

Based on the results of interviews at SMPN 01 Ajung, teachers and students used textbooks provided by the school in the process of learning English in class. In addition to the use of student textbooks, they also have handbooks for additional devices in the learning process. In addition, in the implementation of learning the teacher only uses worksheet teaching materials from textbook publishers which only discuss limited material and exercises. Mr. Doto Wiyono said the practice questions in the book package did not improve students' reading comprehension due to a lack of supporting illustrations/pictures. Then the researcher have an idea about developing worksheets and Mr. Doto Wiyono strongly agreed, according to him, it was necessary to have worksheets as a guide for students. Based on the problems above, the researcher chose to develop an English worksheet.

b. Students' Character Analysis

Students' character analysis is the stage used by researchers to determine the characteristics of students which is the basis for researchers to compile the worksheets that are developed. Teaching materials that are by the character of students are expected to increase students' understanding of reading comprehension. Based on the results of an interview with an English teacher of class IX conducted by researchers on 11/01/2023. In general, students participate in learning activities well, but not all students understand what the

teacher says, therefore the teacher tries to innovate by using digital learning media translators. The result is that when students are asked to convey the results of reading, many students do not understand the reading it's also that students lack digital skills because they're still in junior high school. Therefore new innovations are needed to improve students' reading comprehension.

Based on this analysis, the English worksheet can be applied to SMPN 01 Ajung students and it is hoped that it can help students improve their reading comprehension.

2. Development of Solution

The next stage is the stage of designing of solution. At this stage the researcher started to design an English worksheet. This stage includes several things:

a. Cover Design

To make cover designs on worksheets, researchers look for information about examples of covers from other teaching materials such as textbooks, LKS, modules, internet and other teaching materials. So that researchers can easily design what kind of cover that can attract students' attention to read the contents of the worksheet.

b. Content of English Worksheets

In the design contents of english worksheet, the selection and determination of materials conforms to one of the criteria, namely worksheets must be interesting and can help increase student

understanding. In this case the researcher chose to package worksheets with color variations and images related to the material procedure text. In addition, the choice of language used in the worksheet is also easy for students to understand, so that students are more enthusiastic in reading.

1) Determine of the Title

Based on the results of observations, it was decidedthat the title of this worksheet is:

Figure 4.1 Title of English Worksheet

2) Core Competence (KI)/Basic Competence (KD) to be Achieved of English Worksheet Based oncurriculum 2013 then the Core and Basic competencies are as follows:

Figure 4.2 Core Competence (KI)/Basic Competence (KD) 2013
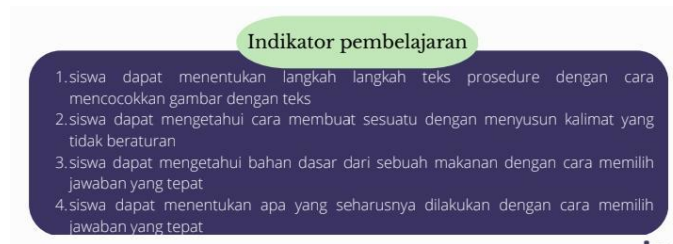
Figure 4.3 Indicator of Procedure Text

3) Subject of Reseach

The subjects used to assess the practicality of the worksheets were students of the ninth grade of 9D at SMPN 01 Ajung, consist of 29 students.

4) Development of English Worksheet

Development of english worksheet is the stage for product of development, in this design it is carried out after the analysis of practical problem. This design has 3 parts, namely the beginning, the contents and the end. Complete worksheet contents can be seen in the Appendix. the results of the development stage:

5) Beginning of English Worksheet

a) Cover

In the cover of the worksheet there is the title of the worksheet namely english worksheet teks procedure recipe (how to make food and drinks). In addition, the cover for this module also contains the goals/targets intended for making the worksheet, namely Grade 9, and the name of the compiler.
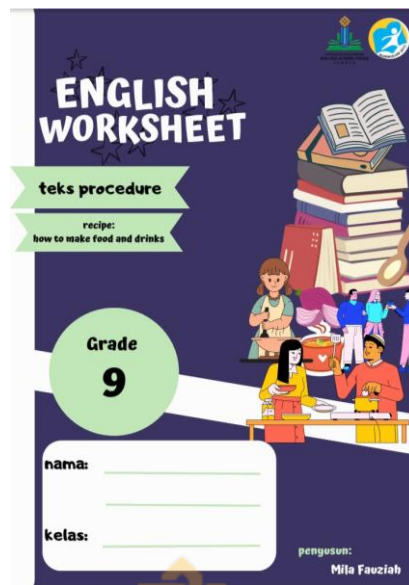
Figure 4.4 Cover of English Worksheet

b) Table of Content

The table of contents contains the sections contained in

the worksheet. The table of contents section aims to make it

easier for students to find practice questions to be studied.

Figure 4.5 Table of Content of English Worksheet

c) Core competence/Basic competence Based on Curriculum 2013

Core competence/Basic competence contains competencies to be achieved by students, the purpose of core competence (KI) is to form superior character for students through learning activities. While the purpose of basic competence (KD) is as a reference for teachers to develop indicators. In addition, there are indicators that aim to determine the achievement of learning objectives.

Figure 4.6 Core Competence/Basic Competence Based on Curriculum 2013

d) Material of procedure text

Material of procedure text aims to increase students' knowledge about procedure text. So before students enter into the practice the contents of the worksheet students are expected to know in advance the structure of procedure text.
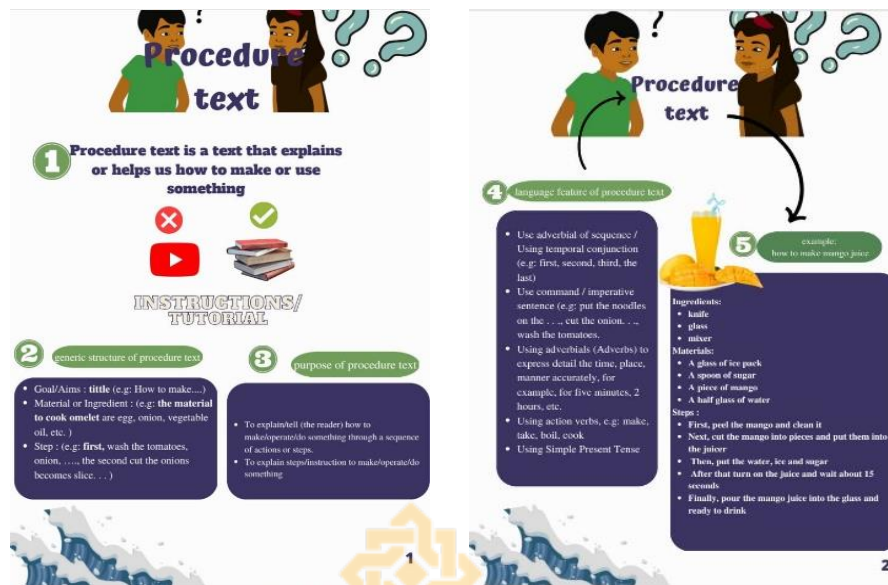
Figure 4.7 Material of English Worksheet

6) Content of english worksheet

Content of english worksheet there are several practice exercises made by researchers to make it easier for students to understand reading. Here the researcher only uses 2 types of worksheets, namely: Matching worksheets and Word scrambled worksheets. Besides that, the researcher also only used the theme recipe, namely food and drink.
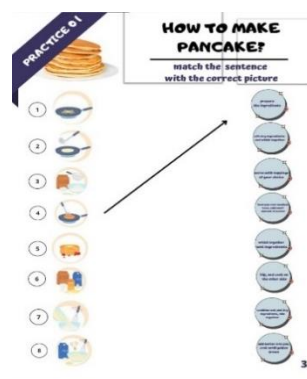

Figure 4.8 Matching Worksheet

Figure 4.9 Word Scrambled Worksheet

7) Back Cover

Back cover designed simple containing identity of the compiler, the purpose of the author of the worksheet. In addition, there is an image that illustrates the purpose of the contents of the worksheet.

Figure 4.10 Back Cover

8) Preparation of Instrument Design

The preparation of the instrument design aims to assess the validity and practicality of the product being developed. The worksheet validty instrument is in the form of material expert,

media expert. The validation sheet is used in assessing the worksheet. In addition, there are also student response questionnaires and teacher response questionnaires that aim to assess the Quality of English Worksheets. Before being given to experts, teachers and students. first the research design is corrected by the supervisor, after it is declared appropriate, the validity sheet is immediately given to the experts, to get the level of validity of the worksheet. The following is a description of each worksheet assessment instrument, namely:

a) Material Expert Validation (content)

This material expert validation sheet consists of 25 questions that have been agreed with the expert and aims to provide validation related to the content or material contained in the worksheet. then it will be filled in by an English teacher at SMPN 01 Ajung. The complete material expert validation sheet can be seen in the appendix 9.

b) Media Expert Validation

Media expert validation It consists of 23 Questions aimed at providing validation related the design in the worksheet. After preaparing the assessment instrument, it will then be filled in by media expert lecturers, The media expert validation sheet can be seen in the appendix 10.

c) Student Response Questionnaire

The student response questionnaire consists of 15 statements adapted to the needs of researchers used to obtain the Quality of worksheets. The following is a student response Questionnaire statement. Complete student response Questionnaire sheets can be seen in the appendix 12.

d) Teacher's Response Questionnaire

The teacher's response questionnaire consists of 21 statements adapted to the needs of researchers used to obtain the Quality of worksheets. The complete teacher response questionnaire sheet can be seen in the appendix 11.

3. Iterative cycles of Testing

After the revision has been carried out and it has been stated that the worksheet is suitable for use by material expert validators, media experts, the next stage is implemantation of schools. The reseachlocation in SMPN 01 Ajung (IXD). The purpose of this implementation is to find out the Quality of the worksheets made by researchers. To find out the Quality of the product is followed by 29 respondents or students'. In addition, the researcher also distributed teacher response Questionnaires to one of the English teachers at SMPN 01 Ajung to find out the Quality of the worksheets from the teacher.

4. Reflection

    At this stage it is a form of reflection provided by the validator.

    a. Media Expert (content)

        The following are suggestions and comments given by media experts: 1) Languange aspects of the use of capital letter and lowercase letters are not appropriate/accurate. 2) Differently between materials and ingredients. 3) Adding a brief introduction before going into the practice questions. 4) The image must be adapted to the material. 5) Change into Good English, and Procedure text, Name, Grade.

    b. Material Expert

        The following are suggestions and comments given by Material experts: 1) relatively small font size and less clear. 2) the picture presented is not clear 3) the writing on the indicator is not clear.

    c. Teacher Responses

        The following are suggestion and comments based on interview given by Ika septiyani S.Pd M.Pd one of english teacher in SMPN 01 ajung. Namely: 1) personally, I think this English Worksheet is Very good, with colorful picures the students' will be more anthusiasem in reading comperehension, especially the worksheet using theme of recipe food and drink,

it will make studesnts' not get bored quickly.2)Of course both of them (Teacher and Students') really lucky from this English Worksheet, I as a teacher can be more practically in explaining of learning material, with the design and quality of english worksheet students' can also more easily understood of learning material. The interview sheet can be seen in the Appendix 10.

d. Students' Responses

The following are suggestion and comments based on interview given by one of students' Namely: 1) yess! It's very interesting for me, the design is contemporary especially on the cover of english worksheet to interested for everyone to read, the theme of english worksheet is used every day, make me easy for understanding reading comperehension. 2) teacher and students' because students can be see the english worksheet while the teacher explains the material, so students don't get bored. The interview sheet can be seen in the Appendix 11.

B. The Quality of English Worksheet

Analysis of the data obtained is from the validator and from student and teacher response questionnaires. Validation from experts, students' and teacher response questionnaires will get the Quality of the developing English worksheet. The following are the results of the Media validation and Material expert validation of the developed English worksheet:

1. Media Expert Validation

Media expert validation consist of 3 Rated aspect with total questions 23, namely: 1) Value aspect 84% with **criteria very valid**, 2) Language aspect 90% with **criteria very valid**, 3) Presentation aspect 95% with**criteria very valid.**average score34 and average presentage from 3 aspect is 90% the total overall score is 88% **with criteria very valid or can be used without revision.**

This means that the validation of the English Worksheet media is **Very Valid** and can be applied to school after going through previous revision and comments from media expert.The complete data MediaExpert Validation sheet can be seen in the Appendix 12.

2. Validity of Material Expert

Material expert validation consist of 3 Rated aspect with a total question 25, namely: 1) Value aspect 94% with **criteria very valid**, 2) Language aspect 97% with **criteria very valid**, 3) Presentation aspect 97% with **criteria very valid.** And average score from 3 aspects is 40from presentage scoreis 97% the total overall score 96% **with criteria very valid or can be used without revision.**

This means that the validation of the English Worksheet media is **Very Valid** and can be applied to school after going through previous revision and comments from media expert. The complete data MediaExpert Validation sheet can be seen in the appendix 13.

3. Aanalysis of Teacher Responses Validation Data

   Teacher responses validation given to one of english teacher ma'am Ika Septiyani S.Pd, M.Pd and have done on Monday, 02/01/23 consist of 21 Questions, the total score is 99 and the Quality of english worksheet obtained 94% **with criteria very valid or can be used without revision.** The complete data for Teacher responses Validation sheet can be seen in the appendix 14.

4. Data analysis Students' Responses Validation

   Analysis students responses consist of 30 students'and have done on Wednesday 08/02/23 with 15 Questions. The results of the average percentage of the are 86% with**criteria Very valid.**The complete data overall validation can be seen in the Appendix15.
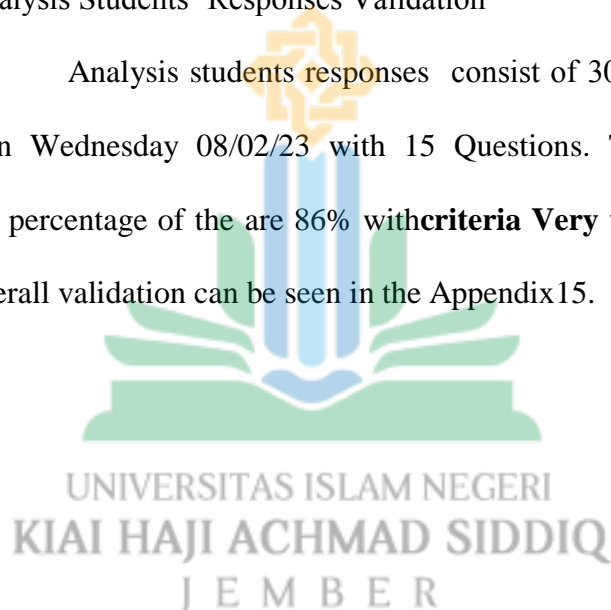
CHAPTER V

CONCLUSION AND DISCUSSION

A. Development of English Worksheet Result Conclusion

Development of english worksheet of procedure text at the Ninth grade of Reading comperehension. Can be presented as follows:

1. The Design of English Worksheet Result

Developing of English Worksheet this creative worksheet with colourful design and the suitability of the images with the contents. The design of english worksheet for a good english worksheet based on the results of the media expert validation and material expert validation. a) Media expert validation resulted in the appearance of the english worksheet being presented in a very attractive, so the students' were more interested in reading the contents when looking the cover of english worksheet. The clarity of the instructions for using the english worksheet, besides that the media expert produces a match between the picture and the content, so that it is easier for students' to understand the reading. b) material expert validation results in suitability the content of english worksheet with procedure text material, grammar accuracy, suitability with KI/KD and easy undestanding the material.

2. The Quality of English Worksheet Result

The development of english worksheet is carried out by knowing the quality of the validity level of the english worksheet which is obtained

from the validation results: media expert and material expert. The results

obtained are as follows:

a. The result of media expert is acquire a precentage of 90% that

means the english worksheet is Very valid and worthy to be used.

b. The result of material expert is acquire a precentage of 97% that

means the english worksheet is Very valid and worthy to be used.

c. The result of teacher respones validation is acquire a precentage of

94% that means the english worksheet is Very valid and worthy to

be used.

d. The result of students respones validation is acquire a precentage

of 86% that means the english worksheet is very valid and worthy

to be used

It can be concluded that the quality of english worksheets has

increased significantly, which means the development of english

worksheet is very valid and worth it to used for learning material of

procedure text.

B. Suggestion for Reseach Development

a. For Reseacher

the reseacher hope the english worksheet of procedure text can

help the students' to improve reading comperehension of procedure text

material, developing of english worksheet can be used students' without

accompanied by a teacher. But to better maximize the function of it use, it

will be good teacher participated in the process of using material, so that the key points can be understood by the students' well.

b. For Futher Development

the reseacher hopes that future reseacher can make and develop english worksheet better, it is necessary to add more activities/ practies but the preparation must be adjusted to the curriculum and student' characteristic, the material of english worksheet is not only related to activities daily life, so that it can be better linked to the approach of the Al-Qur'an or Hadith to guide students' mindsets.

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Appendix

Appendix 1
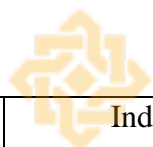
MATRIX OF RESEACH

Title	Variable	Indicator	Source of data	Research method	General question
Developing english worksheet materials of prosedure text for the Ninthgrade Students' Reading Comperehension at Junior High School	1. worksheet materials 2. reading comprehension	1. To attractstudents' interest 2.understandig Materials 1.memorizing 2.the material based on curriculum study	1.document 2. journal 3. design application	1. approach and kind of the reseach: design of the reseach 2. Analysis of practical problem Interview Observation 3. Data collection Students' teacher 4. procedure development Amiel and reeves 5. Trial product -Test design -Subject trial -Types of data -Data collection instrument -Data analysis technique	1. how is the design of english worksheet materials prosedure text for the eight grade reading comperehension? 2. how is the quality of english worksheet materials prosedure text for the eight grade reading comperehension?

Good ENGLISH

Procedure Text

recipe:
how to make food and drinks

Grade

9

Name:

Class:

penyusun:

Mila Fauziah

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

KURIKULUM 2013

Kata Pengantar

Puji syukur atas kehadiran Allah SWT atas segala rahmat dan hidayah-Nya, kepada kita semua. berkat rahmat-Nya penyusun dapat menyelesaikan lembar kerja bahasa Inggris ini dengan sebaik baiknya. semoga lembar kerja siswa ini memberikan mamfaat dalam segala bentuk kegiatan belajar mengajar dan bermamfaat bagi semua pihak.

Lembar kerja ini merupakan panduan bagi siswa dan guru dalam melaksanakan proses pembelajaran, lembar kerja bahasa Inggris ini berdasarkan kurikulum 2013 yang ditetapkan oleh kementrian pendidikan. lembar kerja ini dirancang untuk memudahkan siswa dalam pemahaman membaca bahasa Inggris khususnya materi teks procedure.

Penyusun telah menyusun semaksimal mungkin, namun jika ada kekurangan maka sumbangsih dari para pembaca/pengguna sangat diharapkan, akhir kata kami mengucapkan terimakasih.

Jember, 17 Januari 2023

Penyusun

Mila Fauziah

Daftar Isi

Kompetensi inti

- KI-1 : menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menunjukkan perilaku jujur, disiplin, santun, peduli (gotong royong: kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan. kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian. serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya yaitu memecahkan masalah.
- K1-4 : Mengolah, menalar dan menyaji dalam ranah konkret, dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar

3.4. Membandingkan fungsi Social, struktur teks, unsur kebahasaan, beberapa teks kusus dalam ben tuk Teks Procedure tentang memberi dan meminta informosi terkait:

- 3.4.1. Resep makanan / minuman
- 3.4.2. Mengoperasikan sesuatu secara manual.

4.4. Menangkap makna secara kon tekstual terkait dan memban dingkan fungsi sosial, struktur teks, unsur kebahasaan bebera på teks khusus dalam bentuk teks Prosedure tentang memberi dan meminta informasi terkait:

- 4.4.1. Resep makanan / minuman
- 4.4.2. Mengoperasikan sesuatu secara manual

Indikator pembelajaran

1. siswa dapat menentukan langkah langkah teks prosedure dengan cara mencocokkan gambar dengan teks
2. siswa dapat mengetahui cara membuat sesuatu dengan menyusun kalimat yang tidak beraturan
3. siswa dapat mengetahui bahan dasar dari sebuah makanan dengan cara memilih jawaban yang tepat
4. siswa dapat menentukan apa yang seharusnya dilakukan dengan cara memilih jawaban yang tepat

Procedure text?
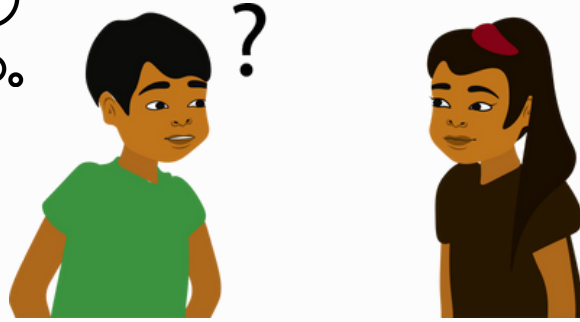
Procedure text is a text that explains or helps us how to make or use something

❌ ✅

▶

**INSTRUCTIONS/ TUTORIAL**

② Generic structure of procedure text

③ Purpose of Procedure text

- Goal/Aims : **tittle** (e.g: How to make....)
- Material or Ingredient : (e.g: **the material to cook omelet** are egg, onion, vegetable oil, etc.)
- Step : (e.g: **first,** wash the tomatoes, onion, …., the second cut the onions becomes slice. . .)

- To explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps.
- To explain steps/instruction to make/operate/do something

1
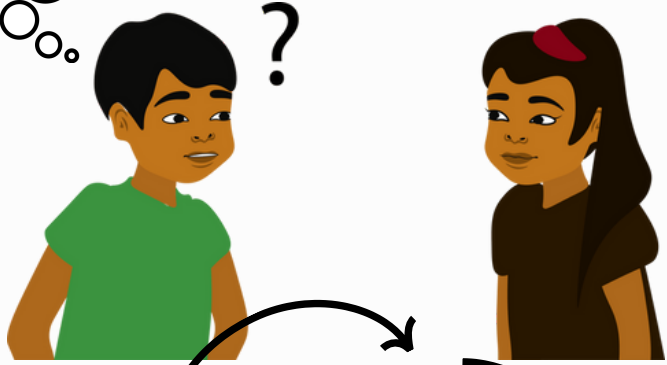
4 language feature of procedure text

- Use adverbial of sequence / Using temporal conjunction (e.g: first, second, third, the last)
- Use command / imperative sentence (e.g: put the noodles on the . . ., cut the onion. . ., wash the tomatoes.
- Using adverbials (Adverbs) to express detail the time, place, manner accurately, for example, for five minutes, 2 hours, etc.
- Using action verbs, e.g: make, take, boil, cook
- Using Simple Present Tense

**5** example: how to make mango juice

Ingredients:
- knife
- glass
- mixer

Materials:
- A glass of ice pack
- A spoon of sugar
- A piece of mango
- A half glass of water

Steps :
- First, peel the mango and clean it
- Next, cut the mango into pieces and put them into the juicer
- Then, put the water, ice and sugar
- After that turn on the juice and wait about 15 seconds
- Finally, pour the mango juice into the glass and ready to drink
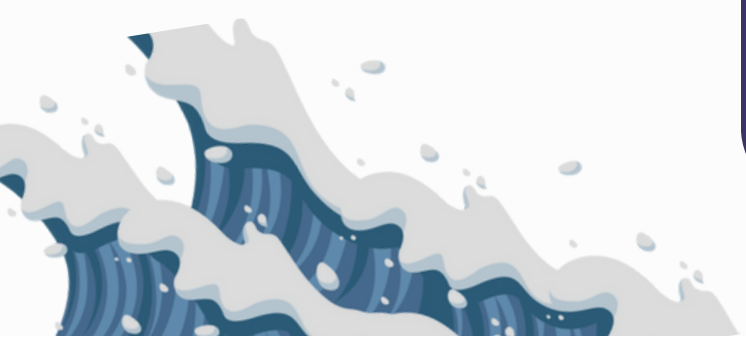
How to make Pancake?

Match the sentence with the correct picture

eggs + flour + milk + sugar salt + oil = PANCAKE
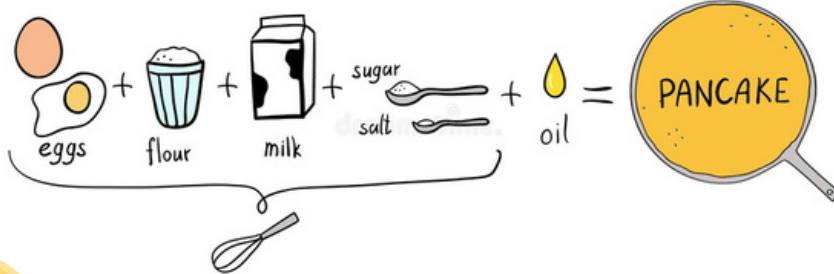
1. prepare the ingredients

2. heat the pan, lightly grease oil

3. fry for a few minutes until tender, then turn. done
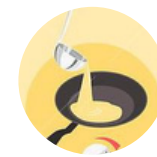
4. add soda and flour, mix well with a whisk

5. beat eggs, sugar and salt

6. add milk

7. pour dough into the middle of the pan

8. add vegetable oil and mix

3

Materials

spoon   bowl   glass   whisk

Ingredients

coffee 2 spoons   sugar 4 spoons   hot water 2 spoons   cold milk

Dalgona Coffee is a combination of instant coffee, sugar and hot water which is whipped quickly and then served over cream of milk. ternd whipped coffee already in india, pakistan and macao, popularized by Jung Il-Woo

then why is it called dalgona???

Dalgona is a candy snack from South Korea or also known as ppopgi which has been popular since 1970. This candy has a sweet taste and soft texture like a sponge. So, because Dalgona coffee is like thick foam or sponge, that's why Jung Il-Woo named it Dalgona Coffee.

how to make dalgona coffee?

Rearrange the sentences below based on the picture and write them in the box provided
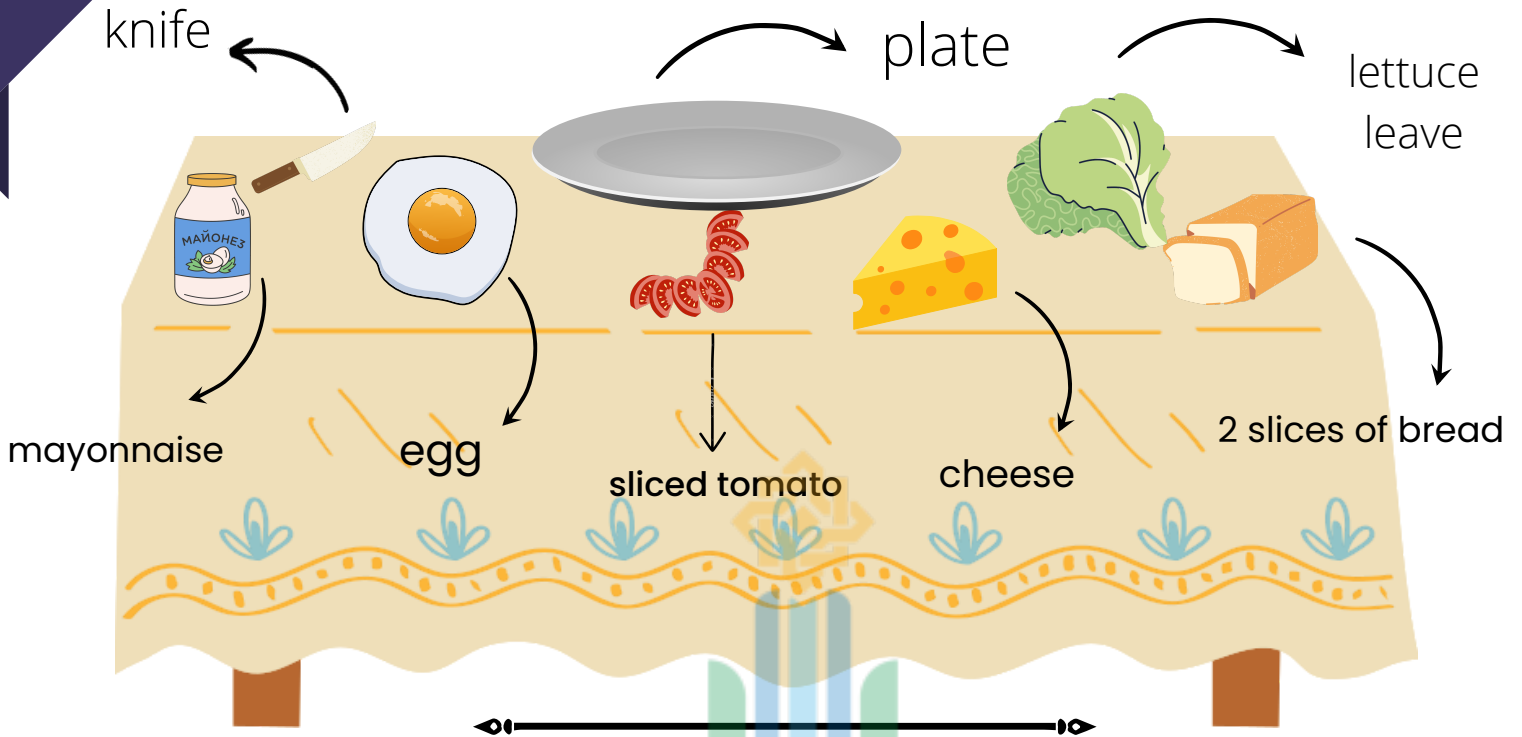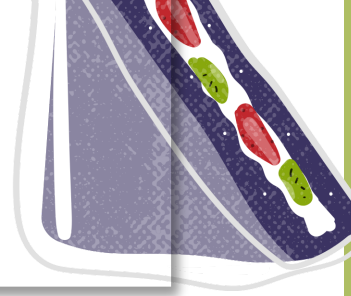
t

pour milk into a glass

turn on the mixer, and beat the ingredients

dalgona coffee is ready to be served

mix all ingredients except milk into the container that has been prepared

4

Delicious sandwich
How to make it ?

knife

plate

lettuce leave

mayonnaise

egg

sliced tomato

cheese

2 slices of bread

Instruction: choose the best answer on the box below to re-arrange these sentence into the right step!

a. then add fried egg, cheddar cheese, and mayonnaise.

b. after that, put a slice of bread on the top to cover them.

c. second, put the sliced tomato

Step:
1. first, place a slice of bread on the plate
2. ....
3. ....
4. next, add lettuce leaves.
5. ....
6. finally sandwich is ready to serve.

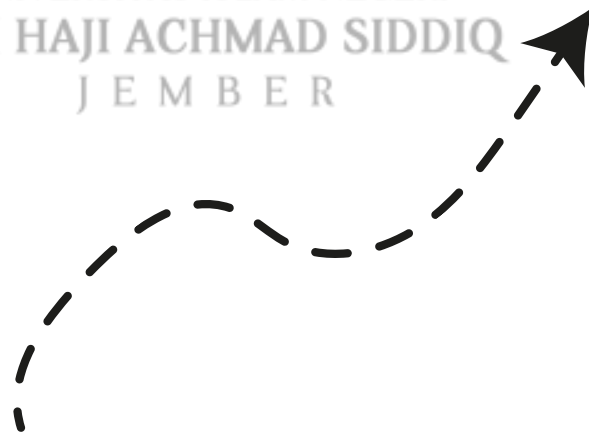# Match the picture based on the main ingredients

fried rice

corn milk cheese

chicken noodle dish

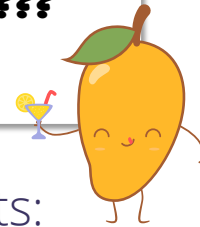dalgona coffee

How to make mango ice???

Knowladge of benefits:
1. Prevent diabetes 2. Prevent free radicals 3. Nutrient dense
4. Nutrient dense 5. Eye health 6. Low calorie

Arrange the sentences based on the categories below

knife, first peel the mango and clean it, a glass of ice pack, a spoon of sugar, mixer, next cut the mango into pieces and put them into the juicer, a piece of mango, finally pour the mango juice into the glass and ready to drink, spoon, after that turn on the juice and wait about 15 seconds, a half glass of water, then put the water ice and sugar, glass,

ingredients:

materials:

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J E M B E R

steps:

Let's make a fruit salad
Re arrange the sentences and write them in the space provided

1 **wtrmalnoee**

2 **oytugr**

3 **abaann**

4 **gpere**

5 **fdaitrgoun**

6 **ymnaeionas**

7 **Lbwo**

8 **ceehes**

9 **nikef**

10 **ilmk**

11 **Lmeno**

1

2

3

4

5

6

7

8

9

10

11

Soto Ayam?

Soto Ayam is one of the most popular foods in Indonesia and also a favorite food for housewives. This food is served in the form of a yellow soup with chicken/meat in it. Yes, that's right, his name is Soto. Soto is a typical Indonesian food and can be enjoyed by various groups, starting from children to the parents. Shaped like a yellow soup which is often served with boiled eggs, lime, and chili sauce as a complement. There are two types of soup, namely Chicken Soto and Meat Soto, distinguished by the side dishes used in the preparation. However, in its development, many types of soup emerged in Indonesia: Lamongan Chicken Soto, Betawi Chicken Soto, Banjar Soto, and Madura Soto. Still a yellow soup,

The benefits consume of soto?

Match the picture based on the benefits soto ayam

relieve catch a cold

useful for relieving internal heat/fever.

to treat stomach and skin infections. Lowers blood pressure and improves nervous system function.

useful to increase appetite, cleanse the body (detoxification). dilute sputum in cough.
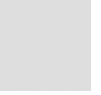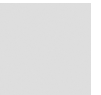
Soup?

Let's look for the seasonings first!!!
Match the ingredients based on the picture beside

4. Cauliflower
10. Carrots
3. Garlic
2 Potatoes
5. Meat
7. Salt
9. Cooking oil
8. Pepper
6. Celery
1 Water

7

10

How to make soup???

Choose the correct answer

1. ....Grab a frying pan and cooking oil.Enter the garlic and saute until fragrant.

2. ....<u>firstly</u>......Enter the potato, garlic, cauliflower , carrot and meat ball.Don't forget give the pepper and salt.

3. ....pour the soup into bowls, sprinkle with celery and eat while warm.

4. ....Take a pot and put enough water.

5. ....Peel potato, garlic, cauliflower , carrot and meat ball with knife. Then,cut into pieces.

6. ....Wait 5 until 7 minutes.

<u>firstly, secondly, third, fourth, fifth, finally</u>.

DAFTAR PUSTAKA

Wachidah,Siti DKK. kemendikbud, *Buku Siswa Kelas 9 Bahasa Inggris, Think Globally act Locally,* kemendikbud,

https://www.yuksinau.id/contoh-procedure-text/

https://food.detik.com/ayam/d-5250526/resep-soto-ayam-kuning-berkuah-bening-segar

https://health.kompas.com/read/2021/06/22/060000968/sering-disepelekan-lengkuas-ternyata-punya-manfaat-bagi-kesehatan?page=all

Name : Mila fauziah
Addreses : Angkatan, arjasa sumenep
Date of birth : 17 january 2002
Study : English Education
Department of UIN KHAS Jember

worksheet ini dapat membantu siswa meningkatkan pemahaman membaca siswa karena didalamnya terdapat latihan latihan yang mampu mendorong siswa untuk memahami bacaan dalam materi teks prosedure. siswa akan lebih mudah memahami suatu bacaan hanya dengan melihat gambar. oleh karena itu gambar sangat mendukung siswa untuk lebih memahami suatu teks.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3

Reseach permit in SMPN 01 AJUNG

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-6172/In.20/3.a/PP.009/01/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala UPTD SMPN 1 Ajung
Jl. Smpn, Gumuk Segawe, Pancakarya, Kec. Ajung, Kabupaten Jember, Jawa Timur 68175

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196088
Nama	:	MILA FAUZIAH
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk   mengadakan   Penelitian/Riset   mengenai   "Developing   English Worksheet of Prosedure Text at The Eighth Grade Students` Reading Comprehension" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sigit Suyitno

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Januari 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 4

Judgment expert (media expert validation)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-0281/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Aminullah, S.Pd, M.Pd
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Aminullah, S.Pd, M.Pd untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	:	T20196088
Nama	:	MILA FAUZIAH
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Skripsi	:	Developing english worksheet of procedure text at the ninth grade students` reading comperehension

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 01 Maret 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

FTIK UIN KHAS : Instrument Validasi Ahli (Media)

Judul penelitian : Developing English Worksheet of Procedure Text at the Ninth Grade Students' Reading Comperehension

Materi pelajaran : Bahasa Inggris

Pokok bahasan : Procedure text

Sasaran program : Siswa kelas IX UPTD SMPN 1 Ajung

Peneliti : Mila fauziah

Validator : Aminullah, S.Pd, M.P.d

Petunjuk penilaian :

1. Mohon bapak/ibu memberikan penilaian dengan cara memberikan tanda checklist (√) pada kolom penilaian bapak/ibu dengan ketentuan sebagai berikut :
   a. Skor 5 berarti sangat baik
   b. Skor 4 berarti baik
   c. Skor 3 cukup baik
   d. Skor 2 berarti kurang baik
   e. Skor 1 berarti sangat kurang baik

2. Kritik dan saran dapat dituliskan pada bagian akhir lembar validasi berikut:
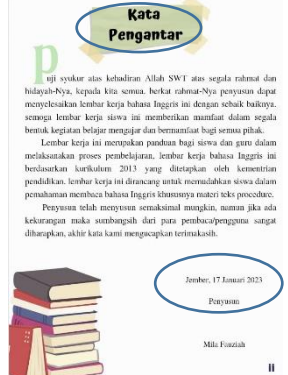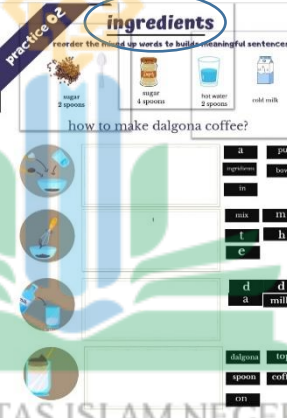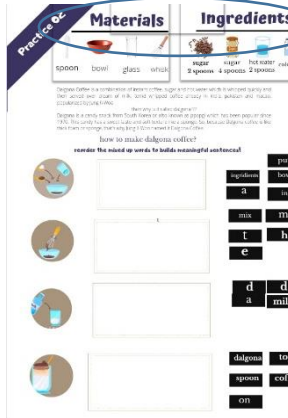
No.	Aspek yang dinilai	Skala penilaian				
		1	2	3	4	5
	A. Aspek Isi					
1	Lembar kerja membantu memperjelas kejadian yang sulit dipahami				√	
2	Materi yang disajikan tidak menimbulkan penafsiran ganda/ambigu					√
3	Penempatan ilustrasi gambar yang konsisten			√		
4	Pemilihan tulisan, ukuran dan warna huruf				√	
5	Kejelasan gambar dalam lembar kerja				√	

No	Pernyataan	1	2	3	4	5
6	Lembar kerja dapat mempermudah siswa dalam proses pembelajaran					√
7	Lembar kerja dapat meningkatkan pemahaman siswa				√	
8	Lembar kerja mudah dijalankan dan sederhana dalam pengoprasianya					√
9	Materi yang dipilih sesuai dengan kognitif siswa				√	
10	Lembar kerja dapat digunakan sebagai sumber belajar secara mandiri					√
11	Penyampaian materi dalam lembar kerja cukup relevan				√	
12	Fleksibilitas lembar kerja (kemudahan pemindahkan dari satu tempat ketempat lain)			√		
13	Kesesuaian lembar kerja dengan alokasi waktu pembelajaran					√
B. Aspek Bahasa						
14	Penggunaan bahasa dalam materi mudah dipahami				√	
15	Tata bahasa dan materi sangat tepat dan baku				√	
C. Aspek penyajian						
16	Tampilan lembar kerja tersaji menarik					√
17	Kejelasan petunjuk penggunaan lembar kerja					√
18	Kejelasan materi dan latihan soal pada lembar kerja					√
19	Kesesuain media dengan KI/KD					√
20	Kemenarikan desain lembar kerja untuk pembelajaran				√	
21	Lembar kerja mudah dibawa				√	
22	Kesesuaian tata letak dalam komponen lembar kerja					√

No	Pernyataan	1	2	3	4	5
6	Lembar kerja dapat mempermudah siswa dalam proses pembelajaran					√
7	Lembar kerja dapat meningkatkan pemahaman siswa				√	
8	Lembar kerja mudah dijalankan dan sederhana dalam pengoprasianya					√
9	Materi yang dipilih sesuai dengan kognitif siswa				√	
10	Lembar kerja dapat digunakan sebagai sumber belajar secara mandiri					√
11	Penyampaian materi dalam lembar kerja cukup relevan				√	
12	Fleksibilitas lembar kerja (kemudahan pemindahkan dari satu tempat ketempat lain)			√		
13	Kesesuaian lembar kerja dengan alokasi waktu pembelajaran					√
B. Aspek Bahasa						
14	Penggunaan bahasa dalam materi mudah dipahami				√	
15	Tata bahasa dan materi sangat tepat dan baku				√	
C. Aspek penyajian						
16	Tampilan lembar kerja tersaji menarik					√
17	Kejelasan petunjuk penggunaan lembar kerja					√
18	Kejelasan materi dan latihan soal pada lembar kerja					√
19	Kesesuain media dengan KI/KD					√
20	Kemenarikan desain lembar kerja untuk pembelajaran				√	
21	Lembar kerja mudah dibawa				√	
22	Kesesuaian tata letak dalam komponen lembar kerja					√

appendix 5

revision from media expert

No.	The Revised Section	Before Revision	After Revision
1.	Languange aspects of the use of capital letter and lowercase letters are notappropriate/accurate		
2.	Differently between materials and ingredients		

3.	Adding a brief introduction before going into the practice questions		
5.	The image must be adapted to the material.		
6.	Change into good english worksheet; procedure text, Name, Grade		

Kesimpulan

Media ini dinyatakan*):

a. Belum layak digunakan

b. <u>Dapat digunakan dengan revisi</u> √

c. Dapat digunakan tanpa revisi

*(pilih salah satu dengan melingkari kesimpulan yang sesuai

Jember, 7 Pebruari 2023

Ahli Media

<u>Aminullah, S.Pd., M.Pd.</u>
NIP. 197705272014111001

Appendix 6

Judgment expert (material expert validation)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-0282/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Doto Wiyono, S.Pd, M.Pd
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Doto Wiyono, S.Pd, M.Pd untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	:	T20196088
Nama	:	MILA FAUZIAH
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Skripsi	:	Developing english worksheet of procedure text at the ninth grade students' reading comperehension

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 01 Maret 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

UIN KHAS : Instrument Validasi Ahli (Materi)

Judul penelitian	:	Developing English Worksheet of Procedure Text at the Ninth Grade Students' Reading Comprehension
Materi pelajaran	:	Bahasa Inggris
Pokok bahasan	:	Text Prosedure
Sasaran program	:	Siswa kelas IX UPTD SMPN 1 Ajung Jember
Peneliti	:	Mila Fauziah
Validator	:	Doto Wiyono, S.Pd, M.P.d.

Petunjuk penilaian :

1. Mohon bapak/ibu memberikan penilaian dengan cara memberikan tanda checklist (√) pada kolom penilaian bapak/ibu dengan ketentuan sebagai berikut :

   a. Skor 5 berarti sangat baik
   b. Skor 4 berarti baik
   c. Skor 3 cukup baik
   d. Skor 2 berarti kurang baik
   e. Skor 1 berarti sangat kurang baik

2. Kritik dan saran dapat dituliskan pada bagian akhir lembar validasi berikut:

No.	Aspek yang dinilai	Skala penilaian				
		1	2	3	4	5
	A. Aspek isi					✓
1	Keakuratan konsep dan definisi materi					✓

No	Aspek					
2	Kesesuaian materi dengan tujuan pembelajaran				✓	
3	Kemenarikan materi					✓
4	Kelengkapan isi materi				✓	
5	Fungsi gambar					✓
6	Sistematika penyampaian materi					✓
7	Kesesuaian antara gambar dan teks					✓
8	materi yang disajikan menggunakan kosa kata yang mudah dipahami oleh sasaran					✓
9	Gambar yang digunakan terlihat jelas				✓	
10	Warna yang dipilih menarik					✓
11	Ukuran huruf relatif besar sehingga dapat memudahkan sasaran untuk membaca				✓	
12	Sesuai dengan kebutuhan sasaran					✓
13	Penyajian latihan soal sesuai dengan indikator pencapaian kompetensi					✓
B. Aspek Bahasa						
14	Penggunaan bahasa dalam lembar kerja mudah dipahami					✓
15	Kejelasan informasi					✓
16	Penulisan teks sesuai dengan kaidah bahasa Inggris					✓
17	Kejelasan penggunaan kata dan bahasa					✓
18	Kemudahan memahami alur materi					✓
19	Penggunaan bahasa secara efektif dan efisien					✓
20	Bahasa yang disajikan menggunakan ejaan secara benar				✓	
21	Menggunakan kalimat yang positif					✓
C. Aspek penyajian						
22	Materi disajikan dengan logis dan dapat ditelaah secara konseptual					✓

No.	Pernyataan					
23	Materi disajikan terkait dengan suasana atau konteks tugas siswa					✓
24	Memfasilitasi siswa untuk memahami bacaan secara mandiri					✓
25	Mempermudah pembelajaran karena menggunakan contoh dalam kehidupan sehari-hari					✓

Koreksi Lembar Kerja

Petunjuk:

a. Apabila ada kesalahan atau kekurangan pada materi mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a)

b. Kemudian mohon diberikan saran perbaikan pada kolom (b)
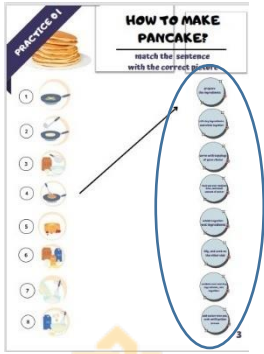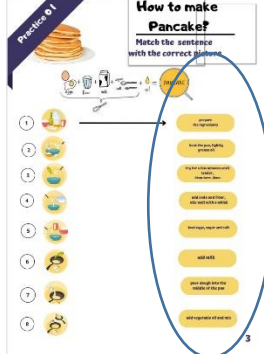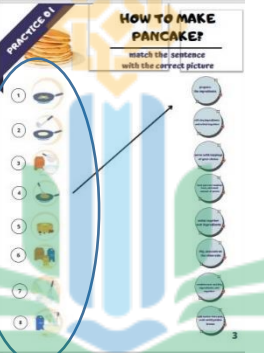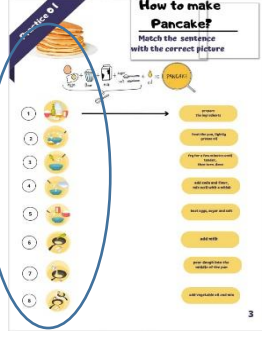
No.	Jenis kesalahan (a)	Saran perbaikan (b)
1		
2		

Kritik dan saran Bapak/Ibu secara keseluruhan mengenai lembar kerja ini.

Baik untuk dipakai lebih lanjut

Appendix 7

Revision from material expert

No.	The Revised Section	Before revision	After refision
1	relatively small font size and less clear		
2	the picture presented is not clear		

Appendix 8

Instrument of students' responses

INSTRUMENT ANGKET RESPOND SISWA (Ninth grade)

Nama : Hayati

Siswa : UPTD SMPN 01 Ajung

Dalam rangka pengembangan lembar kerja bahasa Inggris di kelas, saya mohon tanggapan Adik terhadap lembar kerja bahasa Inggris teks Procedure dalam pemahaman membaca siswa yang telah dilaksanakan. Jawablah dengan sejujurnya karena hal ini tidak berpengaruh terhadap Nilai Bahasa Inggris Adik.

Petunjuk:

1. Angket ini terdapat 15 pertanyaan. Pertimbangkanlah baik baik setiap pernyataan dalam kaitanya dengan lembar kerja yang baru saja kamu pelajari. Berilah jawaban yang benar-benar cocok dengan jawaban kamu.
2. Berilah tanda check (√) pada kolom yang sesuai dengan pendapatmu untuk setiap pernyataan yang diberikan.

Keterangan pilihan jawaban:

SS : Sangat setuju

S : Setuju

R : Ragu-ragu

TS : Tidak setuju

STS : Sangat tidak setuju

Tabel pernyataan

No.	Pernyataan	Pilihan jawaban				
		SS	S	R	KS	STS
1	Lembar kerja menggunakan bahasa yang mudah dipahami	✓				
2	Lembar kerja menggunakan kalimat yang tidak menimbulkan makna ganda		✓			
3	Petunjuk kegiatan dalam lembar kerja jelas, sehingga mempermudah dalam melakukan kegiatan	✓				
4	Pemilihan jenis huruf, ukuran serta spasi yang digunakan mempermudah dalam membaca lembar kerja	✓				
5	Gaya penyajian lembar kerja ini tidak membosankan	✓				
6	Variasi kegiatan, tugas, soal latihan, ilustrasi dan lain lain membantu saya untuk memahami pemahaman membaca teks bahasa inggris saya	✓				
7	Dari setiap tugas yang ada dalam lembar kerja ini saya dapat menyimpulkan isi teks hanya dengan melihat gambar			✓		
8	Saya dapat menghubungkan isi lembar kerja ini dengan hal hal yang telah saya lihat dikehidupan sehari-hari terutama pada proses membuat makanan		✓			
9	Saya memperoleh pengetahuan dengan mengikuti serangkaian kegiatan dalam lembar kerja		✓			
10	Setelah mempelajari lembar kerja ini dengan menggunakan lembar kerja ini saya percaya bahwa saya akan berhasil dalam tes	✓				
11	Isi lembar kerja sangat bermamfaat bagi saya	✓				
12	Saya senang mempelajari bahasa inggris	✓				

	khususnya materi procedure text dengan menggunakan lembar kerja ini					
13	Saya lebih paham lagi dengan materi procedure text dengan adanya lembar kerja ini		✓			
14	Dengan menggunakan lembar kerja bahasa inggris materi procedure saya lebih mengetahui langkah-langkah dalam membuat makanan			✓		
15	Lembar kerja ini mendorong saya untuk berfiikir secara mandiri	✓				

Keterangan:

Skala	kriteria	Keterangan
5	SS	Sangat setuju
4	S	Setuju
3	R	Ragu-ragu
2	KS	Kurang setuju
1	STS	Sangat Tidak setuju

Appendix 9

Instrument of teacherresponses

INSTRUMENT ANGKET RESPOND (GURU)

Nama : wiwu Ika Septiyam S.Pd M.Pd

Institusi : UPTD SMPN 01 Ajung

Masa Kerja : ~

Dalam rangka pengembangan lembar kerja bahasa Inggris di kelas, saya mohon tanggapan bapak/ibu terhadap lembar kerja bahasa Inggris teks Procedure dalam pemahaman membaca siswa yang telah dilaksanakan.

Petunjuk:

1. Angket ini terdapat 20 pertanyaan. Pertimbangkanlah baik baik setiap pernyataan dalam kaitanya dengan lembar kerja yang dikembangkan.
2. Berilah tanda check (√) pada kolom yang sesuai dengan pendapatmu untuk setiap pernyataan yang diberikan.

Keterangan pilihan jawaban:

SS : Sangat setuju

S : Setuju

R : Ragu-ragu

TS : Sidak setuju

STS : Sangat tidak setuju

Tabel pernyataan

No.	Pernyataan	Pilihan jawaban				
		SS	S	R	TS	STS
1	Tampilan halaman cover lembar kerja menarik	✓				
2	Judul lembar kerja ditampilkan dengan jelas sehingga dapat menggambarkan lembar kerja	✓				
3	Pemilihan jenis huruf, ukuran, dan spasi yang digunakan sesuai sehingga mempermudah sisswa dalam membaca lembar kerja		✓			
4	Perpaduan antara gambar dan tulisan dalam lembar kerja menarik perhatian	✓				
5	Lembar kerja menggunakan bahasa yang mudah dipahami oleh siswa		✓			
6	Lembar kerja menggunakan struktur kalimat yang jelas		✓			
7	Lembar kerja menggunakan kalimat yang tidak menimbulkan makna ganda	✓				
8	Lembar kerja menggunakan struktur kalimat yang jelas	✓				
9	Petunjuk langkah-langkah dalam lembar kerja jelas sehingga mempermudah siswa melakukan semua kegiatan yang ada dalam lembar kerja	✓				
10	Materi yang disajikan dalam lembar kerja sesuai dengan KI/KD	✓				
11	Materi yang disajikan dalam lembar kerja membantu siswa untuk mencapai tujuan pembelajaran yang telah diisyaratkan dalam indikator pencapaian kompetensi dasar	✓				
12	Materi yang disajikan dalam lembar kerja sesuai dengan tingkat kemampuan siswa		✓			

13	Lembar kerja memfasilitasi siswa untuk membangun pemahaman membaca berdasarkan pengetahuan yang telah dimiliki sebelumnya	✓				
14	Lembar kerja memfasilitasi siswa untuk menggali informasi yang dibutuhkan untuk menyelesaikan masalah		✓			
15	Lembar kerja mendorong siswa untuk berfiikir secara mandiri	✓				
16	Notasi, simbol, dan ikon disajikan secara benar	✓				
17	Lembar kerja membantu siswa untuk menemukan konsep materi		✓			
18	Lembar kerja mudah dipahami siswa	✓				
19	Lembar kerja mudah diimplementasikan pada pembelajaran	✓				
20	Masalah-masalah yang diberikan mudah dipahami	✓				
21	Lembar kerja tidak ketinggalan zaman	✓				

Keterangan:

Skala	kriteria	Keterangan
5	SS	Sangat setuju
4	S	Setuju
3	R	Ragu-ragu
2	TS	Kurang setuju
1	STS	Sangat Tidak setuju

Appendix 10

Students' interview

Developing english worksheet of procedure text at the ninth grade students'
reading comperehension

1. Apakah kamu menyukai pelajaran bahasa inggris berbasis teks?
2. Apakah kamu tau materi teks procedure?
3. Apakah kamu suka membaca pada materi procedure text?
4. Kenapa kamu tidak suka membaca materi procedure text?
5. Kamu suka pelajaran bahasa inggris materi procedure text disampaikan
   seperti apa?
6. Apa kesulitan kamu jika materi teks procedure disampaikan?
7. apakah kamu membutuhkan buku ajar sebagai refrensi belajar? Jelasskan
8. buku ajar seperti apa yang kamu inginkan

Appendix 11

Teacher's interview

Developing english worksheet of procedure text at the ninth grade students'
reading comperehension

1. Apakah siswa menyukai mata pelajaran bahasa inggris?
2. Bahan ajar apa yang digunakan dalam pembelajaran bahasa inggris?
3. Apa kesulitan yang dialami peserta didik dalam menggunakan bahan ajar
   tersebut?
4. Faktor apa yang menyebabkan kesulitan itu terjadi?
5. Apakah dalam pembelajaran bahasa inggris juga menggunakan lembar
   kerja sebagai bahan ajar?
6. Jika iya, apa kekurangan lembar kerja yang selama ini digunakan?
7. Pada pembelajaran bahasa inggris materi apa yang sulit dalam text essai
   singkat?
8. Mengapa materi tersebut sulit dipahami?
9. Bagaimana tanggapan ibu jika dikembangkan bahan ajar lembar kerja
   siswa yang menarik dan mampu meningkatkan pemahaman membaca
   siswa?

Appendix 12

Data analysis Media expert validation result

No.	Rated aspect	skor	presentage	Criteria
1	Value aspect	**56**	**86%**	**Very valid**
2	Language aspect	**9**	**90%**	**Very valid**
3	Presentation aspect	**38**	**95%**	**Very valid**
Average score		**34**	**90%**	**Very valid**

From table 4.12 calculation are carried out for all of the following

assesment components:

Vah $= \frac{Tse}{Tsh}$ x 100%

Vah $= \frac{103}{115}$x 100%

= 89%

Appendix 13

Data analysis Material expert validation result

data analysis Media expert validation result

No.	Rated aspect	Skor	Ppercentage	Criteria
1	Value aspect	61	94%	**Very valid**
2	Language aspect	39	97%	**Vey valid**
3	Presentation aspect	20	100%	**Very valid**
	Average score	40	97%	**Very valid**

From table 4.8 calculation are carried out for all of the following assesment components:

$$\text{Vah} = \frac{Tse}{Tsh} \times 100\%$$

$$\text{Vah} = \frac{120}{125}$$

$$= 96\%$$

Appendix 14

Data analysis teacher responses conclusion result

No.	validation	Skor penilaian					Total skor
		1	2	3	4	5	
	Teacher responses				√	√	
	Total skor				24	75	99

Skor of presentage $= \dfrac{value\ obtained}{total\ skor}$ x 100%

$$= \frac{105}{99} \times 100\%$$

$$= 94\%$$

Appendix 15

Data analysis of students' responses validation result

No.	Nama	No. Angket															Jumlah	Nilai
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	M. Mavis Nuril Hasbi	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	63	84
2	Candra Sugiarto	5	4	4	4	5	5	4	4	4	5	4	4	5	4	5	66	88
3	Ahmad Riko	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	62	83
4	Muhammad Hefni Mahfud	4	4	5	5	4	4	4	4	5	4	4	4	4	4	5	64	85
5	Muhammad Sofyan	5	4	4	5	4	4	4	4	4	5	4	5	5	5	5	67	89
6	Moch. Rezza Ilham R.	4	4	4	4	5	4	5	4	4	4	4	4	5	5	5	65	87
7	M. Wildan Ramadhani	4	5	5	4	4	4	5	4	5	4	4	4	4	5	5	65	87
8	M.Riyan Zaqi Zakaria	4	5	5	4	5	5	5	4	4	4	4	4	5	5	5	67	89
9	Alfredo Rramadhani	4	4	5	5	5	4	4	4	4	4	4	4	4	4	4	63	84
10	Riski Hendriansyah	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	61	81
11	Arfini Fansyah	4	4	5	5	5	5	5	4	4	4	4	4	4	4	5	66	88
12	Kurniawan Dwi Efendi	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	63	84
13	Daffa Ainun Nazib	5	4	5	5	5	5	4	5	4	5	5	5	4	4	5	70	93
14	Muhammad Fatahillah	5	4	5	5	5	5	5	5	4	4	5	5	5	4	5	71	95
15	Nur Aisyah	5	4	5	5	5	4	4	4	4	5	4	4	4	4	5	66	88
16	Hayati	5	4	5	5	5	5	4	4	4	5	5	5	4	4	5	69	92
17	Moh. Rifki	5	4	4	4	4	4	4	5	4	4	4	5	4	4	5	64	85
18	Veranica Ardina R.	5	4	4	4	4	4	4	5	4	4	4	4	4	4	5	63	84
19	Aby Rhoziva A.P	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	61	81
20	Fita Febrianti	5	4	4	4	4	4	5	5	4	4	4	5	4	4	4	64	85
21	Novia Rara H.S	5	4	4	4	4	4	5	5	4	4	4	5	4	4	4	64	85
22	Santika Lestari	5	4	4	4	5	4	4	4	4	4	4	4	4	5	4	63	84
23	Wulandari	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	61	81
24	Wulan Ramadhani	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	62	83
25	Jessica Eka M.	5	4	5	5	4	4	4	4	4	4	4	4	5	5	4	65	87
26	Fitri Nur Aini	5	4	5	5	4	4	4	4	4	4	4	4	5	5	4	65	87
27	Nofelia	5	4	5	5	4	4	4	4	4	4	4	4	5	5	4	65	87
28	Kayla Zahratul Mizza	5	4	5	5	4	4	4	4	4	4	4	4	5	5	4	65	87
29	Irkan Nurholis	4	4	5	4	5	5	4	5	5	4	4	4	4	5	5	67	89
														Rata-Rata			64,72414	86
														Min			61	81
														Max			71	94,66666667

Appendix 16

Data presentage of students' responses validation result

No.	Name	presentage
1	M. Mavis Nuril Hasbi	84%
2	Candra Sugiarto	88%
3	Ahmad Riko	83%
4	Muhammad Hefni Mahfud	85%
5	Muhammad Sofyan	89%
6	Moch. Rezza Ilham R	87%
7	M. Wildan Ramadhani	87%
8	M.Riyan Zaqi Zakaria	89%
9	AlfredoRramadhani	84%
10	Riski Hendriansyah	80%
11	Arfini Fansyah	88%
12	Kurniawan Dwi Efendi	84%
13	Daffa Ainun Nazib	93%
14	Muhammad Fatahillah	95%
15	Nur Aisyah	88%
16	Hayati	92%
17	Moh. Rifki	85%
18	Veranica Ardina R.	84%
19	Aby Rhoziva A.P	80%

20	Fita Febrianti	85%
21	Novia Rara H.S	85%
22	Santika Lestari	84%
23	Wulandari	80%
24	Wulan Ramadhani	80%
25	Jessica Eka M.	87%
26	Fitri Nur Aini	87%
27	Nofelia	87%
29	Irkan Nurholis	89%
28	Kayla Zahratul Mizza	87%
29	Irkan Nurholis	89%
	Skor presentage	86%

Appendix 17

Reseach complement letter

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 AJUNG

Jl. Semeru No. 141 Pancakarya – Ajung Jember Telp. (0331) 757354

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3 /061/ 413.18 20523858 / 2023

Yang bertanda tangan di bawah ini

N a m a	: Drs. SUTOPO
Tempat / Tgl Lahir	: Gresik, 04 Februari 1968
N I P	: 196802041195121003
Pangkat / Gol Ruang	: Pembina Tk.I, IV/b
J a b a t a n	: Kepala Sekolah

Menerangkan bahwa

Nama	: MILA FAUZIAH
NIM	: T20196088
Program Studi	: TADRIS BAHAS INGGRIS
Fakultas	: Tarbiyah dan Ilmu Keguruan

Bahwa Mahasiswa tersebut telah selesai melaksanakan Penelitian di SMP Negeri 1 Ajung dengan judul "**Developing English Worksheet Of Prosedure Text at The Eighth Grade Students Reading Comprehension Kelas XII Semester Ganjil di SMP Negeri 1 Ajung Jember Tahun Ajaran 2022/2023**" pada 1 Januari sampai 30 Januari 2023.

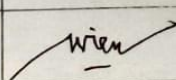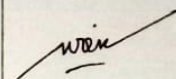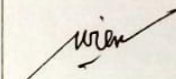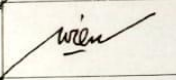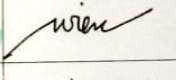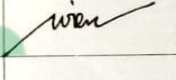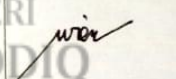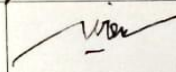Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Ajung, 08 April 2023
Kepala Sekolah,

Drs. S U T O P O
NIP. 196802041995121003

Appendix 18

Journal of reseach

JURNAL PENELITIAN

**Developing English Worksheet of Procedure text at the ninth garde of Students'
Reading Comperehension**

No.	Tanggal	Jenis Kegiatan	PARAF
1.	03/01/23	Menyerahkan surat izin penelitian ke kepala sekolah	wien
2	03/01/23	Wawancara karakter dan keinginan guru dan siswa sebelum membuat product	wien
3	19/01/23	Permohonan menjadi validator ahli materi kepada bapak doto wiyono sekaligus menyerahkan produk	wien
4	24/01/23	Revisi produk oleh ahli materi	wien
5	24/01/23	Permohonan menjadi validator ahli media kepada bapak Aminullah sekaligus menyerahkan produk	wien
6	02/02/23	Revisi produk oleh ahli media	wien
7	07/02/23	Konfirmasi meminta izin menyerahkan kuesioner kepada bapak doto wiyono kepada siswa dan dokumentasi sekaligus Wawancara guru dan siswa setelah dibagikan questionnaire	wien
8	08/02/23	Meminta surat keterangan selesai penelitian di SMPN 01 Ajung	wien

Jember, 08 April 2023

Mengetahui,

Kepala sekolah SMPN 01 Ajung

Drs. Sutopo

Appendix 19

Documentation

Appendix 20

Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below

Name	: Mila Fauziah
Plate, date of birth	: Sumenep, 17 january 2002
Address	: Angkatan, Apal, Kec. Arjasa, Kab, Sumenep
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled "Developing English Worksheeet of Procedure Text at the Ninth Grade Students' Reading Comperehension" is truly my own work from the result of conducting research at The Ninth Grade of SMPN 01 AJUNG. Except some resources which are accepted from refrences mentioned.

Jember, 28 Mei 2023

Mila Fauziah
SRN: T20196088

2023.05.29 19:

Appendix 21

CURRICULUM VITAE

Name	: Mila Fauziah
NIM	: T20196088
Place and Date of Birth	: Sumenep, january 17 2002
Fac./Study Program	: FTIK/ Tadris Bahasa Inggris
Enterance Year	: 2019
Addres	: angkatan, apal, kep. Kangean, kab.
sumenep	
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