

## DESIGNING ENGLISH WORKSHEET FOR THE STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL IN JAMBI

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### ABSTRACT

This article aims at elaborating the process of designing a worksheet to teach English specifically speaking and writing skills for the students of an Islamic Junior High School in Jambi. This was a research and development inquiry in which the researchers applied Dick and Carey's model (in Gall and Borg, 2003). List of questions for interview, questionnaires, observation checklist, and documentation were used as instruments to obtain the data. Based on the need analysis, it was found that the English materials expected by the eighth grade students were: (a) picture-based material which were colorful and attractive, (b) simple English texts with understandable questions, (c) well-understood instruction, and (d) using familiar words. The final design of the material consisted of three chapters with different themes.

*Keywords:* Islamic high school, Material Design, Teaching english, Worksheet

### A. INTRODUCTION

Instructional material has significance role in teaching and learning process. Omabe (2006) stated that instructional material is core in the teaching and learning of English language with which the learning process can be effective and productive. A good quality material can save teacher's energy, and reduce the teacher centeredness in teaching. It can facilitate intruotional process: the teacher does not need to write the material in the whiteboard all the times, read aloud the material, and even the students do not need rewrite the tasks from their teacher in their note books.

Instructional materials are printed and non-printed items which are prepared in such a way that it gives impact to the students in their learning process both in the classroom and outsides. More importantly, Instructional material can be an instrument which determines the extent to which both teachers and students can achieve the learning objectives. Therefore, designing a good and qualified instructional material is a must-to-do by teachers.

Instructional materials can be in the form of textbooks, workbook, worksheet, and handouts. Student's worksheet is one of teaching materials in the form of sheets which contains tasks to complete. Students' worksheet is a learning resource which contains messages related to the subject matter in order to facilitate students' learning. Students' worksheet is made to guide the students in individual, pairs, or group activities. Therefore, it is necessary suggested that a good quality English worksheet should be prepared by the teachers.

Through preliminary studies, it was found that the English teacher used the ready-made worksheet as the supplementary material. The content on the worksheet did not relate with students' learning context that is Islamic education. The identity of students as members of Islamic school was not presented in the book. In terms of appearance, the existing worksheet was printed in a grey-scale color which may not be attractive to students.

Theoretically, there are some guidelines for designing effective English teaching materials according to Howard and Major (2010). First, materials should be contextualized. Materials must cover what the students already know in their first language and cultures. Also, the materials should give the opportunities for students to know any areas of significant cultural difference. Yusnita (2015) highlighted that the materials can be contextualized through meaningful topics and themes with which the target language can be achieved. Second, materials should stimulate interaction in terms of language in the learning process. Third, English language teaching materials should convince the students to develop learning skills and strategies. Finally, English language teaching materials should be flexible and authentic. It is very important for second language learners to regularly be exposed to a daily basis English which genuinely produced by either native speakers or English users, such from western movie, English talk shows, and else.

In terms of authentic material, Fathi (2010) assures that authenticity is a significant element in the teaching and learning process. It is supported by Richard (2007) that authentic materials are provided over created materials, because the materials contain of authentic language and reflect real-world uses of language to compare with wrote the content of much created material.

Rahmawati and Ertin (2014) states that authentic is a contextual language or language in use. Students are able to ask and produce something related to their values. To sum up, in designing teaching materials, there are some points as previously mentioned that should be taken into account. One important aspect is using authentic materials.

Worksheets can be an alternative supporting students to practice critical thinking skills in students, so that students can easily understand the problems encountered in everyday life and then analyze the problem by identifying the problem, look for references that are relevant, clear and accurate to answer the problem occurred. Using student worksheet in learning process help students to understand the material by themselves. Student worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, and logically. The main of learning is a changing behavior because an experience. Therefore, this student worksheet is to enrich student's experience.

Worksheets can be a media for the students to practice critical thinking skills in students, so that students can easily understand the problems encountered in everyday life and then analyze the problem by identifying the problem, look for references that are relevant, clear and accurate to answer the problem occurred. Using worksheet in the learning process is expected to build students understanding on the material themselves. Worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, and logically. The main objective of a learning process is a changing behavior through multiple self-practice and followed-up feedbacks from the teachers. Therefore, worksheet is to enrich student's experience.

The teachers should use worksheets which are relevant to the students' context. So, it can help the students to understand easily about English and can develop their critical thinking by using worksheet that contain of Islamic content and local content.

## **B. METHOD**

This study is an educational research and development to design a new product. It was classified as Research and Development (R&D). Gall and Walter (2005) states that the purpose of educational R&D is to design and to validate educational product. While Latief (2012), defines educational R&D as a research design which aimed at developing educational products such as curriculum, syllabuses, textbooks, instructional media, modules, assessment instruments and etc.

There were six stages in designing the worksheet as following the model from Dick and Carey (in Gall, Gall and Borg (2003). This first stage is information collection through need assessment. A questionnaire was distributed to the students (30 persons, randomly selected from five classes). The second stage was identifying the learning objective from English syllabus. After analyzing students' needs, the researchers began the initial book development by writing the first draft of the English worksheet. The fourth stage was having the draft be examined by experts who measure the quality of the products from such aspects as content, appearance, and language feature. The fifth stage was trying out the product. The last stage was making revision based on teacher's and students' feedback after completing the try-out.

### **1. Data Source and Data Collection**

This research involved data which was taken from the following research instruments:

### **2. Need Assessment**

To investigate students' needs for English worksheet, the researchers employed questionnaire which was distributed to eighth grade students of Islamic Junior High School in Jambi. The instrument consisted of several close questions which indicated students' favor of worksheet's appearance, content, and organization.

### **3. Expert Validation**

Two lecturers of English Education Department were involved to ensure that the design of the worksheet aligned with the learning objective in syllabus and appropriate with the students.

They validated the worksheets in three aspects: feasibility of the content, presentation, and language features.

#### 4. Try-out

In this stage, the worksheet was directly applied in the learning process for one class as a sample with a purpose of checking the feasibility of the product in reality. The instrument was checklist to reveal students' response towards the worksheet.

### C. FINDINGS AND DISCUSSION

First, the researcher needed to examine the curriculum used at the beginning of the study as there are competencies that must be achieved by the students. The development of learning device must be in accordance with the applied curriculum or a school-based curriculum. The curriculum analysis is useful to determine the standard of competence and basic competences in which the learning model will be developed. The table below is the statements from the curriculum of English subject for junior high school which focuses on oral skills (speaking and writing).

Table 1. List of standard competency and basic competency

<i>Standard of Competency</i>
<b>Speaking</b> Expressing meaning in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.
Expressing meaning in functional spoken texts and short simple monologs in the forms of <i>recount</i> and <i>narrative</i> to interact with the surrounding
<b>Writing</b> Expressing meanings in functional written texts and short simple essays in the forms of <i>recount</i> and <i>narrative</i> text to interact with the surrounding

The worksheet was developed in accordance with school-based curriculum explaining that the learning activity requires students not only to master concepts and principles of science, but rather how the students are able to apply the concepts into practice. Therefore, it is necessary to develop teaching materials in the form of worksheet with which the English teacher can facilitate students to achieve the learning goal based on curriculum.

From students' point of view, they expected to have worksheets which are easy to understand, full of color and pictures. They wanted to see worksheets which are interesting. The worksheet should appropriate with the students' background and give the illustration in every task, help students by giving an illustration picture with interesting color. Overall, there are three chapters in the English worksheet which were completed with teacher's guidance, overview of materials, types of questions (multiple choices, filling blanks, matching, and others) and answer key.

Table 2. Topics designed for the worksheet

<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapter 3</b>
Asking for helps Asking and giving opinion	Expressing agreement and disagreement	Asking for and giving information
Writing a simple notice	Writing a simple narrative text	Writing a simple recount text

Based on the questionnaire, it was found that the English material needed by the eighth grade students is picture-based worksheet which is colorful and attractive. Thus, the worksheet was designed with full of color. The color can attract students' attention during the learning process and also stimulate students' comprehensive understanding since it represents the real items in the world. Teachers need less time to explain such new vocabularies and non need translate them in Indonesian language. On the first page of each chapter, the worksheet contains a colorful picture which shows certain situation to attract the students' attention.

Second, simple English texts with understandable questions. Checking the existing worksheet, researchers found that the questions were formulated in complex sentence instead the simple ones. Through simple questions' design, this worksheet could facilitate students to complete the task easily.

The third criteria of the worksheet expected by this Islamic Junior High School students was well-understood instructions. The content of this worksheet was organized with many questions and instructions. Hence, to meet students' need, each task was carefully formulated by the researchers. To mention some:

*-Repeat after your teacher-*

*-In pairs, act out the following short dialogues in front of the class-*

*-Ask your friends to give his/her agreement or disagreement about  
the school policy which regulates students to do the Dhuha prayer-*

The last criteria of an English worksheet expected by students was using familiar words. The researcher used familiar word which is appropriate for Islamic students. The stories in the texts, name of the characters in dialogue used Islamic names and culture, such as “Ahmad, Annisa, and Laila”. Also, the researcher used familiar vocabularies which appropriate with students’ level competence, i.e. instead of using purchase, the researchers used buy.

The final design of the designed English worksheet consists of three chapters with different themes. This worksheet is proven to be qualified based on the response of the students and teacher. As stated by the permanent teacher, students’ motivation to speak and to write in was improving. Say, when students communicate in social media, they used simple expression for daily activities confidently and excitedly. During the try put, some students initiated talking to the researcher by asking new vocabularies and practiced them with their classmates although classroom meeting was already over. The teacher also added that there was significant improvement in their English test and assignments.

The additional positive point from this worksheet is the first is the English material design based on students’ Islamic teachings. For instance, the pictures of characters are wearing long trousers for male, and long skirt and a head cover for female. Also, this English worksheet is effective to facilitate students’ learning of English since it is colorful and interesting, equipped with relevant pictures, contains vivid instructions with simplified questions, and also completed with familiar words with Islamic context inside.

The final product of the worksheet was examined and found to meet the required standards: validity and practicality. The results of the expert judgments were 81.66% and 90.83% respectively. All in all, this English worksheet received an average score of 86.26% from experts which meant that is very valid and practical and is ready-to-use for the students of Islamic Junior High School (Madrasah Tsanawiyah) in Jambi.

#### **D. CONCLUSION**

A qualified English worksheet tailored for the students of junior high school in Jambi has been created through multiple steps; investigating students' need, examining curriculum, designing the draft, asking validation to experts, trying the worksheet in the classroom, and revising the final product. The worksheet is applicable to teach English as it was empirically

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