

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

To support and facilitate the learning process, teachers need quality teaching materials intending to facilitate the delivery of material to students to understand the subject matter more quickly. The use of teaching materials can help teachers deliver learning materials to students, especially in learning English, because English is one of the subjects considered complex by students but is essential to be mastered and tested on the national exam. This is evidenced by the government regulation of the Republic of Indonesia No. 19 of 2005 concerning national standards that require English to be taught in junior high schools to universities.

Of several types of teaching materials in school learning, books in the form of student worksheets (LKS) are considered more capable of being used in learning

English to cover the four basic English skills. Student worksheets are expected to help the teaching and learning process, one of which is to minimize the role of educators (Normilawati, et., al, 2020). However, currently circulating LKS still have many shortcomings and limitations, so their existence makes students bored and has difficulty learning them.

The boredom of students can be seen from several things that happen in class such as students seem not interested in participating in learning, students do not pay attention to the teacher who is explaining learning material, students finding it difficult to focus on the procession of the course of learning and students are not enthusiastic in doing the assignments given by the teacher using the available worksheets. The monotony of the composition and content as well as the delivery of learning materials, and the absence of interesting things such as intermezzo in the LKS is suspected to be one of

the causes that cause students to have no enthusiasm for using LKS.

This is inversely proportional to Ladyawati's (2008) statement that LKS is intended to make it easier for students to understand the material being taught in the learning process. The existing LKS in madrasah is still far from the standard eligibility criteria for preparing LKS. The content of the material presented is also still monotonous, does not provide meaningful learning, and can inspire students in the learning process in class. Even worse, the LKS, which was supposed to be a student learning companion, has now changed its function into an evaluation tool and the primary reference in learning.

English worksheets are one of the teaching materials that are often used in *Madrasah Aliyah* (MA). Therefore, the outstanding LKS must be of high quality. Based on the observations of writers in several MA in the

Mukomuko district, most teachers still use worksheets as the primary reference in learning English. On the other hand, the current English LKS compilers do not pay much attention to the components that must be included in the LKS. According to Widjajanti (2008), the criteria for preparing LKS include didactic requirements, construction requirements, and technical requirements. Especially for the use of LKS in madrasahs, the LKS used are LKS which are circulated to public schools, not special LKS issued for students in Islamic religious-based school institutions, so that the subject matter given in the LKS does not have Islamic values included in it.

Islamic content in teaching materials, especially student worksheets, is very important to be included in English subjects, especially those that use Islamic-based schools. According to Firdaus (2016), LKS can convey messages of Islamic values through the presentation of images, the contents of reading texts that contain elements

of virtue values, or simple conversations that teach Islamic values. In addition to English material that students can master, it is hoped that the Islamic content that is inserted in the learning in LKS can be lived and become a valuable reference for students in carrying out activities of daily life (Husain, 2016).

However, the worksheets and teaching materials used today by many madrasahs in Mukomuko district do not include the intended Islamic values. There is no single picture in the LKS about Islamic values internalized in activities. Among them is the absence of additional illustrations for each material theme that uses Muslim clothing; the selected material theme is still generally not a material related to Islam. The stories or articles referred to here include the use of stories from the time of the prophet, Islamic-style humorous anecdotes, the use of short stories related to adab, faith and purity, and several other similar things, even the way of delivery and

behavior and speech, carried out in the learning process that does not contain Islamic values in different forms and contexts.

According to writers' observations, teachers and pupils use basic books and worksheets whose topics and contents are still extensively used in other public schools. For instance, the subject of Sunday night parties in everyday discussions; in descriptive texts about "Cinderella" and "Snow White"; in procedural literature about "How to Make Fried Rice;" etc. The substance of the material does not reflect Islamic ideals for madrasahs in Indonesia.

In connection with changing several learning systems, the obstacles faced are printing and distributing the teaching materials used. In addition, the teaching materials from other sources also do not meet the criteria for the context of Islamic values. This can be proven

based on the initial observations that the writers carried out in May 2022 at MA Darul Amal Mukomuko. The needs of students and teachers for teaching materials used in text-based learning with Islamic values are increasing and complex.

The student worksheets currently available are less able to meet the learning needs of students because the content that contains the material in it is less varied and less in-depth. Recommended teaching materials and student worksheets from the government and book centers should be able to increase students' knowledge and meet several criteria (Purwani, 2014). Improvement of teaching materials in terms of quality also needs to be done without being separated from the quantity aspect. The effectiveness of student learning is intended to increase because the time to meet face to face with the teacher is minimal. Students learn apart from the teacher when they meet face-to-face in class. They are also done

independently at home, in the library, or tutoring places. Therefore, quality books will ensure the effectiveness of student learning. Especially for students who attend madrasahs, it should be obtained from language knowledge and Islamic values that are explicitly received from the inserts in the learning material (Hidayah, 2017).

Based on the description above, the writer concludes that worksheets are an alternative to solving problems faced by English teachers and students. But in fact, the results of initial observations in the field show that most English teachers' student worksheets (LKS) contain material that is only supportive of being taught to students in public schools (SMP and SMA). Students with a school background with religious values, especially Islamic schools (*Madrasah Tsanawiyah* and *Madrasah Aliyah*), often experience difficulties. Because students who attend Islamic schools usually use specific Islamic terminology. The number of religious subjects affects



their thinking and understanding, and the same general topics accepted by students in public schools (Nurhasanah & Faiqah, 2019).

In connection with the things described previously, there are several studies on the integration of Islamic values in learning English in the literature. Previous works have focused on how to integrate and develop media with Islamic content in learning English. These studies only explain and describe how to integrate Islamic values into learning but do not implement them on student worksheets which are very close to students. Developing English worksheets that are integrated with Islamic values must improve the quality of English teaching materials in Islamic-based schools. Therefore, writers are interested in being able to contribute to the world of English education by analyzing the need of student worksheets (LKS) with descriptive text material that is integrated with Islamic values in the hope of

assessing the needs of students and teachers for English worksheets in improving student learning outcomes at MA Darul Amal Mukomuko.

## **B. Identification of The Problems**

Based on the background that the writer described earlier, the problems that occur in the scope of student worksheets for descriptive texts in Islamic-based schools are as follows:

1. The existing student worksheets are less able to meet the learning needs of students.

Student worksheets should be able to accompany the main teaching materials used and should be made based on the needs of the students who use them. However, most of the available worksheets (mass-produced) are still many that need to be more appropriate and meet the

standards of student worksheets that have been previously set.

2. Student worksheets with materials that do not vary from the primary teaching materials.

The worksheet is a companion teaching material to the main teaching material. However, most worksheets that exist and are used today are worksheets that only copy material from books that are used as the main teaching material without making modifications and adding other companion material.

3. Student worksheets used in Islamic-based schools do not include Islamic values in the materials.

Most Islamic-based schools (madrasahs) still use nationally published worksheets with available material without special material made by integrating Islamic values.

4. The form and type of descriptive text on student worksheets seem unchanged and only discuss a few themes.

Most descriptive text material uses similar material and topics in various texts, books, modules, worksheets, and other teaching materials. It seems monotonous and boring because the topics discussed only revolve around similar themes.

### **C. Limitation of The Study**

Assumed from the research background above, the writer only focuses on analysis the need of student worksheets in descriptive text integrated with Islamic values, which will be carried out at MA Darul Amal.

### **D. Research Questions**

The following research questions need to be addressed to complete this research.

1. How is the English content material of the student worksheet currently used by MA Darul Amal?
2. What are the needs of students at MA Darul Amal regarding student worksheets integrated with Islamic values?

### **E. Research Objectives**

The following were the objectives of this study:

1. To explain the the form of the student worksheet currently used by MA Darul Amal.
2. To describe the needs of students at MA Darul Amal regarding student worksheets integrated with Islamic values.

### **F. Significance of The Study**

The theoretical benefits of the results of this research are for the development of knowledge and to add to the repertoire of writing instructions. This research is expected to provide benefits for the development of

educational research in Indonesia, especially in the field of development research.

The practical benefit of this research is that it is expected to provide benefits, especially for students, teachers, and other writers.

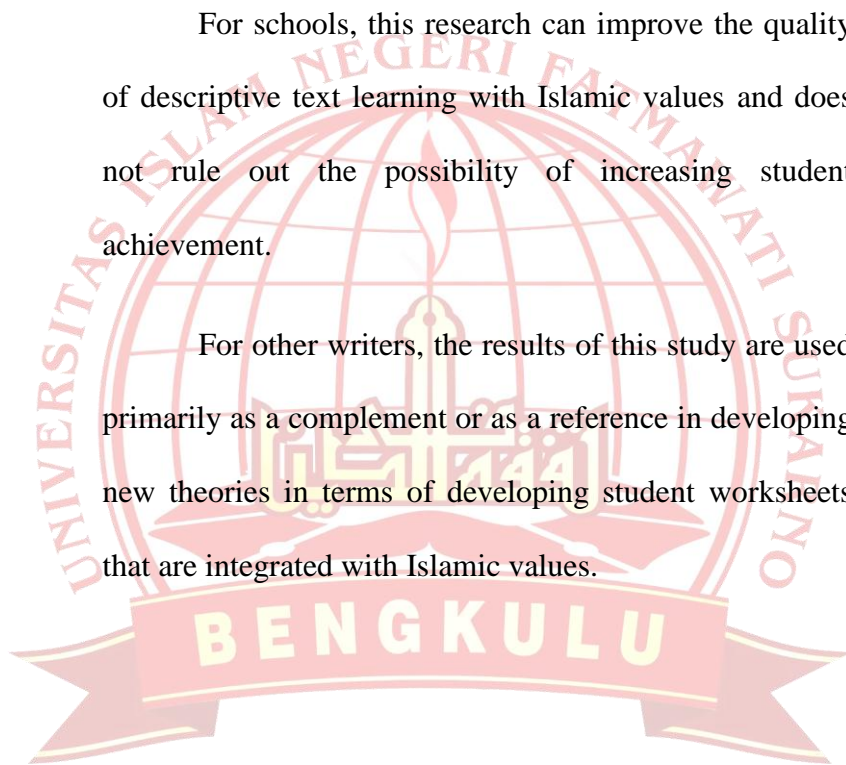
This research will help students understand descriptive texts and get explicit content about Islamic values. In addition, with this research, students get a meaningful learning experience through learning that is not only fun but also educating, as well as broadening students' knowledge of Islam by recognizing Islamic values.

For teachers, this research can be used as a consideration and reference to improve and develop student worksheets for descriptive texts integrated with Islamic values. In addition, the results of this study assisted teachers in designing descriptive text learning

with fun and intellectual concepts that contain Islamic values. Teachers will be encouraged to carry out more varied and innovative lessons.

For schools, this research can improve the quality of descriptive text learning with Islamic values and does not rule out the possibility of increasing student achievement.

For other writers, the results of this study are used primarily as a complement or as a reference in developing new theories in terms of developing student worksheets that are integrated with Islamic values.



## G. Definition of Key Terms

### 1. Students Worksheet

Student worksheets (LKS) are sheets that serve as a learning guide and contain tasks that students in a specific course must complete. LKS refers to teaching materials that have been prepared in such a way that students should be able to study them alone. Students will get materials, summaries, and material-related tasks through LKS. Students are provided material and assignments relating to the material simultaneously (Belawati et al., 2007:3.27).

In summary, LKS is printed instructional material in the form of sheets of paper that include material, summaries, and directions for students to implement learning activities, which refers to the essential competencies that must be obtained.

### 2. Text Descriptive

A descriptive text describes the characteristics of a person or an object. Its goal is to reveal and describe a certain person, place, or item. The description focuses on the sensory experience, or



how something appears, sounds, and tastes. The description focuses on visual perception, although it also covers other types of perception.

As a result, if we follow Kane's logic, the descriptive text is the meaningful text that characterizes the sensory experience, such as what shape, sound, and taste are. Most descriptive writing is about visual experience. However, we may also use experiences other than sight to create descriptive language.

### 3. Islamic Value

According to Yusuf al-Qardhawi, the value of Islam is the education of the entire individual, head and heart, spiritual and physical, morality and skills. Meanwhile, Hasan Langgulung defines Islamic principles as educating the younger generation to fill duties, passing on information, and aligning Islamic values with human tasks so that people might do good in the world and gain blessings in the afterlife.

As a result, the Islamic value of educational values can be deduced they are held or established with the desire and intention to practice Islamic teachings and values.

