

CHAPTER 2

LITERATURE REVIEW

A. Students Worksheet

1. Definition of 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).

Student Worksheet (LKS) guides students in conducting an investigation or problem-solving activities. Worksheets can be a guide for training in developing cognitive aspects as well as learning aspects in the form of experiments or demonstrations. LKS contains a set of essential activities that students

must carry out to maximize understanding to form basic abilities according to indicators of achievement of learning outcomes that must be taken (Trianto, 2010: 222). Students will find structured directions to understand tasks related to the material in the LKS (Lestari, 2012).

2. Function of Students Worksheet

Prastowo (2011:205) states that the Student Worksheet (LKS) functions as:

- 1) Teaching materials that activate the role of students more than the teacher
- 2) Teaching materials that make it easier for students to understand the subject matter
- 3) Short teaching materials but train students a lot
- 4) Teaching materials that make teaching easy

3. Characteristic on Students Worksheet

Things that must be prepared when making worksheets are:

- 1) Based on Learning Program Outlines (GGBP) and Learning Material Analysis (AMP), manuals or textbooks
- 2) Select and filter materials that are important and related to learning materials
- 3) Adjusting to the level of students' thinking abilities

4. Steps for Compiling a Student Worksheet

The things that writers do in making student worksheets are as follows:

- 1) Curriculum analysis. This analysis is carried out to determine the materials used in the student worksheet.
- 2) Writing worksheets, including:

- a) Formulation of essential competencies (KD)
- b) Determine the research process
- c) Preparation of material based on essential competencies (KD)

B. Descriptive Text

1. Definition of Descriptive Text

Factual genres include descriptive writing. Its social function is to characterize a specific person, place, or item (Wardiman, 2008:115). Creating visual images and sensory impressions through words is the process of descriptive writing. Typically, description is employed to teach the reader about how something or someone looked or to convince the reader to perceive something from the writer's perspective (Woodson, 1982:73).

According to Clouse (2004:142), in her book, the student writer stated, "Description adds a

significant dimension to our lives because it stirs our emotions and broadens our experience." The popularity of descriptive travel essays in magazines and newspapers is due to how description broadens our experience by transporting us to places we might not otherwise know well. Whether objective or subjective, the description can serve various purposes, but it is always essential to make that purpose plain to the reader (Miller 1986:105).

The writer concludes that a descriptive text is a text that depicts a person, place, mood, circumstance, etc., as well as an object that appeals to the senses, based on the opinions presented above.

2. Kinds of Text Descriptive

As is common knowledge, a descriptive text describes anything, such as people, places, or things. Therefore, it typically takes the following three forms:

a) Description of a people

People are unique, and so is the process of describing them. You are probably already familiar with some issues because you have frequently asked, "What's so-and-so?". You may respond with identification, an impression, or a character sketch, depending on the circumstances.

Let us study each.

1) Identification

Although you could offer identification, you would likely want to supply more. Identification is limited to certain statistical information (height, weight, age), physical traits (hair, skin, and eye color), and recognized marks and is used primarily in official records and documents (scars, birthmark) Adelstein (1976:149).

2) Impression

In contrast to the identification, the impression does not necessarily identify a person but gives a general idea of that individual. Despite the absence of numerous specifics, the writer conveys a critical impression of the topic in a few broad strokes. Although the impression is typically less comprehensive and detailed than identification, it may be more effective at capturing a person's remarkable or distinguishing characteristics. Adelstein

(1976:150)

3) Character

Analysis Detailed descriptions of people are typically referred to as character sketches, though they may alternatively be referred to as literary portraits or biographical sketches. As its name

suggests, a character sketch describes a person's character, or at least their primary personality features. In the process, it may include identification and a first impression, but it will do more than merely describe how they look or appear; it will demonstrate what they are like. A character profile may be about a type rather than an individual, highlighting the traits shared by group members, such as college jocks, cheerleaders, art students, religious fanatics, and television devotees. Adelstein

(1976:151)

b) Description of A Place

What should be described first when describing a place, such as a room? Which walls? Which Floor? In contrast to a paragraph organized chronologically, there is no defined method for organizing sentences in a descriptive paragraph. It

is unnecessary to begin with, one region before moving on to another. However, the sentences should not be ordered at random. The description must be structured so the reader can visualize the scene vividly. To add interest to the paragraph, you can include a controlling notion that expresses an attitude or impression regarding the reported location. Moreover, the organization of your description's details depends on your subject and intent.

c) Description of A Thing

To adequately describe something, a writer must have a vivid mental image. Moreover, to make our topics as engaging and vivid for our readers as they are for us, we must use proper nouns and powerful verbs.

1) Utilizing a Proper Noun

In addition to including precise facts and figures of speech in our descriptive

writing, we may also wish to include several proper nouns, which, as we know, are the names of specific people, places, and things, such as Arizona and the University of Tennessee. Including easily-recognized proper nouns can make what we describe more recognizable to the reader.

2) Effective Verb Use

Verbs are well-known for their importance in storytelling, but they can also greatly enhance a description. Writers use verbs to make their descriptions more specific, accurate, and engaging. For example, "the wind carved deep grooves into the sides of the cliffs" is more precise than "the wind created deep grooves." The verb chiseled also provides a more accurate

depiction of the wind's action than the verb created does (2002).

3. The Generic Structure and Example

When producing descriptive prose, a few (optional) basic structures must be followed to ensure accuracy. The arrangement is:

- a) Identification: (contains the introduction of a person, place, animal, or object that will be described.)
- b) Description: explains something, such as an animal, thing, place, or person, by detailing its features, forms, and colors, as well as anything else pertinent to the subject being described.

Feature of Language in Descriptive Text:

- a) Specific participant: having a distinct object is not shared and unique (only one). such as Pantai Panjang beach, my house, Fort Marlborough, and uncle Ahmad
- b) The use of an adjective to clarify a noun, such as a gorgeous hill, an attractive boy, Bengkulu's most famous location, etc.
- c) The use of simple present tense: The sentence structure is simple present since it describes the object.
- d) Action verbs: verbs that depict an action (such as run, sleep, stroll, etc.).

Example of descriptive text:

Istiqlal Mosque

Istiqlal Mosque is the state mosque of the Republic of Indonesia. It is situated in the heart of Jakarta, the nation's capital city. The Istiqlal Mosque is Southeast Asia's largest mosque. Ir. Sukarno, President of the Republic of Indonesia at the time, initiated the construction of this mosque. The architect of the Istiqlal Mosque is the Protestant Christian Frederich Silaban. This mosque complex is located in the former Wilhelmina Park, northeast of the Medan Merdeka Square, where the National

Monument stands (Monas). On this mosque's eastern side sits the Jakarta Cathedral Church.

This mosque's primary structure consists of five stories and one ground floor. This mosque features a modern architectural design, with marble walls and floors and stainless-steel geometric ornamentation. This mosque serves as a place of prayer for Muslims and as an office for many Islamic organizations in Indonesia and social and public activities. This mosque is also one of Jakarta's most popular tourist destinations.

C. Islamic Values

1. The Scope of Islamic Value

Value education is an effort to form one's attitudes and behaviour. This is, as stated by Smith and Spranger, that values colour the attitudes and actions of individuals because they must always be owned. Meanwhile, David Aspin defines value education as an aid to developing and articulating the ability to judge values or moral decisions that can institutionalize the framework of human action. Thus, value education can be interpreted as teaching or guidance to students so that they are aware of values by considering appropriate values to shape attitudes and behaviors.

In education development, character education has become a trending topic to be applied through formal educational institutions. As Muslims who believe in the Qur'an as a guide for their lives, and as teachers of English Education where most of these subjects only explore western culture, we should be able to take advantage of this opportunity. As English teachers, we should be able to formulate concepts or even make student worksheets based on the Qur'an. This is because, theologically, a Muslim can't ignore the Qur'an and should have the character or morality as desired in the teachings of Islam itself.

In PERMENDIKNAS RI NO 22/2006 concerning the scope of Islamic religious values in high school, it includes the Qur'an, Hadith, Aqidah, Morals, Fiqh, and Dates (SKI).

a) Islamic Dates/History.

Linguistically, the date comes from *arrikh-yuarrikhu-taarikha*, which means knowing the events of events and writing and arranging events. At the same time, the term date means events and events that are passed by a nation. If the date is connected with Islam, it means the events that Muslims give.

b) Islamic Aqidah

The Islamic creed begins with the belief in the One Absolute Essence, namely Allah and His nature and form, often referred to as monotheism. Tawhid is the pillar of faith and prima causa of all Islamic beliefs. Faith is the root of religion; teaching faith means the process of teaching and learning about various aspects of theology.

c) Moral teaching

The word morality comes from Arabic, which means the form of events, in this case, humans' inner or psychic form. Morals are aspects of the attitude of life or the personality of human life as a system that regulates human relations with God. Humans and others who are based on a solid aqidah. In practice, this teaching means the process of teaching and learning activities to achieve the goal so that those who are taught have good morals.

d) The teaching of the Qur'an

The Qur'an is the first and foremost source of Islamic religious teachings (as well as teachings). The Qur'an is a holy book containing Allah's words (revelations).

e) Teaching of al-Hadith

Hadith is the second source of Islamic teachings after the Qur'an. Hadith is everything that comes from the Prophet Muhammad, both in the form of words, deeds and statutes.

f) Fiqh Lessons

According to the language of fiqh means to understand or know. According to the term, fiqh means the science that explains the syara' laws relating to human deeds obtained from tafsir (obvious) arguments.

2. Integration of Islamic Values in Learning

There is an integration that gives the understanding of the complementation process, which combines general science and religion, complementing and strengthening each other but maintaining their separate existence because science is integrated and not separated. Definitively integrated science is a product of integrated thinking, namely a combination of logical reasoning with faith in religious revelation, in other words, the combination of thought and dhikr. Thus, the knowledge obtained is not dichotomous, meaning that knowledge is produced from a variety of faith (the transcendence of God who has created everything)

and reason which will make it an integrated and complete science.

Furthermore, Al-Faruqi sparked the idea of Islamization of Knowledge (Islamization of knowledge). In simple terms, the Islamization of science is defined as an attempt to link science with religion, which means reconnecting the sunnatullah with the Qur'an, both of which are God's verses. Al-Faruqi's offer is a concept of reconstructing the scientific paradigm and the Islamic education system, especially on the content and focus of the curriculum (Al Faruqi). Furthermore, Islamization has a mission to integrate the two educational systems, general education (secular) and Islamic education. Islamic knowledge will become knowledgeable in this combination, not only institutionally but also substantially, namely both scientifically (handbooks) and curriculum.

D. Need Analysis

1. Definition of Need Analysis

Need analysis is a systematic process to acquire an accurate, through picture of weaknesses and strengths of a school group that can be used in response to the academic and course needs of all students for improving student achievement and

meeting challenging academic and course standards. Another definition of needs analysis includes the process of identifying and evaluating needs. It is the initial step that must be completed in order to create an effective training program (Bleich, 2018). It is a crucial procedure that aids firms in determining the specific training and duration of training their employees require to become productive and efficient (Morrison, 2020).

In curriculum creation, needs analysis is crucial in planning and implementing a language course. In a language course, adopting needs analysis during the teaching and learning process can benefit both the instructor and the students. Needs analysis can assist the educator in determining the students' wants, needs, and deficiencies. Additionally, it is essential to determine the most effective teaching methodology, tactics, or method for enhancing language learners.

Need analysis is the systematic collection and analysis of all subjective and objective information required to define and validate defensible curriculum goals that satisfy students' language learning needs in the context of specific institutions that influence the learning and teaching situation (Cunningham,

2015). This indicates that when examining the needs of pupils, a comprehensive analysis of information relating to the students' educational objectives is conducted. It aids the educator in developing learning plans that fit students' needs based on their educational situation.

Needs analysis is the identification of priorities, problems and difficulties faced by the learner in the learning process. Needs analysis: it is “(In language teaching and language program design) the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richard, 2002).

There is a basic distinction between target needs and learning needs. The target needs identify what learners need to do in a target situation. On the other hand, the learning needs concerns what the learners need to do in order to learn the target language. It can be illustrated as follows:



Figure 2.1 Need Analysis process promoted by Hutchinson and Waters (1987)

2. The Purpose of Need Analysis

One of the main purposes of the needs analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning. English language needs analysis for students is mainly carried out in order to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible.

As Hutchinson and Waters (1992) categorized the students' needs, there are several techniques to identify them by assessing their target needs and learning needs they are:

a. Target Needs

Target needs according to Hutchinson and Waters (1987) that is what the learner needs to do in the target situation. In this type of section, what is needed is to analyze what students need to do in the target situation. The target situation can be understood by looking at the components of the target situation, such as needs, shortcomings, and desires that need to be known from students. Necessities means the needs expressed by the demands of the target situation; namely what students need to know to participate effectively in the target situation. Lacks means that there is a gap between the target and skills of students. Wants to refer to students' awareness of needs and shortcomings but cannot meet them due to conflicts with the perceptions of other interested parties: course designers, sponsors, and teachers.

1. Necessities

It is a type of need that is defined based on the target situation, namely what students need, to work effectively on target. For example: students from Islamic-based schools (madrasah) need materials that are integrated with Islamic values so that what they learn both implicitly and explicitly relates to and reflects Islam itself. So based on this, there will be a lot of material related to Islamic faith and morals.

2. Lacks

This need focuses more on what we do not know about students to determine which criteria are passed from students. Existing skills need to be adapted to student skills. The difference between the two can be referred to as student deficiency.

3. Wants

Wants to mean what students expect or want based on their needs. The target situation only explains objectively what their needs are. Students certainly have insufficient insights, so that the students' perspectives will clash with the views of other parties. Student motivation in learning Should not be neglected based on the criteria for obtaining the target needs. These criteria can be seen through questionnaires, interviews, observations, and details.

b. Learning Needs

Learning Needs are things that need to be done by students to learn. Hutchinson and Waters stated the definition of learning needs as an ability or knowledge needed by students to have special skills in the target situation. This means that students are expected to have abilities based on their areas of expertise. Thus, to determine their learning needs, learning needs are divided into several parts, namely: input, procedures,

settings, the role of students, the role of teacher (Nunan, 2004).

1. Input

According to Nunan, input refers to written, verbal, and visual data used by students in completing a task. This means that input specifically refers to oral, written, and visual-based data obtained from various existing sources.

2. Procedure

Procedures describe what students will do with the material to achieve certain goals based on their area of expertise. This means that the procedure is made to find out an overview of learning English according to the needs of students.

3. Setting

Setting refers to the class used in teaching and learning activities (Nunan, 2004). The setting is useful for knowing whether students prefer a learning

atmosphere outside the classroom or inside the classroom.

4. Students' Role

The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students (Nunan, 2004). This means that the role of students is to be able to complete learning tasks, build social or interpersonal relationships.

5. Teacher's Role

The teacher's role refers to the teacher's desired role by students in the teaching and learning process as well as social and interpersonal relationships between students (Nunan, 2004).

3. Need in Descriptive Text with Islamic Value

The Islamic values contained in learning English can be realized through the material being taught and through the delivery of the teacher during the learning process. The

implementation of Islamic values should be given by reviewing the values of Islamic culture that exist in society, religion, and the scope of the school. The values of Islamic customs have become a habit of the community in realizing a Muslim society (Syah, 2015). Meanwhile, the integration of Islamic values in descriptive text learning activities can be done by providing material or content inserted into the material or content in the descriptive text directly. In addition, it can also be given indirectly through oral questions, teacher observations, assignment assignments, and reading aloud, whose material includes integrated Islamic values (Wijayanto, 2020). In addition, the integration of Islamic values in assessment activities is also carried out through daily tests in the form of oral and written tests.

In learning activities, as stated by Permatasari (2019) the integration of Islamic values is carried out by:

- 1) Perform code-mixing and code-switching between English phrases and Islamic expressions that are appropriate based on the context of the situation;
- 2) Linking the topics taught with appropriate Islamic teachings is done by citing relevant verses of the Qur'an and hadith and explaining Islamic teachings.

E. Previous Studies

First, the research conducted by Iful Rahmawati Mega and Winda Purnama Sari with the theme "Need Assessment of English E-Module Integrated to Islamic Value Development for the Eighth Grade Students at Islamic Schools". Pangkalpinang, Bangka Belitung Province, refers to developing an English E-Module (electronic module) integrated with Islamic values and aims to determine the need for an English E-Module (electronic module) where the module is integrated with the development of Islamic values for junior high school students. The analysis shows that: 64.40% of students are interested in learning English, 59.09% of students need media to support their learning, 81.82% of students need pedagogy textbooks, and learning media, and 55.30% of students need learning media-based self. This study and the current study analyze students' needs for teaching materials integrated with Islamic values. The difference is that the research was conducted to develop an e-module, while in this study, the writer analyzed students' needs for student worksheets.

Second, a study by Savitri Rahmadhani, Rahmad Husein, and Masitowarni Siregar titled "Developing English Teaching Materials For Young Learners Based On Islamic Values Of Integrated Language Skills For Islamic Elementary School". This Research and

Development (R&D) was conducted to develop English teaching materials for fourth-grade elementary school students based on Islamic values and integrated language skills at SD IT AL Hijrah 2 Deli Serdang. The purpose of this study was to analyze the English teaching materials needed by students, develop English teaching materials, and provide reasons for developing English teaching materials. The results of this study indicate that the English teaching materials needed by students are based on Islamic values and integrated language skills; the development of English teaching materials is developed through four steps, namely evaluation and needs analysis, development materials, and material validation revision. As well as the final product, English teaching materials were developed based on Islamic values of integrated language skills because of the existence of an Islamic elementary school and the requirements or levels of young learners. Based on the results of expert judgment, a score of 3.68 was obtained, and the percentage was 90%, categorized as very good. This means that the material developed is relevant or appropriate for fourth-grade Islamic elementary school students. This implies that teachers can use English teaching materials developed based on Islamic values, integrated language skills, and basic Islamic needs to direct students

to learn English in an Islamic context. This study and the current study both analyze students' needs for English learning materials integrated with Islamic values. The difference is that the research was conducted in elementary schools, while this research was conducted in high schools. And if previous writers also developed teaching materials, this research only analyzes their needs.

Then, the research with the theme "Needs Analysis of Vocational High School Textbook to Local Culture Materials and The 21st Century Competencies" was conducted by Rita Indrawati, Ismail Petrus, and Eryansyah. Research that analyzes students' needs to find local cultural materials and skills for the future of students in the 21st century. In this study, an English textbook was developed, considering the local culture of Palembang, and reviewed by students considering their needs. The findings show: that English should be taught through technology to support students; English is very important for students' future careers; There is no English language education material that is included in the local culture of Palembang, and the main reason for integrating Palembang local culture into educational materials is to increase students' knowledge. Because of inquiries, learning resources such as blogs, Twitter, video calls, and voice notes are essential for skills promotion in the 21st century. The

research analyzing students' needs for English lessons that contain Palembang culture is the same as this research which will analyze students' needs for English lessons that contain Islamic values. The difference is that if the previous research used English lessons extensively and thoroughly, this research only focuses on the descriptive text.

Muhammad Faisal Nurul Huda conducted further research with the theme "The Needs Analysis of EFL Students at Arrahmaniyah Depok". This research includes target needs consisting of needs, desires, deficiencies, and learning needs. This study aims to recommend learning materials in the curriculum based on needs analysis. The results showed that the students' data showed that their weaknesses consisted of the lack of opportunities to develop student's oral communication skills because teaching and learning practices that only emphasized teaching English grammar and reading exercises lacked quality. Textbooks, the lack of English learning materials that contain vocabulary, and the students' lack of self-awareness towards learning English because their environment influences their perception of English. The similarity between the research and the current study is to analyze the needs of students. In contrast, the difference is that the previous writers conducted a

comprehensive analysis of student needs. In this research, the writer only analyzed the students' needs related to the descriptive text worksheets based on Islamic values.

Finally, the research with the theme "Developing English Modules with Integrated Islamic Values and Jambi Local Wisdom" was conducted by Uyun Nafiah because studies on the integration of Islamic values and local wisdom, especially in the Jambi context, are rarely found in the literature. Uyun Nafiah conducted this research to find out the integration of these values in an English module that is suitable and practical for high school students. This study concluded that integrating Islamic values and Jambi local wisdom in the English module was appropriate, practical, and beneficial for students and teachers. The next writer recommends using this module for teaching English, especially for the type of procedure text discussed in the paper. The similarity between the research and the current study is that they both make teaching materials integrated with Islamic values the object under study. Previous writers conducted research with the ADDIE approach by carrying out all stages from analyzing, designing, developing, implementing, and evaluating. Meanwhile, this research aims to find out and analyze students' needs for student worksheets integrated with Islamic values.

Table 2.1 Previous Study

No	Title	Writer	Aim of Study	Result
1	Need Assessment of English E-Module Integrated to Islamic Value Development for the Eighth Grade Students at Islamic Schools	Iful Rahmawati Mega and Winda Purnama Sari	This study aims to determine the need for an English E-Module (electronic module) where the module is integrated with the development of Islamic values for junior high school students.	The analysis shows that: 64.40% of students are interested in learning English, 59.09% of students need media to support their learning, 81.82% of students need pedagogy, textbooks, and learning media, and 55.30% of students need learning media-based self.
2	Developing English Teaching Materials For Young Learners Based On Islamic Values Of Integrated Language Skills For Islamic Elementary	Savitri Rahmadhani, Rahmad Husein, and Masitowarni Siregar	The purpose of this study was to analyze the English teaching materials needed by students, develop English teaching	The results of this study indicate that the English teaching materials needed by students are based on Islamic values and integrated language skills; the development of English teaching materials is developed

	School		materials, and provide reasons for developing English teaching materials.	through four steps, namely evaluation and needs analysis, development materials, and material validation revision. Based on the results of expert judgment, a score of 3.68 was obtained, and the percentage was 90%, categorized as very good. This means that the material developed is relevant or appropriate for fourth-grade Islamic elementary school students. This implies that teachers can use English teaching materials developed based on Islamic values, integrated language skills, and basic Islamic needs to direct students to learn English in an Islamic context.
3	Needs Analysis Of Vocational High School Textbook To	Rita Indrawati, Ismail Petrus, and	Research that analyzes students' needs to find local	The findings show: that English should be taught through technology to support

	Local Culture Materials and The 21st Century Competencies	Eryansyah	cultural materials and skills for the future of students in the 21st century	students; English is very important for students' future careers; There is no English language education material that is included in the local culture of Palembang, and the main reason for integrating Palembang local culture into educational materials is to increase students' knowledge. Because of inquiries, learning resources such as blogs, Twitter, video calls, and voice notes are essential for skills promotion in the 21st century. The research analyzing students' needs for English lessons that contain Palembang culture is the same as this research which will analyze students' needs for English lessons that contain Islamic values
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4	The Needs Analysis of EFL Students at Arrahmaniyah Depok	Muhammad Faisal Nurul Huda	This study aims to recommend learning materials in the curriculum based on needs analysis	The results showed that the students' data showed that their weaknesses consisted of the lack of opportunities to develop student's oral communication skills because teaching and learning practices that only emphasized teaching English grammar and reading exercises lacked quality. Textbooks, the lack of English learning materials that contain vocabulary, and the students' lack of self-awareness towards learning English because their environment influences their perception of English.
5	Developing English Modules with Integrated Islamic Values and Jambi Local Wisdom	Uyun Nafiah	To find out the integration of these values in an English module that is suitable and practical for high school	The writer conducted research with the ADDIE approach by carrying out all stages from analyzing, designing, developing, implementing, and evaluating. The result

			students	was that integrating Islamic values and Jambi local wisdom in the English module was appropriate, practical, and beneficial for students and teachers. The next writer recommends using this module for teaching English, especially for the type of procedure text discussed in the paper.
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The table above shows that various types of research have been carried out previously by previous writers. From the five previous studies, there are some similarities and differences with the research being carried out by the writer at this time. Two of the five previous studies only focused on analyzing student learning needs. The writers conducted a similar study by analyzing student needs to find student needs related to integrating Islamic values for descriptive text materials on student worksheets. The difference in this research with the two analyzes lies in the object of the needs studied, where the writer this time focuses on analyzing students' needs on Islamic values integrated into descriptive text material, while previous

research analyzed students' needs in other materials in learning English.

Then, in the other three previous studies, in addition to analyzing students' needs for English material integrated with Islamic values, previous researchers also conducted developments based on the analysis that had been carried out previously. To produce the final product in the form of modules and teaching materials. This research analyses students' needs for material integrated with Islamic values in the teaching materials. However, the difference lies in the type of teaching materials analyzed. Previous research conducted a needs analysis for modules and teaching materials, while this research focuses on student worksheets (LKS). In addition, this research is not continued at the stage of developing teaching materials. However, it is limited to analyzing students' needs for descriptive text material integrated with Islamic values.