



PENGEMBANGAN LEMBAR KERJA TERBAIK SEBAGAI LEMBAR KERJA MEMBACA DESKRIPTIF SISWA DI SMPN 21 MEDAN

DEVELOPING TOPWORKSHEET AS STUDENTS' DESCRIPTIVE READING WORKSHEET AT SMPN 21 MEDAN

Kezia Aurelia Sembiring^{1*}, Neni Afrida Sari²

¹Universitas Negeri Medan, Email : keziaaurelia03@gmail.com

²Universitas Negeri Medan

*email koresponden: keziaaurelia03@gmail.com

DOI: <https://doi.org/10.62567/ijosse.v2i1.2165>

Abstrack

This study aims to develop Topworksheet as students descriptive reading worksheet at SMP Negeri 21 Medan. Data consisted of an analysis of students' needs, interests, and challenges in using Topworksheet as descriptive reading worksheet, sourced from 20 ninth-grade students at SMP Negeri 21 Medan. Techniques for collecting data included distributing questionnaires, conducting interviews, and documentation. Instruments used were interview sheets, printed documents, and questionnaires. This study involved six key stages of Borg and Gall method, which included: gathering data and information, analyzing the data, designing the product, expert validation, revising and finalizing the product. The result of gathering and analyzing data showed that students had low interest in descriptive reading text due to monotonous and unvaried worksheets. This data identified students' necessity (85%), lacks (55%) and wants (65%) for an interactive worksheet, engaging worksheet to develop reading understanding. The material designing and revising stage resulted in the Topworksheet Web, which consists of interactive descriptive reading practices, utilizing Canva-based visualization and educational games, including a glossary and word search. The expert validation involved a lecturer and a teacher, was 87.2%, and 98.4%, achieving an "Excellent" category. Based on the high validation scores from the experts, it can be concluded that the final product, the Topworksheet Web, is a highly appropriate and effective students' descriptive reading worksheet tailored to the specific needs of students at SMP Negeri 21 Medan.

Keywords: Topworksheet web, Interactive Worksheet, Descriptive Reading Text.

Abstrak

Penelitian ini bertujuan untuk mengembangkan Topworksheet sebagai lembar kerja membaca deskriptif siswa di SMP Negeri 21 Medan. Data terdiri dari analisis kebutuhan, minat, dan tantangan siswa dalam menggunakan Topworksheet sebagai lembar kerja membaca deskriptif, yang bersumber dari 20 siswa kelas sembilan di SMP Negeri 21 Medan. Teknik pengumpulan data meliputi penyebaran kuesioner, wawancara, dan dokumentasi. Instrumen yang digunakan adalah lembar wawancara, dokumen tercetak, dan kuesioner. Studi ini melibatkan enam tahap utama metode Borg dan Gall, yang meliputi: pengumpulan data dan informasi, analisis data, perancangan produk, validasi ahli, revisi, dan finalisasi produk. Hasil pengumpulan dan analisis data menunjukkan bahwa siswa memiliki minat yang rendah terhadap teks bacaan deskriptif karena lembar kerja yang monoton dan tidak bervariasi. Data ini mengidentifikasi kebutuhan (85%), kekurangan (55%), dan keinginan (65%) siswa untuk lembar kerja interaktif yang menarik guna mengembangkan pemahaman membaca. Tahap perancangan dan revisi



materi menghasilkan Topworksheet Web, yang terdiri dari latihan membaca deskriptif interaktif, memanfaatkan visualisasi berbasis Canva dan permainan edukasi, termasuk glosarium dan pencarian kata. Validasi ahli melibatkan seorang dosen dan seorang guru, dengan hasil 87,2% dan 98,4%, mencapai kategori "Sangat Baik". Berdasarkan skor validasi yang tinggi dari para ahli, dapat disimpulkan bahwa produk akhir, Topworksheet Web, adalah lembar kerja membaca deskriptif siswa yang sangat sesuai dan efektif, disesuaikan dengan kebutuhan spesifik siswa di SMP Negeri 21 Medan.

Kata Kunci: Lembaga Kerja Teratas, Lembar Kerja Interaktif, Teks Bacaan Deskriptif.

1. INTRODUCTION

Reading is one of the language skills that needs to be considered in language learning. The students should master reading skills to gain knowledge of English. The reason is that reading significantly impacts a student's vocabulary, knowledge, spelling and writing. (Harmer 2007). It is also supported by Fauziati stated that reading skill refers to the capacity to connect textual content with one's knowledge through comprehension. Rahayu (2014) mentions that reading is a part of daily routines and is consistently practised by students. To comprehend a text, a reader must be capable of grasping the text thoroughly and linking units of meaning to create a cohesive message.

In teaching the material to the students, the teacher must provide appropriate and suitable material for the student's circumstances. Reading materials in an English student worksheet should provide texts, dialogue or any information data and become important materials input in reading sessions. Worksheets in education are essential since they include various types of exercises. Students' worksheets are one of the printed materials (other than handouts, modules and books) that can be used in the teaching and learning process. Prastowo (2015) said that through the use of the students' worksheets, teachers can lure the students to engage with the material learned in the classroom actively.

In this era, teachers must embrace technology and develop teaching methods so that students enjoy the learning process. To be more creative and innovative, teachers must design interactive media to help the learning process, such as lesson plans, media, and students' worksheets. Embracing technology in the classroom is increasingly important, as it allows teachers to develop engaging teaching methods that capture students' interest and promote active learning.

The interactive worksheet that can provide well-designed reading worksheets is the "top worksheet". It refers to high-quality products that are both engaging and effective. These worksheets are tailored to meet the diverse needs of students, making the learning process more interactive and enjoyable. Top worksheets often incorporate interactive media elements, such as videos, audio clips, and online quizzes, which can enhance students' understanding of the material. Teachers can use these resources to create a comfortable classroom atmosphere where students feel motivated to participate and explore the content more deeply. For instance, a top worksheet might include a reading passage and questions encouraging students to think critically about what they've read. It could also feature links to relevant videos or interactive activities that reinforce the concepts discussed in the text. This combination of traditional



reading materials and modern interactive media makes learning more enjoyable and helps students develop essential skills in comprehension and analysis.

In SMP Negeri 21 Medan, reading was a difficult skill for students. It was difficult for students to understand the text and do the worksheet in the textbook. The existing textbook did not provide proper materials and worksheets for students. Therefore, many of the students were not interested in reading the textbook. The worksheets in the textbook did not match for students to improve their reading skills and did not fulfil their needs. Based on the preliminary observation of the ninth grade at SMP Negeri 21 Medan was interviewed by an English teacher focusing on teaching descriptive text. According to the teacher, some students had difficulties comprehending the text given because of a lack of vocabulary. The existing textbook also did not show the text to describe something based on the context of descriptive text. Furthermore, the teacher said that the worksheet in the textbook cannot be given to students because it's irrelevant to the student's needs. The teacher also said this book was unsuitable for the student's circumstances. Students need lots of worksheets that can enhance their reading skills.

Based on the preliminary data, the textbook didn't provide the appropriate worksheet. This is because worksheets refer to well-organized tasks with particular questions or guidelines for students to accomplish. Based on that, it is not suitable to depend on the exercise in the textbook since students will face reading limitations and will be unable to satisfy their needs. Then, the students' worksheets that the researcher saw that the students still use are conventional worksheets on paper, served by the school, making them bored when they answer some questions. This argument was supported by the student's statement at the observation said the worksheets that were given to them weren't interesting. There's no picture related to the description, and they didn't have any new words that could be added to their new vocabulary. They also didn't match their needs to improve their reading skills. Previously, teachers had also provided worksheets via online media, but they looked simple by only providing basic questions and answers based on the existing text. In addition, the worksheet is full of text without having any interesting features in it. So, with the advancement of technology, students need effective media to support their learning process more easily than only using the textbook.

According to the problem above, the teacher must develop the worksheet based on the student's needs. The researcher strongly believed that developing topworksheets can significantly enhance students' descriptive reading skills. These worksheets are designed to be engaging and interactive, making them an ideal tool for addressing students' reading development needs. Teachers can create digital worksheets to achieve an effective and enjoyable learning environment by utilizing top worksheets. Therefore, the study is intended to develop a top worksheet as a descriptive reading worksheet for ninth-grade students at SMP Negeri 21 Medan.



2. METHOD

This study employed a Research and Development (R&D) method based on the model proposed by Borg and Gall (2003), simplified into six steps: gathering information, analyzing data, designing, validating, revising, and producing the final product. The research was conducted at SMPN 21 Medan with 20 students of 8th grade as the subjects.

Data collection involved observation, interviews, and questionnaires. Classroom observation was conducted to understand the teaching process and student participation. An interview with the representative of students provided information about their challenges and available resources. The first questionnaire, based on Hutchinson and Waters' (1987) theory, identified students' target needs including necessities, lacks, and wants and learning needs. The second questionnaire was distributed to two validators to assess the worksheet draft based on BSKAP standards, covering content, language, presentation, and layout. Student questionnaire results were calculated using percentage formulas (Sugiyono, 2017) to determine the dominant needs, while validator assessments were scored using a Likert scale and interpreted using Suharto's (2006) mean classification to judge the quality of the product.

In conducting this research, the data were target needs and needs analysis. The research was done on the observation about students' needs, lacks, and wants in reading descriptive text. The data were analyzed to solve the students' problems with unsuitable reading worksheets, and worksheets were developed using top worksheets based on the students' needs. The data from the need analysis questionnaires were analyzed using frequencies and percentages. The highest percentages of the answers to each question will be considered to represent the students' needs. The researcher was handing out the questionnaire in class, ensuring all students could participate. The questionnaire was administered to 20 eight-grade students of SMP Negeri 21 Medan. The researcher explained the purpose of the questionnaire and encouraged them to answer honestly. The researcher analyzed the responses using simple statistics to find student interests and challenges. This helped us understand the overall situation.

Then, the researcher interviewed some students as representatives to gather detailed information about the reading worksheet and their challenges. The researcher created a list of open-ended questions to guide the interviews. These questions encouraged students to share their experiences, such as what reading materials they use and any difficulties they encounter. With their permission, the researcher recorded the interviews and then wrote down what was said. Then, the researcher looked for common themes in students' responses to understand their experiences and challenges better.

3. RESULT AND DISCUSSION

a. Gathering Data and information

The first stage in developing digital worksheet for students descriptive reading in nine grade class at SMPN 21 Medan was to collect information and data to identify students' learning needs. In collecting information and data, researcher made direct observations of the English learning process in nine grade class of SMPN 21 Medan, on Descriptive Text material. This observation aims to collect data on the use of learning media, student responses, and the



feasibility of the materials used during the teaching and learning process. The data was obtained through a questionnaire written based on a student needs analysis at SMPN 21 Medan. The first stage in developing digital worksheet for students descriptive reading in nine grade class at SMPN 21 Medan was to collect information and data to identify students' learning needs. In collecting information and data, researcher made direct observations of the English learning process in nine grade class of SMPN 21 Medan, on Descriptive Text material. This observation aims to collect data on the use of learning media, student responses, and the feasibility of the materials used during the teaching and learning process. The data was obtained through a questionnaire written based on a student needs analysis at SMPN 21 Medan.

b. Analyzing Data

1) Questionnaire Analysis

The questionnaire was given to 20 students at SMPN 21 Medan. Each student was given 30 questions where the questionnaire contents were divided into three categories that are student needs, student lacks, and student wants according to Water and Hustchion's theory.

Student Necessities Analysis

- In your opinion, is it important to have ability to understand the descriptive reading text?
- Is it necessary to provide a vocabulary list for each text?
- Do you feel like you always need to re-read descriptive texts to understand them well?

In terms of necessities, most students at SMPN 21 Medan emphasized the importance of understanding the text to support their reading descriptive text. As many as 55% of students agreed that the ability of understanding the text is necessary, while the other 45% strongly agreed. In addition, there were 55% of students agreed that it was very necessary to be given a vocabulary list in each text, while the other 10% strongly agreed, then 30% undecided and 5% disagree. It showed that most of students stated that teacher must provide a list of vocabulary to support their reading activities. Furthermore, 85% of students also acknowledged that they needed to always re-read descriptive text worksheet to understand them all. It is showed that design an interactive worksheet could help them increase their understanding and interest in reading.

The analysis's results in terms of necessities concluded that understanding the text to read the descriptive text and make the worksheet interactive is very important for students at SMPN 21 Medan. However, the worksheet for descriptive text at the school is limited. Therefore, researcher must improve the students need lie in mastering the ability of understand the text and the availability of interactive and flexible descriptive reading worksheet.

Student Lacks

- Are the worksheets used in learning an interesting process?
- I have difficulty to understand the text, and the existing questions are not challenging.
- I never use Topworksheet in learning process.
- Do you feel that existing digital worksheets aren't interactive enough to help your understanding in reading descriptive text?



In the aspect of lacks, there are significant shortcomings in the existing worksheets used for learning descriptive texts, particularly in terms of engagement, challenge level, and interactivity. These lacks contribute to students' overall dissatisfaction and hinder effective learning. Even though students have studied descriptive text, they still face the difficulties in answer the reading practice. As many as 50% of students agreed and 30% strongly agreed that they have difficulty to understand the text, and the questions still monotonous, without provide a challenging question for the students. In addition, 55% of students disagreed and 35% strongly agreed that they never use topworksheet in learning process. It showed that the use of digital worksheet had ever used in this class, even though the teacher still had the limitation in using a digital worksheet in learning process. Furthermore, it is supported by the statement 55% of students agreed that existing digital worksheets are not interactive enough to help their understanding in descriptive reading, it is because the teacher still had obstacles in operating the digital worksheet.

The overall analysis results show that student' main weaknesses are not only their linguistic ability, but also their lack of experience using digital media to support the reading practices. Therefore, researcher must develop media that focus on descriptive reading are interesting and motivate students to learn.

Student Wants

- I can be motivated to read more with worksheets that are designed to be as attractive as possible.
- Should the combination of background and letter colors on a worksheet not be too colorful?
- I want the worksheet have various questions such as matching pictures, finding missing words, etc
- In my opinion, it is important to use videos or animations in worksheets.

In terms of student wants, students prefer to use the interactive and fun media in descriptive reading worksheet. As many as 65% of students agreed that they want to read more with the attractive design of worksheet that can motivate them to learn in reading, and the other 35% strongly agreed. In addition, 55% of students wanted to have various questions such as matching pictures, finding missing words, and the other features to make the worksheet more interactive. Then, 55% of students were disagree that the combination of background and letter on a worksheet should be not too colorful. It means that they want the worksheet looks more colorful with creative design of picture and background.

Furthermore, 60% of students were agreed that it is very important to use video interactive or animations in the worksheet. It showed that the use of technology could greatly help them answer the question of descriptive text. From the analysis results, students want to have digital interactive worksheet, that leads to motivate students in learning. Therefore, the researcher must design products with the collaboration of interactive and fun worksheet.

This study developed Topworksheet Web, as students' descriptive reading worksheet for ninth-grade students at SMP Negeri 21 Medan, following six systematic stages of Borg and Gall. (1) gathering information and data, surveyed for 20 students and talked with them showed



that students struggled with understanding descriptive reading worksheets. (2) analyzing students need analysis, showed that 85% need more fun materials, 55% had lacks of reading problems, and 65% wanted learning through interactive worksheets. (3) The planning step led to designing an easy-to-use online worksheet with pictures made using Canva and games. In the step of making the product, the worksheet was built with fun parts such as question-and-answer sections, pictures, and videos about descriptive text on “Fauna in Indonesia.” (4) The product got good scores from experts: 87.2% from lecturer and 98.4% from teacher, checking areas like language, steps, content, and design. (5) Validator said it was good but needed better help with some vocabulary and word search game. The main changes step added a word list and a fun word search to fix problems for students with weak English skills. (6) Finally, it showed that the final product, Topworksheet Web, works well, makes learning more fun, and helps with reading skills through its fun, game-like features.

c. Discussions

This study developed Topworksheet Web as a students' descriptive reading worksheet by following the six stages of Borg & Gall. This designed of worksheet was carried out based on real needs in the field. The development of Topworksheet as a descriptive reading worksheet for ninth-grade students at SMP Negeri 21 Medan has demonstrated its potential to address learning challenges and enhance student engagement, it is essential to examine how these practical outcomes align with the broader theoretical framework of the platform. The preceding results highlighted the integration of interactive features, such as educational games, based on needs analysis, expert validation, and observed benefits like increased motivation and active learning. This sets the stage for a deeper verification, where the study's findings are compared against established theories, to identify consistencies and strengthening the applicability of the developed worksheet in educational contexts.

To verify the alignment between the theoretical framework of Topworksheet and the findings from this study, a comparative analysis is conducted, highlighting both similarities and differences. The similarities between the theory of Topworksheet and the findings of this study lie primarily in their shared emphasis on interactive and engaging features, such as multimedia integration (e.g., images, videos, and games), automated grading for efficient assessment, enhanced student motivation through active learning, and the platform's flexibility for anytime access, which aligns with Anisa et al.'s (2025) highlights on ease of design and Indah Ainur's (2025) focus on resource-saving benefits like automated feedback and statistical tracking. This study's findings focus on the specific development and application of Topworksheet as a descriptive reading worksheet for ninth-grade students at SMP Negeri 21 Medan, and reveal practical outcomes based on needs analysis, validation, and user feedback.

In terms of similarities, the findings of this study strongly strengthen the Topworksheet's theory. For instance, both the theory and the study's results underscore the platform's ability to create attractive, interactive worksheets that incorporate multimodal elements, such as educational games and digital media, which align with Anisa et al.'s (2025) emphasis on features that support multimedia integration and simplify assessment through automated correction. Specifically, the study's observation that students showed increased interest and



motivation in reading descriptive texts via Topworksheet mirrors Indah Ainur's (2025) assertion that the platform boosts student engagement by enabling active responses to materials and questions, rather than passive reception.

Furthermore, the ease of designing worksheets and the provision of free features, as highlighted in the theory, were evident in this study's development process, where the researcher successfully integrated student needs (e.g., technology-based learning preferences) into a user-friendly digital format. Validation results from experts, which rated the product as "excellent," also reinforce the theoretical benefits of automated grading and accessibility, as students could access the worksheets anytime, thereby promoting flexible and efficient learning. These alignments demonstrate that the theoretical advantages of Topworksheet—such as enhanced interactivity, resource efficiency, and active student involvement—are not only applicable but also effectively realized in the context of teaching descriptive reading to ninth-grade students.

However, notable differences emerge when comparing the general theory of Topworksheet with the specific findings of this study, primarily due to the contextual and methodological focus of the research. While the theory presents Topworksheet as a broad, versatile tool for various educational settings with a focus on general benefits like paper-saving and statistical tracking of student performance, this study's findings are more targeted, revealing limitations and adaptations specific to descriptive reading instruction. For example, the theory does not explicitly address the developmental process using structured models like Borg & Gall's stages, whereas this study identified initial challenges, such as students' difficulties in summarizing descriptive texts, and tailored the worksheet to include features like word searches and glossaries based on expert feedback—elements that were not prominently featured in the theoretical discussions.

Additionally, the study's findings highlight potential areas for improvement, such as the need for more specialized content (e.g., animal description activities), which contrasts with the theory's more generalized portrayal of the platform's effectiveness. These differences underscore that, while Topworksheet's theoretical framework provides a strong foundation, its application in real-world scenarios, like this study's focus on SMP Negeri 21 Medan, requires customization to address specific pedagogical needs, such as enhancing comprehension of descriptive texts, thereby extending the theory through practical insights.

To build upon the verification process between the established theory of Topworksheet and the specific findings from this study, it is necessary to explore the wider results. The verification underscored how Topworksheet's interactive features effectively support student engagement in descriptive reading, while also pointing out the need for context-specific adaptations, thereby paving the way for a discussion on the study's broader implications. This connection highlights the potential of the research to not only validate theoretical concepts but also to demonstrate their practical extensions, ensuring that the development of Topworksheet contributes meaningfully to both academic discourse and real-world applications in English Language Learning. Following the verification of the theory and findings, it is important to discuss the implications of this study on the development of Topworksheet as a descriptive



reading worksheet, highlighting both its theoretical and practical contributions to English Language Learning. From a theoretical perspective, the research extends existing knowledge in the field of language education by demonstrating how interactive, technology-based tools like Topworksheet can enhance student-centered learning theories, particularly in the context of Indonesian secondary education. For instance, the study's results, which show improved student engagement and comprehension of descriptive texts through multimodal features and educational games, align with and reinforce broader theories of constructivist learning, where learners actively construct knowledge rather than passively receive it.

This adds to the academic discourse on English teaching methodologies, as seen in the validation process that rated the worksheet as "excellent," providing empirical evidence that digital platforms can bridge gaps in reading instruction for ninth-grade students. Consequently, these findings offer a foundation for future researchers and educators to build upon, potentially adapting similar models to other language skills or educational levels, thereby enriching the theoretical framework of technology-enhanced language learning in diverse settings like SMP Negeri 21 Medan.

In terms of practical implications, the development of Topworksheet holds significant value for English Language Learning in real-world classroom environments, offering actionable benefits for teachers, students, and other stakeholders. For teachers at schools like SMP Negeri 21 Medan, this worksheet can be readily implemented to create more interactive and engaging lessons, reducing reliance on traditional, monotonous materials and allowing for automated grading and multimedia integration to save time and provide immediate feedback, as evidenced by the study's needs analysis and expert suggestions. Students, particularly ninth-graders, stand to gain enhanced reading skills and greater confidence in handling descriptive texts, as the platform's features—such as games and word searches—promote active participation and motivation, directly addressing the observed challenges in summarizing and understanding content.

Furthermore, for other researchers and curriculum developers, this study serves as a practical model, offering data-driven insights and adaptable resources that can inform the creation of similar digital tools, ultimately fostering more effective English instruction across Indonesian schools and contributing to broader educational practices that prioritize accessibility and student involvement.

4. CONCLUSION

The development of Topworksheet as descriptive reading worksheet for students was guided by Borg and Gall's model, involving six steps: (1) gathering data on students' difficulties in comprehending descriptive texts, low reading interest, and limitations in digital worksheets; (2) analyzing students' needs, lacks, and wants; (3) designing engaging, innovative worksheets via the Topworksheet Web; (4) expert validation yielding excellent scores (87.2% and 98.4%) across linguistic, process, product/content, and layout dimensions; (5) revising the product by adding a glossary and word search to address vocabulary issues; and (6) final product of Topworksheet as descriptive reading worksheet.



The final product, Topworksheet Web, is a validated that meets students' needs, boosts engagement, and supports descriptive reading skills effectively. The product was innovatively designed with Canva-based visualization and educational games to effectively enhance students' interest and understanding of descriptive reading. The validation results achieved "Excellent" category with high scores of 87.2% (lecturer) and 98.4% (teacher), showed that the Topworksheet Web not only meets the students' needs but is also proven to be highly effective in increasing engagement and students' ability in descriptive reading skills.

5. REFERENCES

Akbayır, S. (2006). The Function of Written Expression Forms in Acquiring Writing Skills. Ondokuz Mayıs University, Institute of Social Sciences, Department of Turkish Language.

Alex Sander. (2018). 'Developing Students' Listening Worksheet Of Fourth Semester Students At English Department Of Tarbiyah And Teacher Training At Iain Palopo', 1–65. South Sulawesi. University of UIN Palopo.

Alyousef, H. S. (2006). Teaching Reading Comprehension to ESL/EFL learners. *Journal of Language and Learning*. 5(1). 63-73. Retrieved from http://www.jllonline.co.uk/journal/jl_learn/4_1/5_HESHAM.pdf

Anderson, M., & Anderson, K. (2003). Text Types in English 3. South Yarra. McMillan.

Anderson, Neil. (2003). Reading. In David Nunan, *Practical English Language Teaching* (1sted.).p.68. Sidney: McGraw-Hill.

Anderson, R. C. (1985). *Becoming a Nation of Readers*. Washington, D. C.: National Institute of Education.

Anisa Aulia, et al.(2025) Developing Digital Student Worksheets Using TopWorksheets on the Topic "How Breathing Helps Me Perform Daily Activities". *Didactics: Scientific Journal of PGSD STKIP Subang*.

Baran, E. (2021). The Role of Description as a Narrative Form in Peyami Safa Novels. *Journal of Culture, Arts, and Architecture by Hars Academy*, 4(2), 32-50.

Barasovska, J. (1998). *I wish I could write: Ideas for inspiring new writers*. Syracuse: New Readers Press.

Burnes,D,P. (2007). *Insight and Strategies for Teaching Reading* : Harcourt Brace Javanovich Groups. Sidney.

Borg, and Gall (2003). *Research And Developmental In Education*. Cambridge University Press.

Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.

Byram, M. (Ed.). (2004). *Routledge Encyclopedia of Language Teaching and Learning*. London, UK: Routledge.

Carrell, P. L, Joanne D, and David.E.E. 1995. *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press

Çelikler D. 2010. The Effect of Worksheets Developed for the Subject of Chemical



Compounds on Student Achievement and Permanent Learning: Educational Research Association. The International Journal of Research in Teacher Education.

Chaniago, D., & Depi Yunaspi. (2021). The Improvement of Reading Comprehension in English Through Student Team Achievement Division International Journal of Humanities Education and Social Sciences 201–205. <https://doi.org/10.55227/ijhess.v1i2.39>

Charles, M. (1985). Process and Pattern. University of California, p.35.

Darusman. (2008). Penggunaan Media Belajar. Ditjen Dikti Depdiknas. Jakarta

Deduque, J. (2022). Utilization of Lexical Proficiency Worksheet in Enhancing the Reading Comprehension of Senior High School Students. Asia Pacific Journal of Advanced Education and Technology.

Edwin, A. (2018). Worksheets Based on Deep Cultural Issues for Reading Comprehension in Eleventh Graders. Universidad Externado de Colombia.

Evi, M. (2022). Developing Students English Worksheet on Reading Materials for Tenth Grade. Jurnal Pendidikan.

Eka Yuli Asmawati. (2015). ‘Lembar Kerja Siswa (Lks) Menggunakan Model Guided Inquiry Untuk Meningkatkan Keterampilan Berpikir Kritis Dan

Penguasaan Konsep Siswa’, Jurnal Pendidikan Fisika, 3.1 (2015) <<https://doi.org/10.24127/jpf.v3i1.13>

Fauziati, Endang. (2010). Teaching English As A Foreign Language. Surakarta: Era Pustaka Utama.

Gündüz, O., & Şimşek, T. (2011). Anlatma Teknikleri 2: Uygulamalı Yazma Eğitimi. Grafiker Yayınları.

Grellet, Francoise. (1981). Developing Reading Skills. Cambridge University Press.

Hedge, Tricia. (2003). Teaching & learning in the language classroom. UK: OUP

Husna, L., Zainil., & Rozimela, Y. (2013). An analysis of students' writing skill in Descriptive text at grade X1 IPA 1 of MAN 2 Padang. Journal English Language Teaching (ELT), 1 (2), 5-6.

Hutchinson, T. & Waters, A. (1987). English for Specific Purposes: A learning centered Approach. Cambridge: Cambridge University Press.

Indah Ainur. (2025). Development of E-LKPD Topworksheet Based on The Gamilab Educational Game on Angle Measurement to Improve Motivation and Learning Outcomes of Grade V Students At SDIT AR-RAHMAH YOSOWILANGUN-LUMAJANG. Jember. University of UIN KHAS Jember.

Karrol, R. (2018). The Impact Of Moodle-based Worksheets to Enhance Students' Reading Comprehension. Universidad Externado de Colombia.

Lestari. (2020). Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo. Journal of English Language Teaching and Learning.

MacMillan, Don (2004). Web-based worksheets in the classroom. Journal of Library & Information Services in Distance Learning.

Majid. (2013). Single-Page Lesson Plan Model for Crisis Learning Era. Journal Universitas



Syiah Kuala.

Mc.Namara, Danielle S. (2007). *Reading Comprehension Strategies Theories, Interventions and Technologies*. New York: Lawrence Erlbaum Associates.

Mehmet, D.(2015). Willingness to Communicate of EFL Learners in Turkish Context. *Journal of English Language Teaching Linguistics*.

Muddin, A., & I. (2018). Improving Students " Reading Skill By Using Skimming Technique At the Second Year Students of Sma Negeri 4 Kota Ternate. *International Journal Of Education, Information Technology, and Others*, 1(1), 10–22.

Nadolski, R. (2006). Process support in learning tasks for acquiring complex cognitive skills in the domain of law. *Journal of Learning and Instruction*, 16, 266–278.

Núñez, A (2017). Theoretical foundations and practical insight for MD. Power Point Presentation for the Seminar on MD. University of Colombia.

Nurhafni. (2023). Developing Students' Worksheet for English Language Teaching to Cope with the 4C's Skill Through Project Based Learning. *Jurnal Penelitian dan Pengembangan Pendidikan*

Nurhasanah (2022). Development of E-LKPD Virtual Field Trip Water Purification Based on Education for Sustainable Development using TopWorksheet. *Jurnal Intelektualitas: Keislaman, Sosial dan Sains*.

Nurwanti. (2022). Students " Perception Toward Teaching Reading. *Education, Language, and Culture (EDULEC)*, 2(2), 141–149.

Nurul. (2022). "Developing Student's Worksheet for Teaching Reading At The Eighth Grade Of SMPIT AL-HAFIZ PALOPO". South Sulawesi. University of UIN Palopo.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. White Plains, NY: Pearson Education.

Pardiyono. (2007). An analysis of the students' skill in writing descriptive text at the eighth grade of SMPN 7 Tambusai Utara. *Journal of Education*, 33-34.

Peter,K., & Megan, W (2005). *Genre, Text, Grammar*. University of Wales, p.98.

Prastowo, Andi. (2015). *Free Creative Creating Innovative Instructional Materials: Creating a Learning Method of Interesting and Exciting*. Yogyakarta: Diva Press.

Prastowo. (2017). The Use of Student's Worksheet in Teaching English Class at Second Grade of MtsN Teras. *ABA Journal*, 24-25.

Rahayu, S. (2014). Hubungan antara minat baca dan tingkat kemampuan membaca pemahaman siswa. *E-Jurnal*.

Selahattin Kaymakci. (2012). 'A Review of Studies on Worksheets in Turkey.', *Online Submission*, 1, 57–64

Suci Pertiwi, Apriliana. (2019). 'Designing English Worksheet to Teach Reading Skill for the Eleventh Grade Students of Mas Nurroddiyah'. University of UIN KHAS Jember.