Need Analysis of Student Worksheets Based on the Reading to Learn Approach in Teaching Reading Narrative Texts

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Abstract: *The 2018 Program for International Student Assessment survey released in 2019 showed that the reading literacy HOTS skills of Indonesian students was low where Indonesia was ranked 74th out of 79 countries. .To improve students HOTS reading literacy the Ministry of Research, Technology and Higher Education developed a Literacy Improvement Program at the National Junior High School level in 2021 using The Reading to Learn Approach. In this context, the objective of this research were to develop Students Worksheet Based on The Reading To Learn Approach to improve Students' Higher Order Thinking Skills on the Competence of Reading Narrative Texts. This research is part of research and development namely stage of needs analysis. The approach used was a qualitative approach. The study was conducted in MTsN 2 Medan. This study focused on the Needs analysis stage of teachers and students regarding the worksheet based on the reading to learn approach that is going to developed. The instrument to collect the data was interview The findings shows that most of the respondents expect the worksheet of Narrative Text should be developed based on their needs. They felt very hard to read the texts in English because the materials were irrellevant and not interesting. The students also confessed their current worksheet of Narrative Text was inappropriate for them and the process of learning was boring. Therefore, some of the aspects of learning also needed to be concerned such as learning style, learning technique, the way of doing the task, the length and topic of the texts, the situation of the class, the activities in the worksheet, and the difficulties of the students, in order to make the students easier to learn English.*

Keywords: *worksheet; literacy; narrative text; the reading to learn*

I. Introduction

The results of the Program for International Student Assessment (PISA) survey show that the literacy skills of Indonesian students do not develop for 18 years. In 2000, the literacy competency score of Indonesian students at PISA was at 371. Then 18 years later, the number is still exactly the same in 2018 where Indonesia is ranked 74th out of 79 countries. The results of the 2018 PISA Survey released in 2019 show that in general Indonesian students are very low in (1) understanding complex information, (2) theory, analysis, and problem solving, (3) using tools, procedures, and problem solving, and (4) conduct an investigation.

To improve the reading literacy of students in Indonesia, the Ministry of Education, Culture, Research and Technology created a Literacy Improvement Program for students in Indonesia at the National Junior High School level in 2021 which aims to develop teacher competence in teaching and solving literacy, science and mathematics assessments. to improve students' literacy competence. One of the program's goals is to introduce the use of the Reading to Learn Approach by Rose, D & Martin, J. (2012), which was initiated to address the

problem of reading literacy in Indonesia, where the R2L approach has been successful in many countries in increasing reading literacy. After going through the Workshop process to introduce The R2L Approach to teachers, The implementation program is carried out to see how teachers are able to implement this approach and how to increase students' reading literacy competence as well as teacher and student perceptions of this approach Siregar, M & et al (2021) One approach that is considered to answer the problem is that this approach is trained on lecturers and lecturers do assistance to teachers in schools. Based on the results of mentoring conducted at 3 SMPNs in Medan in 2021, it was found that there was an increase in students' reading literacy ability, from an average pretest of 15.36 to an average of 30.33 in the posttest. Although this figure is still very low, the 2 months of mentoring shows an increase in the average posttest of students.

Based on the above conditions, research on how to develop LKS Based on The Reading To Learn Approach to Improve Students' Higher Order Thinking Skills in Reading Narrative Text Competencies for Class IX students at MTsN 2 Medan is needed so that teachers can use the Reading to Learn approach and can use proper LKS. This is because The Reading to Learn Approach has never been used by an English teacher there before.

For this reason, with a collaborative research scheme, collaboration between universities, namely the State University of Medan and MTSN 2 Medan, this research seeks to uncover various issues including the ability of teachers to plan to develop LKS based on The Reading To Learn Approach to Improve Students' Higher Order Thinking Skills in Text Reading Competence. Narrative for Class IX students at MTsN 2 Medan. The choice of location is because MTSN2 is not a Mentoring location that has been carried out so Reading to Learn-based English Learning has never been carried out at this school.

The development of LKS in the R2L Approach is carried out in learning the competence to read narrative texts because reading narratives can be the basis for students' ability to read other stories. For example, reading novels, reading biographies and so on. Another reason for choosing narrative learning is that so far students tend to be less interested and less active in reading English narrative texts. With this worksheet, it is hoped that teachers will be helped to design activities that can improve students' HOTS Literacy in narrative text reading skills. Likewise, to achieve the expected curriculum goals in learning to read narrative texts, teachers, especially teachers, are required to prepare learning tools in this case is to prepare worksheets. Student Work.

Thus, it is hoped that collaborative research between Medan State University Lecturers and Students with Teachers and Students of MTSN 2 Medan 3 Medan can provide good results for studying the development of Student Worksheets based on The R2L Approach in learning to read narrative texts. Therefore the research problem was formulated, how to develop LKS Based on The Reading To Learn Approach to Improve Students' Higher Order Thinking Skills in Reading Narrative Text Competencies for Class IX Students at MTsN 2 Medan?

II. Review of Literature

2.1 Student Worksheet (LKS)
a. Understanding Student Worksheets (LKS)

Hendro and Jenny RE, K, argue that student worksheets are a learning tool that can be used by teachers in increasing student involvement or activity in the teaching and learning

process. Abdul Majid argues that student worksheets are sheets containing assignments that must be done by students. LKS are usually in the form of instructions, steps to complete a task. instructions from educators to students to carry out an investigation or activity and solve problems in the form of work, practice or experiments in which all aspects of learning can be developed.

b. Benefits and Functions of Student Worksheets (LKS)

The many benefits of using LKS include increasing   student   activitiesin   following processlearning, training and developing process skills, helping to obtain notes about the material being studied, adding information about the concepts studied systematically, making it easier for teachers to manage the learning process, directing students to find concepts, accelerating the learning process. LKS has severalfunction: as a guide for students in carrying out learning activities, discussion sheets, where the LKS contains a number of questions that guide students to discuss, train students to think more and increase interest in learning more systematically.

c. Student Worksheet Components (LKS)

The LKS components include the following: a. The title of the activity, contains the topic of the activity in accordance with KI and KD. b.Objectives   are   learning   objectives   in accordance with KD.c.Tools and Materials, if learning activities require tools and materials, then write down the tools and materials.

d. Steps for Compiling Student Worksheets (LKS)

The following are the steps for preparing LKS, namely: conducting curriculum analysis, compiling a map of LKS needs, determining the titles of student worksheets, writing student worksheets (LKS), including: 1) Formulating Basic Competencies that must be mastered. Competency formulations in LKS are directly derived from Basic Competencies and Indicators in the syllabus. 2)   Determining the assessment tool Assessment is carried out on the work process and student work results. 3) Preparation of materials

e. Criteria for Student Worksheets (LKS)

The criteria for an LKS that are drawn up refer to the didactic, construction and technical requirements. The didactic requirements regulate the use of universal worksheets that can be used well for students who are slow or smart, construction requirements relate to the use of language, sentence structure, level of difficulty, and clarity in worksheets, while technical requirements emphasize writing, pictures, appearance in worksheets.

2.2 HOTS of Reading Literacy in PISA

Higher order thinking skills according to Heong et al (2011) are defined as the use of the mind more broadly to find new challenges. Higher order thinking is thinking at a higher level than simply memorizing facts or telling someone something exactly as it was told to us. Definition of Reading Literacy according to the Program for International Students Assessment (PISA) has developed, according to PISA 2000 Reading literacy is understanding, using, and reflecting on written texts, to achieve goals, develop knowledge and self-potential, and participate in society. Then in 2009. Finally in 2018 PISA updated the definition of Reading Literacy into an activity of understanding, using, evaluating, contemplate engaging yourself with the text to achieve a goal. The dimensions of reader, text, and task interact within a broad sociocultural context, which can be thought of as the diverse range of situations in which reading occurs. as illustrated in Figure 1. A reader brings a number of reader factors to reading, which can include motivation, prior knowledge, and other cognitive abilities.

a. Factors that Contribute to Reading Literacy

These three characteristics must be operationalized in order to be used to design assessments. That is, the range of values that each of these characteristics can take must be determined. More specifically, two broad categories of reading processes are defined for PISA 2018: text processing and task management.

b. Find Information

A competent reader can carefully read the entire text to understand the main idea and reflect on the text as a whole. However, on a daily basis, readers most often use text for purposes that require the location of specific information, with little or no consideration for the rest of the text (White, Chen and Forsyth, 2010).

c. Access and Retrieve Information in a Single Piece of Text

Finding information from tables, text chapters or entire books is a skill in itself (Dreher and Guthrie, 1990; Moore, 1995; Rouet and Coutelet, 2008). Finding information refers to the reader's understanding of the demands of the task, their knowledge of the organization of the text (eg, headers, paragraphs) and their ability to judge the relevance of a text.

d. Search and Select Relevant Text

The proficient reader is able to select information when confronted not only with one, but also when faced with several pieces of text. In this multi-text reading situation, the reader must make a decision about which part of the available text is the most important, relevant, accurate or true (Rouet and Britt, 2011).

e. Understand

Comprehension of a text can be seen as a construction by the reader of a mental representation of what the text is, which Kintsch (1998) defines as a "situation model". The situation model is based on two core processes: the construction of memory representations of the literal meaning of the text; and integration of text content with prior knowledge through mapping and inference processes (McNamara and Magliano, 2009; Zwaan, 2003).

f. The Reading to Learn Approach

The Reading to Learn Approach is an approach to teaching reading developed by David Rose. There are four basic steps of The Reading to Learn Approach, namely: 1. Preparation 2. Detailed Reading 3. Joint Construction and 4. Individual Construction.

1. Preparation before Reading

   In this activity a text is read together. But before reading, the teacher makes sure all students understand the text in general, by providing: 1. the background knowledge they need to understand the field 2. a step-by-step summary of what happened in the text, in terms they can understand.

2. Detailed Reading

   In Detailed Reading, students are prepared to read each sentence and identify each group of words in the sentence they are highlighting. The student's task is to identify the words in each sentence the teacher prepares by cues telling them what the words mean and where to look. The task is then elaborated by defining words, explaining concepts, or discussing experiences.

3. Joint Construction

   After reading paragraph by paragraph of text, the words that have been highlighted in the text can be written as notes on the whiteboard. Students take turns writing notes. .Taking notes together is a very valuable activity to teach cooperation. Students control

the making of notes, the teacher still guides learning to write new texts from the notes they make.

4. Individual Construction

In Individual Construction of notes, the teacher leaves the constructed text together on the board. Students now have two models for writing new text, the original text and the combined text. The task is to use the same stages and phases, but with their own characters, settings, and events.

2.3 Definition and Purpose of Narrative Text

Narrative is a text that contains a fictional story or storynonfiction aims to entertain, create, stimulate emotions, motivate, and teach readers. and texts that have story types. Narrative texts have general structural patterns, namely: (1) orientation, (2) complications, (3) resolution, (4) code/end. Narrative text begins with orientation, which provides information about the characters in the story (who), and the setting of time (when) and place (where). Orientation serves to introduce the reader to the background of the story. The center of the narrative text is arranged around the plot. The plot includes a series of events written by the author to grab our attention and build excitement as the story progresses.

The plot contains (1) the initial event, the event that initiates the main character in a series of events to solve the problem, (2) a series of events in which the main character tries to solve the problem.problem. The excitement builds up to a climax, the highest point in the story.

III. Research Methods

This research followed the model of need analysis by Hutchinson and Waters (1987) which focuses on target needs and learning needs. Target needs were divided into three aspects, namely neccesities, lacks, and wants, hence learning needs is everything that students need to do in order to learn. Therefore, the need analysis questionnaire were designed based on this model to see the students' needs clearly. The total questions in the need analysis' questionnaire was 33 questions. This research was conducted at MTsN 2 Medan.

IV. Results and Discussion

4.1 Results

This research followed the model of need analysis by Hutchinson and Waters (1987) which focuses on target needs and learning needs. Target needs were divided into three aspects, namely neccesities, lacks, and wants, meanwhile learning needs is everything that students need to do in order to learn. Therefore, the need analysis questionnaire were designed based on this model to see the students' needs clearly. The total questions in the need analysis' questionnaire was 33 questions. However, the data below only showed figures of several questions, while figures for other questions will be omitted here and only be given in the form of brief explanation. The result of the data were presented below.
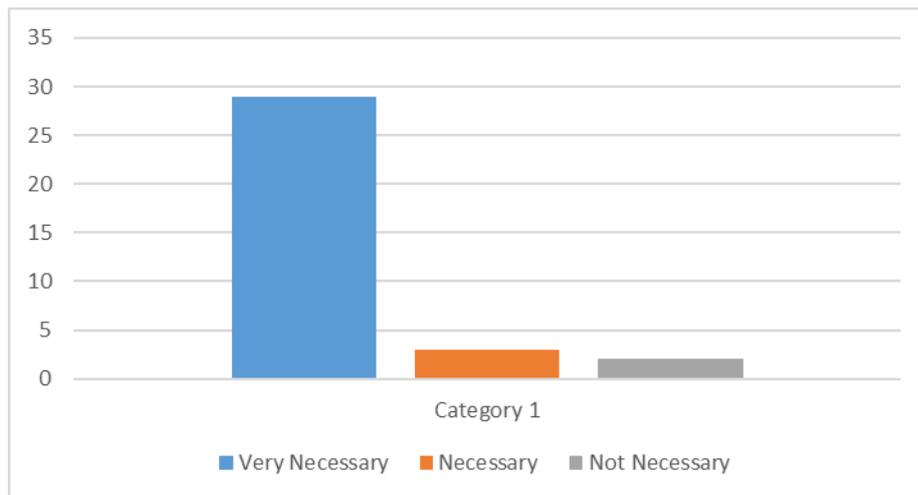
Figure 1. *Developing Narrative Text Worksheet - The Target Needs (Neccesities)*

The figure above showed that out of the total respondents, 29 (91%) agreed the worksheet need to be developed to improve their comprehension in learning Narrative Text. Besides that, most of the respondents (30 students) confessed that their main goal to learn English was to be able to speak English in their daily life, they also found it very hard to read English texts and less motivated because the materials were not related to them. In addition, all of them (32 students) admitted their current English worksheets were boring and not able to enchance their curiostiy and creativity.
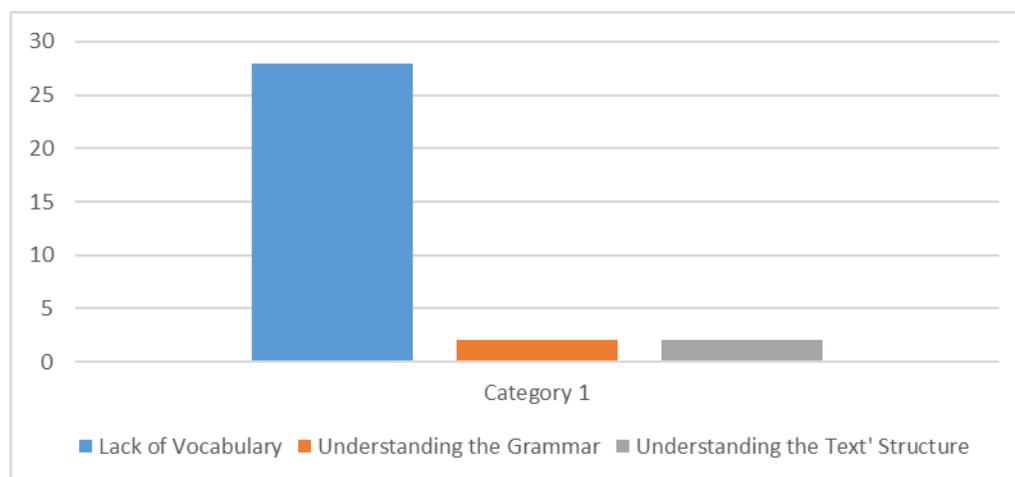

Figure 2. *The Difficulty in Reading Narrative Text – The Target Needs (Lacks)*

As illustrated in the figure above, 28 respondents (94%) agreed that their main difficulty in reading Narrative Text was the lack of vocabulary. Meanwhile, the rest of the respondents (4 students) claimed that the lack of grammar and text structure' understanding as the reasons of their difficulty . Despite these facts, in reading descriptive text, most of the respondents (29 students) also found it hard to comprehend its generic structures, particularly resolution and reorientation.
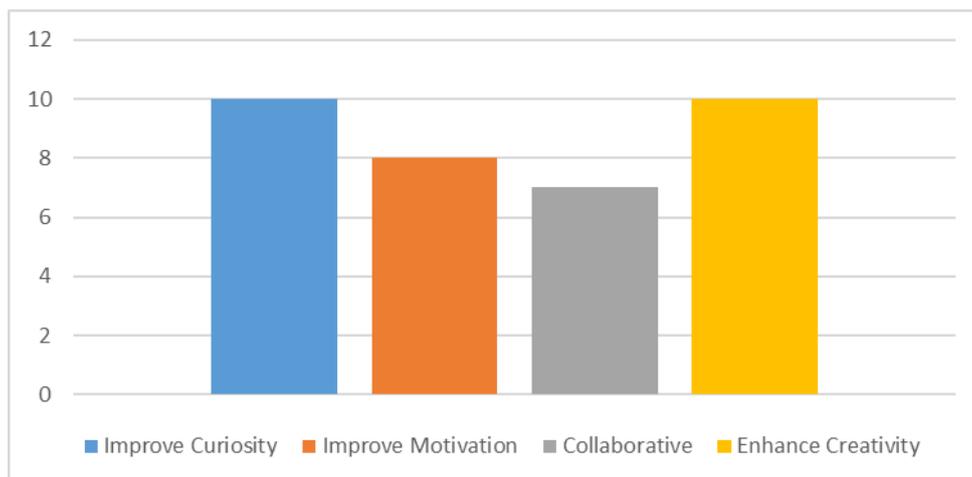
Figure 3. The Desired Worksheet of Narrative Text- Target Needs (Wants)

The figure above showed that out of the total respondents, 28 (88%) wanted the worksheets of Narrative Text that can improve their creativity, curiosity, motivation and collaboration. Moreover, the majority of the respondents (29 students) wanted to use English more in academic which means around the school, specifically between their friends and teachers. In addition, one of the activities that the respondents (30 students) wanted the most in their worksheets in order to enrich their vocabulary was grouping the new vocabularies in a table and finding their meanings based on the reading' contexts. Meanwhile, a type of activity that they (32 students) wanted the most to improve their grammar was identifying errors in the sentences' structure and fix it. For the general learning activity in the worksheet of Narrative text, the respondents (32 students) wanted to arrange random sentences and they preferred the content of the worksheets had images to make it more interesting. For the number of words in the text, most of the respondents (28 students) wanted to learn with texts that consisting of 251-350 words.
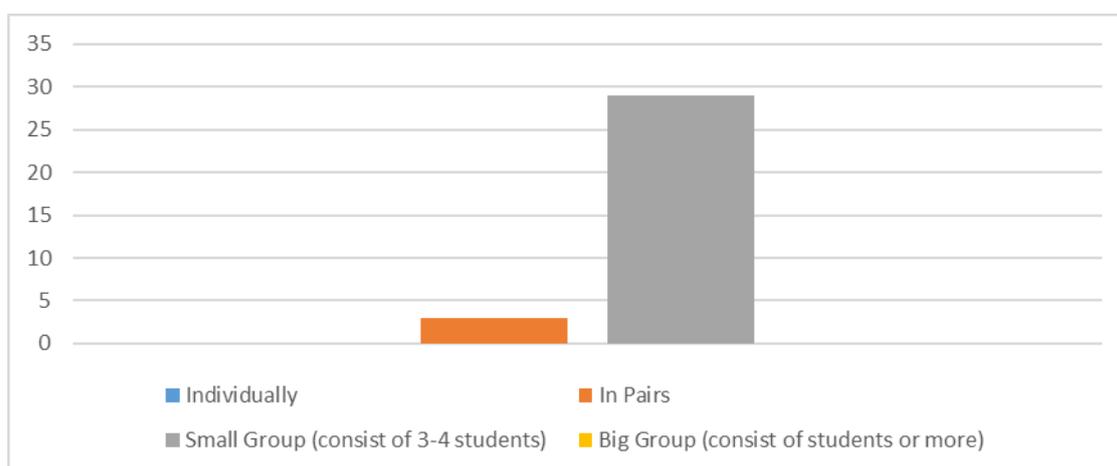
Figure 4. The Way of Doing the Tasks - Learning Needs

As illustrated in the figure above, 29 respondents (91%) preferred to do the tasks in a small group while other students preferred to do the tasks in pairs. For the learning style, the respondents (32 students) needed activities such as reading textbooks, watching movies and direct practice. For the learning situation, all of them needed a situation that is fun and exciting. Moreover, the most monotonous learning technique for them was writing unfamiliar words and listening to the teacher' explanation. Additionally, the most difficult aspect in

reading for them was comprehension and vocabulary. Therefore, they needed a concept of learning that is enjoyable and fascinating.

To make the need analysis more convincing, some interviews were conducted with four English teachers. The interviews contained some questions related to the worksheet of Narrative Text that they used. As a conclusion, all of the teachers agreed that the Narrative Text' worksheets they used needed to be developed in order to be appropriate with their students.

4.2 Discussion

There were some aspects taken for the contents of the need analysis questionnaire such as students' needs, lacks, wants and learning needs. The result of students' needs showed that the students needed worksheets of Narrative Text to be developed to ease their reading' process. They argued that their main purpose in learning English was to be able to communicate using English in their life although they felt very difficult to read texts in English and not interested with the materials they used because they were inappropriate with them. To make it worse, they also thought that their English' worksheets were dull and failed to bring up their curiosity and creativity. On the other hand, the result of students lacks showed most of the students'agreed that lack of vocabulary was their major difficulty in reading Narrative Text while other students chose understanding the grammar as their difficulty. Moreover, the results of students' wants showed that they wanted to use worksheets of Narrative Text that can stimulate their creativity, curiosity, collaborativeness and motivation. They also revealed English was used in academic context which means between them, their friends and English teachers. Some preferred activities such as grouping new vocabularies in one table and finding their meanings based on the texts' contexts and identifying errors in some sentences' structure and correct it were wanted by the students in the worksheet to add their vocabulary and improve grammar' understanding. Other preferred activity was arranging random sentences. In addition, all students wanted the worksheet had images in order to be helpful and the number of words in each text should be around 251-350 words. Related to the learning needs, almost all students agreed to do the tasks in a small group while the others agreed in pairs and none of them picked individually or big group. About learning style used in the class, the students comprehensively needed activities that were diverse and fun to do such as reading textbooks, watching movies and direct practice. All of the students also confessed that they needed a fun and thrilling situation in their English classes and the technique of learning should be vaired not only writing unfamiliar words and listening to the teacher' explanation because those were boring. The students also considered comprehension and vocabulary as the most difficult aspects in reading. Therefore, they needed a concept of learning that is enjoyable and fascinating.

All the facts from the result of students' need analysis were in line with the results of interview of four English teachers. All of the English teachers agreed that they needed a brand new worksheet in teaching Narrative Text. They think that the worksheet should be more innovative and effective for the students and they also admitted that the worksheet of Narrative text they used were irrelevant with the students. Therefore, they suggested that the worksheet of Narrative text should be specified based on the students' needs and current situations.

V. Conclusion

Need analysis is crucial in Englsih language teaching to see the real needs of the students and teachers in order to achieve the learning goals. The findings shows that most of

the respondents expect the worksheet of Narrative Text should be developed based on their needs. They felt very hard to read the texts in English because the materials were irrellevant and not interesting. The students also confessed their current worksheet of Narrative Text was inappropriate for them and the process of learning was boring. Therefore, some of the aspects of learning also needed to be concerned such as learning style, learning technique, the way of doing the task, the length and topic of the texts, the situation of the class, the activities in the worksheet, and the difficulties of the students, in order to make the students easier to learn English.

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