

**DEVELOPING INTERACTIVE WRITING WORKSHEET DESCRIPTIVE
TEXT TO PROMOTE HIGHER ORDER THINKING SKILL FOR EIGHT
GRADE STUDENT AT MADRASAH TSANAWIYAH NEGERI 2 MEDAN**

AN ARTICLE

**Submitted in Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan**

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2020

**DEVELOPING INTERACTIVE WRITING WORKSHEET DESCRIPTIVE TEXT TO
PROMOTE HIGHER ORDER THINKING SKILL FOR EIGHT GRADE STUDENT AT
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ABSTRACTS

Putri, Firsty Azirila. Registration Number: 2153121012. Developing Interactive Writing Worksheet to Promote Higher Order Thinking Skill for Eight Grade Student at Madrasah Tsanawiyah Negeri 2 Medan. English Education Program, Universitas Negeri Medan, 2020.

The aimed of this study was to develop students' interactive writing worksheet descriptive text to promote higher order thinking skill. This study was conducted by using Research and Development (R&D) through six stages: gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subject of the study was grade VIII at Madrasah Tsanawiyah Negeri 2 Medan. The instruments of the data collection were gathered by interview the teacher and giving the questionnaire. The study conducted interview to English teacher and giving the questionnaire to 35 respondents to get the students' needs. The interview and questionnaire result proved that the students' need English learning media which can motivate the students to understand about interactive writing worksheet descriptive text. The product had been validated by the experts namely English teacher and English lecturer. The product result was Interactive Writing Worksheet which had been modified to promote Higher Order Thinking Skill. The result of the experts' validation showed that the media was appropriate to be used on the interactive writing worksheet by getting the average score is 4.5 categorized excellent.

Keywords: Interactive Writing, Worksheet, Descriptive Text, to promote Higher Order Thinking Skill, Research and Development.

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Students' worksheets are widely used as learning materials in the learning so that the students can interact with the materials provided. The usage of students' worksheet in learning is usually not independent or not as the main teaching material and not the only medium for learning material. Teachers usually combine the main material book with the use of the source of the book package to make it more complete. In the learning process it is also added with the use of interactive learning media so that the students can learn lessons by using students' worksheet easily and quickly understand what is taught.

The differences between common worksheets and interactive worksheets are: the common worksheets which designed by the teacher is the teacher just show the slideshow the picture then the teacher tell the students to describe the picture. While in interactive worksheets, there is any interaction between the students and their friends then, the teacher guide their students to do their worksheet and also train the student about their critical thinking

Based on the researcher's observation, the student's worksheet used in the classroom is not oriented towards the students to achieve *Higher Order Thinking Skills* (HOTS).

Concerning about critical thinking, Anderson L. and Krathwol 2001 tells about cognitive aspect related to thinking ability. Cognitive aspect consists six aspects namely: knowledge or memory (c1), understanding (c2), application (c3), analysis (c4), evaluation (c5), and creation (c6). The ability to remember, to understand and to apply are included in LOTS (*Low Order Thinking Skills*) while ability to analyze, evaluate, create are included in HOTS (*Higher Order Thinking Skills*). So, this *Higher Order Thinking* is skill that is expected in the Curriculum 2013 to be achieved by the students.

Curriculum 2013 aims to create Indonesian students to possess excellent life skill and characters, for example in religion, creativity, productivity, innovation, and efficiency for a student's role both as an individual and a citizen and also able to contribute to the society, nation, state, and world civilization. Based on Curriculum 2013 teachers as educators are expected to be creative and innovative, so they can stimulate students to have critical and analytical thinking.

In Indonesian's education system there are four skills that must be mastered that recognized as the most difficult subject for students because they must firstly master the use of vocabulary,

grammar, and punctuation. It is related to Oshima and Hogue (1999:3) who state that writing, particularly academic writing is not easy; it takes study and practice to develop this skill.

In English, kinds of text is needed to support learners in studying. And all of kinds of text in writing is called genres. Moreover, learning about genres is also important in learning writing. Writing is also the most difficult skill to develop by some students. People who write are expected to write correctly. But in the real situations, the students are getting some problems in writing itself. In addition, writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements (Heaton 2001: 135).

In teaching writing the teachers are expected to be able to create an interesting way to teach writing. They can implement some strategies or methods to motivate and help the students to be more interested in writing so they can get ideas and express their mind in writing.

In Indonesia, English is taught as a foreign language and included as a compulsory subject for junior and high school level.

REVIEW OF LITERATURE

1. Interactive Writing

Interactive writing based on McKenzie's (1985) in shared writing to the student participation through a "shared pen" approach, they made the process collaborative and interactive for students. In an interactive writing lesson, the teacher guides the students through the process of writing a text. For example: one student holds the pen and writes while the teacher and students negotiate phonetic, structural, and semantic rules to compose the message. Students take turns writing one letter, word, or sentence at a time, with the teacher able to individualize instruction by purposely selecting particular students to write certain sections.

2. Writing

a. The Nature of Writing

Writing is one of the four language skills besides listening, speaking, and reading which must be taught maximally by the teacher to the students. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose.

Writing is also the important skills that must be learned and mastered by the students. Taylor and Francis (in Nurmalasari, 2003) state that writing is an activity that can usefully be prepared for work in the other skills such as listening, speaking, and reading. In other words, writing is the mental work of inventing ideas, thinking about how about express them, and organizing them into statement and text that will be clear to reader. Through doing some practice in English writing the students may express their idea freely without having face to read a text directly, because writing is a unique skill, creative, and expressive process. Students just need to explore their ideas and compose them into a good text. In order to produce a good writing the students are expected to be able to understand aspect of writing, including (1) Purpose of the text, (2) Generic structure of the text, and (3) Grammatical pattern of the text. If the students are capable of doing these things in their writing, they may have a good in English writing.

There are many purposes of writing, they are: 1. In writing activities student have more time to think. They can express what they know in their mind than speaking. Even, student can use some references to help them, 2. Students can develop their language by writing. Because when they write down their ideas, they can focus with the accuracy of language, 3. Writing is often used as a means of reinforcing language which has been thought. In teaching learning process teacher often ask students to make a note about what they had learned and it makes student able to understand about the materials, 4. Writing helps students in improving other skill in learning language. (Harmer 2004:31-33).

b. Functions of Writing

According to Fulwiler (2002: 26-28), there are three functions of writing, they are: to communicate, to imagine, and to explore.

1. Writing to communicate

In this function, writing is used as a communication. There will be a result, so the students produce some writing text like: essays, book reports, lab report, terms paper and so on.

2. Writing to imagine

In this function, writing will be focused on the imaginative and creativity, because writing to imagine is like poetry, fiction, drama, essay, and song. So, this function has no limitation for the students to write everything that is still based on imagination.

3. Writing to explore

In this function, writing used to express what the feeling is. The students can explore their feeling in a diary or journal so that just as a personal not for themselves.

c. Purposes of Writing

Langan (2010:86) states that there are the most common purposes of writing are to inform, to persuade, and to entertain. Each is described briefly below:

1. To inform, to give information about a subject. Authors who are writing to inform want to provide facts that will explain or teach something to the readers
2. To persuade the reader to agree with the author's point of view on a subject. Authors who are writing to persuade may give facts, but their main goal is to argue or prove a point to readers.
3. To entertain, to amuse and delight, to appeal the readers' sense and imagination. Authors write to entertain in various ways, through fiction and notification.

3. Writing Process

Teaching writing skill is so different with teaching another skill. It is because of the competency of producing and understanding writing skill are different from producing and understanding oral language skills. In order to be able to have a good writing, Zemach and Rumisek (in Nurmallasari, 2003) provide six steps of writing process, they are: choosing a topic, gathering the idea, organizing, writing, reviewing structure and content, and re-writing.

a. Choosing a topic

Before the students begin to write, the teacher will give the students a specific assignment, ideas, and themes to write. This step is called *pre-writing*.

b. Gathering ideas

When the students have a topic to be written, the students have to think first about the ideas. This second step is also called *pre-writing*.

c. Organizing

Deciding the ideas which are going to be used in the introduction, ideas which are going to be used in the second paragraph, and ideas which are going to be used in the last paragraph.

d. Writing

The students start to write their writing comprehension such as essay until they finish and use the notes to organize the ideas. This step is called *drafting*.

e. Reviewing structure and content

The students have to check back the product that has been made by the students.

4. Students' Worksheet

a. Definition of Students' Worksheet

Belawati (2007: 3:27) states that "Students' worksheet is a teaching material that has been package in such a way so that students are expected to learn the teaching material independently". Darusman (2008: 17) states that students' worksheet is a sheet contains guidelines for students to carry out the activities programmed. It includes instructions, guidance, and understanding question so that students could widen and deepen their understanding of the material being studied. Therefore, it can be considered that students' worksheet is a source of learning which forms of sheets containing briefly material, learning objectives, the instruction do the question and a number of question that must be answered by the studenterial independently". Therefore, it can be considered that students' worksheet iss a source of learning which forms of sheets containing briefly material, learning objectives, the instruction do the question and a number of question that must be answered by his students.

b. The Function of the Worksheet

According to Prastowo (20: 205), student worksheet has four functions, namely:

1. As material; which can minimize the teacher's centre, but it's more activate to the students,
2. As material; to make students easy to understand the material which is given,
3. As material; which has brief material and many task to be exercises,
4. Facilitating the students in learning process.

c. Types of Worksheet

1. Unstructured Worksheet

Unstructured worksheet is the worksheet that consists of sheets which given to the students in working for the learning activity efficiently. Example: 1) Sheets which contain a group of data in the form of graphic that quoted from mass media and can be used in discussing relevant materials in statistics, 2) Sheets which contain dotted paper, laying paper, plotting paper. This sheets can be used by the students when learning the material/topic to make the activity easier, effective, and efficient.

2. Structured Worksheet

Structured worksheet is worksheet which designed to lead the students in learning the topics related to the concept, principle and introduction of the material. The researcher used the structured worksheet because the structured worksheet consists of information, example and activities. This worksheet is designed to lead the students in work program or lesson. In this worksheet has been arranged the instruction or directions but it cannot replace the teacher in the classroom. The teacher will be the observer in the class, giving spirit and motivation in learning process.

d. Elements of Worksheet

The task from teachers will include in the students' worksheet are designed in accordance with the basic competence and learning objectives, which have been established. Alternatively will states students' worksheet is a guide in helping students in the learning process. Students' worksheet mainly contains tasks/exercise for students to complete. In addition, it includes special instruction or steps to finish a task (Suparno, Sudomo & Rahardjo, 2017)

Husna, Mulyati, and Sari (2015) purposed seven elements in constructing worksheet, they are:

1. Title
2. Basic competence
3. Learning objective
4. Materials and equipment
5. Brief explanation
6. Steps or procedure
7. Assessment or task

e. The Criteria of Good Worksheet

According to Rumaharjo in Hartati (2002) states that a good worksheet should meet the following terms: 1. Term of construction, 2. Term of didactic, and 3. Term of technique.

1. Term of construction

In term of construction includes of the use of language, sentence arrangement, vocabulary, level of difficulty and clarity which is essentially suitable for the user. The criteria of term construction are the following: a) Using the language which is suitable with the students' ability, b) Using the clear sentence structure, c) The order of the lesson based on the level of the students' ability, d) Using simple and short sentence, e) Using illustration to make the students easy to comprehend the worksheet, f) Writing down the use of lesson clearly, g) Preparing the answer sheet for the students.

2. Term of didactic

Worksheet is one of the learning sources that is used by the teachers. So, the teaching learning process is running well, it means that the worksheet should be:

- d. Paying attention to the diversity of the students, it means that the worksheet can be used by all the students include the low, mean and high level of the students.
- e. More emphasize in process to find the concept of the problem solving.
- f. Having variation of stimulus in students' activities.
- g. Can improve students' ability in social communication, emotional, moral, and aesthetic of the students.
- h. Learning success is determined by the level of the students' ability (intellectual, emotional, etc)

3. Term of technique

In term of techniques, there are some thing that have to paid attention, they are:

a. Writing

Sentences in worksheet should be easy to understand and comprehend by the worksheet's user. The big or small size of the letter in worksheet also have to be different. In term of writing, it needs: 1) Using printed letter and does not use latin or roman, 2) Using the right punctuation, and 3) The size of the letters have to be interesting the students' attention.

b. Picture

In worksheet should be consisted of the pictures which can be used as an illustration in stating meaning of the content so the users are not bored.

c. Performance

Besides writing and picture, performance is also very important in designing worksheet. Worksheet performance also influence the interest of the students to read and learn the worksheet.

f. The Benefits of Using Students' Worksheet

According to Prastowo (20: 205), students' worksheet has four function, namely:

- a. As teaching materials that can minimize the role of educators and rather to enable learners.
- b. As teaching materials that facilitate learners to understand the material provided.
- c. As a brief teaching materials and rich task to practice for learners.
- d. Facilitate the teaching implementation to learn.

Prastowo (20: 206) says that there are four points that became the objectives of students' worksheet,namely:

- a. Present teaching materials that facilitate the learners to interact with the material provided.
- b. Train the independence of learners.
- c. Make it easy for education to assign tasks to learners.
- d. Present tasks that can improve the mastery of learners.

Researcher also argue that students' worksheet can be used directly by the students and the students will get the chance to learn independently in accordance with the tasks of the worksheet.

5. Students' Worksheet Development

In this research, students' worksheet selected as learning tools which would be developed because it can support teacher in performing learning process, assists students in learning and understanding the learning material (Depdiknas, 2008: 13).

The development stage, there are three activities were conducted: (1) the process of making students' worksheet, (2) the validation of the students' worksheet by the expert of subject matter,

the expert of design, and (3) the revision of the students' worksheet based on the opinions and recommendations getting from the experts. The result of the development is the assessment or expert validation, and revision of the students' worksheet in order to get it easy to test in the teaching and learning activities. For implementing the learning approach well, it needs student worksheet using scientific approach.

6. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is purposed to imagine someone, something, a place, and an animal (Djuharie, 2001:24). By applying this genre, the writer is sure that the students will be interested and motivated in taking part in the classroom activities, because the students want to tell something to their friends.

Genre is the types of text that used to explained something or event in the different form and have the different function of each text. Badger and White (in Maulana, 2013) said that genres have the function to help the students understand the step involved in writing and it recognizes the student bring the writing classroom contributes to the development of the writing skill.

The aim of description is to reveal character, set the scenes and to establish the mood. Hyland states there are three stages within the descriptive text:

1. Identification : has purpose to define, to classify to generalize about phenomenon.
2. Aspect : has purpose to describe attributes for each category of the phenomenon
3. Conclusion : has purpose to sum up the description.

b. The Characteristic of the Descriptive Text

1. Social function

The social function of descriptive text is to give an account of imagined or factual events (Hyland, 2004:214)

2. The Generic Structure and textual elements

Pardiyono (2007:36) also proposed rhetorical structure of descriptive text.

3. The language feature of descriptive text

7. Bloom's Taxonomy

Bloom's taxonomy explains the way of thinking. In Bloom's Taxonomy itself, there are three domains of objectives that are useful for assessing students' behavior in the teaching and learning process. Those three domains are cognitive, affective, and psychomotor.

Bloom's model consists of six levels, with the three lower levels (knowledge, comparison, and application) being more basic than the higher levels (analysis, synthesis, and evaluation).

8. HOTS (High Order Thinking Skills)

a. Understanding of Higher Order Thinking Skill

Brookhart (2010) claims that there are three categories about definition of the higher order thinking, (1) define higher-order thinking in terms of transfer, (2) define it in terms of critical thinking, and (3) define it in terms of problem solving. The first category is the higher-order thinking in terms of transfer. Brookhart (2010) believes that, "The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer." Here, the higher order thinking is conceived the students to be able to relate their learning to other elements they have learnt before.

Bloom's taxonomy was designed with six levels to promote higher-order thinking. The six levels were: knowledge, comprehension, application, analysis, synthesis, and evaluation. (The taxonomy's levels were later revised as remembering, understanding, applying, analyzing, revising, and creating.) The lower-order thinking skills (LOTS) involve memorization, while higher-order thinking requires understanding and applying that knowledge.

b. HOTS in Special Education and Reform

Children with learning disabilities can benefit from educational programming that includes HOTS. Historically, their disabilities engendered lowered expectations from teachers and other professionals and led to more low-order thinking goals enforced by drill and repetition activities. However, children with learning disabilities can develop the higher-level thinking skills that teach them how to be problem solvers.

c. The Advantages of Higher Order Thinking Skills

There are some advantages that students get from the learning process when the teachers teach the students the higher order thinking skill. Some of those advantages are stated by Mayer (2002) in his writing he stated that higher order thinking skill gives a broader vision of learning that includes not only acquiring knowledge but also being able to use knowledge in a variety of new situations, promotes the meaningful learning, and actively engages the students in the process of constructing meaning.

RESEARCH METHODOLOGY

This research will be conducted by using educational Research and Development (R & D). Gall, Borg, and Gall (2003: 570) define R & D as a process used to develop and validate educational product such as syllabus, materials, educational modules, media, etc. Furthermore Gall, et. al (2003:45) stated that basically research and development have two main point adjectives, they are: (1) to develop a product and (2) to test the effectiveness of the product. This study was conducted at Madrasah Tsanawiyah Negeri 2 Medan which is located in Jl. Peraturan, Kenangan Baru, Kec. Percut Sei Tuan, Kabupaten Deli Serdang Sumatera. The subject of this study is the grade VIII students of MTs Negeri 2 Medan. The instruments of data collection were gathered by administering interview and distributing questionnaire. The study conducted interview to the English teacher and distributing questionnaire to 35 respondents to get the students' needs. In addition, the qualitative and quantitative research were conducted to analyze the data.

DATA AND DISCUSSION

Research findings

This chapter presents the result of the research. The data of this research was obtained by validating the product. The kind of the product was interactive writing worksheet by using the website www.wizer.me. The data were taken by the questionnaires sheet and interviewer. Questionnaire sheet was used to know experts' opinion and respond about the students' worksheet as a medium of writing skill descriptive text for eight grade students in Madrasah Tsanawiyah Negeri 2 Medan. The questionnaire filled by the expert from the school through interviewing. The expert was an English Lecture in State University of Medan, and the English teacher in Madrasah Tsanawiyah Negeri 2 Medan.

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When it bites the other animal, at first the victim would run away and death somewhere. But after that, komodo would find it because it has tongue and sense of smell to detect the carrion.

Even it has only single ear bone and bad sight, but using the tongue and the smell sense it can find the carrion at the radius of 9, 5 km

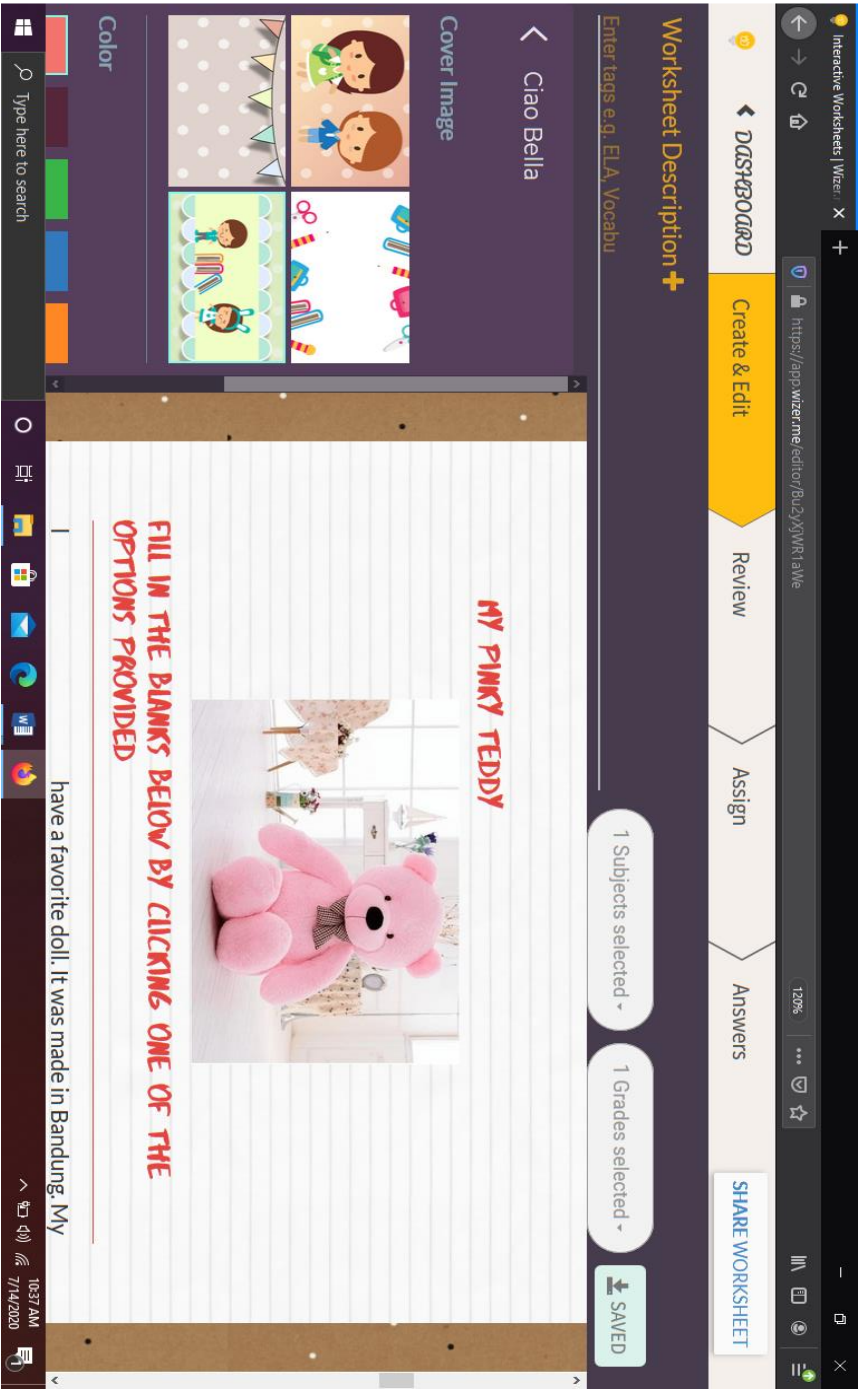
Komodo is a dangerous animal which can attack and kill human if there is no other food t

. Even this lizard prefers hot and dry place such as grassland, savanna and forest to stay, but it also can swim at the sea and eat some carrions at the beach.

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I have a favorite doll. It was made in Bandung. My cousin gave it to me when i was 17 years old. I was very happy because it was my first teddy bear and i called it Pinpin. I put it on a chair next to my bed. Sometimes I use it as a pillow because i like to lay on it's body. My Teddy Bear is very big, and the colour _____ is pink. It is about 150 centimeters _____ tall and the wide is about 50 centimeters. When I put it on my bed it will cover half of it. It is almost as big as _____ my body. It is made of typical kind of fabric _____ called rasfur. The head is round _____ with the size around 25 centimeters. It has two ears _____ on the top of its head. The shape of the ear is half circle _____ and the size is half of my palm. _____ The colour of its eyes are dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon around its neck. _____ On the sole of each foot, there is a _____

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Slide 3: Describing Place

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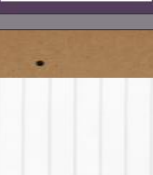
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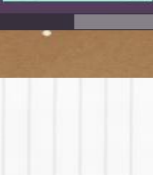
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Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders _____ of the world which _____ needs to be preserved its circumstances.

The people all over the world know that Borobudur is one of the greatest art works _____ that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty _____ during the eighth century. It needed more than two million river stones. It is the biggest temple _____ in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of _____ its beauty, its elegance and the story of the relief on its walls _____

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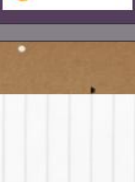
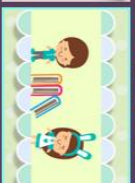
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1. The Appropriateness of the Content

Table 4.9 about the Appropriateness of the Expert Judgment

No	Statements	Score		Mean
		Expert	Expert	
		1	2	
1	The Developed exercise are appropriate with English core and basic competences of the 8 grade in the 3 rd semester based on Curriculum 2013: KI 4,4 and KD 4.11 and 4.12	5	5	5
2	The developed worksheet supports the basic competency achievement	4	5	4.5
3	The developed worksheet leads the students to comprehend the social function of the text or expressions	4	5	4.5
4	The developed worksheet leads the students to comprehend the structure of a text or expression	4	4	4
5	The developed worksheet leads the students to comprehend the language features of a text or expression	5	5	5
6	The developed worksheet leads the students to produce the writing text for reach the social functions of the text by looking at the structure of the text and language features	5	4	4.5
7	The developed worksheet contains texts which are relevant to the academic context and students' daily life to develop the students' writing skill	5	4	4.5
8	The developed worksheet leads the students to know the material further	4	4	4
Total Score		36	36	36
Average Score		4.5	4.5	4.5

Based on the table 4.9 above, that mean value of the appropriateness of the content is 4.5. It is categorized as “Very Good” as its positions in the interval $4.20 \leq x \leq 5$.

2. The Appropriateness of the Process

Table 4.10 about the Appropriateness of the Language

No	Statements	Score		Mean
		Expert	Expert	
		1	2	
1	The developed worksheet is presented sequentially and continuously	4	4	4
2	The developed worksheet is presented with the balance text form, learning activity and pictures	5	5	5
3	The developed worksheet is systematically based on scientific method	3	4	3.5
4	The worksheet leads students to communicate orally	4	4	4
5	The worksheet motivated student in learning	5	5	5
Total Score		21	22	21.5
Average Score		4.2	4.4	4.3

Based on the table 4.10 above, that the mean value of the appropriateness of the language is 4.3. It is categorized as “Very Good” as its positions in the interval $4.2 \leq x \leq 5$.

3. The Appropriateness of the Linguistics

Table 4.11 about the Appropriateness of the Linguistics

No	Statements	Score		Mean
		Expert	Expert	
		1	2	
1	The developed worksheet uses simple language	5	5	5
2	The developed uses the correct language instruction	4	5	4.5
3	The developed worksheet uses the suitable language with the students' English proficiency	5	5	5

4	The developed uses the grammatical English	4	4	4
5	The developed worksheet uses the correct punctuation marks	4	4	4
6	The developed worksheet uses the correct word choice	5	5	5
7	The language use lead the students critical thinking	5	5	5
Total Score		32	33	32.5
Average Score		4.6	4.7	4.65

According on the table 4.11 above, the mean value of the appropriateness of the linguistic is 4.65. It is categorized as “Very good” and its positions in the interval $4.2 \leq x \leq 5$.

4. The appropriateness of the Lay Out

Table 4.12 about the Appropriateness of the Lay Out

No	Statements	Score		Mean
		Expert	Expert	
		1	2	
1	The developed worksheet size is suitable with ISO standard	4	4	4
2	The worksheet design is interesting	5	5	5
3	The font type and color can be read easily	5	5	5
4	The pictures and the illustrations are relevant and reflected to the content of the book	4	4	4
5	The pictures and the illustrations are provided for aesthetic and functional purposes	4	4	4
6	The title of each unit is consistent	4	4	4

7	The space between the structure of the line and normal text	4	4	4
Total Score		30	30	31
Average Score		4.2	4.7	4.43

Based on the table 4.12 above, that the mean value of the appropriateness of the lay out is 4.43. It is categorized as “Very Good” as its positions in the interval $4.2 \leq x \leq 5$.

Discussion

As product based on the research, this research aim to develop appropriate writing learning worksheet for grade 8 students in Madrasah Tsanawiyah Negeri 2 Medan. The result of this research is appropriate writing worksheet for grade 8 students in Madrasah Tsanawiyah Negeri 2 Medan.

Developing interactive writing worksheet in descriptive text followed the stages of research and development of Borg and Gall (2003) that conducted R&D method. The steps from Borg and Gall states that R&D is an industry based development model in which findings used to design new product of worksheet named Interactive Worksheet, the interactive worksheet is using to how to learning writing based on Live in the website without paper. But, the interactive worksheet also used to promote the students’ Higher Order Thinking Skill.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data, the conclusion was drawn as following:

The researcher developed the worksheet by adjusting the worksheet with the basic competences demands and the students’ need to promote the students’ *Higher Order Thinking Skill*. The need analysis was conducted on February, 10th 2020 to identify the target needs and the learning needs of eighth grade students of Madrasah Tsanawiyah Negeri 2 Medan. There were 35 students as the respondents in the class VIII-10. After conducting the need analysis, the worksheet was written based on the syllabus in curriculum 2013 and the students’ preferences about target need and learning need. After writing the worksheet, the first draft of the material was written. The material was written based on the five stages of scientific approach: observing, questioning, experimenting, associating, and communicating. Then, the worksheet was validating by the experts. In conclusion,

based on the experts' evaluation, the developed worksheet using Scientific Approach to promote Higher Order Thinking Skill was appropriate to be used by the eighth grade students of Madrasah Tsanawiyah Negeri 2 Medan.

Suggestion

Based on the conclusion above, some suggestions are offer to students, English teacher, and the worksheet developer. First, English teacher is suggested to use the worksheet which had been developed to improve the students' writing skill, to help the students to get the goal of the study. To reach the goal of the study, the teacher should know how to design the interesting and creative worksheet. Second, the students is suggested to build the critical and communicative circumstance in English class by involve actively in English activities. The design of the worksheet will work well if the students participate actively in teaching and learning process. The students also need the tasks to improve the students' critical thinking with Higher Order Thinking Skill. Finally, the worksheet developer can develop the other interactive worksheet with the other English skill such as: reading, speaking, and listening.

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