

## DEVELOPING STUDENT'S ENGLISH WORKSHEET ON READING MATERIALS FOR TENTH GRADE

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### Abstrak

Lembar kerja memiliki peran penting dalam proses belajar mengajar untuk membantu guru menyampaikan pengetahuan ke siswa. Oleh karena itu, guru perlu membuat atau mengembangkan lembar kerja yang sesuai untuk siswanya. Tujuan dari penelitian ini adalah untuk mengembangkan lembar kerja Bahasa Inggris siswa pada materi membaca untuk siswa kelas sepuluh di SMA. Penelitian ini telah mengembangkan lembar kerja Bahasa Inggris siswa berdasarkan model 4D yang dikemukakan oleh Thiagarajan yang terdiri dari 4 tahap pengembangan; yaitu mendefinisikan, merancang, mengembangkan dan menyebarkan. Namun penelitian ini baru sampai pada tahap ketiga yaitu pengembangan. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara dan dokumentasi. Hasil penelitian menunjukkan validasi ahli dengan skor rata-rata 3,57, artinya lembar kerja Bahasa Inggris siswa ini sangat valid untuk digunakan dalam kegiatan pembelajaran

**Kata Kunci:** lembar kerja, materi membaca, 4D model

### Abstract

*Worksheet had an important role in the teaching and learning process to help teachers in conveying the knowledge to students. Hence, the teacher needs to create or develop a suitable worksheet for the students. The purpose of this research is to develop students' English worksheets on reading material for tenth-grade students in Senior High School. This research developed students' English worksheets based on the 4D model suggested by Thiagarajan that consists of 4 stages of development, namely define, design, develop and disseminate. However, this research only reached the third stage, namely development. The data collection techniques in this research used interviews and documentations. The results of the research showed that the validation from the experts with an average score of 3.57, it means that these students' English worksheets are perfectly valid to use.*

**Keywords:** student worksheets, reading material, 4D model

### INTRODUCTION

Education continues to grow in line with the development of science knowledge and technology. English is one of the sciences that plays an important role in supporting the advancement of science and technology. It makes the government as the organizer of education in Indonesia always try to improve the quality of education, especially in learning English (Arifah, 2013: 2). In Indonesia, English as a foreign language is formally taught in Junior High School up to university. It becomes an obligatory subject and as one of the subjects examined in the National Examination (Aryani, 2017: 1). Thus, English becomes an important subject that must be learned by the students in the schools. By learning English, the learners are hoped to be able to communicate about anything in English so that the students will not be left behind with the development of science and technology in the world.

In learning English as a foreign language, there are four skills that need to be taught are listening, speaking, reading and writing. From those four skills, reading is an important skill to be mastered. The reason is that reading has significant impacts on a student's vocabulary, knowledge, on their spelling and on their writing (Harmer, 2007: 68). Learning English in Indonesia is more focused in reading. It can prove by looking at the English National Examination question, there are more questions about reading comprehension than the other skills. Reading comprehension is the ability to understand the knowledge from a book, internet, article and a written passage of text. Reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. Therefore, in reading, the students must comprehend of what they read to get the knowledge. It means that reading is a process of understanding the meaning of

a text in which the readers can get important ideas and information about what they have read. In an effort to realize optimal English learning, especially in reading material, it certainly cannot be separated from the role of a teacher in preparing, monitoring, and evaluating the course of the English learning process. One of the important roles of teachers in preparing learning is to develop a student's English worksheet that will be used in the learning process. The student's English worksheet is a student learning tool contains various activities that will be carried out by students actively. Student's English worksheets are sheets containing tasks that must be done by students, student's English worksheets are usually in the form of instructions steps to complete a task. The task that is ordered in the activity sheet must be clear about the basic competencies that will achieve (Majid, 2013: 176).

The student's English worksheet will greatly help teachers in conveying the knowledge to students. However, the reality there are many schools have experienced problems related to the development of student's worksheet. Based on the interview with the English teacher in SMA Terpadu Al Mubarak Porong shows that the student's worksheet used are from publisher and worksheets that are guided by questions contained in textbooks. The student's worksheet used have indeed varied, but when viewed in terms of the appropriate of the 2013 curriculum, the student's worksheet used have not been in accordance with the demands of the curriculum, there are lots of unclear instructions, the display of student worksheets is not very attractive, and the activities in the student's worksheet does not make students active in the learning processes. Resulting in limited teacher creativity and less in accordance with the characteristics of students.

Therefore, it can be concluded that there has not been a developing of student's worksheet especially in reading material which is directed at increasing student's reading comprehension, so that during learning takes place students only tend to interpret the reading without understanding its meaning, this causes student interest to learn English is less.

One effort to overcome the problem above is by developing a student's English worksheet that is accordance with the demands of the 2013 curriculum based on expert's learning model. The steps of the

learning models used should be able to direct the student's thinking creativity widely. One learning model that can be used is a 4 D model. The development model of the Four-D Model was suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model consists of 4 stages of development, namely Define, Design, Develop, and Disseminate.

Based on the explanation above, it is necessary to develop student's English worksheet on the 4 D model for the tenth grade of SMA Terpadu Al Mubarak Porong. So this research aims at developing student's English worksheet on reading material for tenth grade students. The aims of this research is to describe the development of student's English worksheet on reading material for tenth grade students.

Students' worksheet is one of the printed materials (other than handouts, modules and books) that can be used in the teaching and learning process. Through the use of the students' worksheet, teachers have a chance to lure the students to actively engage with the material learned in the classroom (Prastowo, 2015: 399). So it can be said that student's English worksheet is a learning tools in print form to make it easier for teachers to deliver material in the learning process. Hence, Choo SS (2011: 517) states that students' worksheets are studying devices that contain a series of questions and information designed to understand complex ideas accordingly; students can work on them systematically. Meanwhile, in the preparation of developing student worksheets, it is necessary to pay attention Some of the main elements in the student worksheets itself, namely the title, research instructions, basic competencies or subject matter, supporting information, assignments or work steps, and assessment.

Reading in language learning plays an important role to human life. It is one of the four language skill that have to learn by the students. Through reading, people can get many useful, new information, ideas, and inspiration which can enrich the knowledge and know about things happen in the world recently. Reading is an activity in which readers respond to and understand the text is being read connected to their prior knowledge. It means that the readers try to connect what they read in the form of written language to what they have already known about the text.

Reading is one of the language skill that clearly important in many instances around the world. Reading must be mastered by students. To enable that the students master reading activity, English teacher should provide materials.

Reading materials that can be found in an English student worksheet usually provide with texts, dialogue or any piece of information data and it becomes important materials input in reading session. Based on syllabus for Senior High School, the basic competence of reading mentioned that students hoped to understand meaning of short and simple functional text and short real life context. From that, the basic competence that the students have to develop that they are supposed to be able to respond the meaning and the rhetoric procedure of simple short functional texts and essays which are based on student's own real life context, in the form of instructions, shopping list, congratulatory, announcement, descriptive and procedure.

The reading materials in student's worksheet also provide number of things, such as stimulus materials for activities and tasks. An enjoyable activity that engage the learner's thinking capacity should be provided within the materials. Therefore, materials should be designed to lead towards a communication task in which learners use the content and language knowledge they have built up through the unit. This provide opportunities for learners to use their existing knowledge and skills. It is supported by Mikulecky and Jeffries (1996: 1) that reading can help students learn to think in a target language, broaden their vocabulary, improve their writing, and find out about new ideas, facts, and experiences. From the reading materials in the student's worksheet, the students can learn many kinds of text that can broaden their knowledge. The reading materials in the student's worksheet become important thing in reading session, so that it can help the students to develop their reading skill. However, in curriculum 2013 teaching reading materials for tenth grade students of senior high school are narrative text and recount text.

## **METHOD**

The research design used in this research is Research and Development. This research used a 4-D model (four D model) proposed by Thiagarajan, Sammel, and Sammel (1974) which includes four

stages, namely; 1) define, 2) design, 3) develop, 4) disseminate. In this research, development instructional design is carried out only up to the third stage. the research object is the student's worksheet on reading material exactly narrative text for tenth grade students of Senior High School in SMA Terpadu Al Mubarrok Porong Sidoarjo. Furthermore, to collect the data the researcher used interview, validity test, and documentation technique.

## **RESEARCH RESULTS AND DISCUSSION**

### **Student Worksheet Development**

Student worksheets (LKPD) is a collection of tasks that guide students to carry out investigations, build concepts, and find ways of solving a problem independently. Student Worksheet is a sheet that contains the tasks that students must do, consisting of a title, essential competencies to be achieved, completion time, equipment needed, work steps, brief information, work is done, and reports (Ekantini, 2018: 39-47). It can be concluded that students' worksheets are a learning tool that contains questions and information in the form of sheets that students must be working on. The researcher referred to the 4 D development model to develop the worksheet which consisted of four stages, namely Define, Design, Develop, and Disseminate. But in this research the researcher only develops up to 3 stages.

### **Define**

There are several steps in define stage, the first is front End Analysis, this stage was carried out by interviewing teachers of English subjects. The researcher identifies the problems faced in the learning process in the class to be researched. At this step, there are several important points that must be considered during the identification process, namely how to present the material by the teacher while learning is taking place, how the learning atmosphere and the enthusiasm of students in learning, and also pay attention to the learning devices and media used in the learning process especially in the student's worksheet used. Based on the results of the interview, the information obtained is that the curriculum used in SMA Al Mubarrok Porong for tenth grade is the 2013 curriculum. The methods used during learning include lecture and question and answer. Then an analysis of student's worksheet at SMA Al Mubarrok

Porong shows that student's worksheet used in learning is student's worksheet purchased from the publisher and contains only routine questions and a brief explanation of the learning material. In the student's worksheet there are lots of unclear instructions, the display of student worksheets is not attractive, and the activities in the student's worksheet does not make students active in the learning processes. From the results of the analysis obtained, it is concluded that the problems faced in the SMA Al Mubarak Porong especially in the tenth grade can be solved by developing Student Worksheets used in the learning process.

Students Analysis task is the second step of define aims to determine the characteristics of students. This is done in order to the products produced can suit and meet the needs of students. The use of student's worksheet is aimed at tenth grade of high school students aged 15-17 years. The characteristics of the students analyzed are students at SMA Al Mubarak Porong. Based on the results of interviews with the English teacher, students thought that English lesson is difficult to understand and boring. The level of activity of students in the learning process is still lacking, this is because teachers are more active than students. Therefore, developing English student's worksheet in reading material is needed with the hope that it can trigger the enthusiasm of students to be more active in the learning process so that they can use their abilities optimally.

The next step is conceptual analysis. The subject matter used in this research is reading material on narrative text for tenth grade students of SMA Al Mubarak Porong with reference to the 2013 curriculum. Concept analysis is shown to identify, detail, and systematically arrange the concepts that students will do on reading material on narrative text becomes a concept map. The last steps is formulation of Learning Objectives, this step is carried out to formulate learning objectives based on material analysis. Therefore, it can determine the limits in research in order to the product development process and research can still be carried out based on the initial objectives. The formulation of learning objectives refers to basic competencies and indicators, the learning objectives that have been

made will be used as references in developing products.

### **Design**

The second stage of this development research is design the worksheet. After analyzing the student's need, the researcher design student's English worksheet based on the basic competencies, indicators and the learning objectives. At this stage the researcher designed a draft of instructional design and data collection instruments which will validated by expert validators. The student's worksheet contains tasks that should be done by the students, it expected to activate students, help student's develop, find concepts, train student's towards independent learning and add information about the concepts being learned. The task consists of several skills, namely listening, reading, speaking and writing skills. In one meeting students did two skills. The Student worksheets are designed as attractive as possible and provide instructions for work that are easy for students to understand. This stage includes media selection, format selection, and initial design.

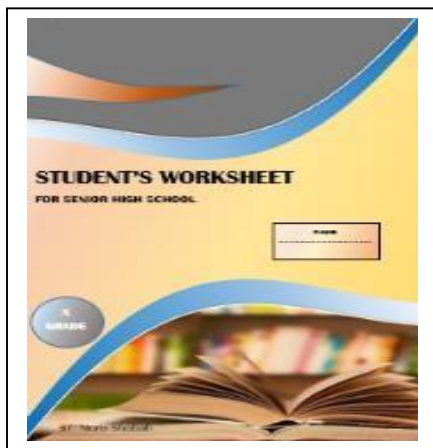
Media selection; Based on the material analysis that has been done previously, the researcher determines the learning media that is suitable with the results of the material analysis. The choice of media was adjusted to the research objective of developing student's worksheet. Student's worksheet is chosen because it has many advantages including that it can be used independently and there are instructions that make it easier to use.

Format selection; Format selection is made with the aim of determining how the format will be used as a reference in the preparation of the Student Worksheet products to be made. Format selection is done by reviewing the existing Student Worksheet formats. The format in this research was adopted from the relevant Student Worksheet. The format for the preparation of the Student Worksheet in this research refers to the 2013 curriculum format.

Initial design; the student's worksheet will be compiled based on a predetermined format, and also refers to the 2013 curriculum. The student worksheets are designed as many as 6 pieces for 6 meetings. Student's worksheet is designed in the form of tasks to be done by students in groups. It designed according to the material in the meeting with the same components.

This student's worksheet contains problems that are expected to activate students, help students develop, obtain, find concepts, train students towards independent learning and help students add information about the concepts being learned. To obtain data about the process and results of developing appropriate instructional design, it is important to prepare data collection instruments. A device that is produced can be assessed for its validity, practicality and effectiveness through related instruments. The instruments designed include; instruments of validity, instruments of practicality and instruments of effectiveness.

The validity instruments produced at this design stage include student's worksheet validation format. The aspects assessed include; presentation aspects of student worksheets, content feasibility aspects and aspects of Language. In this research there are no the instruments of practicality and instruments of effectiveness because in this pandemic it was not possible to tried in the school.



**Figure 1.** The Cover of Student's Worksheet

### **Develop**

The third stage of the Thiagarajan (4-D) model is development. At this stage the researcher develops student's worksheet based on the advice given by the expert. After the manufacture of the product is complete, the product is validated by the expert and declared valid. This development stage resulted in a final revised student's worksheet based on input from expert validator. The student's worksheet was made including the determination of materials content, validation, and production. The contents of the materials were based on the syllabus and indicators that have been previously set. So, the worksheet that was

produced in accordance with the syllabus in senior high school. At this stage, the design of the Student Worksheet product in the previous stage is compiled so as to produce an initial product called prototype I, then the student's worksheet that has been made and developed will be examined and assessed by validator. Furthermore, the results obtained from expert validator is then used as suggestions and input to be used as a reference in revising student's worksheet products.

The researcher collected materials from various sources on the internet that were related to the syllabus and indicators that have been prepared previously. The materials were not directly entered into the worksheet but they were processed and developed before, so they really match the existing indicators. The researcher processed and developed existing materials by adding and reduce the materials so that the objectives of the indicators can be achieved. The researcher also processed and replaced several words and sentences so that they are easily understood by the students. After all the materials have done, the researcher also created lesson plan. The researcher created 6 lesson plans for 6 meeting. The researcher arranged the lesson plan based on the syllabus.

The next step is the validation; it is carried out with the aim of determining the validity level of the Student Worksheet product. According to Dick W (2015) in the development of instructional materials, usually preceded by the validation of experts involved in the advancement of this instructional. Therefore, before learning was done, Students' Worksheets were validated beforehand to experts. The purpose of expert validation is to determine the level of eligibility and get advice and recommendations before students' worksheets were distributed to students At this stage, the design of the Student Worksheet product in the previous stage is compiled so as to produce an initial product called prototype I, then the student's worksheet that has been made and developed will be examined and assessed by validator. Furthermore, the results obtained from expert validator is then used as suggestions and input to be used as a reference in revising student's worksheet products. In the revision stage, the researcher actually uses the suggestions from the validator as a reference for product improvement to produce prototype II. There are several suggestions for improvement from expert validator to student's worksheet prototype I products, these are worksheet

instructions should be clarified, indicators and objectives should be added and time allocation must be considered. Validation sheets in this research had scored 1-4 used by the expert to show the criteria, "Perfectly valid (PV), Valid (V), sufficiently valid (SV), Not Valid (NV)."

A prototype II is produced after repairing the product based on the suggestions above, which is then returned to the expert validator to be re-validated so that it can be declared valid by the validator. Then, the product validation sheet is then filled in by the validator to determine the level of validity of the product based on the results of the expert's validation analysis. The following is a summary of the validation results products against the aspects that have been determined:

**Table 1.** Student's Worksheet Validation Result

No.	Rated Aspect	Rating Result	Category
1	Presentation aspects	3,2	Valid
2	Content feasibility aspects	3,8	Perfectly valid
3	Aspects of Language	3,75	Perfectly valid
Average score		3,57	Perfectly valid

The table above shows that the value of all the observed aspects assessed, namely the aspect of the presentation student's worksheet, the aspect of the feasibility of the student's worksheet and the language aspect given by the validator on the validation sheet are in the perfectly valid category, so that the values given by the validator are obtained. The total score validity of the student's worksheet 50 as a average is 3.57, so based on this value, the student's worksheet product is in the Perfectly valid category because it is in the interval  $3,5 \leq V \leq 4$ . Although the overall student's worksheet developed have met the validity criteria, there are several components that need to be slightly revised for the improvement of these tools.

## CONCLUSION

This development research produces student's worksheet on reading material. This research was conducted with reference to the 4D development model which consists of the stages of define, design, develop, and disseminate. Due to the limitations of researchers, the research was only at the develop stage. The define stage aims to define the terms of learning. The define stage consists of front-end analysis, student analysis,

task analysis, conceptual analysis and specification of learning objectives. In this stage, the researcher analyze background of this research and found any problems in the process of learning English then formulated how to solve the problem. The researcher did interview with the English teacher. After that, the researcher began to analyze the basic competence and indicator to get the materials that must be taught in the tenth-grade school. Next, the researcher started to develop the materials into the worksheet in the develop stage. The researcher designs a student's worksheet prototype. The design stage consists of selecting the media and selecting the format. The develop stage was carried out product validation. After that, the researcher evaluated and revised the worksheet based on the expert's suggestion. Based on the results of the analysis of the student's worksheet assessment by the validator, an average score of 3,57 was obtained from a maximum average score of 4.00 in the perfectly valid category. The student's worksheet that meet the good criteria indicates that student's worksheet has very valid quality.

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