



The Development of Student Worksheets Utilizing Cooperative Learning Based to Improve Reading on Procedure Text for Grade IX, Junior High School 15 Pesawaran

Uti Latifah¹; Dwi Yulianti²; Ujang Suparman³

¹ Student of Educational Technology Study Program, Postgraduate UNILA, Indonesia

² Supervisor I of the UNILA Postgraduate Education Technology Study Program, Indonesia

³ Supervisor II of the UNILA Postgraduate Education Technology Study Program, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i3.2508>

Abstract

This study aims to determine the process of developing student worksheets (LKPD) in English based on cooperative learning on the procedural text material for class IX in Junior High School (SMPN) 15 Pesawaran. This research is a research and development (RnD) of English student worksheets based on cooperative learning in English lessons with the theme of procedural texts to improve students' reading skills. This research approach uses a research and development model from Borg & Gall (1983) which is an educational research and development in order to develop effective educational products that can be used to solve learning problems. The steps in the student worksheets development process are preliminary, initial product design, expert validation, product revision, and conducting field tests. The student worksheets development process in the first stage is the preliminary stage, namely analyzing the needs and potentials that support product development. The second stage is designing the initial product by preparing teaching materials, syllabus, lesson plans, and supporting images. The third stage is validating the experts to material experts, media experts, and design experts. The validation of material experts obtained a score of 3.4 with proper criteria, media experts obtained a score of 3.2 with proper criteria, and design experts obtained a score of 3.4 with proper criteria. The last stage is a field test in the form of responses to teacher and student representatives. In the field test, the teacher obtained a score of 3.4 with attractive criteria and student field tests with a percentage of 95% with very attractive criteria.

Keywords: *Cooperative Learning; Reading Ability; Procedure Text*

Introduction

English is the most widely spoken language in the whole world, and it is also the mother tongue spoken by more than 400 million people in all corners of the world. The use of English in the international world is used in everyday situations and also when working in social life (Tjokro et al,

2019). English is spoken almost all over the world, especially in countries that have bilateral relations, so the only language used as a liaison language is English.

Reading for understanding according to Tarigan (2008) is a type of reading to understand literary standards or norms, research criticism, written drama, and fictional patterns. In an effort to gain understanding of the text, readers use certain strategies. Reading comprehension is a process in understanding the content of reading, for that we need a solution as a way out which at least can reduce the difficulty of students in reading various kinds of textbooks in English.

Cooperative learning is a form of learning based on constructivist ideas. Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the students in the group has not mastered the subject matter being taught. According to Lie (2008) in his book 'Cooperative Learning', states that the cooperative learning model is not the same as just group learning, but there are basic elements that distinguish it from randomly divided groups. Cooperative learning has advantages over other methods in terms of its effectiveness for cognitive enhancement, social skills, and motivation (Gull, 2015).

Learning English at Junior High School 15 Pesawaran also experienced serious problems, especially reading skills. In semester 1 grade IX, there are several reading skills that students want to achieve, such as reading procedural texts and narrative texts. The goal is that students can understand the reading text they are learning and train to communicate using the target language or the language being studied. The desired indicator in reading is that students can convey ideas in English, which of course must first understand the contents of the reading. But what happened to students at Junior High School 15 Pesawaran did not match expectations. Based on the results of the examination of teacher assessment documents, it was found that: 1) 10 students or 33.3% of students reached the KKM standard in the procedural text material; and 2) 20 students or 66.6% of students did not achieve the KKM score.

Based on preliminary observations in class IX Junior High School 15 in Pesawaran in the learning process, information was obtained that: 1). The teaching materials used by most teachers are still unable to improve student learning outcomes, especially in English lessons on procedural text material, 2). Teachers are still unable to find effective and targeted teaching materials, 3). Students tend to still have difficulty understanding the procedural text. 4). The learning outcomes of students in English related to the ability to read procedural texts are still low. Based on the formulation of the problem above, the researcher determines the purpose of this study so that it is focused and right on target. This study aims to determine the process of developing English Student Worksheets based on cooperative learning on the procedural text material for class IX at Junior High School 15 Pesawaran.

Literature Review

According to Stahl (1994) in the book 'Cooperative Learning Analysis of Social Studies Learning Models', said that the cooperative learning model places students as part of a system of cooperation in achieving an optimal result in learning. This learning model departs from basic assumptions in people's lives, namely getting better together, or "achieving better together" (Solihatin & Raharjo, 2007: 5).

Cooperative Learning Steps

Agus Suprijono (2009) describes the syntax of the cooperative learning model consisting of six phases as follows:

- a) The first phase, the teacher communicates the learning objectives and prepares students.
- b) In the second phase, the teacher conveys information related to the procedural text.
- c) The third phase, group formation. The teacher must explain that students must work together in groups.
- d) The fourth phase, the teacher needs to accompany the learning teams, reminds them of the tasks that must be done by students, as well as the time allocated to complete them.
- e) In the fifth phase, the teacher evaluates using an evaluation strategy that is consistent with the learning objectives.
- f) The sixth phase, the teacher prepares the rewards that will be given to students.

Strengths and Weaknesses of the Cooperative Learning Model

The role of the teacher in cooperative learning as a facilitator, moderator, organizer and mediator is clearly visible. The advantages of cooperative learning according to Jarolimek & Parker (in Isjoni, 2009: 24) are: 1) positive interdependence, 2) recognition in responding to individual differences, 3) students are involved in class planning and management, 4) a relaxed classroom atmosphere and fun, 5) establishing a warm and friendly relationship between students and teachers, 6) having many opportunities to express pleasant emotional experiences.

Besides having advantages, of course there are still flaws in it. The weakness of the cooperative learning model comes from two factors, namely internal factors and external factors. Internal factors include: 1) the teacher must prepare for learning in the classroom optimally, therefore it requires more energy, thought, and time; 2) in order for the learning process to run smoothly, adequate support for facilities, tools and costs is needed; 3) during the group discussion activities, there was a tendency for the issues being discussed to expand, so that many were not in accordance with the predetermined time; and 4) during class discussions, sometimes dominated by someone, this causes other students to become passive (Isjoni, 2009: 25).

In the learning process at school, generally the teacher is provided with teaching materials in the form of books related to the teaching material and not only that, there are also several other supports, namely LKPD (student worksheets) or also better known as LKS (student worksheets). . This aims to make the subject content easier to understand and more practical. In the 2013 Curriculum, teachers are encouraged to make student workshets as supporting teaching materials for students and it is also one of the teachers' strategies in developing the teaching and learning process, because the teacher is someone who carries out his main duties namely educating, teaching, guiding, directing, training, assessing, and evaluating students in education (Ramayulis, 2013: 4).

Student Worksheets can also be defined as printed teaching materials in the form of paper sheets containing material, summaries, and instructions for carrying out tasks that must be done by students, which refer to the basic competencies to be achieved (Andi Prastowo, 2011: 204).

Research Design Model

This study is a research and development of English student worksheets based on cooperative learning in English lessons with the theme of text procedures to improve students' reading skills. This research approach used the research and development model of Borg & Gall (1983). The Borg and Gall

development model contains a systematic guide to the steps that researchers must take so that the products they design have a standard of feasibility. Thus, what is needed in this development is a reference on the product procedure to be developed.

In instructional technology, descriptions of the procedures and development research steps have been developed. Borg & Gall (1983) stated that the development research procedure basically consists of two main objectives, namely: (1) developing the product, and (2) testing the effectiveness of the product in achieving the goal. Data collection is intended to reveal facts about the variables under study using appropriate methods and standard instruments. The method of obtaining data in research is known as the data collection method. This research uses interview, questionnaire, and observation methods.

The data analysis used in this study includes:

1. Analysis of validation data from material experts
2. Analysis of validation data from media experts
3. Data validation analysis from design experts

Result and Discussion

Cooperative Learning student worksheet product development process:

- a. Introduction (Needs and potential analysis)
- b. Design the initial product
- c. Validating to experts
- d. Make product revisions according to the suggested improvements
- e. Conduct a field test

a. Introduction

What is done at this stage are: needs analysis, reviewing theories, analyzing the potential and learning conditions.

b. Design the initial product

What is done at this stage is to prepare equipment, syllabus, lesson plans, KI, KD and learning objectives.

c. Validation

Material Validation

The first product validation was carried out by a material expert. Material validation includes several aspects, including aspects of content worthiness, aspects of presentation feasibility, and aspects of overall appearance.

Table 1. Material Expert Validation Results

No	Aspect	Analysis	Validator	
			1	2
1	Content eligibility	\sum score	17	15
		x_i	3,4	3,0
		X	3,2	
		Criteria	Quite Valid	
2	Serving eligibility	\sum score	14	15
		x_i	3,5	3,7
		X	3,6	
		Criteria	Valid	
3	Overall view aspect	\sum score	35	44
		x_i	3,2	4,0
		X	3,6	
		Criteria	Valid	

Based on the table above, it can be concluded that the results of the value in the aspect of content feasibility, the first validator gave a value of 3.4 while the second validator gave a value of 3.0. The average of the results of the first and second validator assessments is 3.2 with the criteria is quite valid. The feasibility aspect of presenting the first validator with a score of 3.4 while the second validator is 3.7. The average of the results of the first and second validator assessments was 3.6 with valid criteria. The value in the overall display aspect, the first validator gave a value of 2.9 while the second validator gave a value of 4.0. so as to produce an average value of 3.6 with valid criteria.

Media Validation

The second product validation is media validation with the assessed aspects covering communicative aspects, creative and innovative aspects, presentation aspects, overall display aspects.

Table 2. Validation Results of Media Experts

No	Aspect	Analysis	Validator	
			1	2
1	ommunicative Aspect	\sum score	17	12
		x_i	3,4	3,0
		X	3,2	
		Criteria	Quite Valid	
2	reative and innovative Aspect	\sum score	14	14
		x_i	3,5	3,5
		X	3,5	
		Criteria	Valid	
3	Presentations Aspect	\sum score	32	32
		x_i	2,9	2,9
		X	2,9	
		Criteria	Quite Valid	
4	Overall view Aspect	\sum score	25	22
		x_i	3,5	3,1
		X	3,3	
		Criteria	Valid	

The accumulated average of the communication aspects of the first and second validators is 3.2 with sufficiently valid criteria. The average score of the first and second validators on the creative and innovative aspects is 3.5 with valid criteria. The average assessment aspect of the presentation of the first and second validators is 2.9 with sufficiently valid criteria. The average rating of the first and second validators in the overall view aspect is 3.3 with valid criteria.

Design Validation

Design validation on student worksheets includes several aspects, namely: Student worksheets display, image display, worksheets functions, and students' intellectual conformity.

Table 3. Results of Design Expert Validation

No	Aspect	Analysis	Validator	
			1	2
1	Worksheet display	\sum score	14	14
		x_i	3,5	3,5
		X	3,5	
		Criteria	Valid	
2	Worksheet function	\sum score	10	10
		x_i	3,3	3,3
		X	3,3	
		Criteria	Valid	
3	The intellectual suitability of students	\sum score	12	9
		x_i	3,3	3,0
		X	3,1	
		Criteria	Quite valid	
4	Image display	\sum score	11	10
		x_i	3,6	3,3
		X	3,4	
		Criteria	Valid	
5	Overall view	\sum score	27	22
		x_i	3,8	3,1
		X	3,4	
		Criteria	Valid	

Based on the recapitulation of the 1st and 2nd design expert validators, the mean score of the worksheet display is 3.5 with the criteria "Valid". Aspect of worksheet function with score 3,3 with "Valid" criteria. The intellectual suitability aspect of the students has a score of 3.1 with the criteria "Quite Valid". The display aspect of the image score is 3,4 with the criteria "Valid" and the aspect of the overall display is the score is 3.4 with the criteria "Valid"

d. Revision

Suggestions for improvement from the material validator: Improved grammar, added goal points, added glossary, and added psychomotor assessments. Then, Suggestions for improvement from the media validator: Layout arrangement, adding text outside of food and drinks, adding activity sheets. Next, Suggestions for improvement from the design validator: repair foreword, repair cover, repair worksheets components, and improve the color.

e. Field Test

Field tests conducted in the form of responses to teacher and student representatives about the feasibility of the product. The field test for the teacher got a score of 3,4 with interesting criteria and suitable for use, while the student's response to the product was 95% with very interesting criteria.

Conclusion and Suggestion

Based on the research results, it can be concluded as follows:

1. The process of developing Student Worksheets of Cooperative Learning products are:
 - a. Introduction (Needs and potential analysis)
 - b. Design the initial product
 - c. Validating to experts
 - d. Make product revisions according to the suggested improvements
 - e. Conduct a field test

2. Experts Validation

The validation of material experts on cooperative learning worksheets to improve reading skills obtained an average score of 3.4 with the explanation that the student worksheets was suitable to be used in teaching learning English. Meanwhile, the media expert validation on the worksheets obtained an average score of 3.2 with criteria worthy of use. And design experts rated the worksheets with an average score of 3.4 so it worthy to use.

Based on the conclusions, the suggestions from the researchers are as follows:

1. Schools are expected to apply student worksheets cooperative learning teaching materials to improve the ability to read procedural text material in English class IX subjects.
2. Further researchers are expected to be able to develop student worksheets cooperative learning more broadly so that in the future it is expected to minimize obstacles for students and teachers in the learning process in English language subjects, especially in procedural text material.
3. The next researcher is expected to be able to design the product not only on one aspect of reading skills, because learning English should cover all aspects of reading, writing, speaking, listening. Every aspect of learning skill must be mutually supportive. Learning with student worksheets teaching materials will be more varied, not limited to certain materials.

References

- Andi Prastowo. (2011). *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Yogyakarta: DivaPress.
- Anita Lie. 2008. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo.

- Borg, W.R & Gall, M.D. 1989. *Educational research an introduction*, New York: Logman.
- Gagne. Robert M, 1989. *Kondisi Belajar dan Teori Pembelajaran*. (terjemah Munandir). PAU Dirjen Dikti Depdikbud. Jakarta.
- Isjoni. (2007). *Cooperative learning*. Bandung: Alfabeta
- Ramayulis, 2013. *Profesi dan Etika Keguruan*. Jakarta: Kalam Mulia
- Shehzad S, Gull F. 2015. Effects of Cooperative Learning on Students' Academic Achievement. *Journal of Education and Learning*. 9 (3), Hlm: 246-255. Tersedia di www.ejournals.org.
- Solihatin, Etin & Raharjo. 2007. *Cooperative Learning Analisis Model Pembelajaran IPS*. Jakarta: Bumi Aksara
- Tarigan, Henry Guntur. 2008. *Membaca sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa).
- Tjokro, C. I, Wijaya, F. dan Pattipeilohy, V. 2019. Pelatihan "English Fun for High School Student" pada Siswa SMA PGRI Ambon *Jurnal Pengabdian Masyarakat Jamak*. Vol 02. No.01
- Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Group.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).