STUDENT WORKSHEET (LEMBAR KERJA PESERTA DIDIK/LKPD)
TO TEACH READING FOR EIGHTH-GRADE STUDENTS AT STATE JUNIOR HIGH SCHOOL (SMPN) 22 JAMBI CITY

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ABSTRACT
This study aimed to design LKPD for eighth-grade students at SMPN 22 Jambi City. This study employed a Research and Development (R&D) design. This study produced an LKPD for the reading skill of eighth-grade students. The process of designing the LKPD employed the ADDIE model: Analysis, Design, Develop, Implementation, and Evaluation. A material expert and a design expert validated the LKPD. After the experts validated the LKPD, the teacher also assessed it. After the product was validated and revised, it was given to students to know their responses to using the LKPD. This product has obtained a validity score of 89.23% from the material expert and 91.67% from the design expert. The validation score from the teacher was 94.67%. A score of 89% was obtained from the students’ responses. It means that the LKPD was accepted as an instructional medium to teach reading.

Keywords: LKPD, Reading Skill, Research and Development

A. INTRODUCTION
Instructional material is important to reach the teaching and learning process goal. Without any instructional material, students cannot learn English comprehensively (Ajoke, 2017). Many instructional materials can be used in learning. One of them is a student LKPD (LKPD). Most teachers use LKPD in the learning process because this consists of concise and condensed explanations about a lesson and tasks, which help the students to learn independently. According to Aini (2021), LKPD provides a student with important opportunities to practice a new skill gained in class and allows students to explore the knowledge independently. Rahmadani and Putri (2021) also stated that LKPD helps students obtain more information about concepts they are learning through systematic learning activities.

Based on the main researcher’s experience during the teaching practice (PPL) at SMPN 22 Jambi City, she found that many students are less interested and can read the text. They were very noisy and often left the class. They also found it hard to understand the reading text. When
given a reading task, they did not finish answering all questions. Therefore, they obtained an English low score. The students’ low capability and interest in reading skills also happened when the researcher did preliminary observation at the school.

From the informal conversation with the teacher, the researchers knew that the teacher and students used LKPD as learning material. However, the researchers found that the LKPD was less suitable. Several learning contents listed in the English language subject syllabus were unavailable in the LKPD, such as giving instructions and asking permission.

There was also no detail or clear information about the learning content, such as generic structure invitations and greeting cards. The unavailability of the learning content deteriorated the students’ low capability in English. The lack of adequate vocabulary provided in the LKPD was another problem. It hindered the students from comprehending the text because most students did not have a dictionary.

Furthermore, the LKPD used was less attractive or monotonous due to the use of two colours only: grey and black. Then, the pictures in the LKPD were also not clear. For example, in invitation and greeting card materials, the students were asked to read the greeting card and invitation in the LKPD, but the sentences were blurry or unclear. These problems made the students find it difficult to understand the text.

Based on the problems stated above, designing LKPD was needed to increase students’ reading ability. Therefore, the researchers designed an LKPD to teach reading skills at SMPNs 22 Jambi City. This product was expected to help students understand texts well and get high interest and motivation to learn English. This product was also expected to help the teachers teach based on students’ needs. Thus, the researchers were interested in developing a product entitled “Student Worksheet (LKPD) to Teach Reading for Eighth-Grade Students at State Junior High School 22 Kota Jambi”.

B. METHOD

This study was conducted at SMPN 22 Jambi City. The subjects of this research were students from eighth grade. This research used Research and Development (R&D) method. According
Richey and James (2014), R&D is a research design aimed at developing educational products, such as textbooks and instructional media.

The model of development employed in this research was the original ADDIE model because this model is easy to understand. According to Nichols and Greer (2016), this model is very useful due to clearly defined stages. ADDIE model has been used widely (Dousay & Logan, 2011). Therefore, the ADDIE model is the most common model for developing materials (Furwana & Syam, 2021).

![Figure 1. Core elements of instructional design (ADDIE) adopted from Gustafson & Branch (2002)](image)

To obtain data, the researchers conducted three ways of data collection: interviews, questionnaires, and study documentation. Interviews were done during the early development process to identify the problem and to observe the learners’ characteristics. The researchers interviewed the English language teacher to obtain data on students’ needs.

A questionnaire was used to collect the data in measuring several aspects of LKPD as the product. The questionnaire was constructed based on good learning media and material criteria. In this research, the researchers used a closed-ended questionnaire. Questionnaires were given to the experts and the students. Before giving the questionnaire about the product, the researchers gave the questionnaire to know the students’ needs. After that, the researchers gave another questionnaire that consisted of questions to know the students’ responses to the product. The researchers also did the documentation by collecting the data of the school like curriculum, syllabus, and the LKPD used by the school so far.
C. FINDINGS AND DISCUSSION

The product developed in this research was an LKPD to teach reading. The development process followed the ADDIE model developed by Dick and Carey (1996). The steps followed are Analysis, Design, Develop, Implementation, and Evaluation.

1. Analysis

In the analysis step, before making the product, the researchers analysed students’ needs and interests through a questionnaire given to the students. The researchers involved class A which consisted of 30 students: 14 females and 16 males. They were around 12-13 years old. They were heterogeneous in terms of character and academic performance. The researchers also interviewed the English language teacher to obtain data on students’ needs. Based on the data obtained from the questionnaire, interviews, and classroom observation, the students wanted to improve their reading capability through interesting learning materials.

The need analysis also covers the curriculum, syllabus, and LKPD. In terms of curriculum analysis, the school implemented two curriculums: School-based Curriculum (KTSP) 2006 for ninth grade and curriculum 2013 (K13) for seventh and eighth grades. Therefore, the instructional material was designed based on K13 as the latest curriculum. So, the product will be useful for future students.

Regarding the syllabus analysis, the researchers were able to know the learning content that must be delivered to students: some expressions, short functional text, and some tenses. Regarding the LKPD analysis, as stated in the current research background, the LKPD did not: (a) provide a list of essential vocabularies, (b) cover all learning contents in the syllabus, (c) provide detailed information about the learning content, (d) use attractive colours and pictures. Thus, the need analysis was very crucial for this research. The researchers were able to design and develop a product that will surely be useful to the students.

2. Design

In this stage, the researchers designed the product’s appearance and content. The phases of designing the LKPD are explained as follows:
a. Cover Design

Designing the cover of this LKPD involved a background with a picture of the school at the top. The name of the skill was on the left top of the LKPD. The title of the LKPD resides in front of the background. The semester and the grade of the student reside on the left under the title of the LKPD. The cover included the name of the students, the class, and the school’s name. It was provided under the semester and the grade of the student and in the middle of the LKPD. Last, the designer’s name was right up the corner of the LKPD. In this LKPD, the researchers also designed an inner cover involving the topics in LKPD.

b. Content Design

There are several parts in designing the content of the LKPD: acknowledgement, table of content, core competence, basic competence, learning materials, activity, and competence test. In designing the acknowledgement, the researchers explained the principles of the LKPD with purple background. In the designed table of content, the researchers only added a triangle background. This LKPD also provided core and basic competence based on K13 used by the school.

In designing learning content, five units for reading skills were described in each unit of the LKPD. The topics in each unit are Instruction, Invitation, Permission, Greeting Cards, Quantifying Determiner, Simple Present Tense, and Present Continuous Tense. The topics were designed based on the syllabus. Each topic was followed by learning objectives to inform the students what they must achieve. After mentioning the learning objectives, there was a definition of the learning content, examples, a list of vocabulary related to the topics, activity, and competence test. In reading activity, there was a chance for students to do activities: finding the meaning, pronouncing the words, finding the antonyms, answering the questions based on the text, filling in the blank with the appropriate word, matching the picture, choosing the correct answer of the sentence, and determining the true answer based on the picture.

The LKPD was also completed with a competence test to let students practice their reading ability. The competence test consists of multiple-choice questions and essays. To conclude, the content of the LKPD had been designed appropriately based on the syllabus.
3. Development

In the development stage, the product design was transformed into a product ready to be implemented. The LKPD was developed in this stage by selecting words, pictures, shapes, and colours. The LKPD was designed using Microsoft Word. The researcher combined the texts, pictures, and shapes in Microsoft Word to make interesting LKPD.

a. Expert Validation

Before the LKPD was given to the users, it was validated by a material expert and a design expert. The research advisor recommended the expert. The material expert was Ms Amalia Nurhasanah, S.Pd, M.Hum. She assessed the content of the LKPD, such as learning content and grammar. She also gave suggestions for the appearance of LKPD. Meanwhile, the design expert was Ms Uyun Nafiah MS, M.Pd. She assessed the appearance of the LKPD, such as cover, picture, colour, and font. The result of the validation process was used to revise the LKPD.

b. Material Expert Validation

Validation by the material expert involved three aspects: appropriateness, effectiveness, and feasibility. The questionnaire from the material expert consisted of 13 questions.

Some parts needed revisions based on the questionnaire that the material expert filled out. The material expert stated that the LKPD was good because it was able to help the students in the learning process. However, it still needed to be revised to advance the product. She suggested paying attention to the grammatical mistakes and also vocabulary selection. She suggested that
the researcher choose vocabulary related to the topic. The material expert also gave suggestions about the cover of LKPD. She said the cover was less interesting due to the lack of clarity. The material expert also suggested that the researchers provide a line in the core competence and competence page. All of the suggestions from the material expert were followed to revise the LKPD.

c. Design Expert Validation
The LKPD was given to the design expert. The design expert validated three aspects: language, media, and format. The questionnaire for the design expert consisted of 12 questions. Some parts needed revision based on the questionnaire that the material expert filled out. The design expert stated that the design of the product is good and interesting, but it needs to be enhanced. The design expert suggested using the learning content in English and Indonesian to help the students understand the learning content better. The design expert also gave suggestions about the example of an invitation letter and greeting card. She asked to explain the generic structure in each example of an invitation letter and greeting card. All of the suggestions from the design expert were used to revise the LKPD.

d. Teacher Judgment
The eighth-grade English language teacher also evaluated the LKPD that the material and design experts revised. Her name is Mrs. Nia Aryastuti, S.Pd. The questionnaire for the teacher consisted of 15 items. After evaluating the LKPD and filling in the questionnaire, the teacher gave comments on the LKPD. She said the LKPD was good, interesting, and appropriate for eight grade students. She also suggested improving the LKPD, such as making the LKPD size bigger.

4. Implementation
The LKPD was given to the participating students to use. In this stage, the researchers taught the students by using the product. Then, she gave the LKPD for students to use. After using it, the students filled in the questionnaires given by the researcher to know their responses to the product. The questionnaire consists of 12 questions. To calculate the score, the researchers used Likert Scale.
From the questionnaire given to students, the students said that the LKPD was interesting. However, several students gave suggestions for the product, such as adding more colour. In addition, the students were confused in understanding several instructions of the task. Then, the researcher revised the product based on the students’ suggestions or needs.

5. Evaluation.

The evaluation stage is where the LKPD was revised based on suggestions as a result of evaluation done by the material expert, the design expert, the teacher, and the students. To produce the LKPD based on the needs of the students, the researchers kept asking for comments and feedback from validators. After all of the validators were happy with the LKDP, the researchers felt that they had done everything right and had come to the final product. Then, the final product (LKPD) was given to the school.

**Figure 3. Example of Students’ LKPD, Activity 3**

**Figure 4. LKPD Book’s Cover and Students’ Activity 4**
The questionnaire data on product validation from the material expert, design expert, teacher, and students were calculated using Likert Scale. Based on the data from the material expert, the LKPD score was 58. The maximum score is 65. Then, the percentage is \( \frac{58}{65} \times 100 \% = 89.23 \% \). It means that the product is in a very high category. However, the product still needed to be revised based on several suggestions given by the material expert.

The design expert also stated that the product design was good and interesting. But she gave several feedbacks for the product’s better performance as listed previously in the result part of this article. Based on the questionnaire, the validation score obtained from the design expert was 55. The maximum score is 60. Then, the score was changed into a percentage of \( \frac{55}{60} \times 100 \% = 91.67 \% \). It means that the product is in a very high category. Even though the design expert gave a score in the high category, the LKPD still needed to be revised to enhance the performance of the product.

English language teacher also validated the product. She said the LKPD was good, interesting, and appropriate for eight grade students. The score obtained from the questionnaire the teacher filled in is 71. The maximum score is 75. The score was changed into a percentage, \( \frac{71}{75} \times 100 \% = 94.67 \% \). It means that the product is in a very high category. However, the researcher needed to revise the product because the teacher also gave suggestions to improve the LKPD, as explained in the research findings.

After revising the product based on feedback from the experts and the teacher, it was time to enter the implementation stage, where the product was tried out. The total score derived from the questionnaire filled in by the 30 students was 1600 whereas the maximum score was 1800. The total score was summed after obtaining the score from each item in the questionnaire. The score was changed into percentages, \( \frac{1600}{1800} \times 100\% = 89\% \). It means that the product is in a very high category. Some students gave suggestions for the product as stated previously.

Thus, the researchers successfully developed an LKPD based on the needs of the students, proven by the result of validation done by the experts, the teacher, and the targeted students.
Dousay and Logan (2011) stated that an effective instructional product was the one that meet the stakeholders’ expectations.

D. CONCLUSION

The current study produced a learning media in the form of LKPD for eighth-grade students, focusing on the reading skill at SMPN 22 Jambi City. The process of designing LKPD followed the steps recommended in the ADDIE model: Analysis, Design, Develop, Implementation, and Evaluation. The LKPD was developed based on curriculum, syllabus, and also students’ needs. The whole process of the ADDIE model was done. The LKPD includes seven topics: giving instruction, invitation, asking permission, greeting cards, quantifying determiners, simple present tense, and present continuous tense.

The LKPD, as the current research product, has some strengths: colourful design, interesting and relevant pictures, and rich vocabulary. These strengths are able to motivate the students to learn English enthusiastically. The LKPD was also arranged based on the syllabus and curriculum. Then, the LKPD uses simple language and sentences. Additionally, the researcher provided several clues in certain learning content to help students easily understand and answer the reading tasks.

Besides its strengths, the LKPD also has several weaknesses. Firstly, the LKPD only focuses on one skill, i.e., reading. A lot of learning content must be taught to eighth-grade students, but this LKPD was limited on the learning content that the students would learn after having a mid-semester test of the first semester. The researchers offered some suggestions for English language teachers and future researchers. For the English language teachers, the researchers suggested that they should know the student’s needs. The teachers should be selective in choosing the LKPD for students. It is better for teachers to be able to develop their own instructional media for teaching. The current research is also expected to be beneficial for future researchers. They are expected to be able to develop a product related to other English language skills. Future researchers are also expected to develop LKPD and other instructional materials, such as modules and handouts.
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