Developing Students' Worksheet for Reading Comprehension of Descriptive Text Using Liveworksheet for The Tenth Grade Students

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ARTICLE INFO	ABSTRACT
	The objective of this study was to develop students' worksheet for reading comprehension for the tenth grade students at SMA Swasta Al-Hikmah Medan. The participants of this study were the tenth grade English teacher and one class of the tenth grade students in SMA Swasta Al-Hikmah Medan. This study was conducted by using educational Research and Development (R&D) method. The data were collected through interview and questionnaire. The result of the study was a worksheet with two different texts by using Liveworksheet for reading comprehension of descriptive text. The score of the validation from the validators toward the content aspect was 4.1 and it was categorized as "Good" as its position in the interval $3.40 \leq x \leq 4.19$. Meanwhile, the language aspect was 4.3 and it was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$. The design aspect was 4.7 and it was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$. It means the developing worksheet for reading comprehension by using Liveworksheet was valid and appropriate for the tenth grade students of SMA Swasta Al-Hikmah Medan.

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INTRODUCTION

In Indonesia, English is taught as a foreign language and is mandatory for Junior and Senior High school. These students are required to attain proficiency in four language skills, specifically, speaking, reading, listening and writing. The students should master reading skill in gaining knowledge of English. Reading skill refers to the capacity to connect textual content with one's own knowledge through comprehensionis (Fauziati, 2010 :138). There are a few kinds of genres in English which can also learned by students including recount, narrative, descriptive, report, procedure,report, hortatory, explanation and others.

In teaching the material to the students, the teachers must prepare some equipment to support her teaching. Such as lesson plan, teaching material, media or teaching tools, students' worksheet and assessment. The use of worksheet in teaching is really needed because there are many kinds of exercises in it Lestari et al (2020). By doing some exercises, the students can be more active to learn and the teachers will know the students' understanding and ability about the topic that has explained by the teachers before. Darusman (2008:17) states Students' worksheets are sheets with instructions on how to complete the activities planned for them to help students increase and deepen their understanding of the content being studied, it offers directions, guidelines, and understanding questions.

In this era, the teachers are required to use technology and are able to create teaching methods so tha the students can enjoy the learning process. There are a lot of tools that can be used to make a more interesting worksheet. To be a more creative and innovative teacher in designing a tool can help the teacher in the teaching and learning process.

Based on the preliminary observation of the tenth grade at SMA Swasta Al-Hikmah Medan involved an interview with an English teacher focusing on the teaching and learning process, especially about descriptive text. According to the teacher, some of the students got difficulties in comprehending the text given because of a lack of vocabulary. It is supported by Waruwu's study (2018) who states that the students lack of vocabularies make them hard to comprehend reading texts. Furthermore, the students' worksheets that the researcher saw that are used by the students still use conventional worksheets on the paper which are served by the school and make the students get bored when they answer some questions. In addition, the worksheet is full of text without having any interesting pictures in it.

Therefore, this study is intended to develop Students' Worksheet for Reading Comprehension of Descriptive Text Using Liveworksheet for the tenth grade students.

METHOD

This research used Research and Development (R&D) because the main objective was to design Students' worksheet for reading comprehension of Descriptive text for the tenth grade students. According to Sugiyono (2018) research and development methods or in English Research and Development are research methods used to produce certain products

and test the effectiveness of these products. As Borg and Gall (2003) stated that R&D is a research design that is aimed in developing and validating educational products. The subjects of this research were the tenth grade English teacher and one class of the tenth grade students in SMA Swasta Al-Hikmah Medan.

The data was collected through interviews, document and questionnaires. The data of need analysis questionnaires were analyzed using frequencies and percentages. The highest percentages of the answers of each question were considered representing the students' need.

There are six process in developing the worksheet namely potential and problem, data collection, designing the product, design validation, revising, and final product.

FINDINGS

1. Potential and Problem

The potential and problem were gathered from the preliminary observation at SMA Swasta Al-Hikmah Medan. As a result of the observation, the teacher in the tenth grade students only used the worksheet that had served from the school. In the teaching and learning process, it needed innovative teaching material to make it more interesting. However, an English teacher had not used any innovation. It made the students felt difficult and less interested because the teacher always gave the same way and used the conventional worksheet.

2. Data Collection

In this study, the data were collected by using questionnaire and interview. The result collected through the instruments are as follows :

a. Questionnaire Analysis

The questionnaire was administrated to the 28 students of the tenth grade of SMA Swasta Al-Hikmah Medan. They were given a questionnaire which consists of 12 multiple choice questions. The questionnaire itself was developed based on the theory proposed by Hutchinson and Waters (1987). They stated that in order to do the need analysis, there were three categories of questions which should be covered, namely ; necessities, lacks and wants.

1. Necessities

Question	Answer	F	Percentage
In your opinion, how important is it to have ability to understand the text ?	Very important	24	85.7%
	Less important	-	-
	Important	4	14.2%
	Not important	-	-
Does it need to be given a vocabulary list in each text ?	Very necessary	11	39.2%
	Necessary	17	60.7%
	Less necessary	-	-
	unnecessary	-	-

2. Lacks

Question	Answer	F	Percentage
Have you ever used *Liveworksheet* in learning process ?	Ever	3	10.7%
	Never	25	89.2%
	Sometimes	-	-
	Often	-	-
Is the worksheet that is used in learning process interesting ?	Very interesting	-	-
	Less interesting	25	89.2%
	Not interesting	2	7.1%
	Interesting	1	3.5%

3. Wants

Question	Answer	F	Percentage
In your opinion, what kind of the *design* in the worksheet should be	It can motivate me to learn more	5	17.8%
	Interesting	10	35.7%
	Not make me bored to learn	13	46.4%
	Others	-	-
In your opinion,how is the color combination of the background and letter in the worksheet should be ?	The color is not too colorful	6	21.4%
	It has good combination between the background and letter	12	42.8%
	The letters' colour are bright	10	35.7%
	Others	-	-
In your opinion,is it necessary to give the interesting pictures in the text ?	Unnecessary	-	-
	Sometimes necessary	12	42.8%
	Necessary	16	57.1%
	Very necessary	-	-
What kind of questions do you want in the worksheet ?	Multiple choice	11	39.2%
	Fill in the blank text	3	10.7%
	Short answer	8	28.5%
	Matching	6	21.4%

Based on the questionnaire distributed to the students, there were 24 students or 85.7% stated that it is very important to have ability to understand the text and there were 11 students or 39.2% stated that it was very necessary to be given a vocabulary list in each text. Then, there were 25 students or 89.2% who were never to use *Liveworksheet*. Meanwhile, there were 25 students or 89.2% answered that the worksheet is used in learning process was less interesting. There were 13 students or 46.4% said that the students need a worksheet that cannot make they are bored in learning English. In addition, the color combination of the background and letter in the worksheet is also important to develop a worksheet,

especially for descriptive text. There were 12 students or 42.8% said that the worksheet should have a good combination. To give an interesting pictures, there were 16 students or 57.1% answered that it was really needed to give some interesting pictures to support the descriptive text. Then, for the kinds of questions of the worksheet there were 11 students or 39.2% answered that they wanted multiple choice in the worksheet.

3. Designing The Product

The descriptive text that will be used for the tenth grade students is describing about tourism objects. The researcher chose two different tittles for descriptive texts namely Derawan Islands and Mount Bromo. The researcher created the questions and saved it in pdf. The worksheet should be interactive and make the students to be easier in comprehending the descriptive text. The worksheet was designed in several steps. They were :

a. Creating the Account
b. Choosing the Text
c. Adding the Images
d. Adding the Features
e. Finishing the Worksheet

The steps of designing the worksheet would be described specifically:

1. Creating the account

   The liveworkshet account could be registered through website https:/liveworksheet.com/ and log in. Choose Create My Worksheet in the first box.

2. Choosing the Text

   In this stage, the researcher developed descriptive text about describing tourism objects namely about describing Derawan Islands and Mount Bromo.

3. Adding the Images

   In this stage, the researcher added the images based on the titles of the texts. After choosing the texts, the appropriate images were used to make the worksheet more interesting.

4. Adding the Features

   In this stage, the researcher used the some features in the Liveworksheet site to make the worksheet interactive. There were some features namely; textfield, single choice, checkboxes, select, word search, speak, drag, drop, join and many others.

5. Finishing the Worksheet

   In this stage, the researcher rechecked the worksheet that had been made before clicking the save menu.

4. Design Validation

The expert judgement was the next step after the researcher developed the worksheet. The expert's questionnaires were filled by Dr.Rahmad Husein, M.Ed, (English Lecturer in Medan State University) and Umi Nadrah Siregar, S.Pd., M.Hum. (English teacher in SMA Swasta Al Hikmah Medan). The experts checked the information and components of the worksheet such as content aspect, language aspect and design aspect. After calculating the result of the experts for each components, it can be concluded that, the average score of the first validator that was 4 and the second validator was 4.2 or the general mean of both experts were 4.1. It was categorized as "Good" as its position in the interval $3.40 \leq x \leq 4.1$.

Meanwhile, the language aspect of the average score of the first validator that was 4.1 and the second validator was 4.5 or the general mean of both experts were 4.3. It was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$. For the design aspect, the average score of the first validator that was 4.5 and the second validator was 4.8 or the general mean of both experts were 4.7. It was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$.

5. Revising

Based on the result of experts' validations, the developed worksheet was appropriate. As suggested by the English lecturer, The worksheet has been designed well. Since the worksheet has some features such as multiple choice, fill in the blank gaps, drag and drop, and word search puzzle. there are something should be revised such as reorder the choices ether from long to short, or short to long statement.

6. Final Product

The final product had been finished after receiving feedback from experts and making revisions. The worksheet was already based on the students' need and appropriate to be used for teaching and learning process. The site can be accessed in Liveworksheet.com.

DISCUSSION

This study aimed to develop a reading comprehension worksheet for the tenth grade students at SMA Swasta Al-Hikmah Medan about descriptive text. 28 students participated in this study. The students' need analysis data were collected through questionnaire and interview with grade 10 English teacher. The researcher developed the worksheet for the students because the worksheet were less interesting and interactive for the tenth grade students at SMA Swasta Al-Hikmah Medan. The study followed some research and development (R&D) phases. The worksheet was developed based on the result of need analysis from the questionnnaire. The worksheet then validated by the validators, which were an English lecturer from Universitas Negeri Medan that was Dr. Rahmad Husein, M.Ed, as the first validator and an English teacher from SMA Swasta Al-Hikmah Medan that was Umi Nadrah Siregar, S.Pd., M.Hum, as the second validator.

The average score of the worksheet validation form the validators toward the content aspect was 4.1 and it was classified as "Good" as its position in the interval $3.40 \leq x \leq 4.19$. The language aspect was 4.3 and it was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$. The design aspect was 4.7and it was categorized as "Very Good" as its position in the interval $4.20 \leq x \leq 5$. This means the worksheet is suitable for attracting students' attention in learning English. Additionally, the worksheet can help the students understand the descriptive text more easily because of some vocabularies. Finally, this study aims to suggest teacher to use an interesting and effective worksheet for the students.

CONCLUSION

After analyzing the data, the conclusion were drawn as the following :
The worksheet to teach descriptive text effectively was developed with the questions related

to the social function, text structure and language features of descriptive text.

This conclusion is based on the average of every validators scores toward the content aspect, language aspect and design aspect in the worksheet as the product of this research namely 4.3. It could be concluded that the students' worksheet was valid and appropriate to be used for the tenth grade students.

After the developed students' worksheet was validated, it could be assessed by the students on Liveworksheet.com. in Liveworksheet, there were several features used in presenting the materials such as drag and drop, multiple choice exercises, join with arrows, fill in the blanks, drop down select box and word search puzzle and etc.

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