DEVELOPING DIGITAL WORKSHEET BY USING WIZER.ME FOR TEACHING LISTENING SKILL TO THE TENTH GRADE STUDENTS IN SMK NEGERI 7 MEDAN

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ABSTRACT

Digital worksheet, as the one of learning tools that is used to involve the students to works actively during teaching and learning process, should be developed based on students' need. Digital worksheet in listening skill with scientific approach has not applied. A good digital worksheet must be fulfilled criteria of valid, practical and effective. The aim of this study was to develop English Listening Digital Worksheet for Grade X for Vocational school Students. This study was conducted by using Research and Development (R&D) design through six stages; need analysis, planning, designing digital worksheet, materials evaluation, revising (final product). The subject of the study was Grade X of Hospitality Major at SMK Negeri 7 Medan. The data were gathered by conducting interview to English teacher and distributing questionnaire to 1 class grade X consists of 36 students to get the students' needs. The interview and questionnaire results prove that the students needs of English Listening Digital Worksheet appropriate with the Hospitality Major context. The product has been validated by experts. The result of the product was the digital worksheet combined with the Wizer.me platform.

Keywords: english listening digital worksheet, Wizer.me, research and development (R&D)

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I. INTRODUCTION
A. The Background of the Study
Listening is a language skill that enables human to comprehend infomation received while communicating directly through oral language production and helps the other skill develop. Listening is one of the important skill that must be acquired. The students are expected to express what they have listened from the speaker without missing the message of the speaker appropriately. Thus, there is no miscommunication or misunderstanding between speaker and listener. Most of students are unable to get good score when doing listening comprehension in the classroom.

Digital worksheet is an innovation on printed worksheet, which are transformed into a digital or electronic form by utilizing computer technology. Students' worksheets are widely used as learning materials in the learning so that students can interact with the material provided.

To improve Indonesian Education, Curriculum 2013 has to undergo constant evaluation. According to the Minister of Education Regulation (Permendikbud) No 69, 2013, Curriculum 2013 aims to create Indonesia citizen who possesses excellent life skill and characters. Therefore the Implementation of the 2013 Curriculum must be supported by various tools learning that actively develops students. One teaching material that is used in the 2013 curriculum is the Student Worksheet .

The expected expectation is students' worksheet as a student learning and one of the student learning equipment. Many of teachers who choose to use students' worksheet in learning let alone who make up the students' worksheet itself need to pay attention to many things.

But in reality, the school, in this case SMK Negeri 7 Medan, has not used e-learning or blended learning yet. E-learning is a way to integrate the use of technology in learning that allows learning that is appropriate for each student in the class E-learning is recommended to be applied in the school because e-learning is closely related with technology development which is loved by the students.

Behind the expectations and reality of the students' digital worksheet, there are pros and cons on the use of students' worksheet learning in classroom. To develop a students'digital worksheet based on scientific approach in listening skills aims to facilitate students in understanding the material by practicing the questions in the Students' digital worksheet.

Digital worksheet is recommended worksheet that assumed by the researcher in e-learning. In this case the initial observation which is at SMK Negeri 7 Medan is using e-learning or blended learning in learning process. In SMK Negeri 7 Medan, the researcher found that the teacher still used the conventional worksheet that used much more paper. So the researcher decide to develop a students' digital worksheet in listening skill about interpersonal text

II. REVIEW OF LITERATURE
A. Theoretical of framework

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writes have the same perception.

1. E-learning

Waterhouse (2003) specified it as a medium of computer technology that could be used to build up the application of learning and teaching.

2. Digital Worksheet

Students' worksheet is printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning that must be done by students, which refers to the achievement of a basic competency. Digital is a file format in the form of text and / or image that is realized using a computer device. Based on the explanation above, it can be concluded that digital worksheets are transformations of printed students' worksheet into digital worksheets or electronic worksheets that are realized using computer devices.

3. Wizer.me as Digital Worksheet
a. Definition of Wizer.me

Wizer.me is a web application which allows teacher to create interactive worksheets for learners. Wizer.me is interactive worksheets will enable teachers to easily a social and gamified learning experience and will enable both teachers and parents to gain insights on the child's progress and status, offer immediate feedback and encouragement.

b. The Setting of Wizer.me

Students will need accounts as well. Students can be given a link to the worksheet in one of three ways: through Google Classroom, as a link, or as a pin code. And using Google Classroom is the easiest way. Wizer.me app creates an assignment for the students, the students just click on the link. Then the students will be automatically logged in and ready to facing the worksheet.

When the students choose to using a pin code, students go to app.wizer.me/learn. Each assignment is given a unique pin number and teachers also have the option to share the assignment globally. So in the code square of the homescreen, students type the pin code that the teacher has been given before. But student must be warned for the PIN, because the pin is case-sensitive. Once the students type the pin, they will have to log in Wizer. Me. The students need an email, but will be asked for the students' first and last name, and to make up a password.

After completing an assignment, students can receive immediate feedback if the teacher has set it up. Otherwise, Wizer.me will grade some items for the teacher automatically, then when the teacher finishes the assessment, they have the option to send student feedback.

4. Listening
 a. The Definition of Listening

According to Rost (2002: 2) listening as a process of receiving what the speakers actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

b. The Goal of Listening

A well as Rost (2002) assumption, the process to achieve understanding of meaning both the literal meaning (sementically) and the speaker's intention meaning (pragmatically) in a process of communication.

c. Strategies of Listening

Listening strategies are the technique or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classifyed by how the listeener processes the input.

1. Bottom-up Strategies

Bottom up strategies are text based. The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that create the meaning.

2. Top-down Strategies

Top-down strategies refers to the use of background knowledge in understanding the meaning of a message.

d. Types of Listening

Rost (2002: 158) also divided types of listening into four , as follows: appreciative listening, comprehensive or informational listening, critical or deliberative listening and emphatic or therapeutic listening.

5. Scientific Approach

Sudrajat (2013) states that, scientific approach in learning is science-based learning that highlights personal experiences through observing, associating, questioning, concluding, and communicating.

III. RESEARCH METHODOLOGY

This study applies Research and Development (R & D) research method that functioned to develop a new educational product based on the needs analysis. It adapted R & D research method proposed by Borg and Gall (2014). Based on the preliminary observation by the researcher, the research took the class of the tenth grade of Hospitality major of SMK Negeri 7 Medan and in odd semester.

The data was collected through three strategies, using observation, interview and questionnaires. Firstly the data is conducted by reviewing the students' worksheet provided by the teacher in the tenth grade in order to tind out the need analysis of students' digital worksheet.

The data collection used interviews result and questionnaires of students' need analysis as reflection in aiming the development of the students' digital worksheet based on scientific approach on the listening skill about interpersonal text. The interview was given to the teacher to seek information about the problem that they face in order to know what worksheet that should be applied to solve the problem.

The data with the questionnaires and the interview classified as the qualitative data. Both are used as the references of data analysis. The data was obtained from the interview. These data was needed to evaluation the digital worksheet and assess the student's needs in learning listening skill especially sbout interpersonal text. . The data was divided into two forms of data analysis, qualitative data analysis and quantitative data analysis. The data were firstly collected, and then this research was described the findings. The qualitative data was analyzed by showing the conclusion of the interview.

The questionnaires data from student changed into percentage of data, the formula like as follow:

$$\text{Percentages} \% = \overline{\hspace{3cm}}$$

After that, the data transforms into qualitative data with high percentage was 100% and low percentage is 0%. The next is the data described qualitatively.

IV. RESEARCH FINDINGS AND DISCUSSIONS a. Research Findings

In developing recount writing media, there were six steps need to be completed, namely (1) Gathering data and information; (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product.

1. **Gathering Data and Information**

Before this research was done, the data and information were collected based on the preliminary observation. In this first step, the preliminary data was derived from the existing materials used by the teacher in teaching listening in English subject. The main information obtained during the preliminary observation shows that the teacher used a textbook by the government to teach the tenth grade students of Hospitality study program at SMK Negeri 7 Medan. The researcher have final conclusion that the book is too general for students who are specified in Hospitality study program.

According to what had been explained by the teacher on the interview. The researcher found the information that was delivered by the teacher. The teacher used the book and theaudio videoto attract the student's attention in order to learn listening. The teacher also explained that in order to improve the students' listening skill, the teacher actually need more interesting and attractive media to get the students' attention. The teacher also added that the attractive and interesting media would make her easier to deliver the material to the students, because she got the students' attention.

Based on what the researcher got from student's questionnaire the some students, they realized and agreed that the media used by the teacher was not effective and attractive enough to practice the listening skill. The whole data gathered by researcher was intended to find out the preliminary data or the problem of the research.

2. **Analyzing the Data**

In this research, the needs analysis was conducted by giving questionnaire to thetenth grade students and thetenth grade students were asked to answer some questions. This students' needs analysis would be the guidance to the researcher in developing the listening media.

a. *Questionnaire Analysis*

The 36 students in tenth grade of SMK Negeri 7 Medan were given the questionnaire. The questionnaire provided 25 questions that given to the students.

The needs analysis was divided into two major needs: target needs and learning needs.

b. **Interview Analysis**

Interview was given to the English teacher of the seventh grade of SMP Negeri 7 Medan. To support and get the accurate data of questionnaire analysis the interview was conducted by researcher.

3. **Developing** *Wizer.me as Digital Worksheet*

Some stages were conducted by researcher to get a good result of product and the stages would be described as follow.

a. **Designing the layout and worksheet in Wizer.me**

The researcher or teacher in order to design the layout and material need to access the official website of wizer.me. The teachers need to log in through their Wizer.me by type email address and password that have been registered. After the log in section, the teachers only need to click create worksheet to create the new worksheet. The teacher can type the title of the worksheet and can select the theme of designing worksheet. The teachers may choose several types of task for the worksheet. There are open question, multiple choice, blanks, fill on a image, matching, table, sorting, draw, text, image, video, link, and etc, that can fulfill the needs in learning process. The teacher enter the instruction and the question. The worksheet can be shared to students by some ways, it can links, pin code, edmodo account or google account . So the students can access the task by using some ways.

b. **Using the Product Based on Lesson Plan**

Product design was done by reffering to the students' need analysis. The student needed students' digital worksheet based on scientific approach in learning English especially in developing listening skill.Students' worksheet is dominated by a dialogue in exercise and audio to answer a question by listening. These steps had prepared on cover of the step of using media.

a. **Observing**

Observing stage provides activities to brainstrom the students about the topic that is given in the tasks, fulfill their curiousity so that they know the meaning of what they are going to learn, and to help the students to find the fact about the relation between the objects they are going to analyze. In this stage, the students will listen a short conversations and after the students ask to fill the blank dialogue basen on what they heard.

b. **Questioning**

Questioning stage consists of task which is used to encourage and inspire stduents to be active in learning process even develop some questions related to the topic.In this stage, the students will give some questions related to the dialogues that they heard.

c. Experimenting

Experimenting stage provides activities to let the students trying something new and implement what they have observed. In this stage, the students ask to find the situation from dialogues which they heard.

d. Associating

Associating stage provides the students in a deeper information and tasks related to the topic. In this stage, students ask to find the expressions and the responses from each dialogues.

e. Communicating

In this stage, students will practice what they have learned. In this stage, the teacher will ask the students to make a dialogue in pairs related to expression that they have learned. And practice the dialogue in front of the class. This stage forces the students a lot to speak. After practicing, the students will have reflection section which content of some statement to measure the students' achievements in learning the topic.

4. Validating by Experts

The developed media firstly was judged by experts in order to make sure the quality of the product.Content validation and media validation were those 2 kinds of validation in experts' questionnaire. In Content validation included 4 aspects, they were: material aspect, process aspect, content aspect and layout aspect. In media validation included 4 aspects, they were: design aspect and development aspect. For the first expert was English Lecturer in State University of Medan, Dr. Anni Holila Pulungan, M.Hum and the second expert was Octaviana Sembiring, S.Pd as English Teacher in SMKNegeri 7 Medan.

5. Revising

There were some critics and suggestionsgiven by experts.

a)   Dr. Anni Holila Pulungan, M.Hum. suggested as follows;

The activities inside of he worksheet must be varies in relating to interpersonal texts.

b)   Octaviana Sembiring, S.Pd. suggested as follows;

The digital worksheet is good and appropriate in order to enchance student's listening skill. The digital worhhsheet can change the atmosphere in learning-teaching process. Students can enjoy the learning process with the assistance of media. Overall, the digital worksheet is appropriate to support the learning process.

6. Final product

For the final product, the worksheet needed to be revised by the experts. After the digital worksheet had been revised, the final product had been completed. The final product are attached in the Appendix H. The final product then administered to the *Wizer.me*. Moreover, it had already based on the students' needs and appropriate to be used in learning process in order to enhance and develop the students' active participation and achievement.

B. Discussion

The aim of this study was to find out the students' need in order to develop the appropriate listening students' digital worksheet for the tenth grade students of SMK Negeri 7 Medan. The developed digital worksheet was appropriate for the tenth grade students of Vocational school and related to the students' interest based on their needs analysis. One of the way to improve the students' learning motivation could be analyzing their needs based on their interest. It was intended to develop their ability and skill in learning English, especially listening skill. The findings of this study showed that the students need more motivation to learn English subject and an attractive media could motivate them.

There were some phases in the designing digital worksheet based on Gall, Borg and Gall (2001:69) in this research. The first step is gathering the data and information which used need analysis. Need analysis is the basis criterion in conducting this research. It was conducted by distributing the interview with the English teacher and the questionnaire to the 36 students of Grade X for Hospitality Major. The questionnaire included about the ability of listening skill, their interest towards studying students' digital worksheet, and their needs towards listening activity that would be designed.

After getting the students' need and interest, the reseacher did the next phase which is analyzing the data. In this phase, syllabus was needed to be analyzed to list competencies of design a students' digital worksheet which are suitable to the listening material. In this case, the reseacher chose the topic about interpersonal text.

After finding the suitable competencies and materials that will be designed in the digital worksheet, the researcher developed the digital worksheet by using *Wizer.me* platform. This digital worksheet was completed withmaterial and activities which were designed based on the five stages of scientific approach, which is observing, questioning, eksperimenting, associating and communicating. Every stages have worksheet or activity. There were 15 worksheets that have been designed by the researcher in the Wizer.me platform.

After finishing writing the first draft of the worksheet, the next step was evaluating the students' digital worksheet. The students' digital worksheet was done

by distributing digital worksheet evaluation or expert judgement questionnaire to the expert. The expert judgement questionnaire covered four aspects which were appropriateness of the content, language, presentation and graphic. The result of the expert judgement were then used to revised the first draft and developed the final draft of the digital worksheet.

Based on the research finding regarding to the target needs and learning needs of the students and the result ofthe expert judgement, the English listening digital worksheet developed in this research was considered appropriate to be used for teaching listening skill to the students of Vocational School, SMK Negeri 7 Medan Grade X for Hospitality Major.

V. CONCLUSIONS AND SUGGESTIONS A. The conclusions

After analyzing the data, the conclusions are drawn as the following:

Generally, the existing English listening students' worksheet is too rare be given by the teacher. Then, the existing digital worksheet has not been applied yet in the school, in this case SMK Negeri 7 Medan. English listening materials are too general with the needs of Hospitality Major students. In the term topics, they are not suitable with Hospitality Major which is make the students are lack of motivation because they get difficult and confused in learning English.

Students of Hospitality Major need digital-based students' worksheet that preferred by the students. And listening materials which are suitable with their major where the contents used in the course book are relevant and useful in the work situation. There are three units that developed in listening students' digital worksheet for grade tenth studnts of Hospitality Major, they are : Complimenting Others, Congratulations for You and Showing Care.

The design of the digital worksheet is based on scitentific approach which consists of 5 elements of listening materials, they are; Observing, Questioning, Exploring, Associating, Communicating,. In addition, there are glossary and reflection in every last page in each unit. This series of tasks are submitted in Wizer.me platform which can be accesed with students during the learning activities.

B. **Suggestions**

In line with conclusions above, some suggestions are recommended as follows:

1.   It is suggested that the newly developed digital worksheet should be used by the English teacher to encourage students of Hospitality Major to do the listening activities in teaching and learing process that related to their major. It is important to build students' wants to hear english dialogue and students' confidence to speak because it will influence the teaching and learning process

2.   Due to limited time, this research only develops three units of materials for the students. Therefore, it is expected to other researchers to develop English listening digital worksheet for other grades and programs which have the problems with the appropriateness English listening disital worksheet.

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