

## Developing E - Learning Worksheet Based Information Technology For English Learning

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### ABSTRACT

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This article to develop E-Learning worksheets for Tenth Grade English Learning at Vocational High School 1 Ma'arif Metro. The type of research used is research development or Research and Development (R & D). The development model used in the research of this model is the model of Dick and Carey. The result show that the material expert validation show that out of 10 aspects of validation, there are 8 aspects of obtaining a score of 4 while 2 aspects get a score of 3. The total score is 38 with a maximum score of 50. aspect is 3.8 with a percentage of 76%. Therefore the material contained in the media products produced is included in the criteria of good or feasible, in appendix 4. The results of media expert validation show that from 14 aspects of validation, there are 12 aspects obtaining a score of 5 while 2 aspects get a score of 4. The result of Student Validation shows that the total value obtained by students Pretest results is 1,013 with an average score of 67.5 students, the number of students reaching KKM is 10 students or 66.66% in appendix. Therefore the appearance of the media contained in the media products produced is included in the criteria of very good or very feasible.

**Key words:** - Learning Workhseet, Slide Master, Developing E - Learning

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## INTRODUCTION

Education is a process of interaction between teacher and student, the teacher's role is no longer just as a teaching staff on duty just convey the material but as a facilitator, motivator, student guide and mentor. Interactions that occur will encourage the occurrence of the teaching and learning process. Teaching is an attempt to creating conditions or environmental systems that support and allows for the ongoing learning process. There are students who quickly grasp lessons, but there are also students who do not quickly catch lessons, so the teacher must also have a way certain so students can understand the subject matter and can achieve determined basic competencies. There are many factors that influence the success of students in learning, both from

within the student itself and from outside. Factor that is influencing student success in learning include: (1) intelligence students, (2) readiness in student learning, (3) talents possessed by students, (4) students' willingness to learn, (5) student interest, (6) how to present material, (7) personal and teacher attitudes, (8) teaching atmosphere, (9) teacher competence, and (10) wide community (Ephy, 2017). From the description above, the factors that influence student understanding the material presented is the availability of books and media learning that can help students in learning at school.

Sometimes there are still students who cannot understand the material because languages in books that are difficult to understand so they do not arouse interest strong learning for students. Students will certainly be bored with learning monotonous, lecture, there are no variations in methods to make students not active in class, especially when learning related to foreign language English is a learning that can be found in levels education, junior high School, senior high school / vocational high school. Of course, for those who are new to English it is not easy to understand it, so the teacher needs to use certain ways so that students can learn it. By looking at the problem, the developer or researcher makes it steps that are expected to restore the spirit of learning students by developing interesting learning media. The need to develop the creativity of English teachers in managing learning media to improve student learning outcomes. Many methods that can be used by English teachers in improving the quality of learning. The use of E-Learning Worksheet based Information Technology is one way to create an attractive learning environment

With the rapid development of science and technology (IPTEK), especially in terms of the development of communication technology, the learning media used by teachers today are not just conventional learning media in the form of blackboards, pictures, posters. (Wahyunings, Mudiaman, Haryanto, 2014). One example of the media favored by students today is multimedia-based learning media. Multimedia-based learning is a learning activity that uses computers to create and combine text, graphics, audio, moving images (Rasyid, Aziz, Saleh, 2016). Media learning that will be developed is in the form of student worksheets (LKS) Based on Information Technology that is established to make students more interesting and easy to understand with English lessons. In other words, what learning media is less able to be spoken by the teacher through certain words or sentences, or the extraction of learning material can be concretized with the help of learning media, some children are easier to understand what is conveyed by the teacher

As the results of the pre-survey observation, that learning English in Ma'arif 01 Metro Vocational School still does not use audio visual media in order to improve the results of English learning. In accordance with the results of observations of researchers at SMK Marif 1 Metro, various types of learning equipment such as laboratories, multimedia rooms, tape recorders and LCDs are available. But there are only a few teachers who are able and often use the media in learning, one of which is the Tinkom teacher.

Judging from the many educators at the junior level still use the learning framework in the form of manual and have not used Information Technology based learning with slide master. Such conditions make the students pay less attention to the explanation of the teacher, as a result students sometimes do not understand the preparation of materials to be learned later. Using whiteboard media or simply reading the students' learning preparation is less effective because time is wasted taking notes. Teaching materials are very influential on the teaching and learning process in the classroom. Therefore teaching materials are needed that can facilitate students in learning One of which is Student's Worksheet. Student worksheets or student's worksheet are sheets which contain problems and there are also practice questions that must be done by students with teacher guidance for get a subject matter concept. Student worksheets or student's worksheet made to facilitate students in learning a material and train students' thought processes to understand the material.

A number of studies about material development have been done previously; some of them can be of help in developing the English course material in this study. Due to the fact that the researcher could not find any research finding about the developing material for the same skills and area, then the research findings reviewed in this section are limited. As a comparison in this study, the following study has the same research with the authors.

The first research was by Elselia Student Worksheets (LKS) is one of the media learning that is used for teachers in the learning process in class, with the LKS the learning process will feel more interesting and fun and students will more easily understand the material learning. Based on the results obtained during the implementation of the research with the title "Development of Student Worksheets (LKS) with Media Pictures in Accounting Subjects for Class X Vocational Students produce student worksheet products that are suitable for use in accounting lessons (Elselia, 2017). The research has gone through the validation stage by experts material, media experts, subject teachers, individual trials, trials small group, large group trials.

The second research was by Harry, Tatang, Utari (2017) : worksheets contained the activities of observing, questioning, trying, reasoning, and concluding in accordance with the principles of the scientific approach. What if not strategy was applied to the activities of questioning, by changing the data, adding data, or changing the question. The designs of student worksheets consist of three parts.

The third research was Titik, etl (2017). They discussed the teachers agreed Students Worksheet is using as learning facility, able to handle learning difficulty, and increasing learning experience. Some of the experts found that students feel challenging to understand physics material individually, worst teaching methods, unskills students, etc. 248 This study aims to examine the analysis of the development of integrated Science on Student Worksheet using the steps of cooperative methods of Student Teams Achievement Divisions type. The study was conducted using a qualitative approach (Multi-case single-site case study design).

According the reserachs above is used by researchers to add references to worksheet development research based on exposure when research, it is known that the research developed focuses on the development of worksheets. propose to the above research as a guideline in making research, the researcher will conduct research with the title “Developing E-Learning Worksheet Based Information Technology For Tenth Grade English Learning SMK Ma’arif 1 Academic Year 2018/2019.

By using student's worksheet, students can not only facilitate learning the material it is in it but students can also train students' skills in the field of language that is, specifically English as an introduction to study worksheets the student. Analyzing the problem above, can be developed which aims to improve students' ability to provide worksheets to students in English in the tenth grade. Developing E-Learning Worksheet Based Information Technology for Tenth Grade English Learning Vocational High School The Major Of Net Working Computer Technic can be expected to make students' interest in English lessons.

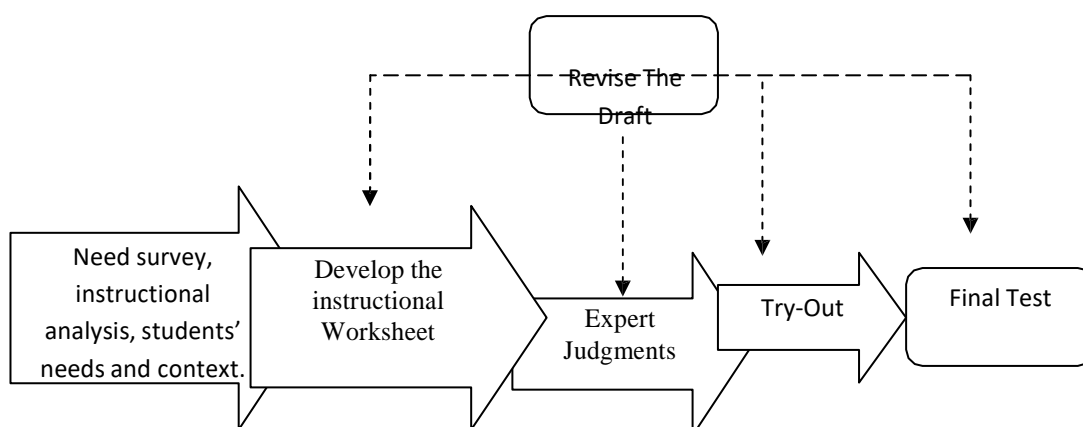
## **RESEARCH METHODOLOGY**

The type of research used in this study was research and development or research (Research and Development). Research and Development is research that is used to produce products certain, and test the effectiveness of these products. Sugiyono (2015) said research and development is a research method

used to produce certain products and test the effectiveness of the product. The subject of this research was the Tenth Grade English Learning of SMK Ma'arif 1 Metro Lampung.

The research procedure was conducted by adopting the model from Dick and Carey. This process has been adopted in order to meet the students' need and to go for the effective research. In the adaptation form of the Dick and Carey model in designing instruction can be seen below.

**Figure 1** The adaptation model from Dick and Carey (2011)



**Table 1** The Stages in this research and development.

No	R & D Parts	Description	Activities
1	Research	Stage 1: Need Survey	Need survey was drawn upon Tenth grade vocational High School 1 Metro Lampung.
2	Development	Stage 2: Developing the instructional material	II. Description of the purpose The goals + objective of English The students' need III. Mapping the material IV. Collecting some existing materials V. Analyzing the collected materials VI. Selecting the analyzed

			materials
3	Research	Stage 3: Validating and trying-out the products	VII. Validating the developed material. The developed material was validated by experts and tried-out to English class. VIII. Try-out the developed
4	Development	Stage 4: Revision	IX. Revision on the validated and tried-out material based on feedbacks gained to produce the final.

## RESULT AND DISCUSSION

The results of this study are to produce a product of learning media on English subjects in Show And Care For Others by using Based Information Technology For Tenth Grade English Learning Worksheets using the Microsoft PowerPoint 2007 program. The target of this media is specifically for teachers including teachers in explaining the material, but students can also use this media. The results of making media are learning media products that can be described;

### 1. Product Results

The results of making the application can be implemented in the form of testing as follows;

#### a) Menu Icon



**Picture 4.15** First page of Worksheet

In picture 4.15 the front page of the worksheet is presented about the title of the worksheet application that explains the learning application.

The results after clicking the menu icon in this application will appear / call the file that has been hyperlinked as follows;



**Picture 4.16** Menu Of Worksheet

In Picture 4.16 after clicking on the menu, the author's identity will appear.

b) Competency Standards And Basic Competencies Icon

Standar Kompetensi/Kompetensi Dasar							
Mata Pelajaran		: Bahasa Inggris					
Kelas/Semester		: X/1					
Satuan Pendidikan		: SMA/MA/SMK/MAK					
Kompetensi Inti	Kompetensi Dasar	Indikator	Materi Pokok	Tuang Lingkup			Alokasi Waktu
				1	2	3	
1. Menghayati dan mengamalkan ajaran agama yang dianutnya 2. Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	1.1 Menyajikan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi trans-	- Memahami pentingnya bahasa Inggris sebagai bahasa pengantar antar antar internasional - Memahami dan menunjukkan perilaku santun dan peduli dalam berkomunikasi - Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam berkomunikasi - Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi					

**Picture 4.17** Competency standards and basic competencies of Worksheet

In picture 4.17 a display will appear that contains the competency standards and basic competencies of the material about Complimenting Showing and Care.

c) Indicator icon

INDIKATOR	
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Satuan Pendidikan	: SMA/MA/SMK/MAK
INDIKATOR	
3.2.1.	Mengidentifikasi struktur teks untuk mengucapkan selamat dan memuji bersayap serta responnya pada teks lisan dan tulis yang tersedia.
3.2.2.	Mengidentifikasi unsur kebahasaan teks untuk mengucapkan selamat dan memuji bersayap serta responnya
3.2.3.	Mengidentifikasi fungsi sosial ungkapan-ungkapan yaitu mengucapkan selamat dan memuji bersayap.
4.2.1	Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk memuji bersayap.
4.2.2	Memperagakan percakapan yang telah disusun di depan kelas
Mengetahui Kepala Sekolah	..... Guru Mata Pelajaran

Picture 4.18 Indikator Of Worksheet

In picture 4.18 namely the display of indicators, in this section the teacher can explain the various competencies that must be mastered by students and then explain various indicators of learning success.

d) RPP icon

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Satuan Pendidikan	: SMK N5
Mata Pelajaran	: Bahasa Inggris (Wajib)
Kelas/Semester	: X
Tahun Pelajaran	: 2018/2019
Alokasi Waktu	: RPP (4Pertemuan)
<b>A. Tujuan Pembelajaran</b>	
1. Menangkap fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya.	
2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
<b>B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)</b>	
<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.2	3.2.1. Mengidentifikasi struktur teks untuk mengucapkan selamat dan memuji bersayap serta responnya pada lisan dan tulis yang tersedia.
	3.2.2. Mengidentifikasi unsur kebahasaan teks untuk mengucapkan selamat dan memuji bersayap serta responnya.
	3.2.3. Mengidentifikasi fungsi sosial ungkapan-ungkapan untuk mengucapkan selamat dan memuji bersayap.

Picture 4.19 Lesson Plan of Worksheet

In picture 4.19 it contains the teacher's learning plan both basic competencies, indicators of achievement of competencies and learning objectives and for User can understand the concept map of learning material.

e) Syllabus Icon

**SIILAH S**

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/1  
 Satuan Pendidikan : SMA/MA/SMK/MAK

K1	K2	INDIKATOR	Materi Pembelajaran	Kegiatan Pembelajaran	Teknik Penilaian	Penilaian (Materi Pembelajaran)	Alokasi Waktu
1	2	3	4	5	6	7	8
K11	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	34x45
Mengungkap dan mengungkapkan isi teks fungsional, khususnya undangan, undangan paksa, undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar, undangan resmi dengan pengantar, undangan resmi dengan pengantar	1.11 Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar	1.11 Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar	Teks dan Struktur deskripsi: Sifat dan penggunaan informasi	Melala dalam dan menya jawab, serta di dalam undangan undangan undangan jati diri	2.1.1.2041.42 - Tes - Tes tulis - Tes lisan - Tes tertulis - Tes lisan - Tes tertulis - Tes lisan	1. Bahasa-bahasa undangan paksa resmi (10/10/10) 2. Script undangan paksa resmi yang relevan yang relevan	
2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	2.1.1.2041.42	34x45
Mengungkapkan dan mengungkapkan isi teks fungsional, khususnya undangan, undangan paksa, undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar	1.11 Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar	1.11 Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada undangan paksa resmi, undangan resmi, undangan resmi dengan pengantar	Teks dan Struktur deskripsi: Sifat dan penggunaan informasi	Melala dalam dan menya jawab, serta di dalam undangan undangan undangan jati diri	2.1.1.2041.42 - Tes - Tes tulis - Tes lisan - Tes tertulis - Tes lisan	1. Bahasa-bahasa undangan paksa resmi (10/10/10) 2. Script undangan paksa resmi yang relevan yang relevan	

Picture 4.20 Syllabus of Worksheet

In picture 4.20 it contains the learning syllabus of class X in Complimenting Showing and Care in semester one. Syllabus is a guideline in the course of learning.

f) Annual Program Icon

**Program Tahunan**

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/1  
 Satuan Pendidikan : SMA/MA/SMK/MAK

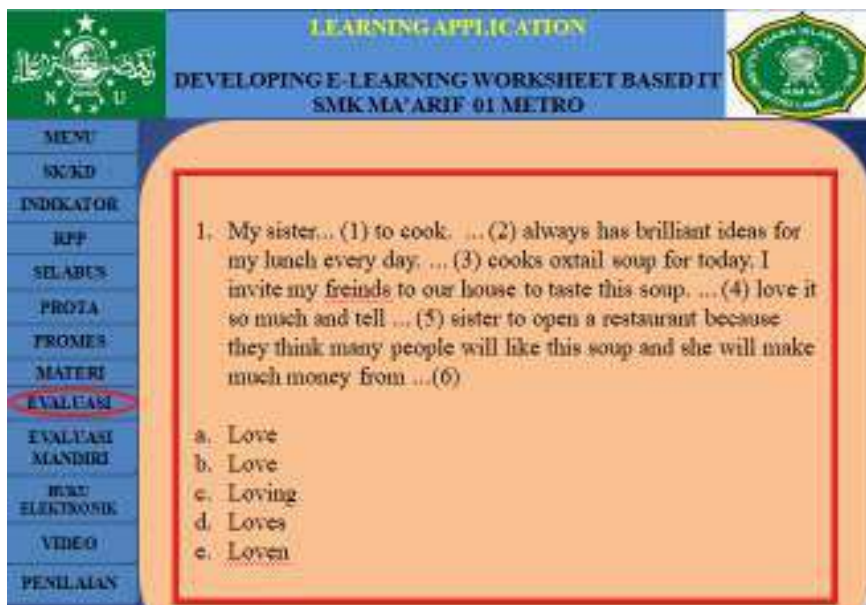
Semester	No	Materi Pokok/Kompetensi Dasar	Alokasi Waktu	Keterangan
1	1.	<p><b>This is me</b></p> <ul style="list-style-type: none"> <li>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya</li> <li>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended), serta responsnya, sesuai dengan konteks penggunaannya</li> <li>Menangkap makna pemaparan jati diri lisan dan tulis</li> <li>Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespons pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> <li>Menyusun teks lisan dan tulis untuk mengacapkan dan merespons puji-pujian bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>	24 JP	
	2.		24 JP	

Picture 4.21 Annual Program of Worksheet

In picture 4.21 the slide contains an annual program in the curriculum 2013 and Class X.

g) Semester Program Icon





Picture 4.24 Evaluation of Worksheet

In picture 4.24 which contains the use of tests on this learning media, it is done by selecting one of the answers consisting of 5 answer choices in this test, there are 15 questions.

j) Independent Evaluation Icon



Picture 4.25 Independent Evaluation of Worksheet

In picture 4.25 it contains about independent evaluation in which students choose one of the most correct answers, at the end the overall score of students will be presented so that it facilitates the assessment process that will be done.

k) Electronic Book Icon



**Picture 4.26** Electronic Book of Worksheet

In picture 4.26 it contains the student textbooks that have been moved in pdf format making it easier for students to find the material needed.

l) Vidio Icon



**Picture 4.27** Vidio of Complimenting Showing and Care

In picture 4.27 it contains videos related to Complimenting Showing and Care material, so that students more easily understand the material.

m) Icon Rating

LEMBAR PENILAIAN KETERAMPILAN PENILAIAN PRODUK					
Nama Produk : .....					
Nama Peserta Didik : .....					
No	Aspek	Skor			
1	Perencanaan Bahan	1	2	3	4
2	Proses Pembuatan				
	a. Persiapan Alat dan Bahan				
	b. Teknik Pengolahan				
	c. K3 (Keamanan, Keselamatan, dan Kebersihan)				
3	Hasil Produk				
	a. Bentuk Fisik				
	b. Bahan				
	c. Warna				
	d. Pewangi				
	e. ....				
Total Skor					
➤ Aspek yang dinilai disesuaikan dengan jenis produk yang dibuat ➤ Skor diberikan tergantung dari ketepatan dan kelengkapan jawaban yang diberikan. Semakin lengkap dan tepat jawaban, semakin tinggi perolehan skor.					

Picture 4.28 Rating of Worksheet

In picture 4.28 that is about the assessment which will make it easier for the teacher to assess students for the material that has been conveyed.

## 2. Product Test Results

After the product is finished, the next step is to test the product. The testing phase of Information Technology based learning media is carried out in accordance with the design of the development of the Microsoft PowerPoint learning media that is used as described in Chapter III. Testing is done by conducting media validation consisting of learning media experts, user experts, and material experts. Data and suggestions available on the instrument are used as material for consideration for improvement and revision of learning media. Data from validation results from materi experts, expert users and media experts are:

### a. Data Analysis of Material Validation Results

Based on the results of the material expert validation it can be seen the quality of the learning media developed. Validation conducted aims at the material feasibility needed by students. Material validation was carried out by material experts, namely Mr. Suhono, M.Pd, he was a lecturer in the English language education study program at IAIM NU Metro Lampung. Material validation aspects include aspects of graphic format, aspects of content and aspects of language. The maximum score in each indicator is 4. The results of material expert validation are presented in table 4.3.

NO	Keterangan	Skala Penilaian				
		1	2	3	4	5
		SKB	KB	CB	B	SB

**ASPEK FORMAT GRAFIS**

1.	Pada halaman utama				√	
2.	Kesesuaian Format Font				√	
3.	Pada materi yang disajikan				√	
4.	Pada format evaluasi			√		
5.	Pada Petunjuk Pemograman			√		

**ASPEK ISI**

6.	Kejelasan Petunjuk Pemograman				√	
7.	Kesesuaian Konsep dengan Materi yang disajikan				√	
8.	Kesesuaian SK/KD dengan kurikulum				√	
9.	Kesesuaian soal evaluasi dengan indikator				√	
10.	Ketepatan materi untuk dimediakan dalam LKS berbasis IT				√	
<b>Jumlah Skor</b>				<b>6</b>	<b>32</b>	
<b>Jumlah Total</b>		<b>38</b>				
<b>Skor Maksimal</b>		<b>50</b>				
<b>Rata-Rata Skor</b>		<b>3,8</b>				
<b>Presentase</b>		<b>76%</b>				
<b>Kriteria Penilaian</b>		<b>Baik/Layak</b>				

**Tabel 4.3** Results of Material Expert Validation

Table 4.3 shows that of the 10 aspects of validation, there are 8 aspects that get a score of 4 while 2 aspects get a score of 3. The total score is 38. The results of the validation show the average score of each aspect is 3.8 with a percentage of 76%. Based on table 3.3 validation criteria it is known that the material contained in the media

products produced is good / feasible. Therefore, based on material expert validation, it was concluded that the learning media that had been produced were feasible to be used in the English language learning material Congratulating and Complimenting Others in class X of SMK Ma'arif 1 Metro.

**b. Data Analysis of Media Expert Validation Results**

Before stating the feasibility of interactive learning media using the IT-based Slide Master developed, media products must also be validated first by media experts. Media validation was carried out by Mr. Imam Mualim, S.I, M.Ti, as Tinkom teachers who had backgrounds in accordance with the media developed. Validation by media experts aims to obtain information, criticism, and suggestions so that IT-based interactive learning media are developed into quality products in terms of programming and appearance. Validation aspects include aspects of form and appearance, aspects of navigation buttons, aspects of cohesiveness and aspects of balance. The results of validation by media experts are presented in Table 4.4.

NO	Keterangan	Skala Penilaian				
		1	2	3	4	5
		SKB	KB	CB	B	SB

**Aspek Bentuk Dan Tampilan**

1.	Bentuk dan tampilan simulasi yang mudah dimengerti					√
2.	Ukuran huruf sudah sesuai sehingga dapat terbaca dengan jelas					√
3.	Desain cover yang sesuai				√	
4.	Tata letak yang tidak mengganggu isi dalam LKS					√

**Aspek Tombol Navigasi**

5.	Bentuk tombol navigasi yang sesuai				√	
6.	Kepahaman tombol navigasi mudah					√

	dimengerti					
7.	Ketepatan penggunaan tombol Navigasi					√
8.	Tombol navigasi pada simulasi bekerja dengan baik					√

**Aspek Keterpaduan dan Penekanan**

9.	Petunjuk yang digunakan				√	
10.	Kemudahan kalimat yang digunakan					√
11.	Penggunaan background sesuai denga LKS					√

**Aspek Keseimbangan**

12.	Ukuran tulisan					√
13.	Pengaturan tata letak				√	
14.	Ketepatan dalam pemilihan warna pada tulisan					√

<b>Jumlah Skor</b>					<b>16</b>	<b>50</b>
<b>Jumlah Total</b>		<b>66</b>				
<b>Skor Maksimal</b>		<b>70</b>				
<b>Rata-Rata Skor</b>		<b>4,71</b>				
<b>Presentase</b>		<b>94,2%</b>				
<b>Kriteria Penilaian</b>		<b>Sangat Baik/Layak</b>				

**Tabel 4.4** Results of Media Expert Validation

Table 4.4 shows that 14 aspects of validation, there are 10 aspects obtained a score of 5 while 4 aspects obtain a score of 4. The total score is 66 with a maximum score of 70. The results of the validation show the average score of each aspect is 4.71 with a percentage of 94.2% . Based on table 3.3 the validation criteria are known that the appearance of the media contained in the media products produced is very good or very feasible. Therefore, based on media expert validation, it was concluded that the learning media that had been produced were very feasible to be used in the physics learning material Congratulating and Complimenting Others in class X of SMK Ma'arif

**c. Data Analysis Results of User Expert Validation**

Based on the results of expert validation, users can know the quality of learning media. User expert validation aims to determine the feasibility that will be used for students. User validation is done by Mr. Khoirul Amri, S.Pd, he is an English teacher at SMK Ma'arif 1 Metro. The aspects of user validation include aspects of learning and aspects of content. The maximum score for each indicator is 5. The results of user validation are presented in table 4.5.

NO	Keterangan	Skala Penilaian				
		1	2	3	4	5
		SKB	KB	CB	B	SB

**Aspek Pembelajaran**

1.	Kejelasan petunjuk penggunaan worksheet				√	
2.	Konsistensi antara komponen pembelajaran				√	
3.	Kejelasan sasaran atau pengguna worksheet				√	
4.	Kesesuaian soal evaluasi dengan indikator				√	
5.	Kesesuaian worksheet dengan materi dan indikator				√	

**Aspek Isi**

6.	Kemudahan dalam memahami worksheet				√	
7.	Sistematika penyajian worksheet				√	
8.	Kemenarikan tugas pada worksheet				√	
9.	Tingkat kesulitan soal				√	
10.	Kejelasan kalimat dan kata-kata				√	
11.	Kelugasan dan kejelasan bahasa				√	

12.	Bahasa sederhana dan mudah untuk dipahami					√
<b>Jumlah Skor</b>					<b>44</b>	<b>5</b>
<b>Jumlah Total</b>		<b>49</b>				
<b>Skor Maksimal</b>		<b>60</b>				
<b>Rata-Rata Skor</b>		<b>4,08</b>				
<b>Presentase</b>		<b>81,6%</b>				
<b>Kriteria Penilaian</b>		<b>Sangat Baik/Layak</b>				

**Tabel 4.5** Results of User Expert Validation

Table 4.5 shows that 12 aspects of validation, there are 11 aspects obtained a score of 4 while 1 aspects obtain a score of 5. The total score is 49 with a maximum score of 60. The results of the validation show the average score of each aspect is 4.08 with a percentage of 81.6% . Based on table 3.3 the validation criteria are known that the appearance of the media contained in the media products produced is very good or very feasible. Therefore, based on media expert validation, it was concluded that the learning media that had been produced were very feasible to be used in the physics learning material Congratulating and Complimenting Others in class X of SMK Ma'arif 1 Metro.

**d. Student Validation Test Results**

After validation by material experts, media experts and user experts as well as revisions to the products produced, the next step is to conduct a user test through validating the students. Tests were conducted at the X-1 TKJ SMK Ma'arif 1 Metro class. The trial was conducted on respondents as many as 15 students. Trials are carried out by conducting learning activities. In the initial activity is product introduction. After students understand the product produced, the next step is to conduct learning activities using media as a product that has been developed. The product trial activity was ended by evaluating by giving 15 number questions as contained in the media. After students finish working, then an analysis of the results of student evaluations with English subject teachers in class X-1 TKJ SMK Ma'arif 1 Metro. The data from the trial results to students are presented in Table 4.6.

No	Absen	Pretest	Ket	Posttest	Ket
1.	01	60	Failed	75	Passed
2	02	72	Passed	75	Passed
3	03	70	Passed	80	Passed
4	04	70	Passed	80	Passed
5	05	60	Failed	60	Failed
6	06	60	Failed	70	Passed
7	07	70	Passed	70	Passed
8	08	70	Passed	80	Passed
9	09	70	Passed	90	Passed
10	10	73	Passed	90	Passed
11	11	70	Passed	90	Passed
12	12	73	Passed	80	Passed
13	13	70	Passed	80	Passed
14	14	60	Failed	75	Passed
15	15	65	Failed	60	Failed
<b>Total</b>		<b>1,013</b>		<b>1,155</b>	
<b>Mean</b>		<b>67,5</b>		<b>77</b>	
<b>Maximum Score</b>		<b>73</b>		<b>90</b>	
<b>Minimum Score</b>		<b>60</b>		<b>60</b>	
<b>Completed</b>		<b>66,66</b>		<b>86,66</b>	

**Tabel 4.6** Student Validation Test Result

Table 4.6 is Pretest results data on product trial activities against users or student validation. The data shows that the total value obtained by students Pretest results is 1,013 with an average score of 67.5 students, the number of students reaching KKM is 10 students or 66.66%. The data shows that the percentage of students' learning requirements for pretest results or before users of media products is 66.66%. After the analysis of the Pretest results data is complete, learning is carried out according to the content of the media that has been produced. In the final activity an evaluation was carried out using the questions contained in the learning media. Table 4.4 shows the total value obtained by students after using media products is 1155 with the average value of students reaching 77 and student learning completeness reaching 86.66%. This shows that the results of student tests after using media products are better.

In addition to the increase in student learning outcomes between the Pre-test and Post-test in most students in the class, data collection also involves a questionnaire responses to determine student responses about the use of learning media developed. Based on the questionnaire, most students feel happy, uplifting, easy to remember material and use, and interesting media content. Post-Test evaluation questions are easy to do after using the media.

Based on the results of the student validation test, it is known that the use of computer-based learning media using Slide Master can improve student learning outcomes in English class X in the Ma'arif 1 Metro Vocational High School. The use of this learning media can also make teaching more attractive to students so that it can foster motivation to learn. The teaching material has more meaning and makes students master the teaching goals better. The teaching method also becomes more varied. Theoretically, Information Technology based learning media using Slide Master is able to improve the quality of learning so that it can be a supporter of the theory for subsequent studies related to learning English. The media for learning English as a product of development is stated to have passed the validity test of the user, so it is feasible to be developed or mass-produced to be socialized and applied to learning English in Congratulating and Complimenting Others in class X of Ma'arif 1 Metro.

### **C. Dissemination and Implication**

Learning media products in the form of worksheets that discuss learning material Congratulating and Complimenting Others in class X SMK Ma'arif 01 Metro in the Department of TKJ have been made through a series of research activities that have been through product validation involving material experts, media experts and user experts. This LKS product has also gone through three stages of testing, namely student validation trials.

Based on the results of research by material experts on aspects of graphic format and this content aspect shows that the quality of LKS is included in the criteria "good". The results of the research by media experts on the aspect of appearance, aspects of the navigation buttons, integration aspects and balance aspects showed that the quality of LKS products included the criteria of "very good". The results of research by user experts on aspects of learning and content aspects indicate that the quality of LKS products includes the criteria of "very good". Therefore, researchers can

conclude that this LKS is worthy of being used by students as a media supporting English language learning activities.

Practical implications in this study can also make students learn with new learning media, then motivated to study harder, thus students' English learning outcomes increase. Development of this learning media can also encourage teachers and researchers as prospective teachers to always explore self-creativity in using relevant learning media so as to attract students to learn with an effective, active and pleasant classroom atmosphere. The school can also add insight to develop learning media. The results of this study indicate that media based Information Technology learning can be used in learning to improve student learning outcomes in English.

The next stage of implementation is the stage where the design is realized into a real learning media. The researcher used the Microsoft PowerPoint software to realize the design that was designed. In addition to Microsoft PowerPoint software, researchers also need materials such as sound, animation and text to support the display of media to fit the contents of the material. The procedure for developing Information Technology based learning media products in English subjects is Congratulating and Complimenting Others using Slide Master which is adapted from the development model developed, namely:

1. Establish subjects to be developed
2. Conducting prior research
3. Take videos from the internet that are in accordance with the content of the material and design of the media.

The implementation stages are carried out simultaneously by preparing various materials needed in the production process such as computers or laptops, software, recording material, videos and evaluation questions.

#### **D. Pros and Cons of Products**

The developed worksheet based Information Technology has disadvantages even though it has gone through the stages of validation and trial, and has undergone revisions both from the material aspects and media aspects. Following are the shortcomings of Information Technology based Worksheet products:

1. Lack of Information Technology based Worksheet
  - a. Evaluation questions are still too few, so there is still a need to add more questions in the form of essays that have not been given in the worksheet.

- b. LKS designs can still be made more attractive.
2. The advantages of IT-based LKS
- a. This IT-based LKS can be used to help student learning.
  - b. This IT-based LKS is a hyperlink so it can be done anywhere.
  - c. In this IT-based LKS, there is material and is equipped with videos that can help students remember lessons and have an interest in learning.

Students do not need to correct the final results to see the score because in this IT-based LKS students already know what score is obtained after working on the whole question.

## **CONCLUSION**

In light of the findings and the discussions of the research in the preceding chapter, the researcher draws a conclusion that the developed material based on the research under the Dick and Carey's materials development model was more relevant to the students' need, level and background. This conclusion is derived from the result of analyzing on the need survey, material expert, media expert, user expert, try-out and revision.

Regarding to the result on the need survey as the first stage, it is concluded that the students have not use English Learning Media Using Slide Master based Information Technology.

Subsequently, based on the analyzing data taken from the experts and students Validation, it is concluded that the developed material was quite appropriate with the students' condition. Another supporting data taken from try-out activity of the developed material implied that the students were quite enthusiasm in following the E-Learning worksheet based Information Technology. Furthermore, the students' achievement was statistically improved than before. However, there were some the developed material's content needed to be considered. It can be from the language, the level of difficulties, and the text model. In short, it can be concluded that there were significantly improved toward the students result after using the developed material of E-Learning Worksheet Based Information Technology.

The research has gone through the validation stage by material experts, media experts and user experts and trials on students. From validation and trials, the feasibility of Worksheet can be shown as follows;

1. The results of the material expert validation show that from 10 aspects of validation, there are 8 aspects obtaining a score of 4 while 2 aspects obtain a score of 3. The total score is 38 with a maximum score of 50. The validation results show the average score of each aspect is 3.8 with percentage of 76%. Therefore the material contained in the media products produced is good or feasible.
2. The results of media expert validation show that from 14 validation aspects, there are 10 aspects of obtaining a score of 5 while 4 aspects obtain a score of 4. The total score is 66 with a maximum score of 70. Validation results show the average score of each aspect is 4.71 with a percentage of 94.2%. Therefore, the appearance of the media contained in the media products produced is very good or very feasible.
3. The results of user expert validation show that from 12 aspects of validation, there is 1 aspect obtaining a score of 5 while 11 aspects obtain a score of 4. The total score is 49 with a maximum score of 60. The validation results show the average score of each aspect is 4.08 with a percentage of 81.6%. Therefore the product produced is very good or very feasible to use.

Based on the results of research that show that Information Technology based learning media uses Master Slide is very good or very feasible to use in English learning material Congratulating and Complimenting Others, can be suggested;

1. For Students

Students should be able to deepen their knowledge and skills in the computer field so that they can utilize the available computer media as a good learning tool. Products developed can be used as a source of student learning independently at home, so students can deepen their understanding of the material, especially in the Congratulating and Complimenting Others material.

2. For Teachers

Teachers are expected to be able to take advantage of the effectiveness of using learning media using Microsoft PowerPoint on other subjects. The results of this study are expected to be used as information and input material in determining the types of learning media that will be used on English subjects. The results of the study are also expected to provide convenience for teachers in carrying out English learning activities.

3. For School Agencies

Schools are advised to develop learning media by optimizing the operation of existing computer facilities. The results of research activities can be used as a reference for various school institutions to be able to develop learning media.

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