

**DEVELOPING WORKSHEET TO IMPROVE STUDENTS  
VOCABULARY OF FAJAR HIDAYAH  
ELEMENTARY SCHOOL**

**THESIS**

**Submitted in Partial Fulfillment of  
the Requirement for the Degree  
of “Sarjana Pendidikan” (S1)**

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### DEVELOPING WORKSHEET TO IMPROVE STUDENTS VOCABULARY OF FAJAR HIDAYAH ELEMENTARY SCHOOL

Skripsi Telah Disetujui Dan Dipertahankan Dihadapan  
Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan Dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

Banda Aceh, 23 April 2024

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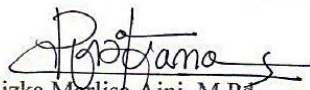
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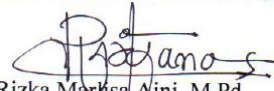
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Yang membuat pernyataan,



## **ACKNOWLEDGEMENT**

Praise to the almighty Allah because of his blessing the researcher is able to finish this thesis with the title Developing Worksheet to Improve Students Vocabulary of Fajar Hidayah Elementary School. Peace and blessing upon or prophet Muhammad SAW who has guide us from the darkness to the brightness, who have being motivation, inspiration and encouragement in order to the researcher could do the final project. This thesis is presented to English Department of Universitas Bina Bangsa Getsempena Banda Aceh as partial fulfillment of requirement for degree of Sarjana Pendidikan (S1).

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Finally, the researcher realized that this thesis is still far from the perfect. Therefore the suggestion and criticism are always welcome to improve the quality of the thesis in the future.

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## ABSTRACT

Darina. 2022. **Developing worksheet to improve students vocabulary of fajar hidayah elementary school**. Skipsi, English Education Department, Universitas Bina Bangsa Getsempena. Advisor I. Dr. Syarfuni, M.Pd, Advisor II. Rosdiana, M.Pd,

This study is aimed to developing students' vocabulary of worksheet as learning strategies to students speaking ability of Fajar Hidayah elementary school. It was conducted to know how to develop a worksheet and students' response about it. The method used in this study was qualitative and quantitative research. The research design of the study was Research and Development. The primary data were data analysis from the questioner that given to the students and the form of expert validation. The model used in collecting the data was 4-D development model, there are: Define, design, develop, disseminate. The result revealed that students need in worksheet are the worksheets can make them happy, understand, motivate to learn, easy, interactive, and comfort. On the other hand, the results of worksheets validation showed that it scored mostly 4 points, indicating its high quality and suitability for students. The assessment covered various aspects, including content completeness, suitability to learning objectives, accuracy of material, language usage, layout design, and more. Overall, the worksheet received a very good average score, demonstrating its effectiveness and appropriateness for student learning.

Keywords: *Developing Worksheet, Vocabulary.*



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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher writes some point that related to the theoretical of study. Those points are background of the study, the research problem, the objective of study, the scope of study, the significance of study, definition of key term and hypothesis.

#### **1.1 Background of the Study**

The purpose of vocabulary is to enable students to understand concepts for which they do not know the words, to acquire more words and to use words successfully for communicative purposes. At the same time, learning vocabulary should be one of the most difficult problems for language learners. Most vocabulary learners have some problems, some students have difficulties in pronouncing, writing and spelling words, choosing the correct meaning of a word, as well as confusion in using contextual vocabulary words. This condition is an interesting topic of discussion especially in relation to the media used in teaching the English language and learning about problem solving. Therefore this study offers e-worksheets as an alternative resource for young learners to use in learning the English language, especially studying . Based on the study of Syakiri (2020), research results show that using words on students' worksheets, game activities can improve their vocabulary. In addition, the functions of e-tables can include animations, videos, images, and some have created a more interactive navigation.

Based on observation there are many difficulties experienced by a student and not even just students but for someone who wants to learn English, especially

vocabulary. Vocabulary is the first foundation for people to feel easier to interact with friends even if they are foreigners. Often the problems faced by students especially in learning English there are various kinds of problems, namely the difficulty in distinguishing words and sentences, and also many students always memorize every day even hundreds of vocabulary words, but they feel a lot of forgetting about the vocabulary they memorize, and one of the biggest problems in vocabulary learning for students SD Fajar Hidayah is the lack of teaching materials or textbooks in vocabulary learning because there are restrictions and laws that govern the making of teaching materials or textbooks themselves.

Vocabulary is one of the important factors in all language teaching, students continually be learning words they learn structure and as they practice sound system. It is important to learn vocabulary because it makes learners is easier to construct or organize ideas in the sentences and process some of the information (Syarfuni:2010). Having enough vocabulary is the basic knowledge of mastery English. This process should precede the application of the vocabulary used both inside and outside the classroom. So, the vocabulary has been mastery by the students have to be able to understand, generalized, and implicated in well communication.

Vocabulary is one of the important aspects that should be obtained by the students' to learn English as foreign language in Indonesia. Specifically, learning vocabularies still exist in many schools. Teachers usually use vocabulary list, definition, written and oral drills, and cards in teaching vocabulary. Studying vocabulary requires much effort. There are several possible ways to introduce the

vocabulary of a foreign language to students. One of them is to use a worksheet (LKS) which is used by learners to learn. In it is also as tool of measuring students' abilities in understanding vocabulary in English. The aims of this research is to know how good students vocabulary mastery at SMPN 1 Losarang, to know how good students worksheet at SMPN 1 Losarang, and to know how the correlation between students vocabulary mastery and students worksheet ( Hasanah, N.R : 2013 ).

Worksheets are a means of supporting the implementation of learning plans that contain information and questions that students must answer ( Prabawati et al., 2019). The advantages of the worksheets that researchers use in this study are worksheets that are tailored to student learning, made with an attractive appearance, worksheets that vary every day (activities are not monotonous), and are adapted to the age level of the children. A worksheet is a learning tool that is used as a complement or support for the learning implementation lesson plan. This agrees with Janah (2020) that success in learning English is how teachers design plans in the learning process, and how teachers bring methods and models or strategies in the learning and teaching process to achieve maximum goals.

According to Naghme Soltanpour (2021), paper worksheets had an extensive effect on young EFL rookies' vocabulary learning. Using worksheets, instructors can create relaxed, challenging, and amusing surroundings so that younger EFL rookies can analyze complicated vocabulary objects through active and multi-dimensional learning. Making student worksheets or ELKPD is to increase the activity of students in the classroom, changing learning conditions to



be student-centered, and assisting teachers in guiding their students to discover English learning concepts. Students can solve problems and have high-level thinking skills because using student worksheets can provide opportunities for them to find information and understand the concept of the material.

Previous research conducted by Dewi ( 2020 ) The purpose of this study was to develop a student vocabulary worksheet based on a scientific approach to writing the descriptive text for seventh graders at SMP Negeri 2 Babalan. This research was conducted using a Research and Development (R&D) design through six stages; information and data collection, data analysis, material design, expert validation, revision, and final product. The results of interviews and questionnaires prove that students need vocabulary worksheets based on a scientific approach in descriptive writing that can help students to enrich their vocabulary. The product has been validated by English lecturers and English teachers with an average score of 4.6. The product is categorized as a “Very good” student vocabulary worksheet for writing descriptive text.

The next research that conducted by Sartika (2019), the purpose of this research is: to develop an appropriate vocabulary worksheet for students at SMK Nautika Palopo. This is Research and Development (R&D) research. This research was conducted following the model by S.Thagarajan, Dhoroty S.Sammel, and Melvyn I. Semmel. The 4-D model consists of four steps. The first step is to conduct a needs analysis by distributing questionnaires to students. The results of the needs analysis are used to develop existing worksheets. Then the material from the evaluation was analyzed descriptively. The products of this study were

three units of English learning materials. Each unit is divided into sections introducing appropriate vocabulary lessons and reinforcement. The input is in the form of written text and is accompanied by several activities such as dialogue in explaining a word. Activities encourage students to be active in class and active in independent learning. The average score of all aspects of the material developed is 4.95 which is categorized as "Very Good". Both research have the same purpose and method, the purposes is to develop worksheet then the method using research and development. But, both research have difference place to research where the first research conduct at SMP Negeri 2 Babalan and the second research at SMK Nautika Palopo. The design also different where the first method used six stages design, the second method used 4-D model. Based on the description above, the researcher wants to conduct research on English Developing students vocabulary worksheets.

## **1.2 Research Problem**

1. How to develop students improve worksheets vocabulary vocabulary?
2. How is the response of students to the development of worksheets ?

## **1.3 Research Objective**

1. The purpose of this study was to find out how to develop students vocabulary of worksheets
2. To find out how students respond to the development of worksheet.

## **1.4 Benefit of research**

1. **Theoretically**

- a. It is hoped that this will be useful as a reference material for further researchers especially those related to the development of participant worksheet education
- b. adding sources of knowledge regarding sheet development student worksheet.

## **2. Practically**

### **a. For writers**

Can increase the authors knowledge in the field of research, and add to the provision of writers to become prospective educators in the world education.

### **b. For educators**

To add new media or alternative learning resources for students educators in the teaching and learning process.

### **c. For students**

To increase knowledge and help students to understand the material in the learning process.

### **d. For schools**

To increase knowledge and develop quality education at school.

## **1.5 Significance of Study**

The study is significant because it can produce better mastery vocabulary when the students always practice English through worksheet. The study also will be helpful for the teacher in each of the learning took place. Further, the result of this research can be used as a reference for those who want to research the English teaching and learning process.

## **1.6 Scope of the Research**

This researcher was conducted for 5 students of Elementary school Fajar Hidayah Aceh. Observing the reality and condition of classroom teaching materials 5 elementary school Fajar Hidayah based on observation, then researcher the materials and the will compose guidelines for developing worksheet. As for the material to be summarized in the worksheet is professions.

### **1.7 Definition of Key term**

Based on the title is “Developing Worksheet Vocabulary of the Fifth Grade Students of Fajar Hidayah. The researcher gives definition as follow:

#### **1.7.1. Vocabulary**

Vocabulary is the basic unit of language form, without vocabulary someone or students cannot to communicative effectively or express ideas. The researcher will develop worksheet vocabulary namely professions : Teacher, pilot, lecture, nurse, policewoman, gardener, carpenter, mechanic, barber, fisherman ,bricklayer, soccer player, chef, firefighter, astronaut, doctor, vet, librarian, singer, soldier and barber.

1.7.2. **Worksheet:** worksheet is tools or something that can help students learn bothindependently and more than that to achieve the desired goals.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The concept of worksheet**

##### **2.1.1. Definition of worksheet**

The worksheet is known as sheets in the form of books or materials that contains the lesson English. Prastowo in Ummul Aufa ( 2019 ) defined the worksheet as a piece of paper with the complete materials and a summary of the student's task and should be related to the necessary competencies. Besides that. Darusman in M.Khairi Ikhsan and Handayani stated that the student's worksheet provides some guidelines for the student to do the activities planned.

Meanwhile, according to Belawati, as quoted by Prastowo, it was stated that LKS is not an abbreviation of Student Activity Sheet, but Student Worksheet. From the explanation, it is understood that LKS is printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students, which refers to the basic competencies that must be achieved. created as a medium for student-centered activity.

The worksheet in this study was also designed to increase students' vocabulary. In using the worksheet, the teacher is required to apply learning methods that are oriented toward student activity, namely interviews, discussions, presentations, and games. Therefore, the teacher's role, in this case, turns into a source of learning, becoming a facilitator. The teacher is tasked with giving instructions on how to use the worksheet and providing examples of vocabulary, vocabulary disclosure, and grammar. Judging from the basis of

cognitive learning theory, the development of worksheet teaching materials is designed so that students can observe and obtain information available in the worksheet in the form of text, audio, pictures, illustrations, and others. This information can be related to the background knowledge they have and their real-life situations, with this concept students, can develop their cognitive structures and acquire new knowledge.

The worksheet presents various alternative purposes for packaging learning materials according to the type/structure of the material to be included in the teaching materials. Based on their purpose, worksheets can be packaged in various forms, including:

- a) Worksheets that help students find a concept
- b) Worksheets that help students apply and integrate various concepts that have been found
- c) Worksheets that function as study guides
- d) Worksheets that function as reinforcement
- e) Worksheet that serves as a practical guide.

Based on the several concepts of material, the researcher states worksheet is tools or something that can help students learn both independently and more than that to achieve the desired goals.

### **2.1.2. Principles in developing worksheet**

There are three principles that should be understood by the people in developing the worksheet. Those are as follows:

- a. Relevancy (correlation), the lesson and the competency standard should have correlation.
- b. Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.
- c. Sufficiency (the students materials should be qualifying to learn that help the student to understand about the knowledge).

### **2.1.3. Kinds worksheet**

Worksheet consist of four kinds. Those are as follows:

- 1) Visual Worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).
- 2) Audio worksheet (non-printed file: cassette, audio disk and so on).
- 3) Audio visual worksheet (Video, movie/film, compact disk and so on).
- 4) A mixed media worksheet (collaborative teaching materials; computer helped instruction, solid disk, web lessons,etc.

### **2.1.4. The purposes of the students worksheet**

The student's worksheet has an essential aim in learning because it is believed to increase knowledge activities and atmosphere, Also, it can help the teachers in teaching their students to explore the concepts in education.

According to Prastowo in Rhonda V. Magee, the student's worksheet has four functions, they are :

- a. As teaching material to assist the students in learning and minimize the teacher's recaps' in teaching.

- b. As the material for teaching to help the students in understanding the material delivered.
- c. As instructional material to provide tasks to practice productively.
- d. To facilitate the process of teaching and learning implemented by the teacher.

## **2.2. Concept of vocabulary**

### **2.2.1. Definition of vocabulary**

Vocabulary is the first thing that must be mastered in any language learning and the basic factor needed to master a language. When someone talks about vocabulary it relates to words; they come from, how they relate to each other and how we use them to communicate. Vocabulary can be defined as "the words that must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Words are instruments to say what someone wants to say in their thoughts, feelings, ideas, desires, dislikes, hopes, and fears.

Vocabulary is the basic thing that needs to be acquired and applied properly. In every aspect of communication, vocabulary has a crucial term to deliver the exact meaning ( Master & Castro,2019 ). The teacher should be able to do some need mapping for young learners and be able to give a suitable strategy and approach to maximal. The effectiveness of learning vocabulary by considering the characteristics of the students and being able to manage the classroom as well ( Khusniyati,2020 ).

Vocabulary is the number of words that students know in a language. Vocabulary continues to grow in line with the increase in communication tools.



Mastery of vocabulary is a must for someone who wants to understand reading, conversation, or writing in English. Vocabulary that several tips can be done to help students master vocabulary as follow:

**a. Get to know objects**

The first step in mastering vocabulary is to get to know the people or objects that are around us, starting from the home environment, public vehicles, where we live, and so on. In this research, by learning science while learning vocabulary in English, such as our body parts: Head: head and Hair: hair

**b. Practicing directly**

To make it easier to remember and increase vocabulary, we must practice it directly in conversation is the most effective way to remember vocabulary as well as facilitate speaking. By learning science at Fajar Hidayah Elementary School on the subject of human and animal body movements, researchers will directly practice the functions of human and animal limbs by speaking English.

**c. Memorizing in groups**

Make in groups of four or five people. Then memorize the vocabulary every day together. And then the memorized vocabulary such as human body parts and their functions, the researcher will make a display of the memorized vocabulary, then will be posted in the classroom so that. In this way, the vocabulary that has been memorized will be more durable and not easy to forget.

The language vocabulary has always changed and grown. New words have been devised or derived from the people to make life becomes more complex. vocabulary has a vital part of a well-communicated foreign language. Teaching

or learning vocabulary, requires a necessary amount of hard work and dedication, to learn vocabulary is not as easy to learn words in a specific language. It involves lots of practice and repetition to focus more on it.

### **2.2.2 Type of vocabulary**

Harmer divides vocabulary in two types of vocabulary, namely: active vocabulary and passive vocabulary. Active vocabulary refers to vocabulary that the students have learned and which students will recognize when they meet them but which will probably not be able to produce. Good divides vocabulary into four kinds, they are:

- a. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
- b. Writing vocabulary refers to words that commonly use in writing.
- c. Listening vocabulary refers to words that commonly use in writing.
- d. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.

Based on the explanation above, it can be concluded that there are many kinds of vocabulary that we can get in four skill of language, namely oral vocabulary, writing, listening, reading vocabulary and also active and passive vocabulary.

### **2.2.3. The important vocabulary**

The vocabulary important stands to demonstrate the school daily in and out. During the class, the students should achieve sufficient vocabulary. Meanwhile, the objective of vocabulary proficiency is to perform a good skill in

language matters. It depends on the vocabulary quality and quantity that they have achieved. The more vocabulary they can get, the better the skill they can grasp in language usage.

Knowledge of vocabulary is required for English language learners to be able to function effectively using the language. Vocabulary refers to either a single word item, word phrases, or word chunks that are necessary to make meaningful use of the language. Despite its unusual importance as the most basic form of utterance, vocabulary is not evaluated as other English-language components such as speaking, reading, writing, and listening. Besides, vocabulary is only and implicitly taught to learners, and vocabulary development is assumed to occur as learners practice other language skills. Hence, it is not a surprise that vocabulary acquisition continues to be one of the areas of concern among English language practitioners, due to the great impacts that it might have on ESL learners.

#### **2.2.4. The concept vocabulary**

Besides that according to Yahya (2014), explains that vocabulary is one of the component of language and that no language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas. Vocabulary as an essential component of all use of language, it would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas.

The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. Vocabulary is one language element that needs to be equipped by English learners. This opinion indicates that vocabulary has the same level as phonology and grammar in supporting the English learning to master a language skill. Mastery of the vocabulary (productive) is usually related to speaking and writing. Because when someone speaks they produce vocabulary, while the mastery of receptive vocabulary is usually related to reading and listening. Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and research. Without an extensive vocabulary strategy for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV.

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simple materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words. Jack C. Richards and Willy A. Renandya states that 3000 to 5000 words is suggested for learners continuing to tertiary education studies. As we know that, before the students know to speak teacher must introduce kinds of

vocabulary to know many things in their environment. So one general thing such as kinds of Animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary or words is one of the components of language and no language exists without words. Without vocabulary we cannot communicate each other, so we have to learn and memorize many vocabulary in order we can speak English well.

## **2.3. Curriculum**

### **2.3.1 Curriculum developing**

Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine, an appropriate syllabus, course structure, teaching methods, and materials and to carry an evaluation of language program that result from these process.

Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning schools or educational system can be planned, measured, and evaluated.

## **1. Curriculum Indonesia**

The 2013 curriculum also has a similar basic with the basic competency of curriculum (curriculum before KTSP) which aims to create the competent and competitive students (Aprillianti:2018). Indonesia Government also said that 2013 curriculum is no something new it is a development from the previous curriculum (KTSP). According to them, in 2013 curriculum there is addition in teaching materials that do not exist in previous curriculum, also the elimination of unimportant, and sustain the relevant one. Furthermore, the education in Indonesia is necessary to formulate a curriculum that emphasize in personal experience through the process of observing, questioning, reasoning, and trying to increase the learners creativity and prior the attitude, knowledge, and skill aspect. By the consideration, Government through Ministry of Education and Culture start the changes in several schools in academic years 2013/2014 at several piloting schools and implement it nationally in 2014. In the implementation of 2013 curriculum for one semester nationally, researcher perceives the importance of doing a research about the implementation of the curriculum. The research will be an evaluation for better and also give the readers important information about the sustainability of 2013 curriculum in Gowa. In this research, Gowa, one of regency in South Sulawesi, is elected regency by the research because Gowa is the regency that sustain implementation of 2013 curriculum after the decree of ministry of education (Permendiknas) chapter 160 in 2014 decide that there are two curriculums that use in Indonesia. KTSP and 2013 curriculum.

The term of curriculum is open to a variety of definition; in its narrowest sense it is synonymous with the term syllabus. It contains of what is to be taught, in the wider sense it refers to all aspects of planning, implementation and evaluation of educational program, the why, how and how well together with what of the teaching-learning process. English, as one of the subject the student have to learn has its own curriculum. There are some factors which influence the curriculum development of English, among others are the objective, the teaching materials and media, class procedures teachers conduct of teaching and learning process (techniques), facilities of the learning process, students' exposure to English, students' opportunities to use English, the English proficiency of teachers, the Teachers' knowledge and practice of teaching, and so on.<sup>12</sup> Based on the curriculum that applies in the SMK Nusantara Utama Palopo is 2013 Curriculum.

### **2.3.2. Models Developing**

#### **1. 4D ( four-D )**

4-D design model is a developing of equipment learning model. This model is developed by S.Thagarajan, Dhoroty S.Sammel and Melvyn I Semmel. The research and development model of the 4D model consists of four stages, namely: Define, design, develop, disseminate Thiagarajan ( Sugiyono, 2019: 37 )

##### **a. Define**

The aim of this step is to determine and to define the requirements that begin by analyse the purpose of the limitation of the developing materials. In

developing in learning materials, 4-D include of four step, a) analyse the curriculum, b) analyse the students, c) analyse the course or the materials, d) formulate the aim of learning.

#### b. Design

The aim of this step is to prepare the prototype of the learning equipment. Design consist of four steps, a) compose the test, b) choosing media, c) choosing the format, d) first design program.

#### c. Developing

The aim of this step is to produce learning equipment that have revision by the suggest of the experts. Developing consist of two steps, a) validation of equipment by the experts follow by revision, b) limitate treatment with the real students. The result of this step is used as a basic of revision.

#### d. Disseminate

This step is a step of using the learning equipment that has developed in a large scale, such as in other class, other school or other teacher.

## **2. Hannafin and pack**

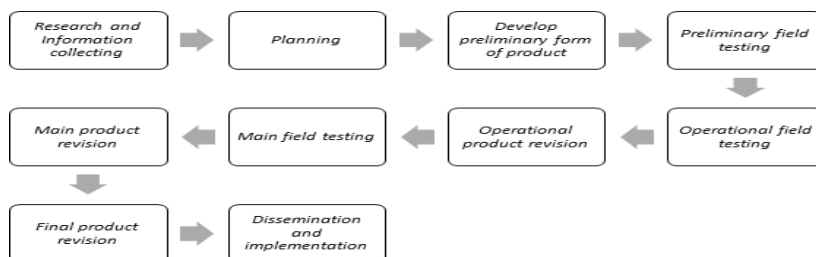
The Hannafin Peck design model is three phase process. In the first phase a need assessment is performed. This phase is followed by a design phase. In the third phase, instruction is developed and implemented. In this model, all phases involve a process of evaluation and revision.



*Chart 2.1. design model of Hannafin and peck*

### 3. Borg and Gall

The style of developing worksheet is consist of ten step: 1) research and information collecting (review of literature, classroom observation and preparation of report of state the art), 2) planning (defining skill, stating objectives, determining course sequence and small scale feasibility testing), 3) develop preliminary form of product (preparation of instructional materials, hand books and evaluation devices), 4) preliminary field testing (conducted in from 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analysed), 5) main product revision (revision of product as suggested by the preliminary field test result, 6) main field testing, 7) operational. product revision, 8) operational field testing, 9) final product revision, 10) dissemination and implementation.



***Chart:2.2 Design model Barg and Gall***

**4. ADDIE**

This model of developing product is stand for five words. They are: Analysis (needs, requirement, tasks and participants' current capabilities), Design (learning objectives delivery format, activities, and exercises), Development (create a prototype, develop course materials, review, pilot session), Implementation, tools in place and observation), and Evaluation (awareness, knowledge, behaviour, and result).



***Chart: 2.3 Design model ADDIE***

**5. Dick and Carry design model**

This design model was developed by Walter Dick and Lou Carey. This design model is consist of several procedure:

- a. Identify the aim. The first step in this design model is to decide what the students want.
- b. Instructional analyse. After identify the aim of the learning, the next step is to decide what is the study type that need by the students.

- c. Identify the character of student. When we analyse the skill that the student need, we need also know what skill that the student have.
- d. Formulating that aim. In this step the research should formulate a statement about what should student do after finishing the learning process.
- e. Developing the reference task. The developing of the reference task is based on the aim that have formulate.
- f. Developing learning strategy. Based on the information in previous steps, this step will identify what should we use to reach the final purpose.
- g. Developing or instruction choosing. This step is use strategy to produce some instruction such us student instruction, learning materials, test and teacher escort.
- h. Design and formatif evaluation. Evaluating is used to collect the data that use to identify how to develop the instruction.
- i. Speaking the equipment. The result of the previous steps is a base of speaking the equipment. The next result will validate and will be treat in classroom.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Model of Development

In this research using the method *Research and Development* (R & D) is research method which can be used to produce a certain product, and test the effectiveness of the product (Sugiyono, 2018 ). To be able to produce products certain research is used that is needs analysis and to test the effectiveness of product so that it can function by students. Products that developed by research is a students worksheet learning English vocabulary in Class V at Fajar Hidayah Aceh Elementary School. Students worksheet can be used for teaching materials teacher or as a learning resource was tested the feasibility of the material and media aspects of student learning sheet worksheet that has been developed.

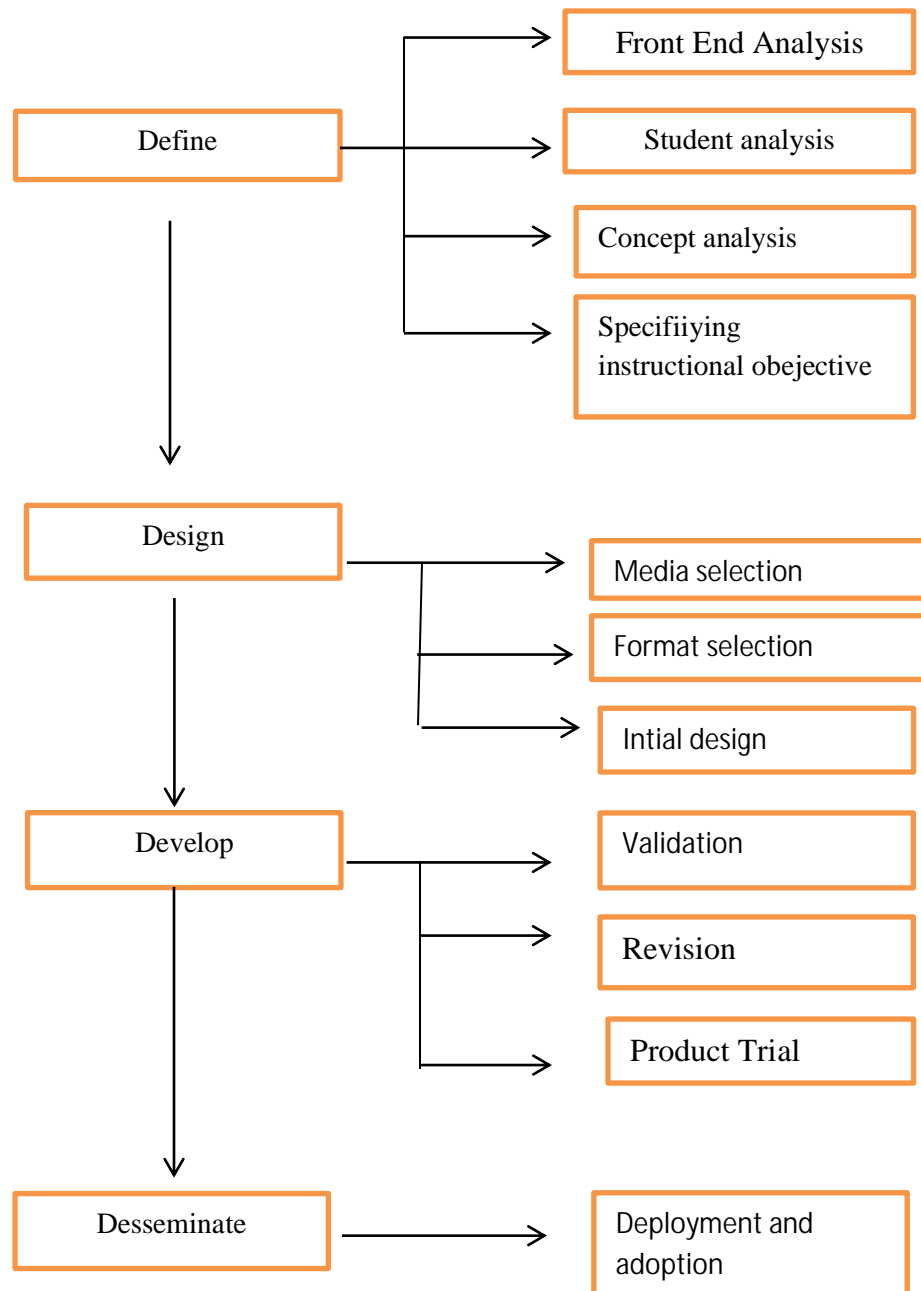
In this development research the researcher used the 4D ( four-D ) model in developing student worksheets developed by Thiagarajan ( in The book Tatik and Edi, 2017 ). The four-D model consists of four stages, namely define stage, design stage, develop stage, and disseminate stage.



3.1. Procedures of Development model 4-D

#### 3.2 Procedures of Development

Based on the description above, the steps are taken in this research and development in the conditions of the research and development model 4-D development model as shown below.



***Chart: 3.2 .Procedures of Development model 4-D***

The research and development uses four stages for development research. Research and development steps undertaken to produces the following products:

### **3.2.1 Define**

The purposes of this defining stage is to define and define learning needs by analyzing objectives and material limitations. At this defining stage there are five steps that must be followed is carried out as follows.

#### **1. Front End Analysis**

Front-end analysis is carried out by conducting interviews with educators to identify and determine the basic problems faced in learning. Based on the results of observations made by researchers, it is known that there are very few student training activities implemented in grade 5 elementary school teaching English. just do note-taking activities at every English lesson meeting. This shows that students need additional references from educators so that there are exercises to increase students' knowledge and activities to make learning more active and innovative.

#### **2. Student Analysis**

At this stage conduct a study of the characteristics of students as guildelines for designing and developing participant worksheets student so that appropriate student worksheets are obtained student needs.

#### **3. Concept Analysis**

Concept analysis is shown to identify, detail and systematically organize relevant concepts. This analysis is the basis for developing learning objectives.

This analysis is carried out based on core competencies and basic competencies in the profession.

#### 4. Specifiying instructional obejective

At this stage it is shown from the concept analysis to set specific learning goals. The specific learning objectives is the basis for compiling participant worksheet learning tools teach English to improve students learning outcomes and test learning outcomes student.

### **3.2.2 Design**

At design stage in the manufacture of student worksheet products uses paper for learning English Vocabulary this design stage consists for 4 steps including the following.

#### 1. Selection of Media

This media selection activity is carried out to determine the right media to complete the learning material. The media selection process should be in accrodance with the results of the task analysis and the anlysis of the concept and characteristics of the participants educate.

#### 2. Format Selection

Choosing a format in development is meant by designing learning content, learning resources, organizing and designing worksheet content, and creating worksheet designs which include layout designs, images and writing.

#### 3. Initial Design

The initial design was obtained based on the results of the analysis that had been carried out. The initial design in question is an interactive multimedia design before testing.

### **3.2.3 Develop**

The development stage aims to produce worksheets for the profession. At this stage the researcher also carried out a feasibility test/validation of the worksheet product developed with validators, with three expert validators, namely linguist experts, material experts and media experts. After receiving validation from experts, the next step is to carry out revisions according to the experts' input and suggestions.

#### **1. Validation**

The feasibility or validation test functions to see whether the media is valid or not according to certain criteria. This is done by testing the feasibility of the product design by experts (media experts and material experts), as well as receiving suggestions and criticism for reference revisions. The results of this validation are used as improvement material for the perfection of the interactive multimedia being developed.

#### **2. Revision**

The validation data obtained was then analyzed for revision. The revised product is a development and refinement based on the validation results of experts (linguist experts, media experts and material experts) then after that it is tested on students.



### 3. Product Trial

The finished product is made based on advice from experts and educational practitioners, then tested on participants students in learning activities at school. By conducting trials, information can be obtained whether this worksheet is interesting or not.

#### **3.2.4 Disseminate**

After carrying out trials and revisions, the next stage is to disseminate the results of the worksheet development. At this stage, product distribution was carried out directly into the 5th grade at Fajar Hidayah IT Elementary School which had been created by the researcher. The following is an image of the modification to the development of the 4D model which is applied in the worksheet.

### **3.3 Research subject**

#### **3.3.1 Population**

To provide a clear picture of the population the researcher, the authors first take a reference from several definitions of the population according to experts. The definition of the population gives limits to the object under study. According to J. Supranto population is a complete collection of all elements, similar and distinguishable which is the object of research. Sampod Labopitz states that the population is the largest set of other people (units) studied. for example the community, students, and children.

while Sugiyono explained that population is a generalization area consisting of research objects consisting of objects/subjects that have quantity and characteristics. The Population is the area in which you are trying to get information. According to Burns population is an entire group of people or objects or events which all have at least one characteristic one common and must be defined specially and unambiguously ". in this research, the population will be students of SD Fajar Hidayah Integrated Boarding School Aceh.

### 3.3.2 Sample

According to Arikunto (2002), "the sample is part of the population being studied", according to Sugiyono sampling is a way of collecting data by recording or examining only a small part of several many elements that are the object of research. Meanwhile, according to Sugiono, the sample is part of the number and characteristics that are determined by these characteristics. The determination of the sample in this study is to obtain information or information about the thing being studied by examining a portion of the population that has been selected and is considered to be representative of all existing populations. The research sample to be studied is the fourth-grade students of SD Fajar Hidayah IT Aceh. They consist of 18 students.

### 3.4 Location Of The Research

The research was carried out at SD IT Fajar Hidayah Aceh, Blang Bintang kabupaten Aceh Besar. which is located in the Jalan Cot Mon Raya, Blang Bintang, Aceh Besar Regency, Aceh 24416.

Time of Research

The research is conducted on five-grade students of SD IT Fajar Hidayah Aceh Besar. in the academic year of 2022 / 2023.

### **3.5 Data type**

The type of data generated in this study is the form of quantitative data and qualitative.

#### **3.5.1 Qualitative**

Qualitatif data was obtained from critical responses and sugesstions obtained from validator.

#### **3.5.2. Quantitative**

Quantitatif data was obtained from the results of validation sheet scores from media experts, material experts and language experts.questionnaire fro student responses to worksheets and student tes result.

### **3.6 Research Instruments**

The instruments used in this research were observations and questionnaires.

#### **a. Preliminary Study Instrument**

#### **2. Observation guidelines**

Observation guidelines are shown to fifth grade SD/MI educators. Observation guidelines are used to collect data in analyzing student characteristics and the use of worksheets at school. This observation guide is used at the analysis stage.

#### **3. Questionnaire**

Questionnaires were distributed to 18 students regarding professional material and use of worksheets. This questionnaire is used to find out how students and educators respond regarding professional material and the use of worksheets in learning.

#### b. Expert Validation Instrument

##### 1. Assessment Instrument for language Expert

Instruments for linguists are in the form of validation questionnaires and assessment aspects, which are related to the appropriateness of writing and the appropriateness of the language presented in the product being developed. Furthermore, analysis of the data obtained can be used as consideration or input in revising the product to be developed.

##### 2. Assessment Instrument for Material Experts

Instruments for material experts are in the form of validation questionnaires and assessment aspects, namely related to the appropriateness of the content and appropriateness of presentation of the product being developed. Furthermore, analysis of the data obtained can be used as consideration or input in revising the product to be developed.

##### 3. Media Expert Assessment Instrument

The assessment instrument for media experts is in the form of a validation questionnaire with assessment aspects, related to the suitability of learning media graphics, namely contextual learning-based module teaching materials.

#### c. Product Testing Instruments

The instrument for product testing is in the form of a questionnaire to see the attractiveness of products that have been developed and declared feasible by experts. Product testing is carried out by trial.

### **3.7 Data Analysis Technique**

The data analysis technique in this research and development uses a Likert scale. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people. The Likert scale in the form of a questionnaire has 4 answer choices. Assessments by material experts, media experts and educators indicate the suitability of the media included in the table. Then the data becomes a guideline for revising the media that has been developed, then analyzed to determine the suitability of the media.

The total assessment score can be calculated using the following formula

$$P = \frac{\text{total score resulting from data}}{\text{ideal maximum score}} \times 100 \%$$

Information :

P : eligibility percentage

#### **1. Expert Validation Data Analysis**

The validation questionnaire regarding the suitability of materials and design for the product being developed has 4 answer choices according to the content of the question. The suitability data is used to determine the suitability level of the product produced. The following is the assessment score table:

**Table 3.3.**  
**Score assesment of**  
**answer choices**

<b>Score</b>	<b>Answer choices</b>
4	Very good
3	Good
2	Not good
1	Very not good

The scores obtained in the validation questionnaire assessment of material experts and media experts are then averaged and converted into questions to determine the validity and feasibility of the product being developed. Converting scores into statements can be seen in the following table:

**Table 3.4. eligibility criteria**

<b>Persentase (%)</b>	<b>appropriateness</b>
81-100	Very valid
61-80	Valid
41-60	less valid
0-40	Very invalid

Based on the feasibility table, it shows that the product to be developed ends when the media reaches the feasibility percentage in the valid or very valid category.

## 2. Analysis of Product Trial Data

Product trial questionnaires are used to determine the responses of educators and students to the products being developed. Data analysis that used in this step was a descriptive analysis. Data from the questionnaire was a representative from the students' condition. The result of the questionnaire calculated by using the following formula :

$$X = \frac{\sum X}{N} \times 100\%$$

X = value

$\sum x$  = total answer

N = Total students

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This research and development was carried out by the Fajar Hidayah IT Elementary School to see the results of the attractiveness and development of English vocabulary worksheets which had gone through the validation stage by experts. This development uses the 4-D model from Thiagarajan which goes through 4 stages, namely: (1) Definition, (2) Design, (3) Development, (4) Dissemination. The following is an explanation of each stage in detail:

#### **4.1 Research finding**

The research was conducted in May 25-2023 until July 25-2023. Based procedure of development, there are some result in this research as follow;

##### **4.1.1 Define**

In this stage, the researcher carries out the definition stage or finds out what is needed, concepts, evaluation, learning specifications that will be applied later in the worksheet by analyzing as follows:

##### **1. Initial Design**

At this stage the aim is to determine the main problems during the learning process, to find out which existing teaching materials need to be developed. Analysis was carried out at the pre-research stage through interviews with elementary school educators. IT Fajar Hidayah class IV. Based on interviews with educators, it is known that in learning activities, educators have not used



worksheets. They only receive notes and there is a lack of practice so they feel that learning English is boring because there is rarely practice.

## 2. Students Analysis

At this stage, information was obtained that the teaching materials used by students were still not interesting. Meanwhile, the initial analysis of educators in this research is the development of teaching materials in the form of new worksheets which are required by schools as additional references in learning activities and to help students increase their knowledge.

## 3. Concept Analysis

At this stage, the activities carried out are conducting interviews with educators to identify the main concepts being taught, as well as looking in detail at the concepts that must be taught. In this stage, the main parts have been designed and arranged sequentially and in accordance with the Core Competencies (KI) and Basic Competencies (KD).

## 4. Specifiying instructional obejective

At this stage the aim is to combine the results from the previous stages, and then determine the research object. The research object is the basis for preparing and designing the product being developed. From the concept analysis, the learning objectives that must be achieved in English teaching materials have

been obtained in the form of picture-based learning worksheets, so that they attract children's interest in doing the exercises.

#### **4.1.2 Design**

After defining at the define stage, the researcher then carried out the design stage with the following results

##### **1. Preparing the Worksheet Framework**

The worksheet framework contains the display design of the teaching materials, namely:

##### **a. cover section**

This section consists of the front cover of the worksheet, made as attractive as possible to beautify the front page.

##### **b. The contents of the worksheet**

This section is filled with worksheet activities that students will look forward to doing on professional material. This worksheet contains student worksheet exercises, experimental activities and student competency tests

##### **c. closing part**

This section consists of a bibliography and the back cover of the worksheet.

##### **2. designing the contents of the worksheet**

The contents of the worksheet are displayed according to indicators by looking at the core competencies and basic competencies in accordance with the RPP. The content is quoted from clear sources and is in accordance with the textbooks available at the school. The study guide that will be designed is an English vocabulary worksheet because by using this approach students can find problems in everyday life or more contextual ones, so that students can also remember easily because they find it themselves. The material chosen is profession.

### 3. instrument design

The instrument used in this research was a questionnaire. The preparation of this instrument uses a Likert scale consisting of four answer choices, namely 1 (very less valid), 2 (quite valid), 3 (valid) and 4 (very valid). Before entering the development stage, the researcher first evaluates each stage. The questionnaire instrument was modified according to the researcher's needs, by adding contextual aspects. Not only validator questionnaires, there are also teacher response questionnaires and student questionnaires which contain points that have been adjusted so that you can find out how interesting the worksheet is.

#### **4.1.3. Develop**

Development steps that have been carried out by researchers at stage development is as follows:

a. creation of worksheets

the researcher begins to prepare the worksheet, starting with the front cover of the worksheet. The various parts of making this cover can be explained as follows:

1. Opening part

Figure 4.1 Front Cover View of the worksheet




In the opening part, the researcher developed the front cover design using Insert Picture via the Microsoft Word 2010 application and using the Times New Roman font which had previously been conceptualized at the design stage.

## 2. The Contents Of The Worksheet

Figure 4.2. Display Worksheet Contents

**A. READ AND MATCH WORDS AND PICTURES / MEMBACA, MENCOOKAN KATA DAN GAMBAR**




.....

singer      Doctor      postman      Soccer player

chef      firefighter      pilot      Astronaut

Nurse      Teacher

**B. READ ALOUD THE TEXT BELOW**  
*Bacakanlah dengan lantang teks berikut.*




*I am a doctor. I work in a hospital. I help other people get better. I give them medicine. I wear a white coat and use a stethoscope.*

Answer the following questions based on the text.  
 Jawablah pertanyaan berikut ini berdasarkan teks.

1. What profession are we talking about ?  
 .....
2. Where he work ?  
 .....
3. How does he help people ?  
 .....
4. Do you want to be like him ? why ?  
 .....

**C. COMPLETE THE DIALOG IN BELOW / LENGKAPILAH PERCAKAPAN DI BAWAH INI !**



**WRITE ABOUT JOHN, HAIKAL, JINNI AND ROSA**  
 E.G. She wants to be a teacher  
 .....

What do you want to be ?

In the content section, the worksheet was created using Microsoft Word 2010 with Times New Roman font with a font size of 12 pt. The images displayed in the worksheet are taken from the internet and then use the Insert Picture technique.

### 3. closing part

In the closing part, the researcher used Insert Picture via the Microsoft Word 2010 application and used the Times New Roman font which had previously been conceptualized at the design stage.

### 4. Validation

Products that have been designed can be validated and revised by material validators, media validators and language validators. Several aspects that will be assessed by the validator of this worksheet are in accordance with KI and KD, the accuracy and up-to-dateness of the worksheet, as well as encouraging students' curiosity which is assessed by filling out an assessment questionnaire on a scale of 1 to 4. Validators are welcome to provide suggestions regarding the quality of the worksheet in the teaching materials being developed . The validator provides an assessment with several improvements, after improving the last one, it can be declared suitable or valid for use.

#### 1. Material expert

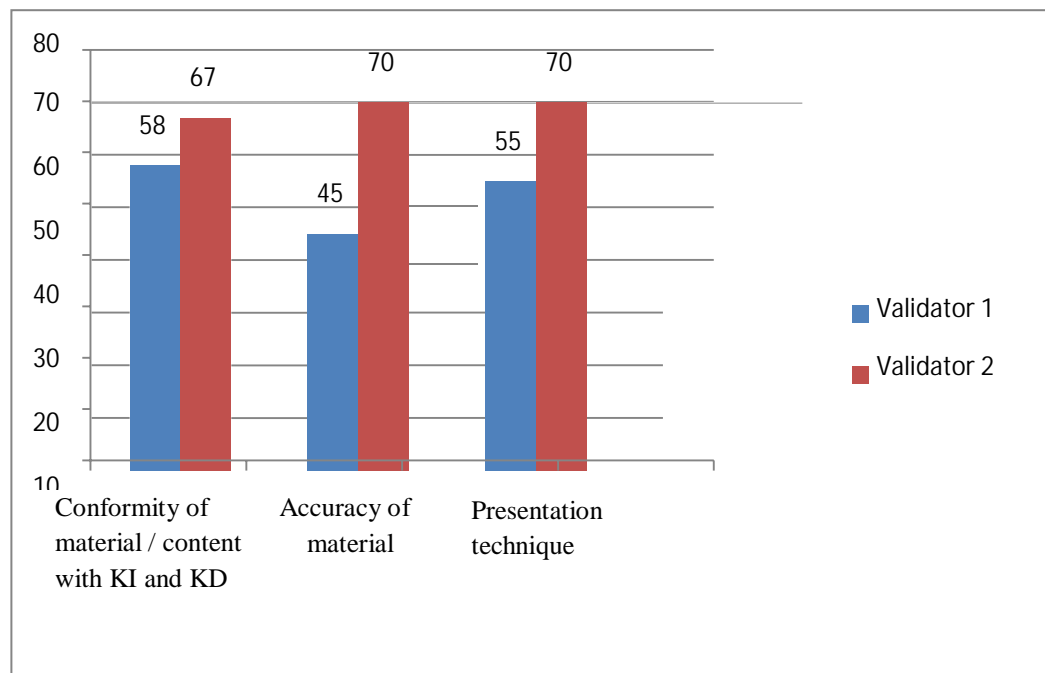
Material expert validation was carried out by Mrs. Regina as a lecturer in English Education at Bina Bangsa University, Getsempena. The following are the results of the validation assessment.

#### 4.1. Table Result of the validation questionnaire assessment by material experts

No	Aspect	Analysis	Validator	
			1	2
1	Conformity of material / content with KI and KD	$\sum \text{score}$	10	
		$X_i$		
		Average		
		criteria	<b>Valid</b>	
			<b>Validator</b>	
			<b>1</b>	<b>2</b>
2	Accuracy of material	$\sum \text{score}$		
		$X_i$		
		Average		
		criteria	<b>Less valid</b>	
			<b>Validator</b>	
			<b>1</b>	<b>2</b>
3	Presentation technique	$\sum \text{score}$		
		$X_i$		
		Average		
		criteria	<b>Valid</b>	

The result score from the material expert validator in assessing the suitability aspect of the material with KI and KD was an average of 63 with "valid" criteria, then for the aspect of material accuracy the result was 58 with "less valid" criteria, then in the presentation technique aspect the result was 63 with "valid" criteria, as well as the contextual nature aspect, a result of 50 was



obtained with "less valid" criteria. The results of material validation in stage 1 can be seen in the following graph:









#### 4.1. Graph of material expert validation result

The graph in the image above shows the results of research by material expert validators on the aspect in the worksheet. Based on the validation results, the worksheet is declared valid, but to make it even more perfect, the appearance of the worksheet is beautified and edited as best as possible. All material validator suggestions and input are presented in the following image.



<p><b>A. READ AND MATCH WORDS AND PICTURES / MEMBACA, MENCOOKAN KATA DAN GAMBAR</b></p>  <p>Below the grid are 10 empty boxes for matching.</p> <p>Below the boxes are 10 words in a jumbled order: singer, Doctor, postman, Soccer player, chef, firefighter, pilot, Nurse, Teacher, Astronaut.</p>	<p><b>Activity 1</b> Read and match words and the pictures / Membaca dan mencocokkan kata dan gambar</p>  <p>Below the grid are 10 empty boxes for matching.</p> <p>Below the boxes are 10 words in a jumbled order: singer, Doctor, postman, Soccer player, chef, firefighter, pilot, Nurse, Teacher, Astronaut.</p>
Before revision	After revision

<p><b>B. READ ALOUD THE TEXT BELOW</b> <i>Bacakan teks dibawah ini dengan lantang</i></p>  <p><i>I am a doctor. I work in a hospital. I help other people get better. I give them medicine. I wear a white coat and use a stethoscope.</i></p> <p>Answer the following questions based on the text Jawablah pertanyaan berikut ini berdasarkan teks</p> <ol style="list-style-type: none"> <li>1. What profession are we talking about ? .....</li> <li>2. Where he work ? .....</li> <li>3. How does he help people ? .....</li> <li>4. Do you want to be like him ? why ? .....</li> </ol>	<p><b>Activity 2</b></p> <p><b>A. Complete The Text Below Based On The Picture / Lengkapi Teks Dibawah Ini Berdasarkan Gambar.</b></p> <p>Hello, my name is Ahmad. I am a . I work in a hospital. My father is a . He knows how to fly a plane. I love my mom. She is a .</p> <p>She is so beautiful and smart. I have one brother. He is ten years old. He has a dream to be an .</p> <p>I also have one sister. She also works in a hospital. But she is not a doctor, she is a . I love my family so much.</p>
Before revision	After revision

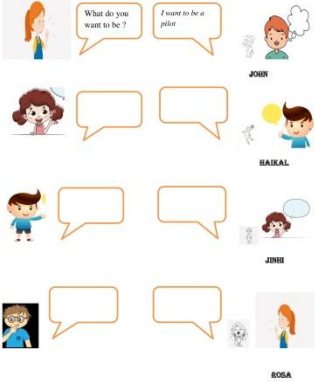

<p><b>C. COMPLETE THE DIALOGS IN BELOW / LENGKAPILAH PERCAKAPAN DIBAWAH INI !</b></p> 	<p><b>Activity 3</b></p> <p><b>c. Complete the dialog in below / lengkapi percakapan dibawah ini !</b></p> 
<p><b>WRITE ABOUT JOHN, HAIKAL, JINNI AND ROSA</b></p> <p>E.G. She wants to be a teacher</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Activity 4</b></p> <p><b>Tell Us About Your Family's Profession In Front Of The Class Based On The Examples Above! (Ceritakan Tentang Profesi Keluargamu Didepan Kelas Berdasarkan Contoh Di Atas!)</b></p>
Before revision	After revision

Image repair image variations

## 2. Media Expert

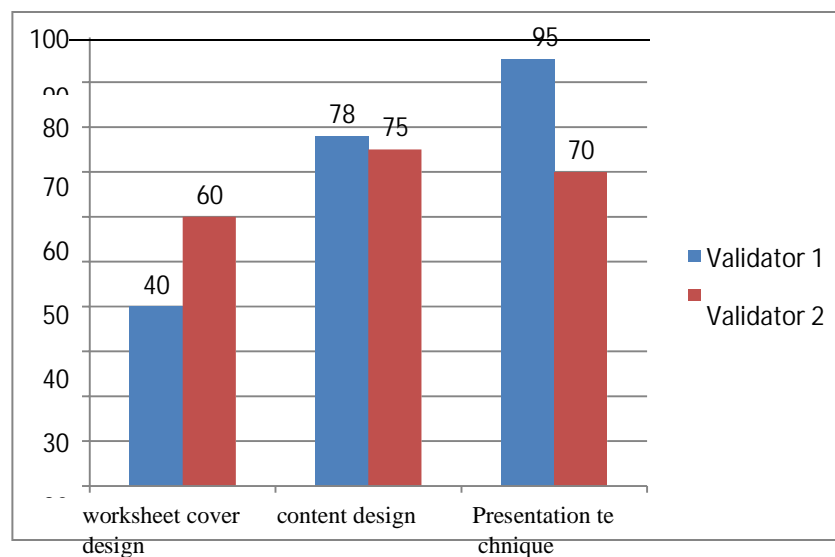
The purpose of this media validation is to assess the appearance of the worksheet from various aspects including: worksheet cover design, worksheet

content design and presentation techniques. Validated by 2 expert validators, namely Mr. Taufik and Mr. Mukhroji, M. Pd as a computer science lecturer at Bina Bangsa University, Getsempena. Media validation results in the following table:

4.2. Table Media expert validation questionnaire assessment result

Aspect	Analysis	Validator	
		1	2
worksheet cover design	$\sum$ score		
	Xi		
	Average		
	criteria	Valid	
		Validator	
		1	2
content design	$\sum$ score		
	Xi		
	Average		
	criteria	Less valid	
		Validator	
		1	2
Presentation technique	$\sum$ scor		
	Xi		
	Average		
	criteria	Valid	

The assessment score from the media validator on the module cover design aspect, the validator gave an average of 77 with the criteria "valid". The suitability aspect of the module content resulted in an average of 76 with "valid" criteria. The presentation technique aspect obtained an average of 82 with the criteria "Very Valid".Media validation is presented in the following graph:



#### 4.2 graph of media expert validation result

The image above shows the assessment of media validators for all aspects. There were differences and similarities in the final results of the validator assessment, seen from the overall scores obtained. Based on the final assessment results, the worksheet is said to be very valid.

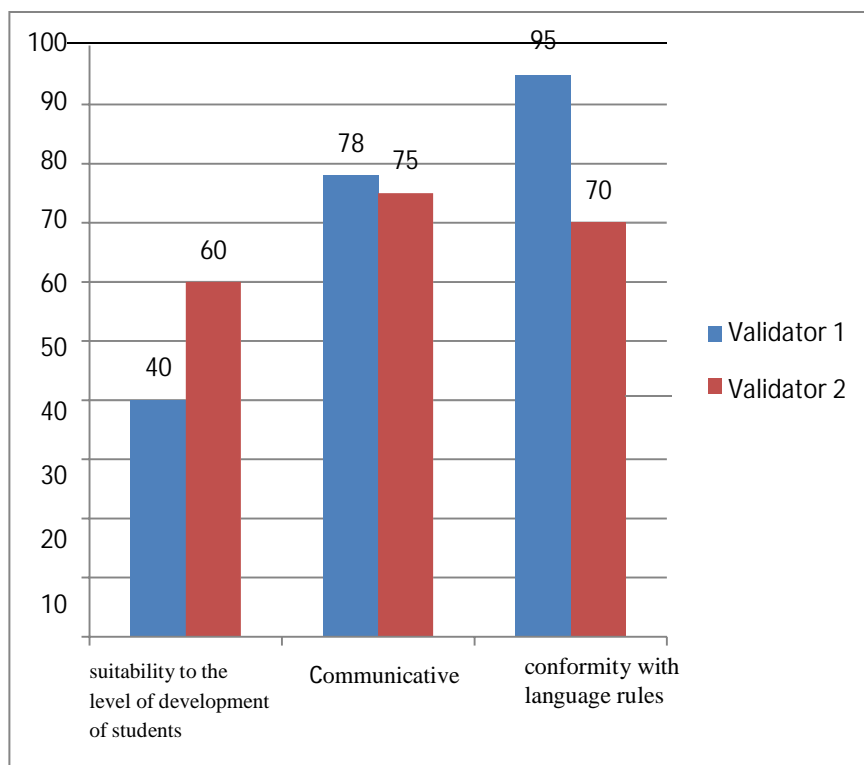
#### 3. language expert

The language expert validators consist of two expert validators, namely Mr. Taufik Akbar, S.Pd.I.Gr and Mrs. Regina Rahmi, M. Pd as a lecturer at the English language education college, Bina Bangsa University, Getsempena. The language of the worksheet is assessed in order to find out how appropriate the language used in the worksheet is. The media validation results are in the following table:

## 4.3. Table language expert validation questionnaire assessment result

No	Aspect	Analysis	Validator	
			1	2
1	suitability to the level of development of students	$\sum \text{score}$		
		$X_i$		
		Average		
		criteria	Less valid	
			Validator	
			1	2
2	communicative	$\sum \text{scor}$		
		$X_i$		
		Average		
		criteria	Valid	
			Validator	
			1	2
3	conformity with language rules	$\sum \text{scor}$		
		$X_i$		
		Average		
		criteria	Less Valid	

The results of the assessment from the straightforward aspect, by language expert validators, obtained an average score of 67 with the criteria "valid". The aspect of suitability to the level of development of students obtained a result of 77 with "valid" criteria. In the communicative aspect, a result of 78 was obtained with the criteria "valid" and in the aspect of conformity with language rules obtained 62 results with the criteria "valid". The results of stage 1 validation are displayed in the graph below:



#### 4.3. graph of language expert validation result

The image above shows the assessment of media validators for all aspects. There were differences and similarities in the final results of the validator assessment, seen from the overall scores obtained. Based on the final assessment results, the worksheet is said to be valid and there is nothing that needs to be corrected.

#### 4. Product Trial

Development testing is the process of evaluating and refining the learning materials and activities in a real or simulated learning environment. This testing phase helps identify any practical issues, technical glitches, or usability concerns that may arise during the actual implementation of the instructional materials.

Development testing allows researcher to assess how well the materials work in practice and make necessary adjustments. It can involve pilot testing with a small group of learners to gather feedback and fine-tune the materials. Development testing ensures that the instructional materials are user-friendly, function as intended, and are free of technical problems.

To define it, the researcher did a test at the fourth-grade students of SD Fajar Hidayah IT Aceh. They consist of 18 students. The result of the test classified into five categories based on criterion evaluation that suggested by Brown (2011:173) as follows: excellent, very good, good, enough, and bad.

Table 4.4 The result of development test

Number of Student	Score	Value	Category
0	90-100	A	Excellent
11	80-89	B	Very good
7	65-79	C	Good
0	55-64	D	Enough
0	0-54	E	Bad

The test was dominated by the 80-89 range, where 11 students got this score which was included in the very good category. Furthermore, 7 students out of 18 students got a score in the range 65-79 and were included in the good category. It is a shame that no student got a score of 90-100. And there were no students who got a score of 0-64.

### 1. The result of student responses

When using a worksheet, a questionnaire's goals for students are complex. It is mostly used by teachers as a tool to learn more about the prior knowledge, preferred methods of learning, and personal objectives of their students. Teachers can adjust the worksheet material to meet the students' current level of comprehension by evaluating the students' past knowledge. Because the questionnaire considers the interests and motivations of the students, it may also serve as a foundation for developing more customized and interesting learning experiences. The input obtained from the questionnaire is crucial for the ongoing enhancement of instructional strategies and the caliber of learning resources. The questionnaire may also be used as a diagnostic evaluation tool to find areas in which pupils might be having difficulty and need further help.

It also aids in establishing precise learning goals and coordinating the worksheet with the expected outcomes for the students. It may also be applied to accommodate inclusive education's accessibility requirements. Finally, it helps track students' development and promotes self-reflection, metacognition, and self-awareness by comparing pre- and post-worksheet questionnaire results. All things considered, the questionnaire is a flexible tool that is essential to customizing the educational process to meet the specific requirements and goals of every student.

To know the students' response about worksheet, the researcher provide 12 question to filled by students.



### 1. The First Question

The first question is about whether students happy or not to follow English learning while using worksheet. Researcher give questioner to 18 students, the further result as follow:

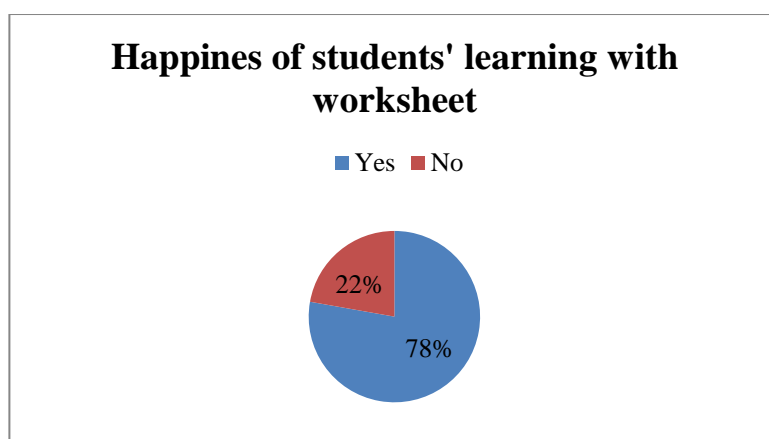


Chart 4.1. Students Happiness

Students' happiness in learning is to create an environment where students not only acquire knowledge but also thrive personally and emotionally. When students are happy, they are more likely to be motivated, engaged, and successful in their educational journey, ultimately leading to positive outcomes both inside and outside the classroom. Therefore, educators and institutions should consider the well-being and happiness of students as integral components of effective education. Based on a questionnaire conducted by researchers with the question "Are students happy while taking part in learning using worksheets?". There were 4 students who answered "no" and 14 others answered "yes".

### 2. The Second Question

The second question is about whether students convenient or not to understand vocabulary in English while using worksheet. Researcher give questioner to 18 students, the further result as follow:

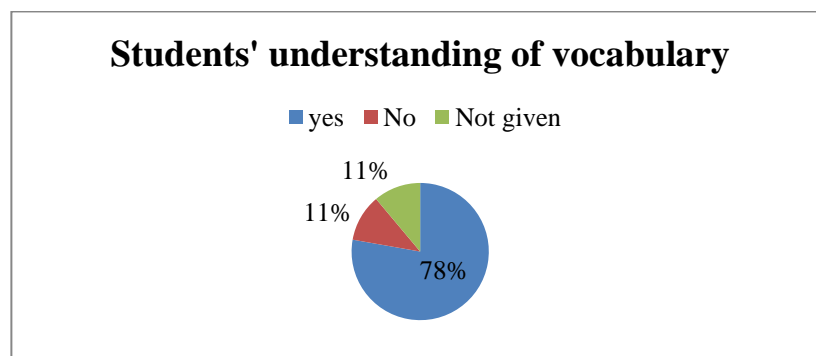


Chart 4.2 Students' understanding of vocabulary

The importance of students' understanding of vocabulary cannot be overstated in the realm of education. A strong vocabulary is the cornerstone of effective communication, reading comprehension, and academic success. When students grasp the meanings of words, they can articulate their thoughts more precisely, engage in meaningful discussions, and express themselves effectively in writing. Based on a questionnaire conducted by researchers with the question "do students easily understand vocabulary in English using worksheets?". There were 2 students who answered "no", 14 others answered "yes", and 2 others did not answer.

### 3. The third questioner

The third question is about students motivation to learn English by applying worksheet. Researcher give questioner to 18 students, the further result as follow:

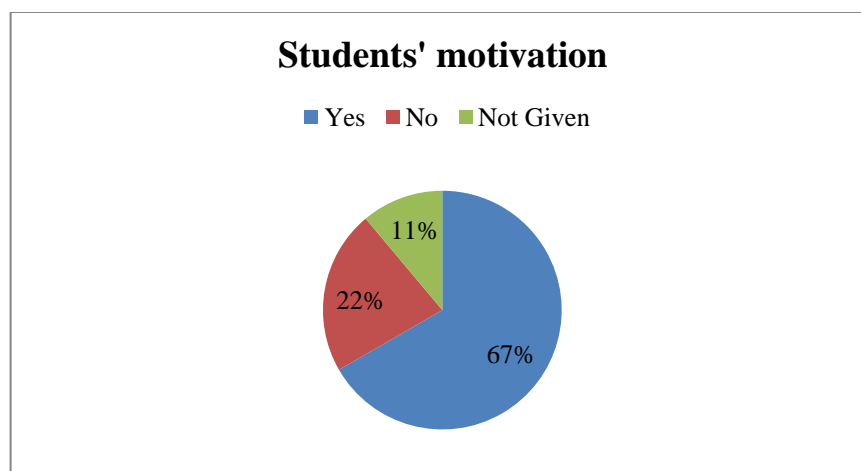


Chart 4.3 Students Motivation

Student motivation in learning is a crucial factor that significantly influences their educational experiences and outcomes. Motivation refers to the inner drive and desire that students have to engage in learning activities, achieve academic goals, and persist in the face of challenges. Based on a questionnaire conducted by researchers with the question "do students feel motivated to learn English using worksheets?". There were 4 students who answered "no", 12 others answered "yes", and 2 others did not answer.

#### 4. The Fourth question

The fourth question is about whether students like to learn vocabulary in English by applying worksheet. Researcher gave questioner to 18 students, the further result as follow:

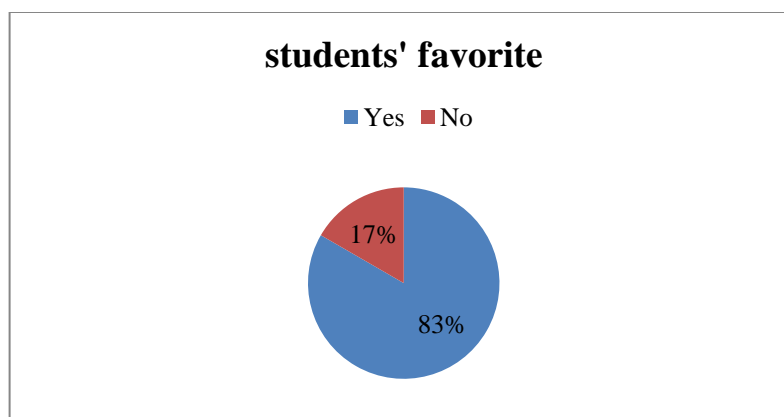


Chart 4.4 Students' Favorite method

Student motivation in learning is a crucial factor that significantly influences their educational experiences and outcomes. It affects a student's approach to learning, academic achievement, and attitude toward learning in general. Students' high levels of motivation should be fostered and sustained by educators, parents, and institutions in order to help them realize their full potential and have a meaningful educational experience. Motivation refers to the inner drive and desire that students have to engage in learning activities, achieve academic goals, and persist in the face of challenges. Based on a questionnaire conducted by researchers with the question "do students feel motivated to learn English using worksheets?". There were 4 students who answered "no", 12 others answered "yes", and 2 others did not answer.

#### 5. The fifth question

The fifth question is about whether worksheet can help students to learn English. Researcher gave questioner to 18 students, the further result as follow:

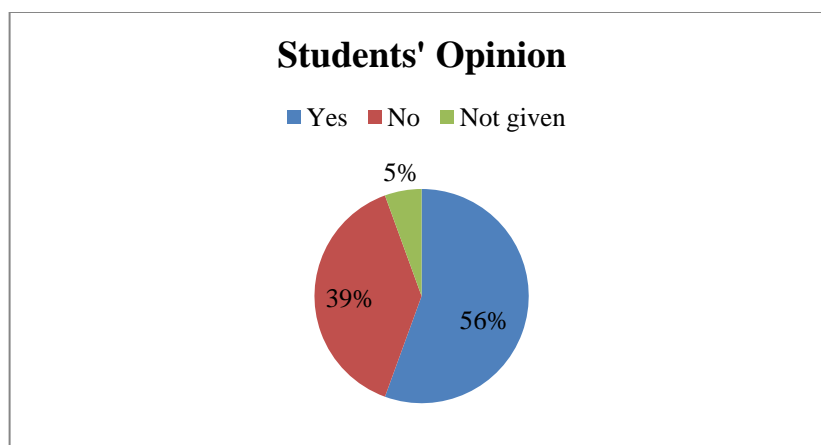


Chart 4.5 Students' Opinion

This part to ask about students' opinion about whether worksheet can increase the vocabulary of student s. Based on a questionnaire conducted by researchers with the question " Do you feel that worksheets can help to enrich your vocabulary?". There were 7 students who answered "no", 10 others answered "yes", and 1 others did not answer.

#### 6. The Sixth question

The sixth question is about whether students easy to remember vocabulary using worksheet. Researcher gave questioner to 18 students, the further result as follow:

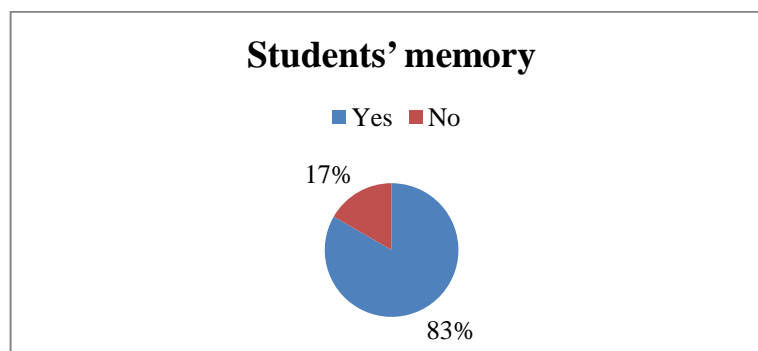


Chart 4.6 Students' memory

This part to ask about students' opinion to memorize the vocabulary using worksheet. Based on a questionnaire conducted by researchers with the question "Do you find it easier to remember new vocabulary from the vocabulary you had when studying?". There were 3 students who answered "no", 15 others answered "yes".

#### 7. The Seventh question

The seventh question is about whether students is given a choice to ask when they don't know materials while using worksheet. Researcher gave questioner to 18 students, the further result as follow:

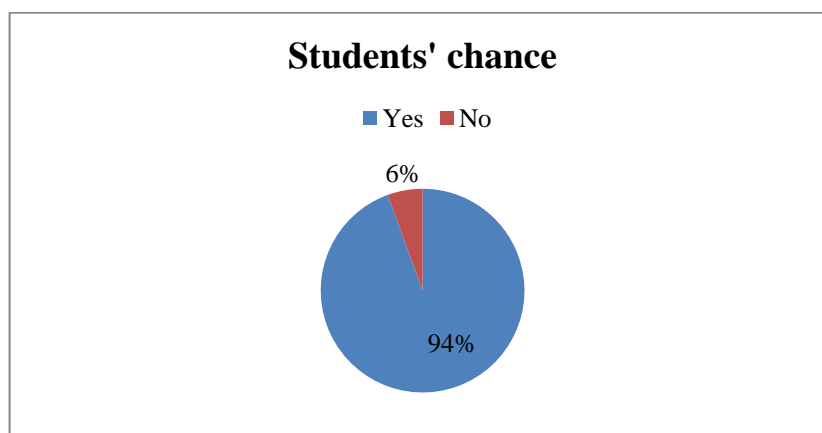


Chart 4.7 Students' chance

This part to ask about students' chance to ask when they don't know about the worksheet. Based on a questionnaire conducted by researchers with the question "Have you been given the opportunity to ask questions when you have

difficulty working on the worksheet?". There were 1 student who answered "no", and 17 others answered "yes".

#### 8. The Eighth question

The eighth question is about whether worksheet can encourage students to be more active in the class. Researcher gave questioner to 18 students, the further result as follow:

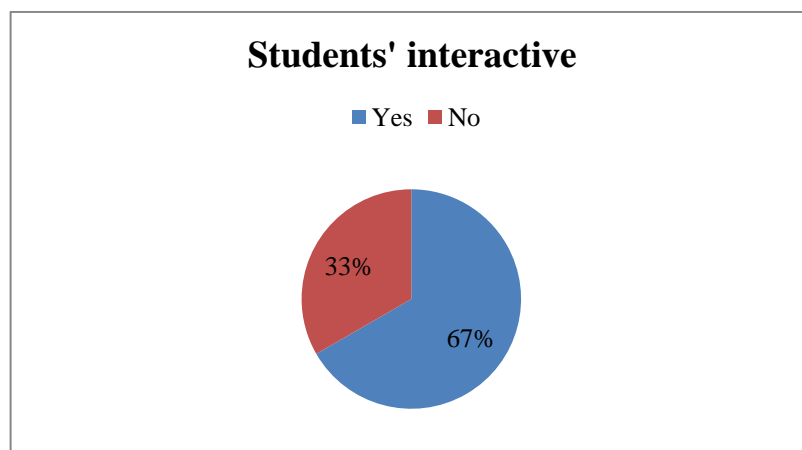


Chart 4.8 Students' interactive

This part to ask students' interactive during learning while using worksheet. Based on a questionnaire conducted by researchers with the question " Have you been given the opportunity to ask questions when you have difficulty working on the worksheet?". There were 6 students who answered "no", and 12 others answered "yes".

#### 9. The Ninth question

The ninth question is about whether worksheet can add students vocabulary or not. Researcher gave questioner to 18 students, the further result as follow:

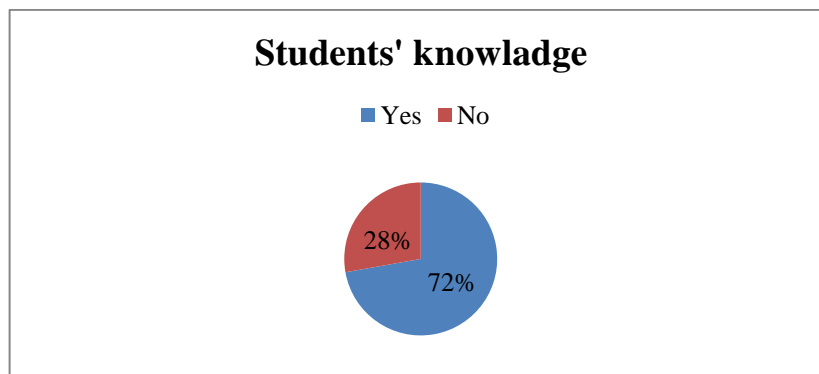


Chart 4.9 Students' knowledge

This part to ask students' vocabulary after using worksheet. Based on a questionnaire conducted by researchers with the question " Do you feel like you have more vocabulary after using the worksheet?". There were 5 students who answered "no", and 13 others answered "yes".

#### 10. The Tenth question

The tenth question is about the strategy of applying worksheet to overcome difficulties in vocabulary. Researcher gave questioner to 18 students, the further result as follow:



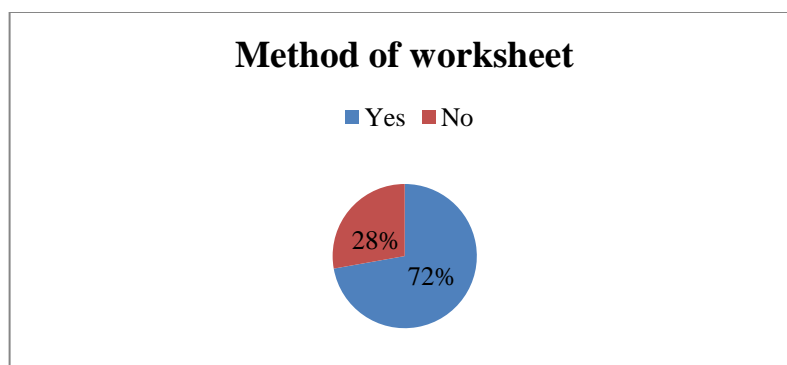


Chart 4.10 Method of worksheet

This part to ask students' opinion about worksheet method to increase vocabulary. Based on a questionnaire conducted by researchers with the question "Do the worksheet strategies applied in learning overcome difficulties in mastering vocabulary?". There were 5 students who answered "no", and 13 others answered "yes". A key component of student-centered learning is incorporating students' ideas and input into the teaching process. It contributes to greater vocabulary growth and language learning by ensuring that teaching strategies are efficient, interesting, and tailored to the tastes and requirements of the students.

#### 11. The eleventh question

The fifth question is about the attractive of worksheet. Researcher gave questioner to 18 students, the further result as follow:

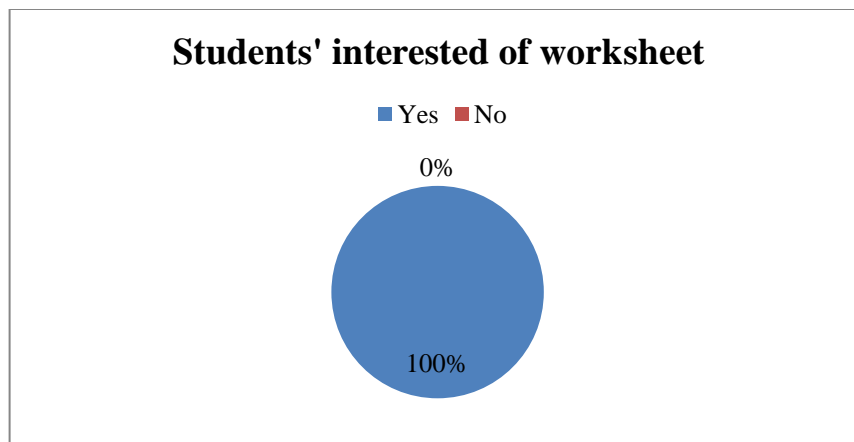


Chart 4.11 Students' interested of worksheet

This part to ask students' interested of worksheet. Based on a questionnaire conducted by researchers with the question "Is the application display of the worksheet attractive?". There were no student answer "no", and 18 answered "yes".

#### 12. The twelfth question

The twelfth question is about students comfortable while doing worksheet in English. Researcher gave questioner to 18 students, the further result as follow:

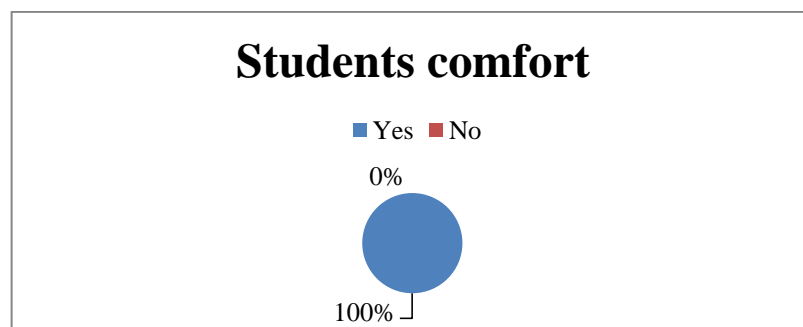


Chart 4.12 Students comfort

This part to ask students comfort while doing worksheet. Based on a questionnaire conducted by researchers with the question “Are you comfortable when doing English worksheets?”. There were no student answer "no", and 18 answered "yes".

#### 4.1.4. Disseminate

Deployment is the phase where the instructional materials are rolled out and implemented on a larger scale. This involves making the materials accessible to the target audience, which included students, teachers, or other learners. Adoption refers to the process of individuals or institutions choosing to use the materials as part of their educational practices. Effective deployment and adoption strategies are essential to ensure that the instructional materials have a positive impact on teaching and learning. This may involve providing training and support to educators, integrating the materials into curricula, and monitoring their use to promote successful adoption. It's important to address any barriers or challenges that may hinder the widespread adoption of the materials.

## 4.2. Discussion

This development research aims to create products in the form of worksheets on professional material. The purpose of this research is so that researchers can see how students respond and the feasibility of the worksheet. The worksheets are made based on basic competencies and indicators that are in accordance with the

2013 curriculum. The images in the worksheets are presented in a relevant manner according to the material so that learning feels more interesting for students.

The research method used is Research and Development with Thiagarajan's 4-D development model. The stages of the 4D model consist of 4 stages, namely: (1) Definition; (2) Design; (3) Development (develop); (4) Dissemination. In the define stage, researchers conducted pre-research at SD It Fajar Hidayah. Data based on observations at SD It Fajar Hidayah shows that the teaching materials used during learning come from the internet. This problem is a factor in students' lack of interest and lack of understanding of the material in the teaching materials because there are still few references to teaching materials. It is hoped that the worksheet can help increase students' enthusiasm for learning English. Apart from that, the worksheet will help students understand more easily when carrying out assignments because the worksheet will present pictures and problems that we usually encounter in everyday life. This problem gave researchers the idea to develop worksheets for the profession.

The next step is the Design stage, in this stage the researcher carries out activities to prepare the initial part of the worksheet, then the presentation of the material and instruments is adjusted to the indicators and basic competencies. The instruments in this research are an assessment questionnaire for feasibility and an educator response questionnaire. The assessment questionnaire for validators is the feasibility value of the product, while the attractiveness questionnaire is given to educators and students to see how interesting the worksheet is. The result of the

development is a worksheet. The material used is professions for class V SD/MI which are prepared in accordance with the 2013 curriculum. The appeal of the worksheets is that there are pictures for studying the worksheets so that learning feels more fun. The approach used in developing worksheets follows the 2013 curriculum concept and is able to develop students' thinking patterns.

Next, the Development stage is the stage of creating a product whose concept has been prepared at the design stage. Starting by putting together a worksheet framework consisting of the worksheet cover to the material (content) to the cover, using the Microsoft Word application. The opening part of the worksheet is the worksheet cover adapted to the professional material. The contents of the worksheet consist of 4 activities accompanied by pictures, trying activities which are carried out in groups, so that students also learn how to work together well in the group. Once you have finished creating the worksheet, you will continue with the validation stage and assess the feasibility and validity of the worksheet so that it can be applied to students. This assessment was carried out to obtain criticism and suggestions for the worksheet being developed, due to suggestions from the validator for reference in improving it. This worksheet was validated by 3 experts with three areas of expertise, where the 3 experts are English teachers at the Fajar Hidayah School as material experts, language experts and media experts. English education lecturer as a language expert and material expert. One lecturer in computer science at Bina Bangsa University has earned the

distinction of being a media expert. The results of the development of this worksheet l include the following:

#### 1.Results of Material Expert Assessment

In the validation carried out by 2 material expert validators, the aspects of suitability of the material with KI and KD, accuracy of the material, presentation techniques, and contextual nature were obtained. Based on the percentage of assessment scores, an average score of 87% was obtained with a very valid category.

#### 2.Media Expert Assessment Results

Validation carried out by 2 media expert validators was obtained on aspects of cover design, suitability of content and presentation techniques, based on the percentage of assessment scores obtained an average score of 80% with a very valid category.

#### 3. Linguistic Expert Assessment Results

The results of the linguist validation carried out by 2 linguist validators were obtained in the aspects of straightforwardness, conformity with the level of development of students, communicativeness, conformity with language rules, obtaining an average score of 71% in the valid category.

The next stage is dissemination. In this stage, the worksheets are suitable and used as a learning resource for students, so that the English worksheets can be used widely. Researchers distributed the worksheets at It Dawn Hidayah Elementary School. The final result of this research is that the worksheet on

professional material is valid and suitable for use during learning. This worksheet contains core competencies, basic competencies, indicators, objectives, practice questions, bibliography, picture list, and researcher biodata. The presentation of this worksheet is made interesting by the presence of colorful pictures which make learning not boring. The advantage of worksheets in professional material is the novelty of presenting teaching materials in the form of illustrated worksheets so that they attract students' interest in learning English because the problems presented in the worksheets relate to everyday life problems. The worksheet also provides practice questions and activities that students can use to solve problems so that the material lasts longer to remember. The disadvantage of worksheets for professional material is that the modules are printed using a regular printing machine, so the image results are less than optimal. There are images that are less focused on several pages and the researcher only develops professional material.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research. The conclusion is based on the presentation and description of the research finding and discussion of data analysis. Furthermore, related to the conclusion the researcher also gives some suggestions.

#### **5.1. Conclusion**

Based on the data to develop students' vocabulary of worksheet as learning strategies to students speaking ability, it can be conclude that there are various aspects of students' experiences with learning English using worksheets. First, Student Happiness: Creating a positive learning environment that fosters student happiness is crucial for motivation and success (Ramzan: 2023). A questionnaire found that 14 students were happy while using worksheets, while 4 were not. Second, vocabulary Importance: A strong vocabulary is essential for effective communication and academic success. 14 students easily understood English vocabulary using worksheets, while 2 did not, and 2 did not answer.

Next, Student Motivation: Student motivation is vital for their educational experiences and outcomes. 12 students felt motivated to learn English using worksheets, while 4 did not, and 2 did not answer. Fourth, Vocabulary Enrichment: 10 students believed that worksheets could help enrich their vocabulary, while 7 did not, and 1 did not answer. Fifth, Vocabulary Memorization: 15 students found it easier to remember new vocabulary using worksheets, while 3 did not. Next, Asking Questions: 17 students had the



opportunity to ask questions when they had difficulty working on worksheets, while 1 did not. Then, Student Interaction: 12 students had the opportunity to ask questions during worksheet activities, while 6 did not. Then, Vocabulary Improvement: 13 students felt they had more vocabulary after using worksheets, while 5 did not. Next, Worksheet Effectiveness: 13 students believed that worksheet strategies helped overcome difficulties in mastering vocabulary, while 5 did not. Next, Attractiveness and Comfort: All 18 students found the worksheet displays attractive and felt comfortable when doing English worksheets.

In summary, the majority of students reported positive experiences with using worksheets for learning English, including increased vocabulary, motivation, and comfort (Darina: 2023). However, some students had reservations about the effectiveness of worksheets in certain aspects.

## **5.2. Research Weakness**

Based on the result of the research that has been carried out, the weaknesses and deficiencies found in preparing this essay, namely limitations in small group trials of worksheets that will be developed in class V elementary school at Fajar Hidayah.

## **5.3. Suggestion**

Due to the authors limitations in conducting this research the result obtained do not represent the theory as a whole. For this reason the author aims for further research related to the development of english vocabulary worksheets to conduct research in other sectors so that they can compare the results of

research with previous ones. The research also suggests that further research can carry out small group and group testing techniques so that the results obtained are effective. Small group trials are used to revise the product ( worksheet ) which will be developed more effectively and perfectly.

In the last of this research, the researcher suggests the result of the research to the some stakeholders as follow: Firstly to the teacher, to enhance students' speaking abilities, teachers should consider integrating vocabulary-focused worksheets into their teaching strategies. Select engaging and age-appropriate worksheets covering a variety of topics to make vocabulary learning enjoyable. Emphasize contextual learning by presenting words in real-life situations within sentences or short paragraphs. Encourage regular practice, incorporating word games and group activities that promote discussions and explanations among students. Provide vocabulary lists, offer constructive feedback on pronunciation and usage during speaking exercises, and monitor progress. Celebrate students' achievements and involve parents in supporting vocabulary development at home. Additionally, consider professional development opportunities for teachers to enhance their vocabulary teaching techniques and resources. By implementing these strategies, teachers can effectively boost students' speaking abilities through vocabulary enrichment.

Second for student abilities through worksheet-based vocabulary development, it's essential to maintain consistency by dedicating regular time for

vocabulary practice. Set achievable goals to track your progress and keep yourself motivated. Pay close attention to how words are used in sentences on the worksheets to understand context. Actively incorporate new words into your conversations with peers and seek feedback to improve pronunciation and usage. Create flashcards, engage in word games, and explore reading materials to expand your vocabulary further. Don't forget to maintain a vocabulary journal and use technology to aid your learning. Above all, stay patient and positive, as vocabulary development is a gradual process, and your efforts will lead to improved speaking skills over time.

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## SILABUS

Satuan Pendidikan : SD IT Fajar Hidayah

Muatan Terpadu : Bahasa Inggris

Kelas : V

Semester : 2 (Dua)

### KOMPETENSI INTI

1. Memahami dan mengungkapkan informasi sederhana dalam konteks kelas
2. Membaca teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima
3. Mengeja dan menyalin tulisan bahasa Inggris sederhana dalam konteks kelas

Mata Pelajaran	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Pendidikan Penguatan Karakter	Penilaian	Alokasi Waktu	Sumber Belajar
Profession	3.2. Mengidentifikasi jenis-jenis 'professions' dalam Bahasa Inggris  3.3. Memahami teks deskriptif sederhana tentang 'professions' dalam Bahasa Inggris  4.3. Menyusun dialog sederhana tentang profesi anggota keluarga  4.4. Mempresentasi kan monolog sederhana yang berkaitan dengan profesi anggota keluarga	3.2.1 Siswa mampu mengidentifikasi jenis-jenis 'professions' dalam Bahasa Inggris  3.2.2 Siswa mampu emahami teks deskriptif sederhana tentang 'professions' dalam Bahasa Inggris  4.3.1 Siswa mampu menyusun dialog sederhana tentang profesi anggota keluarga  4.4.2 Siswa mampu mempresentasikan monolog sederhana yang berkaitan dengan profesi anggota keluarga	<ul style="list-style-type: none"> <li>• Vocab</li> <li>• Dialog</li> <li>• Match</li> <li>• Task</li> </ul>	<ul style="list-style-type: none"> <li>• Mengenal kosakata tentang <i>professions</i></li> <li>• Menghafalkan kosakata bahasa Inggris yang berkaitan dengan <i>professions</i></li> <li>• Mencocokkan kosa kata <i>professions</i> dengan gambar yang benar.</li> <li>• Menyelesaikan soal-soal yang berkaitan dengan <i>professions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Nasionalis</li> <li>• Mandiri</li> <li>• Gotong Royong</li> <li>• Integritas</li> </ul>	Pengetahuan : Mengetahui dialog profesi  Membaca teks atau dialog dengan tema <i>professions</i>  Keterampilan Praktik/Kinerja  Menyanyikan lagu dengan tema <i>People in my town</i>  Mempraktekkan percakapan dengan tema <i>Heat and Transfer</i> .	12 JP	<ul style="list-style-type: none"> <li>• Internet</li> </ul>



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### A. IDENTITAS

**Penyusun** : Darina  
**Jenjang Sekolah** : SD  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : V/ II (Genap)  
**Tema** : Professions  
**Alokasi Waktu** : 2 X 40 Menit

### B. STANDAR KOMPETENSI

- ❖ Memahami dan mengungkapkan informasi sederhana dalam konteks kelas
- ❖ Membaca teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima
- ❖ Mengeja dan menyalin tulisan bahasa Inggris sederhana dalam konteks kelas

### C. KOMPETENSI DASAR

- 3.2. Mengidentifikasi jenis-jenis 'professions' dalam Bahasa Inggris  
 3.3. Memahami teks deskriptif sederhana tentang 'professions' dalam Bahasa Inggris  
 4.3. Menyusun dialog sederhana tentang profesi anggota keluarga  
 4.4. Mempresentasikan monolog sederhana yang berkaitan dengan profesi anggota keluarga

### D. INDIKATOR

- ❖ Siswa mampu mengidentifikasi jenis-jenis 'professions' dalam Bahasa Inggris
- ❖ Siswa mampu memahami teks deskriptif sederhana tentang 'professions' dalam Bahasa Inggris
- ❖ Siswa mampu menyusun dialog sederhana tentang profesi anggota keluarga
- ❖ Siswa mampu mempresentasikan monolog sederhana yang berkaitan dengan profesi anggota keluarga

### E. TUJUAN KEGIATAN PEMBELAJARAN

Pada pembelajaran tema ini,

1. peserta didik mampu mengidentifikasi jenis-jenis profesi dalam konteks lingkungan keluarga dan sekolah
2. Peserta didik dapat menyusun monolog/ dialog sederhana yang berhubungan dengan professions.

### F. KEGIATAN PEMBELAJARAN

#### Pendekatan Pembelajaran : Genre Based Approach

#### Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

#### Kegiatan Inti

##### Building Knowledge of Field

1. Guru memberikan beberapa **pertanyaan pemantik** yang berhubungan dengan profession untuk menggali tingkat pengetahuan dasar para siswa tentang materi tersebut, seperti:

*'What is Miss.  
Merlyn (me)?' 'What  
do I do?'  
'Am I a doctor?'  
'Am I a  
headmaster?'  
'Am I a  
teacher?'  
All right, then. Now, we will learn about 'professions'*

2. Guru meminta siswa untuk mengamati dan menyebutkan jenis profesi tertentu dari beberapa kepingan puzzle bergambar.

*"Hello class, right now we are going to say kinds of professions. Let's repeat after me. teacher, student, librarian, gardener, etc*

3. Guru mengajak siswa untuk mendengarkan lagu yang berjudul 'People in my town'
4. Guru meminta siswa untuk menuliskan jenis-jenis pekerjaan yang didengar pada lagu tersebut.
5. Guru dan siswa berdiskusi tentang jenis-jenis profesi yang didengar. Lalu berlatih mengucapkan jenis-jenis profesi dengan benar.

#### **Modelling of Text (MOT)**

1. Guru meminta peserta didik mengamati deskripsi singkat tentang beberapa jenis pekerjaan dan deskripsinya.

*Teacher: "Ok children, now look the picture, what does she do?" Students: "A teacher."*

*Teacher: "That's right, where does she work?" Students: In the school*

*Teacher: "Good job. What does her duty?" Students: "She teaches the students" Teacher: "Well done"*

2. Guru meminta peserta didik untuk membaca deskripsi singkat tentang suatu pekerjaan secara bergantian.

*"Now, please read aloud the job and its duty. One by one, starts from the student number 1. Yes, please".*

#### **Join Construction of the Text (JCOT)**

1. Guru membuat *rolled paper* yang berisi tentang gambar pekerjaan.
2. Guru meminta siswa untuk satu per satu mengambil kertas gulungan tersebut.  
*"Well, students. I have prepared the rolled paper. Please come forward and take it. Don't open until I ask you to do so."*
3. Seluruh peserta didik menerima 1 kertas gulungan dan membukanya bersama-sama. Peserta didik yang mendapatkan gambar yang sama, maka mereka akan menjadi satu kelompok.
4. Guru memberi waktu 10 detik bagi siswa untuk menemukan anggota kelompoknya.
5. Guru memberikan contoh dialog yang akan mereka buat bersama  
*"O.K class. Now, please write the dialog about profession. "We will talk about your mom and dad's professions".*

*"Here are the examples:*

6. Guru memberikan contoh pengucapan (*drilling pronunciation*) kepada siswa.
7. Siswa menulis dialog secara berpasangan di kertas yang disiapkan oleh guru.
8. Guru mengecek hasil kerja siswa (penilaian KD. 4.3)

#### Independent Construction of the Text (ICOT)

1. Guru memberikan *brainstorming* untuk memandu siswa dalam membuat teks monolog .  
*Teacher: "Look at the paper I given to you. Please fill in the blanks based on your own"*  
*Students: "Yes, Miss."*

2. Siswa menulis identitas jenis pekerjaan dan tempat orang tua mereka bekerja.
3. Siswa mempresentasikan monolog tersebut di depan kelas (penilaian KD. 4.4)

#### Kegiatan Penutup

1. Guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya yang berkaitan dengan pekerjaan  
*Teacher: "O.K, let's say together."*
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

### G. REFLEKSI

#### Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

#### Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

### H. ASESMEN / PENILAIAN

Siswa bertanya jawab dengan temannya dalam konteks pekerjaan.

**1. Penilaian KD 4.3.**

**Rubrik penilaian sikap berbicara (dialog)**

No.	Name	Kriteria				
		5	4	3	2	1
1	Khansa dan Faith					
2	Shezan dan Nico					
3						
4						

Keterangan :  
 5 = jelas dan sangat mudah dipahami  
 4 = mudah dipahami walau dengan aksen khusus  
 3 = ada masalah dalam pengucapan, sehingga kurang jelas didengar  
 2 = sulit dipahami dan harus diulang ulang  
 1 = tidak bisa dipahami

**Rubrik penilaian berbicara (dialog)**

Nama Siswa: Khansa dan Faith

No.	Rubrik penilaian berbicara	Rentang		
		1-10	1-10	1-10
1	Fluency			
2	Vocabulary			
3	Grammatikal			

No.	Name	Kriteria				
		5	4	3	2	1
1	Khansa					
2						
3						
4						

Keterangan :  
 5 = jelas dan sangat mudah dipahami  
 4 = mudah dipahami walau dengan aksen khusus  
 3 = ada masalah dalam pengucapan, sehingga kurang jelas didengar  
 2 = sulit dipahami dan harus diulang ulang  
 1 = tidak bisa dipahami

**Rubrik penilaian berbicara (monolog)**

Nama Siswa: Khansa

No.	Rubrik penilaian berbicara	Rentang		
		1-10	1-10	1-10
1	Fluency			
2	Vocabulary			
3	Grammatikal			

### G. KEGIATAN PENGAYAAN DAN REMEDIAL

#### Pengayaan

Siswa diperkenalkan dengan kalimat tanya 'Yes/ No Questions': "Does the teacher work in the hospital?", "Is your father a mechanic?", "Does the gardener work in the garden", etc

#### Remedial

Siswa diminta untuk mengucapkan berulang – ulang tentang kosakata yang berkaitan dengan professions.

### LAMPIRAN

#### A. LEMBAR KERJA SISWA

##### LEMBAR KERJA SISWA

Nama : .....

Kelas : .....

Petunjuk :

A. Read and Match words and pictures / **Membaca, mencocokkan kata dan gambar**






















singer

Doctor

postman

Soccer

chef

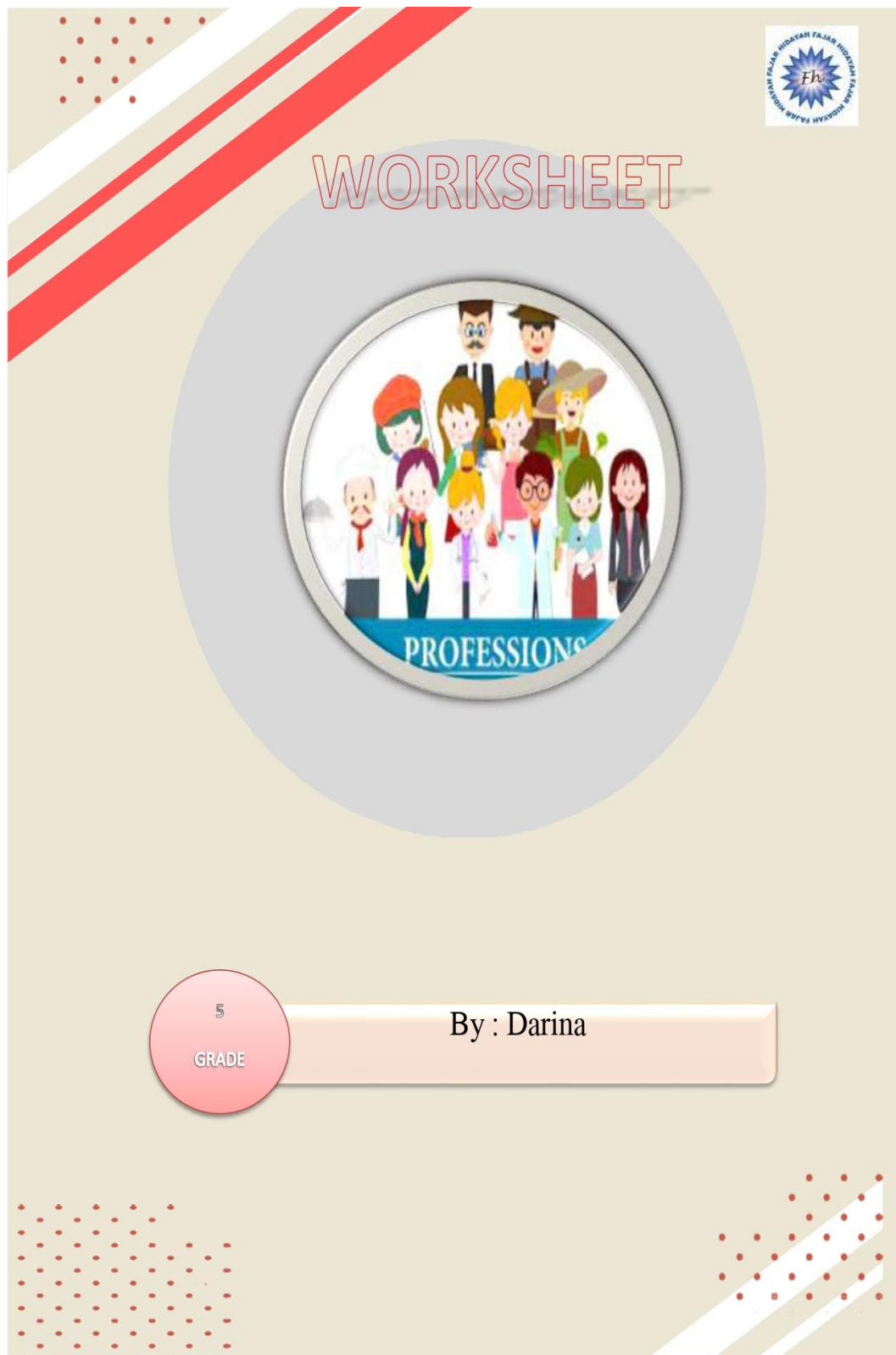
firefighter

pilot

Nurse

Teacher

Astronaut



## KATA PENGANTAR

*Bismillahirrahmanirrahim*

Syukur Alhamdulillah kita panjatkan kehadiran Allah Subhanallahu Wa Ta'ala. Yang senantiasa memberikan Petunjuk, Taufiq, Hidayah dan Inayah serta kekuatan, kesehatan dan terlebihnya lagi nikmat Iman dan Islam sehingga apa yang kita rasakan sekarang semua itu merupakan karunia dari-Nya kepada penulis, sehingga penyusunan worksheet ini terselesaikan. Worksheet ini disusun sebagai salah satu syarat dalam menyelesaikan penelitian pengembangan.

Penulis menyadari sepenuhnya bahwa dalam penyusunan worksheet ini masih jauh dari kesempurnaan, untuk itu penulis mengharapkan kritik yang sifatnya membangun demi penyempurnaan worksheet ini. Dalam penyusunan worksheet ini penulis mendapat bantuan dan bimbingan dari berbagai pihak, untuk itu penulis mengucapkan terima kasih kepada :

1. Bapak Taufik Akbar S.Pd.I. Gr. (selaku guru bahasa inggris )
2. Bapak Dr. Syarfuni, M. Pd. (selaku pembimbing dan motivator dalam mengembangkan produk saya).
3. Ibu Rosdiana, M.Pd. (selaku pembimbing dan motivator dalam mengembangkan produk saya).

Semoga bantuan dan bimbingan yang diberikan kepada penulis dapat bernilai ibadah di sisi-Nya. Amin Ya Rabbal 'Alamin.

Penulis

Darina

### Activity 1

Read and match words and the pictures / *Membaca dan mencocokkan kata dan gambar*



firefighter

Doctor

postman

chef

Soccer player

pilot

Nurse

Teacher



F



C



A



T



N



P



D



P



Si





So




## Activity 2


**A. Complete The Text Below Based On The Picture / Lengkapi Teks Dibawah Ini Berdasarkan Gambar.**

Hello, my name is Ahmad. I am a . I work in a hospital. My father is a

. He knows how to fly a plane. I love my mom. She is a .

She is so beautiful and smart. I have one brother. He is ten years old. He has a dream to be an

. I also have one sister. She also works in a hospital. But she is not a doctor, she

is a . I love my family so much.

### Activity 3

c. Complete the dialog in below / *lengkapilah percakapan dibawah ini !*



What is your  
father's, John

*My father is  
pilot*



**JOHN**



what is your brother's  
profession, Haikal??

*My brother is  
a .....*



**HAIKAL**



what is your mother's  
profession, Jinhi?

*My mom is a  
N.....*



**JINHI**



What is your sister's  
profession, Rosa?

*My sister is a  
S.....*



**ROSA**

**Activity 4**

**Tell Us About Your Family's Profession In Front Of The Class Based On The Examples Above! *(Ceritakan Tentang Profesi Keluargamu Didepan Kelas Berdasarkan Contoh Di Atas!)***





#### REFERENCE

<https://en.islcollective.com/>

<https://www.englishworksheets.com/>

[www.eslways.com](http://www.eslways.com)

<https://www.canva.com/>



English Vocabulary Worksheets For The Five Grade Student



## Why use English vocabulary worksheets?



The vocabulary worksheets are suitable for students to enhance basic English vocabulary. Moreover, it can stimulate the students' learning and useful for revision or practice the activities. Some of the worksheets can be done in big groups or small groups this help the students to develop communication and teamwork. The worksheets have five types of worksheets and several interesting topics that have used which make students eager to learn and keep motivated.



Kuesioner Respon Siswa Terhadap Penerapan Worksheet English  
Pada Kelas 5 SD Fajar Hidayah Aceh

Nama :

Class :

Perhatian :

2. Isilah angket dengan jujur
3. Pengisian kuesioner tidak mempengaruhi nilai

Petunjuk:

1. Berikan tanda checklist pada salah satu jawaban “ya” atau “tidak”
2. Terima kasih atas bantuan dan kerjasamanya

No	Question	Yes	No
1.	Apakah kamu senang selama mengikuti pembelajaran dengan menggunakan worksheet		
2.	Apakah kamu memahami kosa kata dalam bahasa Inggris menggunakan worksheet		
3.	Apakah kamu termotivasi belajar bahasa inggris dengan penerapan lembar kerja (worksheet)		
4.	Apakah kamu menyukai pembelajaran kosa kata bahasa inggris dengan menggunakan worksheet		
5.	Apakah kamu merasa worksheet dapat membantu untuk memperkaya kosa kata kamu		
6.	Apakah kamu merasa lebih mudah mengingat kosa kata baru dari kosa kata yang kamu miliki ketika belajar		
7.	Apakah kamu diberi kesempatan beertanya ketika mengalami kesulitan dalam mengerjakan worksheet		
8.	Apakah pembelajaran worksheet mendorong anda lebih aktif		
9.	Apakah kamu merasa kepemilikan kosa kata kamu sudah banyak setelah belajar dengan penerapan worksheet		
10.	Apakah strategi worksheet yang diterapkan dalam pembelajaran mengatasi kesulitan dalam menguasai kosa kota		
11.	Apakah tampilan penerapan worksheet menarik		
12.	Apakah kamu nyaman saat mengerjakan worksheet bahas inggris		

# EXPERT JUDGMENT QUESTIONNIRE

## ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEET

No.	Komponen	Butir Penilaian	Nomor Butir
1.	Kesesuain materi / isi worksheet dengan KI dan KD.	Cakupan Materi	1
		Kemuktahiran	2 & 3
		Kesistematian Materi	4 & 5
2.	Keakuratan Materi	Sesuai dengan tingkat perkembangan berfikir Siswa	6
		Komunikatif	7
		Lugas	8 & 9
3	Desain and layout	Tampilan isi worksheet	10,11,12, & 13
<b>Jumlah Butir</b>			<b>13</b>

### Pengantar :

Kusioner ini merupakan intrument penilain terhadap Englis Vocabulary worksheet. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas English Vocabulary worksheet yang saya kembangkan. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan banyak terima kasih.

### Keterangan :

Skor 1 : kurang baik

Skor 2 : cukup baik

Skor 3 : Baik

Skor 4 : sangat baik

### KUESIONER EVALUASI AHLI MATERI

**A. Data Responden**

Nama : Taupik Akbar,S.Pd.I. Gr  
 Umur :  
 Jenis kelamin : Laki-laki  
 Pendidikan : S1  
 Pengalaman kerja : 11 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut ini dengan memberi tanda centang pada kolom yang telah tersedia.

No	Butir Penilaian	Pernyataan	Skor			
			1	2	3	4
Kesesuain materi / isi dengan KI dan KD						
1	Kesistematisan Materi	Cakupan isi materi dalam bahasa ajar <i>English vocabulary worksheet</i> berhubungan dengan kebutuhan siswa SD IT Fajar Hidayah				
2		Kedalaman materi dalam bahan ajar <i>English vocabulary worksheet</i> memadai.				
3		Isu-isu terbaru didalam bahan ajar <i>English vocabulary worksheets</i> menarik				
4		Isi worksheet yang disajikan mencakup materi yang terkandung dalam kompensi inti ( KI ) dan kompetensi dasar ( KD )				
5		Materi / isi yang di sajikan dalam worksheet membantu siswa dalam mencapai tujuan pembelajaran.				
Rangkuman kualitatif :						
Keakuratan materi						
6	Kemukhtahiran	keaslian issi worksheet vocabulary memadai				



**EXPERT JUDGMENT QUESTIONNIRE**  
**ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEET**

No	Komponen	Butir Penilaian	Nomor Butir
1.	Desain sampul	Ukuran LKS	1,2 & 3
		Bagian Cover LKS	4,5 & 6
3	Kesesuain isi	Bagian Isi LKS	7,8 & 9
2.	Teknik Penyajian	Teknik Penyajian	10
		Pendukung Penyajian	11
		Kelengkapan penyajian	12 & 13
Jumlah Butir			13

**Pengantar :**

Kusioner ini merupakan intrument penilain terhadap Englis Vocabulary worksheet. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas English Vocabulary worksheet yang saya kembangkan. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan banyak terima kasih.

**Keterangan :**

**Skor 1 : kurang baik**

**Skor 2 : cukup baik**

**Skor 3 : Baik**

**Skor 4 : sangat baik**

### KUESIONER EVALUASI AHLI DESAIN

#### A. Data Responden

Nama : Taupik Akbar,S.Pd.I. Gr  
 Umur :  
 Jenis kelamin : laki-laki  
 Pendidikan : S1  
 Pengalaman Mengajar : 10 tahun

#### B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

No.	Butir Penilaian	Pernyataan	Skor			
			1	2	3	4
Desain sampul & isi						
1.	Kesesuaian LKS dengan standar ISO seri A	Pemilihan ukuran LKS sesuai dengan standar ISO yaitu A4, B3, & C4				
2.	Ilustrasi pada cover	Ilustrasi pada cover depan LKS dapat menggambarkan tentang profesi				
3.	Ukuran judul pada cover depan LKS	Judul LKS pada cover depan LKS dapat memberikan informasi secara tepat tentang materi isi LKS berdasar kan bidang studi				
4.	Penampilan unsur tata letak pada cover depan dan cover belakang	Desain cover depan dan cover belakang merupakan satu kesatuan yang utuh. Elemen warna, ilustrasi, dan tipografi ditampilkan secara harmonis dan saling terkait satu dan lainnya				
5	Memiliki pusat pandang ( <i>point center</i> ) yang baik	Memberikan daya tarik awal LKS yang ditentukan oleh ketepatan dalam pemilihan tipografi dan warna				
6	Keseimbangan unsur tata letak	Adanya keseimbangan antara unsur letak ( judul, ilustrasi, logo, dll) dengan ukuran LKS				
7	Penempatan tata letak isi konsisten	Penempatan unsur tata letak isi kegiatan megikuti pola tertentu				
8	Kesesuain bentuk, warna, dan ukuran unsur tata letak	Ditampilkan secara menarik, serasi, dan proporsional				

9	Kesesuaian dan ketepatan ilustrasi	Kesesuaian atau ketepatan penggunaan ilustrasi dengan materi yang dibahas jelas				
angkuman Kuantitatif:						
Penyajian						
10	Menyediakan ruang yang cukup pada LKS sehingga siswa dapat menulis .	Terdapat ruang yang cukup pada LKS sehingga siswa dapat menulis atau menggambar sesuatu pada LKS				
11	Pendahuluan	Pengantar pada awal LKS ini standar isi, tujuan pembelajaran, petunjuk pembelajaran, dan peta konsep				
12	Daftar Isi	Memuat sub bab serta halaman untuk memudahkan dalam pencarian				
13	Daftar Pustaka	Daftar Sumber yang digunakan sebagai bahan rujukan dalam penulisan LKS				
Rangkuma Kualitatif :						

### Kesimpulan :

Secara umum, pendapat bapak /ibu terhadap materi yang dikembangkan.

- Layak
- Layak dengan perbaikan
- Tidak layak

Banda Aceh,..... 2023

**EXPERT JUDGMENT QUESTIONNIRE**  
**ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEET**

No.	Komponen	Butir Penilaian	Nomor Butir
1.	Sesuai dengan tingkat perkembangan berfikir Siswa	Keterpahaman siswa terhadap pesan	1 & 2
		Diagnosis dan interaktif	3
2.	Komunikatif	Lugas	4,5 & 6
3.	Kesesuaian dengan kaidah Bahasa	Ketepatan tata bahasa	7,8,9 & 10
<b>Jumlah Butir</b>			<b>10</b>

**Pengantar :**

Kusioner ini merupakan intrument penilain terhadap Englis Vocabulary worksheet. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas English Vocabulary worksheet yang saya kembangkan. Atas kesedian dan partisipasi bapak/ibu, saya ucapkan banyak terima kasih.

**Keterangan :**

**Skor 1 : kurang baik**

**Skor 2 : cukup baik**

**Skor 3 : Baik**

**Skor 4 : sangat baik**

### KUESIONER EVALUASI AHLI BAHASA

#### A. Data Responden

Nama : Taupik Akbar,S.Pd.I. Gr

Umur :

Jenis kelamin : Laki- laki

Pendidikan :S1

Pengalaman Mengajar : 10 tahun

#### B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

No.	Butir Penilaian	Pernyataan	Skor			
			1	2	3	4
1.	Kesesuaian dengan tingkat perkembangan berfikir siswa	Bahasa yang digunakan baik untuk menjelaskan konsep maupun ilustrasi konsep.				
2.		Bahasa yang digunakan jelas				
3		Pesan (materi ajar) disajikan dengan bahasa yang menarik, mudah dipahami, tidak menimbulkan multi tafsir.				
4	komunikatif	Bahasa yang digunakan mampu merangsang siswa untuk mempertanyakan dan mencari jawaban wacana dalam worksheet.				
5		Kalimat yang dipakai mewakili isi pesan (materi) yang disampaikan dan mengikuti tata kalimat yang benar dalam bahasa Indonesia.				
6		Tata kalimat yang digunakan untuk menyampaikan pesan (materi) mengacu pada kaidah tata bahasa Indonesia yang baik dan benar.				
7	Kesesuaian dengan kaidah bahasa	Ejaan yang digunakan mengacu pada pedoman Ejaan yang disempurnakan.				
8.		Bahasa yang disajikan dalam worksheet mudah dipahami				
9.		Ekspresi yang digunakan sesuai dengan tata bahasa				

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7	Kesesuaian dengan kaidah bahasa	Ejaan yang digunakan mengacu pada pedoman Ejaan yang disempurnakan.				
8.		Bahasa yang disajikan dalam worksheet mudah dipahami				
9.		Ekspresi yang digunakan sesuai dengan tata bahasa yang benar				

10.		Bahasa yang disajikan dalam bahan ajar yang mudah dipahami dalam english vocabulary worksheet				
Rangkuman Kualitatif :						

**Kesimpulan :**

Secara umum, pendapat bapak /ibu terhadap materi yang dikembangkan

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Banda Aceh,.....20203