



## Developing A Student Handout of English Material for Grade Eight

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### Abstract

*This study aimed to develop a student handout as an English material for eighth grade and to know the validity and practicality of it. A handout was one form of teaching material that could be used and could support the learning process. This study was a research and development. The model of research and development used was the 4D development model proposed by Thiagarajan which has been modified into 3D by Wati (2012). 3D model only consists of three main steps, that are Define, Design, and Development. The results of the study showed that the student handout has been developed by following the steps of the development model which was used. Through validation by two material expert validators, the validity result of the initial design of student handout has obtained the average score percentage from validator 1 was 84.72% with very valid category and from validator 2 was 75% with valid category. In a limited trial, the practicality result of the student handout reached to average score percentage of students' responses was 82.24% with very practical category, so that the final product of student handout is obtained.*

**Keywords:** 3D Model, Student Handout, English Material

### INTRODUCTION

The existence of teaching materials in the learning process was one of the important things. Because of its existence, it would greatly assist the learning process. One kind of teaching material that could be used and that could help the learning process was a handout. Laela & Rinaningsih (2021) mentioned that a handout was one kind of teaching material that was very succinct and provided by teachers for helping students in following learning activities. It could be inferred that a handout could be regarded as a learning tool that could be used to assist in the learning process.

According to Hendriana et al., (2019), a handout was one type of teaching material that could be used in the teaching and learning process besides a book, module, and student worksheet. A handout could also be used in teaching and learning English. A handout could be used with one of the teaching methods, such as the guided inquiry method in teaching and learning English (Refita, 2017). The average score of students in one class improved after using the handout by implementing the guided inquiry method. It could be concluded that handouts could be used as another alternative teaching material in the teaching and learning process and also for teaching

and learning English, which could be implemented by the teaching method and could increase the students' learning outcomes in English subjects.

Based on Mulyah & Fernando (2019), the provision of handout material has been shown to have a positive impact on the introduction of English to students. Cahyati (2015) mentioned that giving handouts to students would make the students motivated to read them because the handout was arranged in such a way with attractive illustrations, in easy-to-understand language, and had good legibility to improve students' understanding. Handouts could be served as substitute for handbooks for students (Mawarni et al., 2015). It could be concluded that the teaching material in the form of a handout could function properly and could provide a certain contribution for the students during the learning.

Based on the preliminary data source that has already been obtained from an unstructured interview with an English teacher at SMP Negeri 6 Tanjungpinang who teaches the English subjects in eighth grade, she said that during the learning process, she has already created and used an English language teaching material in the form of a handout for the eighth-grade students, who were in the VIII.4 class. She also said that the handout used during the online learning process. When she showed the handout, the researcher found that the handout used to teach one topic of material that was about functional text (greeting card). The handout was called as *Lembar Kegiatan Peserta Didik* (LKPD) which only consisted of a column for student identity and for mentioning the topic of material being taught, the learning objectives, and several activities or exercises which related to the topic of material being taught.

Based on the statements above, it found that the handout that has been created, it categorized as the student worksheet. Because, in the first part of the handout was clearly called as *Lembar Kegiatan Peserta Didik* (LKPD) which also known as student worksheet. Moreover, in a handout also contained the learning materials of the material topic to be addressed during a lesson which were presented briefly so that students were psychologically prepared and informed of what the materials that would be taught to them before they did some exercises (Muhammad, 2021). It could be inferred that there was a misperception towards the form of English language teaching material which presented in a handout for the eighth-grade students. It has not been properly created as a form of English language teaching material which different to the other teaching materials.

Based on the issue above, the researcher was interested in developing a new handout as an English material in the form of a student handout for grade eight. The student handout was assumed to be developed as a valid and practical English material to be used during the learning process. In addition, this student handout developed with a novelty aspect which was different from some of the handouts that have been developed by several previous studies, where the handouts developed were usually in printed form without the addition of digital features. Meanwhile, the handout that has developed in this study could be presented both in printed and digital form. It was equipped with digital features that could be accessed easily through technological devices, so the learning process would become more varied.

## II METHOD

This study was a Research and Development (R&D). According to Mulyana that cited from an article by Zuriyani & Widayaiswara (2021), R&D was a type of research that created or developed new products using certain steps. The R&D model used in this study was the 4D model proposed by Thiagarajan, which has been modified to 3D by Wati (2012). The 3D model only consisted of three main steps, that were Define, Design, and Development.

In the define step, there were several steps that the researcher conducted on this study. They are front-end analysis, student analysis, concept analysis, task analysis, and specifications of the learning objectives. In collecting the data at the front-end analysis step, the researcher was conducted an unstructured interview with an English teacher at SMP Negeri 6 Tanjungpinang who teaches the English subjects in eighth grade. The researcher did not use the

interview guide sheet which is systematically arranged as the research instrument to collect the data. Based on Sugiyono (2019), unstructured interviews were free interviews where researchers did not use the interview guidelines that have been systematically and completely arranged for data collection.

The interview guide used was only an outline of the problems to be asked which became the focus of the study. For the data that has obtained were analyzed descriptively and concluded. Then, to collect the data from step, student analysis, the researcher used the students' needs analysis questionnaire modified from Kholis (2017) as the research instrument. The questionnaire was shared to the VIII.4 class students at SMP Negeri 6 Tanjungpinang. The data from the questionnaire were analyzed with descriptive quantitative technique by using a formula which adapted from Pranatawijaya et al., (2019).

Concept analysis and task analysis in the define step have been carried out with documentation technique, to study on the document that became the instrument of research that helped the researcher in collecting data. The documents that has been studied by identifying and analyzing them, consisted of the English teacher's syllabus and textbooks, then the curriculum 2013 that applied in SMP Negeri 6 Tanjungpinang which contained the core competencies and basic competencies on the material topic that has been selected. The data from documents were analyzed with descriptive qualitative data analysis technique. For specifications of the learning objectives, it relied on the results from the concept analysis and task analysis in the formulation.

The design step only focused on the design of product being developed based on the data that were obtained from the define step. In the development step, there were expert appraisal and limited trial. To collect the data from the expert appraisal process, it was used material expert validation sheet adapted from Albar (2017) and the data were analyzed by relying on the likert scale of score evaluation and a formula, which both of them were adapted from Habibah (2019). For collecting the data from limited trial, it was used students' responses questionnaire based on the lattice of students' responses questionnaire by BNSP (2008) which cited from the thesis of Habibah (2019). The questionnaire data were analyzed by relying on the likert scale of students' responses and some formulas, which all of them were modified and adopted from Pranatawijaya et al., (2019).

### **III RESULT**

The result from the study consisted of the research results data that were used to develop the product in this study, which was a student handout of English material for grade eight and to know the validity and practicality of the product, so that the final product of this research and development was obtained. This research and development used the 4D model proposed by Thiagarajan, which has been modified to 3D by Wati (2012). The 3D model consisted of three main steps, that were Define, Design, and Development. The following were the results of the data from each step of research and development that has been conducted.

### 3.1 Define

#### 3.1.1 Front End Analysis

The researcher has already carried out the front-end analysis step as a preliminary study, to find the basic problem or issue, by conducting an unstructured interview on Friday, October 29<sup>th</sup>, 2021 with an English teacher at SMP Negeri 6 Tanjungpinang who teaches the English subjects in eighth grade. Through the unstructured interview, the English teacher said that she has already created and used an English language teaching material in the form of a handout for the eighth grade students, who were in the VIII.4 class. She also said that the handout used during the online learning process. When the English teacher showed the handout, it found that the handout used to teach one topic of material that was about functional text (greeting card) and it categorized as student worksheet. Because, in the first part of the handout was clearly called as *Lembar Kegiatan Peserta Didik* (LKPD) which also known as student worksheet.

Moreover, in a handout also contained the learning materials of the material topic to be addressed during a lesson which were presented briefly so that students were psychologically prepared and informed of what the materials that would be taught to them before they did some exercises (Muhammad, 2021). Meanwhile, the handout that has been created only contained a column for student identity and for mentioning the topic of material being taught, the learning objectives, and several activities or exercises which related to the topic of material being taught. It could be inferred that there was a misperception towards the form of English language teaching material which presented in a handout for the eighth grade students. It has not been properly created as a form of English language teaching material which different to the other teaching materials.

#### 3.1.2 Student Analysis

The needs from 28 of students in the VIII.4 class at SMP Negeri 6 Tanjungpinang towards the learning device or learning product developed have been found. The data obtained from the questionnaire which was filled out by the students on Thursday, March 10<sup>th</sup>, 2022 were presented in the table below.

**Table 1.** The Result Data of Students' Needs

Question	Students' Answers			
	Yes		No	
	Total	%	Total	%
1	28	100%	0	0%
2	26	92.86%	2	7.14%
3	24	85.71%	4	14.29%
4	25	89.29%	3	10.71%
5	27	96.43%	1	3.57%
6	27	96.43%	1	3.57%

Based on the table 1, all the questions asked in the questionnaire related to the needs of students towards the developed product were dominated by the answer "Yes" compared to the answer "No" which could be seen from the results from the calculation of the percentage of answers "Yes" which were higher than the answer "No" on each item of the question. So, the product in this study was designed based on all the descriptions of the questions which have stated in the students' needs analysis questionnaire, as the results of the students' needs towards the product being developed.

### 3.1.3 Concept Analysis

After identifying the learning materials that are presented in the syllabus that is used by the English teacher and identifying the textbooks that are used by the English teacher by paying attention to the main material topic, that is greeting card and also with the consideration to the review of several theories which are related to the material topic, the material concept around the material topic about greeting card which presented for one meeting can be seen in the chart that is presented in the following figure.

Material Topic : Greeting Card



**Figure 1 The Material Concept of Greeting Card**

### 3.1.4 Task Analysis

After the researcher identified and analyzed core competencies and basic competencies on the material topic that has been selected, which all of them have found in the pandemic version of the curriculum 2013 that applied in SMP Negeri 6 Tanjungpinang, the formulation of the tasks that will be carried out by students in the learning process, which are presented in the competencies achievement indicators can be seen in the table below.

**Table 2.** Competencies Achievement Indicators

Competencies Achievement Indicators
3.2.1 Identify the types of greeting cards related to special days by paying attention to the social functions, text structures, and language features.
3.2.2 Identify the social functions of several greeting cards related to special days from the clues (related to the text structures and language features) heard.
3.2.3 Express various informations that are contained in several greeting cards related to special days.
4.2.1 Make a short and simple greeting card related to a special day by paying attention to the social functions, text structures, and language features.

### 3.1.5 Specifications of the Learning Objectives

Based on the results of concept analysis and task analysis step, the specifications of the learning objectives could be seen in the table below.

**Table 3.** Specifications of the Learning Objectives

Learning Objectives
1. Students are able to identify the types of greeting cards related to special days by paying attention to the social functions, text structures, and language features.
2. Students are able to identify the social functions of several greeting cards related to special days from the clues (related to the text structures and language features) heard.
3. Students are able to express various informations that are contained in several greeting cards related to special days.
4. Students are able to make a short and simple greeting card related to a special day by paying attention to the social functions, text structures, and language features.

### 3.2 Design

Based on the data that were obtained from the result of the student analysis, concept analysis, task analysis, and specifications of the learning objectives, the initial design of the student handout was obtained and it showed through some components in the student handout which the design and layout of them could be seen in the following figures as follows:



Figure 2 Cover of Student Handout



Figure 3 Design and Layout of the List of Contents

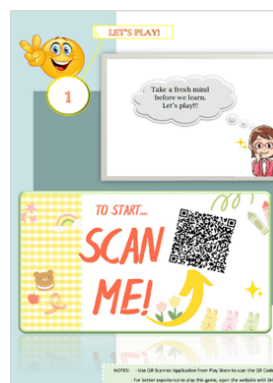


Figure 4 Design and Layout of Game in the Student Handout

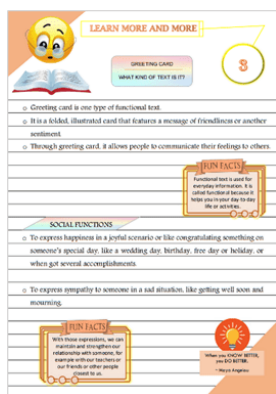


Figure 5 Design and Layout of Material

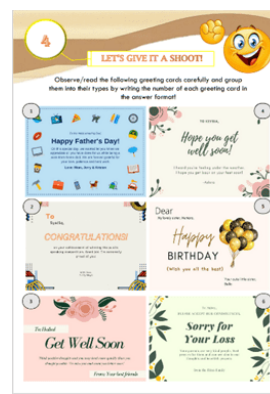


Figure 6 Design and Layout of Exercise

### 3.3 Development

#### 3.3.1 Expert Appraisal

Through the material expert validation sheet that has been filled out by two material experts who became the validators in validating or assessing the validity of the initial design of the student handout on Thursday, March 24th, 2022 and on Monday, March 28th, 2022, the validity from the initial design of the student handout was obtained. The result of the average score percentage from the material expert validation sheet which has filled out by each validator and also the validity category of the initial design of student handout could be seen in the following table.

**Table 4.** The Calculation Result of Average Score Percentage and Validity Category

Aspect	Validator 1	Validator 2
	Total Score (Each Aspect)	
Content Feasibility Aspect	16	15
Presentation Feasibility Aspect	11	9
Language Feasibility Aspect	12	12
Handout Evaluation Aspect	6	6
The Aspect of Handout Visualization	16	12
<b>Total Score (All Aspects)</b>	61	54
<b>Maximum Score</b>	72	
<b>Average Score Percentage</b>	84.72%	75%
<b>Category</b>	Very Valid	Valid

Based on table 4 above, the result of validation process which has conducted by the first validator shows that the average score percentage from the evaluation that has been carried out using the material expert validation sheet is 84.72% which belongs to very valid category. Meanwhile, from the second validator, it is belonged into valid category with the average score percentage of evaluation is 75%. Besides, both of validators were declared in the material expert validation sheet that the initial design of the student handout was able to be tested in the field both without revision and with revision.

3.3.2 Limited Trial

After the initial design of student handout validated by the material expert, and categorized valid and declared able to be tested in the field, then the student handout tested in a limited trial on the subject of research that were the eighth grade students who were in the VIII.4 class at SMP Negeri 6 Tanjungpinang on Tuesday, March 29th, 2022. The practicality result of the student handout was obtained by using the students’ responses questionnaire that has been shared and filled out by the students immediately after the product trial was done. The following table shows the practicality result of the student handout.

**Table 5.** The Practicality Result of Student Handout

Question	Number of Students who Responded				Total Score	Index (%)
	Strongly Agree	Agree	Slightly Disagree	Disagree		
1	9	19	-	-	93	83.04%
2	11	15	1	1	92	82.14%
3	12	16	-	-	96	85.71%
4	5	19	4	-	85	75.89%
5	9	19	-	-	93	83.04%
6	9	18	-	-	91	81.25%
7	15	10	2	1	95	84.82%
8	9	17	1	1	89	79.46%
9	11	17	-	-	95	84.82%
Average Score Percentage						82.24%
Category						Very Practical

Based on the table 5 above, the average score percentage of students’ responses as the practicality result of the student handout is 82.24% which belongs to very practical category. Besides, in the comment section of the questionnaire, there were some positive comments which has been given by students towards the student handout. Based on the results, therefore the final product of a student handout as an English material for grade eight was obtained in this research and development.

**IV DISCUSSION**

Based on the results of this study, it could be seen that starting from the student handout of English material for grade designed in the form of an initial design, it has been validated by both material experts who became the validators in assessing or validating it. The validation results from both validators indicated that the validity of the initial design of the student handout was both very valid and valid. The results are obtained based on the results of the calculation of the assessment score that has been carried out by the two validators through a validation sheet. In addition, the validators also provided a conclusion from the assessment that they had given to the initial design of the student handout. They stated that it was able to be tested in the field, but one of the validators stated that it was also able to be tested in the field but with revision based on the comments and suggestions given. It could be said that, through this validation process, the student handout was further developed.

Besides, the practicality result from student handout of English material for grade eight has belonged into very practical category after it was tested to the students of VIII.4 class in SMP Negeri 6 Tanjungpinang. The student handout could be categorized into very practical English material because most of the students were responded that they were strongly agreed and agreed that the learning material about greeting card presented in the student handout was clear and easy to understand. Then, the instructions given for doing the exercises in the student handout were clear and easy to understand. Furthermore, the existence of several examples



helped them to understand more about greeting card. Besides, the student handout could also attract their motivation while studying. It could be inferred that there were several reasons which supported this student handout categorized as an English material that was very practical to use.

First, as responded by the students that the presentation of material which about the learning material of greeting card in the student handout was clear and easy to understand. It was clear and easy to understand because the material was presented in a short explanation, but in a clear way and could make the students understand quickly. Besides, it also because the legibility of the student handout was good. As revealed by Prastowo that cited from an article by Pratama & Sakti (2020) that the learning materials presented in the handout were concise because only in form of a summary of a topic to be learned, which given to students. So, it made the use of a handout could reduce the verblatness of the materials presented in learning, so it was directly explained to the explanation that must be understood by students.

According to Nerita et al., (2019), handout had a crucial role in increasing students' understanding. It was a learning resource that provided content or material in a clear and with the sentences that were simple to comprehend. Muhammad (2021) added that some of handouts provided the summary from the list of material topics to be addressed during a lesson. So, it made students were psychologically prepared and informed of what the materials that would be taught to them. In short, the presentation of material which about the learning material of greeting card in the student handout was clear and easy to understand because the material was succinct and clear and with the clarity of the sentences that were simple to be understood which could help students during the learning process.

Second, as responded by the students that the instructions given for doing the exercises in the student handout were clear and easy to understand. For the effective learning material, it should provide the clear instructions, so that students were easy in following several learning activities, especially in doing some exercises. As stated by Muhammad (2021) that for a handout, it must be provided instructions in it because there was a step-by-step procedure that must be followed by each student. So that, it would make easier for students to follow it, if there has been provided by instructions. It could be said that the existence of the clear instructions in learning material was important aspect for students, it could help them to follow some activities of learning, especially in doing some exercises.

Furthermore, as responded by the students that the existence of several examples helped them to understand more about greeting card. There were some examples that have been shown in the student handout for completing the explanation of greeting card material so that it could help the students to understand more the learning material about greeting card. The examples presented were in the form of statements and also pictures. Bujuri & Baiti (2019) speculated that with examples or in the form of media models, students were expected to actively ask questions, research, and seek information on their own in a guided manner to help them understand the material provided. In conclusion, the existence of examples as the complementary explanation towards the material being studied by students, it could be another alternative for them to better understand the material.

Last, as responded by the students that the student handout could also attract their motivation while studying. The student handout, which has been developed, was useful in terms of attracting the students' interests because it was designed with the interesting design and layout and also supported by the attractiveness of pictures and illustrations, which were clear and exciting. Then, there are also digital features in the form QR Codes in it. In this student handout, the QR Codes have been created to access a game before learning, audio for the listening section, and a video related to some ideas for making the decorations of greeting cards, which all of them could be accessed easily by scanning the QR Codes through QR Scanner Application. Besides, this student handout also showed the motivation and a quote in it.

As expressed by Muhammad (2021), there was a great interest that the middle-school students had in the handouts which distributed in the classroom. It because students were inquisitive about the contents of the handouts, and they were more receptive if the content or material was presented in the handouts rather than in the textbooks. In addition, as revealed by the UK Publishers Association which cited from a book of Seargeant et al., (2018) that developing

teaching materials for teaching English as a foreign language in the form of interactive and interesting software or computer-based materials could make students more interested in learning. A handout was one form of attractive and flexible teaching material that provided the learning material in it, because it could be developed either in printed or digital form, it could be developed with the existing technology. It could be inferred that the appearance of handout as the English learning material which developed with the development of technology could affect the students' attention in terms of their motivation during the learning process.

Based on several reasons above which supported the practicality of this student handout categorized into very practical category, it could be said that the student handout of English material for grade eight fulfilled the students' needs of VIII.4 class students at SMP Negeri 6 Tanjungpinang. As the result from previous study which was done by Indrayani (2018), the learning material that was presented in the form of a student handout that has developed fulfilled the students' needs of eighth grade students at SMP N 17 Kota Jambi. The handout that has been developed by Indrayani (2018) was in the form of printed handout, however without the addition of digital features in it.

## **V CONCLUSION**

Based on the results of the research and development in developing a student handout of English material for grade eight, the student handout has been developed by following the steps or procedures of the 4D development model proposed by Thiagarajan which has been modified to 3D (define, design, and development) by Wati (2012). Starting from the development of a student handout in the form of an initial design, then it was validated by the both material experts and its validity reached to the very valid category until to the valid category and it was declared able to be tested in the field both without revision and with revision. Then, a limited product trial process was carried out and the practicality result from the validated student handout reached to the very practical category.

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