The Development of Liveworksheet by Implementing Project Method in Teaching Narrative Text for Ten Grade Students

Yani Ratnawati; Aly Imron; Tutuk Widowati; Henny Purwaningsih

IKIP Budi Utomo Malang, Indonesia

Abstract

This study attempts to develop Liveworksheets containing Project Method in teaching narrative text. Liveworksheets is a tool that allows teachers to create interactive worksheets for their students. Liveworksheets is a useful tool for creating interactive exercises for students which can be used to make learning more fun and enjoyable. Given the many different options available, however, teachers need to carefully select the most appropriate exercise format required for each learning activity. The project method of teaching is a medium of instruction in which the students are given a number of projects or situations out of which they have to choose the problem they want to solve. In this Liveworksheet, students were asked to make a personal project, that is making a narrative text according to their personal experience. They were asked to make some points in spaces available guided with some words available with the appropriate words/phrases before they deliver them into sentences. Then, the students deliver the words/phrases into sentences grammatically. The grammatical sentences thus delivered into paragraph in chronological order. Through implementing project method in Liveworksheet, students emphasize the concept of learning by doing. They can deliver their feeling and knowledge of narrative text project through Liveworksheet.

Keywords: *Liveworksheet; Project Method; Narrative Text*

Introduction///Background of the Study

Language has a significant role in our lives. It is a means to communicate with others, and share information. Moreover, language is one of the mediums to state human desire. The easiest way to communicate with others is through language since it is the key to communicate with others. English becomes the language that is often taught as a foreign language. Therefore, English as an international language is very important in our lives because people around the world used to speak English. English is the second language for Indonesians. Therefore, like it or not we have to study English step by step. This is in line with the Indonesian government, English is considered a first foreign language and a compulsory subject to be taught in secondary schools.

Language is also a means to express an idea, answer a question, and remember material with language. To express an idea, humans can speak it or write it if they do not feel comfortable speaking.

Good transferring of language is needed to achieve learning objectives in teaching and learning situations. Studying English is not just speaking and reciting, but also mastering other skills they are writing, listening, and reading. All those skills must be implemented in lesson activities to achieve learning objectives. Harmer (2007, p. 265) stated that English is classified into two skills, there are receptive skills and productive skills. Listening and reading are classified into receptive skills. Meanwhile, writing and speaking are classified as productive skills.

Writing is one of the four skills that should be mastered by students. Writing is also an important skill that is studied at every level of education. The main purpose of writing is to transfer news and also to convey communication. Writing is an expression of language in the form of letters, symbols, and words. Writing is a complex process which requires cognitive skills. We have to recognize certain segments of language to create a writing product. In general, writing has two stages: discovering an idea and converting the idea into readable text. In writing, students are required to give their opinion, experiences, information, thought in their mind, and ideas in sentences, then make deliver them into a paragraph.

In English lessons, writing texts are divided into thirteen types. There are several text types, they are report, recount, narrative, procedure, description, anecdote, explanation, discussion, review, spoof, analytical exposition, news item, and hortatory exposition. Narrative text is one of the texts in reading competency based on the school-Based Curriculum of Junior High School level. In this case, the students have to be able to comprehend this kind of text in daily life. Cooper (2000, p. 13) stated that narrative text tells a story and is the type usually found in short stories and novels. The Narrative text is often fiction in which the values are used to describe and/or to explain human behavior chronologically in sequence of events.

Dealing with writing activities, there are still many problems found, such as many students are not interested in reading. This is due to the lack of variation in teaching media. Teachers just uses teaching materials that are available in school. The teacher often gives an assignment on the *LKS/Lembar Kerja Siswa* (students' worksheet). This teacher's conventional way of teaching requests students to read some texts. After finish reading, students continue to answer the questions based on the text that has already been read. This method is always used by many teachers for many years. Moreover, the *LKS/Lembar Kerja Siswa* (students' worksheet) is not interesting and is not colorful (only written in black font on white paper, moreover, there are no colorful pictures to support students' imagination. Therefore, the students often feel bored, feel unexcited in every learning session, and cannot imagine what they learn from the material. Surely, these factors can make the learning objectives hampered. So many students cannot find the main idea or information contained in the text. To solve the problem, the teacher must have a strategy to motivate students and attract students to like to read.

In this era, technology is very important to us. Through technology, human beings get a lot of information easily and effectively. Besides, many educational tools are improved through technology, one of them is electronic exercises namely *Liveworksheet*. *Liveworksheets* is a tool that allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents, and can then transform these into interactive exercises using different formats such as multiple choice, drag and drop or join the arrows, which can include audio or videos if necessary. It is also possible to create speaking exercises where students have to record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed.

Liveworksheets is a useful tool for creating interactive exercises for students. It is easy for teachers to use and can make learning more fun and enjoyable. Given the many different options available, however, teachers need to carefully select the most appropriate exercise format required for each learning activity. *Liveworksheet* is one of the teaching materials used to optimize learning activities. Along with the development of technology, *Liveworksheet* is evolving which was a printed teaching material that now can be presented in electronic media. Not only showing the materials but also showing

an interactive picture, games and video which first can attract students' interest in learning English and next can improve students' understanding.

Liveworksheet is one of the electronic media containing text, pictures, video, and animation that is more effective for students not to get bored. *Liveworksheet* itself is a platform web-based namely Liveworksheet.com. The application of *Liveworksheet* is quite easy. Students just open the worksheet, then students do the exercise. After students finish their work, just click "*selesai*" or finish. Next, the students' works were submitted to teacher's email. Simply, the teacher checks their score automatically.

Dealing with *Liveworksheet* implementation, teacher also should be more creative in designing learning method despite of this learning media. In supporting *Liveworksheet,* teacher implements project method in teaching Narrative text. The project method of teaching is a medium of instruction in which the students are given a number of projects or situations out of which they have to choose the problem they want to solve. This method was introduced into school education by an American philosopher and his disciples J. Dewey H. Kilpatrick. E. Collings and proclaimed the principle of "learning by doing". The essence of the method is that students, based on their interests, together with a teacher's help, solved some practical problems. After the student has chosen the problem they want to solve, they will have to come up with a solution to the problem on their own. The teacher, in the case of the project method of teaching, assumes the role of a guide than a dictator and guides the class through the lesson at their own pace.

The project method is an alternative classroom model that gives more focus on the aspect of student learning rather than the teaching aspect of the lesson. It emphasizes trusting the students and not imposing a learning style onto them. So, this method is completely student-centric. Projects are student-centered, following standards, parameters, and milestones clearly identified by the instructor. Students have control over the planning, refining, presenting, and reflecting of the project. Through projects, students are engaged in innovation and creativity (Project Lead the Way, 2003). The project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

There are two basic approaches for implementing the project method. According to the historically older approach, the students take two steps: initially, they are taught in a systematic course of study certain skills and facts, then they apply these skills and knowledge, creatively and self-directed to suitable projects. According to the second approach, the instruction by the teacher does not precede the project but is integrated in it. In other words, the students first choose the project, then they discuss what they need to know for solving the problem and learn the required techniques and concepts. Finally, they execute the chosen project by themselves. In both approaches, time for reflection should be provided during all phases of project learning, giving students the opportunity to evaluate their progress.

The project method requires special skills and training from the teacher. The teacher`s role and the student changes significantly. Teachers should not only conduct classes in the form of lectures, but need to be flexible, in a certain extent artistic, interesting, and interested in a subject. The teacher should always keep up with the times and give as much current information as possible and help students in subject`s mastering. In the context of this method, students play the role of flagship, and the teacher is only a navigator on this huge ship sailing to knowledge. There are different types of projects. The project`s choice is determined by a communicative task. Everything depends on the purpose and tasks that need to be solved in the course of the work. The type of project determines a structure, methods, sources of information and a reporting form:

1. Group project - research is conducted by a group and each student studies a particular aspect of the topic
2. Mini-project – Research Consists of Conducting interviews
3. Individual project – research involves reading up for interesting to the student topic and suitable for individual work.

The project method originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life. Major proponents of Pragmatism are J. Dewey (1935) and W. Kilpatrick (1935) in the U.S.A, and H.Gaudig and G. Kerschensteiner in Germany. The implementation of the project method was based on some pedagogical principles, expressed by many progressive educators:

a) Promotion of manual activity instead of memorization and verbalism
b) Learners' active participation in the learning process
c) Exploitation of facts relating to the immediate reality as a source for learning.

The project method was linked to the internal reform of the educational process, basic components of which are the following: a) opening of school to the local community, b) provision of equal opportunities to all students regardless of socioeconomic background, c) exploitation of immediate space as departure for learning, d) systematic study of problems of everyday life at school, e) cross-curricular approach to knowledge (Vrettos and Kapsalis, 1997, Papagiannopoulos et al, 2000). Many benefits of incorporating project work in second and foreign language settings have been suggested. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). In addition, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006:27). Students' autonomy is enhanced (Skehan, 1998), especially when they are actively engaged in project planning (e.g. choice of topic). A further frequently mentioned benefit relates to students increased social, cooperative skills, and group cohesiveness (Coleman, 1992; Papagiannopoulos et al, 2000: 36-37). Another reported benefit is improved language skills because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem-solving skills which are important in out-of-schools contexts, and to foster learning to learn (Brown et al, 2007).

In this *Liveworksheet*, students were asked to make a personal project, that is making a narrative text according to their personal experience. They were asked to make some points in spaces available guided with some words available with the appropriate words/phrases before they deliver them into sentences. Then, the students deliver the words/phrases into sentences grammatically. The grammatical sentences thus delivered into paragraph in chronological order. Through implementing project method in *Liveworksheet*, students emphasize the concept of learning by doing. They can deliver their feeling and knowledge of Narrative text project through *Liveworksheet*. Students actively get involved in the learning activity, hence helping them in enhancing their skillset, first-hand experiences, and thinking capacity. Incorporating <u>active learning</u> in students' daily lives can be quite helpful in comprehending narrative text. And with the implementation of *Liveworksheet* , the process of comprehending narrative text becomes much easier since every single narrative text exercises is displayed interestingly and students can access this *Liveworksheet* everywhere and every time they want by using their gadget or laptop.

Research Method

The researcher method of this study is research and development (R&D). The researcher chooses the research method because the researcher is developing electronic exercises namely *Liveworksheet* in

implementing project method in teaching narrative text. Research and development is a method used to make a product, and test its effectiveness of the product. Creating a product requires a needs analysis and testing of the product's effectiveness for the public.

The researcher adopted Borg and Gall model in doing this research, they are: (1) a preliminary study; (2) product planning; (3) preliminary product development; (4) validation by a media expert and material expert; (5) product revision based on validators; (6) product trial to small group; (6) product revision based on the small-group experiments; (8) main product experiment; (9) final product revision and development; and (10) final product dissemination. In general, this research method can be seen on 3.1 chart.

Table 3.1 Research and Development (R&D) method step

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│ Preliminary     │ ───> │ Product planning │ ───> │ Preliminary product │
│ study           │      │                  │      │ development         │
└─────────────────┘      └─────────────────┘      └─────────────────────┘
                                                              │
                                                              v
┌─────────────────────┐   ┌─────────────────┐      ┌─────────────────────┐
│ PRODUCT TRIAL TO    │<──│ Product revision │ <──  │ Validation by       │
│ SMALL-GROUP SUBJECT │   │ based on         │      │ material and media  │
└─────────────────────┘   │ validators       │      │ expert              │
         │                └─────────────────┘      └─────────────────────┘
         v
┌─────────────────────┐        ┌─────────────────────────────────┐
│ Product revision    │ ───>   │ Final product dissemination     │
│ based on small group │       └─────────────────────────────────┘
│ experiments         │
└─────────────────────┘
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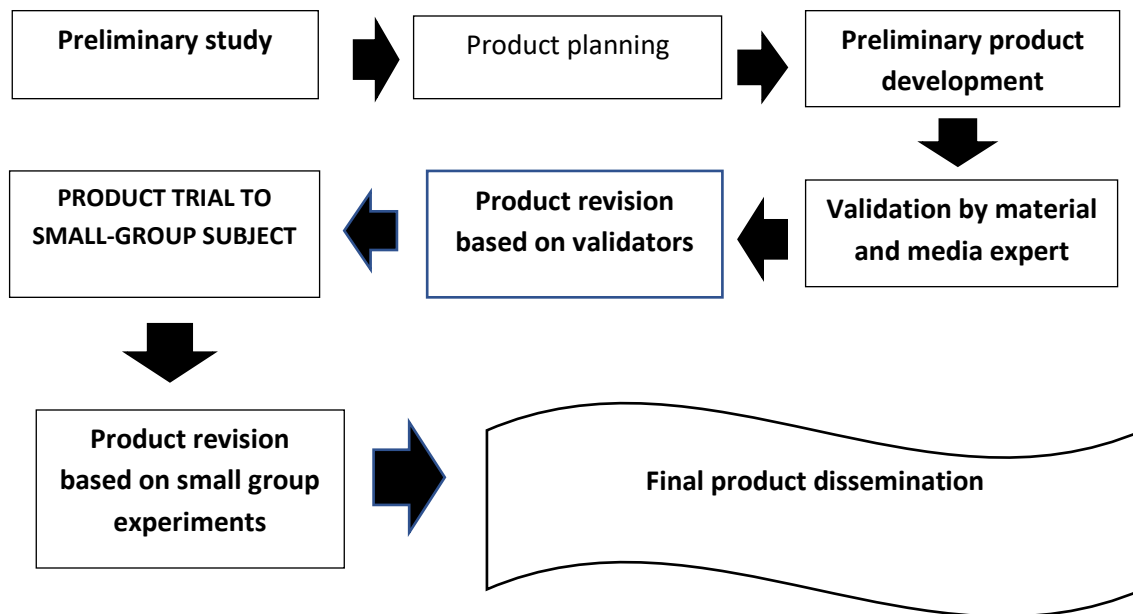
The instruments needed in this research were interview guide, questionnaire given to the validators, questionnaire given to the students as the small group experiments. The interview guide was used as the instrument to find out the early data in the research and the information dealing with teacher and students' problem in learning narrative text in the classroom. This interview stage was held to the students and classroom teacher at the preliminary study. The questionnaires given to the validators and the small group experiments are used during the evaluation phase and experiment of the product. These questionnaires are in terms of multiple choice containing 10 questions with 1-4 score. The questionnaire given to the material and media expert was very important to know the feasibility of the *Liveworksheet* in teaching narrative text by implementing project method. On the other hand, the questionnaire given to the students as the small group experiments gained information dealing with students' acceptance of the *Liveworksheet* in teaching narrative text by implementing project method. Those two kinds of questionnaire also provide box at the below part where validators and students can share their critics and impressions about *Liveworksheet.*

Findings and Discussion

1.Preliminary Study

According to the result of the preliminary study, researcher found that students got difficulties in comprehending the materials of narrative text. The conventional teaching media in displaying learning materials is boring. Thus, they need a means of interesting and supporting teaching and learning media in learning narrative text. On the other hand, teacher also found difficulty in designing learning method in teaching narrative text.

2.Product Development

After the problem is obtained, therefore researcher gathers the information that can be used as planning material for a certain product and is able to overcome the problems, they are:
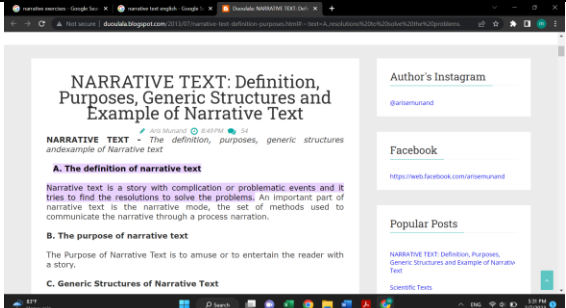
2.1.Product Planning
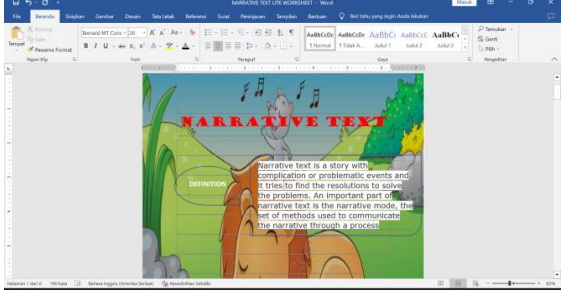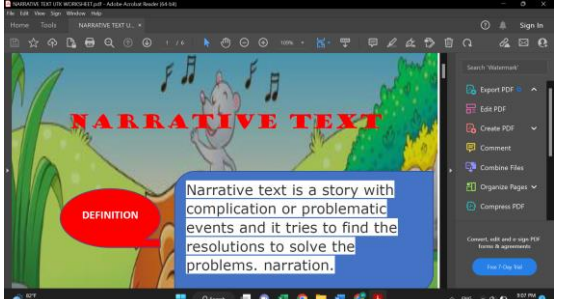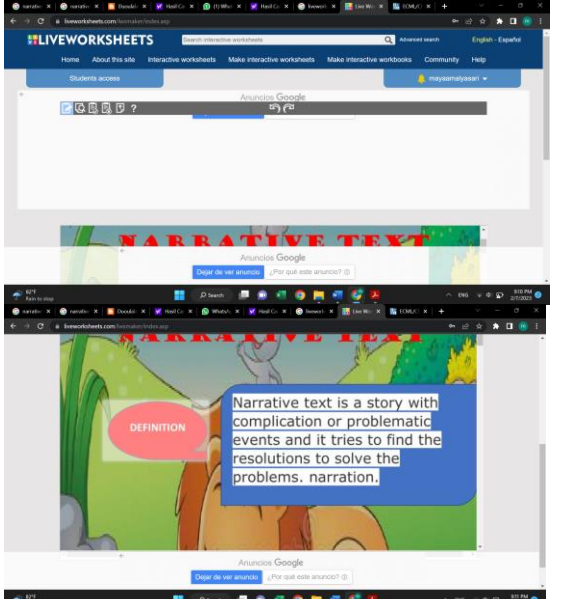
In this phase, the researcher plans the media used in displaying learning materials by using *Liveworksheet* in writing narrative text. In this *Liveworksheet*, the Basic competencies, standard competencs, indicators of competence achievement, and learning objectives are in accordance with the 2013 curriculum. The product is customized to the problem based on the interview with the teachers and students in order to support the learning session.

2.2.Preliminary Product Development

The researcher initiates making the product using *Liveworksheet*. First, the researcher searches for the material and supporting elements from the internet. Then, the material and supporting elements that the researcher gets from the internet gathered in Microsoft word. Furthermore, the material is edited in word form. In this stage too, the researcher rechecks the materials perfectness and gives the illustration pictures and background to support the materials displayed in order to adorn the product and more likable to the students so that students study happily and achieve the learning objectives effectively. The chosen materials and supporting illustration pictures were displayed to make *Liveworksheet* containing project method looks more interesting and nicer. After the draft is finished, the researcher delivered the material in Pdf form, and next, this Pdf draft is uploaded on *Liveworksheet* web. In *Liveworksheet* web, the researcher set the display of each exercise according to its instruction. The setting could be matching two things, choosing multiple choices, dragging words or answering the essay questions.

Here are the steps in preliminary product development:

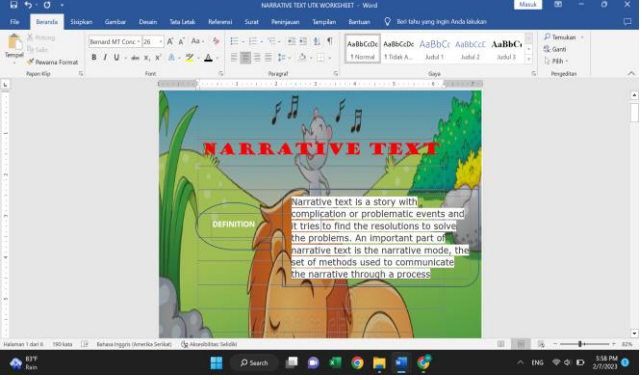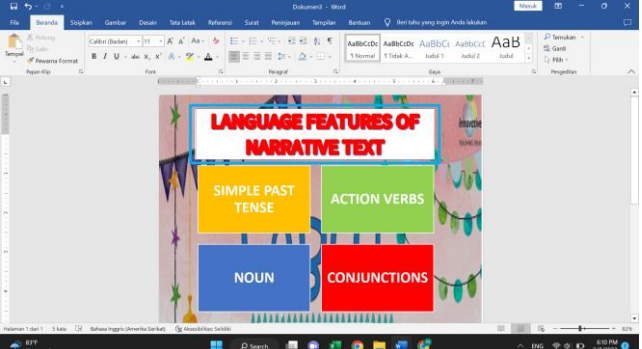| No	Images	Description
1		The researcher looked for some detail information about narrative text

2		- The researcher delivered the material in Word form - The researcher edited the materials of narrative text - The researcher added some illustration objects and background to support the materials presented -
3		- The researcher delivered the draft into Pdf form
4		- The writer uploaded the Pdf file in *Liveworksheet* - The researcher set the display of each exercise according to its instruction - The researcher did product finalization of the exercises in *Liveworksheet*
5		- The writer did preview the display of the materials and exercises in *Liveworksheet* - The writer gave more attention to the exercises dealing with project method in *Liveworksheet* , that is making narrative text entitled personal experience

2.3. Validation by Material and Media Expert

Validation is the step in evaluating the *Liveworksheet* product. In this validation, there are two validators, namely material validator and media validator who will give score dealing with the feasibility of the media.
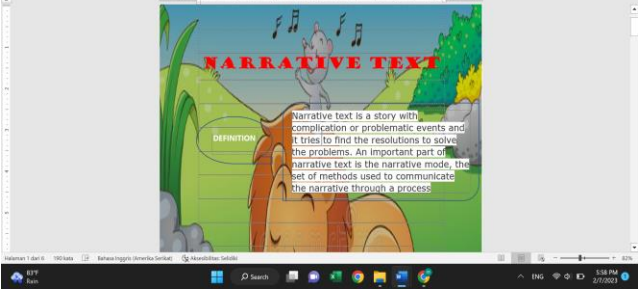
a. **Material Validation**

Material validation is a process in testing the product and looking at the material and its suitability with the curriculum. The validation test is done by one English lecturer who is expert in this field.

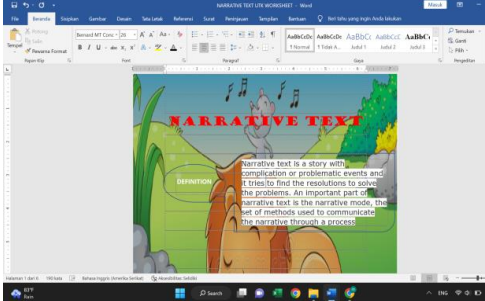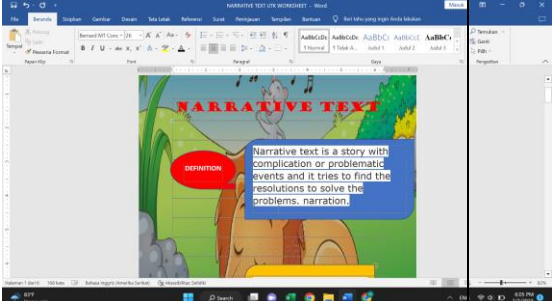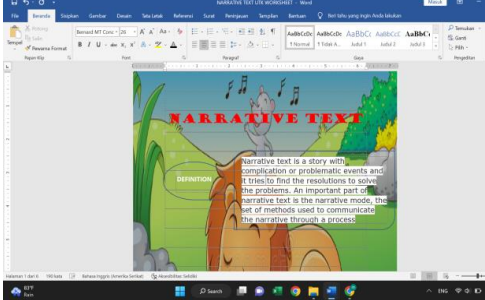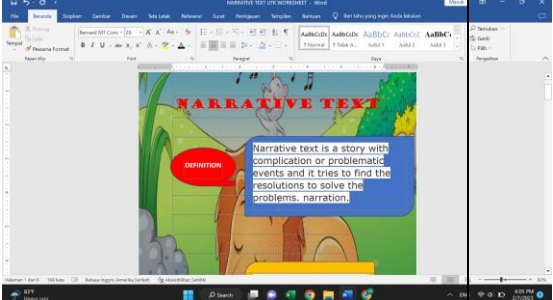| No	Preliminary Product	Validator Suggestion
1		Make the definition of narrative text simpler but understandable
2		Give brief examples of each language features to make students understand each of them

b. **Media Validation**

The media validator is a process in validating many aspects dealing with visual display, there are graphics, presentation, illustration, and compatibility with the supporting learning materials using *Liveworksheet*. Media validation was conducted by one IT expert.

No	Preliminary Product	Validator Suggestion
1		Change it into more colorful display to support the Narrative material about fable

2.4. Product Revision Based on Validators

In this stage, the researcher did revision on the *Liveworksheet* media according to validators questionnaire and suggestions.

No	Preliminary Product	Product Revision

2.5. Product Trial to a Small Group Students

After the product was validated by the validators, the researcher finds out the strengths and weaknesses of the *Liveworksheet* in writing a narrative text. After that, the weakness is regenerated by the researcher to produce a better product. For this product trial, the researcher uses a small group to implement *Liveworksheet* in writing a narrative text containing project method. The experiment is conducted to find out whether *Liveworksheet* in writing a narrative text is effective as supporting learning media or not.

2.6. Product Revision Based on Small Group Experiments

This stage containing the revision done by the researcher on the *Liveworksheet* according to small group-subjects questionnaire and suggestions. The small group-subject was the ten grade students of SMAN 1 Malang, containing 35 students.

2.7. Final Product Dissemination

In this stage, the researcher launches and disseminates the final product of *Liveworksheet* containing project method in teaching narrative text. The researcher does this stage since the validators stated that the product *Liveworksheet* containing project method in teaching narrative text is feasible. Moreover, the students as the small group also stated that *Liveworksheet* containing project method in teaching narrative text is acceptable and useful as the media in teaching narrative text.

3. Data Collection

In the implementation of research and development (R&D), the researcher uses two kinds of data collected, there are:

1. Quantitative data, the data obtained from questionnaire given to the validators and students. Each of the questionnaires contain 10 questions with 1-4 score. Thiese questionnaires deal with the product developed *Liveworksheet* containing project method in teaching narrative text
2. Qualitative data, the data obtained from the suggestion/impression box available at the bottom of the questionnaire sheet. The suggestion/impression given by the validators and students are in term of descriptive sentences.

4. Data Analysis

Data analysis in the research and development (R&D) of *Liveworksheet* containing project method in teaching narrative text is using the qualitative and quantitative analysis technique. The data is obtained from the experiment and validation phase through quantitative and qualitative descriptive statistics. The analysis is intended to describe the characteristic data on each variable.

A. **Expert Validation Data Analysis**

The questionnaire given to the validators were calculated through this formula:

Table 4.1. calculation validity test formula

$$P \frac{f}{N} X\ 100\%$$

Description:

P = Final score

F = Score acquisition

N = Maximum score

Subsequently, the score entered the validity assessment qualification criteria as follows:

Table 3.3 Qualification level of validity based on the average percentage

Percentage	Validity Level
80% < P ≤ 100%	Valid/No revision
60% < P ≤ 80%	Valid enough/No revision
40% < P ≤ 60%	Less valid/partial revision
0% < P ≤ 40%	Not valid/Total revision

In the validation stage, the researcher gained these scores:

Validator	Final Score	Validity Level
Material expert	96%	Valid/No revision
Media expert	94%	Valid/No revision

According to these final scores, both material and media experts stated that *Liveworksheet* containing project method in teaching narrative text is feasible with no revision. The material experts also stated that the implementation of project method by filling the available space with appropriate words/phrases, delivering words/phrases into grammatical sentences and then delivering sentences into a good paragraph in chronological order becomes a brilliant way in creating narrative text. By doing this, students would be able to deliver their feeling and knowledge smoothly in simplest words, and then in grammatical sentences and next in good paragraph. This smooth stages will make students easier in mastering not only narrative text in general, but also its language features.

B. **Product Trial Data Analysis**

The questionnaire given to the students (small group subjects) were calculated through this formula:

Table 4.2. calculation acceptability test formula

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Final score

F = Score acquisition

N = Maximum score

Subsequently, the score entered the validity assessment qualification criteria as follows:

Table 3.3 Qualification level of validity based on the average percentage

Percentage	Validity Level
80% < P ≤ 100%	Acceptable/no revision
60% < P ≤ 80%	Acceptable enough/No revision
40% < P ≤ 60%	Less acceptable/partial revision
0% < P ≤ 40%	Unacceptable/Total revision

In this stage, the researcher gained these scores:

Subject	Final Score	Acceptance Level
Students	98%	Acceptable/No revision

According to these final scores, the students as the subject in product trial that *Liveworksheet* containing project method in teaching narrative text is acceptable. It means that this *Liveworksheet* is interesting and can be used as the learning media in teaching narrative text containing project method. Moreover, according to the students' impressions, the implementation of Project method in this *Liveworksheet* is very interesting since this *Liveworksheet* focuses on applying, specific their knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility. Most of the students also stated that the implementation of project method by filling the available space with appropriate words/phrases, delivering words/phrases into grammatical sentences and then delivering sentences into a good paragraph in chronological order becomes a brilliant way in creating narrative text. By doing this, they feel able to deliver their feeling and knowledge smoothly in simplest words, and then in grammatical sentences and next in good paragraph.

Conclusion

In writing activities in the classroom, there are still many problems found, such as many students are not interested in reading. This is due to the lack of variation in teaching media. Teachers just uses teaching materials that are available in school. The teacher often gives an assignment on the *LKS/Lembar Kerja Siswa* (students' worksheet). In this era, technology is very important to us. Through technology, human beings get a lot of information easily and effectively. Besides, many educational tools are improved through technology, one of them is electronic exercises namely *Liveworksheet*. *Liveworksheets* is a tool that allows teachers to create interactive worksheets for their students. *Liveworksheets* is a useful tool for creating interactive exercises for students. It is easy for teachers to use and can make learning more fun and enjoyable. Given the many different options available, however, teachers need to carefully select the most appropriate exercise format required for each learning activity.

In supporting *Liveworksheet,* teacher implements project method in teaching Narrative text. The project method of teaching is a medium of instruction in which the students are given a number of projects or situations out of which they have to choose the problem they want to solve. In this *Liveworksheet*, students were asked to make a personal project, that is making a narrative text according to their personal experience. They were asked to make some points in spaces available guided with some words available with the appropriate words/phrases before they deliver them into sentences. Then, the students deliver the words/phrases into sentences grammatically. The grammatical sentences thus delivered into paragraph in chronological order. Through implementing project method in *Liveworksheet*, students emphasize the concept of learning by doing. They can deliver their feeling and knowledge of Narrative text project through *Liveworksheet.*

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