

English for Counseling Subject Student Worksheet in the BK Department Medan State University

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Abstract. This research aims to: 1) describe how important student worksheets are in improving the English language skills of students majoring in BK, 2) produce worksheet products for English courses based on Project Based Learning, 3) Validate worksheet products for English courses produced in this research. This research uses research and development methods with the ADDIE approach. On the first stage validation, the English Education expert gave a total score for all aspects of 71 and the Teaching Model expert gave a score of 68. Based on these scores, it can be concluded that the Student Worksheet that has been developed is still far from being in the appropriate category. Therefore, the author asks for input from material experts and teaching materials experts, so that further improvements can be made to the LKM for the English for Guidance and Counseling course. In the second stage of validation, the material expert gave a score of 87 for all aspects and the teaching materials expert gave a score of 89. Based on these scores, it can be concluded that the Student Worksheet in the English for Counseling course is suitable for use in the Unimed BK department. Furthermore, to perfect the stages of making LKM, the author also asked for responses from students who took part in LKM trial activities at the implementation stage. The result obtained is pThere is a linguistic aspect, on average students give very positive responses.

Keywords: Students Worksheet, PJBL, English for Guidance and Counseling

1 Introduction

The world of education really needs English language educators who are capable, successful in helping students, and have a level of appropriateness in providing appropriate explanations and more wasteful language input for students, and have a high level of confidence in conveying illustrations [6]. The role of English is so important because it is with English that a process of interaction and communication between nations occurs. Each nation can exchange important information, share knowledge, share resources, and ultimately create cross-national relations [17].

To communicate effectively with others, one needs to be proficient in language as a communication tool. Aiming for and studying good language proficiency is important, particularly when learning a foreign language. A person learning a foreign language wants to be able to converse with individuals who speak and write that language correctly, fluently, and freely [1]. This is the ultimate goal of language learning, because as science, technology, information, and other sectors improve, so is the need for people with proficiency in foreign languages.

Reading, writing, speaking, and listening are all fundamental English language abilities. These four fundamental talents fall under the category of psychomotor abilities. Teaching English should therefore place more emphasis on speaking, writing, listening, and reading abilities than on language proficiency. Up until now, the focus of learning English in primary school through college has been on language proficiency. The assessment emphasizes knowledge over language proficiency.

The study of applied linguistics, or ESP, has its roots in the realms of education and the usage of English to suit the requirements of specific professions and scientific domains, including science, technology, and other fields [5]. ESP was designed and developed based on the concept of needs analysis. This concept connects what students need both in the academic and professional fields. Thus, ESP places more emphasis on learners at higher education levels and at professional or workplace levels. ESP learning materials must be adapted to students' needs in the world of work so that the skills possessed by students can be applied optimally. This requires a Needs Analysis (Need Analysis) in ESP which aims to ensure that the English taught is truly needed in the field that students will pursue.

At Medan State University, English is a required and crucial subject in every department. Producing graduates who are capable of competing both nationally and internationally is the goal of this course. The advancements in science and technology have led to an increase in demand for English language proficiency in Indonesia.

The Guidance and Counseling (BK) Department at Medan State University has an English course which has a weight of 2 credits. The aim of this course is to improve students' English skills which can be used in developing knowledge in the field of guidance and counseling. Students are able to search for various references regarding the field of counseling from reading sources in English.

In implementing the English for Counselling course, the course instructor tries to organize a learner-centered learning process so that students are actively involved in the lecture. Students are divided into several groups consisting of 4-5 people in each group. By forming groups, students can discuss with each other during the lecture process so that the expected competencies are achieved optimally. Even though they have been formed in small groups, not all students are actively involved in the discussion process so it takes longer to complete the lecture. As a result, the time allocated for the English for Counseling course is often not enough to complete the learning material. Therefore, learning tools are needed that can make the learning process more effective and help students actively participate in collaboration during the lecture process.

Student Activity Sheets (LKM) are a learning tool designed to help students/students follow the learning process in class [7] [8]. LKM supports students in carrying out problem solving activities [3] [4]. Apart from that, the LKM can also include material, summaries and instructions for implementing learning activities [9]. Therefore, it is hoped that working on LKM by students during the process can help students to actively participate in the lecture process. LKM can support students to develop concepts of the material being studied by thinking more actively and carrying out activities [13]. explains that LKM is a student guide that is used to carry out investigative or problem solving activities. LKM contains activity instructions or guides used to carry out investigation or problem solving activities. Student Worksheets (LKM) are printed teaching materials in the form of sheets of paper containing material, summaries and instructions for implementing learning tasks that must be carried out by students, both theoretical and/or practical in nature which refer to the competencies that students must achieve, and Its use depends on other teaching materials [10].

One type of learning that places a strong emphasis on student-centered projects is called project-based learning. This gives students the freedom to work on their own to develop their own learning, and it will result in a work product that is realistic and created by the students. [16]. Through a variety of presentations, Project Based Learning (PjBL) enables students to acquire new knowledge and comprehension based on their experiences. With sophisticated activities including allowing students to freely explore, organizing learning activities, and working together to complete projects, PjBL is a cutting-edge learning paradigm that prioritizes contextual learning [15].

PjBL according to the Buck Institute for Education (BIE) is learning that involves students in learning activities both in solving problems and providing opportunities for students to express their creativity more, it can improve student learning outcomes and creativity [14]. Learning outcomes are the adjustments that students go through as a result of the learning activities they have completed. These adjustments can include cognitive, emotional, and psychomotor changes. According to Bloom's taxonomy, learning objectives place more emphasis on knowledge, attitudes, and abilities. [12].

2 Research Method

Research and development (R&D) or development research is what this study is. Methods for product creation and research are employed in order to determine the efficacy of the items. Techniques for research and development are employed to create and enhance certain goods or services. This research is applied with the aim of the teaching or student learning process in developing and validating educational products [11]. The present study employs an adaptation of Dick and Carry's ADDIE development model, which comprises five stages: analysis, design, development, implementation, and evaluation. This study highlights the development of PjBL-based Student Worksheets (LKM) as instructional resources that can be used in English guidance and counseling courses.

3 Results and Discussion

3.1 Analysis

The analysis stage is the most important stage in the ADDIE development model [2]. At the analysis stage, the researcher determined four stages, namely: Analysis of students' learning needs, curriculum analysis, analysis of the PjBL learning model, and analysis of teaching materials.

3.1.1 Curriculum Analysis

This stage aims to determine the suitability of the lecture material with the student worksheets that will be developed. This activity was carried out starting with analyzing the English for Guidance and Counseling course syllabus, the textbooks that have been used and the lecture implementation guidelines contained in the Lecture Plan. There are 10 materials

per lecture. Based on this analysis, a number of materials were determined that would be used as a reference in making the LKM, namely:

- a. Subject and Object in English Language
- b. Nouns and Pronouns
- c. Verbs and Adverbs
- d. Modals Auxiliaries
- e. Adjectives
- f. Conditional
- g. Quantifiers and Qualifiers
- h. Grammar on Academic Writing
- i. Communication in Guidance and Counseling Services.

3.1.2 Analysis of Student Needs

This stage aims to obtain an overview of students' needs. The results of this analysis become a reference in creating the design of the LKM for the English for Guidance and Counseling course. At this stage, researchers conducted interviews with 20 randomly selected students. Based on these interviews, researchers obtained several conclusions, namely:

- a. Students need teaching materials that foster motivation
- b. Students need English language skills training media that contains short tips and tricks for mastering the subject matter.
- c. Students want LKM to be available that can increase learning independence.
- d. Students need worksheets that can improve their listening and reading skills.
- e. Students need worksheets that can be accessed online and offline.

3.2 Design

The researcher will realize the picture of the LKM that has been obtained at the analysis stage. Researchers will create an LKM design that suits students' needs, both in terms of material content, learning models, learning media, and material delivery techniques. The steps at this stage are as follows:

- a. Prepare a map of MFI needs.
- b. The core skills, indicators, and learning resources mentioned in the lecture unit, as well as the English for Specific Purposes (ESP) analysis, are used to decide the title of the LKM.
- c. Create detailed images that will be loaded into the LKM.
- d. Determine the discussion topics that will be made into MP3 format which will later be used by students in deepening the speaking and listening material.
- e. Determine the form of learning outcomes test that will be included in the LKM.
- f. Create a LKM cover design.

At the design stage, researchers will also carry out discussion with 2 experts, namely a material expert and a learning design expert to obtain input on the design that will be created. At the design stage, LKM is prepared in accordance with the standards of good teaching materials. LKM design is carried out in accordance with the results of the needs analysis at the Analysis stage. The LKM format designed consists of: 1) title; 2) student identity; c)

work instructions; d) goals; e) study materials, f) learning activities; e) evaluation; f) list of references.

3.2.1 Design of Materials Contained in the LKM

The material that will be designed using the PJBL learning model is:

- a. Basic English Sentence Pattern
- b. Reading and re-writing the text
- c. Pronouns
- d. Question tags
- e. Capital Auxiliaries
- f. Tenses
- g. Noun
- h. Qualifiers and quantifiers
- i. Reading and writing the scientific articles.

The material design contained in the LKM is the result of an analysis of the needs of the Guidance and Counseling field and this field becomes a reference in determining learning needs. The skills and information that students will require to possess particular abilities in the intended context are known as learning demands. In other words, as students and future guidance and counseling teachers, students are expected to possess skills relevant to their subject of study. [16].

3.2.2 Determine the English Language Skills to be Developed

- a. Proficiency in English
 1. Speaking
One of the skills or abilities in speaking English is the ability to ask and respond to inquiries, to express opinions, to comment on and reject the opinions of others if they differ from our own.
 2. Writing Skills
The foundation for students to understand a variety of disciplines is their writing abilities, which are a crucial component. Writing is a skill you develop through practice rather than something you are born with.
 3. Listening Skills
Listening is one of the basic skills in English. Listening is the ability to hear other people's voices or words, and then understand the meaning contained in them. Listening has many benefits, including helping you improve your ability to speak and understand words contained in English.
 4. Reading Comprehension
Reading is one of the elements studied in English. Not just reading, but also getting a deep understanding and teaching. Reading comprehension is also often tested in English tests.

- b. Language
 - 1. Vocabulary
Acquiring knowledge of vocabulary is a crucial aspect of acquiring language skills. Your capacity to express yourself in writing or speech and to comprehend what you read and hear will both improve with word knowledge.
 - 2. Pronunciation
To master English Pronunciation, students generally need to practice pronouncing English vocabulary every day. However, before we can pronounce the sound or intonation of a word correctly, we first need to hear it from a native speaker.
 - 3. Grammar (Grammar)
In spoken or written expression, grammar is taught functionally. A summary of subject and object, tenses, parts of speech, articles, quantifiers, gerunds, degree of comparison, and conditional phrases follows that.

3.3 Development

Development is the realization stage of the LKM which has been designed at the design stage. The following are the stages of LKS development carried out:

- a. Product Manufacturing
In making the product, the researcher created an English language course worksheet based on a learning model according to the design created at the design stage.
- b. Validation of Research Instruments
Validation was carried out on the instruments used, namely test instruments for student English learning outcomes and instruments for student responses to the developed LKM. Validation of the test instrument was carried out using statistical tests and validation of the questionnaire was carried out using expert tests.
- c. Expert Judgment
Expert judgement is the act of collecting data with the aim of determining the level of feasibility in LKM based on the PjBL learning model. Before this LKM is implemented, a feasibility test is first carried out by expert judgment, namely material and learning design experts.
- d. Product Revision
After receiving assessments, comments and suggestions from expert judgment, the researchers then made improvements to the LKM. This improvement is carried out so that being developed is declared feasible.

The development phases are explained in detail as follows:

3.3.1 Product Creation Stage

- a. Covers
The cover of this LKM contains the name of the course and the name of the author, and there is also an image to add artistic value to the cover design.

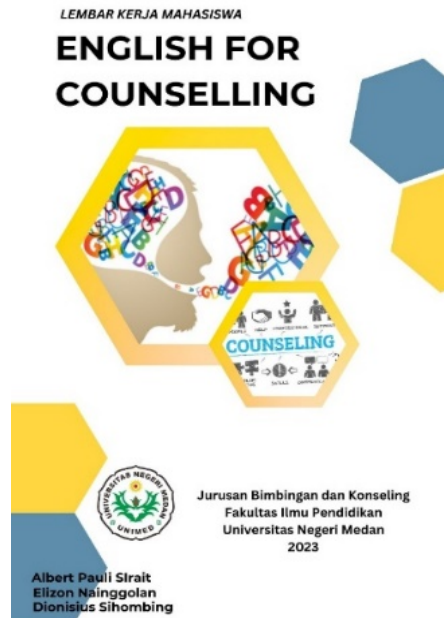


Fig.1. LKM Cover

b. Display of Material Presentation in LKM

In each material, there are instructions for carrying out the exercises and procedures for accessing the videos contained in the LKM. The video is available on the youtube.com page. The material sheet also contains pictures that are relevant to the material, to make the appearance of the LKM more attractive.

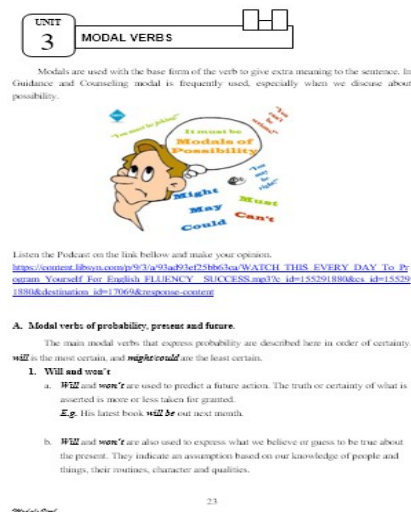


Fig. 2. Display of Material Presentation in LKM

c. Display of Presentation of Training Materials

The practice questions contained in the LKM are in the form of essays and multiple choice.

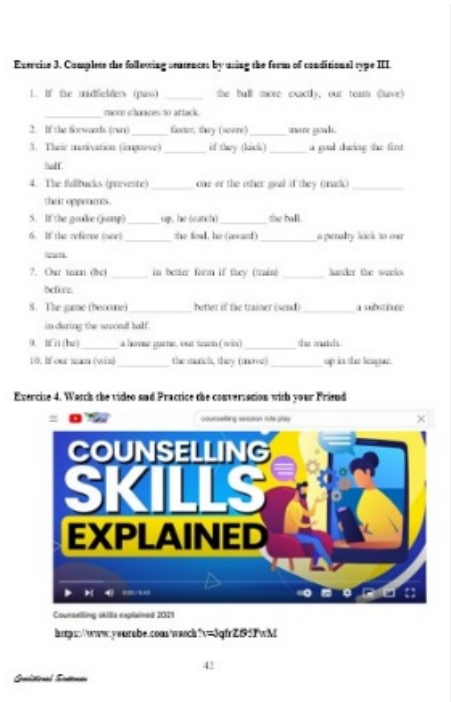


Fig. 3. Display of Presentation of Training Materials in LKM

3.3.2 Expert Validation

a. Phase I Validation

Table 1. LKM Validation Results Phase 1

No	Aspect	Maximum Score	Score	
			Materials Expert	Teaching Materials Expert
1	Content Aspect	20	14	13
2	Linguistic Aspect	20	14	12
3	Presentation aspect	20	14	14
4	Aspects of Using Learning Models	20	15	15
5	Graphic Design Aspects	20	14	14
	Amount	100	71	68

Table 1 above shows that the scores given by the two experts are still very low, namely the materials expert gave a total score for all aspects of 71 and the teaching

materials expert gave a score of 68. Based on these scores, it can be concluded that the Student Worksheet that has been developed is still far from eligible category. Therefore, the author asks for input from material experts and teaching materials experts, so that further improvements can be made to the LKM for the English for Guidance and Counseling course that has been developed. Material experts and teaching materials experts have almost the same suggestions, namely on the content aspect, namely that the practice questions in the LKM are not appropriate to the field of Guidance and Counseling, it is necessary to add examples of questions to the LKM in each material, and there are several grammatical errors in the LKM. In the linguistic aspect, there are still many sentences that are difficult to understand and use inappropriate vocabulary. In the presentation aspect, the validator stated that the use of font and font size must be consistent so that the LKM looks neat, then there are several paragraphs that have not been placed correctly. Furthermore, regarding the aspect of using the Learning Model, material experts are of the opinion that there has been no visible implementation of the PjBL model in the material or practice questions. Furthermore, in the graphic design aspect, the validator suggested using images that are relevant to the material and the images used must be unique and interesting to stimulate student interest. Based on suggestions from the two experts who were validators in developing this LKM, the author implemented several improvements to the LKM as shown in Table 2 below.

Table 2. Details of Improvements Made to LKM

No	Items
1	Increase the number of example questions in each material
2	Place learning objectives in each learning material
3	This LKM can support online and face-to-face learning
4	Fixed writing errors
5	Improve the paragraph arrangement
6	Improve the structure of sentences to make them more coherent
7	Improve the images contained in the LKM
8	Correct sentences that are difficult to understand
9	Adapting the presentation of material to the PjBL Learning Model
10	Improved image layout to make it more attractive

b. Phase II Validation

After making several improvements to the LKM, the author then asked material experts and teaching materials experts to provide an assessment of the LKM that had been improved. The assessment results provided by the validator are shown in Table 3 below

Table 3. Results of Phase II LKM Validation

No	Aspect	Maximum Score	Score	
			Materials Expert	Teaching Materials Expert
1	Content Aspect	20	17	17
2	Linguistic Aspect	20	18	18
3	Presentation aspect	20	17	18
4	Aspects of Using	20	17	18

	Learning Models			
5	Graphic Design Aspects	20	18	18
	Amount	100	87	89

Table 3 above shows that the material expert gave a score of 87 for all aspects and the teaching materials expert gave a score of 89. Based on these scores, it can be concluded that the Student Worksheet in the English for Counseling course is suitable for use in the Unimed BK department. Visualization of stage I and stage II validation scores is shown in Figure 4 below.

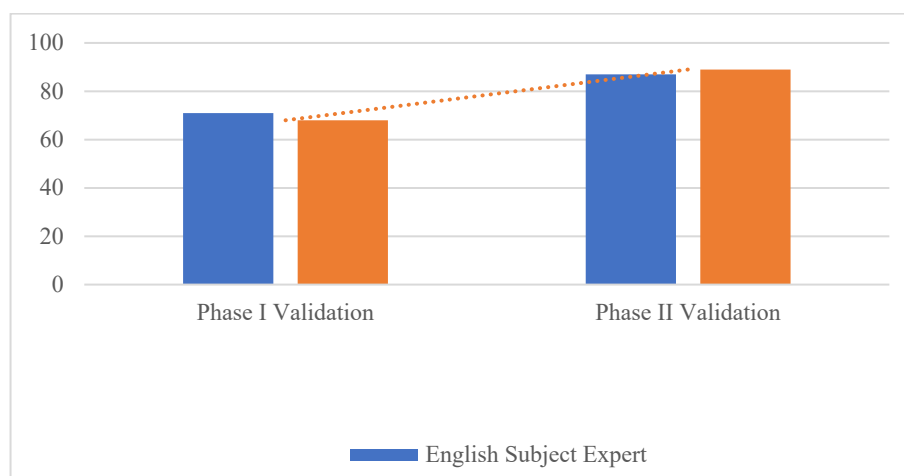


Fig. 4. Visualization of LKM Validation Scores

3.4 Implementation Stage

The implementation stage is a trial stage for the use of Student Worksheets in learning English for Counseling. This trial involved 30 students majoring in Guidance and Counseling. In the implementation stage, learning took place over 4 meetings. At each meeting, the author first provides teaching using the PjBl model. The teaching lasted for 50 minutes, then students were asked to do the LKM. At the end of the implementation stage, students are asked to provide responses via a questionnaire regarding the Project Based Learning-based LKM product that has been developed by the author. The results of the analysis of student response questionnaires are as follows.

Table 4. Student Responses to LKM

No	Aspect	Score	Criteria
A.	Language	85.15	Very positive
B.	Presentation	87.13	Very positive
C.	LKM Design	86.25	Very positive
D.	Learning Independence	87.05	Very positive
E.	Interest	85.17	Very positive

In the linguistic aspect, the average student gave a very positive response, namely a score of 85.15. In the presentation aspect, a score of 87.13 was obtained. Furthermore, the LKM design obtained a score of 86.25. In the aspect of learning independence, a score of 87.05 was obtained and in the interest aspect, a score of 85.17 was obtained. All aspects obtained scores with very positive criteria. So it can be concluded that students responded very well to the English for Counseling Course Worksheet. In other words, the English for Counseling LKM based on the Pjbl Model is suitable as teaching material in the English for Counseling course at the Department of Guidance and Counseling, Medan State University.

4 Conclusion

The LKM that has been developed by the author has gone through quite long stages. Starting from needs analysis, making the initial LKM design, LKM development to the feasibility test process by the Validator. In the first validation stage, the English Education expert gave a total score for all aspects of 71 and the teaching model expert gave a score of 68. Based on these scores, it can be concluded that the Student Worksheet that has been developed is still far from being in the appropriate category. Therefore, the author asks for input from material experts and teaching materials experts, so that further improvements can be made to the LKM for the English for Guidance and Counseling course. In the second stage of validation, the material expert gave a score of 87 for all aspects and the teaching materials expert gave a score of 89. Based on these scores, it can be concluded that the Student Worksheet in the English for Counseling course is suitable for use in the Unimed BK department. Furthermore, to perfect the stages of making LKM, the author also asked for responses from students who took part in LKM trial activities at the implementation stage. The result obtained is pThere is a linguistic aspect, the average student gave a very positive response, namely a score of 85.15. In the presentation aspect, a score of 87.13 was obtained. Furthermore, the LKM design obtained a score of 86.25. In the aspect of learning independence, a score of 87.05 was obtained and in the interest aspect, a score of 85.17 was obtained. All aspects obtained scores with very positive criteria. So it can be concluded that students responded very well to the English for Counseling Course Worksheet.

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