Cooperative Learning-Based E-LKPD Round Robin Type: English Reading Skills

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Abstract: To find out the feasibility and to know the effectiveness of the E-LKPD (Student Worksheet) Based on the Round Robin Type Cooperative Learning Model in Class VII English Subjects at Private Middle School IT Permata Hati Tebing Tinggi. This research is a Borg & Gall product development research and is combined with the Dick & Carey model. Subjects included 2 material experts, 2 media experts, 3 students in the individual test, 9 students in the small group test, and 26 students in the limited field test. The results showed that the E-LKPD Based on Cooperative Learning Round Robin Type was feasible to use, based on the validation of learning material experts 98.59% were in very decent qualifications, media expert validation was 94.64% in the very feasible category, individual trials were 92.42% were in the very feasible category, 95.70% for small group trials were in the very feasible category and 91.87% for field trials were in the very feasible category. The results of submitting the hypothesis prove that the learning E-LKPD is feasible to use, and there is a significant difference between the learning outcomes of students who are given treatment using the E-LKPD and printed media. This is indicated by the results of data processing tcount = 5.63 at a significance level of α = 0.05 with df obtained t table = 50, so that tcount > ttable (5.63 > 1.63).

Keywords: student worksheets; cooperative learning; round robin type; results of learning english; reading skills

1. INTRODUCTION

As an international language that plays an important role in the era of globalization, English is expected to be mastered by everyone. Since then English has been declared as an International Language. According to Simbolon [1] English is the main subject that must be mastered by students to be able to adapt to the development of science and technology. Through teaching English in schools, it is hoped that students will be able to master language skills in accordance with the curriculum and achieve basic and core competencies in their respective schools.

Having good reading skills is very important for students. Regarding learning English at school, Mikulecky and Jeffries [2] state that reading is an important way to improve students' general language skills in English. Reading can also improve vocabulary, writing and speaking skills and also discover new ideas, facts and experiences. Furthermore, when students come to the next level of education, they must first pass an exam. This is done to see how well students learn at a certain level of education. Reading skills are usually used in exams. So, students must have good reading comprehension if they want to pass the exam.

In the learning process, supporting components are needed so that it runs well and is also able to change the quality of the learning itself. An educator plays an important role in preparing learning tools before the start of learning. Ibrahim in Trianto [2] that the learning tools prepared can be in the form of: syllabus, lesson plans, and worksheets. Dwi Kurnia [3] states that the presentation of LKPD is now more innovative, that is, LKPD is united with a learning model so that it is able to attract students' interest in learning. The learning model that can be combined with the LKPD in this study is the Cooperative Learning model.

The presentation of LKPD which is commonly known as printed media, now can be used with electronic or digital media, known as electronic LKPD (E-LKPD). To make this electronic LKPD requires supporting applications, one of which is the Flip PDF Corporate Edition application. Nurbayani [4] states that Flip PDF Corporate Edition is software for converting material in PDF file format into electronic worksheets (E-LKPD) which can be combined with attractive pictures or illustrations, animations and videos. The resulting output is in the form of a sheet of questions and this file can be shared with students in the form of a link. Users can run this application via smartphone, computer or laptop. E-LKPD can be an alternative learning tool for teachers and students that is more effective and efficient.

1.1 English Learning Outcomes

Hilgard and Maarquis in Sagala [5] argue that learning is a process that a person goes through at the stages of training and learning so that there is a change in the individual. Furthermore, according to Skinner in Dimyati [6] learning is a behavior which when the individual learns well, will get a better experience. Ihsana [7] says that learning is a process in which there is a shift in the process from not knowing to knowing, from ignorance to understanding, from the inability to get the best results. Slameto [8] reveals learning is an activity to achieve change, namely behavior as a result of experience gained from the environment.

Jenkins and Unwin in Kennedy [9] argue that learning outcomes are statements of what students are expected to be able to do as a result of a learning activity. Furthermore, Bingham in Kennedy [10] reveals that learning outcomes are an explicit description of what the learner wants to know and be able to do as a result of learning.

1.2 Reading Skills

Nunan [11] states that reading is a set of skills needed to understand and derive meaning from printed words. Then Anderson [12], reading involves the ability to decode printed words in the key to reading. Decoding activity has an impact on the reader's understanding. Reading also requires derived meaning. He added that reading is understanding the whole meaning of a sentence. More than that, Brown [13] mentions reading is a reading activity negotiating meaning by bringing to the test scheme to understand it, and finally understanding of the text is considered a product of negotiation. Spratt, et.al [4] defines reading as a process of responding to interpreting information, readers are connected to new knowledge obtained from texts on knowledge they already know.

There are two main categories of reading purposes: reading for pleasure and reading for information. Nunan [15] states that reading for pleasure is one of the goals of reading; For example reading bedtime stories. The point of reading bedtime stories is to have a pleasant reading experience. In addition, Grabe and Stoller [16] suggest the purpose of more reading, namely: (1) Simple Information Search and Quick Reading. In reading for information, the reader usually scans the text for a certain word, or certain information, or some representative phrase. In this reading purpose, the reader tries to get specific information in the text; (2) Reading to learn from the text. Reading to learn usually takes place in academic and professional contexts where a person needs to learn a large amount of information from a text. For example, a biology teacher who reads a book written in English entitled 'Amoeba' needs to study the detailed information in the book. He wanted to increase their knowledge on the topic; and (3) Reading To Integrate Information, Writing and Critical Texts. Reading to integrate information often occurs before an author writes a paper. In a paper, he needs to integrate a lot of information that will support his statement, idea, or someone's statement. Information is taken from many sources. Then, he decides what information to integrate and how to integrate it into his writing.

According to Penny McKay [17] reading assessment techniques can be carried out by reading and responding, (reading and retelling, reading and doing short answer assignments), reading and doing tasks that require long answers, and reading and answering questions. Furthermore, Brown [18] argues that assessment is divided into two types. The first type is an informal assessment. This is done by the teacher without planning the assessment first. This form of assessment is that the teacher can provide feedback or feedback to students such as giving praise: "Good job", "Good", and "Done". In addition, this kind of assessment can be done by commenting on student papers, and also correcting what students have done. The second type is a formal assessment. With this formal assessment, the teacher first prepares several exercises to assess student competence, for example: quizzes, assignments or exams. In teaching reading skills, teachers need to assess the ability of their students to find out whether students understand the reading.

1.3 E-LKPD (Electronic Student Worksheet)

Slameto [19] suggests that LKPD is helping student activities when studying. LKPD as a guide for educators in addition to the various types of learning devices. Two learning factors are influenced by internal factors related to students' initial abilities while external factors are related to the learning approach. The presentation of the material contained in the LKPD is by involving students to actively work on exercises, discussions and practice.

Meanwhile, according to Azhar Arsyad [20] that LKPD is a source of learning where the educator is a facilitator can develop it in learning activities. LKPD is packaged and adapted to the conditions and situations of the learning being carried out. LKPD as a learning tool, because it can be used in conjunction with other learning resources.

Prastowo in Laely [21] states that there are functions of LKPD, namely: (1) LKPD functions so that learning takes place based on student centered learning; (2) LKPD can be used by students to study and understand the material taught by the teacher; (3) LKPD is made concisely and concisely which is used as an exercise for students; (4) Its function makes it easier for educators to provide a summary of the material and questions for students.

Given the importance of creating good LKPD, Alan [22] states that in making LKPD it is important to follow the steps for making LKPD, namely: (1) The content of the material is guided by the curriculum; (2) Pay attention to the differences in students because in the independent curriculum it emphasizes competence and demands student abilities; (3) Activities in LKPD help students understand the subject matter; (4) Associating material with real activities and technology; (5) Having clear learning objectives; (6) Make the main material and details; (7) Compose simple, concise sentences that are easy to understand; (8) Systematic structure according to students' understanding; (9) Generating students to learn and carry out scientifically; (10) Materials must be in accordance with the time allotted; and (11) Implemented in the context of completing tasks and solving problems drawing conclusions

Smaldino [23] states that effective teaching is integrating and utilizing technology in learning. E-LKPD is a technology-based device equipped with attractive pictures, animations and videos so that participants are enthusiastic when participating in learning.

Anggraini [24] argues that E-LKPD is a presentation of teaching materials that are arranged sequentially into certain learning units and is formed in an electronic format and contains interesting videos so that it makes users more interactive. The E-LKPD tools accessed by students have different benefits and characteristics. In terms of benefits, this makes the learning process more interesting.

Based on several theories related to E-LKPD, it can be synthesized that E-LKPD is a learning tool that is designed using digital media, systematic and attractive in order to achieve what is desired. With technology, it is possible for activities to become easy and can also share knowledge and introduce educational technology to students. So far it has been implemented in schools using ICT-based media, such as PowerPoint media and so on, but it has not yet been integrated into a complex blend so it still takes time to access it.

Researchers developed E-LKPD using the Flip PDF Corporate website. This application is used as the main medium for developing LKPD with various kinds such as E-LKS and /E-LKPD. LKPD can be made by uploading LKPD in the prepared file (PDF), then LKPD can be edited using the

commands on the edit menu. Some of the directions on the sheet are drag and drop, match, and so on.

1.4 Cooperative Learning Models

Cooperative Learning is one application of constructivist theory. Cooperative learning departs from the concept that students are able to get and understand a difficult concept when students discuss it with their classmates. Students regularly work in groups and then help solve complex statements. Trianto in Slavin [25] states that social nature in groups is the main aspect of cooperative learning. The idea of cooperative learning is that students work together to learn actively, are obliged to improve the learning process of their group members; Cooperative learning here is more focused on achieving goals and group success.

In addition, Sanjaya [26] also defines cooperative learning as a teaching method with a group or small group system. backgrounds of heterogeneous academic abilities, ethnicity and gender. This kind of method has 2 main components, the cooperative task component and the cooperative incentive structure. Cooperative tasks are related to things that make members work together in groups to complete tasks. The incentive structure is something that motivates a person to work. together for the same goal.

Meanwhile, Johnson, Johnson, and Holubec in Jacobs [27] define cooperative learning as learning that uses groups so that students work together to optimize their own learning with one another.

Ibrahim [28] states that cooperative learning steps are divided into several phases, namely:

Table 1. Cooperative Learning Steps

No	Phase	Teacher Activity
1.	Present goals and set	Convey what goals must be achieved in reading material related to the topic of the text and motivate students to be enthusiastic about learning during learning.
2.	Present Information	Presenting information to students through reading.
3.	Organize student into learning teams	Explain to students how to form study groups using the Cooperative Learning Model steps.
4.	Assist team work and Study	Monitor each teacher when students work on assignments.
5.	Test on the material	Analyzing learning outcomes on the material studied or each group presenting work results.
6.	Provide the materials	Give awards for learning outcomes to groups or per person.

Based on the table 1 above, it can be concluded that there are 6 steps that must be taken in cooperative learning, namely conveying what goals are to be achieved and motivating students, presenting reading material, organizing students, guiding groups in assignments, evaluating learning outcomes and giving awards.

1.5 The essence of Round Robin

Round Robin was developed by Spencer Kagan [29] as part of the cooperative learning model. Kagan said that implementing the Round Robin strategy can improve students' social skills that there is a spectrum of social skills needed to be a good team member. Team members must know how to help when help is asked for. But they also don't want to be a know-it-all. They need to know how to be a good leader. But they don't want to be too bossy. They can't be too shy to participate, but they can't be too loud or assertive to get their teammates into trouble.

In addition, Kohonen [30] also stated that in groups that are good at cooperative learning, there are heterogeneous groups consisting of four members including high achievers, one or two average achievers, and low achievers. This statement is supported by Jacobs [31] which explains the benefits of placing students in groups. He stated that larger groups (more than two) have advantages due to more complex tasks, where more people and perhaps cooperative learning have a wider range of skills.

Jacobs, Lee, & Bell [32] explain that this strategy is called Round Robin, because they rotate in a circle with everyone getting a chance to speak as the Robins sing. Groups use the Round Robin cooperative technique to discuss their own beliefs about learning.

Based on the expert opinion above, it is synthesized that Round Robin is a cooperative learning strategy in which each group member will rotate to present their work. With Round Robin, learners should know how to motivate their teammates when they are down. They should listen to their teammates to understand their perspective. They must know how to take rejection well when their ideas are not voted on. They should know how to take turns, politely disagree, resolve conflicts, and reach a consensus. These are just a few of the many skills required to be a good teammate. In general, it is also an essential life skill for success at work, for family life, and for positive social relationships.

Based on the formulated problems are: (1) Is the development of the E-LKPD based on the Round Robin Type Cooperative Learning Model being developed suitable for use in English subjects; and (2) Can the development of E-LKPD based on the Round Robin Type Cooperative Learning Model that is developed effectively improve student learning outcomes in English subjects?

2. METHOD

This study uses research & development methods. This research method is to produce products, test the feasibility and test the effectiveness of these products. The product developed is the development of an E-LKPD based on the Round Robin Type Cooperative Learning Model in English Subjects in Class VII. Borg and Gall [33] state that research and development is a step to develop and validate products. The purpose of research and development is not just to develop a product, but also to gain new knowledge or to answer specific questions about practical problems. The Borg and Gall development model is shown in Figure 1:
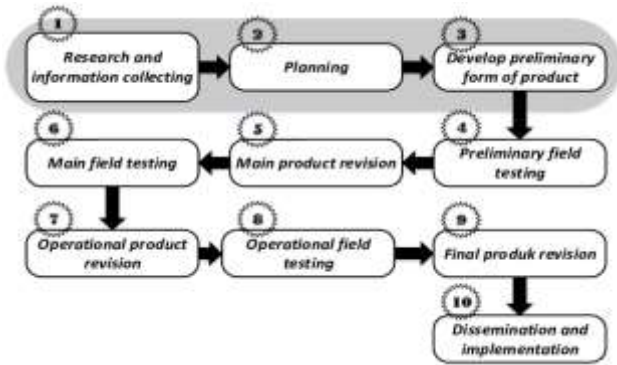
Figure 1. The Borg & Gall Development Model

The location of the research implementation was carried out at Private Middle School IT Permata Hati Tebing Tinggi which is located at Jl. Abd. Rahim Lubis, Rambung, Tebing Tinggi Deli, City of Tebing Tinggi, North Sumatra. the subjects were class VII-A and class VII-B Private Middle School IT Permata Hati Tebing Tinggi. Class VII-A, namely the experimental class as a whole, has 26 students. And class VII-B as the control class which as a whole numbered 26 students.

Product feasibility tests were carried out in order to obtain information about the appropriateness of the learning device products being developed, through the results of questionnaire assessments which were disseminated to learning experts (materials and media), individual trial evaluations, small group and field evaluations. The answers to each statement item were then measured using a Likert scale. The results of the validation from experts as well as the acceptance of E-LKPD users determine the level of eligibility for the revision of the E-LKPD using the qualification criteria in the table 2 below:

Table 2. Qualification Criteria for Assessment Qualification Questionnaires Validation of Experts, and Instruments for Student Responses to Student Worksheets Based on the Cooperative Learning Model Round Robin Type Assisted with Flip PDF Corporate Edition

Achievement Rate Percentage	Appropriateness	Information
81,26% ≤ X < 100%	Very good	No need for revision
62,6% ≤ X < 81,25%	Good	No need for revision
43,76% ≤ X < 62,25%	Less	Revision
25% ≤ X < 39 %	Very Less	Revision

Source: Akbar [34]

Based on the quantitative data from the results of the validator by material experts, media experts and student response questionnaires, the next step is to analyze the data and calculate the percentage level of achievement based on the formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:
x : The answer score from the validator
x_i : Score the highest answer

P : Presentation of eligibility leve

Product Effectiveness Test Data Analysis Techniques
The effectiveness test aims to obtain information about whether or not the product development being tested is effective in the learning process.

Based on the formulation of the first problem, namely whether the Round Robin Type Cooperative Learning-based E-LKPD developed is suitable for use in class VII IT Private Middle School Permata Hati Tebing Tinggi. E-LKPD can be said to be feasible to use based on the results obtained from expert validation regarding suggestions and improvements related to the developed E-LKPD. The next step is to carry out individual trials of 3 students, small group tests of 9 students to find out the response to the developed E-LKPD. Then a field trial was carried out with 26 students to find out the responses to the E-LKPD that was made.

Based on the formulation of the next problem, namely whether the developed E-LKPD is effective in improving the English learning outcomes of class VII students of IT Permata Hati Tebing Tinggi Private Middle School. Learning is said to be effective if there are significant differences in learning outcomes between classes that are given treatment and classes that are not given treatment. The hypothesis uses the mean difference test or t-test. The t-test is the average difference to find out whether there is a significant difference at the 0.05 significance level with Microsoft Excel 19.

The hypothesis formulated is
Ho: µ1 = µ2 (there is no mean difference between the treated and untreated classes).
Ha : µ1 ≠ µ2 (there is an average difference between the treated and untreated classes).
Decision making Ho is accepted if the significance is greater than 0.05. The following is the calculation using the 2 difference test on the population average according to Sudjana [35]:

$$t = \frac{\bar{X}1 - \bar{X}2}{s\sqrt{\frac{1}{n1} - \frac{1}{n2}}}$$

Where:
$\bar{X}1$ = total average score of the experimental class sample.
$\bar{X}2$ = total average score of the control class sample.
s = standard deviation

3. RESULTS AND DISCUSSION
3.1 Results
The results of the assessment by media experts, material experts, individual trials, small group trials and limited field trials for all aspects of the assessment are determined by the average score. The results of the assessment were then analyzed and determined whether or not it was appropriate to develop a Round Robin Cooperative Learning Type E-LKPD on the material This is My Beautiful Family. The average percentage of the results of the assessment of media experts, material experts, individual trials, small group trials and field trials as follows:

Table 3. The Average Percentage of Assessment Results on E-LKPD Based Cooperative Learning Round Robin Type on This is My Beautiful Family Material

No	Categorization	Percentage of average score	Criteria
1.	Media Expert Validation	94,64%	very worth it
2.	Material Expert Validation	98,59%	very worth it
3.	Individual Trial	92,42%	very worth it
4.	Small Group Trial	95,70%	very worth it
5.	Field Tria	91,87%	very worth it
	Average	94,64%	very worth it

E-LKPD Based Cooperative Learning Type Round Robin on the material This is My Beautiful Family from the validation of experts and trials shows a percentage of 94.64% in media validation, 98.59% in material validation, 92.42% in individual trials, 95.70% in small group trials, 91.87% in field trials. Overall, the average percentage is included in the "Very Eligible" category, which means that the use of E-LKPD based on the Round Robin Type Cooperative Learning Model meets the needs of students.

Based on research that has been done on learning outcomes, it can be seen that the E-LKPD learning outcomes score based on the Round Robin Type Cooperative Learning Model obtained the lowest score of 70 and the highest score of 96, the average score X = 83.15, standard deviation (SD) = 6.28. An overview of the learning outcomes of E-LKPD based on the Round Robin Type Cooperative Learning Model can be seen in Table 4 below:

Table 4. Learning Outcomes Learning Outcomes of English Using E-LKPD Based Cooperative Learning Round Robin Type on This is My Beautiful Family Material

Class	Class Intervals	F. Absolute	F. Relative %
1	70-74	2	7,69
2	75-78	3	11,53
3	79-83	7	26,81
4	84-88	3	11,53
5	89-92	1	3,84
6	93-96	10	38,46
	Amount	26	100

Based on research on the results of learning English, it is known that the score of learning outcomes using printed worksheets obtained the lowest score of 60 and the highest score of 93, the average score of X = 73.25, standard deviation (SD) = 7.98.

To see student scores using class intervals, namely scores between absolute frequencies, namely the number of students from learning achievement scores, and the relative frequency of the number of percent of learning achievement scores. Student learning outcomes using printed worksheets can be seen in Table 5 below:

Table 5. Student Learning Outcomes Using Printable LKPD

Class	Class Intervals	F. Absolute	F. Relative %
1	60–66	10	38,46
2	67–73	8	30,76
3	74-80	1	3,84
4	81–86	1	3,84
5	87-93	4	15,40

Class	Class Intervals	F. Absolute	F. Relative %
6	94–100	2	7,69
	Amount	26	100

The analysis requirements test performed is the normality and homogeneity tests. Testing was carried out using the Liliefors test. A summary of the normality of the two samples can be seen in Table 6 below:

Table 6. Summary of Data Normality Test with Liliefors

No.	Data	Class	L_{count}	L_{table}	Conclusion
1	Pre-test	Experiment	0,125	0,154	Normal
2		Control	0,058	0,157	Normal
3	Post-test	Experiment	0,138	0,154	Normal
4		Control	0,052	0,157	Normal

Thus the pre-test values for the experimental class and the control class Lcount < Ltable, while the post-test values for the experimental class and control class Lcount <Ltable, it is synthesized that the two sample group data are normally distributed.

Homogeneity test analysis using the F test is to prove the largest variance and the smallest variance with the formula:

$$F = \frac{Varian\ terbesar}{Varian\ terkecil} = \frac{S_1^2}{S_2^2}$$

A summary of the homogeneity of the two samples is seen in Table 7 below:

Table 7. Summary of Data Homogeneity Test

No	Data	Class	F_{count}	F_{table}	Conclusion
1	Pre-test	Experiment	1,02	1,86	homogeneous
2		Control			
3	Post-test	Experiment	1,61	1,86	homogeneous
4		Control			

So it can be seen that Fcount <Ftable at the significant level α = 5% states that the data of the two samples have a homogeneous variance and it can be concluded that the research data meets the requirements for hypothesis testing.

Hypothesis testing uses the t-test with the formula, namely:

$$t = \frac{\bar{x}1 - \bar{x}2}{s\sqrt{\frac{1}{n1} + \frac{2}{n2}}}$$

The following is the formulation of this statistical hypothesis, namely:
Ho : $\mu A1 \leq \mu A2$
Ha : $\mu A1 > \mu A2$

Information:
$\mu A1$: average student learning outcomes taught using the E-LKPD based on the Round Robin Type Cooperative Learning Model
$\mu A2$: average learning outcomes of students taught with printed worksheets

The t-test is used as a hypothesis testing tool because the research data is normally distributed and homogeneous. The hypothesis in the research is:

Ho: E-LKPD based on the Round Robin Type Cooperative Learning Model that was developed is not effective for improving English learning outcomes.
Ha: E-LKPD based on the Round Robin Type Cooperative Learning Model which was developed effectively to improve English learning outcomes

The calculation results obtained tcount. 5.63 > t table = 1.63 price t table dk = 63 with a significant level of 0.05 through interpolation t table 1.63. The price obtained is tcount > ttable, then Ho is rejected and Ha is accepted. Therefore, the research hypothesis concluded that the E-LKPD based on the Round Robin Type Cooperative Learning Model that was developed was effectively used and verified.

3.2 Discussion

The E-LKPD learning device based on the Round Robin Type Cooperative Learning Model is feasible to use. This is in line with the average rating at all stages showing very good results. Based on observations and studies during the research, this E-LKPD learning tool increases the attractiveness of students studying English subjects. It can be seen in the enthusiasm of students when using the E-LKPD and learning outcomes have increased compared to before.

Some of the uses and benefits of using the E-LKPD based on the Round Robin Type Cooperative Learning Model are: (1) learning becomes more enjoyable due to the availability of varied video sources (2) each group contributes to having a sense of responsibility in completing assigned tasks. there are (3) student-centered learning-centered teaching patterns and the teacher is a facilitator, (4) materials and questions are available so that it makes it easier for students to understand the topic of learning English.

Based on the results of the validation and testing, the E-LKPD is very suitable for use in the learning process. As stated by Rita Erlina [36] that with these learning tools, the learning process is carried out effectively. So, the researcher concluded that the use of E-LKPD based on the Round Robin Type Cooperative Learning Model is very appropriate for students to use in English subjects.

Learning devices are categorized as feasible after there are satisfactory results in achieving a goal. In this case, product trials were carried out in the learning process. The effectiveness of a learning device is obtained from student learning outcomes. E-LKPD learning based on Round Robin Type Cooperative Learning is also able to increase effectiveness in learning. In processing the data it was shown that there was an average result at the time of the posttest in the experimental class, which was 86.79. While the results of the control class were not treated using the E-LKPD but only used printed worksheets, which was 74. Thus, the E-LKPD learning tools in the field trial fulfilled the very good and effective category for use in learning English in class VII Permata Hati Private Middle School Tebing Tinggi.

E-LKPD which is easy to use and flexible in nature. Making it easier to carry and can be used anytime and anywhere is one of the reasons that E-LKPD is easy to accept. Erina Dwi Susanti [37] with her research to improve the achievement of students' mathematical knowledge competencies, where it is stated that the results of material validation show 93.4% (very good). Media expert validation results show 95.6% (very good). This causes increased learning effectiveness.

According to Handoko [38] effectiveness is the capacity to choose the right goals or tools to realize the goals that have been set. Effectiveness can be meaningful as the success of what is achieved with certain efforts in accordance with certain goals. According to Trianto [39] that the result of teaching and learning activities is the effectiveness of learning. According to him, learning is considered effective if it fulfills several key criteria, including: (1) a high percentage of student study time allocated for teaching and learning activities; (2) Students generally behave well in terms of completing assignments, (3) the contents of learning materials are accurately related to students' abilities (learning success orientation), (4) a warm and supportive learning environment is created.

Students can use this E-LKPD media to study in the classroom or at home. E-LKPD is run by students themselves, and they have the freedom to choose the order of learning activities and set their own learning pace. As explained by Heinichi Molenda, Smaldino [40] claims that one advantage of using the E-LKPD is that it displays the information needed by its users and helps students who have slow learning speeds. In other words, it can encourage effective learning activities for students who are slow to respond, but can also stimulate learning activities for students who are fast responding.

4. CONCLUSION

Based on the results of the research and discussion, research on the development of E-LKPD based on the Round Robin Type Cooperative Learning model on the topic This Is My Beautiful Family on the material Simple Present Tense, Family Members, and Possessive Adjective/Possessive Pronouns, the following conclusions are obtained:

The product in the form of an E-LKPD based on the Round Robin Type Cooperative Learning model is very feasible to be the final product that can be disseminated and implemented to users. This is done in several stages, namely validation to media experts, material experts, individual trials, small group trials, field trials. The results of the assessment obtained from this stage get a total score of 94.64% in the "Very Eligible" category.

The average learning outcomes of students using the E-LKPD based on the Round Robin Cooperative Learning model with the learning outcomes of students using printed (conventional) LKPD show that students using the E-LKPD based on the Round Robin Cooperative Learning model are "more effective" than students using conventional LKPD. This is shown by the results of the t test at a significant level α = 0.05, the results of testing the hypothesis on learning outcomes between two classes, after being given treatment, the value of t count > t table is 5.63 > 1.63, meaning that it is concluded that Ho rejected and accepted Ha, the research hypothesis stated that there was an increase in English learning outcomes using the E-LKPD based on the Round Robin Type Cooperative Learning model compared to using printed worksheet media.

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