DEVELOPING ENGLISH LESSON PLAN AND STUDENTS' WORKSHEET BASED ON DISCOVERY LEARNING IN TEACHING DESCRIPTIVE TEXT FOR THE FIRST YEAR STUDENTS OF SMP

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Abstract: *This research is aimed to develop English learning documents (lesson plan and students' worksheet) based on discovery learning as one of learning models suggested in the 2013 Curriculum and to find out the validity level of developing English learning documents based on discovery learning in teaching descriptive text for the first year students of SMP. The research design is Research & Development (R&D) applied 4D model by Thiagarajan (1974). To develop English learning documents, there were three stages involve in this research, (a) define stage that is done to set and define the product development requirements, (b) design stage that is done to plan the draft of learning documents and arranged it into the format and (c) develop stage that is done to modify and validate the learning documents. In order to find out the validity level of developing English learning documents, the data were collected using validation sheet of lesson plan and validation sheet of students' worksheet validated by experts. Based on data analysis result, the validation score of lesson plan is 90.91% and the validation score of students' worksheet is 89.37%. The result showed that the learning documents in the form of lesson plan and students' worksheet were very valid and can be implemented in a classroom.*

Key words: *Research and Development (R&D), Lesson plan (LP), Students' Worksheet (SW), Discovery Learning, Descriptive Text.*

PENGEMBANGAN RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS DAN LEMBAR KERJA PESERTA DIDIK BERBASIS *DISCOVERY LEARNING* DALAM PENGAJARAN TEKS DESKRIPTIF PADA PESERTA DIDIK SMP TAHUN PERTAMA

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Abstrak: Penelitian ini bertujuan untuk mengembangkan perangkat pembelajaran (rencana pelaksanaan pembelajaran bahasa inggris dan lembar kerja peserta didik) berbasis *discovery learning* sebagai salah satu model pembelajaran yang disarankan pada Kurikulum 2013 dan untuk mengetahui tingkat validitas dari pengembangan perangkat pembelajaran bahasa Inggris berbasis *discovery learning* dalam pengajaran teks deskriptif untuk peserta didik SMP tahun pertama. Desain penelitian yang digunakan adalah penelitian dan pengembangan dengan mengaplikasikan model 4D oleh Thiagarajan (1974). Untuk mengembangkan rencana pelaksaan pembealajaran bahasa Inggris dan lembar kerja peserta didik, ada tiga tahapan yang harus dilaksanakan: (a) pendefinisian yang dilakukan untuk mendefinisikan syarat-syarat pengembangan produk, (b) perancangan yang dilakukan untuk merancang rancangan perangkat pembelajaran dan menyusunnya ke dalam format dan (c) pengembangan yang dilakukan untuk memodifikasi dan memvalidasi perangkat pembelajaran. Untuk menngetahui tingkat validitas dari pengembangan rencana pelaksanaan pembelajaran bahasa Inggris dan lembar kerja peserta didik, data dikumpulkan dengan menggunakan lembar validasi rencana pelaksanaan pembelajaran dan lembar kerja peserta didik yang divalidasi oleh para ahli. Berdasarkan hasil data analisis, skor validasi untuk rencana pelaksanaan pembelajaran adalah 90.91% dan skor validasi untuk lembar kerja peserta didik adalah 89.37%. Hasil itu menunjukkan bahwa perangkat pembelajaran berupa rencana pelaksanaan pembelajaran dan lembar kerja peserta didik *sangat valid* dan dapat di implementasikan di dalam kelas.

Kata kunci: Penelitian dan pengembangan, Rencana Pelaksanaan Pembelajaran (RPP), Lembar Kerja Peserta Didik (LKPD), *Discovery Learning,* Teks Deskriptif.

INTRODUCTION

Every teacher should be able to create good learning atmosphere. Teachers should also know the learning objective that needs to be achieved by students and how the way to achieve it. Wena (2011) states that students' learning outcomes are strongly influenced by the learning process. In order to make the learning process run properly, the teacher must prepare a lesson plan and be able to organize it according to plan. Harmer (2007) states that plans do not have to look as instructions, they have to look as proposals for action. At the end of the lesson, teachers will be able to realize what the students have learnt (learning outcomes) and this should be closely related to what teachers have planned for the day.

Permendikbud No. 22, 2016 regarding Standard Process states that lesson plan is a plan of face-to-face learning activities for one or more meetings. In accordance with Hamzah and Muhlisrarini (2014), lesson plan is a set of components in a learning system to guide the learning application to achieve learning objectives.

Lesson plan cannot be separated from the learning activities. Teachers should be able to prepare learning activities that can encourage students to be enthusiastic in learning, increase their interests, creativity and independence. In the learning activities, learners will find a variety of concepts by themselves, while teachers just act as facilitators. In arranging learning activities, teacher can apply various kinds of learning model which can involve students discover knowledge actively. In the 2013 curriculum, one of learning model suggested in *Permendikbud* No.22, 2016 regarding standard process of primary and secondary education is discovery learning model.

According to Hammer (1997), discovery learning is a form of curriculum where students are faced to specific questions that give them opportunities to discover and find an intended concept on their own way. In other word, discovery learning offers a learner-centered approach in which the learner actively discovers knowledge, hand-on experiences and constructs new concepts based on his existing knowledge. To guide students to discover knowledge, teacher can create students' worksheet and use it in learning process. According to Trianto (2010), students' worksheet is guide that used to discover and solve a problem.

One of English learning material than can be taught by applying discovery learning is about descriptive text. Mark Anderson and Kathy Anderson (2003) state that descriptive text is a text that tells factual description of a particular place or thing. Through discovery learning, students can discover any knowledge related to descriptive text such as social function, generic structure and language features of descriptive text.

Based on the interviewed with English teacher at school, the teacher said that sometimes it is confusing to find an example of lesson plan based on the 2013 curriculum because in the training of arranging lesson plan between one teacher and another can be different. Moreover, lesson plan sometime just used as documents or administrative requirement without well implementation in a classroom. Then, in learning process, teacher often use the old style of teaching; a teacher-centered where teacher explain the whole material and students just listen to the teachers explanation. Teacher is difficult to create fun and challenging tasks to make students active in learning.

Based on the problems above, the researcher wants to develop a lesson plan based on 2013 curriculum as a reference or alternative English lesson plan for teacher in arranging an English lesson plan. The researcher also developed students' worksheet to

inspire teacher in creating worksheet that can more interest students in learning and can lead students to discover knowledge related to the learning material. In this research, developing English lesson plan and students' worksheet is also named as developing English learning documents. This research runs under the title developing English lesson plan and students' worksheet based on discovery learning in teaching descriptive text for the first year students of SMP.

METHODOLOGY

The type of the research was research and development (R&D) by using 4D model developed by Thiagarajan (1974). The 4D model includes *define, design, develop and disseminate* (Multyaningsih, 2011). Research and development (R&D) is a research that aims to produce a new product or to improve a product through the development process.

Define activity is performed to set and define development requirements. According to Thiagarajan (in Multyaningsih, 2011), define activities are conducted through five stages: front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives. Design activity is conducted to make learning documents are appropriate with the results of the analysis. Develop activity is done through expert appraisal and developmental testing. Learning documents that have been validated then revised before testing. Disseminate activity is performed to see the effectiveness of the products. In this research, the steps was done until the develop stage with aims to develop English lesson plan and students' worksheet and to find out the validity level of these learning documents.

Data collection technique used in this research is done through validation sheet that filled by validators. The validators are lecturers, teachers and headmasters or school supervisors. There are two kinds of validation sheet; validation sheet of lesson plan and validation sheet of students' worksheet that used to find out validators assessment about learning documents that have been developed. In this research, validation sheet of lesson plan and students' worksheet used Likert scale with assessment categories that can be seen in the table below.

Table 1: Assessment category of validation sheet

Category	Score
Very inappropriate	1
Inappropriate	2
Appropriate	3
Very appropriate	4

(Source: Sugiyono, 2017)

To calculate the validation result gave by validator used the following formula.

$$Va = \frac{Tsa}{Tsh} \times 100\%$$

Description:
Va = validation score
Tsa = total empirical score from experts
Tsh = total expected maximum score
(Source: Akbar, 2013)

To find out the final score by all validators, the formula used is:

$$\overline{Va} = \frac{\sum_{i=1}^{n} Vai}{n}$$

Description:
n = number of validators
Vai = validity score of each validator
$(Va)^{-}$ = average validation score of experts
(Source: Akbar, 2013)

The validation criteria based on the validation results of lesson plan and students' worksheet can be seen in the table below.

Table 2: Validation criteria of lesson plan and students' worksheet

No	Level of achievement	Validation criteria
1	85,01% - 100,00%	Very valid
2	70,01% - 85,00%	Valid
3	50,01% - 70,00%	Less valid
4	01,00% - 50,00%	Invalid

(Source: Akbar, 2013)

According to Akbar (2013), learning documents can be used if the percentage of validation is more than 70%.

RESULT AND DISCUSSION

The researcher analyzed problems which focus on learning documents (lesson plan, students' worksheet, etc.) related to the 2013 curriculum. The problems are some teachers are confused to arrange an English lesson plan based on 2013 curriculum because the format of lesson plan can change many times which then caused many

references of English lesson plan from different teachers or schools. Then, the display and content in the text book provided by government look less interesting. The text book less encourages students to discover knowledge related to the material. And also, the students' worksheet provided by school only contains of summary of lesson and exercises.

Based on analysis above, the research developed English lesson plan and students' worksheet based on discovery learning as expected in 2013 curriculum. Hosnan (2014) states that the discovery learning model is one that gives opportunities to the students to find any information without help from the teacher. The students' worksheet was expected as learning sources that makes students actively involved in learning and can encourage them to discover knowledge or investigate problems related to the learning material by them. Then, the lesson plan was expected to be a reference or an alternative of lesson plan that teacher can use in teaching descriptive text for junior high school students.

The target of this research is students at first grade of junior high school. The researcher analyzed the students' characteristics with aims to find out the characteristics of students so that researcher can develop learning documents that suitable for the students. The researcher found that these students are about 11 and 12 years old with heterogeneous capabilities and have different background experiences.

The researcher analyzed competencies based on *Permendikbud* no.24, 2016 about core competence and basic competence. The core competencies used are core competence-1 about spiritual aspect, core competence-2 about social aspect, core competence-3 about knowledge and core competence-4 about skill. Then researcher developed lesson plan for basic competence 3.7, 4.7, 4.7.1, and 4.7.2 about descriptive text for junior high school students.

The researcher designed lesson plan and students' worksheet by applying discovery learning in teaching descriptive text. The design of these learning documents was arranged in accordance with the format. At this stage, the researcher developed five lesson plans and five students' worksheets. After the validation by validators, the researcher analyzed the validation result of lesson plan and students' worksheet.

The analysis of validation result of five lesson plans can be seen in the table below.

Table 3: Validation result of five lesson plans

Assessment Indicators	Percentage of average score					Average score
	LP-1	LP-2	LP-3	LP-4	LP-5	
completeness of lesson plan identity	100.00	100.00	100.00	100.00	100.00	100.00
completeness of lesson plan components	100.00	100.00	100.00	100.00	100.00	100.00
clarity of core competence and basic competence	100.00	100.00	96.42	100.00	98.21	98.92
clarity of achievement indicators	82.14	80.95	82.14	83.33	84.52	82.61

suitability of learning objectives and achievement indicators	83.33	85.71	83.33	85.71	85.71	84.78
suitability of learning material	91.96	87.49	89.28	90.17	92.85	90.35
suitability of learning activities and scientific approach	80.95	83.33	90.47	84.34	88.09	85.43
suitability of learning activities and Discovery Learning model	91.66	85.71	91.06	92.85	90.47	90.35
suitability of media, tools and learning sources	88.14	84.52	85.71	85.71	84.52	85.72
suitability of learning assessment	88.09	90.47	96.42	88.09	91.66	90.94
Average of percentage	90.62	89.81	91.48	91.02	91.60	**90.91**
Criteria	very valid	very valid	very valid	very valid	very valid	**Very valid**

Table (3) shows that the validation score of five lesson plans is 90.91% with criteria of very valid for each lesson plan. But, there are some aspects need to be revised related to achievement indicators, learning objectives, learning media and learning assessment.

The analysis of validation result of students' worksheet can be seen in the table below.

Table 4: Validation result of five students' worksheets

Assessment Indicators	Percentage of average score					Average score
	SW-1	SW-2	SW-3	SW-4	SW-5	
Suitability of learning material	81.24	82.14	85.71	87.49	87.49	84.81
Presentation of learning material	83.56	87.13	84.28	87.13	89.99	86.41
Suitability of learning activities in students' worksheet and discovery learning steps	87.24	88.77	90.81	91.32	89.28	89.48
Suitability of activities in students' worksheet with ability level of students	84.52	85.71	79.76	84.52	84.52	83.8
Accuracy of words selection and language used	90.47	90.47	94.06	89.28	94.04	91.66
Transcription used in students'	100.00	96.42	96.42	96.42	96.42	97.13

worksheet						
Pictures presented in students' worksheet	87.49	91.06	87.49	87.49	87.49	88.2
Display of students' worksheet	89.28	96.42	92.85	94.63	96.42	93.92
Average of percentage	87.97	89.76	88.92	89.78	90.7	**89.37**
Criteria	very valid	very valid	very valid	very valid	very valid	**Very valid**

Based on the table (4), validation score of five students' worksheets is 89.37% with criteria of very valid for each students' worksheet. But, there are some aspects need to be revised related to learning activities, sentence arrangement and language used in the worksheet.

CONCLUSION AND RECOMMENDATION

Conclusion

This research and development (R&D) developed English learning documents in the form of lesson plan and students' worksheet in teaching descriptive text for the first year students of SMP by applying discovery learning model. The research and development model used is 4D models namely define, design, develop and disseminate by Thiagarajan (1974) used to develop English lesson plan and students' worksheet. Based on the validation result, the score of English lesson plan is 90.91% and the score of students' worksheet is 89.37%. It means that these learning documents are *very valid* and can be implemented in a classroom.

Recommendation

In light of this research, it is suggested that first, these learning documents can serve as an alternative learning documents used by teacher and students in learning and teaching process about descriptive text by applying discovery learning model. Furthermore, further researcher can create other lesson plan that more applicative in teaching and learning process and create more creative students' worksheet in learning English. Then, it is suggested to arrange or develop lesson plan and students' worksheet using other learning models.

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