DEVELOPING ENGLISH LESSON PLAN AND STUDENTS' WORKSHEET USING TASK-BASED LEARNING IN TEACHING RECOUNT TEXTS FOR THE FIRST YEAR STUDENTS OF SMA

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Abstract: The aims of this research are to develop English learning documents (lesson plan and students' worksheet) using task-based learning as one of learning models suggested in the 2013 Curriculum and to find out the validity level of developing English learning documents using task-based learning in teaching recount texts for the first year students of SMA. 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 which is done to set and define the product development requirements, (b) design stage which is done to plan the draft of learning documents and arranged it into the format and (c) develop stage which 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 94,50% and the validation score of students' worksheet is 95,19%. 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), Task-based learning, Recount Text.

PENGEMBANGAN RENCANA PELAKSANAAN PEMBELAJARAN DAN LEMBAR KERJA PESERTA DIDIK MENGGUNAKAN TASK-BASED DALAM PENGAJARAN TEKS RECOUNT PADA PESERTA DIDIK SMA TAHUN PERTAMA

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Abstrak: Tujuan dari penelitian ini adalah untuk mengembangkan perangkat pembelajaran (rencana pelaksanaan pembelajaran bahasa inggris dan lembar kerja peserta didik) menggunakan *task-based learning* sebagai salah satu model pembelajaran yang disarankan pada Kurikulum 2013 dan untuk mengetahui tingkat validitas dari pengembangan perangkat pembelajaran bahasa Inggris menggunakan task-based *learning* dalam pengajaran teks recount untuk peserta didik SMA tahun pertama. Desain penelitian yang digunakan adalah penelitian dan pengembangan dengan mengaplikasikan model 4D oleh Thiagarajan (1974). Untuk mengembangkan rencana pelaksaan pembelajaran 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 mengetahui 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 94,50% dan skor validasi untuk lembar kerja peserta didik adalah 95,19%. 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), *Task-Based Learning,* Teks Recount.

INTRODUCTION

Teachers should be able to develop a good lesson plan and be able to organize it in learning process. According to Ali Hamzah and Muslisrarini (2014), lesson plan is prepared by teachers aimed at determining expected learning conditions, learning methods to be undertaken and learning outcomes to be achieved by learners

The learning plan cannot be separated from the learning activities that will be done by teachers in the classroom. Teachers should be able to arrange learning activities that can make learners interested to learn. The 2013 curriculum requires learners to participate actively in learning. Learning activities should encourage learners to be passionate, increase students interests, creativity, innovation and independence. Learners will find a various concepts while the teacher plays as a facilitator.

Teachers can apply various kinds of learning models to enhance students' liveliness in finding concepts. One of the instructional models suggested in this 2013 Curriculum lesson is Task-Based Learning. According to Willis (1996: 38), Task-Based Learning (TBL) is a task-based learning model, in which tasks are given a central focus in the methodology framework. The task means here is all activities that use target language (English) for the purposes of communicating to achieve the goals.

In this research, researcher has been used a Task-Based Learning model to teach recount texts material. According to Knapp (2005; 224), recount text, basically it is written out to make a report about an experience of a series of related event. By using TBL model, learners are expected to understand the recount text more easily and can apply their knowledge in everyday life.

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 which 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 using task-based learning in teaching recount text for the first year students of SMA.

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*. 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 two English lecturers and one English teacher.. 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)

Validation of learning documents from experts can use the following formula.

$$Va = \frac{Tsa}{Tsh} \; x \; 100 \; \%$$

Information :
  Va : validation score
  Tsa: total empirical score from experts
  Tsh: total expected maximum score
                    (Source: Sa'dun Akbar, 2013)

To find out the final score of the valuators, can use the formula

$$\overline{Va} = \frac{\sum_{i=1}^{n} V\,ai}{n}$$

Information:

n = number of valuators
Vai = validity score of each validator
(Va)⁻ = average validation score of experts

The validation criteria based on the validation results 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%	Not valid

According to Sa'dun Akbar (2013), learning documents can be used if the percentage of validation and readability rate is more than 70%.

RESULT & DISCUSSION

The target of this research are students at first grade of senior 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 14 and 15 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 and 4.7 about recount text for senior high school students.

The researcher designed lesson plan and students' worksheet by applying task-based learning in teaching recount text. The design of these learning documents was arranged in accordance with the format. At this stage, the researcher developed two lesson plans and two 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 two lesson plans

Assessment Indicators	Percentage of average score		Average score	Criteria
	LP-1	LP-2		
Completeness of lesson plan identity	100,00	100,00	100,00	Very valid
Completeness of lesson plan components	100,00	92,58	96,29	Very valid
Clarity of core competence and basic competence	91,66	91,66	91,66	Very valid
Clarity of achievement indicators	100,00	94,44	97,22	Very valid
Suitability of learning objectives and achievement indicators	91,66	91,66	91,66	Very valid
Suitability of learning material	100,00	91,66	95,83	Very valid
Suitability of learning activities and scientific approach	91,66	91,66	91,66	Very valid
Suitability of learning activities and task-based learning model	91,66	86,10	88,88	Very valid
Suitability of media, documents and learning sources	100,00	91,66	95,83	Very valid
Suitability of learning assessment	94,44	91,66	93,05	Very valid
Average of percentage	96,10	92,30	**94,50**	
Criteria	Very valid	Very valid	**Very valid**	

Table (3) shows that the validation score of five lesson plans is 94.50% with criteria of very valid for each lesson plans. But, there are some aspects need to be revised related to lesson plan identity, the learning objectives, learning material and learning assessment.

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

Table 4: The validation result of two students' worksheet

Assessment indicators	Percentage of average score		Average score	criteria
	SW-1	SW-2		
Suitability of learning material	89,57	95,83	92,70	Very valid
Presentation of learning material	94,99	93,33	94,16	Very valid
Suitability of learning activities in students' worksheet and task-based learning steps	95,83	95,83	95,83	Very valid
Suitability of activities in students' worksheet with ability level of students	94,44	97,22	95,83	Very valid
Accuracy of words selection and language used	97,22	88,88	93,05	Very valid
Transcription used in students' worksheet	91,66	91,66	91,66	Very valid
Pictures presented in students' worksheet	100,00	95,83	97,91	Very valid
Display of students' worksheet	100,00	100,00	100,00	Very valid
Average of percentage	95,46	94,92	**95,19**	Very valid
Criteria	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 recount texts for the first year students of SMA by applying task-based 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 94.50% and the score of students' worksheet is 95,19%. It means that these learning documents are *very valid* and can be implemented in a classroom.

Recommendation

Based on the result 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 recount text by applying task-based 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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