

DEVELOPING ENGLISH LESSON PLAN AND STUDENTS' WORKSHEET USING PROBLEM BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXTS FOR THE FIRST YEAR STUDENTS OF SMP

Elfa Tiana, Atni Prawati, Fakhri Ras

Email : tianaelfa@gmail.com, atniprawati@gmail.com, fakhriras@yahoo.com

Contact: 081350644352

*Student of English Study Program
Language and Arts Department
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: *The research was aimed to develop and to find out the validity level of English instructional tools (lesson plan and students' worksheet) by using Problem Based Learning as one of learning models suggested in the 2013 Curriculum.. The research design is developmental research design applied which 4D model by Thiagarajan (1974). To develop English instructional tool, there were three stages involved in this research, (a) defining stage which is done to set and define the product development requirements, (b) designing stage which is done to plan the draft of instructional tool and arranged it into the right format and (c) developing stage which is done to modify and validate the instructional tool. In order to find out the validity level of developing English instructional tools, the data were collected by using validation sheet of lesson plan and students' worksheet. The English instructional tools, then validated by experts. Based on data analysis, the validation score of lesson plan is 91,61% and the validation score of students' worksheet is 92,01%. Those results showed that the instructional tools in the form of lesson plan and students' worksheet were very valid. They can be fully implemented in writing classroom.*

Key Words: *Developing, Lesson plan, Students' Worksheet, Problem Based Learning, Writing, Descriptive Texts,*

PENGEMBANGAN RENCANA PELAKSANAAN PEMBELAJARAN DAN LEMBAR KERJA PESERTA DIDIK MENGUNAKAN *PROBLEM BASED LEARNING* DALAM PENGAJARAN MENULIS TEKS *DESCRIPTIVE* PADA PESERTA DIDIK SMP TAHUN PERTAMA

Elfa Tiana, Atni Prawati, Fakhri Ras

Email : tianaelfa@gmail.com, atniprawati@gmail.com, fakhrras@yahoo.com
Contact: 081350644352

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Tujuan dari penelitian ini adalah untuk mengembangkan dan untuk mengetahui tingkat validitas dari pengembangan perangkat pembelajaran berupa rencana pelaksanaan pembelajaran (RPP) bahasa Inggris dan lembar kerja peserta didik (LKPD) dengan menggunakan *Problem Based Learning* sebagai salah satu model pembelajaran yang disarankan pada Kurikulum 2013. Desain penelitian yang digunakan adalah desain penelitian pengembangan dengan mengaplikasikan model 4D oleh Thiagarajan (1974). Untuk mengembangkan RPP bahasa Inggris dan LKPD, terdapat 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 yang benar dan (c) pengembangan yang dilakukan untuk memodifikasi dan memvalidasi perangkat pembelajaran. Untuk mengetahui tingkat validitas dari pengembangan RPP bahasa Inggris dan LKPD, data dikumpulkan dengan menggunakan lembar validasi RPP dan LKPD yang divalidasi oleh para ahli. Berdasarkan data analisis, skor validasi untuk RPP adalah 91,61% dan skor validasi untuk lembar kerja peserta didik adalah 92,01%. Kedua hasil tersebut menunjukkan bahwa perangkat pembelajaran berupa rencana pelaksanaan pembelajaran dan lembar kerja peserta didik sangat valid. Perangkat pembelajaran tersebut dapat diimplementasikan di dalam kelas menulis.

Kata Kunci: Pengembangan, Rencana Pelaksanaan Pembelajaran (RPP), Lembar Kerja Peserta Didik (LKPD), Menulis, *Problem Based Learning*, Teks *Descriptive*.

INTRODUCTION

In the world of education, there are instructional tools that need to be prepared by teacher before teaching in the classroom. In instructional tools, there are lesson plan and students' worksheet. Based on *Permendikbud* Number 22 of 2016 on Standard Process of Primary and Secondary Education, lesson plan is a plan of face-to-face learning activities for one or more meetings. Lesson plan needs to be developed by teachers in order to achieve the learning objectives that have been set. For this reason, lesson plan needs to be designed and developed in a perfect and valid form. According to Rusdi (2018) a learning process that is not well designed can produce malpractice in learning.

According to Arends (2012:411) there are five steps to apply problem based learning model : Orient students to the problems, organize students to learn, guiding individual investigations and group, develop and present the work, analyze and evaluate problem solving processes.

In this research, researcher used Problem Based Learning model to teach writing descriptive texts material. According to Anderson and Anderson (2003:26), descriptive text is a text to describes particular person, place, or things. In Descriptive text, writers describe person, object, and place so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007). By using Problem Based Learning model, learners were expected to be able to write descriptive text more easily and can apply their knowledge in everyday life.

In fact, based on the result of interview with English teachers at SMP 10 Pekanbaru, since there is no valid format of the lesson plan sometimes teachers got confused to arrange the lesson plan because of many types and variations of the lesson plans. And sometimes, the lesson plan is only used as a document and administrative requirements. The learning process that teachers often do in the classroom was by explaining the learning materials. The teachers explain the material by giving a brief explanation and the example of the material. This way is contrary to the demands of the Curriculum 2013 where learners are asked to be active in learning process.

Based on the problem above, in this study the researcher developed lesson plan based on Curriculum 2013 which can be used as guidance for teachers in preparing lesson plan. In addition, researcher is also developing students' worksheet that can be used to investigate and construct knowledge about learning material. Then, to assume the quality of the lesson plan and the students' worksheet, validation has done by some experts. The importance of validation is to produce a better instructional tools based on criteria of curriculum 2013. Thus, the researcher wants to propose the title of research, namely the developing English lesson plan and students' worksheet using problem based learning in teaching descriptive texts 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*. 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 Mulyaningsih, 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 instructional tools are appropriate with the results of the analysis. Develop activity is done through expert appraisal and developmental testing. Instructional tools 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 instructional tools.

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 instructional tools 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.

The researcher analyzed the collected data. Descriptive analysis is used to analyzed the data. The data then analyzed in the form of validation result of lesson plan and students' worksheet.

Table 1. Assessment Category Of Validation Sheet

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

Source : Sugiyono (2017)

Validation of instructional tools from experts can use the following formula.

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

Information :

Va : validation score

Tsa: total empirical score from experts

Tsh: total expected maximum score

To find out the final score of the valuator, can use the formula:

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

Information:

n = number of valuator

Vai = validity score of each validator

a = average validation score of experts

(Source: Sa'dun Akbar, 2013)

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

Level of Achievement	Validation Criteria
85,01% - 100,00%	Very valid
70,01% - 85,00%	Valid
50,01% - 70,00%	Less valid
01,00% - 50,00%	Not valids

(Source: Sa'dun Akbar, 2013)

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

RESULT & DISCUSSION

The targets of this research are 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 instructional tools that suitable for the students. The researcher found that these students are about 12 and 13 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 Problem Based Learning in teaching descriptive text. The design of these instructional tools was arranged in accordance with the right 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 two 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	100,00	100,00	Very valid
Clarity of core competence and basic competence	91,66	87,49	89,57	Very valid
Clarity of achievement indicators	91,66	88,88	90,27	Very valid
Suitability of learning objectives and achievement indicators	88,88	86,10	87,49	Very valid
Suitability of learning material	89,58	91,66	90,62	Very valid
Suitability of learning activities and scientific approach	91,66	89,58	90,62	Very valid
Suitability of learning activities and problem based learning model	91,66	89,99	90,82	Very valid
Suitability of media, documents and learning sources	86,10	88,88	87,49	Very valid
Suitability of learning assessment	88,88	88,88	88,88	Very valid
Average of percentage	92,08	91,14	91,61	
Criteria	Very valid	Very valid	Very valid	

Table (3) shows that the validation score of two lesson plans is 91.61% with criteria of very valid for each lesson plans. But, there are some aspects need to be revised related to the learning objectives, indicators of competence achievement, and the text in learning material.

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

Table 4. The Validation Result Of Four Students' Worksheet

Assessment indicators	Percentage of average score				Average score	Criteria
	SW-1	SW-2	SW-3	SW-4		
Suitability of learning material	93,74	95,83	91,66	91,66	93,22	Very valid
Presentation of learning material	91,66	94,99	94,44	89,99	92,77	Very valid
Suitability of learning activities in students' worksheet and task-based learning steps	90,27	93,05	91,66	93,05	92,00	Very valid
Suitability of activities in students' worksheet with ability level of students	94,44	91,66	88,88	91,66	91,66	Very valid
Accuracy of words selection and language used	88,88	91,66	91,66	94,44	91,66	Very valid
Transcription used in students' worksheet	83,33	91,66	83,33	83,33	85,41	Very valid
Pictures presented in students' worksheet	100	95,83	95,83	91,66	95,83	Very valid
Display of students' worksheet	91,66	95,83	91,66	95,83	93,74	Very valid
Average of percentage	91,74	93,74	91,14	91,45	92,01	Very valid
Criteria	Very valid	Very valid	Very valid	Very valid	Very valid	

Based on the table 4 , validation score of four students' worksheets is 92.01% with criteria of very valid for each students' worksheet. But, there are some aspects need to be revised related to cover, picture, and the task.

CONCLUSION AND RECOMMENDATION

Conclusion

This research and development (R&D) developed English instructional tools in the form of lesson plan and students' worksheet in teaching descriptive texts for the first year students of SMP by applying Problem Based Learning model. The research and development model is 4D models namely defining, designing, developing and disseminating by Thiagarajan 1974 used to develop English lesson plan and students' worksheet. In this study, there were only three stages that have been done to get the data. At define stage, the researcher analyzed problems which focused on instructional tools (syllabus, lesson plan and so on) related to 2013 curriculum. At design stage, the researcher designed the draft of the product. And at develop stage, validators were validated the products which have been designed by the researcher. Based on the validation result, the score of two English lesson plans is 91.61% and the score of four students' worksheets is 92,01%. It means that these instructional tools are *very valid* and can be implemented in a classroom.

Recommendation

Based on the result of this research, it is suggested that first, these instructional tools can be used as an alternative intructional tools by teacher and students in learning and teaching process about descriptive text by applying Problem 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.

BIBLIOGRAPHY

- Alwasilah, A. C., & Alwasilah, S. S. (2007). *Pokoknya menulis: Cara baru menulis dengan metode kolaborasi*. Bandung: Andira
- Anderson, M. & Anderson, K. (2003). *Text Types in English 3*. South Yarra: Macmillan.
- Kemendikbud. (2016). *Salinan Lampiran Permendikbud Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah*. Kemendikbud: Jakarta
- Rusdi, M. (2018). *Penelitian desain dan pengembangan kependidikan: Konsep, prosedur, dan sintesis pengetahuan baru*. Depok: Raja Grafindo Persada.

Sa'dun Akbar. 2013. *Instrumen Perangkat Pembelajaran*. Remaja Rosdakarya: Bandung

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta

Thiagarajan, Silvasiam, et all. (1974). *Instructional Development for Training Teachers of Exceptional Children*. Indiana: Indiana University

Torp, L. (2002). *Problems as possibilities: Problem-based learning for K-16 education*. ASCD