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

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Abstract: *This research is aimed at developing English instructional tools (lesson plan and students' worksheet) by applying inquiry-based learning as one of the learning model suggested in the 2013 curriculum and to find out the validity level of developing English lesson plan and students' worksheet by applying inquiry-based learning in teaching recount texts for the first year students of SMA. This research is a developmental research using 4-D Model by Thiagarajan (1974). To develop lesson plan and students', there were three stages involve in this research, (a) define stage which is done to collecting various information relating to the product to be developed., (b) design stage which is done to plan the draft of instructional tools and arranged it into the right format and (c) develop stage which is done to validate and try-out the instructional tools. In order to find out the validity level of developing instructional tools, the data were collected using validation sheet of lesson plan, validation sheet of students' worksheet validated by experts and students response questionnaire. Based on data analysis result, the validation score of lesson plan is 95,14% and the validation score of students' worksheet is 93,56% and the average score of students' response is 96,36%. The result showed that the instructional tools in the form of lesson plan and students' worksheet were very valid and can be implemented for the first year students of SMA.*

Key Words: *Developing, Lesson Plan, Students' Worksheet, Inquiry-Based Learning, Recount Texts.*

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

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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 *Inquiry-Based Learning* sebagai salah satu model pembelajaran yang disarankan pada Kurikulum 2013 dan untuk mengetahui tingkat validitas dari pengembangan perangkat pembelajaran bahasa Inggris menggunakan Inquiry-based learning dalam pengajaran teks recount untuk peserta didik SMA tahun pertama. Penilitian ini adalah penelitian 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 mengumpulkan berbagai informasi tentang produk yang akan dikembangkan, (b) perancangan yang dilakukan untuk merancang rancangan perangkat pembelajaran dan menyusunnya ke dalam format yang benar dan (c) pengembangan yang dilakukan untuk memvalidasi dan menguji coba perangkat pembelajaran. Data dikumpulkan dengan menggunakan lembar validasi rencana pelaksanaan pembelajaran dan lembar kerja peserta didik yang divalidasi oleh para ahli dan kuesioner respon siswa. Berdasarkan hasil data analisis, skor validasi untuk rencana pelaksanaan pembelajaran adalah 95,14% dan skor validasi untuk lembar kerja peserta didik adalah 93,56% dan hasil dari kuesioner respon siswa adalah 96,36%. Hasil itu menunjukkan bahwa perangkat pembelajaran berupa rencana pelaksanaan pembelajaran dan lembar kerja peserta didik *sangat valid* dan dapat di implementasikan ke siswa tahun pertama di SMA.

Kata Kunci: Pengembangan, Rencana Pelaksanaan Pembelajaran (RPP), Lembar Kerja Peserta Didik (LKPD), *Inquiry-Based Learning,* Teks *Recount*.

INTRODUCTION

Teachers are required to develop lesson plans and students' worksheets to increase the teacher competence and education quality. The valid lesson plan and students' worksheet is needed to facilitate classroom instructional activities. Validity test needs to be done in order to get suggestions and improvements from experts to clarify the steps in the lesson plan so that it does not look the same for each meeting. In addition, validity is done to get a quality of instructional tools (lesson plan and students' worksheet). Rosenshine (2012) states that the learning activities that written in instructional tool will help in learning process at classroom's condition, such as; provide models, guide student practice, check for student understanding, obtain a high success rate, and engage students in classroom.

The implementation of Curriculum 2013 is the actualization of curriculum in learning and in forming students' characteristics. Teacher should be active in creating a good learning atmosphere and understand about the learning objectives and can decide an appropriate way to achieve the goal of learning

One of the learning model suggested in 2013 curriculum is inquiry-based learning. Inquiry-based learning (IBL) is a pedagogical approach that engages learners actively in a knowledge-building process through the generation of answerable questions (Harada & Yoshina, 2004). According to Prisila (2017) inquiry-based learning were an approach to overcome the problem which were existed in the reading comprehension on recount text. Recount text is written in basic competence 3.7 and 4.7 in 2013 syllabus. In the learning process, the teacher assess the learner's prior knowledge and helps them become engage in a new concept through the use of short activities that promote curiosity and explicit prior knowledge.

Based on the interview with English teacher at SMAN 15 Pekanbaru, researcher found phenomena in developing lesson plans and worksheet students, teachers have difficulty in determining methods that actively involve students and determine material according to scientific approach this is caused by several factors, such as the lack of variety of teaching materials used by teachers and learning process that only uses conventional methods that cause the low interest of students in learning.

Based on the phenomena above, the researcher intend to develop lesson plan based on 2013 Curriculum as innovation and reference for teacher in arranging lesson plan and students' worksheet to lead students to do task in learning recount text. This research runs under the title Developing English Lesson plan and Students' Worksheet By Applying Inquiry-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 stage is the activity for defining the conditions needed in the development of learning. Determining the requirements needed is done by paying attention to and

adjusting learning needs for students. The define phase includes five main steps, namely front-end analysis, learner analysis, concept analysis, task analysis and specifying instructional objectives. Design stage is conducted to make instructional tools are appropriate with the results of the analysis. Develop stage is the stage to produce product development which is carried out through two steps, namely: (1) expert appraisal followed by revision, (2) developmental testing by small-scale tryout in classroom The object of the small-scale trial was 15 students in grade X. Then the researcher asked the students to give an assessment of the students' worksheet by filling out a questionnaire that has been provided. The aim at this stage of development is to produce the final form of lesson plan and students' worksheet after going through revisions based on input from expert and trial results data. 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 and students' response questionnaire that filled by validators and students. 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.

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 the validator used the following formula.

$$Vp = \frac{Tsp}{Tsh} \; x \; 100\%$$

Description:
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 by all validator, the formula used is:

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

Description:
n= number of valuators
Vai= validity score of each validator
a = average validation score of experts
(Source: Sa'dun Akbar, 2013)

To determine the level of readability of the Students' Worksheet by students so the analysis of students' response questionnaire result can use the following formula.

$$Vp = \frac{Tsp}{Tsh} \; x \; 100\%$$

Description:
Vp = respondent score
Tsp = total empirical score of respondents
Tsh = total expected maximum score
(Source: Akbar, 2013)

To know the final score of the users, can use the formula below.

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

Description:
n=number of respondents
$\overline{Va}$=average response score of the respondents
Vpi=score of assessment of each respondent
(Source: Akbar, 2013)

The criteria based on the validation results and students' response questionnaire can be seen in the table below.

Table 2. Validation Criteria of Instructional Tools and Students Response Questionnaire

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

(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 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 instructional tools 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 and students' worksheet by applying inqiury-based learning in teaching recount 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 and students' worksheet. The analysis of validation result of two lesson plan 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	95,83	95,83	95,83	Very valid
Clarity of achievement indicators	97,22	91,66	94,44	Very valid
Suitability of learning objectives and achievement indicators	97,22	91,66	94,44	Very valid
Suitability of learning material	93,75	93,75	93,75	Very valid
Suitability of learning activities and scientific approach	97,22	91,66	94,44	Very valid
Suitability of learning activities and inquiry based learning model	90,00	95,00	92,5	Very valid
Suitability of media, documents and learning sources	86,11	94,44	90,275	Very valid
Suitability of learning assessment	97,22	94,44	94,44	Very valid
Average of percentage	95,45	94,84	**95,14**	
Criteria	Very valid	Very valid	Very valid	

Table (3) shows that the validation score of two lesson plan is 95.14% with criteria of very valid for each lesson plan. But, there are some aspects need to be

revised related to lesson 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' Worksheets

Assessment indicators	Percentage of average score		Average score	Criteria
	SW-1	**SW-2**		
Suitability of learning material	89,58	93,75	91,66	Very valid
Presentation of learning material	95,00	93,33	94,16	Very valid
Suitability of learning activities in students' worksheet and inquiry-based learning steps	94,00	92,85	93,42	Very Valid
Suitability of activities in students' worksheet with ability level of students	94,44	91,66	93,05	Very valid
Accuracy of words selection and language used	91,66	94,11	92,88	Very valid
Transcription used in students' worksheet	100,00	91,66	95,83	Very Valid
Pictures presented in students' worksheet	95,83	95,83	95,83	Very valid
Display of students' worksheet	95,83	87,50	91,66	Very valid
Average of percentage	94,54	92,58	**93,56**	Very valid
Criteria	Very valid	Very valid	**Very valid**	

Based on the table 4 , validation score of two students' worksheets is *93,56%* with criteria of very valid for each students' worksheet. Researchers modify the students' worksheet that is equipped with images, colors and graphics in order to support the design to be attractive but there are some aspects need to be revised related to learning activities, sentence arrangement and language used in the worksheet.

After the worksheet had been validated by the experts, it was implemented to small-scale testing .In small-scale testing, there were 15 students of SMAN 15. They were asked to learn the topic worksheet, and they were asked to fill in the questionnaire by giving the comments or suggestions about the worksheet. Then, their comments and suggestions were analyzed as the evaluation. The result of students' questionnaire can

be seen in this table below.

Table 5. Students' Response Questionnaire

No.	CRITERIA	YES	NO
1.	**Students' worksheet and didactic requirements**		
	The students' worksheet can be used for all learners who possess a heterogeneous level of thinking	12	
	Activities in students' worksheet engage students to find concept of learning.	15	
	Activities in students' worksheet engage students to focus to solve a problem	13	
Percentage for didactic requirements		88,88%	
2	**Students' worksheet and construction requirements**		
	Instructions are clear and easy to understand	15	
	The language used in accordance with students' level of thinking	14	
	The language used is simple and communicative	15	
Percentage for construction requirements		97,77%	
3	**Students' worksheet and technical requirements**		
	Transcription is clear and readable	14	
	Suitability of pictures with students' level of thinking	15	
	Illustrations and pictures used in accordance with the learning material	15	
	The display of students' worksheet interest students to learn	13	
	Pictures and transcription are combining well.	15	
Percentage for technical requirements		96,00%	
Average score		96,36%	

CONCLUSION AND RECOMMENDATION

Conclusion

The development of instructional tools in this research was using 4-D Model by Thiagarajan (1974) namely define, design, develop and disseminate. In this study, there were only three stages that have been done to get the data. The dissemination phase was not regulated since the research objectives have been obtained at the phase of development, which is to develop and to find out the validity level of developing english lesson plan and students' worksheet by applying inquiry-based learning in teaching recount texts for the first year students of SMA. 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 and small-scale tryout.

After doing this research, it obtained that the result based on data analysis result, the validation score of lesson plan is 95,14% and the validation score of students' worksheet is 93,56% and the average score of students' response is 96,36%. The lesson plans and worksheets are considered as good materials and can support the teaching and learning process. This statement is based on the result of expert validation and the try out to the students which show that the worksheets are appropriate with the teachers and students' needs. Some experts were asked to validate the lesson plan and students' worksheet through validation sheet to see the validity level of the products which have been developed.

The validation result of developing English lesson plan and students' worksheet showed that the products are **very valid** and can be implemented in teaching recount text for the first year students of senior high school.

Recommendation

Based on the results of this research, the product of this study has been tried out and validated by the expert. Therefore, the lesson plan and students' worksheet is suggested to be applied in other school with similar curriculum. It is for sure that this product will be very helpful for them. As a suggestion, in order to achieve a better learning process it should be developed not only lesson plan and student worksheet, but also the other instructional tools, such as student books and assessment sheet and For the next researchers the trials should be carried out more widely. Trials are not only carried out in one school and in one classroom, the practicality and the affectivity will be estimated for the next research activity after the disseminate stage is done completely.

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