DEVELOPING ENGLISH LESSON PLAN AND STUDENTS' WORKSHEET USING PICTURE-SERIES IN TEACHING WRITING NARRATIVE TEXTS FOR THE FIRST YEAR STUDENTS OF SMA

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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 Picture series as one of learning media which is done through some steps: BKOF (Building Knowledge of Field), MOT (Modeling of the Text), JCOT (Joint Construction of Text), ICOT (Independent Construction of Text) 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 that 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 as a media 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, Picture-series, Writing, Narrative Texts.*

PENGEMBANGAN RENCANA PELAKSANAAN PEMBELAJARAN DAN LEMBAR KERJA PESERTA DIDIK MENGGUNAKAN GAMBAR DALAM PENGAJARAN MENULIS TEKS NARATIF PADA PESERTA DIDK SMA KELAS X

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Abstrak: Penelitian ini bertujuan untuk mengembangkan dan mengetahui tingkat validitas dari pegembangan perangkat pembelajaran berupa Rencana Pelaksaaan Pembelajaran (RPP) bahasa inggris dan Lembar Kerja Peserta Didik (LKPD) dengan menggunakan *picture-series* (gambar seri) sebagai salah satu media pembelajaran yang dilakukan melalui beberapa langkah: *BKOF (Building Knowledge of Field), MOT (Modeling of the Text), JCOT (Joint Construction of Text), ICOT (Independent Construction of Text)* disarankan pada kurikulum 2013. Desain penelitian pengenmbangan yang digunakan yaitu dengan mengaplikasikan model 4D oleh Thiagarajan (1947). Untuk mengembangkan RPP bahasa inggris dan LKPD, terdapat tiga tahapan yang harus dilaksanakan: (a) pendefenisian yang dilakukan untuk mendefenisikan syarat-syarat pengembangan produk, (b) perancangan yang dilakukan untuk merancang perangkat pembelajaran dan menyusun 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 LKPD adalah 92,01%. Kedua hasil tersebut menunjukkan bahwa perangkat pembelajaran berupa RPP dan LKPD *sangat valid.* Perangkat pembelajaran tersebut dapat diimplementasikan di dalam kelas menulis.

Kata Kunci: Pengembangan, Rencana Pelaksanaan Pembelajaran (RPP), Lembar Kerja Peserta Didik (LKPD), Menulis, Gambar Seri, Teks Naratif

INTRODUCTION

The development of the globalisation era requires an effort to improve the quality of education; this is in line with the continuous development of educational curriculum in Indonesia. Curriculum is a set of plans and arrangements regarding the content and lesson materials and ways used as guidelines for the implementation of teaching and learning activities which usually named by lesson plan and it also has a worksheet for the students activity.

Every teacher should be able to create a good learning atmosphere. In addition, the teachers must also know the goals to be achieved in the learning and the method used to achieve the learning objectives. As M. Fadlillah (2014) states that, lesson plan is a form of learning plan that will be implemented by educators in learning activities. According to Permendikbud Number 22 of 2016 on Standard Process of Primary and Secondary Education, lesson plan is a plan of face-to-face activities for one or more meetings. Based on the statement above, lesson plan is a learning activity plan that can be used by teachers for each meeting or more. Teachers should be able to develop a good lesson plan and be able to organize it in learning process.

In this research, the researcher used using picture-series to teach writing narrative text materials. According to Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Then, according to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. By using Picture-Series, learners are expected to understand the writing narative text more easily and can apply their knowledge in everyday life. Furthermore, picture series gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need or writing.

In fact, on the result of interview with English teachers, the researcher found the information that the teachers are difficult in preparing learning activities. In addition, teachers also have difficulty in compiling the assessment of learning result. Teacher said that there is no example of lesson plan that can be used by teachers to be used as guidance in preparing this lesson plan based on Curriculum 2013. Lesson plan is not prepared completely. In fact, the lesson plan is only used as a document and administrative requirements alone without implementing it in the learning process.

Based on the problem above, in this study the researcher will develop a 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 will be done by some experts. The importance of validation is to produce a better learning documents 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 picture series in teaching writing narrative texts for the second year students of senior high school.

METHODOLOGY

This study is R&D (research and development) research. A research design is a blueprint plan for how a research study is to be conducted (De Vos, Schurink & Strydom, 1998). According to McMillan and Schumacher (2009), a research design shows which individuals will be studied, as well as when, where and in which context. In this research, the research development model is 4D model by Thiagarajan.

Define activity is done to decide and to define the criteria of development. According to Thiagarajan (in Endang Multyaningsih, 2011), define activity is conducted through five stages: front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives. Design activity is conducted to plan the draft of learning documents and arranged it into the format. Develop activity is done through the validation stage of the learning device by the valuator. Learning documents that have been validated are then revised. After validation of learning device is done, researcher will analyse the validation sheet of lesson plan and students' worksheet. The researcher will revise the learning documents according to the suggestion of the validators.

The data collection techniques in this study are validation of lesson plan and student worksheet. Validation is an attempt to obtain learning documents that have high validity. In this study, validation is performed to assess the learning documents of English developed. Validation technique in this research is technique of construction validation. In the validation phase, the researcher gives the learning documents in the form of lesson plan and students' worksheet that have been developed to the validators.

The researcher analyzed the collected data. Descriptive analysis is used to analyze the data. The data is analyzed in the form of validation result of lesson plan and students' worksheet. In this research, the learning documents validation sheet in the form of lesson plan and students' worksheet used Likert Scale with assessment categories that can be seen in the table:

Table 1. Criteria for Assessment Validation of Learning Devices

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

(Sugiyono, 2017)

Then the 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

$$\underline{Va} = \frac{\Sigma \frac{n}{i} = 1\ Vai}{n}$$

Information:
n = number of valuators
Vai = validity score of each validator
$(Va)^{-}$ = 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. Learning Validation Criteria

Level of Achievement	Validation Criteria
85,01% - 100,00%	Very valid
70,01% - 85,00%	Valid
50,01% - 70,00%	Less valid

(Source: Sa'dun Akbar, 2013)

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

RESULT & DISCUSSION

This research was done by following the stages of 4-D model (define, design, develop and disseminate). In this study, there were only three stages that have been done to get the data as we can see in the following sub-divison since the writer did the first level of R & D research which is researching without testing. The target of this research is the first year students of senior high school. These students are about 14 and 15 years old with heterogeneous capabilities and different background experiences. This

step aimed to find out the characteristics of students so that writer can develop learning documents which is suitable for students' characteristics.

The researcher analyzed competencies based on the Reguler of Minister of Education and Culture no.24, 2016 about core competence and basic competence. There are four core competence in learning, CC-1 about spiritual aspect, CC-2 about social aspect, CC-3 about knowledge and CC-4 about skill. Then, researcher developed lesson plan for basic competence 3.8 and 4.8 as arranged in syllabus by the government about narrative text for senior high school students.

The researcher designed lesson plan and students' worksheet by using picture series in teaching narrative 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 plan

Assessment indicators	Percentage of averange score		Averange 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 Genre Based approach	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	

Based on the table, it can be obtained that the product was very valid for each lesson plan. But, there were suggestions and comments from validators related to achievement indicators, learning objective, learning media and learning assessment which need to be resived.

Then, the researcher analyzed the data revised it based on sugegestion and comments from validators. The validation result can be seen in this table below.

Table 4. Validation result of four students' worksheet

Assessment Indicators	Percentage of averange score				Average score	Criteria
	SW-1	SW-2	SW-3	SW-4		
Sutability of learning material	93,74	95,83	91,66	91,66	93,22	Very valid
Percentage of learning material	91,66	94,99	94,44	89,99	92,77	Very valid
Suitabillity of learning activities in students' worksheet and Genre based approach 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
Transciption used in students' worksheet	83,33	91,66	83,33	81,33	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, it can be obtained that four students' worksheet were very valid but, there were suggestions and comments from validators which is related to learning activities, sentence arrangement and language used in the students' worksheet which need to be revised.

Based on the validation result analysis, there are some aspect in lesson plan and students' worksheet that need to be revised. Based on comments from validator, aspect in lesson plan that need to be revised is indicators of competence achievement, the text in learning material and so on. The writer revised instructional tool until the result became 91,61% for two lesson plans and 92,01% for four students' worksheet. Those

lesson plans and students' worksheet have been reached the minimal criteria of a valid product which are 70% (Sugiyono, 2017). It means that the product (lesson plan and students' worksheet) are very valid and can be tested in a classroom. The validators have considered that instructional tools are valid because they have been suitable with curriculum 2013.

CONCLUSION AND RECOMMENDATION

Conclusion

This research and development (R&D) development instruction tools in the form of lesson plan and students' worksheet in teaching narrative text by applying The Four Stage Technique (BKOF, MOT, JCOT, ICOT). This research was done for the first level of research and development that is research without testing so this research was just done until the develop stage. At define stage, the research analyzed problem which focused on instruction related to 2013 curriculum. At design stage, the researcher designed the draf of the product. Based on the validation result from validator, the score of two lesson plan is 91,61% and the score of four students' worksheet is 92,01%. The validation result of developing English lesson plan and students' worksheet showed that the procedure are very valid and can be implemented in teaching narrative text for the first year students of senior high school.

Recommendation

From the conclusion above, here are some suggestion; The product of lesson plan and students' worksheet has reached the valid level of validity, thus it can be serve as a valid instructional tool that can be used by the teachers and students in teaching and learning process about narrative text for the first year students of sehior high school. For further researcher, the researcher suggested to develop other English lesson plan with learning media as the focus or the use of technology that can support learning activities in class to maker students' interest in increassed. The researcher suggests further write to do this research for the next level of R&D that is testing the product that have been exist. The researcher suggest further researcher to create more creative students' worksheet to encourage students to learn various kinds text.

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