Development of LKPD Writing Exposition Text Based on the Discovery Learning Model for Class X High School Students

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Abstract

This research was conducted with the aim of creating product development LKPD writing an exposition text based on the discovery learning model, describing feasibility the LKPD, and test eligibility the LKPD for students class X high school. The method in this study uses the research and development (R&D) method belonging to Borg and Gall. The subjects in this study were class students X in the SMA Negeri 5 Bandarlampung. This study uses data collection techniques by means of documentation, observation, interviews, and questionnaires in the SMA Negeri 5 Bandarlampung. The data obtained in this research was then analyzed using a qualitative descriptive technique. The results of this study show that LKPD Menulis Teks Eksposisi Berbasis Model Discovery Learning has been successfully developed into a product needed by students. Material experts, media experts, and practitioners stated that the student worksheets were declared very feasible for use by students with 93 assessment presentations. Student worksheets were considered effective for improving the ability to write exposition texts for each student in the SMA Negeri 5 Bandarlampung with an N-gain value of (0.48) included in the very good category.

Keywords: LKPD; Exposition Text; Discovery Learning

Introduction

Student worksheets are teaching materials that contain basic activity material which is arranged briefly to be understood and applied as a guide for carrying out student assignments with reference to learning achievements and objectives. LKPD is also one of the teaching materials that can help students understand exposition text material. Exposition text material can be found in class X high school.

Teaching materials are a set of materials that are arranged systematically, both written and unwritten so as to create an environment or atmosphere that allows students to learn (Daryanto, 2014:171).

Teachers must have or use teaching materials that are in accordance with the curriculum, target characteristics, and learning problem-solving demands. One of the teaching materials used by students and teachers in schools is Lembar Kerja Peserta Didik (LKPD).

LKPD is a printed teaching material in the form of sheets containing material, summaries and instructions that must be implemented by students. In this case the tasks have been adapted to the basic competencies that must be achieved.

A quality LKPD must fulfill the requirements including, first, inviting students to be active in the learning process. Second, emphasizing the process of finding concepts. Third, having a variety of stimuli through various media and student activities. Fourth, it can develop social, emotional, moral, and aesthetic communication skills in students. Fifth, the learning experience is determined by personal development goals. Sixth, use language appropriate to the child's maturity level. Seventh, use a clear sentence structure.

LKPD is a teaching material needed by students, especially in receiving exposition text learning in class X SMA. According to Prastowo (2012: 212) the steps in preparing LKPD are 1) conducting curriculum analysis, 2) compiling a map of LKPD needs, 3) determining the title of LKPD, and 4) writing LKPD.

Syafi'ie (2014: 70) argues that exposition is discourse that seeks to explain or explain the main ideas that can broaden the reader's knowledge of the essay. This discourse aims to convey facts in an orderly, logical, and interconnected manner with the intention of explaining an idea, term, problem, process, and elements of something, cause-and-effect relationships, and so on so that it is known by others. According to Kosasih (2014: 14) expository text is a kind of text that is known by everyone and almost everyone uses it in everyday life as a means to express opinions and to convince others about a problem that everyone always needs and experiences.

This exposition text is very good if it is delivered to students using the discovery learning model. Discovery learning is an approach to developing active student learning by self-discovery, self-investigation, so the results obtained will be loyal and long-lasting in memory, students will not easily forget.

Expository text is a text that explores a problem in which there are a number of responses or judgments, even suggestions, suggestions, encouragement, or specific invitations to the audience about a matter. Expository text is a material that is quite difficult for students to understand. Therefore, it is very necessary to have the right learning model or style to be used in conveying the material.

The discovery learning learning model is considered very appropriate for use in conveying exposition text material. This is because the learning model of discovery learning is an approach to developing ways of learning students become active by finding and investigating themselves so that the results obtained can last a long time in memory. Discovery learning model learning can also invite students to learn to think analytically and solve problems they face independently.

Even though using a good learning model, the strategy used in conveying learning is not quite right, so the learning process will run boringly. This is because the learning process runs not in accordance with student expectations. This can be overcome by using the discovery learning model in the learning process that will be undertaken.

However, currently there are still many teachers who use other people's worksheets, not their own. This is due to the teacher's busyness and also the lack of motivation in writing so that the teacher prefers to use the LKPD that has been prepared together with the MGMP forum.

Therefore, researchers feel interested in conducting research on the development of discovery learning models on the ability to write exposition texts in class X students with the research title "Pengembangan LKPD Menulis Teks Eksposisi Berbasis Model *Discovery Learning* untuk Siswa SMA Kelas X". The advantage of this research is to develop worksheets using discovery learning models.

Research Methods

Borg and Gall (1989: 624), educational research and development is a process used to develop and validate educational products. It can be interpreted that educational development research is a process used to develop and validate educational products. The approach used in this study is a qualitative descriptive approach. Moleong states that a qualitative descriptive method is research that produces words about an observable phenomenon. In other words, this research does not involve numbers but focuses on words, phrases, sentences and paragraphs (Sugiyono, 2014: 1). After the data is collected, the average score for each aspect of the criteria is then calculated using the formula, (Sudjana, 2010: 109). Data analysis was carried out by examining validity sheets for expert tests, student questionnaire sheets, and teacher questionnaire sheets. Sources of data in this study were teachers and students SMA Negeri 5 Bandarlampung. Research data in the form of interviews and questionnaires that have been obtained from research sources. Data collection techniques in this study were documentation, observation, interviews and questionnaires. Documentation is done by examining documents related to exposition text teaching materials for high school students, learning tools in the form of syllabus, teaching modules, worksheets, media, evaluation, and the conditions of teachers and students in learning. Field observation techniques are carried out by observing the learning process in class. Interviews were conducted with teachers and students to find out directly the conditions of learning that were carried out related to the need to use LKPD for exposition text learning. The questionnaire was given to experts/experts who have competence in the relevant field of study, high school Indonesian language teachers and class X students who received exposition text material. Data analysis techniques in this study used descriptive qualitative techniques. Data analysis was carried out by examining validity sheets for expert tests, student questionnaire sheets, and teacher questionnaire sheets. Descriptive analysis is used to describe the results of the research in accordance with the research context, namely the development of LKPD writing exposition texts based on the discovery learning model. The steps taken include; (1) collecting data (2) data reduction, (3) data presentation, (4) calculating presentation feasibility (Meltzer, 2002).

Result and Discussion

Teaching materials have a function that is closely related to the teacher's ability to make plans, learning activities, and implementation, as well as assessment. This is due to the role of teaching materials as tools used in learning to help teachers and students either individually or in groups.

Teaching materials that are in accordance with the competencies that must be mastered by students can be obtained if the development of these teaching materials takes into account the following steps (1) analysis of learning outcomes, (2) analysis of learning resources, and (3) determination of the type of teaching materials. CP analysis is carried out to determine which competencies require teaching materials (Abidin, 2014: 270). CP analysis is carried out to determine the competencies that will be developed into LKPD. The types and forms of LKPD are determined on the basis of curriculum analysis and analysis of previous material sources.

The results of the analysis of the CP obtained that the CP used is 10.5 Writing exposition text of research results as a source in conveying social criticism. Indicators of Achievement of Learning Objectives used are 10.5.1 Comparing exposition texts with inspiring anecdotes and 10.5.2 Writing exposition texts from simple research results as a source of accurate social criticism.

Needs analysis shows that in the implementation of learning requires LKPD to achieve learning objectives. The LKPD needed is the LKPD which contains an understanding of the meaning, structure, types, language, examples, and steps for writing exposition texts. Besides that, it is also necessary to have practice questions to deepen students' understanding. The LKPD is arranged according to the discovery learning model so that students are not bored in receiving learning and learning objectives can be achieved properly.

The material for writing expository texts becomes material developed by linking discovery learning based on the results of an analysis of the needs of teachers and students, as well as students' learning difficulties in producing a text. A learning process that is supported by adding discovery learning learning models can help students to write exposition texts because they can generate and develop ideas based on reading and discussion activities. Next, mapping the needs of the structure and subject matter, collecting the material and packaging it into the initial product or prototype LKPD, writing exposition texts. After that, test the feasibility of the resulting LKPD. Testing is carried out through the expert testing stage, peer assessment of the feasibility of LKPD as teaching materials, and product trials to assess the feasibility of using LKPD by students as users in an effort to improve their learning abilities and motivation. The final result obtained from this development is an operational product in the form of LKPD which is ready to be used to achieve learning objectives.

The results of the LKPD products in this study have a function as reinforcement which is given to students after they have finished studying the topic of writing exposition text according to the learning material. The learning material compiled in the LKPD places more emphasis on deepening and applying the learning material contained in the textbook. The LKPD is also structured so that it can be used for enrichment so that students are no longer too dependent on the teacher in receiving lessons, but they can look for learning resources from various kinds of teaching materials such as the LKPD. This can make students have additional knowledge, insight, and skills.

The feasibility of the LKPD products that have been developed can be seen from the increased student activity in the learning process. The application of the discovery learning model combined with the TPACK framework makes students look active enthusiastically looking for problems and solving them so that students are able to draw conclusions on these problems so that learning is meaningful.

The application of the discovery learning model in this study aims to change passive learning conditions to become active and creative, learning that was originally patterned teacher oriented to learning patterned student oriented, and change the expository mode of students who only receive information from the teacher to discovery mode (students find information Alone). Changes in learning patterns from a teacher-oriented learning process were changed to learning oriented towards optimizing student competencies and the process of achieving them became the basis for the development of LKPD in this study. Research on the development of LKPD as an effort to improve student learning outcomes and meaningfulness in the learning process is carried out by taking into account the needs of students and conformity with the demands of the curriculum, especially exposition text material.

Based on the questionnaire data obtained, it can be seen that overall the feasibility of using the LKPD that has been carried out in SMA Negeri 5 Bandarlampung with the number of respondents as many as 30 students. Based on the test results of the four aspects of the assessment (content feasibility, linguistic aspects, material presentation, and LKPD graphics), an average feasibility value of 82.32 is obtained in the good category.

The development of LKPD is intended to improve Indonesian language skills, especially in writing materials. The results of observations on the pretest and posttest scores on writing ability, namely the highest posttest score of 91.6 was obtained at the maximum score at SMA Negeri 5 Bandarlampung and the N-gain value of 0.48 is included in the medium category. Based on these results, it can be concluded that overall learning using LKPD writing exposition texts based on the discovery learning model is able to improve the ability to write exposition texts so that LKPD writing exposition texts is declared effective.

Conclusion

The development stage of this LKPD starts from the planning stage which is carried out based on an analysis of learning objectives, learning resources, and determination of teaching materials. The feasibility of teaching materials in the form of worksheets for writing exposition texts based on the discovery learning model that has been developed meets the criteria of "very relevant". The material expert's assessment is based on all aspects assessed. LKPD writing exposition text based on the discovery learning model obtained a final score with a percentage of 93 declared "very relevant". Assessment of media experts from all aspects assessed, LKPD wrote exposition text based on the discovery learning model obtained a final score with a percentage of 80 declared "relevant". Practitioners' assessment of all aspects assessed, LKPD wrote exposition texts based on the discovery learning model obtained a final score of 95 declared "very relevant". Assessment of Indonesian teachers in SMA Negeri 5 Bandarlampung stated that LKPD Writing Exposition Text Based on Discovery Learning Model "Very Relevant" for use in learning activities to write exposition text based on discovery learning model. Based on the calculation of the results of pretest, posttest, and N-gain, Writing Exposition Text Based on the Discovery Learning Model is stated to be effective in improving the ability to write exposition text based on the discovery learning model. Therefore, the teaching material product in the form of Writing Exposition Text Based on the Discovery Learning Model is effectively used in learning.

The suggestions in this study, namely as follows. First, for teachers and students, this LKPD is expected to be able to add insight, complement textbooks, and additional references in learning, based on the discovery learning model intended so that students can be active and creative in adding to students' knowledge and insight into exposition text material. Second, for other researchers, it is advisable to utilize the results of this development research as a guideline for developing teaching materials that are tailored to the needs of prospective users, namely teachers and students, and based on the curriculum that applies to other materials and classes. In addition, this LKPD is not the only determinant of the success of learning, there is a need for further studies regarding the effect of using this LKPD with learning methods and techniques designed to achieve learning effectiveness and efficiency. Third, this LKPD is expected to provide a view that in making teaching materials it is better to pay attention to the geographical conditions of each region that will use it, so that students also have an experience that is not much different from the reality and material in the LKPD.

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