
Developing English Lesson Plans Based on Discovery Learning in Teaching Descriptive Text for the First Year Students of SMP

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Abstract: This research is aimed to develop English lesson plans based on discovery learning (one of learning models suggested in the 2013 Curriculum) and to find out the validity level of developing English lesson plans based on discovery learning in teaching descriptive text for the first year students of SMP. The research design is Research & Development (R&D) applied 4D model by Thiagarajan (1974). To develop English lesson plans, there were three stages involve in this research, (a) define stage that is done to set and define the product development requirements, (b) design stage that is done to plan the draft of lesson plan and arranged it into the format and (c) develop stage that is done to modify and validate the lesson plan. In order to find out the validity level of developing English lesson plans, the data were collected using validation sheet of lesson plan validated by experts. Based on data analysis result, the validation score of lesson plan is 90.91%. The result showed that English lesson plans were very valid and can be implemented in a classroom.

Key words: Research and Development (R&D), Lesson plan (LP), Discovery Learning, Descriptive Text.

1. Introduction

Every teacher should be able to create good learning atmosphere. Teachers should also know the learning objective that needs to be achieved by students and how the way to achieve it. Wena (2011) states that students' learning outcomes are strongly influenced by the learning process. In order to make the learning process run properly, the teacher must prepare a lesson plan and be able to organize it according to plan. Harmer (2007) states that plans do not have to look as instructions, they have to look as proposals for action. At the end of the lesson, teachers will be able to realize what the students have learnt (learning outcomes) and this should be closely related to what teachers have planned for the day. The Regulation of Education Ministry No. 22, 2016 regarding Standard Process states that lesson plan is a plan of face-to-face learning activities for one or more meetings.

Lesson plan cannot be separated from the learning activities. Teachers should be able to prepare learning activities that can encourage students to be enthusiastic in learning, increase their interests, creativity and independence. In the learning activities, learners will find a variety of concepts by themselves, while teachers just act as facilitators. In arranging learning activities, teacher can apply various kinds of learning model which can involve students discover knowledge actively. In the 2013 curriculum, one of learning model suggested in The Regulation

of Education Ministry No.22, 2016 regarding standard process of primary and secondary education is discovery learning model.

According to Hammer (1997), discovery learning is a form of curriculum where students are faced to specific questions that give them opportunities to discover and find an intended concept on their own way. In other word, discovery learning offers a learner-centered approach in which the learner actively discovers knowledge, hand-on experiences and constructs new concepts based on his existing knowledge.

One of English learning material than can be taught by applying discovery learning is about descriptive text. Mark Anderson and Kathy Anderson (2003) state that descriptive text is a text that tells factual description of a particular place or thing. Through discovery learning, students can discover any knowledge related to descriptive text such as social function, generic structure and language features of descriptive text.

Based on the interview 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 sometimes just used as documents or administrative requirement without well implementation in a classroom.

Based on the problems above, the researcher wants to develop English lesson plans based on discovery learning in teaching descriptive text for the first year students of SMP that can be used as a reference or alternative English lesson plan for teacher in arranging an English lesson plan.

2. 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* (Mulyaningsih, 2011). 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 lesson plans are appropriate with the results of the analysis. Develop activity is done through expert appraisal and developmental testing. Lesson plans 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 plans and to find out the validity level of English lesson plans.

Data collection technique used in this research is done through validation sheet validated by experts. The validators are lecturers, teachers and headmasters or school supervisors. In this research, validation sheet of lesson plans 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 from validators used the following formula.

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

Description:

Va = validation score

Tsa = total empirical score from experts

Tsh = total expected maximum score

(Source: Akbar, 2013)

To find out the final score by all validators, the formula used is:

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

Description:

n = number of validators

Vai = validity score of each validator

(Va)⁻ = average validation score of experts

(Source: Akbar, 2013)

The validation criteria based on the validation results of lesson plan can be seen in the table below.

Table 2: Validation criteria of lesson plan

| 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% | Invalid |

(Source: Akbar, 2013)

According to Akbar (2013), lesson plan can be used if the percentage of validation is more than 70%.

3. Result And Discussion

The researcher analyzed problems which focus on English lesson plans related to the 2013 curriculum. The problem is some teachers are confused to arrange an English lesson plan based on 2013 curriculum because the format of lesson plan can change many times which then caused many references of English lesson plan from different teachers or schools.

Based on analysis above, the research developed English lesson plan based on discovery learning as expected in 2013 curriculum. Hosnan (2014) states that the discovery learning model is one that gives opportunities to the students to find any information without help from the teacher. The English lesson plans were expected to be a reference or an alternative of lesson plan that teacher can use in teaching descriptive text for junior high school students.

The target of this research is 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 lesson plans that suitable for the students. The researcher found that these students are about 11 and 12 years old with heterogeneous capabilities and have different background experiences.

Then, the researcher analyzed competencies based on *The Regulation of Education Ministry 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 plans by applying discovery learning in teaching descriptive text. The design of lesson plan was arranged in accordance with the format. At this stage, the researcher developed five lesson plans in teaching descriptive text. After the validation by validators, the researcher analyzed the result of validation sheet of lesson plans. The analysis of validation result of five lesson plans can be seen in the table below.

Table 3: Validation result of five lesson plans

| Assessment Indicators | Percentage of average score | | | | | Average score |
|---|-----------------------------|--------|--------|--------|--------|---------------|
| | LP-1 | LP-2 | LP-3 | LP-4 | LP-5 | |
| completeness of lesson plan identity | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| completeness of lesson plan components | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| clarity of core competence and basic competence | 100.00 | 100.00 | 96.42 | 100.00 | 98.21 | 98.92 |
| clarity of achievement indicators | 82.14 | 80.95 | 82.14 | 83.33 | 84.52 | 82.61 |
| suitability of learning objectives and achievement indicators | 83.33 | 85.71 | 83.33 | 85.71 | 85.71 | 84.78 |
| suitability of learning material | 91.96 | 87.49 | 89.28 | 90.17 | 92.85 | 90.35 |
| suitability of learning activities and scientific approach | 80.95 | 83.33 | 90.47 | 84.34 | 88.09 | 85.43 |
| suitability of learning activities | 91.66 | 85.71 | 91.06 | 92.85 | 90.47 | 90.35 |

| | | | | | | |
|--|------------|------------|------------|------------|------------|-------------------|
| and Discovery Learning model | | | | | | |
| suitability of media, tools and learning sources | 88.14 | 84.52 | 85.71 | 85.71 | 84.52 | 85.72 |
| suitability of learning assessment | 88.09 | 90.47 | 96.42 | 88.09 | 91.66 | 90.94 |
| Average of percentage | 90.62 | 89.81 | 91.48 | 91.02 | 91.60 | 90.91 |
| Criteria | very valid | very valid | very valid | very valid | very valid | Very valid |

Table (3) shows that the validation score of five lesson plans is 90.91% with criteria of very valid for each lesson plan. But, there are some aspects need to be revised related to achievement indicators, learning objectives, learning media and learning assessment.

4. Conclusion

This research and development (R&D) developed English lesson plans in teaching descriptive text for the first year students of SMP by applying discovery 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 plans. Based on the validation result, the score of English lesson plan is 90.91%. It means that the English lesson plans are *very valid* and can be implemented in a classroom.

Recommendation

In light of this research, it is suggested that first, lesson plans can serve as an alternative lesson plan used by teacher and students in learning and teaching process about descriptive text by applying discovery learning model. Furthermore, further researcher can create other lesson plan that more applicative in teaching and learning process Then, it is suggested to arrange or develop lesson plan using other learning models.

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