



## The effectiveness of teaching materials of procedure text in class vii junior high school

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### Article Info

**ISSN (online):** 2582-7138

**Volume:** 04

**Issue:** 04

**July-August** 2023

**Received:** 25-05-2023;

**Accepted:** 21-06-2023

**Page No:** 333-337

### Abstract

The purpose of this study was to produce teaching material development in the form of discovery learning-based procedural text student worksheets, to describe the feasibility of discovery learning-based procedural text student worksheets, and to determine the effectiveness of discovery learning-based student worksheets for seventh grade junior high school students. This research is a development research. The development model adapts the research and development procedures of Borg and Gall with the stages of (1) potential and problems; (2) data collection for LKPD needs; (3) developing LKPD through product design and developing initial product forms; (4) product evaluation through validation by relevant experts/experts; (5) revision of the validation product design; (6) peer-to-peer product trials and limited-scale class trials and revisions to the trial results followed by large-scale class trials; (7) carry out the final stage of revision. Data collection techniques by observation, interviews, and questionnaires at Al-Hidayah Middle School. The results of the study showed that (1) the worksheets of exposition text students based on discovery learning had been developed according to the Borg and Gall concept, (2) according to the Borg & Gall concept and were declared very feasible by learning material experts, learning media experts, and practitioners with a percentage 92.75%, 95.00% and 96.15%; (3) based on a comparison of the pretest, posttest, and N-Gain from the use of discovery learning-based procedural text worksheets developed to get a value of 0.43 and 0.44 included in the "moderate" category so that it is effectively used in learning.

**Keywords:** LKPD, procedural text, discovery learning

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### Introduction

Learning in the independent curriculum requires students to be more active in acquiring knowledge. On the other hand, educators are required to be able to organize learning that is oriented towards student activities in finding and establishing meaning independently so that they will be able to foster a high level of thinking in students. Learning in this independent curriculum must also be accompanied by the development of teaching materials that are needed by students and educators.

According to Amri, *et al.* (2010: 159) <sup>[2]</sup>, teaching materials are all forms of materials used to assist educators/instructors in carrying out teaching and learning activities in class. The material in question can be in the form of written material or unwritten material. Teaching materials can be used as a way to identify, develop, and evaluate content and learning strategies. In addition, the development of teaching materials takes into account the nature of teaching materials, the number of students, and the availability of materials. The development of teaching materials uses the principle of being able to accept new things that have not been covered in the content of the subjects when implementing them (Mblulu, 2004: 8).

Learning is not only about what must be taught, but should be principled on how to teach it (Suyanto & Fuad, 2021) <sup>[26]</sup>. Active learning is not fixated on teaching materials provided by the school. However, teaching materials are needed that are able to support and provide experience for students. One of the teaching materials that can be used is student activity sheets (LKPD).

LKPD will provide benefits for educators and students. Educators will have teaching materials that are ready to use, while students will get independent learning experiences and learn to understand written assignments contained in LKPD. The development of teaching materials that are fun and instill moral values for students is very necessary. This is to improve the quality of students in the realm of knowledge, skills and attitudes which are the core of the independent curriculum. The independent curriculum is text-based so that it is used by educators to develop and compile teaching materials that are of high quality, varied, and still maintain the basic aspects of the independent curriculum. In the independent curriculum, apart from the scientific approach, there is also a text-based component that requires students to be more active in observing, asking, reasoning, trying, and communicating matters relating to the material to be studied. The text is used by educators to develop quality teaching materials and be able to instill good moral values.

Teaching material as a component in the curriculum that will be conveyed by educators to students. Components that act as learning materials and during the learning process. The learning material is then arranged in a syllabus to facilitate the implementation of learning. Learning materials are developed first so that they are complete and ready to be used as teaching materials. There are several types of learning materials, including modules, worksheets, papers, etc. In this study the researchers chose to develop learning materials in the form of student worksheets. LKPD is a requirement that continues to be pursued in the hope that it can help achieve learning objectives properly. LKPD has been made by several people who are competent in it. So far, the existing LKPD is LKPD which in general is only in the form of material and does not focus on the problems faced by students.

In this study, researchers intend to develop LKPD based on discovery learning. Prior to that, researchers had conducted observations and interviews with teachers at Yayasan Badrullah Latief, South Lampung. In the observations and interviews, information was obtained that the school did not yet have teaching materials, especially LKPD based on discovery learning accompanied by students' lack of interest in learning. LKPD based on discovery learning is very much needed by students because this LKPD has good enough effectiveness to help students achieve learning goals.

According to Asmui (2009: 154) discovery learning can be interpreted as a method of developing active student learning methods by searching and analyzing themselves, so that the results obtained will be remembered and not easily forgotten by students. An understanding of a good LKPD can be understood by educators through approach-based LKPD. In the discovery learning approach there is a syntax that becomes a reference for educators in conveying the material contained in Indonesian language material. In this study, the researcher focused on basic competence 3.6 Examined the structure and linguistic aspects of procedure texts about how to do something and how to make it (how to play regional musical instruments/dance, how to make regional specialties, etc.) from various sources that were read and heard and basic competence 4.6 Present data on a series of activities in the form of procedural text (about how to play regional musical instruments, regional dances, how to make souvenirs, etc.) taking into account structure, linguistic elements, and content orally and in writing.

The previous research that developed LKPD was conducted by Falaq (2017), Pratama (2018), and Esterlina (2020). From

the research conducted by Pachriatul Falaq and that conducted by researchers, there were significant differences in the aspects of the study, Pachriatul Falaq focused on problem-based learning aspects, while this researcher used discovery learning. The research conducted by Riyo Arie Pratama and that conducted by the researcher had significant differences in the aspects of the study, Riyo Arie Pratama focused on the study aspects of heat matter, while this researcher used procedural text material. The research conducted by Dwi Esterlina and that conducted by the researcher found significant differences in the aspects of his study, Dwi Esterlina focused on drama texts, while in this study the focus was on procedural texts.

Based on this, the researcher is interested in conducting research on procedural text learning in junior high school with the title "The Effectiveness of Procedure Text Teaching Materials in Class VII Junior High Schools." The topic is seen as aligned with the problems faced by educators and students in the learning process.

### Methodology

The procedure in this study was to follow the procedure described by Borg and Gall (Putra, 2012: 167) <sup>[20]</sup> which consisted of ten steps (stages), namely gathering information, planning, developing product drafts, initial field trials, revising trial results, field trial, product improvement from field trial results, Field implementation test, final product improvement, and dissemination and implementation process.

In this research activity, the researcher acts as the main instrument. When carrying out the task the researcher was assisted by instruments in the form of observation guides, interview guides. The observation guide is used to make observations of the learning process carried out by the teacher and students. The interview guide is used to obtain responses orally from teachers and students after the implementation of learning.

This study will analyze the existing lingual data descriptively. The results of the questionnaire on the needs of students and teachers were analyzed to obtain an overview of the needs in the field, students' perceptions of learning Indonesian, experiences of teachers and students in learning Indonesian. Furthermore, product validity or feasibility test data is obtained through data on the suitability of learning materials and product designs provided by material experts. The goal is to find out the product is feasible to use.

### Results and Discussion

In this chapter, the results and discussion regarding the development of discovery learning-based procedural text teaching materials for seventh grade junior high school students are presented, their feasibility as teaching materials in schools, and their effectiveness as teaching materials in schools.

### Product Development

The product intended in this study is in the form of student worksheets (LKPD procedural text based on discovery learning for seventh grade junior high school students. The procedure in this study is to use the Borg & Gall development procedure. The intended development procedure is observation (information gathering), planning (product design), execution (product development), product testing, product revision, final product.

### Appropriateness as Teaching Materials

The following will be presented in tabular form from the

validation results of material experts, learning media experts and Indonesian language practitioners.

**Table 1:** Validation Results by Material Experts and Indonesian Language Teachers

No.	Expert Validation	Rating result		Category	Conclusion
		Average value	Percentage Average		
1.	Learning Material Expert	3,50	87,5%	Very Worth it	Very worth using
2.	Learning Media Expert	3,80	90,05	Very Worth it	Very worth using
3.	Practitioners	3,90	97,5%	Very Worth it	Very worth using

### Its effectiveness as Teaching Materials

The effectiveness of LKPD as teaching materials for class VII

junior high school students can be observed in the following table.

**Table 2** Comparison of Pretest, Posttest, and N-gain results on LKPD Writing Procedural Text Based on Problem Based Learning

No	Name	Number of Pre Test Students	Pre Test	Post Test	N-Gain
1	Class VII A	20	75,5	86,4	0,43
2	Class VII G	20	72,4	84,7	0,44
Average			<b>73,95</b>	<b>85,55</b>	<b>0,435</b>

### Product Discussion

In this study, researchers will discuss products made using the Borg & Gall research stages which have been designed and modified into seven steps from the original ten steps, namely observation (information gathering), planning (product design), implementation (product development), product test, product revision, final product. The following is a discussion regarding the products in this study which will be discussed systematically.

#### Observation (Information Gathering)

At this stage, the researcher conducted a review of the core competencies (KI) and basic competencies (KD) to determine the indicators to be achieved. Conduct a literature study to collect material. Next, the researcher conducted a preliminary study to get a general description of the LKPD to be studied. Preliminary studies are carried out to obtain initial information on the need and feasibility of developing teaching materials in the form of LKPD.

The preliminary study is used as a basis for designing and developing worksheets for conducting interviews. Based on the interviews that have been conducted by researchers, there is no LKPD in the school. So far, teachers only use lesson modules to convey learning material, while students tend to state that the cause of the difficulties they experience is identifying the elements in the drama text material and the lack of modification of the practice questions presented by the teacher.

#### Planning (Product Design)

In this second stage, there are two important things to do, including making research instrument grids, and making research instruments. In making the research instrument grid, the assessment criteria are adjusted to the categories of each assessor such as material expert lecturers and Indonesian language teachers. The research instrument to be used is a validation sheet. The validation sheet is used to determine the eligibility of LKPD on procedure text material based on the assessment of material experts and Indonesian language teachers. The observation sheets and interview guidelines were used to find out the teacher's responses and responses regarding the use of procedure text worksheets.

#### Implementation (Product Development)

This stage is the process of realizing the design that has been made into reality (product realization). The resulting LKPD procedure text is ready to be tested for its validity. Validation was carried out to assess the validity of the developed LKPD using the prepared LKPD assessment sheet. The results of the validation are used as a reference for revising and perfecting the LKPD that has been developed based on suggestions for improvement from the examiners. The structure or framework contained in this LKPD systematically consists of a cover page, preface, table of contents, core competencies-basic competencies, in-depth material, evaluation, glossary, and bibliography. These elements have interrelated relationships.

#### Product Test

In this study a trial was held. Two tests were conducted, namely the expert test and the Indonesian language practitioner/teacher test. Material expert test, the researcher asked Prof. Dr. Muhammad Fuad, M. Hum. as a validator from material experts and providing an assessment of aspects of the content of LKPD, Testing learning media experts, the researcher asked Dr. Rangga Firdaus, M.Kom., while testing Indonesian language practitioners, the researchers asked Puja Meilinda, S.Pd., who gave an assessment of the LKPD products.

#### Product Revision

As for the notes given by the material expert, among others: it is necessary to add examples of procedural texts, note that the typography is still (inadequately) complete; and pay attention to the use of fonts and spacing, while there are no notes provided by learning media experts and Indonesian language practitioners. The notes given by the material experts have been corrected by the researchers according to their notes.

#### The Final Product

The final product in this study is in the form of student worksheets (LKPD) which have been improved according to suggestions and input from learning material experts, learning media experts and Indonesian language practitioners.

### LKPD Feasibility as Teaching Materials

This research has carried out a feasibility test carried out through a test of material experts and practitioners. Based on the due diligence that has been carried out, it is known that the LKPD prepared has the title of very feasible to be used as teaching material in class VII SMP.

The feasibility of discovery learning-based student worksheet development products (LKPD) in discovery learning text learning is known through three product tests, namely material experts, learning media experts, and tests of Indonesian language practitioners. The results of the validator show that the average obtained from material experts is 3.50 with an average percentage of 87.5%, the category is very feasible, while the average obtained from Indonesian language practitioners or teachers is 3.90 with an average percentage of 97.5% with very decent category.

### Product Effectiveness

Learning can develop various potentials within students so as to produce various abilities. Calculation of the results of data collection to test product effectiveness is done manually using the following formula.

$$\text{N-Gain} = \frac{\text{Posttest score} - \text{preliminary ability test score}}{\text{Maximum score} - \text{preliminary ability test score}}$$

#### Information

N-GAIN: normalized gain Pretest:

Initial value of learning Posttest: final value of learning

#### Gain index criteria

Score (g) > 0.70 high category

Score 0.30 < (g) > moderate category

Score (g) > 0.30 Low category

The results of observations on the pretest and posttest scores on the ability to write exposition text, namely the highest posttest score (92) is found in the maximum score in class VII A and the average N-gain value of (0.43) is included in the medium category, while for class VII G obtained the highest

posttest score of 88 with an average score of N-gain (0.44) included in the medium category.

Based on these data, the class that has the largest average N-gain value is class VII G with an average N.Gain of 0.44068, and it can be concluded that overall learning using discovery learning-based procedural text LKPD is able to improve students' abilities. write procedural texts so that the procedural text LKPD is declared effective. The product produced is writing procedural texts based on discovery learning models for Class VII SMP/MTs students that are feasible to use. The effectiveness test is the stage of testing the LKPD products that have been produced with the aim of knowing the effectiveness of their use in learning.

This effectiveness test is carried out by distributing description questions related to the learning material used as an instrument for the effectiveness of using LKPD in achieving learning objectives. The questions used are adjusted to the indicators of achieving the learning objectives of the procedural text. The purpose of this research stage is to determine whether the product being developed is in accordance with the criteria that have been applied or not. The research results obtained from the initial conditions tend to be the same, but the achievements that are significantly different show that the use of LKPD to write procedural texts based on discovery learning models is effective in learning.

To find out the effectiveness test of the teaching material products that have been developed, an effectiveness test was carried out. In this test the researcher was assisted by an Indonesian teacher from SMP Al-Hidayah. The purpose of this research phase is to determine whether the product being developed meets the criteria that have been applied or not. Before the researcher conducted the trial, the researcher looked at the student's data and the value of writing the procedure text before using the product. This value will be used as the pretest value and the next steps are the implementation of learning using the LKPD and KD products. The value will be used as the posttest value. The comparison of the results of the pretest and posttest values can be seen in the following table.

**Table 3:** Comparison of Pretest, Posttest, and N-gain Results on LKPD Writing Procedure Text Based on Discovery Learning

No	Name	Number of Students	Pre Test	Post Test	N-Gain
1	Class VII A	20	75,5	86,4	0,43
2	Class VII G	20	72,4	84,7	0,44
<b>Average</b>			<b>73,95</b>	<b>85,55</b>	<b>0,435</b>

Based on the table above, a comparison of the results of the pretest, posttest, and N-gain in the ability to write procedural texts, the post scores of the two classes were obtained, namely 85.55, and the average N-gain value was 0.435. This test is intended to determine the level of effectiveness achieved from the use of the LKPD in classroom learning. Differences in student learning outcomes based on increased ability as measured by the gain value proves that the use of LKPD based on discovery learning learning models writes procedural texts can improve students' cognitive abilities.

### Conclusion

Based on the results of the study it can be concluded that the development of student worksheets (LKPD) based on discovery learning procedural texts for VII grade junior high schools uses six stages according to Borg & Gall which have

been modified by researchers, namely observation (information gathering) conducted at Al-Hidayah Bandar Lampung Middle School with Puja Meilinda, S.Pd., as a class VII Indonesian teacher; planning (product design) student worksheets (LKPD) is made clear in learning material because this is very important the clearer the material the easier it is for students to understand learning and can achieve good learning objectives; product development of student worksheets (LKPD) based on discovery learning; the product test was carried out twice, namely the expert test and the Indonesian language practitioner/teacher test; product revisions; the final product of this research is in the form of student worksheets (LKPD) which have been revised according to suggestions and input from material experts, media experts, and practitioners.

The feasibility of discovery learning-based student worksheet

development products (LKPD) in discovery learning text learning was carried out three product tests, namely material experts, learning media experts, and tests of Indonesian language practitioners. The results of the validator show that the average obtained from material experts is 3.50 with an average percentage of 87.5%, the category is very feasible, while the average obtained from Indonesian language practitioners or teachers is 3.90 with an average percentage of 97.5% with very decent category.

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