

The Development of LKPD System (Students Worksheets) in Learning to Write Explanatory Text of Eighth Grade in MTS YPI Nur Ibrahimy Rantauprapat

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Abstract: Research on the development of LKPD (Student Worksheets) in learning to write explanatory texts is done by analyzing the problems contained in the school first, then conducting observations to gather information. Based on the analysis, it can be concluded that students and teachers in Indonesian language study of eighth grade in MTS YPI Nur Ibrahimy Rantauprapat were said that they need LKPD. From the results of testing the use of LKPD development, it was found that student learning outcomes in writing explanatory text obtained an increased value from previous learning outcomes.

Key words: Development of Worksheets • Explanatory Text

INTRODUCTION

Teaching materials are a set of materials arranged systematically both in writing or not so that created an environment or atmosphere that allows students to learn. Teachers must be able to have or use teaching materials which appropriate with curriculum, target characteristics and the demands of learning problem solving. Teaching materials are prepared with the aim of providing teaching materials which convenient with the demands of curriculum by considering of students need, helping students in obtaining alternative teaching materials to text papers that sometimes difficult to obtain and facilitating teachers in carry out learning process [1]. Teaching materials are all materials (involve information, tools and text) that arranged systematically, displays the full figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning. Teaching materials or learning materials generally consist of knowledge, skills and attitudes that students must learn in order to achieve the desired basic competencies. In addition, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills and attitudes or values. Teaching materials also one of the part of learning resources that can be interpreted that contain a message of learning, both intentionally specific

and general in nature that can be used for the benefit of learning [2-4]. The importance of teaching materials include three important elements are following [5]:

- as a representation of teachers, lecturers and instructors
- as a resourch of competency standards, basic competence, or learning objectives
- as an optimization of service to students

Explanatory text is a type of text that explain the logical relationship of several events. Explanatory texts explain about natural and social phenomena. In the explanatory text there are text structure and the structure include general statements, explanatory lines and interpretations (optional). Explanatory text is a text that contains an explanation of processes related to natural, social, scientific and cultural phenomena. The explanatory text comes from the author's question related to 'why' and 'how' a phenomenon occurs. Explanatory text aims to explain the formation process or activities related to natural, social, scientific, or cultural phenomena [6].

Explanatory text contains an explanation of the state of something as a result of something else that has happened before and causes something else to happen later. Explanatory text has a social function to explain the process of occurring something according to the principle

of causation. Explanatory texts are closely related to natural events and social events [7].

The purpose of the explanatory text as in the following quote: An explanation is to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing knowledge. Technical and scientific writing are often expressed in this form. When writing explanations we have learned that the phenomenon exists and then explains why or how this came about. The writer should acquire a great deal of content knowledge before beginning the explanation [8]. The important thing that needs to be given the most attention in compiling explanatory texts is that explanatory text a phenomenon, both with regard to nature, culture and social. The development can be chronological or quality patterns. Explanation provides a valuable role in building and storing our knowledge. Technical and scientific writing often stated in the form of this explanatory text. When writing an explanation, it sets out the phenomena that exist and then explains why or how the phenomenon occurs. The author must gain a lot of knowledge about the content before starting the explanation [9]. To start an explanatory text, first topic is defined about natural or social phenomena to be explained. The next step is to make a general statement. Moreover, write a series of steps related to the phenomena described and finally write conclusions. In general, the steps for writing good explanatory text are as follows:

Determine the Topic or Theme of the Explanatory Text:

The initial stage of explanatory text writing is to determine the theme or topic of the explanatory text to be compiled. Topics or themes can be found in various ways, for example through direct observation of objects

Collecting Data: This stage requires students to collect data related to things to be written. Before continuing to write, it is necessarily to have teaching materials that show the existence of writing itself so that ideas can emerge and improve innovation in writing.

Creating an Outline Based on Explanatory Text Structure: At this stage, students make a framework outline based on the structure of the text, namely general statements and sequences of social causes. An essay framework is a writing plan that contains the outlines of an essay that will be written and is a series of ideas

arranged systematically, logically, clearly, structurally and regularly

Develop an Essay into a Whole Text: At this stage, students develop the explanatory text framework that they have made into a full paragraph with the provision of information that has been collected previously. The development of paragraphs should be noted of the choice of words, so that coincide with the language principles of explanatory text [10].

Literature Review: The research of the development has been carried out in the Talawi area of 2013-2014 year. The results of this study concluded that the result of learning Indonesian language especially explanatory text for students who taught using teaching materials, it was found that the ability to write explanatory text of students were satisfying. The ability to write explanatory text of students obtained by the teaching material that have been developed was very good. The effectiveness of student learning outcomes learned by using teaching materials is higher than taught by using textbooks [11].

The next study entitled "Development of Student Worksheets Based on Problem Based Learning for Learning to Write Text Description". The results of this study concluded that Student Worksheets (LKPD) problem based learning based learning in learning to write description texts of seventh grade students that developed was valid category. The validity of the LKPD is illustrated from the results of validation by experts on the four aspects of LKPD validation, namely the aspects of presentation feasibility, content feasibility, language feasibility and graphical feasibility. From the aspect of presentation feasibility, the developed LKPD is in accordance with the 2013 curriculum, easy for students to understand, increase student interest and motivation and suitable with the progress of the times. Furthermore, based on the aspect of content eligibility, it is illustrated that the contents of the LKPD developed in accordance with students need, in accordance with the principles of problem based learning and do not conflict with the social and moral values ??that exist in society. From the aspect of linguistic feasibility, it is illustrated that the language used in the developed LKPD is in accordance with the rules of the Indonesian language, communicative, familiar and of a two-way nature. From the feasibility aspects of graphics, the development of LKPD is interesting, easy to read and arouses students' interest and motivation to learn. Thus, Indonesian Language Learning LKPD

Writing Text Descriptions developed can be used by teachers in learning to write description texts for students of seventh grade. This development research has produced a product in the form of a problem based learning LKPD for learning to write text descriptions of seventh grade students who are valid, practical and effective. This learning LKPD can already be used for Indonesian language learning especially in text writing material [12]. Furthermore, the research entitled "Development of Books Supporting Complex Explanation Texts of tenth grade in SMAN 1 Tenggarang 2015/2016 Academic Year. The results of this study indicate the feasibility of the contents of the explanatory text has met the criteria of very decent [13]. Before carrying out the action, the researcher conducted an initial observation to see the students' explanatory writing skills. The teacher provides perceptions by exploring students' experiences in explanatory texts. The teacher reinforces the notion of explanatory text and explains the characteristics, structure and linguistic aspects of the explanatory text. The purpose of this study is to improve the quality of the process and the ability to write students' explanations through the use of audio-visual media. Motivation of student learning during learning to write explanatory texts also looks to experience a significant increase. They argue that learning to write explanatory texts is now more interesting and not boring as in learning to speak before using audiovisual media. Learning is more fun because students are given spectacle materials that are interesting and inspire their learning motivation. They also felt that writing activities were fun activities and were not difficult as they felt before the action was taken. Data collection is done by observation, questionnaires and interviews. The results of the study showed an increase in motivation and the level of ability to write explanatory texts in students [14]. The results of the learning model observation have been carried out well and in accordance with the steps in the learning implementation plan. The teacher's activities in implementing the action in cycle I are that the teacher has carried out the learning well, including the teacher has opened the lesson well. The results of the Indonesian Language learning study through the Student Teams Achievement Division (STAD) learning model of tenth grade students in Gading Kematan Gading State High School 67b ul, Probolinggo Regency, presented in the discussion section can be concluded that the application of the STAD model in Indonesian learning The complex has been carried out

well and in accordance with the existing steps [15].

CONCLUSION

Research on the development of LKPD materials (Student Worksheets) in learning to write socially charged explanatory texts is done by analyzing the problems contained in the school first, then conducting observations to gather information. Based on the analysis, it can be concluded that students and teachers in the field of Indonesian language study in YPI Nur Ibrahimy Rantauprapat were said to need LKPD. From the results of testing the use of LKPD material development, it was found that student learning outcomes in writing explanatory texts obtained an increased value from previous learning outcomes. Seeing an increase in these learning outcomes, one conclusion can be drawn that the development of socially charged LKPD materials is very effective in learning to write explanatory texts especially in MTs Nur Ibrahimy Rantauprapat of eighth grade students.

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