

**DEVELOPING STUDENT'S WORKSHEET IN WRITING DESCRIPTIVE TEXT  
BASED ON SCIENTIFIC APPROACH FOR GRADE 10 MAN BINJAI**

\*Indana Zulfa Utami

\*\* Prof. Dr. Sumarsih, M.Pd.

**ABSTRACT**

**Utami. Indana Zulfa. Registration Number: 2161121017. Developing Student's Worksheet in Writing Descriptive Text based on Scientific Approach for Grade 10 MAN Binjai. A Thesis. English and Literature Department. Faculty Languages and Arts. State University of Medan. 2021.**

The aims of this study were to develop materials of student's worksheet in writing descriptive text based on scientific approach for grade 10 MAN Binjai. This study was conducted by using Research and Development (R & D) method. The data were collecting through observing, interview and questionnaires. The results of this research found that the worksheet in writing descriptive text for students was not based on the scientific approach that applied scientific approach and student faced problems and had difficulties in learning the writing skill. Researcher developed worksheet by using Scientific Approach and based on experts judgement of validating, it was appropriate to be used by the tenth grade students of MAN Binjai to develop their skill in writing descriptive text.

**Key words:** *Student's Worksheet, Descriptive Text, Scientific Approach*

---

\*Graduate Status

\*\* Lecturer

## INTRODUCTION

### *Background of Study*

Language teaching is one of the main process in English language learning. In order to make students master the language learning teachers need to improve students ability in mastering the target of learning English in teaching and learning process. The purpose of learning a language is to master the student's four skills included listening, speaking, reading and writing. The problem of students in mastering the language is on how they can develop their English skills.

In order to master all the English skills, students need to develop their writing skill because writing is the essential skill among the other skills. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories, writing is a system of markings with a conventional reference that communicates information. In conclusion writing is the most difficult skills that is needed to be taught to students therefore by using scientific approach in 2013 curriculum it is hoped that these difficulties can be fixed so student can master the writing skill.

In order to master the writing skill the use of 2013 curriculum should be adapted because scientific approach is included in the 2013 curriculum. According to Majid and Rochman (2014: 1), "the 2013 curriculum is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills". Based on the objective of scientific approach above we can see that using scientific approach in classroom teaching and learning process is needed. Permendikbud no.81/A/2013 attachment IV on General Guidelines of Learning stated that the learning process consists of five stages, namely : (a) observing, (b) questioning, (c) collecting information/experimenting, (d) associating, and (e) communicating. These five stages in scientific approach will guide teachers to make the development of teaching and learning process in writing skill.

Based on the five stages in scientific approach teacher can develop the material in writing skill, for instance by developing the students worksheet (LKPD). Students' worksheet, as one of learning tools that is used to involve the students to work actively during teaching and learning process, should be developed based on the students' need as (Arsyad 2011) states that student's worksheet has some benefits in increasing and managing students attention to appear the motivation, interaction directly between students and their circumstances, and make it possible for students to learn based on their

ability and desire. By developing worksheet which is based on the scientific approach it serves as a learning device that supports the implementation of English learning in accordance to the 2013 curriculum and it will be useful to the need of mastering the writing skill.

In mastering the writing skill. tenth grade students learned descriptive text. “Descriptive text is a text that describe or illustrate, or to picture object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically.” (Dirgeyasa,2016 : 56).

Based on the researcher’s observation from student’s worksheet of descriptive text in writing skill researcher found one problem, although this worksheet was based on the 2013 curriculum (revised) but the implementation of descriptive text worksheet which focused to the writing skill wasn’t based on scientific approach of writing skill.

Another observation with the English teacher in tenth grade students showed that the students had difficulties in learning the writing skill in English. Based on the interview English teacher of MAN Binjai in tenth grade students said that from total students in classroom there were only 10 who were good enough. It can be proved that the English teacher said “all the aspect of writing skill, like organizing ideas, developing ideas, grammar, vocabulary and mechanic students are still in low category in writing descriptive text.”

According to the result of primary data that researcher took, researcher interested on doing the research. The reasons are; first, the worksheet in writing descriptive text for students which not based on the scientific approach Second, because of the student faced problems (had difficulties) in learning the writing skill researcher will make solution by developing English Students’ worksheet and hopefully can improve the students’ skill in writing descriptive text. Based on the observations researcher should find ways to solve the problem. Researcher should develop student worksheet on writing descriptive text based on the scientific approach. The aim of this research is to develop a product of student worksheet on writing descriptive text based on scientific approach..

## **REVIEW OF LITERATURE**

Worksheet is one of the tool that is used by teacher in order to train their students to build their own concept or ideas. “Worksheet is an effective tool in ongoing efforts encouraging our students to engage their brains” (Wyels, 2016). Writing is one of the four components in language skills; writing, reading, listening and speaking are

grouped into two skills, namely receptive and productive skills. (Siddiq, 2013) stated that writing is how people communicate their thoughts and feelings through visible signs, understandable not only for themselves but also for all other people. It means that when people write, they can express their feelings and thoughts from words into sentences and sentences into paragraphs that have meaning.

Descriptive text is a text that has a purpose to give description about something. Pardiyono (2007 : 33 – 34) stated that description is a type of written text which has the specific function to give description about an object (human or non human). Gerot and The specific language features are included ;

1) The use of simple present tense

2) The use of adjectives

3) The use of relational verb

4) The use of thinking verb

5) The use of action verb

6) The use of mental verb (Derewianka : 1990, Emilia : 2004. Knapp and Watkins : 2005, Hawa : 2008. And Andrew : 2008.

The scientific approach is based on the Bruner's theory which states that the learners study and construct the knowledge through the cognitive process (Hosnan, 2014). Furthermore, this approach emphasizes the students on the learning process to seek the knowledge rather than to transfer it. Kemdikbud (2013) and Hosnan (2014) stated that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.

In observing it can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object.

In questioning the content can be asking and answering questions and others as what Regulation of Minister of Culture and Education Number 103 of 2014 said "the activities can be asking questions, asking and answering questions, and discussing what is not understood or additional information to find out as clarification." The last is questioning help students to build their mind in a structural form.

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the

learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that need help.

In associating it will pass some of the process to deal with objective it's self. "Associating process must through: (1) processing information that has been collected fromt the result of experimenting and observing activity and, (2) processing the information collected to find solutions from variety of sources that have different opinions to the contrary." (Policy of Indonesia Ministry Education and Culture No. 81a/2013).

Communicating is the ability to conclude the facts that have been observed and experimented. In this step, some of the characteristic can be found, for example in communicating it is on how students can present their work. "The answer of the questions as the product of analyzing (associating information/data) are presented either in the written or oral form, for example written or oral reports, charts, diagrams, graphs, etc. (Regulation of Minister of Culture and Education Number 103 of 2014)

## **RESEARCH METHODOLOGY**

### *Method and Research Design*

This research used qualitative and quantitative methods which applied educational Research and Development (R&D). (R&D) is an industry-based development model in which the finding of research is to design new products and procedures, which systematically field-tasted, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard Gall, Gall, & Borg (2003:569).

### *Data and Source of Data*

The researcher conducted this research in MAN Binjai. and the subject was tenth grade students in the academic year of 2020/2021 from January – February 2021 in MAN Binjai. The data was collected through the data collection by doing interview with English Teacher, documents included the syllabus and also the lesson plan and questionnarie tosee student about stussdents' need and the difficulties

### *The Techniques and Instruments of Data Collection*

1. Observation : It was conducted through the interview with English teacher to gather the data about the difficulties in learning writing in English of the tenth grade students in MAN Binjai. The observation was done as a preliminary data to know the difficulties in learning writing.

2. Documents : Documents were used as the tools to collect the data. In this case, the documents were the worksheet that was used by the students which focuses to the material of descriptive text in writing skill, the syllabus and also the lesson plan that had done by the English teacher.

3. Questionnaire : Questionnaire was done in order to find out the condition of students in learning the topics and to know about what topic really needed by students.

### *The Techniques of Data Analysis*

The data of this research were students' need analysis and existing material. The data was analyzed through these following steps:

1. Analyzing students' need as data of the research which was taken from questionnaire. By seeing the result of questionnaire, researcher developed the appropriate writing material. In this case was by developing the worksheet in teaching learning process in order to enhance their writing skill

2. Matching the existing materials to core competence and basic competence of curriculum and analyzing the appropriateness based on the students' needs.

3. Developing worksheet of writing learning materials based on need analysis, core competence and basic competence using scientific approach.

4. Questionnaire of expert's judgement

5. Expert validation, in order to analyze the judgments, researcher used Likert-Scale. The data from expert's questionnaire was measured by using Mean and analyzed by using the following formula.

## **FINDINGS AND DISCUSSION**

### **Findings**

The student's need analysis took from student's necessities, wants and opinion. These data information were taken by questionnaire sheet to know about the students' need in writing skill focused on topic of descriptive text grade 10 MAN Binjai. By knowing the data information of questionnaire sheet it would fulfill the student's need.

1. Necessity

**Table 1 Necessity of Understanding Type of Text in Writing**

Num	Question	Answers	Students	Percentages
1	It is important to know type of text that is conveyed in order to understand the text that is being studied	Yes	23	100 %
		No	0	0 %

It was found that 23 (100%) students agreed in knowing type of the text when writing was important. There was not any student who agreed knowing type of the text when writing is not important.

2. Lack

**Table 2 The Students' Difficulties of Writing in English**

Num	Question	Answers	Students	Percentages
2	What are the difficulties that you faced when writing in English	finding ideas and arranging paragraph	10	43.48 %
		choosing vocabulary words	7	30.43 %
		the appropriateness of grammar	4	17.39 %
		technical problem in writing	2	8.7 %

It was found that 10 (43.48%) students faced difficulties in finding ideas and arranging paragraph, 7 (30.43%) students faced difficulty in choosing vocabulary words, 4 (17.39%) students faced difficulty on arranging appropriate grammar and 2 (8.7%) students faced difficulty in technical problem.

3. Want

**Table 3 The Students' Interest Topic in Writing**

Num	Questions	Answers	Students	Percentages
3	What is the most interesting topic in writing	topic about daily activity	12	52.17 %
		topic about teenager's life	7	30.43 %
		topic about education field	2	8.7 %
		others (write down)	2	8.7 %

It was found that 12 (52.17 %) students wanted to have topic about daily activity, 7 (30.43%) students wanted to have topic about teenager's life, 2 (8.7%) students wanted to have topic about education field and another 2 (8.7%) students wanted to have topic about others

#### 4. Goal.

**Table 4 The Goal of the Students**

Num	Question	Answers	Students	Percentages
4	According to you, own English language ability is	very important	18	80 %
		Important	5	20 %
		less important	0	0 %
		not important	0	0 %

It was found that 18 (80%) students thought that owned English language ability was very important and 5 (20%) students thought that owned English language ability was important

#### 5. Input

**Table 5 The Type of Input**

Num	Question	Answers	Students	Percentages
5	In writing worksheet, teacher usually gives material of	completing chart/diagram/column	0	0 %
		arranging picture	1	4 %
		filling text	22	96 %
		arranging paragraph	0	0 %
		Other (write down)	0	0 %

It was found that 22 (96%) students said that exercises of teacher's worksheet were in a form of filling text and 1(4%) students said that exercises of teacher's worksheet were in a form of arranging picture

#### 6. Descriptive

**Table 6 Learning Descriptive**

Num	Question	Answers	Students	Percentages
6	Activity that you choose in learning writing	building ideas and constructing ideas	13	56.5 %
		completing blank paragraph into right paragraph	5	21.7 %
		arranging random paragraphs into systematic	1	4.4 %



	is Question	paragraph		
		writing paragraphs based on picture	4	17.4 %
		other (write down)	0	0 %
	Answers	Students	Percentages	

It was found that 13 (56.5%) students wanted to build ideas and construct ideas, 5 (21.7%) students wanted to complete blank paragraph into right paragraph, 1 (17.4%) students wanted to write paragraphs based on picture, and 4 (4.4%) students wanted to arrange random paragraphs into systematic paragraphs

After researcher found the result based on the analysis of questionnaires, the worksheet was made. After researcher developed ideas based on the concept was made before, researcher also took teaching material as a guide for the development.

In objective of learning, researcher developed each of the objectives by using steps in scientific approach systematically which began from the step of observing. Observing activity in here was reading descriptive text. The second is questioning. Questioning activity was asking about descriptive text. The third is experimenting. Experimenting activity in here were going to historical places near the city to observe the place and making a concept map for building ideas to make a descriptive text. The fourth is associating. Associating activity in here was analysis descriptive text of another student's work. The last, communicating. Communicating activity in here was doing reflection after learning descriptive text.

Learning activities of the worksheet was made by focusing more on the HOTS (Higher Order Thinking Skills) which were included bloom taxonomy of cognitive-4, cognitive-5 and cognitive-6. In cognitive-4 (analysis) researcher used the activities of analysis, finding, and correcting. In cognitive-5 (synthesis) researcher used the activities of concluding and criticizing. In cognitive-6 (evaluation) researcher used the activity of constructing, displaying, improving, creating, repairing, and composting. Researcher also appeared cognitive-1 (knowledge) such as; choosing, reading, viewing, reviewing and indicating, cognitive-2 (comprehension) such as; asking and cognitive-3 (application) such as; classifying, concepting and producing. In learning activities it also cared about the student's need that researcher knew from the result of questionnaires

## **Discussion**

The worksheet was a product-based research which aims to develop students' writing worksheet in descriptive text that was appropriate for the tenth grade students at MAN Binjai. The researcher did the steps of R&D cycle proposed by Borg & Gall (2003). There are ten steps of R&D according to Gall, Gall, Borg (2003 :572). In this case, to simplified the steps through six phases were; (1) gathering the data/information, (2) analyzing the data/information, (3) designing the material, (4) evaluating/validating the material, (5) revising the material and the last is (6) final product.

The first step is gathering data or information. The data information was collected by using the guidelines in developing student's worksheet in writing for tenth grade students based on Scientific Approach in MAN Binjai. Second, in analyzing the data the researcher identified the student's need, result of observation and the result of document analysis in order to know how were the student's worksheet should be developed. Third, data analyzed was done in order to produce appropriate writing worksheet for tenth grade students based on scientific approach. Fourth, the evaluation was done through validation by experts. Fifth, revising the first draft based on the result of valudation from the experts. Last, the final product of this research was the students' worksheet in writing based on scientific approach for tenth grade students in MAN Binjai which was made to stimulate the students to learn descriptive text and encourage their critical thinking in writing activities.

The result of target analysis were separated into many aspects. There were five aspects, included; necessity of understanding type of text in writing, necessity of grammar in writing, necessity of vocabulary in writing, students' difficulty of writing in English, and students' interest topic in writing. In necessity of understanding type of text in writing, 100% of students agreed writing is important because students intensity in writing English was high. In necessity of grammar in writing, 100% of students agreed that understanding grammar is needed because of some reasons, such as; students understood what points of information to be written but in grammatical error they were difficult to complete it. In necessity of vocabulary in writing, 56% of students agreed that understanding vocabulary is needed because they still thought that vocabulary was not that important. It can be proved that in writing activity at classroom they were rather to bring dictionary also they had problem on translating particular vocabularies. In students' difficulty of writing in English, 43.48% of students agreed that finding ideas and arranging paragraph is difficult because they still duplicated others ideas which meant they were hard on exploring their ideas to find ideas and arranging paragraph. In students'

interest topic in writing, 52.17% of students agreed that topics about daily activity is the most interesting topic because in teaching material that the English teacher used almost all was about daily activity.

The result of learning analysis were separated into many aspects. In goal of students, 80% of students thought that owned English language ability is very important because most of students thought in the future they would need English language ability for their degree in college. In learning descriptive, 56.5% of students wanted to learn writing by building ideas and constructing ideas because finding ideas and arranging paragraph was the most difficult writing activity for students. In learning grammar activity, 34.8% of students wanted to complete sentence/ paragraph in grammar activity to improve their grammar ability because most of students thought it was hard to build ideas and construct ideas. In learning vocabulary activity, 43.5% students wanted to look for meaning in dictionary to improve their vocabulary activity because they were hard to translate Indonesian to English or English to Indonesian. In form of writing activity, 39% of students wanted to learn writing activity by individual because in material of English teacher most of the sheet was dedicated for individual work.

From those problems, the researcher had designed the students' writing worksheet that can stimulate the students to learn descriptive text and encourage their critical thinking in writing activities. To get the quality of the product, the researcher gave it to the validator to be validated.

Based on the research finding regarding to the target needs and learning needs of the students and the result of the expert judgement, the students' writing worksheet developed by using scientific approach in this research was considered appropriate to be used in studying writing descriptive text for the tenth grade students of MAN Binjai.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The researcher developed the worksheet by referring to the result of teacher's interview, result of student's need analysis, documents of syllabus and lesson plan. The observation was conducted on August, 26<sup>th</sup> 2020 with English teacher to gather data about student's difficulties. The student's need analysis was conducted on March, 06<sup>th</sup> 2021 to identify the target needs and the learning needs. There were 23 students as the respondents in the class X MIA 1. After conducting the student's need analysis, the course grid was written based on the document of syllabus and lesson plan in curriculum

2013 and the students' preferences about target need and learning need. After writing the course grid, the first draft of developed worksheet was written. The developed worksheet was written under the five stages of scientific approach: observing, questioning, experimenting, associating, and communicating. Then the first draft was revised by the researcher and final draft of developed worksheet was validated by experts. Based on the result of experts judgement on the final draft of developed worksheet it was appropriate with score of 4.65 which was categorized as 'very good' to be used by the tenth grade students of MAN Binjai.

### **Suggestion**

It is hope for students, specifically for the tenth grade students enior high school they can use the writing worksheet in learning process by being involved actively in English activities in order to improve motivation, interest and ability. The existence of writing worksheet about descriptive text can be used properly and finally students can engage in the teaching and learning process by using the developed worksheet. For making the successful of teaching and learning process, the English Teacher before using the developed worksheet the English teacher firstly should understand about student's need and student's difficulties in writing skill so the objective of learning descriptive text can run well. English teacher also need to consider the benefit of writing worksheet for the improvement of ability for students in descriptive text. As what researcher had done, it was appropriate to gain student's mastery in writing skill. The developed worksheet was in accordance to the 2013 curriculum by using scientific approach and also based on student's need and student's difficulties. Researcher also believe that this developed worksheet can be improved by another researcher or teacher in English education field.

### **References**

- Ariana, Sim Monica. Some Thoughts On Writing Skills. English Journal.
- Carol, T. R. 1990. Students Success Guide Writing Skill. Sacramento City: United States and International
- Dirgeyasa, I Wy. 2016. Collage Academic Writing A Genre-Based Perspective. Medan : PT. Balebat Dedikasi Prima.

- Dyah Untari, Septiana. (2017). The Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar in 2016/2017 Academic Year. Surakarta: UIN Surakarta
- Eli, Hinkel. 2004. Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar. USA: Lawrence Erlbaum Associates
- Kamahel. 2017. The Writing Process on overview of research on teaching writing as a process. Hawai'I: Kamahela Scholl
- Brown, H. Douglas. 2004. Language Assessment. San Fransisco: State University
- Hosnan. (2014). Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013. Bogor: Ghalia Indonesia.
- Husein, Rahmat. Meisuri. 2017. Curriculum and Material Development (CMD). Medan : Yayasan Al-Hayat
- Husna, Lailatul, dkk. An Analysis of Student's Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang. Journal English Language Teaching (ELT). Volume 1 Number 2, July 2013
- Hutchinson, T. & A. Waters. (1987). English for Specific Purposes. Cambridge: Cambridge University Press.
- Hyland, Ken. (2004). Genre and Second Language Writing. Michigan: University of Michigan.
- Kemdikbud. (2013a). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81a Tahun 2013 tentang Implementasi Kurikulum 2013. Jakarta: Kemdikbud
- Wilkinson, David. Birmingham, Peter. 2003. Using Research Instruments A Guide for Researchers. London : RoutledgeFalmer
- Zahrotun Nisa', Fatimatuz. (2015). Improving Student's Writing Ability in Recount Text by Using Cooperative Integrated Reading and Composition. Semarang: UIN Walisongo