

## DEVELOPING ESSAY WRITING TEACHING MATERIALS BASED ON DISCOVERY LEARNING FOR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM FKIP UNIVERSITAS SRIWIJAYA

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### ABSTRACT

*Having good teaching materials integrated with good learning model will help students to achieve their highest potential in learning. Discovery learning model is expected to provide the students with the opportunities to improve their learning capacity as they involved in the process of formulating the concept of new learning materials. This study aims to develop practical teaching materials for essay writing courses based on the Discovery Learning Model. The teaching materials were developed in accordance with the steps in Discovery Learning Model to help the students involved in the appropriate thinking skills development. This study applied research and development to develop the teaching materials for essay writing course based on the Discovery Learning Model. The study was conducted to the 7<sup>th</sup> semester students of English Education Study Program Faculty Universitas Sriwijaya. Questionnaires were used to obtain the data related to the validity and the practicality of the teaching materials developed. The results of the questionnaire show, the workbook developed were in very valid and medium level of validity in terms of the materials and the design. In addition, based on the students' responses (81.25%) it was found out that the worksheet used was very practical and can be used without revision.*

**Key words:** *Essay Writing Teaching Materials, Discovery Learning Model*

### INTRODUCTION

As one mode of communications, writing plays a significant role in supporting someone's success. Kellogg & Raulerson (2007) said, "Effective writing skills are central both in higher education and the world of work that follows it". Similarly, Walsh (2010) in (Klimova, 2012) add that "Writing is important because it is used extensively in higher education and in the workplace". In other words, writing is important as it provides opportunities to communicate ideas in written especially in work and school.

Despite of the importance of writing, most students still experience difficulties in developing this skill. Bulqiyah et al. (2021) found that students have difficulties in three areas in writing, namely affective, cognitive, and linguistic. Cognitively, the students have difficulties in writing opinions, transferring language, and the writing process itself. Meanwhile

Ariyanti & Fitriana (2017) found that students experienced great difficulties in relation to grammar, cohesion and coherence. They also experienced minor problems, such as paragraph organization, word choice, and errors in writing. Furthermore, Peter & Singaravelu (2021) found that apart from problems related to grammar, syntax, spelling, punctuation and word selection, students also experience difficulties related to redundancy of context, influence of mother tongue, and genre identification. It can be inferred that among the problems that the students have in writing, lack of understanding of the organizational structure of various types of essays is among the problems the students have in developing their writing skills.

The availability of the teaching materials in teaching and learning is very important including in teaching and learning writing. Based on the needs analysis conducted to the 7<sup>th</sup> semester students of English Education Study program of Sriwijaya University, it was found that most of the students still have problems in writing due to the difficulties in identifying the generic structure of an essay and others. They also consider that it is important to have teaching and learning materials which can help them to develop their writing skills better. Therefore, teaching materials for students, especially in writing essays, need to be developed according to needs.

Discovery learning is one of the teaching and learning models that requires the students to be able to generate abstract units and knowledge structures (such as concepts and rules) using inductive reasoning method (Holland, Holyoak, Nisbett & Thagard, 1986) in Neber (2012). In this learning model, students are expected to generate learning concept by themselves using their own reasoning ability. This will encourage the students to develop their thinking skills which are very important to meet the demands of the 21<sup>st</sup> century learning—that the students are expected to have high thinking skills, such as critical and creative thinking skills (Fadel, 2010). The implementation of discovery learning in language learning is also known to have a positive impact on the learning process. Singaravelu (2012) states that discovery learning provides benefits especially for English learners as a second language. This method provides opportunities for students to interact and develop language skills, and understanding of learning concepts. Reichert and Raimond (2005) in (Singaravelu, 2012) also added that this method is very student oriented and is a form of independent learning.

Several previous studies have applied the discovery learning model in developing the teaching materials for writing. Dewi et al., (2018) indicated that the textbooks developed based on discovery learning model integrated with audio visual have high validity and can improve the students' learning outcomes. Another research conducted by Astuti (2015) indicated that the teaching materials developed are very feasible to use and can improve students' critical thinking skills. Based on the results of those previous studies it is known, "the application of the discovery learning model in developing the teaching materials for writing is very good and can help the students improve their learning abilities".

Due to the needs of the students in developing good writing skills and the needs to have good teaching materials, this study would like focus on developing the teaching materials, especially the worksheets for essay writing courses for students in tertiary education because there is not much literature discussing the development of writing teaching materials in higher education, especially in learning English as a foreign language. Based on the description above, this research aims to develop teaching materials for writing that suit the needs of the students of the English Education Study Program, FKIP Unsri and can be used practically in learning to write an essay.

## **METHODOLOGY**

This research applied one of the development research models, namely the 4D development model developed by Thiagarajan et al (1974) in (Lawhon, 1976). There are 4 stages for the 4D development model, as shown in the table:

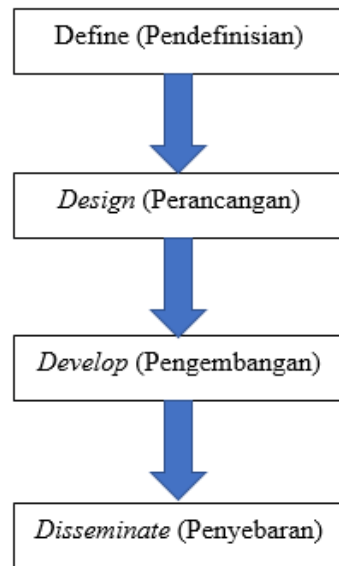


Figure 1. 4D Model Learning Device Development Stage

However, this research was only conducted up to the Develop stage which is the stage of developing teaching material products in the form of essay writing learning worksheets based on the discovery learning model. The procedure of each stage of the research was described as follows:

### ***Define***

This is the needs analysis stage which begins with curriculum analysis, analysis of students' needs, characteristics and material analysis. The results of this defining stage will be the basis for developing the teaching material.

### ***Design***

Based on the data analysis obtained from the define stage, the design of teaching materials for essay writing based on discovery learning models was carried out. In addition, validation sheets and practical questionnaires were also be developed at this stage.

### ***Develop***

The design of the teaching materials was developed in a form of worksheets based on the discovery learning models. After formulating the module draft, expert validation and

limited product trials were also carried out. Teaching materials were validated by 2 experts. The results of the validation were then used as a basis for revising the draft worksheet resulting from the development stage. A limited trial to test the practicality of teaching materials was carried out to a small number of students and a questionnaire was then given to a small group of English Education study program students to find the practicality level of the worksheet.

7<sup>th</sup> semester students of the English Education Study Program, Faculty of Teacher Training and Education (FKIP), Sriwijaya University, were the subjects of this study. And the location of this research is in the English language education study program, Faculty of Teacher Training and Education (FKIP), Sriwijaya University.

This study used several questionnaires to obtain information related to the development of teaching materials for essay writing, namely needs analysis questionnaire, teaching materials validation questionnaire, and teaching materials practicality questionnaire. The needs analysis questionnaire was used to obtain information about the needs for developing the teaching materials. The teaching material validation questionnaire was used at the expert validation stage. The results of the questionnaire were used as the basis for the draft revision. In addition, to measure the practicality of the teaching materials that have been developed, a questionnaire was given to the students involved at the limited trial stage.

The data were then analyzed quantitatively and qualitatively. The results of the expert validation was analyzed by calculating the validity index using the V Aiken 1975 formula, and the comments from each validator was analyzed descriptively qualitatively. The followings are the criteria for the validity score from the expert.

*Table 1. Expert Test Validity Criteria*

No.	Average for Validation Score	Criteria
1	$0.8 < V \leq 1.0$	High Validity
2	$0.4 < V \leq 0.8$	Medium Validity
3	$0 < V \leq 0.4$	Low Validity

Source: (Retnawati, H in Yulyanti, A.T. 2022)

The data from the practicality questionnaire for the teaching materials was analyzed using a quantitative descriptive method by calculating the total empirical score obtained

divided by the expected total score multiplied by 100% with the percentage range and qualitative criteria as shown in the table:

*Table 2. Percentage and Qualitative Criteria*

No	Range	Category	Qualitative Criteria
1	81.00%-100%	Very Practical	Can be used Without Revision
2	61.00%-80.00%	Practical	Can be used With Minor Revision
3	41.00%-60.00%	Medium Practical	Suggested not to be used
4	21.00%-40.00%	Not Practical	Can not be used
5	00.00%-20.00%	Very Unpractical	Can not be used

## RESULTS AND DISCUSSION

This study aimed at producing teaching materials in a form of worksheets based on the discovery learning model that are practical and in accordance with the needs of the students in essay writing courses. This teaching material was expected to help students improve their skills in writing essays. The Discovery Learning Model is expected to help the students build their understanding on the concept of writing essays properly as they are expected to formulate their own understanding related to the structure of the articles, generating ideas, writing quotations, paraphrasing, and so on.

Based on the needs analysis that has been carried out at the *Define stage*, it was found out that most of the students still have problems in writing an essay, such as difficulties in generating ideas, getting confused with the structure of an essay, working with the resources, and others. Therefore, the students responded that the materials related with the text structure is very important to be included in the teaching materials as well as the materials that they need to develop their skills in working with the resources, such as writing quotation, paraphrasing, and so on. In addition, the students also suggested to provide more examples and varied materials to make their learning become more interesting and provide more collaborative activities which can help them to work together with their friends in developing their writing skills.

The next stage is the *design stage*. In this stage, the design for the worksheet was prepared. Based on the syllabus for the article writing courses, there were four Course Learning Outcome (CLO) need to be developed by the students. They are able to understand the concept

of manuscript organization, the process of scientific article writing, the strategies in paraphrasing and summarizing, and the strategies to produce multimodal composition. Therefore, the materials in the worksheet were then developed based on those Course Learning Outcome (CLO). Activities in the worksheet were then designed based on the DLModel which includes some steps, such as stimulation, problem statement, data collection, data processing, verification, and generalization. Through those stages of learning, the students were expected to be able to develop their skills in writing an essay better.

After the design stage, the teaching materials were developed in a form of a worksheet. The worksheets produced include materials related to the ability to write an article, such as understanding the structure of an essay, how to work with resources, writing quotation and paraphrase, and finally writing an essay.

This worksheet was then validated by two validators in terms of material and design. In terms of the design, the worksheet was rated based on two criteria, such as visual communication, and characteristics of the worksheet. In terms of the materials, the worksheet was rated based on three criteria, such as suitability of the content, the display, and the language use. The results of the calculation on the Aiken's V index for the material and design of teaching materials show that the value of the validity index for the material aspect was 0.8 and 0.7 for the design validation aspect. Based on the validity test criteria, it can be concluded that in terms of the material, the worksheet produced was in a very valid category, while in terms of the design, the worksheet produced was in the medium level of validity.

Based on the validation results from the validators, there were several revisions needed to improve the quality of the worksheets, such as instructions that are still written in Indonesian and articles that are used as references during learning that have not been attached to teaching materials. In addition, instruction need to be more clearly stated especially in model 1 part 4 by adding the word “group” in order to be “group discussion”. Thus, it will be clear for the students regarding the activities that they have to do for part 4.

After having revised in accordance with the suggestions from the validators, the worksheet was employed to the small groups of students in essay writing class to find its

practicality level. The students were then given a questionnaire to obtain their perception on the worksheet that they used in learning for essay course. Based on the results of the students' perception questionnaire (the user), the average score for the worksheet used by the students was 81.25% or in the very practical category. It implied that the worksheet can be used without revision.

In conclusion, based on the data from of the experts' validation and practicality tests, it was found that teaching materials in the form of worksheets for essay writing course was practical and can be used to help the students develop their essay writing skills. This is in line with the results of previous research which states that teaching materials for writing which was developed based on discovery learning models can improve the student learning outcomes (Dewi et al, 2018 and Astuti 2015).

## CONCLUSIONS

This study aims at producing teaching materials in a form of worksheet for essay writing course based on discovery learning which was valid and practical. Based on the stages of development that have been carried out, teaching materials in the form of essay writing worksheets have been produced for the students of the English Education Study Program. The results of the validity and practicality tests of the teaching materials showed that the worksheets produced have a very high validity level for the material and medium level validity for the design aspect. Meanwhile for the practicality aspect, the results of the user questionnaire analysis show that the article writing worksheet produced is in a very practical category. Therefore, it can be concluded that teaching materials in the form of article writing worksheets produced can be used to improve the students' ability in writing an article.

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