DEVELOPING STUDENT WORKSHEET OF ECOLOGY-BASED DESCRIPTIVE TEXT WRITING IN SEVENTH GRADE OF MTS MUQIMUS SUNNAH PALEMBANG

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Abstract

This study aimed to produce teaching materials in the form of worksheet writing descriptive text based on ecology that could be used by students and teachers in class VII MTs Muqimus Sunnah Palembang.This study was a research and development (Collaboration Development) which collaborated to Jolly and Bolitho development model and development model of Dick, Carey, and Carey into eight steps, were: (1) identification of the need for teaching materials, (2) exploration of material needs, (3) contextual realization, (4) realization of pedagogics, (5) expert review, (7) revising learning, and (8) designing and conducting formative evaluations. The worksheet prototype of development outcomes consisted of: front cover, introduction, table of contents, study instructions, title, basic competencies, indicators, learning objectives, materials, tasks, exercises, assessment rubrics, and bibliography. To know the validity, practicality, and potential effects of worksheet developed, validation test by expert/expert and three stages of formative evaluation using questionnaire (questionnaire), interview, and test. Based on the validation of three aspects (the content of the substance of content/material, language, presentation, and graphic), worksheet was categorized as a very good or very valid. Based on the practicality test through on-one evaluation (onetooneevaluation) and group testing (smallgroup), worksheet was categorized as very good or very practical. From the field test results (fieldtest) through pretest and posttest, there was an average increase in the learner value of 17.95 so that LKPD could be categorized as effective or have potential effects for learners.

Keywords: Development, LKPD, Writing Descriptive Text

INTRODUCTION

Learning in Kurikulum 2013 oriented to produce productive, creative, innovative students through attitude strengthening, ability, and knowledge. As for learning of Bahasa Indonesia as carrier of knowledge and text-based learning. As Nursaid have explained (2015, p. 233), language learning that utilize text (verbal or non verbal, oral or written) as the base of learning. In connection with that matter, the more types of text the student learns, the more thinking structures which can be used in his/her social and academic life.

One of the texts that the seventh grade students should learn is the descriptive text. Students are required to be able to understand as far as to compile descriptive text either oral or written. Descriptive text writing is listed in Basic Competency (4.2) i.e. presenting data, idea, impressions in the form of text descriptive of the object (school,

tourist attractions, historical places, and / or the atmosphere of local art performances) in written and oral with regard to linguistic structure both orally and written.

The descriptive text is not a new study in the Kurikulum 2013 because in Kurikulum Tingkat Satuan Pendidikan (KTSP) there is learning descriptive essay. The descriptive text is a text that describes or illustrates an object so that as if the reader able to see, hear and feel things written by the writer. Descriptive text aims to describe an object or entity based on physical characteristics and very specific.

The researcher interviewed Bahasa Indonesia teacher of seventh grade in MTs Muqimus Sunnah, Ratih Rahmasari, M.Pd. Ratih revealed that students have difficulty finding ideas and implementing ideas into writing. When students want to write they often have difficulties in choosing words and assembling sentences into a whole paragraph. The fundamental problem faced in the learning is the limitations of existing teaching materials. There is only one teaching material available, a book published by Erlangga under the title "Mahir Berbahasa Indonesia untuk SMP / MTs Kelas VII". In that book, the descriptive text learning which is in the Lesson I with the title "Lingkungan Sekolah Baru" on page 01-35 have several shortcomings. It related to the material of descriptive text that is not discussed in depth. Materials that are not discussed in depth, among others, i.e.: 1) the material of the descriptive text patterns; 2) the elements in the descriptive text are not specified in detail; 3) examples of quoted descriptive texts do not have varied theme, all of the eight texts title are related to school environment; 4) Basic competences in curriculum namely presenting data, idea, impressions in the form of text descriptive of the object (school, tourist attractions, historical places, and / or the atmosphere of local art performances) but in Erlangga textbook does not cover the topics offered, only contains example of descriptive texts about school objects. Furthermore, learning to improve students' writing skills is inadequate.

Based on the results of observation and interviews and review of textbooks that have been done by researchers above, the researchers intend to compile the Student Work Sheet (LKPD) to help students in fulfilling the learning objectives in the descriptive text. This teaching material will serve as a practical and directed guide so that students can write. The LKPD provides examples, patterns, structures, language characteristics, up to writing steps. According to Kaymakcı (2012), the worksheet is a practical, useful and economical material used in educational activities. Worksheet has several advantages in the implementation of learning, namely (1) raises the learning spirit of student, (2) train and develop independent student learning, and (3) as an effective learning tool for students because it contains steps of activities described systematically and practically (Ismail quoted by Ratna, 2015).

The teaching materials in the form of LKPD must be adapted to the current curriculum. According to Sanjaya (2013, p.151), the appropriateness between the packing of teaching materials with the objectives to be achieved, as formulated in the curriculum should technically be the first consideration since the main component in the learning process is the system approach. Preparation of teaching materials must be appropiate in accordance with the national standards. According to (Badan Standar Nasional Pendidikan, 2007), the criteria of teaching materials are (1) seen from the feasibility of the content, (2) the component of presentation feasibility, (3) the component of language feasibility, and (4) the component of graphical feasibility.

LKPD can be supported by an approach so that the desired goals can be achieved. One approach that can be applied is the ecology-based approach. The positive impact of applying ecology-based learning is that students can be stimulated by their curiosity about something in their environment. Furthermore, it is more communicative because objects and events in the environment of students are usually more easily digested, compared with the packed medias (designed). Similarly, Setya (2012) education with ecological conception is intended as any action taken by educational providers that may affect the outcome of the implementation of the education in terms of environmental conditions that include family, school, community, region and geographic, community history, the science and technology around it, and its global society. Furthermore, Moh. Yamin (2008) proposes an ecological-based education curriculum as necessary and very important to be enlivened in every educational institution.

Research development has been done by Hendro Dwi Saputra, Yusuf (2013), and Sari, Nurhayati, & Soetopo (2017). These three studies are the thesis's scientific work on the Language Education Course of Sriwijaya University. The similarity of this research with the previous one is both of the research is about research and development. The differences with previous research are the theory used, the resulting product, as well as the object of research. The formulation of the problems in this research are as follows 1) How are the students' and teachers' requirements for LKPD writing ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah? 2) How does the design of LKPD ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah? 3) How is the validation result of LKPD development writing an ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah? 4) How does LKPD's practicality of writing ecological-based descriptive text based on one to one evaluation and small group evaluation? 5) How does the potential effect of LKPD writing ecological-based descriptive text based on field trial?

The purpose of this study are as follows: (1) Describe requirements for LKPD writing ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah; 2) Produce the design of LKPD ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah; 3) Describe the validation result of LKPD development writing an ecology-based descriptive text on seventh grade students of MTs Muqimus Sunnah; 4) Describe the LKPD's practicality of writing ecological-based descriptive text based on one to one evaluation and small group evaluation; 5) Describe the the potential effect of LKPD writing ecological-based descriptive text based on field trial.

The benefits of this research are expected to contribute theoretically and practically. Theoretically the results of development research on LKPD descriptive text writing can be an additional material as teaching material on learning to write descriptive text. Practically the results of development research have several benefits for all parties namely students, teachers, schools, curriculum developers and researchers.

According to (Abdorrakhman, 2010) the teaching material is a summary of the taught material given to students in the form of printed materials or in other forms stored in electronic files either verbally or written ". Reigheluth (cited by Nurdin and Andriantoni, 2016, p. 102) states that teaching materials or subject matter outline consists of knowledge, skills, and attitudes that learners should learn in order to achieve a predetermined standard of competence. Meanwhile, according to Sumantri (2015, p. 217)

the teaching material is everything that the students intends to learn and master, whether in the form of knowledge, skill, or attitude through learning activities.

LKPD is a collection of sheets that contain the activities of students that enable students to do real activities with the objects and the problems learned. According to (Kaymakci, 2012), worksheets are a kind of printed teaching material that is prepared and often used by teachers to help students to gain knowledge, skills and values, by providing useful comments on learning objectives and enabling students to inlvoled in active learning and learning with doing inside and outside school.

Furthermore Oren & Ormanci (2012) revealed that teachers use worksheets for learning purposes, promote active learning, increase interest in learning and assessment. Many studies show that well-designed worksheets have a positive impact on student achievement.

METHODS

This research uses the type of research and development. According to Richey & Klein (2005, p.24) research development is a systematic research from designing, developing, and evaluating a program, process, or teaching product that must fulfill internal consistency criteria and effectiveness.

In relation to this R & D model, Setyosari (2010, p.207) suggests that the model of research and educational development has many varieties. The teaching material development procedure in this study collaborated the development model of Jolly and Bolitho (cited Tomlinson, 1997, p 98) and Dick, Carey & Carey development model (2005, p. 6—7)

Development Procedures

The steps of research and development of teaching materials in this research are as follows: (1) identification of the need for teaching materials, (2) exploration of material needs, (3) contextual realization, (4) realization of pedagogics, (5) expert review, (7) revising learning, and (8) designing and conducting formative evaluations.

Data collection techniques used in this research are questionnaire, interview, and performance tests of preparation for the implementation of descriptive text. Furthermore, data analysis techniques in this study are qualitative and quantitative data. Qualitative data obtained from questionnaire and interview. Quantitative data we re obtained from test results in formative evaluation analyzed by t-test using SPSS 21. The aim is to obtain information about potential effects or significant levels of differences in the ability to write descriptive text of the student before and after using the developed teaching material.

The subject of this research is the seventh grade students of MTs Muqimus Sunnah Palembang. Research subjects for the identification of the teaching material requirements are done on one class entourage.

RESULT AND DISCUSSION
RESEARCH RESULT
Requirement Analysis

Based on the results of requirement analysis done to students and teachers in MTs Muqimus Sunnah Palembang on February 26, 2018, obtained data that the requirements

of students and teachers are almost the same. Students and teachers require LKPD writing an ecological-based descriptive text.

The students' requirement on descriptive text teaching materials in seventh grade in this research are obtained from the questionnaire data. Of the questions asked regarding the difficulties and exercises required when writing the descriptive text, 86.36% of students stated that they were having difficulty in writing and requiring writing practice. While 13.64% of learners stated that they had no difficulty while writing and practicing reading the descriptive text.

Student's opinion on whether descriptive text writing is important, 95.4% of learners stated thad descriptive text writing and 4.6% of learners answer unimportant. Regarding the question of whether the students want to be skilled at writing, 100% of students said they really want to be skilled at descriptive text writing, no students do not want to be skilled in writing description text.

Students' response regarding the teaching materials used to study descriptive text, 50% of learners stated that existing textbooks contain descriptive text describing the steps in a clear and detailed manner and 50% of learners stated that the existing textbooks contain no descriptive text describing the steps in a clear and detailed manner. Furthermore, it is known that students' expectations regarding the developed LKPD is, 100% of students require LKPD which contains descriptive text sample and task that is not burdensome. Furthermore, 81.8% of students demand text related to the surrounding environment and 18.2% do not want text related to the surrounding environment.

Based on the requirement aspect, 86.4% of the students require special teaching materials to write descriptive text in the form of LKPD and 13.6% do not require special teaching materials to write descriptive text in the form of LKPD. Complete and in-depth teaching material, 95.4% of learners require steps to write descriptive text and linguistic rules of descriptive text comprises of spelling, standard word, effective sentence and 4.6% do not require steps to write descriptive text and linguistic rules of descriptive text comprises of spelling, raw words, effective sentences.

Descriptive text teaching material, 77.3% of the students demand LKPD that contains the structures and the characteristics or descriptive text writing rules and the 22.7% do not demand LKPD that contains the structures and the characteristics or descriptive text writing rules. LKPD that contains the material, 90.9% of students require understanding of the descriptive text and 9.1% does not require the understanding of the descriptive text.

Presentation of the material, 86.4% of students require a systematic and not complicated, while 13.6% do not require a systematic and not complicated. 72.2% of learners require LKPD that has a coherent presentation, with easy-difficult pattern and non-monotonous language, while other 22.7% students do not need LKPD that has a coherent presentation, with easy-difficult pattern and non-monotonous language.

In terms of language to be used in LKPD, 95.4% of students require an easy-to-understand language and 4.6% do not require an easy-to-understand language. Moreover, as many as 81.8% of students demand a colorful LKPD, full colour to the end and 18.2% do not demand a colorful LKPD, full colour until the end.

Regarding the supporting images in the descriptive text sample, 90.9% of students require additional images and 9.1% do not require additional images. Furthermore, in relation to the scoring rubric of descriptive text writing, 77.3% of

students require a scoring rubric for descriptive text writing and 22.7% stated they do not require a scoring rubric for descriptive text writing.

Based on the analysis, the majority of students' answers to teaching materials descriptive text writing is required. Among the tasks and exercises available in the textbook used are considered not enough to fulfill the learning objectives, ie the student is able to explain, define, mention, identify, write, edit, and present the descriptive text. Another difficulty experienced by teachers is that students still lack the additional teaching materials to make it easier to understand the subject matter.

Teaching material that teachers use in learning to write descriptive text is Bahasa Indonesia textbook published by Erlangga. In relation to that, the teacher needs additional teaching material that is specifically about descriptive text writing. The required teaching material is LKPD that can help and facilitate teachers and students in the learning process. The material contained in the LKPD includes the descriptive text along with examples and the practice of descriptive text writing.

o.	Teacher's Requirement
	Bahasa Indonesia teaching material for seventh grade students of Madrasah Tsanawiyah is generally only prepared based on students' requirements.
	Teachers need additional teaching materials to accommodate writing skills in the form of LKPD
	Teachers expect students can master writing skills
	The material presented is more inclined towards the descriptive text writing procedure
	Languages used in LKPD in accordance with the rules of good Bahasa Indonesia, but still easily understood by students
	The presented descriptive text is accompanied by the corresponding picture
	Students need texts related to the surrounding environment

DesignofTeaching Material

The design of teaching materials is made after performing requirement analysis. The researcher explores the material needs that are realized by exploring the 2013 curriculum in the seventh grade Bahasa Indonesia subject with the topic of descriptive text writing. The things that are done are observe the core competencies, basic competencies, indicators, and learning objectives, so that the material developed matching the curriculum 2013.

Generally, the developed LKPD consists of three parts, namely the introduction section, content section, and final section. The introduction section consists of (1) a cover of the author's name and title of LKPD, (2) foreword, (3) a table of contents, and (4) learning guides. The content section consists of nine sections consisting of (1) title, (2) basic competence, (3) indicators (4) learning objectives, (5) material, (6) assignments, (7) exercises, and (8) assessment. The final section consists of (1) bibliography.

Expert Review Results

Based on expert review, the feasibility of the developed LKPD content of descriptive text writing categorized as very good. From the 14 components of the assessment with the scale of 5, the clarity aspect of the formulation of learning objectives, material relevance with the objectives of learning and basic competence obtained a score of 4 (good); the usage aspect relevance of the teaching materials with the purpose and the material obtained a score of 4 (good); the exercise aspects relevance with the purpose and the material obtained a score of 5 (very good); aspects organization of material (coherent, logical, systematic, easy to follow, not complicated) obtained a score of 5 (very good); aspects of material's recency, material coverage, and material depth obtained a score of 4 (good); aspects of used reference accuracy, motivational (verbal) and attraction (color and image), and appropiateness with the development of learners obtained a score of 4 (good); the aspect of material substance correctness, text sample, and practice obtained a score of 5 (very good); and the aspects of the relevance of the sample with the explanation obtained a value of 4 (good). Based on the data, the total score is 59 out of a maximum of 70. Based on the scores obtained, validation of the feasibility of substance / material is categorized as good.

There are some errors and shortcomings in the LKPD descriptive text writing commented by the validator, ie (1) at the beginning there is only Core Competence (KI) and Basic Competence (KD), there is no objective formula, complete the KD, indicators, and objectives, (2) there is an error in the text "Pesona Gunung Dempo" the symbol of diameter unit is m^2, (3) inappropriate in writing the writing frame should be related to the structure, and (4) assessment rubric in the last section needs to be improved " terdapat perincian bahasa konkret " the more appropiate is " tidak terdapat kesalahan penggunaan kalimat di EBI ".

In relation to comments and suggestions provided by validators, LKPD is revised in accordance with comments and suggestions. First, the initial section is improved, added indicators and learning objectives. Second, the correct symbol of diameter is m^2. Third, the writing framework is improved based on the descriptive text writing structure. Fourth, the assessment rubric at the end is revised to " tidak terdapat kesalahan penggunaan kalimat di EBI".

Based on the results of expert review on the linguistic aspect, there are 14 linguistic components that are assessed in this LKPD with a scale of 5. The aspect of spelling accuracy according to EBI obtained a score of 4 (good); aspects of editorial clarity and ease of understanding obtained a score of 4 (good); aspects of usage appropriateness of examples, non-examples, metaphors, analogies and the likes obtained a score of 4 (good); aspects of the communicativeness of language style usage and suitability of language style with the target (students) obtained a score of 4 (good); aspects of readability (redaction and punctuation), the accuracy of the use of grammar, and the accuracy of word selection (greetings, pronouns) obtained a score of 4 (good); the accuracy aspect of the sentence / language used obtained a score of 5 (very good); aspects of language consistency and clarity of instruction language obtained a score of 5 (very good); aspects of accuracy of language usage (the language used does not contain words / phrases that offend teachers and students) obtained a score of 5 (very good); the aspect of cohesion accuracy in the sentence obtained a score of 4 (good); and the aspect of coherence accuracy between paragraphs obtained a score of 4 (good). Overall the total

score obtained is 60 from a maximum value of 70. Thus validation of language feasibility is categorized as very good.

However, there are some errors and shortcomings in the LKPD before revision, ie (1) instructional guidance, it would be more effective to use all command phrases, improper word 'tanyakan' should be changed to 'bertanyalah', (2) command to do the exercises has to be clear, not only "catatlah informasi penting-", (3) correct capital letters, italics and bold letters, (4) the size of spaces should be equated all using 1.5, and (5) would be better and more effective if the grammatical accuracy upgraded more. Accuracy will increase readability as well.

Furthermore LKPD is revised in accordance with the linguist's comment. First, the learning instructions are changed using all command phrases. Second, the exercise commands have to be clearer, " catatlah informasi penting (tinggi, bentuk, luas, dan keadaan)". Third, the capital letters, italics and bold letters on the glossary are revised in accordance with the EBI. Fourth, the space size in LKPD is changed using 1.5 size. Fifth, grammatical accuracy is enhanced by re-reading in its entirety to avoid ambiguity.

Next assessment is the aspect of graphic and validation of presentation. Based on the results of expert review of presentation and graphic, the developed LKPD design feasibility writing descriptive text is categorized as good. From 16 aspects of assessment with scale of 5; aspects of presentation coherence, systematical consistency, student-centered obtained a score of 4 (good); appropiateness with ecological-based approaches, and appropiateness with learning objectives obtained a score of 4 (good); aspect of the presentation of learning activities steps that must be done by students obtained a score of 4 (good); the aspect of presentation that leads the students to be able to formulate the structure of the description obtained a score of 4 (good); aspects of the presentation of examples/illustrations to clarify students' understanding obtained a score of 4 (good); the aspect of presentation encourages students to think actively and appropiate proportions of drawings and texts obtained a score of 5 (very good); aspects of graphical, the suitability of the size of the book format and cover attractiveness obtained a score of 4 (good); aspect of the letters used are simple and easy to read obtained a score of 5 (very good); aspects of illustration facilitate understanding, the design of the LKPD contents, the quality of paper and prints obtained a score of of 4 (good). Overall the total score obtained is 67 of a maximum value of 80. Thus the design feasibility validation is categorized as good.

However, before providing judgments, the validator provides an opportunity for the writer to correct the LKPD first. Some of the errors contained in LKPD, namely (1) the table of contents does not need to use dots, (2) the presentation confuses the students because it is not coherent, the material should take precedence in its presentation, (3) the assignment is not directed, commands should make it easier for students to understand the work steps, and (4) independent writing tasks not only presented images but guided according to the steps of writing.

Next, LKPD is improved according to validator's suggestions and comments. First, the table of contents no longer uses dots. Second, the presentation order of LKPD is changed (coherent), ie material-task. Third, the command before the task is made clearer, guided to fit the learning objectives. Fourth, the indepedent writing task is not only aided by images, but is directed to follow the steps of writing (prewriting, writing, postwriting).

After that, the validator gives a comment that the material has been revised and already eligible for testing. The next stage, LKPD tested to students.

Test of Practicality of Teaching Materials

Trial results one to one

This one-to-one stage begins by selecting three students representing high, medium, and low learning outcomes. The one-to-one trial was conducted on 28-30 April 2018. The assessed aspect consisted of 10 aspects with a scale of 1-5. One-to-one test results obtained an average rating of 46 out of a maximum score of 50 This means that the product can be categorized as very practical.

Trial results Small Group

Small group trials to determine the practicality of LKPD. Based on the results of the assessment given by the nine students obtained an average score of 46 from a maximum score of 50 which means LKPD is included in the category very practical.

Field test results

The field trials were conducted with the result of the test before using LKPD to write the description text (pretes) and the test result after using LKPD write the description text (postes). Based on the results of pretest writing text description, the value obtained by students vary widely. The highest score was obtained by one students (NAN), which was 65, while the lowest score was obtained by one students (HV and NA), which was 35. The total value obtained on pretest was 1115 with an average score of 50.68.

Furthermore, postes results write a description text, the value obtained by students vary widely. The highest score is obtained by one students, the ID with the value 80, while the lowest value obtained by one students, the ZAH with a value of 55. The value obtained in the postes amounted to 1510 with an average value of 68.63.

Based on the data above, obtained information about the average value of the students writing the text description at the time of pretest is 50.68, while at the time of postes is 68.63.

Thus, the difference in the average score of students is 17.95. The average and the difference between the pretest and posttest values can be seen in the following graph.

Average Comparison of Pretes and Postes
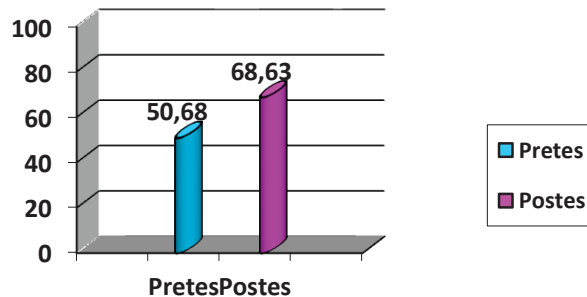
Discussion

Based on result of requirement identification conducted on 22 students of class VII MTs Muqimus Sunnah, obtained some data about student's requirement to learning to write description text. Learners need LKPD-shaped teaching materials to write descriptive text containing various aspects, among them (1) LKPD contains description

text material, (2) features, structure, and linguistic rules, (3) examples of description text close to the environment , and (4) the practice of writing description text.

The needs of teachers almost equal to the needs of students. Based on the results of the identification of teacher needs, it can be seen that teachers need teaching materials to accommodate writing skills in the form LKPD. Teachers expect LKPD-shaped learning materials developed by researchers using standard and easy-to-understand language, presenting material that is more leaning towards the procedure of writing the description text, presenting examples of description text with drawings so as to foster interest and motivation of students to learn it. In line with the previous statement, the needs of students and teachers in accordance with the learning objectives listed in the Curriculum 2013, ie students can write a text description according to the structure and rules of language.

After the analysis of the needs of students and teachers, then researchers explore the material needs are realized by exploring the Curriculum 2013 on the subjects of class VII Indonesia on the topic of writing a description text. The things done are to look at core competencies, basic competencies, indicators, and learning objectives, so that the material developed in accordance with the Curriculum 2013.

The next stage of teaching materials design that is embodied by compiling instruction manuals, materials, tasks, and exercises presented in LKPD write text description of development outcomes based on the needs of students and teachers. What activities are selected to assist the student in understanding the material of writing the description text is also designed and determined. The activity is in the form of performance writing text description in a group and independent.

Next is to produce teaching materials. The teaching materials of LKPD are developed based on the expectations of students and teachers. LKPD is equipped with components such as: (1) front cover, (2) introduction, (3) table of contents, (4) instructional guidance, (5) title, (6) KD, indicators, and learning objectives (7) materials, (8) assignments, (9) exercises, (10) assessment rubrics, and (13) bibliography. Similarly, Setiawan (2007, p.255) stated that the elements of LKPD consist of: (1) title, (2) instructional guidance, (3) KI, KD, indicators, and learning objectives, (4) brief information LKPD, (5) tasks, (6) assessment, and (7) bibliography. This LKPD prototype before validated amounted to 38 pages and after the revision amounted to 40 pages. The LKPD prototype has undergone significant changes.

In addition, LKPD has written the developed description text which has presented: (1) sufficiently clear material, (2) examples of ecological-based description text (3) worksheets containing essays, (4) tasks systematic, and (5) rating rubric writing descriptive text, so students can practice writing descriptive text independently. This is in line with the opinion of Nurdin and Adriantoni (2016, p.111) that LKPD can be interpreted as sheets of learner used as a guide in the learning process, and contains tasks undertaken by learners, either in the form of questions or activities that will be conducted by participants educate.

The next step is LKPD validated by experts. Expert validation includes three aspects, namely the content / material feasibility aspects, linguistic aspects, and aspects of presentation and kegrajikaan. Expert judgment that covers the material feasibility / content is very good, because the overall amount of value is 59 from the maximum value of 70. Expert assessment of language aspects is categorized very well because the value

obtained amounted to 60 from a maximum value of 70. While aspects of presentation and kegrafikaan categorized either because the scores obtained amounted to 67 from the maximum score of 80. In addition, the presentation experts and the graduates gave a comment, this material has been revised and already feasible for testing.

After completion of revision LKPD is used by students in teaching and learning process. The next stage is formative evaluation. The LKPD trial was conducted in class VII MTs Muqimus Sunnah with the number of 22 students. The trials were conducted through three stages: one-to-one, small group, and field trials. The results of a one-to-one trials conducted on three learners indicate that LKPD descriptive text belongs to a very practical category. Furthermore, small group trial results conducted on nine students showed that LKPD description text included in the category very practical or very good. LKPD can be said to be practical, either at one-to-one evaluation stage or small group because LKPD has been equipped with clear scientific approach stages so that learners are able to write the description text, the task in LKPD is easily understood by the students so that the result of writing their description text has increased, and LKPD is already in accordance with the needs of students. The statement is in accordance with the results of interviews to students.

Furthermore, ffield test is done through two ways namely pretes and postes. This stage is done to determine the effectiveness of LKPD Write Text Description Ecology Based on the results of development. Based on the field trials, it was found that there was an increase in the ability to write text description of the students before and after using LKPD. The value of learners has increased by 17.95 from the pretest average of 50.68 to 68.63 in postes. The -t test results show that there are significant differences between pretest and postest. Judging from the results the postest value is higher than the value of pretest. So it can be concluded that LKPD Write Text Description Ecology based on the results of this development can be said to have a potential effect.

An increase in the average score of students can occur because the LKPD generated in this study has provided systematic exercises or worksheets and can lead students to write descriptive texts independently. In addition, there are many examples of descriptive text contained in LKPD. In line with opinion (Lee, 2014), LKPD can be useful in many ways in terms of academic achievement.

In this regard, it is expected to help students to better understand the description text and increase the interest of students to write the description text. With good understanding and high interest students are able to write a description text. This is in line with the opinions of McDowell and Waddling (1985) argued that during laboratory investigations, a well-designed worksheet can help teachers solve time-consuming problems and enable teachers to improve their acquisition of students' knowledge and skills.

With high interest students are able to write a text description because with the interest of students will pay attention to the given material. Interest can be a cause of activity and as a result of participation in an activity. Therefore interest in learning is the tendency of the heart to learn to gain information, knowledge, skills through effort, teaching or experience (Hardjana, 1994).

Utilization LKPD Write Text Description Ecology-based as one of the teaching materials in the learning process can be used as one source to obtain information and media in the practice of writing text description. With LKPD can make students active,

creative, fun, and easy to learn the description text. In addition, based on the results of research, LKPD can be used by students and teachers because categorized valid, practical, and effective.

CONCLUSION

Based on the results of research and discussions that have been described, it can be concluded several things as follows. (1) The result of the identification of the students and teachers needs MTs Muqimus Sunnah relatively the same to the needs of teaching materials in the form of LKPD write text description. These needs relate to materials, examples, tasks, and writing exercises. (2) LKPD Text Writing Ecology Based Description generated in this research is LKPD draft 1 before being validated and revised by 45 pages. With the following framework: cover page, introduction, table of contents, study instructions, and (KD, indicators, learning objectives, materials, tasks / exercises or worksheets, and assessment rubrics), and bibliography. (3) LKPD Write Text Description Ecology Based on the development result according to the content / material, presentation and kegrafikaan feasibility experts can be categorized well. According to the linguist is categorized very well. (4) LKPD Writing Text Description Ecology-based research results are categorized very practically based on one to one evaluation and small group evaluation. (5) LKPD Writing Text Description Ecology-based generations can be categorized as effective or have potential effects based on field trial trials with an increase of 17.95 from a pretest grade of 50.68 to 68.63 in postest, a significant difference based on outcomes test -t.

Suggestion

Based on the conclusions that have been presented, some things can be taken into consideration: (1) students and teachers can use LKPD Write Text Description Based on Ecology as a supporting or complementary learning process; (2) the development of teaching materials by teachers want to be done continuously for the teaching materials in accordance with the curriculum and the material of the learners so that the students' learning outcomes increase; (3) this study is still limited from several research subjects, ie one class and one school, and researchers can conduct research with a broader subject of research; (4) further researchers may develop teaching materials in other forms (other than LKPD) and may develop materials other than (in addition to the description text).

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