

The Development of Contextual Context-Based on Explanation Text Learning Materials in Class VII of SMP Negeri 1 Pematangsiantar

**Roma Shintauli Surbakti¹⁾, Prof. Dr. Tiur Asi Siburian, M.Pd²⁾,
Dr. Syahnan Daulay, M.Pd³⁾
^{1,2,3} Universitas Negeri Medan, Indonesia**

Abstract

Teaching materials have a very important position in learning, namely as a representation of the teacher's explanation in front of the class. On the other hand, teaching materials are located as tools or means to achieve core competencies. Therefore, the preparation of teaching materials should be guided by Core Competence (KI), Basic Competence (KD) and Graduate Competency Standards (SKL). Teaching materials that are prepared without referring to KI, KD and SKL, certainly will not provide many benefits to learners. Through teaching materials, teachers will be easier in implementing learning and students will be more helpful in learning. Teaching materials are structured for the purpose of providing instructional materials in accordance with the needs of learners that include the characteristics and social environment of students. These teaching materials have a function to help learners in obtaining alternative teaching materials in addition to textbooks, and facilitate teachers in implementing learning.

Key Words: Development of contextual, context text based on explanation textual materials

1.Introduction

Development of teaching materials that originated from conventional to innovative becomes very important because it will greatly help the learning process itself, especially to help students in learning to be interested and feel fun. If students have been happy in learning so the spirit of learning will increase. The key to the development of innovative teaching materials lies in the creativity of the teacher. It should not be an obstacle but it is a challenge for teachers to be able to continue to upgrade their ability to develop their potential, especially in the development of innovative teaching materials.

Teachers as educators need to manage and develop the learning resources as contained in the Law on National Education System no. 20 year 2013 article 39, which is the educational staff in charge of carrying out administration, management, development, supervision, and technical services to support the educational process in the educational unit. Furthermore, educators are professionals in charge of planning and implementing the learning process, as well as assessing the learning outcomes. But in reality the teachers do not understand the principle of development of learning resources and teachers still use textbooks published by kemendikbud in 2014 as the main source of teaching materials. This is evidenced by the results of interviews obtained from two Indonesian teachers in SMP Negeri 1 Pematangsiantar, named Putri Gultom M.Pd and Budi Sitorus S. Pd, it is known that the teaching materials used in learning using only one main material produced by Kemendikbud, a teaching material entitled "Indonesian Expression of Self and Academic."

The use of textbooks should be able to motivate and attract students' attention. Students will be easier to learn by using textbooks, when students do not understand or lack understanding of the explanation submitted by the teacher then, the only way that students do is read a textbook. In fact, the textbooks used by students so far still make them confused in understanding them. This is stated also by Wena (in Lubis et al, 2015: 18), the provision of quality textbooks is still very poor, the textbooks used emphasize more on the mission of the delivery of knowledge or facts alone. The authors of textbooks are less concerned about how the book is easy to understand and not boring, so that the students' learning motivation is reduced, the completion of student tasks is not according to the time specified and the student test results also show low value. Therefore, it is very important to create a teaching material that is easy to understand and appeals to students.

Problem Formulation

The formulation of the problem in this research is as follows.

1. Is the relevant contextual-based learning method used in writing explanatory text on the students of class VII of SMP Negeri 1 Pematangsiantar?
2. How is the result of the development of teaching materials writing context-based explanatory text on the students of class VII SMP Negeri 1 Pematangsiantar?
3. Why the teaching materials to write explanatory text developed by using contextual-based learning method on the seventh grade students of SMP Negeri 1 Pematangsiantar?

Teaching Materials

Teaching materials is one source of learning is very instrumental in the learning process. Majid (2011: 173) stated that "teaching materials are all forms of materials used to help teachers / instructors in carrying out teaching and learning activities." The same opinion is also stated by Hamdani (2011: 120), "teaching materials are all Form of material or material systematically arranged that is used to assist teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn. "Another opinion (quoted in Hamdani, 2011: 120)," they are required for planning And review upon training implementation. "Teaching materials are information, tools, and texts that teachers or instructors need for planning and reviewing the implementation of learning.

Modules For Subjects

Prastowo (2015: 106), "the module is basically a teaching material systematically arranged in a language that is easily understood by learners according to their age knowledge level, so that they can learn independently with the help or minimal guidance of learners." Daryanto (2013: 9), states that the module is one form of teaching materials that are packaged in a systematic and complete, in which contains a set of planned learning experience and is designed to help learners master specific learning objectives. Through the module students can be able to measure their own level of knowledge on the material discussed in each one module unit, so that when it has mastered it, then they can continue on one unit of the next level module. Teaching materials to be composed of printed material that is the module. According to Sani (2014: 184), in general learning with the module system will involve several components, including: (1) sheets of learners activities; (2) worksheets; (3) worksheet key; (4) social sheet; (5) answer sheets and (6) key answers. The components are packed in the following module format.

- 1) Introduction, contains general descriptions, such as the material presented, the knowledge, skills and attitudes to be achieved after learning, including the initial skills that must be possessed for studying the module.
- 2) Learning Objectives, contains the specific learning objectives that learners must achieve, after studying the module. This section also describes the ultimate goals and conditions to achieve the goal.
- 3) Preliminary Tests, used to establish learners' positions and know their initial abilities, determine where learners should start learning, and whether or not it is necessary to learn the module.
- 4) Learning Experience, contains material details for each specific learning objective, and comes with a formative assessment instrument that can be used for feedback to learners about the learning objectives it achieves.
- 5) Learning Resources, contains about learning resources that can be traced and used by learners.
- 6) Final Test, the instrument of initial test sources, but more focused on the final goal of each module.

Benefits of Using Modules as Teaching Materials

Sani (2014: 185-186), there are several benefits of teaching using modular teaching materials for learners and teachers, among others, as follows.

Advantages of teaching modules for learners

- 1) There is feedback (feedback). Modules provide a lot of feedback and immediately so that learners can know the results of learning. Errors can be corrected to continue mastering the next material.
- 2) Mastery mastery. Each learner gets the opportunity to achieve complete learning and get the highest score if mastering the learning materials completely. When the material is fully mastered, learners have a solid foundation for new lessons.
- 3) Objectives of learning are clear. The modules are structured in such a way that the objectives are clear, specific and achievable to learners. If the goal is clear enough, learners can be directed to achieve it immediately.
- 4) Increase motivation to learn. Self-directed learning with regular steps that enable learners to master the necessary knowledge or skills can generate strong motivation to try their best.
- 5) Flexibility to learn. Learning module systems can be tailored to the characteristics of learners are diverse, among others related to the speed of learning, how to learn, and subject matter.
- 6) Allows cooperation. Learning module systems reduce or eliminate competition among learners because all learners can achieve the highest results without the need to compete.
- 7) Remedial teaching. Learning module systems deliberately provide an opportunity to remedial, ie fix the weakness, mistakes or shortcomings of learners and found themselves by the learners based on continuous self-evaluation.

Writing Text Explanation

Writing is an activity done by the author to pour all ideas into the form of words in the form of writing. According to Tarigan (2008: 22), "writing is to derive or represent graphic

representations depicting a language that a person understands, so that others can read the graphic symbols if they understand the language and graphic representations."

Kamehameha Schools (2007: 2), "Writing is a unique endeavor of the same individual and individual can use different methods to express himself or herself. Through writing students can develop their thinking skills into writing in their own way.

Based on the above understanding can be concluded that writing is pouring, and express all ideas possessed by students into the form of writing, so the message conveyed in a post can be understood by the reader.

The text in the Curriculum 2013 is not interpreted as a form of written language. The text is a complete expression of the human mind in which there is a situation and context). According to Halliday (in Muchtar, 2012: 89), "the text as a product is a text which is seen as a result which can be expressed by certain terms

Priyatni (2014: 82), the purpose of the explanatory text to explain the process of formation or activity related to natural, social, scientific, or cultural phenomena. An explanatory text comes from the authors' questions concerning 'why' and 'how' a phenomenon occurs.

The purpose of the explanatory text according to Blake Education (2006: 50), on the following excerpt.

An explanation is written 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 our knowledge. Technical and scientific writing are often expressed in this form. When writing explanations we establish that the phenomenon exists and then explain why or how this came about. The writer should acquire a great deal of content knowledge before beginning the explanation.

Contextual Based on Learning Method

Contextual learning model is a model that seeks to make students active in exploring students' self-abilities by learning the concepts as well as applying them and relating them to the real world around the student's environment. Along with that, Elaine B. Jhonson (in Rusman, 2012: 187) suggests that contextual learning is a system that stimulates the brain to form patterns that embody meaning. Furthermore, Elaine says that contextual learning is a learning system that fits with the brain that produces meaning by linking the academic content to the context of the student's daily life. This is what underlies that the contextual teaching and learning model is good for teachers to apply in learning. As we know, so far the usual teacher learning is still conventional, monotonous, and still focused on the teacher alone. So that students do not have meaningful learning experiences, and are excluded from directly involved in problem solving provided by teachers in the learning process. Thus, elementary school students tend to be especially quiet, sometimes drowsy, lack of enthusiasm in attending classes or saturated.

Sanjaya (2010: 167), there are considerations that must be considered in designing and developing student learning experience, namely:

1) In accordance with the Objectives and Competencies to be Achieved

Goals are the main components that a learning designer must think about. To achieve the goal of enabling students to name specific data or facts, the learning experience can be designed by simply listening and reading.

2) Subject to Material Type or Learning Material

Learning experiences that are planned and designed, must pay attention to the characteristics of the subject matter both seen from the complexity of the material and packaging.

3) Availability of Learning Resources

A learning designer in determining the learning experience should also take into account the availability of a usable learning resource. For example, a learning experience through reading a book will be effective, when the book is adequately available.

4) Learning Experience Must Be In accordance with Student Characteristics

Conditions and characteristics of students is one of the considerations that must be considered, both concerning the interests and talents of students, the tendency of learning styles and basic skills possessed by students.

General principles of choosing a student experience according to Ralph W. Tyler (in Sumiati and Asra, 2016: 174), namely:

- 1) For the purpose to be achieved the student must have a learning context that provides an opportunity for him to practice the type of behavior intended in the goal.
- 2) The learning context should be able to give satisfaction to the students through the implementation or appearance of behavior as desired in the goal. This can be achieved by choosing forms of learning experience that guide students using the best way of displaying that form of behavior,
- 3) The learning context must be within the limits of the likelihood that the student can be seen actively in the process of acquiring it.
- 4) Many learning contexts can be used to achieve a goal. This learning experience will be selected so that certain criteria can be chosen and deemed most suitable to be implemented.
- 5) Learning contexts should be pursued to achieve a kind of behavior in purpose, while simultaneously giving students the possibility of developing other abilities.

2,Research Method

Research methodology is the general strategy used to collect the data and analyze the data that needed to solve the problem formulated. In this chapter, researcher discusses about Design of Research, Population and Sample, The instrument of collecting data, The Technique of Collecting Data, and The Technique of Analyzing Data.

This research was conducted in SMP Negeri 1 Pematangsiantar in grade VII students. The implementation of the research was conducted in March 2017 until May 2017.

This research uses the Research and Development (R & D) method of Sugiyono (2010: 407), explains the method of penelitian and development is a research method used to produce a specific product and test the effectiveness of the product. R & D is a deliberate, systematic, aimed / directed method of research to find, formulate, improve, develop, produce, test the effectiveness of certain, superior, new, effective, efficient products, models, , Productive, and meaningful. This method of research refers to the Borg & Gall model with little adaptation in the context of the study.

Needs Analysis of Teachers and Students

At this stage, the analysis of the needs of teachers and students on the study of explanatory text. At this stage will be done by conveying questionnaires related to the learning of writing text eksplanasi that had been done and wanted by teachers and students. Before the questionnaire is submitted, first tested its validity to a competent expert. (2) whether the form of difficulty, (3) whether the teacher still uses conventional methods or lectures, (4) whether the teacher has used teaching learning materials writing explanatory text , (5) whether the teacher has utilized teaching explanatory text learning materials. Questionnaires for students are asked questions such as (1) whether the teaching of explanatory text has been fun, (2) whether the students' difficulties in explanatory text learning, (3) whether the teacher uses teaching materials, (4) whether the teaching materials are needed. The results of this needs analysis serve as a reference in the development of learning module text eksplanasi. Thus, the explanatory text learning module meets the needs of the field.

Data Collection Technique

Data obtained from this research are qualitative and quantitative data. Qualitative data in the form of responses and suggestions of improvements from lecturers, teachers and students to the learning material of Indonesian language obtained from the answer questionnaire containing the standard of textbook assessment from BSNP. While the quantitative data obtained from the results of experiments and learning innovations used by teachers.

The data collection technique begins with searching for standardized text materials that have been standardized, then set one of them for adoption and development of learning innovation. Furthermore, teaching materials dikembangkan to fit used to teach the subjects contained in the teaching materials text class VII explanation. Analyze Indonesian teaching materials that have been developed using feasibility analysis instruments of content, language, presentation and kegrafikan to expert validators (lecturers and teachers of Bahasa Indonesia). Next do an experimental test of Bahasa Indonesia materials that have been innovated to class VII students at the school where the research.

3. Data Analysis Amd Findings

Research and development is conducted with the aim to produce a product in the form of teaching materials text explanation as well as test the effectiveness of products that can be utilized students of Class VII SMP Negeri 1 Pematangsiantar as one to improve the quality of learning.

Therefore, the process of research and development is done and started with several stages, among others (1) Conducting preliminary study through observation and literature study. From the result of observation, it is found that students really need instructional materials in the form of module. (2) Design the product to produce the initial product of teaching materials. (3) Develop teaching materials. This activity includes introductory, SK and KD, learning activities, and bibliography (4) The design of learning activities includes learning materials, summaries, tests, and answer keys. (5) Perform validation and revision, this activity includes product evaluation to know the advantages and disadvantages regarding the quality of the content and design done by the material experts and design experts. From the evaluation results will be used as material for product

revision. (6) Conducting individual trials, small group trials, and field trials are limited so as to produce instructional materials in the form of explanatory text module for grade VII students of SMP Negeri 1 Pematangsiantar which is suitable to be used.

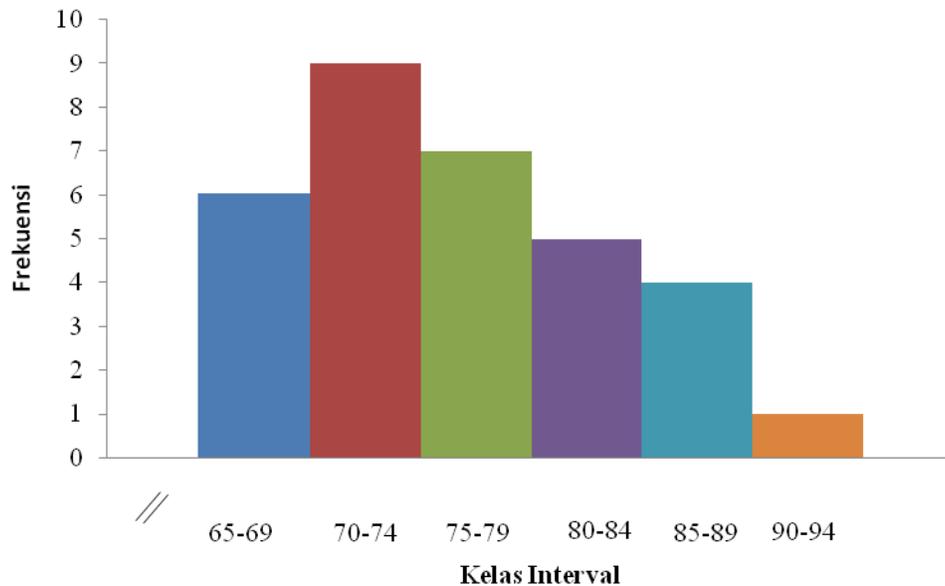
The validation results of the material experts in the development of complex explanatory text materials for students indicate that the feasibility of teaching material components with an average of 92.50 on very good criteria and the feasibility of material substance with an average of 94.54 on very good criteria. Thus, explanatory text material in the form of modules developed as a whole is included in the criteria of "very good".

The validation results of the design expert on the design feasibility in the development of teaching materials in the form of explanatory text module for the developed students shows that the module size has a 100% average percentage on very good criteria, the module cover design with an average of 88.89% on very criteria Well, and the design of the module contents with an average of 82.89% on very good criteria. The average percentage result of the overall sub-component of the feasibility assessment is 87.00% with the criteria of "excellent". Thus, the feasibility of the design of text materials in the form of explanation developed module can be used as a design pattern that will be used students.

Results of data obtained from the teacher, states that the teaching materials in the form of explanatory text module for class XI students developed in accordance with the assessment indicators in the overall statement with an average of 90.81% on the criteria of "very good". This is in accordance with the results of research Gagne (1979) which states that the best teaching materials in the world will not fulfill its function and role if the teaching materials are not liked by a teacher.

The data obtained from the students that the teaching materials in the form of complex explanatory text modules developed in accordance with the assessment indicators in the overall statement show that (1) the average percentage of individual testing is 82.32% with the criteria of "very good" (2) the average percentage of small group trials is 91.27% with "very good" criteria, and (3) the average percentage of the limited field group test is 94.04% with the "excellent" criteria. Data on student response to modules developed increased by 8.95% from individual trials to small group trials, and an increase of 2.77% from small group trials to trial of limited field groups.

According to Belawati (2003: 110) a teaching material is considered final after showing satisfactory results in achieving the goals that have been determined. For this purpose, it is necessary to test the product on the learning process to know the effectiveness of the product. To see the effectiveness of the product conducted analysis of learning outcomes in 32 students taught by using teaching materials developed and compared with the results of learning that students are taught with textbooks. Based on the analysis, the average score on basic competence using complex explanatory text material is higher with the number of 2375 with an average of 74.22% compared to the average score of the students before using the teaching materials in the form of modules which amounted to 2010 with an average of 62, 81. So it can be stated that there are differences in learning outcomes between students using explanatory text materials in the form of modules on using textbooks and concluded that the instructional materials of effective development and feasible use as a source of learning.



4. Conclusion

Based on the conclusions and findings in the research of development of complex texts that have been tested have complex implications used by teachers and students in the learning process. The implications are as follows:

1. Teaching materials that are developed will give a practical contribution, especially in the implementation of the learning process for teachers, where these teaching materials as additional teaching materials to provide convenience in delivering the taught material. Teaching and learning activities will also become more interesting and fun for students at school.
2. To enrich and increase the repertoire of science in order to improve the quality of learning, especially related to the development of teaching materials in the form of complex explanatory text module.
3. Teaching materials developed can be used as a means to help or facilitate students to understand complex text eksplanasi, so it can be applied in everyday life.

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