



Development of Writing Teaching Materials with a Contextual Approach of Public Junior High School (SMPN 1), Pinang City, South Labuhan Batu, Indonesia

Dewi Wahyuni¹, Risnawaty², Sutikno^{2,*} and Rahmat Kartolo²

¹Student of Postgraduate Program, Universitas Muslim Nusantara Al Washliyah Medan, Medan Indonesia

²Postgraduate Program, Universitas Muslim Nusantara Al Washliyah Medan, Medan Indonesia

*Corresponding author email: sutikno.stf@gmail.com

Abstract

Based on observations from interviews with Indonesian language and literature teachers at SMPN 1, Pinang City, South Labuhan Batu, Indonesia, it is known that students' writing skills still need to be improved. Only 60% of students who are able to write instructions properly and correctly, the rest still have difficulty in writing instructions. This research uses research and development (R&D) methods. This research method refers to the Borg & Gall model with slight adjustments according to the research context. In this study, there are two categories of research data sources. First, the data source for the prototype needs of teaching materials consists of students and teachers. Second, the prototype validation data source that will assess the prototype of teaching materials writing instructions with a contextual approach. Sources of data needs prototype teaching materials in this study are students and teachers. Sources of prototype validation data that assess the product development of this research are teachers and expert lecturers. The main finding of this study is the average value given by three teachers and two experts on the prototype of teaching materials for writing instructions with a contextual approach, namely (1) aspects of material presentation of 69.79 included in the good category, (2) aspects of content /material of 79.17 is included in the good category, and (3) aspects of language and readability of 80.42 are included in the good category. After making improvements based on the results of assessments and suggestions by teachers and experts, the teaching materials write instructions with the Contextual after repair contains material on the meaning of writing instructions, characteristics that need to be considered in writing instructions, steps for writing instructions, examples of writing instructions, and effective sentences.

Keywords: Skills, Writing Instructions, Contextual Approach.

1. Introduction

Writing is an activity to convey ideas or ideas and messages using graphic symbols (Kellogg, 2008). Writing activities cannot be separated from the other three language skills, namely listening, speaking, and reading (Kellogg and Raulerson, 2007). Writing is basically a productive and expressive activity. Productive means to produce a written product and expressive means to express thoughts and feelings that exist in a person. In every writing activity there is a goal to be achieved (Johnstone et al., 2002). One of them is to tell about something in the form of directions so that other people can do it properly and correctly (Klimova, 2014). The objective refers to the activity of writing instructions. Writing instructions is one of the basic competencies of writing skills contained in the curriculum for junior high school level (Graham and Perin, 2007).

The writing instructions is an activity of pouring ideas, ideas and thoughts that are poured into written form to talk about something in the form of directions so that other people can do it properly and correctly (Graham et al., 2012). The indicator of the basic competence in writing instructions is that students are able to write instructions with the right sequence of steps and are able to write instructions using effective language (Graham and Hebert, 2011). The selection of these basic competencies is based on the need for mastery of instructional writing skills for students. Learning for basic competence in writing instructions at school still relies on conventional methods (Zhao et al., 2021; Krumsvik, 2008). The lecture method is still often used in learning to write instructions (Miller et al., 2013). In essence, the lecture method is good for use in learning because the material can be directly taught by the teacher to students (Muhammad et al., 2016). However, the lecture method becomes less effective if students rely on learning resources only from the teacher's explanation in class.

Ningsih (2016) improved the students' writing ability of Junior High School students at MTs Almuna Samarinda. They found that in preliminary study, there were 14 students (50%) who achieved minimum passing grade and there were 14 students (50%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 50. Gayo and Widodo (2018) proposed the errors at the morphological and syntactical levels in the rank of morphemes, words, phrases, clauses, and sentences. They found that the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. Pazhoman and Sarkhosh (2019) studied the relationship between English teachers' reflective practices and their self-regulation. It also explored the relationships between self-regulation and teachers' teaching experiences. They found that, there have implications for English language teachers, researchers and teacher trainers in Iran and abroad. Amalia et al. (2021) presented of the challenges and solutions in teaching English writing to junior high school students. They found that the seventh challenges faced by the teachers and three solutions to cope with such challenges during teaching writing to junior high school students.

Based on the above problem, we will development of writing teaching materials with a contextual approach of Public Junior High School (SMPN 1), Pinang City, South Labuhan Batu, Indonesia.

2. Methodology

This study uses the research and development (R&D) method (Gustiani, 2019). Research and development methods are research methods used to produce certain products and test the effectiveness of these products (Atmowardoyo, 2018). This research method refers to the Borg & Gall model with slight adjustments according to the research context. The ultimate goal of this research is to develop a product that can be used in learning (Ahmadi et al., 2018). The scope is the development of teaching materials for writing instructions with a contextual approach for class VII SMP students, the resulting product is in the form of teaching materials for writing instructions with a contextual approach for class VII SMP students.

3. Results and Discussion

Aspects of students' understanding and needs of teaching materials for writing instructions, there are four indicators, namely (1) students' understanding of learning to write instructions, (2) students' understanding of teaching materials, (3) agree or not there will be teaching materials that can help in writing. instructions, and (4) students' need for teaching materials for writing instructions for grade VII junior high school students. Each indicator contains one or more questions. In each question, each student chooses an answer. To obtain an overview of students' opinions regarding students' understanding and needs of teaching materials for writing instructions, it can be seen in the Table 1.

Table 1. The result of the extraction process of

No	Indicator	Students	Questions	Answer choices
1.	Understanding students against learning write instructions	84	How opinion you against learning write instruction	Very important Important Normal Not important
2.	Understanding students against teaching materials	84	So far, from source where you learn write instruction	Worksheet student School Book Electronic Internet All (a,b & c)
			How opinion you against learning Resources used in learning write instructions	Interesting Boring Ordinary Not centering on writing instruction
3.	Agree or not there will be teaching materials can help in writing instruction	84	Do you agree if any Learning Resources (teaching materials) specifically for writing the hint can be guide	Agree don't agree

4	Student Needs Against Material Teach Writing Instructions For Class VII Junior High School	84	Teaching materials write Instruction like what what you guys want	teaching materials that contains only the essence of writing instruction teaching materials that contains the essence write instructions, examples-writing example instruction teaching materials that contain the essence write instructions, examples write instructions, and exercises
---	--	----	---	---

Based on the Table 1, it can be described that of 84 students, 56 students answered that learning to write instructions was very important and 28 students answered that it was important. The total number of students stated that most of the students answered that learning to write instructions was very important. Therefore, the teaching materials that will be produced by the researchers are expected to help students in learning in class about the material for writing instructions. So far, 48 students from 84 students learned to write instructions from student worksheets, 22 students learned to write instructions from electronic school books, and 10 students learned to write instructions from the internet, while the other 4 students learned to write instructions from these three sources. The student's answer proves that the students' learning resources have been limited. Meanwhile, 47 students out of 84 students answered that the learning resources used so far were interesting, 12 students answered that the learning resources used so far were boring, and 25 students answered that it was normal. Eighty-two students out of 84 students agreed that there would be special teaching materials for writing instructions that could be used as a guide, while the other 2 students disagreed. The total number of students proves that most of the students answered agree on the existence of special teaching materials for writing instructions that can be used as a guide. Therefore, researchers will develop teaching materials for writing instructions to help students in learning. Instructional writing materials that will be developed by researchers are teaching materials that contain the essence of writing instructions, examples of writing instructions, and practice questions. This is in accordance with the wishes of 68 students out of 84 students. Meanwhile, 15 students wanted teaching materials that contained the essence of writing instructions and examples of writing instructions, while one other student wanted teaching materials that only contained the essence of writing instructions.

4. Conclusions

Based on the description of the research results, conclusions can be drawn regarding the development of teaching materials for writing instructions with a contextual approach for class VII SMP students. The following conclusions relate to the development of teaching materials for writing instructions. Based on the analysis of the need for teaching materials for writing instructions, students and teachers need teaching materials for writing instructions that are written completely and easily understood by students. In addition, students and teachers want books or teaching materials that are designed with attractive packaging, practical, easy to carry everywhere, and in accordance with student understanding.

References

- Ahmadi, F., Fakhruddin, T., & Khasanah, K. (2018). The Development of Pop-Up Book Media to Improve 4th Grade Student's Learning Outcomes of Civic Education. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 4(1), 43-50.
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17(S2), 794-810.
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204.
- Gayo, H., & Widodo, P. (2018). An analysis of morphological and syntactical errors on the English writing of junior high school Indonesian students. *International Journal of Learning, Teaching and Educational Research*, 17(4), 58-70.

- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of educational psychology*, 99(3), 445.
- Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard educational review*, 81(4), 710-744.
- Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of educational psychology*, 104(4), 879.
- Gustiani, S. (2019). Research And Development (R&D) Method As A Model Design In Educational Research And Its Alternatives. *Holistics*, 11(2), 12-22.
- Johnstone, K. M., Ashbaugh, H., & Warfield, T. D. (2002). Effects of repeated practice and contextual-writing experiences on college students' writing skills. *Journal of educational psychology*, 94(2), 305-315.
- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14(2), 237-242.
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1), 1-26.
- Klimova, B. F. (2014). Approaches to the teaching of writing skills. *Procedia-Social and Behavioral Sciences*, 112, 147-151.
- Krumsvik, R. J. (2008). Situated learning and teachers' digital competence. *Education and information technologies*, 13(4), 279-290.
- Miller, C. J., McNear, J., & Metz, M. J. (2013). A comparison of traditional and engaging lecture methods in a large, professional-level course. *Advances in physiology education*, 37(4), 347-355.
- Muhammad, A. U., Bala, D., & Ladu, K. M. (2016). Effectiveness of Demonstration and Lecture Methods in Learning Concept in Economics among Secondary School Students in Borno State, Nigeria. *Journal of Education and Practice*, 7(12), 51-59.
- Ningsih, S. (2016). Guided writing to improve the students' writing ability of junior high school students. *Indonesian Journal of EFL and Linguistics*, 1(2), 129-140.
- Pazhoman, H., & Sarkhosh, M. (2019). The Relationship between Iranian English High School Teachers' Reflective Practices, Their Self-Regulation and Teaching Experience. *International Journal of Instruction*, 12(1), 995-1010.
- Zhao, Y., Llorente, A. M. P., & Gómez, M. C. S. (2021). Digital competence in higher education research: A systematic literature review. *Computers & Education*, 168, 104212.