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

Dewi Wahyuni, Risnawaty, Sutikno and Rahmat Kartolo

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 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

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


