

Material Assessment and Expert Advice on the Literacy Explanation Text Module at Medan Kudus Christian Middle School Medan, Indonesia

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Abstract : This study dealt with Material Assessment and Expert Advice on the Literacy Explanation Text Module at Medan Kudus Christian Middle School Medan, Indonesia. The type of research used is research and development or Research & Development (R and D). This research and development was put forward by Borg and Gall (Sugiyono, 2013: 298). Improvements based on the results of the assessment and advice from experts, then the learning material for writing explanatory text based on literacy after improvement contains the material understanding of explanatory text, characteristics of explanatory text, classification of explanatory texts, explanatory text structures, etc. All material will be arranged in 3 activities, activity 1: explain the definition of explanatory text, explain the characteristics of explanatory text, classify explanatory text, activity 2: examine parts of explanatory text structure, understand the language rules of explanatory texts, determine general ideas of explanatory text, summarizing the explanatory text, activity 3: determining the patterns of explanation text development, understanding the steps for writing explanatory text, writing explanatory text according to the pattern or framework that has been designed. The form of the learning material for writing literacy-based explanatory texts is packaged in size B5 with page number 84 and letter size 12. The front cover of this literacy-based explanatory text module contains the name of the supervisor, the name of the module, illustrations of book drawings and hand drawings in writing positions. For the back cover of the learning material listed a general picture of the contents of the module.

Keywords : Material assessment; Text Module; Middle School; Learning Material

1. Introduction

Nowadays literacy is a means for students to know, understand, and apply the knowledge acquired through school, so education and literacy skills are two very important things. Making literacy activities a favorite is (interest) reading, as the saying goes "reading is the window of the world". In the process of obtaining information, reading a book has more value than other activities, such as watching television, videos, listening to the radio, and others. By reading books students can get information easily and cheaply, so to know science and other things need to read a lot, while adult reading interest is very low. This can be seen from the results of several surveys conducted by competent parties.

Indonesian literacy in terms of understanding, using, and reflecting the results of reading literature was number 45 in 48 countries from the results of the PIRLS (Progress in International Reading Literacy Study) survey in 2006. Meanwhile, the 2012 PISA (Program for International Student Assessment) shows Indonesia ranked 64th out of 65 participating countries. Schools can develop excellence in literacy starting from reading to writing, so students can show their responsibility to produce writing from reading a text / book.

The results of the observation from the interview with the Indonesian language and literature teacher in Kalam Kudus Medan Middle School, it can be seen that the

implementation of the learning to write explanatory texts still needs to be improved. This can be seen from the acquisition of class VIII C students, only 41.18% (14 students from 34 students) who were able to write explanatory texts, not much different from the acquisition of VIII B class in writing explanatory texts, which was only 45.71% (16 students from 35 students). Students have difficulty writing explanatory texts. The lack of students' interest in reading explanatory texts is caused by the explanatory text material in learning Indonesian language is still relatively new, so it has an impact on students' understanding of the text. The unavailability of explanatory text teaching materials, there is also no explanation text writing book available. In addition to books, the lack of explanatory text writing exercises is an obstacle for students in knowing and understanding explosive texts.

The results of the questionnaire observation of the needs of students and teachers in Medan's Holy Kalam Middle School show the importance of explanatory text writing learning, which is 58.83%. The use of textbooks and the internet is 100% and 20.59% (appendix 5) is a learning resource for explanatory texts of class VIII SMP students so it can be concluded that the ability to write explanatory texts in Kalam Kudus Christian Private students has not been optimally performed. Therefore, various efforts are needed to realize the material development process learning to write explanations better. Efforts to improve students' explanatory writing skills can also be done by using educational products that can support explanatory writing learning. The definition of explanatory text, features of explanatory text, steps for writing explanatory text, and examples of writing explanatory texts with a value of 32.36%, as well as coherent and easy to understand steps for students with a value of 79.41% (Appendix 5) so that it is contained in the module developed is the hope of class VIII Kalam Kudus students. However, the teacher's role is still needed in the classroom as a motivator, mentor, and so on. The teacher can really convince students to be able to present the text independently.

Textbooks often do not provide text writing easily. Analysis of explanatory text learning material in class VIII Indonesian Language and Literature textbooks used by the Kalam Kudus school, namely, does not include an understanding of explanatory texts, the absence of explanatory text characteristics, the unavailability of steps for writing explanatory texts, and the absence of examples explanatory texts related to the processes of natural, social and cultural phenomena. This certainly does not equip students in understanding the writing of explanatory texts. Therefore, learning material is needed that is able to guide students in practicing explanatory text writing.

The reasons for literacy-based learning material, namely because the stages of literacy such as text in context, interacting, interpreting or analyzing, and writing are outlines in product development. With the four stages contained in the literacy, an explanatory text module is produced that can motivate students to write quality explanatory texts so that students are more active in the learning process. Material presentation using literacy basis will make it easier for students to understand explanatory text writing material because knowledge is obtained by reading rather than memorizing.

This study develops a module-shaped educational product related to explanatory text teaching material class VIII based on literacy. Module or learning material for writing explanatory texts can be used as a learning resource for students to improve their writing skills as the final result in each lesson, and improve student learning outcomes. The lack of development of learning material writing explanatory texts related to the latest educational activities, namely literacy. Therefore it is necessary to develop learning materials for writing

literacy-based explanatory texts that are able to speak class VIII students of Kalam Kudus in writing explanatory texts.

II. Literature review

2.1 Learning Materials

Teaching materials are all forms of material used to help teachers / instructors in implementing teaching and learning activities. Murcia (in Wiryanti, 2015: 3) more explicitly reveals that teaching material is the most important thing in learning and the teacher has a very important role to choose or arrange teaching material. Tomlison also stated that teachers should associate the choice of teaching material with the needs and interests of students and provide assignments to students that relate to their daily lives, so that students will feel that they have a connection and benefit in their lives. Meanwhile, Emily (2013: 7) explains instructional materials to support the teachers in making important decisions about what to teach and how to teach (learning material supports teachers in making important decisions in choosing materials to teach and how to teach). The success of learning as a whole depends on the success of the teacher designing the learning material. According to Pannen (in Ratni, 2015: 98) revealed learning material are materials or learning materials that are systematically arranged which are used by instructors and learners in the learning process.

Ratni (2015: 98) revealed that one of the principles that must be considered in the development of learning material is to focus on the potential for development, needs, and interests of students and their environment. Strengthening this theory is also found in the research of Y. M. Harsono (2007: 69) revealed English teachers teach their students by using available textbooks. However, learning materials which are really suitable for the students are not always available. (English teachers usually teach their students using available textbooks. However, learning materials are not always available to suit students' needs). According to KTSP (in Yulianti, 2013: 22), teaching materials or instructional materials generally consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning material consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values. Teaching materials are one component of the learning system that plays an important role in helping students achieve basic competency and competency standards.

2.2 Explanatory Text

One of the materials contained in the Indonesian language learning curriculum in 2013 is explanatory text. Explanatory text is a new type of text that exists in the 2013 curriculum learning. Learning to compose explanatory texts is taught to even eighth grade SMP / MTs students. The Dictionary of Contemporary English (in Rosyida, 2015: 21) states that under explanation comes from a foreign language (English) which means the act of explaining or explaining and explaining information, statements or facts. According to Anderson that explanatory text is a form of text that presents a series of events. By compiling explanatory texts, students are required to determine the topic of an event and then develop it with an explanation in accordance with the in-depth facts so that it becomes a structured explanatory text. The selection of basic competencies is based on the need for mastery of skills in composing explanatory texts for students. Explanatory text according to Priyatni (in Novita, 2016: 162) is a text that contains an explanation of processes related to natural, social,

cultural, and other phenomena. An explanation comes from questions related to why and how an event can occur. In line with this opinion, Restuti also revealed that explanatory texts are texts that explain or explain the processes or natural and social phenomena.

2.3 Teaching Materials

Teaching materials according to Prastowo (in Nurul, 2016: 40) are all materials (both information, tools and text) which are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing implementation of learning. According to Widodo & Jasmadi (via Prasaja, 2016: 1) explained that teaching materials are a set of learning tools or tools that contain learning material, methods, boundaries, and ways of evaluating systematically and interestingly in order to achieve the expected goals, namely achieve competence and sub-competence in all its complexity.

Belawati (in Rika, 2014: 2) reveals that teaching materials become one of the learning tools that are systematically arranged and have an important role in the learning process, namely as a reference for educators and students to increase the effectiveness of learning. Another opinion expressed by Lestari (2013) explains that teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined standards of competence and competence. Furthermore, Pannen (in Farida Haryati, 2013: 37) states that teaching materials can also be something that is not interesting if the teaching material is not in accordance with the learning material. The education system requires a teacher to be able to develop teaching materials by utilizing existing source materials so that students become competent in the field they want.

Jill Bancroft (2002: 168) argues to enable appropriate access, teaching materials to be designed to meet, as far as possible, the needs of the intended audience (to allow appropriate access, teaching materials must be done, carefully designed to meet , can be digested, the needs of the intended audience). Furthermore, Paykoc and Simsek (in Ibrahim, 2011: 1) state that all the materials and resources used for developing the desired knowledge, skills, attitudes and values are within the scope of teaching materials (all learning materials and resources are used to develop knowledge). , the skills, attitudes and values desired by students are contained in the scope of teaching materials).

2.4 Modules

Daryanto (2013: 9) describes the module as one form of teaching material that is packaged intact and systematically, in which it contains a set of planned learning experiences and is designed to help students master specific learning goals. Tia Sekar Arum (2016: 240) states the learning module is a teaching material that is structured and presented systematically to achieve the goals and competencies to be achieved. Modules can be learned by minimizing guidance by the teacher. Modules are made in languages that are easily understood by students according to their level of knowledge and understanding. A module must describe the basic competencies to be achieved by students, and presented in good, interesting language, and equipped with illustrations / images that support mastery of the material. In Sukiman's view (in Rizal Khirzin, 2014: 2) a module is a unit of program that can measure goals. Module can be seen as a program package arranged in the form of a specific unit for learning purposes. In fact modules are planned types of learning activities, designed to help students individually be able to achieve groups in learning goals.

According to Prastowo (2010: 106) the module is a teaching material that is arranged systematically with a language that is easily understood by students according to their level of knowledge and age, so that they can learn independently (independently) with minimal assistance or guidance from educators. Then with the module, students can also measure their own level of mastery of the material discussed. Gulden (1997: 785) revealed that the teaching module enables student to produce, study, characterize, and compare. The teaching module is designed to give the teacher maximum flexibility. It can be used in any grade level in junior or senior high school, an introductory college chemistry course. (Teaching using modules allows students to produce, study, characterize, and compare. Teaching modules are designed to provide maximum flexibility to the teacher. This can be used in full or in part at any class level in junior or senior high school or in introductory lectures on chemistry courses).

2.5 Literacy

Suyono (2009: 204) states that the core of literacy is an activity of reading-thinking-writing. Thinking needs to be explicit, with reasons to think more highlighted so that in practice it really is an activity that gets high attention, not just an activity in reading and writing. Halliday (in Whittaker, 2006: 6) notes this perspective: "There are many terms and conditions that have come to be disseminated from reading and writing, and written language, altogether, and are also intended to cover all forms of discourse, spoken as well as written (In many cases, the term has literacy to be separated from reading and writing, and written language, together, and includes all forms of oral and written discourse).

Wray (2002: 1) reveals for our purposes, the literacy was seen as a unitary process with two complementary aspects, reading and writing (for the purpose of literacy / literacy viewed as a unitary process with two complementary aspects, reading and writing). In addition, Finn (in Suyono, 2009: 205) points out that literacy in the phrase reading and thinking activity and listening and thinking activity read and thinking and listening activities and thinking activities). Reading-thinking-writing which is the core of literacy is very necessary for students to complete their studies, continue their studies, prepare themselves to enter the world of work, and lifelong learning in the community. Therefore, it is reasonable if literacy is used as the basis for developing learning activities in schools.

Oghenekohwo (2017: 126) argues that literacy in capacity is factored by empowerment, engagement, experience and evidence, which represents the variables of education for development (literacy is achieved by empowerment, involvement, experience and evidence that represents educational variables for development) . Barton & Hamilton, 1998; Gee, 1996; Street, 1995 (in Kist, 2005: 6) states that literacy is very much a culture, history and everyday discourse of people 's lives (literacy is very much tied to the culture, history, and discourse of people's daily lives).

III. Research Methods

The type of research used is research and development or Research & Development (R and D). This research and development was put forward by Borg and Gall (Sugiyono, 2013: 298). The research stage according to Borg and Gall can be seen in the following

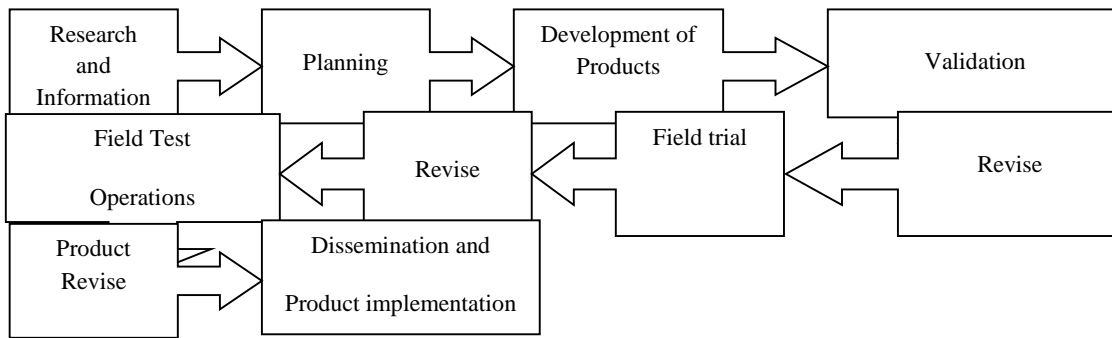


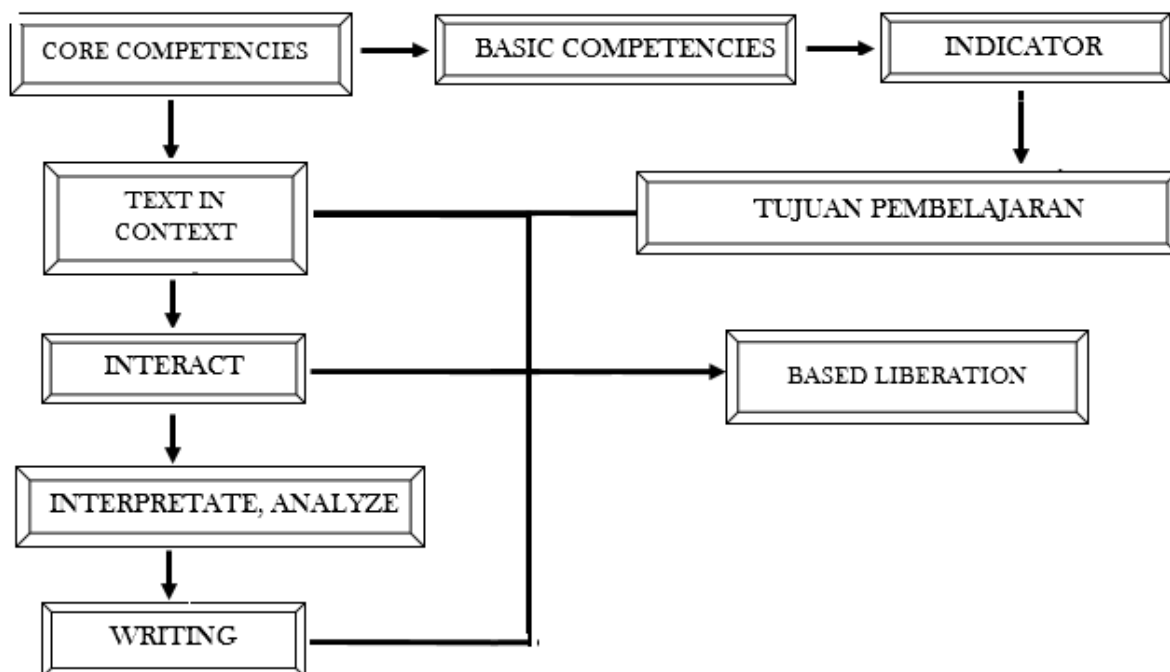
Diagram 3.1 Steps of Research & Development Method (R and D) according to Borg and Gall

3.2 Development Procedures

The researcher adapted the research and development model of Borg and Gall accordingly

Literacy-based explanatory text learning theory is arranged programmatically with preparation and planning with the following steps.

- 1) Conceptual studies are obtained from examining documents relating to the development of Indonesian language learning materials, literacy, and school literacy movements. Documentation is also carried out on learning tools in the form of basic competence, syllabus, lesson plans, and textbooks. Field studies were conducted including observations through interviews and discussions with teachers and students to find out firsthand the conditions of learning that had been carried out related to literacy.
- 2) The development of literacy-based explanatory text learning material products developed is as follows:



3.3 Literacy Base Product Design Diagram

IV. Discussion

Assessment of explanatory text modules is carried out by two material experts. The results of the assessment will determine the criteria for the learning material developed. Validated aspects are aspects of material feasibility, aspects of language feasibility, aspects of feasibility of presentation, aspects of material effects on learning, and aspects of overall appearance. This validation was carried out by Medan State University lecturers namely Prof. Amrin Saragih, M.A., Ph.D., and Dr. Surya Masniari Hutagalung, M.Pd.

4.1 Aspects of Feasibility of Explanatory Text Based Module Material

The feasibility aspect of literacy-based explanatory text module material was assessed by two experts. The two experts who carried out the assessment were each material experts. The results of the assessment can be seen in the following table 4.10.

Table 1. Results of Assessment of Feasibility Aspects of Explanatory Text Based Module Material

No.	Indicator	Scale of Score		Score
		AM 1	AM 2	
1.	Suitability of the content of learning material with Basic Competence (KD) and learning objectives	5	5	100
2.	The truth of the material concept is reviewed from the scientific aspect	5	5	100
3.	Clarity of learning topics	5	5	100
4.	Material disorder	4	5	87,5
5.	Material coverage	4	5	87,5
6.	Material completeness	4	5	87,5
7.	Conformity of the level of difficulty and abstractness of the concept with the cognitive development of class VIII middle school students	4	5	87,5
8.	Linkage of material samples to conditions in the surrounding environment	4	5	87,5
9.	Clarity of examples given	4	5	87,5
10.	The accuracy of the material and examples to develop learning independence	4	5	87,5
11.	Conformity evaluation with material and learning objectives	4	5	87,5
12.	The truth of the answer key is presented	4	5	87,5
13.	The accuracy of explanatory text with material	4	5	87,5
14.	The content of cognitive, psychomotor and affective aspects of the material presented	4	5	87,5
Total		59	70	1262,5
Average		81% < 90,18% < 100% (Very Good)		

4.2 Feasibility Aspects of Explanatory Text Module Language Based on Literacy

The proficiency aspect of the language of explosive text modules based on literacy is assessed by two experts. the two experts who carried out the assessment were each material experts. The results of the assessment can be seen in table 4.11 below.

Table 4.11 Results of Assessment of Feasibility Aspects of Explanatory Text Module Language Based on Literacy

No.	Indicator	Scale of Score		Score
		AM 1	AM 2	
1.	Clarity of instructions for using learning materials	4	5	87,5
2.	Accuracy of terms	4	5	87,5
3.	The ease of understanding the flow of material through the use of language	4	5	87,5
4.	Politeness of language usage	4	5	87,5
Total		16	20	350
Average		81% < 87,5% < 100% (Very Good)		

Based on table 4.11, it can be seen that the assessment of the language feasibility aspects of the experts obtained an average value of 87.5%. These results indicate that the assessment of this aspect of the explanatory text module is very good.

4.3 Aspects of Feasibility of Presentation of Explanatory Text Based Modules Literacy

The feasibility aspect of presentation of literacy-based explanatory text modules was assessed by two experts. The two experts who carried out the assessment were each material experts. The results of the assessment can be seen in the following table 4.12.

Table 4.12 Results of Assessment of Feasibility Aspects of Presentation of Explanatory Text Modules Based on Literacy

No.	Indicator	Scale of Score		Score
		AM 1	AM 2	
1.	Support for learning materials on student involvement in the learning process	5	5	100
2.	Image presentation	5	5	100
3.	Complete presentation	5	5	100
Total		15	15	400
		81% < 100% < 100% (Very Good)		

Based on table 4.12, it can be seen that the assessment of the feasibility aspect of the presentation of experts obtained an average value of 100%. These results indicate that the assessment of this aspect of the explanatory text module is very good.

4.4 Aspects of the Material Effect on Learning in the Text Module

Explanation Based on Literacy The material effects aspect of learning in literacy-based explanatory text modules was assessed by two experts. the two experts who carried out the assessment were each material experts. The results of the assessment can be seen in table 4.13 below.

Table 4.13 Results of Assessment of Aspects of Material Effects on Learning in the Literacy Based Explanation Text Module

No.	Indicator	Scale of Score		Score
		AM 1	AM 2	
1.	Ease of use.	4	5	87,5
2.	Support for learning materials for student learning independence.	4	5	87,5
3.	The ability of learning materials to increase student motivation in learning Indonesian.	4	5	87,5
4.	The ability of learning material adds knowledge.	4	5	87,5
5.	The ability of learning material broadens students' horizons.	4	5	87,5
Total		20	25	437,5
Average		81% < 87,5 < 100% (Very Good)		

V. Conclusion

Improvements based on the results of the assessment and advice from experts, then the learning material for writing explanatory text based on literacy after improvement contains the material understanding of explanatory text, characteristics of explanatory text, classification of explanatory texts, explanatory text structures, etc. All material will be arranged in 3 activities, activity 1: explain the definition of explanatory text, explain the characteristics of explanatory text, classify explanatory text, activity 2: examine parts of explanatory text structure, understand the language rules of explanatory texts, determine general ideas of explanatory text, summarizing the explanatory text, activity 3: determining the patterns of explanation text development, understanding the steps for writing explanatory text, writing explanatory text according to the pattern or framework that has been designed. The form of the learning material for writing literacy-based explanatory texts is packaged in size B5 with page number 84 and letter size 12. The front cover of this literacy-based explanatory text module contains the name of the supervisor, the name of the module, illustrations of book drawings and hand drawings in writing positions. For the back cover of the learning material listed a general picture of the contents of the module.

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