Development of Contextual-Based Narrative Text Module for Students of 7th Grade Junior High School

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Abstract

The problem in this study is related to the limitations of teaching materials in narrative text materials in schools. This study aims to produce, develop, and describe the feasibility of teaching material products in the form of "Narration Text Learning Modules (Fantasy Stories) Based on Contextual Approaches for Class VII Junior High School Students". The research method uses five of the ten steps in the research and development procedure according to Borg and Gall. The five steps of this research are 1) potential and problem analysis, 2) data collection, 3) product design, 4) design validation, and 5) product revision. Data collection techniques through observation, interviews, and distributing questionnaires in three schools. The results of this study are in the form of a Narrative Text Learning Module (Fantasy Story) based on a Contextual Approach for Class VII Junior High School Students. The Narrative Text Module Based on the Contextual Approach was declared feasible according to the researcher because all input, criticism, suggestions, and revisions from the validator had been followed up by the researcher. Revision of the module includes enlarging the less obvious view, adding contextual supporting images, and improving grammar. The results of the expert validation test obtained a score of 120 or with a percentage of 81.08% in the very feasible category. Based on the final condition of the module that the researcher has followed up, in the form of a revision of the validation results, it shows that the teaching material for the Narrative Text Module Based on Contextual Approach is suitable for use in teaching narrative texts for class VII SMP.

I. Introduction

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Teaching materials have a very important role in supporting the success of learning. There are several reasons why teaching materials are needed in the implementation of learning. According to Lestari (2013: 3) the reasons for the need for teaching materials in learning are first, the existence of teaching materials will determine the success or failure of the learning that takes place. Second, there is currently a paradigm shift, that educators do not have to be the only source of learning so that many learning resources are needed. Third, that in reality students come from a community group that has socio-cultural

diversity, political aspirations, and economic conditions. This diversity will have an effect on the learning process and learning outcomes to be achieved. Thus, the form of teaching materials must be diverse so that they can be used according to their needs.

In connection with the implementation of the 2013 Curriculum by the government, the preparation of teaching materials is certainly very necessary to enrich the material for educators in carrying out learning activities. The implementation of this new curriculum certainly requires the availability of new teaching materials in accordance with the expected changes. In terms of educators, teaching materials or materials must be delivered in learning activities. From the point of view of the students, the teaching materials or materials must be studied by students in order to achieve competency standards and basic competencies which will be assessed using assessment instruments that are prepared based on learning achievement indicators.

The development of teaching materials is an effort to prepare teaching materials in the form of written and unwritten materials by educators to support teaching and learning activities in the classroom. So far, learning is still dominated by the view that knowledge is a fact to be memorized. Learning is not only focused on providing the provision of theoretical knowledge skills, but how to make the learning experiences of students always related to the actual problems that occur in their environment.

To strengthen having an applicable learning experience for students, of course, learning is needed that provides more opportunities for students to do, try, and experience for themselves (learning to do), and even just passive listeners as recipients of all information. delivered by educators. Therefore, through contextual learning, teaching is not a transformation of knowledge from educators to students by memorizing a number of concepts that seem detached from real life, but more emphasis is placed on facilitating students to seek the ability to live. (life skills) from what he learned.

Learning with this contextual approach applies the relevance of each material or learning topic to real life, students try to learn and understand the concept of the material as well as directly apply and relate it to the real world. As for learning Indonesian at school, one of the subject matters that the writer pays attention to is narrative text, in this case juxtaposed with the four language skills. Language is a tool used by humans in various activities, namely to communicate. From the moment they wake up until they rest again, humans cannot escape using language.

There are four components in language skills, which are an orderly relationship. Starting from listening to speaking, after that learn to read and write. The four skills are one unit (Tarigan, 2008). As a means of communication, it means that all statements of one's thoughts, feelings, and intentions to others use language.

Teaching materials delivered by educators to students must be in accordance with the basic competencies listed in the current curriculum. Learning materials need to be chosen properly so as to optimally assist students in achieving competency standards and basic competencies. The problems that arise regarding the selection of learning materials regarding the type, scope, sequence,treatment of learning materials and sources of teaching materials. Types of learning materials need to be identified or determined correctly because each type of learning material requires different strategies, media, and ways of evaluating.

One of the efforts that can be made to overcome the limitations of this narrative text teaching material is by developing narrative text teaching materials. In this study, research and development of teaching materials will be carried out in the form of a narrative text module based on a contextual approach. The choice of module in this research is because the module is a teaching material that has never existed and has never been applied in schools in general. Special modules for narrative texts or fantasy stories have never existed

in junior high schools in general and modules based on a contextual approach have never been created by educators or other educational institutions.

Module development also considers modules as printed teaching materials that have the most complete components compared to other printed teaching materials. As stated by the Ministry of National Education in the Guide to Development of Teaching Materials (2008: 18), the module components include titles, study instructions, KD/MP, supporting information, exercises, tasks/work steps, and assessments. As for other teaching materials, they do not have all of these components completely.

Even with the completeness of the components it has, it allows the module to be studied independently. The selection of module teaching materials also takes into account their usefulness in the field. Printed teaching materials can be used in all regions in Indonesia. The current reality is that schools in Indonesia have not fully supported the application of information technology (Information Technology or IT) so it is not possible to use multi-media or web-based teaching materials.

Based on the data collected by the researchers, several junior high schools in Bandar Lampung do not yet have a variety of teaching material products. For example, SMP Negeri 1, SMP Negeri 2, and SMP Negeri 12 Bandar Lampung do not yet have varied and monotonous teaching materials regarding the basic competencies of narrative texts. These schools only have learning resources in the form of the 2017 revised Kemendikbud textbook, Marbi, and Mandiri. Therefore, the authors are interested in conducting a research entitled "Development of a Narrative Text Module Based on a Contextual Approach for Class VII Junior High School Students".

II. Review of Literature

2.1 Elements of Teaching

Materials Teaching materials are an arrangement of materials that have been collected and derived from various learning sources that are made systematically. Therefore, teaching materials contain certain elements. To be able to make good teaching materials, we must understand these elements.

a. Learning Instructions

This first component includes instructions for educators and students. It explains how educators should teach material to students and how students should study the material contained in these teaching materials.

b. Competencies to be Achieved

The purpose of this second component is the competencies to be achieved by students. As educators, we must explain and include in the teaching materials that we compile with competency standards, basic competencies, and indicators of achievement of learning outcomes that must be mastered by students. Thus, it is clear the goals that must be achieved by students.

c. Supporting Information Supporting

Information is a variety of additional information that can complement teaching materials, so that it will be easier for students to master the knowledge they will acquire. In addition, the knowledge gained by students will be more comprehensive.

d. Exercises

The fourth component is a form of task given to students to practice their abilities after studying teaching materials. Thus, the abilities they learn will be increasingly honed and mastered maturely.

e. Work Instructions or Worksheets Work

Instructions or worksheets are one sheet or several worksheets that contain a number of procedural steps on how to carry out certain activities or activities that must be carried out by students related to practice and so on.

f. Evaluation

This last component is one part of the assessment process. Because, in the evaluation component there are a number of questions that are shown to students to measure how far the mastery of competencies that students have mastered after participating in the learning process. Thus, we can find out the effectiveness of the teaching materials we make or the learning process that we organize in general. If it is seen that there are still many students who have not mastered it, it is necessary to improve and refine learning activities.

2.2 Principles of Teaching Materials

According to the Ministry of National Education (2006), the characteristics of teaching materials are as follows.

a. The principle of relevance means relatedness.

Learning materials should be relevant or related or related to the achievement of competency standards and basic competencies. For example, if the competence that is expected to be mastered by students is in the form of memorizing facts, then the learning material being taught must be in the form of facts or memorization material.

b. The principle of consistency

If there are four kinds of basic competencies that must be mastered by students, then the teaching materials that must be taught must also include four kinds. For example, the basic competence that must be mastered by students is skilled at carrying out ablution, then the material taught must also include ablution procedures, ablution members, legal and invalid ablution, and ablution practices.

c. The principle of adequacy

The principle of adequacy means that the material taught should be sufficient in helping students master the basic competencies being taught. The material should not be too little, and not too much.

2.3 Development of Teaching Materials

Currently, in the reality of education in the field, we see many educators who still use conventional teaching materials, namely teaching materials that you just use, buy, instant, and without any effort to plan, prepare, and arrange them yourself. Thus, the risk is very possible if the teaching materials they use are not contextual, uninteresting, monotonous, and not in accordance with the needs of students. Forms of conventional teaching materials are usually textbooks that are traded in bookstores, books donated by the government, and/or LKS purchased through distributors who often come to schools.

However, we certainly know that interesting, effective, and efficient learning requires teaching materials that are not enough just like that. An educator is required to be creative to be able to compile teaching materials that are innovative, varied, interesting, contextual, and in accordance with the level of student needs. Of course, the most knowledgeable about this is the educator in the education unit concerned. Therefore, when teaching materials are made by educators, learning will be more interesting and impressive for students. In addition, learning will lead to the learning objectives to be achieved. Through the following explanation, it is hoped that it will be able to realize the importance of making and developing teaching materials.

2.4 Module

The types of teaching materials developed in this research are teaching materials in the form of modules. Modules are teaching materials that are arranged in a systematic and attractive manner that includes material content, methods, and evaluations that can be used independently. In the book General Guidelines for the Development of Teaching Materials (2004) published by Diknas, the module is defined as a book written with the aim that students can learn independently without or with the guidance of educators (Prastowo, 2012: 104). Meanwhile, in another view, the module is interpreted as a set of teaching materials that are presented systematically, so that its use can be learned with or without a facilitator or educator.

2.5 The Module Characteristics

The module is stand-alone, namely the module developed does not depend on other media. The following are the characteristics of the module according to Prastowo (2012: 105).
1. instruction- able to learn on their own, not dependent on others.
2. User friendly, the module should also meet the rules of being friendly or familiar with the user.
3. Self-contained, all learning material from one competency unit or sub-competency being studied is contained in one module as a whole between the initial and final objectives of the module must be formulated in a clear and measurable manner.
4. The material is packaged in small and complete units, provided examples, clear illustrations.
5. There are practice questions, assignments, and the like.
6. The material is up to date and contextual.
7. Simple straightforward communicative language.
8. There is a summary of learning materials.
9. An assessment instrument is available that allows participants to conduct a self-assessment.

2.6 Contextual Approach

So far, learning is still dominated by the view that knowledge is a fact to be memorized. Learning is not only focused on providing theoretical knowledge skills, but how to make the learning experience that students have is always related to the actual problems that occur in their environment. Through learning that applies a contextual approach, this can be realized. The contextual approach (Contextual Teaching and Learning) or CTL is the linkage of each learning material or topic with real life.

Johnson (History, 2007) says contextual learning is a system that stimulates the brain to arrange patterns that create meaning. Furthermore, Elaine said that contextual learning is

a learning system that matches the brain that produces meaning by connecting academic content with the context of students' daily lives. So, contextual learning is an effort to make students active in pumping their abilities without losing in terms of benefits, because students are trying to learn concepts as well as apply and relate them to the real world.

2.7 Contextual Learning Components Contextual

Learning components include (1) establishing meaningful relationships (making meaningful connections), (2) doing meaningful work (doing significant work), (3) conducting self-regulated learning processes (self-regulated learning), (4) collaborate (collaborating), (5) critical and creative thinking (critical and creative thinking), (6) provide services individually (nurturing the individual), (7) strive to achieve standard (reaching high standards), and (8) using authentic assessment (using authentic assessment) (Johnson B. Elaine, 2002).

2.8 Narrative Text Narration

Comes from the word to narrate which means to tell. The story is a series of events or events in chronological order, either fact or fiction. Narratives can be in the style of a first person story so that the author's subjectivity feels, or a third person so that it sounds more objective (Chaedar Alwasilah and Senny Suzanna Alwasilah, 2013: 119).
Gorys Keraf (2010: 136) suggests that narrative is a form of discourse that seeks to clearly describe to the reader an event that has occurred. In other words, the narrative tries to answer the question "what happened?". The form of this essay tries to narrate an event or event as if the reader can see and experience the event.

III. Result and Discussion

This research with the title "Development of Narrative Text Learning Module for Class VII SMP" uses research *and development* (R & D) methods. Sugiyono (2017: 297) explains that the *Research and Development* (R & D) method is a research method used to produce certain products and test the effectiveness of these products. Research can be classified in the type of development research because the principle of development is to produce products or improve existing products.
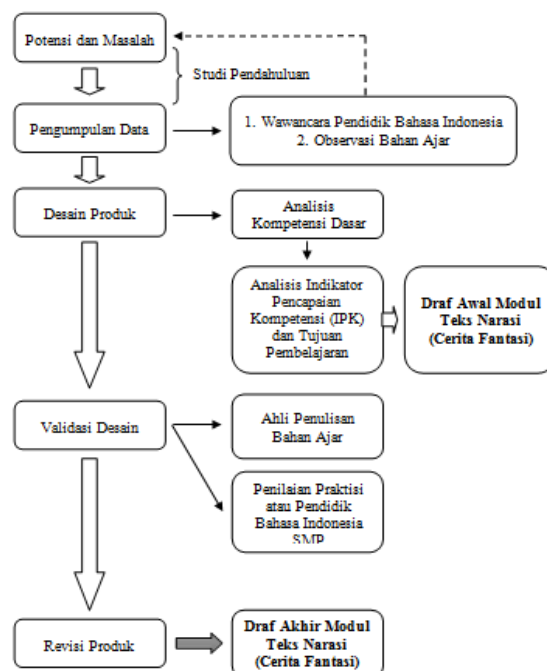
Figure 1. *Research Steps and Development of Narrative Text Modules.*

IV. Result and Discussion

Research and development or *Research and Development* (R&D) carried out refers to the Borg and Gall development procedure which uses five steps out of ten steps. The five steps are potential and problems, data collection, product design, design validation, and design revision.

The results of this study are in the form *Narrative Text Learning Module (Fantasy Story) Based on a Contextual Approach for Class VII Junior High School Students*. The module contains narrative text material (fantasy stories), ranging from elements of fantasy stories, types of fantasy stories, steps to express the content of fantasy stories, structures and linguistic rules of fantasy stories, to steps to writing fantasy stories that are packaged according to the module structure in general.

The Narrative Text Module Based on the Contextual Approach was declared feasible according to the researcher because all inputs, criticisms, suggestions, and revisions from the validators had been followed up by the researchers. Module revision includes enlarging the less obvious view, adding contextual supporting images, and improving grammar. The results of the expert validation test obtained a score of 120 or with a percentage of 81.08% in the very feasible category. Here's the presentation.

Table 1. Overall Results Validation

No	Aspect Assessment	Phase 1 Before Revision	Phase 2 After Revision
1	Feasibility of content	32	40
2	Feasibility of presentation	27	33
3	Feasibility of language	25	28
4	Contextual assessment	17	19
Total		**101**	**120**
Percentage		**68.24%**	**81.08**
Category		**Eligible**	**Very Eligible**

4.1. Discussion

The result of this research and development is the creation of teaching materials in the form of a narrative text module based on a contextual approach for class VII junior high school students. Researchers developed this teaching material based on five of the ten steps of research and development proposed by Borg and Gall, covering potential and problems, data collection, product design, design validation and design revision. The researchers used the five steps of research and development as a guide in creating teaching materials for the narrative text module.

The first stage is the potential and the problem. This stage is the initial stage in development research or can be said as a preliminary study. At this stage the researcher analyzes the potential and problems that exist in the school, starting from the point of view of educators, students, and the teaching materials used. This is done to find out the types of teaching materials that suit the needs of the school (needs analysis). When observing in three schools the problems that the researchers got were similar, namely the limitations of learning resources. In addition, the learning materials for narrative texts (fantasy stories) are too monotonous and are only limited to textbooks published by the Ministry of Education and Culture.

Based on these problems, researchers are interested in conducting research and development of teaching materials. The next step is data collection. Data collection includes literature review, documentation, observation, and educator interviews. Researchers collect data or information needed for the development of teaching materials.

After analyzing the potential and problems and collecting data, the third step is product design. Researchers chose teaching materials in the form of modules as products in this research and development. Modules are teaching materials that have the most complete components compared to other teaching materials. Even with the completeness of these components, the module provides wider opportunities for its users (students) to study independently and evaluate their learning outcomes. The module that the researcher developed is based on a contextual approach so that through this module students are encouraged to be able to directly relate knowledge to everyday life.

This product design step is divided into two stages, namely product planning and product development.

4.2. The Product Planning Stage

The product planning stage includes three stages, namely the formulation of the GPA and learning objectives, the selection of materials, and the formulation of the module concept map. The formulation of GPA and learning objectives based on KI and KD narrative text Curriculum 2013 latest revised edition in Permendikbud No. 37 of 2018. The selection of materials includes the entire narrative text material (fantasy stories) in detail. The formulation of this module concept map is guided by two pairs of basic competencies or four basic competencies of narrative texts. The following is a module concept map based on four basic competencies.

4.3. The Module Concept Map Chart
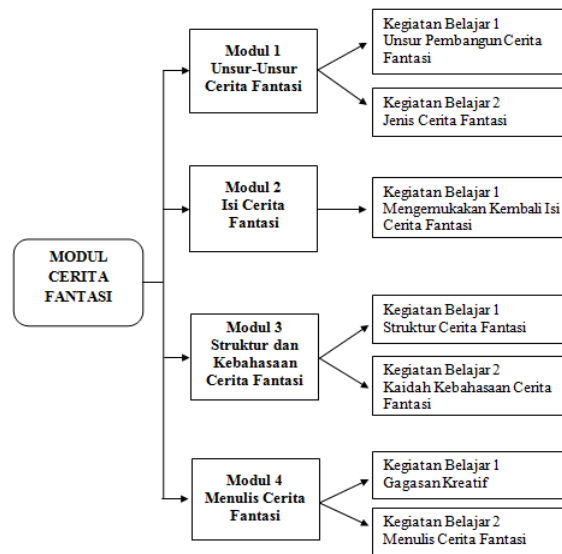
The module created by the researcher contains narrative text learning material (fantasy stories) based on the KD in the 2013 Curriculum Permendikbud No. 37 of 2018, which is two pairs of KD or equal to four KD.

Based on these four basic competencies, the researcher formulates the GPA. The GPA then produces the learning objectives achieved by the module users. The learning objectives determine the number of learning activities in each module unit. One learning objective means one learning activity.

Based on the concept map chart, this module contains four modules of narrative text (fantasy stories) which have learning activities in each module. Each module has different learning activities. The researcher formulated the learning activities based on the learning objectives in each module.

Learning objectives are realized in the form of learning activities. So it can be said that one learning goal is the same as one learning activity. This module contains seven learning objectives, which means it contains seven learning activities which are divided into four module units.

The first module is entitled Module 1 Elements of Fantasy Stories. This first module has two learning activities, namely Learning Activities 1 Elements of Fantasy Story Building and Learning Activities 2 Types of Fantasy Stories. This first module contains two learning objectives, which are as follows.

1. After studying the narrative text material (fantasy stories), students can explain the elements of fantasy stories appropriately.
2. After understanding the narrative text material (fantasy stories), students can distinguish the types of fantasy stories correctly.

The second module is entitled Module 2 Contents of Fantasy Stories. This second module has one learning activity, namely Learning Activities 1. Retelling the Contents of Fantasy Stories. This second module contains one learning objective, which is to be able to creatively restate the content of fantasy stories.

The third module entitled Module 3 Structure and Language of Fantasy Stories has two learning activities, namely Learning Activities 1. Fantasy Story Structures and Learning Activities 2. Language Rules for Fantasy Stories. This third module contains two

learning objectives, namely as follows.

1. After reading narrative text material (fantasy stories), students are able to analyze the structure of fantasy stories appropriately.
2. After studying the narrative text material (fantasy stories), students are able to describe the language rules of fantasy stories correctly and in detail.

The fourth module entitled Module 4 Writing Fantasy Stories has two learning activities, namely Learning Activity 1 Creative Ideas and Learning Activity 2 Writing Fantasy Stories. This fourth module contains two learning objectives, namely as follows.

1. After understanding the narrative text material (fantasy stories), students are able to create creative ideas in the form of fantasy stories appropriately and imaginatively.
2. After studying narrative text material (fantasy stories), students are able to write fantasy stories by paying attention to the structure, use of language or spoken aspects correctly.

4.5. Product Development Stage

At this stage the researcher makes a module framework so that module writing can be carried out in an orderly and structured manner. The framework starts from the module title, cover page, table of contents, instructions for use, core competencies (KI), basic competencies (KD), competency achievement indicators (GPA), learning objectives, module concept maps, apperception, module content (introduction, activities learning 1 and learning activities 2), exercises, summaries, formative tests, answer keys for formative tests, bibliography and glossary. The following is a systematic description of the module developed by the researcher.

4.6. Systematic Table of Module

Contents Overall Module	Form Document	
	Text	Figure
Initial Part of Module 1. Front Cover 2. Table of Contents 3. Instructions for Use of 4. KI and KD 5. GPA and Learning 6. Concept Map of Apperception Module 7. Contents	(Objectives Section Module1 , Module	√ Module 2
, Module 3, and Module 4) 8. Introduction to Learning Activities 1 and 2 9. Exercises 10.Summary 11.Formative Tests 1 and 2 12.Answer Keys for Formative Tests	of Module End Bibliography √ √	on Based Glossary table
Systematics the above	the	

Researcher describes the module. The intended module systematic is an overview of the module which consists of three parts, namely the beginning of the module, the content of the module, and the end of the module. The first part of the module that the researcher means applies to the entire narrative text module (fantasy story). The initial part of this module includes the front cover of the module, cover page, table of contents, instructions for use, core competencies, basic competencies, indicators of competency achievement, learning objectives, concept maps, and apperception.

The module content section contains four module units. Each module unit consists of introduction, learning activities 1 and 2, exercises, summaries, formative tests 1 and 2, and formative test answer keys. The final section of the module includes a bibliography and a glossary. The final part of the module that the researcher intends is intended for the entire narrative text module (fantasy story). The following are some of the module displays that the researcher developed from the seventeen important sections, which are as follows.

Figure 1. *Front Cover*

Kegiatan Belajar 1

Unsur Pembangun Cerita Fantasi

Sumber: https://saungpost.files.wordpress.com
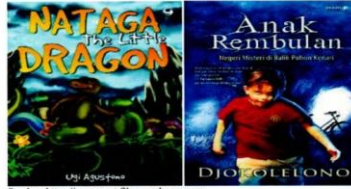
Gambar 1. Contoh Cerita Fantasi

Apakah yang kamu bayangkan ketika mendengar tentang cerita fantasi? Ya, cerita fantasi dapat didefinisikan sebagai salah satu genre cerita atau teks narasi yang berbentuk khayalan, angan-angan atau imajinasi pengarang yang diceritakan dalam rangkaian peristiwa atau kejadian secara kronologis. Cerita fantasi merupakan salah satu bentuk teks narasi. Teks narasi dapat berupa cerita fakta maupun rekaan atau fiksi. Cerita fantasi termasuk dalam golongan teks narasi jenis cerita fiksi yang bersifat tidak nyata.

Ciri umum cerita fantasi sebagai salah satu jenis teks narasi adalah ada keajaiban/keanehan/kemisteriusan pada unsur-unsur pembangun cerita fantasi, ide cerita berupa irisan dunia nyata dan dunia khayali yang diciptakan pengarang, menggunakan berbagai latar (lintas ruang dan waktu), tokoh unik (memiliki kesaktian), bersifat fiksi (bukan kejadian nyata), serta bahasa yang digunakan variatif, ekspresif, dan menggunakan ragam percakapan (bukan bahasa formal).

Figure 2. *Learning Activities 1*

Daftar Pustaka

Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia SMP/ MTs Kelas VII.* Jakarta: Kementerian Pendidikan dan Kebudayaan.

Keraf, Gorys. 2004. *Diksi dan Gaya Bahasa.* Jakarta: PT Gramedia Pustaka Utama.

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Sudjiman, Panuti. 1988. *Memahami Cerita Rekaan.* Jakarta: Balai Pustaka.

Tim Penyusun Kamus Pusat Bahasa. 2002. *Kamus Besar Bahasa Indonesia.* Jakarta: Balai Pustaka.

Keraf, Gorys. 2003. *Argumentasi dan Narasi.* Jakarta: PT Gramedia Pustaka Utama.

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http://www.dosenpendidikan.com/pengertian-cerita-fantasi-serta-jenis-dan- contohnya-lengkap/ diakses pada tanggal 02 Desember 2019 pukul 21.15

http://fantasi-cerpen.blogspot.co.id/2012/07/cerpenlegenda-peri-bulan. html diakses pada tanggal 02 Desember 2019 pukul 20.00

https://www.penuliscilik.com/andai-aku-punya-sayap diakses pada tanggal 02 Desember 2019 pukul 21.15

Figure 3. *Formative Test 1*

Figure 4. *Bibliography*

Figure 5. *Glossary*

V. Conclusion

The product development of teaching materials in the form of a feasible module can also be produced through five steps (potential and problems, data collection, product design, design validation and revision design) of the ten steps of research and development proposed by Borg and Gall in this research method. The first step in this research and development is a potential and problem analysis.

This is very important for researchers to know and be able to determine the form of teaching materials that are in accordance with the needs of narrative text learning (needs analysis). After determining the form of teaching materials needed is a module, the researchers collect data that helps the preparation of teaching materials. After the module has been developed, the next step is validation to determine the feasibility of the product. The last step is revision by improving the module based on criticism, suggestions, and input from the validator.

The results of expert validation obtained a score of 120 with a percentage of 81.08% categorized as very feasible. Module validation is in accordance with the aspects of content, presentation, linguistic, and contextual feasibility. Then from the results of the validation, the revision stage was carried out. All inputs, criticisms, suggestions, and revisions have been followed up by researchers such as enlarging views that are less clear, adding contextual supporting images, and improving grammar. Based on the final condition of the module that the researcher has followed up, in the form of a revision of the validation results, it shows that the teaching material for the Narrative Text Module Based on a Contextual Approach is suitable for use in teaching narrative text in class VII SMP.

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