Development of Explanation Text Teaching Materials Based on Needs Analysis of Learning for Junior High School of Class VIII SMP Negeri 28 Medan

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Abstract

Research and development aims to produce products in the form of explanatory text teaching materials as well as to test the effectiveness of the products that can be used by grade VIII students of SMP Negeri 28 Medan as one of the ways to improve the quality of learning. The results of the validation from material experts in the development of explanatory text teaching materials for students showed that the feasibility of the teaching material components with an average of 88.54 on very good criteria and the feasibility of material substance with an average of 90.91 on very good criteria. Thus, the explanatory text teaching materials developed as a whole are included in the "very good" criteria. The results of module validation by learning design experts concluded that the learning design developed was in the "very good" criteria with a total average percentage of 91.00%. Thus, the feasibility of the design of the explanatory text teaching materials developed can be used by students. The results of the responses made by the Indonesian language teacher concluded that the explanatory text module was included in the "very good" criteria with a total average percentage of 99.26%. So it can be stated that there are differences in learning outcomes between students who use explanatory text teaching materials and those who use textbooks and it can be concluded that the teaching materials developed are effective and suitable for use as learning resources.

I. Introduction

The ideal educational and teaching process is essentially an educator's invitation to students in achieving learning goals. This can be done by providing conducive situations and facilities, so that a harmonious educational interaction is born. Quality learning materials will succeed in achieving learning objectives if educators organize them into teaching materials properly and correctly. Teaching materials are one of the vital learning resources for the success of learning in schools so that there is no longer a verbalistic culture among students, especially to achieve the objectives of learning Indonesian, remembering that language is an interceptor for understanding all science. One type of text found in the 2013 curriculum for the VIII grade of SMP is explanatory text. Explanatory text is a new term that appears in Indonesian language learning in the 2013 curriculum. Explanation is an essay that explains or explains the process of a natural or sociocultural phenomenon. Teaching materials regarding explanatory texts contained in the 2013

curriculum student books are still limited to the introduction of structures. The development of teaching materials that will be carried out will make a very significant contribution in the world of education because in addition to the limitations of teaching materials regarding explanatory texts, teaching materials in the form of this module will also provide an in-depth understanding of the structure and substance or content in language. The expected results of this development research are to produce modules that can be used to improve the ability to present information and data in the form of explanatory text for the process of a phenomenon by paying attention to the structure and rules of language, according to KD 4.10.

Needs analysis is an important factor that must be found in language teaching. The need in the learning process is very necessary because the need for learning is the basis that describes the distance between the learning objectives desired by students or the actual learning situation. Syakur (2020) stated that needs analysis is a procedure for gathering information about students' needs. Every student has different needs. This needs to be identified to determine what students needs have. In an effort to achieve the learning process desired by students, the role of the teacher (teacher) in teaching will be a determining factor for the success or failure of a learning goal. An educator needs to first identify each of his students. This is useful so that what has been conveyed by educators in the learning process can be well received by students. Arsani (2020) stated that learning is essentially a cognitive process that has the support of psychomotor functions.

According to Mindayani (2019) the results of the analysis of teacher needs obtained by conducting a preliminary study showed that students' mistakes in responding to every problem presented in the text often did not receive the attention.

Research conducted by Rimayanti and Jaja (2018) entitled Development of Explanatory Text Teaching Materials based on Print Mass Media News proves that explanatory text learning media can be used in the learning process because it meets the eligibility criteria. However, the shortcomings of this research are limited to print media, not based on teacher and student handbooks to develop. Discussing learning needs analysis, research conducted by Ulum (2015) entitled A Needs Analysis Study for Preparatory Class ELT Students, explains that learning needs are adjusted to class preparation. Prospective teachers are effectively educated in four language skills. Thus, it is important to check to understand the needs of their students. In class, teachers must refer to the special needs of students; for example, speaking lessons focus on dialogue about an educational context or writing lessons based on essays. In other words, the aim of this program is to support students by developing their language skills so that they become more competent in their subjects.

Based on the results of observations at SMP Negeri 28 Medan, it turns out that there are several shortcomings or obstacles experienced by students in completing learning objectives, especially explanatory text as written in KD 4.10, namely presenting information and data in the form of explanatory text for the process of a phenomenon by paying attention to the structure and rules of language. The drawbacks are that students still find it difficult to understand explanatory text, from student handbooks that have not explained in detail about the explanatory text, and many students still do not understand writing explanatory text according to the structure and rules of the language. To solve these problems, the authors are interested in conducting research entitled Development of Explanatory Text Teaching Materials based on the Needs Analysis of Learning for Class VIII Students of SMP Negeri 28 Medan.

II. Review of Literatures

The process of developing learning products requires good learning planning and design. Teaching materials are essentially messages that want to be conveyed to students to be mastered. Messages are information that will be conveyed in the form of ideas, data / facts, concepts and so on, which can be in the form of sentences, writings, pictures, maps, or signs. The message conveyed needs to be understood by students, because if it is not understood, the message will not become meaningful information. Some technical considerations in compiling the content or subject matter into teaching materials include (1) conformity with the objectives to be achieved, (2) simplicity, (3) elements of message design, (4) material organization, and (5) instructions. use. The development of teaching materials must be arranged systematically and must be adjusted to the curriculum, learning tools and the principles of the teaching materials themselves, so that the teaching materials can be used optimally and provide many benefits, among others, students will be interested and grow in interest, to fulfill and master the material which has been given and allows students to learn independently. The characteristics of students with different backgrounds will be very helpful, because they can be studied according to their abilities as well as an evaluation tool for mastery of learning outcomes.

The product of this research is in the form of explanatory text teaching materials based on the needs analysis of learning. Explanation comes from English, namely explanation which means explanation. Eksplanation comes from the root explain which means to explain. Based on the basic words, the essence of explanation is to provide an explanation for the occurrence of an event. The explanation in a text contains a cause and effect relationship or the stages of an event. In The Contemporary English-Indonesian Dictionary, explanatory text means a text that contains calm processes related to natural, social, scientific, cultural, etc. phenomena. According to Kosasih & Endang (2018: 114), explanation is a text that describes an event, whether it is in the form of natural events, social and cultural events, or personal events. The structure of the explanatory text includes general statements, a series of explanations, and interpretations. General statements in the form of initial explanations about the background, general conditions, of the themes presented. A series of explanations in the form of a series of events / events, either arranged chronologically or causally. Interpretation is in the form of interpretation, meaning, or conclusion of a series of stories that were prepared previously. The linguistic rules of the explanatory text are in the form of a time-related conjunction (chronological), such as when, at that time, before, finally, etc. While causality conjunctions are like because, cause, therefore, therefore. Action verbs in the form of traveling, traveling, inviting, visiting, etc. Common nouns such as rain, rivers, corruption, garbage, etc. Technical terms or words related to the theme being discussed

Finally, according to Mahsun (2013: 189), explanatory text is a text that is made with a structure consisting of parts showing a general statement (opening), a series of explanations (content), and interpretation (closing). The general statement section provides brief information about what is discussed. The explanation section contains an explanation of the events, and finally the closing section contains interpretations that may or may not exist. From the three meanings above, a conclusion can be made that an explanatory text is a text that contains an explanation of a problem or natural, social, or cultural phenomenon with a structure in the form of an introduction, content, and conclusion. Everything is structured in a complex and clear manner to provide reliable information.

The development of this teaching material is based on an analysis of learning needs. Needs analysis is an activity to collect information that identifies supporting and inhibiting

factors (gaps) in the learning process that each student has, which becomes a problem for students to achieve learning development goals that lead to improving the quality of education. The purpose of conducting a needs analysis is to find out the subject matter topics that are really needed by students, the format of the required presentation material, an effective presentation model for the subject matter, and the appropriate subject matter topics to be presented. Arikunto (2008) argues that the considerations and studies in needs analysis are (a) the curriculum, which includes topic selection and material description, and (b) syllabus, which includes material difficulties, the importance of the material, and the existence of special interests.

III. Research Methods

This research was conducted at SMP Negeri 28 Medan in class VIII students. The research was carried out in November 2020. The development of this teaching material used the Brog and Gall model combined with the Dick and Carey learning development model (Triatno, 2007: 62). The steps from the development stage are as follows: 1) conducting preliminary research, which includes: (a) identifying learning needs or objectives and determining the basic competencies of subjects, (b) analyzing learning by determining more specific skills that must be learned, (c) identify the characteristics and initial behavior of students, and (d) write down the basic competencies and indicators; 2) compile a benchmark reference test by developing assessment items to measure students' estimated abilities in learning; 3) collection of materials, which includes: (a) collection of learning materials, (b) making and collecting pictures (illustrations); 4) developing teaching materials; 5) product validation; 6) product revision; and) product trials. The trial design of Indonesian language teaching materials based on the needs analysis of learning in writing explanatory text material for class VIII SMP consists of several stages, namely: (a) expert validation of explanatory text material; (b) validation of learning design experts; (c) development revision (stage I), based on an assessment in the form of criticism or suggestions from two experts and two learning design experts; (d) trials on students (individuals and small groups). The assessment of this program is based on a questionnaire that has been filled in by three students (individual test) and nine students (small group trial); (e) product revision (stage II); (f) field trials of students; and (g) minor revisions. The subjects of this trial consisted of teachers of Indonesian language studies and product users, namely class VIII students of SMP Negeri 28 Medan. The data collection instrument in this development is in the form of an assessment instrument to assess the products that have been developed. The main instrument used to collect data in this development was a questionnaire.

In this study, the data to be taken are as follows: (a) aspects of learning, the correctness of the content, and the suitability of the material obtained from material experts and learning designs, and (b) the quality of the display and presentation of materials, obtained from individual trials, small groups, and field. The data obtained is adjusted to the objectives and development design used, so the type of data collected in this development is quantitative descriptive data as the main data, which is collected through a questionnaire with a rating scale of 1 to 4 provided that the value 1 = very poor / strongly disagree, 2 = less good / less agreeable, 3 = good / agree, and 4 = very good / very agree. Respondents will give an assessment score for each questionnaire item based on predetermined criteria. In addition, the type of data collected is qualitative data in the form of descriptions of written suggestions and input by respondents as additional.

IV. Discussion

The process of implementing the development of teaching materials based on needs analysis of learning is carried out in stages. The first stage is to analyze the problems and needs at SMP Negeri 28 Medan which is the background of the development research problem by distributing a questionnaire to 2 teachers and 32 students in the school by first describing the definition of the teaching materials in the questionnaire so that they have an overview of the questions in the questionnaire that was delivered. The search results from the questionnaire found that 100% of teachers and students stated that they needed teaching materials in explanatory text material in the learning process in order to run more effectively and so that they could be used by students as a means of individual learning.

Based on the results of the assessment of the material expert, the component aspects of the teaching material that the explanation text module developed were declared "very good" with an average total percentage of 88.54% and the assessment of the appropriateness of the material substance was considered "very good" with a total average percentage of 90. 91%. The results of module validation by learning design experts concluded that the learning design developed was in the "very good" criteria with a total average percentage of 91.00%. The results of the response or responses made by the Indonesian language teacher concluded that the explanation text module was included in the "very good" criteria with a total average percentage of 99.26%. From the results of the individual trial assessment above, it can be concluded that the developed module is included in the "very good" criteria with a total average percentage of 82.32%. The results of the small group trial assessment showed that the developed module was included in the "very good" criteria with a total average percentage of 91.27%. The data on the results of the student response in the limited field group trial to the developed module concluded that the module was included in the "very good" criteria with an average score percentage of 94.04%.

The test of the effectiveness of explanatory text module teaching materials was carried out at SMP Negeri 28 Medan which was tested on class VIII students using tests. The tests carried out were classified into 2 types of tests, namely pretest and posttest. Based on the results of data analysis on the initial test (pretest) students obtained a total of 2125 with an average of 66.41 being in the "good" criteria, while data analysis on the final test (posttest) obtained the total data of 2595 with an average of 81.10 on the "very good". So it can be stated that there are differences in learning outcomes between students who use explanatory text teaching materials and those who use textbooks and it can be concluded that the teaching materials developed are effective and suitable for use as learning resources.

V. Conclusion

Based on the formulation, objectives, results and discussion in the research on the development of teaching materials on explanatory text material for students of SMP Negeri 28 Medan previously stated, it can be concluded as follows.
  1. Teaching material products developed on explanatory text material based on the needs analysis of learning for grade VIII students of SMP Negeri 28 Medan meet the requirements and are suitable for use. Teaching materials that have been developed are more effective than using only student handbooks from schools. This can be seen from the increase in the grades given to students after using these teaching materials.

2. Based on the validation of material experts, it includes the feasibility of teaching material components with an average of 88.54 on very good criteria and the feasibility of material substance with an average of 90.91 on very good criteria. Thus, the explanatory text teaching materials developed as a whole are included in the "very good" criteria, and the validation of design experts with an average of 91% on the very good criteria.

3. The use of explanatory text teaching materials is more effective in increasing student learning outcomes, this is indicated by the learning outcomes of students who are taught using the teaching materials developed are higher amounting to 2595 with an average of 81.10 than the learning outcomes of students who are taught before using the teaching materials. 2125 with an average of 66.41. The pattern of teaching materials on the explanatory text material is classified as very good and in accordance with the needs analysis of learning, assessed from the responses of 2 teachers who average 90.81% with very good criteria and 32 students have a percentage of 94.04% with very good criteria.

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