

The Development of Teaching Materials Poetry Reading Based on Contextual Approaches in 8th Grade Students of Junior High School 1 Pancur Batu

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Abstract

In the form of an assessment guide reading poetry on poetry text material and knowing the process of developing and the feasibility of the product. This research method is a Research and Development (R&D) research and development method proposed by Tegeh et al. Referring to the Borg & Gall model with minor adjustments according to the research context simplified to product trials. Data was collected through validation of material experts, design experts, the responses of Indonesian Language teachers of Junior High School 1 Pancur batu, and 32 students of Junior High School 1 Pancur batu as research subjects. The results of this research and development are teaching materials in the form of textbooks based on contextual approaches in the form of printed media, which have been declared feasible to be used by material experts, design experts, Indonesian language teachers and students as learning resources. The feasibility of teaching materials in accordance with the results of validation. The results of the expert validation of the material include a component of content worthiness with an average of 82.29% in the very good criteria, the feasibility of the presentation obtained an average value of 82.5% in the very good criteria, the feasibility of the language obtained an average value of 86.11% in the very good criteria, and contextual feasibility obtained an average value of 81.25 on very good criteria.

Keywords

Teaching materials,
poetry texts,
contextual approaches



I. Introduction

Poetry reading material is material that contains information about the poetry text material. This teaching material can be used to increase student interest in learning, especially reading poetry. Poetry reading activities cannot be passed without an understanding of other language skills, namely listening, speaking and reading. Therefore, the use of teaching materials can direct learning in accordance with the topic of learning. Teaching material can be used as a companion book that can add material used in learning for the achievement of the expected learning goals.

One of the poetry text materials that must be mastered by eighth grade junior high school students is poetry text. Poetry is a form of literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the power of language by concentrating its physical structure and inner structure. Reading poetry is not different from declamation, namely conveying poetry to the audience with the most precise so that the values of the poem are in accordance with the intent of the poet. Reading poetry is generally done by reading aloud or by reciting it. Declamation is poetry reading that is accompanied by appropriate movements and expression. In poetry, reclaiming, the reader does not merely sound the words, more than that the reader is also tasked with expressing the

poet's feelings and messages in his poetry. Therefore, the reader should: (1) interpret the poem as a whole, (2) pay attention to the pronunciation, pressure, and intonation in conveying it, according to the physical structure and the inner structure of the poem. The purpose of learning to read poetry is to seek and obtain information, including content, understanding the meaning of reading.

Poetry reading learning in 8th Grade of Junior High School 1 Pancur batu is currently using a conventional approach. This can be obtained from the test results of the interviews of researchers to the teachers of 8th Grade of Junior High School 1 Pancur batu on May 6, 2019, based on observations in 8th Grade of Junior High School 1 Pancur batu, it was still low. The low ability of students in reading poetry is caused by the subject teacher only teaching reading poetry depending only on textbooks and not in depth, not using the right techniques, and the media used is not right so students feel bored. Teacher efforts to improve students' poetry reading skills have not met expectations.

Furthermore, the results of students' daily test data conducted by teachers in the classroom turned out to be less satisfactory, as evidenced by the results of learning to read poetry from the results of the test scores of students who received the lowest average score of 65 with a minimum completeness criteria (KKM) score of 75. The factors that cause low student motivation in reading poetry are the teacher in delivering exposure to poetry reading material that is still centered on the teacher, so that students' minds cannot develop when assigned to read poetry.

Based on the background, researchers developed teaching materials that can be used as guidelines by teachers in making teaching materials. Teaching material developed aims to produce effective learning, attractiveness, presentation of material that is logical and relevant to students of 8th Grade of Junior High School 1 Pancur batu in order to meet the needs of students in achieving Indonesian language subject competencies.

II. Review of Literature

2.1 Teaching Materials

Teaching materials can be used as a reference for learning to solve problems that are found due to lack of understanding or find something that is not yet understood. Through teaching materials, both students and teachers can easily carry out teaching and learning activities. Ahmadi et al (2011: 208) contain an explanation that teaching materials are a set of materials arranged systematically so as to create an environment / atmosphere that allows students to learn.

Learning outcomes in the learning process it is necessary to do creative and innovative efforts by the teaching staff. These efforts can be carried out in various ways, including the activities of analyzing and updating learning devices, such as; methods, techniques and provision of teaching materials or learning media as well as periodic reviews of the curriculum so that they can be adapted to the development and needs of the community in the ever-expanding world of education. (Suroso, 2018)

Mulyasa (2006: 96) states that teaching material is one part of teaching resources that can be interpreted as something that supports the learning message, both specific and general nature that can be utilized for the benefit of learning.

The preparation of teaching materials has goals and benefits. Ahmadi et al (2011: 209) explain some of the aims and benefits of teaching materials.

Teaching materials are arranged with the aim of:

1. Provide teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are appropriate to the characteristics and settings or social environment of students.
2. Assist students in obtaining alternative teaching materials in addition to text books that are sometimes difficult to obtain.
3. Facilitate the teacher in carrying out learning.

Benefits for teachers:

- a. Obtained teaching materials that match the demands of the curriculum and in accordance with the learning needs of students.
- b. No longer rely on textbooks that are sometimes difficult to obtain.
- c. Enriches because it was developed by using various references.
- d. Add to the teacher's knowledge and experience in writing teaching material.
- e. Establish effective learning communication between teachers and students because students will feel more trust in the teacher.
- f. Add credit numbers if collected into books and published

Benefits for students are:

1. Learning activities become more interesting
2. Opportunities to learn independently and reduce dependence on teacher attendance.
3. Getting ease in learning every competency that must be mastered.

2.2 Types of Teaching Materials

Ahmadi et al (2011: 210) containing the type of teaching materials must be adjusted to the curriculum and after that a learning design is made, such as the example below.

1. Visual teaching materials consist of printed materials such as handouts, books, modules, student worksheets, leaflets, wall charts, photos / drawings, and non-printed (non-printed), such as models / markets .
2. Audio teaching materials such as radios, cassettes, vinyl records, and audio compact disks.
3. Audio visual teaching materials such as video compact disk films.
4. Interactive multimedia teaching materials (interactive teaching material) such as CAI (Computer Assisted Instruction), compact disk (CD), interactive learning multimedia and web-based teaching materials (web-based learning materials).

2.3 Modules

Prastowo (2011: 106) module is basically a teaching material that is arranged systematically with language that is easily understood by students according to their level of knowledge and age, so that they can learn on their own (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 in each one unit of the module, so that if they have mastered it, then they can proceed to the next level one module-unit. Conversely, if students have not been able to master, then they will be asked to repeat and relearn. Meanwhile, to assess whether or not a meaningful or not a module is determined by whether or not a module is used by students in learning activities.

Sumiati et al (2016: 113), modules are individual learning systems. The main objective of developing this module system is to increase the effectiveness and efficiency of learning in schools. Because with modules besides students can learn to the level.

a. Module Function

Prastowo (2011: 107), the module has the following functions:

- Independent teaching materials
- Substitute educator functions.
- As an evaluation tool.
- As a reference material for students.

b. Advantages of Using Modules

Tjipto (1991: 72) also revealed a number of things that weighed on learning by using modules, namely:

- Learning activities require good organization.
- During the learning process several tests / examinations need to be held, which need to be assessed as soon as possible.

Based on the opinion above, it can be concluded that in learning to use the module also has some fundamental weaknesses, namely that it requires a large amount of cost and requires a long time in the procurement of a module development itself, and requires high perseverance from the teacher as a facilitator to continue to monitor the process student learning.

c. Development of Writing Indonesian Language Modules

The module development process developed in this study was compiled based on the module development theory proposed by Borg and Gall (2015: 35). These steps are shown in Figure 1.

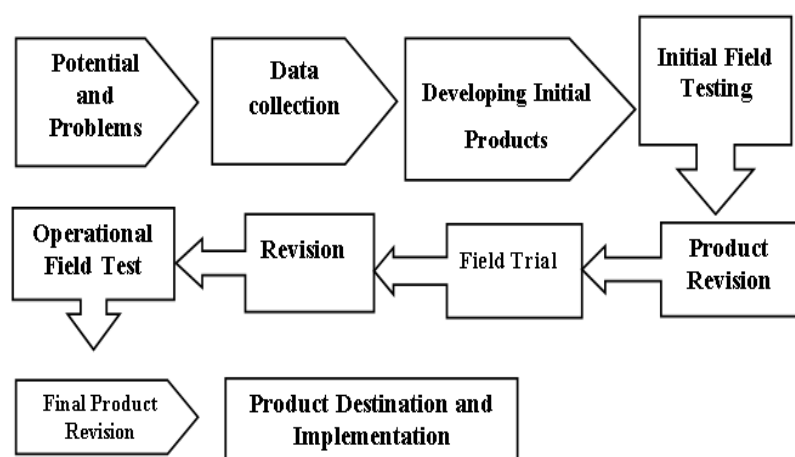


Figure 1. Research and development procedures (Borg and Gall)

2.3 The Nature of Reading

Tarigan, (2008: 7-8), states that reading can also be said as the process of speaking the written symbol. From a linguistic perspective reading is the process of encoding and decoding. Another opinion of reading is the method used to communicate or communicate the meaning contained in symbols.

Reading is a process that is carried out and used by readers to obtain the message to be conveyed by the author through the media of words or written language.

Tarigan, (1984: 7) in terms of linguistics, reading is a process of encoding and decoding (a recording and decoding process), different from speaking and writing which actually involves encoding (encoding). An aspect of decoding is the linking of written words with the meaning of oral language (oral language meaning) which includes the conversion of writing / print into meaningful sound.

2.4 Poetry

Gani (2014: 13) the creator of poetry is a person who almost resembles a god or someone who really likes the gods. People like that are people who are sharp-sighted, have high imagination and saints. That person is at once a statesman philosopher, teacher, and person who can shoot hidden truths.

Poetry belongs to a literary genre that contains expressions of the poet's feelings that contain rhymes and rhythms, and is expressed with careful and precise word choices. Poetry can also be defined as a written art form. In poetry, the language used is arranged in such a way as to improve its aesthetic quality. Emphasis on the aesthetic aspect of a language, the use of deliberate repetition, and the use of certain rhymes are some of the things that distinguish poetry from other literary works, such as drama or prose texts. Some modern literary experts try to approach poetry in different ways, and define poetry as the embodiment of the human imagination that is the source of all creativity. In addition, poetry is also considered as an outpouring of someone's heart (poet). The outpouring can lead other people (readers) to explore the depth of their hearts.

a. The Elements of Poetry

1) Physical Elements

Physical elements include the following:

- Dictionary or Word Choice
- Imagination / judgment
- Concrete Words
- Figurative Language or Language

2) The Inner Element

There are four mental elements, namely:

- Themes
- Feeling of the Poet (Feeling)
- Tone and Atmosphere
- Mandate (Message)

b. Types of Poetry

According to Herman J. Waluyo (1995: 135-140), poetry in terms of aspects of its type, can be grouped based on the following classification:

- Narrative poetry

Narrative poetry that expresses a poet's story or explanation.

- Poetry lyrics

Lyric poetry is poetry that expresses the poet's personal ideas.

- Descriptive poetry

Descriptive poetry is poetry created by a poet who acts as a giver of an impression of a state of events, objects, or atmosphere which is considered to attract the poet's attention.

2.5 Learning to Read Poetry in Middle School

Poetry text material learning in class VIII is based on Basic Competencies, syllabus or RPP that is identifying the atmosphere, themes, and meanings contained in poems that are read / played, read one poem from the poetry anthology or collection of poems created by students from the surrounding environment by paying attention to vocals, expression, and intonation (dynamic pressure and tempo pressure), analyze the elements of poetry development. It aims to determine the ability of students in poetry.

The 2013 curriculum which is now used is text based so that the material in the syllabus is mixed with the text and less in the literary material. The low or lack of learning of literary text material especially in poetry makes students less interested in learning poetry such as reading and creating poetry. The lack of student interest in poetry makes students consider it easy to make students because only combinations of textbooks or words are used. We know that in making poetry, not only pay attention to the words in each poem, but play on words such as figure of speech, the interrelations between words, it is very difficult to create poetry.

2.6 Contextual Approach

Ahmadi et al (2011: 77) states, in the process of contextual approaches is a learning method that helps all teachers practice and link the material taught with the situation in the student environment and requires students to make connections between some of the knowledge students have experienced with its application in their lives as a family and community member. With this concept, learning outcomes are expected to be more meaningful for students.

Trianto (2010: 104-105) states, a contextual approach (contextual teaching and learning / CTL) is a conception that helps teachers link subject content with real-world situations and motivate students to make connections between knowledge and its application in their lives as family members, citizens, and labor.

Sagala (2013: 87) agrees with Ahmadi that the contextual teaching and learning (CTL) approach, abbreviated as CTL, is a learning concept that helps teachers link material taught with students' real-world situations and encourage students to make connections between their knowledge and its application in their lives as family and community members.

Sumiati (2016: 14) explains that there are seven main components of the application of contextual learning in class, namely:

- a. Constructivism (Constructivism)

Constructivism (Constructivism), namely developing students' minds will learn more meaningfully by working hard, finding themselves, and constructing their own new knowledge and skills.

b. Ask (Questioning)

Asking questions is developing these traits to know students by asking questions. Through the process of asking questions, students will be able to become reliable and independent thinkers.

c. Find (Inquiry)

Finding or Inquiry is carrying out as far as possible the questioning activity for all topics. Students are given learning to deal with the problems they face when dealing with the real world.

d. Learning community

Learning societies, namely creating learning societies (learning in groups). Students live in the community where they live or around school groups.

e. Modeling

Modeling is to present models as examples of learning. Students will more easily understand and apply the process and learning outcomes if the teacher presents in the form of a model, not only in verbal form.

f. Reflection

Reflection is doing the final reflection of the learning meeting. This reflection is a summary of the learning that has been conveyed by the teacher. Students reveal, oral or written, what they have learned.

g. Authentic Assessment (Authentic Assessment)

Actual assessment, which is conducting an actual assessment in various ways.

III. Research Method

The research will be carried out at Junior High School 1 Pancur batu located on Jalan Lieutenant General Jamin Ginting No.124, Pertampilen, Medan, Deli Serdang Regency, North Sumatra. The research will be conducted in October to November odd semester 2019.

The population of this research development is the teachers and students of 8th Grade of Junior High School 1 Pancur batu. To see the effectiveness of the product being developed, the researchers only took samples using random sampling techniques, random samples, or mixed samples. Researchers took a sample of 32 students and 2 teachers.

Table 1. Number of Research Sample Data

No	Class	The number of student
1	VIII-3	32

The research development of teaching poetry reading material was conducted based on needs analysis which refers to the learning process activities. This research prioritizes the type of research and development, because it is in accordance with the objectives to be achieved. Product learning modules based on contextual approaches to improve poetry reading skills. Development research can be grouped into three procedures, namely product development, product development procedures, and product trials.

IV. Discussion

Contextual approach-based teaching material developed in the form of a textbook-based contextual approach that is used as a handbook for teachers at junior high school level related to the field of Indonesian Language studies. The material used in learning is poetry text material. This textbook based on contextual approaches to learning is poetry text material. This textbook based on contextual approaches will make it easier for teachers to use the type of assessment that will be adjusted to the material used through the contextual approach.

Table 2. Data Needs Analysis

No	Question	Answer	Frequency			Percentage
			Teacher	Student	Total	
1	Get to know teaching materials in the form of modules	Yes	2	10	12	35,30%
		No	-	22	22	64,70%
2	Using teaching materials in the form of modules	Yes	-	-	-	-
		No	2	32	32	100%
3	Requires teaching materials with a contextual approach in the form of modules in the learning process	Yes	2	32	32	100%
		No	-	-	-	-

Based on the analysis table of teacher and student needs above, it can be concluded as follows:

- a. 64% of students stated that they did not recognize teaching materials in the form of modules. This is because learning in schools only uses textbooks so students lack other sources to support their learning about poetry text material. 35.30% of students stated that they already knew teaching materials in the form of modules and all the teachers stated that they already knew teaching materials in the form of modules.
- b. Teachers and students state that they do not use teaching materials in the form of modules in learning, this is because in schools they have never used teaching materials in the form of modules. Students and teachers only use textbooks in the learning process.

The initial product of teaching materials based on contextual approaches developed was teaching materials based on contextual approaches to reading poetry in the form of an assessment guide book for grade VIII of junior high school outlining the following:

1. Foreword
2. Table of contents
3. List of images
4. Concept map
5. Introduction

6. Contextual approach
7. Learning Activities
8. Competency test
9. Key answer
10. glossary
11. bibliography
12. biography

4.1 Feasibility Results of Teaching Materials Based on Contextual Approaches

Average acquisition on the feasibility of teaching materials in the category of very good and feasible to be used as additional teaching materials in the teaching and learning process in class. Data obtained as follows.

1) Content Feasibility

Content eligibility consists of four components, namely a) the suitability of the material with SK and KD total percentage of 83.33% on the criteria of "very good", b) the accuracy of the material the total percentage of results is 87.5 with the criteria of "very good", c) material expertise with a total percentage of 75% with "good" criteria, d) encourages curiosity with a total percentage of 75% with "good" criteria.

2) Presentation Eligibility

The feasibility of the presentation consists of four components namely, a) presentation techniques with a total percentage of 87.5% with "very good" criteria, b) supporting presentation with a total percentage of 81.25% with "very good" criteria, c) presentation of learning percentage total 75% with the criteria of "good", d) coherence and deadline groove thinking with a total percentage of 87.5% with the criteria of "very good".

3) Language Assessment

Language Assessment consists of five sub-components, namely a) straightforward with a total percentage of 91.66% of eligibility including the criteria of "very good", b) communicative with a total percentage of 100% with the criteria of "very good", c) dialogue and interactive with a total percentage of 75% with the criteria of "good", d) conformity with the development of students with a total percentage of 75% are in the criteria of "good", e) conformity with language rules with a total percentage of 87.5% with the criteria of "very good".

4) Contextual Feasibility

Contextual eligibility consists of two sub-chapters namely, a) contextual nature with a total percentage of 75% being in the "good" criteria, b) contextual component with a total percentage of 81.25% in the "very good" criterion.

5) Eligibility of Graphics

The feasibility of a graphic consists of three sub-chapters covering a) the size of teaching materials with a total percentage of 93.75% on the "very good" criteria, b) the design of the cover of teaching materials with a total percentage of 82.14% with the criteria of "very good", c) design teaching material content with a total percentage of 91.66% on the "very good" criteria.

Table 3 Expert Assessment of Teaching Material Reading Poetry Based on Contextual Approaches for Content Feasibility

No	Rating Indicator	Average score	Criteria
A. Material compatibility with KD		83,33	Excellent
	1. Completeness of material	87,5	Excellent
	2. The extent of the material	87,5	Excellent
	3. Material depth	75	Good
B. Material accuracy		87,5	Excellent
	4. The accuracy of concepts and definitions	100	Excellent
	5. The accuracy of facts and data	87,5	Excellent
	6. The accuracy of examples and cases	87,5	Excellent
	7. The accuracy of drawings, diagrams, and illustrations	75	Good
	8. The accuracy of the terms	87,5	Excellent
C. Material Updates		75	Good
	9. Pictures, diagrams and illustrations in everyday life	75	Good
	10. Use case examples found in everyday life	75	Good
D. Encourage Curiosity		75	Good
	11. Encourage curiosity	75	Good
	12. Creating the ability to ask	75	Good
Average Number		82,29	Excellent

Based on the results of the percentage of material experts on the feasibility of the contents above, it was found that the sub-component of the assessment of the suitability of the material with SK and KD has an average percentage of 83.33% with the criteria of "very good". The results of the sub-component validation of the suitability of the material with KI and KD achieve the average value of the material developed in teaching materials quite broadly about the poetry text material and the depth of the teaching material developed also in depth or poetry text material discussed in more depth than the student textbooks, so design experts give very good assessments regarding the component of material suitability with CC and BC.

Furthermore, material expert validation data on the feasibility of the presentation can be seen in table 4.

Table 4. Expert Assessment of Poetry Reading Teaching Material Based on Contextual Approaches for Presentation Feasibility

No	Indicator	Score Average	Criteria
A. Presentation Techniques	1. Conceptual rustiness	87,5	Excellent

B. Supporting Presentation		81,25	Excellent
	2. Examples of questions in each learning activity	75	Good
	3. A matter of practice at the end of each learning activity	75	Good
	4. The answer key to the practice question	75	Good
	5. Introduction	87,5	Excellent
	6. Glossary	87,5	Excellent
	7. References	87,5	Excellent
C. Learning Presentation	8. Student involvement	75	Good
D. Coherence and rustiness of thought flow		87,5	Excellent
	9. Linkages between learning activities / learning sub-activities / paragraphs	Excellent	Excellent
	10. Integrity of meaning in learning activities / learning sub activities / paragraphs.	87,5	Excellent
Average Number		82,5	Excellent

Based on table 4.4 shows the expert content assessment assessing teaching materials in the form of poetry reading modules based on contextual approaches developed have had the feasibility of presenting with an average percentage score of 82.5% with the criteria of "very good". The sub-component of presentation technique reaches an average percentage value of 87.5% with the assessment that the composition of poetry reading material based on contextual approaches is consistent. The composition of the students knows the activities are balanced with the sub chapters of each activity, making it easier for students to find material.

Analysis of teacher responses to teaching materials in the form of poetry reading modules developed had a total percentage score of an average of 89.84% with "very good" criteria. The results of responses from Indonesian teachers to the poetry reading module based on contextual approaches can be seen in table 5 below.

Table 5. The results of responses from Indonesian teachers to the poetry reading module based on contextual approaches

No	Indicator	Score average	Criteria
1	The overall module appearance is interesting.	100	Excellent
2	The use in the module is clearly conveyed.	75	Good
3	Learning activities stimulate students' critical thinking skills.	75	Good
4	The types of activities in the module vary.	100	Excellent

5	The latest information in the module is in accordance with the development of Science and Technology.	100	Excellent
6	The use of symbols in accordance with existing rules.	75	Good
7	The module usage guidelines are conveyed clearly.	75	Good
8	Modules help students understand poetry writing learning material.	75	Good
9	Modules differ from teaching materials.	87,5	Excellent
10	Modules can be studied independently by students.	100	Excellent
11	Modules train students to enrich student knowledge.	100	Excellent
12	Modules make it easier for teachers to evaluate students.	100	Excellent
13	Modules make it easy for students to express their opinions in oral or written form.	75	Good
14	Presentation of material in modules is arranged systematically.	100	Excellent
15	The material in the module matches the learning objectives.	100	Excellent
16	The language used in the module is easy to understand.	100	Excellent
Average Number		89,84	Excellent

The results of the teacher's response to the poetry reading module based on contextual approaches developed had a total percentage of 89.84% with the criteria of "very good". This describes that the poetry reading module based on the contextual approach developed can meet the demands of learning needs that will be taught to students in class.

Data on the results of the responses of small group trial students to the developed modules can be seen in table 6 below:

Table 6. Student Response Data from Small Group Trials (9 students) to the Poetry Reading Module Based on Contextual Approaches

No	Question	Average Score	Criteria
A. Attraction		81,47	Excellent
1	Display Indonesian module with Poetry Reading material Based on Contextual Approaches	77,77	Excellent
2	This module makes me more enthusiastic in learning especially about poetry texts	86,11	Excellent
3	Using this module can make learning about poetry texts not boring	75	Excellent

4	This module supports me to master Indonesian Language, especially reading poetry.	80,55	Excellent
5	The existence of motivational words in this module affects my attitude and learning	94,44	Excellent
6	With the illustrations can provide motivation to study the material	75	Good
B. Theory		86,56	Excellent
7	Submission of material in this module is related to daily life	88,88	Excellent
8	The material presented in this module is easy for me to understand	88,88	Excellent
9	In this module there are several sections for me to find my own concepts	83,33	Good
10	The presentation of material in this module encouraged me to discuss with other friends	91,66	Excellent
11	This module encourages me to write down what I already understand in the "reflection" column	83,33	Excellent
12	This module makes an evaluation test that can test how far I understand the poetry text material.	83,33	Excellent
C. Language		92,58	Excellent
13	The sentences and paragraphs used in this module are clear and easy to understand	88,88	Excellent
14	The language used in this module is simple and easy to understand	97,22	Excellent
15	The letters used are simple and easy to read	91,66	Excellent
Average Number		85,73	Excellent

V. Conclusion

The development of teaching materials based on a contextual approach is a direct assessment because students directly show evidence of mastery of competency material when assessed. The product of teaching materials based on a contextual approach is produced through the stages of development that refer to the Borg and Gall development model and then validated by a team of material experts and design experts.

Poetry reading teaching material products based on contextual approaches developed at Junior High School 1 Pancur Batu are eligible and suitable for use based on the results of validation from material and design experts. Components of the assessment carried out by material experts including content worthiness obtained an average value of 82.29% with very good criteria. The results are due to the language used in teaching poetry reading materials based on straightforward and communicative contextual approaches in accordance with the development of eighth grade students of junior high school. Contextual feasibility obtained an average value of 81.25% with very good criteria.

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