Development of Recount Text Teaching Material Based on Local History Supported With Comic in Indonesian Learning in High School

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ABSTRACT: *This study aims to find out about the results of the development of* recount text *teaching materials based on local history supported by comics on students grade X SMA Negeri 1 Panyabungan Selatan. The teaching materials developed is in the form of module. The research method used is research and development method of Research and Development (R & D) referred to Borg & Gall model proposed by Wina Sanjaya. The results showed that: (1) material expert validation includes content feasibility with an average of 89.84% on very good criteria, presentation feasibility with an average of 89.42% on very good criteria, and an assessment of language with an average of 87 , 5% on very good criteria, (2) validation of design experts with an average of 89.77% on very good criteria; (3) teacher response with an average of 90% on very good criteria; (4) individualized trials with an average of 79.86% on good criteria, (5) small group trials with an average of 82.17% on very good criteria, and (6) limited field test with an average of 92.64% on very good criteria. The result of writing* recount text *story before using the module is 69,37 while the result of writing* recount text *story after using the module increased by 81,4. The difference is 12.03 from before to after using module. This proves that the teaching materials of the* recount text *developed can improve student learning outcomes by using local history-based learning. This study has implications that students can more easily develop ideas based on learning resources related to historical values that exist in the area. Indonesian Language Teachers also provide a good response to teaching materials in the form of modules developed thus the module can be used as a companion of the main teaching materials in the school. Modules that have been developed can be input and comparison in implementing learning oriented to curriculum development so as to contribute to educational institutions, especially national education.*

KEYWORDS: Teaching Materials, Recount Text, Local History

INTRODUCTION

The design and manufacture of teaching materials in order to help teachers and students in achieving optimal learning objectives is certainly not easy. The common perception inherent among educators in designing and composing teaching materials is difficult and stressful work (Prastowo, 2015:14). The statement was very relevant when the researcher conducted interviews with two Indonesian teachers in SMA Negeri 1 Panyabungan Selatan, namely Walida Agustina, S.Pd. and Sri Mahyuni S.Pd. that the teaching materials used during the whole learning process are from the publisher. The same thing is also expressed by Lubis (2015) and Syaputra (2016) that teaching materials that are conventional in nature without any further development based on the characteristics of the needs of students and their respective areas is still the main choice. In fact, the quality of books circulating in the market is not fully in accordance with the needs of students and only emphasizes the mission of delivering knowledge or facts alone (Wena, 2014:229). Therefore, there should a kind of selection and

development of teaching materials oriented to the needs of learners in accordance with their respective areas in order to provide assistance in achieving learning objectives.

One of the materials taught in learning Indonesian in grade X SMA/MA/SMK is the recount text. The recount text is a text that retells an event or a past event. The end result of the learning is expected that the student is able to produce the text of the story in accordance with the structure and rules in linguistics. But from the observations made in SMA Negeri 1 Panyabungan Selatan on learning recount text material revealed that the average grade of students' understanding in writing recount text story material is not significant in accordance with the Minimum Criteria of Completeness (KKM), which is 70.

The results of the text content analysis contained in the book indicate that the content presented in the whole textbook presents international knowledge or information. In fact, students who live in the area doe not necessarily fully understand about the information of the texts because the events and linguistic terms presented are very far from the life of students. As a result, the learning process is more inclined to abstract things thus its usefulness cannot be applied in everyday life.

Based on the description of the above problems, the researcher concludes that the learning process conducted by using one main teaching material obtained from the publisher needs to be reconsidered to be made completely in achieving the learning objectives. The language learning should be able to provide an interesting, inspirational, learning-thinking, and functional learning tool that reflects ideas, attitudes, values and ideologies of its users (Maryanto, 2013:5). For that, it needs a development of teaching materials oriented on aspects of needs and characteristics of students in the region.

Recount text learning integrated with historical learning will be more interesting and useful if assisted with images that can express and represent an event. This is stated by Weidenmann (in the Ministry of National Education, 2008:14), "Seeing a picture is higher than reading or hearing." That is, from reading activities what can be remembered is 10%, listening 20%, and sight 30%. Therefore, to embed the idea or information in the text presented in the developed teaching material needs to be assisted with a media or a tool in the form of interesting pictures. It is intended that historical events that are read by each student can be embedded long in the memory. One of the media or tools that can be used in the realization of these historical events is the comic media. Comic is the world of speech-images. The world of speech-images means a series of pictures that tell a story of particular event (Masdiono, 2007:9).

The application of comic media as a tool in realizing local history texts is expected to motivate students to follow the learning process. Students are not only treated with a lot of reading materials in several pages so the learning process seems boring, but they can also play while learning by making comic as a reinforcement of information from every event poured and narrated on the reading material in the form of a recount text. In addition, the comic media also has the potential to provide information and knowledge on how the process of composing a recount text.

REVIEW OF LITERATURE

Teaching Materials

Teaching materials are the most important element in the learning process. Majid (2011:173) stated, "Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities." In line with this, Hamdani (2017:120), "Teaching materials are used to help teachers/instructors in the implementation of teaching and learning activities so as to create an environment or atmosphere that allows students to learn. "

Broadly speaking, teaching materials consist of knowledge, skills, and attitudes that students must learn in order to achieve the learning objectives. This is in accordance with opinion of Situmorang, et al. (2015:73), "A good teacing material provides correct and positive information that help the students to understand the concept theory, to lead the students to think, behave and develop."

Based on the opinions that have been described above it can be concluded that teaching material is a set of materials used in the learning process that are arranged systematically and refers to any competencies to be achieved (knowledge, skills, and attitudes) so as to provide an atmosphere of learning.

Module as Teaching Materials

Module is a printed material that aims to make students able to learn independently in the learning process. Daryanto (2013:9), "Module is a form of teaching material packed intact and systematic, in which contains a set of planned learning experience and is designed to help learners master specific learning objectives."

The module can be formulated by a self-contained complete unit and consists of a series of learning activities designed to assist learners in achieving specific and clearly defined objectives. Sani (2014:183) argued, "Module is an independent learning process of a particular unit by using teaching materials that are systematically arranged, operational, and directed for use by learners, along with guidelines for their use for teachers.

Opinions on the module definitions described above can be concluded that a module is a systematic instructional material containing materials, methods, constraints of learning materials, instructional, exercises and evaluation methods that learners can use independently. Through the module one can self-proclaim without dependence on the other.

Recount Text

Recount text is one of the texts contained in the 2013 curriculum, especially on Indonesian language learning in SMA / SMK. The recount text contains every past events. Kosasih (2016:154 pointed out, "Recount text is a text containing past events or experiences." Furthermore, Kristono (2012:28), "Recount text is a type of text that retells the past experience chronologically in order to inform or entertain readers."

Recount text events of the past would have a purpose and objective. One cannot tell if what he discloses is of no use. Pardiyono (2017:63) argued, "Recount text is made with the purpose to provide information (to inform) about past activities." In line with that, Dirgeyasa (2016:2), "Simply recount is defined as a type of text composed in order to give impormation about the past activities. A recount retells past events in the order in which they happened."

Based on some opinions on the meaning of the recount text above, it can be concluded that recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recordin.

The structure of recount text starts from the orientation, then the event, and reorientation. The three structures that construct a recount text have their respective functions in formulating a text. As for more details it will be presented in the form of the following picture chart.
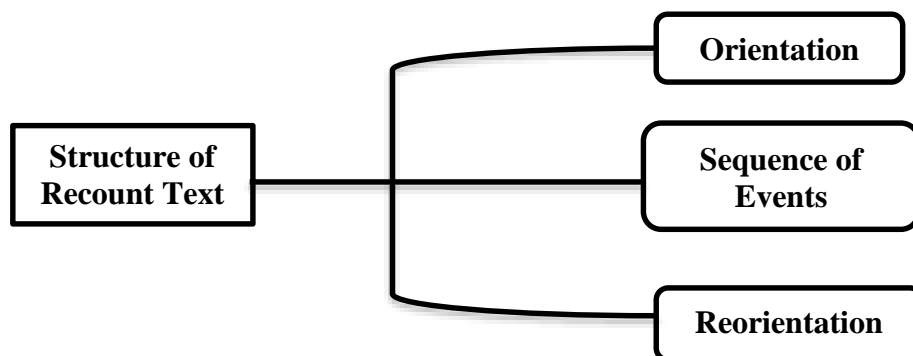

Figure 1. Structure of Recount Text (Kemendikbud, 2014:119)

Local History Supported with Comic

One that belongs to this type of history is local history. According to Pranoto (2014:89), "Local history is a kind of history that spatially discusses events that are limited to a small area, from the village to the provincial level." Then, Priyadi (2015:6) defined local history , "A place or space that concerns a particular locality and is agreed upon by a history writer, or historian." The space or place in question is about the dwelling of a tribe or a nation. The space can be cross-district, district, and province. Furthermore, the understanding of local history is explained again by Suswandari (2017:94), "in each region has various records of important events that have been called local history as a cultural heritage, whether geographical, economic, political or ethnic. Local history, is the study of history in geographically local contex and it concentrates on the local community".

This local history is said to also have its own uniqueness, namely the autensity and the character of events and figures that only live or resonate around the area only. Much of the local history is still "localized" or it only lives in certain areas and has not been able to compete in the national history stage. In fact, the events depicted in it and its characters have the same role as the big figure in other parts of Indonesia.

Furthermore, Kuntowijoyo (2003:145) emphasized that, "Local history refers to: (1) the dynamics of rural communities; (2) education as a factor of dynamism and social interaction; (3) inter-tribal interactions of the nation in plural society; (4) national revolution at the local level; and (5) biographies of local figures."

Based on some opinions about the understanding of local history, it can be concluded that local history is an interaction (the story of the past) based on events or real events occurred in a particular area. The area that will be used as the source for the text re-designing material is the area of Mandailing Natal Regency, which is historical events in the past whose existence is still alive today.

Comic as a Supporting Media in Local Historical Text

Comics is one type of media classified into graphics media. Graphics media is defined as a medium that combines facts and ideas clearly and strongly with a combination of word disclosure through the presentation of images as a form of presentation of the text. The text that will be juxtaposed with the comic media is the local history text. Graphics media are also very adequate to convey information in the form of compacted summary. Therefore, the most adequate tool for providing information assistance to students through local history texts is comics. Comic media can provide an interesting storyline by providing an illustration of the story according to the content used, that is local history.

Duncan & Smith (2009) said, "Comic is referring to the pictures in sequence and presenting the story in a panel (an area containing the story presented)." Comics are visual aids that can be used in the educational process. According to McCloud (dalam Waluyanto, 2005:51), "Comics are defined as images or symbols to convey information and obtain aesthetic responses and readers. "Then, Rahardian (in Nurgiyantoro, 2005:409) said, "Comics can be understood as simulated images and text arranged in rows per scene then into a story."

Based on the above opinion, it can be concluded that a comic is a story or series of stories presented in the form of images and symbols of language that has a unity that cannot be separated to provide information to readers.

METHODOLOGY

This research was conducted in one of the schools located in Mandailing Natal Regency, namely in SMA Negeri 1 Panyabungan Selatan. Then, the implementation of this research conducted in October to November 2017. This type of research is development research using Borg and Gall model. Borg and Gall models have many stages, but this research will be done until the third stage namely a limited trial stage. The developed teaching material was analyzed using the validation of the materials expert team and the instructional material design and the assessment using a rubric developed by the researcher by modifying the expert's opinion. Expert team validation tool for instructional learning material of local history-based texts consist of questionnaire validation sheet of subject matter material and questionnaire validation sheet of teaching design expert. Student and teacher response instruments for teaching materials consisted of 3 individual trials, small group trials of 9 people, limited field trials of 32 people, 2 Bahasa Indonesia teachers' responses. Student learning test, the instrument is essay test. Assessment instruments for individual validators and trials, small groups and limited field groups are created in the form of Likert scales that have been scored as in the following table.

Table 1. Criteria of Answers of Validation Instrument with Likert Scale

No.	Answer	Score
1	Very good	4
2	Good	3
3	Less good	2
4	Not good	1

(Sugiyono, 2016: 93)

Then the data is analyzed descriptively quantitative, by means of calculating percentage of indicator for each category on teaching material developed.

$$\text{Score Percentage} = \frac{\text{Total indicator per category}}{\text{Total indicator of category in total}} \text{ x } 100\%$$

RESEARCH RESULTS AND DISCUSSION

Eligibility of Recount Text Teaching Materials Based on Local History Developed on Students Grade X SMA Negeri 1 Panyabungan Selatan

The eligibility of teaching materials is obtained from the validation and assessment given by the material and design experts. The process to obtain the eligibility of the teaching materials is divided into two, namely the material eligibility and design eligibility. For material feasibility, the validated aspect includes: 1) feasibility of content, 2) feasibility of presentation, 3) language feasibility, and 4) feasibility of graphics. As for the feasibility of teaching materials design, the aspect being assessed is the feasibility of graphics. The process of determining the feasibility of developed teaching materials can be seen in the following table.

Content Eligibility

The acquisition score on each content feasibility sub component can be seen in the following table.

Table 2. Percentage of Assessment on Every Sub Component of Content   Eligibility

No	Sub Component Assessment	Average (%)	Criteria
1	Material suitability with KI and KD	91,67%	Very good
2	Material accuracy	91,07%	Very good
3	Material upgrades	90,62%	Very good
4	Encourage curiosity	81,25%	Very good
Average		**89.84%**	**Very good**

The result of the percentage of material experts on the content eligibility above shows that the sub-component of the assessment of material conformity with KI and KD has an average percentage of 91.67%, the accuracy of the material with an average of 91.07%, the material

content with an average of 90 , 62%, and encourage curiosity with an average of 81.25%. The average percentage outcome of the overall sub-component of the assessment of the feasibility aspect of the content presentation was 89.84% with the criteria of "very good."

Delivery Eligibility

The acquisition score on each content feasibility sub component can be seen in the following table.

Table 3. Percentage of Assessment on Every Sub Component of Presentation Eligibility

No	Sub Component Assessment	Average (%)	Criteria
1	Presentation techniques	87,50%	Very good
2	Presentation of learning	87,50%	Very good
3	Completeness of presentation	90,62%	Very good
Average		**89,42%**	**Very Good**

The result of the percentage of the material experts on the feasibility of the presentation above shows that the sub-component of the assessment of the presentation technique has an average percentage of 87.5%, the presentation of learning with an average of 87.5%, and the completeness of the presentation with an average of 90.62% . The average percentage result of the overall sub-component of the assessment of the feasibility aspect of presentation is 89.42% with the criteria of "very good."

Language Eligibility

Language Eligibility is the feasibility of using the language used to express ideas on developed teaching materials. The acquisition score on each language feasibility sub component can be seen in the following table.

Table 4. Percentage of Assessment on Every Sub Language Eligibility

No	Sub Component Assessment	Average (%)	Criteria
1	Straightforward	83,33%	Very good
2	Communicative	93,75%	Very good
3	Dialogic and Interactive	87,5%	Very good
4	Compatibility with the level of development of learners	100%	Very good
5	Continuity and integrity of the flow of thought	87,5%	Very good
6	Use of terms, symbols, and icons	81,25%	Very good
Average		**87,5%**	**Very Good**

The result of the percentage of material experts on the language assessment above shows that the sub-component of assessment on the assignment has an average percentage of 83.33%,

communicative with an average of 93.75%, dialogic and interactive with an average of 87.5%, the suitability with the level of development of learners with an average of 100%, coherence and integrity of thought flow with an average of 87.5%, and the use of terms, symbols and icons with an average of 81.25%. The average percentage result of the overall sub-component of the language assessment aspect is 87.5% with the criteria of "very good".

Graphics Eligibiliy

The score of acquisition on each sub component of feasibility of design of teaching materials can be seen in the following table.

Table 5. Percentage of Assessment on Every Sub Component of Graphics Eligibility

No	Sub Komponen Penilaian	Average (%)	Criteria
1	Size of teaching materials	93,75%	Very good
2	Material cover design	87.5%	Very good
3	Design the content of teaching materials	90.34%	Very good
Average		**89,77%**	**Very Good**

The result of the percentage of assessment shown in the table above shows that the assessment on the sub-component of the teaching material size is included as "very good" criterion with a total percentage of 93.75%, the design of the teaching material is "very good" with a total of 87.5% and the content design of the teaching materials is "very good" with a total percentage of 90.34%. The average percentage results of the overall sub-component of the design resource design feasibility aspect is included in "very good" with a total percentage of 89.77%.

Development of Recount Text Teaching Material Based on Local History Developed on Students Grade X SMA Negeri 1 Panyabungan Selatan

Phase I of Preliminary Study

Phase I is to generate ideas by conducting preliminary studies. Needs analysis is a process for determining the priorities of educational needs, gathering information, and solving problems. The results of the questionnaire distributed to teachers and students obtained the following conclusions. Some teachers (50%) stated that they are not familiar with the developed teaching materials and most of the students (87.5%) stated that they are not familiar with the teaching materials developed in the form of modules. All teachers and students stated that they have not used the teaching materials developed in the learning process. All teachers (100%) claimed to require developed teaching materials and most of the learners (100%) claimed to require teaching materials developed on the basis of local historical values.

Phase II of Preliminary Product Development

The preliminary product of the teaching materials developed is a module-shaped instructional material on local history-based recount text material for grade X. The module composition to be developed is the following: (1) Cover, (2) Foreword, (3) Table of contents, (4) Concept maps, (5) Introduction, (6) Learning activities 1, 2 and 3: (a) Learning activity 1 includes (Introduction, Definition of Recount Text, Recount Text Structure, types of rcount text, local

historical content of Mandailing Natal, recount text examples, constructing information in Recount texts, summaries, exercises, key answers), (b) Learning activity 2 includes (Introduction, the rule of recount text, the subjects of recount text, recount text examples, summaries, exercises, key answers), (c) Learning activity 3 includes (Introduction, recount text stages of writing, recount text examples, summaries, exercises, answer keys). (7) Evaluation, (8) Evaluation Key Answers, (9) Glossary, and (10) Reference.

In the next stage, the materials developed have been validated by a team of materials experts, design experts, responses from Indonesian language teachers and students. The stages will be described as follows.

Material Validation

The result of the assessment on the content feasibility aspect that the teacging material in the form of local history-based recount text module developed is categorized as "very good" with an average percentage of 89.84%. Assessment results on the feasibility of presentation according to the expert material it is considered "very good" with a total average percentage of 89.42%. The result of the assessment on the language feasibility aspect according to the material expert is considered "very good" with an average percentage of 87.5%.

Validation of Learning Design

The results of validation of teaching materials by materials design experts concluded that the developed teaching materials are on the criteria of "very good" with an average total percentage of 89.77%.

Assessment of Indonesian Teachers

The assessment of Indonesian teachers on the development of teaching materials products wa done by Walida Agustina, S.Pd., and Sri Mahyuni, S.Pd., teacher of SMA Negeri 1 Panyabungan Selatan. The results of responses made by Indonesian teachers concluded that the teaching materials in the form of a local history-based recount text module is included as "very good" criteria with an average percentage of 90%.

Phase III Trial

Trial of teaching materials through 3 trial processes namely: 1) individual testing, 2) small group trial, and 3) limited field trial. The trial will be described below.

Results of Student Responses to Individual Trials

The purpose of these individual trials is to identify product deficiencies and student responses to developed products. Data of student response result at individual trial stage of teaching materials that have been developed can be seen in the following table.

Table 6. Student Response Data on Teaching Materials (3 Students)

No.	Statement	Average Score (%)	Criteria
1	This module makes me happy to learn it	83%	Very good
2	The presentation of the material in the module starts from easy to hard and from concrete to abstract	75%	Good
3	This module makes questions that drive me to think	75%	Good
4	Presentation of material in this module encouraged me to discuss with other friends	83%	Good
5	The material of this module encourages my curiosity	83%	Very good
6	This module contains a formative test that can examine how far my understanding of learning materials on local history-based recount text	75%	Very good
7	The language used is simple and easy to understand	66.7%	Good
8	The letters used are simple and easy to read	75%	Good
9	Using this module makes my learning more focused and coherent	66.7%	Good
10	The look of this module is interesting	75%	Good
11	Using this module can add the desire to learn	75%	Very good
12	Using this module can make learning on a non-boring recount text material	75%	Good
Total Average Score		**79,86%**	**Good**

The result of the assessment of individual trials above concluded that the developed teaching materials included on the criteria of "good" with the average total percentage of 79.86%.

Results of Student Responses on Small Group Trials

The result data of the students' small group experiment on the teaching materials in the form of modules that have been developed can be seen in the following table.

Table 7. Student Response Data on Teaching Materials (9 Students)

No.	Statement	Average Score (%)	Criteria
1	This module makes me happy to learn it	83.33%	Very good
2	The presentation of the material in the module starts from easy to hard and from concrete to abstract	83.33%	Very good
3	This module makes questions that drive me to think	77.8%	Good
4	Presentation of material in this module encouraged me to discuss with other friends	80.6%	Very good
5	The material of this module encourages my curiosity	88.9%	Very good
6	This module contains a formative test that can test how far my understanding of the local history recount text	83.33%	Very good
7	The language used is simple and easy to understand	88.33%	Good

8	The letters used are simple and easy to read	86.1%	Very good
9	Using this module makes my learning more focused and coherent	77.8%	Good
10	The look of this module is interesting	86.1%	Very good
11	Using this module can add the desire to learn	86.1%	Very good
12	Using this module can make learning reciunt texts not boring	80.6%	Very good
Total Average Score		**82,2%**	**Very Good**

The results of small group experiments on students' perceptions of teaching materials that have been developed show an average percentage of 82.2% with "very good" criteria.

Results of Student Responses to a Limited Field Trial

The result data of the students response on the field trial is limited to the teaching materials more details can be seen in the table below.

Table 8. Student Response Data on Teaching Materials (32 Students)

No.	Statement	Average Score (%)	Criteria
1	This module makes me happy to learn it	90.6%	Very good
2	The presentation of the material in the module starts from easy to hard and from concrete to abstract	91.4%	Very good
3	This module makes questions that drive me to think	92.9%	Very good
4	Presentation of material in this module encouraged me to discuss with other friends	90.6%	Very good
5	The material of this module encourages my curiosity	93.7%	Very good
6	This module contains a formative test that can test how far my understanding of the local history recount text	92.2%	Very good
7	The language used is simple and easy to understand	92.9%	Very good
8	The letters used are simple and easy to read	91.4%	Very good
9	Using this module makes my learning more focused and coherent	93.7%	Very good
10	The look of this module is interesting	94.5%	Very good
11	Using this module can add the desire to learn	92.9%	Very good
12	Using this module can make learning reciunt texts not boring	94.5%	Very good
Total average score		**92.64%**	**Very Good**

The results of limited field trials of students' perceptions of teaching materials that have been developed show an average percentage of 92.64% with the criteria of "very good".

Students' Learning Results

The experiments were conducted on 1st class ie X IPA 1 which amounted to 32 people by seeing the acquisition of the result of writing the recount text before and after using the teaching materials (modules) developed based on the local history of comic-assisted is from pretest to posttest the obtained value of 12, 03 with a pretest average of 69.37 on "fairly good" and posttest 81, on "Good" criteria. It can be concluded that learning using recount text based on local history can improve students' learning outcomes in Indonesian language learning, especially in recount text material.

CONCLUSION

The products developed in the form of local history-based modules developed for the students of grade X SMA Negeri 1 Panyabungan Selatan qualify and deserve to be used as individual teaching materials based on the assessment of material experts and design learning experts. Expert material validation results include content feasibility with an average of 89.84% on very good criteria, presentation feasibility with an average of 89.42 on very good criteria, feasibility on the language aspect with an average of 87.5 on very good criteria, as well as the feasibility of design learning with an average of 89.77 on very good criteria.

The result of development of teaching materials is a local history-based recount text module before using modules on local history-based recount text based on 69.37, while the average student acquisition after using the material is 81.4. This proves that an increase in student learning outcomes on local history-based recount text test with 12.03 score difference and teaching materials products in the form of local history-based modules can help students in the learning process.

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