

## **DEVELOPMENT OF ANECDOTE TEXT WRITING TEACHING MATERIALS BASED ON PROCESS APPROACH FOR STUDENTS CLASS X SMA NEGERI 1 STABAT**

**Dody Satria Permadi<sup>1</sup>, Amrin Saragih<sup>2</sup>, Daulat Saragi<sup>2</sup>**

<sup>1</sup>Master Student in State University of Medan (Unimed), Medan, Indonesia

<sup>2</sup>Lecturer in State University of Medan (Unimed), Medan, Indonesia

---

**ABSTRACT:** *This study aims to: (1) describe the development of anecdote text writing based on process approach in class X SMA Negeri 1 Stabat, (2) describe the results of expert material assessment and design of teaching material of anecdote text based on process approach; (3) know the effectiveness of anecdote text teaching material based on process approach. This type of research is a developmental study based on the development model of Borg and Gall. The test subject consists of material experts, design experts, Indonesian teachers, and students class X SMA Negeri 1 Stabat. The validation results of the material experts in the development of anecdote text writing teaching material based on the process approach showed that the average acquired 95.1% with very good criteria. The results of the design experts average acquisition of 85.5% with very good criteria. Results of data obtained from two Indonesian teachers showed that the teaching material in the form of anecdote text writing module based on the process approach for students class X SMA 1 Stabat developed is according to needs analysis. Tests on students class X SMA 1 Stabat showed that (1) the average percentage of individual trials is 79.8% with "good" criteria, (2) the average percentage of small group trials is 84.02% with "very good" criteria, and (3) the mean percentage of the limited field group test is 83,04% with "very good" criteria. The effectiveness of experimental product experiment results has increased from pretest to posttest. In the pretest conducted obtained an average of 71.25. then on the post test obtained an average of 80.25. This proves that the teaching material to write anecdote text based on the process approach for students class X SMA 1 Stabat is more effective with a significant difference of 9% as well as worthy of use as an independent material.*

**KEYWORDS:** Teaching Material, Anecdote Text, Process Approach

---

### **INTRODUCTION**

Writing anecdotes is one of the basic competencies of writing skills contained in the high school curriculum. Writing anecdotes is a language skill that is not automatic but through regular practice and potential support. In curriculum 2013, writing anecdotes is basic competence 4.2 ie producing anecdote text both orally and in writing in SMA class X.

Departing from the curriculum, various ways done by teachers so that students are able to write as stated in basic competence. One of them by using teaching materials or appropriate learning resources. Learning resources are divided into two, they are designed specifically for the learning needs and learning resources available in the environments used and can be visited by students (Prastowo, 2014:122, "Creative Guide for Creating Innovative Instructional Materials). One source of learning that is designed specifically for the needs of learning is textbooks. Both students and teachers need a book of alloys to simplify the learning process.

Textbook is one component of the learning systems that plays an important role in helping students to achieve the basic competence and competency standards. Muslich (2010:23) in the book "Implementing Class Action Research is Easy" suggest that books are parts of continuity of education. With books, the implementation of education can be more smoother. Teachers can manage learning activities effectively and efficiently through the means of books. Students can participate in teaching and learning activities maximally by means of books. However, in fact the contents of textbooks that exist today are dominated by theory. And to write anecdotes students need guidance on how to write anecdotes, not just knowledge of writing anecdotes. Teachers are the decisive factor that is not less important in improving the quality of education. Because teachers as the driving force of components, such as: teaching materials, props, tools and laboratory materials and other learning media. Components are only meaningful when delivered by teachers in a professional manner.

Teachers talk more about languages than to practice language use. In other words, the emphasis is on language mastery. Indonesian teachers focus more on grammar teaching. Coupled with the ability of teachers who sometimes still difficult to explain how to write anecdotes. Teachers directly assign the task to students to write anecdotes based on the material they have learned. Not infrequently also teachers see only the final results compared with the process in students writing the anecdote. Not only that, sometimes teachers also still find it difficult in writing anecdotes and teachers should also be able to help students in the process of writing anecdote learning. This is reinforced by the results of research by Hasanah (2015) which states that the low motivation of work, lack of learning facilities, work ethic is still low, less effective and efficient learning, less interesting learning and comfortable. The researcher implements anecdote learning with a process approach because this approach is relevant to the learning process of writing and in the hope of being able to assist students in overcoming difficulties encountered in the process of writing anecdote text writing. In addition, this process approach has logical, systematic, and has clear steps.

## **LITERATURE REVIEW**

### **Essence of Teaching Materials**

Broadly speaking, teaching materials consist of knowledge, skills and attitudes that students must learn in order to achieve a defined standard of competence. The same thing is also conveyed by Prastowo (2012:17) concluded that the teaching materials are all materials (both information, tools and text) are arranged systematically, which displays the complete figure of competence that will be mastered by learners and used in the learning process with the purpose of planning and review of learning implementation. For example, textbooks, modules, handouts, worksheets, models, audio teaching materials, integrative teaching materials and so on. In addition Sanjaya (2010:141) defines a material or subject matter is everything that the curriculum content that must be mastered by students with basic competencies in order to achieve the competency standards of each subject in a particular education unit. Another opinion is also expressed by Widodo and Jasmadi (2008:40) suggest the teaching material as a set of tools or learning tools that contain learning materials, methods, limitations, and how to evaluate the systematic and interesting designed in order to achieve the expected goals, namely achieve competence or subcompetence with all its complexity.

Based on the above opinions it can be concluded that teaching materials are all forms of materials used to help teachers and students in order to achieve the learning objectives. Teaching materials determine the success of a lesson.

### **Essence of Learning Module**

Diknas (2004:104) module is defined as a book written with the aim that students can learn independently without the teacher guidance. Meanwhile, in another view, the module is interpreted as a set of teaching materials that are presented systematically, so that users can learn with or without a facilitator or teacher. Thus, a module should be used as instructional material instead of educator function. If the educator has a function to explain something, then the module must be able to explain something in a language that is acceptable to learners in accordance with the level of knowledge and age.

Prastowo (2011:106), the module is basically a teaching material systematically arranged in a language that is easily understood by learners according to their level of knowledge and age, so that they can learn independently with minimal assistance or guidance from educators. Then, with the module, learners can also measure their own level of mastery over the material discussed in each module unit, so that when they have mastered it, they can continue on the next one-level module. Conversely, if learners have not been able to master, then they will be asked to repeat and re-learn. Meanwhile, to assess whether or not the meaning of a module is determined by the ease with which a module is used by learners in a learning activity.

This is supported by Parnas (2010:1053) in a journal "On the Criteria to be Used in Decomposing System into Modules", that the development of the module should be shortened because the student learning group will work on the existing questions modified with the examples and explanations contained in the module. While the results of research conducted by Wirth (2003) in the journal "Eidgenossische Technische Hochschule Zurich, Modula" module is a student handbook designed for the general purpose of learning in school which is arranged in a concise and also describes the material straightforward so that students easily understand the learning.

### **Anecdote Text**

In Kamus Besar Bahasa Indonesia (2011) it is written that anecdote is an interesting short story because they are funny and memorable, usually about important or famous people and based on actual events. Mahsun (2014:25) in the book "Text in the Learning of Indonesian Curriculum 2013" argues anecdotes are stories that are displayed to make participants who experience it feel annoyed or silly. Priyatni (2014:93) in the book "Indonesian Learning Design in Curriculum 2013" argues that anecdotes are giving satire/criticism of policy, public service, ruling behavior, or a phenomenon/events in a more entertaining and interesting way (funny and impressive).

Anecdote text is an interesting short story because it is funny and memorable, usually about important or famous people and based on actual events. Teachers should emphasize a scientific approach to encourage learners to be more active in learning (Kemendikbud, 2013:111).

## **Definition of Process Approach**

Process skills are the ability of students to manage (obtain) acquired in teaching and learning activities that provide the widest opportunity for students to observe, classify, interpret, forecast, apply, plan research, communicate the results.

Mulyasa (2005:48) process approach is a learning approach that emphasizes the teaching and learning process that demands the activities of learners in acquiring knowledge, skills, values and attitudes and able to apply it in everyday life. Dimiyati (2002:243) reveals that the process approach is not an instructional act that is beyond the reach of the learner's abilities. This approach actually intends to develop the capabilities possessed by learners. Process approach is a physical and mental skill related to the basic abilities that are possessed, controlled and applied in a scientific activity, so that scientists can find something new (Semiawan, 1990: 89).

Based on the above description it can be concluded that the process approach is a teaching-learning approach that leads to the development of basic skills in the form of physical mental, and social to find facts and concepts as well as development of attitudes and values through teaching and learning process that has enabled students so as to grow a certain amount of skills in the learners themselves. Therefore, the student must be active and skilled to be able to manage its acquisition, learning outcomes or experience.

## **Stages of Process Approach**

According to Tomkins and Hoskisson, (in Nurgiyantoro, 1988: 273) states that writing is an active activity productive, ie activity produces language. Learning to write with a process approach includes five stages, namely pramenulis, writing draft, revise, edit, and publish (Tomkins & Hoskisson, 1995).

### **1. Pre-writing**

Pre-writing is the preparation stage for writing. This stage is very important and decisive in the stages of writing next. The things students do in this stage are: (1) choosing a topic, (2) considering goals, forms, and readers, and (3) acquiring and composing ideas. Students are welcome to determine the topic of their own essay.

### **2. Writing Draft**

At the stage of writing draft students are required to simply express their ideas into rough writing.

### **3. Revision**

At the revising stage students refine their ideas in prohibition. Revising is not making the essay more subtle, but this activity is more focused on adding, subtracting, omitting, and rearranging the contents of the essay according to the needs or the desire of the reader.

### **4. Editing**

The next stage is editing. The focus of this editing phase is to make changes in the mechanical aspects of the essay.

## 5. Publishing

At the publishing stage, the final stage of writing, the students publish their writing in the appropriate form or in writing with a predetermined reader

## METHODOLOGY

The place of research was done in class X SMA Negeri 1 Stabat. The population in this research and development is all students of class X SMA Negeri 1 Stabat amounted to 311 students. In this study, samples were taken with random sampling. Based on the sampling then determined class X-2 amounted to 30 and class X -9 amounted to 30 as the sample. The method used in this research is the method of research and development (R & D) by using the development model of Borg and Gall. 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. Criteria of teaching materials based on the criteria of suitability of teaching materials based on process approach and based on syllabus. The effectiveness and feasibility of teaching materials based on the questionnaire assessment from the teacher followed by the test of development of teaching materials based on process approach. The principal instruments used to collect the data are the expert team's validation questionnaire, the teacher and student response questionnaires for teaching materials obtained from teacher responses, individual trials, small group tests, and limited field trials. Assessment instruments for validators and individual trials, small groups and limited field groups are created in the likert scale that has been scored as in the table below.

**Table 1. Criteria of Answers in Instrument of Validation Item with Likert Scale Type and Its Score**

| No | Answer    | Score |
|----|-----------|-------|
| 1  | Very good | 4     |
| 2  | Good      | 3     |
| 3  | Not good  | 2     |
| 4  | Not good  | 1     |

(Sugiyono, 2015: 166)

Then the data is analyzed quantitatively descriptive, ie calculate the percentage of indicators for each category on the developed teaching materials, with the formula:

$$\text{Score Percentage} = \frac{\text{Total Indicator per Category}}{\text{Total Indicator Total Category}} \times 100\%$$

## **DISCUSSION OF RESEARCH RESULTS**

### **Discussion on the Development of Anecdote Text Instructional Materials Based on Process Approach**

The results of teaching materials product development write anecdote text based on process approach. Beginning with the initial analysis by analyzing the needs and problems of teachers and students through a questionnaire kebutuha. From the results of the questionnaire, it can be traced the problems and needs of teachers and students to the teaching materials, through the questionnaire. Teaching materials writing anecdote text based on process approach developed in the form of modules.

Development results of writing anecdote texts teaching material based on process approach is well received for teachers and students. This is evident from the results of needs analysis conducted, where all students and teachers (100%) states require teaching materials to write anecdote text based on process approach as an alternative teaching materials for learning to write anecdote text. In addition, the teacher's response to teaching materials writing anecdote text based on the process approach is in the "excellent" category with an average percentage of 85%.

Benefits obtained by students from the use of teaching materials to write anecdote text based on the process approach is the concept presented easy to learn, systematic and communicative. Teaching material of writing anecdote texts based on process approach give students the opportunity to learn independently. learning activities in the module are more focused and less boring because the exercises in them are more varied and from easy to difficult. In the module it is also equipped with materials, examples of text, illustrations, drawings, and exercise problems.

### **Discussion on Feasibility of Anecdote Text Writing Teaching Material Based on Process Approach**

The variable of module for writing anecdote text, based on process approach includes the feasibility of content, presentation and linguistic. The acquisition of product validation results of teaching material to write anecdote text based on the process approach can be detailed as follows.

1. The result of validation of teaching materials of writing anecdote text based on process approach by the material expert is stated "very good". Validation results include 3 aspects of the assessment, namely the feasibility of content, feasibility of presentation, language assessment, and entrepreneurial components. The results of the assessment of the content feasibility aspect stated "very good" averaged 94.11% for the feasibility assessment of the presentation. For "excellent" material ratings with a total average percentage of 96.15%, then "excellent" criteria with an average total percentage of 94.11% for the language aspect.
2. The result of validation of teaching materials of writing anecdote text based on process approach by the design expert of instructional media is categorized as "very good". The result of the assessment of the aspect of the teaching material size is 87.5% categorized as "excellent", the aspect of the "excellent" cover design assessment with the average total percentage of 86.1%, and the assessment aspect of "excellent" with an average percentage of 85.5%.

3. The results of validation of teaching materials of writing anecdote text based on process approach. by, the Indonesian language teacher is "excellent" with an average percentage of 85%. With each teacher an average of 83.75 and 86.25. In the criteria "very good".
4. The results of the experimental assessment of teaching materials writing anecdote text based on the process approach were carried out in 3 processes: individual trials (3 students), small group trials (9 students) and limited field trial (40 students). The acquisition of individual test results is "good" with an average percentage of 79.80%. The acquisition of small group trial results is "excellent" with an average percentage of 84.02%. The acquisition of a Limited Field Trial result is categorized as "excellent" with a total average score percentage of 83.04%.

Based on the discussion of the research findings described above, it can be concluded that the findings of teaching materials writing anecdote text based on the process approach, for the feasibility of writing anecdote text is very feasible because the validation of material experts and media design experts is in the "excellent" category. Similarly, the results of student trials that have improved in the category of "very good".

### **Discussion of Effectiveness of Using Anecdote Text Writing Teaching Material Based on Process Approach**

The effectiveness of using teaching materials to write anecdote text based on process approach is in "excellent" category. The effectiveness can be seen from the average score that students get after using anecdote text writing teaching materials based on the process approach. There is a difference in the mean score of pretest and posttest students. The average score of students in an anecdote text writing test before using the developed product is 71.25 while the average gain after using the teaching materials was to write anecdote text based on process approach of 80.25. This proves that the effectiveness of teaching materials writing anecdote text based on student process approach in anecdote text writing tests increases by a 9% difference after using anecdote text writing materials based on process approach.

Improved student learning outcomes after using teaching materials to write anecdote text based on the process approach, suitable for learning in order to improve student learning outcomes in writing anecdote text.

### **CONCLUSION**

Based on the discussion of research results Development of teaching materials to write anecdote text based on process approach for students class X SMA Negeri 1 Stabat. can be summarized as follows:

1. Development of teaching materials based on the needs analysis of students and teachers distributed to the students class X and teachers of Indonesian Language class X in SMA Negeri 1 Stabat. From the result of requirement analysis, the researcher develops the product in the form of anecdote text writing module based on process approach.
2. The teaching material product developed in anecdote text writing based on the process approach for students class X SMA Negeri 1 Stabat is eligible and feasible to be used based on the validation of the material experts and the design includes the feasibility of the

teaching material component on the excellent criteria and the feasibility of the material substance as well as the presentation and the design of teaching materials on the criteria is very good. Thus, teaching anecdote text writing based on the process approach for students class X SMA Negeri 1 Stabat in the form of modules developed as a whole are included in the criteria of "very good".

3. The use of teaching materials to write anecdote text based on the process approach for students class X SMA Negeri 1 Stabat more effectively improve student learning outcomes, this is shown the results of student learning in pretest and posttest classes with significant difference of 9% with pretest value 71.25 and posttest 80.25.

## REFERENCES

- Diknas. (2004). *Pedoman Umum Pemilihan dan Pemanfaatan Bahan Ajar*. Jakarta: Ditjen Dikdasmenum.
- Dimiyati, M. (2002). *Belajar dan Pembelajaran*. Jakarta: PT. Rineka Cipta
- Hasanah, N. (2015). *Dampak Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah di Kota Salatiga*. *Jurnal Penelitian Sosial Keagamaan*. (9) 2: 445-466.
- Kamus Besar Bahasa Indonesia Edisi V. (2011). Jakarta: PT. Gramedia.
- Kemendikbud. 2013. *Bahasa Indonesia Ekspresi Diri dan Akademik*. Jakarta: Kemendikbud
- Mahsun. (2014). *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: Raja Grafindo Persada.
- Mulyasa, E. (2005). *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosda Karya
- Muslich, M. (2010). *Melaksanakan PTK Penelitian Tindakan Kelas itu Mudah*. Jakarta: PT Bumi Aksara
- Nurgiyantoro, B. (1988). *Penilaian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Parnas. (2010). On The Criteria to be Used in Decomposing System into Modules. *Journal Thomson*, 1 (3).
- Prastowo, A. (2011). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Prastowo, A. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Prastowo, A. (2014). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Priyatni, E. T. (2014). *Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*. Jakarta: Bumi Aksara
- Sanjaya, W. (2010). *Strategi Pembelajaran berorientasi Standar Proses pendidikan*. Jakarta: Kencaana Prenada Media Group.
- Semiawan. (1990). *Pendekatan Ketramampilan Proses*. Jakarta: PT Gramedia.
- Sugiyono, A. (2015). *Metode Penelitian Kualitatif, Kuantitatif & RND*. Bandung: Alfabeta.
- Tomkins, G. E., and Hoskisson, K. (1995). *Language Arts: Content and Teaching Strategies*. Boston: Allyn Bacon.
- Widodo and Jasmadi. (2008). *Panduan Menyusun Bahan Ajar Berbasis Kompetensi*. Jakarta: PT Elek Media Komputindo.
- Wirth. (2003). Eidgenossische Technische Hochschule Zurich, Modula. *Journal Thomson*, 1 (2).