DEVELOPMENT OF FABLE TEXT WRITING TEACHING MATERIALS CONTAINING CHARACTER EDUCATION WITH CONTEXTUAL APPROACH TO STUDENTS CLASS VII SMP NEGERI 2 KABANJAHE

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ABSTRACT: *This study aims to describe (1) the need of teaching materials to write fable text writing material containing character education with contextual approach, (2) the feasibility of teaching material to write fable text writing material containing characteristic education with contextual approach, (3) test result of writing fable text containing character education with contextual approach. This type of research is research and development based on Borg & Gall development model. The subjects of this study consist of material experts, design experts, Indonesian teachers, and students on individual trials amounted to 3 students, small group trials amounted to 9 students, field trials of 32 students of students class VII SMP Negeri 2 Kabanjahe. Expert material validation results include the content feasibility component with an average of 91.66% on very good criteria, presentation feasibility obtained an average score of 96.25% on very good criteria, language eligibility obtained an average score of 95, 83% on the criteria on very good, and the contextual feasibility obtained an average score of 84.72% on very good criteria. The design expert's validation results include the module size component having an average score of 100% on very good criteria, the module cover design has an average score of 78.57% on good criteria, and the module content design has an average score of 83.33% on very good criteria. Individual test results obtained an average score of 80.06% on good criteria. The results of small group trial obtained an average score of 87.46% on very good criteria. The result of limited field trial obtained an average score of 93.61% on very good criteria. Student learning outcomes before using the the material with an average score of 65,71% on good criteria and students' learning outcomes after using the teaching materials averaging 81.25% on very good criteria. Thus, teaching materials to write fable text material containing character education with contextual approach that has been developed is feasible for use in the learning process as a source of student learning.*

KEYWORDS: Teaching material, Fable Text, Contextual Approach

INTRODUCTION

Writing is one aspect of a productive language skill. One can propose ideas and feelings through writing by paying attention to the rules of good writing. This writing skill does not come automatically, but with several stages and is supported by intensive practice. However, some facts about writing skill based on observations made to one of the Indonesian teachers of class VII SMP Negeri 2 Kabanjahe. Through these observations it can be seen the low interest of students in terms of writing. Students lack the idea to pour it into writing, that's why students are less interested in writing activities. One example can be seen in the learning activities of composing a given fable story.

The statement is supported by research conducted by Wachidah (2015) which states that students have some difficulty in writing fable text. Students' writing activities have four

difficulties, namely (1) students have difficulty in developing the content of the story, (2) the students still use speechless language and not yet using the written language correctly, (3) the students are still hesitant in preparing the sentence precisely, and (4) the students have not been able to use the rules according to the rules."

One of the text materials that must be mastered by junior high school students class VII is fable text. Fable is one form of narrative text that tells about the life of animals that behave like humans. The purpose of learning to write this fable text is to develop students' critical and creative thinking skills through activities to develop ideas into a story containing character education.

Suprihatin (2015) also asserted, through the story we are able to educate, provide entertainment, form the personality of children, and guiding children's emotional intelligence. In addition, embedding character values through fable text is an effective step to be more acceptable to learners. This is due to the story media, especially the implicit fables in advising the reader so that the reader (learners) will unknowingly pick a moral message in the story.

One way that can be done to improve the good nature of students is by teaching the character values. Given the condition of junior high school students ($\pm$ 13 years) whose moral considerations are still unstable. The junior high is a time when children are very easily affected by the environment. Unfavorable environment will make the students fall into the negative. That's what will make the students lack good character because they are cool with the naughtiness.

The government has prepared textbooks for students and teacher manuals to support Indonesian language learning especially fable text material. Indonesian textbooks provided by the government are structured according to text-based approach. In the text book it is described the materials that are still considered minimal/less when required by learners to expand their knowledge. Therefore, in order to increase knowledge and forming the students' characters of the texts they are studying, they need to find other learning resources. Based on the results that have been read in the package book published by Kemendikbud, the results obtained that the lack of material that explains the procedures of writing text, especially fable text. This is also one of the problems for students who are less interested in writing fable text because students have less reference.

Based on the problems described above, it is necessary to develop a product to assist students in learning in the form of teaching materials. According to Ahmadi et al. (2011:208) teaching materials are all materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be either written or unwritten material. Teachers must possess or use instructional materials that are compatible with the curriculum, characteristics, objectives, and solutions for learning problem solving.

The tendency in the world of education today found, that children will learn well if the learning environment is created naturally. In addition, learning will be meaningful if the child has experienced what he or she has learned. For this reason, an appropriate approach is needed to achieve the learning objectives. The contextual approach is an approach that meets its characteristics.

Contextual Approach is a learning concept that helps teachers connect between learning materials with the real world of students and encourages students to make connections between knowledge and its application in everyday life. The contextual approach aims to equip students

with knowledge that is flexible and can be transferred from one context to making the experience more relevant. Means for students to build the knowledge they will apply in lifelong learning.

Teaching materials will be developed with a contextual approach, through the seven components that exist in the contextual approach will be produced teaching materials to write quality text because it can motivate students to be more active in learning activities. Presentation of the material by using contextual approach will facilitate the students in understanding the material of writing instructions because knowledge is gained by experiencing rather than memorize. The seven components are supported by Depdiknas (2008:13) stated that the module is a series of learning written with the aim that learners can learn independently with the guidance of teachers, so the module contains at least about (1) learning guides (for students and teachers), (2) competence to be achieved, (3) content, (4) supporting information, (5) exercises, (6) work instructions may be in a form of worksheets, (7) evaluation and feedback on evaluation results. Students can integrate problems or experiences in everyday life into learning and can be responsible for their individual or independent learning ability.

LITERATURE REVIEW

Teaching Materials

Teaching materials can be used as one of the learning references to solve the problems found because of the lack of understanding or finding something that has not been understood. Sanjaya (2008:141) teaching materials is everything that the content of the curriculum that must be mastered by students in accordance with basic competencies in order to achieve the competency standards of each subject in a particular educational unit. Wassid et al. (2011:171) revealed that teaching materials is a set of information that must be absorbed by learners through fun learning. It shows that in the preparation of teaching materials students are expected to really feel the benefits of teaching materials after he studied it. Opera and Oguser (2011:66) in their research, "Instructional materials are the audio visual materials (software:hardware) which can be used as alternative channels of communication in the teaching learning process".

Based on the above explanation, it can be concluded that the teaching materials or supplementary books is a book containing the lesson material organized systematically used by teachers and students as a learning reference in learning as well as the ability to form a personality of learners who discuss one particular subject/material widely and deeper. Although the teaching material is considered not compulsory, this book has advantages, which enrich the insights of learners to master certain material widely and deeply.

Module

A basic assumption against the background of this module system is that learning is a process that must be done alone by students to master a skill or acquire knowledge. Hamdani (2011:219) defined the module as a learning tool that contains materials, methods, learning material constraints, instructional learning, exercises and evaluation methods designed systematically and appealing to achieve the competencies expected and can be used independently. Furthermore, Purwanto (2007:9), the module is a learning material that is

systematically designed based on a specific curriculum and packed in the smallest learning and allows students to learn independently within a certain time. In terms of implementation, the module system focuses on student activities and creativity in teaching and learning process.

Based on the definition mentioned, it can be concluded that the module is a systematic learning media and directed consisting of the concept of material to achieve learning objectives and a way of organizing learning materials that pay attention to the function of education

Essence of Writing

Writing is a language skill that is used to communicate indirectly, not face to face with others. Tarigan (2008:22) suggested that writing is to derive or represent symbols of a graphic representation of a language that one understands so that others can read the graphic symbols, if they understand the language and symbol of the graph. Writing is an activity of expressing ideas through the language medium. Writing is a productive and expressive activity so the writer must have the ability to use vocabulary, grammar, and language structure. (Nurgiyantoro, 2001:273). Further, Semi (1992:47), defined writing skills as an act of transferring thoughts and feelings into written language using symbols.

It is concluded that writing is one of the language skills used to express thoughts or ideas and to convey messages (communication) through written language as a tool or medium, making it easy for the reader to understand.

Essence of Fable Text

According to Zidan, et al. (2007:73) stated that fable is a short story containing moral teachings with animal figures that radiate nature like humans; animal stories In line with that opinion Ampera (2010:22) which revealed that the story of the animal (fable) is a story that displays the animal as a story character. The animals can think and interact like humans. This opinion confirms that fables are animal stories of character and interact like humans. Meanwhile, the above opinions are reinforced by Sugihasuti (2013:26) that fable is a persuasive text, which means that a text that teaches something convincing, sometimes humorous, touching, and informative. Fables as persuasive text emphasize alterations so that the reader is impressed by the text so the reader reacts because of the influence of the text.

Based on the opinions above it can be concluded that the fable story is a story about the life of animals that behave like humans. Fables including the kind of fiction stories are not tales about real life. Fable stories are often also called moral stories because the messages in the fable are closely related to morals.

Character Education

Koesoema (2007:80), that character is the same as the personality. Personality is regarded as a "characteristic or style or characteristic of a person derived from the formations received from the environment, such as a family in childhood and also innate of a person from birth. Furthermore, Salahudin et al. (2013:42), character is the typical good values (know goodness, good, good life, and good impact on the environment) are imprinted in and manifest in behavior. Kemendiknas (2010:4) character education is defined as an education that develops and character of the nation in the learners themselves so that they have values and character as a character of himself, applying these values in 17 life it self, as members of the community, and religious citizens , nationalist, productive and creative.

Character education is a systematically designed and executed effort to help learners understand the values of human behavior related to God Almighty, self, fellow human being, environment, and nationality embodied in thoughts, attitudes, feelings, words , and deeds based on the norms of religion, law, etiquette, culture, and customs.

According to Muslich (2011:81), the purpose of character education is to improve the quality of organizational and educational outcomes that lead to the achievement of character formation and noble character of learners intact, integrated, and balanced. Through character education students are expected to be able to independently improve and use their knowledge, review and internalize, and personalize the values of character and noble character so that embodied in everyday behavior.

Character education leads to the establishment of a school culture, the values that underlie behavior, traditions, daily habits, and symbols practiced by all the citizens of the school, and the communities around the school. School culture is characteristic, character, and the image of the school in the eyes of the wider community.

Contextual Approach

The contextual approach abbreviated as CTL is a learning concept that helps teachers connect between material taught to the real-world situations of students and encourages students to make connections between their knowledge and application in their lives as family members and society (Sagala, 2013:87). Furthermore, Rusman (2010:189) explained that in order to strengthen the affective learning experience for students, it is of course necessary that learning provides more opportunities for students to do, try, and experience themselves (learning to do), and even just listeners who are being passive as the recipient of all information submitted by the teacher. Johnson (2002) defined CTL as follows.

> *"Contextual teaching and learning enables sudenst to connect the content of academic subject with he immediate of their daily lives to discover meaning. It enlarges their personal context furthermore, by providing studends with fresh experience that stimulate the brain to make new connection and consecuently, to discover new meaning".*

In the opinion of some experts above, it can be concluded that contextual is a model of learning that provides facilities for learning activities of students to seek, process, and find learning experiences that are more concrete (related to real life) through the involvement of student activities in trying, doing and experiencing them on their own. This learning is not just seen from the side of the product, but the most important is the process.

METHODOLOGY

This research was conducted in SMP Negeri 2 Kabanjahe class VII. The research was done on March until April 2018 The research population and development were all class VII SMP Negeri 2 Kabanjahe amounting to 270 students consisted of 9 classes. As for the sample retrieved in this research amounted to 30 students. This research was designed using the approach of Research and Developmnt. This research used research model of development based on Borg and Gall. Primary instrument used to collect dala in this development was validation worksheet of material design experts. The next instrument is a questionnaire of

student and teacher responses comprising a teacher and student response questionnaire for instructional materials in the form of modules obtained from individual trials (3 persons), small group test (9 persons), and limited field trials (30 people) and the response of 2 Indonesian teachers. Data analyst technique was done by material analysis and descriptive analysis. Qualitative data will be analyzed logically and meaningfully, while the quantitative data will be analyzed by descriptive percentage. The results of this descriptive analysis were used to determine the level of effectiveness and attractiveness of developed teaching materials. Percentage of the score of the eligibility of the resource was based on the calculation:

$$Percentage\ of\ conformity\ score = \frac{Total\ score\ obtained}{Total\ ideal\ score} \times 100\ \%$$

Using the above formula will result in the calculation of numbers in percent form. The classification score is then converted to classification in percentage form, then interpreted with qualitative sentence (Sugiyono, 2015).

DISCUSSION OF RESEARCH RESULTS

Needs Analysis

The process of developing this teaching material is done in stages. The first phase is to analyze problem and requirement in SMP Negeri 2 Kabanjahe which is background of research development problem by spreading the questionnaire to 2 Indonesian teachers and 32 students in the school by first outlining the definition of teaching materials in order to have a description about statement in questionnaire delivered. Questionnaire search results found 100% of teachers and students declared need of teaching materials with contextual approach, especially on fable text writing materials in the learning process to run more effectively and in order to be made by students as a means of individual learning. Data of needs analysis can be seen in the following table.

Table 1. Data of Needs Analysis

No	Question	Answer	Frequence			Percentage
			Teacher	Student	Total	
1	Know the learning 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	34	100%
3	Requires teaching materials with a contextual approach in the form of modules in the learning process	Yes	2	32	34	100%
		No	-	-	-	-

Based on the table analysis of the needs of teachers and students above, it can be concluded that 64% of students stated not to know the teaching materials in the form of modules, while 35.30% of students stated already familiar with teaching materials in the form of modules as

well as all teachers claimed to have been familiar with teaching materials in the form of modules. Teachers and students declare not to use instructional materials in the form of modules in learning. All teachers and students (100%) stated that they need teaching materials in the form of fable text writing module in their learning process, especially fable text material.

Based on the results of the needs analysis of teachers and students it can be concluded that the development of teaching materials is needed by teachers and students in the learning process to improve the quality of learning. Researchers do the design of teaching materials in the form of a module writing text fable-filled character education with a contextual approach. Subsequently, the developed teaching materials were validated by material experts and design learning experts. After being validated, the product was individually tested on 3 people, a small group of 9 people, a limited field group of 32 people and subsequently revised to determine the eligibility of the module.

Feasibility of Teaching Materials

The feasibility of teaching materials explains the five components of feasibility: content feasibility, presentation feasibility, language feasibility, graphic feasibility, and contextual feasibility. The feasibility of the teaching material is obtained after going through the validation process by the material expert. The average acquisition on the feasibility of teaching materials of fable text writing containing character education with contextual approach in the form of a module developed as a whole is included in "very good" criteria.

The score obtained as follows, the feasibility of the contents obtained an average score of 91.66% with very good criteria, presentation feasibility obtained an average score of 96.25% on very good criteria, language feasibility obtained an average score of 95, 83% on very good criteria, and the contextual feasibility obtained an average score of 84.72% on very good criteria.

The average score obtained after being validated by the design expert as follows, the module size has an average score of 100% with very good criteria, the module cover design has an average score of 78.57% with good criteria, and the module content design has an average score of 83.33% with very good criteria.

The result of the data obtained from the teacher stated that the teaching material of fable text writing containing character education with contextual approach obtained very good criteria with an average score 'of 92,96%, so this module is feasible to be developed to the next stage.

Based on an assessment of teaching materials for writing fable text containing character education with contextual approache for students conducted by individual testing, small group testing and limited field trials is on the rise. The data obtained from the students as a whole shows that the average percentage of individual test is 80.06% with very good criteria, the average percentage of small group test is 87, 46% with very good criteria, and the average percentage of limited field group test is 93.61% with very good criteria.

Response result data for these students has increased, ie individual testing has increased to a small group trial of 7.4% and from small group trials has increased to a limited field trial of 6.15%. The results of the students' appraisal of teaching materials of fable tet writing containing character education with contextual approach is feasible to be developed for students.

Students' Learning Results

The experiments were conducted on 1 class of class VII-5 which amounted to 32 by looking at the results of writing fable text with pretest and posttest. Pretest stages obtained by the students learning outcomes with the number of 2103 with an average score of 65.71% is in good criteria, while in the postest stage obtained learning results with the amount of 2600 with an average score of 81.25% is in very good criteria. After learning by using teaching materials of fable text writing containing character education with contextual approach, student learning outcomes after doing the pretest and postest have a significant increase of 15,54%.

Effectiveness of Teaching Materials

Based on the analysis, the average score using textual teaching materials is higher than the average score before using text that is amounted to 2600 with an average of 81.25% by using instructional materials in the form of modules and 2103 with an average of 65.71% before using the teaching materials in the form of writing fable text containing character education.

The increase of the student's score on the content of writing fable text containing character education with contextual approach, it can be stated that there are differences of learning result between students using teaching material of writing fable text and using textbook. So it can be concluded that the teaching materials results of effective development and worthy of use as a source of learning.

CONCLUSION

Based on the description of research results then it can be raised conclusions related to the development of teaching materials to write fable text containing character education with a contextual approach for students class VII SMP. Here are the conclusions related to the development of teaching materials to write fable text.

1. Based on the analysis of the need for teaching materials of fable text writing, students and teachers need teaching materials in the form of modules in learning. Based on questions in the form of questionnaire obtained 35.30% of students and all teachers who already know the teaching materials in the form of modules and 64.70% of students who stated not to know the module.

2. Product of fable text teaching materials writing containing character education with a contextual approach developed in SMP Negeri 2 Kabanjahe is feasible and worthy of use based on the validation of material experts and design experts. Components of the assessment conducted by the material experts include content feasibility obtained an average score of 91.66% with very good criteria, presentation feasibility obtained an average score of 96.25% with very good criteria, language feasibility obtained an average score of 95.83% with very good criteria, and contextual feasibility obtained an average score of 84.72% with very good criteria. The average score obtained after being validated by the design expert as follows, the module size has an average score of 100% with very good criteria, the module cover design has an average score of 78.57% with good criteria, and the module content design has an average score of 83.33% with very good criteria.

3. Student learning outcomes obtained amounted to 2600 with an average of 81.25% by using the teaching materials in the form of modules and 2103 with an average of 65.71% before using the teaching materials in the form of writing fable text containing character education. This proves that student learning outcomes after using the teaching materials in the form of module for writing fabel text increased by the difference of 15.54%.

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