

**DEVELOPMENT OF PROCEDURAL TEXT MATERIALS BASED ON  
TRADITIONAL MARRIAGE CEREMONY OF MALAY FOR STUDENTS CLASS  
XI SMA NEGERI 1 MEDANG DERAS DISTRICT OF BATUBARA**

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**ABSTRACT:** *This study aims to know the needs, feasibility and effectiveness of the development of procedural text teaching materials based on traditional marriage ceremony of Malay in students class XI SMA Negeri 1 Medang Deras Batubara district. The teaching materials developed was in the form of modules. The research method used was research and development research and development (R & D) method referred to Borg & Gall model as stated by Tegeh, et al. The result of the research showed that: (1) validation of material experts include the feasibility of the content with an average of 82.35% on very good criteria, the feasibility of presentation with an average of 90.38% on very good criteria, and the assessment of the language with an average of 83 , 65% on very good criteria, (2) validation of design experts with an average of 81.25% on very good criteria, (3) teacher responses with an average of 90% on very good criteria, (4) individual testing with an average of 78,47% on good criteria, (5) small group experiments with an average of 82.02% on very good criteria, and (6) limited field tests with an average of 83.09% on very good criteria. The learning result of the test in understanding the procedure text by the student before using the module was 75.65, while the test learning outcomes in understanding the procedure text by the student after using the module increased by 90.8. The difference is 10.42 from before to after using module. This proves that the teaching material of the developed procedures text teaching material can improve the students' learning outcomes by using traditional Malay marriage ceremony based learning. This research has implication that the instructional material developed will give a practical contribution in the implementation of learning process for the teacher, where this instructional material as additional teaching material to give ease in delivering the materials taught.*

**KEYWORDS:** Teaching Materials, Procedural Texts, Marriage Culture

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## **INTRODUCTION**

The latest revision of the 2013 curriculum in Indonesian language learning involves many elements of culture and regionalism among learners. As the Ministry of National Education has pointed out in the latest revised 2013 curriculum syllabus that the theme of learning activities leads to contextualization of learning that can be adapted and enriched with the context of the region or school. The goal is that learners remain in the culture, to know and love the natural and social around it, with a global perspective and become the heir of the nation thus it will become tough and remained to posses Indonesian culture.

Based on the provisions, it can be concluded that the learning in the 2013 curriculum is not only based on the scientific approaches just like in the previous edition of 2013 curriculum, but the educator is expected to utilize the context of the area as a mediator to instill cultural values in the learners so that the culture is not forgotten and lost automatically. Daulay (2017:80)

stated, “Cultural shifts, or the disappearance of language that is very close and embedded with a culture is a sign (indicator) of extraordinary changes”. Therefore, the importance of cultural-themed learning for learners, for the creation of values and norms that are good for the next generation.

In realizing these expectations, an educator must be able to think creatively and innovatively in designing learning activities. Success in teaching is largely determined by the teaching materials used. Teaching materials are said to be important because a learning process is something that is systematic and patterned. To that end, a module is an effective teaching material for teachers in facilitating learning activities and is very suitable in learning Indonesian language in text based curriculum 2013, thus teachers can create text with cultural themes that exist around learners.

One of the texts in the Indonesian language learning contained in the 2013 Curriculum that is difficult to understand by learners is the procedural text. A procedural text is the text used to describe the phases of a process or events in a coherent manner done from beginning to end. The benefit is that students are able to think critically, logically, and understand the procedures / steps to the phenomena that occur in the environment. By learning the procedural text, students are expected to better understand how to do things with sequential steps and to understand the concept of certain text.

There are some indicators of students' lack of skills in understanding and writing procedure text. This is supported on the results of observations and interviews to students and teachers of Indonesian subjects in SMA Negeri 1 Medang Deras Batubara district which states that the lack of understanding of students on the function and rules of writing particular procedure is because the teacher is too monotonous against textbooks given by the school.

The results of observations and interviews conducted to teachers of Indonesian subjects based on the value obtained by grade X students in the learning year 2015-2016 in understanding and producing the text of the procedure was still low. The average value of the class obtained 68.3, while the Minimum Criterion score (KKM) is 75 or on the conversion value according to the 2013 curriculum is 2.8 with a good predicate. Therefore, the students have not reached the minimum limit set by the school.

In the Indonesian textbook books used as a learning resource in SMA Negeri 1 Medang Deras Batubara district, the subject matter of the procedural text is still a general theme that is too broad. Therefore, the facilities of learners to learn independently and reflect the cultural values that exist in the area has not been achieved thus it has not met the cultural context in accordance with the provisions of the latest revision of 2013 curriculum. Therefore, the importance of creative teaching materials development in order to achieve the learning objectives in accordance with the latest 2013 curriculum syllabus and address the gaps that occur in the process of learning in the classroom.

Malay culture thrives and thick in the midst of Indonesian society, especially in North Sumatra. Coastal Malay as one of the original inhabitants of North Sumatra is a tribe that has cultural diversity. Culture is either in the form of, crafts, dance, music, customs and etc. To explain the identity of Malay ethnic, in fact many face difficulties, because in fact the term Malay many interpreted in various different contexts. According to Husny in Tuti Rahayu (2005:33) "that the definition of Malay based on the philosophy of life which consists of: Islam, densely, cultured, polite, and knowledgeable.

One of the cultures commonly found in every ethnic is the marriage ceremony experienced by every individual in a society to mark the level of adolescent life to adulthood. Marriage is a very important social institution in society and is the formation of social systems and bridges in the formation of kinship relations (Koentjaraningrat, 1990: 104-105).

One of the marriage customs that exist in North Sumatra is Malay marriage customs. The Malay customary marriage procession begins with a wedding ceremony, marriage, tie-up, wedding ceremony ritual, bridesmaid, and then coupled with fresh-flour show, eating rice face-to-face, and bathing show. (Sinar, 2005:48-49).

In Malay culture and its custom, a phrase is very important, because every expression is able to conclude and standardize the main values of the culture. Typically, the phrase is woven with a beautiful language and loaded with symbols and meaning. Thus, the values of Malay culture that essentially originate and based on Islamic values can be woven and assembled into phrases such as pantun (traditional poetry), gurindam (aphorism in two lines), maxim, petitih (saying), thimble, metaphor, parable, and so on. In addition, things that describe the politeness of the Malay community in communicating is through tepat sirih symbol. Tepak sirih is a symbol of honor for the Malays in conveying the purpose and objective.

Based on the values stated above, the moral values contained in the process of Malay customary marriage can be a means in teaching learners in building moral values and cultured characters. With the enactment of 2013 curriculum with the context of culture is expected as a way of introduction for educators in creating cultural-based teaching materials in order to introduce learners to the culture thus it would grow a sense of pride and love of his own culture and civilize it in everyday life.

Research conducted in Zamzani journal, 2014 entitled "The Existence of Indonesian Language in Cultural Diversity Based Education", indicates that Indonesian teachers are well aware of the importance of cultural and linguistic aspects of the region. in text-based learning it always consider the issue of context, both the context of the situation and the cultural context. The text as the realization or manifestation of human verbal behavior is always motivated by the context, the context of the situation and culture.

From previous research, it can be seen that culture plays an important role in text-based learning, especially in procedural text learning that require innovative teaching materials in its implementation.

## **LITERATURE**

### **Teaching Material**

Brown (1996:10) stated that, "Teaching materials can be defined as a systematic description of the exercises and techniques used in classroom teaching. This includes a.l. textbooks, audiovisual packages, games, and other activities used in classroom learning". Teaching materials is one source of learning which is very instrumental in the learning process. Majid (2011: 173) disclosed that teaching materials are all forms of materials used to assist teachers / instructors in conducting teaching and learning activities. The same opinion was expressed by the Ministry of National Education (2008: 6), that teaching materials are all forms of materials used to assist teachers/ instructors in carrying out teaching and learning activities.

Opara and Oguzor (2011: 66), expressed that, “instructional materials are the audio visual materials (software/hardware) which can be used as alternative channels of communication in the teaching-learning process”. This opinion is similar to Butcher, Davies, and Highton (2006:130), “The teaching materials are also called learning materials that include visual aids such as handouts, slides/overheads, consisting of text, diagrams, pictures and photographs, plus other media such as audio, video and animation”.

From some of the above opinions, it can be concluded that the teaching materials are materials or teaching supports used by teachers either information, tools, or text systematically arranged used to help teachers / instructors in carrying out teaching and learning activities to achieve the expected learning objectives. Teaching materials to be made in the form of a procedural text learning module based on malay marriage customary.

### **Learning Module**

The learning module is one part of the varied teaching materials that play an important role in the learning process. Majid (2011:176) stated that "a module is a book written with the aim that learners can learn independently without or with teacher guidance, thus the module contains at least about all basic components of teaching materials". (2004:10) that "a module is defined as a book written with the aim that learners can learn independently without or with teacher guidance".

According to Winkel (2009:472) also said that “Module is the smallest unit of teaching and learning program, which is studied by individual students individually or taught by students to themselves (self-instructional).

Prastowo (2015:106), defined the module as 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. In line with Susilana and Riyana (2008:14) said that a module is a package of programs that are prepared and designed in such a way as to the interests of student learning. Approach in module learning uses student experience. According to Makmun, (2005:168), a module is a printed material designed to be studied independently by the participants of learning. Russell (1997:17) also said that “mentions that the module is a package that contains a concept unit of instructional material that is usually presented in the form of self-instructional teaching (self instructional)”.

Based on the above opinions, it can be concluded that the module is a written or printed material that is structured in a systematic manner developed based on a specific format, containing materials, methods, learning objectives to help learners to be more independent learning without or with teacher guidance.

### **Procedure Text**

Ali (2000:325), stated that "Procedure is a collection of interrelated parts". The statement is made clear by Masya (1994:74), who said that a procedure is a series of interconnected tasks which are the order of time according to certain rules and procedures to carry out a repetitive work. Thus, it can be interpreted that complex procedure text is a unit of language in the form of oral or written expression of an activity based on time sequences and certain procedures carried out repeatedly. According to Scraper et al (2012:3), “A procedural text describes how to do something in such a way that other people can do it easily”.

Another case with Puspitawati and Anggadini (2011:23) said that a procedure is a series of steps / activities clerical systematically arranged in order of detail and must be followed to be able to solve a problem. Nafarin (2009:9) also explained that Procedure is a sequence of interrelated and established series of tasks to ensure uniform implementation of work. Siregar, Daulay, and Hadi (2017:97) drew the following conclusions:

”the text of the procedure is a text that contains the steps that must be passed to make something, do a job, or use a tool to achieve the desired goal. These steps cannot be done randomly. Goals will be achieved if the students follow the step by step sequently”.

Based on the opinion of the experts above, it can be concluded that procedure text is a text that contains instructions or steps in full, clear and detailed on an activity or phenomenon performed both oral and written.

### Malay Customary Wedding Culture

Marriage Culture is one of the cultural activities of society. Sinar (2005:45), "Malay marriage ceremonies based on ethnic 'cultural' politeness is not based on 'genealogical' and use parental 'law of kinship'. Another case with Kasimin (2004:19), who stated that marriage in the view of a Malay is a history in one's life. The sense of honesty and affection built between husband and wife is an important value contained in the meaning of Malay marriage.

Sinar (2005:50), also explained that marriage for the Malay people of North Sumatra is not just a human biological need, but is an Islamic Shariah and a great social activity.

Based on the opinion of the experts above, it can be concluded that the Malay marriage is the Islamic Shari'ah and the great social activities conducted with a series of traditional ceremonies that have been passed down from generation to generation. Malay marriage culture is a way of life according to Islamic shari'ah and big social activities conducted with a series of traditional ceremonies that have been passed down from generation to generation that radiates a certain identity of a nation.

### METHODOLOGY

The research was conducted in SMA Negeri 1 which is located in Medang deras Batubara District. The research will be conducted in the academic year 2017. The sample of the study amounted to 35 students who have the same cultural background (homogeneous) in accordance with the criteria of the product tested. This research uses Research & Development (R & D) method with Borg and Gall model. To assess the products that have been developed, the main instruments used to collect data in this study are questionnaires that will be assessed by textual material experts, materials instrument design experts, students and teachers. Data are analyzed by using descriptive statistic (mean score and percentage), namely by calculating percentage of indicator of use of category on teaching materials that have been developed.

$$\text{Percentage of questionnaire score} = \frac{\text{Total scores obtained}}{\text{Total ideal scores}} \times 100\%$$



## RESEARCH RESULT AND DISCUSSION

### Description of Needs Analysis Results

The process of implementing data analysis of needs analysis on the development of teaching materials of procedure text based on Malay customary marriage is using a closed questionnaire consisting of 3 questions option. The number of questionnaires distributed amounted to 37 people, 2 teachers and 35 students at SMA Negeri 1 Medang Deras Batubara District. The result of questionnaire of needs analysis disseminated to teacher and student of teaching material of procedure text based on Malay customary marriage can be seen in following table.

**Table 1. Needs Analysis Data**

No	Question	Answer	Frequency			Percentage
			Teacher	Student	Total	
1.	Know the teaching materials in the form of developed modules	Yes	0	18	18	50%
		No	1	17	18	50%
2.	Using teaching materials in the form of developed modules	Yes	0	3	0	8,33%
		No	1	32	34	94,44%
3.	Requires procedure text learning material in the form of developed modules	Yes	1	32	33	91,67%
		No	0	4	4	11,11%

Based on the above table on the needs analysis of teaching materials based on Malay customary marriage by teachers and students obtained the following conclusions:

- Some students and teachers (50%) stated that they are not familiar with teaching materials in the form of developed modules, while some other students (50%) stated that they have been familiar with teaching materials in the form of developed modules.
- Teachers and most of the students (94.44%) stated that they did not use instructional materials in the form of developed modules in the lesson, while a small number of other students (8.33%) stated that they use teaching materials in the form of developed modules.
- Teachers and most of the students (91.67%) stated that they need instructional materials in the form of developed modules, while a small number of students (11.11%) stated that they do not need teaching materials in the form of developed modules in the learning process.

### Description of Teaching Materials Feasibility Results

Instructional materials in the form of procedure text learning module based on Malay customary marriage is feasible to be used as a teaching material in SMA Negeri 1 Medang Deras Batubara District. The validation result of the component of the feasibility of the teaching materials is stated as follows:

### 1) Content Feasibility

The feasibility of the content consists of four subcomponents which include: a) the suitability of the material with KI and KD, b) the accuracy of the material, c) material and d) enhancement of curiosity. Assessment results on the subcomponents of material conformity with KI and KD is "Very Good" with a total percentage of 100%. Assessment results on the subcomponents of material accuracy is "Excellent" with a total percentage of 96.42%. Assessment results on the subcomponents of material rating is "Very Good" with a total percentage of 65%. Assessment results on the subcomponent of curiosity encouragement is "Excellent" with a total percentage of 100%.

### 2) Presentation Feasibility

The feasibility of the presentation consists of three subcomponents which include: a) presentation technique, b) presentation of learning, and c) completeness of presentation. Assessment results on the subcomponent of the presentation technique is "Very Good" with a total percentage of 87.5%. Assessment results on the subcomponent of presentation is "Excellent" with a total percentage of 83.33%. The overall average amount of presentation feasibility is "excellent" with a total percentage of 93.75%.

### 3) Language Appraisal

The language assessment consists of six subcomponents which include a) straightforward, b) communicative, c) dialogical and interactive, d) conformity with the developmental level of learners, e) the demands and integrity of the thinking flow and f) the use of terms, symbols and icons. Assessment results on the subcomponent of straightforward is "very good" with a total percentage of 79.16%. Assessment results on the subcomponent of communicative is "excellent" with a total percentage of 87.5%.

The results of the research on the dialogical and interactive subcomponents is "excellent" with a total percentage of 87.5%. Assessment results on the subcomponent of conformity with the level of development of learners is "very good" with the percentage 81.25. Assessment results on the subcomponents of demands and integrity of the thinking flow is "excellent" with the percentage of 81.25. Assessment results on the subcomponents of the use of terms, symbols and icons is "very good" with the percentage of 87.5.

### 4) Graphic Feasibility

The feasibility of graphic consists of three subcomponents which include: a) the size of teaching materials, b) the cover design of the material (cover), and c) the design of the content of the teaching materials. Assessment results on the subcomponent of the size of teaching materials is "good" with a total percentage of 72.22%. Assessment results on the subcomponent of the cover material design is "good" with a total percentage of 79.17%. Assessment results on the subcomponent of teaching material content design is "excellent" with a total percentage of 82.23%. The overall average amount of the feasibility of the ergonomics is "excellent" with a total percentage of 82.23%.

Based on the assessment of the material component aspects of the materials that the developed procedure text module is stated "excellent" with an average total percentage of 81.25%.

### **Effectiveness of Teaching Materials**

The effectiveness of teaching materials is seen from the results of student learning. Students' learning outcomes are obtained by providing a pilot test using teaching materials that have been developed that aims to see how far the improvement of students' understanding of the procedure text material based on Malay customary marriage using the teaching materials developed in this study.

### 1) Description of Procedure Text Learning Results Pretest Data Based on Malay Customary Marriage

Data analysis done on learning result before using teaching materials in the form of procedure text learning module based on Malay customary marriage obtained an average score of 75.65% with the criterion of "enough" meaning that the students' achievement on the procedure text has reached the expectation but it is necessary to be improved.

The frequency distribution of the pretest value of the learning result of the procedure text before using the module of teaching material can be seen in the following table.

**Table 2. Frequency Distribution of Pretest Value of Learning Procedure Text Before Using Module**

Interval	Frequency	Percentage
65-69	2	5,71%
70-74	12	34,28%
75-79	11	31,42%
80-84	5	14,28%
85-89	3	8,57%
90-94	2	5,71%
<b>Σ</b>	<b>35</b>	<b>100%</b>

Students who scored 65-69 amounted to 2 people or 5.71%, who scored 70-74 amounted to 12 people or by 34.28%, who scored 75-79 amounted to 11 people or by 31.42%, who scored 80-84 amounted to 5 people or 14.28%, who scored 85-89 amounted to 3 people or by 8.57%, and who scored 90-94 amounted to 2 people or by 5.71%. the total number of students is 35 people.

### 2) Description of Posttest Data on the Learning Results of Procedure Text Based on Malay Customary Marriage

Analysis of data conducted on learning outcomes after using teaching materials in the form of learning modules of procedure text based on Malay customary marriage obtained an average score of 90.8% with the criteria of assessment "good" which means that the score achieved by students on procedure text is good. The frequency distribution of the posttest score of the learning result on procedure text after using the module of teaching material can be seen in the following table.



**Table 3. Frequency Distribution of Posttest Score of Learning Outcomes on Procedure Text Before Using Modules**

Interval	Frequency	Percentage
78-81	3	8,57%
82-85	7	20%
86-89	7	20%
90-93	3	8,57%
94-97	6	17,14%
98-101	9	25,71%
<b><math>\Sigma</math></b>	<b>35</b>	<b>100%</b>

Students who scored 78-81 amounted to 3 people or 8.57%, who scored 82-85 amounted to 7 people or by 20%, who scored 86-89 amounted to 7 people or by 20%, who scored 90- 93 amounted to 3 people or 8.57%, who scored 94-97 amounted to 6 people or by 17.14%, and who scored 99-101 amounted to 9 people or by 25.71%. the total number of students is 35 people.

After learning by using teaching material of procedure text based on Malay customary marriage, student learning result before and after using the teaching material has increased significantly. Here is the average score of pretest and posttest.

**Table 4. Summary of Pretest and Posttest Average Scores**

No	Group	Average Score	Difference
1.	Before ( <i>pretest</i> )	75,65	10,42
2.	After ( <i>posttest</i> )	90,8	

The table above shows the difference in the difference from pretest to posttest with the score of 10.42 with a pretest average of 75.65 on "good" criterion and the posttest average of 90.8 on "very good" criterion. It can be concluded that learning using teaching material of procedure text based on Malay customary marriage can improve student learning result in Indonesian language especially procedure text material.

### Implication

Based on the findings of research on the development of procedure text teaching materials based on Malay customary marriage has high implications used by teachers and students in the learning process. The implications are as follows.

- (1) Teaching materials that are developed will give a practical contribution in the implementation of the learning process for teachers, where these teaching materials as additional teaching materials to provide convenience in delivering the materials taught. Teaching and learning activities will also become more interesting and fun for students.

- (2) To enrich and increase the repertoire of science in order to improve the quality of learning, especially related to the development of teaching materials in the form of a procedure text module based on Malay customary marriage.
- (3) Teaching materials developed can be used as a means to help or facilitate students to understand the procedure text, so that it can be applied in everyday life.

## CONCLUSION

The result of development of teaching material of procedure text based on Malay customary marriage is obtained based on the need analysis done, teaching materials in the form of developed modules are needed and able to improve student learning outcomes in understanding the teaching materials of procedure text. The product developed in the form of a text module based on Malay customary marriage developed is entitled "Procedure Text Based on Malay Customary Marriage" for high school students grade XI is qualified and feasible to be used as individual teaching materials, based on expert material appraisal, and design learning expert. Expert material validation results include the feasibility of the content with an average of 82.35% on very good criteria, the feasibility of presentation with an average of 90.38% on very good criteria, the language aspect with an average of 83.65% on very good criteria, and the results of validation of the design of learning design with an average of 81.25 on very good criteria.

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