

## THE DEVELOPMENT OF NEWS TEXT WRITING MATERIAL BASED ON CONTEXTUAL LEARNING ON STUDENTS GRADE VIII SMP PRESTASI UTAMA

Meilyana Putri Bangun<sup>1</sup>, Biner Ambarita<sup>2</sup>, Isda Pramuniati<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 find out about the development of teaching materials to write news text based on contextual learning on grade VIII students SMP Prestasi Utama Sunggal. The teaching materials developed is modular. The research method used was research and development method of Research and Development (R&D) referenced on Borg & Gall model proposed by Wina Sanjaya. The results showed that: (1) validation of the material experts included the feasibility of the content with an average of 86.02% on very good criteria, the feasibility of the presentation with an average of 92.30% on very good criteria, and the assessment of the language with an average of 89, 42% on very good criteria, (2) design expert validation with an average of 80% on very good criteria, (3) teacher responses with an average of 84.17% on very good criteria, (4) individual trials with an average of 77.79% on either criterion, (5) small group trials with an average of 80.32% on very good criteria, and (6) limited field tests with an average of 87.04% on very good criteria. The result of learning test of writing news text before using module equal to 66,40, while the result of learning test of writing news text after using module increased equal to 77,96. The difference is 11.96 from before to after using module. This proves that teaching materials to write news text developed is able to improve student learning outcomes by using contextual learning-based learning. This study has implications that students can more easily develop ideas based on events that students experience in the activities of writing news text. Indonesian Language Teachers respond well to module-developed teaching materials, so the module can be used as teaching material at school. Modules that have been developed can be an input and comparison in implementing learning-oriented curriculum development curriculum specially in curriculum 2013 so as to contribute to the goals of institutions and national education goals.*

**KEYWORDS:** Development, Teaching Materials, News Text, Contextual

---

## INTRODUCTION

Teaching materials is one of the most important elements in implementing an educational curriculum. The availability of teaching materials in the learning process can support all activities undertaken by teachers and students. Teachers as educators need to manage and develop learning resources. Educators are professionals in charge of planning and implementing the learning process, as well as assessing learning outcomes. However, in reality teachers do not understand the principle of the development of learning resources. Because, teachers are reluctant to find out how to develop learning resources.

Field surveys were conducted on teaching materials on news text material in SMP Prestasi Utama Sunggal. Based on interviews conducted to an Indonesian teacher named Emma Tarigan, S.Pd., That the main teaching materials used only teaching materials published by Kemendikbud. There are some problems in learning to write news text, among others, (1) students have difficulties in writing the beginning of the news or determining the theme or

main subject to be conveyed, (2) examples of news text presented far from life and reality experienced by students, (3) students find it difficult to understand the text rules of the language of the news text in terms of the use of standard (standards) language, the use of direct sentences, the use of conjunctions and the use of time and place description functions.

The difficulties experienced by these students in fact have an impact on the results of learning to write news texts still under KKM (70). In addition, the problems faced by grade VIII students in SMP Prestasi Utama Sunggal in writing news text is still less than the maximum. This can be seen from the graduation rate of students in writing news text. Grade VIII students who completed during the daily test only 15.63%, while students who did not complete reached 84.37% of the total students. Indonesian Teachers revealed that the low achievement of these grades because students experienced difficulties in stringing the news items into a short, solid, and clear news, by observing the rules of writing a good and true Indonesian.

The literature survey of news text material is found in Basic Competence 4.2 "presents data, information in the form of news orally and in writing with regard to structure and linguistic." This basic competency aims to enable students to write news texts based on their structure and linguistic. Based on the basic competence demands, students must be able to understand the structure and rules of language used in news text. However, the facts present in the seventh grade students of SMP Prestasi Utama, the students have not fully understood what is called news text, the elements of news text writing, and mostly students have not understood what is meant by the structure and characteristics of language used in news text.

Related to news text material contained in student's book, the result of content analysis of news text material in student book entitled "Indonesian Self-Expression and Academic" shows that there are two news texts that are too hard for student to reach because they do not come from daily student life. The example of the news text is entitled "Merak Crosswalk Port Started to be Filled with Trucks", and "A total of 16 Damkar Units Extinguished Fire that Burns Two Houses in North Cepete." The two examples of news texts are intended to enable students to understand and be able to achieve completeness in the learning materials. However, it is not relevant to the sub-chapter of learning activities when viewed from the needs of students in supporting the understanding of natural and social problems in the area. In other words, activities that students do in the learning process should be directed to concrete environmental content so that they can apply it in everyday life. In addition, in the textbook it is also not presented basic competencies and indicators of learning, so students do not know what to master after learning the material.

Another fact of the interviews that has been done, states that the ability to write news text is low known from the teaching materials used by teachers and students based on textbooks alone, the book is the only source of information for learning. All learning materials of writing and notes for students all come from textbooks. Textbooks used in Indonesian language learning in schools have not been able to meet these criteria. The contents of the Indonesian language book have not yet comprehensively described the contents of the syllabus.

The use of textbooks should be able to motivate and attract students' attention. Students can find their own knowledge by using textbooks, when students do not understand or lack understanding of the explanations conveyed by the teacher, then the only way that students do is read a textbook. In fact, the textbooks used by students so far are still confusing for them to be understood. Wena emphasized in her book (2014:229), that the provision of quality textbooks is still very poor, the textbooks used emphasize more on the mission of the delivery

of knowledge or facts alone. Therefore, it is very important to create a teaching material that is easy to understand and appeals to students.

Development of instructional materials in the form of modules is one of the innovations that support learning Indonesian language because it has advantages that is, by using the module students are able to follow the learning activities in accordance with the speed and ability possessed by themselves, because the ability of students in one class is different. Modules can be used anytime and anywhere, thus student learning activities can improve.

Based on the above description, related to teaching materials it can be concluded that it is very important to develop teaching materials that are easy to understand and attract students' attention. Nurhadi (in Rusman 2011:190), stated that contextual learning is a concept that can help teachers to unite between the material they teach and the students' real situation and encourage students to make connections between their knowledge and application in their daily lives.

## **REVIEW OF LITERATURE**

### **Teaching Material**

Teaching material is one of the most important elements in implementing particular curriculum. According Widodo & Jasmadi (in Ika Lestari, 2013:01) teaching material is a set of means or learning tools that contain learning materials, methods, limitations, and how to evaluate the systematic and interesting designed in order to achieve the expected goal, namely to achieve competence or subcompetence with all the complexity. National Center for Competency Based Training (quoted from Prastowo, 2015:16) revealed that teaching materials are all forms of materials used to assist teachers or instructors in implementing the learning process in the classroom.

In addition, another understanding of teaching materials delivered by Hamdani (2017:218-129) ada beberapa pengertian bahan ajar (1) bahan ajar adalah segala bentuk bahan used by teachers in conducting teaching and learning activities in the classroom. The material in question can be written material or unwritten material. (2) teaching materials are information, tools and / text required by the teacher for planning and reviewing the implementation of learning, and (3) teaching materials is a set of materials that are arranged systematically, both written and unwritten so as to create an environment or atmosphere that allows students to learn.

Based on the above opinions on teaching materials, it can be concluded that teaching materials are all materials used in the learning process to help teachers / instructors (printed or not), organized systematically based on the whole figure of each competence (knowledge, skills, and attitudes) so as to create a learning environment for students in achieving each goal of learning competence.

### **Module as a Teaching Material**

Modules are printed materials that are designed to be studied independently by the learning participants. Module is one form of teaching materials, namely teaching materials in print. Depdiknas (2008:13) stated that a module is a book written with the aim that learners can learn independently without or with teacher guidance. Similar to that, Majid (2011:176) revealed the

same on teaching materials, which is a book written with the aim that students can learn independently without or with teacher guidance. Then, Houston & Howson (Cited in Wena, 2014:230), module is a set of activities aimed at facilitating students to achieve a set of learning objectives. The definition of the module is described more clearly by Rufii (2015:19) in the International Journal of Education, with the following quotation:

A learning module usually begins with a list of materials which will benefit their users or learners in order that they will be engaged in using it for their learning. The module is accompanied by a specific learning objective, so that students know the objectives to be achieved after participating in learning. The module is basically structured as follow: learning aims, learning outcomes, resources, learning and teaching strategies, assessment criteria and evaluation.

Based on some opinions about the module, it can be concluded that a module is a set of teaching materials that are designed systematically with reference to the level of needs, age, environment, learning objectives, and the level of knowledge of learners so that students can learn independently with minimal guidance from the teacher.

### **News Text**

The news text contains an event. Chaer (2010:11) revealed that a news is an event in particular society, then the event is repeated in the form of words that are broadcasted in writing in writing media (newspapers, magazines, etc.), or in the media of voice (radio, etc.), or also in sound and image media (television). Understanding news text by Semi (2009:11) is a story or a report about events that are factually new and extraordinary in nature.

The news text is closely related to natural events and social events. Barus (2010:26) Dja'far H. Assgafi expressed that news is a report of the latest facts or ideas, selected by journalists to broadcast, which may appeal to readers. Whether it is extraordinary, either because of its importance or because of its consequences, or either because it includes human interest aspects such as humor, emotion, and tension.

Based on all definitions is basically news contain some elements, among others: (1) an event, idea, thought, actual fact, (2) attract attention because there are extraordinary factors in it, (3) important, (4) reported, announced, or made into a general awareness to become knowledge for the masses, and (5) the report is published in certain media.

The above element can be concluded that an event, event, idea, or so-called facts no matter how actual, interesting, and important, if not reported or reported through the mass media and not submitted to the public to know, this is not news. That is, facts become news when reported. From the definition of some experts, that news is an information that contains a event that is warm and factual.

### **Contextual Based Learning**

Sanjaya (2006:255) stated that contextual learning is a learning strategy that emphasizes the full process of students' involvement in order to find the material learned and relate them to real life situations that encourage students to apply them in their lives. Contextual-based learning has been widely used in practical and research learning. Elaine B. Johnson (in Rusman 2011:189) contextual is:

contextual teaching and learning enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning. It enlarges their personal context furthermore, by providing students with fresh experience that stimulate the brain to make new connection and consequently, to discover new meaning.

In addition, Nurhadi (in Rusman 2011:190) stated that contextual learning is a learning concept that can help teachers to relate between the materials taught to the real world situation of the students and encourage students to make connections between their knowledge and application in their life as family members and community.

Based on the above understanding it can be concluded that contextual learning is a concept that helps teachers to link between subjects with real-world situations (more natural) students and encourage students to contain the relationship between knowledge it possesses with its application in their daily lives. In a contextual classroom, the teacher's job is to help the student to achieve his goals. That is, teachers are more motivating and informative than giving information. Teachers manage the classroom so that the class remains conducive when students learn. So the knowledge or skills will be found by the students themselves, not from the relation between the material they teach and the students' real-world situation and encourage students to make connections between their knowledge and application in their life as family members and society.

## **METHODOLOGY**

This research is conducted in SMP Prestasi Utama located in Kali Rejo Ujung, Dusun II Sidodadi, Sunggal, grade VIII of even semester in the academic year 2016/2017. The time of this study was from March to August 2017. The type of research used was research and development or commonly called Research and Development. The researcher adapts the development that Borg and Gall implemented on the grounds that the development plan has the purpose of developing and validating the product. 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. The material criteria were based on the conformity criteria of experience-based explanatory text materials and based on the 2013 curriculum syllabus which was revised in 2016. Data collection technique was conducted by observation involving teachers as research partners, discussions with experts (expert judgment), and in-depth interviews. Research instrument in the form of questionnaire and evaluation component instrument amounted to 30 questions. Data analysis technique in this development is to describe all opinions, suggestions and responses by evaluator obtained from the comment sheet. Each assessment result will be classified by the percentage indicator table of indicator appearance on the following teaching materials:



**Table 1. Percentage of Answer Score**

No.	Answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Good	$61\% \leq X < 80\%$
C	Medium	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very bad	$0\% \leq X < 20\%$

(Adapted from Sugiyono, 2011:118)

Data from questionnaire is qualitative data which quantitated using Linkert scale with criteria of four level then analyzed by calculating percentage of average score of item on each answer from every question in questionnaire. Meanwhile, to determine the level of validity of the results and development of teaching materials, then used the analysis technique using the following formula:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Note :

P : percentag of eligibility

 $\Sigma x$  : the total score of evaluator's answer (actual value) $\Sigma x_i$  : the highest total score of answers (expectedated value)

While the basis and guidance to determine the level of validity as well as the basis of decision making to revise the teaching materials using the following qualification criteria assessment:

**Table 2. Validity Level and Fixibility Criteria**

Percentage (%)	Validity Level	Eligibility Criteria
90-100	Strongly Valid	Strongly eligible no revisions required
75-89	Valid	Eligible, no revisions required
65-74	Fairly Valid	Fairly Eligible, revisions required
55-64	Less Valid	Less Eligible, revisions required
0-54	Poorly Valid	Not Eligible, total revisions required

### Design of News Text Writing Material Based on Contextual Learning

Teaching materials produced in this study is a materials in the form of module. The design of the instructional material in the form of a module is described as follows: (1) the module cover is designed to include some natural and social events, (2) modules containing the title, basic competencies, indicators, learning objectives to be achieved and subject matter studied by the students, (3) the first part of learning activities will explain the material that existed in KD 3.1 and 4.2 (adapted to syllabus) which will study the meaning of news text, news text elements and character of explanatory text. Next will be shown examples of explanatory text titled "Abrasi", (4) the second part of the learning activity will explain the material in KD 3.2 and

4.4 (adapted to the syllabus) which will study the structure of the explanatory text, the linguistic rules of the explanatory text and present some examples of explanatory texts, (5) the third part of learning activity will explain experiential learning method which includes four stages: (a) the stage of concrete experience; (b) a stage of reflective experience; (c) abstract conceptualization stage; and (d) the active trial stage, (6) each section of learning will end with a summary and exercise; (7) the language or sentence used are communicative, simple and clear; (8) examples of texts to be presented adapted to the student environment; (9) the final part of the module, students will be given the task to write news text based on contextual learning-based learning method that has been described in the module.

## RESEARCH RESULTS AND DISCUSSION

### Feasibility of Teaching Materials

The feasibility of the teaching materials is obtained after going through the validation process by material experts and materials design experts. Acquisition data as follows.

#### 1) Content Eligibility

Assessment results on sub component Compatibility of materials with KI and KD is "very good" with a total percentage of 95.8%. The results of the assessment on the sub-component of material accuracy is "very good" with a total percentage of 91.07%. The assessment results on the material sub-component sub-section is "very good" with a total percentage of 87.5%. Assessment results on the sub component of encourage curiosity is "very good" with a total percentage of 93.75%. The overall average amount of content eligibility is "very good" with a total percentage of 86.02%.

#### 2) Delivery Eligibility

The results of the assessment on the sub-component of presentation technique is "very good" with a total percentage of 93.75%. The results of the assessment on sub-component of presentation of learning is "very good" with a total percentage of 95.8%. The results of the assessment on sub-component of presentation is "very good" with a total percentage of 90.62%. The overall average amount of presentation feasibility is "very good" with a total percentage of 92.30%.

#### 3) Language Appraisal

The results of the assessment on sub-component of straightforward is "very good" with a total percentage of 92.6%. Assessment results on the communicative sub component is "very good" with a total percentage of 87.5%. The results of the assessment on dialogic and interactive sub-components is "very good" with a total percentage of 93.75%. The results of the assessment on sub-component of conformity with the level of development of learners is included as "very good" with a total percentage of 87.5%. The results of the assessment on sub component of coherence and integrity of thinking flow is "very good" with a total percentage of 93.75%. Assessment results on sub-component use of terms, symbols and icons is categorized as "good" with a total percentage of 75%. The overall average number of language assessment is "very good" with a total percentage of 89.42%.

#### 4) Graphics Eligibility

The results of the assessment on sub-component of teaching material size is "very good" with a total percentage of 75%. The results of the assessment on sub-component of cover design design is "very good" with a total percentage of 80.57%. The results of the assessment on sub-component of teaching materials content design is "very good" with a total percentage of 80.26%. The average amount of overall eligibility for graduates is "very good" with a total percentage of 80%.

## **Teaching Material Development**

Teaching materials development results are obtained from development stage I to stage III by referring to the development stage of Borg and Gall. The results of the development will be described as follows.

### **Stage I Introduction Study**

To determine the results of the field survey (needs analysis) then it was obtained by distributing questionnaires to 2 teachers and 32 students at the school by first outlining the definition of the contextual based learning module. The results of the questionnaire distributed to teachers and students obtained the following conclusions.

- 1) Some teachers (50%) stated that they are not familiar with the teaching materials that are developed while most of the students (84.37%) stated that they are not familiar with the developed teaching materials.
- 2) All teachers (100%) stated that they have not used the teaching materials developed in the learning process and (96.82%) of the students stated that they have not used the teaching materials developed in accordance with the 2013 curriculum.
- 3) All teachers (100%) stated they need teaching materials developed in accordance with the 2013 curriculum in the learning process and most learners (93.75%) stated that they need teaching materials that are developed based on contextual learning in the learning process.

### **Stage II Initial Product Development**

The initial product of the teaching materials developed is a modular teaching material on contextual textual-based news material for grade VIII outlines the following: (1) preface; (2) table of contents; (3) concept maps; (4) introduction; (5) learning activities 1, 2 and 3; (6) evaluation; (7) key evaluation answers; (8) glossary; and (9) bibliography. 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.

#### **1) Materials Validation**

This validation was done by Prof. Amrin Saragih, M.A., Ph.D. who is a Lecturer at Medan State University and Dr. Ir. Malan Lubis, M. Hum. who is a Lecturer at Medan State University. The results of the assessment on the content feasibility aspects that the teaching materials in the form of a module of writing news text based on contextual instructional lessons developed are stated "excellent" with an average percentage total of 86.02%. Assessment results on the feasibility of presentation according to the expert material is considered "very good" with a total average percentage of 92.30%. The result of the assessment on the language feasibility



aspect according to the material expert is considered "excellent" with an average percentage of 89.42%.

## 2) Validation of Learning Design

The validation of instructional design was done by Prof. Dr. Efendi Napitupulu, M.Pd., and Dr. Ir. Wahyu Tri Atmojo, M.Pd., who are lecturers at Medan State University. The results of validation of teaching materials by materials design experts concluded that the developed teaching materials is on the criteria of "very good" with an average percentage average of 80%.

## 3) Assessment of Indonesian Teachers on Teaching Materials

The assessment of Indonesian teachers on the development of teaching materials products was done by Emma Tarigan, S. Pd., And Yusnidar, S.Pd., SMP Prestasi Utama teacher. The result of teacher's response to instructional materials in writing news text based on contextual instructional lessons developed has an average percentage of 84.17% with "very good" criteria. This means that the teaching materials in the form of a module of writing contextual news text that has been developed can meet the demands of learning needs that will be taught to students in grade VIII.

### Stage III Carry out Tests

Stage III experiments on teaching materials through 3 pilot processes: 1) individual testing, 2) small group testing, and 3) limited field testing.

#### 1) Results of Student's Response to Teaching Materials in Individual Trial

Individual trials were conducted at SMP Prestasi Utama in three students of grade VIII . The purpose of these individual trials is to identify product deficiencies and student responses to developed products.

The result of the assessment of individual trials above concluded that the developed teaching materials included in the criteria of "good" with an average percentage total of 77.79%. Individual trials are conducted to know the students' initial responses and to identify product deficiencies to products developed prior to small group trials. The result of the average percentage is obtained based on the assessment indicator in the form of material, language, and interest of the developed material can be seen in the following table.

**Table 3. Acquisition of Individual Test Score**

No.	Appraisal Indicator	Average (%)	Criteria
1	Material	78,33%	Good
2	Language	70,83%	Good
3	Interest	80%	Good
<b>Average</b>		<b>76,38%</b>	<b>Good</b>

The result of the average percentage of assessment on the material appraisal indicator has an average percentage of 78.33%, the indicator of language assessment with an average of 70.83%, and the indicator of interest increase with an average of 80%. The average percentage

outcome of all individual trials is 76.38% with "good" criteria. This means that teaching materials in the form of modules to write contextual news text on contextual learning that has been developed is in accordance with the needs of students.

## 2) Results of Student Responses to Teaching Materials in Small Group Trials

The results of small group experiments on students' perceptions of teaching materials that have been developed show an average percentage of 80.32% with "very good" criteria. This result is obtained after an improvement or revision of the individual test so that the teaching materials are revised again from the material arrangement and the use of language more easily understood by the students. The result of the average percentage is obtained based on the assessment indicator in the form of material, language, and interest on the developed material can be seen in the following table.

**Table 4. Acquisition of Small Group Test Score**

No.	Appraisal Indicator	Average (%)	Criteria
1	Material	81%	Very good
2	Language	80,55%	Very good
3	Interest	80%	Very good
<b>Average</b>		<b>80,21%</b>	<b>Very Good</b>

The average percentage results obtained that the assessment of the material appraisal indicator has an average percentage of 81%, the indicator of language assessment with an average of 80.55%, and the indicator of interest valuation with an average of 80%. The average percentage outcome of all small group trials is 80.21% with the criteria of "excellent", it is necessary to make a few revisions to simplify the language to make it easier for students to understand so that it can be continued on a limited field trial.

## 3) Results of Student Response to Teaching Materials in a Limited Field Trial

The results of limited field trials of students' perceptions of teaching materials that have been developed show an average percentage of 87% with "very good" criteria. This means that the developed teaching materials have improved development and able to meet the demands of the learning needs. The assessment of this limited field trial is the final step of the trial material product experiment in the form of teaching materials for contextual news text in grade VIII. The result of the average percentage is obtained based on the assessment indicator in the form of material, language, and interest of the developed material can be seen in the following table.

**Table 5. Acquisition of Limited Field Trial Score**

No	Appraisal Indicator	Average (%)	Criteria
1	Material	84,06%	Very good
2	Language	88,28%	Very good
3	Interest	89,28%	Very good
<b>Average</b>		<b>87,18%</b>	<b>Very Good</b>

The average percentage results obtained that the assessment of the material appraisal indicator has an average percentage of 84.06%, the indicator of language assessment with an average of

88.28%, and an indicator of interest appraisal with an average of 89.28%. The average

Interval	Frequency	Percentage
55-60	9	28,12%
61-66	6	18,75%
67-72	5	15,62%
73-78	2	6,25%
84-89	5	15,62%
85-90	3	9,37%
<b><math>\Sigma</math></b>	<b>32</b>	<b>100</b>

percentage result of all limited field trials is 87.18% with "excellent" criteria. The result of the response from junior high school students of Prestasi Utama concluded that the teaching materials in the form of module of writing news text based on contextual learning that has been developed is declared feasible and fulfill the requirement with the criterion of "very good". This means that the teaching materials developed have improved development and able to meet the demands of the learning needs.

### Student Learning Outcomes

The experiments were conducted in 1 class namely VIII 1 amounted to 32 students by looking at the acquisition of the result of writing the news text before using the teaching materials (module) and after using the teaching materials.

#### 1) Description of Pretest Data of Learning Outcomes Writing News Text Based on Contextual Learning

Analysis of data conducted on learning outcomes before using teaching materials in the form of a module to write contextual text-based news text obtain an average score of 66.40% with the criteria of assessment in the category of "fairly good" meaning that the score achieved by students on the material to write news text reached the expectation but needs to be improved again. The frequency distribution of the pretest value of learning news text writing before using the module can be seen from the following table.

**Table 6. Frequency Distribution of Pretest Score of Learning Outcomes Writing News Text Before Using the Module**

Students who scored 55-60 amounted to 9 people or 28.12%, who scored 61-66 amounted to 6 people or 18.75%, who scored 67-72 amounted to 5 people or by 15.62%, which get the value of 73-78 amounted to 2 people or equal to 6.25%, who get the value of 84-89 amounted to 5 people or by 15.62%, and who get 85-90 value amounted to 3 people. So the total number of students is 32 people.

## 2) Description of Posttest Data Learning Outcomes Test Writing News Text Based on Contextual Learning

Analysis of data conducted on learning outcomes after using learning module of text-based news text writing using contextual learning scores average of 77.96 with the criteria of assessment in the category of "good". The frequency distribution of the posttest score of the learning result of writing news text after using the module can be seen from the following table.

**Table 7. Frequency Distribution of Posttest Score Learning Outcomes of Writing News Text Based on Contextual Learning**

Interval	Frequency	Percentage
60-65	1	3.12%
66-71	1	3.12%
72-77	7	21.88%
78-83	13	40.65%
84-89	7	21.87%
90-95	3	9.37%
<b><math>\Sigma</math></b>	<b>32</b>	<b>100</b>

The table above shows that students who scored 60-65 amounted to 1 person or 3.12%, who scored 66-71 amounted to 1 person or as much as 3.12%, who got a score of 72-77 totaling 7 people or 21.88%, who got the value of 84-89 amounted to 13 people or 40.65%, who get the value of 90-95 amounted to 3 people or 9.37%. So the total number of students is 32 people.

After learning by using news text material based on contextual teaching, student learning outcomes before and after using these teaching materials experienced a significant increase of 11.56%. Given the average student score before (pretest) using the teaching materials was 66.49 and the mean score after (posttest) was 77.96. Here is the average score of pretest and posttest.

**Table 8. Summary of Pretest and Posttest Average Scores**

No	Group	Average Score	Difference
1	Before ( <i>Pretest</i> )	66,49	11,56
2	After ( <i>Posttest</i> )	77,96	

The table above shows the difference in the difference from pretest to posttest obtained the score of 11.56 with pretest average of 66.49 on "good" criterion and posttest average of 77.96 on "very good" criterion. It can be concluded that learning using news text writing teaching material based on contextual learning can improve student learning outcomes in Indonesian subjects, especially news text writing materials and effectively used as teaching materials.

## CONCLUSION

The conclusions obtained based on the discussion in the research of development of teaching material of news text on contextual learning in grade VIII SMP Prestasi Utama as stated before, can be described as follows:

- (1) The developed product is in the form of contextual learning based module on news text writing material developed entitled "Writing News Text of Contextual Learning" for grade VIII SMP students are qualified and suitable for use as individual teaching material, based on expert material judgment, and design learning experts. The results of validation of the material experts include the feasibility of the content with an average of 86.02% on very good criteria, the feasibility of presentation with an average of 92.30% on very good criteria, the language aspect with an average of 89.42% on very good criteria, and the results of validation of the design of learning design with an average of 80% on very good criteria.
- (2) The result of the development of teaching material of news text writing based on contextual learning is obtained based on the needs analysis done, the instructional material in the form of the developed module is very necessary and able to improve the learning result of writing the student's news text. The average acquisition of students in contextual text learning text writing test before using the developed material of 77.66 while the average acquisition after using the materials 90.15. This proves that the students' learning outcomes in the contextual text learning text test increased by the difference of value of 12.49 and the teaching-learning materials in the form of experience-based modules effectively used as a teaching material on news text writing materials.

## REFERENCES

- Barus. 2010. *Journalism (Technical Guide to News Writing)*, Jakarta: Erlangga.
- Chaer, Abdul. 2010. *Jurnalistic Language*. Jakarta: Rineka Cipta.
- Depdiknas. 2008. *Development of Teaching Materials*, Jakarta: Directorate General of Higher Education Department of National Education.
- Hamdani. 2017. *Teaching and Learning Strategies*, Bandung: CV. Pustaka Setia.
- Lestari, Ika. 2013. *Development of Competence Based Teaching Materials (KTSP)*, Padang: Master Grafis.
- Majid, Abdul. 2011. *Learning Planning*, 2011: PT. Remaja Rosdakarya
- Prastowo, Andi. 2015. *Creative Guide Creating Innovative Instructional Materials*. Jakarta: Diva Press.
- Rufii, Rufii. 2015. Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance. *International Journal of Education*. ISSN 1948-5476. 2015, Vol. 7, No. 1. 18-28.
- Rusman. 2011. *Learning Models*, Jakarta: Rajawali.
- Sanjaya, Wina. 2006. *Strategy of Learning Oriented to the Standard of Education Process*. Jakarta: Kencana PrenadaMedia.
- Semi, M. A. 2009. *News and Features Writing Techniques*. Bandung: Mungantara.
- Sugiyono. 2011. *Mixed Methods*. Bandung: Alfabeta.
- Wena, Made. 2014. *Contemporary Innovative Learning Strategies*. Jakarta: Bumi Aksara.