

**DEVELOPMENT OF DESCRIPTIVE TEXT MODULE BASED ON CONTEXTUAL FOR STUDENTS CLASS X OF STATE SENIOR HIGH SCHOOL GUNUNG MERIAH ACEH SINGKIL**

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**ABSTRACT:** *This study aims to know the module process developed for descriptive text class X of State Senior High School 1 Gunung Meriah Aceh Singkil, to find out the results of writing the descriptive text, and to find out the effectiveness of the descriptive text module. This study used Research and Development (R & D) method. This research method refers to Borg & Gall model with a slight adjustment according to the research context. The type of data used was quantitative description. The results of the study showed that: (1) the first stage module development process was to analyze problems and needs, plan teaching materials, validate modules to material experts and design experts. The results of the validation of the material experts showed that the feasibility of the content with an average of 95.44% in the criteria of very good, the feasibility of the presentation with an average of 93.74% in very good criteria, language feasibility with an average of 93.33% in very good criteria and book feasibility with an average of 99.80% in very good criteria. The validation results from the design experts on the feasibility of the design showed that the module size had an average percentage of 95.83% in very good criteria, the module cover design with an average of 87.95% in very good criteria, and the design of module contents with an average of 89.70% on the criteria of very good. The average percentage results from the overall design assessment sub-component was 90.27% with the criteria of "very good". The average percentage of individual trials was 90.27%, small group trials was 84.43%, and the limited field group test was 84.43% with the criteria "very good"; (2) Learning outcomes of students in the pretest stage obtained learning outcomes of students class X amounting to 30 people with the total 1991 with an average of 66.36% while in the posttest stage obtained learning outcomes with a total value of 2289 with an average of 76.3%; (3) the average value of students who used contextual based modules was higher with an average of 76.3 %% compared to the average value of students before using teaching materials in the form of modules with an average of 66.36%.*

**KEYWORDS:** Module, Descriptive Text, Contextual Based

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## **INTRODUCTION**

Teaching materials in the form of Indonesian language module that have not applied innovative methods in presenting their contents are still widely found. Especially in the context of understanding the descriptive text. Another consideration of the availability of teaching materials is the suitability with the characteristics of students. Teaching materials developed by others are often not suitable for students. Some reasons for example, social, geographical, cultural, and others. For this reason, the teaching materials that must be developed can be adjusted to the characteristics of students. This is supported by Purwani (2014:2) The available teaching materials are currently unable to meet the learning needs of students because the content that contains the material in it is less varied and less profound. The existence of books in school also does not all meet the needs of students in learning.

The activity of writing a descriptive text is very important because by writing, students can display their imagination and intuition about what they see in their daily lives. Learners are more sensitive to their environment because they can present their observations through observation. However, the reality in the field is sometimes not in line with expectations. The writing of descriptive text still does not follow the complete elements, correct grammar and also the choice of words that describe it.

Students' understanding of writing the descriptive text is low. This is caused by three factors, namely teachers, students, and teaching materials. Based on preliminary observations, the results of interviews were conducted with one of the Indonesian language teachers who taught at State Senior High School 1 Gunung Meriah Aceh Singkil, Ratna Dewi S.Pd, on September 12, 2017, it was known that students' learning outcomes were still low and there were still many students who did not pass based on the Minimum Completeness Criteria set by the school, which is 75.

Based on the analysis of the textbooks used by teachers and students, in general the book presents the material in brief, then only listed a few paragraphs of material that discuss the descriptive text. That is, the material presented in the book is quite short, followed by examples of questions and very brief discussions as well. This makes students confused and the material is poorly understood by students. In addition, the material in the textbook does not provide a description of each component of writing the descriptive text. Therefore, it is very important to create a teaching material that is easy to understand and interesting for students.

Given the limited time that students have to study at school. Then, one of the teaching materials that can be created by the teacher is the module. Based on observations of the researcher at State Senior High School 1 Gunung Meriah Aceh Singkil did not use the module. The learning module can be used as an alternative in overcoming the limitations of books that discuss writing a descriptive text.

Students can write descriptive text based on events experienced by themselves or based on the experiences of other people they meet in everyday life, emphasizing learning material that includes real problems in everyday life. That is, the module material is designed based on the context of the problem for students to discuss. For example, the results of observations can be stated in the learning material as a strengthening of students' understanding.

In line with the opinion of Sanjaya (2012:255), "Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of full involvement of students to be able to find material learned and connected with real life situations so that it encourages students to be able to apply it in their lives. Thus, a module based on contextual in writing descriptive text developed according to CTL component.

## **LITERATURE REVIEW**

### **Definition of Module**

Module according to Ashyar (2012:155) can be defined as one form of printed-based teaching materials that will be designed to study independently by learner participants, therefore the module is equipped with instructions for self-study. Students can carry out their own learning activities without the presence of a teacher directly.

The module as an alternative for students to be able to learn themselves and not dependent on others. All learning materials from one competency unit to the studied sub-competencies are contained in one module in full.

Depdiknas (2008:6) stated that as a teaching material, the module will be as effective as face-to-face learning. Module writers who are good at writing as if they are teaching a participant learn about a topic through writing. Goldschmid (1988:128) explained "learning module is a kind of planned learning activity unit, designed to help students complete certain goals."

Based on some of the above understanding it can be concluded that the module is the smallest teaching and learning program, arranged systematically and interestingly including the content of the material, method and evaluation, containing a concept unit rather than the subject matter. Can be used independently to achieve one desired goal according to the speed of each individual.

### **Definition of Descriptive text**

The word description is derived from English "description" which is related to the verb to describe (describe it in language). The context of this text is a picture of the shape of things/objects, animals, people and so on. Another thing that was conveyed by Kane (2000:352), "Descriptive is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds perception." According to Crimmon (1983:163), descriptive is a strategy for presenting a verbal portrait of person, a place or a thing.

The description of a descriptive text requires accuracy in observation and accuracy. The results of these observations are expressed by the writer with words that are rich in nuances and shapes. In other words, the writer must be able to develop an object through a series of words that are meaningful and powerful so that the reader can accept it as if seeing, hearing, feeling, and enjoying the object.

### **Types of Descriptive text**

As stated earlier, a text description contains elements of objects and events. Dalman (2014: 96) described the various descriptive texts into two types of them:

#### **a. Description of Place**

Places play a very important role in every event. There are no events regardless of the environment and place. All stories will always have a place background, the course of an event will be more interesting if it is associated with the place where the event took place.

#### **b. Description of person**

There are several ways to describe or describe a person, namely:

- 1) Physical depiction, which aims to provide a clear picture of the state of a character;
- 2) Portrayal of a character's actions;

- 3) Descriptions of circumstances surrounding the character, for example, depictions of clothing, residence, vehicles;
- 4) Descriptions of characters' feelings and thoughts; and
- 5) Descriptions of one's character.

The above opinion explains, two types of descriptive text, namely in terms of place and person. In terms of place, it becomes one of the important roles in every event in descriptive text because there are no events that are separated from the environment and place that becomes a concern starts from the physical picture, describing the behavior of a character, describing the surrounding circumstances of the character, and describing the feelings and thoughts of the character.

### **Definition of Contextual Learning**

According to Rosalin (2008:24) Contextual learning was born from understanding *konstruktivisme*, namely an ideology that argues that meaningful learning starts from the knowledge that exists in students. *Konstruktivisme* was rooted in pragmatism philosophy initiated by Jhon Dewey (in Rosalin 2008: 24) who said that capable educators must carry out the learning process as a process of developing or fostering experience continuously, and emphasizing the participation of students in each learning activity. Kristiyani (2012: 4) argued that CTL is one of the learning models that teaches that curriculum and learning methodology should be closely related to the interests and experiences of students.

Based on some of the opinions above, it is concluded that contextual learning is one of the lessons that prioritizes participants' interests and experiences and is focused on the development of knowledge, understanding, skills of students, and contextual understanding of students about the relationship of subjects studied with the real world.

### **METHODOLOGY**

This study used the method of Research and Development (R&D). This research method refers to Borg & Gall model with a slight adjustment according to the research context. Subjects in this study were class students class X of State Senior High School 1 Gunung Meriah Aceh Singkil. Number of students were 30 and 2 teachers as observers. The study was conducted from April to May 2018. Data collection techniques began by looking for information on teaching materials on standardized contextual-based descriptive text, then establishing one of them to be adopted and developing learning innovations. The instruments used in this study to collect data were grouped into 3 types, namely: (1) validation instrument of the expert team on the module in the form of validation questionnaire for material experts and learning design experts; (2) the instrument of students' and teachers' responses to the module, consisting of 3 individual trials, 9 small group trials, 30 limited field trials, and 2 Indonesian language teacher responses; and (3) instrument test sheets (writing contextual based descriptive texts). The type of data used was quantitative description. The results of the assessment provided by the expert and the teacher on the quality of the module. The research instrument for validators was made in the form of a Likert scale. Then, the data were analyzed quantitatively descriptively, which was calculating the percentage of indicators for each category in the developed teaching materials.

$$\% \text{ skor} = \frac{\text{Total indicator per category}}{\text{Total indicator total category}} \times 100\%$$

To see changes in the ability of students was done by using statistical t tests. The effectiveness of the experimented module used the following calculation formula for effectiveness.

$$x = \frac{\text{Total score obtained}}{\text{Total ideal score of all items}} \times 100\% \quad (\text{Sugiyono, 2011})$$

## DISCUSSION ON RESEARCH RESULTS

### Results from the Module Development Process

The results of the implementation of the contextual-based module development was carried out in stages. The first stage was analyzing the problems and needs at State Senior High School 1 Gunung Meriah Aceh Singkil which was the background of the development research problem by distributing questionnaires to two teachers and 30 students in the school by first outlining the definition of a contextual-based module in the questionnaire to have a picture of the question in the submitted questionnaire. Questionnaire search results found 100% of teachers and students stated that they needed contextual-based teaching materials specifically on the material of writing descriptive texts in the learning process to run effectively and so that students could use it as a means of learning individually.

The results regarding needs analysis by the teacher and students obtained conclusion as follows:

(a) Most of the students (78.13%) stated that they did not know the teaching material in the form of modules, while all teachers and a small proportion of students (21.87%) stated that they knew modules in the form of modules, (b) Teachers and students did not use teaching materials in the form of modules in the learning process, (c) All teachers and students stated that they needed contextual-based teaching materials in the form of modules in the learning process.

Based on the needs analysis it was concluded that the development of modules was needed by teachers and students in the learning process to improve the quality of learning. then, the researcher planned the teaching material in the form of a module writing contextual based descriptive text. Then, the modules developed were validated by material experts and learning design experts. After validation, the product was tested on individuals, small groups and limited field groups, then revised. Thus the modules obtained can be said to be valid.

The results of the validation of the material experts in the development of contextual-based modules for students showed that the content feasibility with an average of 94.44% in very good criteria, presentation feasibility with an average of 93.98% in very good criteria, language feasibility with an average of 93.05% in very good criteria and book feasibility with an average of 99.80% in very good criteria. Thus, contextual-based teaching materials in the form of modules developed as a whole was included in the criteria "very good".

The validation results of the design experts on the feasibility of the design in the development of teaching materials in the form of learning module of writing descriptive texts based on

contextual for students developed showed that the module size had an average percentage of 95.83% in very good criteria, module cover design with an average of 87.95% in very good criteria, and the design of the module content with an average of 89.70% in very good criteria. The average percentage results from the overall design assessment sub-component was 90.27% with the criteria of "very good". Thus, the feasibility of the design of problem-based teaching materials in the form of modules developed can be used as a design pattern for students.

The results of the data obtained from the teacher, stated that the teaching material in the form of learning modules to write descriptive texts based on contextual for students class X developed in accordance with the assessment of indicators in the statement as a whole with an average of 92.96% in the criteria "very good".

The data obtained from students that teaching materials in the form of learning module of writing descriptive texts based on contextual developed in accordance with the assessment of indicators in the overall statement show that (1) the average percentage of individual trials is 90.27% with the criteria of "good" , (2) the average percentage of small group trials was 84.43% with the criteria of "very good", and (3) the average percentage of the limited field group test was 84.43% with the criteria of "very good". Data from students' responses to the developed modules experienced a difference of 5.84%. Individual trial period did not experience an increase but the percentage of students' scores before using the module increased from the total score of 1991 or by 66.36% increased to the total score of 2289 or equal to 76.3% included in the criteria of "good". Thus this product is declared effective to be used as additional teaching materials for students in the material of writing descriptive text.

### **Student Learning Outcomes**

The learning outcomes of the students described in this study are in the form of pretest and posttest, before and after using the learning module to write contextual-based descriptive text. In the pretest stage, the results of the learning of students class X in total of 30 people with the number of 1991 with an average of 66.36% while in the posttest stage the learning outcomes were obtained with a total score of 2289 with an average of 76.3%.

### **Effectivity of Module**

The pretest and posttest conducted on 30 students. Based on the analysis, the average score of students using contextual- based modules was higher with the number 2289 with an average of 76.3 % compared to the average score of students before using teaching materials in the form of modules which amounted to 1991 with an average of 66.36%. So it can be stated that there were differences in learning outcomes between students who used the module to write contextual-based descriptive texts and students who did not use modules. It was concluded that the module resulting from the development was effective and suitable to be used as a learning resource.

## **CONCLUSION**

Based on the results of research on the development of learning module of writing contextual-based descriptive text which was stated earlier can be summarized as follows:

1. The contextual-based module product developed in the learning material of writing a descriptive text for students class X at State Senior High School 1 Gunung Meriah Aceh Singkil fulfill the requirements and worthy of use based on material expert validation including content feasibility with an average of ninety four point forty four percent with the criteria of very good. Feasibility of the average presentation obtained ninety-three point seventy four percent with the criteria of very good. Furthermore, aspects of language with an average of thirty-three, thirty-two percent with the criteria of very good, and aspects of book feasibility with an average of ninety-nine point eighty percent with the criteria of very good, as well as validation of design experts obtain an average of nine twenty-one, sixteen percent with very good criteria.
2. Learning outcomes of students obtained before using the learning module to write contextual-based descriptive text totaling one thousand nine hundred and ninety-one with an average of sixty six point thirty six percent and learning outcomes of students after using the learning module of writing contextual-based descriptive text amounting to two thousand two hundred and eighty nine with an average of seventy six point three percent.
3. The use of contextual-based modules is more effective in improving student learning outcomes. This is shown by the learning outcomes of students taught using modules developed higher than the learning outcomes of students who were not taught using modules or only using textbooks.

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