THE DEVELOPMENT OF CONTEXTUAL APPROACH-BASED MATERIALS FOR POETRY WRITING ON GRADE X STUDENT IN SMA BUDI MURNI 2 MEDAN

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ABSTRACT: *This research is based on the learning problems of class X students of SMA Budi Murni 2 that are still teacher-centered. This causes students not being able to study independently because of the lack of poetry text references used in poetry writing class. In addition, the student's ability to write poetry texts is known to be low because the teaching materials used by teachers and students are still based on textbooks. The book is the only source of information for poetry text writing study. In learning to write poetry texts, teacher sometimes still use learning methods that tend to be monotonous, such as the use of discussion methods. This is known from the results of observations made by the researchers themselves. All poetry texts writing learning comes from textbooks. Based on the above problems, the researcher conducted a research development aimed at (1) to analyze the development process of the contextual approach-based poetry text writing materials on grade X student in SMA Budi Murni 2 Medan, (2) to analyze the feasibility of the contextual approach-based poetry text writing materials on grade X student in SMA Budi Murni 2 Medan, (3) to analyze the effectiveness of the contextual approach-based poetry text writing materials on grade X student in SMA Budi Murni 2 Medan. The method adopted is the Research and development (R&D) proposed by Sugiyono, based on Borg and Gall. The trial subjects consisted of 3 students in individual test, 9 students in small group test, and 35 students in limited field test. The data collection technique used observation, interviews, questionnaire, and poetry text writing test. The research result shows that (1) material expert's validation includes content feasibility with an average of 83,52% in "very good" criteria, presentation eligibility with an average of 87,5% in "very good" criteria, and language aspect with an average of 75% in "good" criteria, (2) graphyc design expert's validation with an average of 83,46% in "very good" criteria, (3) teachers' responses with an average of 88,23% in "very good" criteria, (4) individual test with an average of 77,77% in "very good" criteria, (5) small group test with an average of 80,10% in "very good" criteria, (6) limited field test with an average of 84,82% in "very good" criteria. The learning outcomes of student's poetry writing before using the module was 74.28, while after using the module increased up to 85.57. The resulted difference between before and after the module usage is as much as 11.29. The implication of this study is that, the developed teaching materials may provide practical contributions in the implementation of the learning process for teacher. This is because the additional teaching materials provide convenience in the process of teaching.*

KEYWORDS: Development, Material, Teaching, Writing,Text, Poetry, Based, Approach, Contextual.

INTRODUCTION

Learning can be done very effectively if the teacher can make learning strategies that can provide opportunities for students to be more active, creative, and innovative. The idea came from the students themselves and is used to make students to possess the confidence that he is able to write poem. Writing activities are very important in learning because they can help students practice thinking, expressing ideas, and solving problems. Writing is a form of thinking, which is also a tool to make other people (readers) think. By writing, a student is able to construct various knowledge or knowledge possessed in a writing, both in the form of essays, articles, scientific reports, short stories, poetry, and so on.

The ability to write poetry by students class X SMA Budi Murni 2 Medan is still relatively low. This is reinforced by the results of interviews conducted by the researcher with one of the Indonesian language teachers class X at SMA Budi Murni 2, Betty Purba, S.Pd., Gr. said that the students' learning outcomes in writing poetry are still low, it is known that there are still many grades of students reaching 65 on average or can be said to be still below the minimum completeness criteria. This means that 35 students in one class only 25% (9 students) are able to understand Indonesian language teaching materials.

The learning process is still teacher-centered so students cannot learn independently because of the lack of reference to poetry texts used when learning to write poetry. In addition, poetry text material is not thoroughly discussed during learning, so students need other teaching materials to add references to writing poetry. In poetry learning, teachers sometimes still use monotonous learning methods such as the use of discussion method.

Another fact that states that the ability to write poetry is low and it is known because the teaching materials used by teachers and students are still based on textbooks, the book is the only source of information for learning to write poetry. This is known from the results of observations conducted by the researcher. All learning to write poetry comes from textbooks. The teacher does not try to create new teaching materials to improve understanding and the results of students' poetry writing, because the teacher only uses teaching materials published by the Ministry of Education and Culture. The difficulty of understanding poetry writing material is felt by students because students do not seem to understand the structure of writing poetry. This is in accordance with the opinion of Sumiati and Asra (2016: 149). It is not appropriate if a learning only relies on textbooks as the only source of learning.

Learning outcomes from poetry learning are determined by several factors, such as learning facilities, curriculum, and teachers. Teachers as learning planners are the dominant factors. Meaningful learning can be done by linking material with the context of students. Students will feel the meaning of the learning that is going to be carried out, by using the method of contextual approach students will be easier to write poetry with teaching materials to be developed. Based on the case, the researcher was

motivated to develop teaching materials with poetry writing material. The development of teaching materials will be integrated based on a contextual approach.

LITERATURE REVIEW

Teaching Materials

Teaching materials are used to achieve predetermined standards of competence and basic competencies. This is in line with Lestari's opinion (2013:2), "Teaching materials are a set of subject matter that refers to the curriculum used in order to achieve the predetermined basic competency standards." Teaching materials can also be used as references in addition to textbooks used during learning. National Center for Vocational Education Research Ltd/National Center for Competency Based Training in Majid (2011:174) "teaching materials are all forms of material used by the teacher/instructor in carrying out teaching and learning activities in the classroom.

Based on the opinions above the writer concludes that teaching materials are a set of learning materials (information, tools, and texts) that are arranged systematically and used in teaching and learning activities.

Module as a Teaching Material

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 conduct their own learning activities without the presence of a teacher directly.

Through the module participants learn to be able to learn themselves, not dependent on others. The module is a kind of program package for learning purposes. Anwar (2010:115) said that a module is a teaching material that is arranged systematically and interestingly which includes the contents of the material, methods and evaluations that can be used independently to achieve the expected competencies.

Depdiknas (2002:5) defined the module as a unit of learning material which is presented in the form of "self-instruction", meaning that the learning material compiled in the module can be studied by students independently with limited assistance from the teacher or others.

Based on some of the above understanding, it can be concluded that the module is a teaching material that is arranged systematically containing the material, methods, limitations of learning material, instructions for learning activities, exercises and ways to evaluate that can be used independently by students. Through this module, a person or participant learns to be able to teach themselves, not dependent on others.

Writing Poetry

Writing is one of four components in language skills. According to Tarigan (2008) these components are listening skills, speaking skills, reading skills and writing skills. Writing poetry is an expression of the poet's thoughts and feelings imaginatively and is composed by concentrating the power of language with his physical structure and inner structure. In General, the definition of Poetry is a literary form of the results of expressions and feelings of poets with language bound to rhythm, dimension, rhyme, preparation of lyrics and verses, and full of meaning. Waluyo (2003:1) said that poetry is a literary work with a compacted language, shortened, and given a rhythm with a coherent sound and recovery of classy words.

Through suggestive words, poetry is able to describe the things that have been experienced by the reader and arouse the emotions of the reader or the audience. Rachmat Pradopo (2012: 7) confirmed that the poetry is an important recording and interpretation of human experience, changed in the most memorable form.

Contextual Approach

Contextual learning is not only for listening and recording, but learning is a process that is experienced directly. Suprijono (2014: 80) added that contextualism is an educational procedure that aims to help students understand the meaning of the learning material they learn by relating it to the context of their own lives in the social and cultural environment of society. Furthermore, Upa (2015) stated "Contextual approach is a concept which helps teachers to learn and to associate the content-studied with the real-world situations of students and encourage students to make connections between the knowledge possessed by its application in their lives as members of families and communities".

Based on the above opinion, it can be argued that contextual learning as a learning strategy, is a systematic design (procedure) or learning concept that helps teachers and students in realizing learning in accordance with the real world, namely the linkage of the content of learning material with the real context and applying it in daily life of the students.

METHODOLOGY

This study used Research and Development (R & D). This research method refers to Borg & Gall model with a slight adjustment according to the research context. Sanjaya (2014:136), referred to Borg and Gall's research, there are four stages with seven important steps in carrying out R & D without reducing the value of research and development, namely stage I consists of two activities, namely the activity of generating ideas about educational products desired to be produced followed by the implementation of a preliminary study with the implementation of the survey namely field surveys and literature. Stage II is the stage of developing educational products to be developed. Stage III is a product testing stage consisting of two activities namely limited trials and if possible proceeding with a wider trial. Which is assessed in the

learning process is the process and learning outcomes. Stage IV is a product validation stagee of post-development activities which consists of product validation testing activities to assess product constraints resulting from development, dissemination and reporting activities. This research was conducted at SMA Budi Murni Medan located at Jl. Kapiten Purba I Simalingkar Medan. Subjects in this study were students class X SMA Budi Murni Medan with a total of 35 students. The study was conducted from March to August 2018. The main instrument used to collect data in this assessment was a questionnaire consisting of the validation of the expert team and the response of the teachers and students. To find out the effectiveness of teaching materials developed, students were given a poetry writing test. The data obtained in this study was quantitative descriptive data, which calculated the percentage of indicators for each category in the developed learning module, with the formula:

$$\% \text{ score} = \frac{\text{Total indicator per category}}{\text{Total indicator total category}} \text{ x } 100\%$$

The results of calculations using the formula above, produced numbers in percent form. Clarification of scores was then converted to clarity in the form of percentage, then interpreted with qualitative sentences (Sugiyono, 2001:116).

RESEARCH RESULTS

Teaching Material Development Process

The data collection process for developing poetry writing materials based on this contextual approach used questionnaire consisting of 3 question options. The number of questionnaires distributed was 37 people, namely 2 teachers in the field of Indonesian language study in class X IS-2 and 35 students.

The results obtained from these questions were obtained by students and Indonesian language teachers (100%) answered that they did not know the teaching materials for poetry writing based on a contextual approach. The results obtained from these questions were obtained by all students / teachers (100%) answered that they did not use teaching materials to write poetry based on contextual approache in the learning process. All students / teachers (100%) answered that they needed teaching materials to write poetry based on a contextual approach.

The next step was to conduct literature survey. Literature survey results obtained that at this time the teaching materials used by class X Indonesian language teachers at SMA Budi Murni 2 Medan were teaching materials produced by the Ministry of Education and Culture entitled "Indonesian Language" curriculum which is currently explained, namely the revised curriculum 2013 in 2017. Therefore contextual based poetry writing teaching materials were developed with reference to data that obtained and adapted to the needs of students and teachers.

The initial product development was carried out, namely the validation of material content and product design of the learning modules developed, teacher responses and student responses, as well as product revisions and conducting assessments and

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suggestions by material experts and design experts and teachers. The product trials were carried out namely the trial of teaching materials through 3 trial processes, namely individual trials, small group trials, and limited field trials. The results of these stages will be described below.

Feasibility of Teaching Materials

The average percentage of the results of the assessment of material experts, design experts, teacher responses, as well as the results of small-scale trial, small-scale, and large-scale trials that were assessed based on assessment. The results of the assessment aspects obtained will be described as follows.

Material Expert Validation Results Data

This validation was carried out by Mr. Prof. Dr. Amrin Saragih, MA and Mr. Prof. Dr. Khairil Ansari, M.Pd., who is a lecturer at the Graduate of Medan State University. The results of the percentage of material experts on content feasibility obtained that the sub-component of the assessment of a) the suitability of the material with core competencies and basic competencies had an average percentage score of 81.25%, b) the accuracy of the material had an average percentage score of 80.35%, c) the up-to-date material had an average percentage score of 85.00%, and d) encourages curiosity to had an average score of 87.5%. Teaching materials for writing poetry based on a contextual approach to class X SMA Budi Murni 2 which was developed obtained the content feasibility with an average score percentage of 83.52% with the criteria "very good".

The sub-component of the assessment of the presentation technique had an average score of 75% with the criteria of "good", the presentation of learning with an average score of 100% with the criteria of "very good", and the completeness of the presentation with an average score of 87.5% with criteria "very good". The results of the average score percentage of the overall sub-component assessment of the presentation feasibility aspect was 87.5% with the criteria of "very good".

Overall it showed that the assessment results of the two material experts were in the range of $81\% \leq X < 100\%$ or in the category of "very good". Based on the average score showed that the instructional material developed can meet the demands of learning needs.

Based on the results of the percentage of experts on the assessment of language obtained aspects of language assessment of straightforward sub-components had an average score of 75%, communicative had an average percentage score of 75%, dialogical and interactive gained an average score of 75%, interactive score on average of 75%, conformity with the level of development of students with an average score of 75%, and the use of terms, symbols and icons had an average percentage score of 75%. The results of the average score percentage of all sub-components of the assessment of language feasibility aspects was 75% in "good" criteria. Overall it showed that the assessment results of the two material experts were in the range of $61\% \leq X < 80\%$ or in Good category.

Design Expert Validation Data Results

Design experts validated product teaching materials on the design aspects of the module layout and learning design. The layout design of the modules was carried out by Mr. Dr. R. Mursid, M.Pd., and the learning design was carried out by Mr. Prof. Dr. Efendi Napitupulu, M.Pd., both of whom are lecturers at the State University of Medan. The feasibility of graphics consisted of three subcomponents which included; a) size of teaching materials, b) cover design of teaching materials, c) design of content of teaching materials.

Based on the results of the percentage of design experts on teaching material in the graphic aspect above, it was found that the sub-component of the Module had an average percentage score of 87.5%, Cover Design with an average percentage score of 81.94%, Content Design with an average of 80.95%. The average percentage results from the overall graphical aspect assessment sub-components was 83.46% with the criteria "very good".

Teacher's Response to Teaching Materials

Assessment of the response of Indonesian language teachers to the development of teaching material products was carried out by Ms. Erna Situmorang, S.Pd., and Betty Purba, S.Pd. Gr, namely teacher of SMA Budi Murni 2 Medan. The results of the assessment in the form of a score on the components of learning in accordance with the development of Indonesian language, especially in writing poetry material.

The results of the teacher's response to the teaching material of poetry writing based on the contextual approach developed were seen from the content, presentation and language categories of teaching materials having an average total percentage of 88.23% with the criteria "very good".

Student Response to Teaching Materials

Small-Scale Trial
Individual trials were carried out to find out the students' initial responses to the instructional materials developed and to identify product deficiencies in the products developed before conducting a small trial. The average percentage results obtained based on assessment indicators in the form of material, language and interest in the developed teaching materials can be seen in the table below.

Table 1. Percentage of Small Scale Trial Score Acquisition

No	Assessment Indicator	Average (%)	Criteria
1	Material	75	Good
2	Language	81,24	Very Good
3	Interest	78,47	Good
	Average	**77.77**	**Good**

Based on the average percentage results shown above, it was found that the assessment of the material had an average percentage of 75%, language with an average of 81.24%,

and an interest with an average of 78.47%. The average percentage result from all small-scale trials was 77.77% with "good" criteria. This means that teaching materials for writing poetry based on the contextual approach developed need to be revised especially in the material aspect, so that it can be continued in the trial.

Small-Group Trial
Small-group trial was conducted on 9 students class X SMA Budi Murni 2 Medan with high, medium, and low ability to re-know students' perceptions of the products developed and which have been validated with weaknesses after a small scale trial. The results of the trial can be seen in the table below.

Table 2. Percentage of Small Group Trial Score Acquisition

No	Assessment Indicator	Average (%)	Criteria
1	Material	81,40	Very Good
2	Language	75,77	Good
3	Interest	83.10	Very Good
Average		**80,10**	**Very Good**

Based on the average percentage results shown above, it was found that the assessment of the material had an average percentage of 81.40%, language with an average of 75.77%, and an interest with an average of 83.10%. The average percentage result from the overall individual trial was 80.10% with "good" criteria. This means that teaching materials for writing poetry based on the contextual approach developed need to revise the aspects of language so that students can continue in limited field trials.

Large-scale Trial
Large-scale trials were conducted on 35 students of SMA Budi Murni 2 Medan. This large-scale trial produced data that would later be used to find out how the product benefits students. The results of the trial can be seen in the table below.

Tabel 3. Persentase Perolehan Skor Uji Coba Skala Besar

No	Assessment Indicator	Average (%)	Criteria
1	Material	84,76	Very Good
2	Language	84,37	Very Good
3	Interest	85,35	Very Good
Average		**84,82**	**Very Good**

Based on the average percentage results shown above, it was found that the assessment of the material had an average percentage of 84.76%, language with an average of 84.37% and an average interest of 84.38. The average percentage results from the overall large scale trial was 85.35% with the criteria of "very good". This means that teaching material for writing poetry based on the contextual approach developed was declared feasible and met the needs of the overall good criteria".

Effectiveness of Teaching Materials

To find out the effectiveness of the instructional material developed, students were given a poetry writing test after using the writing module for teaching material to write poetry based on a contextual approach.

Students who had a score of 60-63 were only 2 people or 5.71%, who obtained a score of 64-66 were as many as 7 people or by 20%, who obtained a score of 67-70 were as many as 11 people or by 20%, who scored 71-70 74 were as many as 6 people or as much as 17.14%, who scored 75-78 were as many as 5 people or as much as 14.28%, who scored 79-83 were as many as 3 people or as much as 8.57%, who scored 84-88 were as many as 5 people or 14.28%. Based on data analysis carried out about learning outcomes before using teaching materials for poetry writing based on contextual approach an average score of 74.28 with "good" assessment criteria meant that what was achieved by students in poetry writing material reached expectations but needed to be increased again.

Students who scored 75-78 were only 2 people or 5.71%, who scored 83-85 were as many as 5 people or as much as 14.29%, who scored 86-88 were as many as 9 people or as much as 25.71%, who scored 89-91 were as many as 8 people or as much as 22.86%, who scored 92-94 were as many as 11 people or as much as 31.43%. Based on data analysis carried out on learning outcomes after using teaching materials for poetry writing based on contextual approach, an average score of 85.57 was obtained with a "very good" assessment criteria. Comparison of pretest and posttest scores can be seen in the table below.

Table 4. Comparison of Pretest and Posttest Average Scores

NO	Group	Average Score	Difference
1	*Pretest*	74,28	
2	*Posttest*	85,57	11,29

The table above explains the comparison of the average scores from pretest to posttest obtained by 11.29 with an average pretest of 74.28 with the category of "good" and the average posttest of 85.57 with the category "very good". Based on the theory cited by Wijayanti, Ida, and Rustono (2015:101), The effectiveness of teaching materials can be seen from the results obtained by students and during the learning process as evidenced by increasing the average score of student learning outcomes. Based on this, it can be concluded that the poetry writing module based on contextual approach was effectively used in learning to write poetry, because it can improve student learning outcomes.

CONCLUSION

The conclusions obtained based on the discussion in the study of the development of teaching materials for poetry writing based on a contextual approach by students class X SMA Budi Murni 2 Medan presented earlier, are described as follows.

1. Based on the results of preliminary studies conducted from the results of observations, interviews, and needs analysis it was found that teachers and students only used teaching materials in the form of government-issued textbooks entitled "Indonesian Language" Ministry of Education and Culture Editions 2017 Class XI SMA/MA/SMK/MAK, and the teacher has never developed teaching materials for writing poetry based on a contextual approach.

2. Feasibility of teaching materials by material experts is included in the criteria of very good with an average score of 83.52% aspects of content feasibility, presentation criteria in criteria very good at 87.5%, and the feasibility of language aspects by 75% with good criteria. The design feasibility of the design expert is in the "very good" criteria with an average score of 83.46%. The module size aspect with an average score of 87.5 with the criteria of "very good", the cover module design with an average score of 81.94%, and the design of the module contents with an average score of 80.95%.

3. The effectiveness of teaching materials for writing poetry based on a contextual approach can be seen from student learning outcomes after using the module. Student learning outcomes after using the poetry writing module increased by 11, 29 with an average pretest learning outcomes or before using a module of 74.65, while the posttest learning outcomes after using the module is 85.57.

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