

Development of Contextual Teaching and Learning (CTL) Based Modules for Learning Writing for Class VIII Junior High School Students

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ABSTRACT

This research was conducted to overcome the shortage of learning resources in writing explanatory texts. Students need complementary learning resources. This research aims to describe the process of developing a contextual-based module that is valid, practical, and effective for learning to write explanatory texts for class VIII junior high school students. Describes the process of developing a module based on contextual teaching and learning (CTL) for learning to write explanatory texts that are valid (viewed from the content, module presentation, language, and module graphics), practical (viewed from the ease of use and timeliness), and effective (viewed from the activities, student attitudes, and student outcomes in learning) carried out by class VIII students is the purpose of this research. The theory used in this research is explanatory text, module, contextual learning (CTL), and development model. The type of research used in this research is the development of. In this case, the product developed by the author is in the form of a contextual-based module for learning to write explanatory texts for class VIII students that is valid, practical, and effective. The 4D model is a development model used in this study, which consists of four stages, namely define, design, develop, and desiminating. The subjects of this study were students of class VIII 6 SMP Negeri 3 Batang Anai, totaling 24 people. Qualitative and Quantitative are the data used in this study. Interviews, filling out questionnaires, and filling out observation sheets will obtain qualitative data. while student learning outcomes will obtain quantitative data. This study shows that the module designed for learning to write explanatory texts is valid, practical, and effective, as evidenced by the results of validity, practicality, and effectiveness. The validity of the module by the expert was obtained based on the value of the module's validity which was categorized as very valid. Practicality by teachers and students obtained based on practicality scores got very practical category. The effectiveness of the module from student learning outcomes is categorized as very active, based on the attitude assessment gets an A predicate, and based on student learning outcomes for cognitive aspects and aspects of writing skills are in the very good category.

Keywords: *module, contextual teaching and learning (CTL), writing, explanatory text*

1. INTRODUCTION

As one of the lessons in the 2013 Curriculum, the Indonesian language has had many changes, both in terms of content, presentation and evaluation methods used. In terms of content, learning Indonesian displays some texts that are completely new in learning. In terms of presentation, the 2013 curriculum presents material based on the text that is used as a model in learning the material. Based on the text given, students are asked to understand the concepts and rules that apply in a text. In terms of evaluation, the 2013 curriculum has many assessments in the form of attitudes that are equipped with assessment, psychomotor assessment and assessment formats [21].

With these changes, teachers must be motivated to apply learning models that are able to develop and explore knowledge independently and independently. The learning process is no longer centered or dependent on educators but students can learn on their own, so that it can increase students' motivation and creativity. Therefore, it is expected for every teacher to use appropriate approach strategies and methods based on learning objectives and learning materials so as to produce a maximum learning process [6].

In improving learning outcomes, one of the efforts made is to improve teaching materials by using appropriate learning approaches/models [8]. The use of learning resources or teaching media can affect success

in learning. Thus, module teaching materials are needed. [27].

Modules prepared by the teacher can be designed using attractive language and appearance according to the level of student development. To develop a learning module, appropriate strategies are needed according to the learning material. One form of learning strategy that can make learning activities more interesting and meaningful and can be applied in learning modules is contextual-based learning (CTL) [22].

Contextual teaching and learning (CTL) is a method that is associated with real experience as a context so that students can learn, think critically and have skills in solving problems and gaining knowledge [14]. learning environment that is created naturally can make students learn well. In addition, learning will be more meaningful if students experience what they learn for themselves. For this reason, to achieve learning objectives, the right approach is needed [17].

Based on the description above, researchers are interested in developing a contextual-based learning module (CTL) for learning to write. It is hoped that the development of the module can improve students' writing. The formulation of the problem in this research is how is the process of developing a valid, practical, and effective module for learning to write explanatory texts in junior high school?.

2. RESEARCH METHODS

The type used is the type of development research, with a 4D development model (four-D models). The development model used, namely; (1) define, (2) design, (3) develop, and (4) disseminate. The subjects of the research trial were class VIII students of SMP Negeri 3 Batang Anai, totaling 24 people. Research uses qualitative and quantitative data. interviews, filling out questionnaires, and filling out observation sheets were collected through qualitative data. Meanwhile, student learning outcomes in writing explanatory texts were obtained through quantitative data.

3. RESULTS AND DISCUSSION

1. Defining Stage (Define)

a. Final Preliminary Analysis

The final preliminary analysis using interview guidelines was carried out in order to find out the initial problems that occurred in learning Indonesian. The results of the interviews obtained are as follows (1) in learning to write explanatory texts, it is more dominated by the teacher. Students only do what the teacher tells them to do. (2) Students have difficulty in using the right words to represent what they will convey when

writing. (3) The teacher uses only learning resources, one of which is textbooks that already exist in the library. (4) Students have difficulty in completing assignments, especially in learning to write, because the time available is not enough.

The conclusion from the results of the initial final analysis, the most basic problem in learning to write is the limitation of teaching materials.. Students need other learning resources that suit their needs, and can generate motivation to learn. Students need a module because the module is an interesting teaching material, easy to understand by students, and in accordance with the needs of students that is used to complete the books used by students.

b. Student Analysis

The learning problems found in the student analysis are the limitations of learning resources. Students need learning resources that are in accordance with their characteristics, which are seen from the use of letters, color combinations, images, and communicative language so that students can understand them. Thus, students understand better in learning and doing the exercises well.

c. Curriculum Analysis

The Core Competencies (KI) and Basic Competencies (KD) are also adjusted to the curriculum used, namely the 2013 curriculum. The basic competencies related to learning to write explanatory texts are KD 3.10 "Examining an explanatory text in the form of exposure to the occurrence of a natural phenomenon that is heard or read" and KD 4.10 "Presenting information, data in the form of text explaining the process of the occurrence of a phenomenon orally and in writing by paying attention to the structure, linguistic elements, or oral aspects".

d. Concept Analysis

The concept of explanatory text learning needs to be presented in a learning module that is developed to meet student needs. In determining the main concept for the explanatory text writing module, the results of curriculum analysis and concept analysis are used as a reference. Therefore, formulating the concept cannot be separated from the formulation of the curriculum and syllabus. The following are the learning concepts that will be described in teaching materials for writing explanatory texts

Table 1. Description of the Concept of Writing Modules Based on Contextual Teaching and Learning (CTL) for Learning to Write Explanatory Texts

No.	Concept Description of Writing Explanatory Text
1.	Learning Activities I a. Definition and characteristics of explanatory text. b. Explanatory text structure. c. The linguistic rules of explanatory text. d. Analyzing the content, structure, and linguistic rules of the explanatory text.
2.	Learning Activities 2 a. Explanatory text development pattern b. Steps to write an explanatory report text.

2. Stage of Design (Design)

The learning activities are divided into two, namely learning activities 1 and learning activities 2. In learning 1, which is based on KD 3.10 regarding aspects of knowledge, while learning activities 2, is based on KD 4.10 regarding aspects of skills. After compiling the framework, it is continued by compiling the supporting elements of the module. These elements are the cover of the module, the introduction, the table of contents, and the list of references.

3. Development Stage (Develop)

a. Module Validation

Validation is reviewed from four aspects, namely feasibility aspects, presentation aspects, language aspects, and graphic aspects. The module is validated by three experts or experts, namely Prof. Dr. Yasnur Asri, M.Pd. from the lecturer of Indonesian Language and Literature, Dr. Abdurahman, M.Pd. from the lecturer of Indonesian Language and Literature, and Dr. Darmansyah, S.T., M.Pd. from a lecturer in Education Technology, Padang State University. Based on the assessment that has been carried out, the following results were obtained.

Table 2 Results of Module Validation by Experts

No	Rated Aspect	Score	Validity (%)	Category
1.	Eligibility of module content	61	84,72%	Very valid
2.	Module language	28	87,5%	Very valid
3.	Module presentation	74	92,5%	Very valid
4.	Graphics module	30	93,75%	Very valid
Overall module validation		193	89,61	Very valid

Based on the table above, the validity value is obtained with a very valid category. the interval value of 81-100 is categorized as very valid [23].

b. Module Practicality

1) Practicality of Modules by Teacher

The practicality of the module by the teacher is obtained through filling out a questionnaire. The following are the results of the practicality analysis of the module by the teacher.

Table 3 Practical Results of Modules by Teachers

No	Rated Aspect	Score	Validity (%)	Category
1.	Ease of Use	50	83,33	Very Practical
2.	Time Used	10	83,33	Very Practical
Amount		60		
Practical Value			83,33	Very Practical

Based on the table above, the practicality value is obtained in the very practical category. the interval value of 81-100 is categorized as very practical [23].

2) Practicality of Modules by Students

The practicality of the module by students is obtained through filling out a questionnaire which is carried out after the learning activities are completed. The following are the results of the practical analysis of the module by students.

Table 4 Practical Results of Modules by Students

No	Rated Aspect	Score	Validity (%)	Category
1.	Ease of Use	1188,48	84,90	Very Practical
2.	Time Used	263,53	87,84	Very Practical
Amount		1452,01		
Practical Value			86,37	Very Practical

Based on the table above, the practicality value is obtained in the very practical category. the interval value of 81-100 is categorized as very practical [23].

c. Module Effectiveness

1) Student Learning Activities

Student learning activities are obtained through observation or observation. Observations were made using student learning activity observation sheets. The

results of the analysis of the student activity sheet show that student learning activities using the module are categorized as very active. This can be seen from the results of the percentage of 95.83% with the very active category. These results are in accordance with research conducted by Harisman (2014) which revealed that high student learning activities can determine the effectiveness of the teaching materials used.

2) Attitude Assessment (Affective)

Assessment of student attitudes is obtained through observation. Observations were made with an attitude assessment sheet. Based on the results of the analysis of the attitude assessment sheet during learning using the developed module, the overall score was 97.68 with an A (very good) predicate. These results are in accordance with research conducted by Wulansari (2012) which states that student achievement in terms of attitudes shows better results when studying with modules.

3) Student Learning Outcomes

The average score of the student's knowledge (cognitive) test was 92.41 with the predicate A (very good) and The results of students' performance tests in writing explanatory texts, obtained an overall score of 86.20 with an A (very good) predicate. This value has reached the KKM of knowledge and skill competence, which is 70. These results are in accordance with previous research conducted by Kalsum, Mustami and Ismail (2018) which stated that to measure the effectiveness of the products made, it can be seen from the learning outcomes test.

4. Stage of Dissemination (Disseminate)

Prior to deployment, the module was revised based on suggestions on practicality and effectiveness tests. The distribution was carried out according to the suggestions given by the collaborating teacher in the trial class. The dissemination stage is limited to other teachers other than collaborating teachers in the trial class, namely teachers who teach in other classes. The teacher receives a file or softcopy and a printed module. The second stage is the module is distributed to students. Modules are given to students by distributing modules according to the number of students in the class. Then, the module is reproduced by photocopying, at least it is used one by two by students in class.

4. CONCLUSION

the module development process, carried out the definition stage, the design stage, the development stage, and the deployment stage. The research results that can be concluded are as follows. First, the designed

module has been declared valid. Second, the designed module has been declared practical. Third, the designed explanatory text writing module has been declared effective. the effectiveness of the module can be seen from the assessment of student learning activities, student attitudes, and student learning outcomes. Based on student activities, the value of learning activities in the very active category was obtained. Furthermore, the value of students' attitudes in learning to use the KKM to achieve attitude competence, namely A (very good). Learning outcomes on cognitive tests after using the module reached the predicate A (very good). Furthermore, the score of students' performance test results in writing explanatory texts reached the predicate A (very good). based on the description, the designed module is effective in supporting student activities, attitudes, and learning outcomes in learning to write explanatory texts.

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