



# Developing Teaching Materials of Writing Text Description

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**Abstract.** The purpose of this study was to develop teaching material products for the text description of class VII students of Mts Mazro'illah Lubuklinggau. Based on the results of the validation team there are several improvements. The results of all the validation components of the expert team are included in the good category, with a percentage of 75.6%. The percentage of the small group trial questionnaire was 829.58% in the very positive category. Large group trials based on questionnaires given to students get a very positive response with a percentage of 86.9%. This shows that teaching materials based on da'wah-based description texts are practical. The results of the instrument validity which is 1.00 fall into the category of very high validity. Whereas the results of tcount  $\geq$  ttable ( $73,295 \geq 2,052$ ) indicate that, there is a significant positive relationship between da'wah based text description teaching materials and the learning outcomes of writing description texts of class VII students of MTs Mazroillah Lubuklinggau. The reliability of the instrument is categorized as medium with a value of 0.57. While the results of the paired sample T-Test or t-test with SPSS version 20, the Sig. (2-tailed) equal to 0,0001 smaller than alpha value which is 0,05 this shows a significant difference, between the value of writing description text before and after students use da'wah-based text description teaching material, meaning it has proven effective.

**Keywords:** Development · Teaching Materials · Writing Text Descriptions

## 1 Introduction

Descriptive text is language learning material related to language skills, namely reading, listening, writing, and speaking. In order to be able to compose a word about an object to be described, the writer must listen to it first, then put it in written form or speak directly. While the goal of the author's writing is to experience the process of listening to the results of the description of the author or reading it. The ability of language skills can be reduced if not continuously trained, especially writing skills which bring a lot of benefits. One of the benefits of writing "Writing encourages us to be trained to organize our thoughts and arguments in a coherent, systematic, and logical manner". With these provisions help us to convey our opinions or thoughts to others. In short, we are getting smarter. From this concept, writing descriptive text constructs a person's most complex skills, namely writing.

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It's a pity that nowadays there are many students who don't like writing and reading so they lack knowledge. It is also stated [1] that writing skills among students are still very low, because students are less able to develop their ideas and ideas. In line with Alwasilah [2] explains writing skills including language skills which are considered difficult. In addition, the ability to express something, one of which is to describe, is still very weak. This is evident when students are asked to describe objects, they have just seen that take a long time and some even cannot at all.

Based on the results of observations made by the author to the class VII Indonesian teacher at Mts Mazro'illah, namely Mrs. Dita Purnamasari, S.Pd. said that the students' ability to describe a given object was still far from the expected results. Explained that writing skills must produce a product in the form of writing, therefore writing skills are often considered the most difficult skills among other skills. Meanwhile said that writing is a complex activity in the sense that writing harmonizes various aspects, such as knowledge about the topic being written, the habit of arranging the contents of the writing in a coherent and easily digestible manner. Of the 25 students, only seven students reached the KKM, this was because the teaching materials used only discussed descriptive texts in general, not in detail, so they could not answer students' confusion about descriptive texts.

This is because so far, the teaching materials used are not interesting and boring. So, students need new teaching materials that are able to motivate students to study descriptive text. Teaching materials that are systematically and thoroughly designed will certainly increase students' interest in learning and at the same time can facilitate the ongoing learning process in students. Based on observations made by researchers on class VII class descriptions of Mts Mazro'illah, it turns out that the book used is LKS so that there is very little description text material. Based on the results of an interview with Adi Saputra class VII Mts Mazro'illah said that the material contained in the books used so far is still lacking. Besides that, it's boring, so it's difficult to be able to catch the meaning of the descriptive text. The results of interviews with the Indonesian language teacher for class VII Mts Mazro'illah, as well as a representative from the seventh grader, Adi Saputra. Saying that they really need teaching materials that specifically discuss descriptive text in detail and depth, so that they can assist teachers in providing an understanding of descriptive text material. This teacher problem clearly shows that the teacher needs additional learning supplements, as one of the instructional tasks. [3] said that as instructional managers and instructional leaders, teachers must be able to manage the learning process so that it can produce instructional effects. Meanwhile [4] said the teacher is able to modify and enrich learning materials so that students get more varied learning resources.

Based on the problems above, the researcher is interested in making a descriptive text teaching material, a teaching material that will be made by researchers using the PowerPoint application. This is based on students' boredom with teaching materials in the form of books so they want to provide a different atmosphere. Learning material in the learning process is only a stimulus for the actions of the educator or teacher, it is also only an act of providing encouragement in learning aimed at achieving learning goals [5]. In addition, teaching materials in the form of PowerPoint media are very suitable for learning descriptive texts, this is because apart from being able to display writing,

slides in the PowerPoint application can also display video and audio which will develop students' abilities to describe what they see and hear.

Apart from using powerpoint, there are videos that preach or convey Islamic messages. So that it is in accordance with the slogan of the lodge, namely "Organizing Your Heart, Developing Yourself, Being Sholeh and Moving Forward." This is because Mts Mazro'illah Lubuklinggau is a school that is under the auspices of the pondok. So that the teacher can be assisted in carrying out his duties, and students can easily understand the material with minimal assistance from the teacher. So the researcher will conduct research entitled "Development of Teaching Materials for Writing Descriptive Texts based on Dakwah Class VII Students of Mts Mazro'illah Lubuklinggau."

Based on the background above, the aim is to develop teaching materials for teaching materials for class VII students of Mts Mazro'illah Lubuklinggau. In particular, the purpose of this study was to develop teaching materials for da'wah-based descriptive texts for class VII students of Mts Mazro'illah Lubuklinggau. Describe the teaching materials of da'wah-based descriptive texts for class VII students of Mts Mazro'illah Lubuklinggau which are valid, practical, and effective.

## 2 Method

Research on developing teaching materials for writing descriptions was carried out in class VII Mts Mazro'illah Lubuklinggau. In the odd semester of the 2018/2019 school year around January to February. Research & Development (R&D) has the objective of assessing the changes that have occurred within a certain period of time. So that development research is different from other educational research, because to achieve the goals the changes that occur must produce products based on the findings of a series of trials. Meanwhile, according to Borg & Gall [6] "research and development is a process/method used to validate and develop products".

Development research has several models that can be used, namely procedural models, conceptual models, and theoretical models. The procedural model was chosen by the researcher to conduct development research in the form of teaching materials of descriptive text for class VII students of Mts Mazro'illah Lubuklinggau because it was considered more suitable for achieving the goal to be achieved, namely to produce a product with procedural steps that must be followed. The development of teaching materials studied by researchers uses the steps of developing teaching materials according to Dick & Carey [7], there are ten steps according to the Dick and Carey model, namely: 1) analysis of needs and goals; 2) learning analysis; 3) learner (student) and context analysis; 4) formulate performance goals; 5) developing instruments; 6) develop learning strategies; 7) develop and select learning materials; 8) designing and conducting formative evaluations; 9) make revisions; 10) summative evaluation.

Based on limited time and ability to develop teaching materials, writing descriptive texts based on da'wah class VII students of Mts Mazro'illah Lubuklinggai. Therefore, the process of carrying out this development research only reached the eighth step, namely designing and conducting a formative evaluation. The instruments used in collecting data or information are interviews, questionnaires, tests. Questionnaire is a data collection technique that is carried out by providing several written questions to research subjects

related to the topic to be studied [7]. Questionnaires are used to analyze quantitative data, in the research of developing teaching material models for writing news, to measure students' attitudes towards teaching materials of descriptive text.

Quantitative data in the form of a text description ability test will be poured in the form of descriptive calculations and in the form of descriptive text description questions. After obtaining data from the results of the descriptive text ability test, then validating the instrument questions that have been given. Validation is approval or validation of the suitability of teaching materials with needs [8]. An instrument is said to have validity if it has high validity and is able to measure what is desired.

### **3 Results and Discussion**

#### **Results**

Before carrying out the development of teaching materials for class VII students of Mazro'illah Lubuklinggau descriptive texts, researchers must first select a development model that will serve as a guideline for researchers to conduct research. Based on several considerations, including in accordance with the ability of researchers both in terms of time and theory and the success of the model to be guided, the researcher is guided by the Dick & Carey development model. There are several stages in the development of the Dick & Carey model, namely:

#### **Analysis of Needs and Goals**

The first step taken in this model is to analyze the needs of a learning material to determine the product to be developed. Based on the needs analysis from the results of observations of class VII Indonesian subjects at Mts Mazro'illah Lubuklinggau, there is material that has not achieved the expected results, namely descriptive text material. This is because students experience boredom during the teaching and learning process because most subjects use worksheets so they don't dance. Therefore we need a teaching material that can eliminate student boredom, so that students are interested in learning again. Based on the results of field observations, problems were found in the descriptive text material which according to students and teachers was boring because the teaching materials used were the same, namely in the form of worksheets so that students needed teaching materials that were new and not boring.

#### **Learning Analysis**

The second stage is conducting learning analysis, so that researchers know the curriculum used at Mts Mazro'illah Lubuklinggau. So that what knowledge is needed by students can be known by researchers. That way the goals of learning competence can be achieved. Mts Mazro'illah Lubuklinggau uses the k-13 curriculum from class VII to class IX. The description text material contains 4 core competencies and 4 basic competencies. The following is a table of core competencies (KI) and basic competencies (KD).

#### **Student and Context Analysis**

The next step is to analyze the students and the context of class VII Mts Mazro'illah

Lubuklinggau. Even though the trial was carried out in one class, the researcher still used a combination of several classes for prototype trials and small group trials. However, researchers used class VII.2 which was randomly selected to conduct a large group trial. Based on the results of observations made by researchers and input from class VII Indonesian language teachers at Mts Mazro'illah Lubuklinggau, the character of class VII students is very active and most dislikes being passive. When the learning and learning process is passive, most of them will sleep. So that researchers try to create learning methods that require students to be active with the discussion method.

The discussion method enables students to express opinions in groups, to contribute ideas and unite thoughts among them. So that it demands the activeness and enthusiasm of students. In addition, the context of the student learning environment, which is not only in the classroom but can also be in other places such as the hall which is a little far from the classroom, can make students free to express their opinions compared to the classroom environment for fear of disturbing other classes who are studying.

The formulation of learning objectives must be in accordance with TIU or general objectives and ICT, namely specific learning objectives. ICT is formulated based on the ABCD (Audience, Behavior, Condition, Degree) format. The following is the formulation of TIU and ICT.

TIU: Presenting data, ideas, impressions in the form of descriptive text about objects in writing or orally by paying attention to structure, language both orally and in writing.

ICT: a. After using da'wah-based descriptive text teaching materials, it is hoped that students will be able to identify descriptive texts by paying attention to the given object.

b. After using da'wah-based descriptive text teaching materials, students are expected to be able to present data, ideas, impressions in the form of descriptive text with attention to structure, language both orally and in writing.

### **Developing Instruments**

The instrument is a measuring tool used to determine whether or not the expected goals have been achieved. The instrument can be in the form of practice questions, which are in accordance with the TIU that has been formulated. The test text given to students is one question, because it only measures students' ability to describe the image object they see by paying attention to structure, language both in writing. The following are the questions given in the da'wah-based description text for class VII students of Mts Mazroillah Lubuklinggau.

### **Develop Learning Strategies**

Based on some of the explanations above, it has been illustrated that the strategies used in teaching materials for da'wah-based descriptive texts for class VII students of Mts Mazroillah Lubuklinggau. Strategy analysis is needed to help optimize the use of teaching materials that are developed so that the objectives of learning can be achieved. The learning strategy used by researchers does not leave the traditional way, namely lectures. Because the lecture strategy is very helpful for directing students to understand the material being studied.

The next strategy uses a group discussion strategy, so that student learning can take place actively. The more thought contributions in the team, the more material that can be used as a description text. In addition, the question and answer method will not be

abandoned in teaching materials for writing da'wah-based descriptive texts. Through question and answer students can ask what they don't understand, and their curiosity can be channeled. In addition, as a means to express his opinion in accordance with the material description text.

### **Developing and Selecting Learning Materials**

Da'wah-based descriptive text teaching materials are made technology-based in the form of PowerPoint, the selection is based on students' boredom because they always use teaching materials in the form of worksheets. Therefore, researchers create a new atmosphere that is expected to eliminate student boredom and be replaced by a sense of interest in learning it. [9] explains that making interesting and innovative teaching materials is very important and is a demand for every educator. This is because the work of making teaching materials has a big contribution to the success of the learning that we carry out.

Understanding of language is included in the sufficient category of the linguistic validator. Based on the results of the linguistic validation, the clarity of the information falls into the inappropriate category, so the researchers revised it by using various sources, both books and journals related to descriptive texts, so that they can clearly convey material information contained in da'wah-based descriptive text teaching materials.

### **Formative Evaluation and Revision Expert Evaluation**

The linguistic validator for validating da'wah-based descriptive text teaching materials is Dr. Rusmana Dewi, M.Pd. He is a lecturer in Indonesian language and literature at the PGRI Silampari University. The questionnaire given is an open questionnaire consisting of six questions. In addition, there is also a suggestion column given to improve the validated teaching materials. Understanding of language is included in the sufficient category of the linguistic validator. In addition, researchers worked with Indonesian language teachers and class VII students of Mts Mazro'illah to assess the clarity of the information to be conveyed. Based on the calculation of the language feasibility components above, it can be concluded that the language feasibility components fall into the sufficient category, with a percentage of 53.3%.

In addition to the evaluation of linguists, there is also an evaluation of material experts who are lecturers at PGRI Silampari University as well as heads of Indonesian language and literature education study programs. The purpose of material evaluation is to find out the appropriateness and accuracy of the descriptive text material given in the da'wah-based descriptive text teaching materials for MTs level children. The method used in expert evaluation is the same as that given for language evaluation, namely using an open questionnaire. According to material experts, the suitability category of da'wah-based descriptive text teaching materials with SK, KD, and syllabus is in the good category. Based on the results of the validation of the material expert team, it is known that teaching materials based on da'wah are in a good category. The conclusion of the feasibility component of the content/material is included in the Good category, with a percentage of 77.14%.

The expert validator for designing teaching material models Writing Da'wah-based descriptions, is one of the lecturers from PGRI Silampari University who is competent

in the field of design, namely Mr. Dodik Mulyono, M.Pd. as a lecturer in the Mathematics Education Study Program. The conclusion of the design feasibility component is included in the good category, with a percentage of 78.46%. The conclusion of all components is included in the good category, with a percentage of 75.6%.

### **Prototype Evaluation**

The evaluation of the prototype was an initial trial of teaching materials based on da'wah to class VII students of Mts Mazro'illah Lubuklinggau. The prototype trial was carried out on the night of Saturday, November 30 2018, after the students finished the evening prayers in congregation. The trial was carried out at the ISKAM office, so that it was not disturbed by other students. The trial was carried out at night due to the dense activity of students in the morning until the evening, therefore the researchers decided to conduct a trial at night on three students with the following steps:

1. Students read and observe teaching-learning based da'wah texts in the form of PowerPoint on laptops.
2. Students understand the material provided and answer questions from the presenter orally about the randomly selected da'wah-based descriptive text material. If students can answer the material correctly, it can be concluded that the readability level of students is in the high category, meaning that the product of da'wah-based descriptive text teaching materials presented is easy to understand.

Based on interviews with three students, they said that the overall appearance of the da'wah-based descriptive text teaching materials was neat when seen, which means the arrangement was orderly, then the pictures given were polite, some said it was good, easy to understand, peaceful because it was based on da'wah so that when understanding the material of the descriptive text da'wah-based feels peaceful with the preaching delivered. That way the purpose of the preaching that is conveyed really touches the hearts of students so that they will be interested in learning it.

Furthermore, regarding the opinions of students related to the content of material in teaching materials based on da'wah according to students, it is easy to understand, easy to understand, and easy to remember. This is because it has gone through a validator team of experts which greatly influences the quality of teaching materials based on da'wah-based descriptions, in addition to collaborating with Indonesian language teachers and Mts Mazroillah Lubuklinggau students before testing prototypes. The third question is the relationship or suitability between the pictures and the content of the material in teaching materials based on da'wah. Students also answer according to the pictures and according to the da'wah. Based on the student's answers, it can be concluded that the image illustrations used in the da'wah-based description text material are appropriate.

Furthermore, the suitability of the images and colors used in teaching materials is descriptive text based on da'wah, according to the color of the clothes, the person, the place, and the pattern. This means that the color seen is appropriate and does not cause disturbance when viewing it. Finally, regarding the level of difficulty in the material presented in teaching materials based on da'wah, students answered that it was easy to understand, but due to the different intellectual levels of students, students did not understand something in the structure of the descriptive text, therefore the researcher

added examples to each structure. and asking students' understanding again, students also answer that the results of making it easier for students to understand. Based on the prototype trial, the researcher revised it again based on the input given by the students. In this way, the da'wah-based descriptive text teaching materials are completely ready for further trials.

### **Small Group Trial**

The small group trial was carried out on Saturday 3 December 2020, at the Iskam office to keep students focused. Small group trials were conducted on six students from different classes who were taken randomly from class VII.1 to class VII.6 Mts Mazroillah Lubuklinggau. Small group trials were carried out by paying attention to the teaching materials of da'wah-based descriptive texts in advance. This trial was almost the same as the prototype trial because both aimed to find out the practicality of the teaching materials being developed. The difference between prototype and small group trials is the measuring tool used, if the prototype uses a measuring tool in the form of interview questions, then the large group tryout uses a measuring tool in the form of a questionnaire consisting of ten questions.

The results of the calculation of the small group pilot questionnaire on teaching materials of da'wah-based descriptive texts, can be seen in the calculation above. The conclusion from student responses through a trial questionnaire showed very positive results for teaching materials based on da'wah description text with a percentage of 89.58%. So that the da'wah-based description teaching materials are practical and can be used for large group trials without any improvement because there is no criticism from students.

### **Large Group Trial**

The first large group trial was carried out on Saturday 8 December 2020, in class VII.2 Mts Mazroillah Lubuklinggau consisting of 29 students. The large group trial aims to find out whether the teaching materials are valid and effective or not based on da'wah. The first meeting was conducted by the Indonesian teacher at Mts Mazroillah, namely Mrs. Sugi Murniasih, S.Pd. the first activity the teacher conveys theory about descriptive text using the lecture and question and answer method, this activity aims to deepen students' understanding of the descriptive text material contained in the teaching materials developed by researchers.

The second meeting was held on Monday 10 December 2018, in the same class. The purpose of the second meeting was to see the ability of students to understand the descriptive text, namely through group exercises, after the first meeting it was explained about the description text through teaching materials based on da'wah description text. The second meeting was held in the hall of the Mazroillah Islamic Boarding School, this was done so that other classes were not disturbed due to group discussions conducted by students who were free to provide input to their groups. The second meeting was held after a number of students had just returned from an Islamic competition held by one of the schools in Lubuklinggau city so that there were students who were not wearing school uniforms. After finishing the group discussion, students filled out a questionnaire given by the researcher to students. The next stage is knowing students' responses to



teaching materials based on da'wah-based descriptions through calculating the questionnaire given to students after completing the discussion. Based on the calculation of the large group questionnaire above about da'wah-based descriptive text teaching materials, the result was 86.9% so that it can be concluded that student responses to da'wah-based descriptive text teaching materials were very positive.

## **Discussion**

Research and development or R&D is research that produces a product developed by researchers in the form of teaching materials in the form of power points. The material in the material is descriptive text which is found in class VII odd semester. This section will present the results of the development of teaching materials based on da'wah-based descriptive texts. The development of dilator descriptive text teaching materials was motivated by the difficulty of writing skills in students. This is stated [10] writing is a language skill that does not only require skills but also with knowledge and intelligence of thinking. The discussion is presented in four parts, namely: (1) The design process for developing teaching materials for da'wah-based descriptive texts. (2) Valid, practical, and effective teaching materials based on da'wah.

### **The Design Process for the Development of Teaching Materials Based on Da'wah**

Developing da'wah-based descriptive text teaching materials was carried out after the process of data analysis and learning identification. Data analysis was carried out at MTs Mazro'illah Lubuklinggau, for class VII students and teachers. The needs analysis stage was carried out to find out the needs for teaching materials in one of the Indonesian language subject matters.

The process of making the cover for teaching material based on da'wah, getting some help from the staff of the Mazro'illah Islamic boarding school. The assistance provided was in the form of photo files of the activities of the Mazro'illah Islamic boarding school students, so that the photos provided in teaching materials in the form of PowerPoint have a closeness to students which can lead to learning motivation for students. The initial background of the da'wah-based descriptive text teaching materials that the design researchers had was different before being revised. The initial background that the researcher made was based on the element of beauty, but based on input from the expert team, the background used was out of concept. So the researchers made improvements by looking for backgrounds with Islamic nuances to be used in teaching materials for da'wah-based descriptive texts. The following is a display of two backgrounds before and after validation, teaching materials based on da'wah. The hard-to-revise background is the background for teaching materials for da'wah-based descriptive texts that are used today.

Images or animations are no less important in designing da'wah-based descriptive text teaching materials. Pictures or animations can indeed attract students to learn them, but they can also confuse students in understanding them if the animations or pictures do not match the content of the material. Therefore researchers try to provide animation or images that are appropriate to the material and do not include unnecessary images or animations. Apart from that, to provide a different learning atmosphere, the researcher provided a da'wah video on the da'wah-based descriptive text teaching materials developed by the researcher. Font sizes and fonts vary greatly, this is due to the different

background designs of teaching materials. Even so, the researcher tries to make the font size and typeface easier for the reader to read. In addition, the selection of different fonts is based on motivating students to be interested in learning them. Da'wah-based descriptive text teaching materials consist of two guides, namely PowerPoint for teachers and PowerPoint for students. The difference is that in PowerPoint for teachers there are answer keys to the practice questions contained in the teaching materials, while PowerPoint for students does not have answer keys, only in the form of exercises.

### **Valid, Practical, and Effective Model of Da'wah-Based Descriptive Text Teaching Materials**

Evaluation of the validity of da'wah-based descriptive text teaching materials was carried out by conducting an evaluation by a team of experts. The evaluation of the expert team was carried out by three experts, namely design experts, language experts and material experts. The results of the expert team's evaluation in the form of a questionnaire became the benchmark standard for whether the teaching material model developed was valid or not. Based on the analysis and calculation of the value of the questionnaire from the validation team of experts, the teaching material model for writing descriptive text is in the good category with a percentage of 75.6%, meaning that the teaching material for da'wah-based descriptive text is valid. After the da'wah-based descriptive text teaching materials were revised in accordance with input, criticism and suggestions from the expert team, the next stage of the teaching materials was tried out on class VII students at MTs Mazro'illah Lubuklinggau.

The practicality of the da'wah-based descriptive text teaching material model was carried out by means of prototype trials or one-to-one evaluations and small group trials. The difference between the two trials lies in the measurement tools, namely the prototype trial was carried out by interviewing three students, by answering a number of questions containing the practicality of using the teaching material model for Writing Linggau Pos News Based Newspapers. While the small group trial was carried out by giving a questionnaire regarding the practicality of da'wah-based descriptive text teaching materials, to six students at random. Thus the da'wah-based descriptive text teaching materials at the prototype trial and small group trial stages were classified as very positive with a percentage of 89.58%. Based on this percentage, teaching materials based on da'wah-based descriptions are already practical to use.

Testing of teaching materials based on preaching texts was carried out in 2 meetings, in class VII MTs Mazro'illah Lubuklinggau. The teaching and learning process is carried out using the lecture, question and answer method, assignments, and discussion of the descriptive text material contained in the lecture and question and answer methods. Based on the posttest results of 29 class VII students, they were said to have completed everything because their scores had reached the KKM score. Through the practice of writing descriptive texts in groups, the posttest scores were obtained. The pretest and posttest values were used to determine the validity of the instrument. Cahyani and Rosmana [11] explain descriptive writing related to the five senses such as hearing, sight, touch, smell or feeling. So in developing teaching materials, writing descriptive text must be able to optimize the senses of the reader. Based on the results of the validity of the instrument, it gets a score of 1.00 which is categorized as very high validity. After the validity of the instrument is known, the next step is to determine the significance of the

relationship between da'wah-based descriptive text teaching materials and the learning outcomes of writing descriptive texts for class VII MTs Mazro'illah Lubuklinggau using SPSS version 20.

Based on the calculation of the one sample test, it is known that  $t_{count}$  is 73.295, then look for a  $t_{table}$  with a table of values in the  $t$  distribution. Significant level  $\alpha = 0.05$  and degrees of freedom ( $dk = df$ ) 27, it is known that  $t_{table} = 2.052$ . Based on the test criteria, if  $t_{count} \geq t_{table}$  means  $H_0$  is rejected and  $H_a$  is accepted, and vice versa if  $t_{count} < t_{table}$  means  $H_0$  is accepted and  $H_a$  is rejected. Based on the calculation above, namely  $t_{count} \geq t_{table}$  ( $73.295 \geq 2.052$ ) shows that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a significant positive relationship between da'wah-based descriptive text teaching materials and the learning outcomes of writing descriptive texts for class VII students of MTs Mazro'illah Lubuklinggau. With a significance of 0.0001 which means it is smaller than 0.05, there is a significant relationship.

The next step is to find the reliability value of the instrument using the alpha formula. In order to be able to use the alpha formula, the grain variance and total variance must be known first. Based on the calculation of the reliability of the instrument, it is known that the item variance is 0.87 while the total variance is 1.41, so the reliability of the da'wah-based descriptive text teaching materials instrument is categorized as moderate with a value of 0.57. The last step is to calculate the effectiveness of teaching materials based on da'wah paired sample  $t$ -test with SPSS version 20.

Based on the paired sample statistics table, the mean or average value of the previous learning outcomes is 55.00. While the average value of learning outcomes after 91.95. The number of respondents or students who were sampled was 29 students. Relationships or correlations of the average values before and after can be seen from the Paired Samples Correlations table, in the Sig column. Obtained 0.501 which means greater than the alpha value (0.05), then based on the decision making of the correlations test showed that there was no significant relationship between the data after the average value and the average value before. Next, look for differences before and after using da'wah-based descriptive text teaching materials. The mean value or average value before and after in the table in the paired samples test is  $-36.95$  with Sig. (2-tailed) of  $0.0001 < 0.05$ . Because the value of Sig. (2-tailed) obtained 0.0001 smaller than the alpha value of 0.05, so the conclusion is that there is a significant difference between before and after using teaching materials based on da'wah. Based on these conclusions, the use of da'wah-based descriptive text teaching materials is valid, practical, and effective.

## 4 Conclusion

Based on the results of research on the development of teaching materials based on da'wah for class VII MTs Mazroillah Lubuklinggau. So the researchers drew conclusions based on the results of the expert team's validation there were several improvements. The results of all components of the validation team of experts are included in the good category, with a percentage of 75.6%. The practicality of da'wah-based descriptive text teaching materials can be known by prototype trials and small group trials. One to one trials (prototype evaluation) and small group trials, received a positive response and there was no improvement so that the da'wah-based descriptive text teaching materials

were practical. The percentage of the small group trial questionnaire of 829.58% was in the very positive category. The large group trial based on the questionnaire given to students received a very positive response with a percentage of 86.9%. This shows that the teaching materials of da'wah-based descriptive texts are already practical.

The result of the validity of the instrument, which is 1.00, is included in the category of very high validity. Meanwhile, the results of  $t_{count} \geq t_{table}$  ( $73.295 \geq 2.052$ ) show that there is a significant positive relationship between da'wah-based descriptive text teaching materials and learning outcomes for class VII students at MTs Mazroillah Lubuklinggau. The reliability of da'wah-based descriptive text teaching materials is moderately categorized with a value of 0.57. While the results of calculating the paired sample T-Test or t-test with SPSS version 20, the value of Sig. (2-tailed) of 0.0001 is smaller than the alpha value, which is 0.05, this shows a significant difference, between the value of writing descriptive text before and after students use teaching materials based on da'wah, meaning that it has been proven effective.

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