



Development of Teaching Materials for Writing Description Text Using A Contextual Approach to Improve Writing Ability in Junior High School Students: Photography as A Media

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Abstract. The aim of this research is to develop teaching materials for writing descriptive texts using a contextual approach assisted by photographic image media to increase interest in learning for class VII middle school students. This research method is Research and Development (R n D). Data was collected through observation, interviews and questionnaires. Instrument data processing procedures include validity tests, reliability tests, normality tests, homogeneity tests, and sample t-test correlations. From the development, special teaching materials were produced with contextual approach steps assisted by photography media to improve writing descriptive texts. The trial results prove that the product is effective in improving student learning outcomes with a significant difference of 80% compared to conventional methods. While the percentage of student activity in learning reached 85%, the average student response was 87%. Development of teaching materials with a new contextual approach applied to material for writing descriptive texts. The implication of this research is that it makes it easier for teachers to carry out the learning process of writing descriptive texts.

Keywords: Contextual Approach, Junior High School Students, Photography Media, Write Descriptive Text.

1 Introduction

Teaching materials are material or lesson materials that are systematically arranged which are used by teachers and students in learning to achieve the expected goals. As [1] argues, teaching materials are all materials (both information, tools and texts) that are arranged systematically and display a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation. Specially designed worksheets are also reported to help improve students' [2]. Students who were taught specifically, designed teaching materials have better student abilities than undesigned teaching materials [4][5], students who use textbooks designed with multiple representations in learning have better

critical thinking skills than students who use textbooks designed with multiple representations in learning using conventional textbooks[6].

In reality, learning to write in the field has many complaints made by teachers. In general, complaints lead to the first, Learning to write is less popular with students. Second, the competencies possessed by students cannot be maximized. Third, students find it difficult to develop their ideas into written form especially in 7th grade. On the issue of interest in learning to write, it is a problem that greatly influences the effectiveness of achieving learning goals at school. This issue of interest is very personal in nature. The factor of using methods for presenting and evaluating learning outcomes in schools is closely related to the growth of interest in learning in students and teaching materials are less interesting. The results of observations and interviews with fellow teachers show that there is still often a lack of variety in learning carried out by teachers.

Writing ability is a vital foundation further education, due to lack of authentic experience and limited teaching methods[7]. Writing ability is the ability to express ideas where the writer must be able to write in outline, create a draft or outline and revise and edit. Thus, writing skills are not easy, but are carried out in several stages and are developed through practice in arranging thoughts and ideas so that they become complete writing[8]. One of the writing lessons taught in junior high school is writing descriptive text. Descriptive text is a type of text that describes an object, thing and situation so that the reader seems to see it[9]. Several previous researchers have made innovations in teaching writing, including using problem-based learning[10], augmented and virtual reality [7], vocabulary aids and conceptual aids[11], integrated science and literacy instruction[12].

Based on this research, the researcher raised the problem to be researched regarding learning to write descriptive text in class 7 by offering a contextual approach as a solution to overcome this problem. This is based on the consideration that the contextual approach promises to increase the interest and learning interest of students from various backgrounds as well as increasing student participation by actively encouraging them in providing opportunities for them to apply their understanding of knowledge, and apply the knowledge they have acquired in solving the challenging problems they face[13][14], while photography as a medium is very helpful for finding more precise information[15].

2 Method

The aim of this development research is to produce new products, in the form of teaching materials for writing descriptive texts. The research method used in this research is a type of research and development (R n D)[16], with the following steps: (1) Research and Information Collecting, (2) Planning, (3) Develop Primary From of Product, (4) Preliminary Field, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision, (10) Dissemination and Implementation. However, in this study the dissemination step was not carried out due to limited research time.

The subjects in this research were three grade 7 Indonesian language teachers as language learning experts Indonesia, fifteen 8th grade students from MTs. M.A. Pameuntasan (sampel 1) (limited test), fifteen Cihampelas 1 Middle School (sampel 2) and fifteen students from Angkasa Lanud Sulaiman Middle School (sampel 3) (wide test). The instruments used are product validation test instruments, test instruments and questionnaires to collect teacher response data. Product assessment indicators are syntax, reaction principles, social principles, support systems, instructional impact aspects, and accompanying impacts. The test grid refers to the basic competencies of the 2013 Curriculum implemented in junior high schools, namely 3.1-4.1 and 3.2-4.2. The teacher and student response questionnaire grid refers to the process of learning to write narratives using a contextual approach assessed using a Likert scale. Data was analyzed using qualitative and quantitative approaches.

3 Results and Discussion

The results in this research are divided into three parts, namely: (1) developing teaching materials using the approach contextual assistance assisted by photography media to improve ability to write descriptive text and learning interest of junior high school students, (2) test results for the ability to write descriptive text for junior high school, (3) students and teacher and student responses to the learning that has been carried out. The explanation is detailed as follows.

Result of developing teaching materials using the approach contextual assistance assisted by photography media to improve ability to write descriptive text and learning interest of junior high school students detailed below.

The level of product suitability, namely teaching materials with a contextual approach assisted by photography, was obtained expert lecturer validation 77% and peer validation 80%. Based on the results of product validation calculations using the Likert Scale, it is said to be feasible because it covers The percentage of assessment results is 77%-80% and can be used without revision. The learning steps in the developed teaching materials are detailed below.

Table 1. Steps for learning descriptive writing with a contextual approach

Works Step	Teacher activities	Student Activities
Constructivism	The teacher assigns students to read the learning material that will be delivered, before learning begins.	Students follow the students' instructions to read material related to the lesson to be discussed.
Inquiry	The teacher shows worksheets that are distributed through the projector which contain exercises that students must do.	Students look at the worksheet that the teacher shares via a projector and try to answer the questions contained in the worksheet.
Ask	The teacher gives students the opportunity to ask questions.	Students ask questions regarding material they do not yet understand.

Works Step	Teacher activities	Student Activities
Learning Society	Teachers form study groups.	Students sit with group friends who have been formed by the teacher.
Modeling	The teacher shows examples of the results of structural analysis and linguistic rules of descriptive text.	Students see examples of the results of structural analysis and linguistic rules of descriptive text that the teacher shows, as a reference.
Reflection	Teachers and students make conclusions related to the material they have studied	Students and teachers together conclude the material they have studied.
Authentic Assessment	The teacher gives assignments to students as practice for working on questions at home.	Students receive assignments to do at home as a form of practice.

The results of the video for developing teaching materials for photography media, for example, are shown below.

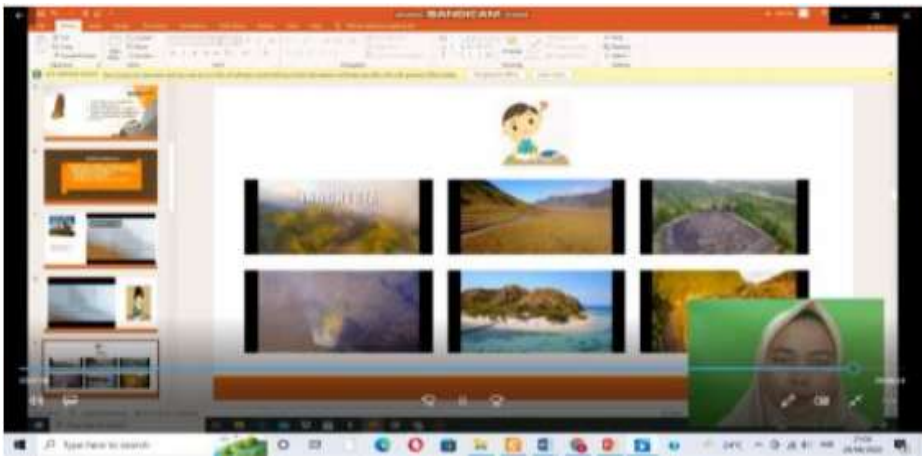


Fig. 1. One of the displays of assisted learning video teaching materials photography media

Table 1 and Fig. 1 above are partial screenshots of the display contextual approach syntax and learning videos regarding descriptive text which is used as a learning medium in developing teaching materials write descriptive text for Class VII Middle School students. In the video contains materials and examples that have been adapted to competencies basics in the 2013 Curriculum RPP. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either. Subsequent paragraphs, however, are indented. Learning tools are an important thing that must be done prepared in a process of teaching and learning activities [17]. This is so makes it easier for us to achieve learning goals. one of those devices prepared by researchers is a learning

implementation plan[18]. incorporate contextual approach syntax into core learning activities write detailed descriptive text.

Test results for the ability to write descriptive text for junior high school test results for the ability to write descriptive text for junior high school. Data on pretest writing skill scores. Text descriptions of control and experimental class students during the limited test are explained in the table below.

Table 2. Average value of students' ability in writing text descriptions of experimental and control classes during limited testing (sample 1)

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Average	65	60	75	67

The test results for the ability to write descriptive text during the wide test are detailed in the table below.

Table 3. Average value of students' ability in writing text descriptions of experimental and control classes during wide testing (sample 2)

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Average	60	60	78	65

Table 4. Average value of students' ability in writing text descriptions of experimental and control classes during wide testing (sample 3)

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Average	60	60	80	67

Based on tables 2,3,4 above, it shows that during the limited test the average was not much different between the experimental class and the control class. This is because there is not much time to apply the learning and the product is still not perfect[17], because good learning must be evaluated and reflected from time to time[19]. During the extensive test, it was seen that there were differences between the control class and the experimental class in sample 2 and sample 3. This was because the researcher increased the implementation time and made improvements to the learning activities according to input from the tutor during the limited test.

The results obtained after carrying out learning activities, the teacher responded positively and negatively to the 10 questionnaire statements given. The teacher's response to the contextual approach assisted by photography media on the ability to write descriptive text, the teacher responded positively agree (S) with a percentage of 65% on statements number 5, 8, and 10". Statement number 5 is "By using a contextual approach, I can control the development of students' thinking power in writing descriptive texts." Meanwhile, for negative statements, teachers responded to STS (STS) with a percentage of 80% in statements number 2, 4, 7, and 9. Statement number 2 is "I am more interested in teaching using books only than using learning media". A graph of teacher responses to learning is depicted below.

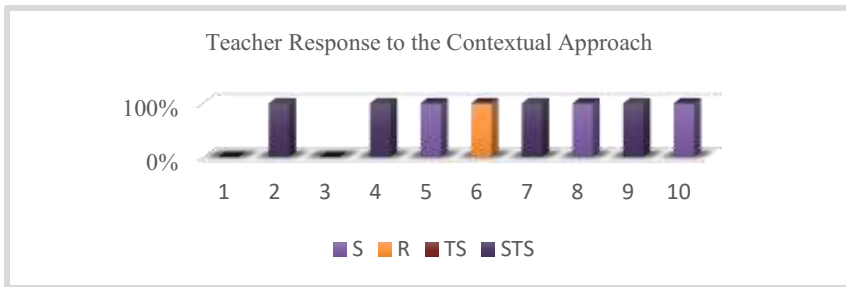


Fig. 2. Average teacher response to development teaching materials for writing description texts with the assistance of photography media

The results obtained after carrying out learning activities, students responded positively and negatively to the 20 questionnaire statements given. "Students' responses to the contextual approach assisted by photography media on the ability to write descriptive text, students responded strongly agree (SS) to statements number 2 and 4." Statement number 2 is "The contextual approach used makes it easier for me to understand the content of the descriptive text material." Meanwhile, for negative statements, students responded to STS (STS) in statements number 9 and 12. Statement number 9 was "The photography media used as a learning medium is not interesting". A graph of student responses to learning is depicted below.

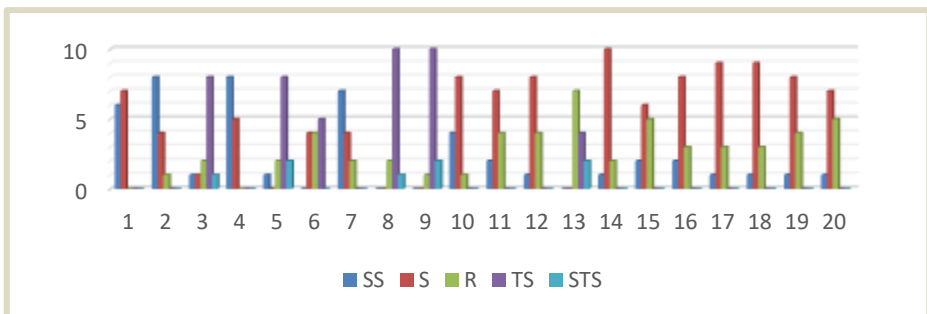


Fig. 3. Average student response to development teaching materials for writing description texts with the assistance of photography media

Based on the graph, the responses of teachers and students to the learning that has been implemented can be stated as good. This is directly proportional to the test results which show that students' ability to write descriptive text is getting better. Learning to write descriptive text with teaching materials that use a contextual approach provides opportunities for students to learn according to their environment and experiences. This provides students with the opportunity to explore their knowledge and experiences directly[20]. Learning to write descriptive text with teaching materials that use a contextual approach provides opportunities for students to learn according to their environment and experiences. This provides students with the opportunity to explore their knowledge and experiences directly using photography media which makes learning more fun and this is one of the technology-based learning[21].

4 Conclusion

Based on the results of the development of teaching materials using a contextual approach provided by teachers for learning to write descriptive texts, the research results show that these teaching materials can improve student learning outcomes. This is proven, the average posttest score of students after being given value treatment has increased. The response given by the teacher to the use of a contextual approach in learning to write descriptive text shows that the teacher considers this approach to be able to control the development of students' thinking power through group discussion activities in class. The evidence seen in this research is that students are more active and think critically in learning to write descriptive texts using a contextual approach. Apart from that, the responses given by students to the use of a contextual approach in learning to write descriptive texts show that this approach makes it easier for them to understand the content of descriptive text material which was previously considered confusing. However, there is still a weakness in this research, namely the limited time in implementing teaching materials so that the results are less than optimal. Future researchers are expected to plan the application to students more than 3 times so that the product and learning can be evaluated regularly and obtain accurate data.

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