

# A Module on News Text Writing Development with Mind Mapping Techniques for VIII Grade Junior High School/Madrasah Tsanawiyah Students

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**Abstract**— The main motive of this study is to describe the Indonesian subject learning especially news writing in junior high school, develop news writing module teaching materials with mind mapping techniques for VIII grade junior high school/madrasah tsanawiyah (MTs) students, and describe the feasibility of news writing module teaching materials using mind mapping techniques for VIII grade junior high school/MTs students. Research and development of this module refers to Research and Development (R&D) from Borg and Gall. The steps include (1) potential and problems, (2) gathering information, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) product trials, (9) product revisions, (10) mass production. Data were obtained from interviews with Indonesian language teachers and questionnaires, as well as product validation, and limited student trials. The results of the study are as follows. First, an illustration of learning to write news texts still requires innovation. Secondly, the development of the *Mari Menulis Berita Menggunakan Peta Konsep (Let's Write News Text Using Mind Mapping Concept)* for VIII Grade Junior High School / Mts Students is assessed for its feasibility in aspects of content / material, presentation, language, and graphics. Third, the feasibility of writing a news text module on aspects of content / material gained an average score 4.31 with the category of "very good", the aspect of the presentation gained an average score of 4.25 with the category of "very good", aspects of language scored on average 4.33 with the "very good" category, and the graphic aspect gained an average score of 4.12 with the "good" category. The score is accumulated and produces an average score of 4.25 with a percentage of eligibility of 85%. So, the *Let's Write News Text Using Mind Mapping Concept Module for VIII grade junior high school / MTs Students* is very suitable for use.

**Keywords**—*development, module, mind mapping, junior highschool students*

## I. INTRODUCTION

News text is one of the texts contained in the 2013 curriculum for VIII grade junior high school students in the first semester, while basic competencies in news texts are identifying the text elements of the news that are heard and read. Based on these basic competencies, various ways are carried out by the teacher so that students can write news texts correctly and be able to achieve the objectives that

have been set. Using the right learning resources is one of the things that need to be considered. Most of the students still rely on textbooks as source of learning in the classroom and seem monotonous because they only focus on the directives in the textbook. This is accordance with Prastowo's statement [1] that the quality of learning is low when educators are only fixated on conventional teaching materials without the creativity to develop the teaching material innovatively.

Cook in [2] states that writing skills are sometimes overlooked in language learning, so it needs to be reviewed because writing skills are the most difficult skills in discourse. Furthermore, Ur in [3] also stated that writing should be done in sequence and structured so that is easy to read. In writing news sometimes students have problems in developing information in their writing, so in this case mind mapping techniques are expected to help students in developing their writing so as the focus is not derailed out of the information by the student. Mind mapping techniques are favored by some circles, mind mapping has been around since the mid-1970s and was developed by Tony Buzan [4]. Mind mapping can be used for learning and is able to explore students' abilities by making various branches that have a structure so that it becomes clear and directed so that students will become more creative [5]. The use of mind mapping accordance to Crowe in [6] was chosen because it can represent something and connect to each learning materials.

Prastowo in [1] suggests that the module is a teaching material written with the purpose that students can learn independently without or with the guidance of the teacher. Technically, he offered then categories that had to be fulfilled with quality textbooks. The ten categories are as follows. (1) textbooks must be attract interest to students who use them, (2) textbooks must be able to provide motivation to students who use them, (3) textbooks must contain illustrations that attract students who use them, (4) textbooks should consider linguistic aspects so that they are appropriate with the ability of the students who use it, (5) the contents of the textbook must be closely related to other lessons, (6) the textbook must be able to stimulate the personal activities of students who used it, (7) textbooks

must be consciously and firmly avoid vague and unusual concepts, (8) textbooks must have a clear perspective or point of view, (9) textbooks must be able to provide stabilization, emphasis on the values of children and adults, and (10) textbooks must be able to appreciate the personal differences of the users.

Daryanto in [7] explained that module is one of teaching source that systematically resourceful. On the other hand, Prastowo in [1] stated that module is teaching module that is written with the intention for the students can learn with their own will and conscious. Thus, modules must be filled with the correct steps, the main goal, learning material, supporting information, practice questionnaire, work instructions, evaluations, and feedback on evaluation results. Modules that can improve students' motivation and learning abilities must pay attention to the characteristics needed. These characteristics are self-instruction, self-contained, stand alone, adaptive, and user friendly [7]. Research on module development has been carried out by several people with different techniques and models, one of which is research conducted by FX. Dalu Pradha Prasadja, student of Yogyakarta State University in 2016 with the title "Development of Teaching Materials for Writing Short Story Texts Based on Storyboard Techniques for High School/MK Class XI Students."

The focus of the study is (1) a description of learning to write news in junior high school, (2) developing teaching materials for news writing modules using mind mapping techniques for eight grade junior high school / MTs students, (3) the feasibility of teaching module material for writing news using mind mapping techniques for eight grade junior high school / MTs students.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

## II. RESEARCH METHOD

This research uses research and development (R&D) method. R&D methods are research methods used to produce certain results and test the effectiveness of the result. This study refers to the development research procedures of Borg and Gall via [8], namely (1) research and data collection, (2) planning, (3) developing products draft, (4) initial fields trials, (5) revising trial results, (6) field trials, (7) improving field test results, (8) field implementation tests, (9) final product improvement, (10) dissemination and implementation.

The subjects in this study were eighth grade students of SMP N 1 Panjatan with a total of 55 students using interview instruments, questionnaires, and validation sheets. The interviews were conducted by Indonesian language teachers at SMP N 1 Panjatan using unstructured interviews, for filling out questionnaires closed using a Likert scale with 5 answer choices made by 55 eighth grade students of SMP N 1 Panjatan, and a validation sheet carried out by one Indonesian teacher and two expert lecturers used for reviewers and respondents. The results of the analysis were obtained from the results of interviews with Indonesian

Language teachers transcribed and outlined in the contents. The next step is to analyze the data and draw conclusions in general, while the student questionnaire is to change the score of each question item with the score criteria. for data analysis in the form of validation is done by converting quantitative data into qualitative data using conversions with Widoyoko in [9] based on Likert scale on expert and student validation sheets.

## III. RESEARCH OUTCOMES AND DISCUSSION

### A. Research Outcomes

#### 1) Research Study

From the preliminary study that has been done, the average score of all aspects is 3.39 or 67.91% with the "moderate" category. The aspect that has the highest average score based on the questionnaire results is I want the latest innovation in terms of learning to write news texts that is equal to 4.3 or 86.18%, while the aspect that has the lowest average score is text material writing news that is in the book makes me want to write more news that is 1.85 or 37.09%. Hence, students mostly like news texts but do not know how to write news texts so students want the latest innovations in learning to write news texts.

#### 2) Writing News Text with Mind Mapping Module Development

After conducting a preliminary study in the form of interviews with Indonesian subject teachers and conducting questionnaires to students and analyzing data on the results of interviews and questionnaires, the next step is to plan the development of module teaching materials. The first step is to determine the title for the module, Let's Write News Text Using Mind Mapping Concept Module for VIII Grade Junior High School/MTs Students. After the title of the module teaching material has been determined, the next step is the determination of goals, selection of materials, preparation of the framework, and collection of materials.

The purpose of the module is divided into two general goals and specific objectives, the general purpose of which is to meet the standards of competence and basic competencies, especially in news text writing material, while the specific goal is that students are able to understand the understanding of news texts, kinds of news texts, and elements contained in news texts, students are able to write news texts in brief, concise, and clear and coherent and appropriate. Material selection is based on the suitability of the characteristics of junior high school/MTs students, ranging from the selection of material, examples of text, as well as drawings or illustrations and the selection of appropriate words, for example the use of friendly language and not too long or the selection of news text samples adapted to junior high school students/MTs students are interesting enough but not too heavy. The preparation is done starting from making the title page, preface, table of contents, standard competencies and basic competencies, description and instructions for use of the module, final learning objectives, news material, "rileks sejenak" (relax for a moment) column, summary, formative test, assessment guidelines, reflection column, evaluation, answer key, bibliography, glossary, and index.

The collection of material content is done by collecting several SMP/MTs textbooks for news text material. The material in the form of news text samples is taken from textbooks and the internet. After collecting materials from various sources, the preparation of module teaching materials is carried out. The paper used in this module is using A4 paper (21 cm x 29.7 cm) with a weight of 80-gram paper. The module uses various forms of writing including Broadway and comic sans MS and with a variety of sizes ranging from 11 to 28. The module is equipped with three parts, namely the first, the second, and the third. The first part contains the cover of the module, after that there are introductory words, table of contents, standards of competence and basic competencies, descriptions and instructions for using modules, and the final learning objectives. bibliography, glossary, index, and attachments. The following are products in the form of a learning module entitled Let's Write News Using Mind Mapping Concept for VIII Grade Junior High School/MTs Students.

3) Validation Result Data

The finished product will then be tested for product validation. Validation test is done using a questionnaire which includes several aspects of assessment, namely aspects of content/material, presentation, language, and graphics. Validation test was carried out by 2 expert lecturers and 1 Indonesian teacher through 2 stages. The following can be seen that the average score obtained from the expert lecturer 1 is 3.77 with a percentage of 75.5% and into the "good" category. While the average score obtained from expert lecturer 2 is 4.67 with a percentage result of 93.55% and into the category of "very good" and the following can be seen the results of the average score obtained from Indonesian subject teachers in step 1 that is equal to 3.92 with a percentage of 78.95% and into the "good" category. While the results of the average score obtained from stage 2 validation is equal to 4.33 with a percentage of 86.65% and into the category of "very good".

4) Student Trial Results Data

After validating the expert lecturers and subject teachers, the next step is to test the product "Let's Write News Text Using Mind Mapping Concept Module for VIII grade junior high school / MTs Students ". Product trials were carried out twice, namely limited trials and conducting an overall trial of students. The following is a recapitulation based on a limited trial conducted by 10 students and a trial conducted by 27 students. Based on the results of the data the results of the average score obtained from the limited trial of students in stage 1 is equal to 4.39 with a percentage of 87.8% and into the category of "very good". While the results of the average score obtained from the Phase 2 student trials are equal to 4.04 with a percentage of 80.8% and into the "good" category.

B. Discussion

1) Module Description

Module teaching material entitled Let's Write News Text Using Mind Mapping Concept Module for VIII grade junior high school / MTs Students is arranged based on four

aspects of feasibility, namely aspects of content or material feasibility, aspects of presentation feasibility, language feasibility aspects, and graphic feasibility aspects. Overall, the content or material in the module is divided into two parts, namely, (1) let's get to know the news text, and (2) write the news text using concept map techniques. The presentation aspect in the module includes three parts, namely introduction, content, and cover. The use of the language contained in the module uses friendly or familiar language so that students feel comfortable and not saturated when reading the module. Communicative language is used so that learning feels more fun, and easy to receive news text material. In the graphic aspect there are three indicators that need to be considered. According to Muslich in [10], the three indicators are module size, module skin design, and module content design.

2) Description of Validation and Trial Results Data

Description of the validation data of expert lecturers and Indonesian teachers, and the limited trial of students having a comparison of the average score in each aspect. The following is a diagram based on the results of the validation of expert lecturers, Indonesian language subject teachers, as well as the limited trial of students on aspects of content / material, presentation, language, and graphics.

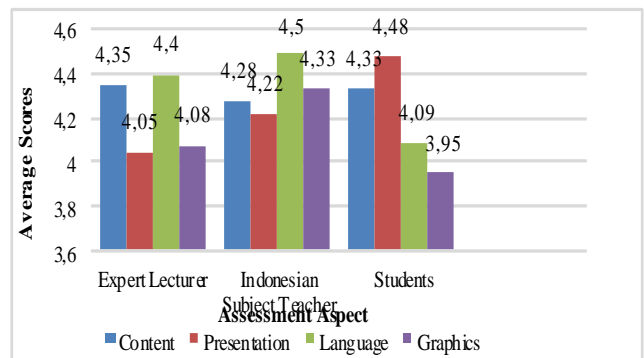


Fig. 1. Scores Diagram

Based on the Figure 1 above, the highest acquisition is in the aspect of language assessed by Indonesian subject teachers, which is 4.5 and the lowest is in the graphic aspect with an average score of 3.95 which is also assessed by students. If the average score of an expert lecturer, an Indonesian teacher, and the student test results will be obtained the following results (see Table I).

TABLE I. TABLE ASSESSMENTS

Assessment Aspect	Expert Lecturers	Teachers	Students	Average
Feasibility of Content	4.35	4.28	4.33	4.31
Feasibility of Presentation	4.05	4.22	4.48	4,25
Language Feasibility	4.4	4.5	4.09	4.33
Feasibility of Graphics	4.08	4.33	3.95	4.12
Total	16.88	17.33	16.85	17.01
Averages	4.22	4.33	4.21	4.25

Category	Very Good	Very Good	Very Good	Very Good
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The results obtained from the three assessments, namely the feasibility aspect of the module content received an average score of 4.31 with a percentage of 86.2 and entered the category of "very good", while the feasibility aspect of the module presentation received an average score of 4.25 with a percentage of 85 and into the category of "very good", the aspect of language feasibility gets an average score of 4.33 with a percentage of 86.6 and goes into the category of "very good" and on the aspect of feasibility for graphics gets an average score of 4.12 percent of 82.4 and into the "good" category. So, if all four scores in each aspect are accumulated, you will get an average score of 4.25 with a percentage of 85 and into the category of "very good".

The feasibility criteria for module development discussed in the previous chapter explain that the feasibility value is determined by a minimum value of "C" with the category "Enough". So, based on this statement, the development of the Mari Writing News module teaching materials uses Concept Maps for Grade VIII SMP / MTs students who get an average score of 4.25 with a percentage of 85 and into the "excellent" category suitable for students to use as independent learning resources.

#### IV. CONCLUSION

Based on the discussion it can be concluded that most students want innovation in learning to write news texts because so far there has been no use of certain techniques in learning to write news texts. The steps of developing the module are determining the title, purpose, selection of materials, preparation of the framework, and collection of materials relevant to the news text material. The learning module to write news texts on the content / material aspects gained an average score of 4.31 with the category of "very good", the presentation aspect gained an average score of 4.25 with the category of "very good", aspects of language gained an average score the average was 4.33 with the "very good" category, and the graphic aspect gained an average score of 4.12 with the "good" category. The score is accumulated and produces an average score of 4.25 with a percentage of eligibility of 85%. So, the module Let's Write News Using Mind Mapping for Class VIII SMP / MTs Students is very feasible to use.

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