Development of Teaching Materials for Writing Recount Text for Middle School Students

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Abstract

This study was aimed to produce the steps of developing and learning material of writing recount text effectively and effisiently in writing of recount text learning at MTs Asyafi'iyah. The developing model is adopted from Borg and Gall Model. In this case the writer use 6 main steps of Borg and Gall because according the writer analysis 6 main steps is effectively and effisiently in making the product of learning material. The sixth main steps is: 1) Research & Information Collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Field Testing and Product Revision, 5) Final Product Revision, 6) Disseminassion and Implementation. Offeral findings showed that developing learning material o f writing recount text for students of the Yunior High School/Religion Yunior High School at eight grade is good qualify. Expert evaluate that this multimedia and learning material is good to be media and help the teacher to deliver the material and it could be motivated the students in learning process. Generally, based on the data analysis, expert validation or field trial showed that the quality of English Learning process in recount text writing for the eight grade of Yunior High School or Religion Yunior High School is good, so this developing product could be used as media in English learning process.

Keywords: Microsoft Powerpoint; Recount Text; Writing

INTRODUCTION

The results of research conducted by Richard E. Mayer (2001) in the multimedia learning book, there are 12 (twelve) multimedia learning design principles that can be applied in learning. The 12 (twelve) Principles for Designing Learning Multimedia are: (1) Multimedia Principles. People learn better from pictures and words than from words alone. Multimedia means combining various media (text, images, graphics, audio/narration, video, animation, simulation, etc.) into one harmonious whole; (2) Principle of Spatial Continuity. People learn better when related words and pictures are close together rather than far apart or separated (Pajriah & Budiman, 2017); (3) Principle of Continuity of Time. People learn better when related words and images are presented simultaneously (Hotimah & Muhtadi, 2017); (4) Coherence Principle. People learn better when words, images, sounds, videos, animations are relevant and support each other (Rasyid et al., 2016); (5) Principles of Learning Modalities. People learn better if they use more than one modality (Sari, 2014); (6) Redundancy Principle. People learn better from animation and narration including video, than from animation,

narration plus text on screen (redundant); (7) Personalization Principle. People learn better from text or words that are communicative (conversational) than sentences that are more formal; (8) Principle of Interactivity. People learn better when they can control what they are learning themselves (manipulative: simulations, games, branching); (9) Signal Principle (cue, highlight) People learn better when words, followed by a cue, highlight, emphasize what is relevant to what is presented; (10) Principle of Individual Differences. Each individual has different abilities in capturing information. The combination of text, narrative and visuals will have a strong influence on those who have a high auditory modality. The combination of text, visuals and simulations has a strong influence on those who have a high kinesthetic modality; (11) Principles of Practice. Practical work in solving problems can improve learning and deeper understanding (Zubaidah, 2016); 12) Supposition. Students learn better from animation and narration, than from animation and text on a screen.

According to Brown (2007:420) in the book Teaching by Principles An Interactive Approach to Language Pedagogy explains that there are 6 principles in teaching writing. These principles are: (1) Incorporating the author's ideas. This first guideline provides breadth in thinking to reflect on the division of techniques that have a purpose in writing, besides that it must also consider various types of effectiveness used by writers, and several training techniques. For example, a good writer will focus on the main goal or idea in writing, can intelligently measure/see the audience, use some time to plan writing, write down easy ideas at the beginning of writing, patiently make necessary improvements; (2) Process and Product Balance. Because writing is the process of composing and preparing various drafts before an effective product is created, the writer must ensure that students are carefully guided through the appropriate steps in the composing process; (3) Cultural values and literary background. In writing techniques, don't assume that students already know rhetorical rules. If there are ideas that contrast with the traditions of indigenous students, then understanding is provided to help students understand the material being taught; (4) Combine reading with writing. Clearly, students who learn to write are part of careful observation of what is ready to be written, they learn by observing, or reading the words that are written; (5) provide as much original writing as possible. Whether the writing is real writing or for exhibition/performance, the writer must convey the intention clearly in conveying meaning; and (6) developing writing techniques in the form of prewriting, drafting, and revising. The writing process approach tends to be structured into 3 (three) writing steps. The prewriting step encourages developing ideas which can occur in several ways such as: reading the text widely, skimming and/or scanning, brainstorming, listing/sequencing, clustering/grouping starting from keywords then adding other words, using free gathering, discussing topics or questions. Next, the drafting and revising steps are the essence of writing.

Recount writing is the ability to express ideas or notions in the form of a type of essay that tells an experience or activity that has occurred or has been carried out in actual circumstances so that the reader can see, hear, feel, smell imaginatively what is seen, heard, felt and smelled by the author regarding the object in question (Syaikhudin, 2013). Recount text is text that expresses/retells an event that has occurred in the past which is expressed in written form with the aim of informing or entertaining. The communicative purpose of recount text is to report events, occurrences or activities with the aim of reporting or entertaining and conveying facts with varied expressions about routine activities in the form of recount text through writing and speaking activities (Simbolon, 2014).

Recount text structure: (1) Orientation, which contains an introduction about the event that occurred, the characters involved in the event, the place and time the event occurred; (2) Events, which contain the intertwining events/events in the story of the experience. This section can consist of several events/events; and (3) Reorientation, which contains a summary/conclusion of the story.

Linguistic characteristics of recount text: focus on individual participants, using Past Tense, using conjunctions, for example: then, before, after), using material or activity clauses: announs and pronouns as pronouns for the people, animals or objects involved (e.g. David, the monkey, we etc.), action verbs (e.g. go, sleep, run etc.), past tense (e.g. We went to the zoo; She was happy etc.), conjunctions and time connectives which sequence events, occurrences or activities (for example and, but, then, after that, etc.), adverbs and adverb phrases to reveal place, time and manner (for example

yesterday, at my house, slowly etc.), adjectives to describe nouns (e.g. beautiful, funny, etc.). An example of recount text is a bibiography, a past event experienced by a person/writer.

To measure the success of learning to write, it is done by assessing learning outcomes. Giving grades to students' writing results is carried out using writing assessment guidelines (Brown and Bailey, 1984) which include the following components: (1) Organizing, (2) Logical development of ideas, (3) Grammatical, (4) Signs reading, Spelling and Mechanics, (5) Style of Expression. The grading of students' work results is as follows: (a) Giving a score to each component, (b) Adding up the scores to get the students' total score.

The objectives of the research on developing teaching materials for writing recount text for MTs Asyafi'iyah class VIII students in Tanjung Benuang Village, Merangin Regency are to: (1) Produce steps for developing teaching materials for writing recount text based on Microsoft PowerPoint for class VIII students at MTs Asyafi'iyah Tanjung Benuang, Merangin Regency; and (2) Produce teaching materials for writing recount text based on Microsoft PowerPoint that are effective and efficient for learning to write recount text at MTs Asyafi'iyah Tanjung Benuang, Merangin Regency.

RESEARCH METHODS

Research Design

Research and development methods or Research and Development are research methods used to produce certain products and test the feasibility of these products (Astuti et al., 2017). To be able to produce certain products, research is used that is needs analysis and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the effectiveness/feasibility of the product.

This development research uses the Borg and Gall model (Utomo et al., 2016). The reason researchers use the Borg and Gall model is because the Borg and Gall model has appropriate and effective research analysis steps to produce a product in development research. The researcher did not use the 10 steps of Borg and Gall, but the researcher used the 6 main steps of Borg and Gall because according to the researcher's analysis, these 6 main steps were more appropriate and efficient for making teaching material products for writing recount text for MTs/SMP Class VIII students. For more details, the main steps of design/development model by (Borg and Gall, 1981) in research and development can be seen in the following picture:
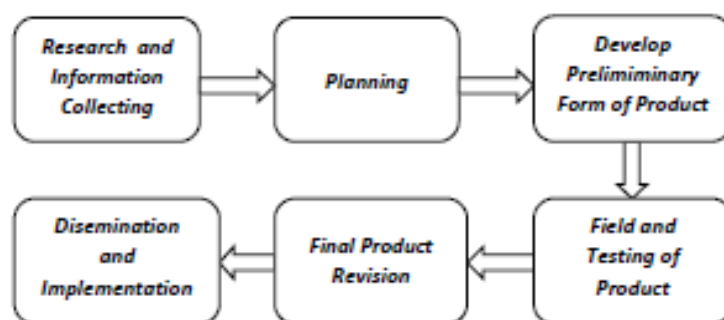

Figure 1. Borg and Gall model

Research Target/Subject

The test subjects in this research were class VIII students at MTs Asyafi'iyah Tanjung Benuang, who were selected purposively. Individual trials were carried out on 3 students, small group trials were carried out on 5 students and 18 students were carried out for class trials.

Research Procedure

Based on this development model, the procedures in this research are divided into 6 stages. These stages are as follows: (1) research and information gathering, (2) planning, (3) development of the initial form of the product, (4) field testing and product revision, (5) final product revision, (6) dissemination and implementation .

Instruments, and Data Collection Techniques

The type of data used in this research is data in the form of primary data and secondary data. To obtain the expected amount of data, data collection instruments were used, including: questionnaires, observation sheets, and student worksheets regarding writing recount text.

Data analysis technique

Data analysis in this research was carried out using quantitative descriptive analysis. The data in the questionnaire, which was previously in the form of a narrative, is then expressed in a score using a Likert scale with 5 scoring points. The scores from the questionnaire are then converted into percentages.

RESULTS AND DISCUSSION

Data on development results were obtained from English content/learning material experts, learning media design experts, English subject teachers, individual trials, small group trials, field trials, interview results, observation sheets and attitude questionnaires.

The results of the final product revision of teaching materials for writing recount text for MTs/SMP class VIII students were declared by the design expert and content/material expert with a statement that overall the product had undergone revision, if possible revised in accordance with previous suggestions (validation 1), good and approved to be tested in further research. From the observation sheet, the data that the developers got was almost the same as that obtained during small group trials.

From various data from individual, small group and field trial observations, it can be concluded that in indicator (1) Observations of students in understanding the material presented in Microsoft PowerPoint media, show the results of observations that at first the students seemed happy to see teaching materials for writing recount text based Microsoft PowerPoint media and sometimes students laugh because they see funny animations but students don't understand the material to be taught, but after students pay attention to the teacher's explanation, students start to be interested and are no longer confused. Indicator (2) Observations of students in carrying out assignments presented in Microsoft PowerPoint media show that the results of observations are that students carry out assignments calmly, enthusiastically and occasionally discuss with their friends and open the dictionary. Indicator (3) Observations of students in completing assignments presented in Microsoft PowerPoint media show that they can carry out and complete the assignments with fairly good results.

Discussion of the development results consists of: 1) discussion of the results of the validation of English content/learning material experts, 2) discussion of the results of the validation of learning media design experts, 3) discussion of English teacher response data, 4) discussion of individual trial data, 5) discussion of data small group trials and 6) discussion of field trial data.

In using teaching materials for writing recount text based on Microsoft PowerPoint, there are two versions, namely soft copy in the form of a flash disk or CD and Paper Based Powerpoint. The first form of using recount text teaching materials is in the form of soft copy in the form of a flash disk or CD. This soft copy form can be used when the learning process takes place with the teacher and students in the classroom. In this case, the teacher can explain the recount text learning material based on PowerPoint media, students can also ask questions about the material being taught. The second form of recount text teaching material is in the form of Paper Based Powerpoint. This form of recount text teaching material in the form of Paper Based Powerpoint can be used simultaneously with soft copy or separately. Paper Based Powerpoint recount text teaching materials are used simultaneously, namely when the learning process takes place with the teacher and students in the class, the teacher explains the recount text

material using the Microsoft PowerPoint program then the students pay attention or pay attention to the teaching materials given to students in Paper Based form. Power point. Separately, recount text teaching materials in the form of Paper Based Powerpoint can be studied by students at home without teacher supervision and this can help students' understanding of recount text material.

From the results of research conducted by researchers regarding the development of teaching materials for writing recount text based on Microsoft PowerPoint, it is reviewed from the principles of teaching writing, students can include ideas and freedom of thinking in written form, students can write down ideas from easy to more difficult ideas and students can implement good writing techniques, namely in the form of pre-writing, drafting and revising. In this technique, students are also able to encourage developing ideas through reading texts widely, skimming and scanning.

The principle of effectiveness and attractiveness of this Microsoft PowerPoint-based recount text teaching material is that the Microsoft PowerPoint-based recount text teaching material is designed in such a way as to suit the analysis of students' needs so that it can increase understanding of the recount text writing material and the recount text teaching material can be used anywhere. anytime and anywhere without meeting face to face in class with the teacher. The principle of attractiveness states that in the learning process students tend to prefer learning using media because using media will help students understand the material more easily. In the Microsoft PowerPoint-based recount text teaching materials developed by researchers, there are media images, photos, animations, audio, video and various types of tasks and exercises according to students' needs so that they can provide motivation and interest in the learning process.

The teaching materials presented are made in accordance with the principles of preparing good teaching materials, namely the criteria set by the Ministry of National Education (2008), among others: self instructional (able to teach students independently), self contained (all learning materials from one competency unit or the sub-competencies studied are contained in one teaching material as a whole), stand alone (the teaching material developed does not depend on other media or does not have to be used together with other learning media), adaptive (this teaching material can adapt to scientific developments and technology), user friendly (every instruction and display of information that appears is helpful and friendly to the user, including the ease of the user responding and accessing as desired). The teaching materials for writing recount text that the author has prepared have tried to meet the criteria for preparing teaching materials. This teaching material is packaged in each unit/meeting which includes instructions, core competencies, basic competencies, syllabus and materials. This teaching material also provides varied and innovative exercises and tasks so that it can increase student motivation and be effective in achieving the expected competencies.

CONCLUSION

Based on the development process carried out, several things can be concluded, namely that the research and development of teaching materials for writing recount text based on Microsoft PowerPoint for class VIII students at MTs Asyafi'iyah Tanjung Benuang, Merangin Regency was carried out by adopting the Borg and Gall development steps. In this case, the researcher only used Borg and Gall's 6 main steps, namely: research and information gathering, planning, initial product development, field testing and product revision, final product revision, and dissemination and implementation. Apart from that, teaching materials for writing recount text based on Microsoft PowerPoint can increase the effectiveness and efficiency of learning in improving the ability to write English recount text for class VIII MTs Asyafi'iyah Tanjung Benuang, Merangin Regency.

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