



Development Of Teaching Materials For Writing Recount Text For Class VIII 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 efficiently 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 efficiently 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: English Learning; Microsoft Powerpoint; Writing of Recount Text

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INTRODUCTION

The English subject at MTs aims to ensure that students have the ability to develop communication competencies in oral and written form to achieve a functional literacy level, namely communicating orally and in writing to solve daily problems, having an awareness of the nature and importance of English to increase competitiveness. nation in a global society, as well as developing students' understanding of the relationship between language and culture.

In the 2013/2014 academic year within the Ministry of Religion of Merangin Regency there were 38 Tsanawiyah Madrasas consisting of 7 State Tsanawiyah Madrasas and 31 Private Tsanawiyah Madrasas. Asyafi'iyah Tsanawiyah Madrasah is one of 31 private Tsanawiyah Madrasahs in Meragin district. Through initial observations, it was discovered that students at MTs Asyafi'iyah Tanjung Benuang, Pamenang Selatan District, after studying English for one year were not yet able to use English in communication, even in simple forms. In fact, recently there has been a tendency for students to dislike English lessons because students think that English lessons are boring and scary.

Based on the results of the pre-test that was given to students regarding writing recount text, there

were many levels of difficulty/errors experienced by students in writing recount text, including: (1) In the Organizing Component, students did not make an introduction and conclusion, the order of ideas was illogical, organizing the content is not clear, (2) In the logical idea development component, it can be seen from the pre-test results that the idea development is incomplete, the essay does not match the topic, the paragraph division is not good and the essay does not reflect carefully, (3) In the component Grammatical, students are not able to use grammatical elements well, serious grammatical problems, readers do not understand what is written, sentence structures cannot be understood as seen by the use of grammar that is not in accordance with the structure and characteristics of recount text, (4) In Punctuation Components, spelling and language mechanics, students ignore writing rules, without using capital letters, there are many errors in punctuation such as periods, commas, (5) In the Expression Style Component, it can be seen from the students' pre-test results that the expression of thoughts is very lacking, the use of The students' vocabulary is not precise as can be seen. The vocabulary used is: Friend-friend, bought, place-place, eat-eat, wave-wave. From the various writing evaluation components that have been carried out by researchers, it can be concluded that the ability to write recount text for students in class VIII MTs is still very low so that students have not been able to reach the minimum learning completion standards determined by the madrasah.

In the English language learning process that has been taking place at MTs Asyafi'iyah Tanjung Benuang, the English language learning outcomes have not met the standards. This is indicated by the results of the acquisition scores for learning English, especially writing, which are still below the average score for the minimum completeness criteria. Students also experience difficulty in completing their assignments. When they get assignments, especially writing assignments in English, these assignments are rarely completed well. Based on the problems that have been explained, researchers are interested in developing English language teaching materials, especially in the realm of writing skills, because writing is a process skill for expressing or expressing information based on the order and rules of the language that apply. In writing, when someone wants to express their thoughts about what they are going to write, they have to think about who it is addressed to, choose the right words, convey their meaning and purpose. This is what requires process and thought.

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.

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.

Writing is a complex language skill and sometimes difficult to teach. Considering the importance and necessity of mastering writing skills, researchers conducted research on the development of English teaching materials for writing recount text, especially for class VIII MTs students. 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. 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. 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.

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 for class trials.

Research Procedure

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 on the main steps of design/development model by (Borg and Gall, 1981).

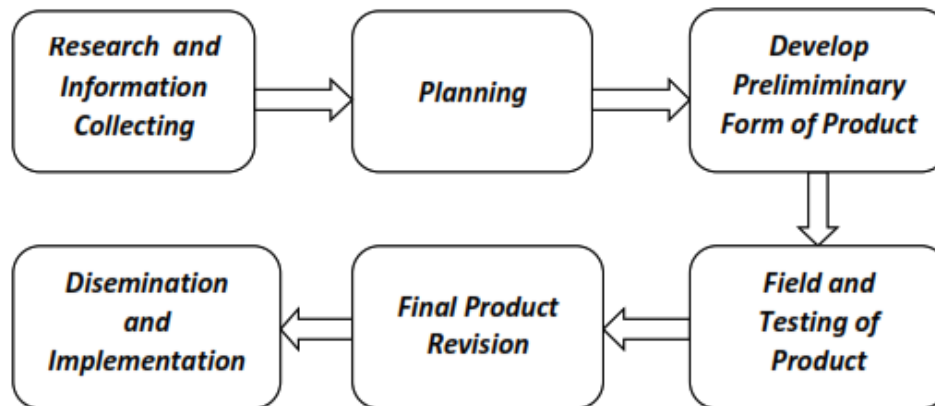


Figure 1. Borg and Gall model

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 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 for class trials.

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 assignments so as to increase student motivation and be effective in achieving the expected competencies.

CONCLUSION

Based on the development process carried out by adopting Borg and Gall's development steps, 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 proven to make a positive contribution. Through these steps, the effectiveness and efficiency of learning increased significantly, and was able to produce an increase in students' ability to write English recount text. In this way, these teaching materials become an effective solution in the educational context of the school, providing a solid foundation for progress in student learning.

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