

The Students Sheet Development Activities To Write Poetry Based On Contextual Approach For Eigh Grade Junior High School

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Abstract: *This research aims to produce products such as "Student Sheet Activity to Write Poems Based on Contextual Approach" and describe its feasibility in learning. The Methods This study draws on research and development by Borg and Gall, by adapting seven of the ten steps. The technique of collecting data using questionnaires, observations, and interviews. Quantitative data is converted into qualitative data to get a description of the data. The population in this study were all eighth-grade students at three schools in the District Labuhan Ratu. The samples used were 90 students by random sampling technique. The results showed that, (1) the teaching materials that are developed in the form of "Student Sheet Activity to Write Poems Based on Contextual Approach", (2) the results of the overall assessment of the feasibility with the acquisition of test results of 92.50 matter experts, media experts test results obtained value of 93, 33, and test results practitioner at 90.00. Based on the assessment it can be stated that the student worksheet is eligible for use in learning.*

Keywords: *LKPD, Writing Poetry and Contextual Approach.*

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I. Introduction

One of the factors of success in learning is determined on the selection of teaching materials. Teaching material is information, and text tools needed by teachers in the planning and review of the implementation of learning. Selection of teaching materials is important in the learning process, because the precision in selecting teaching materials will help facilitate learning, and achieve the goal of learning to do. Is a set of teaching materials arranged in a systematic matter whether written or not so as to create the environment / atmosphere that allows students to learn (Daryanto and Dwicahyono, 2014: 171).

One form of teaching materials that can be used is a teacher in the Activity Sheet Students (LKPD). Activity Sheet Students (LKPD) are sheets contain tasks that must be done by learners (Depdiknas, 2008: 12). Worksheet Students (LKPD) usually contains subject matter that must be mastered by the learner.

Course material and activities in Worksheet Students (LKPD) must be arranged so that it can be followed on a regular basis and be done easily by learners. Learning materials and activities in the Worksheet Students (LKPD) will have to be adjusted with Core Competencies (KI) and the Basic Competency (KD) to be achieved. In this case, the teacher should be careful and have the appropriate knowledge and skills in selecting and determining Worksheet Students (LKPD) which must be tailored to the needs of the students, the social environment, and the Basic Competency (KD) to be achieved. One of the subjects that will be achieved in 2013 were Indonesian curriculum regulated by Permendikbud number 24 in 2016 on core competencies and basic competencies in the curriculum in 2013 at primary and secondary education. Basic Competency (KD), which should be developed in the Indonesian curriculum that is based on three aspects of mutual support, namely language, literature and literacy (Harsiati, 2016: 2). In the aspect *sastra*, aims to involve students learning literature to assess the value of personality, cultural, social, and aesthetic. Selection of literary works in the learning potential to enrich the lives of students, expanding the psychiatric experience, and develop imaginative competence. Students appreciate and create literary works will enrich the students' understanding of humanity and extends the language competence. Poetry writing skills is one of the basic competencies (KD) in learning Indonesian VIII classes in *Curriculum 2013* revised edition 2016. Basic Competence in learning to write poetry contained at KD 4.8 Presenting the idea of feelings, opinions in text form poetry writing / verbally by observing the elements -unsur builder poetry. This study emphasizes the development of teaching materials based contextual approach writing poems. This research is important because basically learning to write poetry today tend to be monotonous and less varied. Many factors that affect them because of the limitations of inadequate teaching materials, lack of understanding of students about the characteristics of poetry, elements of poetry, the

choice of words, ideas, the building blocks of poetry, and to determine the theme of poetry. In addition, low-ability learners are caused by ignorance of the students about the benefits they will get after writing poetry.

The problems above are supported interview results obtained by researchers when conducting pre-study at SMPN 1 Labuhan Ratu. The results obtained by the students have difficulties when writing poetry. The difficulties include the lack of the ability to express ideas and ideas in writing and trouble selecting the right words in writing poetry. As one of the factors affecting the trouble of writing a poem by Pariyem, S.Pd. Indonesian teacher as class VIII is the lack of teaching materials held in the school. Teaching materials with limited handbook just teachers and textbooks so that references to the material being taught is still lacking. In addition, there are only teaching materials in school libraries and the amount is inadequate. Moreover, the teaching materials should only be borrowed when learning activities take place, after it was restored again in the library. Teaching materials restored in the next school library loaned to other classes so that students are not allowed to bring home the instructional materials. Based on these problems, researchers are encouraged to develop teaching materials to write poetry. The development of these materials will be integrated with the contextual approach of the concept of learning that brings the real world into the classroom and encourage students to make connections between the knowledge possessed by the application in everyday life.

There are seven main components that can be used in a contextual approach, namely: Constructivism (*Constructivism*), ask (*Questioning*), find (*Inquiry*), learning community (*Learning Community*), modeling (*modeling*), and assessment (*Authentic Assessment*). In addition, there are three things that must be understood in the *Contextual Teaching Learning (CTL)* are, first, the CTL stressed to process the involvement of students to find material. Second, CTL encourage students to discover the relationship between the material learned to real life situations. Third, CTL encourages students to be able to apply them in everyday life (Sanjaya, 2012: 255). Development of teaching materials to write poems based contextual approach is later packaged in a Worksheet Students (LKPD) that can be used by students to learn independently with or without the guidance of a teacher. As similar research is still often done by other researchers, such as research ever undertaken by Preni Reliyanti with a thesis entitled *Development of Student Learning Activity Sheet Writing Poetry Based Values Character Education in lyric Songs Gesang Kroncong Work for Junior High School Students Class VII*. The study conducted by Nofita Dewi Wulandari with the title essay *Instructional Materials Development of Writing Poetry SMP / MTs Based Contextual Approach*. Subsequent research conducted by St. Y. Slamet entitled *Textbook Development Poetry Writing Assessment-Based Characters In contextual learning*. The research results showed that the value of a text book writing poetry developed assessment is higher than the textbook used in class dan assessment of writing poetry developed significantly more effective. Such research has also been examined by Dr. Pradeep Chaswal A researcher in the field of literature derived from the country of India in the Journal of *The Muse-An International Journal of Poetry*. The difference with the previous research on research conducted by Preni Reliyanti focusing more on development-based Poetry Writing Worksheet Values Character Education. In a subsequent study conducted by Dewi Wulandari Nofita focuses on Instructional Materials Development Poetry Writing by Contextual Approach. As in this study, researchers put more emphasis on the development of Poetry Writing LKPD Contextual-based approach with the aim to produce products such as "Writing Poetry LKPD Based Contextual Approach", and described in the feasibility study.

II. Research Method

Research Model

This study uses research and development or *R & D* Borg and Gall (Sugiyono, 2016: 28). This study will develop teaching materials in the form of products Activity Sheet Students (LKPD) wrote a poem based on a contextual approach to junior high school students of class VIII.

Research Points

research was conducted in three schools in Lampung Timur district that includes SMPN 1 Labuhan Ratu, SMPN 2 Labuhan Ratu, and SMPN 1 Way Jepara in the Academic Year 2018/2019. The experiment was conducted in February 2018 and March 2018 by efficiency considerations of time, effort, and cost.

Study Population

The study population was class VIII in District Labuhan Ratu, Lampung Timur, and samples were taken by using random sampling method to researchers by taking ninth namely in SMPN 1 Labuhan Ratu with a sample of 32 students, in SMPN 2 Labuhan Ratu with a sample 30 students, and at SMPN 1 Way Jepara with a sample of 28 students. The total sample of 90 students.

Research Procedure

In the procedure of this study, the authors based on the opinion of the Sugiyono Borg and Gall (2016: 297). This study will be adjusted with the time researchers and cost to perform the next step. Adaptation measures, the researchers simplified into seven stages that are tailored to the needs of research as follows.

1. *Research and information collecting* (research and information gathering), the needs assessment, literature, research on a small scale, and considerations in terms of value.
2. *Planning* (planning), research plan, including the abilities required in the conduct of research, the formulation of the goals to be achieved by the study, design or research steps, the possibility of testing in a limited scope.
3. *Develop a preliminary form of the product* (draft product development), development of learning materials, learning and evaluation instruments.
4. *Preliminary field testing* (early field trials) field trials at 1 to 3 schools with 6 to 12 test subjects. During the trial held observation, interviews, and distribution of questionnaires.
5. *Main product revision* (to revise the results of the trial), improve or enhance test results.
6. *Main field testing* (field trials), test wider at 5 to 15 schools with 30 to 100 subjects tested.
7. *Operational product revision* (field test results to improve products), enhance product field trial results.

Data, Instruments and Data Collection Techniques

Data this research is qualitative data. Qualitative data in the form of descriptive data that contains comments, criticisms, suggestions, corrections, and ratings given by practitioners and experts on the product. The data source of this research is the practitioner (colleagues), experts / specialists, students, and literary aspects of the learning process. Data from peers and experts in the form of comments, criticisms, suggestions, corrections, and an assessment of the product LKPD write poems based contextual approach. Student data in the form of speech (verbal / write), behaviors, attitudes of students in the learning process. Assessment of product-based teaching materials to write poetry contextual approach. Data from students in the form of speech (verbal / write), behaviors, and attitudes of students in the learning process.

The instrument used to collect data in the form of manual observation, interviews, and questionnaires. Observation guide used to observe the learning process run by teachers with students. The interview guide is used to get a verbal response from teachers and students after learning implementation. Questionnaire used for the assessment of teaching materials, learning and product development by students and experts or specialists.

Data Analysis

Activity Data analysis in this research using descriptive analysis based on data analysis of experts / specialists, and data analysis while testing the product.

1. Test the feasibility of specialists / experts and practitioners

Activity data analysis of the results of questionnaires carried out by finding the average scorescale *Likert* based on every single aspect or domain. Assessment questionnaire was conducted with criteria 1 = very poor, 2 = very poor, 3 = good, and 4 = very good. The results of the questionnaire scoring average is then calculated using the formula

$$\text{Value} = \frac{\sum \text{value generated}}{\sum \text{maximum value}} \times 100$$

LKPD test the feasibility of using

qualitative data obtained from the distribution of a questionnaire to determine the feasibility of the use of LKPD poetry writing material based contextual approach to class VIII SMP. Data convenience, the attractiveness and usefulness LKPD as teaching material obtained from trials limited to the students as users. Questionnaire responses to the use of the product has four possible answers to the content of the question. Each selection has a score of different answers that define the level of conformity of the product to the user.

III. Findings And Discussion

The findings of the research and development of teaching materials in the form of product "Writing Poetry LKPD based Contextual Approach to Students Junior Class VIII". Step-by-step development of teaching materials that I use is the development of teaching materials presented by Sugiyono (2016: 407), namely, Potential and Problems, Data Collection, Product Design, Validation Design, Improved Design, Testing Products, Revised Product, End Content Festive.

Development LKPD write this poem done with regard to the potential and learning conditions. The potential is then analyzed based on observations and interviews to determine how learning is done during this time, whether or not the products are developed, and needs of teachers and students to LKPD developed.

The potential of the student's junior high school students still have difficulty writing poetry. The difficulties include the lack of the ability to express ideas and ideas in writing and trouble selecting the right words in writing poetry. In addition, the lack of interest of students towards learning to write poetry too link constraint in the learning process. One of the factors that affect the declining interest of students to write a poem that is because the teaching materials unattractive and inadequate. That's because the materials obtained are still limited to the handbook of teachers and textbooks alone so that the reference to the material being taught is still lacking. In addition, there are only teaching materials in school libraries and the amount is inadequate. Moreover, the teaching materials should only be borrowed when learning activities take place, after it was restored again in the library. Teaching materials restored in the next school library loaned to other classes so that students are not allowed to bring home the instructional materials.

At the stage of data collection and process development of teaching materials is done through the analysis of Core Competence and Basic Competence and examines some of the sources that serve as a reference. Core Competencies used in this research is the core Kompetensi KI4, while the Basic Competency used the KD 4.8 Presenting ideas, feelings, opinions in text form poetry writing / verbally by taking into account the elements of poetry builder that refers to the Curriculum 2016 revised edition.

At the stage of assessment of learning resources, researchers examined references in the form of texts of poetry consisting of examples of poems that take advantage of the context or circumstances surrounding environment, the materials associated with the text, especially poetry, book learning package Indonesian Language and Literature Curriculum 2013 revision 2016 with the purpose of the products are not separated from Kemendikbud guide books, and lastly, the reference pictures associated with the environment that is tailored to the students' learning context.

In the next phase, researchers conducted the initial product design activities refer to the literature, which adapts to KI, KD and indicators. The steps performed in the design of the product are as follows. (1) manufacture LKPD matters that are tailored to KI, KD and indicators, the problems consist of problems for individu activities, group activities, daily tests, and (3) designing LKPD. As for the design of teaching materials LKPD include (a) instructions for learning, (b) the competence to be achieved, (c) deepening of the material, (d) the duty of individuals / groups. LKPD initial product developed by following the design of the physical structure consisting of a cover(*cover*), the title page, preface, table of contents, contents, and bibliography. LKPD content section at least covers the competency to be achieved, supporting information, tasks, work steps, and assessment.

After designing the product, the next stage which is doing the product. Test material experts conducted by Dr. Muhammad Fuad, Hum. and media expert test conducted by Dr. Herpratiwi, M.Pd .. The results obtained by the two experts stated that the teaching material unfit for use and tested by suggestions for improvements. The improvement suggestions are given in considering the use of the rules of Indonesian is good and right, 2) fixing a misnomer, 3) layout is especially writing sample of poetry should use *align text left* or left flat, 4) enclosing a source or reference images, and said *Worksheet learners* should be replaced with *sheet activities of learners*.

After pre-testing expert, the next stage of the test conducted by the three practitioners Indonesian teachers in each school. Each of these teachers that Pariyem, S, Pd., Ismiyati, S.Pd., and Endang Ningrum, S.Pd .. The results of the test practitioner decent teaching materials developed for use by suggestions for improvements. As for suggestions for improvements given the teaching material should use a larger font size, writing the title on the cover is placed right on top of the image, and teaching materials fitted with illustrations related to the activities of writing poetry.

After testing the product and revised in accordance with suggestions for improvements. The next stage of the research should be done to test the product to the Eighth Grade 30 junior high school students from each school, so that the total number of students is 90 students. The testing phase is done by giving LKPD products in the form of teaching materials to each student during the learning takes place. After the study was completed, researchers gave a questionnaire instrument to students and teachers with the aim of students and teachers can provide assessment and advice after use teaching materials created by researchers.

Based on the results of field trials conducted in each school, it could be concluded that the teaching materials developed had to meet several criteria diantaranya the attractiveness of the teaching materials, the ease of use of teaching materials, and some of the benefits of teaching materials. Overall the students liked their teaching material, as it can help students in writing poetry. Moreover, with the addition of a contextual approach makes learning to write poetry becomes easier and more enjoyable. Some inputs are also provided to investigators the font size should be enlarged, adding examples of poetry, and more attention to the color on the cover page.

After performing various tests, the last stage of this research is to produce teaching materials in the form of "LKPD Writing Poetry Based Contextual Approach for junior high school students of class VIII", which is adapted to criticism and suggestions for improvement of the subject matter experts, media experts, expert practical and junior high school students particularly the class VIII as teaching materials.

Feasibility Analysis Products

Based on several stages of testing it can be concluded that the study is feasible to be used as teaching materials in learning to write poetry in junior high. It can be seen from the calculation questioner by subject matter experts and media specialists, three Indonesian teachers, and students who gave an assessment of the teaching material products through a questionnaire and questionnaire that has been given to assessing the feasibility related teaching materials.

Data obtained based on assessment of media experts and subject matter experts demonstrate the feasibility of this LKPD very feasible for use with a score of 92.50% of subject matter experts, and 93.33% of the media expert. As for the feasibility of teaching materials already meet eligibility kalayakan terms of content, language, grain, and kegrafisan. According to experts and specialists medai this teaching materials are not eligible to be used and tested in the study, but the teaching material also has some disadvantages related to use of the letters were too small, and is not accompanied by any references or sources in teaching materials. It is necessary for revision before tested.

Data obtained by the expert assessment practitioners demonstrated the feasibility of this LKPD very feasible for use with the score acquisition of 90.00% of SMPN 1 Way Jepara, 91.00% of SMPN 1 Labuhan Ratu, and 91.00% of SMPN 2 Labuhan Ratu. Overall indicates that these materials eligible for use in learning after testing the feasibility of the teaching materials "Writing Poetry LKPD Based Contextual Approach" ..

After doing some testing of media experts, materials and practitioners. Subsequently the pilot phase at each school. The first test was conducted at SMPN 1 Way Jepara with the acquisition of 84.37% percentage value expressed in decent category. In the second test conducted at SMPN 1 Labuhan Ratu with the acquisition of 84.64% percentage value with the decent category. In the third study conducted in SMPN 2 Labuhan Ratu with the acquisition of 81.91% percentage value with the decent category.

Basically, these materials have several advantages and disadvantages. Excess materials "LKPD Writing Poetry Based Contextual Approach", including the matter of its complete, the command activity in teaching materials easy to understand, activities are fun especially when students are asked to engage in activities outside the classroom, and can be used as a companion book in the independent activity of students , In addition, there are some weaknesses in the teaching materials among other things, the letters are too small, the examples given need plus more, and need to include references or sources on teaching materials.

After knowing the shortage of teaching materials, namely LKPD Writing Poetry by Indonesian teachers and students of SMP subsequently revised by deficiencies or repair of products provided. So that the final repair Junior High School eighth grade students are expected to be more use of teaching materials in the form LKPD Poetry Writing is more perfect.

IV. Conclusions And Suggestions

Conclusion

Based on the research that has been done basically the development of Activity Sheet Students (LKPD) approach based contextual declared eligible for use with the following conclusions.

1. LKPD development stages, starting from planning done based on the analysis of learning objectives, learning resources, and the establishment of teaching materials. LKPD development also adds a contextual approach in learning to write poetry. The addition of a contextual approach to the development of this LKPD used to facilitate learners in the learning process to follow to finally be able to write poetry text.
2. Feasibility of teaching materials in the form of "Writing Poetry LKPD based Contextual Approach" has been developed to get the feasibility of "It's Worth". The assessment is based on judging one media expert, one expert material, 4 teachers Indonesian, and 30 junior high school students from each school were used as research.

Suggestion

of this research are as follows.

1. Should be in the development of teaching materials teachers do not just use one reference materials, but can use LKPD developed by researchers as references in developing concepts or theories relating to the development of teaching materials, particularly the development of teaching materials write poetry text.
2. Text should be in learning writing poetry teacher does not just use one source of learning, but could use LKPD write poems based on a contextual approach which has been developed by researchers in order to help learners to better understand the concept of learning to write poetry text.

3. Preferably in learning to write poetry texts students do not just use one source of learning, but could use teaching materials that have been developed by researchers as a companion text books in order to facilitate and assist students in learning poetry writing material.
4. For other researchers who will conduct similar research, can use LKPD which has been developed as a reference in order to add insight to researchers about LKPD.

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