

Development of Teaching Materials for Literacy-Based Complex Procedure Class XI Binjai 1 Public High School

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Abstract : *The purpose of this study was to produce teaching material products in the form of literacy-based complex procedure text modules and also to know (1) the feasibility of teaching materials for literacy-based complex procedure modules (2) students' assessment of complex procedure-based literacy module material (3) student learning outcomes by using module teaching materials. This research method uses research and development research and development (R & D) method proposed by sugiono referring to the Borg & Gall model with a slight adjustment to the simplified research context to product trials. Data retrieval is done by validating material experts, design experts and teachers of Indonesian language studies and students of class XI of SMA Negeri 1 Binjai with the number of 36 people who are the subject of the study. The steps used in this study are collecting data, designing products, validating experts, revising products. Based on the test of product effectiveness conducted on the learning module, it is known that the Literacy-based learning module is used in the learning process.*

Keywords: *Development, Learning Module, Text of Literacy-Based Complex Procedures, High School Students.*

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I. Introduction

Education is a business plan to realize a learning and learning process. This is so that students actively develop their potential to have personality, self-control intelligence and skills needed by themselves, society, nation and state. So education is a duty and responsibility with family, community and government.

Education is an endeavor to pass on values that will become human helpers and determinants in living their lives in the future and at the same time improving human destiny and understanding. Tanpa education, it is believed that humans are now no different from the past generation of humans. Quality education is the hope of the nation through the paths, types and levels that exist in the education system.

Indonesian language learning is part of the 2013 curriculum which emphasizes the importance of the balance of competencies in attitude, knowledge and skills based on text. With text-based learning this will bring and train students mentally in accordance with their development. In addition, learning will always focus on texts. Students are required to actively observe, ask, reason, try and communicate matters relating to the material to be studied. These texts will be able to be a great opportunity that can be used by educators, especially teachers to develop quality teaching materials and be able to instill a sense of interest in students in relation to literacy. To get students to develop their talents in various ways, an educator must be able to attract them to do more literacy activities.

In the 2013 text-based curriculum, an educator can develop and compile quality and varied teaching materials. Because teaching materials are also able to influence the teaching-learning process that is more meaningful. In connection with Indonesian language lessons, there are many techniques or ways to teach Indonesian language and literature education. In general, teaching materials that are often carried out in schools are the basic competencies of Indonesian, namely reading, listening, speaking and writing. But now there are many techniques we can do in teaching in the classroom. As an educator, teachers must be able to choose and sort teaching materials that will be used in the teaching and learning process. At present, the obstacle in learning Indonesian in high school is learning instructional materials that have not met K13's expectations. Teachers tend to focus more material on the theory without being accompanied by practices that result in weakening the interaction of teachers and students. One of the materials in learning Indonesian language contained in the 2013 curriculum is a complex procedure text. In learning complex procedure texts teachers tend to be afraid to explore learning because they are afraid of lack of time. Though complex procedural text learning is very useful for students.

Complex procedure text is said to be complex that in the settlement of events in the text it is done in harmony from the beginning to the end.

Complex procedure text is very useful because it makes students think critically, logically and understand sequential procedures / steps and can understand the concept. Moreover, activities in the depths with the existence of literacy activities, can increase students' knowledge as much as possible. Learners are more able to combine several ways and make things better.

The use of conventional teaching materials in the learning process should be considered by every teacher. Characteristics of students in each region are not necessarily the same. Wena (2014: 229) stated, "the provision of quality teaching materials is still very lacking and the teaching materials used are generally more emphasis on the mission of delivering knowledge or mere facts. "The books circulating on the market so far are not necessarily in accordance with the characteristics of the region and the needs of students. The author of the book does not think about how the book is easy to understand and the learning process is not boring. Therefore, it is necessary to select and develop teaching materials to suit the learning objectives (Nurgiyantoro, 2013: 72).

Associated with complex procedural text material contained in the student book entitled "Self Expression and Academy" published by the Ministry of Education and Culture 2013. The results of the book analysis show that the content presented in the entire book is about international knowledge. The total number of texts that students must learn is 7 texts. The introduction and understanding of students about the text of complex procedures is done after they have finished reading the entire text presented in the book. The absence of introduction to provide understanding of complex procedural texts as a form of initial information. In addition to seeing the conditions and context of the use of teaching materials, namely in high schools, it has not fully reflected the whole and development of the 2013 curriculum, which is based on literacy education. The teaching materials that are used emphasize the principle of delivering knowledge and disclosing facts. Whereas students who live in the area do not necessarily understand the contents of the entire text. The terms of language use still make it difficult for students to understand it so that it is more dominant using the memorization method in mentioning each location where events and characters are discussed due to abstract learning.

Good teaching materials will support effective learning. This was confirmed by Prastowo (2011: 23) who stated that "teaching materials have a major contribution to the success of the learning process undertaken. "Therefore the teacher must be selective in choosing and compiling teaching materials.

Literacy-based teaching materials can be integrated in the Indonesian language learning process so that it can lead students to achieve knowledge (cognitive), understanding and application of literacy. Therefore, teaching materials must be adapted to the current development. Literacy-based teaching materials are one vehicle for transferring more knowledge.

The use of literacy in Indonesian language teaching materials is very important. This is done to form the young generation who have such knowledge and insight. With the development of teaching materials students can learn independently without the guidance of the teacher, as well as the control of learning outcomes through the use of core competencies in each module that must be achieved by students and they are more responsible in their actions.

The results of the analysis of the student book, that the class XI Indonesian textbooks that are used as learning resources are not yet sufficient, so the teacher should be more independent and free in determining teaching materials that are appropriate to the conditions of the school environment and the ability of current students. It aims to create a learning process that is fun for students.

Due to the unpopularity of complex literacy-based procedural text teaching materials, researchers are interested in developing complex procedural text-based teaching materials. This is what researchers do with the reason that students in Binjai 1 Public High School spend more time playing than reading books. It turns out that student reading is lacking, so the writer is interested in researching it. For this reason, the themes in the complex procedure text can be used as a means to link student literacy activities to be better and become a good hobby to find out more deeply about science and be applied in daily life.

Learning resources in the form of teaching materials are an important part of learning that has the potential to integrate literacy so that students are able to feel and do well. Indonesian language learning should not only be emphasized in mastering language theory and developing language skills only, but it needs to be changed and developed so that students' insights can become better developed with better literacy activities.

Based on the 2013 curriculum at the high school level, in class XI Indonesian subjects there are several types of texts that students will learn. Maryanto, et al (2013: 5) explain the principles of applying text-based learning as follows:

"Text-based Indonesian language learning is carried out by applying the principle that (1) language should be seen as a text, not solely a collection of linguistic words or rules; (2) the use of language is the process of choosing linguistic forms to express meaning; (3) language is functional, namely the use of language that can never be released from context because the form of language that reflects the ideas, attitudes, values, and ideology of its users; and (4) language is a means of forming human thinking abilities. "

The types of texts that must be mastered include complex procedure texts. In line with the experiences and observations of the researchers while implementing the teaching and learning program as an Indonesian language teacher at Binjai 1 Public High School which was used as one of the schools to use the 2013 Curriculum, the material "Writing Complex Procedure Text" was the material contained in Indonesian textbooks for students xi 2013 curriculum. Complex Text Procedure is a new type taught in the 2013 Curriculum, so there are still some teachers who have difficulty teaching complex procedural texts. The activity of writing complex procedure texts is difficult and far from expectations. The cause of students' difficulties in writing text usually occurs in learning processes that are too monotonous and teacher-centered. This activity makes students bored and results in low ability of students to understand lessons and explore their skills. Therefore, to support the process of learning and teaching the basic things that teachers and students have are textbooks or modules.

Modules are programmed instructional materials arranged in such a way as to be presented in an integrated, systematic and detailed manner. Modules are needed to be used as an alternative in overcoming the limitations of the book in the learning process that discusses complex procedural text material. Nugraheni (2012: 240) said, "Learning with modules allows a student who has high speed in learning will more quickly complete one or more Basic Competencies (KD) compared to other students. "The development of teaching materials in the form of modules can help students learn independently without the direction of a teacher, so they can take wisdom from the lessons carried out. Modules have benefits that can provide good learning outcomes through practice and evaluation as a tool to measure students' abilities and their errors can be corrected immediately. The creation of innovative modules requires a method of preparation that can develop modules into interesting and fun so as to motivate students to learn and foster student learning interest. Based on these problems, to explore the intelligence of students in learning Indonesian, it takes guidance in the form of modules that pay attention to students' multiple intelligences. So that researchers are interested in making these problems as topics that will be studied with the title, "Development of Literacy-Based Complex Procedure Teaching Materials Class XI Binjai 1 Public High School".

II. Method

This type of research is research development (research and development), namely the development of Indonesian language teaching materials on complex procedural text material in the form of learning modules for the eleventh grade high school level. This research and development refers to the theory of teaching material development proposed by Borg and Gall (Sugiono, 2015: 35). The research phase according to Borg and Gall is as follows; 1) research and information gathering 2). Planning. 3). Initial product development, 4). Initial field testing, 5). Product revision, 6). Field trial, 7). Revision 8). Operational field test, 9). Final product revision, 10). Product dissemination and implementation.

Meanwhile, according to I made Tegeh, I Yoman Jampel, and Ketut Pudjawan (2014: 2), research and development is an effort to develop and produce a product in the form of material, media, learning tools and strategies, used to overcome classroom / laboratory learning and not to test theory. I made Tegeh, I Yoman Jampel, and Ketut Pudjawan (2014: 7), the development of the product module was arranged in a programmed manner with the steps of preparation and planning with the following steps.

1. Analysis of problems and needs (collecting information: literature review, media program line analysis (Core competency (KI) and Basic Competency (KD), questionnaire distribution, and identifying problems;
2. Planning the development of teaching materials for complex procedure-based literacy texts.
3. Developing complex teaching materials based on literacy procedures.
4. Field testing (expert validation)
5. Revision I of the main products based on the advice of expert validators.
6. Individual trials (individual group questionnaires by 3 students with high, medium, low ability characteristics); Appraisal questionnaire is given to individual users with the aim of knowing the validity of the product after being repaired based on a review consisting of 3 students. These inputs from individual trials are then used as a basis for making improvements to the product.
7. Revision II of the product if it requires revision; small group trials (9 students), using questionnaires, if there are deficiencies that need to be corrected from the product being developed, it will be revised;
8. Revision III of the results of small group trials if necessary; limited field group trial (36 people) namely high school xi class using a questionnaire.
9. IV revision of products if they still exist, analyze and process data, make conclusions;
10. The final product of teaching materials based on literacy complex procedures that have been developed and ready to be applied to complex procedural text learning activities to help students to improve understanding of the material being taught.

III. Result

Research and development is carried out with the aim to produce products in the form of literacy-based teaching materials while testing the effectiveness of products that can be utilized by class XI students as one to improve the quality of learning. Therefore, this research and development process is carried out and begins with several stages including (1) conducting preliminary studies through observation and literature study. From the results of observations obtained data that students desperately need teaching materials in the form of modules. (2) designing products to produce the initial product of teaching materials. (3) developing teaching materials. this activity includes preface, SK and KD, learning activities and bibliography. (4) designing learning activities including learning material, summaries, tests and answer keys. (5) conducting validation and revision, this activity includes product evaluation to find out the advantages and disadvantages regarding the quality of the content and the design carried out by material experts and design experts. From the evaluation results will be used as material for product revisions. (6) conducting individual trials, small group trials, and limited field trials so that produced teaching materials in the form of language-based interview material for students of class XI Binjai 1 Public High School are suitable for use.

Validation results from material experts in developing literacy-based teaching materials for students showed that content eligibility with an average of 84.56% in very good criteria, presentation eligibility with an average of 82.69% in very good criteria, and flat language feasibility average 85.58% in very good criteria. Thus literacy-based teaching materials in the form of modules that are developed as a whole are included in very good criteria.

The results of the validation of the design expert on the feasibility of the design in the development of teaching materials in the form of modules of complex procedure-based literacy text materials for students that were developed showed that the module size had an average percentage of 81.25% in very good criteria. The module cover design with an average of 84.75% in very good criteria, and this module design with an average of 82.24% in very good criteria. The average percentage result from the entire sub-component of the presentation feasibility assessment is 82.92% with very good criteria. Thus the feasibility of the design of literacy-based teaching materials in the form of modules developed can be used as design patterns for students.

The results of the data obtained from the teacher stated that the teaching material was in the form of modules on complex procedure-based literacy text material for the eleventh grade students developed in accordance with the assessment of indicators in the statement as a whole with an average of 88.24% in very good criteria. This is consistent with the results of Gagne's (1979) study which states that the best teaching materials in the world do not fulfill their functions and roles if teaching materials are not liked by a teacher.

The data obtained from students that teaching materials in the form of modules of literacy procedures based on complex procedure texts developed in accordance with the assessment of indicators in the overall statement show that (1) the average percentage of individual trials is 96.18% with very good criteria, (2) the average percentage of small group trials is 92.19% of the very good criteria, and (3) the average percentage of the limited field group test is 96.40% with very good criteria. The results of the students' response to the developed modules decreased, namely a decrease of 3.99% from individual trials to small group trials, but experienced a 4.21% increase from small group trials to limited field group trials.

According to Belawati (2003: 110) a teaching material is considered final after showing satisfactory results in achieving a predetermined goal. For this reason, product testing is needed in the learning process to determine the effectiveness of the product. To see the effectiveness of the product, the students' learning outcomes were analyzed by 32 students who were taught using the developed teaching materials and compared to the learning outcomes of students taught with textbooks. Based on the analysis, the average value on basic competency using literacy-based teaching materials is higher with the number 2566 with an average of 80.19%, compared to the average score of students before using teaching materials in the form of modules totaling 2024 with an average of 72.29%. So that it can be stated that there are differences in learning outcomes between students who use literacy-based teaching materials to use textbooks and concluded that the instructional materials developed are effective and appropriate to be used as learning resources.

IV. Conclusion

- a. The design of literacy-based teaching material products developed in complex procedural text material for high school grade XI students meets the requirements and is suitable for use based on material expert validation including content feasibility with an average of 84.56% in very good criteria, average presentation average 82.69% in very good criteria, and language feasibility with an average of 85.58% in very good criteria and validation of design experts with an average of 82.24% in very good criteria.
- b. Feasibility of literacy-based teaching materials in complex procedural text material is classified as very good and in accordance with the needs of students, assessed by the response of 2 teachers who averaged 88.24% with very good criteria and 32 students had a percentage of 96.40% with very good criteria.

- c. The effectiveness of the use of literacy-based teaching materials is more effective in improving student learning outcomes, this is shown by the learning outcomes of students who are taught using higher developed instructional materials totaling 20 people with an average of 72.29% of student learning outcomes that are taught using books text.

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