

The Development of Teaching Material to Write Explanation Text Based on Mind Map

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Abstract—Teaching materials is a set of systematically arranged material to help students in the learning process. One form of teaching materials is a module which is a type of printed material. This study aims to determine the results of the development of teaching materials to write explanation text based on mind map in students of class XI SMA Negeri 5 Medan. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques used observation, interviews, questionnaires and test of writing explanation text. The results showed that validation of the material experts included the feasibility of the content with an average of 84.37% on very good criteria, the feasibility of the presentation with an average of 83.65% on very good criteria, and the language aspect with an average of 88, 46% in very good criteria; validation of design experts with an average of 86.25% on the criteria very good; teachers response with an average of 86.76% on the criteria very good; test a individual with an average of 77.08% on good criteria; a trial to a small group with an average of 80.09% on the criteria very good; and a limited field test with an average of 85.22% on the criteria very good. The learning result student test write explanation text before use modules of 75.15 while the result write explanation text after using the module students increased by 85. The difference obtained by 9.85 from before to after.

Keywords—component; formatting; style; styling; insert (key words)

I. INTRODUCTION

The Indonesian language learning that is carried out in the teaching and learning process contains four language skills. One of the skills that students must master is writing. Compared to the other three competencies, writing competence in general is more difficult to be dictated by the

linguist's correspondent [1]. In accordance with the 2013 curriculum demands, one of the skills that needs to be developed for students is writing various texts. Explanation text is one of the texts taught in Indonesian subjects. Explanation text is text that describes or explains the process at a natural and social phenomenon [2]. Ability of student to write explanation text still low. This is caused because when learning to write explanation text progresses, teachers are still using materials that are less attractive. Learning proses still teacher-centered so that students can not learn independently due to the lack of reference explanation text used when writing explanation text learning, whereas the ability, speed, and understanding of the different students. Indonesian textbooks issued by the government (Kemendikbud) for both the teacher and the handle grip being targeted support students in learning yet dap at facilitating the learning [3]. It is important to develop a teaching material that is easy to understand and appeals to students. Given the limited time available for students to study at school.

Teaching materials can be grouped into four categories: 1) print instructional materials, 2) teaching materials hear (audio), 3) teaching materials point of view heard (audio visual), 4) interactive teaching material [4]. One resource that can be developed that is printed instructional materials in the form of modules. Development of teaching materials is expected to support the teaching of writing explanation text and to overcome the deficiencies that exist in the previous teaching material in the form of text books that had been used by students and teachers in learning. One way to develop teaching materials in the form of the module is to use mind maps. This method is considered effective in improving students' experience of writing explanation texts. The mind map is designed so that students can use to map all

knowledge when writing the explanation text, that way students will be helped to write explanation text with ease. The mind map is a way of noting that creative, effective, and literally "map out" the thoughts [5]. The purpose of this study is to determine the feasibility and effectiveness of teaching materials in the form of writing module explanation text.

II. METHOD

The type of this research is development research that is development of teaching materials to write mind-based explanation text for high school grade XI. Research and development is an effort to develop and produce a product in the form of materials, media, tools and or learning models, is used to overcome the learning in the classroom, and not to test the theory [6]. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques used observation, interviews, questionnaires and tests of explanation text writing.

III. RESULT

A. Initial Product Design

The process of implementing the development of teaching materials to write explanation text based on mind map is done in stages. The first stage is to analyze the problem to collect information by distributing questionnaires to two teachers and 32 students. Result of search from questionnaire that was found found 100% of teachers stated that they need teaching materials based on mind map so that the learning process run efficiently and effectively and 100% of students stated need teaching materials based on mind map especially on explanation text writing material as an individual learning tool.

B. Feasibility of Teaching Materials

The feasibility of teaching materials on explanation text based on mind maps, judged by two material experts and two design experts to be validated, before being tested in the field. As for the feasibility of teaching materials text-based explanation of a mind map is as follows:

- The result of the percentage of material experts on the content feasibility is found that the sub-component of the assessment of material suitability with KI and KD has an average percentage of 83.33%, the accuracy of the material with an average of 87.50%, the material's degradation with an average of 81.25 %, and encourage curiosity with an average of 81.25%. The average percentage outcome of the overall sub-component of the content aspect feasibility assessment is 83.33% with the criteria of "ver good." On the feasibility of the presentation, the material expert assessed the instructional materials in the form of developed modules have had the feasibility of presentation with the percentage of the average score of 82.98% with the criteria of "very good". The average percentage result from the presentation

feasibility aspect from the sub-component of the assessment of the presentation technique has an average percentage of 81.25%, the learning presentation has an average percentage of 83.33%, and the presentation completeness has an average percentage of 84.37%.

- The result of the percentage of material experts on the language assessment found that the sub-component assessment of the assignment has an average percentage of 95.83%, communicative with an average of 81.25%, dialogical and inaktif with an average of 87.50%, conformity with the level the development of learners with an average of 81.25%, the demands and integrity of the thinking flow with an average of 93.75%, and the use of terms, symbols and icons with an average of 87.50%. The average percentage result of the overall sub-component of the language assessment aspect is 87.84% with the "very good" criterion.
- The average percentage results from the design expert found that the sub-component of the assessment on the size of the teaching materials has an average percentage of 93.75%, the design of the material cover with an average of 82.81%, and the design of the teaching materials content with an average of 87 , 5%. The average percentage result of the overall sub-component of the feasibility assessment of the presentation was 86.25% with the criteria of "excellent". This means that teaching materials in the form of a module writing experiment-based explanation text that has been developed can meet the demands of learning needs

C. Teachers and Students's Response

Teaching materials in the form of modules validated by subject matter experts and design experts, and is valid, then the teaching materials tersebut addressed by two Indonesian teachers and 32 students. The results of the responses of teachers and students to write a text explanation of teaching materials based mind maps are as follows:

- The response of teachers to the teaching materials in the form of modules developed including criteria very good with an average score of 86.76%.
- The response of students to instructional materials in the form of modules developed on a small scale trial (3 students) including both criteria with an average of 77.08%, a small group (9 students) includes criteria very good with rat a mean score of 80, 09%, and large scale (32 students) including excellent criteria with an average score of 85.22%.

D. Student Learning Result

After obtaining learning by using teaching materials text-based explanation of the mind map learning outcomes of students before and after using the instructional materials

experienced significant 9.85%. Discovered that the average value of students before (pretest) using teaching materials 75.15 and the average score after (posttest) 85.

Based on the above table it can be concluded that learning to use teaching materials written explanation text based mind map can improve student learning outcomes on a particular subject matter Indonesian write explanation text.

IV. CONCLUSION

The conclusion of the result of this study are as follows:

- The product developed in the form of module-shaped teaching materials with the title "Module of Writing Text Explanation Based Mind Map " used by the students of grade XI SMA Negeri 5 Medan declared eligible to be used because it has been assessed and validated by material experts and design experts with the category of "very good".
- Teaching materials in the form of explanation text writing module based mind map can improve learning outcomes in the explanation text writing activity, as evidenced by the average value of student learning outcomes increased by 9.85% after using the module.

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