

The Needs For Contextual In Teaching Materials On Writing Kid Stories Grade 4th Elementary School

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ABSTRACT

The aims of research consist of the following (1) to know need analyze teaching materials related to the matter on writing kid stories in the fourth grade of elementary school, (2) to develop teaching material on writing kid stories based on contextual. The study employs descriptive qualitative and evaluative method which the data are collected by interview, observation, document analysis, and Forum Group Discussions (FGD), questionnaire, and test. Result of the research (1) The teachers still need the addition of teaching materials on writing kid stories as support, (2) Teachers need the new innovation about the developing og teaching materials on writing kid stories. Teaching materials on writing kid stories on contextual basis which can help the teachers as the teaching media in enlanging the sight on writing kid stories and the students are motivated in expressing idea, opinion and mind in a story. The results of the development of teaching materials to writing kid stories based on contextual grade 4th can be received well by learners.

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1. INTRODUCTION

Language plays an important role in the development of the students intellectual, social and emotional and supports the success in learning all subjects. Writing skill is one of four aspects in language skills taught at school. The four aspect are paying attention, speaking, reading and writing skills. They always relate one another. By writing, the students study to express what are in their minds.

Writing skill is the last language skill. The writing activity is the last competency form controlled by a language student after listening, speaking and reading skill [1].

According to Puryanto [2], kid story contains the educating theme, its story way is straight and fluent, using the setting which is around or in kid world, figure and figuration contain a good example, its style language is easy to know but can develop kid language, sight corner of right man and its imagination is still in children mind. Tarigan [3] defines that kid story is a book which focuses children's eyes as the main observer, children's eyes as the focus. Kid literature is a literature that reflects a feeling and experience from today's children, which can be seen and understood through children's eyes.

In the learning process, kid stories writing needs the support teaching materials. The teaching materials or education content is the learning matter which is given by the teachers to their students. In the book "Pedoman Memilih dan Menyusun Bahan Ajar" Depdiknas [4] is stated that teaching material or instructional materials mostly consist of knowledge, skill, and attitude that must be learnt by students in order to reach the determined competency standard. According to Majid [5], there are two meanings of teaching materials :a) teaching materials is information, instrument and text that is needed by teachers or instructors for the plan and exploration of teaching implementation, b) teaching materials is every materials which are used to help teachers or instructors do the activity of teaching and studying in class. The materials can be written and unwritten.

According to Amri [6], the teaching materials have the important position in the teaching. The teaching materials is all materials used to help teachers/instructor do the activity of teaching and learning in class. The materials can be written and unwritten. According to Arsyad [7], a teaching material has to have the interest to attract the students attention and willingness to study. The interest of teaching materials can be put in some parts, like : cover, content with pictures or illustrations and exercises which are made interestingly. Introduce each chapter or new parts differently.

Based on the result of observation and interview to the fourth grade teachers in some school in Surakarta. They use textbook from publishers. They state that in their teaching, they teach what are in the book. The book from publishers only give some contextual problem of each material. The materials about stories writing are not complete yet. In general, the books are still common and only give meaning, only some example on the story and questions on writing exercise. Therefore, in the teaching process of writing, the teachers often ask their students to write without being taught how to write. So the teaching materials has the most important position in the teaching process.

According to Ng, Confessore, Abdulah on Yurdakul [8], over the last two decades, the responsibility for learning has shifted from the teacher to the learner with the help of learner autonomy and learner empowerment, so the teaching materials used are contextual based that relate the material to daily life, so learners are easier and more motivated in the learning process. This is to support the learning process, especially in kid story writing skills, learners can master and increase creativity well. In addition to being a support for learners, this teaching material also helps teachers in broadening their insights about kid story writing skills.

According to Nurhadi on St. Y. Slamet [9] to formulate a contextual approach is the concept of learning at the time the teacher brings the real world into the classroom and encourage students to make connections between the knowledge possessed by the application in everyday life. Thus, the learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of activities peserta students work and experience, instead of transferring knowledge from the teacher to the learner. Learning strategies more important than the result. Application of contextual approach in teaching writing stories hinted authentic assessment, ie assessment linking real life students in measuring cognitive, affective, and psychomotor. Basic assessment can be performance, presentation generated, records learning progress, activity during the study, interviews, and so on. Hence authentic assessment emphasizes the learning process, the data collected should be obtained from the concrete activities undertaken learners during the learning process.

2. RESEARCH METHOD

The method of this research is descriptive qualitative and evaluative. In this research data collection obtained by interviews, observation, document analysis, Forum Group Discussion (FGD), questionnaire, and test. The researches are conducted in SD Kristen Setabelan I, SD Kristen Banjarsari, SD Kristen Manahan, SD Setabelan 2, SD Kristen Danukusuman, SD Kristen Tri Putra Bakti, SD Kristen Gandekan Tengen 2, SD Kristen Kalam Kudus involving teachers and some students. Data analysis is done by using Miles and Huberman interactive model and Non-independent t-test.

3. RESULTS AND ANALYSIS

Based on the observation and interview in the fourth grade of elementary schools in Surakarta, in the teaching process of Indonesian, especially the kid stories writing matters still has some problems both from the teachers and from the student. In the teaching, the teachers are not maximum to teach about writing. So they give theory on writing but they are not maximum to practice. The percentage of writing skill matters, especially on sub writing of stories in textbook is too small. Besides, the students only focus on the exercises than the story making process. Because of the lack of explanation and practice on writing, it affects the low creativity of the students.

The teachers still need the additional teaching materials on writing kid stories as a support, so it will make easier for the teachers in the teaching process. The expected teaching materials are the materials which can relate the matters with the daily surrounding, so the students are easier and motivated in their learning process. The teaching materials should contain about story writing technic and contextual materials in order to be understood by the students. Beside the materials about kid story writing, the teachers also hope that the teaching materials contain the exercises of kid story writing and work sheet of kid story writing.

In improving the teaching of writing a story used the contextual approach. Contextual learning is carried out in the context of learning, both linguistic context and nonlinguistic context [9].

The results of the development of teaching materials to writing kid stories based on contextual grade 4th can be received well by learners. Relevant to this research is research conducted by Purwanto, Sutanto, and Rizky [10]. This study aims to produce contextual based teaching materials on instructional video learning sets. The results of this study are teaching materials and video-based mathematics learning contextual is an interesting learning resource and has many images and visualization of video learning. The linkage to the research is contextual based research that can relate the material to the lives of learners.

3.1 The Result of The Teaching Analysis on Writing Story and Teaching Materials Document

Based on the result of observation, interview and Forum Group Discussion (FGD), the teachers state that they present the lessons which are in textbook. The books from publishers only give contextual problem in presenting materials. The materials about the teaching of story writing is un sufficient. In general, the books are still common and only present meanings, some examples of the story and the exercises of writing. The materials are considered too small because there is no materials about how to write stories. Because of this, in the teaching process, the teachers only ask their students to write story without being taught how to write. So the teaching has the most important position in the learning process. It goes long with the research done by Mustafa and Effendi [11] which state that the teachers present the lessons which are similar to the books their teaching. Today's books only give contextual problem in presenting matters. The materials about the teaching of story writing are insufficient. By looking the reality in field on the availability of the teaching materials about kid story writing in elementary schools to maximize the teaching process, so we need a new innovation about the teaching materials of kid story writing in the fourth grade of elementary schools. It is for supporting the teaching process especially in kid story writing skill. So the students can control and increase their creativity well. Beside as the support for students for student, the teaching materials also help the teachers enlarge their sight about the kid story writing skill. So it is needed the development of the teaching materials about the kid story writing on contextual basis which can help the teacher relate between the taught materials with the situation of the real world and support the students to make relation between knowledge they have with their application in their life as the society family members and it is implemented into the indonesia onwriting kid story. The students can lift up the problem in their daily life and it up to the kid story writing skill.

3.2 Developing Teaching Materials nn Writing Kid Stories Based on Contextual

Prototype have been validated to some experts such as linguists, materials experts and media experts. Validator lectures such experts are Dr. Rukayah, M.Pd as a linguist. Wahyu Ratnawati, S.Pd, M.Pd as a material expert, and Dr. Suharno as a media expert. The result of the validator assessment is (1) added material, (2) improvements in the writing of word, and (3) added image. Prototype forms of teaching materials are as figure 1 :

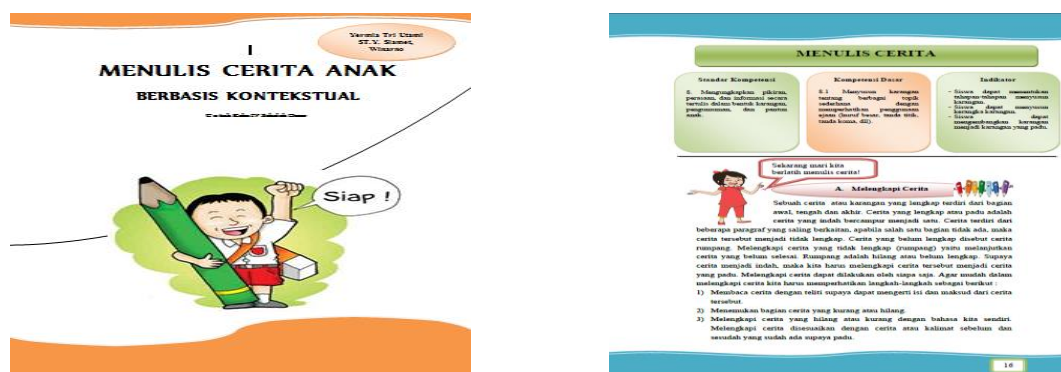


Figure 1. The example of prototype teaching material

The results of the development of teaching materials to writing kid stories based on contextual class IV can be received well by learners. This is shown in the limited test with a questionnaire that has been filled by learners, the average score is 48.0 so it belongs to the category of positive response. Based on statistical analysis of non-independent t test, test result are sig. (2-tailed) $< \alpha$ or $0.01 < 0.05$, thus H_0 = rejected and H_1 = accepted, this means that the teaching materials based on contextual stories can improve the learning outcomes of learners in SD Krsiten Setabelan 2.

On the wide test the average value is 51.0 in SD Kristen Danukusuman and 51.1 in SD Kristen Manahan, so it belongs to the category of response is very positive. Based on statistical analysis of non-independent t test, test result are sig.(2-tailed) $< \alpha$ or $0.00 < 0.05$, thus H_0 = rejected and H_1 = accepted, this means that the teaching materials based on contextual stories can improve the learning outcomes of learners in SD Kristen Danukusuman and test result are sig.(2-tailed) $< \alpha$ or $0.00 < 0.05$, thus H_0 = rejected and H_1 = accepted, this means that the teaching materials based on contextual stories can improve the learning outcomes of learners in SD Kristen Manahan.

4. CONCLUSION

Based on the research above can be concluded that there is insufficient materials in elementary schools. The activity of learning with the availability of teaching materials at schools does not fulfill the principle of teaching materials yet. So it's needed the development of teaching materials about kid story writing of the fourth grade in elementary schools to support the teaching materials especially the kid story writing skill. So the students can control and increase their creativity well. The development of teaching materials on writing kid stories based on contextual class IV can be received well by learners and can improve the learning outcomes.

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