

Development of Teaching Materials for the Pre-Reading and Writing Based on a Contextual Approach in Elementary Schools

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ABSTRACT---- *This study was a development research with a Four-D development design from Thiagarajan. This study was conducted in two schools in Sinjai Regency, namely SDN 102 and MIN 2 Sinjai. There were two results in this study. The first was prototype development of teaching materials for teaching reading and writing based on a contextual approach in SD/MI uses the Four-D teaching material development procedure from Thiagarajan. The procedures consisted of four stages namely definition, design, development, and dissemination stage. The second result showed that teaching materials for beginning reading and writing based on a contextual approach in Class 2 were declared valid. Teaching materials for teaching reading and writing based on the contextual approach in SD/MI are categorized as valid because in the learning process the validity criteria have been met, namely the average value of expert validation results was categorized as valid.*

Teaching materials for teaching reading and writing based on a contextual approach in SD/MI were categorized as effective because there was an increase in learning outcomes after the development of teaching materials for beginning reading and writing were from low category to good category. The students' responses in teaching reading and writing met the effectiveness criteria.

Based on the data from the responses of teacher 1 and teacher 2, both of them gave positive responses. The observation sheet was in the good category, implemented completely, and the management of teaching materials for developing teaching reading and writing learning based on the contextual approach was in the very good category. Thus, it showed that the teacher's response, observation sheets, and learning management sheets for teaching materials for teaching reading and writing learning based on the contextual approach were in the practical category.

Keywords--- Development of Teaching Materials, Introductory Reading and Writing, Contextual

1. INTRODUCTION

Preliminary reading and writing skills are the main learning offerings at the beginning of the first grade of elementary school; both types of skills are packaged into one Indonesian language-learning package called learning to read and write beginnings. According to Multi (2010: 5), pre-reading and writing are learning activities carried out by teachers to students focused on early or low grades.

Student in the second grade of the elementary school of Sinjai regency experienced one of the cases that lay the foundation of learning to Pre-reading and writing that the students have not been able to master.

The difficulties faced by students are as follows.

(a) It appears that based on preliminary observations and the results of interviews from several teachers at the elementary schools in sinjai Regency, information is obtained about the conditions of reading and writing abilities at several class levels, especially at the early grade level there are still students who do not recognize letters, which should be at that grade level. Students' reading ability should no longer only recognize writing but begin to interpret and understand the meaning of writing;

(b) Another difficulty is “there is a student who finds it difficult to distinguish and to write “a” and “e” letter”. The researcher observes that the student initially writes “a” 5 times in a few seconds and later on, the sixth letter, that changes to “e”. The student's writing is not perfect because they do not group the letters into one word; one word should be separated from one another by a distance, then it is exacerbated because some students have not recognized the letters in the alphabet, especially distinguishing between uppercase and lowercase letters. ;

(c) Student does not concentrate on learning to read and write;

(d) There is a tendency for students to read word for word without being able to continue reading the following words fluently, and there are also students in reading that omit the last letter; for example, the word “spoon” is read into “spoo”.

Overall, the students in the writing aspect experienced errors, namely the omission of one letter in a word, while in the reading aspect, they experienced errors in the pronunciation of several words.

Based on this, to improve the quality of learning to read and write beginners in elementary school, it is deemed necessary to develop teaching materials. The teaching material that is meant is Teaching Materials for the Pre-Reading and Writing Based on a Contextual Approach. Learning Pre-reading and Writing based on a contextual approach will improve thinking well, think creatively, and instil a habit of thinking.

The development of teaching materials for learning to read and write pre-beginnings based on a contextual approach can later be used to develop learning to read and write introductions according to students' abilities. With good teaching materials, the process and direction of learning to start reading and writing can be accounted for and provide good insights into learning pre-reading and writing to teachers.

Teaching materials for teaching reading and writing based on a contextual approach is the teaching material developed in this study. Some of the theories used as a basis for developing these teaching materials are:

(1) The theory of developing teaching materials (Lestari, 2013; Depdiknas, 2004 and Priyatni, 2011) are used as references to determine the type of teaching materials being developed. (2) theories about reading and preliminary writing (Mulyati, 2014: 15-23; Ministry of Education and Culture, 2012: 8-15 and Akhadiyah, 1992) is used as a reference to determine the form of skills to be improved through the use of developed teaching materials.

(3) Theories about contextual approaches (Johnson, 2014; Trianto, 2011) is used as a reference for developing products.

Pre-Reading and Writing

Mulyati (2008) Pre-reading and writing is a learning program oriented to the ability to pre-reading and writing in the early grades when children enter school.

According to Slamet (2007: 77), the objectives of learning pre-reading and writing are as follows: (a) Nurture and develop children's abilities to understand and introduce how to read and write beginnings correctly; (b) train and develop children's ability to recognize and write letters; (c) train and develop children's abilities to convert writing into language sounds or write language sounds they hear; (d) introduce and train children to be able to read and write in accordance with certain techniques; (e) train children's skills to understand the words they read, hear or write and remember them well; (f) train children's skills to be able to determine a certain meaning of a word in a context.

The Nature of a Contextual Approach

The contextual approach (CTL) is a learning concept that helps teachers link the material being taught with students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives

by involving the seven main components of affective learning, namely constructivism, asking, finding, the real learning community, modelling, reflection, and assessment (Nurhadi, 2002: 5). Purnomo (2002: 10) further states that contextual is learning that is carried out in context, both in linguistic and nonlinguistic contexts. Meanwhile, the Ministry of National Education (2009: 5) explains that contextual learning is learning that relates the material being taught to the real world of students and encourages students to make connections between their knowledge and knowledge in everyday life.

Contextual Learning Steps according to Taranto (2011: 111), are as follows:

- 1) Develop the idea that children will learn more meaningfully by working on their own, discovering themselves and constructing new knowledge and skills.
- 2) Carry out as far as possible inquiry activities, which consist of observing, investigating, analyzing, and formulating theories both individually and with other friends.
- 3) Develop students' curiosity by asking questions.
- 4) create a 'learning society (studying in groups)
- 5) Present the "model" as an example of learning
- 6) Reflect at the end of the meeting
- 7) Do the actual assessment in various ways.

Teaching materials

Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating, which are designed systematically and attractively in achieving the expected goals, achieving competencies or sub-competencies with all their complexities (Supriono, 2008: 40). Supriono's opinion is in line with what Prastowo (2012: 17) states that teaching materials are all physical materials of information, tools, or texts that are arranged systematically and fully display competencies that can be mastered by students for use in learning with the aim of planning and reviewing implementation Learning.

The criteria for teaching materials, according to Hidayat (2015), are as follows.

- 1) The content of the lesson should be valid enough; the truth of the material is unquestionable and can be understood to achieve the goal, or the teaching material that is presented must have the correctness of the material and especially be in accordance with the learning objectives. Teaching materials must be valid to achieve educational goals. In this case, the teacher must be aware and understand the conception of education and the objectives of learning Indonesian.
- 2) The material provided must be of sufficient significance or benefit. It relates to the breadth and depth of the material. This means that from the teaching materials, students can get various things, understanding of life, developing aesthetics, imagination and others.
- 3) The material should be attractive. The arrangement of teaching materials should be interesting so that it stimulates student interest and attention. Teaching materials that are attractive and in accordance with students' interests and concerns are expected to be able to make them more enthusiastic, enthusiastic and motivated to take part in learning.
- 4) Teaching materials should be within the limits of the child's ability to learn them. This means that the teaching materials that are prepared should pay attention to the limits of students' intellectual abilities. This means that the teaching material can be understood, understood by students according to their mental and intellectual level.

2. METHODOLOGY

This research is development research. Sugiyono (2015: 407) states that development research is commonly referred to as Research and Development (R&D), which is a type of research used to produce certain products, and tests the effectiveness of these products.

In this study, the researcher used Thiagarajan's Four-D development model development design, which consisted of four stages. The four stages are defined, design, develop and disseminate.

The instruments used in this study were teaching material validation sheets, student activity observation sheets, teaching material implementation sheets, learning management sheets, teacher and student response questionnaires, as well as tests of learning outcomes for learning to Pre-reading and writing in elementary school.

In this research, the collected data were analyzed using descriptive statistical analysis techniques and parametric informational statistical analysis of the Paired Sample T-Test, which were processed using a computer program, the Statistical Product Service Solution (SPSS) system. The criterion for the validity of teaching material products is if the average value of validity for all the minimum criteria is in the valid category () if it does not meet these criteria, then a revision is made based on the suggestions of the validators. The criteria for the effectiveness of introductory reading and writing teaching materials based on a contextual approach were obtained from data analysis of student learning outcomes. Questionnaire responses from students' pretest reading and writing on the pretest and posttest were analyzed using descriptive and inferential statistics. Moreover, the criteria for the practicality of teaching material products using learning media for reading and writing are based on the contextual approach in elementary schools that have been developed and their supporting devices.

Furthermore, observations were made on learning activities, which included student activities and learning management, and learning implementation. Suppose the average value of the percentage of student responses is at least in the practical range (76% - 85%) if it does not meet these criteria. The effectiveness of teaching material products is if the completeness of learning to read and write at the beginning of the pretest results are in the incomplete category, while the posttest results are in a complete category.

3. RESEARCH RESULT

In this section, the results of research data analysis include the results of data analysis on the validity, effectiveness, and practicality of teaching materials for teaching reading and writing based on the contextual approach in the elementary schools that were developed. The results of the research data analysis are described as follows.

1. Description of the results of data analysis on the validity of teaching materials for Pre-reading and writing teaching based on a contextual approach

The data on the validity of teaching materials for teaching reading and writing teaching materials based on the contextual approach was obtained from the results of expert validation, namely from the aspects of the assessment of teaching materials for teaching reading and writing based on the contextual approach in elementary school, the average value of the total aspect 3.5 () is in the category valid, the average value of the assessment instrument validation coverage criteria is (3.5). The average value of the validation of the practicality assessment questionnaire of teaching materials was 3.6, very valid (), and the average value of the validation of the questionnaire assessing the effectiveness of teaching materials was 3.6 ().

2. Description of the results of data analysis on the effectiveness of teaching materials for teaching reading and writing teaching materials based on a contextual approach

The effectiveness data of teaching materials for the Pre-reading and writing teaching materials based on a contextual approach were obtained from student learning outcomes in pretest and posttest reading and writing, which were analyzed using descriptive statistics. Particularly for the pre-reading learning lesson, it shows that before the implementation of the development of teaching materials for introducing reading and writing in Elementary Schools, there was no category of very good yet. Even the percentage of students reading at the beginning was still in the low category, which was still very large, namely 54.8%. Meanwhile, after the development of teaching materials for reading and writing was implemented, there were no more students who got low category scores. The results of the pre-reading are in the good category of 85.7%, the category is very good, and 14.3% is very good. So that there is an increase in learning outcomes after the development of teaching materials for teaching reading and writing based on the contextual approach in Elementary Schools. Thus it can be concluded that the development of teaching materials for learning to read and write pre-beginnings in elementary school in the aspect of introductory reading has met the effectiveness criteria.

In preliminary writing learning, it shows that before the implementation of the development of teaching materials for initial reading and writing in elementary school, there was not yet a very good category. In fact, the percentage of students Pre-writing was still in the low category, still very large, namely 59.5%. Meanwhile, after the development of teaching materials for reading and writing was implemented, there were no more students who got low category scores. The results of pre-writing are in the good category of 85.7%, in the very good category and 16.7%. So that there is an increase in learning outcomes after the development of teaching materials for teaching reading and writing based on the contextual approach in

Elementary Schools. Thus, it can be concluded that the development of teaching materials for learning to read and write pre-beginnings in elementary school in the aspect of pre-writing has met the effectiveness criteria.

The student response questionnaire showed that 78.3% of students who responded strongly agreed to Pre-reading and writing learning based on the contextual approach in elementary school, and 26.7 who responded agreed. Meanwhile, only 3.6% responded they disagree, and no one responded. I could not entirely agree. This shows that only 3.6% of students responded negatively to learning to read and write pre-beginnings based on the contextual approach in elementary school. Therefore, it can be concluded that the teaching materials for Pre-reading and writing learning based on the contextual approach in elementary schools from the aspect of student responses have met the effectiveness criteria.

3. Description of the results of data analysis on the practicality of teaching materials for reading and writing teaching materials based on a contextual approach.

Data on the practicality of teaching materials for the Pre-reading and writing teaching materials based on a contextual approach were obtained from teacher responses, observations on the management of the teaching reading and writing based on a contextual approach and observations of the implementation of teaching materials for teaching reading and writing on the basis of data from teacher response 1 in on an average of 76.9% and teacher 2's response was at an average of 84.6% so that both gave a positive response, the observation sheet was at an average percentage of 83.33 per cent which was categorized as good, the observational sheet was on average -the average percentage is 84.38% which is fully implemented, and the management of learning material development of teaching reading and writing teaching materials based on the contextual approach is at an average percentage of 86.36% is in the very good category. Therefore, it can be concluded that the results of the teacher's response, observation sheets, observational observation sheets, and learning management sheets for teaching materials for teaching reading and writing learning based on the contextual approach are in the practical category.

4. DISCUSSION

This section describes the discussion of the results of research data analysis, which includes the results of data analysis on the validity, effectiveness, and practicality of teaching materials for teaching reading and writing based on the contextual approach that was developed. The discussion of the results of the research data analysis is described as follows.

1. The validity of e-Learning-based fast reading anecdote text teaching materials

The data on the validity of teaching materials for teaching reading and writing based on the contextual approach in elementary school were obtained from the results of expert validation. Validation was carried out using a questionnaire containing various criteria for the validity of teaching materials for reading and writing teaching materials based on the contextual approach in elementary school.

The results of the validation show that teaching materials for reading and writing based on the contextual approach in elementary school are feasible to be tested and are able to stimulate students' thinking power in reading and writing on the theme of harmonious life. Based on this, it can be concluded that the product of teaching materials for teaching reading and writing based on the contextual approach is declared valid based on the results of expert validation because the validity criteria have been met, that is, if the average value of validity for all the minimum criteria is in the valid category ().

2. The effectiveness of teaching materials for introductory reading and writing based on a contextual approach in Elementary Schools

The data on the effectiveness of teaching materials for teaching reading and writing based on the contextual approach was obtained from data analysis on student learning outcomes in pretest and posttest reading and writing, which were analyzed using descriptive statistics and student questionnaires.

The development of teaching materials for introductory reading and writing in elementary school before being implemented, namely the percentage of students reading pre-beginnings, is still in the low category, namely 54.8%, meanwhile, after applying the pre-reading results of 85.7%, which was categorized as good. Likewise, the percentage of students with pre-writing results was still in the low category, namely 59.5%, after applying the results of pre-writing, 83.3 was categorized as good. So that there is an increase in learning outcomes after implementing the development of teaching materials for reading and writing at the beginning of the second grade in elementary school, thus, it can be concluded that the development of teaching materials for reading and writing based on the contextual approach in elementary school has met the effectiveness criteria. Meanwhile, based on student responses that 78.3% of students who responded strongly agreed to learn

to read and write pre-beginnings based on the contextual approach in elementary school, and 26.7 who responded agreed. Meanwhile, only 3.6% responded they disagree, and no one responded they disagree.

This shows that only 3.6% of students gave a negative response to learning to read and write pre-beginnings based on the contextual approach in elementary school. Thus, it can be concluded that the teaching materials for teaching reading and writing based on the contextual approach in Elementary Schools from the aspect of student responses have met the effectiveness criteria.

The Practicality of Teaching Materials for the Pre-Reading and Writing Based on a Contextual Approach in Elementary Schools.

Data on the practicality of teaching materials for the Pre-reading and writing based on the contextual approach in elementary schools were obtained from the results of teacher responses to limited trials using a questionnaire. Based on the analysis of the data on the results of the teacher's response to teaching materials for teaching reading and writing based on the contextual approach in elementary schools on a limited trial, it was concluded that the teaching materials for reading and writing based on the contextual approach in elementary school are practical because the average percentage agree with the statement items in the teacher response questionnaire, the data on the results of teacher 1's response is on average 76.9%, and teacher 2's response is on an average of 84.6%, so both of them give a positive response, the observation sheet is at the average percentage 83.33 per cent which is in the good category, the implementation observation sheet is at an average percentage of 84.38% which is fully implemented, and the management of learning material development of teaching reading and writing learning based on the contextual approach is at an average percentage of 86.36% is in the very good category. So it can be concluded that the results of the teacher's response, observation sheets, observational observation sheets, and learning management sheets for teaching materials for teaching reading and writing learning based on the contextual approach are in the practical category.

5. CONCLUSION

Based on data analysis and discussion of the results of research on the development of Teaching Materials for the Pre-Reading and Writing Based on a Contextual Approach, it can be concluded that the results of this study are:

Teaching materials for starting reading and writing based on a contextual approach are categorized as valid because, in the learning process, the validity criteria have been met, namely the average value of the expert validation results.

Teaching materials for starting reading and writing based on the contextual approach in elementary school are categorized as effective because there is an increase in learning outcomes after the development of teaching materials for reading and writing special beginnings in learning to read the beginning of the average value of the percentage of 54.8% which is categorized as low before being applied and after being applied the development of teaching materials for reading and writing the beginning of the average percentage of 85.7% is categorized as good. Likewise, in learning pre-writing, the average value of the percentage was 59.5%, which was categorized as low before being applied, and after being applied, the development of teaching materials for reading and start writing was 83.7% in the good category.

Student response 78.3% of students who responded strongly agreed to learn the Pre-reading and writing based on the contextual approach in elementary school, and 26.7 who gave agreed responses. Meanwhile, only 3.6% responded they disagree, and no one responded I disagree.

This shows that only 3.6% of students gave a negative response to learning to read and write pre-beginnings based on the contextual approach in elementary school. Therefore, it can be concluded that the teaching materials for introductory reading and writing based on the contextual approach in elementary school from the aspect of student responses have met the effectiveness criteria, namely at least 75% of all response statements positively by at least 65% of students.

Based on the data on the results of teacher 1's response is on average 76.9% and teacher 2's response is at an average of 84.6% so that both of them give a positive response, the observation sheet is at an average percentage of 83.33 per cent which is categorized as good, the observation sheet of implementation is at an average percentage of 84.38% which is fully implemented, and the management of learning materials development of teaching reading and writing teaching materials based on the contextual approach is at an average percentage of 86.36% which is in the very good category. So it can be concluded that the results of the teacher's response, observation sheets, observational observation sheets, and learning management sheets for teaching materials for teaching reading and writing learning based on the contextual approach are in the practical category.

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