The Development of Teaching Materials in Writing Poetry Environmental Based for Students Class X 2 State Senior High School of Kisaran

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Abstract

This study is a research & development which uses Borg & Gall development model in order to develop teaching material in the form of module that can be used as reference on learning to write poetry at 2 State Senior High School of Kisaran. The stages used in this study are simplified by conducting 3 stages: Preliminary studies, product design and development, and validation and product trials. The result of module effectiveness test at 2 State Senior High School of Kisaran depicts the improvement of students learning outcome. Students also show good learning quality and love environment more. The average students' learning achievement by using the moduleis 83.20 and the average students' learning achievement without using the module is 67.53. The comparison of student acquisition seems to increase with the category of assessment is very good. The findings of this research can be used as teaching materials that can increase students' interest in writing poetry and enriching the teaching materials.

Keywords: teaching materials, writing, poetry, environment.

I. Introduction

Teaching materials is a set of lesson materials which arranged systematically, it can guide and facilitate students in learning. The teaching materials used must be up-to-date and accurate. It means teaching materials are in accordance latest realities so that learning becomes interesting for students. The learning process will be more directed because teachers can use teaching materials as a guide that matches the topic in learning. They are used to achieve the expected learning objectives.

Development of teaching materials that are conducted because of the availability of teaching materials in accordance with the characteristics and environment of learners. So far the available teaching materials are still less appropriate with the environment of learners. Student characters can be formed with their environment. The environment is very influential on the success of students.

Environmental Education can be used as a solution in an effort to increase the knowledge and understanding of society towards the preservation of environmental function. In line with that, to accelerate the development of environmental education in the formal education at the level of primary and secondary school, therefore Adiwiyata Program which aims to establish a school that cares for the environment and able to participate in preserving the environment.

The low ability of writing poetry is caused by students having difficulty in finding inspiration that will be poured into poetry. This is due to the students' motivation in writing poetry is still low, less interesting teachers in delivering learning materials that are done is still monoton that teacher center. Lack of available Indonesian language materials, especially writing poetry material is factor of students' ability to write poem. Teaching materials to write poetry is needed in school.

Other factors caused by teachers who use less-up teaching materials so that students' minds can not develop which resulted in students difficulty in writing poetry. The examples presented by the teacher must be in accordance with the environment, so that students are better able to understand the poem presented.

According Hasanah (2012: 144), teaching materials are information, tools and or text required by teachers for planning and review of learning impelementation. They are a set of materials that are arranged systematically to create conducive environment to learn. Teaching materials are forms of materials used to assist teachers or instructors in carrying out teaching and learning activities. (Majid, 2011: 173) In addition, Sutjipta in Tegeh (2014: 37) states that teaching materials are the system of materials used by educators and learners in the learning process.

The term of materia can be defined as information, object whereas teaching materials are the lecture, syllabi, texts, useful guidelines to get the student involved, etc. (LittleJohn, 1998; as cited in Tomlison, 2003, p.43). Other words, it is defined as information, objects whereas teaching materials are writings, syllabus, text, useful guidelines for engaging students. (LittleJohn in Tomlison, 2003: 43)

Along with the above opinion, Sumiati (2016: 152) states that materials are material that brings learning

messages to be presented, such as a module that contains learning materials. Printed materials can be used to support understanding about the lesson. Based on this case, the teaching materials is a set of materials used to support the learning process in accordance with the purpose of learning. They can also be subject matter that will be taught. They are used for effective learning.

Soetopo in Hasanah (2012: 65) explains about Learning component, it includes: (1) student, (2) teacher, (3) purpose, (4) matter, (5) method, (6) tools, (7) evaluation, (8) environment / context. Along with that, according to Oemar Hamalik in Hasanah (2012: 60) explains about the pattern of learning system approach through the steps as follows: (1) Identify educational needs (formulate problems); (2) Need analysis to transform into learning objectives (problem analysis); (3) designing learning methods and materials (developing a solution); (4) Implementation of learning (experimental); (5) Assess and revise.

Module is a teaching material in print form that can be used in learning activities to achieve the expected goals. According to James D. Russel (1973: 3) in Sumiati and Asra (2016: 114) a module is an instructional package dealing with a single conceptual unit of subject matter. It is an attempt to individual learning by enabling the student to master one unit of contents before moving to another. A multy media learning experiences are often presented in a self instructional format. The student controles the rate and intensity of his study. The student can take it to library, to a study carrel or to home. The lenght may be from a few minutes of student time to several hours. The modules can be used individually or combined in a variety of different sequences.

Russell explains that the module is a teaching and learning package with regard to a unit of learning materials. It can achieve a thorough level by learning individually. Students can not proceed to a next unit of learning before reaching the end. Commonly, module uses multimedia. students can control the ability and intensity of learning. It can be learned anywhere. The length of a module is not certain,it can be a minute or hour and it can be done individually or varied with others.

Hasanah (2012: 145) sates module is a tool or means of learning that contains materials, methods, limitations of learning materials, instructional learning activities, exercises and how to evaluate the pattern systematically and interesting to achieve the expected competencies and can be used independently . "

Based on the above description, module is a learning tool in the form of written or print that compiled systematically, containing learning materials, methods, learning objectives based on basic competence or indicators of achievement of competence, self study guide and provide opportunities for students to test themselves through training presented in the module.

Hasanah (2012: 147) reveals that the module is basically a learning tool that contains the material and ways of learning. Before preparing the module, we must first identify the basic competencies to be learned. The preparation of a learning module begins with the following sequence of activities: (1) Setting the module title to be compiled; (2) Preparing source books and other references; (3) Identify basic competencies, review the learning materials and design appropriate learning activities; (4) Identify indicators of achievement of competence and design the form and type of assessment to be presented; (5) Designing module writing format; (6) Prepare a draft module.

Module preparation procedures in National Education Department (2008: 12), they are: analysis of module needs, preparation of draft modules, validation, and testing. In addition to assess the module according to BSNP in Urip Purwono (2008: 107) there are four aspects that must be considered, namely: the feasibility of content, feasibility of presentation, language feasibility, and graph.

The Teaching Team (2012: 1) states that writing is to derive or represent graphic symbols depicting a language understood by someone so that others can read the graphic symbols. It is line with the opinion of the Teaching Team, Rahardi in Kusumaningsih (2013: 65) states that writing is the activity of conveying something using the language through writing, with certain intentions and considerations to achieve something desired. Based on this case, it can be concluded that writing is an activity done by using writing whose purpose is to convey information and messages to others. By writing, a person uses understandable symbols of writing.

Purba (2014: 12) states that the term poetry refers to Poesie (French), Poezie (Dutch). It derives from the Greek, namely Poieetes and Gerik language, namely Poeta. Simply the meaning of the poem is to build, cause, and emulate. The simple meaning develops and narrows into the result of literary art whose words are arranged according to rhythm, rhyme, figurative words. Nadjua (2015: 217) states that poetry is a literary essay which in its presentation strongly prioritizes the beauty of language and the density of meaning.

Umry (2016: 3) states that poetry in terms of etymology comes from the word greek which mean to make or to creatie. In England, the word poet is known as maker. In the greek language itself poet means the person who created or the person who can guess the hidden truth. Birk (1969: 366) says poetry is rhythmic, the method of utterance which, through human history, has expressed the deepest feeling of man.

Writing poetry requires the beauty of words, so readers are interested in reading it. In addition, readers can easily live the poem, as the writer must understand the structures that build the poetry. Marsudi (2009: 148) The structure is the physical and inner structure. Physical structure includes diction, image, rhyme, language style, concrete word and typography. While the inner structure includes theme, taste, and passage.

The types of poetry are divided into 2, namely old poetry and new poetry. Nadjua (2015: 217) states old poetry is a poem that still bound by a rule. The rule is like the number of words contained in 1 row, the number of rows contained in 1 stanza, rhyme , the number of syllables in each row, and rhythm. The types of old poetry include: (1) Pantun is one of the old poems that have abbreviated characters abab, in each line consisting of 8 to 12 syllables, in the first two lines of pantun called sampiran, the next 2 lines are called with as the contents, each stanza has 4 lines. (2) Mantra is a utterance which is still considered to have a supernatural powers. (3) Syair is one of a kind of poetry originating from an Arab country and characterized by each of the four lines, a-a-a-a, which usually contains a piece of advice or a story. (4) Gurindam is one type of poetry consisting of each stanza of two lines, which is a-a-a-a, and usually contains a piece of advice. (5) Seloka is a related pantun.

New poetry is a poem that is not bound by a rule, unlike the old poetry. New poetry has a freer form than old poetry in either the number of lines, syllables, or rhymes. New types of poetry are: (1) Distikon is one type of poetry that in each stanza consists of 2 lines . (2) Terzinaa is one type of poetry which in each stanza consists of 3 lines. (3) Kuatrain is one type of poetry in each stanza consists of 4 lines. (4) Kuint is one type of poetry in each stanza consists of 5 lines . (5) Sektet is one type of poetry in each stanza consists of 6 lines. (6) Septime, is one type of poetry in each stanza consists of 7 lines. (7) Stanza, it is a poem that forms eight rhymes of poem. Each stanza consists of 8 lines. (8) Sonnet is one type of new poem that has a characteristic that consists of 14 rows divided into 2. In the first part, 2 stanzas consistis of 4 rows and in second part, 2 stanzas consist of 3 rows. (9) Free poem, it is a free form of poetry. According to Maman Suryaman (2005: 20) a poem that does not heed the rules of poetry such as rhythm, rhyme, matra, line, and stanza. Zainuddin (2002: 122) defines free poetry as a poem that has abandoned certain bonds or conditions.

Nadjua (2015: 231) states that good poetry is poetry composed by using beautiful and meaningful words. The steps of writing poetry are to determine the theme of poetry, entitle, choose words, review it. Based on Marsudi's opinion on the structure of poetry, it can be used as a reference to write the poem. Therefore, the criteria for the assessment of poetry writing skills are (1) the suitability of the title with the theme, (2) the imagination, (3) the diction accuracy, (4) the Language Style, (5) typography, (6) the use of concrete words, (7)rhyme , (8) feeling, (9) passage. They are rubric and assessment criteria for free poetry writing skills.

Environment-based teaching materials are materials or teaching materials in environment-based learning. It talks about materian in environment. This teaching material is based on the phenomenon that occurs in the environment. There are three aspects in the environmental section, namely cleanliness, order and beauty. Learning to write poem is based on aspects related to the environment.

Environment-based teaching materials are structured to address environmental concerns. The existence of this instructional material aims to enable students to play an active role with the environment and participate in an environment that can be used as a place to seek inspiration to write poetry.

Environment is a place of life processes that affect human life. It is also a place to do all activities, especially learning. Hasanah (2012: 64) states that learning environment is a component of PBM which is very important in achieving student learning success.

II. Research methods

This study is a kind of research and development that develop of teaching materials in the form of modules in writing poetry based on the environment for students of class X at State Senior High School of Kisaran. This type of research uses a Borg & Gall model adapted to the circumstances that occurrs at the time of the study.

In this development study, it is simplified into several stages. It is due to the limited ability, time, and cost owned by researchers, the stages are: (1) Preliminary Stage, (2) Design and Development of product, (3) Validation and Testing.

In the preliminary stage, the researcher identifies the needs of teaching materials and students. In addition, researchers also conducts observations in the classroom to analyze the teaching materials that teachers once used. In addition, it is also to determine the needs of students and teachers of teaching materials that will be developed. When researchers find out information from teachers and learners, then the researchers plan the preparation of teaching materials to write poetry in the form of modules. Therefore, the development of this product is based on the needs analysis of students and teachers.

The second step, to design and develop product, researchers have known information about teaching materials available in the school, then the researchers plan to make the design of learning modules. The plan is done based on the assessment of teaching materials used by teachers. After knowing the shortage of the old teaching materials, researchers do the initial product design on the basis of the needs related to the development of teaching materials that will be done.

The third step, to validate the product by the expert. The module is validated by lecturers or experts. Assessment of product design is conducted to test the effectiveness of new teaching materials. This assessment is performed by the Experts in accordance with the facts and information obtained. Validation must be done by experts . Comments and suggestions are given by experts for the improvements to be made. Subsequently the

validated product will be revised for the effectiveness of the developed module. Validation is performed using a feasibility questionnaire. The expert uses aspects of content, presentation, and language contents. While the design experts use aspects of graft as a judgment criterion

The last step, to test the product, it is conducted in several stages: small-scale trials with 5 students, small group trials by 15 students, and large-scale trials by 34 students. The results obtained from these trials show a positive response from students to the modules developed. The test uses questionnaires and observation sheets to determine effectiveness in using the learning module as well as using a test instrument that is a poetry writing test.

III. Discussion of research results

The Needs of Teachers and Students on the Development of Poetry Writing Materials Based on the Environment

The development of environment-based poetry writing materials is done based on the needs analysis given in the form of questionnaires to teachers and students. From the questionnaire obtained that teachers and students need teaching materials that can improve learning outcomes in learning to write poetry. It is consistent with the importance of teaching materials in the learning process. Therefore, this module can be used as a companion book of teaching materials used by teachers

Teaching materials are important part in learning process. It is caused that the teaching material is a set of materials that arranged systematically to create an environment or atmosphere that allows students to learn. This thing is known from the given questionnaire that all teachers and students need other teaching materials that are expected to improve learning outcomes and make learning interesting and fun as a whole.

The use of teaching materials in learning is known to be more effective than learning that does not use teaching materials. The learning becomes more interesting that can improve student's learning motivation to meet the needs of teaching materials. In line with relevant research, the low learning outcomes of poetry writing is due to a lack of student understanding and lack of teaching materials used by teachers. Therefore, the development of teaching materials is needed based on needs analysis.

The Feasibility of Learning Module in Writing Poem Based on Environment for Students Class X at 2 State Senior High School of Kisaran

The development of environment-based poetry writing materials produces an instructional material in the form of modules that are arranged based on the environment in order to facilitate the students in understanding the learning of writing poetry. In broad line, the description of the contents of learning modules of poetry-based environment, namely: Lesson I, Let's Know Poetry. In this chapter contains material about the meaning of poetry, types of poetry, and poetry structure. The learning objectives in learning I are 1) students are able to understand poetry,2) students are able to understand the types of poetry, and 3) students are able to understand the structure of poetry builder. This chapter also contains summaries and exercises that can evaluate students' understanding of poetry. Lesson II, Poetry Writing. In learning II, the learning objectives are 1) the students are able to understand the sense of writing, and 2) students are able to write poetry based on the structure of poetry builders and also based on things that happen in the environment. The poetry that students produce is a poetry themed about the environment. Lesson III, Loving the Environment. The material contained in this learning, namely: environmental benefits, problems that occur in the environment, and how to maintain the environment. In accordance with the material contained in the third lesson, the learning objectives are 1)students able to utilize the environment, 2) students are able to understand the problems that occur in the environment, and 3) students are able to maintain the environment.

The development of the teaching material applies Borg & Gall model. This research begins with the collection of information that is done by measuring the needs of the object of research and conduct literature review related to the research. The literature review is done by finding literature related to poetry. Then, to make the planning related to the development of teaching materials.

The next stage is the development of product preliminary form. At this stage, the preparation or design of learning modules begins. Good drafting cover and preparation of practice questions. Next is to test the module for module repair suggestions. Aspects of the assessment of this module include: content, language, and module appearance. These aspects can be used as criteria in the assessment of developed modules.

The test stages of this module includes: (1) Validation of material experts and design experts; (2) revision I; (3) testing the teaching materials product on a small scale with 5 students; (4) Revision II; (5) conducting trials in small groups using 15 students; (6) Revision III; (7) field implementation test on a large scale with 34 students and 2 teachers; (8) Revision IV; (9) produce the final product.

The environment-based poetry learning module is tested by several experts, including material experts and design experts. The results of the value of the material expert showe very good category. Assessment for the material has several aspects, including the content feasibility, feasibility of presentation, and language feasibility. The result on the content feasibility aspect is 87.1 with very good category. Furthermore, the results of feasibility aspects of presentation is 85.3 with very good category, and the acquisition of language feasibility is 82, 29 with very good category. So it can be concluded that materials contained in the learning modules is worthy to be applied

and very good categorization.

The assessment by design experts shows very good categories by using aspects of the assessment are: assessment of module size, assessment of module cover design, and design assessment of the contents of the learning module. The results are categorized very well on the size of the module with the percentage of assessment 100, and for the module cover design get the percentage of 87.5 results with very good category, then to design the contents of the module get very good category with the percentage of score result 75. So the conclusion of the assessment of design experts is the display used on the module is feasible and interesting.

Further assessment by students with several stages, namely: 1. Small-scale trial with 5 students who get 84.6 results with very good category, 2. Testing small group with 15 students obtained the percentage of 87 results with very good category, and 3. Limited field trials with 34 students obtained the percentage of results 88.46 with very good category. The results obtained from each experiment are improved.

Students learning outcomes

The obtaining of student learning outcomes uses tests. The test used is to write poetry done with 2 stages, namely pretest and postest. Learning outcomes obtained in learning to write poetry after using the module have "very good" criteria. This is derived based on the average values obtained by students during the learning.

Pretest is performed before using developed modules and obtaining score of 67.53 with sufficient category. Further postest is performed by using the module of learning to write poetry by using poetry-based learning module learning obtained 83.20 results and very good category. So the use of environment-based poetry learning module can improve student learning outcomes.

Based on the learning results obtained, this module is worthy of use in learning writing poetry since it improves student learning outcomes. In line with Purwanto's opinion (2002: 28) learning outcomes are the abilities that individuals acquire after the learning process takes place, which can provide good behavior, knowledge, understanding, attitudes, and skills of students to be better than before.

Based on the learning result obtained by the students, it can be concluded that the learning module of writing poetry based on environment can improve student learning outcomes. Therefore, the learning module of poetry writing is effectively used in learning to write poetry.

IV. Closing
4.1. Conclusion
Based on the results and discussion on the development of environment-based poetry writing materials for students class X at 2 Sate Senior High School of Kisaran can be concluded:

1. The developed module has performed feasibility tests by experts, both material experts and design experts. From the results of feasibility tests by experts obtained the results that the module feasible to be used with the category of very good scores, including the material experts that include the feasibility of the contents to obtain a score of 87.1 with very good category, the feasibility of the presentation obtained score of 85.3 with very good category, and language feasibility with a score of 82.9 with very good category. In addition, the results of design validation that designed by expert is 87.5 with very good category.

2.The acquisition of learning outcomes by students before using the environment-based poetry learning module obtains the average of 67.53 and the acquisition of student learning outcomes by using the poetry writing learning module obtains the average of 83.20

3. It can be seen vividly that the acquisition of student learning outcomes by using the environment-based poetry learning module is higher than the learning outcomes without using the environment-based poetry learning module. So it can be concluded that the use of environment-based poetry learning module is effective in learning Indonesian language.

4.2. Implications
Based on the above conclusions, this study has the following implications:

1. This module can be used as a companion teaching material to facilitate students in learning to write poetry.

2. This module is given to the teacher as an alternative choice of teaching materials to write poetry that can provide ease in learning

3. This module can enrich the knowledge which is related to write poetry.

4.3. Suggestion
Based on the conclusions of the research results, some suggestions are stated as follows:

1. For students at 2 State Senior High School of Kisaran is suggested to further improve student learning outcomes and skills, especially in writing poetry

2. For teachers at 2 State Senior High School of Kisaran is suggested to use this module as additional teaching materials

3. As an input material for students or other researchers who want to do research and development of other modules

with other problems.

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