

Development of Negotiation Text Writing Teaching Material Based on Contextual on Class X SMK Negeri 1 Percut Sei Tuan Medan

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Abstract

This study aims to know the results of development of negotiation text writing teaching material based on contextual on students class X SMK Negeri 1 Percut Sei Tuan. The research method used is research and development (R & D) method proposed by Sugiyono refers to Borg & Gall model. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 36 students with limited field trials. Data collection technique used are observation, interviews, questionnaires and negotiation text writing tests. The results showed that: (1) material expert validation including content feasibility with average of 92.8% on very good criteria, presentation feasibility with an average of 90.3% on very good criteria, and language aspect with an average of 93, 2% on very good criteria, (2) validation of design experts with an average of 89.5% on very good criteria, (3) teacher responses with an average of 94% on very good criteria, (4) individual trials with an average of 77.77% on good criteria, (5) small group trials with an average of 82.5% on very good criteria, and (6) limited field tests with an average of 88.8% on very good criteria. The result of the test is to write negotiation text by students before using the module amounts to 68.19, while the result of the writing test of exposition text after the use of module students increased by 83.88. The difference is 15.69 from before to after. This proves that the teaching material to write negotiation text developed could improve student learning outcomes using contextual-based learning method. The implication of this research is to give a practical contribution especially in the implementation of learning for teachers as additional teaching materials and as a means to assist and facilitate the students in understanding the negotiation text teaching material so that it can be applied to their life.

Keywords: development, teaching material, negotiation text, module

1. Introduction

A good selected teaching materials will provide many benefits, including the ability of learners to be interested and grow interest to meet and master the material that has been given. In addition, teaching materials are also able to influence learners in teaching and learning process more meaningful. In relation to Indonesian language and literature learning, teaching materials that meet the needs of teachers and learners are still hard to find. The statement can be proven from the result of Husniatul Adibah research in 2016 which is entitled Development of Enrichment Producing Negotiation Text Based on Speech Language. Husniatul told in her research journal on page 14, that the lack of teaching materials to write negotiation text available on the market. The teaching materials available on the market are not yet complete, either in terms of content, and presentation.

One of the texts in curriculum 2013, is the negotiation text. There are 5 basic competencies in the negotiation text, namely, to understand the structure and rules of the negotiation text both through oral and written, to interpret the meaning of negotiation text both orally and in writing, comparing negotiation text both orally and in writing, producing a coherent negotiation text in accordance with the characteristics of negotiation text will be made both orally and in writing, analyzing negotiation text both orally and in writing, editing negotiation text both orally and in writing, identifying negotiation text both orally and in writing, abstracting negotiation text both orally and in writing, the rules of negotiation text either through oral or written, convert negotiation text into another form in accordance with the structure and rules of text ethics either orally or in writing.

Teachers and students use the Self-Expression Indonesian and Academic Textbooks in which there are 3 activities on negotiation text material. Activity one, context building and negotiation text modeling and there are 4 tasks in one activity. Activity two, cooperation to building negotiation text and there are 5 tasks in activity two. In the third activity, independent building the negotiation text and there are 4 tasks in activity three. In activity three there is an independent activities constructing negotiation text there are three negotiation tasks to solve the conflict and task four is to make negotiation text about pioneering cooperation. Both tasks only ask students to do the task without making students understand the material first. Disadvantages of Self-expression Indonesian and Academic Textbooks used by students and teachers is that textbooks provide little material or introduction, not exposing a clear introduction to the material. On the assignment also does not make the students become interested because the textbooks directly provide the task without making students interested in doing it. An example of question on the textbook "imagine that you are batik entrepreneur. You will propose a program to set up a batik laboratory to the local government. You also work with other entrepreneurs. Make the negotiation text of the cooperation. "The example of this assignment is too difficult for the student to understand while the student has never experienced such event, the student will have difficulty making a negotiation text. Students

should be given examples of negotiation text according to the student's daily life so that they can easily understand how to actually write a negotiation text.

Based on the results of interview on Wednesday April 26 2017 with an Indonesian teacher Mrs. Ponisri, S. Pd. Obtained information of the ability of students in mastering teaching material of negotiation text is still lacking, meanwhile in order to achieve expected competence students must master the material This is evidenced from the results of the acquisition of the average score of students in negotiation text is 65 with completeness only 45% of students who are able to write negotiation text properly and correctly. The other students are still having trouble writing negotiation texts. Students still have difficulty in putting ideas into a writing. This is caused by factors in students such as laziness in writing and students having difficult time to pour ideas on how to write a negotiation text. During this time the teacher delivered the material with conventional method or lectures, after which the teacher delivered the material to write negotiation text by asking students to imagine how does negotiation activities take place. Afterwards have the students to write a negotiation text. Teachers only use one teaching material as a reference that causes students to be less active in writing negotiation texts.

Associated with learning writing negotiation text students still have a lot of difficulty, especially when given the task to write the negotiation text. From the above problem, the researcher made the development on teaching material of negotiation text based on contextual. The approach is expected to make students more easily and quickly in writing negotiation texts. Based on some relevant research, students who use the contextual approach tend to understand the meaning of the material taught. Presentation of the material by using a contextual approach will make it easier for students to understand negotiation text writing teaching material because knowledge is gained by experiencing themselves rather than memorizing or imagining.

The results of interview on Wednesday April 24, 2017 about how the school needs of teaching materials to be developed. According to the students and teachers the instructional material must meet the characteristics of the presentation aspect, ie focus on the guidance and systematics of presentation that is supplemented by introduction or exposure in the form of concepts related to basic competence and indicators, examples, and exercises that make students interested in writing negotiations. Characteristic aspect of language and legibility of students require books with communicative language and readability adjusted to their cognitive level. Characteristics of aspects of graphics are interesting with illustrations.

Contextual learning model in essence is the relevance of each material or topic of learning with real life. This means that students are faced with a problem commonly encountered in the environment, thus in his time later on students will be able to overcome the real problems faced in the environment. Therefore, through learning contextual learning it is not a transformation of knowledge that teachers give to students by memorizing some concepts that seem to be detached from real life, but rather emphasized on efforts to facilitate students to seek the ability to live from what they learn. .

2. Literature Review

2.1 Teaching Material

Teaching materials are a set of tools or learning tools that contain learning materials, methods, limitations, and how to evaluate the systematic and interesting designed in order to achieve the expected goals, namely to achieve competence or sub-competence with all the complexity

Prastowo (2015:17) reveals that teaching materials are all materials (information, tools, and texts) systematically arranged, showing the whole figure of competence to be mastered by learners and used in the learning process with the aim of planning and reviewing the implementation of learning . Widodo and Jasmadi (2008:40) teaching materials is a set of tools or learning tools that contain learning materials, methods, limitations, and how to evaluate the systematic and interesting designed in order to achieve the expected goals, namely to achieve competence or subcompetence with all of its complexity. Sanjaya (2010:141) defines the teaching materials is everything that the curriculum content that must be mastered by students with basic competence in order to achieve the competence standards of each subject in a particular education unit. While Dick, carey (2009:230) says that "Instructional materials contain the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also include information that the leaners will use to guide the progress.

Based on the opinion of these experts, it can be concluded that the teaching materials are all forms of materials used to help teachers and students in order to achieve learning objectives. Teaching materials are crucial in the success of a lesson. Teaching materials must be mastered and understood by the students because it helps in the achievement of learning objectives.

2.2 Learning Module

According to Hamdani (2011:219) module is a tool or means of learning that contains materials, methods, limitations of learning materials, instruction to learning activities, exercises and how to evaluate systematically designed and interesting to achieve the competencies expected and can be used independently. Daryanto

(2013:9) describes the module as a form of teaching material packed intact and systematic, in which contains a set of planned learning experience and is designed to help students master specific learning objectives.

Prastowo (2015:104) argues that the module is a teaching material written with the aim that students can learn independently without or with teacher guidance. Therefore, the module should contain instructional guidance, to be achieved, subject matter content, support information, practice questions, work guidance, evaluation, and feedback on evaluation results. Kurniasih and Berlin (2014:61) argue the module is a set of teaching materials presented systematically so that readers can learn with or without a teacher or facilitator.

From the opinion of the experts above, we can conclude that the module is a means of learning in written or print form systematically arranged, containing learning materials, methods, learning objectives based on basic competence or indicators of achievement of competence, guidance of independent learning activities, and provide opportunities to students to test yourself through the exercises presented in the module.

2.3 Definition of Writing

Writing is a creative process of putting ideas in the form of written language. According to Semi (2007:14) Writing is a creative process of transferring ideas into the symbols of writing. In this sense, writing has three main aspects. Three main aspects are the existence of a purpose of writing or a particular purpose to be achieved the author, the idea to be communicated, the system transfer of ideas that form a language system. Tarigan (2008:3) Writing skills are used to communicate indirectly, or face-to-face with others. Gie (2002:3), states that writing is a series of activities one expresses the idea and convey it through writing to the public to be understood.

Based on the opinion of the experts above, it can be concluded that writing does not merely describe symbols, but expresses thoughts, problems, ideas, and arguments into written language in the form of sentences and paragraphs intact. Therefore, writing is a means of communication to conduct negotiations and transactions in the form of written language. The view that writing is a form of negotiation and transaction is what requires the author to know the purpose of writing.

2.4 Definition of Negotiation text

Negotiation is a process of communication between two or more people to develop the best solution that is most beneficial to the parties involved. Nurjaman and Umam (2012:262) Negotiation is commonly known as one form of alternative dispute resolution. In Curriculum 2013 the term negotiation text is closer to the meaning of the written language because the presentation of the conversation or negotiation dialog in written form. Kemendikbud Team (2013:134) says, negotiation is a form of social interaction that serves to reach agreement among parties having different interests. The parties try to resolve the differences in a good way without harming either party. Kemendikbud (2015:151) is essentially negotiation is a bargaining process by negotiation to reach mutual agreement between one party (group or organization) and the (non-imposed) party. Negotiations are made to reach an agreement that both parties can accept in transacting, or resolve disputes/disputes. According to Musman (2016:2) the definition or definition of negotiation depends on the point of view of the parties involved in the negotiations.

The point of the negotiations always involves two or more parties who interact with each other in order to deal both parties and achieve the desired goals with the parties involved in the negotiations. Seeing the definition of negotiation above then it is defined as "bargaining" activity".

2.5 Contextual-Based Learning

Ahmadi et al (2011:77) states, in the process of contextual approach is a method of learning that helps all teachers practice and relate between the material taught to the existing situation in the student environment and requires students to make connections some knowledge that had experienced students with their application in their lives as members of family and community.

Ngalimun (2013:162) states, contextual learning is learning that begins with a deliveries or question and answer related to the real world of student life, that it would seem the benefits of the material to be presented, the motivation to learn appears, the minds of students become concrete, and the atmosphere of learning be conducive-comfortable and fun. The principle of contextual approach is student activity, students do by experiencing not only watching and taking notes, and developing socialization skills. Howey R, Keneth (in Rusman 2013:189) states: "Contextual teaching is a teaching that enables learning in which student employ their academic understanding and abilities in a variety of in-and out of school context to solve simulated or real world problems, both alone and with others."

Based on the opinion of the experts above, it can be concluded that contextual learning is a learning model that provides learning activities to explore, process and discover learning experiences related to the daily life of the students. The essence of this contextual is the relevance of each material or topic of learning with real

life. To associate it, this can be done by, besides the material that is studied directly related to everyday can also be done by giving illustrations or examples.

3. Methodology

This research was conducted at SMK Negeri 1 Percut Sei Tuan on students class X. The implementation of this research plan will be done in the academic year of 2016-2017. The researcher takes a portion of the population to be a research sample by limiting a sample of 36 students. Sample determination is done by selecting one group of class directly by teacher of field study of Indonesian language, which is class X Geomatika. This research type is research and development by using Borg and Gall model. The main instruments used to collect data in this development are as follows: (1) validation team's validation questionnaire consisting of the expert material validation sheet and the design expert's validation sheet, (2) the teacher's questionnaire in the field of Indonesian study, (3)) student's questionnaire response sheets. This data is collected through expert validation, questionnaires distributed to teachers and students. Assessment instruments for validators have individualized trials, small groups, and limited field groups created in the likert scale (sugiyono, 2015:166). Then the data is analyzed by descriptive quantitative, by calculating the percentage of indicator for each category on developed instructional material.

$$\text{Score Percentage} = \frac{\text{Total Indicator per Category}}{\text{Total Indicator Total Category}} \times 100\%$$

Subsequently converted into classification in the form of percentage, then interpreted with qualitative sentences.

4. Discussion of Research Results

4.1 Results of Preliminary Study on Teaching Material Development

The results of preliminary study are obtained from observations, interviews, and needs analysis. In the indicator of teaching materials used, the results of observation indicate that teachers and students only use the book package issued by the government. In the indicator follows the steps to write negotiation text according to which contained in the book, the teacher follows the steps of writing but the student does not follow the steps of writing negotiation text according to which is in textbook. In the indicators using a special method in learning writing negotiation text, teachers and students do not use special methods in writing negotiation text. In the indicator of mastering the material of negotiation text writing, the students lack the mastery of negotiation text material. students look confused during the learning process. In the indicator of instructional materials used very effectively used during the learning process, both for teachers and students lessons are used less effectively used when learning because the teaching materials used are not equipped with key answers and glossary required students and teachers. In the indicator of the results of writing text of the students, students look lazy to write negotiation text tend to use the internet to search on google to create a negotiation text writing. In the last indicator, which follows the assessment aspect contained in teaching materials, the teacher does not follow the aspect of the assessment contained in the teaching materials, because for all the assessment of any text is the same in the resource, whereas the content of each text is different but the assessment aspect is the same.

Further preliminary studies were conducted through interviews. The interview is done to the teacher to know about the development of teaching materials based on contextual negotiation text writing. Based on the eleventh questions in an interview conducted with teachers obtained brief conclusion that there are still many students who have difficulty writing negotiation text. Students prefer to read negotiation text rather than writing negotiation text. The results of students' writing negotiation text is still lacking, it is evident there are students who do not pass based on the minimum completeness criteria that have been established. Their vocabulary is not much, so it's sometimes difficult to develop a writing idea. The teaching materials used are only Indonesian books that Kemendikbud published entitled "Indonesian Self-Expression and Academic". If a book package published by the government is used independently students will experience difficulties, because they are used by their teachers guidance sometimes experience difficulties, especially if used independently. In the question item once developed teaching materials in the form of modules, the teacher stated that they have never developed the teaching materials in the form of modules in the school.

The next preliminary study is a questionnaire of needs analysis distributed to two Indonesian teachers and 36 students. The search results from the questionnaire given found some teachers (50%) and all students (100%) stated that they are not familiar with the teaching materials. 100% or all teachers stated they need contextual-based teaching materials so that the learning process runs efficiently and effectively and 100% of students claim the need of contextual-based teaching materials especially on negotiation text writing teaching material as a means of learning individually.

4.2 Feasibility of Contextual-Based Negotiation Text Writing Teaching Material

The feasibility of teaching materials includes four components that include content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. The four components of this feasibility are obtained through a validation process done by the material expert (on the content feasibility, presentation, and language aspect) and the design expert (on the aspect of graphic) teaching materials. Acquisition of average percentages categorized as "very good" will produce a declared eligible material as additional material that can be used independently.

4.2.1 Data of Expert Content Validation

Validation of the product is intended to know the opinion of the material expert on content feasibility, presentation feasibility, and language. This validation is done by Prof. Dr. Amrin Saragih, MA. Ph.D. who is a lecturer at Medan State University, and Dr. Ir. Malan Lubis, M. Hum. The result of the average percentage of content feasibility aspects can be seen in the following table.

Table 1. Percentage of Material Expert Assessment on Content Feasibility

No.	Sub Component	Average (%)	Criteria
1	Material suitability with KI and KD	91,6	Very good
2	Material accuracy	92,8	Very good
3	Material upgrades	90,6	Very good
4	Encourage curiosity	93,7	Very good
Average		92,8	Very Good

Based on the result of the percentage of material experts about the content of the above content, it is found that the sub-component of the assessment of material suitability with KI and KD has an average percentage of 91.6%, the accuracy of the material with an average of 92.8%, the material content with average 90.6%, and encourage curiosity with an average of 93.7%. The average percentage outcome of the overall sub-component of the assessment of the feasibility aspect of content presentation is 92.8% with the criteria of "excellent".

The average percentage result from the presentation feasibility aspect can be seen in the following table.

Table 2. Percentage of Material Expert Assessment on Feasibility of Presentation

No.	Sub Component	Average (%)	Criteria
1	Presentation technique	87,5	Very good
2	Presentation of learning	91,6	Very good
3	Completeness of presentation	90,6	Very good
Average		90,3	Very Good

Based on the result of the percentage of the material experts on the feasibility of the above presentation, it is found that the sub-component of the assessment of the presentation technique has an average percentage of 87.5%, the presentation of learning with an average of 91.6%, and the presentation equipment with an average of 90.6%. The average percentage result of the overall sub-component of the aspect of the feasibility assessment is 90.3% with the criteria of "excellent".

The result of the average percentage of the assessment aspect can be seen in the following table.

Table 3. Percentage of Material Expert Assessment on Language Worthiness

No.	Sub Component	Average (%)	Criteria
1	Straightforward	87,5	Very good
2	Communicative	87,5	Very good
3	Dialogic and interactive	100	Very good
4	Compatibility with the level of development of learners	100	Very good
5	Guidance and coherence of mind	87,5	Very good
6	Use of terms, symbols, and icons	100	Very good
Average		93,2	Very Good

Based on the result of the percentage of material experts on the language assessment above, it is found that the sub-component of assessment on the assignment has an average percentage of 87.5%, communicative with an average of 87.5%, dialogical and interactive with an average of 100%, conformity with the level of development of learners with an average of 100%, demands and integrity of thought flow with an average of 87.5%, and the use of terms, symbols and icons with an average of 100%. The average percentage result of the overall sub-component of the language aspect assessment was 93.2% with the criteria of "excellent".

4.2.2 Data of Design Expert Validation Results

The design expert validates the teaching-learning product on the design aspects of the lesson. The validation of instructional design is done by Prof. Dr. Mursid, M.Pd. and Dr. Surya M. Hutagalung, M.Pd. who is a lecturer at Medan State University. Assessment on the aspect of the design is done to improve the quality of teaching materials that are developed. The average percentage results obtained under the assessment sub-component can be seen in the table below.

Table 4. Percentage of Design Expert Assessment

No.	Sub Component of Assessment	Average (%)	Criteria
1	Module size	89	Very good
2	The module cover design	91,6	Very good
3	Design of module contents	87,5	Very good
Average		89,5	Very Good

Based on the results of the average percentage shown in the above table, it was found that the sub-component of the assessment of the module size has an average percentage of 89%, the module cover design with an average of 91.6%, and the module contents design with an average of 87.5%. The percentage result of the overall sub-component of the feasibility assessment of presentation is 89.5% with the criteria of "excellent". This means that the teaching materials in the form of a contextual developed negotiation text module that has been developed can meet the demands of learning needs.

4.2.3 Results of Teacher's Response to Teaching Materials

Assessment of Indonesian teacher's response to the development of teaching materials in the form of a negotiation text writing module conducted by Nanda Rama Danyati, S.Pd. and Ponisri, S.Pd. who is an Indonesian language teacher at SMK Negeri 1 Percut Sei Tuan. Response of teaching materials of negotiation text developed written to obtain information that will be used to improve the quality of products developed.

The teacher's response to teaching materials of writing exposition text based on issues developed has a 94 percent average percentage with an "excellent" criterion. This means that teaching materials to write negotiation text that has been developed to meet the demands of learning needs that will be taught to students in class X.

4.2.4 Student's Response to Teaching Materials

The module will be tested for the first time on a small scale ie to 3 students who are considered to represent three levels of cognitive. Data collection using a student response questionnaire followed by a small group trial of 9 students. This small-scale product trial aims to know product readiness by using student response questionnaire.

4.2.5 Results of Student Responses on Small Scale Trial

The data of individual student response test results of teaching materials that have been developed can be seen in the following table.

Table 5. Data on Student Response to Teaching Materials on Small Scale Trial (3 students)

No.	Statement	Average Score (%)	Criteria
1	This module makes me happy to learn it	75	Good
2	The presentation of the material in this module starts from easy to hard and from concrete to abstract	83	Very good
3	This module makes only the questions that drive me to think	83	Very good
4	Presentation of material in this module encouraged me to discuss with other friends	75	Good
5	The material of this module encourages my curiosity	75	Good
6	This module makes a formative test that can test how far my understanding of negotiation text material	83	Very good
7	The language used is simple and easy to understand	83	Good
8	The letters used are simple and easy to read	67	Good
9	Using this module makes my learning more focused and demanding	75	Good
10	The look of this module is interesting	75	Good
11	Using this module can add the desire to learn	75	Good
12	Using this module can make learning about negotiation text not boring	83	Very good
Total Average Score		77,77	Good

From the results of the assessment of individual trials above, it is concluded that the developed teaching materials is included in the criteria of "good" with an average percentage of 77.77%. Individual trials are conducted to determine the student's initial response as and to identify the product deficiencies to the product developed prior to the small group trial.

4.2.6 Results of Student Responses on Small Group Trials

The results of small group trials show the average percentage of 82.5% with the category of "very good". The results of the assessment taken from small group based trials were obtained from three subcomponents categorized as "excellent" with an average percentage of 85.64% in the material, 87.5% in the language, and 79.86 on interest. In the small group trial there were 3 subcomponents of assessment with 12 statements that 2 statements were categorized as "good" with an average percentage of 78% (statements 11, 12), and 10 other statements categorized as "excellent" with an average percentage of 81% (statement No. 9), 83% (statements 4, 5, 6, 10,), 86% (statements 1, 8) and 89% (statements 2, 3, 7). From the results it is stated that the product in the form of a module developed does not require revision thus it can be continued to the large group trial stage.

4.2.7 Results of Student Responses on Large Scale Trial

The results of large-scale trials in the form of large-scale trials showed an average percentage of 88.8% with the category of "very good". The results of the assessment taken from large-scale trials are obtained from three subcomponents that are categorized as "excellent" with average percentage 89.35% in the material, 86.80% in language, and 88.71% in interest. In this trial there are 3 subcomponents of assessment and 12 statements which are all categorized as "excellent" with an average of 86% percentage (statements 5, 10), 87% (statement no. 7, 8, 11), 88% (statement No. 2, 3), 89% (statement No. 6), 91% (statements 1, 9, 12), and 93% (statement No. 4). Thus the teaching materials to write negotiation text based on contextual developed positively responded by the students of class X SMK Negeri 1 Percut Sei Tuan.

4.3 Student Learning Results

Student learning outcomes using contextual text-based negotiation text writing materials conducted at SMK Negeri 1 Percut Sei Tuan. Negotiation text writing test is done to students of class X Geomatics which amounted to 36 students.

4.3.1 Description of Pretest Data

Students who have a score of 55-58 amount to only 3 people or by 8.33%, who score 59-62 as many as 8 people or by 22.22%, who score 63-66 as many as 5 people or 13.89%, who score 67-70 as many as 6 people or equal to 16,67%, who score 71-74 are none or 0%, who score 75-78 as many as 11 people or equal to 30,56%, who score 79-82 only 3 persons or 8.33%.

4.3.2 Description of Posttest Data

Students who have a score of 70-73 are only 2 people or 5.55%, who score 74-77 as many as 4 people or 11.11%, who score 78-81 as many as 6 people or equal to 16.67%, who score 82-85 as many as 15 people or 41.66%, who score 86-89 are none or 0%, who score 90-93 as many as 7 people or by 19.46%, who score 94-97 as many as 2 persons or 5.55%. Comparison of pretest and posttest scores can be seen in the table below.

Table 6. Comparison of Pretest and Posttest Average Scores

No.	Group	Average Score	Difference
1	Pretest	68,19	15,69
2	Posttest	83,88	

The above table describes the comparison of average scores from pretest to posttest obtained that is equal to 15.69 with pretest average of 68.19 with the category of "good" and the average posttest that is equal to 83,88 with the category of "very good". Based on this it can be concluded that the module of writing contextual-based negotiation text can improve student learning outcomes.

5. Conclusion

Conclusions obtained based on the results of research development of teaching materials writing negotiation text based on contextual of students class X SMK Negeri 1 Percut Sei Tuan described earlier, described as follows:

1. Based on preliminary study results that teachers and students only use teaching materials of Indonesian textbook entitled "Indonesian Self-Expression and Academic". Teachers only use Indonesian textbooks issued by Kemendikbud in 2105 and have never developed teaching materials. 1 of 2 teachers stated that they are familiar with the teaching materials of the module, while 100% (36 students) are not familiar with the module. Teachers and students need the development of module teaching materials to help students learn independently and increase students' interest in learning.
2. The product developed in the form of contextual-based module on negotiation text writing material entitled "Writing Contextual-Based Negotiation Text" for students class X SMK qualify and deserve to be used as individual teaching materials based on the assessment of material experts and design learning experts. Feasibility of materials by material experts included in the criteria very good with the average score of content feasibility aspect of 92.8%, presentation feasibility of 90.3%, and language feasibility of 93.2%. Design feasibility by design experts in the criteria is very good with an average score of 89.5%. Aspect of module size with an average score of 89%, cover design with an average score of 91.6%, and module design with an average score of 87.5%.
3. Student learning outcomes after using the negotiation text writing module increased by 15.69, with the average pretest learning outcomes or before using the module of 68.19 while the posttest learning outcomes or after using the module amounted to 83.88.

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