Development of Teaching Materials for Writing Folklore Texts Based on Text Engineering in Class X Students of SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency

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Abstract. This type of research is a development research that will produce products in the form of textbooks for writing folklore texts based on text engineering based on test findings in the field. This study aims to obtain teaching materials for writing folklore texts based on engineering texts and also to find out: (1) Describe the process of developing teaching materials for writing folklore texts based on engineering texts, (2) Describe the appropriate of writing engineering-based folklore texts, (3) Describing the effective of developing teaching materials for writing folklore texts based on text engineering. This type of research includes Borg and Gall research and development. The subject of this research is teaching materials for writing folklore texts based on text engineering. The population of this research and development is the tenth grade students of SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency.

Keywords: teaching materials, folklore texts, text engineering

1 Introduction

Education is a dynamic force in life of every individual, which affects development of physical, power, soul, social, and moral. The development of education is something should happen in line with life changing culture. Therefore, an ideal education is expected to be able to prepare students through guidance, teaching or training activities in order to achieve a good quality of education.

Education is not antipathy or allergic to development of such science, but instead becomes a subject or pioneer in its development. People who are interested in education are required ability with tendencies, including a learning increasing system developing with the ease of providing education.

Educational concerns are a priority to be improved is related to education quality, especially the learning quality. From various conditions and potentials that exist, efforts can be made to improve these qualities are to develop learner-oriented learning. In a study, learner-oriented can be done by

AISTEEL 2022, September 20, Medan, Indonesia

DOI 10.4108/eai.20-9-2022.2324532

building a learning system allows learners have ability to learn more interesting, interactive, and variedly [1].

The government has made curriculum updates to improve education quality by establishing in 2013 curriculum. Curriculum development in 2013 was carried out internal challenges and external challenges. Internal challenges related to education demands refer to the 8 National Education Standards and factors of Indonesia population development. External challenges relate to future challenges, necessary competencies in the future, perception of society, development of knowledge and pedagogics, as well as various negative phenomena fore [2].

Indonesia materials in class X is a folklore text. Permendikbud Number 024 in 2016 competence explain knowledge and quality of competence in folklore texts; Basic Knowledge Competencies 3.7 Values identify and ontained contents in folklore both oral and written; 3.8 Values comparing folklore and linguistics. Basic Skills Competencies 4.7 Folklore retelling content heard and read; 4.8 Develop folklore into short story form by paying attention content and values.

Indonesia learning folklore texts for class X aim to enable students to be able to values identify and contained content in folklore both oral and written. Learners are able to develop folklore content texts are heard and read. However, reality obtained, in writing learning activity and understanding folklore texts becomes something difficult and far from expectations. Cause students difficult for writing folklore texts occurs lack a teaching materials vailability and a teacher-centered learning process. This activity make students bored and results in a low students ability understand the lesson and explore their skills.

Learning will be able to be carried out optimally if the teaching materials used in the learning can be implemented properly. Teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process. Teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries, and evaluation methods that are systematically and interestingly initiated in order to achieve the expected goals, namely achieving competencies or subcompetences with all their complexity Widodo & Jasmadi (in Lestari, 2013:1) [4]. This understanding explains that a teaching material must be designed with instructional rules so that it can be used by teachers, helping and supporting the learning process. Learning materials or materials are basically the "content" of the curriculum in the form of subjects or fields of study with topics/subtopics and their details (Ruhimat, 2011:152) [5].

Updating a set of learning plans, lesson materials, and guidelines for organizing activities in the teaching and learning process, is one of the competencies of professional teachers to express feelings and thoughts aesthetically and logically (Purwitasari, 2014:298) [6]. In this situation, teachers are expected to understand the principles of developing learning resources. Teachers as educators need to manage and develop learning resources. Educators are professionals who are in charge of planning and implementing the learning process, as well as assessing learning outcomes.

The results of an interview with Drs. Tambunan Sibuea, M.Pd., a teacher of Indonesian subjects in class X of SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency, It is known that there are still many students who have not been able to understand the content of the folklore text so they have not been able to retell the folklore text.

This is in accordance with the fact that occurred at the place where the research was held, that there are still many students who have not been able to understand and have not been able to identify folklore texts. As in class X-IPA 4, the results of learning folklore texts showed that out of 30 students only 10 students were declared complete with scores of 85 and 75, while other students were declared not to have been achieved with an average score of 62-72 or as many as 20 students were declared incomplete in identifying folklore texts. Most students feel bored, when the learning of folklore texts that contain a lot of folklore, sagas, and fairy tales takes place the teacher only explains not accompanied by direct study. This is certainly one of the many things faced by teachers and students in the teaching and learning process that has been carried out.

In writing skills, various sources and experiences can be used as material to be poured in the form of writing. In writing activities, the student does not have to write something that has never existed, but he can write various things, modifying the read writing, creating another version of a piece of writing, it can even construct various writings into a piece of writing or break a piece of writing into several pieces of writing [7]. The most important is a student must take advantage of various things in the process of writing creativity.

In the context of writing creativity, students must have a high awareness and understand what is written. Piaget (in Gani, 2000:2), understanding is a process of intellectual adaptation that with new experiences and ideas is interacted with what is already known to a person who is learning to form a new structure of understanding [8]. He added that in one's mind there is a structure of initial knowledge (schemata). Each schemata acts as a filter and facilitator for new ideas and experiences. The schemata organizes, coordinates, and intensifies the basic principles. Through contact with new experiences, schemes can be developed and changed, that is, by processes of assimilation and accommodation (Rahayu, 2017:345-346) [9].

One form of the new experience contact is the contact between students and teachers. The contact is in the form of a conducive interaction that is built together. Interaction with the teacher, according to the views of constructivists, is not the activity of transferring knowledge from the teacher to the student. In this context, the activities of the teacher allow the student to build his own knowledge. Teachers participate in the learning process by forming knowledge, creating meaning, seeking clarity, being critical, and justifying Bettencourt (in Rahayu, 2017:346).

One of the tasks of the teacher is to create a conducive atmosphere so that students can build knowledge, associate old knowledge with new ones, as well as be critical of the knowledge gained. The conducive atmosphere allows students to actualize themselves through writing activities (Rahayu, 2017: 346). In this writing activity, several strategies are needed to improve students' skills. One of the strategies that can be used is text engineering.

Text engineering is very interesting to be used as one of the strategies in improving language skills, in this case students' creative writing skills. For this reason, this technique needs to be implemented, especially in the engineering activities of literary texts that are associated with a specific purpose [10].

In a stufy, literary text engineering can be applied, for example engineering a poem into prose or drama, engineer a play into prose or poetry, engineer prose into a poem or play, engineer a story until it becomes longer and more specific, engineer literary works to the point of being simple,

engineer regional literature to become national literature, engineer national literature into regional literature, engineer the literature of a certain region until it becomes the literature of another region, engineer classical literature into contemporary or modern literature, engineer literature commonly consumed by adults into children's literature, and so on (Rahayu, 2017:347).

Teaching materials for writing texts based on text engineering make students independent and motivated to know new things, so they need innovations in learning, such as text engineering that has never been done in learning at school. This is one of the strategies that can be used by teachers, namely by designing teaching materials for writing folklore texts based on text engineering. The development of teaching materials for writing folklore texts based on text engineering is expected to help teachers and students in the teaching and learning process so that students' writing skills and critical thinking skills improve.

Pujawan, et al (2014: 227) conducted research on the development of teaching materials with the results of research showing the effective of the use of teaching materials in general can be categorized as good and able to improve student learning outcomes [11]. So with the design of the development of learning teaching materials Indonesian which is directed at efforts to build students' writing and critical thinking skills through teaching materials for writing folklore texts based on text engineering, it is hoped that it will be able to have a positive impact and motivate students to follow the learning process.

Based on the description of the background above, the problems in this study can be identified as follows:

1) Learning variasions need to be carried out in schools , so learning is more interesting, creative, and innovative.
2) Lack of teaching materials availability
3) The lack of creativity and teachers in design teaching strategies variability makes students not motivated to learn independent
4) There are still many students are not able to understand folklore
5) Text engineering-based folklore text learning has never been done.

As for the formulation of the problem in this study are:

1) How is developing textbooks process as teaching materials for writing folklore texts based on text engineering?
2) How is the appropriate for writing folklore texts based on text engineering?
3) How is developing teaching materials effective for writing folklore texts based on text engineering?

2 Theoretical Basis

The basic concept in teaching is a conscious effort made by educators consciously, intentionally, and with full responsibility to bring students into physical and spiritual adults as well as social adults so that later they become people who are able to carry out physical tasks as well as think, behave, willingly. mature and can live normally forever and dare to be responsible for his attitudes and actions to others [12].

Learning is a process of thinking from those who do not know to become aware of those who cannot become capable with the aim of making changes in knowledge about various fields of science both in terms of knowledge, skills and positive attitudes [13].

Teaching materials are a set of information that students must absorb through fun learning. Learners must really feel the benefits of teaching materials or subject matter after he learns them. Therefore, a subject matter or teaching material must be able to arouse students' enthusiasm for learning, so that the teaching materials provided can be useful for students [14].

Writing skill is one of the language skills that is very important to support how to communicate properly and correctly to someone, especially in written communication. Writing is presenting ideas, opinions, feelings or attitudes in written form to be conveyed to certain audiences [15].

Mahsun (2014:1) argues that text is a way to understand language. Functional language or language that is carrying out certain tasks in the context of the situation [16]. All examples of living language that take part in the context of a situation are called texts. Thus, the text is an expression of a statement of a social activity that is verbal.

Folklore is a group of stories that live and develop from one generation to the next which is called folklore because the story lives and develops in the community and all levels of society know the story of Djamaris (in Danandjaja 2013:8) [17].

Sutjaja (2006:25) explains that the word engineering (otak-tik) in Indonesian is equivalent to the word engineering in English. Etymologically, the word engineering is derived from Middle English, namely wantedour, from Old French, namely engigneor, and it could also be from Middle Latin, namely ingenitor which means 'contriver'; or from the word ingenire which means 'to contrive', or from the Latin ingenium which means 'ability' [18].

Rahayu, (2017:346) engineering techniques can not only be applied in the fields of biology, botany, and genetics, but can also be applied in texts. Text engineering is only focused on text. Various literary texts were simplified to produce simplified versions for the needs of primary and secondary education in England. Various folk stories that exist in Japan are engineered or engineered. Engineering or engineering is done, for example, to continue the content of the story. This can be seen from the work of Lafcadio Hearnl in his book entitled Kwaidan. Hearn's engineering has added to the treasures of Japanese folklore.

In learning activities, literary text engineering can be applied, for example engineering poetry into prose or drama, engineering drama into prose or poetry, engineering prose into poetry or drama, engineering a story to become longer and specific, engineering literary works to be simple, engineering regional literature to become national literature, engineering national literature into regional literature, engineering certain regional literature to become other regional literature, engineering classical literature into contemporary or modern literature, engineering literature commonly consumed by adults into children's literature, and so on [19]. Rahayu, (2017:346-347) reports that the basic principles that need to be applied in this engineering are (1) having a certain engineering strategy, (2) setting the target audience. (3) understand the psychology of the reader, and (4) understand the cultural context.

3 Method

This research is a research development (Research and Development / R&D). This method is used to develop and create teaching materials for writing folklore texts based on text engineering in Indonesia language learning for high school class X. To be able to produce teaching materials, research is first used that is a needs analysis and tests the effective of teaching materials so that they function properly in school.

This research was conducted at SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency, on Lintas Sumatera, Labuhan Batu Utara Regency, Aekkanopan. the research was carried out in the middle semester of 2021/2022 academic year.

The population of this research is students of class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency. To see effective of the teaching materials developed, researchers only took samples using random sampling techniques or random samples, or mixed samples. Researchers took samples totaling 30 students and 7 teachers.

In this study, the R&D (Reserch and Develoment) Sugiyono development research model used, because in accordance with the objectives to be achieved. Product of teaching materials is a textbook to develop learning write folklore texts. In Sugiyono development research there are ten procedures [20], which is as follows:

1) Potention and problems; researchers conducted interviews with teachers and students about process of learning Indonesia language in class X
2) Collect information; researchers collect data based on information got through needs analysis questionnaire. Next, researchers use the data as planning material to problem resolve.
3) Product design; researchers start to make teaching materials
4) Design validation; material experts assess worthy of learning aspects and aspects of material content, media experts assess worthy of display and presentation aspects, while teachers assess aspects of material content, learning, display and presentation
5) Design improvements; design reapair are made after design expert gives an assessment
6) Product trial; product trial after being declared worthy by the validator, product trial subject are students class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara
7) Product revision; product will be revised based on assessment of the questionnaire, suggestions and criticicsl from students. the trial was carried out in three step, that is individual trials, small group trials and limited field trials
8) Trial usage; Textbooks are used in the learning process of writing folklore texts based on text engineering. This trial was conducted to find out the weaknesses and strength of product
9) Product revision; if there are weaknesses in the product, the product is revised again to make it better
10) Bulk production; if the product made has been declared feasible in testing, then the product can be bulk productuin to be applied and used in learning.

Data collection technique in research using a questionnaire, that is:

1) Questionnaire to Measure Appropriate of Teaching Materials
2) Questionnaire to Measure Effective of Teaching Materials
3) Appropriate Test Instruments for Experts

The data obtained is data about state of Indonesia language teaching materials for writing folklore texts based on text engineering. This data is collected through expert validation. Assessment instruments for validators, individual trial¸ small group, and limited field group made in form a Likert scale has been given a score.

Table 1. Criteria for Validation Instrument Answers with Likert Scale and Score

Numb.	Answer	Score
1	Verry Good	4
2	Good	3
3	Good Enough	2
4	Not Good	1

Then the data were analyzed descriptive quantitative, calculate percentage of indicators for each category in developed teaching materials, with the formula:

$$\text{Score percentage} = \frac{\text{Number of indicators for each category}}{\text{Number of indicators total category}} \times 100\% \quad (1)$$

From the results of calculations using formula above, a number is produced form of a percent, then interpreted with qualitative sentences, according to the table below:

Table 2. Percentage of Indicator Conformity Criteria

Score	Percentage Interval	Criteria
A	$81\% \leq X < 100\%$	Verry Good
B	$61\% \leq X < 80\%$	Good
C	$41\% \leq X < 60\%$	Middle
D	$21\% \leq X < 40\%$	Good Enough
E	$0\% \leq X < 20\%$	Verry Good Enough

4 Results and Discussion

4.1 Teaching Material Development Process

First step, researcher to do observations at SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency and directly interview to Indonesia language teachers and students for needs analysis. Questionnaire result were determined by distributing questionnaires to 7 teachers and 30 students, by first outlining definition of text-based engineering teaching materials.
To find out needs analysis data, data will be displayed in the Table 1.

Table 3. Needs Analysis Data

No.	Information Type	Response	Frequency			Percentage
			Teachers	Students	Amount	
1	Knowing or not familiar with text-based engineering teaching materials	- Yes - No	- 0 - 7	- 0 - 30	- 0 37	0.00% 100%
2	Using or not using text-based engineering teaching materials	- Yes - No	- 0 - 7	- 0 - 30	- 0 - 37	0,00% 100%
	Required or not required text-based engineering teaching materials	- Yes - No	- 5 - 2	- 29 - 1	- 34 - 3	- 87.80% - 12.19%

From the data, the following conclusions: (1) all teachers and students stated that they were not familiar with text-based engineering teaching materials; (2) all teachers and students also stated that they did'nt use text-based teaching materials in the learning process; (3) Most of the teachers and students (87.80%) stated that they needed text-based engineering teaching materials in the learning process and only a small (12.19%) stated that they did not require.

Can be concluded that the development of text-based engineering teaching materials is really needed by teachers and students in the learning process. Results interviews with teachers of Indonesia teaching language stated that they needed text-based teaching materials to support learning process, as variations that were creative, innovative, efficient, and effective.

The first step of product design carried out by validation content of material and validation learning design, product revisions, to do assessments and suggestions by the teacher. First product of teaching materials developed are teaching materials shaped a textbook. In the textbook content is:

1) Preface
2) Table of Contents
3) Materials 1, 2, 3, and 4
4) Summary
5) Glossary
6) Bibliography
7) Indexes, and
8) Author profile.

4.2 Appropriate of Teaching Materials

Validation content of material product, to find out the opinion of material experts about appropriate of content, presentation appropriate, and language appropriate. Validation was carried out by Dr. Elly Prihasti Wuriyani, S.S., M.Pd., is a Postgraduate Lecturer at Universitas Negeri Medan and Dr. Surya M Hutagalung, M.Pd., is a Postgraduate Lecturer at the Universitas Negeri Medan.

Assessment by material experts on each aspect is totally determined by the average score of each criteria. Average percentage of results assessment by the material expert is assessed based aspects and indicators of assessment. There are three aspects assessment carried out by material experts on

developed teaching materials, that is content appropriate, presentation appropriate, and language appropriate.

Table 4. Material Expert Assessment of Content Appropriate Aspects

Numb.	Component	Average	Criteria
1	Material Suitability	87.5%	Verry Good
2	Material Accuracy	84.5%	Verry Good
3	Material Update	78.7%	Good
4	Push Curiosity	87.5%	Verry Good
Average		**84.55%**	Verry Good

Overall shows that the learning materials in teaching materials are declared "Very Good" (84.55%).

Appropriate presentation aspects overall results are summarized in the table.

Table 5. Material Expert Assessment Appropriate Aspect of Presentation

Numb.	Component	Average	Criteria
1	Presentation Technique	87.5%	Verry Good
2	Learning Presentation	85.8%	Verry Good
3	Presentation Equipment	89.3%	Verry Good
Average		**87.5%**	**Verry Good**

Appropriate presentation aspects, overall it shows the learning materials in teaching materials are stated to be "Very Good" (87.5%).

Appropriate language aspects overall results are summarized in the table.

Table 6. Material Expert Assessment of Language Appropriate Aspects

Numb.	Component	Average	Criteria
1	Straightforward	75,8%	Good
2	Legibility	87.5%	Verry Good
3	Presentation Equipment	85%	Verry Good
4	Conformity with level of development students	93.7%	Verry Good
5	coherence of thoughts	70%	Good
6	Use of terms, symbols and icons	85%	Verry Good
Average		**82.8%**	**Verry Good**

Aspect language appropriate in the teaching materials as a whole is stated "Very Good" (82.8%). Overall about appropriate of content, appropriate of presentation and appropriate of language is summarized in the table.

Table 7. Results of Material Expert Assessment on Content Appropriate, Presentation Appropriate and Language Appropriate

Numb.	Component	Average	Criteria
1	Content Appropriate	84.5%	Very Good
2	Presentation Appropriate	87.5%	Very Good
3	Language Appropriate	82.8%	Very Good
Average		**84.9%**	**Very Good**

Teaching materials aspects of content appropriate, presentation appropriate and language appropriate obtained an average percentage is 84.9% included in the "Very Good" category.
The average percentage results the material expert's assessment about appropriate of content, appropriate of presentation and appropriate of language in the following picture.

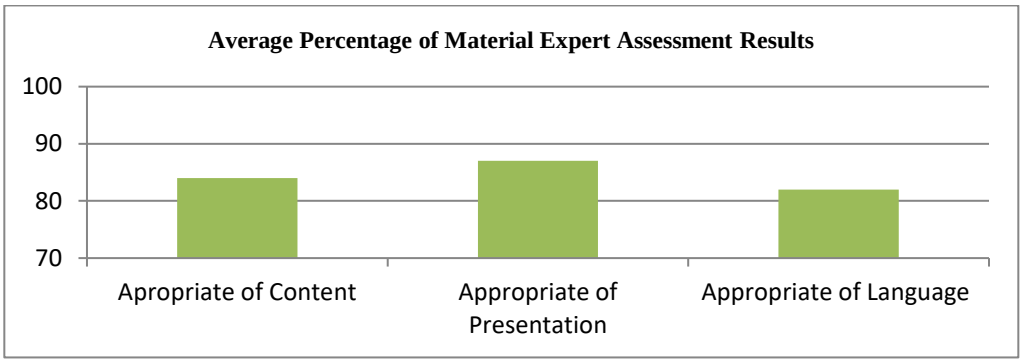

Fig. 1. Bar Chart of Material Expert Assessment Scores on Content Appropriate, Presentation Appropriate and Language Appropriate

Overall teaching materials aspects appropriate of content, appropriate of presentation and appropriate of language about an average percentage of 84.9% included "Very Good" category.

Validation learning design was carried out by 2 design experts, that is Dr. Evi Eviyanti, M.Pd. and Dr. Daulat Saragih, M. Hum., lecturer at the Universitas Negeri Medan. Assessment of teaching materials design is carried out to improve quality appearance of the teaching materials developed.

Overall, results assessment components size of teaching materials, cover design of teaching materials and design components content of teaching materials are summarized in the table.

Table 8. Assessment of Learning Design Expert Validators on Size Components, Cover Designs, and Content Designs

Noumb.	Component	Average	Criteria
1	Size of teaching materials	78.7%	Good
2	Cover design of teaching materials	87.7%	Very Good
3	Design component content of teaching materials.	84%	Very Good
Average		**83.4%**	Very Good

Overall in each component obtained an average of 83.84% with the criteria of "Very Good"
The average percentage results assessment of 2 design experts validators about components size of teaching materials, cover design of teaching materials and design components content of teaching materials in the following picture.

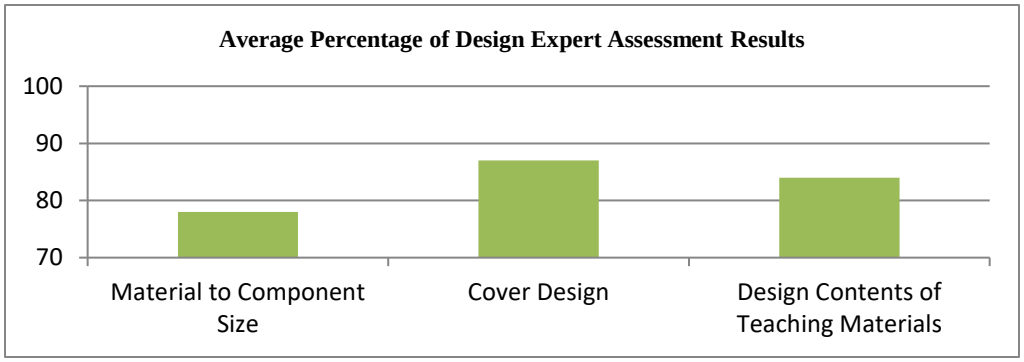

Fig. 2. Bar Chart Average Score Result Expert Assessment Material to Component Size, Cover Design and Design Contents of Teaching Materials

Result from percentage assessment of 2 design expert validators as a whole on each component, an average of 83.84% "Very Good" criteria. This means design of teaching materials for writing folklore texts based on text engineering has been developed can meet demands of learning needs in class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency.

4.3 Assessment of Indonesia Language Teachers on Teaching Materials

Assessment is done by Drs. Tambunan Sibuea, M.Pd., and Imelda, S.Pd., as Indonesia language teacher at SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency. The assessment is carried out abaout information that will be used to improve developed product quality. The results of Indonesia language teacher's response to teaching materials for writing folklore texts based on text engineering can be seen in table.

Table 9. Indonesian Language Teacher Assessment Results on Teaching Materials

Numb.	Indicator	Average Persentage	Criteria
1	Overall appearance of teaching materials is attractive	100%	Verry Good
2	The language used in teaching materials is easy to understand	100%	Verry Good
3	Presentation of material in teaching materials arranged systematic	87.5%	Verry Good
4	The material is in accordance with learning objectives	87.5%	Verry Good
5	Learning activities stimulate students' critical thinking skills	100%	Verry Good
6	Use of images in teaching materials is clear	100%	Verry Good
7	The types of activities in the teaching materials	100%	Verry Good
8	Latest information in teaching materials accordance with development of science and technology	100%	Verry Good
9	Use symbols in accordance with existing rules	100%	Verry Good

10	Teaching materials help students understand learning materials for writing folklore texts	100%	Verry Good
11	The teaching materials used are different from the usual teaching materials	100%	Verry Good
12	Teaching materials can be studied independently by students	70%	Good
13	Teaching materials practice students enrich students' knowledge	70%	Good
14	Teaching materials make it easier for teachers to evaluate students	70%	Good
15	Teaching materials make it easier for students to express their opinions in oral or written form	70%	Good
Total score		**87.6%**	**Verry Good**

The teacher's response teaching materials for writing folklore texts based on text engineering about an average percentage of 87.6% with the criteria of "Very Good". This means teaching materials for writing folklore texts based on text engineering have been developed can meet demands of learning needs will be taught to students in class X.

4.4 Usage Trial

1) Results of Student Responses Teaching Materials Individual Trials. Individual trials were carried out at SMA Negeri 1 Kualu Hulu, Labuhan Batu Utara Regency on 3 students of class X. The purpose of individual trial is to identify product deficiencies and student responses to developed product.

Table 10. Assessment of -Based Teaching Material Individual Trial Text Engineering at SMA Negeri 1 Kuala Hulu

Numb	Component	Average	Criteria
1	Quality of learning materials	89.2%	Very Good
2	Technical quality/display	86.8%	Very Good
Average		**88%**	Very Good

Based on the assessment table tendencies in individual trials on quality aspects learning materials and technical quality/display of Indonesia teaching materials, the percentage with an average score obtained is 88% with the criteria of "Very Good".

2) Results of Student Responses Teaching Materials in Small Group Trials. Small group trials were conducted by 5 students of class X.

Table 11. Assessment of -Based Teaching Materials Small Group Trial Text Engineering at SMA Negeri 1 Kualu Hulu Labuhan Batu Utara

Numb	Component	Average	Criteria
1	Quality of learning materials	87%	Very Good
2	Technical quality/display	87.2%	Very Good
Average		**87.1%**	Very Good

Based on the assessment table tendencies in small group trials on quality aspects of learning materials and technical quality/display of Indonesia teaching materials, the percentage obtained with an average score of 87.1% % in the "Good" criteria.

3) Results of Student Responses Teaching Materials Limited Field Trials.

Table 12. Assessment of Text-based Engineering Teaching Materials Limited Field Trials at SMA Negeri 1 Kualu Hulu, Labuhan Batu Utara

Numb.	Component	Average	Criteria
1	Quality of learning materials	92.4%	Very Good
2	Technical quality/display	91.7%	Very Good
Average		**92%**	Very Good

Based on the assessment table tendencies in the limited field trials on quality aspects of learning materials and technical quality/display of Indonesian teaching materials, the percentage obtained with an average score of 92% with the criteria of "Very Good".

4.5 The Effective of Student Learning Outcomes Using Teaching Materials

The effective of student learning outcomes can be obtained by giving trial tests using teaching materials have been developed. This was done with the aim of seeing extent which students' understanding folklore text material was increased by using the teaching materials developed by the researcher in this study.

Description of Pretest Data. Data analysis was carried out on learning outcomes before using teaching materials for writing folklore texts based on text engineering obtained an average score 52.33% with assessment criteria "Not Good" category. Its mean, the value achieved by students in material for writing folklore texts has not reached expectations, so it needs to be improved again.

Table 13. Frequency Distribution of Pretest Scores Before Using Text-Based Teaching Materials

Interval	Frequency	Percent
29-37	3	10%
38-46	9	20%
47-55	3	10%
56-64	10	33.3%
65-73	1	3.33%
74-82	4	13.3%
∑	**30**	**100%**

Students score 29-37 were 3 people or 10%, score 38-46 were 9 people or 20%, score 47-55 were 3 people or 10%, score 56-64 were 10 people or 33.3%, who score 65-73 were 15 people or 3.3%, and those score 74-82 were 4 people. So the total number of students is 30 people.

Description of Post-test Data Learning Outcomes Using Text Engineering-Based Teaching Materials. Data analysis was carried out on learning outcomes after using teaching materials for writing folklore texts based on text engineering obtained an average score of 75.56% assessment criteria "Good" category. Its mean, score achieved by students in material for writing folklore texts is Complete.

Table 14. Frequency Distribution of Posttest Scores Learning Outcomes After Using Text Engineering-Based Teaching Materials

Interval	Frequency	Percent
70-73	10	33.33%
74-77	13	43.3%
78-81	2	6.66%
82-85	1	3.33%
86-89	3	10%
90-93	1	3.33%
∑	**30**	**100%**

After students are treated by getting learning using teaching materials to write folklore texts based on text engineering, student learning outcomes before and after using teaching materials experienced a significant increase, that is 23.33%. It is known the average value of students before (pretest) using teaching materials is 52.33% and average score after using text-based folklore writing teaching materials (posttest) was 75.56%. From the frequency distribution table, it is known the average score individual students is above the KKM (minimal complete criteria) score, which is 70.

Table 15. The Average Summary Pretest and Posttest

Numb.	Group	Average value	Difference
1	Before (*Pretest*)	52.33	23.33
2	After (*Posttest*)	75.56	

The table shows the difference between pretest to posttest has been done previously. The value obtained is 22.33% with an average pretest is 52.33% "Not Good" criteria and a posttest average is 75.56% "Good" criteria. It can be concluded learning uses teaching materials to write folklore texts based on text engineering can improve student learning outcomes in Indonesia subjects, especially material for writing folklore texts and effective used as teaching materials.

5 Conclusion

The developing process of teaching materials for writing text-based folklore texts begins with a needs analysis, interviews and literature surveys for class X Indonesian students and teachers at SMA Negeri Kualuh Hulu, Labuhan Batu Utara Regency. Based on needs analysis results, interviews with Indonesia language teachers and a literature survey, it was concluded development

of text-based engineering teaching materials is very much needed by teachers and students in the learning process.

Teaching materials appropriate of developed for writing folklore texts based on text engineering in class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency, meet requirements and are suitable for use as individual teaching materials, based material assessment experts and learning design experts. Based material assessment of 2 material experts as a whole, teaching materials aspects of content appropriate, presentation appropriate and language appropriate obtained an average percentage is 84.9% included "Very Good" category. From the results assessment percentage of 2 design expert validators as a whole on each component, an average is 83.84% was obtained "Very Good" criteria. Its means, the design of teaching materials for writing folklore texts based on text engineering has been developed can meet demands of learning needs in class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency.

The effective teaching materials developed for writing folklore texts based on text engineering in class X SMA Negeri 1 Kualuh Hulu, Labuhan Batu Utara Regency, proved effective based on student learning outcomes in the folklore text writing test with an increase in score is 23.33%. The average gain of students in the folklore text writing test before using developed teaching materials was 52.33%, while the average gain after using teaching materials was 75.56%.

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