

The Effectiveness of Teaching Materials for Procedure Text Themed Medan Traditional Culinary for Students Class VII MTs. Aisyiyah North Sumatra

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Abstract. The achievement of learning objectives in the classroom depends on the creativity of the teacher as a facilitator. Planning in learning activities is the main thing that must be done so that learning can run effectively. Based on the results of initial observations made by researchers on January 26, 2021 at MTs. Aisyiyah North Sumatra, students still experience obstacles that often arise in teaching and learning activities, especially in procedural text material with an average score of 65.71. This research is included in the type of research and development (R&D). The effectiveness of teaching materials for procedure texts with the theme of Medan traditional culinary shows an increase of 17.21% from 65.71% pretest results to 82.92% posttest results. The overall results of this study indicate that the teaching materials of procedure texts with the theme of Medan traditional culinary are declared effective to be used in the learning process.

Keywords: Teaching materials, procedure texts, Medan traditional culinary

1 Introduction

The achievement of learning objectives in the classroom depends on the creativity of the teacher as a facilitator. Teachers are required to be creative and innovative so that the desired learning objectives can be achieved. Planning in teaching and learning activities is the main thing that must be done so that learning can run effectively. One of the steps that can be taken in achieving effective learning objectives is to use teaching materials. Teaching materials are very important learning tools. Teaching materials are learning support tools that include learning materials, methods, limitations, and the possibility of evaluation, as well as gaining the ability and some ability to achieve the desired goals in all their complexity^[1].

¹ Devi, CP, Hudyono and Mulawarman, "GD Development of Teaching Materials for Writing Complex Procedure Texts with Discovery Learning Learning Model Using Audio Visual (Video) Media in Class XI SMA Negeri 1 Samarinda, "Diglossia . Vol. 1, No. 2. (2018): p. 101–112.

The teaching materials referred to in this discussion are learning media and assessment sheets, all of which are used to explain and convey information and messages from learning resources to students^[2]. In line with this, Hamdani stated that teaching materials are all forms of materials that are made and placed sequentially to help teachers and supervisors engage in educational and learning activities to create an environment and atmosphere in which students can learn^[3]. The teaching materials referred to in this study are teaching materials in the form of modules. Modules are printed teaching materials that are arranged to be used independently by learning participants^[4]. Then the module can also be interpreted as a book written to allow students to learn independently with or without teacher guidance^[5].

The use of teaching materials in the form of modules in learning is considered important because it can provide assistance and facilitate teachers in teaching and learning activities. The teaching materials used must be in accordance with the curriculum and student needs. Student needs can include the characteristics of students who are the main targets in the learning objectives. These characteristics include social, cultural and the environment where students live. Thus, the teaching materials used can activate the involvement and activeness of students in the learning process.

Based on the results of initial observations made by researchers on January 26, 2021 at MTs. Aisyiyah North Sumatra, students still experience obstacles that often arise in teaching and learning activities, especially in procedural text material. Text is an activity or event in language, which can be in the form of spoken or written^[6]. The low ability of students in writing is the main problem. Writing is one of the productive skills in 2013 Curriculum learning.

Writing activities are a means to express ideas and feelings in written form with the hope that they can be understood by readers and also function as an indirect communication tool. The low ability of students in writing, especially on procedural text material, becomes a problem in the learning process that must be resolved. The obstacle experienced by students in the procedural text material is the limited knowledge of the students about the linguistic rules in the procedure text. Students' ability in writing procedural texts is evidenced by the acquisition of student assignments with an average score of 65.71 and still not passing the Minimum Completeness Criteria (KKM) in the Indonesian language field of study, which is 75. Researchers are interested in using teaching materials with the theme of Medan traditional culinary in improving student learning outcomes.

² Ananda, Rusyidi, "Learning Planning, Indonesian Education Development Care Institute (LPPPI), (2019).

³ Hamdani, "Teaching and Learning Strategies , "Faithful Library, (2018).

⁴ Ministry of National Education, "Module Writing , "Ministry of National Education, (2008).

⁵ Majid, Abdul, "Learning Planning: Developing Teacher Competency Standards, "PT. Rosda Karya Youth, (2013).

⁶ Kosasih, H and Kurniawan, "Types of Texts: Functions, Structures, and Language Rules, "Yrama Widya, (2018).

The term culinary is a language transfer taken from a foreign language so that there is confusion in the meaning that what is meant is the art of processing or serving delicious dishes, it is wrong, the correct terminology is gastronomy^[7], while the word traditional is a habit that comes from ancestors. which has been passed down from generation to generation and is still practiced today^[8]. The teaching materials for procedure texts with the theme of Medan traditional culinary contain procedure texts about Medan traditional cuisine, especially the Malay Deli traditional culinary. The use of teaching materials for procedure texts with the theme of Medan traditional culinary can contribute to creating effective learning for students.

2 Research Methods

This research is included in the type of research and development (R&D) using data analysis on the assessment of learning outcomes in writing procedure texts using qualitative analysis techniques. This study involved students of class VII-3 MTs. Aisyiyah North Sumatra. The class was then given a test twice, namely pre-test and post-test. The steps taken in this research are:

1. The initial stage is to provide information to the school about the research to be carried out and make a schedule for the implementation of pretest and posttest.
2. The research was carried out in class VII-3 MTs. Aisyiyah North Sumatra, totaling 28 students.
3. The instrument used is in the form of student learning outcomes tests in the form of procedural tests that are carried out by students based on learning procedure text material using modules.

3 Result And Discussion

The effectiveness test was carried out by giving a written test in the form of a written description of the procedure text with the theme of Medan traditional culinary which was given to 28 students in grades VII-3 MTs. Aisyiyah North Sumatra. This test is carried out in 2 stages, namely the pretest stage and the posttest stage. The pretest stage was carried out to determine the students' ability in writing procedure texts using teaching materials published by the Ministry of Education and Culture in 2017 or before using the Medan traditional culinary-themed module on procedure text materials, while the posttest stage was carried out with the aim of knowing students' abilities in writing procedure texts after using the module with the theme of Medan traditional culinary.

⁷ Untari, DY, et al, "Betawi Traditional Culinary Development Strategy in DKI Jakarta, "Journal of Economics and Finance. Vol. 2, No. 3, (2018): pp. 313-340.

⁸ Firmando, "HB Local Wisdom of Traditional Tuak Drink in Knitting Social Harmony in Tapanuli, North Section, "Aceh Anthropological Journal . Vol. 4 No. 2, (2020) p. 197-212.

The results of the pretest and posttest will then be seen and compared how student learning outcomes on the procedural text material and its effectiveness can be concluded. The results of the data obtained from the pretest and posttest stages can be seen in table 3.1 below.

Table 3 Pretest and Posttest Result Data on Procedure Text Material

No.	Pretest	Posttest
1.	65	85
2.	65	75
3.	65	90
4.	60	83
5.	75	80
6.	60	85
7.	65	85
8.	60	78
9.	60	75
10.	60	85
11.	60	80
12.	75	85
13.	60	85
14.	60	85
15.	60	85
16.	60	78
17.	60	85
18.	65	80
19.	70	85
20.	70	85
21.	80	80
22.	70	80
23.	60	80
24.	80	90
25.	65	80
26.	60	85
27.	70	83
28.	80	90
	Σx 1840	Σx 2322

Based on the data in the table of student learning outcomes at the pretest and posttest stages above, it can be seen that the pretest stage (initial test) in writing procedure texts is 1840 with an average score of 65.71 with the criteria "enough". While the posttest stage (final test) students obtained a total of 2322 with an average score of 82.92 with "good" criteria. Thus, the teaching material in the form of a procedure text module with the theme of Medan traditional culinary is declared effective and can be used as a companion or additional teaching material for class VII MTs/SMP students due to an increase in student scores from the pretest stage to the posttest stage.

3.1 Description of Pretest Data Learning Outcomes Before using Teaching Materials Text Procedures Themed Medan Traditional Culinary

The results of data analysis on student learning outcomes in procedure text material before using procedure text teaching materials with the themes of Medan traditional culinary obtained an average score of 65.71% with the criteria of "enough". Several aspects or indicators are also a reference for assessing student learning outcomes in writing procedure texts before using the module. The aspects assessed were the completeness of the title aspect with an average score of 14.28%, the completeness of the text structure aspect with an average score of 18.39%, the completeness of the linguistic aspects of the text with an average score of 16.96%, the completeness of the EYD with a score of an average of 8.39% and the completeness of the coherence aspect with an average score of 7.85%. So, it can be concluded that the scores achieved by students in writing procedural texts on the pretest still need to be improved.

The results of the pretest scores carried out on 28 students can be seen in the frequency distribution table in Table 1 below.

Table 1. Frequency Distribution of Student Pretest Results on Procedure Text Materials Before Using Procedure Text Teaching Materials with the theme of Medan Traditional Culinary

Interval	Frequency	%
60 – 63	13	46
64 – 67	6	21
68 – 71	4	14
72 – 75	2	7
76 – 79	0	0
80 – 83	3	11
Σ	28	100

Based on the frequency distribution table above, it can be seen that students who scored 60-63 were 13 people with a percentage of 46%, students who scored 64-67 were 6 people with a percentage of 21%, students who scored 68-71 were 4 people with the percentage of 14%, students who scored 72-75 totaled 2 people with a percentage of 7%, students who scored 76-79 were 0 with a percentage of 0% or no students scored 76-79 and students who scored 80-83 totaling 3 people with a percentage of 11%. For more details, the frequency distribution table in the pretest can be described in the following histogram form.

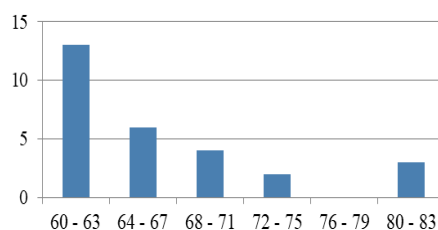


Fig.1 Frequency of Pretest Score Results Before Using Procedure Text Teaching Materials with the theme of Medan Traditional Culinary

3.2 Description of Post-test Data Learning Outcomes After using Teaching Materials Text Procedures Themed Traditional Medan Culinary

The results of data analysis on student learning outcomes in procedure text materials after using procedure texts teaching materials with the theme of Medan traditional culinary obtained an average score of 82.92% with the criteria of "good". Several aspects or indicators are used as a reference for assessing student learning outcomes in writing procedure texts after using teaching materials in the form of modules. The aspects assessed were the completeness of the title aspect with an average score of 20.0%, the completeness of the text structure aspect with an average score of 23.75%, the completeness of the linguistic aspect of the text with an average score of 19.82%, the completeness of the EYD with a score of an average of 10.0% and the completeness of the coherence aspect with an average score of 8.96%. So, it can be concluded that the scores achieved by students in writing procedure texts at the post-test have increased from the previous results (pretest).

The results of posttest scores on 28 students can be seen in the frequency distribution table in Table 2 below.

Table 2. Frequency Distribution of Student Posttest Results on Procedure Text Materials After Using Procedure Text Teaching Materials with the theme of Medan Traditional Culinary

Interval	Frequency	%
75 - 77	2	7
78 - 80	9	32
81 - 83	2	7
84 - 86	12	43
87 - 89	0	0
90 - 92	3	11
Σ	28	100

Based on the frequency distribution table above, it can be seen that students who scored 75-77 were 2 people with a percentage of 7%, students who scored 78-80 were 9 people with a percentage of 32%, students who scored 81-83 were 2 people with the percentage of 7%, students who scored 84-86 were 12 people with a percentage of 43%, students who scored 87-89 were 0 with a percentage of 0% or no students scored 87-89 and students who scored 90-92 totaling 3 people with a percentage of 11%. The results of the frequency distribution above can be seen in the form of a histogram in Figure 2 below.

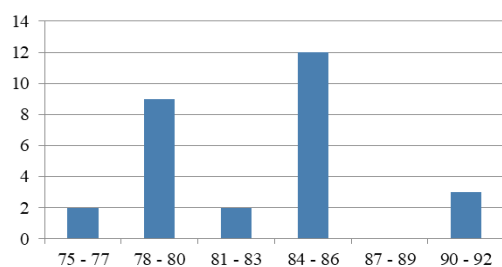


Fig.2. Frequency of Posttest Score Results After Using Procedure Text Teaching Materials with the theme of Medan Traditional Culinary

Based on the results of the pretest and posttest on the procedural text material carried out by students of class VII-3 MTs. Aisiyiah North Sumatra experienced an increase in learning outcomes in the learning process by using procedure text teaching materials with the theme of Medan traditional culinary so that there was effectiveness in teaching materials on the learning outcomes of class VII MTs/SMP students.

4 Conclusion

The use of teaching materials in the form of a procedure text module with the theme of Medan traditional culinary is declared effective in improving student learning outcomes in the procedural text material. This is supported by student learning outcomes which have increased after using the module.

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