Development of Persuasive Text Teaching Materials based on the Discovery Learning Method in Class VIII SMP GKPI Padang Bulan Medan TP 2021/2022

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Abstract. This study aims to develop persuasive text teaching materials based on the discovery learning method for class VIII junior high school students. The steps used are the ADIIE development model which consists of analysis, design, development, implementation, and evaluation. Research teaching materials products get an average assessment of material experts 97.82% in the very appropriate category, 96.2% in the design expert assessment in the very appropriate category, the Indonesian language teacher assessment in 90.3% in the very feasible category. Tried the product three times, namely individual trials, small groups and limited field, with the average number of individual student assessments being 89.1%, trials on small groups of ten students with an average of 90.8% and a limited field test was conducted on 30 students of SMP GKPI Padang Bulan Medan with an average of 92.4 very feasible categories. The effectiveness of persuasive text teaching materials assisted by the discovery learning method is obtained from student learning outcomes carried out in two stages, namely at the pre-test and post-test. The results obtained at the pre-test were 2,132 with an average of 71, this value was categorized as "enough" and did not meet the KKM score of 75. After using persuasive text teaching materials assisted by the discovery learning method and post-testing the total score of students increased to 2,431 with an average of 81 categorized as "good". This shows that persuasive text teaching materials assisted by the discovery learning method bring good development and are effectively used by class VIII students of SMP GKPI Padang Bulan Medan.

Keywords: teaching materials, persuasive texts, discovery learning

1 Introduction

Education is an important component needed by a nation in an effort to advance the quality of its country, through education will be born generations of nations with integrity, character and especially piety to God Almighty. In accordance with the Law of the Republic of Indonesia No. 20 of 2003 contains the National Education System chapter 1 article 1, "Education is a conscious and planned effort in order to create a learning atmosphere in which students can develop their potential to have religious spiritual strength, self-control, personality, noble

character, and skills needed by the community, nation and state" by giving each individual the opportunity to develop all their potential to improve the quality of education, namely improving the curriculum, improving the learning system and changing the strategy of educators or teachers in the learning process in schools.

The quality of education is expected to be of high quality. Efforts to improve the quality of education have begun with the construction of many schools to support education. Teachers are the spearhead in carrying out educational goals in the field and a crucial element in the realization of an efficient and quality education system. RPP is one of the learning tools prepared by the teacher as a motor to lead students towards a good understanding in education. RPP at least contains objectives, Core Competencies, Basic Competencies, Achievement Indicators Competencies, teaching materials, teaching methods, learning resources, learning stages and evaluation of learning outcomes. The current curriculum in Indonesia is the 2013 curriculum. Through the 2013 curriculum, it is hoped that students will grow and develop into productive, innovative, creative, and affective individuals.

Teaching materials become a part of the lesson plan that the teacher needs to prepare. Teaching material is a learning material that is designed systematically, which presents the competencies achieved by students as a whole during learning activities (Herliandry, 2020:15). However, the teaching materials provided are not fully in accordance with the needs of students. The teaching materials used in schools have not been sufficiently able to stimulate students in obtaining their knowledge, this can be seen from the results of the evaluation of students who are still much below the KKM (based on observations at Padang Bulan Private Junior High School Medan). Competencies that need to be achieved by students in each KD are in the form of knowledge and skills, so the teaching materials offered should enable students to be able to achieve them.

Modules are types of teaching materials that are fully and systematically arranged, which contain lesson plans and are arranged for students to understand learning. The module at least contains learning objectives, teaching materials, and assessments. The module is expected to be able to increase student learning motivation, so its development must consider the elements needed, namely: self-instructional, self-contained, stand-alone, adaptive and user friendly. However, the modules used by students in schools, especially SMP GKPI Padang Bulan Medan are not much different from those in their textbooks so that the contents are not as developed as the examples given in the package book and the same module is about Let's Supervise the DKI Jakarta Pilkada, Let's Join as Supervisors Election, Save Our Earth.

The preparation of the module should adjust the teaching methods used by the teacher, this will be simpler because the modules and methods used are arranged simultaneously. The learning methods offered in the 2013 curriculum are quite good learning methods, one method that has attracted the attention of researchers is Discovery Learning (DL).

Discovery Learning requires teachers to be good at engineering problems so that they stimulate students to find answers. The Discovery method expects students to be able to create, manipulate ideas to the stage of generalizing a material. One of the materials that requires discovery learning as a method in Indonesian language lessons in class VIII is persuasive text. According to the demands of the 2013 curriculum, it is at KD 3.14 (Knowledge) and 4.14 (Skills). KD 3.14 Examine the structure and language of persuasion texts in the form of suggestions, invitations, and considerations regarding actual problems (environment, social conditions, and/or cultural diversity, etc.) from various sources that are

heard and read. KD 4.14 Presenting persuasive texts (suggestions, invitations, directions, and considerations) in writing and orally by paying attention to the structure, language, or oral aspects. Persuasive text contains persuasion or solicitation. In the text, there are statements that trigger the reader to follow the directions intended by the author. So based on these things, the author is interested in conducting research on the Development of Persuasive Text Teaching Materials based on the Discovery Learning Method in Class VIII SMP GKPI Padang Bulan Medan TP 2021/2022.

2 Research Methodology

This research took place in class VIII at SMP GKPI Padang Bulan Medan in the 2021/2022 academic year with the number of research objects being 30 students. This research is Research and Development (R&D) by applying the ADDIE stages (Assume, Design, Development, Implementation, Evaluation) with the aim of developing Persuasive Text Teaching Materials based on the Discovery Learning Method in Class VIII SMP GKPI Padangn Bulan Medan TP 2021/2022.

The ADDIE Research Model includes five steps, in this research the design form is

2.1 Analysis

In the first stage, the activities are to carry out the need for developing teaching materials based on the Discovery Learning learning method, conducting a feasibility analysis and requirements for developing teaching materials based on the Discovery Learning learning method. The development has just started with problems related to teaching materials in the form of modules that have been implemented. The problem occurs because the current use of teaching materials (modules) is still somewhat inappropriate with user needs, student characteristics, learning environment, technology, and others.

After analyzing the problem of urgency for the development of new teaching materials, researchers must also analyze the feasibility level and requirements for the development of new teaching materials. The process begins by answering the following questions:

 a. Is the development of teaching materials based on the Discovery Learning method able to overcome the learning problems faced?
 b. Do teaching materials based on the Discovery Learning method have facilities for implementation?
 c. Are teachers able to use teaching materials based on the Discovery Learning method? The?
 1. Design

This stage is a systematic process that begins with determining learning objectives, designing scenarios or learning activities, designing learning devices, designing materials and assessing learning outcomes. The design of teaching materials based on the Discovery Learning learning method is still conceptual in nature which will underlie further development. At this stage, the elements that will be compiled are:

a. Early learning design

The activity of this stage is learning design which will be packaged in the form of cover of teaching materials based on the Discovery Learning learning method and learning design.

b. Test preparation

Judging from the task analysis and the analysis of the material listed in the specification of the learning objectives, then a grid for the Daily Assessment (PH) is drawn up in order to assess students' abilities.

2.2 Development Stage

The development is in the form of preparing teaching materials based on the Discovery Learning method. At this stage, the method of each material is compiled, namely teaching materials, pictures, and others. The product can be said to be feasible to be applied in the learning process if the percentage is > 61%. Below is an assessment table regarding the results of product feasibility.

Table 1. Validation Assessment Reference

Presentase	Kategori
81%-100%	Very Worthy
61%-80%	Worthy
41%-60%	quite decent
21%-40%	not feasible
0%-20%	Very Inappropriate

2.3 Implementation Stage

In this stage, the design of teaching materials based on the Discovery Learnin learning method that has been developed is implemented directly in the classroom. Teaching materials will be applied to the actual situation with the material delivered in accordance with the Discovery Learning method developed. After that, an initial evaluation is carried out to get feedback to the next stage.

2.4 Evaluation

In this step, the researcher provides an informative evaluation for data collection at all stages aimed at improving or perfecting the product being developed. The researcher clarified the data obtained from student responses from the implementation step, this was done because it focused on the feasibility of teaching materials based on the Discovery Learning method only.

3 Results and Discussion

The process of preparing persuasive text teaching materials based on the discovery learning method refers to the ADDIE research model. The process of developing persuasive text teaching materials based on the discovery learning method starts from the analysis phase by observing the feasibility and requirements for developing teaching materials based on the Discovery Learning learning method. The problems that occur consist of lack of time to reach the overall understanding of students, references to persuasive texts in this school are also very minimal. Students only have references in the form of textbooks and enrichment modules. The value obtained by students during the daily assessment of persuasion is also on average below the KKM with the highest score being 70.

The researcher also conducted a needs analysis by distributing questionnaires to Indonesian language teachers and 30 students (grade VIII-1) at SMP GKPI Padang Bulan Medan. The results obtained are: 100% of students and teachers have never specifically applied teaching materials in the form of persuasive text modules, they only used teaching materials provided by the school. 100% of teachers and students have never used the Persuasive Text module based on the Discovery Learning Method. Teachers and students feel that they need additional teaching materials regarding persuasive texts with a percentage of 98.62%.

Next is the design stage which aims to design persuasive text teaching materials assisted by the discovery learning method. The design phase starts from the form of the module cover, introduction, introduction, learning activities, summary, evaluation, answer key, bibliography and glossary. After that, product development is carried out. The activity of this stage is compiling and improving each material starting from learning materials, pictures, and others. Expert validation assessment and product testing in limited classes.

After product validation and improvement, then a limited field trial was carried out to see the results of using the module in the classroom which included measuring learning motivation and student learning outcomes. This stage took place three times starting from individual trials, small groups (10 students) and the product was implemented in actual classroom situations, namely students of class VIII-1 (30 students). During implementation, the method design that has been developed is applied to conditions in the real class.

Next is an evaluation, at this stage an assessment of students is carried out to assess the feasibility of persuasive text teaching materials assisted by the discovery learning method. After this stage is done, the writer concludes that the product developed is quite effective for teaching persuasive texts. The teaching materials of persuasive texts based on the discovery learning method are arranged differently from the teaching materials offered by schools. Persuasive text teaching materials in schools refer to modules and textbooks distributed by the Ministry of Education and Culture whose contents consist of identifying invitations, directions and considerations of persuasive texts, reviewing structures, presenting persuasive texts and competency tests. What is presented in the package book is not much different from what is in the module, the only difference being the form of exercise given. Meanwhile, persuasive text teaching materials in the form of modules offered by researchers refer to the discovery learning method, which is one of several learning methods promoted by K13. The discovery learning method refers to discovery, so it is hoped that after the teacher uses this method, students are able to 'create' something. This persuasive text material based on the discovery learning method in the learning activity steps consists of six steps, namely: Giving stimulation, problem identification, data collection, data processing, proof and conclusion drawing.

The front cover of the persuasive text learning module based on the discovery learning method depicts children laughing and learning, showing that persuasive text learning is fun and exciting learning. Next there is a picture of a woman standing on a podium giving a speech as an example of a persuasive text. The cover of the persuasive text module based on the discovery learning method is made dark blue in accordance with the uniform color of junior high school students.

The next sheet is the front page of the book which contains the KD to be achieved along with the name of the module compiler. Furthermore, the preface is in the form of the author's thanks to the parties involved when compiling a persuasive text module based on the discovery learning method. Next is a concept map in the form of an initial description of the

content that will be discussed in persuasive text materials based on the discovery learning method.

The introduction to the module contains the identity of the module, basic competencies, learning objectives, a brief description of the material and instructions for using the module for students. At the end of the introduction, the author adds a word of encouragement for students to be more active in reading. Next contains learning activities consisting of two activities, the first learning activity is about studying the structure and linguistic rules of persuasive texts. Lesson 1 activities are divided into two sub-materials, namely studying the structure of persuasive texts and interpreting the linguistic features of persuasive texts. The second learning activity contains the presentation of persuasive texts. In this learning activity, students are directed to write a persuasive text based on the appropriate linguistic structure and characteristics. The description of the material is also delivered in accordance with the discovery learning method which consists of 6 stages of learning like the previous materials. Furthermore, the final competency test contains 10 multiple choice questions and 5 fill-in questions that discuss the two learning activities. Next, there are answer keys for each module activity, bibliography and glossary.

The validation of persuasive text teaching materials assisted by the discovery learning method was obtained based on the validation assessment of a team of experts who were divided into two, namely material and design experts. The teacher's assessment then tested the product individually, in small groups and in a limited field. The material assessment validator was carried out by a material expert from the State University of Medan with an average assessment of material experts regarding persuasive text teaching materials based on the discovery learning method is 89.87%. Some things that need to be improved from persuasive text teaching materials based on the discovery learning method starting from writing the introduction converted into a preface, the introductory sub-chapter which must contain learning objectives because it was not previously included, a concept map that must contain the basic competencies to be achieved, then improve the content. activity 1, activity 2 to the final evaluation and improvement of some punctuation and writing. Then the teaching materials are improved and an assessment is carried out after the revision. The average result of the validator's assessment is 97.82% which is categorized as very feasible, so it is feasible to be applied in class VIII SMP materially.

The validation of the design expert assessment was carried out by a Medan State University lecturer with the average design expert validator's assessment of persuasive text teaching materials based on the discovery learning method is 91.26%, still needs to be improved on the cover in the form of reducing excessive images, including the author's name on the cover. the bottom right corner, fixed the module's font font, included the source and caption of the attached image, and removed the redundant watermark. Then the product improvement was made, the average result of the design expert's assessment was 96.2%, so the product was classified as very feasible for class VIII SMP by design.

The assessment was also carried out by Indonesian language teachers at SMPG GKPI Padang Bulan Medan. This assessment aims to determine the quality of teaching materials that have been developed so that they can adjust the cognitive abilities of students at the junior high school level. The result of the teacher's score regarding persuasive text teaching materials based on the discovery learning method is 90.3% which is in the very feasible category.

Then the product trial stage was carried out three times, namely individuals, small groups, and limited fields. The trial was carried out to identify weaknesses in the teaching materials and the responses of students regarding the teaching materials. Individual trials were given to three students of SMP GKPI Padang Bulan who were selected by purposive sampling through the recommendation of Indonesian language teachers at SMP GKPI Padang Bulan Medan with a total student assessment of 89.1% and classified as very feasible. The next trial was on a small group of ten students in class VIII SMP GKPI Padang Bulan Medan. The average results of the assessment of teaching materials in small group trials as much as 90.8% are categorized as "very feasible". Next, a limited field test was conducted on 30 students of SMP GKPI Padang Bulan Medan. The limited field test obtained an average of 92.4 which was categorized as very feasible.

It was concluded that there was an increase in students' assessment of persuasive text teaching materials assisted by the discovery learning method, seen from individual trials, the results of student assessment on this product were 89.1%, then product improvements were carried out and trials were carried out on small groups of student assessment results regarding teaching materials. it's 90.8%. Next, improvements and limited field tests were carried out and the average number of assessments was 92.4% which was categorized as very feasible. So the teaching materials of persuasive texts based on the discovery learning method are very suitable for use in class VIII SMP GKPI Padangn Bulan Medan.

The effectiveness of persuasive text teaching materials assisted by the discovery-learning method is obtained from the results of student learning carried out in two steps, namely during the pre-test and post-test. Students are directed to make a persuasive text that is adapted to the structure and characteristics of the language. The results obtained during the pre-test were 2,132 with an average of 71, this value was categorized as "enough" and did not meet the KKM score of 75. Students above the KKM in the pre-test were 11 students and 19 students were below minimum value. The highest score is 83 and the lowest is 60.

After using persuasive text teaching materials assisted by the discovery learning method and conducting a post-test, the total score of students increased to 2,431 with an average of 81 categorized as "good". From the results of the study during the post-test, it was stated that no one was under the KKM, only 1 person got a score of 91, who got a score of 85-87 were 3 people, a score of 82-84 was 7 people, a score of 79-81 was 12 participants students and 76-78 as many as 7 students. This shows that persuasive text teaching materials assisted by the discovery learning method bring good development and are effectively used by class VIII students of SMP GKPI Padang Bulan Medan.

4 Conclusion

Conclusions were obtained from the formulation of the problem, objectives, results and discussion in the research and development of persuasive text teaching materials based on the discovery learning method in class VIII SMP GKPI Padang Bulan Medan. Conclusions are described as follows. The process of developing persuasive text teaching materials based on the discovery learning method is carried out based on the ADDIE research model which is carried out in five research steps. The first stage of the analysis was carried out by analyzing the need for persuasive text learning at SMP GKPI Padang Bulan Medan, the problems experienced by teachers and students along with teaching materials at school (packaged books and enrichment modules). Next is the design stage, the authors design persuasive text teaching

materials based on the discovery learning method adapted to the student's learning environment and learning videos that can help students' understanding. Furthermore, an assessment for the product was carried out by two material experts, two design experts, an Indonesian language teacher and students of SMP GKPI Padang Bulan Medan. Next is the implementation stage, the product is tested on individuals (3 people), small groups (10 people) and limited classes. Furthermore, an evaluation was carried out in the form of an assessment of the effectiveness of the product of persuasive text teaching materials assisted by the discovery learning method in class VIII SMP GKPI Padang Bulan Medan.

The form of persuasive text teaching materials based on the discovery learning method is arranged differently from the teaching materials offered by schools. Persuasive text teaching materials used in schools refer to modules and textbooks distributed by the Ministry of Education and Culture whose contents consist of identifying invitations, directions and considerations of persuasive texts, reviewing structures, presenting persuasive texts and competency tests. What is presented in the package book is not much different from what is in the module, the only difference being the form of exercise given. Meanwhile, persuasive text teaching materials in the form of modules offered by researchers refer to the discovery learning method, which is one of several learning methods carried by K13. The discovery learning method refers to discovery, so it is hoped that after the teacher uses this method, students are able to 'create' something. This persuasive text material based on the discovery learning method in the learning activity steps consists of six steps: giving stimulation, identifying problems, collecting data, processing data, proving and drawing conclusions. Examples and problems included in the teaching materials also include problems that occur around the learning environment of students so that they are easier to understand and apply.

The validation of the material assessment was carried out by a material expert from the State University of Medan with an average final assessment result of the validator being 97.82% in the very feasible category and the validation of the design expert assessment carried out by a lecturer at the State University of Medan with the average final assessment result of a design expert being 96, 2%. The assessment was also carried out by Indonesian language teachers at SMP GKPI Padang Bulan Medan with a percentage of 90.3% being in the very feasible category. Next, a limited field test was conducted on 30 students of SMP GKPI Padang Bulan Medan and got an average of 92.4 which was categorized as very feasible.

The effectiveness of persuasive text teaching materials assisted by the discovery-learning method is obtained from the learning outcomes that come from two steps, namely the pre-test and post-test. The results of the pre-test were 2,132 with an average of 71, this value was categorized as "enough" and did not meet the KKM score of 75. After using persuasive text teaching materials assisted by the discovery learning method and post-testing the total score of students increased to 2,431 with an average of 81 categorized "good". This shows that persuasive text teaching materials assisted by the discovery learning method bring good development and are effectively used in class VIII SMP GKPI Padang Bulan Medan.

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