Development of Teaching Materials for Writing Essay Based on Metacognition in Class XII Students of SMA Nurcahaya Medan

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Abstract. This study aims to describe the process of developing metacognition-based essay writing teaching materials, validating the development of metacognition-based essay writing materials for class XII students of SMAS Nur Cahaya Medan, and the effectiveness of teaching materials for essay writing based on metacognition for class XII students of SMAS Nur Cahaya Medan. This type of research is research and development based on the Borg and Gall development model. The test subjects consisted of material experts, design experts, Indonesian language teachers and students of SMAS Nur Cahaya Medan. Data on the quality of these products were collected through questionnaires and essay writing tests. The results of this study indicate that the validation by material experts is declared feasible with an average acquisition of 91.48% in the very good category, the feasibility of presenting 94% in the very good category, the feasibility of presenting 94.00% in the very good category, the feasibility of language being obtained 93.75% in very good category, language feasibility obtained 93.75% in very good category, graphic feasibility obtained 90.00% in very good category, validation by design experts with an average acquisition of 90.00% in very good category and validation by material experts with an average of 90.00% obtained in the very good category. The average individual trial results obtained were 85.04% in the good category, the small group trial results obtained an average of 86.26% in the good category, and the limited field trial results obtained an average of 94.85% in the very good category. The effectiveness of teaching materials shows that the average value of the pretest (initial test) is 70.68% in the sufficient category and the average posttest score (the final score) is 81.40% in the good category.

Keywords: materials, teaching, writing, essays, metacognition

1 Introduction

Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively in order to

achieve the expected goals, namely achieving competence or sub-competence with all its complexity (Widodo and Jasmadi in Lestari, 2007). 2013:1). This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by the teacher to assist and support the learning process. Learning materials or materials are basically the "content" of the curriculum, namely in the form of subjects or fields of study with topics/subtopics and details (Ruhimat, 2011:152).

The fact is that currently teachers are less able to understand the concept of developing interesting learning resources and teachers only rely on a single textbook published by the Ministry of Education and Culture in 2005 as the main learning resource. This is evidenced by the results of interviews obtained from a teacher who teaches Indonesian subjects at SMA Nurcahaya Medan named Mrs Ginting. It is known that the learning resources used in the learning process only use one teaching material produced by the publisher of the Ministry of Education and Culture, entitled "Indonesian Language Student Book Grade XII Curriculum 2013". This is commensurate with previous research by Mina Syanti Lubis and Syahrul R (2015:2) in their journal volume 2 Number 1 stating that "when writing learning takes place, teachers still use teaching materials that are less interesting, the learning process is still teacher- centered so that students cannot learn independently, even though the ability, speed, and understanding of students are different and the teacher is still concerned with the results rather than the process.

Based on the problems described above, the authors are motivated to develop a metacognition-based teaching material, the goal is that students are more accustomed to expressing high-level feelings and thoughts with full attention and imagination into an essay and develop ideas and critical thinking skills as a form of construction improvement of essay writing skills.

Brian stated that in learning to write, metacognition is considered as one of the habitual dispositions or successes of the writer's mind, along with other attributes related to metacognition, such as self-regulation, motivation, attribution, meta-awareness and other habitual frameworks, such as flexibility. In fact, understanding metacognition has become part of an early mental model in learning to write cognition. Metacognition as a form of mental exercise that develops several important processes, both cognitive and non-cognitive and has an impact on the structure and function of the brain. The most basic cognitive process developed by the exercise of metacognition is awareness of what is being experienced in the body and mind (sensations, thoughts and emotions).

Research on the Development of Metacognition-Based Essay Writing Teaching Materials is designed so that the resulting learning process is valid for use by teachers and students in the process of teaching and learning activities in accordance with the potential contained in students. This research begins by analyzing the needs of the research subject, then it will be used in the development of metacognition-based essay writing teaching materials in Indonesian lessons. The resulting teaching materials are expected to support the implementation of essay writing learning by achieving maximum KKM numbers.

2 Research Methodology

This type of research is research and development (R&D). The location of the research was carried out on class XII students of SMA Private Nurcahaya Medan, which was located at Jalan Bunga Cempaka No. 41 Padang Bulan Selayang Medan. The data collection instrument in this study was in the form of a questionnaire given to material experts and media design experts as validators. Research and Development Research in education is a process used to develop and measure product validity. Thus the development research that will be carried out by the researcher is to develop a product in the form of a metacognition-based essay writing learning model design, then validate the teaching materials. Product validation was carried out by material experts, metacognitive experts, and high school Indonesian language teachers and then tested on class XII high school students so that it could be seen the feasibility of the learning model design product to be applied in learning to write essays.

The ultimate goal of this research will be to develop a product that can be used in learning. The scope is the development of metacognition-based essay writing teaching materials. The printed teaching materials are expected to be able to improve students ability to understand metacognition-based essay writing.

3 Results and Discussion

3.1 The Process of Developing Metacognition-Based Essay Writing Teaching Materials

The process of developing teaching materials is carried out in several stages. The first stage is to conduct a field survey or needs analysis. This stage is carried out to understand the idea or idea so that the product developed is in accordance with the needs. This preliminary study was carried out by distributing questionnaires to 2 Indonesian language teachers and 16 students at SMA Negeri Nurcahaya Medan. Based on the results of the analysis, it was found that the teacher used a single textbook, namely the textbook produced by the Ministry of Education and Culture in learning to write essays at school and did not have other teaching materials as companions or supporters. This condition is of course less than optimal in exploring the material for writing essays for students. Phase II of the preparation of the initial product, at this stage the activities carried out are designing the material in the module and designing the structure of the module. Phase III product testing, The trial phase was carried out through several stages, namely, individual trials consisting of 3 students as samples, small group trials consisting of 9 students as samples and limited field trials consisting of 16 students. In individual trials, the average score was 85.04% with the criteria of "good". The small group trial obtained an average score of 86.26% with the criteria of "good". Furthermore, the limited field trial obtained an average value of 94.85% with the criteria of "very good".

3.2 Feasibility of the Process of Developing Metacognition-Based Essay Writing Teaching Materials

Table 1. Process of Developing Metacognition-Based Essay Writing Teaching Materials

Component	Material Expert Validation Results
Content Eligibility	91.48%
Serving Eligibility	94.00%
Language Eligibility	93.75%
Average	92%
Component	**Media Expert Validation Results**
Physical size of teaching materials	93.75%
cover design	91.66%
Teaching material content design	84.21%
Average	90.00%

3.3 The Effectiveness of Metacognition-Based Essay Writing Teaching Materials

After conducting a wider trial, further testing the effectiveness of the product on student learning outcomes is carried out. The student learning outcomes can be known after the pre-test and post-test were held for class XII students of SMAS Nurcahaya Medan. The pretest is given before using the developed product and the posttest is given after using the developed product (material). The average value (mean) of student learning outcomes through the pretest is 70.68% and the posttest is 81.40%. Based on these results, it can be seen that the average value of student learning outcomes after using the media increased by a difference of 11.

Calculations obtained from the product effectiveness test show that the results of developing metacognition-based essay writing teaching materials are more effective than non- metacognition-based teaching materials. This is evidenced by student learning outcomes using metacognition-based with an effectiveness of 81.40%, while the effectiveness of non- metacognition-based learning is 70.48%. Based on this explanation, it can be concluded that metacognition-based essay writing teaching materials are effectively used and can improve student learning outcomes.

4 Conclusion

Based on the description of the research results above, conclusions can be drawn relating to the development of metacognition-based essay writing teaching materials, including:

The development of the module as a teaching material for metacognition-based essay writing based on the results of the needs analysis stated that the development of this module is very much needed by students and teachers in the learning process, because it can improve the quality of learning to be better and more interesting.

The use of the modules that have been developed is considered more effective than the textbooks used by the previous students. This is evident from the better student learning outcomes after using the developed module. This can be clarified by the acquisition of the pretest score at 70.68% in the "enough" category and the posttest score increased after using the module to 81.40% in the "good" category. Based on this, the product developed has been good and has been tested in improving the essay writing skills of class XII students of SMAS Nurcahaya Medan.

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