

## **Development of Anecdote Based On The Standard Structure as a Teaching Material In Class Students X YPK Medan Private Vocational School**

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**Abstract :** *This study aims to determine the development of anecdotal texts based on the structure of short stories as teaching materials for students of class X YPK Medan Private Vocational High School. This study uses the R & D method. The subjects of this study were students of class X YPK Medan Private Vocational High School. The steps used in this study are reconstructing anecdotal texts into short stories according to their structure, selecting short stories based on the structure of short stories by students, revising several short stories, making short stories anthologies, validating experts. Based on the test of the effectiveness of the material, the effectiveness was 88.9% with very good categories. From several short stories produced by students, researchers took samples to be used as an anthology as student teaching materials. From the results of the experts' validation, the content eligibility gets a percentage of 82.5% with a very good category, the presentation of learning gets a percentage of 90% with a very good category, and the learning language gets an 80% percentage with a good category. From the results of the validation, the anthology of the development of anecdotal texts into short stories can be said to be suitable for use as teaching materials.*

**Keywords:** *Development, Anecdote, Short Story, Anthology*

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### **I. Introduction**

Learning material is an important part in the implementation of education. Through teacher learning materials, it is easier to carry out learning and students are more helpful and easy to study the learning process. Learning materials can be made in various forms according to the needs and characteristics of the teaching materials to be presented. Learning materials are prepared with the aim of providing learning materials that are suitable for learning needs in the curriculums. Interesting learning must be in accordance with the characteristics, curriculum, and useful in the social environment of students as the implementation of the teaching process.

There are a number of benefits that can be obtained if a teacher is able to develop learning materials, namely among others; first, learning materials obtained are suitable for students' learning needs, second, they are no longer dependent on textbooks that are sometimes difficult to obtain and study, thirdly, teaching materials become more productive because they are developed using various references, fourth, adding teachers' knowledge and experience in writing learning materials, fifth, learning materials will be able to build effective communication between the teacher / lecturer with students / students because students feel comfortable with the polo learning system developed by the teacher / lecturer.

The existence of teaching materials in learning is very important both for educators and for students. According to Sutjipta and Swacita (2006: 7), teaching material has several benefits. (1) Educators can orient students more easily. (2) Educators more easily make teaching variations and are not bound to give theory. (3) The learning process of students is better, more complete, faster, and more active. (4) Students can prepare themselves at home. (5) Students can re-read things that are not yet clear. (6) Students can be given regular homework assignments. (7) Learning motivation of students is higher. (8) Information about the conditions that must be met by students can be given. (9) Difficulties regarding language can be overcome.

Furthermore, according to Pangarsa (2011), teaching materials have several benefits. (1) Obtained teaching materials that are in line with curriculum requirements and in accordance with the learning needs of students. (2) No longer relying on textbooks that are sometimes difficult to obtain. (3) Teaching materials become richer because they are developed using various references. (4) Increase the repertoire of knowledge and experience of educators in writing teaching materials. (5) Teaching materials will be able to build effective learning communication between educators and students.

Theoretically, Indonesian language textbooks for the educator and the handle of students have been designed in such a way that the standardization of the textbook has been carried out with consideration of the standard content. Content standards cover several things, including the contents of book books relevant to the curriculum of Indonesian subjects and teaching materials written in the relevant textbooks with the syllabus set by the Ministry of Education and Culture.

In fact, representative teaching materials in Indonesian language learning do not yet exist so the implementation of the 2013 curriculum is difficult to realize. Indonesian Language textbooks published by the government (Ministry of Education and Culture) for both the educator's handle and the students' handrails which are supporting facilities cannot facilitate learning. Educators are still confused in implementing the 2013 curriculum because the contents of the Indonesian textbooks have not yet described the contents of the syllabus.

The facts in the field show that some parts of the contents of the book are less relevant because they have not been able to describe indicators of achievement of competencies in detail according to the demands of basic competencies. This is because the textbooks were first compiled compared to the syllabus. From the results of interviews with educators who taught Indonesian subjects in class X YPK Medan Private Vocational High School in the 2017-2018 learning year it was revealed that the contents of Indonesian textbooks did not clearly describe the learning material that affected value of students' Minimum Completeness Criteria (KKM).

In reality students have not been able to receive anecdotal material well, where anecdotes in the learning process according to the 2013 curriculum. The scope of this study is: (1) understanding the structure and rules of anecdotal texts, (2) interpreting the meaning of anecdotal texts, (3) comparing anecdotal texts, (4) producing anecdotal texts, (5) analyzing anecdotal texts, (6) editing anecdotal texts, (7) abstracting anecdotal texts, (8) evaluating anecdotal texts, and (9) converting anecdotal texts. As in the textbooks issued by the Ministry of Education and Culture, what students will learn includes three things (Kemendikbud, 2014: 97-119). The scope is: (1) development of context and modeling of anecdotal texts, (2) cooperation to build anecdotal texts, and (3) independent work to build anecdotal texts.

This prompted the author to conduct a research study entitled "Development of Anecdotes Based on Short Story Structure as Teaching Materials for Class X Students of YPK Medan Private Vocational High School in 2017-2018 Learning Year". Which after learning the problem in the field will be able to provide solutions and new colors in the process of developing anecdotal material learning even better in class X YPK Medan Vocational High School.

## **II. Method**

This research uses research and development methods. Sugiyono (2016: 28) suggests there are several terms about research and development. Borg and Gall (1998) use the name Research and Development (R & D) which can be translated into research and development. Richey and Kelin (2009) use the name Design and Development Research which can be translated into design and development research. Thiagarajan (1974) uses the 4D Model (Define, Design, Development, and Dissemination). Dick and Carry uses the terms ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Thus, the research method used refers to the term used by Richey and Kelin (2009) using the name Design and Development Research.

Richey and Kelin in Sugiyono (2016: 28) states that "the design and research of development is a systematic study of how to design a product, develop / produce the design, and evaluate the performance of the product, with the aim of obtaining empirical data that can be used in learning or non-learning. Sugiyono (2016: 30) concludes that between one understanding and another does not contain different meanings, because basically the three methods are related to product development, through the process of planning, production and evaluation of the validity of products that have been produced.

## **III. Result**

Validation of material experts on the development of anecdotal texts into short stories based on the short story structure was carried out by two material experts, lecturers of the postgraduate program at the Muslim Nusantara University Al-Washliyah Medan and teachers of Indonesian studies in class X YPK Medan Private Vocational High School. Assessment is done to get information that will be used as a reference in improving the feasibility of anthologies as teaching materials that have been made. The results of the validation of the material expert in the form of assessment scores on short story anthologies on the feasibility of the learning material presented.

According to experts, the feasibility of short story anthologies as the majority learning material is in the "very good" criteria. The following is presented in the table of the results of the study of material experts on the anthology of the development of anecdotal texts into short stories based on structure of the aspects of the feasibility of material content.

No.	Assessment Indicator	Respondents		Total Score	Average	Criteria
		1	2			
1.	Truth and accuracy of material	4	4	8	80%	Good
2.	The accuracy of the material coverage	4	5	9	90%	Very Good
3.	Depth of learning material	4	4	8	80%	Good
4.	The accuracy of the order of learning material	4	4	8	80%	Good
Average				33	82,5 %	Very Good

The results of the validation of material experts on the anthology of short story text development into anecdotal text based on the structure in the form of assessment scores on the assessment components or indicators can be seen from the following table, the assessment by experts from the feasibility aspect of the presentation of the content was considered "very good". The following is presented in the form of a table of the results of the expert's assessment of the feasibility aspects of the presentation.

No.	Assessment Indicator	Respondents		Total Score	Average	Criteria
		1	2			
1.	Quality of presentation of material	5	5	10	100%	Very Good
2.	Involvement and role of students in learning activities	4	5	9	90%	Very Good
3.	Feedback quality	4	4	8	80%	Good
Average				27	90%	Very Good

The results of the validation of material experts on the anthology components of the development of anecdotal texts into short stories based on the short story structure about aspects of linguistic feasibility of learning. According to the expert of anthology material, the development of anecdotal texts into short stories based on the short story structure of linguistic feasibility aspects is included in the "Good" category. Indicators of assessment of linguistic aspects in this validation questionnaire consist of three indicator items. The following is an expert assessment of the linguistic aspects of the anthology of the development of anecdotal texts into short stories based on the structure of short stories.

No.	Assessment Indicator	Respondents		Total Score	Average	Criteria
		1	2			
1.	Quality of questions	4	4	8	80%	Good
2.	Material and exposure are logical	4	4	8	80%	Good
3.	Use of language	4	4	8	80%	Good
Average				24	80%	Good

The level of the tendency of the material experts to assess the anthology of the development of anecdotal texts into short stories based on the short story structure will be presented in the following table.

No.	Criteria	Percentage	Frequency
1	Very Good	$81\% \leq X \leq 100\%$	2
2	Good	$61\% \leq X \leq 80\%$	0
3	Medium	$41\% \leq X \leq 60\%$	0
4	Not Good	$21\% \leq X \leq 40\%$	0
5	Very Less	$0\% \leq X \leq 20\%$	0
Total			2

#### IV. Conclusion

- a. In the results of the analysis of the development of anecdotal texts into short stories based on their structure using teaching materials there is a fairly far comparison. From the results that do not use teaching materials 59.9% with results that use teaching materials to be 88.9% with very good criteria. It can be concluded that students only need to be reminded of the subject matter that will be tested even though long before reaching the level of vocational high school students have learned to make short story texts in junior high school.
- b. Based on the results of a short story revision by a class X student of YPK Private Vocational High School, the author made a collection of these short stories into an anthology entitled "Anecdotal Texts Developed

Into Short Story Texts" while the purpose of this anthology was made so that it could be used as teaching material for student.

- c. The results of the validation of the material expert on the anthology of the development of anecdotal text into short stories based on the structure of the students' short stories shows that: (1) the feasibility of the content of the learning material is considered very good with a percentage of 82.5%, (2) the feasibility of presenting learning is considered very good with a percentage of 90%, (3) linguistic feasibility is considered good with a percentage of 80%. Thus the material on the anthology of the development of anecdotal texts into short stories based on the structure of short stories by students of class X YPK Medan Private Vocational High School is said to be feasible by the expert learning material.

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