

CHAPTER I

INTRODUCTION

A. Background of Study

As the era grows, the curriculum in Indonesia continues to change over time to improve education in Indonesia. Starting in 2022, the national curriculum has three options of curriculum selected for education to restore learning during the covid-19 pandemic, namely, the 2013 curriculum, emergency curriculum and prototype curriculum. But since 2021, the curriculum has been operational. The existence of this curriculum has a significant impact on the quality of education in Indonesia.¹

To support this curriculum, education in Indonesia must be based on the proper instructional materials to run the existing curriculum. Because Instructional Materials is an object or device that helps a teacher make learning meaningful. Therefore, it is necessary for both teachers to aim and students to improve their performance in the learning process, and it is one crucial factor in the effectiveness of a

¹ “Mulai 2022, Ada Kurikulum Baru Yang Bisa Dipilih Sekolah Halaman All - Kompas.Com,” accessed March 3, 2022.

lesson.² In Instructional Material, there must be many kinds, for example, teaching materials for learning English. English language learning aims to develop four language skills: listening, speaking, reading, and writing. There are four language skills, and the four basic language skills are: Listening, Speaking, Reading, and Writing, and the most important of all the basic language skills are speaking and writing. “Speaking and writing are the most important skills, because for some people to the extent they presuppose the other two skills.³ the writer here takes writing skills because Writing can help students share ideas to become creative students from thoughts and experiences. Students also need writing skills to write down their feelings, needs, and desires in one of the types of texts learned at school.⁴

In this section, the writer focuses on critical writing. Writing is one language skills that must be taught in addition to other skills. Critical Writing is considered as a productive skill aims to assist students in expressing their ideas in writing.

² Abu Raheem Bilqies Olaynka, “*Effect of Instructional Material on Secondary Schools Students’ Academic Achievement in Social Studies in Ekiti State, Nigeria.*” *World Education* 6, no. 3 (2016): 1.

³ Mike Wallece and Alison Wray, “*Critical Reading and Writing for Postgraduates*”. Secon Edit (London, 2011). 44

⁴ Cindy Febilia Valentin, Desiani Natalina Muliastari, and Winti Ananthia, “*Developing Students’ Critical Writing Skills Of Elementary School By Using Vocabulary Chart*”. *EduHumaniora Jurnal Pendidikan Dasar Kampus Cibiru* 10, no. 2 (July 26, 2018): 148–53.

From the explanation above, Writers are interested in doing research at MA Al-Ihsan. The reason for choosing MA Al - Ihsan is because: English subject teachers still need a React strategy to support the learning Process in the current pandemic era for the learning effectiveness process. Without the media, it causes students to experience many problems. Students feel bored while studying and sometimes feel lazy to write, even if they do not understand the material. Teachers have not found instructional materials that use suitable strategies for effective learning. Therefore, writer make instructional materials from learning strategies that attract students' attention and focus on learning.

The writer here develops Instructional Material with the REACT strategy for students so that they can develop students' writing skills using teaching materials that are assisted by a strategy. Based on the description above, the researcher was interested in conducting research with the title **“Developing Material Instruction of Critical Writing Using REACT Strategy”**

B. Identification of the Problem

Based on the background of the problem, it can be identified The issues that arise are as follows:

1. The development of instructional materials using the React strategy, which has not been utilized for both critical writing for students.
2. Instructional material using the react strategy, which has not been widely used by English teachers in students' critical writing.

C. Limitation of Problem

Based on the background of the problem and problem identification above, the problem being writer will be limited. This research is limited to developing instructional materials using the react strategy in writing as a good learning resource that MA teachers have not widely developed. This research focused on developing instructional material in students' critical writing using the REACT strategy, as a result of students' writing skills as a learning resource for MA class X.

D. Research Questions

1. How to develop instructional materials in critical writing for students using the REACT strategy?
2. What is the feasibility of the instructional material developed using the REACT strategy for grade X students?

E. Objectives of Study

Based on the formulation of the problem in this study, the objectives of this development research are:

1. Produce instructional material using five stages of strategy, namely REACT strategy for critical writing that can be used in student learning.
2. Validate the feasibility of instructional materials using the REACT strategy for student critical writing that can be used in student learning.

F. Significance of The Study

This study is very beneficial for the student, teacher, the school and for other Writer.

1. For the student

The benefit of this study are expected to be a source of learning for students so that they are more motivated and interested in Following the process of teaching and learning activities for class X students.

The benefit of this study are expected to develop flexibility further optimal student learning.

2. For Teachers

The benefits of research on the development of instructional materials using the REACT strategy are expected to be able to help teachers in carrying out English learning practical, efficient, and attractive.

3. For school

This product is expected to be input in improving students' skills in learning English well, as the goal of developing products to learn good critical writing.

4. For other Writers

The result of this study can be used for other Writer as one of the considerable resources of reading materials either to improve the knowledge in English or to Enrich the reference in writing thesis.

G. Product Specifications Developed

1. Instructional material developed according to the REACT strategy.
2. Instructional material designed to be used as a source of student learning uses the stages of the existing strategy.
3. Instructional material developed by utilizing five strategies.
4. Instructional materials are developed slowly in sequence so that students understand the lessons being taught
5. The display of instructional material is more attractive with easy-to-understand material and equipped with attractively designed strategies to encourage students to learn independently.

H. Previous Study

In this research, the writer found several topics that both explain the development of strategies using the REACT Strategy of all them

developing strategies for other learning such as mathematics, physics, science, some use writing skills but also use CTL and REACT strategy, with that's why I raised this title because all strategies in learning must be new, even this strategy is an interesting strategy has its own charm for students and students can enjoy learning.

There are several previous studies related to the topic of developing REACT strategy on students' writing skills. In this section, the Writer takes several earlier studies as references to review this research: First, the journal belonging to Abu Nawas. With the title, Contextual Teaching and Learning (CTL) Approach Through react strategies on improving the students. Explained that this research used the CTL method with the react strategy. This research uses a quantitative methodology with descriptive analysis. The results of this study were declared effective to improve students' writing skills.⁵

Second research by Anisa Aulia. The Effect of REACT Strategy (Relating, Experience, Applying, Cooperating, Transferring) on Student Learning Outcomes on Acids and Bases. This study aims to determine the effect of applying the REACT Strategy (Relating,

⁵ Abu Nawas, "Contextual Teaching and Learning (CTL) Approach through REACT Strategies on Improving the Students' Critical Thinking in Writing." Vol 7, No 17,2018.

Experiencing, Applying, Cooperating, Transferring) on student learning outcomes on Acids and Bases using Quasy Experimental design, Nonequivalent Control Group Design. The experimental and control groups were given an initial ability test before learning and a post-test after the learning process ended.⁶ This study indicates that the application of the REACT learning strategy (Relating, Experiencing, Applying, Cooperating, Transferring) has a positive influence on the learning outcomes of chemistry on Acids and Bases material.

Third research by Wiwik Sri Utami, Sumarmi, Nyoman Ruja, etc. The title REACT Relates, Experiencing, Applying, Cooperative, Transferring, strategy to develop Geography Skills. This research develops geography skills for students in secondary schools. The process here can bring a new atmosphere, and students are motivated to enrich learning experiences that enhance learning for better outcomes. This research is quasi-experimental research located at SMAN 15 Surabaya. The experimental class XI IIS 1.⁷ Results of the Application of the REACT strategy in Geography proven effective in developing

⁶ Anisa Aulia. Vol 10 No 1 (2020): JRPK - Chemical Education Research Journal, Volume 10 Number 1 (2020).

⁷ Wiwik Sri Utami et al., "REACT (Relating, Experiencing, Applying, Cooperative, Transferring) Strategy to Develop Geography Skills," Journal of Education and Practice 7, no. 17 (2016): 100–104.

Geography skills. This is indicated by the average score of Individuals skills in learning Geography is 84.33. The participation and response of students in learning are excellent.

Next, Research by Selvianiresa, D., and S. Prabawanto. Contextual Teaching and Learning Approach of Mathematics in Primary Schools. English learning that is based or themed and Transferring. English language skills with the CTL method help improve student learning activities. Teachers assess student learning activities as very useful. The Contextual Teaching and Learning (CTL) approach is an approach involving active students in the learning process to discover the concepts learned through to knowledge and experience of the students. This research examines how students connect mathematics with real life. Students can look between a conceptual to being educated with a concept that has never been studied. So that students can develop from mathematical connection ability. This research is similar to the REACT strategy, which makes learning in everyday life, but it is different if the REACT strategy goes through 5 stages, and this research method, The methodology is quasi-

experiment⁸ the result showed that CTL learning can be successful, when learning used a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas.

The last Research by Supriyadi, the title is Developing Teaching Material of Writing Scientific Paper Using Constructivism Approach. This research aims to develop teaching materials with a constructivism approach to improve students' skills in writing scientific papers. This study also aims to test the product's effectiveness in scientific work in-class writing learning process. The R2D2 development model is used in this study to achieve the research objectives. The R2D2 development model consists of four focuses: definition, design and development, effectiveness testing, and deployment. Product effectiveness test results shows that the learning process with product development teaching materials improve learning outcomes in writing scientific papers.

The conclusion that the writers can draw from the several journals above is that the writers' research has differences because the research that the writer studies to develop students' critical writing

⁸ D. Selvianiresa and S. Prabawanto, “*Contextual Teaching and Learning Approach of Mathematics in Primary Schools*,” in *Journal of Physics: Conference Series*, vol. 895 (Institute of Physics Publishing, 2017). 2.

skills uses teaching materials and uses the REACT strategy. The writers use the research and development method here, while the above journals use quantitative methods such as quasi-experimental.

The similarity of the four previous studies is that they both discuss the REACT strategy in learning in schools that apply five strategies. So, what is discussed in the previous research is a continuation of what will be discussed in the next chapter of this thesis.

I. Organization of Writing

This paper consists of one discussion chapter:

The first chapter discuss about an introduction that introduction background of study, Identification of the Problem, limitation of problem, research questions, objectives of study, significance of the study, product specifications developed, previous study, organization writing.

The second chapter is a theoretical Foundation that includes, Definition Writing, Critical Writing, how to write critically, assessment of writing, definition of instructional materials, learning module, descriptive text, definition of REACT Strategy, REACT Strategies, Steps Strategy REACT, conceptual framework, product hypothesis.

The third chapter is the research methodology of research including is research method, research design, place of the research, population sample, collecting data.

The fourth chapter is results and discussion, which discusses the description of product, media creation process, description of expert validation results, description of result trials, the effectiveness of module and discussion of research results at MA AL-Ihsan.

The fifth chapter is closing, which includes conclusion, implication and suggestion.