

Development of Teaching Materials Writing Descriptive Response Text Based On Local Culture of Students Class X High School 1 Kutacane

Umi Prihastuti

(Postgraduate, Muslim University of Nusantara, Medan, Indonesia)

Abstract: *The development of teaching materials in accordance with the curriculum and the needs of students is very important for achievement in an education. Indonesian Language Learning in 2013 Curriculum is text based learning. One of them is the description response text, which is a text based on the description of what is seen and felt. The need for the development of teaching materials, so that the availability of teaching materials is in accordance with students' needs, curriculum demands, target characteristics, and learning problem solving demands. The purpose of this study is the design of teaching materials based on local culture. Describe the validation by the expert test on the use of teaching materials developed based on local culture. Describing the results of the trial of the effectiveness of the use of teaching materials to write descriptive text responses based on local culture. The method used in this study is the development method (Research and Development / R & D) by using three stages: (1) preliminary study stages, (2) development study phase, and (3) evaluation phase to test the effectiveness of the implementation of old teaching materials with materials teach new. The results obtained from this study are as follows: First, the development of module teaching materials is done by determining the title, purpose, selection of materials, compilation of frameworks, and collection of materials relevant to the material in writing descriptive response text. Secondly, the validation test on the module writing text descriptive responses based on local culture was carried out by expert lecturers and two teachers in Indonesian language studies. Validation carried out by expert lecturers includes aspects of content / material, presentation, language, and graphics. The first validation, there were still many shortcomings and revisions were needed. Stage two validation gets better results than validation in the first stage. While the validation carried out by two Indonesian teachers was obtained from the accumulation of the average score of the two Indonesian teachers with the "good" category. Third, the trial of product effectiveness was carried out in 3 ways, namely individual trials (3 students), small group trials (10 students), and limited group trials (30 students). The results of the assessment conducted by students on the four aspects showed that the module writing descriptive response texts based on Kutacane local culture was very acceptable to students.*

Keywords: *Development of Teaching Materials, Text of Descriptive Responses, Local Culture*

Date of Submission: 11-11-2019

Date of acceptance: 27-11-2019

I. Introduction

Indonesian language learning material has an important role in education, because through Indonesian language learning students will learn to listen, speak, read, and write as four language skills (Tarigan 2008: 1). Among these four skills, writing is the highest level of skill because to be able to write must pass three other language skills.

In this modern era writing skills are needed, it can be said that writing skills are a characteristic of educated people or educated people because language skills, especially writing, are acquired and mastered by practice and practice. Writing is an activity to express one's thoughts, ideas, and feelings expressed in written language.

The curriculum that has been in the spotlight in recent years is the 2013 curriculum. 2013 curriculum has its own characteristics compared to the previous curriculum, which emphasizes text-based learning (Kemendikbud, 2013: 2). The text has two main elements, namely the format of the language and the context of the situation. The context of this situation includes the social context and the cultural context of the language spoken by the language in which the text is produced.

2013 curriculum based on text can actually be used as a great opportunity for educators, especially teachers, to be able to develop and compile quality and varied teaching materials, but still maintain the basic aspects of the 2013 curriculum. With text-based learning will always focus on texts . Students are required to actively observe, ask, reason, try, and communicate matters relating to the material to be studied. Those texts

will be able to be a great opportunity that can be used by educators especially teachers to develop quality teaching materials and be able to instill local cultural values.

Texts that are taught in Indonesian language learning vary but one of them is the description response text. Text description is a writing strategy that is intended to describe "something" so that the reader can feel what the author feels (Kalidjernih, 2010: 24). In RPP learning to write a description response text is found in KD 4.2. The activities of students in this learning process are writing or compiling a description response text.

The results of the research study showed that descriptive text teaching material in textbooks used was limited and not contextual. Textbooks and syllabi provided by the center cannot possibly display all Indonesian culture. Therefore, the descriptive text in the textbook only addresses a few cultures so that it is not in accordance with the culture in each region. To overcome the limitations of teaching materials in this textbook, the role of the teacher is needed in developing teaching materials because teachers are given the freedom to develop syllabi and teaching materials. However, not all teachers want and are able to develop teaching materials as expected.

Based on the results of interviews conducted by researchers with Indonesian language teachers at Kutacane 1 Public High School, the fundamental problem faced in learning Indonesian is the limited teaching materials available in textbooks. The teaching material about descriptive text in the textbook is very little so the teacher must be more creative in providing teaching material that is interesting for students because students often feel bored when learning Indonesian. Dealing with the limitations of teaching materials, Indonesian language teachers try to encourage students to find their own teaching material from various sources. However, many students complain and find it difficult to find teaching materials so that students wait for the teaching material prepared by the teacher when teaching, while the teacher finds it difficult to compile teaching materials.

While the results of the interviews that researchers did with class X students of Kutacane 1 State High School who were studying Indonesian language showed that students found it difficult to understand and compile a descriptive response text if they used teaching material in the textbook because it was not in accordance with the culture they knew in their area so they compile a description response text with the same title as in the textbook. This means that non-contextual learning results in students not being able to express their experiences. According to Nurhadi (in Nurjaya, 2013: 126) contextual learning is a learning concept that helps teachers associate the material they teach with the real-world situation of students and encourage students to make connections between the knowledge they have with their application in their lives as family members and society. If the teaching material used by the teacher is not in accordance with the real world of students, the teacher must be creative in linking learning to suit the real-world situation of students. In addition, teaching materials in textbooks are limited so the range is too narrow. This has resulted in many students composing descriptive response texts that are similar to the examples in textbooks when assigned to compile a descriptive response text.

Teaching materials have a contribution in the effort to cultivate local cultural values. Teaching material is everything that is used by the teacher to facilitate learning, in this case learning understands the text of descriptive responses.

Celce-Murcia (in Ermadwicitawati, 2010: 41) more explicitly reveals that teaching material is the most important thing in learning. The Murcia statement indicates that the teacher has a very important role to choose or compile teaching material.

Tomlison (in Ermadwicitawati, 2014: 31) states that teachers should associate the choice of teaching material with the needs and interests of students and provide assignments to students that relate to their daily lives. Thus, students will feel what they learn has to do with their lives and is useful. This means that teaching material must be contextual.

Through teaching materials on descriptive text based on local culture students will find information about their local culture. Students should know the culture in their respective regions before getting to know the wider Indonesian culture. By developing teaching materials for writing descriptive texts based on local culture, it is expected that learning to write descriptive texts is more varied, creative, and attracts students to be active in learning, and can shape the personality of students who love local culture.

Seeing the fact that the younger generation, especially high school students today who prefer things that are practical. Traditional art which in ancient times became a daily activity, nowadays very rarely we see high school students playing traditional games. Therefore, it is very important to explore and qualify the basic values contained in traditional arts to shape the character of high school students.

In line with the statement delivered by M.Nuh, Observer of Culture and Religion, Ketut Sumadi stated that:

The role of educational institutions is very important in teaching procedures for defining oneself in cultural diversity. Moreover, Indonesia consists of many different tribes, religions and cultures. The process of strengthening the nation's cultural roots through educational institutions is important because people can realize that a friendly and tolerant national identity is a historical reality that must be maintained. Thus, perpetuation of ideology of violence and derogatory stigma against other cultures is understood as a form of denial of national

identity. Facing these relations, local culture-based education is seen as a smart solution to produce students who have superior personalities and uphold cultural values as a whole.

The Ministry of Education and Culture (2013) stated more firmly that the objectives of learning would be maximally achieved by the approach of local culture, customs and wisdom that grew and developed in the community. Through these efforts it is expected that various local cultures in the community can be maintained. In addition, the cultivation of local cultural values in students is useful so that students can absorb, understand, and preserve then apply these cultural values in daily life.

The statement above further strengthens the importance of integrating local culture in the curriculum. Efforts to improve the curriculum should pay attention to the value of local culture. The integration of local culture in the curriculum will guide the personal development of creative learners so that they can choose existing cultural values, then apply them to daily life.

Considering the teaching material to write a descriptive response text used by Kutacane 1 State High School is limited and not contextual, the effort to develop teaching material to write descriptive text is important. If the problem is not found a solution to the solution, it is feared that the learning objectives will not be achieved properly and will have implications for low quality graduates.

Given the wide scope of local culture, this study focuses teaching material on the local culture of the traditional musical instrument "Canang" because it matches the background of students. Traditional musical instrument "Canang" is a musical instrument from the brass like a small gong. This research is entitled "Development of Teaching Materials for Writing Descriptive Response Texts for Local Culture for Class X Students of Kutacane 1 Public High School".

II. Method

The method used in this study is the development method (Research and Development / R & D). "Development method is a method used to produce certain products and test the effectiveness of the product." (Sugiyono, 2007: 407). This research method is based on the adaptation of the procedure proposed (Sugiyono, 2007: 408-427) and Borg & Gall (1979: 623-644).

This study uses three stages: (1) preliminary study stages, namely literature studies and field studies (2) the development study phase, starting from the analysis of teaching materials, the design of the initial product (prototype) the development of teaching materials to thematic teaching materials; and (3) evaluation phase to test the effectiveness of the implementation of old teaching materials (currently used by teachers) compared to new teaching materials (product researchers) and conduct evaluations to test the feasibility of new teaching materials.

This study uses three approaches, namely; (1) responses to prospective user of instructional materials (focus group discussion / FGD) were held at the beginning through interviews and discussions with informants about the trial plan and at the end to see the results of the trial and consolidation; (2) the qualitative approach is used for the first (initial) trial and trial II (main) for the development of prototype models into teaching materials with a thematic approach; and (3) a quantitative research approach is used for experimental models that have been produced to test the effectiveness of thematic teaching materials compared to teaching materials used (long) and the feasibility study of thematic (new) teaching materials. Considering the limited time in the study, the test data on the effectiveness of teaching materials was carried out by processing the data obtained from the main test both pretest and posttest.

III. Result

In the module writing descriptive response text based on local culture, the average score of the content / material eligibility obtained from expert lecturers was 4.39 with the category "very good", while the average score obtained from the two Indonesian language teachers was 3,78 with the "good" category. In addition, a limited trial of 30 students gave an assessment of the content aspect of 4.34 with the "very good" category. Of the three values, an average score of 4.17 was obtained with a percentage of 83.4%. Thus, the module writes a descriptive response text based on local culture on the aspect of content / material declared feasible.

The average score on the presentation aspect of the expert lecturer was 4.67 with the category "very good", while the average score obtained from the assessment of the two Indonesian Language teachers was 3.67 with the "good" category. In addition, the average score obtained from 30 students was 4.34 with the "very good" category. The three scores from expert lecturers, two Indonesian teachers, and 30 students were then accumulated and produced an average score of 4.22 with a percentage of eligibility of 84.4% in the "very good" category. Thus, the module writes descriptive text responses based on local culture on aspects of presentation that are declared very feasible.

In the aspect of language, the average score obtained from expert lecturers was 4.50 with the category "very good", while the average score obtained from two Indonesian teachers was 4.00 with the "good" category. In addition, the average score obtained from 30 students was 4.41 with the category "very good". The three

scores are then accumulated to 4.30 with a feasibility percentage of 86.0%. Thus, the text writing module for descriptive declarations on aspects of language is considered very feasible.

The graphic aspect in the module writing descriptive response text obtained an average score of expert lecturers of 4.64 with the category "very good", while the average score obtained from two Indonesian teachers was 4.14 with the "good" category. In addition, the average score obtained from 30 students was 4.38 with the "very good" category. Of the three scores, it was accumulated to 4.38 with a percentage of eligibility of 87.6%. Thus, the graphic aspect of the module writing descriptive text is very feasible.

IV. Conclusion

First, the module writing descriptive response texts based on local culture was developed through three stages, namely: (1) preliminary study stages; (2) the development study phase, starting from the analysis of teaching materials, the design of the initial product (prototype) the development of teaching materials, product revitalization, to thematic teaching materials; and (3) evaluation phase to test the effectiveness of the implementation of new teaching materials (product researchers) and conduct evaluations to test the feasibility of teaching materials. The development of module teaching materials is done by determining the title, purpose, selection of materials, compilation of frameworks, and collection of materials relevant to the material in writing descriptive response texts. In addition, to assess the feasibility of the products being developed, validation tests were conducted involving expert lecturers, and Indonesian teachers, as well as limited student trials. Assessment of the feasibility of this module includes 4 aspects, namely aspects of content / material, presentation, language, and graphics.

Secondly, the validation test on the module writing text descriptive responses based on local culture was carried out by expert lecturers and two teachers in Indonesian language studies. Validation carried out by expert lecturers includes aspects of content / material, presentation, language, and graphics. In the first validation, there were still many errors found in every aspect of assessment and revisions were needed. This is evidenced by the results of the average score from all aspects that are categorized as "enough". Stage two validation results better than validation carried out in the first stage. There is a significant increase in every aspect. This can be proven by the average score of all aspects that get the category of "very good". While the validation carried out by two Indonesian teachers was obtained from the accumulation of the average score of the two Indonesian teachers in the "good" category.

Third, the trial of product effectiveness was carried out in 3 ways, namely individual trials (3 students), small group trials (10 students), and limited group trials (30 students). Aspects assessed consist of aspects of content / material, presentation, language and graphics. The results of the assessment conducted by students on the four aspects showed that the module writing descriptive response texts based on Kutacane local culture was very acceptable to students. This is evidenced by the score obtained from the limited trial of students who are in the "very good" category.

References

- [1]. Borg, Walter & Gall, Meredith Damien. 1979. Educational Research. New York: Longman.
- [2]. Brown, H. Douglas. 2002. Principles of Language Learning and Teaching: Fourth Edition. New York: Addison Wesley Longman, Inc. Pearson Education Company.
- [3]. Cunningsworth, Alan. 1995. Choosing Your Course-Book. Offord: Heineman.
- [4]. Dalman. 2015. Writing skills. Jakarta: PT Raja Grafindo Persada.
- [5]. Ministry of National Education. 2008. Guide to the Development of Teaching Materials. Jakarta: Ministry of National Education Directorate General of Primary and Secondary Education Management Directorate of High School Development.
- [6]. Ermadwicitawati Ni Made. 2013. Development of Teaching Materials for the Story of Children Containing Character Education in Learning to Read the Story of Class VII Middle School Children in Singaraja, Thesis. Singaraja: Undiksha Postgraduate Program.
- [7]. Ministry of Education and Culture. 2013. Indonesian Language Teachers' Book of Knowledge. Jakarta: Ministry of Education and Culture.
- [8]. Keraf, Gorys. 1982. Exposition and Description. Ende-Flores: Nusa Indah.
- [9]. Koentjaraningrat. 1985. Introduction to Anthropology. Jakarta: New Script.
- [10]. Mahsun. 2014. Text in Indonesian Language Learning 2013 Curriculum. Jakarta: Raja Grafindo Persada.
- [11]. Majid, Abdul. 2007. Learning Planning. Bandung: PT. Teen Rosdakarya.
- [12]. Miles, B. Mathew and Michael Huberman. 1992. Qualitative Data Analysis Source Book About New Methods. Jakarta: UIP.
- [13]. Parera, Jos Daniel. 1993. Educational Linguistics. Jakarta: Erlangga.
- [14]. Rafael Raga Maran. 1995. Human and Culture in the Basic Cultural Perspective. Jakarta: Rineka Cipta.
- [15]. Rohani, Ahmad and Abu Ahmadi. 1990. Management of Teaching. Jakarta: Rineka Cipta.
- [16]. Rosidi, Imron. 2009. Writing Who is Afraid. Yogyakarta: Kanisius.
- [17]. Regards. 2007. Development of Teaching Materials. Paper presented in Upgrading High School Indonesian Teachers in South Sulawesi: Ujung Pandang.
- [18]. Smith, F. 1996. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. New York: Holt, Rinehart and Winston.
- [19]. Sugiyono. 2007. Educational Research Methods Quantitative, Qualitative and R & D Approaches. Bandung: Alfabeta.
- [20]. Tarigan, Henry Guntur (2008). Writing as a language skill. Bandung: Space.
- [21]. Tomlinson, Brian. (ed). 1998. Materials Development in Language Teaching. Cambridge: CUP.
- [22]. Trianto. (2005). Designing Innovative-Progressive Learning Models. Jakarta: Prenada Media Group.