



Learning Materials Development on Descriptive Texts Based on Local Culture as Learning at Junior High School



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Abstract

Education based on culture could be a smart solution to producing learners with good personality and respecting on their own cultural value. The purpose of this study is to describing the teaching materials problems and it needs of local culture-based descriptive texts, and designing learning materials texts based on textual product descriptions of local culture. This research used Revees research model. The data was collected through observation, interview and questionnaire. The results of this study indicate: (1) the problem in learning process on writing text materials is hard to be understood, students intresting to read is poor, student is quickly bord by giving descriptive texts materials about national culture, they tend so hard to amagening other people culture that is described as well the analysis of learning particular materials need about writting skills shows that Indonesian language teacher knows the the materials, but they never to make it (2) learning materials design on descriptive text based on local cultures-based textual description of textual materials comprising cover, introduction, table of contents, list of images, usage instructions, concept maps, activities study, summary, glossary and bibliography. The design of the developed materials is in line with the 2013 curriculum and the material developed can make it easier for students to understand their local culture.

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1. Introduction

Indonesia is famous for its cultural diverse, so cultural-based education has been incorporated in a rule of Republic of Indonesia Number 20 in 2003 on National Education System. Chapter I, Article 1 paragraph 16 of the law expressly states that community-based education is the implementation of education based on religious, social,

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cultural, aspirational, and social potential as the realization of education from, by and for society. Local culture-based education as a smart solution in producing learners who have superior personality and uphold cultural values.

The debating on educational issues is never has ended so that the changing made by the government in order to fix the existing problems ranging from curriculum changes to improving the teachers quality. Curriculum changes in the spotlight over the last few years is the 2013 curriculum. The 2013 curriculum has its own peculiarity compared to the previous curriculum, which emphasizes text-based learning. The text-based curriculum of 2013, in fact, can be a great opportunity for educators, especially teachers to be able developing teaching materials quality and varied, but still, maintain the basic aspects of the curriculum 2013.

However, such ideal demands are not fully reflected in learning. The researchers' analysis shows that children are not playing traditional games, they prefer mobile phone game by download it. The longer this situation can make local culture extinction. Furthermore, the text of descriptive text used on the textbook 2013 curriculum is limited and was not contextual. Textbooks and syllabuses provided by the government are unlikely to showcase the entire culture of Indonesia. Therefore, descriptive text in the textbook only discusses some cultures so that it is not appropriate to the culture in each region. To solving this teaching materials problem, the role of teachers is needed in developing teaching materials because teachers are given the freedom to do it. Revising the materials is needed to refining it to be more effective and interesting. However, not all teachers are willing and able to develop teaching materials as expected. Descriptive text used by teachers as teaching materials listed in the Indonesian textbooks Curriculum 2013 such as colossal dance, dance tor, Betawi culture, etc. Judging from some descriptive text titles contained in students' textbook that the teaching materials are very limited and not contextual. The non-contextual descriptive text materials making it difficult to be understood by the students to comprehend the descriptive text used as a model, whereas the main purpose of writing descriptive text is to provide detail about the object so that the reader seems to come to see, hear, feel, or experience what was described. Learners will have difficulty seeing, hearing, tasting, and experiencing what is described if they do not know the object are described. This makes learning less contextual so students are not able to express their experience.

The development of teaching materials descriptive text is important. If there is no solution to the problem, it makes the learning objectives will not be achieved well and will produce low-quality graduates. By using descriptive text teaching materials based on local culture, the students will find information about their own local culture. They will recognize the existing culture in their respective areas before getting to know the wider Indonesian culture. The local culture by means here is the culture of Bima that is owned by Bimanese people who inhabit Bima and Kota Bima. The uniqueness of this culture by comparing with other and has its own distinctive characteristics, especially in the language, custom clothing, custom homes, and art. The culture of Bima has a long history so that the need to introduce the culture of Bima from the early to the younger generation. The culture of Bima is the identity of the people of Bima. In preserving the most effective local culture through education. The realization of a society that always improve the better culture in the future, then the education itself will be better. With the development of teaching materials to write a descriptive text based on local culture was expected to be more varied, creative, and attract students to be active in learning, and can form the personality of students who love the local culture.

Teaching materials development of descriptive text based on local culture by using learning theory as a foundation in writing teaching materials. Learning theory based on the flow of behaviorism, cognitivism, and constructivism can be applied in the writing of teaching materials descriptive text based on local culture. Thus, the use of these three learning theories in developing the material of each competency, need to pay attention and apply learning theory to make it easier for students to understand the lesson.

According to the problem, the foothold of theory and the results of previous research, this research needs to be done to create effective learning by utilizing the local culture as the material sources. Given the wide scope of the local culture, this study focuses on the teaching-learning materials of local culture of Bima because it is in line with the students' background, while the descriptive text created as a textual materials is in the form of explanatory description text because the researcher described the object without any specific suggestions to the reader. Based on the description above then the formulation of the problem in this study are as follows, namely: How teaching materials problems and needs on descriptive text based on local culture as a supplement learning Indonesian class VII SMP? And How to design a product of teaching materials of descriptive text based on local culture as a supplement of Indonesian class VII junior high school? The purpose of this research is to describe the problem and the need of teaching materials of descriptive texts based on local culture as learning to assist of VII grade SMP and get the product design of teaching materials of descriptive text based on local culture as a supplement of Indonesian VII class. The benefits of the results of this study are expected to be applied in the learning process. So that, in the end, give progressive contribution to the development of teaching materials based on the localization

*Theoretical Framework**1.1 The teaching materials development*

The presentation of the teaching materials development consists of explanations regarding the concept of development, the concept of teaching materials and the preparation of teaching materials.

a. Development Concepts

Borg and Gall (Sugiyono, 2016: 28), says that planning and research development, trying to develop knowledge systematically based on data from practice. This means that through this research method will be developed science based on the application of certain products in helping to increase work productivity. According to Gay (Navelmagelep, 2012) development research is an attempt to develop an effective product for school use, and not to test the theory. Meanwhile, according to Tessmer and Richey (Setyosari, 2015: 281) development may focus on not only needs analysis but also issues of early analysis, such as contextual analysis.

Based on some opinions above it can be concluded that research developing is a product learning development or refining existing products or procedures new systematically based on industries that use research findings that can be accounted empirically and not formulate or review the theory.

b. The concept of teaching materials

According to the National Center for Competency-Based Training (Prastowo, 2015: 16), teaching materials are all forms of materials used to assist teachers or instructors in implementing the learning process. Harvest (Prastowo, 2015: 17) reveals that teaching materials are materials or subject matter that is arranged systematically, which used teachers and learners in the learning process. Directorate of High School Development (Rusyanti, 2014), understanding of teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities. The material in question can be either written materials or unwritten materials. Meanwhile, according to Ahmad Sudrajad (Krisma, 2014), teaching materials is a set of materials that are arranged systematically written or not so as to create an environment/atmosphere that allows students to learn.

Based on the above definitions, teaching materials can be defined as a set of facts, concepts, principles, procedures, skills, information, tools, texts, attitudes or values and generalizations designed specifically to facilitate learning. The teaching materials developed in this thesis are textbooks.

c. Steps of Preparation of Teaching Materials

Development of teaching materials needs to be done because of the limitations of teaching materials. The preparation of teaching materials has important steps that include: analysis of teaching materials needs, understanding of learning resource selection criteria, compiling teaching material maps, understanding the structure of instructional materials, and compilation of teaching materials based on the structure of each form of teaching materials (Prastowo, 2015: 49-73).

1. Conducting Needs Analysis of Teaching Materials

The analysis of instructional material needs is an initial process undertaken to compile teaching materials. In it consists of stages, namely the analysis of the curriculum, analysis of learning resources, and the determination of the type and title of teaching materials. The whole process becomes an integral part of an inseparable learning process.

- The first step; Analyzing the Curriculum

This first step is shown to determine the competence that requires in teaching materials. It was expected to make learners will able to master the competence that has been determined. to achieve that, we must learn five things: (1) standard of competence, (2) basic competence, (3) indicators of achievement of learning outcomes, (4) subject matter, (5) learning experience.

- Step Two; Analyzing Learning Resources

Learning resources are everything (things, data, facts, ideas, people, etc.) that can lead to learning (Pratowo, 2015: 31). Meanwhile, according to Association Educational Communication and Technology (Hidayah, 2013) states that the source of learning is all good sources of data, people and certain forms that students can use in learning, either separately or combined so as to facilitate students in achieving learning goals.

According to the opinion above can be concluded, the source of learning is everything that comes from outside a person to be presented to learners and must be processed in advance so as to enable the learning

process. The criteria of the learning resources analysis are based on availability, conformity, and ease of use. The trick is to inventory the availability of learning resources associated with needs.

2. Availability

The availability criteria pertain to the presence or absence of learning resources around us. Keep learning resources that we use practically and economically (already around the learners), so it is easy to provide it.

- Third step; Selecting and Specifying the Teaching Materials

Steps in determining and creating teaching materials that suit the needs and fit with the basic competencies to be achieved by learners; as well as establishing the type and form of teaching materials based on curriculum analysis and material source analysis. In connection with the selection of teaching materials, there are three principles that can be used as guidelines namely the principle of relevance, consistent principles, and principles of adequacy. In addition, [Arif & Napitupulu \(Prastowo, 2015: 59\)](#) added that there are four important things to consider in selecting the form of teaching materials, namely the needs and the level of initial ability of learners who become the target of learning, place and circumstance in which teaching materials will be used, methods of application and explanation, as well as the cost of process and production as well as the tools used to produce teaching materials.

In the process of selecting teaching materials, in addition to these three principles, there are several steps to select the teaching materials that we also need to understand and make as a grip, such as the following:

- a) Identify the aspects contained in the competency standards and basic competencies that reference or selection of teaching materials, whether cognitive, psychomotor, or effective aspects.
- b) Identify the types of teaching materials, whether including cognitive aspects (facts, concepts, principles, or procedures), effective, or motor.
- c) Selecting teaching materials that are relevant or relevant to the identified competency standards and basic competencies.

3. Understanding Selection Criteria of Learning Resources

Selection or selection efforts on various learning resources. This selection is based on consideration of conformity with predetermined learning objectives. To simplify the process of selecting this learning resource, there are two criteria we can use in the selection of learning resources, namely general criteria and specific criteria ([Prasbowo, 2015: 61](#)).

a) General criteria

The criteria in the selection of learning resources generally include the following four items.

- Economical, meaning the source of learning is not expensive. With an affordable price, all walks of life will be able to source this learning.
- Practical and simple, meaning learning resources do not require service or difficult side procurement and step.
- Easy to obtain, which means learning resources close and easy to find.
- Flexible, meaning learning resources can be utilized for various learning purposes, or in other compatible terms.

b) Special Criteria

Specifically, the criteria that we should consider in the selection of learning resources are as follows.

- Learning resources can motivate learners in learning.
- Learning resources for teaching purposes. that is, selected learning resources should support teaching and learning activities are held.
- Learning resources for research. That is, the chosen learning resources should be observable, analyzed, recorded carefully, and so on.
- Learning resources to solve problems. That is, the chosen learning resources should be able to overcome the problem learners learn faced in teaching and learning activities.
- Learning resources for presentation. That is, the chosen learning resource should be able to function as a tool, method, or messaging strategy.

By using some of these criteria, the process of selecting learning resources becomes easier, effective, and efficient. Selected learning sources also become more appropriate and aligned with the needs. In addition, the learning resources determined are also more efficient especially in improving the quality of learning.

1. The Preparation of Teaching Materials Mapping

According to Diknas (Pratowo, 2015: 63), there are at least three uses for the preparation of the map of teaching materials needs, namely to know a number of teaching materials that must be written, know the sequence of teaching materials, and determine the nature of the teaching materials.

2. Understanding the Teaching Materials Structure

Teaching materials consist of an arrangement of parts that are then combined, so it becomes a whole building worth mentioning the teaching materials. The composition or building of teaching materials is what is meant by the structure of teaching materials. There are seven components in each teaching material (Prastowo, 2015: 65) i.e.

a. Title

Titles must be grounded in basic competence or subject matter that must be achieved by learners.

b. Study instructions

This component includes the instructions for learners. In it explained about how educators should teach the materials as well they should learn the materials.

c. Basic competence or subject matter

The meaning of this component is the competence to be achieved by students. As educators, we must explain and embed in the teaching materials we compile with the standard competence, basic competence, and indicators of learning achievement outcomes that must be mastered by the learners to make the goal of learning could be achieved by them.

d. Supporting information

Supporting information is a variety of additional information that can complement the teaching materials so that learners will be easier to master the knowledge they will get. In addition, the knowledge obtained by learners will be more comprehensive.

e. Exercise

An exercise component is a form of the assignment given to training the learner's skill after learning the materials. Thus, the ability that they learn will be more felt and mastered maturely.

f. Worksheets

The worksheet is a single sheet or multiple worksheets that contain a number of procedural steps on how to carry out certain actions or activities that learners should do with practice and so on.

g. Evaluation

The final component is a part of the assessment process. It is because, in this stage, there are a number of questions addressed to learners to measure how far the mastery of competence that they successfully mastered after following the learning process. Thus, we can understand the effectiveness of teaching materials that we make or the process of learning that we organize in general. If there are still many learners who have not mastered yet; hence, the improvement and the perfection of learning activities are needed.

3. Preparation Techniques of Teaching Materials

In the preparation techniques of teaching materials, there are some provisions that we should make as the guideline, including the following:

a. The title or the materials are presented should reflect the basic competence or subject matter that must be achieved by the learners.

b. To make the teaching materials, there are six things that need to be understood, as cited in Steffen & Ballstaedt (Kasimbar, 2010), namely:

1) The structure of the appearance is clear and interesting. It should be arranged in an easy sequence, a short title, a table of contents, a clear cognitive structure, and a summary and reading assignment.

2) Easy language. The flow of vocabulary, the clarification of the sentence, and the clarity of the intercostal relationship, and the sentences used are not long.

3) Ability to test comprehension. This is related to judging the person or checklist for understanding.

4) The presence of stimulants. This concerns whether or not the teaching material is seen, the writing, encouraging the reader to think, and testing the stimulant.

5) Readability. In this case, the letters used should not be too small and easy to read. In addition, the text sequence should also be structured and easy to read.

6) Instructional materials. This involves selection of texts, review materials, and worksheets.

Based on the opinions and concepts above, teaching materials development which is referred to in this study is to produce learning products in the form of books to help learning process established more effectively.

1.2 Descriptive Text Based on Local Culture

The explanation of descriptive text based on local culture consists of explanations related to the concept of descriptive text and concept of local culture.

a. The Concept of Descriptive Text

Descriptive text is a writing that mentions the characteristics of an object as a whole, clear, and systematic. [Tompkins in Zainurrahman \(2011: 45\)](#) mentions that descriptive writing is a writing that seems "to paint a picture by using words." In other words, descriptive text is used to describe situation and character of the object comprehensively, by relying on vocabulary. In a broad sense, the description, as described by [Kane in Danu \(2013\)](#) is the sensory experience of how things are seen, heard and felt.

Finally, it can be concluded that descriptive text is a text that contains the description of a particular object or event in a description sentence. The reader can see, listen, and sense things conveyed through the text.

b. The Concept of Local Culture

According to Hassan, culture is the whole result of a human life that contains the actions of society and fellow human beings as members of society which is intelligence, belief, art, moral, law, customs, etc. ([Pidarta, 2013: 167](#)). [While Kneller in Pidarta \(2013: 167\)](#) says that culture is a way of life that has been developed by members of the community. Thus, based on the definition of culture above, it can be concluded all the way of life of society is created by humans themselves.

The concept of local culture, moreover, according to [Judistira in Nuraeni & Alfian \(2012: 64\)](#), is complementing regional culture: essential parts in the formation of national culture. The local culture, in summary, is a culture that is within the region, which has a certain characteristic, which deserves to be preserved and protected.

As an overall definition, we can conclude that local culture-based descriptive text in this study is the text depicting local culture (dances, tourist attractions, and community habits) as the source of teaching materials product that will be created. The source of descriptive text in this study is the local culture of Bima community.

1.3 Indonesian Language Learning

Learning is an effort to create learning activity's condition to occur. Sadiman defines learning as a planned effort in the manipulation of learning resources in order to deliver to the students ([Komsiyah, 2012: 4](#)). The role of teachers in the learning process is making an instructional design, conducting teaching and learning activities, evaluating learning outcomes in the form of teaching impact ([Dimiyati & Mudjiono, 2013: 5](#)). Then, learning Indonesian, mainly in the classroom, passes several stages such as planning, implementation, and evaluation. Explanation of each stage in learning Indonesian will be described in the following section.

a. Lesson Plan

There are several terms of planning that are different from each other. [Cunningham in Uno \(2014: 82\)](#) argues that planning is the selection and the linking of knowledge, facts, imaginations, and assumptions for the future to visualize and formulate desired outcomes, the sequence of activities required, and behavior within acceptable limits which will be used incompletion. The plan by mean here emphasizes the effort of selecting and relating something to the interesting of future and efforts to achieve it. On the other hand, the plan was defined as a way to adapt and balance change ([Uno, 2014: 83](#)). Based on that definition, there is an assumption that change always takes place. The change that occurs outside of learning organization does not have much difference than the change happening to the organization; the organization does not experience any disruption. As a result, the meaning of the planning here is an attempt to change the organization aligning with its changing environment. Essentially, the two definitions of planning have a similar meaning: similarly expecting to discover and achieve forms implemented; however, the first does not state explicitly about the form sought due to change ideally.

Based on the definition above, planning can be concluded as a satisfactory way to make teaching and learning activities work well, accompanied by various anticipatory steps in order to minimize the gap occurring so that predetermined goal can be reached.

Moreover, according to [Degeng in Uno \(2011: 2\)](#), learning or teaching is the effort to make students learn. In sense of teaching, implicitly, there are some activities of choosing, establishing, and developing methods to achieve desired teaching outcomes. The selection, the determination and the development of this method are based on existing teaching condition. In the case of learning, on the other hand, these activities have tight essential relation to planning or designing (design) as the effort of teaching students. Consequently, the students do not only interact with a teacher as the learning resource, but they also interact with overall learning resources which can be used in order to achieve objectives of the learning process. To achieve those, there are some preparations contained in the planning which should be followed such as preparing teaching plan (RPP), teaching materials, teaching media.

b. Learning Implementation

Learning implementation is a systematic process, which each of its components decides children's success. The implementation of learning is a part of the sustainable planning stages which have been prepared.

c. Learning Evaluation

[Davies in Dimiyati and Mudjiono \(2013:190\)](#) argues that evaluation is a simple process of assigning a value to a number of goals, activities, decisions, performance, processes, people, objects, and many others. The definition of evaluation is further reinforced by [Nana Nurkancana \(Dimiyati & Mudjiono, 2006: 190\)](#), with constraints as a process of determining the value to a particular object based on a certain criterion. While in general, evaluation can be interpreted as a systematic process to determine the value of something (objectives, activities, decisions, performance, processes, people, objects, etc.) based on certain criteria through assessment. To determine the value of something by comparing it with the criterion, the evaluator can directly compare with the criteria or make a measurement of the thing evaluated and then compare with the criteria. Thus, evaluation is not always through the process of assessing but can also be a direct evaluation through assessment lonely.

Learning evaluation is the process to determine service, value or benefit to learning activities through assessment or measurement. The evaluation has function and purpose, target, and specific procedure. Generally, the function and the purpose of learning evaluation is oriented towards the development of learning and accreditation. The learning objectives are focused on the objectives of learning, the dynamics of learning, the management of learning, and the curriculum. Learning evaluation procedure generally consists of five preparatory stages, such as preparation of design, preparation of instruments, data collection, data analysis, and preparation of evaluation reports of learning. A professional teacher can perform, in this place, as a learning evaluator.

Based on the above opinions and concepts, evaluation, as a conclusion, is the process of assessing process and learning outcome which have been traversed in order to discover increase of students' competence, behavioral change, learning progress and to evaluate the next learning process.

1.4 Theoretical Concept

There are various theories used in this study in explaining and supporting the suitability of teaching materials of descriptive text based on local culture among others.

a. Behaviorism

The behavioral theory argues that learning is a change of persistent behavior as a result of experience ([Sitepu, 2015: 71](#)). The emphasis of this theory is real and measure behavioral change, while the experience is the process of giving stimuli (stimulus) of learning process and response (responses) from what is learned.

According to the behaviorism theory ([Komsiyah, 2012: 35](#)), humans are strongly influenced by events in their environment that will provide learning experiences. This theory emphasizes what can be seen is behavior, not paying attention to what happens in the human mind. In other words more emphasis on the outcome of the learning process. Behaviorism emphasizes objective behavior, empirical (real), concrete, and observable.

b. Cognitivism

This theory assumes that learning process will occur when it is adjusted to the level of physical and mental development of learning ([Sitepu, 2015: 72](#)). This theory explains how humans learn based on their cognitive's developmental level.

According to cognitive learning theory (Komsiyah, 2012: 37), learning is organizing cognitive and perceptual aspects to gain understanding. In this model, a person's behavior is determined by his perception and understanding of situation related to the purpose. While behavioral change is strongly influenced by the internal thinking that occurs during the learning process. The cognitive learning theory has a principle that learning is a change of perception and understanding that can not always be seen as behavior. This theory emphasizes the idea that becomes part of the situation which is interconnected in the context of the situation as a whole.

c) Constructivism

The flow of constructivism holds that learning is both active and knowledge gained by building on the information obtained (Sitepu, 2015: 74). Knowledge is not given or received, but it is actively and contextually constructed. People creatively build or create new knowledge about something related to previous knowledge, experience, hypothesis or subjective assumption about the objective phenomenon. Constructivism is a theory of learning philosophy based on the theory that man builds his knowledge of the world by reflecting on his experience.

2. Materials and Methods

2.1 Research Approach

The main principle in this research is to develop the descriptive texts teaching materials based on local culture as Indonesian language learning assisting. Borg & Gall in Setyosari (2015: 276) assert that the research development is a process used to develop and validate educational products.

To get a new result that is appropriate to the needs, research and development were combined by using one approach, namely qualitative and quantitative approach. The nature of teaching materials research development is a descriptive research study that describes the validity of teaching materials development as well due to that the process of proving its effectiveness model are offered by using social facts measurability (Sukmadinata, 2010: 12). While this research was also qualitative because its findings are not obtained through statistical procedures or other calculation activity (Basrowi & Suwandi, 2008: 21); however, the findings are obtained through observations and suggestions from experts.

2.2 Setting

a) Research Place

This research was conducted at SMPN 1 Wawo at Class VII with 39 students consisting of 7 of males and 32 of females.

b) Research Subject

The subjects of this study include Indonesian language teachers, grade VII students, and experts.

2.3 Research and Developmental Design

This research was used Reeves's model. The model produces a particular product, and test the validity of teaching materials. This research is different from other educational research because its goal is to develop teaching materials based on the validity test which is to be revised to achieve the viable product.

2.4 Data Collection

To obtain the data was needed in the study, it requires research instrument. The instrument of this research is an observation in order to get the content of the textbook material. To find out data about problem and requirement of the instructional material of student, the study used an interview with Indonesian language teacher and also an instrument of a questionnaire to measure the feasibility of material content of the teaching material. The data collection used in this research is obtained through observation, questionnaire, and an interview.

a) Observation

According to the psychological view, observation includes the activity of loading attention to one object by using all senses (Arikunto, 2014: 199). According to Sutrisno Hadi in Sugiyono (2016: 145), observation is a complex process composed of various biological and psychological processes. Besides that, the most important is observation and memorizing. In this observation, researchers are involved in the daily activities of a person who was being observed or being a data source. So, the observation made in this study is to obtain data in the form of problems that occur in the learning process.

b) Questionnaire

The questionnaire is a technique by giving a set of written questions to the responder to be answered (Sugiyono, 2016: 142). The questionnaire applies when the researcher knows with certainty about the variable to be measured and knows what is expected by the respondent. Questionnaire form used is the questionnaire which is not structural or also called a closed questionnaire, containing questions which accompany a number of alternative answers provided. Respondents in the answer are tied to a number of possible answers provided.

Based on the above opinion, it can be concluded that the questionnaire is a method of data collection by proposing a series of written questions to a number of individuals or respondents, and the individuals given a series of questions are asked to answer in written form. Thus, the questionnaire method was used in this study with aims at determining the feasibility of the teaching materials content by experts and students: determining the feasibility of descriptive text based on a local culture that will be used as the teaching material.

c) Interview

The interview is a conversations form with specific purpose conducted by two parties, i.e. the interviewer and the interviewee (Basrowi & Suwandi, 2008: 127). The interview is used as data collection technique to conduct a preliminary study in order to discover the problem to be researched, and also if the researcher needs to know the thing of the deeper respects and the number of respondents slightly.

To conclude, the interview was conducted in this research is to ask questions to the informants at aiming to find information about teaching materials design and it becomes early information from Indonesian teachers.

2.5 Data Analysis

The presentation of data analysis consists of explanations related to Miles and Huberman models, that is data validity checking technique and validation questionnaire data analysis.

1. Miles and Huberman Models

Data analysis is a procedure that must be followed by researchers in order to analyze existing data collected to obtain conclusions. Data are obtained from various sources. To analyze the data was used Miles and Huberman model. Miles and Huberman models (Sugiyono, 2016: 246), argued that the activity in qualitative data analysis is done interactively and is lasted continuously until complete, so the data is saturated. There are some steps of analysis of data in Miles and Huberman models, such as:

a) *Data Reduction*

Reducing data means summarizing, choosing essential things; focusing on the things which matter; and looking for the theme and the pattern. Thus the reduced data will give a clearer picture, and provide easiness for the researcher to collect the next data, and look for them when necessary.

b) *Display Data*

After the data are reduced, then the next step is to display them. By presenting, organizing, and arranging the data to the relationship pattern, it will be easily understood.

c) *Conclusion Drawing / Verification*

The conclusion is made to provide a clear picture of the previous thing which is put dimly.

2. Validation of Questionnaire in Data Analysis

The result of data research asserts feasibility of the teaching developmental product materials analyzed. It aims at determining whether the teaching material can be seen from the questionnaire data used or not.

Table 1
Product Revaluation and Product Revision Criteria

Percentage (%)	Validation criterion
76-100)	Valid (no revision needed)
56-75	Simply valid (no need to be revised)
40-55 Less (revised)	40-55 Less (revised)
0-39	Invalid (revised)

The formula used is $P = \frac{\sum x}{\sum x_i}$

Note:

P : percentage searched

Σx : number of respondent answers

Σx_i : ideal number of values

3. Data Validity Inspection Technique

According to [Moleong \(2016: 327\)](#), there are four criteria and ten examination techniques in this inspection technique, as shown in the table below.

Table 2
Data Validity Checking

Criteria	Technical of inspection
	(3) Triangulation, (4) Peer checking, (5) Referential adequacy, (6) Negative case study, (7) Checking of members
Dependence	(1) Detailed description
Certainty	(2) Audit dependence (3) Audit certainty

To ensure the validity of the data used techniques criterion degree of trust. The degree of trust planned for use in this study is 3 ways out of 10 ways developed by Moleong, namely (1) observational persistence, (2) triangulation, and (3) member checking.

1. Perseverance of observation

Observational perseverance intends to find characteristics and elements in situations that are highly relevant to the issues or issues being sought and then focus on them in detail. In other words, observational persistence provides depth. The way of observation persistence then the certainty of data and sequence of events will be recorded with certainty and systematic.

2) Triangulation

Triangulation is a checking the validity technique of data that utilizes something else. Beyond that data for checking purposes or as a comparison against that data. The most important triage technique used is checking through other sources. To find out the feasibility of product design collect data from various sources such as principals and teachers of Indonesian language. Data from these sources are then analyzed and taken conclusions.

3) Member checking

Checking with members involved in the data collection process is crucial in examining the degree of trust. Checks with involved members include data, analytical categorization, interpretation, and conclusions. The members involved represent their colleagues used to react in terms of their own views and situation to the data that the researcher has organized.

Member checking means the researcher collects the participants who have participated in the data source and checks the correctness of the data and its interpretation. This is done by: (1) the assessment is done by the

respondent, (2) correcting the error, (3) providing additional information voluntarily; (4) entering the respondent in the research arena, creating an opportunity to make the initiative of the data analysis.) assess the overall adequacy of the data collected.

3. Results and Discussions

The results presented in this chapter include three issues, namely (1) teaching materials problems and needs of descriptive text based on local culture, (2) and product design of teaching materials of descriptive text based on local culture. This research begins with observation and interviewing Indonesian language teacher SMPN 1 Wawo. Observation is done to see the situation both the learning process takes place, teachers and teaching materials used. After that, proceed with interviewing Indonesian teachers with the aim of digging information related to the curriculum, teaching materials in general and teaching materials to write descriptive text in particular. Information from Indonesian teachers will be a product development material. Then continued product validation by an expert team, and filling validation by students as respondent.

3.1 Problems and Needs of Instructional Materials Descriptive Text Based on Local Culture

The basis used in of this research is the determination of materials and needs analysis conducted at the beginning of the research. The selected material is writing descriptive text, determination of this material is based on an interview with Indonesian teacher at the school which become research place that is SMPN 1 Wawo. The result of the interviews based on Indonesian teacher experience, when the teacher tough the descriptive writing material found the difficulty that the students did not understand the learning materials, the students' interesting to read the texts is still very low. The basic competence of writing a description text presents examples of descriptive texts on national cultures that make students feel bored while reading them. In the interview the teacher also said that the description text aims to describe something so that the reader seems to feel, see and imagine what is described. Students find it hard to imagine other people's culture.

From the interview, the agreement was reached, that teaching materials development that needs to be done is teaching materials development of local culture-based description texts. After determining the experienced by the teacher while teaching the material to write descriptive text and determine the material to be developed in research development, then the researchers do need analysis.

The analysis of the need for teaching materials of descriptive text based on local culture on the teacher is the activity of the researcher to obtain the information of the teaching materials need by conducting the interview. The information comes from an Indonesian language teacher at SMP 1 Wawo. Interviews were conducted with Indonesian teachers with some questions before the researchers designed the teaching materials. The results of these interviews can be described as follows.

First, the teacher's understanding of the function of the teaching materials is very good. Through teacher, interviews explain if the function of teaching materials is an aid for students in understanding the learning materials. Thus, the teacher knows the importance of teaching materials, teachers have difficulty in the learning process because in the teaching materials to describe the culture of the archipelago. This is underestimated by Indonesian teachers who actually have a great influence on students' understanding of a descriptive text that describes a culture outside of the student's culture or describes a culture that is not close to the student's life. This will make students feel bored in the learning process. So, based on what is experienced by this teacher can be concluded that the instructional material of descriptive text which is liked by the students that are the teaching materials of descriptive text which is culture-based close to the student's daily life.

Secondly, the teacher's understanding in the making of teaching materials is still very poor, because the teacher never made or compiled the teaching materials of descriptive texts based on local culture. This is also expressed by the teacher's lack of concern from the local government to conduct training on producing descriptive text materials and the provision of resources to create teaching materials.

Third, teachers never make teaching materials so the teacher does not know the structure of good teaching materials, but teachers expect teaching materials created by researchers able to create interest in student learning and as difficult problem-solving students understand the descriptive text presented in textbooks.

Based on the interview result, it can be concluded that Indonesian teacher knows the function of teaching materials, the teacher never makes the teaching materials, the students have difficulties in understanding the descriptive text presented so that the difficulties of understanding this will foster the boredom of the students towards the learning of Indonesian language. Conditions like this give an idea to the researchers to make an innovation through the development of teaching materials descriptive text based on local culture.

3.2 Design of instructional materials product of descriptive text based on local culture

Design the preparation of teaching materials descriptive text based on local culture has some provisions previously used as a guide, such as a title or material presented must basic competence for the subject matter that must be mastered by students. The teaching materials developed by this local culture-based descriptive text are equipped with competency standards and materials to be studied. Table 3 design of textbooks, as follows:

Table 3
Design of Textbooks

No	Components of Textbooks	Information
1	1. cover a. Front cover b. Rear cover	The title, subject text, pictures, and book writer identity. Contains pearl words, author's name, lecturer's name and logo.
2	Introductory section of textbook	Introduction page, table of contents and list of images.
3	Learning	objectives Concept maps Competency Standards and Basic Competencies.
4	Learning procedures.	Instructions for use, learning activities, and summaries
5	The cover section of teaching materials	Glossary and bibliography

Product development of teaching materials descriptive text based on local culture and presented clearly as follows:

a) Cover

The cover of Indonesian language learning materials in the form of workbooks with descriptive texts based on local culture consists of two types which are called front and back cover. The front contains teaching material title at the top center, the subject text was written with the specifications for grade I semester I semester I in the center of the bold, a complementary illustration drawing related to the local culture in the middle which shows that this resource contains the material based on the local culture and the identity of each of the subjects of teaching materials (name, school, class, and absentee number) at the bottom center of the color display design made full color tailored to the blend of colors with one another color to look harmonious and attract students.

The color of the back cover is designed to fit the front cover. The back cover contains the words of the pearl in the upper center, on the right with the name of the author and the name of the supervising lecturer, and the Mataram University logo on the lower left corner, and the text containing the subject-based descriptive text materials of local culture at the bottom written horizontally.

The design of the envelope is expected to attract students' attention and provide motivation to learn so that they can learn well and understand the text in learning the material that has been developed. The cover design of Indonesian language materials with descriptive text based on local culture is presented in Figure 1 below.

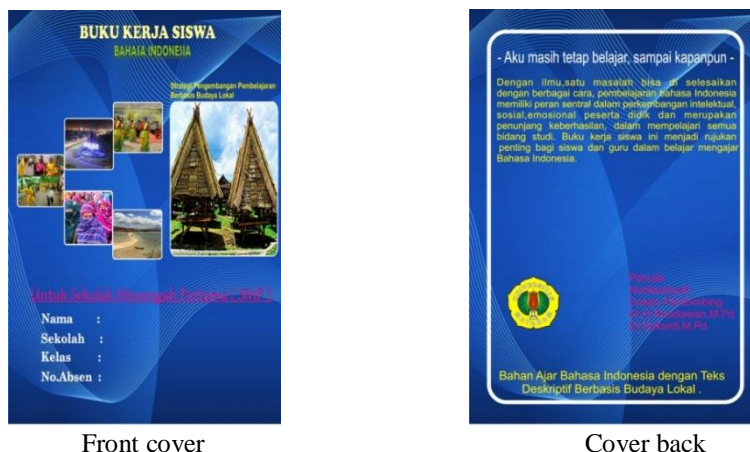


Figure 1. The cover design of Indonesian language materials with descriptive text based on local culture

b) Preface

The introduction contains an explanation of the basic objectives of Indonesian subjects that include understanding the concept, introducing the local culture, and having a proud attitude towards local culture. Then proceed with explaining the advantages possessed by the material that is developed. At the end of the foreword contains acknowledgment notes to all who help complete the teaching materials. As well as criticisms and suggestions on all parties with the aim of refinement of developed teaching materials.

c) Table of Contents

The table of contents contains the lists contained in the instructional materials accompanied by the pages of each of the lists. The table of contents is expected to help users find the parts of the material that you want to search easily.

d) List of images

The list of images contains a list of images contained in the instructional material accompanied by the pages of each of the lists.

e) Instructions for use

The instruction manual for this resource contains how to use the instructional material, ie, by following the beginning to the end of the sequence in sequence, it is not recommended for students to directly study the summary at the end without studying the beginning, students are also encouraged to do every activity contained in the teaching materials. This is because many parts must be followed and done by students in building the concept after studying each activity, students can continue by doing evaluation questions to test their understanding of the material that has been studied.

f) Concept maps Standard Competence (SK) and Basic Competence (KD)

This section contains four basic competencies related to the material to be presented, namely:

Competency Standards (SK):

Write

Basic Competence (KD)

1. Identify information in the object description text (schools, tourist attractions, historical places, and/or local art scene) that are heard and read.
2. Define the content of the object description text (sights, historical places, local art performances, traditional cloth, etc.) that are heard and read.
3. Reviewing the structure and linguistic elements of the object description text (schools, sights, historical places, and/or local art scene) heard and read.
4. Presenting data, ideas, impressions in the form of text description of the object (school, tourist attractions, historical places, and/or local art scene) in written and oral with attention to the structure, linguistic both verbally and write.

g) Learning Activity

The student worksheet of this research development product contains four learning activities, one learning activity that is about defining the content and purpose of the description text, the two learning activities discuss

about determining the content of the description text, the learning activity three discusses the study structure and the language of the description text, four discuss about oral writing of the description text. Learning activities are complemented by initial questions, keywords, introductory materials, learning activities, tasks and practice questions.

Initial question on each activity in question is "Have you ever heard or read the descriptive text?" Then followed by keywords related to the material to be studied, this is done in order to deliver the students focus on the material to be studied. Before entering the main material students are treated to the introductory material first, the introductory material is the material presented to provide early stimulus to students in the process of finding and building the concept of material to be learned. Further learning activities to train students find the concept meaningfully.

The tasks and practice questions were given are given in teaching materials ranging from simple to complex. This is done with the aim of students having creativity and also innovation in applying the science of Indonesian in everyday life, from this task the teacher can also observe the cooperation, discipline, tolerance, and also the attitude of students in each presentation. Then all the learning activities end with the exercise of questions that are in charge to know the understanding of materials and concepts that are mastered by each student on the achievement of the basic competencies expected. In addition, with the exercise of student questions can train himself skilled in solving problems given.

h) Summary

The final part of all learning activities is presented in the form of a summary of summaries of material that presents all the material in learning activities in a brief, solid and systematic way.

i) Glossary

A glossary is an alphabetical list of terms within a certain realm of knowledge coupled with definitions of the term. This glossary aims to help students understand the local cultural terms listed in books based on local culture.

j) References

The bibliography contains a list of books that are used as a reference to compile teaching materials.

4. Conclusion

Based on research results and discussion presented in the previous chapter, it can be concluded: (1) problems and needs of teaching materials, (2) the teaching materials product design.

a. Problems and needs of local culture teaching materials based on description texts as follow:

First, the problems that occur in the process of learning the material to write a text description that students are less understanding of learning text description, interest students read very low, exposure to examples of text description of national cultures that make students bored and students are difficult to imagine the culture of others which is described.

Second, based on the results of interviews Indonesian teachers to find out the needs of teaching materials based on local culture that is the teacher of Indonesian language know the function of teaching materials, teachers never make teaching materials, students have difficulty in understanding the descriptive text presented so that the difficulty of understanding this will foster student boredom of Indonesian language learning.

b. The product design of local culturally based description of textual materials comprises a cover, introduction, table of contents, list of images, usage instructions, concept maps, learning activities, summaries, glossaries, and bibliography. The design of the developed materials has been in line with the 2013 curriculum and the materials developed can facilitate students to understand their local culture.

Suggestions

This research development of teaching materials is very contributing to the learning process both theoretically and practically. The developed local culture-based textbooks can be used as teaching-learning materials. Thus, the researcher hopes that the development research is not limited to similar developments, but there are other researchers who follow up this research, namely the development of parts of the material, developing language skills other than writing and reviewing things that have not been studied in research this.

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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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