ENGLISH LEARNING MEDIA BASED ON LOCAL WISDOM FOR TEACHING WRITING DESCRIPTIVE TEXT

Yokie Prasetya Dharma, Thomas Joni Verawanto Aristo, Sijono, Henry Elisa
STKIP Persada Khatulistiwa
12yokieprasetya@gmail.com, thomaspaoh@gmail.com, sijonostg@gmail.com, henryelisa.edu@gmail.com

Abstract: One of the learning models offered to overcome writing difficulties is a learning media based on local wisdom. Local wisdom is basic knowledge obtained from everyday life. This model will make students interested and like writing activities because it was close to their daily life. Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. This research was conducted through Classroom Action Research. Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding. In this research, learning media based on local wisdom has a good impact on improving students' ability to write descriptive texts, including that students can understand several local cultures that are close to their lives so that they can preserve the culture more broadly. This English learning media based on local wisdom can be the effective technique and it could be used as the alternative way in teaching writing because the technique was easy to be implemented and it was the one of interesting technique which very closed to the students' learning activities

Keywords: English Learning Media, Local Wisdom, Descriptive Text

INTRODUCTION

One of the factors that cause difficulties for students to learn English is the lack of appropriate learning models used by lecturers or lecturers. Lecturers have an important role in the success of learning. During this time teachers are often still use conventional learning models, which lecturers at the center of the learning process (teacher centered) is not centered on the students (students centered). It caused student be less active in the learning process so that made them bored and uninterested. So, in this case, the lecturer must be able to use an appropriate learning model to teach writing..

One of the learning models offered to overcome writing difficulties is a learning media based on local wisdom. Local wisdom is an effort to cultivate local values in the area where students live. Local wisdom is basic knowledge obtained from everyday life. Local wisdom is related to the culture in a community. The cultural heritage can be a form of abstract or concrete, but the most important characteristics of local wisdom that is derived from the experiences gained, or the truth of life. Uge, et al. (2015) states that teaching materials that are integrated with local wisdom can make it students easier to learn and understand. Through local wisdom, students can relate teaching materials to real life contexts. Wijayanti and Sudrajat (2019) have confirmed that local wisdom is a view of community life that is different from other communities and adheres to life traditions, norms, and values from generation to generation to become a culture.

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This model will make students interested and like writing activities because it was close to their daily life. So that students will get closer and love their local culture. Given the unstoppable flow of globalization, a conscious effort is needed to maintain the nation's generation from the shift in local cultural values by foreign cultures which will certainly have an impact on the character of the nation's children. Character education is a vital need to create humans who have the integrity of moral values that make someone be religious, honest, cooperative, cares about the surrounding environment, in this case including the local culture.

Related to learning the values of local wisdom in education, according to Sutarno (2008: 7-6) there are four kinds of culture-based learning, they are: 1) Learning about culture, it means placing culture as a field of science. Culture is studied in specialized courses, about culture and for culture. In this case, culture is not integrated with the field of science, 2) Learning with culture, occurs when culture is introduced to students as a way or method to learn certain subjects. Learning with culture includes various uses for cultural embodiment. In learning with culture, culture and its manifestations become learning media in the learning process, become the context of examples of concepts or principles in a subject, and become the context of the application of principles or procedures in a subject, 3) Learning through culture, is a strategy which gives students the opportunity to demonstrate the achievement of understanding or the meaning created in a subject through a variety of cultural manifestations, 4) cultured learning, is a form of embodying that culture in the real daily behavior of students. For example, children are cultured to always use the language of good manners on Saturdays through the Cultural Saturday Program. Local wisdom comes from real experiences that are integrated in the body, soul and environment. Moreover, there is a high moral value in local wisdom (Nakorntap, 1996). From the background above, it can be stated that the purpose of this research is to find out how to improve student learning outcomes in learning English through learning media based on local wisdom. The learning outcomes of students who want to know are the ability to write descriptive texts through learning media based on local wisdom.

Descriptive text is a part of factual genres. Gerot and Wignell (1995:208) define "descriptive text is kind of text which is aimed to describe a particular person, place or things. Its social function is to describe a particular person, place or thing (Wardiman et.al, 2008:122). Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion (Wishon and Burks, 1980:128). Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). Meanwhile , according to Liang Gie (1992: 18), The description is the description of a situation/condition so that the reader seems to see, hear or feel it. Form of expression that

describes the sensing, the writer's feelings about various kinds of things that are in the arrangement of space, for example, beautiful scenery, melodious song. It can be said that descriptive text is a text which can tell the character of something or someone living or no living for the purpose that the reader could interpret it well. Descriptive tells how something looks, feels, smells tastes, and or sound.

Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve the purpose, the descriptive text will move through a different set of stages; Identification: mention the person, place, animal or object. Description : mention the part, quality, and characteristics of subject being Described.

METHOD

This research was conducted through Classroom Action Research. Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless (Koshy, 2005:8). It aimed to find the impact of the English learning media based on local wisdom on the students' ability in writing descriptive text at PGSD Study Program of STKIP Persada Khatulistiwa in the academic year 2020/2021. The research population were the second-semester students at PGSD Study Program in the Academic Year 2020/2021. This class is chosen since they had difficulty in writing during the pre-observation. Data instrument was a test. During the test, the researchers asked the students to write a descriptive text and the students' writing product then would be analyzed through analytical scoring rubric adapted from Brown (2007) including the content, grammar, organization, vocabulary and mechanic. The criteria can be seen as follow:

Table 1. Scoring rubric for writing test

Components of Writing	Scores	Indicators
	4	The topic is complete and clear and the details are relating to the topic
Content (C)	3	The topic is complete and clear but the details are almost relating to the topic
30%	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Grammar (G)	4	Very few grammatical or agreement inaccuracies

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20%	3	Few grammatical or agreement inaccuracies but not affect on meaning
	2	Numeorus grammatical or agreement inaccuracies
	1	Frequent grammtical or agreement inaccuracies
	4	Identification is complete and description are arranged with proper connectives
Organization (M)	3	Identification is almost complete and descriptions are arranged with almost proper connectives
20%	2	Identification is not complete and description are arranged with few misuse of connectives
	1	Identification is not complete and description are arranged with misuse of connectives
	4	Effective choice of words and words forms
Vocabulary (V)	3	Few misuse of vocabularies, word form but not change the meaning
15%	2	Limited range confusing words and words form
	1	Very poor knowledge of words , word forms, and not understandable
	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
Mechanics (M)		
15%	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by eror of spelling, punctuation and capitalization

Formula: Score = $\dfrac{3C + 2O + 1.5V + 1.5M}{12}$ x 10

In addition, to know the rank of students' writing, the researcher uses the writing rank as shown in the following table below.

**Table 2.**rating qualities of students' writing test

Score	Rating Qualities

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80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
0-49	Very poor

The research was conducted from April 15th to May 20th at PGSD Study Program of STKIP Persada Khatulistiwa. The first cycle was conducted on April 15th; in the first cycle, the researcher taught the students about local wisdom in their district such as dancing and music instrument. Then, the students were asked to make a pre-writing about local wisdom in the class, that is theoretical framework before they make their descriptive writing. the lecturer showed an image as a media to explained to the student, after that the students continue to write a decriptive text based their framework. The students' writing product then analyzed through analytical scoring rubric above. Based on the results of the students' score and reflection in the first cycle, then it was decided to take the students' writing product' score in the second test. The second test was taken after the second cycle learning activity. In the second cycle which was conducted on May 20th, the students were discussed about their favorite local fruits, firstly they made a theoretical framework based on the topic then continued to write the descriptive text. These were aimed to know the students improvement in writing descriptive text through learning media based on local wisdom. The researchers used descriptive qualitative for analyze the data. This technique aimed to find out the improvement of the students' writing descriptive text. The researchers analyzed the students test results though analytical scoring rubric. The data were coding based on the criteria of scoring rubric, then the researchers describe the data for each aspect of writing, after the data has classified and analyzed, then the researchers make a conclusion of the data results analysis. From the data analysis results, it was found that the students' ability in writing descriptive text do improved after the implementation of English learning media based on local wisdom.

FINDING AND DISCUSSION

The result from test of writing descriptive text:

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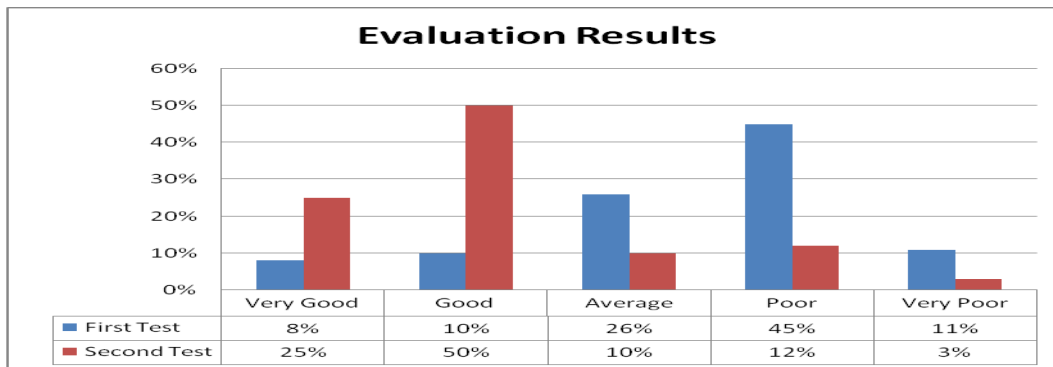
From the figure above, it can be seen that the number of the students who get score in the Very Poor criteria was 11% (3 students), there were 45% (14 students) got to score in the Poor criteria, and in there were 26% or 8 students have gotten score in the Average criteria. While in the Good criteria there were 10% (3 students) and the last was for Very Good criteria there were 8% or 2 students. From the results of the first test, it can be seen the number of students who got the score in the criteria Good and Very Good was only 18% or 5 students.

Based on the results, the researchers decided to continue the research to the next cycle by revising the treatments that are needed to improve the students' skill in writing descriptive text through them implementation of learning media through local wisdom. After the second cycle was conducted, the students were given a writing test to check the improvement of the students' skill in writing recount text. The results of the second test can be seen in figure 2.
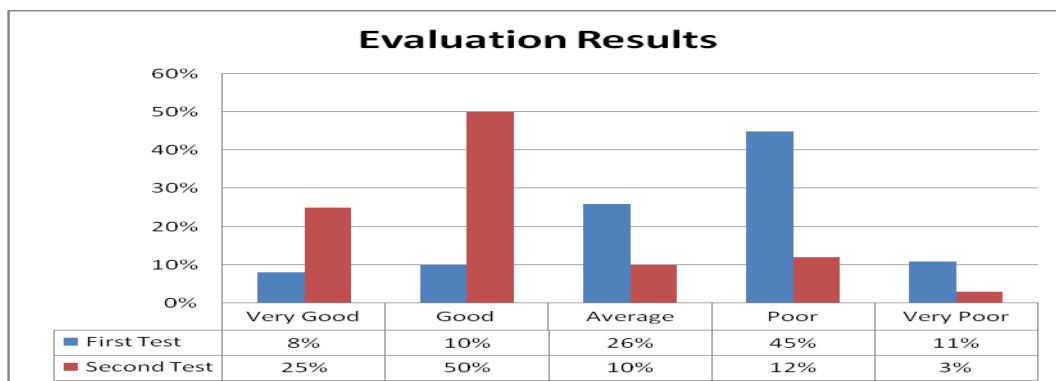
Related to the above figure we can see that there was an improvement in on the students' skill in writing descriptive text. The results of the second test showed that the students' score has increased significantly in two criteria; Good and Very Good. Only 1 student or 3% got the score in Very Poor criteria, it was increased than the previous test which showed that 2 students got the score in that criteria. The percentage of the students who got the score in the poor criteria has decreased from 12% (4 students). The number of students who got the score in the Average criteria was 10% or 3 students. In the Good criteria, the numbers of the students increased significantly, there were 50% (15 students)

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have gotten the score in that criteria, it was only 10% (2 students) in the first test. And the last was the percentage of the students who got the score in the Very Good criteria were 25%, it increased 17% from the previous test. Thus, the final results of the test showed that the implementation of the clustering technique to enhance the students' skill in writing descriptive text was a success.

The purpose of descriptive text is to explain, describe, or reveal a person or thing. By applying English learning media based on local wisdom through descriptive text, students are taught to describe local wisdom in their area, namely Sintang Regency. In this research, learning media based on local wisdom has a good impact on improving students' ability to write descriptive texts, including that students can understand several local cultures that are close to their lives so that they can preserve the culture more broadly. In addition, in writing descriptive texts there is an increase in content, grammar, organization, vocabulary and mechanic after the application of English learning media based on local wisdom.

In this research, the focus was to know the learning media through local wisdom on improvement students' ability in writing descriptive text especially based on the three aspects; content, grammar, organization, vocabulary and mechanic as mentioned above. After conduct the research by using media through local wisdom, the students' score was improved in each aspect. They also felt comfortable and motivated when they were asking to write descriptive text based on the learning media through local wisdom that had made by them individually. The other strengths of this technique were that the students more enjoyed the processes of teaching and learning which made the classroom atmosphere became more alive, active and orderly. This learning media through local wisdom is interesting and easy to be implemented in the teaching and learning processes.

Conclusion

English learning media based on local wisdom to teach writing descriptive text can be used by the researcher, lecturer, lecturer and students in learning process. By using this media, students more excited, happy and enjoy describing their local wisdom through writing descriptive: The students developed their ideas to express their feeling then they found something new about their local wisdom by using this media. The students were involved actively in teaching learning process. It made the students easier to develop their idea so it could improve the students' writing skill.

The researcher and students achieved the goal in teaching-learning process by using this media. It can be seen from the evaluation results that there is improvement on students' writing descriptive from cycle 1 to cycle 2. This English learning media based on llocal wisdom can be the effective technique and it could be used as the alternative way in teaching writing because the technique was easy to be implemented and it was the one of interesting technique which very closed to the students' learning activities.

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