

## Conference Paper

# Sociocultural Based Descriptive Writing Skill Learning Module for Elementary School Students

Ali Mustadi<sup>1</sup>, Murtiningsih<sup>1</sup>, Dyah Puji Lestari<sup>2</sup>, and Eva Amalia<sup>2</sup>

<sup>1</sup>Department of Elementary School Teacher Education, Yogyakarta State University

<sup>2</sup>Student of Elementary School Teacher Education, Yogyakarta State University

## Abstract

Writing skill of the elementary school students becomes the scholar concern due to its important role in promoting students' literacy in the early ages. In fact, there is a problem in the process of teaching and learning in the elementary school classrooms, especially the lack of appropriate learning modules accommodating sociocultural around the students. This study aims to produce sociocultural based descriptive writing skill learning module for elementary school students and to know the effectiveness of the learning module to descriptive writing skill of the fourth grade elementary school students. It used R&D model from Borg & Gall. The subjects were students and teachers of grade IV in SD Negeri Ngablak and SD Negeri Banyakan, Bantul. The data were collected through interview and observation, product validation, teacher and student response questionnaires, and descriptive writing skills test. Data analysis technique used an independent sample t-test and paired sample t-test with significance level 0.05. The results show that sociocultural-based descriptive writing skill learning module is valid and effective to improve descriptive writing skills of the fourth grade students. It can be seen from: 1) the material expert judgment with the value of "B", categorized as "good" and the media expert, with "A", categorized as "very good", 2) the response of the students and teachers are "A", categorized as "excellent", and 3) the effectiveness test result using independent sample t-test and paired sample t-test on descriptive writing skill of students with  $p$  value  $<0.05$ . It means that the learning module is valid and effective in improving descriptive writing skills of grade IV elementary school students.

**Keywords:** socioculture; descriptive writing skills learning module

Corresponding Author:

Ali Mustadi

ali\_mustadi@uny.ac.id

Received: 2 May 2019

Accepted: 19 June 2019

Published: 3 July 2019

Publishing services provided by  
Knowledge E

© Ali Mustadi et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

## 1. Introduction

Socio-culture is one of the learning resources for students to acquire and develop education. Socio-culture is not only in schools but also in families and communities. The use of socio-culture as a means of children's learning can provide contextual and meaningful learning. Learning through socio-culture will also foster a sense of

 OPEN ACCESS

love and care for socio-culture. Therefore, fostering concern for students to love and preserve socio-culture has to be started early on. This type of learning is closely related to language and literature learning that can be obtained through socio-cultural based learning around students. Language and literature learning can be categorized thematically into teaching materials which can be use by students to gain knowledge.

Students need teaching materials to support learning. Therefore, teachers need to develop teaching materials which are appropriate for the characteristics of students and based on socio-culture, one of which is the learning module. The learning module is needed as a learning resource for students so that they can understand learning material more easily. This helps the teacher in delivering learning material.

Based on need analysis through observation and interviews, it is known that teachers still experience difficulties in developing teaching materials as a support for learning. Teachers have never developed integrative thematic learning modules because students do not have time. In addition, teachers do not have the ability to develop learning modules because they have not received training from the government. In terms of students, many students have low skills in writing skills, especially in terms of descriptive writing. Students lack of vocabulary, miss spelling and grammar, and have difficulty in developing thoughts and ideas into writing.

The learning module can foster students' enthusiasm to read more so that it will add vocabulary. In addition, students' writing skills will also increase because the learning module provides learning that connects the material of the descriptive writing skills with the life experienced by students in the surrounding socio-culture. The development of socio-cultural-based learning modules will help students to recognize and understand the sociocultural environment while at the same time give an idea of descriptive writing which has been a problem for students.

In addition, the various research studies no one has developed a socio-cultural-based learning module that can improve the ability to write descriptive text. Thus, this development needs to be done to encourage progress in education. The socio-cultural environment that will be raised in this learning module is the socio-cultural environment in Yogyakarta. The sub-theme taken is subtheme 8, The Environment Where I Live. The scope in this research is educational innovation, especially in elementary school which is expected to give meaning in the progress of education in Indonesia.

## 2. Literature Review

A related research was done by Syarifuddin in 2010 about student and teacher activities and students' writing skills through an environment-based Indonesian language learning process of fifth grade students at Meka Praya Tengah, Lombok Tengah [1]. The results showed that the application of the environment-based Indonesian language learning process was able to increase students' activity. This implementation enhanced students' skills in writing essays. This was indicated by the average value of students who were 59.94 in the first cycle, 71.99 in the second cycle, and 75.24 in the third cycle. In addition, the percentage of students' achievement from the standard achievement was 72.73% in the first cycle, 84.85% in the second cycle, and 91.94% in the third cycle.

Second, Megasari in 2016 studied learning modules, the development of reading interest, reading comprehension skills through the socio-cultural basis for fourth grade students of SD Negeri Wonosari 1 Gunung Kidul [2]. The results showed that the application of the learning module was able to improve reading comprehension and students' reading interest. The reading interest score before using the learning module was 70 on average. Meanwhile, after using the learning module, it reached 93. Understanding reading skills before using the learning module averaged 6.54 and that became 8.34 after using the learning module.

**A learning module** becomes one of the learning resources that support student learning. The learning module has a series of structured and systematic content to facilitate student learning. Learning modules can be used by students independently. The learning module helps students develop student competencies because they contain planned learning activities and have clear learning objectives. Learning modules do not only teach users basic skills, but also become typical examples of self-learning materials that facilitate independent learning without the need for constant supervision, depending on the needs and abilities of users. The learning module contains core learning material that encourages all other learning activities [3].

**Socio-cultural.** The socio-cultural environment used as a learning resource has an important role for students. Students' understanding of environmental problems depends on social, economic, cultural, physical and biological factors, among others. This can give students an idea of the problem and, thus, students may feel motivated to propose different and/or possible solutions to the problem of socio-cultural environment in their area [4].

This learning module contains all the lessons that are integrated in themes where there are texts bridging various lessons and experiences of students. There are also

student learning activities which can improve students' writing skills. Students are introduced to a text that contains the structure of language, grammar, and spelling based on the correct Indonesian principles. In addition, there are also regional songs coming from students' socio-culture. It aims to introduce students to the culture around them through the learning process.

The texts available in the learning module are based on core competencies and also aims to increase students' knowledge of their social and local cultures. In addition, it also aims to improve students' language skills, increase students' vocabulary mastery, introduce students to grammar including punctuation, and new terms that may be useful to improve students' writing skills.

**Descriptive Writing Skills.** Language learning in primary schools aims to enable students to develop students' language skills. One of them is writing skills. Writing is a skill that has a high level of difficulty compared to other language skills. Writing is one of the four basic skills. Students begin to learn to communicate through written forms when students begin to interact with others at the school level. Writing skills are more complicated than other language skills [5]. People learn how to communicate through written language. One of the writing skills that must be mastered by grade four students is writing a description. Descriptive writing skill is a skill that explains something as clear as possible. Descriptions of items or objects can be better communicated when using all senses. Most aspects of the subject can be explained, such as how it looks like (vision), how it sounds (hearing), how it feels (touch), how it tastes, and how it smells. It is estimated that writing materials requiring students' senses when practicing writing can direct students to write quality descriptive texts. Therefore, learning takes place and communication will be effective [6].

Other things that must be done before writing a description are identifying the object that will be explained in its entirety. There are several sub-activities in writing, namely written language, spelling, and linguistic expressions used. In line with this idea, the main categories of essay writing include: (1) the main ideas to be elaborated, (2) content organization, (3) language mastery, (4) diction: vocabulary, and (5) mechanics: spelling and grammar [9]. This statement is the basic principle of assessing descriptive writing skill.

### 3. Material & Methodology

This research was a developmental research. The model used was Borg & Gall model [18]. This model has the following ten developmental stages: 1) Research and information

gathering; 2) Planning; 3) Initial product development; 4) Initial field trial; 5) Revision of main products; 6) Main field trials; 7) Revision of operational products; 8) Operational field trials; 9) Revision of the final product; 10) Dissemination and implementation. But, this study only used steps 1-9. The subject of the study were students and teachers of the SD Negeri Banyakan and SD Negeri Ngablak, Piyungan. The data were collected through interviews, observation, tests, product appraisal by experts, teacher response questionnaires, and student response questionnaires. Analyses used were qualitative and quantitative data analysis. Qualitative data were in the form of criticism and suggestions from practitioners, material experts, and media experts who were then analyzed and described qualitatively to revise the product. Quantitative data were based on assessment scores from practitioners, material experts, media experts, and assessment instruments. In testing the effectiveness of the test, the prerequisite test for data homogeneity and normality was carried out. In addition, to know the improvement in descriptive writing skill, paired sample t-test was conducted to compare the average increase in students' descriptive writing skills at the time before and after treatment in the experimental class. The independent sample t-test aimed to compare the average skill improvement in students' descriptive writing of the experimental and control class students.

TABLE 1: Categorization Guideline Score Product Feasibility Assessment.

Score Interval	Score	Category
$R_i + 1,5 S_{di} < \text{score} \leq \text{quantity max score}$	A	Very good
$R_i < \text{score} \leq R_i + 1,5 S_{di}$	B	Good
$R_i - 1,5 S_{di} < \text{score} \leq R_i$	C	Quite good
$\text{Quantity min score} \leq \text{score} \leq R_i - 1,5 S_{di}$	D	Bad

that:

$R_i$  = Ideal average =  $\frac{1}{2}$  (max score + min score)

$S_{di}$  = Ideal deviation standard (score max – score min)

## 4. Results and Discussion

### 4.1. Result

The need analysis stage was done in schools to find out learning in school. All information was obtained through interviews, observation, literature review, and teacher analysis as well as student books. After doing need analysis then the learning module designing was carried out. Learning modules were designed according to the 2013 fourth grade second semester students' curriculum book subtheme 8, "My Residence

Area” subtheme 1 “My Living Environment”. Learning modules consist of: cover, ownership identity, learning module characters’ recognition, preface, mapping core competencies, learning instructions, table of contents, basic competencies, illustrations which start learning activities, explanation of materials, exercises and assignments, reflections, summaries, glossaries, and references. This learning module was designed to improve the descriptive writing skill so that there are activities referring to the practice of descriptive writing. After that, product validation was carried out. Validation was done by material experts and media experts. The following were the results of the material experts:

TABLE 2: Data on the Feasibility of the Learning Modules by Material Experts.

No.	Assessment Indicator	Score	Value	Category
1.	Feasibility of content	88	B	Good
2.	Presentation eligibility	50	C	Quite good
3.	Linguistic	26	B	Good
4.	Duplication/typography	32	B	Good
<b>Total</b>		<b>196</b>	<b>B</b>	<b>Good</b>

The following were the results of the media experts:

TABLE 3: Data on the Feasibility of the Learning Modules by Media Experts.

No.	Assessment Indicator	Score	Value	Category
1.	Preface	57	A	Very good
2.	Content	61	A	Very good
3.	Closing	15	A	Very good
4.	Graphics	68	A	Very good
5.	Learning module characteristic	24	A	Very good
<b>Total</b>		<b>225</b>	<b>A</b>	<b>Very good</b>

Based on the initial field test, the learning module was tested for 6 students and 1 teacher. The results of the initial test consist of responses from students and teachers. The student’s response score in the initial test is 10.17 in the “very good” or “A” category. Teacher response scored 103, categorized as “Good” or “B” category. The teacher gave good feedback and suggestions for future improvement. After that, this learning module was tested more broadly for 12 students and 1 teacher. The average student score was 10.58, categorized in the “A” or “very good” category. Meanwhile, the teacher scored 123 which also belonged to the “very good” category. There were no suggestions at this stage. The teacher stated that the learning module was good and did not need to be revised. The last operational field trial was conducted at SD Negeri Ngablak, Piyungan. The research subjects were 22 IVA class students as the experimental class and 21

IVB class students as the control class. Students from the learning control class used the student book distributed by the government. Meanwhile, the experimental class studied using socio-cultural based learning modules.

The following is a comparison data on the descriptive writing skills

TABLE 4: The comparison of the students' descriptive writing skill in the operational field test.

Control Class		Experiment Class	
Average Score of Descriptive Writing Skill Pretest	Average Score of Descriptive Writing Skill Posttest	Average Score of Descriptive Writing Skill Pretest	Average Score of Descriptive Writing Skill Posttest
59.4	66.5	59.7	72.1

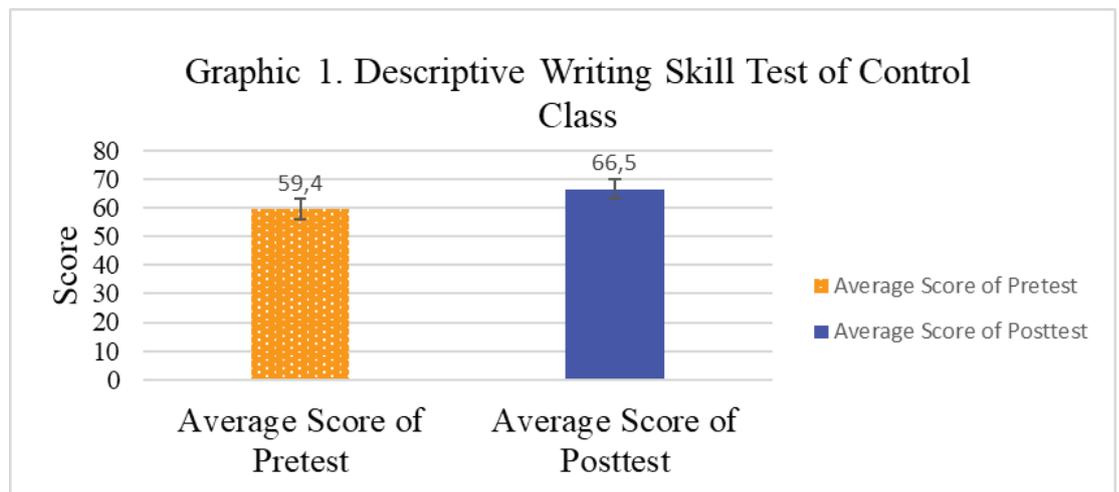


Figure 1: Descriptive Writing Skill Test of Control Class.

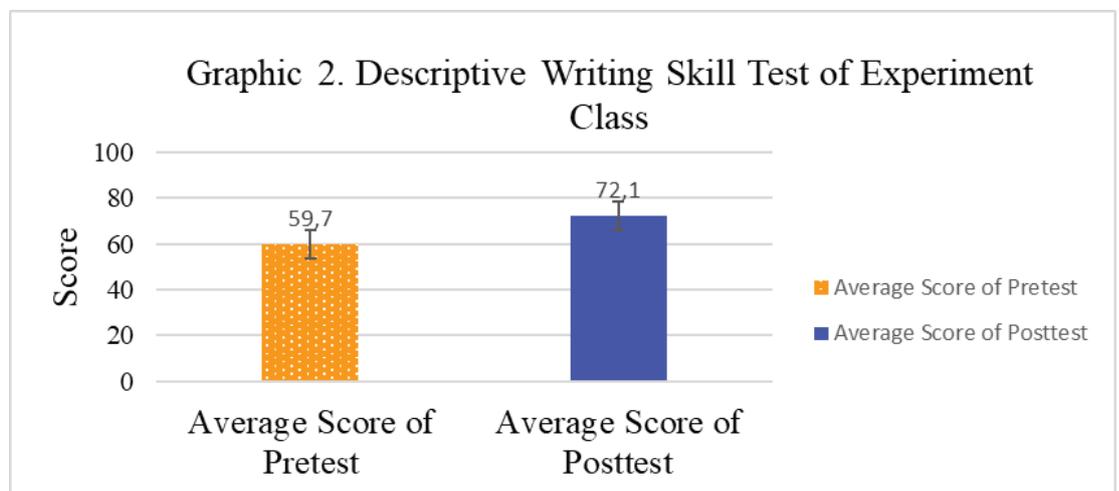


Figure 2: Descriptive Writing Skill Test of Experiment Class.

Based on the table above, it can be concluded that the average score of students' descriptive writing skill in the control class increased from 59.4 to 66.5. Meanwhile,

the average score of the students' descriptive writing skill in the experimental class increased from 59.7 to 72.1. The results of the learning module's effectiveness analysis in improving the descriptive writing skill were seen from the results of the data normality, homogeneity, and t-test. In the normality test of control and experimental data, all had a significance level of  $p > 0.05$  so that the data was normal in pretest and posttest. Homogeneity test resulted in  $p > 0.05$  so the research data were homogeneous for both pretest and posttest. The t-sample test data was significant at 0.000. This shows that there was a significant increase in students' descriptive writing skills after using socio-cultural-based modules.

#### Independent Sample T- Test of Descriptive Writing Skill

TABLE 5: Table of Independent Sample T-Test.

Data	Class	Average Score	N	Df	Sig. ( $\rho$ )	Note
Pretest	KK	59.4	43	41	0.863	$H_0$ accepted
	KE	59.7	43	41	0.862	$H_0$ accepted
Posttest	KK	66.5	43	41	0.001	$H_0$ rejected
	KE	72.1	43	41	0.001	$H_0$ rejected

Based on the table above, the significance value ( $\rho$ ) at pretest was 0.863 in the control class and 0.862 in the experimental class. Based on these results,  $0.863 > 0.05$  and  $0.862 > 0.05$  so that  $H_0$  is accepted. This means that there is no significant difference between the two classes in the pretest. However, in the posttest, the significant value ( $\rho$ ) is 0.001. Based on this result,  $0.001 < 0.05$  so that  $H_0$  is rejected. This means there are some significant differences between the two classes in the posttest.

## 4.2. Discussion

The final product of this research and development was a socio-cultural-based learning module that had been declared feasible by material experts and media experts through several assessments. Before being declared feasible, the socio-cultural-based learning module had been prior to several revisions. The things that need to be considered were the use of the language in the learning module that must be straightforward and clear, the use of spelling and grammar, and the content of the material. Learning material in the learning module had been adapted to the K13 curriculum, student characteristics, and student needs. Learning materials that were packaged in a clear storyline will make the material last longer in students' memory [7]. Thus, this is an addition to increasing student motivation because of its interesting presentation.

In addition, there were several things that need to be revised according to media experts, such as the use of images in the learning module that must be clear. The images and text presented in the learning module must be balanced. Students learn with concrete operations, where students will easily learn if students see things that interest students. The use of layout and background must be adjusted to the characteristics of students. Avoid using rigid layouts for elementary-school-age students. The layout of the book was rigid, more text than images, the images presented are not sufficiently able to explain the material, and the colorless images can become obstacles in learning [20]. Through revisions based on suggestions and input from the validator, the acquisition of superior categories showed the initial product of the learning module that is suitable for testing.

The next step was to conduct three product trials: initial field tests, main field trials, and operational field trials. Initial field trials and main field trials were conducted to determine teacher responses and student responses. This was also used as a consideration for improving the socio-cultural-based learning module products. Meanwhile, some input from the teacher's response and student responses related to the images used in the learning module material as well as spelling and grammar. After that, the revision was made in accordance with the suggestions from the teacher and student responses. Based on the results of the initial field trial and the main field, it was found that the socio-cultural-based learning module products were said to be feasible and ready to be tested in operational field trials.

The next stage was an operational field trial. Operational field trials were conducted to test the effectiveness of socio-cultural-based learning modules to improve writing skills. Based on the results of paired sample t-test at the pretest and posttest descriptive writing skills, there was a significant increase before using the learning module and after using the learning module. The free sample t-test (independent sample t-test) showed that there were significant differences between the experimental classes, using socio-cultural based learning modules, and the control class only using student books from the government. So, the learning used the student's descriptive writing text skill learning module.

This socio-cultural based learning module includes several elements including the opening, content and closing sections. The elements of the learning module correspond to the four main components of the learning module namely "feasibility of content, language, presentation, and drawing [10]. Thematic learning requires learning that is meaningful or in accordance with the context of the student's residence. Curriculum 13

emphasizes that one of the principles is a development of an actual and contextual syllabus. In addition, learning is carried out with an emphasis on characteristics, needs, and regional suitability. [8] Learning in the 2013 Curriculum emphasizes contextual learning. Learning will be more meaningful if students know and experience their own learning. Socio-cultural environment provides many benefits for students to develop students' abilities. The use of socio-cultural-based learning modules can provide unlimited and diverse learning. Besides, using socio-cultural-based learning module facilitates students' descriptive writing skills so that students can improve conceptual understanding as students integrate, organize, and clarify the knowledge that exists in socio-culture with what will be written.

The skill of descriptive writing involves the use of the five senses. When students describe someone or something, the student must give the picture to the reader in words. To make the word picture something as clear and real as possible, students must observe and record specific details that are of interest to the reader's senses (vision, hearing, taste, smell, and touch) [11]. Learning with socio-cultural-based learning modules provides contextual learning experiences and is close to the student environment. Students understand and describe things that the five senses see and feel more easily.

Based on the discussion, it can be concluded that the socio-cultural-based learning module is feasible and effective to be used in the learning process, especially improving the writing skills of the descriptive. Feasibility and effectiveness are achieved because of the suitability of development with school needs, learning materials, student characteristics, and curriculum. Based on the discussion, it can be concluded that the socio-cultural-based learning module is feasible and effective to be used in the learning process, especially in improving the writing skills of the description. Feasibility and effectiveness are achieved because of the suitability of its development with school needs, learning materials, student characteristics, and curriculum.

## 5. Conclusion

Socio-cultural-based learning modules are feasible to be used to improve the writing skills of grade IV students. The learning module's feasibility results by the material expert got a B score with a total score of 196 in "Good" category and media experts gave an A with a total score of 225, or "Very good" category. The learning module response results by the teachers got an A with a total score of 123, in "Very good" category. The response results of students scored an A with a total score of 10.58 in the "Very good" category.

This socio-cultural based learning module is effective in improving students' descriptive writing skills. Effectiveness is measured using tests. The average score of writing skills in the pretest was 59.7 and the average score in the posttest was 72.1. This shows that the average value of students' descriptive writing skills increased after using the socio-culture-based learning module. Independent sample t-test and paired sample t-test have a significance of  $p < 0.05$  so it can be concluded that there is a significant difference in the effectiveness of descriptive writing skills before and after using social-cultural-based learning module.

## References

- [1] Syarifuddin. "Pembelajaran bahasa Indonesia berbasis lingkungan untuk meningkatkan kemampuan menulis siswa kelas V SD Negeri Meka Praya Tengah Lombok Tengah.," magister, UNY, Yogyakarta, 2010.
- [2] Megasari. "Pengembangan modul pembelajaran tematik integratif berbasis sosiokultur dalam peningkatan minat baca dan keterampilan membaca pemahaman siswa kelas IV SD Negeri Wonosari 1 Gunung Kidul" magister, UN, Yogyakarta, 2016.
- [3] Ong, C. P. and Tasir, Z., "Self-instructional module based on cognitive load theory: a study on information retention among trainee teachers," *Association for Education Communications and Technology*. 63, 499 – 515 (2015).
- [4] Urrutia, L. J. & Gutiérrez, A. S. M. Adolescents' awareness of environmental care: experiences when writing short descriptive texts in English. *Profile Issues in Teachers' Professional Development*. Vol. 13 (1). 11-30. (2011).
- [5] Javed, M. Juan, W. X., & Nazli, S. A Study of Students' Assessment in Writing Skills of the English Language. *International Journal of Instruction*. 6 (2). 130-144, (2013).
- [6] Saud, S., Jufri, A., Rahman, M. A. "Learning devices development on descriptive writing for foreign language based on berlo's smcr communication model of secondary school student." *Journal of Language Teaching and Research*. Vol. 5(5), pp. 1033-1041. (2014).
- [7] Indaryati, I., & Jailani, J. "Pengembangan media komik pembelajaran matematika meningkatkan motivasi dan prestasi belajar siswa kelas V." *Jurnal Prima Edukasia*, 3(1), 84-96. doi: <http://dx.doi.org/10.21831/jpe.v3i1.4067>, (2015).
- [8] Ibrahim & Zubainur, C. M. "Integrative curriculum in teaching science in the elementary school." *Journal of Arts, Science & Commerce*. 4 (1). 48-54. (2015).
- [9] Nurgiyantoro, B. "Penilaian pembelajaran bahasa." Yogyakarta: BFPE. (2012).

- [10] Depdiknas. “*Panduan pengembangan bahan ajar.*” Jakarta: Depdiknas. (2008)..
- [11] Langan, J. “*College writing skills: fourth edition.*” New York: The mcGraw-Hill Companies, Inc. (1996).