

Developing Exemplary Descriptive Texts in Local Content

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Abstract

Developing teaching material in local content becomes essential in teaching English for senior high school students. The students will learn not only about the language but also about how they use it in real life. They need to experience how to talk or describe their local context where they belong to in English. English teachers especially in Palangka Raya municipality have a problem in finding texts in local content in teaching writing. In English Textbook released by the Ministry of Education and Culture of Indonesia, revised edition 2017 for senior high school for first year, there are 18 texts in total, only one text talks about Central Kalimantan. Even in the internet, English teachers are also hard to find example of good texts in local contents as well as the standardized one. In order to develop standardized English texts for teaching descriptive text in local content topic for tenth grade students of Senior High School, this research used Research and Development using ADDIE model. The result of this research showed that both validators agreed the developed texts were fulfilled the criteria of the good text for teaching descriptive text. This result was also supported by the result of trial task which achieved good score in average and the positive responds and comments from the questionnaire.

Keywords: Descriptive Text in Local Content; Exemplary Descriptive Text; R&D.

INTRODUCTION

In curriculum 2013 of Indonesia Education, one skill that must master by the senior high school student is writing descriptive text especially about describing place around the students. In English Textbook released by the Ministry of Education and Culture of Indonesia revised edition 2017 for senior high school for first year, there are 18 texts in total, only one text talks about Central Kalimantan that is Tanjung Putting National Park in Kotawaringin Barat. Based on the interview to some English teachers in municipality of Palangka Raya, they still need more examples of descriptive text that can be used in teaching and learning process.

In order to find the examples of the text, the English teachers usually browse it through internet. Unfortunately, the availability of the texts is very limited especially English texts about Central Kalimantan. Not only about the availability, not all of the text in the internet can be used as the source material of teaching writing because the text must meet the theoretical aspects such as generic structure and language features.

In developing teaching material, there are some statements that need to be considered. Tomlinson (1998:7-21) suggest that effective materials are likely following some statements, there are: (1) Materials should achieve impact, (2) Materials should help learners feel at ease, (3) Materials should help learners to develop confidence, (4) What is being taught should be perceived by learners as relevant and use-full, (5) Materials should require and facilitate learner self-investment, (6) Learners must be ready to acquire the points being taught, (7) Materials should expose the learners to language in authentic use, (8) The learners' attention should be drawn to linguistic features of the input-Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, (9) Materials should take into account that the positive effects of instruction are usually delayed, (10) Materials should take into account that learners have different learning styles, (11) Materials should take into account that learners differ in affective attitudes, (12) Materials should permit a silent period at the beginning of instruction, (13) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities, (14) Materials should not rely too much on controlled practice, (15) Materials should provide opportunities for outcome feedback.

Using local context in learning materials will connect the knowledge and the real life. Johnson (2002) in Nurlia and Arini (2017:188) states that contextual teaching and learning helps students see meaning in the learning of academic material by connecting academic subject with the context of their daily lives including their personal, social, and cultural circumstances. The students will learn not only about the language but also about how they use it in real life. They need to experience how to talk or describe their local context where they belong to in English.

To help solving the teachers' problem in teaching descriptive text, a research and development was conducted. The objective of this research is to develop some descriptive texts in local content that have meet the criteria of a good text and can be used in teaching and learning process.

METHOD

The research method used is Research and Development suggested by ADDIE Model stands for Analysis, Design, Development, Implementation, Evaluation (Sugiyono, 2019:394). Mulyatiningsih (2016:5) suggests that this model can be used for various forms of product development in learning activities such as models, learning strategies, learning methods, media and teaching materials.

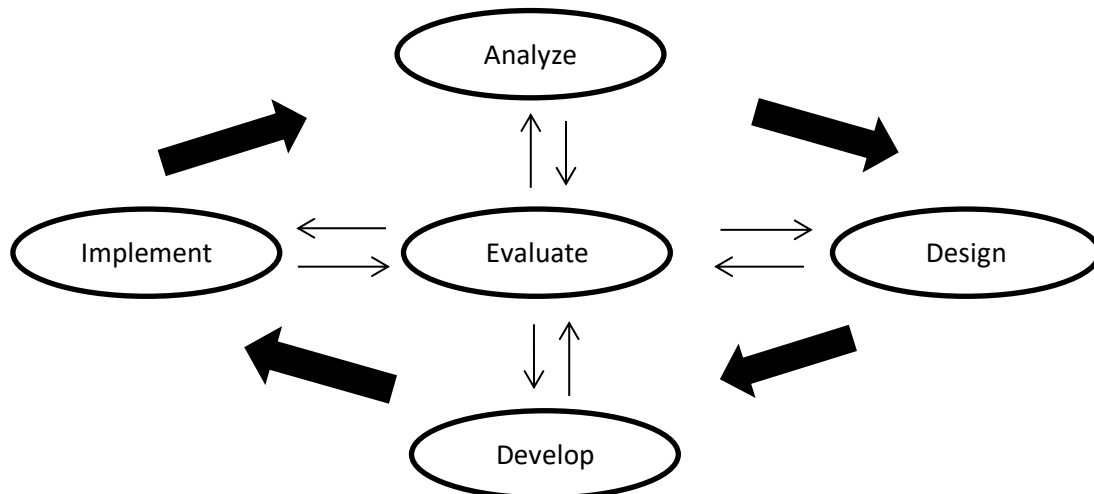


Figure 1. ADDIE Model (Dick & Carey 1996)

Table 1. The stages and the activities

Development Stages	Activities
Analyze.	<ul style="list-style-type: none"> Analyzing the syllabus Searching data sources based on the chosen topics.
Design.	<ul style="list-style-type: none"> Write the outlines of descriptive text based on the syllabus.
Development.	<ul style="list-style-type: none"> Developing the outlines to be texts. Assessing the texts by the experts by using validating sheets.
Implementation.	<ul style="list-style-type: none"> Doing some trial sessions. Giving tests to the students and questionnaire for their responds to the used of the texts.
Evaluation.	<ul style="list-style-type: none"> Doing final revisions based on the data of implementation stage.

To validate the texts, some instruments were used. The instruments were two questionnaires (validation sheet and 2 respondent sheets), assessment for the product by using scoring rubric suggested by Brown (2007) and assessment for the students' test by using scoring scale of interval suggested by Directorate of Senior High School Development, Directorate General of Primary and Secondary Education 2017 .

FINDINGS

The products which are 4 texts of descriptive text had fulfilled the criteria of a good texts that can be used in teaching and learning process. The results are as follow:

1. The result of the assessment score and the validations of the text.

Text 1: Historical Place



Figure 2. taken from : <https://news.detik.com/berita/d-3564212/tugu-sukarno-tiang-pancang-pembangunan-kota-palangka-roya>

The laying of the first stone was a silent witness of the inauguration of small village namely Pahandut into Palangka Raya city. This moment of inauguration took place on July 17, 1957 led by Indonesia's first president, Soekarno and was attended by the ministers of Indonesia, as well as the Russian Ambassador DA Zukov and the United States Ambassador, Hugh Cumming. Apart from being known as the first milestone, this place is also called Soekarno Monument. It is located in the middle of Palangka Raya city, facing Jl. S. Parman, right beside the Kahayan River. The First Milestone is a cultural heritage, which is officially owned and maintained by the Central Kalimantan provincial government.

This monument has 17 poles with the highest pole reaching 6 meters. The highest pole is flanked by 8 posts on the left side and 8 posts on the right side. Under the highest pillar there is an inscription that read "July 17, 1957, The First Pole of Palangka Raya City, the Capital of Central Kalimantan Province, By President R.I Soekarno" The tallest monument is in the form of a pentagon. At the top of the monument there is a decoration shaped like a burning fire. The fire symbolizes the spirit of freedom and development. The total number of the poles is 17. The number is a depiction of the date this monument was built, which was on 17 July. In addition, the number also symbolizes weapons for war. If you look at the other small poles on the left and right, they have of a sharp bamboo. The tallest pole that has the pentagon shape symbolizes Pancasila.

Historical value and strategic location make the First Milestone as a tourist spot. It is designed as a park in the middle of the city. Shady trees and tribune-shaped seats that surround the monument make visitors can sit while they are enjoying the view of the park. Moreover, its location is on the side of the largest river in Central Kalimantan, it makes this city park as one of the best spots to enjoy the sunset in the bank of the Kahayan River with the view of the Kahayan Bridge. At night, tourists can see the beautiful Kahayan River decorated with colorful lights.

Source : Sistem Pendataan Kebudayaan Terpadu

Link : <https://spkt.kemdikbud.go.id/monumen-peletakan-batu-pertama-kota-palangkaraya#:~:text=Soekarno%20meletakkan%20tiang%20dan%20batu,8%20tiang%20di%20sisi%20kanan>

Table 2. This final text has achieved:

Experts	Assessment score	Validation score
1	9,1 (A)	94% (Very Valid)
2	9,1 (A)	92% (Very Valid)

Text 2: Historical Place

Sandung Ngabe Sukah



Ngabe Sukah is one of the people who once led Palangka Raya city which was still known as Pahandut. For his success in leading Pahandut Village, Sukah was given a title “Ngabe Anum” by the Dutch East Indies government, and well known as Ngabe sukah afterward. He died around 1942 and he was buried in Sandung Bukit Ngalangkang which is now better known as Sandung Ngabe Sukah. Administratively it is located on Jalan Dr. Murjani, Pahandut Village, Pahandut District, Palangkaraya City, Central Kalimantan Province. This Sandung was originally founded by Pangkalima Bayuh in 1783.

Each family in the Dayak Kaharingan tribe has one Sandung building which serves as the residence of the deceased. Sandung is a small building made of ironwood and has four, two or one pillars, Sandung Ngabe Sukah especially has 4 pillars. Although this stumbling block is actually a tomb, it doesn't give even the slightest creepy aura, and it is because of the decoration. This building is in the form of a small traditional Betang house decorated with colorful Dayak motifs. Sandung Ngabe Sukah is one of the legacies of the Dayak Kaharingan tribe, and it is a place for the ancestors of Kampung Pahandut to be buried. Around the stumbling block there are also several human-shaped statues which have varying sizes. Then, on the front there are 3 poles that function to hang the cloth which is generally yellow. Yellow color considers quite mystical for the Dayak tribe. For tourists who are curious about the original appearance of the funeral of the previous Dayak Kaharingan leader, may come and see Sandung Ngabe Sukah directly, and it is free of charge.

Source : INDONESIA Platform Kebudayaan, Kementrian Pendidikan Dan Kebudayaan, Direktorat Jenderal Kebudayaan

Link : <https://kebudayaan.kemdikbud.go.id/bpcbaltim/sandung-ngabe-sukah/>

Table 3. This text had achieved:

Experts	Assessment score	Validation score
1	9,1 (A)	96% (Very Valid)
2	9,2 (A)	96% (Very Valid)

Text 3: Tourist Spot:

Arboretum Nyaru Menteng



<https://bataritours.com/2018/11/25/arboretum-nyaru-menteng-liburan-edukasi-di-konservasi-orangutan-kalimantan-tengah/>

Arboretum Nyaru Menteng is located in the east of Tjilik Riwut Highway, Tumbang Tahai Village, Bukit Batu District, Palangka Raya, Central Kalimantan, Indonesia. The beginning of the Nyaru Menteng Arboretum was started in 1988 by the Department of Forestry, Central Kalimantan Regional Office. Initially, this place was used for the "Nyaru menteng Orangutan Project", which was led by Lone Droscher to save orangutans and other protected primates and animals. The Nyaru Menteng Arboretum is a special attraction for local and foreign tourists who want to directly witness or be involved in the process of captive breeding, care, and release of orangutans back to the jungle.

This area of more than 65 hectares has facilities such as a large parking area, an Information Center, a Camping Ground, Workhouses, a Meeting Hall, a Mushola, and Toilets. However, there are no inns around this area. The Nyaru Menteng Arboretum is a conservation area for the *plasma nuftah* of a very green swamp forest ecosystem, with the majority of the soil structure being swampy and peat with supporting rooted trees such as mangroves and others. The arboretum area also has the beauty of dozens of tree families with hundreds of species. The natural wealth of the tropics makes this place often used for research. There are, more than 36 types of medicinal plants have been found in this forest.

Besides enjoying the natural beauty of the forest, in this place, tourists who visit also receive orangutan conservation education, introduction to the peat swamp ecosystem, and so on. They have the opportunity to the enclosure and witness firsthand the cuteness

of orangutans. Moreover, it is also a home to several other animals such as the Sun Bear, which is known as the world's small bear, Parrots, Cucak Rowo, monitor lizards, monkeys, and other wild animals. So, it is true, that Nyaru Menteng Arboretum is one of the amazing educational attractions that need to be visited. The opportunity to visit and explore this place is only open on holidays.

Source : Borneo Orang Utan Survival Foundation

Link : <https://orangutan.or.id/id/programs/>

Table 4. This text had archived:

Experts	Assessment score	Validation score
1	9,5 (A)	98% (Sangat Valid)
2	9,5 (A)	98% (Sangat Valid)

4. Tourist Spot:

Sebangau Nation Park



Picture 4 taken from by: <https://asianitinerary.com/sebangau-national-park/>

Sebangau National Park is surrounded by 2 major rivers, namely the Sebangau River and the Katingan River as well as many other tributaries. Before becoming a National Park that can be visited, the Sebangau area was an area of HPH companies or forests designated for industrial activities. However, after the closure of these companies, the illegal logging activities done by the community sprang up. It has caused the damage to the Sebangau area. Finally, by the support of initiators from the World Wide Fund (WWF) the Sebangau and Katingan Rivers became as Protected Areas in the district / city and it is provincial spatial planning. Administratively, this area is located in three regions of Central Kalimantan, namely Palangka Raya City, Pulang Pisau Regency and Katingan Regency.

Sebangau National Park has an area of ± 568,700 Ha. When entering this area, there is a unique beauty, that gives tourists the opportunity to experience an atmosphere that may not have been enjoyed before by using a boat tourist down a reddish black river. The unique color of the river is due to the sediment of organic material that forms the peat crater reaching 12 meters. Then, it is decorated with Pandanus plants that flank the river and green forest behind it. This Pandanus plant is also called Rasau which is one of the Bekantan alternative foods. Therefore, it is possible for tourists to see some Bekantan hanging from their branches. Moreover, tourist can see various types of Semar bags in this area. From the main route, tourists can choose which river they want to follow, such

as towards the mouth of the Katingan river which is close to the hills, or to the Kaki River which offers views of various types of birds, even if the tourists are lucky, they will be treated to the prowess of a perched Eagle. In addition to the uniqueness, from Sebangau river which is 30 minutes to the Koran River has an amazing view of witnessing the inhabited nests of orangutans and enjoy the chirping of birds passing by. However, there is more to enjoy in this spacious area which cannot put in only one page.

As previously mentioned, this area has great potential as the home of many protected animals, such as for several primate species with the orangutan population in this area reaching the highest of around 900 individuals. It is a home to other animals such as sun bears, clouded leopards and other types of cats, various types of exotic birds, and various types of freshwater fish. As a result, the tourists are able to see fishermen fishing and there are even huts where they rest. Admittedly, this area is suitable as a tourist spot for people who enjoy adventures in the peat forest with all the life hidden in it. Please come to this place by following the existing rules to preserve the beauty, greenness, uniqueness, and of course, the life in it.

Source : tsebangau.com

Link : <https://www.tsebangau.com/hidrologi/>

Table 5. This text had achieved:

Experts	Assessment score	Validation score
1	9,1 (A)	96% (very valid)
2	9,5 (A)	96% (very valid)

2. The result of students' test.

In trial session of the texts, the students were given 10 questions related to the knowledge about generic structure and language features of the texts. The average score has achieved **75** with the associated criteria was **good**. The description of the data can be seen as follow:

Table 6. The description of data

No	Student' names	Score	Total	Criteria (A/B/C/D)
1	AAP	7	70	C
2	AR	7	70	C
3	AWED	10	100	A
4	AR2	6	60	C
5	BE	5	50	C
6	CK	9	90	A
7	CTC	9	90	A
8	F	6	60	C
9	FA	9	90	A
10	FV	8,5	85	A
11	FYNV	8	80	B
12	GAI	10	100	A
13	IP	7	70	C

14	I	6	60	C
15	KWS	8,5	85	A
16	LIW	9	90	A
17	MR	8	80	B
18	NR	9	90	A
20	NSA	6,5	65	C
21	NNG	8	80	B
22	NRA	9	90	A
23	NC	8,5	85	A
24	RFAS	7	70	C
25	RRR	8	80	B
26	RJE	9	90	A
27	RS	8	80	B
28	TG	7	70	C
29	VG	6	60	C
Average score:			75,5	B (Good)

3. The result of the questionnaire about the student opinions of the texts.

The data showed that the student opinions of the text was in a good criterion. The description of the data can be seen as follow:

Table 7. The description of data

No	Statements	Scale	Students' respond		Score (scala×unit)
			Unit	%	
1	saya mampu mempelajari dan memahami ketentuan menulis jenis teks deskriptif melalui teks yang diajarkan	5	8	26.7%	40
		4	16	53.3%	64
		3	5	16.7%	15
		2	1	3.3%	2
		1	-	-	0
2	Saya mudah memahami dan menentukan struktur teks, tata bahasa, kosakata dan mekanis (ejaan, tanda baca, dan kapitalisasi) pada produk descriptive text	5	6	20%	30
		4	17	56.7%	68
		3	6	20%	18
		2	1	3.3%	2
		1	-	-	-
3	Saya mendapatkan informasi tentang tempat bersejarah yang berada di Palangka Raya	5	12	40%	60
		4	15	50%	60
		3	2	6.7%	6
		2	1	3.3%	2
		1	-	-	-
4	Saya mendapatkan pengetahuan tentang tempat wisata yang berasal dari Palangka Raya	5	12	40%	60
		4	15	50%	60
		3	2	6.7%	6
		2	1	3.3%	2
		1	-	-	-
Total			120	82%	495
Validation criteria			82% (Good)		

4. The result of the students' comments of the texts.

The developed products had positive comments from the students with some suggestions. The data can be seen as below:

Table 8. Students' comments

No	Comments
1	Saya mampu untuk memahami dan mempelajari tentang teks deskriptif yang telah di jelaskan sehingga saya mampu untuk menjawab soal yang diberikan. Saran saya lebih baik teks nya lebih diperjelas agar lebih mudah untuk dibaca
2	Saya lumayan bisa memahami dan mempelajari tentang teks deskriptif tersebut. Teksnya juga tidak terlalu rumit dan lumayan bisa di mengerti, saran saya lebih baik teksnya bisa lebih pendek.
3	Hari ini, penulis telah mengadakan pembelajaran tentang teks deskriptif, yang mana pembelajaran nya mudah dipahami karena penulis benar benar menyatakan penjelasan, baik berupa struktur, ciri kebahasaan, kosakata, berbagai informasi, dan contoh. Baik dan efektif
4	Dapat mengetahui apa yang dimaksud dengan deskriptif teks adalah gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
5	Melalui bahasan teks deksriptif pada pelajaran hari ini, saya mendapatkan pengetahuan baru baik dari segi kebahasaan inggris saya maupun pengetahuan tentang informasi tempat wisata / tempat bersejarah di Palangka Raya.
6	Pembelajaran/pembahasan tentang teks deskriptif yang telah dipelajari dapat membuat saya lebih memahami arti dan tujuan dari adverbial,noun,adjective dan verb.
7	Mungkin, pada soal no.10 bisa diperbaiki pada kejelasan nomor pada kalimatnya supaya tidak terjadi kesalahpahaman. Selain itu, semua materinya sangat bermanfaat dan tersampaikan dengan jelas. Terimakasih
8	Bagus
9	Saya lebih byk mendapatkan informasi tentang tempat ² wisata di kota Palangkaraya.

DISCUSSION

Based on the findings about the assessment scores and the validation sheets, it can be concluded that all of the texts have fulfilled the theoretical design of a good descriptive text as suggested by pardiono (2007) in Apriliansyah (2016:7) there are two parts of generic structure of descriptive text, namely identification & description.

- 1) Identification: it consists of phenomenon or object to be described
- 2) Description: it consists of description parts of physical appearance, qualities (degree of beauty, excellence, or worth of beauty), and characteristics (prominent aspects that are unique).

Furthermore, the texts also had fulfilled the theoretical design of the language features of the descriptive text as suggested by Utami (2014:31) the language features of a descriptive text are follows:

- Use of particular nouns or specific participant to describing a certain object or the specific object
- Use of a variety of types of adjectives.
- Use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings.
- Use of action verbs to describe the subject's behavior.
- Use of adverbials to provide more information.
- Use simple present tense

It can be proved by the acquired scores of the texts. 10 is the highest score for the perfect text where the developed texts were in the range of the lowest score was 9.1 (A=Very Good) and the highest score was 9.5 (A=Very Good).

The results of students' scores in product implementation that focus on good writing got an average of 75.5 with criterion B (good). Then, the results of filling in the respondent sheets that include the overall product validation criteria got satisfactory results with 82% meaning Valid. In the comments some students also added statements that support the products and gladly to find more information about the local places through it.

Moreover, Tomlinson (1998:7-21) suggest that effective materials are likely following 15 statements. These developed texts can fulfilled 7 statements that are materials should achieve impact, materials should help learners feel at ease, what is being taught should be perceived by learners as relevant and use-full, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input-Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, materials should provide opportunities for outcome feedback.

Using topic of local content in writing descriptive text can be a bridge for teacher to further introduce ancestral heritage in areas as well as instill a sense of care and preserve cultural heritage. As mentioned by Purbasari (2016:277) "Local cultural values and cultural heritage must be used as learning resources in social study materials, this phenomenon should be to encourage the social studies learning process in an effective, efficient and fun method for students and must be mastered by a prospective teacher... Through learning (know, see, understand, track and protect) will help the next generation preserve the nation's diverse cultural heritage. Thus, it will create and establish a sense of belonging from the students". All of the developed texts talked about the local content. By developing the texts, it hopes that the students not only study about the target language but also their surroundings.

CONCLUSION

Based on the discussion above, it can be concluded that the products of this research can be used for teaching descriptive text for tenth grade students of senior high school in Palangka Raya, Central Kalimantan. It also had fulfilled the criteria of a good

text theoretically, the results of the trial stage also showed good and positive result, and the students' comments and responds were supportive and positive.

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Authors' Brief CV

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