

# Development of Demak Folklore Writing Module Based on Cooperative Integrated Reading and Composition Model for Improving Writing Skills

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## Development of Demak Folklore Writing Module Based on Cooperative Integrated Reading and Composition Model for Improving Writing Skills

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**Abstract:** This research aims 1) to improve learning outcomes, especially in enhancing story writing skills for fourth-grade students in elementary schools, a Demak Folklore module based on Cooperative Integrated Reading and Composition was developed. The need for this module is based on observations and interviews with teachers and students, 2) expert lecturers conclude that the media is feasible to use without revision and provide suggestions for better products. The assessment of subject teachers, namely 94.16, is included in the valid category (No Need for Review). The teacher concludes that the media is feasible to use without revision, and 3) Test paired-samples t-test Sig. (2-tailed) obtained  $0.000 < 0.05$ , or t-count  $32.016 > t\text{-table } 2.03693$ , it can be interpreted that there is a difference in the average writing skills of students before and after using the module at Public Elementary School No. 1, Bonang District, Demak Regency. In the paired samples test, the Sig value is obtained. (2-tailed) obtained  $0.000 < 0.05$  or t-count  $26.496 > t\text{-table } 2.04523$ , it can be interpreted that there is a difference in students' average writing skills before and after using the module at Public Elementary School No. 2 Sumberejo, Bonang District, Demak Regency. Thus, it can be concluded that the module for writing stories of local wisdom in Demak through the Cooperative Integrated Reading and Composition model effectively improves writing skills for grade IV Elementary School.

**Keywords:** Development, story writing modules, cooperative integrated reading and composition, writing skills

### 1. Introduction

There are four language skills that students must master, namely speaking, reading, writing and listening. The four skills must be interrelated. Writing has an essential role in learning, especially in Indonesian lessons. Writing has been taught from elementary school to high school level. Writing is one of the language skills that students learning Indonesian must master (Suwandi, Nurkamto, & Setiawan, 2019). Writing is a process of expressing ideas or ideas. Writing activities as a process of expressing ideas can be done in everyday life. Writing is a productive activity because by writing someone can produce works that can be used by others, not just entertaining reading material (Angelino & Matronillo, 2020).

In connection with that above, the curriculum is always associated with learning. One of the subjects in the 2013 Curriculum is Indonesian. The purpose of learning Indonesian at school is to improve student's language skills, which consist of four skills. The language skills are listening, speaking, reading, and writing. One of the most complex language skills is writing skill because it requires writers to be able to compose and organize written content and express it in various written languages (Atayeva et al., 2019). Writing skill is one of the language skills that are very important to support communication activities properly and correctly to someone, especially in written communication. Writing is lowering or painting graphic symbols that describe a language someone understands so that other people can read the graphic symbols if they know the language and the visual image (Mantashah, 2020). Therefore, writing skills are necessary for learning Indonesian at school, namely, to improve students' language skills.

Writing, especially in the text-based 2013 curriculum, requires students to write a text. There are various types of text, one of which is story text. Pre-research data shows that students' ability to write stories is low, which in the end, learning outcomes decrease; this is influenced by many factors, one of which is the learning that has been applied so far

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tends to be monotonous, various problems that result in low student learning outcomes. This is presumably due to the lack of teacher innovation when conducting classroom learning, the selection of strategies or learning models that do not facilitate students' writing activities and various other problems. Such conditions resulted in the average learning outcomes that are still apprehensive. One of the descriptions of a learning process is the decline in student learning outcomes to understand concepts more deeply and low learning outcomes, especially in the ability to write stories for fourth-grade students in elementary schools. Learning Indonesian in class is always directed at the theoretical aspects so that the main objectives of students' listening, speaking, reading, and writing abilities are not achieved (Kurniaman, Yuliani, & Mansur, 2018). To maximize students' ability to absorb knowledge in the form of oral and written and obtain precise and accurate information, teaching material is needed, a learning model that makes students more active in learning.

In addition to the problems above, it turns out that teaching materials are also still limited. Even though teaching materials are one of the essential media in learning, this study will develop teaching materials based on local wisdom, namely folklore in Demak Regency, which can stimulate students to improve their writing and reading skills. In addition to enhancing story writing skills, it can indirectly introduce folklore in Demak Regency. Folklore is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through word of mouth. Local wisdom is found in folklore, proverbs, songs, and folk games. Local wisdom is the knowledge that specific local communities find through a collection of experiences in trying and being integrated with an understanding of a place's culture and natural conditions (Padmanugraha, 2010).

Each region has potential regional advantages that need to be developed better. The advantages possessed by each area vary greatly. With the diversity of the potential of this region, it is necessary to pay special attention to the local government so that children are familiar with their area and understand very well the potential and values and culture of their region. Therefore, learning can be integrated with students' local wisdom values.

Teachers and students need a Demak folklore writing module based on the Cooperative Integrated Reading and Composition model because teachers and students need innovation in the teaching and learning process as well as being able to apply the values of local wisdom in learning. So that it is useful in increasing students' understanding and knowledge to get to know local wisdom in their environment and as a medium for planting a sense of love for local wisdom in their area, and equipping attitudes and behaviors that are parallel to the values and rules that apply in the area around students (Nadlir, 2014). However, the learning materials presented by the Ministry of Education and Culture tend to show the whole story of the people from various regions nationally, while the folklore of the area itself is not necessarily well known to students. Therefore, a good learning process is learning that invites students to study the nearby environment, namely learning from the student's area, after that learning from other areas as a whole (Shufa, 2018).

The objectives of this research are: 1) to find out the need for a module on writing stories of Demak folk wisdom to improve writing skills for grade IV Elementary School, 2) to develop the design of the Demak folklore writing module based on the Cooperative Integrated Reading and Composition (CIRC) model to improve writing skills for grade 4 Elementary School, 3) to analyze the feasibility of the Demak folklore writing module based on the Cooperative Integrated Reading and Composition (CIRC) model to improve writing skills for grade IV Elementary School, 4) to analyze the effectiveness of developing the Demak folklore writing module based on the Cooperative Integrated Reading and Composition (CIRC) model to improve writing skills for grade IV Elementary School.

## 2 Literature Review

One of the efforts to improve learning outcomes, especially in the aspect of improving story writing skills for fourth-grade students in elementary schools, a Demak Folklore module based on Cooperative Integrated Reading and Composition was developed. The need for this module is based on the results of analysis, observation and interviews with teachers and students, which in effect, is that students and teachers need more innovative teaching materials modules which include Demak folklore in the context of introducing local culture, in addition to modules that use a model approach. Creative learning and students are actively involved in education.

The limiting factor of teaching materials in schools used by teachers and learning models that can motivate students to learn actively and understand the material will affect students' writing skills. The use of teaching materials is essential to be applied during learning to make it easier for students to understand the material, such as the opinion Arief (2009) explains that teaching materials are a learning resource that can channel messages so that they can overcome obstacles and facilitate the learning process (Anggraeni & Yonand, 2018) stated the need for the development of local wisdom-based modules with learning models as a solution to improve students' writing skills. One of the efforts to improve learning outcomes, especially in the aspect of improving story writing skills for fourth-grade students in elementary schools, a Demak Folklore module based on Cooperative Integrated Reading and Composition was developed. The need for this module is based on the results of analysis, observation and interviews with teachers and students, which in effect, is that students and teachers need more innovative teaching materials modules which include Demak folklore in the context of introducing local culture, in addition to modules that use a model approach. Creative learning and students are actively involved in education.

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### 3. Methodology

This research uses the Research and Development (R&D) method. The design used in this study is a non-equivalent control group design. Because in this design, an experimental group is given treatment, and the control group is not given treatment. The floating procedure model used in this study refers to the development model (R&D) by Borg & Gall (Sa'adah (2021). Then the steps that will be carried out in this research are up to the 10th stage.

The data collection technique used is using a test. The test was carried out through a pre-test before learning was carried out, and after learning, a post-test was done to find out the difference in abilities before and after learning. Data analysis carried out in this study was a validity test, reliability test, normality test, homogeneity test, Difficulty level, average similarity test, differentiation test, and gain index.

The population framework for this study is ninety-three (93) grade 4 students from three elementary schools in Bonang District, Demak Regency. In a large-scale test, it is done by forming a control class and an experimental class. The experimental class is a class subject to learning actions using the Demak folklore writing module based on the Cooperative Integrated Reading and Composition model. In this experimental class, there are in grade 4 Public Elementary School No. 2 Sumberejo, Bonang District, Demak Regency with a total of 30 students and Public Elementary School No. 1 Sukodono, Bonang District, Demak Regency with a total of 33 students. The control class is a class that carries out learning on story writing material. Still, it does not use the Demak folklore writing module based on the Cooperative Integrated Reading and Composition model, namely at Public Elementary School Babadan, Bonang District, Demak Regency, with a total of 30 students.

### 4. Findings and Discussion

The results of the research on the Development of the Demak Folklore Writing Module Based on the Cooperative Integrated Reading and Composition Model for Improving Writing Skills, can be explained as follows:

#### 4.1 Module Eligibility

One of the efforts to improve learning outcomes, especially in the aspect of improving story writing skills for fourth-grade students in elementary schools, a Demak Folklore module based on Cooperative Integrated Reading and Composition was developed. The need for this module is based on the results of analysis, observation and interviews with teachers and students, which in effect, is that students and teachers need more innovative teaching materials modules which include Demak folklore in the context of introducing local culture, in addition to modules that use a model approach creative learning.

Based on this, a learning module was developed. The learning module is designed with an attractive colour combination and with language according to the development of elementary school children. The module passes the validation test stage by material experts before small-scale and large-scale trials are carried out (Astuti & Mufrihah, 2019). The results of the material expert validation got a total score of 95. Based on the guidelines, it is known that the product developed is in the valid category. Therefore, materials experts conclude that the product is fit for use without revision. However, material experts provide suggestions so that the media produced is even better.

The results of the validation by media experts are 87.5. Based on the guidelines for classifying the final grades, it is known that the product developed is in the "Valid" category. The media expert concluded that the media deserved to be used without revision. However, the media expert gave suggestions to make the product better.

The results of the fourth-grade teacher assessment are 94.16. Based on the guidelines for classifying the final grade results, it is known that the product developed is in the valid category. Therefore, the teacher concludes that the media can be used without revision. However, the teacher as a practitioner provides suggestions so that the resulting product is even better.

## 4.2 The Effectiveness of the Demak Folklore Writing Module Based on the Integrated Reading and Composition Cooperative Model

The effectiveness of the Demak folklore writing module based on the Cooperative Integrated Reading and Composition model in this study was carried out through an N-Gain score test based on students' writing skills. The results of the calculation of the gain index for increasing students' writing skills at Public Elementary School No. 1 Sukodono and Public Elementary School No. 2 Sumberejo, Bonang District, Demak Regency, experienced a moderate increase. In contrast, the gain index calculation for increasing students' writing skills at Babadan State Elementary School, Bonang District, Demak Regency, experienced a low increase.

The Demak folklore writing module based on the Cooperative Integrated Reading and Composition (CIRC) model can effectively be used to improve writing skills for grade IV Elementary School. This is based on the paired samples t-test in experiment 1 with the value of Sig. (2-tailed) obtained  $0.000 < 0.05$ , or  $t\text{-count } 32.016 > t\text{-table } 2.03693$  and the experimental class 2 Sig value. (2-tailed) obtained  $0.000 < 0.05$  or  $t\text{-count } 26.496 > t\text{-table } 2.04523$ , it can be interpreted that there is a difference in the average writing skills of students before and after using the module.

Effectiveness test using paired-samples t-test to determine whether the Demak folklore writing module based on the Cooperative Integrated Reading and Composition model effectively improves the writing skills of fourth-grade elementary school students. The results of the paired-sample t-test analysis is shown in Table 1.

Table 1. Paired samples test of students' writing skills

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After using the Module (Public Elementary School No. 1 Sukodono)	27.485	4.932	.858	29.233	25.736	32.016	32	.000
Pair 2	Before - After using the Module (Public Elementary School No. 2 Sumberejo)	27.067	5.595	1.022	29.156	24.977	26.496	29	.000
Pair 3	Control learning - After learning without Module (Public Elementary School Babadan)	7.733	1.999	.365	8.480	6.987	21.191	29	.000

Based on the results of the paired samples statistic, it is known that the mean value of writing skills of control class students (Public Elementary School Babadan), namely learning without using modules, is 50.70, the mean value of students' writing skills after using the module in experimental class 1 (Public Elementary School No. 1 Sukodono) is 70.03, and the average score of students' writing skills after using the module in experimental class 2 (Public Elementary School No. 2 Sumberejo) was 70.30. These results can be interpreted that the average value of the experimental class 1 at Public Elementary School No. 1 Sukodono (70.03) and experimental class 2 at Public Elementary School No. 2 Sumberejo (70.30) both use the Demak folklore writing module based on the Cooperative model. In Integrated Reading and Composition, students' writing skills are relatively similar. Meanwhile, the average control class students' writing skills score at Public Elementary School Babadan (50.70) is lower than that of the experimental class. So it can be said that experimental class students using the Demak folklore writing module based on the Cooperative Integrated Reading and Composition model have better writing skills than students in the control class

using learning without modules. The mean (average) results in both experimental and control classes can be seen in the paired sample statistics in Table 2.

**Table 2. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before using the Module (Public Elementary School No. 1 Sukodono)	42.55	33	3.954	.688
	After using the Module (Public Elementary School No. 1 Sukodono)	70.03	33	3.853	.671
Pair 2	Before using the Module (Public Elementary School No. 2 Sumberejo)	43.23	30	4.281	.782
	After using the Module (Public Elementary School No. 2 Sumberejo)	70.30	30	3.798	.693
Pair 3	Control learning (Public Elementary School Babadan)	42.97	30	4.148	.757
	After learning without Module (Public Elementary School Babadan)	50.70	30	3.515	.642

## 2 Conclusions and Recommendations

One of the efforts to improve learning outcomes, especially in the aspect of improving story writing skills for fourth-grade students in elementary schools, a Demak Folklore module based on Cooperative Integrated Reading and Composition was developed. The need for this module is based on observations and interviews with teachers and students. The material expert validation results got a 95 in the valid category (No Need for Review). Materials experts conclude that the product is fit for use without revision. In addition, material experts provide suggestions so that the media produced is even better. The results of media expert validation are 87.5, including the category "Valid (No Need for Review)". The material expert concluded that the media was feasible to use without revision and suggested improving the product. The grade 4 teacher's assessment, which is 94.16, is included in the valid category (No Need for Review). The teacher concludes that the media is feasible to use without revision.

The results of a large-scale test on writing skills in the experimental class 1 at Public Elementary School No. 1 Sukodono before using the module got an average score of 42.5, then after using the module, an average score of 70. In experimental class 2 at Public Elementary School No. 2 Sumberejo, before using the module, the average value of 43.2. Then after using the module, it got an average value of 70.3. As for the control class at Public Elementary School Babadan, the average score was 43, after carrying out the learning, the average score was 50.7. The results of the gain index of increasing students' writing skills at Public Elementary School No. 1 Sukodono, Bonang District, Demak Regency, experienced an increase in the medium category. The calculation of the gain index of increasing students' writing skills at Public Elementary School No. 2 Sumberejo, Bonang District, Demak Regency, experienced a moderate increase. The analysis of the gain index for improving students' writing skills at Public Elementary School Babadan, Bonang District, Demak Regency, experienced a low increase. Test results paired samples t-test Sig. (2-tailed) obtained  $0.000 < 0.05$ , or t-count  $32.016 > t\text{-table } 2.03693$ , it can be interpreted that there is a difference in the average writing skills of students before and after using the module at Public Elementary School No. 1 Sukodono, Bonang District, Demak Regency. The paired samples test obtained the value of Sig. (2-tailed) obtained  $0.000 < 0.05$  or t-count  $26.496 > t\text{-table } 2.04523$ , it can be interpreted that there is a difference in students' average writing skills before and after using the module at Public Elementary School No. 2 Sumberejo, Bonang District, Demak Regency. Thus, it can be concluded that the Cooperative Integrated Reading and Composition model effectively improves writing skills for grade IV Elementary School.

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