

Need Analysis of Teaching Materials for Writing Stories with Papuan Culture in Grade V Elementary School

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Abstract— Learning Indonesian needs to be taught from an early age in elementary schools as a basis for language skills for studying other disciplines. Story writing skill is one of the language skills that must be mastered by students. In learning to write, the teacher should teach how to write, not just theory. There are several problems in learning to write children's stories in elementary schools, including many students who have not been able to place capital letters, punctuation, letter clarity, lack of letters in a word, and there are still dirty, untidy writing, and lack of exploration of their insights in writing. To achieve this goal, researchers need to analyze the needs of students for teaching materials for writing stories and find descriptions of the forms and specifications of teaching materials that suit their needs. The method used in this study is a qualitative description. Data collection techniques with questionnaires and observation. Data analysis techniques obtained from quantitative data are interpreted into qualitative. The results of research on the analysis of the needs of teaching materials for students obtained an average score of 82%, and teachers obtained an average score of 88%. Based on the data obtained in the preliminary research to analyze needs, it can be categorized that most students and teachers need teaching materials for writing stories with a Papuan cultural perspective in learning Indonesian.

Keywords— Needs analysis; Writing children's stories; Textbook with Papuan cultural perspective.

I. INTRODUCTION

Learning Indonesian in elementary schools has a very important role, therefore students need to master language skills in communication and to learn science. Learning Indonesian needs to be taught from an early age so that students can master language skills effectively by the correct rules. Students are expected to be able to communicate and be proud to use it as the language of national unity. Khair (2018:89) revealed that the use of language is very important to improve intellectual abilities, emotional maturity, and culture.

Learning Indonesian in elementary schools aims to help students master the four language skills, namely listening, speaking, reading, and writing skills (Utami, 2018). Listening is the activity of listening to information in the form of verbal information. Listening skills are part of the interaction in communication. Listening skills require concentration so that the information received can be understood before being passed on to others. Meanwhile, reading skills are a must for human life, because reading can increase knowledge (Suparlan, 2021). Writing skill is an activity to generate ideas, ideas, and feelings through writing letters, and diaries, and writing according to good and correct writing procedures so that readers can understand them (Sulistiyana, 2014). These four skills cannot be separated because they are related to each other in

language. The link between one type of language skill will improve other skills (Slamet, 2019:70-71).

Rukayah (2013) revealed that writing skill is one of the most important language skills for students because without mastering this skill from an early age students will experience difficulties in the future. Because of that writing ability becomes the basis not only in language learning but for other learning. By writing, students will benefit from their intellectual, social, and emotional development. The ability to write is considered a difficult skill to master even by native speakers of the language in question (Ramadhaniati, 2018). Thus, writing activities are required to be able to express ideas, knowledge, experiences, concepts, feelings, and hopes to others which will be conveyed through writing. Given the importance of writing in learning Indonesian at school, learning to write needs to be further improved. By being taught writing skills, it is hoped that students will have better language skills (Yamtinah et al., 2021).

The writing skill on children's stories is one of the activities carried out by students in elementary schools. Children's stories are specifically aimed at children according to the target audience (Trimansyah, 2020). Children's stories required to be packaged differently form from adult stories so that children can receive and understand them properly (Siddik, 2016; Masie et al.,

2022). Children's stories are imaginative pictures or depictions of children's lives in the form of children's language structures. They need to be packaged in an attractive way so that students can be motivated. Children's stories can be interpreted as a form of literary work that is based on reality or imagination with suitable content and language to get understanding and good impact for children (Marlinah & Mu'awwanah, 2017). Kusumawati & Slamet (2015:163-164) stated children's stories are stories that are written using a child's point of view. Slamet (2019) revealed that children's stories generally have various types including realism, formula, fantasy or fantasy, science, and traditional children's stories.

Based on the results of interviews conducted by researchers it is known that in Papua, the ability in the learning process in writing children's stories is not optimal because in learning the teacher is still lacking in teaching writing learning, the teacher only provides material theoretically without teaching good writing. Students are also less aware of the importance of writing skills and lack reading material about writing children's stories at school. The strong mother tongue or regional language in the interior of Papua is a challenge in teaching Indonesian. Students still have difficulty understanding the meaning of Indonesian. The difficulty is the use of words that are not properly interpreted in reverse from their true meaning. Pronunciation of words that are often heard upside down and lacking letters when speaking will also affect writing skills.

The content of writing children's stories should be varied and need development. The cultural contextual insight approach is an educational process that is varied, holistic and aims to motivate students to understand the meaning of the subject matter they are studying by associating the material with the context of their daily lives (personal, social and cultural contexts) so that students have the skills can be flexibly transferred from one problem to another (Mardes et. al., 2016:2).

This problem is caused by the lack of availability of incomplete teaching materials so that students are unmotivated in learning to write. Teaching materials have a role to help teachers and students in learning. Aisyah et al., (2020) stated the function of teaching materials according to those who use teaching materials and according to the learning strategies used. There are two kinds of functions that can be obtained, for teachers and for students. Ahmad & Lestari (2010) stated the

function of teaching materials for teachers to save time in teaching, change the teacher's role from a teacher to a facilitator, make the learning process more effective, interactive, and fun.

In addition, teaching materials can be used as an evaluation tool to measure the extent to which the learning process is achieved (Idrus, 2019; Dendi, 2012). Teaching materials as an evaluation tool are a series of planning activities and obtaining information that can be used as a basis for making decisions about learning that has been implemented and improving the learning process in a better direction (Febriana, 2019; Widiana et al., 2019 ; Marlinah & Mu'awwanah, 2017).

From the results of the analysis of the needs of students for teaching materials for story writing books other than the available textbooks, many of them need special textbooks for learning to write stories. Because the books available so far are only Indonesian books that have not specifically taught about the process of writing stories as a form of expressing students' ideas and ideas. This is supported by opinion (Çelik, 2020).

The explanation above confirms that educators need to prepare, implement, and evaluate learning to be more interesting and meaningful through various learning resources (Nesi et al., 2022). In other words, through textbooks, students are guided based on the instructions that have been conveyed to them through teaching materials, both for learning in class and for doing assignments outside the classroom in various forms (Eltanahy & Forawi, 2019); (Nesi et al., 2022). In addition, Indonesian textbooks must always answer students' needs and need to be updated from time to time, including their integration into the digital version according to the demands of the 4.0 revolution era (Kartini, 2020). This is because language learning in educational institutions always follows the trend of linguistic development.

Therefore, the teaching materials used by teachers in learning need to be designed to be more attractive, and contextual to the real-life experiences, felt by students. Contextual learning prioritizes student activities in learning so that students can find new concepts about learning materials and associate these concepts with real conditions in the environment where they live. As discovered by Johnson (2009) that strength, speed, and brain intelligence (IQ) are inseparable from environmental factors or context factors because there is

an interface between the brain and the environment. Thus, the involvement of culture in learning can help students construct knowledge that can express ideas and ideas through writing stories.

Based on the description above, this study aims to describe the analysis of the needs of teaching materials for writing stories for fifth-grade elementary school students and to describe the form of teaching materials for writing stories based on an analysis of the needs of students and teachers.

II. METHODOLOGY

This study uses a method with a qualitative descriptive approach. The subjects in this study were 115 students and 12 teachers of grade V elementary schools in Lanny Jaya Regency. Sukmadinata (2020), Revealing needs analysis is the first step in development research. The researcher conducted a field survey and literature study to examine the theory of teaching materials and story-

writing skills. Field surveys to obtain data about (1) the condition of the teaching materials used as the basis for product development, (2) to obtain responses from students and teachers about the teaching materials that have been used so far, (3) analyze the needs of the teaching materials to be developed, and (4) a description of the findings of the needs and forms of teaching materials that suit the needs of students.

A needs analysis questionnaire using the Guttman scale is used when researchers want to get a firm answer to a problem (Sugiyono, 2019). Answers from students and teachers stating "agree" is scored "1" and "disagree" is scored "0", for alternative answers in the questionnaire. Furthermore, the results were analyzed quantitatively in the form of percentages (Febriana Wati et al., 2020). Categories for interpreting the results of the needs analysis percentage were obtained from modifications to the research results of Munggaran (2012). This category can be seen in Table 1.

Table 1. Percentage category

Percentage	Category
0-1,9%	Not needed
2-25,9%	Few need
26-49,9%	Less than half need
50%	Half need
51,1-75,9%	More than half need
76-99,9%	Most need
100%	All need

Quantitative results of the results of filling out the questionnaire are interpreted according to Table 1. If the results show a percentage of more than equal to 50%, it can be concluded that teaching materials are needed. If it is less than 50%, it indicates that the development of teaching materials is not needed. The results in descriptive form describe the overall results of the needs analysis stages. This data is in the form of a description of the results of the interpretation of the questionnaire, which are listed by fifth-grade students and teachers in the questionnaire, and the results of observations.

III. FINDINGS AND DISCUSSION

From the observations in this study, it was found that there was a lack of story-writing textbooks in elementary schools. In general, they only use textbooks provided by the government without being adapted to the real needs and conditions of students in the regions. The teaching materials used in elementary schools in Lanny Jaya Regency show that there is still a need to

develop teaching material designs in the form of textbooks in deepening the material as a solution to existing gaps. So, this study formulated prototype specifications for teaching materials for writing stories with a Papuan cultural perspective. The data obtained from distributing the questionnaire to 115 students and 12 fifth-grade teachers spread across eight elementary schools in Lanny Jaya Regency were interpreted in percentage data which indicates the category of needs for developing teaching materials for writing stories with a Papuan cultural perspective.

The design of textbooks for writing stories can also be understood as the teacher's process in selecting and adapting material, stories, exercises, and tests from several teaching materials or several available sources by giving new meaning to the content of learning materials based on the context of the unit. In this case, learning to write stories is expected to meet the target needs identified from the results of the analysis of

students' needs for teaching materials for writing stories and how the process of writing children's stories. To achieve this goal, the teacher needs to carry out a series of stages of activity, (1) studying textbooks, (2) analyzing student needs, and (3) determining textbook prototypes.

3.1 Student Needs Analysis Questionnaire Results

Based on the results of the analysis of students' needs for teaching materials in learning to write stories can be described in Table 2.

Table 2: Student Needs Analysis Questionnaire Results

No	Question	Answer Choices			
		Agree	Percentage	Disagree	Percentage
1	The need for book teaching materials as a source of learning to write stories	99	86%	16	14%
2	The contents of the teaching materials for writing stories are accompanied by interesting examples and illustrations	97	84%	18	16%
3	Systematic presentation of material in-teaching materials for writing stories with an insight into Papuan culture	90	78%	25	22%
4	The language used in teaching materials is easy to understand by the correct rules of the Indonesian language	91	79%	24	21%
5	The appearance of teaching materials has interesting shapes, sizes, colors, pictures, and illustrations	96	83%	19	17%
Average			82%		18%

Based on the analysis results table above, shows that the average percentage of students' needs for teaching materials reaches 82%. If it is interpreted based on Table 1, it is included in the percentage range of 76%–99.9% and is included in the category mostly requiring teaching materials for writing stories.

Broadly speaking, the 5 questions in the questionnaire asked about the content of the needs of book teaching materials as a source of learning to write stories. The result is that 99 answers are stating "agree" and 16 answers "disagree". From these results, it was obtained that the percentage that agreed regarding the development of story writing materials reached 86%. Based on the categorization by Munggaran (2012), these results are in the category of most needy. This means

that most of the fifth-grade students need teaching materials to write stories as companion books in learning Indonesian in the fifth grade of elementary school.

The needs analysis questionnaire was filled in by 115 fifth-grade students spread across eight elementary schools in the Lanny Jaya district. This questionnaire uses the Guttman scale with a total of 20 questions which are summarized in five indicators of questions consisting of the need for textbooks as learning resources, content, presentation of material, language in teaching materials, and appearance of teaching materials. From filling out the needs analysis questionnaire, the findings were obtained as shown in Figure 1.

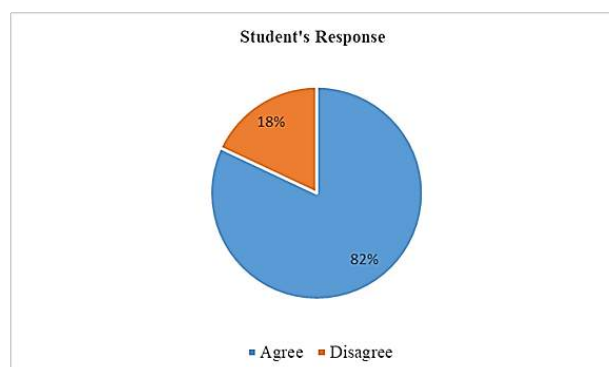


Figure 1: Diagram of analyzing students' needs for the development of teaching materials

Based on the picture above, it can be concluded from the results of distributing the questionnaire to 115 students agreed 82% and 18% did not agree to need story writing textbooks.

3.2 Results of Teacher Needs Analysis

The results of the analysis of the teacher's needs for teaching materials in learning to write stories in elementary schools can be seen in Table 3

Table 3: Results of the Teacher Needs Analysis Questionnaire

No	Question	Answer Choices			
		Agree	Percentage	Disagree	Percentage
1	Do you need teachers to use teaching materials in learning?	10	83%	2	17%
2	Is the state of the teaching materials that have been used in schools appropriate to the context of the students?	9	75%	3	25%
3	Is there a shortage of teaching materials that have been used in schools?	8	78%	4	22%
4	Is there a need for a variety of new teaching materials to arouse student learning motivation?	11	92%	1	8%
5	Do you agree with teaching materials that are contextual to the student's environment?	12	100%	0	0%
6	Do you agree with the teaching materials being developed from a Papuan cultural perspective?	12	100%	0	0%
	Average		88%		12%

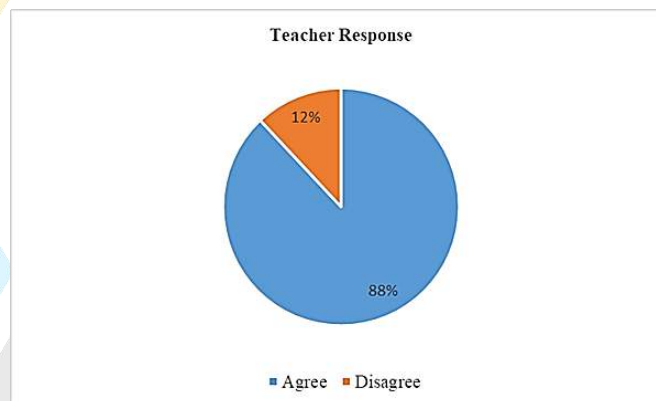


Figure 2: Diagram of teacher needs analysis for the development of teaching materials for writing stories

The research results obtained from Table 3 above, provide data from distributing questionnaires to analyze the needs of developing teaching materials for learning to write stories which were distributed to 12 fifth-grade teachers spread across eight elementary schools in Lanny Jaya Regency, Papua. Analysis of the needs for the development of teaching materials by providing 6 (six) questions. First, the teacher's answers agree with a score of 83%, while the answers disagree with 17%, from the results of the questions stated that teachers need to use teaching materials in learning. Second, teachers answered agree with a score of 75% and disagree with 25%, from the results of the analysis that 75% of teachers stated that the state of the teaching materials so far in school was by the context of students and 25% of

teachers stated that they were not appropriate. Third, the teacher answered agree with a score of 78% and disagree with 22%, from the results of the analysis of the questions obtained data that 78% of the teachers stated that there were still deficiencies in the teaching materials that had been used so far and 22% of the teachers stated that they had complied. Fourth, from the results of the analysis of the needs of teaching materials, 92% of teachers stated that there was a need for a variety of new teaching materials, while there were 8% of teachers stated that there was no need for a variety of new teaching materials. Fifth, from the results of the needs analysis based on the questions, the teacher stated that he agreed with a score of 100% and disagreed with 0%. This shows that all teachers who are research subjects

are 100% of the opinion that the teaching materials developed must be contextual according to the student's environment. Sixth, the results of the analysis of the needs for the development of teaching materials, teachers who answered agree 100% and disagree 0%, these results show that 100% of teachers stated that the development of textbooks with a Papuan cultural perspective is urgently needed as a companion book in learning to write stories in fifth-grade elementary schools. Data on the analysis of teacher needs for story writing teaching materials can be illustrated in Figure 2.

Figure 2 explained that from the results of filling in the questionnaire which was distributed to 12 fifth-grade teachers spread across eight elementary schools in Lanny Jaya Regency, the results of the teacher's response to the need for textbooks to write stories with a Papuan cultural perspective, 88% agreed, and 12% said they disagree. Based on the results of data processing in Tables 2 and 3 as well as the diagram above from distributing the questionnaire needs of students and teachers, it can be concluded that students and teachers agree that teaching materials are an important learning resource for teachers and students in the learning process. Without teaching materials, the teacher will have difficulty in achieving learning objectives. Therefore, the teacher must prepare teaching materials that can be adapted to the conditions of students to facilitate learning and improve the quality and efficiency of learning.

In addition, teaching materials can help teachers and students where the teacher only acts as a facilitator and students can independently learn using existing teaching materials.

The development of textbooks with a Papuan cultural perspective that can be used in learning to write stories in fifth-grade elementary schools can provide a new nuance in learning because it is adapted to the conditions of the characteristics of students and their environment. Teaching materials need to be adapted to the conditions of students while still providing the latest, updated, interesting and fun material.

Therefore, the developed textbooks must be student-centered with material content that provides examples and interesting learning experiences in language that is easily understood by students, as well as textbooks that have an attractive appearance, shape, size, and illustrations for students to increase motivation to learn.

IV. CONCLUSION

The results of this study were to obtain information regarding the needs analysis of teaching materials for writing stories with a Papuan cultural perspective regarding (1) the need for teaching materials for learning to write stories for grade V elementary schools in Lanny Jaya Regency; (2) The contents of the teaching materials for writing stories are accompanied by interesting examples and illustrations; (3) Systematic presentation of material in teaching materials for writing stories with a Papuan cultural perspective; (4) The language used in teaching materials is easy to understand according to the correct rules of the Indonesian language; and (5) The appearance of teaching materials has interesting shapes, sizes, colors, pictures, and illustrations.

The results of distributing the questionnaire to 115 students indicated that students needed teaching materials that were more complete, and varied. The results of filling out a needs analysis questionnaire by students showed that quantitatively the average percentage of students' needs reached 82%, with details of 86% of students needing teaching materials in learning to write stories with a Papuan cultural perspective, 84% of students need material content and teaching material content write stories accompanied by interesting examples and illustrations, 78% of students agree that the systematic presentation of material in teaching materials writes stories with a Papuan cultural perspective, 79% of students agree that the language used in teaching materials is easy to understand by the correct Indonesian language rules, and 83 % stated that the appearance of teaching materials had interesting shapes, sizes, colors, pictures, and illustrations. The results of student interviews showed that students wanted teaching materials that were colorful, more interesting than existing teaching materials, and equipped with variations, as well as giving examples of texts in teaching materials based on the Papuan cultural context. This is in line with opinion (Riadini & Cahyono, 2021).

The results of distributing a questionnaire to 12 fifth-grade teachers of elementary schools in Lanny Jaya Regency obtained data that teachers really need companion textbooks in learning to write children's stories with an average score of 88%, with details of 100% of teachers agreeing to the development of story writing textbooks Papuan culture-minded children This is reinforced by the opinion (Saemee & Nomnian, 2021).

V. IMPLICATION

The implications of this research are information on needs analysis for the development of teaching materials for writing children's stories with a Papuan cultural perspective. Researchers recommend using these findings if they do not have sufficient time to conduct preliminary research. Limitations in this study of data collection techniques. Researchers only use questionnaires and observations to determine the needs of students and teachers. Future researchers should use interviews to explore further the opinions of students and teachers regarding the need for teaching materials for other language skills.

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