



PROTEKSI ISI LAPORAN AKHIR PENELITIAN DOSEN PEMULA

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi pengabdian kepada masyarakat

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Dosen Pemula: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

Pengembangan Web Based-Materials Berbasis CTL Dengan Strategi Guided Questions Terintegrasi Kearifan Lokal Kabupaten Gresik Untuk Meningkatkan Ketrampilan Menulis Siswa

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Kurikulum pendidikan karakter berbasis kearifan lokal	Green Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU BAHASA	ILMU BAHASA ASING	Sastra (dan Bahasa) Inggris

Skema Penelitian	Strata (Dasar/Terapan/ Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Dosen Pemula	Riset Dasar	50.000.000	2	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
ALIMIN 0710108204 Ketua Pengusul Universitas Qomaruddin	Dosen	Pendidikan Bahasa Inggris	Koordinator dan penanggung jawab seluruh kegiatan operasional penelitian, pengembangan model, penyusunan laporan penelitian dan naskah publikasi	6701716
FAQIHATIN 0711098202 Anggota Universitas Qomaruddin	Dosen	Teknik Informatika	membantu menyusun instrumen penelitian, mengumpulkan data, mengolah data dan menganalisa data	6880742
HAPPY KUSUMA WARDANI 0708018402 Anggota Universitas Qomaruddin	Dosen	Pendidikan Bahasa Inggris	Membantu membuat instrument, membantu mengolah data, membantu menulis laporan penelitian.	6701727

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
-------	------------	------

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Nasional Terindeks SINTA 1-4	Accepted/Published	Jurnal bereputasi Nasional Sinta 2

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp35.250.000,00

Tahun 1 Total Rp35.250.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Pengumpulan Data	Transport	uang transport	OK (kali)	50	30.000	1.500.000
Pengumpulan Data	HR Pembantu Peneliti	fee pembantu peneliti	OJ	2	2.500.000	5.000.000
Sewa Peralatan	Ruang penunjang penelitian	ruang interview	Unit	2	100.000	200.000
Sewa Peralatan	Ruang penunjang penelitian	ruang uji coba	Unit	4	100.000	400.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	konsumsi	OH	20	30.000	600.000
Pengumpulan Data	HR Pembantu Lapangan	rapat luar kantor	OH	10	200.000	2.000.000
Pengumpulan Data	Uang Harian	uang harian penelitian	OH	50	50.000	2.500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	biaya publikasi	Paket	1	2.000.000	2.000.000
Analisis Data	Honorarium narasumber	fee validator	OJ	5	1.500.000	7.500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	rapat diluar kantor	OH	4	50.000	200.000
Pengumpulan Data	Biaya konsumsi	konsumsi responden	OH	60	30.000	1.800.000
Pengumpulan Data	Biaya konsumsi	konsumsi responden guru	OH	8	50.000	400.000
Sewa Peralatan	Peralatan penelitian	sewa alat penelitian	Unit	12	100.000	1.200.000
Analisis Data	Uang Harian	transport dan konsumsi	OH	19	50.000	950.000
Analisis Data	HR Pengolah Data	biaya analisa data	P (penelitian)	4	1.500.000	6.000.000
Sewa Peralatan	Ruang penunjang penelitian	sewa ruang	Unit	15	100.000	1.500.000
Pengumpulan Data	Biaya konsumsi	rapat dalam kantor	OH	30	50.000	1.500.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Perkembangan teknologi saat ini telah berkembang pesat. Proses pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) otomatis berdampak pada hal ini. Oleh karena itu, pembelajaran berbasis teknologi mungkin diterapkan. Menulis sebagai keterampilan yang kompleks dalam pengajaran Bahasa Inggris akan lebih mudah diterapkan melalui perkembangan teknologi yang ada. Selain itu, hal ini akan lebih efektif jika digabungkan dengan teknik atau strategi tertentu yang terintegrasi dengan kearifan lokal. Tujuan dari penelitian ini adalah untuk mengembangkan materi berbasis web dalam pengajaran menulis menggunakan teknik CTL berbasis pertanyaan terpandu yang terintegrasi dengan kearifan lokal Kabupaten Gresik. Desain penelitian ini adalah Penelitian dan Pengembangan

menggunakan model ADDIE yang meliputi Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Tiga instrumen diberikan kepada guru Bahasa Inggris dan siswa untuk memenuhi kebutuhan dasar dalam mengembangkan materi. Instrumen tersebut adalah Kuesioner untuk guru, Kuesioner untuk siswa, dan Pedoman wawancara guru. Sementara itu, untuk uji coba guna memperoleh data penelitian yang lebih mendalam, peneliti juga membuat tiga instrumen. Instrumen tersebut adalah Kuesioner untuk guru dan siswa, lembar observasi, dan catatan lapangan. Temuan penelitian menunjukkan bahwa materi yang dikembangkan berupa materi berbasis web untuk pengajaran menulis yang berfokus pada teks laporan. Dua tema yang ditentukan yaitu "Kolak Ayam Gumeo" dan "Rebo Wekasan". Beberapa langkah disusun secara bertahap untuk mempermudah siswa menulis teks laporan. Langkah-langkah tersebut meliputi gambar, poster, video, kosakata dan pelafalan, kalimat sederhana, dan yang terakhir adalah pertanyaan terpandu. Semua materi telah diuji coba dengan sukses. Hasil uji coba menunjukkan bahwa baik guru maupun siswa puas dengan materi berbasis web yang dikembangkan.

B. KATA KUNCI

Contextual Teaching Learning; Development; Guided Questions; Local Wisdom; Web-based Materials

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Needs Analysis

Hasil analisis kebutuhan diperoleh dari kuesioner siswa dan wawancara dengan guru bahasa Inggris. Dari data tersebut ditemukan bahwa pengajaran keterampilan menulis untuk siswa kelas X saat ini bergantung pada sumber daya offline seperti buku teks, lembar kerja siswa, dan bahan non-cetak seperti video. Meskipun ponsel pintar digunakan untuk akses pembelajaran online, tidak ada aplikasi berbasis Android atau situs web yang dimanfaatkan. Siswa menghadapi tantangan dalam kosa kata, tata bahasa, struktur kalimat, dan penulisan paragraf (1). Secara keseluruhan, keterampilan mereka dikategorikan pada tingkat pemula. Oleh karena itu, tugas-tugas kreatif dan berbasis teks paling sering diberikan untuk menjaga keterlibatan siswa, dan pendekatan pembelajaran individu lebih ditekankan, dengan kelas pagi dianggap paling efektif.

Guru bahasa Inggris menyoroti beberapa fitur penting untuk bahan ajar berbasis web, termasuk tujuan pembelajaran, daftar kosakata, panduan pengucapan, contoh kalimat sederhana, gambar, video, pertanyaan terpandu, dan penjelasan tentang struktur umum, fitur bahasa, serta fungsi sosial. Disarankan juga untuk memasukkan unsur budaya lokal, seperti Kolak Ayam Gumeo dan Rebo Wekasan. Guru dan siswa lebih menyukai format sederhana, seperti font Times New Roman ukuran 12 dengan spasi 1,15.

Baik guru maupun siswa belum pernah menggunakan bahan ajar berbasis web sebelumnya, tetapi mereka sangat mendukung pengembangannya. Mereka percaya bahwa bahan ajar tersebut akan meningkatkan pembelajaran dengan mengurangi kebosanan, menyediakan alat pembelajaran yang beragam, dan lebih memenuhi kebutuhan siswa. Siswa menganggap bahan ajar berbasis web lebih mudah diakses dan praktis dibandingkan dengan opsi teknologi lainnya.

Dari hasil analisis kebutuhan, dapat disimpulkan bahwa pengembangan bahan ajar berbasis web untuk keterampilan menulis sangat direkomendasikan untuk mengatasi kekurangan sumber daya yang ada dan memenuhi kebutuhan siswa kelas X. Dengan memasukkan fitur-fitur penting, unsur budaya, dan format yang menarik, bahan ajar tersebut dapat secara efektif mendukung pembelajaran mandiri, meningkatkan kemampuan menulis siswa, dan menawarkan alternatif modern terhadap pendekatan tradisional.

Design

Desain bahan ajar berbasis web dilakukan setelah menganalisis kebutuhan guru dan siswa dalam pengajaran dan pembelajaran menulis teks laporan. Desain tersebut mencakup poster, gambar untuk memicu pertanyaan, video, beberapa kosakata dan penyusunan kalimat, latihan siswa, dan terakhir adalah pertanyaan terpandu sebagai desain akhir untuk membimbing siswa menulis teks laporan. Dalam merancang bahan ajar, beberapa langkah dilakukan oleh peneliti, yaitu meneliti topik, membuat model teks laporan, mengembangkan aktivitas siswa, menambahkan elemen visual dan antarmuka, serta penilaian sebagai langkah terakhir.

Hal lain yang dilakukan sejalan dengan perancangan adalah merencanakan tujuan pembelajaran. Untuk merencanakan tujuan pembelajaran, peneliti berfokus pada bahan utama yang dikembangkan, yaitu teks laporan. Di sini, beberapa kegiatan dilakukan oleh peneliti. Kegiatan tersebut meliputi memahami genre dan fitur bahasa teks laporan, menganalisis kebutuhan kurikulum, serta menyelaraskan dengan target pembelajaran siswa. Tujuan pembelajaran spesifiknya adalah agar siswa dapat menulis teks laporan yang terstruktur dengan urutan kejadian yang kronologis, serta menunjukkan penggunaan kata kerja bentuk lampau (past tense) yang benar.

Development

Pada tahap pengembangan produk, peneliti melakukan empat hal. Hal-hal tersebut adalah meninjau kurikulum yang diterapkan di sekolah, mengembangkan materi, memvalidasi produk, dan melakukan revisi. Setelah mendistribusikan kuesioner dan melakukan wawancara dengan guru bahasa Inggris, diketahui bahwa kurikulum yang diterapkan di sekolah adalah "Kurikulum Merdeka". Dari kuesioner dan wawancara tersebut, peneliti memperoleh informasi rinci tentang materi spesifik yang akan dikembangkan. Baik guru maupun siswa menyatakan preferensi untuk mengembangkan materi tentang penulisan teks laporan dibandingkan dengan teks deskriptif.

Setelah memahami kurikulum yang diterapkan, peneliti kemudian mengembangkan materi. Pengembangan materi dimulai dengan menganalisis kebutuhan guru bahasa Inggris dan siswa. Hal ini dilakukan melalui pengisian kuesioner oleh guru bahasa Inggris dan siswa, serta wawancara dengan guru bahasa Inggris. Hasilnya adalah penentuan topik "Kolak Ayam Gumen" dan "Rebo Wekasan". Kemudian, beberapa kosakata penting ditentukan untuk membantu siswa menulis dengan lebih baik. Dari kosakata tersebut, penulisan kalimat sederhana dilakukan untuk membantu siswa lebih memahami tata bahasa dan struktur sebelum menulis kalimat lengkap dalam sebuah paragraf. Untuk membantu siswa lebih memahami cara mengucapkan kata atau kosakata, materi dilengkapi dengan latihan pengucapan. Siswa hanya perlu mengklik kata tersebut, lalu audio dari kata tersebut akan diputar. Untuk memberikan lebih banyak ide dan pandangan kepada siswa sebelum menulis paragraf, mereka diberikan beberapa gambar dan video yang sesuai dengan topik yang dipilih. Tambahan terakhir adalah "pertanyaan terpandu". Di sini, siswa diberikan panduan untuk membaca dan menjawab semua pertanyaan terpandu menjadi kalimat satu per satu, yang pada akhirnya membuat mereka menulis esai lengkap berupa teks laporan.

Setelah semua bahan ajar berbasis web selesai dikembangkan sebelum pelaksanaan uji coba, bahan ajar tersebut kemudian divalidasi oleh validator. Validator tersebut terdiri dari ahli di bidang TI dan ahli materi bahasa Inggris. Hasil validasi dari ahli TI dapat dilihat pada Gambar 1 di bawah ini.

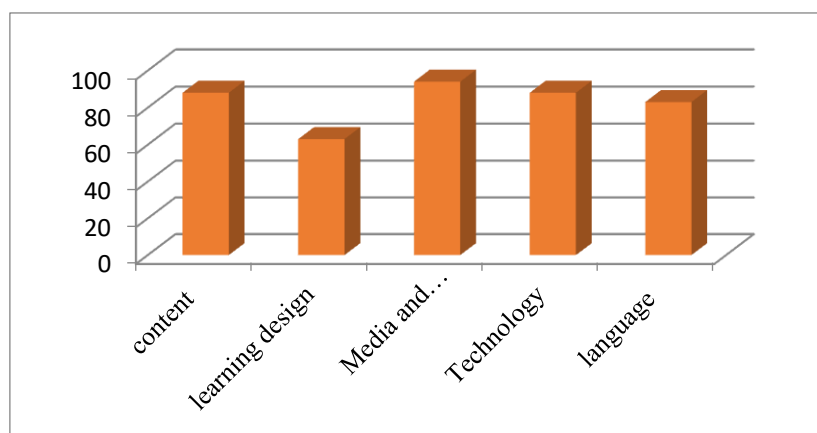


Figure 1. The Result of Product Validation from IT Expert

Gambar di atas menggambarkan hasil validasi produk dari ahli TI pada beberapa aspek. Aspek-aspek tersebut meliputi Konten, Desain Pembelajaran, Media dan Teknologi, Teknologi, dan Bahasa. Hasilnya menunjukkan bahwa kategori "Konten" menerima skor validasi tertinggi, yaitu 100, yang menunjukkan kekuatan dan kesesuaiannya dengan standar. Sebaliknya, "Desain Pembelajaran" mendapat skor sedikit lebih rendah, sekitar 80, yang menunjukkan perlunya peningkatan dalam penyusunan dan pengorganisasian metodologi pendidikan. Kategori "Media dan Teknologi" serta "Teknologi" masing-masing memperoleh skor mendekati 90, yang menyoroti integrasi elemen dan alat teknologi yang kuat namun belum sepenuhnya sempurna dalam kerangka pembelajaran. Terakhir, aspek "Bahasa" juga mencapai skor tinggi, hampir identik dengan skor "Teknologi", yang mencerminkan kecukupan dan ketepatan penggunaannya. Secara keseluruhan, hasil validasi menunjukkan pengembangan berkualitas tinggi di semua area yang dievaluasi, dengan beberapa penyempurnaan kecil yang diperlukan, terutama dalam desain pembelajaran.

Dalam kolom komentar, validator menyatakan pendapatnya dengan menyebutkan bahwa bahan ajar berbasis web ini dianggap cocok untuk digunakan dalam mengajarkan siswa menulis teks kompleks yang diperkaya dengan kearifan lokal dari Kabupaten Gresik. Sistem ini sesuai dengan metode yang diajukan dengan menggabungkan pertanyaan terbuka secara bertahap untuk mendorong pemikiran kritis, yang secara signifikan meningkatkan keterampilan menulis laporan siswa.

Meskipun sistem ini efektif, perbaikan dapat dilakukan untuk meningkatkan kegunaan dan pengalaman pengguna. Instruksi yang lebih jelas tentang cara menggunakan sistem dan memahami alur pembelajaran sangat diperlukan. Selain itu, penyempurnaan pengaturan tampilan, menu navigasi, dan memastikan keseragaman antara halaman utama dan konten kearifan lokal akan menciptakan pengalaman pembelajaran yang lebih kohesif dan relevan secara kontekstual. Secara keseluruhan, validator percaya bahwa bahan ajar berbasis web memiliki potensi besar untuk meningkatkan keterampilan menulis siswa dan mengintegrasikan elemen budaya lokal. Namun, menanggapi saran terkait kegunaan dan desain akan lebih mengoptimalkan efektivitas dan kepuasan pengguna.

Hasil validasi lainnya berasal dari ahli materi bahasa Inggris yang dapat dilihat pada Gambar 2 di bawah ini.

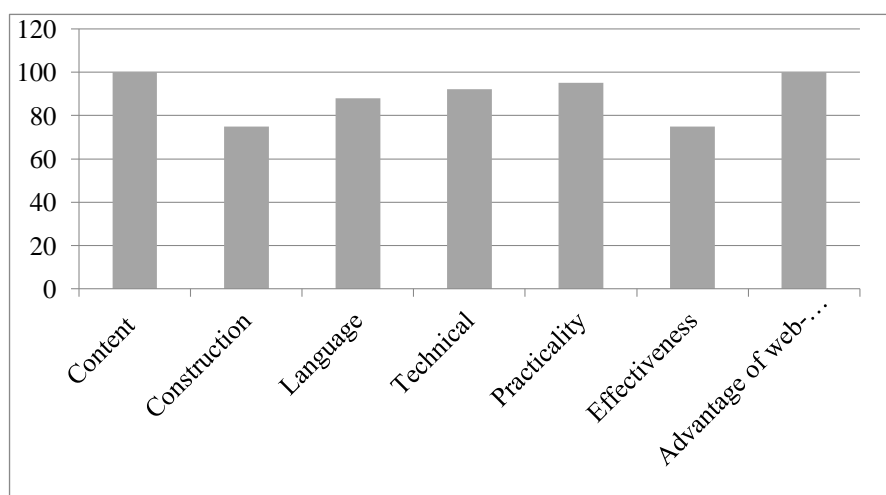


Figure 2. The Result of Product Validation from English Materials Expert

Gambar di atas menggambarkan hasil validasi yang diberikan oleh ahli materi mengenai evaluasi bahan ajar berbasis web. Evaluasi tersebut terdiri dari tujuh komponen utama: Konten, Konstruksi, Bahasa, Teknis, Praktikalitas, Efektivitas, dan Keuntungan bahan ajar berbasis web. Setiap komponen dinilai menggunakan skala, dengan nilai yang diwakili dalam bentuk persentase.

Berdasarkan grafik di atas, dua area dengan skor tertinggi—konten dan keuntungan bahan ajar berbasis web—mencapai 100%, menunjukkan pencapaian yang luar biasa di area ini. Dengan skor mendekati 100%, komponen Teknis dan Praktikalitas juga mendapat penilaian yang sangat baik, menunjukkan bahwa konten tersebut secara teknis solid dan berguna untuk tujuan yang dimaksud. Meskipun mendapat skor sedikit lebih rendah, bahasa masih di atas 90%, yang menunjukkan kejelasan atau kesesuaian penggunaan bahasa yang baik, meskipun mungkin dapat diperbaiki. Dengan skor sedikit di bawah 90%, efektivitas merupakan komponen dengan penilaian terendah, yang menunjukkan bahwa cara konten memenuhi tujuan pembelajarannya perlu diperbaiki.

Dalam kolom komentar, validator menyatakan pendapatnya bahwa bahan ajar berbasis web secara umum efektif untuk mendukung proses pengajaran dan pembelajaran. Namun, meningkatkan materi dengan lebih banyak latihan menulis interaktif akan semakin mendukung keterlibatan siswa dan meningkatkan hasil pembelajaran. Secara keseluruhan, hasilnya mencerminkan validasi yang kuat dari ahli materi, dengan sebagian besar aspek memperoleh skor yang sangat baik, memastikan bahwa materi tersebut kokoh dan efektif untuk pengajaran berbasis web.

Implementation

Pelaksanaan atau uji coba produk bahan ajar berbasis web dilakukan setelah semua materi direvisi. Uji coba dilakukan dua kali. Sebelum melakukan uji coba, peneliti pertama-tama mengembangkan instrumen. Tiga instrumen digunakan selama uji coba, yaitu kuesioner untuk guru dan siswa, lembar observasi, dan catatan lapangan. Untuk melakukan uji coba, peneliti pertama-tama berdiskusi dengan guru bahasa Inggris. Beliau adalah orang yang akan melaksanakan uji coba, sementara peneliti hanya berperan sebagai pengamat.

Hasil diskusi dengan guru bahasa Inggris, diperoleh kesepakatan bahwa uji coba akan dilakukan dua kali di kelas selama jam pelajaran. Uji coba tersebut dilaksanakan di kelas yang membutuhkan proyektor LCD dan jaringan wifi. Alasan lainnya mengapa uji coba dilakukan selama jam pelajaran adalah karena sesuai dengan jadwal jam pelajaran guru bahasa Inggris yang akan melaksanakan uji coba tersebut.

Evaluation

Kuesioner untuk guru bahasa Inggris dan siswa sama. Kuesioner tersebut terdiri dari tujuh aspek, yaitu aspek konten, konstruksi, bahasa, teknis, praktikalitas, efektivitas, dan keuntungan bahan ajar berbasis web. Gambar berikut menggambarkan hasil dari guru bahasa Inggris selama pelaksanaan uji coba.

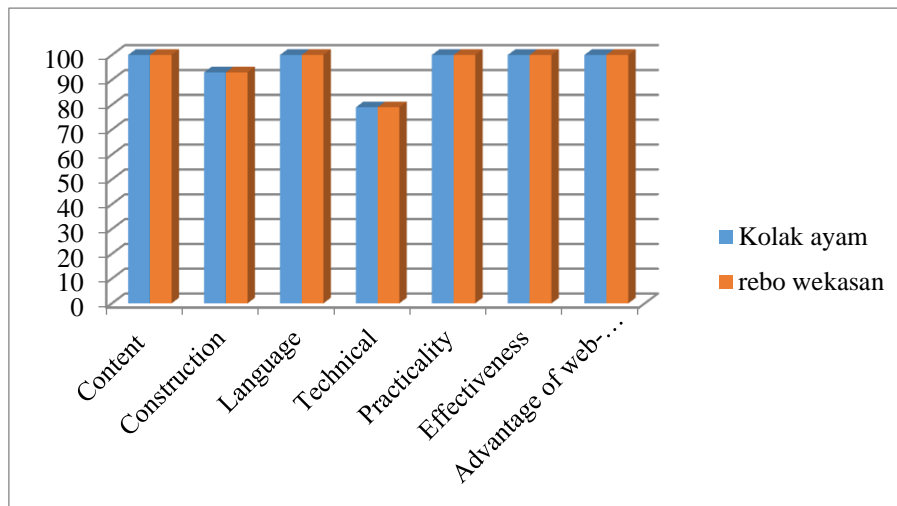


Figure 3. The Result of Teacher's Questionnaire in the Implementation

Grafik di atas menampilkan hasil kuesioner guru dari uji coba bahan ajar berbasis web, yang mengevaluasi dua tema, yaitu Kolak Ayam dan Rebo Wekasan. Evaluasi mencakup enam kriteria: Konten, Konstruksi, Bahasa, Teknis, Praktikalitas, Efektivitas, dan Keuntungan bahan ajar berbasis web. Di semua kategori, Rebo Wekasan secara konsisten memperoleh skor lebih tinggi dibandingkan Kolak Ayam. Rebo Wekasan mencapai skor mendekati atau 100% untuk sebagian besar aspek, yang menunjukkan kepuasan tinggi dari guru bahasa Inggris terkait dengan konten, konstruksi, kualitas bahasa, dan penerapan praktisnya. Sementara itu, Kolak Ayam menunjukkan kinerja moderat, dengan skor sedikit lebih rendah di semua kategori, terutama pada aspek Praktikalitas dan Teknis, yang menunjukkan adanya area yang dapat diperbaiki.

Skor tinggi untuk Rebo Wekasan di semua dimensi menyoroti efektivitasnya dan keuntungan yang dirasakan dari bahan ajar berbasis web yang diwakilinya. Sebaliknya, Kolak Ayam menunjukkan efektivitas yang wajar, tetapi mungkin membutuhkan perbaikan untuk meningkatkan kegunaannya dan kepuasan guru secara keseluruhan.

The figure below describes the result from the students.

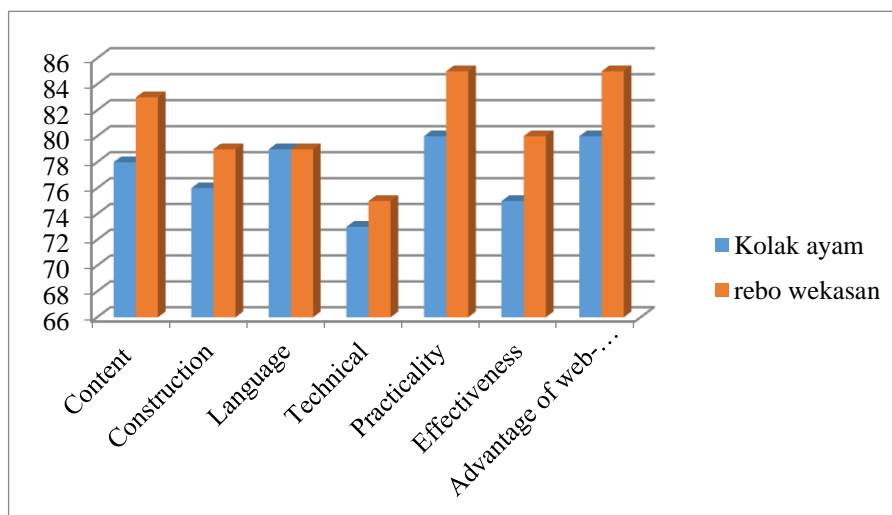


Figure 4. The Result of Students' Questionnaire in the implementation stage

Dari gambar di atas, terlihat hasil partisipasi siswa dalam uji coba, yang membandingkan evaluasi mereka terhadap dua bahan ajar, yaitu Kolak Ayam dan Rebo Wekasan. Evaluasi ini fokus pada enam aspek: Konten, Konstruksi, Bahasa, Teknis, Praktikalitas, Efektivitas, dan Keuntungan bahan ajar berbasis web.

Rebo Wekasan secara rutin memperoleh hasil lebih baik daripada Kolak Ayam di setiap kategori; skor berkisar antara 80% hingga 86%, menunjukkan reaksi positif yang sangat besar dari siswa. Dengan skor di atas 85%, Efektivitas dan Keuntungan Bahan Ajar Berbasis Web memberikan nilai tertinggi untuk Rebo Wekasan, yang menunjukkan bahwa siswa memahami pentingnya dan keuntungan dari materi tersebut. Di sisi lain, Kolak

Ayam menerima penilaian yang moderat, berkisar antara 70% hingga 78%. Meskipun memperoleh nilai baik di kategori konten dan konstruksi, praktikalitas dan efektivitasnya terlihat lebih rendah, yang menunjukkan bahwa materi ini mungkin perlu diperbaiki agar lebih sesuai dengan kebutuhan dan harapan siswa.

Secara keseluruhan, hasilnya menunjukkan bahwa Rebo Wekasan lebih diterima dengan baik oleh siswa, kemungkinan besar karena kesesuaiannya yang lebih kuat dengan preferensi dan kebutuhan pembelajaran mereka, sementara Kolak Ayam menunjukkan potensi tetapi memerlukan perbaikan lebih lanjut untuk meningkatkan keterlibatan dan kegunaannya.

Temuan lain dari uji coba berasal dari observasi yang dilakukan oleh peneliti. Temuan tersebut menunjukkan bahwa materi yang digunakan sesuai untuk mengajar menulis dan efektif bagi siswa untuk mempelajarinya, terutama dalam menulis teks laporan. Peneliti mencatat sebagai berikut: (1) Semua peserta mengikuti pelajaran dengan serius dan sangat antusias dalam mengajar menulis di kelas. (2) Guru bahasa Inggris memberikan apersepsi sebelum menjelaskan materi. (3) Dalam proses pembelajaran menulis, guru menerapkan langkah-langkah yang disarankan dalam panduan instruksional. (4) Guru membimbing siswa sebelum melakukan latihan. (5) Siswa sangat aktif bertanya kepada guru ketika mereka menemui kesulitan dalam memahami materi, kata, atau petunjuk.

Selain data yang diperoleh dari observasi, peneliti juga memperoleh data dari catatan lapangan. Ada beberapa hal penting yang dicatat olehnya selama pelaksanaan evaluasi terhadap instrumen ini. Dia menuliskan masalah yang dihadapi oleh guru bahasa Inggris dan siswa selama evaluasi, serta perilaku siswa selama evaluasi. Data yang diperoleh dari catatan lapangan dicatat sebagai berikut:

(1) Selama kegiatan pra-aktivitas, siswa sedikit ramai. Namun, guru dapat mengendalikan kelas hingga siswa siap untuk mulai belajar. (2) Ada sedikit masalah teknis terkait dengan internet yang akhirnya dapat diselesaikan. (3) Terdapat perbedaan dalam alokasi waktu saat melaksanakan materi dengan durasi yang tercantum dalam langkah-langkah pembelajaran di buku guru. (4) Siswa berebut untuk bertanya selama sesi tanya jawab, sehingga kelas tidak kondusif. (5) Siswa membutuhkan waktu cukup lama untuk mempersiapkan diri menulis teks laporan berdasarkan strategi yang diusulkan dari penelitian. (6) Dalam proses mengerjakan proyek, siswa berkonsultasi dengan guru untuk mendapatkan umpan balik perbaikan. Semua proses evaluasi berjalan dengan baik.



Figure 5. The product Poster for Kolek Ayam Gumeno



Figure 6. The product Poster for Rebo Wekasan

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran penelitian ini adalah artikel di jurnal nasional terakreditasi sinta 2. Saat ini luaran penelitian ini masih berstatus submitted di Elsa: Journal of English Language Studies

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Didalam penelitian ini tidak memerlukan mitra

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala yang begitu berarti tidak ada dalam penelitian ini. Hanya ada sedikit respon yang lama ketika peneliti mau mengambil data penelitian berupa tryout karena masih menunggu penyesuaian jadwal dari guru bidang studi

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Sesuai dengan arahan asesor saat monev berlangsung, maka tahap penelitian selanjutnya diarahkan untuk tetap mengembangkan materi pembelajaran ketrampilan menulis berbasis artificial intelligence.

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Fernando I, Purwaningsih DI, Yolanda A. An Analysis Of Students' Difficulties In Writing Recount Text At Tenth Grade Students Of SMAN 5 Pontianak. J JENDELA Pendidik [Internet]. 2024 Dec 2;4(04):364–74. Available from: <https://ejournal.jendelaedukasi.id/index.php/JJP/article/view/965>



Pengembangan Web-based Materials Berbasis CTL dengan Strategi Guided Question Terintegrasi Kearifan Lokal Kabupaten Gresik untuk Meningkatkan Keterampilan Menulis Siswa

Universitas Qomaruddin

SKEMA

Penelitian Dosen Pemula

Dana Penelitian

35.250.000

Tim Peneliti

1. Alimin M.Pd.
2. Happyy Kusuma Wardani, M.Pd.
3. Faqihatin, M.Pd.I

Ringkasan

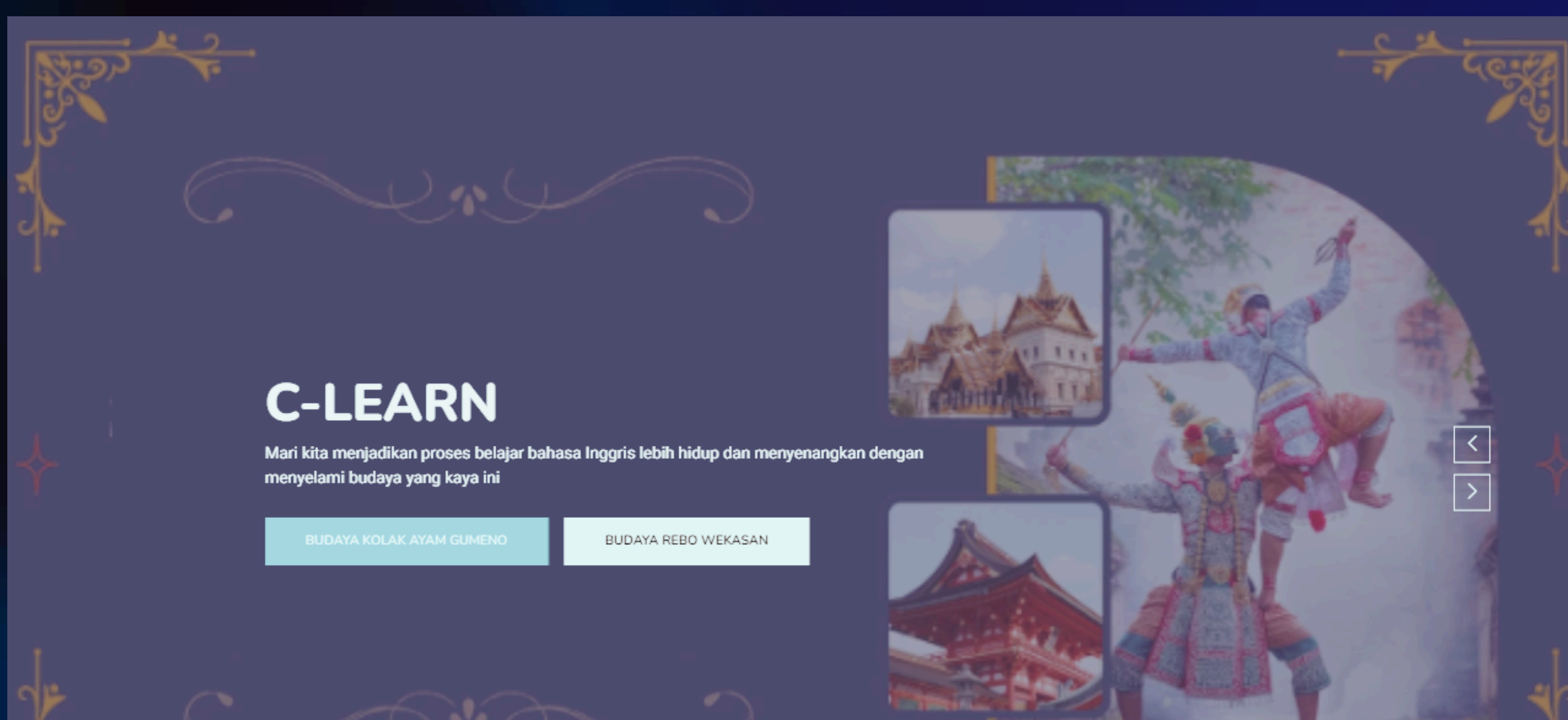
Kemajuan teknologi saat ini sudah sangat pesat. Proses pembelajaran bahasa Inggris sebagai EFL otomatis berdampak padanya. Jadi, pembelajaran berbasis teknologi bisa diterapkan. Menulis sebagai keterampilan kompleks dalam pengajaran bahasa Inggris akan lebih mudah diterapkan melalui perkembangan teknologi yang ada. Selain itu, hal ini akan lebih maksimal jika dipadukan dengan teknik atau strategi tertentu yang dipadukan dengan kearifan lokal. Tujuan dari penelitian ini adalah untuk mengembangkan materi berbasis web dalam pengajaran menulis menggunakan teknik pertanyaan terbimbing berbasis CTL yang terintegrasi dengan kearifan lokal Kabupaten Gresik. Desain penelitiannya adalah Penelitian dan Pengembangan dengan menggunakan model ADDIE yang meliputi Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Tiga instrumen ditujukan kepada guru dan siswa bahasa Inggris untuk memenuhi kebutuhan dasar untuk mengembangkan materi. Yaitu angket untuk guru, angket untuk siswa, dan pedoman wawancara guru. Sedangkan untuk uji coba guna memperoleh data penelitian yang lebih mendalam, peneliti juga membuat tiga instrumen. Yaitu Kuesioner untuk guru dan siswa, lembar observasi, dan catatan lapangan. Temuan mengungkapkan bahwa materi yang dikembangkan berupa materi berbasis web dalam pengajaran menulis yang berfokus pada teks laporan. Dua tema yang ditentukan yaitu "Kolek Ayam Gumeno" dan "Rebo Wekasan". Beberapa langkah disusun secara bertahap untuk memudahkan siswa dalam menulis teks laporan. berupa gambar, poster, video, kosakata dan pengucapan, kalimat sederhana, dan yang terakhir adalah pertanyaan terbimbing. Semua materi telah diuji dengan sukses. Hasil uji coba baik guru maupun siswa merasa puas dengan materi berbasis web yang dikembangkan.

Kata Kunci

Contextual Teaching Learning; Development; Guided Questions; Local Wisdom; Web-based Materials

Luaran

Luaran wajib penelitian ini telah berstatus SUBMITTED oleh Jurnal ELSYA (Journal of English Language Studies) yang diterbitkan oleh LPPM Universitas Lancang Kuning (UNILAK) ISSN: 2684-9224 (Online)



ILUSTRASI HASIL PENELITIAN

KALIMAT SEDERHANA

1. Kata Kerja

1. Mother **cooks** chicken kolak.
2. We **serve** the kolak at the traditional event.
3. He/She **prepares** all the ingredients carefully.
4. The children **stir** the kolak in the pot.
5. We **put** the chicken into the coconut milk.
6. They **enjoy** the kolak with great joy.
7. We **share** the kolak with the neighbors.
8. The guests **present** the kolak on the table.
9. He/She **tastes** the kolak before serving it.
10. We **gather** the ingredients from the market.

KALIMAT SEDERHANA

2. Kata Sifat

1. This chicken kolak is very **delicious**.
2. The coconut milk in the kolak feels **thick**.
3. The taste of this kolak is **sweet** and refreshing.
4. The aromatic kolak makes everyone **hungry**.
5. The chicken kolak is served **warm**.
6. The ingredients of the kolak are very **fresh**.
7. This kolak is nutritious and good for **health**.
8. This recipe is a **traditional** way to make kolak.
9. This **tasty** chicken kolak is loved by many people.
10. This event is very **special** because of the kolak served.



KOSA KATA		KOSA KATA	
1. Kata Kerja		2. Kata Sifat	
Cook	▶ 0:00 / 0:00	Delicious	▶ 0:00 / 0:01
Serve	▶ 0:00 / 0:01	Thick	▶ 0:00 / 0:00
Prepare	▶ 0:00 / 0:01	Sweet	▶ 0:00 / 0:01
Stir	▶ 0:00 / 0:01	Aromatic	▶ 0:00 / 0:01
Put in	▶ 0:00 / 0:01	Warm	▶ 0:00 / 0:00
Enjoy	▶ 0:00 / 0:01	Fresh	▶ 0:00 / 0:01
Share	▶ 0:00 / 0:01	Nutritious	▶ 0:00 / 0:01
Present	▶ 0:00 / 0:01	Traditional	▶ 0:00 / 0:01
Taste	▶ 0:00 / 0:01	Tasty	▶ 0:00 / 0:01
Gather	▶ 0:00 / 0:00	Special	▶ 0:00 / 0:01

GUIDED QUESTIONS KOLAK AYAM GUMENO

General Overview

1. What is "Kolak Ayam Gumeno"?
2. Where is "Kolak Ayam Gumeno" commonly found?
3. When is "Kolak Ayam Gumeno" typically served?

Ingredients and Preparation

4. What are the main ingredients used in "Kolak Ayam Gumeno"?
5. How is "Kolak Ayam Gumeno" prepared?
6. Are there any special cooking techniques used for "Kolak Ayam Gumeno"?

Cultural Significance

7. What cultural significance does "Kolak Ayam Gumeno" have in Manyar Gresik?
8. Is "Kolak Ayam Gumeno" associated with any specific festivals or events?



ELSYA : Journal of English Language Studies

ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)

DOI: <https://doi.org/10.31849>

Vol. x, No. x, 202x, pp. xx-xx

Journal homepage: <https://journal.unilak.ac.id/index.php/elsya>



Type of paper (Declare if it is an Original Research, Academic Essay, etc. Refer to [Author Guidelines](#))

Developing Web-Based Materials in Writing: CTL Approach through Guided Questions and Gresik Local Wisdom

Alimin¹, Happy Kusuma Wardani², Faqihatin³

^{1,2,3} Universitas Qomaruddin, Gresik, Indonesia

Article Info

Article history:

Received 12 March 202x

Revised 20 July 202x

Accepted 26 October 202x

Keywords (10pt, alphabetical):

Contextual Teaching Learning

Development

Guided Questions

Local Wisdom

Web-based Materials



Abstract (English: 10 PT)

The advancement of technology nowadays has been widely in high level. The process of learning English as an EFL automatically has an impact on it. So, technology-based learning is possibly implemented. Writing as a complex skill in teaching English will be more easily applied through an existing technology development. In addition, this will achieve more if is combined with technique or certain strategy integrated with local wisdom. The aim of this research is to develop web-based materials in teaching writing using CTL based guided questions techniques integrated with local wisdom of Gresik regency. The research design is Research and Development using ADDIE model which covers Analysis, Design, Development, Implementation, and Evaluation. Three instruments were addressed to English teacher and students to fulfill the basic need to develop the materials. They are Questionnaire for teacher, questionnaire for students, and teacher's interview guidelines. Meanwhile for the try out to obtain more in depth research data, the researcher also made three instruments. They are Questionnaire for teacher and students, observation sheet, and fieldnotes. The findings revealed that material developed was in the form of web-based materials in teaching writing focused on report text. Two themes were determined namely "Kolek Ayam Gumeno" and "Rebo Wekasan". Several steps were structured gradually to make an ease for the students to write report text. They were pictures, poster, video, vocabulary and pronunciation, simple sentences, and the last was guided questions. All the materials were tried out successfully. The result of the try out that both the teacher and students were satisfied with web-based materials developed.

Corresponding Author: Alimin, aliminjaya956@gmail.com

1. Introduction

Learning activities in class and outside of class are integral to educating the nation and fostering a sense of identity among its citizens. A significant component of these activities is teaching foreign languages, with English being mandated as part of the school curriculum in Indonesia due to its importance in global communication and cultural exchange. However, Indonesian EFL students often struggle with developing their writing skills in English, which are essential for academic success and effective expression (Haerazi et al., 2020). Common challenges include difficulty in organizing their ideas logically, making grammatical errors, lacking understanding of the material needed to start writing, and generating ideas for composition (Khofifa et al., 2024).

Despite these challenges, writing remains an essential skill as it enables students to convey their thoughts, feelings, and understanding (Wahyuningsih et al., 2021). Effective writing allows students not only to produce coherent written work but also to articulate their knowledge clearly (Sari et al., 2024). To communicate effectively with readers, students must master the ability to combine words and phrases cohesively into sentences (Novia et al., 2024). Consequently, teaching writing skills in English is closely linked with mastery of vocabulary and grammar (Zhao & Huang, 2023). These two language components are the fundamental factors in constructing sentences, which will then be arranged into a piece of writing in the form of a paragraph.

To begin writing, it is essential for students to first understand the theme or topic they will be addressing. One compelling aspect of writing instruction is its connection to the local wisdom of specific regions. The teaching approach used in writing activities focused on local wisdom should align with the chosen theme to maximize effectiveness. In this study, we employ Contextual Teaching and Learning (CTL), a teaching philosophy that posits students learn best when they can relate academic material to their prior knowledge and experiences (Nuha & Musyafa'ah, 2023).

Despite exploring various teaching approaches, challenges in writing skill instruction persist (Tukan, 2024). An overcrowded curriculum with limited time for writing instruction can pose a significant challenge in schools, as many teachers underestimate the importance of writing skills in improving their students' English language proficiency (Alwasilah, 2006; Wardani, 2011). To address these issues, effective strategies are needed to help learners initiate their writing process. One such strategy is the use of Guided Questions, which are fundamental inquiries designed to direct students' search for understanding and assist them in generating ideas (Maming et al., 2023). By employing Guided Questions, educators can facilitate a more structured approach to writing that encourages critical thinking and creativity.

Incorporating technology into writing instruction can further enhance student engagement and learning outcomes. Media that leverage technology are increasingly recognized as vital tools for supporting both students and teachers in the learning process (Alimin, 2021). The expansion of technology has been rapidly growing in the education field since the era of COVID-19, although some advancements had been utilized before this period (Wardani & Zakiah, 2021). Web-based materials offer a flexible and accessible platform for students to practice their writing skills outside of traditional classroom settings. Education in Indonesia has embraced advancements in technology by offering web-based platforms for information access and student interaction as a modern alternative to conventional methods (Wardani et al., 2024).

These materials can include interactive exercises, multimedia resources, and opportunities for peer collaboration, all of which enrich the learning experience. By integrating local wisdom and culturally relevant content into these digital resources, educators can create a more meaningful context for students, fostering both language proficiency and cultural appreciation. The development of CTL-based web materials that utilize Guided Questions and incorporate Gresik local wisdom represents a promising approach to improving writing skills among Indonesian EFL students. These materials not only provide structured guidance for students but also encourage them to draw connections between their cultural heritage and their writing tasks. By aligning instructional strategies with local contexts, educators can create an engaging learning environment that motivates students to express their thoughts more effectively.

This study builds upon prior research conducted by Suriaman et al. (2018), who developed web-based English instructional materials that effectively promoted independent learning among both lecturers and students. Similarly, Yulianeta et al. (2022) created web-based teaching materials using folklore texts deemed feasible, with both BIPA teachers and students rating the prototype as highly effective. However,

these studies have not specifically addressed how local wisdom can be integrated into English writing instruction.

The key focus of this research is how the local wisdom of Gresik Regency can serve as primary material for English learning in Phase E of the *Kurikulum Merdeka*. This integration is crucial for enabling students to describe various forms of local wisdom effectively. The Contextual Teaching and Learning approach and Guided Questions strategy will be applied in writing and presentation activities to enhance student engagement. From the explanation above, it can be concluded that the novelty element in this research lies in utilizing the local wisdom of Gresik Regency as web-based English learning material through contextual teaching and learning and guided question to enhance writing and presentation skills in Phase E of the *Kurikulum Merdeka*.

2. Method

Research Design

The research design utilises Research and Development (R&D). The objective of this research focuses on developing CTL-based web-based materials using guided strategy integrated Gresik local wisdom to improve student's writing skill. The final product of the research will be web-based materials in teaching writing. Referring the definition, Research and Development (R & D) is a research designed used to produce a certain product and test the effectiveness of the product (Sugiyono, 2013). The selection of this research methodology is conducted to create educational Materials products in the form of web-based that strengthen student motivation and increase learning results. The model of R&D in this research is adapted from McGriff. S.J. (2000). It is selected as a model in developing web-based materials because ADDIE's model has been widely utilised to develop the product for its suitability and practicality in teaching English. There are five main steps on ADDIE's model.

Table 1. Procedure of Developing the Materials

ADDIE's Model	Research Activities
Analysis	<ol style="list-style-type: none"> 1. Analysis of Teacher's and Students' need 2. Gathering information in line with learning resources.
Design	<ol style="list-style-type: none"> 1. Designing the Template of the Web-based materials 2. Designing the materials 3. Planning the learning goals.
Development	<ol style="list-style-type: none"> 1. Viewing the Curriculum applied by the school 2. Developing the Materials 3. Validating the Product then 4. Doing revisions
Implementation	<ol style="list-style-type: none"> 1. Developing Instruments 2. Carrying out the Try out
Evaluation	<ol style="list-style-type: none"> 1. Observing the learning activities 2. Asking teacher's and students on the product developed

From the table above, it can be shown that the first phase in conducting a development on the product of web-based materials is an analysis. According to Creswell (2012), need analysis was procedures to survey a sample or the entire population of people to describe some characteristics such as behaviors, opinions, attitudes, or characteristics of the population. In need analysis, the researcher utilised three instruments to gather the data from the English teacher and the students. The data then is used to gain any information relating to the basic need and interest from the respondents in developing the product. The instrument applied in doing need analysis is questionnaire for an English teacher and the students. The first teacher's questionnaire and the second is students' questionnaire. They aimed at gathering as many as possible information from the teacher. The researcher used semi-closed questionnaire which consisted of seven aspects. The aspects were teachers' identity, teachers' experience using teaching materials, teachers' experience about learning using technology, writing skill, learning preferences, the need of web-based materials, and experience and feedback about web-based materials.

Another instrument utilized is teacher interview guidelines. The interview is the process of getting explanations by asking questions face-to-face between the researcher and the teachers using an interview

guide. According to Ary et al. (2010), the interview is one of the most used and basic methods to collect data from people's opinions, beliefs, and feelings about situations in their own words. The researcher used a semi-structured interview to collect the data. For this research, a semi-structured interview was ideal since it allowed the researcher to probe further into the teachers' information while also allowing her to pose new questions.

From the questionnaire and interview guidelines, all the data are then concluded to gather any information in line with learning resources. The resources from the teacher and students were the main information to develop the product. After conducting the need analysis, another step as proposed by ADDIE was designing.

There were two activities in the research in which the researcher did in designing phase. It was designing the template of web-based materials and materials themselves. Since the development was about web-based materials the researcher first designed the template of materials interface. Designing the materials was the second activity in designing the product. The activities of the materials were designed to meet the teacher's and students' motivation and interest in learning writing skill of making report text. After designing the template and materials, then the researcher set the learning objectives. At the end of learning from web-based materials, the students were hoped to be able to write a report text integrating local wisdom of Gresik Regency.

In terms of developmental stage, the researcher viewed the curricula applied by the school. It is "Kurikulum Merdeka" which is applied by the English teacher. Since the focus in developing web-based materials on teaching report text, automatically the development is currently teaching writing of report text. After knowing the curricula applied in teaching English at SMA Assa'adah through teacher's help in interview and questionnaire, then the researcher attempts to find the materials to be inserted on the website.

To find the materials, the researcher implemented several steps. They research the topics, create a model of report text, develops students' activities, add visual elements and interface, and assessment as the last step.

The next step after developing the materials, and then they were validated. The validation process took several days in front the desks of validators. In this step, the researcher found 2 validators. The first validator is an expert on Information Technology and the second is the expert on teaching materials. Then the researchers prepared some instruments to collect the data for the try out. The research instruments developed for the try out were questionnaire for English teacher and students, observation sheet, and field note.

The implementation step was done to carry out the try out of the product. The researcher determined who the participants and location, time of the try out. Then the last step was evaluation. On the evaluation, the researcher distributed the questionnaire to English teacher and students, observing the class during the tryout and recording some notes.

Research Site and Participants

The research was conducted at SMA Assa'adah Bungah Gresik regency. It is one of private schools applied Kurikulum Merdeka which is located at Qomaruddin foundation. In this research, the participants were the English teacher and students of grade ten. The participants are from many different area and school where they were at junior school level. They are friendly, polite, clever, smart, and diligent.

There are ten classes in grade ten with students are 367 in total. All of them are called the population, it is impossible for the researcher to take the data from all the students. The researcher applied purposive sampling technique to take the data. There is a lengthy history of development for purposeful sampling, and opinions on its complexity and simplicity are as varied as those regarding its simplicity. Purposive sampling is used to better match the sample to the goals and objectives of the study, enhancing the study's rigor and the reliability of the data and findings.

Data Collection and Analysis

Two phases are conducted to collect the data. The first collecting the data during need analysis and the second is during the evaluation to clarify the practicality of the product. In need analysis process the data were collected through three instruments. They were in detail explained on procedure of developing the

product. The second instruments applied in collecting the data were using three instruments also. They were observation sheets, questionnaire and field notes.

3. Results

Needs Analysis

The results of needs analysis were taken from the results of students' questionnaires and interview with the English teacher. From the data, it was found that the teaching of writing skills for Grade X students currently relies on offline resources such as textbooks, student worksheets, and non-print materials like videos. Although smartphones are used for online learning access, no Android-based applications or websites are utilized. Students face challenges in vocabulary, grammar, sentence structure, and paragraph writing (Fernando et al., 2024). Overall, their skills categorized as beginner level. Thus, creative and text-based tasks are most commonly assigned to keep students engaged, and individual learning approaches are emphasized, with morning classes being most effective.

The English teacher highlights several essential features for web-based teaching materials, including learning objectives, vocabulary lists, pronunciation guides, simple sentence examples, images, videos, guided questions, and explanations of generic structures, language features, and social functions. Incorporating local cultural elements, such as *Kolak Ayam Gumeno* and *Rebo Wekasan*, is also recommended. The teacher and students prefer simple formatting, such as Times New Roman font, size 12, with 1.15 spacing.

Both the teacher and students have not used web-based materials before but strongly support their development. They believe such materials would enhance learning by reducing monotony, providing diverse learning tools, and better addressing students' needs. Students find web-based materials more accessible and practical than other technological options.

From the results of needs analysis, it can be concluded that the development of web-based teaching materials for writing skills is highly recommended to address existing gaps in resources and to meet the needs of Grade X students. By incorporating essential features, cultural elements, and engaging formats, such materials can effectively support independent learning, enhance students' writing abilities, and offer a modern alternative to traditional approaches.

Design

The design of the web-based materials was done after analysing teachers' and students' need in teaching and learning of writing report text. The design covered poster, pictures to trigger the questions, videos, some vocabulary and sentences building, students exercises, and the last was guided questions as the last design to guide the student to write report text. In designing the materials some steps were done by the researcher. They were research the topics, create a model of report text, develop students' activities, and add visual elements and interface, and assessment as the last step.

Another thing to be done in line with designing was planning the learning goals. To plan the learning goals, the researcher focused on the main materials developed. It was about the report text. Here, some activities were conducted by the researcher. Activities included understanding the genre and language features of report texts, analyzing curriculum requirements, and aligning with students' learning targets. The specific learning goal was for students to write a structured report text with chronological events, demonstrating correct use of past tense verbs.

Development

In the stage of developing the product, the researcher did four things. They were viewing the curriculum applied by the school, developing the materials, validating the product and doing revision. After distributing the questionnaire and interviewing with an English teacher, it was known that the curriculum applied in the school was "*Kurikulum Merdeka*". From the questionnaire and the interview; the researcher got detailed information about the specific materials to be developed. Both the teacher and students expressed a preference for developing materials on report text writing rather than descriptive text.

After acknowledging the curriculum applied then the researcher developed the materials. The developed materials firstly started from analysing the English teacher's and students' need. It was conducted by addressing the questionnaire for the English teacher and the students and interview with

the English teacher. The result was determining the topics “Kolak Ayam Gumen” and “Rebo Wekasan”. Then determining some important vocabulary was to help students write better. From the vocabulary, it was then writing simple sentence in order to understand more grammar and structure before the students write complete sentence in a paragraph. To help students understand more on pronouncing words or vocabulary, they were completed with pronunciation practice. It means that the students just clicked the words then the audio of the words ringing. To give the students more ideas and view before writing the paragraph, they were given some pictures and videos in line with the topic selected. The last this added was “guided questions”. Here, it was guidance for the students to read them and answer all the guided questions into sentences one by one that finally make them write full essay of report text.

After all the web-based materials had been finally developed before conducting the try out, it was then validated by the validators. The validators were on the expertise of IT and English materials expert. The result of validation from the IT expert can be seen in the Figure 1 below.

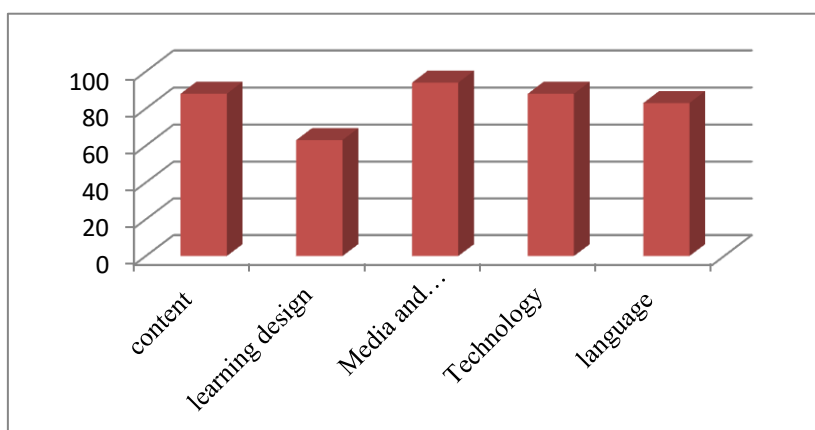


Figure 1. The Result of Product Validation from IT Expert

The figure above illustrates the results of product validation from IT expert on several aspects. Those aspects focus on Content, Learning Design, Media and Technology, Technology, and Language. The results reveal that the "Content" category received the highest validation score; it reaches 100, indicating its robustness and alignment with standards. In contrast, "Learning Design" scored slightly lower, around 80, suggesting room for improvement in structuring and organizing educational methodologies. "Media and Technology" and "Technology" categories both scored close to 90, highlighting strong, yet not flawless, integration of technological elements and tools into the learning framework. Finally, the "Language" aspect also achieved a high score, nearly identical to the "Technology" score, reflecting its adequacy and precision in usage. Overall, the validation results indicate high-quality development in all evaluated areas, with some minor refinements needed, particularly in learning design.

In the comment section, the validator expressed his opinion by stating that this web-based teaching material is considered suitable for use in teaching students to write complex texts enriched with local wisdom from Gresik district. The system aligns with the proposed method by incorporating open-ended questions in stages to foster critical thinking, which significantly enhances students' report writing skills.

While the system is effective, improvements can be made to enhance usability and user experience. Clearer instructions on using the system and understanding the learning flow are necessary. Additionally, refining display settings, navigation menus, and ensuring uniformity between the homepage and the local wisdom content will create a more cohesive and contextually relevant learning experience. Overall, the validator believed that web-based teaching material was a great potential for improving students' writing skills and integrating local cultural elements. However, addressing usability and design suggestions would further optimize its effectiveness and user satisfaction.

Another result of the validation is from English material expert that can be seen in Figure 2 below.

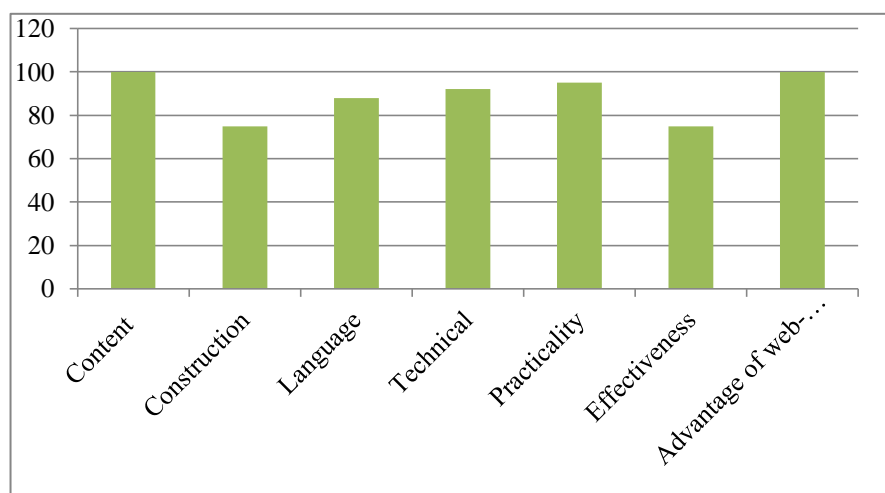


Figure 2. The Result of Product Validation from English Materials Expert

The figure above illustrates the validation results provided by a materials expert regarding the evaluation of a web-based teaching material. The evaluation consists of seven key components: Content, Construction, Language, Technical, Practicality, Effectiveness, and Advantages of web-based material. Each component was assessed on a scale, with the values represented in the form of percentages.

Based on the chart above, the two areas with the highest scores-content and the benefits of web-based materials-both achieved 100%, demonstrating outstanding achievement in these areas. With scores near 100%, the Technical and Practicality components are likewise highly evaluated, demonstrating that the content is both technically solid and useful for its intended purpose. Although it scored slightly lower, language is still above 90%, indicating good but possibly improveable clarity or appropriateness in language use. With a score just under 90%, effectiveness is the component with the lowest rating, suggesting that the way the content meets its learning goals should be improved.

In the comment section, the validator expressed his opinion that the web-based material is generally effective for supporting the teaching and learning process. However, enhancing the material with more interactive writing exercises will further support student involvement and improve learning outcomes. Overall, the results reflect a strong validation from the materials expert, with most aspects scoring exceptionally well, ensuring the material is robust and effective for web-based teaching.

Implementation

The implementations or the try out of product of web-based materials were conducted after all the materials were revised. They were done twice. Before conducting the try out, the researcher firstly developed the instruments. Three instruments were utilized during the try out. Those instruments were questionnaire for teacher and students, observation sheet, and field notes. To do the try out, the researcher firstly discussed with the English. She is the one who would like to do the try out. Meanwhile the researcher is just as an observer.

The result of the discussion with English teacher, it was obtained that the try out would be conducted twice in the classroom during lesson hours. It was carried out in the class for the try out needed LCD projector and wifi network. Another reason was why it was done during lesson hours, because it was suited with the schedule hours of the English teacher who would conduct the try out.

Evaluation

The questionnaire for English teacher and students were same. The questionnaire was consisted of seven aspects. They were aspects on content, construction, language, technical, practicality, effectiveness, and the advantage of web-based materials. The following figure described the result from the English teacher during the implementation.

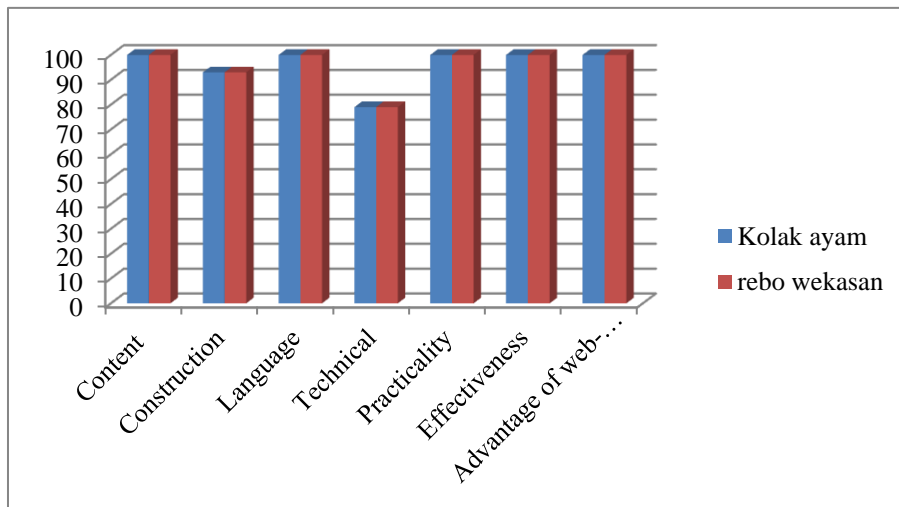


Figure 3. The Result of Teacher's Questionnaire in the Implementation

The chart above displays the results of a teacher's questionnaire from try-out of web-based materials, evaluating two aspects from the themes of *Kolak Ayam* and *Rebo Wekasan*. The evaluation encompasses six criteria: Content, Construction, Language, Technical, Practicality, Effectiveness, and the Advantage of web-based material. In all categories, *Rebo Wekasan* consistently scores higher than *Kolak Ayam*. *Rebo Wekasan* achieves scores close to or at 100% for most aspects. It is indicating strong satisfaction from English teachers regarding its content, construction, language quality, and practical application. Meanwhile, *Kolak Ayam* shows moderate performance, with scores slightly lower across all categories, particularly in the Practicality and Technical aspects, which suggest areas for potential improvement.

The high scores for *Rebo Wekasan* across all dimensions highlight its effectiveness and the perceived advantages of the web-based materials it represents. In contrast, *Kolak Ayam* demonstrates reasonable effectiveness but may benefit from refinements to enhance its usability and overall teacher satisfaction.

The figure below describes the result from the students.

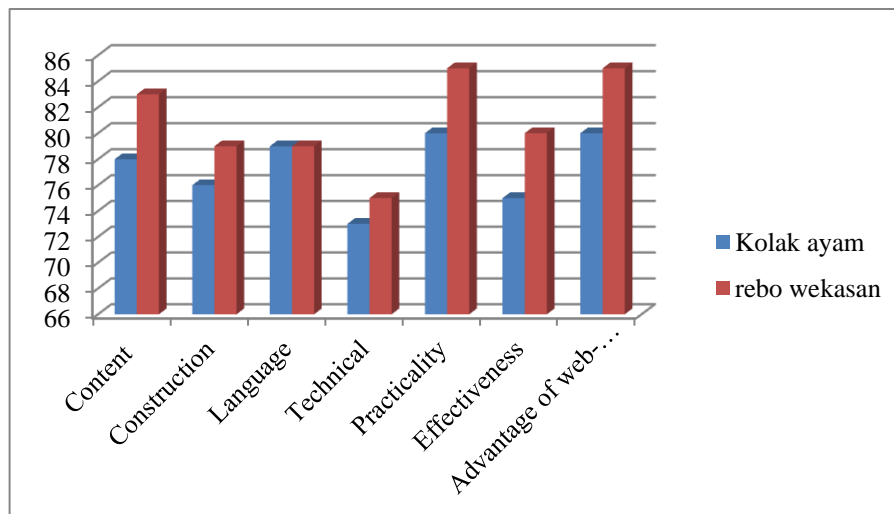


Figure 4. The Result of Students' Questionnaire in the implementation stage

From the figure above, it is shown that the results of the students' participation in the try-out, comparing their evaluation of two materials. They are *Kolak Ayam* and *Rebo Wekasan*. The evaluation focuses on six aspects: Content, Construction, Language, Technical, Practicality, Effectiveness, and the Advantage of web-based material.

Rebo Wekasan routinely performs better than *Kolak Ayam* in every category; scores range from 80% to 86%, demonstrating a resoundingly positive reaction from the pupils. With scores above 85%,

Effectiveness and the Advantage of Web-Based Material provide the greatest marks for *Rebo Wekasan*, indicating that students understand its significance and advantages. *Kolak Ayam*, on the other hand, receives mediocre ratings, ranging from 70% to 78%. Although it scores well in the categories of content and construction, its practicality and effectiveness are noticeably lower, suggesting that it may need to be improved in order to better suit the requirements and expectations of students.

Overall, the results suggest that *Rebo Wekasan* is more well-received by students, likely due to its stronger alignment with their preferences and learning needs, while *Kolak Ayam* shows potential but requires further refinement for better engagement and usability.

Another finding from the try out was from the observation conducted by the researcher. The finding showed that the materials were appropriate to teach writing and effective for students to learn it, especially in writing report text. The researcher noted as follows: (1) All the participants were seriously joining and very enthusiast the teaching writing in the class. (2) The English teacher gave an apperception before explaining the materials. (3) In the process of teaching learning writing, the teacher implemented the steps suggested in the instructional guideline. (4) The teacher guided the students before doing the exercises. (5) The students were very active in asking the teacher when they found their difficulties in understanding the materials, words, or instructions.

In addition to the researcher obtained data from the observation, he also obtained data from the field notes. There were several important things noted by him during the implementation of the evaluation on this instrument. He wrote down the problems faced by the English teacher and students during the evaluation, and also the behaviors of the students during the evaluation. The data obtained from the field notes were noted as follows:

(1) During the pre-activity, students were a little crowded. However, the teacher could control the class until the students were ready to start learning. (2) There was little technical problem in line with the internet that finally could be solved. (3) There was a difference in the time allocation when implementing the materials with the duration provisions in the learning steps of teacher's book. (5) The students scrambled to ask questions during the question-and-answer session, so the class was not conducive. (6) The students took quite a while to prepare themselves for writing report text based on the strategy proposed from the research (7) In the process of doing the project, the students consulted their progress with the teacher for the refinement feedback. All the process of the evaluation was well done.



Figure 5. The product Poster for Kolek Ayam Gumeno

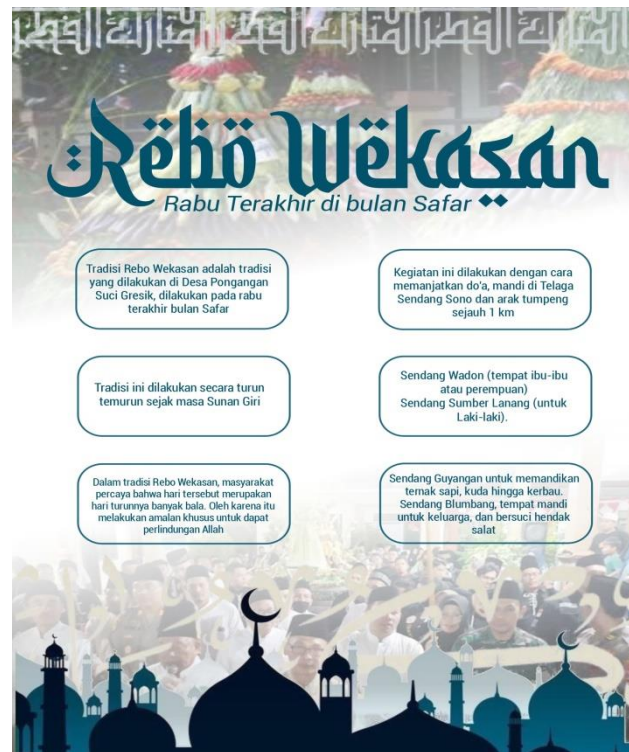


Figure 6. The product Poster for Rebo Wekasan

4. Discussion

This research strengthens the prior research that emphasizes on the significances of Contextual Teaching and Learning (CTL) in connecting classroom learning with real-world contexts, enhancing students' engagement and comprehension. Through authentic experiences, such as problem-solving, collaboration, and reflection, this approach is particularly effective in fostering critical thinking and practical skills, that alligns education with the demands of the 21st century (Hudson & Whisler, 2007). By situating learning within students' immediate environments and experiences, CTL not only makes learning meaningful but also promotes the transfer of knowledge to real-life situations. Moreover, integrating CTL into curriculum design with the use of local wisdom as a learning resource allows students to actively construct knowledge through exploration on local environmental issues (Amiruddin et al., 2024). In conclusion, Contextual Teaching and Learning is a transformative approach that bridges the gap between theoretical knowledge and practical application.

In the analysis stage, it was found that existing teaching materials were conventional, relying on textbooks and worksheets, with no integration of web-based or AI-assisted tools. Students faced challenges in constructing sentences due to limited vocabulary and grammar comprehension. Both teachers and students expressed a need for interactive and visually engaging web-based materials to stimulate enthusiasm for writing.

Therefore, the present study focused on developing web based materials with two culturally significant topics: *Kolak Ayam Gumeno* and *Rebo Wekasan*. The materials included key features such as vocabulary lists with pronunciation practice, simple sentences to build grammar understanding, images, videos, guided questions, and sample report texts that incorporated generic structures and language features. These elements were designed to support students' gradual progression in writing report texts.

Although preserving local wisdom for instructional use poses challenges, a study showed that students had interest in culture and local wisdom through Indonesian folklore texts (Yulianeta et al., 2022). It indicated that through local wisdom, the teaching and learning can be done effectively. Moreover, incorporating local wisdom not only enriches students' knowledge but also instills values such as respect for nature, community, and cultural diversity (Sakti et al., 2024). It strengthens the role of local wisdom in

connecting theoretical knowledge with real-world applications. These prior studies became the basic reason for the present study to raise the local wisdom of Gresik Regency. The result of present study also revealed that students express their appreciation for the two selected themes used as the web-based materials.

6. Conclusion

. The web-based materials, using the CTL approach and guided questions, effectively integrate local wisdom to enhance students' writing skills. While *Rebo Wekasan* was well-received, *Kolak Ayam Gumeno* requires further adjustments to improve usability and effectiveness. Overall, the product demonstrates strong potential to modernize English learning with culturally enriched content, aligning with curriculum goals and fostering student engagement, making them a valuable tool for improving students' writing proficiency

Acknowledgment

We would like to express our gratitude to the Head of the Institute for Research and Community Services or Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) of Universitas Qomaruddin Gresik, and all the staff members for the necessary resources and assistance during our research. We are also deeply grateful to the expert validators for their insightful feedback and suggestions. Special thanks go to the Headmaster, English teacher, and students of SMA Assa'adah Bungah for their hospitality and participation in this research.

References

- Alimin, A. (2021). Developing a Mobile Apps as Media for Learning Vocabulary. *Proceeding of the 6th National Conference of Language and Language Teaching*, 61–77.
- Alwasilah, A. C. (2006). From Local To Global: Reinventing Local Literature Through English Writing Classes 1. *Teflin Journal*, 17(1), 11–25.
- Amiruddin, M. Z. Bin, Samsudin, A., Suhandi, A., Suliyannah, Admoko, S., Kholiq, A., Zainuddin, A., Sunarti, T., Prahani, B. K., & Ramadhan, M. O. (2024). The Implementation Model of Contextual Teaching and Learning (CTL) Based on Local Wisdom Karapan Sapi to Train Students' Critical Thinking Abilities. *Prosiding Seminar Nasional Pendidikan FKIP Universitas Lampung*, 131–141.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed). Wadsworth.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating and Qualitative Research* (4th ed.). Pearson Education.
- Fernando, I., Purwaningsih, D. I., & Yolanda, A. (2024). An Analysis Of Students' Difficulties In Writing Recount Text At Tenth Grade Students Of SMAN 5 Pontianak. *JURNAL JENDELA PENDIDIKAN*, 4(04), 364–374. <https://doi.org/10.57008/jjp.v4i04.965>
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering preservice teachers' writing skills through genre-based instructional model viewed from creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234–244. <https://doi.org/10.11591/ijere.v9i1.203945>
- Hudson, C. C., & Whisler, V. R. (2007). Contextual teaching and learning for practitioners. *IMSCI 2007 - International Multi-Conference on Society, Cybernetics and Informatics, Proceedings*, 2(4), 228–232.
- Khofifa, D., Alimin, A., & Wardani, H. K. (2024). DEVELOPING INSTRUCTIONAL VIDEO IN TEACHING WRITING OF RECOUNT TEXT. *PROJECT (Professional Journal of English Education)*, 7(3), 709–722. <https://doi.org/http://dx.doi.org/10.22460/project.v7i3>
- Maming, K., Badaruddin, & Anisa Meifa Anton. (2023). The Integration of Guided Question Technique in Oral Presentation Method to Improve Students Speaking Ability. *Eduvelop: Journal of English Education and Development*, 6(2), 125–136. <https://doi.org/10.31605/eduvelop.v6i2.2311>
- Mcgriff, S. J. (2000). *Instructional System Design (ISD): Using the ADDIE Model*.
- Novia, L., Wardani, H. K., Alimin, A., & Nasim, S. M. (2024). Developing Web-Based Media for
-

- Teaching Writing Through Wordwall. *Journal on Education*, 06(03), 16344–16358.
<https://doi.org/https://doi.org/10.31004/joe.v6i3.5329>
- Nuha, M. A. U., & Musyafa'ah, N. (2023). Application of The Contextual Teaching and Learning (CTL) Model in Improving The Quality of Balaghah Learning in MAN 3 Jombang. *Jurnal Ilmiah Iqra'*, 17(1), 1–15. <https://doi.org/10.30984/jii.v17i1.2445>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing local wisdom within character education through ethnopedagogy approach: A case study on a preschool in Yogyakarta. *Heliyon*, 10(10), e31370. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Sari, D. A. P., Wardani, H. K., & Alimin, A. (2024). Developing Instructional Video in Teaching Writing for the Tenth Graders. *Jurnal Pendidikan, Bahasa Dan Budaya*, 10(2), 131–149.
<https://doi.org/10.32682/jecell.v10i2.3496>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Suriaman, A., Rahman, A., & Noni, N. (2018). Developing Web-based English Instructional Material Oriented to Promote Independent Learning at Indonesian University Context. *Journal of Language Teaching and Research*, 9(2), 336. <https://doi.org/10.17507/jltr.0902.15>
- Tukan, F. M. E. (2024). THE DIFFICULTIES AND STRATEGIES OF EFL STUDENTS IN IMPROVING THEIR ENGLISH SKILLS. *IJIET (International Journal of Indonesian Education and Teaching)*, 8(1), 101–113. <https://doi.org/10.24071/ijiet.v8i1.3375>
- Wahyunengsih, W., Arum, D. S., Jannah, M., Irtiyah, N., Anggraeni, S., & Sari, A. A. P. (2021). Students' Preferences on Online-Based Media for Writing Course and the Reasons. *English Education : English Journal for Teaching and Learning*, 9(02), 138–150.
<https://doi.org/10.24952/ee.v9i02.4803>
- Wardani, H. K. (2011). *The use of peer feedback to improve the writing ability of the eight graders of MTsN Bangkalan*. State University of Malang.
- Wardani, H. K., Mazidah, E. N., & Hidayah, B. (2024). Comparing the use of AI tools in Mathematics and English education : The potential and challenges of AI as learning assistant for FKIP Universitas Qomaruddin students in completing academic tasks. *QJMS: Qomaruna Journal of Multidisciplinary Studies*, 01(02), 10–24. <https://doi.org/https://doi.org/10.62048/qjms.v1i2.45>
- Wardani, H. K., & Zakiah, N. (2021). Investigating online speaking class for seventh graders of UPT SMPN 25 Gresik during Covid-19 pandemic. *English Journal of Indragiri*, 5(2), 281–293.
<https://doi.org/10.32520/eji.v5i2.1350>
- Yulianeta, Y., Yaacob, A., & Lubis, A. H. (2022). The Development of Web-Based Teaching Materials Integrated with Indonesian Folklore for Indonesian Language for Foreign Speakers Students. *International Journal of Language Education*, 6(1), 46. <https://doi.org/10.26858/ijole.v6i1.22957>
- Zhao, J., & Huang, J. (2023). A comparative study of frequency effect on acquisition of grammar and meaning of words between Chinese and foreign learners of English language. *Frontiers in Psychology*, 14(July), 1–15. <https://doi.org/10.3389/fpsyg.2023.1125483>

Developing Web-Based Materials in Writing: CTL Approach through Guided Questions and Gresik Local Wisdom

Alimin Alimin, Happy Kusuma Wardani, Faqihatin Faqihatin

[Submission](#)[Review](#)[Copyediting](#)[Production](#)

Submission Files

[Search](#)

▶  89642-2 alimin123, Artikel ElsyA 2024.docx (2)

December
27, 2024 Article Text

[Download All Files](#)

Pre-Review Discussions

[Add discussion](#)

Name

From

Last Reply

Replies

Closed

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : ALIMIN M.Pd

Alamat : Jln. Raya Bancaran No 002

berdasarkan Surat Keputusan Nomor 0459/E5/PG.02.00/2024 dan Perjanjian / Kontrak Nomor 109/E5/PG.02.00.PL/2024 mendapatkan Anggaran Penelitian Pengembangan Web Based-Materials Berbasis CTL Dengan Strategi Guided Questions Terintegrasi Kearifan Lokal Kabupaten Gresik Untuk Meningkatkan Ketrampilan Menulis Siswa Sebesar Rp.35.250.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	RAB 100%	Realisasi
1	Bahan	Rp.0	Rp.0
2	Pengumpulan Data Responden, Validator, Akomodasi, HR Pembantu Lapangan	Rp.14.700.000	Rp.15.600.000
3	Analisis Data HR Pembantu Peneliti	Rp.14.450.000	Rp.11.800.000
4	Sewa Peralatan Sewa Ruang Penunjang Penelitian	Rp.3.300.000	Rp.2.000.000
5	Pelaporan Luaran Wajib Artikel di Jurnal SINTA 2	Rp.2.800.000	Rp.4.000.000
6	Lain-lain ATK, Tinta Printer, Kertas HVS	Rp.0	Rp.1.850.000
Realisasi (100 %)			Rp.35.250.000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Gresik, 28-12-2024, Ketua



ALIMIN M.Pd
NIP/NIPK 0710108204