

Designing English Writing Worksheet Based on Experiential Learning Approach Integrated with Local Wisdom Content

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ABSTRACT

This research study aims to develop an English writing worksheet for ninth-grade students at SMP Negeri 2 Sumalata Timur, Indonesia, based on experiential learning stages integrated with local wisdom content. The research follows a research and development (R&D) approach using the ADDIE model. Data was collected through questionnaires and document analysis, analyzing students' needs and preferences, curriculum materials, and instructional goals. The findings revealed students' average English proficiency level and specific areas for improvement in writing skills. The developed writing worksheet successfully addressed students' needs and preferences, leading to increased motivation, engagement, and active participation in the classroom. The study emphasizes the significance of localized content and tailored materials in enhancing students' writing skills and promoting cultural connection.

Keywords: experiential, local wisdom, worksheet

INTRODUCTION

The education community in Indonesia is increasingly recognizing the importance of aligning learning activities with the desired characteristics of graduates. Schools now prioritize the development of problem-solving, observation, communication, critical thinking, and English language skills among students. Proficiency in the English language encompasses four essential skills:

listening, speaking, reading, and writing. These skills are interconnected and cannot be taught independently, requiring students to master all of them. The ability to communicate effectively in the target language is largely determined by the mastery of these language skills. Students attending schools in remote areas often demonstrate lower English proficiency compared to their urban counterparts. The lack of resources such as reference books, language labs, qualified teachers, and English clubs in remote schools contributes to this disparity [1]. English language teachers in rural schools primarily rely on textbooks and learning materials provided by the government or commercial publishers. In this context, worksheets, modules, books, and handouts play a crucial role as printed resources used in the classroom to facilitate the teaching and learning process (Masunah & Shobah, 2022). It is essential to ensure that all students receive the same standard of education, regardless of their geographical location. Teachers in remote schools expect appropriate textbooks that match their students' proficiency level. Worksheets have been recognized as valuable teaching materials that engage students in meaningful practice [2]. However, some English teachers overlook the importance of worksheets in the teaching-learning process, assuming that exercises provided in textbooks are sufficient. Issues such as

unclear instructions, unattractive worksheet design, and lack of active engagement by students hinder the effectiveness of worksheets [3]. Additionally, students' difficulties in understanding worksheets and a lack of motivation, confidence, and knowledge contribute to their struggles in writing tasks [4]

Writing skills pose a significant challenge for students, particularly in second language acquisition. Students often encounter difficulties in generating ideas, limited vocabulary, and organizing coherent texts [5]. Writing is a complex skill that requires critical thinking, idea development, and effective communication. Despite the progress made in English learning, writing skills remain a weak area for many students. Developing strong writing skills is crucial, as writing serves as a means of self-expression and effective communication [6]. Implementing experiential learning in the classroom can address students' individual growth and potential by providing adaptable learning experiences [7]. Experiential learning encompasses four abilities: concrete experience, reflective observation, abstract conceptualization, and active experimentation [8]. It allows students to actively engage with the subject matter and promotes motivation, idea generation, and confidence [9]. Integrating experiential learning with worksheets tailored to local wisdom content in Sumalata Timur can help address the challenges faced by students and teachers. Local culture-based topics in worksheets enhance students' motivation, as they are familiar with the subject matter [10]. By incorporating local culture, students not only improve their writing skills but also develop a stronger connection with their own culture [3]. Cultural backgrounds, prior knowledge, and experiences influence students' writing [11]. Given the issues surrounding students' writing performance, the lack of stimulating worksheets, and the need to tap into students' prior knowledge and motivation, this research proposes the development. Based on the background above, the

objective of the research were to find out students' needs in writing skills in semester two of ninth-grade students in SMPN 2 Sumalata Timur and to develop the English writing worksheet in semester two of ninth-grade students of SMPN 2 Sumalata Timur based on experiential learning stages integrated with local wisdom content.

LITERATURE REVIEW

The Nature of Writing

Writing plays a crucial role in communication as it allows individuals to express their thoughts, opinions, and emotions through text. It is both a mental and physical activity, involving the act of putting words or ideas into writing while also engaging in mental processes of imagining, organizing, and expressing them clearly. Learning to write in English as a foreign language presents challenges, and recent research has emphasized the social aspects of writing, highlighting the cognitive and interactive nature of the skill. A well-written piece exhibits characteristic such as content, form, grammar, style, and mechanics, requiring attention to substance, organization, language usage, and graphical conventions. Writing is often considered the most challenging skill to acquire in language learning, including English. Learners face difficulties in generating and organizing ideas, ensuring accuracy, and employing a variety of language elements to create coherence and cater to specific audiences. The complexity of writing necessitates the consideration of multiple factors simultaneously, making it a time-consuming and practice-intensive endeavour. Statistics show that writing receives less attention than other language skills, contributing to the stress and difficulty experienced by students. Developing and organizing ideas logically pose additional challenges, as learners may struggle with structuring their thoughts effectively despite possessing vocabulary and grammar knowledge.

The Important of Writing Activities for EFL Learners

Learners of English as a foreign language often face difficulties in writing due to a lack of motivation, limited reading opportunities, and influence from their mother tongue. Writing skills require regular study and practice, so learners should engage in extensive writing and reading activities to develop their writing abilities. Numerous studies have emphasized the importance of motivation for successful learning. Motivated students are more likely to achieve their learning goals quickly and find activities interesting and exciting. However, several factors can diminish learners' motivation, such as the fear of failure or rejection, uncertainty about their writing, reluctance to share their work, and attempts to hide their weaknesses. These factors can lead to unexpected or incomplete results and hinder learners' progress. In such circumstances, teachers play a crucial role in fostering motivation. They can create diverse and comfortable writing activities centered around familiar or appealing topics, encouraging learners to take risks and view writing practice as a means to develop their skills rather than mere testing and evaluation. By cultivating positive motivation, teachers can prevent prolonged anxiety and negative attitudes towards writing among learners.

Concept of Worksheet

A student worksheet is a printed material used in teaching and learning that includes tasks designed to enhance students' comprehension and development of basic skills. It serves as a learning resource and helps foster students' creativity, mastery, and responsibility. Student worksheets typically contain information, problems, directions, and assessment components. They provide a summary of the topic, practical instructions, and practice activities aimed at linking the material to real-life situations. In language learning, tasks are activities that promote the use of the target language, focusing on meaning rather than

form. Tasks serve as a reason for learning and using the language and are designed to simulate real-world or pedagogical situations. The type of task used in this research is based on taxonomy [12], which includes listing, ordering and sorting, comparing and contrasting, project and creative tasks, matching, sharing personal experiences, and problem-solving tasks. The research aims to design writing worksheets based on these task types.

Experiential Learning Theory

Experiential Learning Theory emphasizes the importance of experiences in the learning process. It suggests that learning occurs through reflection on everyday life experiences. The theory encourages educators to engage students in direct experiences and focused study to enhance knowledge, skills, and ideas. In the context of this study, the aim is to help rural school students improve their writing skills by using their own experiences. The characteristics of Experiential Learning Theory include the active involvement of students in the learning process, the importance of reflection, critical thinking, and the application of learning to future experiences. The adaptation of the experiential learning stages in EFL involves four phases: exposure, participation, internalization, and dissemination or transfer. These stages guide the sequencing of classroom activities and help students connect classroom learning to real-world situations. The researcher will use these stages to structure the writing activities in the student worksheets.

The Concept of Local Wisdom

Local wisdom is a widely discussed topic in education, particularly in relation to character development and societal reconstruction. It refers to the insightful, knowledgeable, and value-rich concepts rooted in local communities. In Indonesia, there is an emphasis on aligning education with local potential and national character. The 2018 national education curriculum

highlights the importance of character building in all subjects, including English. Integrating local wisdom into lessons, including foreign language instruction, is seen as a strategy to preserve and inherit local knowledge. Local wisdom is considered dynamic, evolving through the accumulation of experiences and an awareness of nature and culture. The education system also emphasizes the development of cultural identification as a competency for higher education students. Teaching the target language while incorporating local wisdom can be challenging for English language instructors, as they aim to maintain students' identity while facilitating effective communication with English speakers worldwide. Additionally, students' cultural backgrounds influence their writing, as their previous cultural and social experiences shape their understanding of "good writing." Designing teaching materials that reflect local needs, such as students' everyday activities, hobbies, experiences, and surroundings, can be beneficial, particularly in remote areas. Integrating local wisdom content into writing worksheets helps students build on their prior knowledge and experiences through language learning, aligning with the principles of experiential learning.

Need Analysis

Needs analysis, also known as needs assessment, is a process of gathering information to design a curriculum that meets the specific learning needs of a group of students [13]. It is a crucial aspect of English language teaching (ELT) and English as a second language (ESL) instruction. Gathering the needs of both teachers and students is essential to create suitable materials that have the desired impact on language learners. Meeting the needs of students is vital for effective learning, as students who are not provided with suitable materials may struggle to learn and lack motivation. [13] defines needs as ownership, kinds, and sources, indicating

whose needs they are, what kinds of needs are identified, and where the needs come from. Needs analysis helps teachers select appropriate tasks, content, and goals, and provides a better understanding of learners' instructional purposes [14]. It plays a significant role in the learning of a second or foreign language. Various models of needs analysis exist, such as target situation analysis, present situation analysis, [15], and Dudley-Evans and St John's model.

Instructional design is crucial for identifying learning targets and analyzing learners' abilities, knowledge, and behavior. The ADDIE model (Analysis, Design, Develop, Implement, and Evaluate) is a widely accepted instructional design model, providing a structured framework for intervention development, training, assessment, and revision [16], [17] are other instructional design models that view learning as a systematic process. The operational definition section explains technical terms used in the research. It clarifies the meanings of terms such as worksheet, task, Kurikulum 2013, experiential learning, local wisdom, needs analysis, and the ADDIE model.

MATERIALS & METHODS

The research study follows the research and development (R&D) approach and the ADDIE model to develop an English course instructional design, specifically a writing worksheet for 9th-grade students. The study is conducted at SMP Negeri 2 Sumalata Timur in Gorontalo Province. The data collection involves using questionnaires and document analysis. The questionnaires are used to gather information about students' needs, goals, lacks, wants, and opinions regarding the writing worksheet. The questionnaire data is analyzed by calculating percentages and identifying the highest percentage to represent students' needs. Document analysis is conducted to examine the curriculum, instructional materials, and syllabus used in the classroom. The data analysis process involves organizing and preparing the data,

reading through all the data to extract important information, and applying qualitative analysis techniques. The students' needs are analyzed by calculating percentages and identifying the highest percentage, while the development of the writing worksheet is analyzed through document analysis, expert judgment questionnaires, and students' response questionnaires. Coding, descriptive statistics, and narrative approaches are used to analyze and interpret the data. Overall, the research aims to develop a writing worksheet that meets the needs of 9th-grade students and aligns with the curriculum and instructional goals.

RESULT

The research findings provided information on the development of a writing worksheet for 9th-grade students in SMP Negeri 2 Sumalata Timur. The research followed the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researcher collected information through questionnaires and document analysis. This included analyzing the current curriculum, previous textbooks, and worksheets used for teaching English. The curriculum used was the Curriculum 2013, which focused on developing students' competencies and character. The revised edition of 2017 addressed challenges faced during the implementation, such as reducing the number of competencies, providing specific guidelines, emphasizing local content, and introducing a flexible approach to assessment. The comparison between the previous students' worksheets and the developing worksheet was done in terms of form and content. The previous worksheets were based on textbooks like "Think Globally Act Locally" and "Bright an English," which covered all language skills. In contrast, the developing worksheet focused solely on the writing skill and used an experiential learning approach. Local content was integrated to make the content more meaningful and

relatable. Learner analysis involved understanding the characteristics of the 9th-grade students. The class consisted of approximately 27 students, displaying various characteristics such as talkative, shy, brave, curious, and pessimistic. Many students were shy and pessimistic about learning English due to fear of making errors. Overall, the research findings informed the development of a writing worksheet that considered the curriculum, the specific needs of the students, and integrated an experiential learning approach with local content.

Need Analysis

The research aimed to gather information about the participants' traits and needs in English writing. The participants were ninth-grade students from SMP Negeri 2 Sumalata Timur. The majority of participants were 15 years old, with limited English learning experience outside of their school curriculum. They primarily used English within the classroom, with most of the usage involving their teachers. The participants self-reported a high level of English proficiency, with only a small percentage reporting poor proficiency. The questionnaire included ten key aspects related to English writing needs. The first aspect focused on participants' expectations and found that they preferred simple functional and interpersonal texts for required materials. In terms of writing tasks, they preferred completing blank words in a text for controlled-writing, applying vocabulary, grammar, spelling, and punctuation for guided-writing, and writing a text based on an existing topic for free-writing. The second aspect explored participants' goals, with the majority aiming to improve their mastery of vocabulary and grammar. The third aspect addressed participants' difficulties and weak points in English writing, with grammar being a significant challenge. The fourth aspect focused on participants' preferences for worksheet elements, design, and task distribution. They wanted worksheets to

focus on important elements of English writing, provide more examples and games, and have tasks divided into controlled, guided, and free-writing categories. The fifth aspect gathered information about participants' opinions on writing-compatible activities, additional information about local culture, and the sorting of learning units. Reading was considered the most compatible activity with writing, and participants desired additional information related to local culture.

The sixth aspect explored participants' preferred learning mode, with an almost equal preference for individual and group learning settings. The seventh aspect gathered information about the effective time for completing English writing tasks, with a preference for working on them on the same day as the English subject. The eighth aspect focused on participants' preferred and demonstrated roles of teachers. They wanted teachers to leave them enough space to complete tasks and perceived their teachers' demonstrated roles as very good. The ninth aspect examined participants' strategies in writing, how they overcome difficulties, and their roles in the classroom. They actively improve their ideas in English, seek their teachers' help to overcome difficulties, and consider themselves active in the classroom. The final aspect addressed participants' preferences regarding the number of writing tasks, with the majority preferring no more than five tasks per learning unit. Additionally, the research investigated students' responses to different activities during the English writing process. Participants showed a preference for tasks involving guessing, identifying and ordering information, guided activities with visual aids and personal experiences, and problem-solving and creative tasks. Overall, the findings provide insights into the participants' needs and preferences in English writing, allowing for the design of more targeted and engaging writing activities.

Instructional Analysis

The Curriculum 2013 revision edition 2017 implementation in the English subject at SMP Negeri 2 Sumalata Timur aims to provide a learner-centered, communicative, and contextually relevant English language learning experience, with a focus on developing students' language skills, 21st-century skills, and their ability to use English for communication in real-life situations. The instructional analysis is important in designing effective English language instruction in the Curriculum 2013 at the junior high school level. The Curriculum 2013 is a national curriculum used in SMP Negeri 2 Sumalata Timur, which emphasizes competency-based learning and aims to develop students' knowledge, skills, and attitudes holistically. To conduct an instructional analysis in the English subject in the Curriculum 2013 at junior high school, the researcher identified the learning objectives and began by reviewing the English curriculum documents provided by the Ministry of Education and Culture in Indonesia, which outline the learning objectives for the junior high school level. These objectives typically include language knowledge, such as grammar, vocabulary, and language skills which are writing skill and cultural understanding. Therefore, this worksheet design is based on the 2013 revision edition 2017 curriculum. A syllabus in Curriculum 2013 becomes the outline of the content, objectives, and organization of a course or educational program. It serves as a roadmap or guide for both teachers and students, providing an overview of what will be covered, the learning outcomes or goals of the course, and how the course will be conducted in general overview of the components typically found in the syllabus of the Curriculum 2013 in Indonesia, which include core competencies which are describing the core competencies or skills that students are expected to achieve, including religious and moral values, knowledge, attitudes, and skills, while basic competencies are specific learning outcomes

or standards that students are expected to achieve at each level or grade. In conclusion, by conducting a comprehensive instructional analysis of the English subject for 9th grade second semester in Curriculum 2013 at SMP Negeri 2 Sumalata Timur, the researcher gained insights into the instructional's strengths and weaknesses and made informed decisions to optimize teaching and learning for English language learners. It can also help identify areas for improvement and guide curriculum development and revision efforts to meet the needs of students better and promote their English language proficiency and general education.

Instructional Goal Analysis

In instructional goal analysis, researcher describe what learners are expected to achieve after completing a particular instructional program or unit. The process of instructional goal analysis involves breaking down these broad goals into smaller, more specific, and measurable objectives or competencies that can be addressed in the instructional design and delivery. The process of this analysis is detailed review and analyze the overarching instructional goals in particular basic competencies to identify specific learning outcomes. These outcomes describe the specific knowledge, skills, or behaviors that learners are expected to acquire or demonstrate after completing the material. These outcomes are usually written in clear, measurable terms. After that, the researcher sequenced and organized learning outcomes based on the outcomes. The learning outcomes are sequenced and organized logically and coherently to ensure a progressive and scaffolded learning experience for the learners. In the end, students must reach a certain level of competency before proceeding to achieve the following competencies in the next topic

Result of Design Stage

The aim of the design stage in the ADDIE model is to develop a clear and

comprehensive plan for the creation of the learning experience. This stage involves defining the learning objectives, content sequenced planned and choosing the format which are creating a blueprint or storyboard for the development of the learning experience.

Define the Learning Objectives

The learning objectives for the writing worksheet are formulated based on the identified needs of the target audience. The objectives are focused on developing writing skills and are derived from the basic competency, learning needs, time allocation, experiential learning approach, and local content. To guide the development of the writing worksheet, a task list is created based on the learning objectives. The task list includes the unit number, theme, learning objectives, experiential learning sequences, indicators, and instructions for each activity. The writing worksheet blueprint is used to develop the task list, and the indicators are formulated based on the learning objectives outlined in the curriculum. The task list provides a structured framework for designing learning activities that align with the objectives. Unit 1 of the writing worksheet focuses on narrative text, aiming to develop students' understanding and writing skills in this genre. Unit 2 emphasizes the passive voice, aiming to enable students to construct sentences using this grammatical structure. In conclusion, the learning objectives formulation for the writing worksheet focuses on narrative text and the passive voice. These units provide students with valuable skills in comprehension, analysis, and writing, while also promoting critical thinking and effective communication. By exploring narrative texts and mastering the passive voice, students enhance their writing abilities and gain a deeper appreciation for storytelling and varied writing styles.

Choosing The Format

The research focuses on choosing the appropriate format for a writing worksheet

that aligns with learning objectives, content, target audience, and desired outcomes. The format selection process involves reviewing existing worksheets and adopting relevant formats. The writing worksheets are designed based on a predetermined format, with two units consisting of six meetings. Unit 1 emphasizes personal writing, self-expression, and reflection, using prompts and exercises to encourage learners to explore their thoughts and experiences. Unit 2 focuses on traditional cuisine and incorporates personal text and logical thinking through a game board. The grammar content includes the passive voice in present simple tense and past simple tense. The draft of the writing worksheet format is provided in Table 19, outlining the themes, stages, learning objectives, types of writing, and formats for each unit.

Choosing the format of a writing worksheet is an important step in this research. The format should align with the learning objectives, content, target audience, and desired learning outcomes, as well as take into consideration the available resources. By selecting the appropriate format, researcher can create effective worksheets that enhance the learning experience and improve the performance of learners.

In this step, researcher develop a storyboard of the writing worksheet because in design phase should be systematic and also specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

In choosing the writing worksheet format, the aim of determining how the format will be used as a reference in the preparation of the writing worksheet products to be made. The selection of format is done by reviewing the existing writing worksheet. The format in this research was adopted from the relevant some of the English book for 9th grade of Junior Highschool. The format for the preparation of writing

worksheet in this research refers to the 2013 curriculum revision edition 2017 format. The writing worksheet will be compiled based on a predetermined format, and also refers to the 2013 curriculum revision edition 2017 format. The writing worksheets are designed as many as 2 Unit for 6 meetings. Student's worksheet is designed in the form of tasks to be done by students in groups. It designed according to the material in the meeting with the same components. This student's worksheet contains problems that are expected to activate students, help students develop, obtain, find concepts, train students towards independent learning and help students add information about the concepts being learned. Look at the following format are used in the writing worksheet.

Unit 1 and 2 was set to emphasize more on personal writing worksheet that focused on self-expression and reflection. Worksheets in this category encourage learners to explore their thoughts, feelings, and experiences through writing. It provided a prompt or exercises that prompt learners to write personal narratives, reflections, or creative pieces. Personal writing worksheets help learners develop their voice, improve introspection, and refine their ability to convey personal experiences effectively.

In unit 1 was themed in local folktales about Sumalata Timur and around Gorontalo. These unit focused in the moral values that can be taken from these folktales. I grammar section, researcher focused on the structure of text, grammar rules, vocabulary in writing a simple sentences or paragraph activities to help students master them.

In unit 2, the theme was focused on traditional cuisine of Sumalata Timur and around Gorontalo. It is an emphasize the use of personal text and logical thinking process by providing a game board, therefore the students can be practiced while playing a game. The grammar contents were related to the passive voice in present simple tense and past simple tense. The passive voice is formed using a form of the verb "to be" (such as "is," "are," "was," "were,")

followed by the past participle of the main verb. By understanding the passive voice can be allowed students to made deliberate choices in their writing, considering the impact on clarity, emphasis, and style. Also, by balancing the use of passive and active voice, they can effectively convey their intended message and engage their readers.

1. Result of Development Stage

The development phase involves creating and assembling the content assets that were planned in the design phase. This includes generating content, selecting media, developing the actual worksheet, and validating and revising the content. The researcher used various visual elements such as pictures, colors, and attractive layouts to make the writing worksheet more engaging. The worksheet cover was carefully designed to be visually appealing, with a suitable layout, captivating titles, and relevant imagery. Local content from the Sumalata Timur area was incorporated into the worksheet to make it more relatable to the students. The development process also involved creating learning objectives and activities for each unit of the worksheet. In Unit 1, the theme focused on narrative text, and local folklore from Sumalata Timur was used as the main reading text. The learning objectives included identifying story content, extracting specific information, analyzing thematic elements, summarizing the narrative, and expanding vocabulary. The choice of local folklore aimed to connect students to their cultural heritage and provide a broader understanding of local heritages in Gorontalo. Unit 2 centered around the topic of "It is made from" and aimed to develop students' understanding of passive voice construction and descriptive writing. The learning objectives included identifying information about objects, completing sentences, constructing passive sentences, and creating descriptive texts. The theme of traditional cuisine from Sumalata Timur was used to engage students and connect their previous experiences with writing.

After the layout design and media selection, a final check was conducted, including proofreading for errors, revising any mistakes, checking text and picture positioning, and ensuring overall layout quality. The product was then evaluated through expert judgment, where experts assessed the content, presentation, design, and graphics of the worksheet. The evaluation showed that the content was appropriate, related to the topic and local culture, and directed towards improving students' writing skills. Overall, the development phase involved creating engaging content, selecting appropriate media, and ensuring the quality and relevance of the worksheet for students' learning needs.

2. Result of Implementation Stage

The implementation stage focuses on putting the developed writing worksheet and plans into action. Its aim is to deliver the writing worksheet to the intended audience and facilitate the learning process. The implementation stage also involves monitoring progress, making necessary adjustments, and evaluating the effectiveness of the instruction. In the preparation stage, the researcher introduces the designed worksheet to the students in class 9-1 as a tool to improve their learning activity. It is important for students to understand the content, task, and experiential learning approach in order to maximize the benefits of the worksheet. An orientation session was conducted to explain the objectives and how they connect to the students' learning goals. To evaluate the effectiveness of the worksheet, a small group test was conducted. Twenty-four students participated in the test, and a questionnaire was distributed to assess the efficiency and effectiveness of the designed worksheet. The questionnaire included elements such as content, presentation, language, and graphics. The results showed that the worksheet received high ratings in all categories, indicating its effectiveness.

The content of the worksheet was aligned with the topics of Unit 1 and Unit 2, and the overall mean score for the content category was very good. The presentation of the worksheet, including the selection of reading material and integration of local cultural content, also received a very good rating. The language aspect, including the use of simple language and clear sentence structures, was rated good. The graphic design, including attractiveness, use of tables and figures, and font selection, received a very good rating. Overall, the small group test results indicated that the worksheet was highly effective, with a general mean score classified as very good. The worksheet was considered applicable to the students as a teaching tool for writing, integrating an experiential learning approach with local wisdom content.

DISCUSSION

The development of the English writing worksheet for ninth-grade students in SMPN 2 Sumalata Timur followed a systematic approach, taking into consideration the specific needs and preferences of the students. The first step in the process was conducting a thorough needs analysis to identify the areas in which students required improvement in their writing skills. This analysis involved gathering information from students, teachers, and relevant stakeholders to gain a comprehensive understanding of the challenges and shortcomings in their writing abilities. The findings revealed that students needed support in areas such as grammar, vocabulary, organization of ideas, and coherence in their writing.

Based on the needs analysis findings, the development of the English writing worksheet took place. The worksheet was designed to address the identified needs of the students while incorporating experiential learning stages and integrating local wisdom content. Local wisdom refers to knowledge and understanding that was specifically relevant and useful for the progress and advancement of a country towards

achieving effective national development. Local wisdom was knowledge that could be from the local community that applied to a particular area and would be different from one area to another in the way it applied, and it was evidence of an existence of the behavior of local people who showed the color of behaviors that contained values, norms, customs, had a wise nature, wise, and good value mutually agreed upon in a particular place [18].

This implied that local wisdom was not static but rather a dynamic concept that evolved and adapted in response to the changing global landscape. There were two benefits when local wisdom was used as a study in learning [19]. First, developing local wisdom in learning could improve learning to be more meaningful and contextual in real life, strengthening education as a cultural process to develop student competencies holistically. Second, it could maintain local wisdom in students' environment as a cultural heritage that its existence must protect. Experiential learning stages were incorporated to provide hands-on and practical experiences for students to enhance their writing skills. Experiential learning emphasized the essential value of experience in the learning process, and by engaging in real-world activities and applying their knowledge in meaningful contexts, students would be able to develop a deeper understanding of the writing process and improve their overall proficiency [8].

Furthermore, the integration of local wisdom content aimed to connect students with their cultural heritage and foster a sense of pride and identity. By incorporating elements of their local culture, traditions, and values into the writing activities, students would be able to relate to the content on a personal level, making the learning experience more meaningful and relevant to their lives, which was in line with [20] that local wisdom had the potential to be integrated holistically and developed into the curriculum in both the co-curricular, intracurricular, and

extracurricular aspects and even had the leverage to become the basis for character education. This approach not only promoted cultural appreciation but also enhanced the students' motivation and engagement in the writing process. The development process involved designing engaging and interactive activities that aligned with the curriculum's learning objectives. The worksheet included various types of writing tasks, such as descriptive writing, narrative writing, and argumentative writing, which gradually increased in complexity as the students progressed through the semester. Each activity was carefully crafted to encourage students to actively participate in the writing process, explore their creativity, and apply the concepts they had learned.

In summary, the development of the English writing worksheet for ninth-grade students in SMPN 2 Sumalata Timur followed a systematic and student-centered approach. The needs analysis process helped identify the specific areas in which students required support, and the worksheet was designed to address these needs while incorporating experiential learning stages and local wisdom content. The engagement in practical activities, integration of cultural elements, and gradual increase in complexity aimed to enhance students' writing skills and foster a deeper connection with their cultural heritage. The continuous feedback collection and improvement process ensured that the worksheet effectively met the students' needs and provided a stimulating and engaging learning experience. Ultimately, the goal was to empower the students to become confident and proficient writers in the English language.

Research Limitation

While the development and implementation of the English writing worksheet for ninth-grade students in SMPN 2 Sumalata Timur followed a systematic approach, there are several potential limitations to consider when discussing the research. These

limitations may affect the generalizability and validity of the findings:

1. **Sample Size:** The research might have been limited by the relatively small sample size of the participants. The findings and conclusions drawn from this specific group of ninth-grade students in SMPN 2 Sumalata Timur may not necessarily apply to other schools or different grade levels. The results should be interpreted with caution and may require further validation through larger-scale studies.
2. **Contextual Factors:** The research was conducted within the specific context of SMPN 2 Sumalata Timur. The cultural, socioeconomic, and educational background of the students and the school environment may influence the results. Therefore, the findings might not be directly applicable to other educational settings with different contextual factors.
3. **Subjectivity of Data:** The data collected during the needs analysis, feedback collection, and evaluation processes relied on self-reported information from students, teachers, and stakeholders. This subjective nature of the data introduces the possibility of response bias and may limit the objectivity of the findings. The perceptions and opinions expressed by the participants could be influenced by personal biases or individual experiences.
4. **Time Constraints:** The research might have been limited by time constraints, which could impact the depth and breadth of the investigation. The development and implementation of the worksheet might not have allowed for an extensive exploration of all aspects of writing skills or the evaluation of long-term effects. A longer duration of the study could provide a more comprehensive understanding of the students' progress and the effectiveness of the worksheet.
5. **Lack of Control Group:** The research may lack a control group for comparison

purposes. Without a control group, it becomes challenging to attribute improvements solely to the English writing worksheet. The absence of a control group limits the ability to draw definitive conclusions about the worksheet's effectiveness compared to other teaching methods or materials.

6. External Factors: Various external factors, such as school policies, teacher practices, and student motivation, could have influenced the outcomes of the research. These factors were not fully controlled or accounted for in the study design, potentially introducing confounding variables that may affect the results.
7. Acknowledging these limitations is essential to maintain a balanced interpretation of the research findings. Further studies with larger and more diverse samples, rigorous control measures, and longer observation periods would contribute to a more comprehensive understanding of the effectiveness of the English writing worksheet and its applicability in different educational contexts.

CONCLUSION

This study focuses on the development of a writing worksheet for ninth-grade students at SMP 2 Sumalata Timur. The analysis of students' background and target needs revealed their average English proficiency level and specific areas for improvement in writing skills. The target needs analysis identified goals, necessities, lacks, and wants of the students, such as the need for vocabulary and grammar improvement and a desire for focused instruction on essential writing elements. The learning needs analysis identified preferences for organized learning materials, tips and tricks, group work, completion of tasks during class time, and extended time frames. Based on these findings, the researcher used the ADDIE Model to develop the writing worksheet, which was evaluated, revised, and implemented in the classroom. The

implementation resulted in increased student motivation, engagement, and active participation, while also facilitating easier instruction for teachers. The study highlights the importance of incorporating localized content and tailoring materials to meet the specific needs and preferences of students in improving their writing skills.

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