



## The Ethnoliteracy-Based Guided Discovery Learning Model in Writing Imaginary Story at Elementary Schools

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**Abstract:** This research aims at developing an Ethnoliteracy-based guided discovery learning model in writing imaginary stories at elementary schools. It used the research and development (R&D) method with 4D (Define, Design, Develop, and Disseminate) model. Teachers and students in 5<sup>th</sup>-grade elementary schools served as the subjects of this research. The instruments that this research used included observation, interviews, and documentation with the developed steps of guided discovery learning model consisting of stimulus, problem identification, data collection, data processing, publication, and reflection. The data in this research were analyzed qualitatively and quantitatively. The research found that based on expert assessment, the feasibility of this learning model was scored 87.5% by the linguist and 93.3% by the culture expert. Based on the development trial result, the prepared learning planning was classified as highly practical at 86.7% and practical at 13.3%. In practice, students managed to write an imaginary story and scored an average of 80.28. This means that the Ethnoliteracy-based guided discovery learning model in writing imaginary stories was feasible for use in elementary school students.

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## Introduction

The lesson to write imaginary story has been one of topics taught to students at the elementary school level (Taylor, 1999; Barnes, 2015; Swartz, 2014). However, students still show low ability in writing imaginary stories (Sudarwati, 2023; Nurgiyantoro, 2018). Some of the contributors to this low ability to write imaginary stories are students' lack of inspirations, ideas, and insights. Eventually, this rendered students unable to develop a plot in writing an imaginary story (Listiani, 2020). One characteristic of imaginary stories is that it has a plot or series of events that connect one another (Nurgiyantoro, 2018; Wicaksono, 2014). The text in imaginary story writing is usually a narrative (Nirmalasari & Yahya, 2022; Trihono, 2021; Atmojo, 2020). Yet, in reality, many of the students' writings have not specifically moved towards telling a story or an event (Rahman, 2017). Therefore, more intensive facilitation is needed in the process of writing imaginary stories for students to make their writings more guided towards a storytelling. It is quite frequent that the difficulty in writing imaginary stories comes from the use of a less effective learning model, preventing students from obtaining adequate inspiration to write a prose (Endah et al., 2018; Egan, 2001; Knoeller, 2003; Nurani et al., 2021). Based on Listiani's (2020) research, the learning model that includes field observation is the one that most students want. This is because it will allow them to get more inspiration than the model where they spend the whole time in the classroom.

Cultural theme is frequently forgotten by both elementary teachers and students (Rahmawati & Sunarto, 2012; Harahap & Savitri, 2022; Nurani, Nugraha, & Arga, 2021). It



is unfortunate considering that many aspects of culture can be used to write an imaginary story (King, 2007). In addition to being a literary work that can entertain others, culture-themed imaginary stories can also introduce the wealth of local culture to their readers. Introducing cultures through literature will be more memorable and touching to readers when they are presented innovatively and creatively.

The essence of education lies in the learning processes within schools, society, and families (Harahap & Isya, 2020). Learning must occur in a creative, imaginative, innovative, and meaningful manner (Jeffrey\* & Craft, 2004; Millar et al., 2014; Wijayanti & Sungkono, 2017; Harahap & Isya, 2020). A meaningful learning activity can be performed by making use of local culture as the learning context. The learning materials that integrate local culture can make the learning more effective as compared to those that do not (Nugraha & Doyin, 2020). It is expected that education can learn, develop, and publish the specialty of culture in the past. This will prevent local culture from being eroded right away without being inherited by the next generation. Education has its worth in cementing human's ability to continue, advance, and realize the development of culture and civilization in the future (Suastra et al., 2017). Thus, integrating local culture into learning is expected to keep the culture alive and improve students' understanding of their local values (Hayes et al., 2010; Saleha et al., 2023).

The introduction to cultures around students can be presented in the form of literary works (Botelho & Rudman, 2009). Many of these cultures can be included, especially those cultures that students have never known about. The cultures might be historic sites, Sundanese ideologies, as well as other specialties that need to be inherited by the youth (Muljani & Sunarto, 2018). It is expected that introducing cultures through literary works could grow students' fondness of not only local wisdom (literary contents), but also the literature itself.

The learning of literary literacy based on local wisdom (ethnoliteracy) can be developed to enrich students' insights into and fondness of local culture (Samsiyah, 2019; Joyo, 2018; Ibda & Wijayanti, 2023; Ediyono & Alfiati, 2019; Aryani et al., 2023). Particularly in West Java, many historic sites can be introduced to students through literary literacy. Literary literacy can be such activities as literary-related reading and writing (Wedasuwari et al., 2022). This literary literacy can be manifested in the form of literary practices (Endraswara, 2017). Literary literacy is based on the attempt to listen to and learn verbal values and to be literate (Wuryanto et al., 2019). Similar research has been conducted by Widiyanto et al. (2018) in teaching and learning at elementary schools. According to their research, culture- and tourism-based Ethnoliteracy can be used as a medium and source of teaching and learning. This ranges from customary building to beliefs to even plant commodities. Nugraha and Doyin (2020) also find that writing imaginary stories promoting tolerance values can be done by using movies that match the students' culture as the media. Furthermore, Loko et al. (2022) and Baka et al. (2018) suggest that integrating local ethnic culture content and context is a must in multilingual teaching materials for elementary students' learning. Likewise, the imaginary story writing lesson for elementary students can surely integrate local cultures as a source of learning. It is expected that this will help students in writing imaginary stories better.

The current research aims to develop and test the effectiveness of -based guided discovery learning model in imaginary story writing at elementary schools. While the guided discovery learning model is usually used in science learning, it is important to develop it for language learning such as imaginary story writing. As a cultural literacy, needs to be used as a reference for students to develop an imaginary story. This -based guided discovery learning



model that I develop needs to be tested for its effectiveness in the imaginary story writing lesson at elementary schools.

## Research Method

This study used a research and development approach with 4D (Define, Design, Develop, Disseminate) model (Mulyatiningsih, 2016; Maydiantoro, 2021; Borg & Gall, 1984). In this model, the extent to which development is needed is defined by studying the literature, analyzing previous studies, and performing field study during the Define stage. When the Design phase comes, the learning model to be developed is planned, starting with preparing the standard test, then selecting the media and the format, and developing the initial design. At the Develop stage, the previously planned learning model is developed by considering the expert assessments and a development trial is conducted on a limited scale. Finally, during the Disseminate stage, the developed learning model is disseminated. However, this research only included the first three stages and stopped at the Develop stage.

The subjects of this research were teachers and students of 5<sup>th</sup>-grade of elementary schools where imaginary story writing in the Merdeka curriculum was taught (Salpianti & Dafit, 2023; Habibi et al., 2023). This research was conducted at state elementary school (SDN) 3 Sukasari, Tasikmalaya Municipality, SDN 2 Nagrikaler, Purwakarta Regency, and Plus elementary school (SD Plus) 2 Al-Muhajirin, Purwakarta Regency. The three schools were selected since they had implemented the Merdeka curriculum in their teaching and learning processes. This research was performed from May through December 2023.

The data in this research were collected using a combination of some techniques to maintain their validity and reliability. The data collection techniques used in this research included test, observation, interview, questionnaire, and documentation. The instruments used included story writing test, observation sheet, interview guide, and questionnaire (linguist validation, culture expert validation, and practitioner assessment). The test instrument was used to measure students' ability in writing imaginary stories. Meanwhile, the observation sheet was used to measure the implementation of -based guided discovery learning model. Moreover, the interview guide was used to obtain information on the use of the learning model and other information from both students and teachers. Questionnaire was used for expert and model users' validation. Eventually, the documentation was used to complement the research-supporting data.

The data in this research were analyzed qualitatively and quantitatively. The qualitative data analysis was done by collecting the data, reducing the data, displaying the data, drawing conclusion and verification (Rukajat, 2018; Fadli, 2021; Umrati, 2020). This data analysis was performed when the ethnoliteracy-based guided discovery learning model was developed through a Focus Group Discussion (FGD) with the experts to make the learning model ready for use in the classrooms. Furthermore, the quantitative data analysis was conducted to test the effectiveness of the -based guided discovery learning model in imaginary story writing.

## Results and Discussion

### Define Stage

#### Initial Analysis

The preliminary study on the imaginary story writing learning was conducted at SDN 3 Sukasari, Tasikmalaya Municipality and SDN 2 Nagrikaler, Purwakarta. Below is the result of the initial analysis of students' ability to write imaginary stories.



**Table 1. Result of Initial Analysis of Ability to Write Imaginary Stories**

No.	Aspects assessed	Mean	Note
1	Theme/idea	4.00	The theme/idea of story highly matched the one set on the learning objective.
2	Plot	2.33	The plot was less imaginative, the dialogues used were incorrect, and the series of events were presented less attractively and vividly.
3	Story setting	2.42	The description of the setting (place, time, and atmosphere) was less detailed and did not really match the plot.
4	Characters and characterization	2.42	The characters were described less clearly and their characterizations (characters' traits) were less consistent
5	Story's lessons	2.25	The lessons contained in the story could not be understood well by readers, either explicitly or implicitly
6	Style	2.67	The stories used less varied languages, especially in selecting dictions, structuring the sentences, figures of speech, imaging, and cohesion.
7	Point of view	4.00	The point of view used in the story was highly consistent when viewed from how the story was told or the pronouns that the writer used.
8	Organization and structure of text	2.42	The plot framework was incomplete, consisting of only two parts of story (orientation, complication, or resolution) while other parts of story were surfaced at all
9	Spelling	2.25	The story used the spelling that did not match (less than half of the story) the rules set in the Enhanced Spelling (EYD)
10	Writing tidiness	2.67	The writing in the story was not too tidy, unclear, and rather illegible.

Based on the result of the initial analysis, the students still lacked the ability to write imaginary stories in most (8) aspects, and only in 2 aspects they have excelled, namely the theme/idea and point of view. In the theme/idea aspect, students had written a story as specified in the learning objective. Meanwhile, in the point of view aspect, all students had been consistent in telling their stories (the first-or third-person point of view).

### **Analysis of Students**

Based on the observation and interviews with some students, it was found that students expected that the writing lesson could be fun. One of the ways to make the learning more fun was to use interactive learning media. If the learning was usually a one-way traffic from the teachers to students, it was recommended for teachers to use a certain learning media as an aid to nurture students' imagination in writing stories. In addition, students also wished that the learning themes could be more varied. This was because the themes the teachers provided revolved around daily life, fables, ideals, or past stories.

### **Task Analysis**

Based on students' task analysis, in this case the imaginary story writing, it was found that 8 aspects were in need of improvement to make the students' imaginary story writing ability better. These 8 aspects included plot development, setting description, character description and characterization, understanding of story's lessons, variation of language style used, completeness of story's structure framework, use of spelling, and writing tidiness.



## Concept Analysis

The concept was analyzed by identifying the main concept to be taught. In this case, it was found that the imaginary story writing needed to involve students actively with an attractive learning media. It was also important to develop a learning model that could guide students more intensely in determining, discovering, and developing imaginary stories. In addition, it was imperative to set more varied story themes/ideas to develop the students' imaginations better.

## Formulating Learning Objective

The learning objective of imaginary story writing was to improve students' ability in developing such aspects as plot development, setting description, description of characters and characterization, understanding of the story's lesson, varied uses of style, completeness of story structure framework, use of spelling, and writing tidiness. To develop students' ability in these aspects, the ethno-literacy-based guided discovery learning was used. The term guided discovery here meant that students were guided to determine first the aspects of imaginary story they would develop later into a complete prose. Meanwhile, the term ethno-literacy-based learning meant a learning that put the local cultural elements or potentials in the students' surroundings first.

## Design (Planning) Stage

### Standard Test Preparation

The prepared test to develop students' ability in writing imaginary stories is a written test that tasked them to write a story based on the steps that their teachers had provided. The writings that students made were measured using an imaginary story writing assessment rubric adapted from the theory of fiction studies (Nurgiyantoro, 2009) and story writing theory (Hoskisson et al., 1991). The aspects assessed in the imaginary story writing were themes/ideas (how the theme written by students matched the predetermined theme), story plot (use of imagination in stories, use of dialogues, and attractiveness of series of events), story setting (description of place, time, and atmosphere settings), characters and characterization (how clear the characters were described and how consistent the trait inherent to the characters was), story's lessons (how easy it was for readers to understand the lessons contained in the story, either explicitly or implicitly), language style (variety of styles used in the selection of dictions, sentence structure, figure of speech, imaging, and cohesion), point of view (how consistent was the point of view used as seen from how the story was told or the pronouns used), organization and structure of texts (completeness of plot consisting of orientation, complication, and resolution), spelling (how the spelling used matched the applicable rules), and writing tidiness (tidiness, cleanliness, dan legibility of writing).

## Media Selection

The media selected in this development research was the audio-visual one. This media was considered helpful in increasing students' interest in imaginary story learning in this digital era (Nurani, 2018). As suggested by Piaget's cognitive theory, students at the elementary level are at the concrete operational stage. This means students can understand a lesson better when it involves concrete objects around them. Using the audio-visual media, what they previously view as abstract can be more concrete thanks to the visualization that makes students more motivated to learn. The topic selected was the local potentials surrounding the students as presented in a learning video.

## Format Selection

In this stage, it was decided that the ethno-literacy-based guided discovery learning model would be used to improve students' ability in writing imaginary stories. The model was academically reviewed in this stage. The aspects reviewed were the rationale, principles,

objectives, functions, syntax (steps), and system of model development as well as the reaction principle and supporting system. This learning model was developed in such a way as to match the students' needs and the topics to be taught.

### Initial Design

The learning instruments to develop students' ability in imaginary story writing were prepared in this stage. Two learning instruments were prepared using the ethno-literacy-based guided discovery learning model. The first learning instrument taught students the difference between fiction (imaginary) and non-fiction texts. The second one taught students how to write fiction (imaginary) texts. The steps (syntax) of learning used the guided discovery model, consisting of stimulus, problem identification, data collection, data processing, publication, and reflection. Below is the flow of the aforementioned syntax of learning.



**Figure 1. Syntax of Guided Discovery Learning Model**

### Develop Stage

#### Expert Assessment

During this stage, the experts assessed the model to provide suggestions regarding the learning instruments that had been developed. Also in this stage, the developed learning instruments were revised based on the experts' inputs. One of the experts to assess the learning instruments was Prof. Dr. H. Rahman, M.Pd. He was a professor at the Primary Education Education Program for Indonesian Language at Indonesia University of Education. Below is the result of the linguist assessment questionnaire.

**Table 2. Result of Linguist Assessment Questionnaire**

No	Model Component	Total Score
1	Model Rationale	3
2	Model Principles	3
3	Objective of Model	4
4	Model Function	3
5	Model Syntax	12
6	Model Social System	6
7	Reaction Principles	16
8	Supporting System	16
<b>Total Score</b>		<b>63</b>
<b>Score Percentage</b>		<b>87.5%</b>

Based on this linguist assessment, the prepared learning instruments received a feasibility percentage of 87.5%. The input the expert provided was for the terms used in the Student Work Sheet (LKPD) to be not too rigid and literally follow theories on language. Rather, alternative terms that students could easily understand should be used. For example, the terms in text organization and structure (orientation, complication, and resolution) needed to be replaced with more familiar alternative terms (introduction, content, and conclusion). Additionally, the assessment was also done by Dr. H. Agus Ahmad Wakih, M.Sn. who was an expert on local culture and wisdom and lecturer at Perjuangan University, Tasikmalaya. Below is the result of the culture expert assessment questionnaire.



**Table 3. Result of Culture Expert Assessment Questionnaire**

No	Model Component	Total Score
1	Model Rationale	8
2	Model Principles	4
3	Objective of Model	4
4	Model Function	4
5	Model Syntax	13
6	Model Social System	8
7	Reaction Principles	7
8	Supporting System	8
<b>Total Score</b>		<b>56</b>
<b>Score Percentage</b>		<b>93.3%</b>

Based on the culture expert assessment, the prepared learning instruments received a feasibility percentage of 93.3%. The input he provided was that the literacy process for students (in this case how students collect insight into initial information) did not have to use audio-visual media. Rather, it could also be done by inviting students outdoor to observe directly the local culture or potential when both the time and condition were conducive to do so.

### **Development Trial**

During this stage, a trial was performed directly to the respondents to see both the outcome and comments from students and also the observers over the previously prepared learning instruments. This stage was done repeatedly to obtain the effective and consistent learning instruments. These toolkits of ethnliteracy-based guided discovery learning model had first been tested to education practitioners such as teachers, principals, and also school prefects in Tasikmalaya Municipality and Purwakarta Regency. These practitioners assessed such aspects as syntax (consistency with the topic, ease, effectiveness and efficiency, and presentation of syntax), reaction principles (facilitating students to build their knowledge and imagination, training their communication skills, and encouraging collaboration), social system (the ease of using the model, students' ease to understand the topic, and training the students' activeness during teaching and learning), supporting system (correctness in choosing the competence and skills as well as in choosing the objective of learning).

Based on the practitioners' questionnaires, 13 (86.7%) of the learning instruments criteria were deemed as highly practical and 2 (13.3%) of them were viewed as practical. Therefore, the learning instruments that the researchers had developed could be used by students. Furthermore, the learning instruments were tested during the teaching and learning processes for the 5<sup>th</sup>-grade students at SD Plus Al-Muhajirin 2, Purwakarta Regency. During this trial of ethnliteracy-based guided discovery learning model in imaginary story writing course at SD Plus Al-Muhajirin 2, students managed to score 80.28 on average.

The research finding indicated that based on the assessment questionnaire from education practitioners, 86.7% or 13 of the learning instruments were classified as highly practical and 13.3% or 2 of them were classified as practical. This confirmed that the learning instruments that the researchers had prepared were deemed highly effective and easy to use in teaching and learning. Based on this assessment, these learning instruments were deemed suitable for use by students. The practicality of the prepared learning planning was judged by the use of the right learning media, the right teaching materials, and also the learning model that matched students' needs. The learning materials prepared in this research integrated local cultures. This surely could make the learning more effective since the contents presented in the learning were relatable to students (Nugraha & Doyin, 2020; Loko et al., 2022; Baka et



al., 2018). From the practitioners' assessment, these learning instruments were deemed feasible for use by students, especially in the context of learning for the 5th grade of SD Plus 2 Al-Muhajirin, Purwakarta Regency.

In such context, the teaching and learning process used the previously prepared instruments. The use of these instruments in the teaching and learning process showed positive results, where the ethno-literacy-based guided discovery learning model in the imaginary story writing course hit an average score of 80.28. This indicated the success of the learning model in achieving the objectives of the imaginary story writing course and provided an evidence of its effectiveness in improving the learning quality. Based on the interviews with some students, the learning that employed the guided discovery model was more innovative than other writing learning in general. In line with Jeffrey\* and Craft (2004), Millar et al. (2014), Wijayanti and Sungkono (2017) and Harahap and Isya (2020), learning activities should be creative, imaginative, innovative and meaningful. This ethno-literacy-based guided discovery learning model made students' learning in imaginary story writing more meaningful, allowing them to express their ideas, feelings, and ideas better in a writing. Thus, it was safe to say that this learning model contributed positively to the students' imaginary story writing skill. This matched the research objective, i.e., aiming to develop and test the effectiveness of ethno-literacy-based guided discovery learning model in imaginary story writing at elementary schools.

The integration of ethno-literacy and guided discovery principles in teaching and learning enabled students not only to develop their imaginary writing skills, but also to understand better the cultural values conveyed in their imaginary work. This provided them with a more meaningful learning experience, and helped strengthen their cultural identity. Students really wished that they could learn directly in the field (Listiani, 2020). This was because it would more likely allow them to develop their inspiration and imagination to make a text. Using a less suitable model might affect negatively students' ability to obtain inspiration (Endah et al., 2018; Egan, 2001; Knoeller, 2003; Nurani et al., 2021). Therefore, this ethno-literacy-based guided discovery learning model was highly suitable for students in imaginary story writing course as could be seen from teachers' and students' responses while the study was being conducted. It is important to keep on developing a culture- and tourism-based learning model at elementary schools to improve the learning quality (Widiyanto et al., 2018). Ethno-literacy-based guided discovery learning model can be used as an alternative for imaginary story writing course at elementary schools.

## Conclusion

From the investigation that had been conducted, it could be concluded that based on the expert assessment, this learning model scored a feasibility percentage of 87.5% from the linguist and 93.3% from the culture expert. Based on the development trial, the prepared learning planning was classified as highly practical at 86.7% and practical at 13.3%. As for the learning practice outcome, students managed to score 80.28 on average in imaginary story writing course. Hence, this ethno-literacy-based guided discovery learning model was feasible for use in imaginary story writing course for elementary students.

## Recommendation

The ethno-literacy-based guided discovery learning model that had been developed in this research could be used by elementary teachers to teach imaginary story writing. The limited-scale trial of the model to 5<sup>th</sup>-grade elementary students in imaginary story writing learning showed that they scored relatively good. It is expected that future researchers can test the





ethnoliteracy-based guided discovery learning model in some elementary schools to figure out its effectiveness more robustly. In addition, future researchers can also develop this ethnoliteracy-based guided discovery learning model for other topics.

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