

**THE DEVELOPMENT OF LOCAL WISDOM OF LABUHANBATU BASED ON  
TEACHING MATERIAL OF DESCRIPTIVE TEXT FOR 7TH GRADE STUDENT  
AT SMP NEGERI 1 BILAH BARAT, INDONESIA**

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**ABSTRACT:** *This research aims to know the development result of local wisdom of Labuhanbatu based teaching material of descriptive text for 7th grade students of State Junior High School 1 Bilah Barat. Teaching Material is in form of module. Used research method is research and development (R & D) referred on Borg & Gall proposed by Sugiyono. The trial subject consist of 3 students with individual trial, 9 students with small group trial, and 32 students with limited field trial. Technique of collecting data uses observation, interview, questionnaire and writing descriptive text test. The research result indicates that: (1) validation of material expert includes content expediency with average 87.18% on very good criterion, presenting expediency gets the average 85.19% on very good criterion, and language assessment gains 87.93% on very good criterion, (2) validation of design expert gets 91.58% on very good criterion, (3) teacher's response is on the average 88.33% on very good criterion, (4) individual trial gets the average 74.61% on very good criterion, (5) small group trial gets 83.22% on very good criterion and (6) limited field trial is on average 90.18%. The gained result of effectivity of using local wisdom of Labuhanbatu based module of descriptive text material is 75.37 and the effectivity of textbook is 69.85. The different is 11.72 of using textbook and using module.*

**KEYWORDS:** Teaching Material, Development, Descriptive Text, Local Wisdom

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## **INTRODUCTION**

The teaching material development in the form of module is a set of procedure conducted to develop module learning system. In developing module is needed certain procedure that is appropriate to the goal, clear learning content structure and fulfill valid criteria for learning development. There are five criteria in module development, they are: 1) to help students in preparing independent learning, 2) to have learning activity plan that can be responded maximal, 3) to load complete learning content and able to give learning chance to the students, 4) can monitor student's learning activity, and 5) can give suggestion, instructions and information for improving student's learning. Theory and model of learning plan should show three main components: 1) learning condition, 2) learning method, and learning result (Parmin, 2012). The material that will be developed in teaching material in the form of module is descriptive text. Descriptive text is the writing strategy to describe "something", so the readers can feel what writer feel.

The problem gained of descriptive text material has not reached yet the maximal result, that has reached yet minimum criteria of mastery learning. This is supported by interview result that researcher does with Indonesian language teacher in State Junior High School 1 Bilah Barat, Labuhanbatu regency, it gains data that learning result of writing descriptive text has not

reached minimum criteria of mastery learning 66,75. Further descriptive text material that is used by student, its result is that teaching material of descriptive text on the textbook used is limited and not contextual. Descriptive text on textbook only discuss some culture, so it is not appropriate to culture that exist in each region. to overcome the limitation of limitedness of teaching material on the textbook, teacher is needed in developing module because teacher is given freedom to develop sillaby and teaching material.

Local wisdom is life view, science, and various life strategics that is in form of activity undertaken by local society in answering various problem in filling their need. Sometime Local wisdom is conceptualized as local knowledge and loca genius. According to Rahyono in Fajarini,2014 : local wisdom is human intelligence owned by certain ethnic society achieved through experience of society. It means that local wisdom is the certain people's result through their experience and uncertain experienced by the other people. The values will be very strong on certain society and the value has experienced in long time, as long as the existance of peope. In education, local wisdom can function superiority local in economic aspect, cultural art, language, human resources, technology, information and communication, echology, etc into schoo curriculum that finally function for competency development of student that can be functioned for global rivalry.

One of local wisdom that is become in learning for VII grade students of Junior High School is found on Labuhanbatu symbol. The symbol has motto "Ika Bina En Pabolo" that means "this is built this is repaired". The other meaning this motto means cooperation in constructinf and repairing based on each field/function and ability. Students can also develop their character through local wisdo. This is explained by Sibarani (2012:175) that comprehensiom about local wisdom concept is very needed, so it function in managing social life. The last aim of local wisdom is the application in forming young generation characters as socio-cultural capital, especially two prosperity improvement of next generation. For peace aim, local wisdom functions as goodness source or good personality in interaction, so it is peace in the interaction while for prosperity, local wisdom functions as creativity source, cultural industry deposit, and success motivation for prosperity of society, two aims of local wisdom finally function to form young generation characters that own personality and character that love to peace and prosperity. Local wisdom function as good personality and character formation especially for VII grade students Junior High School to organize thinking way and act in the life. So that the existance of culture still survive, the students is considered as the next generation that need to be given love to local culture especially in region. one of ways that can be given is by integrating local cuture values in learning proces, especially in descriptive text and student can describe directly either oral or written to object or local culture of Labuhanbatu so that it can preserve the region concretely in learning.

## **THEORETICAL REVIEW**

Pannen in Prastowo (2012:17) teaching material is the arranged material systematically, used by teacher and student in learning process. Sanjaya (2010:141) defines that learning material is anything that is curriculum content that shoul be mastered by students and base competency in achieving competency standard of every subjects in certain education unit. It is agreed by Prastowo (2012:17) concluding that teaching material is anything (information, material, and text) arranged systematically, putting complete thing of competency that will be mastered by students and used in learning process by aiming planning and research of learning

implementation such as textbook, module, handout, worksheet, audio teaching material, integrative teaching material and etc.

Based on the definitions above, it can be concluded that teaching material is a set of teaching material (information, material, and text) arranged systematically and used in learning. Teaching material is the smallest program of teaching learning, learnt by students individually or taught to student themselves (self-instructional) (Winkel, 2009:472). National Education Department (2002:5) defines that teaching material is a unit of learning material presented in self-instruction form, it means that learning material arranged in module can be learnt by students independently by limited help from teacher or the other people. So, it can concluded that teaching material is the smallest program of teaching learning and planned that is learnt by students individually because teaching material a unit that stands alone and consist of a series of learning activity arranged to help students to gain their goal formulated specifically and clearly.

### **Module**

Ashyar (2012:155) defines that module is as printed based one of teaching material forms arranged for learning independently by students, therefore module is completed with instruction for learning individually. Students can learn by themselves without teacher directly. Hamdani (2011: 219) defines “module is tool of learning that consist of materia, method, limitation of learning material, learning activity instruction, exercise and evaluation way arranged systematically and attractively to gain hoped competency and can be used independently.”

National Education Department in the book *Learning Technique with Module (Teknik Belajar dengan Modul)* (2002:5) defines that module is as a unit of learning material presented in form of “self-instruction”. It means learning material arranged in the module can be learnt by students independently with limited help from teacher and the other people, so it can concluded that module is a smallest and planned program of learning teaching that is learnt by student individually, because module is a unite that stands alone and consist of a series learning activity arranged to help students to gain a mount of aim formulated specially and clearly. Next, module learning is stated by Sani (2014:183) that a independent learning process about a unit of certain discussion by using teaching material arranged systematically, operationally and directed to be used by students, and by using guidance for teacher. Module can be formulated as complete unit that stands alone and consists of a series of learning activity arranged to help students to gain the aim formulated specially and clearly.

Based on the definition above, it can be concluded that module is teaching material arranged systematically that consists of material, method, border of learning material, learning activity instuctions, exercise and evaluation ways that can be used by students independetly. By module, students can learn themselves and not depend on the others.

Attitude is opinion organisation, someone’s belief about giving basic to someone to respond or have attitude in certain way. Attitude is mental readiness that takes place in one’s self with the experience, give direction and dicide respond to various objects and situations (Allport in Sarwono and Eko, 2009). Attitude contains three components that forms attitude stucture. Three components are presented as follows:

- 1) Cognitive component (perceptual component), is the component related to science, views, belief. This component relates to how someone has perception of attitude object.
- 2) Affective component (emotional component), is the component related to happiness or unhappiness of attitude object. Happiness is positive thing while unhappiness is negative thing. This component shows positive and negative attitude.
- 3) Conative component (behaviour component) is the component that tends to act to attitude of object. This component shows intensity of attitude to show how big and small tendency in acting or having attitude to attitude of object.

### **Descriptive Text**

Curriculum 2013 is curriculum of text based learning. One of them is descriptive text or the previous curriculum that is more famous on paragraph or descriptive essay. Both consist that as if readers can see, hear or feel what is written by writer. According to Waluyo (2014:73) the type of text that function to describe object as clear as it, so as if readers or listeners can see the object while Mulyadi (2013:70) explains that descriptive text is text that contains impression about what it observed through five senses, so as if readers see and feel an object overall as experienced by writer. So, it can be concluded that descriptive text is the text that contains a series of an clear and detailed object or event, so as if reader joins in it. In Culture and Education Minister (2013:51) structure parts of descriptive text is arranged as follows. The explanation of draft above is as follows:

1. Identification is feature, sign, and etc that is on the text.
2. Classification/definition is the grouping based on types or group.
3. Description is about images in the text.

The language element in descriptive text learning (Culture and education ministry: 2013) is referred word and grouping word. Referred word is one word referring to other word that show relation. Referred word relates to pronoun. Affix is base word that gets prefix, suffix and infix. grouping word is a group of word in the descriptive text.

### **The Definition of Local Wisdom**

Local wisdom can be comprehended as human's effort by using his cognitive to act and has attitude to an object or event in certain room. (in Ridwan, 2007:2) the definition is arranged etimologically where wisdom is understood as someone's ability in using his mind in acting and having attitude as assessment result to an object or happened event. The concept of local wisdom by Dahliani & Ispurwono (in International Journal of Education and Research Vol. 3 No. 6 June (2015: 158) as follows:

*The concept of local wisdom in environmental management was described by Berkes (1993) with the terminology of traditional ecological knowledge. The term means a collection of knowledge, practices and beliefs that evolved through adaptive process (adjustment) passed from generation to generation through culture, associated to the relationship between living beings (including humans) with the surrounding environment. Traditional ecological knowledge is owned*

*collectively and can be conveyed in the form of stories, songs, cultural values, beliefs, rituals, custom laws, local language and natural resource utilization.*

The concept of local wisdom in live environment is explained by Berkes (1992) with terminology of traditional ecology science. The term means a group of science, practice and the conviction develops through adaptive process that is passed from generation to generation through culture, related to relation between human and environment. Traditional ecology science is owned collectively and can be conveyed in the form of story, song, culture value, belief, ritual, custom law, local language and natural resources function.

### **Values in Local Wisdom**

Local wisdom can be internalization in education because of having advantage. The advantage according to Mulyani (2011:631) as follows: (1) Local wisdom can be learning medium for all human being to be smart, clever and wise person, (2) Local wisdom has positive values to be transformed to students to form positive personality. Sayuti (2009:22) proposes that culture and local potential provides strategic function for character and identity formation. Science about local wisdom has positive side such as: a) having limitation for each individual in interacting to the other individual in one group. For example there is developed value about how to communicate well between parents and young people. b) detailed characteristic in each local case, so there is no mistake that blames one of individuals. For example there is definite number related to research about life aspect with world line that become research object. c) the comparison that may and need between what is developing and background it, so we can deepen special thing of both. The conclusion of positive and negative side on each local wisdom science that local wisdom science is substance, owned by someone and will be done right now.

### **Method of Providing Basic Local Wisdom**

Based on that case, local wisdom should be part of education because it can help in forming student's characters and identity. This opinion is supported by Koesoema (2007:212-217) that proposes that to apply characters of education that there are five methods:

1. Teaching integrated values into learning material, so students have conceptual idea about guide of attitude values that can be developed in developing individual characters.
2. Exemplary shown by teacher in Java language means that it is listened and imitated from model prepared by teacher.
3. Deciding the priority that will be effective assessment target during learning.
4. Priority fraction is life field or value that becomes priority in characters of education.
5. Reflection is conducted to know the failure and the success of character education that has been integrated in descriptive text learning.

### **Local Wisdom of Labuhanbatu Regency**

Labuhanbatu regency is of Rantauprapat formed based on Law number 7 1956 about autonomous region formation of regencies in North Sumatra province, the width 286.138 hectare. It has geographical border with Riau province, beside south border with South Labuhanbatu regency and North Padang Lawas regency. The name of Labuan or Labuhan,

according to Malay language or Bilah Panai Malay, it means Melabuh Jankar or stop place, also stop place for small boats / *tongkang* and it terms is now known as port.

In the past time before people uses mechine, especially society in Panai region, they will leave by small boat by rowing with power or waiting for wind by using sail to the place that will aim because mainland is not exist at that time. For canoists who want go far from Panai or Pinang city they have to have decided schedule because tide is not to Pinang city, only reached to in the middle, usually the departure of canoists is started by the existance of tide and must arrive before low tide. If the first stop has river or anything to be sign while low tide. This case becomes provision directly for canoist to find the region where canoists will come to gether in the place before continuing the journey and after gethering they continue the journey and this is to avoid bad things such as robbery that always operates till upstream. Stone stake is made by Contraleur in the village where he is, finally stone stake becomes sign for canoists that wil come to the region. Many stop places or port that must be passed canoist because of stone stake in the contaleur. Finally that place is called Labuhanbatu, Labuhan (port) batu (stone), indeed the beginning that region is named, therefore every passing that region, people often name Labuhanbatu (stop place or labuan as stone stake). Finally Contraleur himself name the region as Labuhanbatu.

### **Pilandok Dance**

Pilandok dance is *inai* (henna) dance or henna night that is special dance in Labuhanbatu. Based on the interview result from informant named Atok Buyung Panjang , explains that in the past time, there is a man that will marry, the man has job that is planting leafy vegetable. while leafy vegetable will be harvested, the man is surprised to see his plant that has completed. Then, the man says in his heart who takes his plant will be killed by him. After that, the man make a trap to catch the anima that has take this plant. The next day, a mouse deer that is trapped in the provided trap. At that time a mouse deer is giving suck two fawns. The man is sure that that deer that has eaten his plant. seeing the animal that is giving suck its fawns, the man's heart is touched because of sacrifice of a mother deer that thieve for feeds its fawn and the man cancels his desire to kill the deer. Next, the man divests that deer to eat his plant and the deer runs happily while the deer runs, the man sees the movement of deer's legs as a dance and think to make it as a dance. Therefore, a dance is named as Pilandok dance. the dance is undertaken by one till eight persons on wedding party. Pilandok dance is cultural art in Labuhanbatu with symbol meaning of number 2.

### **Anyang Ikan Terubuk**

Anyang ikan terubuk is labuhanbatu food, this food is made from coconut milk, lime, onion and the other flavor. Ikan terubuk can be found in labuhanbatu region especially labuahn bilik. Ikan is roasted result that is gained from labuhanbatu regency. It is based on picture that is found in the labuhanbatu symbol number 3.

### **Mengupah-upah**

Upah upah is the form of tradition, it's like praying while there is activity such as wedding, ceremonial meal, pilgrimage, Qur'an final, graduation etc. This tradition has taken place long time and still exist right now. Based on the interview with one informant, he is H Tanjung in Sukaramai village, he says that upa-upa tradition has existed since his great grandparents and that tradition has existed right now. At that time upa-upa is conducted while appointment of

king to be leader or appointment of leaders and giving title to nobility, leaders or respected people. Value aspects that is found in upa-upa tradition such as , advice value, praying value, good relationship, thankful. Upa-upa tradition is the meaningful that is gained from symbol on number 2.

### **Island Sikantan (Local Widom of labuhanbatu)**

Island Sikantan is located in Centre Panai subdistrict, Labuhanbatu regency, the island has legendary of rebellious boy named Sikantan, The unique of this island is located on its form that is equal with a capsized ship. A tour of Sikantan island comes from a legendary that is very famous for society about a rebellious boy named kantan and finally become an island sikantan. Sikantan legendary is an aim for human being to be not rebellious to parents. Island sikantan becomes local wisdom of Labuhanbatu because it has values both giving advice to everyone to be respected and not rebellious to parents.

## **RESEARCH METHOD**

Type of this research is research and development known as (R&D), it is local wisdom of Labuhanbatu of teaching material development of descriptive text for VII grade of Senior High School. This subject consists of 3 students with individual trial, 9 students with small group trial, and 35 students with limited field trials. Technique of data collection uses observation, interview, questionnaire, and writing descriptive text test.

## **RESEARCH RESULT AND DISCUSSION**

### **Teaching Material Plan**

The process of teaching material plan is collecting information. The conducted introduction research is by surveying (analysis need) and surveying literature. Field survey result is gained by distributing questionnaire to two teachers and 35 students in the school and explain first the definition of experience based module on the questionnaire, so they have view about the question in the questionnaire. The result of the distributed questionnaire to teachers and students get the conclusion as follows.

- 1) Some teachers (50%) state that they have not known yet developed teaching material while all students (100%) state that they have not yet developed teaching material.
- 2) All teachers (100%) state that they have used yet developed teaching material in learning process and 100% students state that they have used yet the developed teaching material based on curriculum 2013.
- 3) All teachers (100%) state that they need developed teaching material based on curriculum 2013 in learning process and some of students (100%) state that they need developed teaching material based experience in learning process.

The next step is literature survey. The result of literature survey is gained while teaching material used by Indonesia language teacher of VII grade Staten Junior High School 1 Bilah

Barat is teaching material produced by Culture and Education Ministry titled “Indonesia Language” Curriculum that is run right now is curriculum 2013 that is revised in 2016.

### **The Beginning Product Development**

The step of beginning product development undertaken is validation of material content and learning design, product revision, and conduct of values and suggestion by teacher. The beginning product from developed teaching material is teaching material in the form of module in descriptive text material of local wisdom of Labuhan for VII grade as follows:

- 1) Preference;
- 2) Content;
- 3) Concept map;
- 4) Introduction;
- 5) Learning Activities 1, 2 dan 3
  - (1) Learning activity 1 (Introduction, Definition of descriptive text, Structure of descriptive text, the principle of descriptive text, Steps of writing descriptive text, the example of descriptive text, summary, exercise, and answerkey)
  - (2) Learning activity 2 ( Introduction, Constructing descriptive text context, Comprehending principle of descriptive text, summary, exercise)
  - (3) Learning activity 3 ( Introduction, types of descriptive text, Local wisdom of Labuhanbatu, the example of descriptive text, summary and exercise)
- 6) Evaluation;
- 7) Answer keys;
- 8) glossaries; and
- 9) References

The next step of developed teaching material is validated by material expert team, design team, response of indonesia language teacher and student.

The result of teacher’s response to local wisdom of Labuhanbatu based teaching material of descriptive text developed ha average 88,33% on “very good” criterion. This means that teaching material in the form of local wisdom of Labuhanbatu based module of descriptive text developed can fulfill the demand of learning need that will be taught to VII grade students.

The result of teaching material expediency will be described as follows

- 1) Content Expediency

Content expediency consist of four sub components : a) the expediency of material of core competency and base competency, b) material accurateness, c) the up date material and d) supporting desire. The assessment result on sub component of the expediency of material of core competency and base competency is stated “very good” with total percentage

91,67%. The assessment result on sub component of material accurateness is stated “very good” with the total percentage 91,07%. The assessment result on sub component of the up date material is stated “very good” with the total 85%. The assessment result on sub component of supporting desire is stated “very good” with the total 81%. The average of whole content expediency is stated “very good” with the average 88.24%.

## 2) Presenting Expediency

Presenting expediency consist of three sub components such as: a) presenting technique, b) presenting of learning, and c) presenting completeness. The assessment result on sub component of presenting technique is stated “very good” with the average 81.25%. The assessment result on sub component of presenting of learning is stated “very good” with the average 83.33%. The assessment result on sub component of presenting completeness is stated “very good” with the average 91%. The average of whole presenting expediency is stated “very good” with the average 87.50%.

## 3) Language assessment

Language assessment consist of sub components such as a) clear, b) communicative, c) dialogic and interactive, d) suitability to student’s development stage, e) stages and unification of thinking, and f) the using of terms, symbol, and icon. The assessment result of sub component of clear is stated “ very good” with the percentage 83.33%. The assessment result of sub component of communicative is stated “ very good” with the percentage 81.25%. The assessment result of sub component of dialogic and interactive is stated “ very good” with the percentage 94%. The assessment result of sub component of suitability to student’s development stage is stated “ very good” with the percentage 100%. The assessment result of sub component of stages and unification of thinking is stated “ very good” with the percentage 81%. The assessment result of sub component of the using of terms, symbol, and icon is stated “ very good” with the percentage 88%. The average of whole language assessment is stated “very good” with the percentage 87.50%.

## 4) Grafic Expediency

Grafic expediency consists of three sub components such as a) teaching material size, b) cover design of teaching material, and c) content design of teaching material. The assessment result on sub component of teaching material size is stated “very good” with the percentage 93.75%. The assessment result on sub component of cover design of teaching material is stated “very good” with the percentage 90%. The assessment result on sub component of content design of teaching material is stated “very good” with the percentage 91%. The average of whole grafic expediency is stated “very good” with percentage 91.25%.

## The Effectiveness of Teaching Materials

The trial by using developed teaching material aims to know how improvement of student’s comprehension to writing material of descriptive text by using developed teaching material in this research. The trials are conducted on two different classes, the first class is as experiment by using teaching material that is developed in VII-A grade with 35 students and contro class by using textbook from schoo in VII-B grade with 35 students, and with activity last test for experiment class and control class. This research is *quasi eksperiment* conducted in State Junior High School 1 Bilah Barat of VII-A grade, experiment class gets experience by using teaching material in form of local wisdom of Labuhanbatu based module of descriptive text

and VII-B class as control class uses teaching material used by students all this time in learning. There are some research results that is gained by using local wisdom of Labuhanbatu based teaching material of writing descriptive text as follows:

### Learning Result

Before conducting learning process using local wisdom of Labuhanbatu based teaching material of writing descriptive text, Pre-test is conducted first either in experiment class or control class. The aim of pre-test is to know that the average of student's ability between experiment class and control class.

#### a. Pretest

**Table 1. Student's Pre-test Data**

Data Source	Score		Mean
	Min	Max	
Experiment Class	50	73	63,69
Control Class	50	75	64,03

Based on the table above, the experiment and control class have the average that is not quite different. The average score of experiment class is 63.69 and the average score of control class is 64.03. Based on the average of pretest data of students above, it can be conclude that experiment class and control class have the same ability.

#### b. The learning implementation of Using Local Wisdom of Labuhanbatu Based Teaching Material of Writing Descriptive Text

The learning implementation of experiment class takes place three meetings following learning schedule that is decided by school. The learning is undertaken for two hours and undertaken 3 days based on provided base competency. As long as Three days students are focused using local wisdom of Labuhanbatu based teaching material in form of module of descriptive text material that has been prepared. Each student gain the same material. The learning process of experiment class uses local wisdom of Labuhan material module of descriptive text and control class uses textbook that is used everyday.

#### c. Posttest

Student's learning result (posttest) can be seen on the table as follows

**Table 2: Students' Post Test Data**

Data Source	Scores		Mean
	Min	Max	
experiment Class	60	95	75,37
Control Class	60	85	69,85

Based on the table above, it explains that after conducting learning by using teaching material of local wisdom of Labuhanbatu based descriptive text on experiment class and textbook that is usually used in the school on the control class gain the average for experiment class 75.37 and for control class 69.85. from the assessment result above, experiment class that uses teaching material of local wisdom of Labuhanbatu based module of descriptive text material gets the higher average than control class.

### The Difference of Learning Result of Experiment Class and Control Class

After getting learning by using local wisdom of Labuhanbatu based teaching material in the form of descriptive text module, students' learning result in the experiment class experiences the significant improvement while in the control class the students get little improvement. The average of experiment class pretest get 63.65 and average score of posttest 75.37 that there are learning result improvement that is 11.72 while in the control class gets 64.45 for pretest and 69.85 for posttest that means that there learning improvement 5.4. This case shows that learning result of experiment class get improvement more than control class, Here is the average value of pretest and posttest.

**Table 3: The Summary of Pretest and Posttest**

No	Group	The Average score of pretest	The Average score of post test	Different
1	Experiment Class	63.65	75,37	11,72
2	Control Class	64,45	69,85	5,4

Based on the table above, it can be concluded that learning using local wisdom of Labuhanbatu based module of descriptive text material can improve learning result on the subject of Indonesia language especially descriptive text. Here the effectiveness of teaching material is gained as follows:

$$\text{Effectiveness} = \frac{\text{total of gained score}}{\text{total of ideal score}} \times 100\%$$

For the effectiveness of local wisdom of Labuhanbatu based module of descriptive text material that has score 2638 with ideal score 3500, so gained score is gotten as follows:

$$\begin{aligned} \text{Effectiveness} &= \frac{\text{total of gained score}}{\text{total of ideal score}} \times 100\% \\ &= \frac{2638}{3500} = 75,37\% \end{aligned}$$

while for the effectiveness of textbook in learning process with gained score 2445 with the ideal score 3500, so gained score as follows

$$\begin{aligned} \text{Effectiveness} &= \frac{\text{total of gained score}}{\text{total of ideal score}} \times 100\% \\ &= \frac{2445}{3500} = 69,85\% \end{aligned}$$

So it can be concluded that local wisdom of Labuhanbatu based module of descriptive text material that is developed more effective than textbook used by students with the effectiveness of developed teaching material is 75.37% and the effectiveness of students' textbook is 69.85

## CONCLUSION

Teaching material product in the form of local wisdom of Labuhanbatu based material of descriptive text for VII grade students of State Junior High School 1 Bilah Barat fulfill requisite and appropriate to be used based validation of material expert that includes content expediency with the average 87.18% on very good criterion, presenting expediency with 85,19% on very good criterion, language aspect with 87.93% with very good criterion, and validation of learning design expert with the the average 91.58% on very good criterion. Teacher's response to local wisdom of Labuhanbatu based module of descriptive text material that is developed includes very good category with the percentage 88.33%. Students' response on the individual trial is 74.61% on good criterion, small group trial gets 83.22% and limited field group has 90.18%. The effectivity of student's learning result that is learnt by using local wisdom of Labuhanbatu based modul of descriptive text material of student's learning result that is learnt by using textbook. The effectivity result of using local wisdom of Labuhanbatu based module of descriptive text material is 75.37

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