

DEVELOPING LOCAL BASED CONTENT SUPPLEMENTARY READING MATERIAL FOR SENIOR HIGH SCHOOL IN LUBUKLINGGAU

Sastika Seli, Dewi Syafiri, Indriani
Universitas PGRI Silampari
selisastika@gmail.com

ABSTRACT

The aim of this research was to find out validity, practicality, and effectiveness of a developed book entitled Developing Local Based Content Supplementary Reading Material for Senior High School in Lubuklinggau. In conducting the research, Research and Development written by Branch (2009) consisting of analysis, design, development, implementation and evaluation (ADDIE) was used as steps in developing the product meanwhile Formative Evaluation written by Tessmer (1993) was used to evaluate the data. To determine the validity of the book, three experts were included to review the product namely content expert, instructional design expert, and layout quality expert. To determine the practicality and effectiveness of the product, three students were involved in one-to-one trial, six students were involved in small group trial, and ten students were involved in a field test. The practicality and effectiveness values were obtained from tenth grade students in Senior High School number 1 Lubuklinggau in academic year 2021-2022 which were taken as subjects of the research. Questionnaire, interviews, and a test were used to collect the data. The collected data were analyzed qualitatively for the interview and quantitatively by using average score for the questionnaire and the test. After all data had been analyzed, it could be concluded that the product as a book was categorized highly valid with average score 3.76, categorized very highly practical with average score 4.67 at one-to-one trial and 4.32 at small group trial, and categorized very highly effective with average score 90.

Keywords: Research and Development, Local-based-content, Reading Material, Local Wisdom Text

INTRODUCTION

English for Indonesian learners is treated as EFL (English as Foreign Language). As stated on constitution No.24 year 2009 about Indonesia's identity included about status of English in Indonesia, it is mentioned that the official communication tool both in public and private work environment is Indonesian and language introductory education, except for a special is Indonesian. This proves that English is not a familiar language used in communicating. It sounds still strange on ears of English learners in Indonesia. Hence, this phenomenon finally leads the learners of English in Indonesia get difficulties in mastering each skill learned in English.

In learning the English, reading skill becomes one of four English skills which need learning by learners of English. “Reading is a process of understanding the meaning of a text for readers to get knowledge and new information from what they have read” (Varita, 2017, p.236). Reading much in English helps the learners of English mastering the English reading skill more effectively and efficiently. The more the learners read English Materials the better English readers or learners they will be. There are many kinds of English reading materials formed in texts, one of them is descriptive text.

In Indonesia, the descriptive texts are only about national scopes (big cities’ or province’s culture description). For example, the descriptive texts are about the president of Indonesia at that time, Borobudur Temple, Toba Lake, Kuta beach in Bali, etc. The texts are only about people places or things coming from the famous ones in Indonesia; the descriptive texts are not written based on learners’ local close environment. This kind of reading materials mentioned above is not very suitable for local learners’ learning activity, without appropriate reading materials that suit the learners, they will spend long hours in the classroom with poor achievement.

But it will be different when learners of English in Lubuklinggau for example are taught descriptive text about Sulap Hill (one of famous tourism places in Lubuklinggau), this place is very familiar for the learners of English in Lubuklinggau. Here the researcher believes that the more familiar material taught to the learners of English the easier the learners will learn or catch the goals of learning activity. (Hailikari, Katajavuori, and Ylänne, 2008, p.1) “Prior knowledge has long been considered as the most important factor influencing learning and student’s achievement”. Furthermore learning reading materials based on local content is beneficial in inserting or transferring culture value in students’ learning activity which is related to UUD RI about how to keep Indonesian identity.

In order to let the learners of English study with the familiar reading materials and learn reading in English easily, the researcher has a planning to create the reading materials formed in descriptive texts about particular things from Lubuklinggau. The learners learn reading easily because they know the text about over all. It can be concluded that learning reading is easier when the reading materials provided are all

about something existed in the learners' close life environment (the reading materials are based on local culture).

There are two very important urgencies of why the researcher takes a research on Reading Material and why the reading materials have to be based on local content. The answer for the first reason is that reading material gives many important advantages in learning it. "through reading, students becomes cognitively engaged in activities like, discussing the content, note-taking and discussing the usage of words and grammatical items in the text, etc. as the students' knowledge of content grows, their vocabularies forms also grow with it" (Mayuni & Akhadiah, 2016, p.47).

Same as what experts has stated on the previous sentences, the researcher has gotten her conclusions in following points about how important learning reading materials are: 1) By learning reading material, unconsciously when learners read, they analyze the sentence's structure; 2) On reading activity, the learners learned the usage of words; and, 3) By reading, the learners can encounter new words and this activity will lead the learners familiarize new words in English.

The second reason of why the reading material should be about local content is that reading material about local content can make the learners study easier because the material is familiar to them. "One of the main purposes of using authentic materials in the classroom is to expose students to as much real language as possible" (Apsari, 2014,p.89). Further reason of this kind of material used in the teaching activity is in order to the teachers in their teaching process can support the government's work in maintaining and developing Indonesian's culture. Government of Indonesia on the National Education system suggests that the teacher's responsibility to maintain the Indonesian culture relates to the values of religion and local wisdoms. At the end, it can be concluded that reading materials based on local content offers a very effective advantage to both learning goals; it is used for reading material at once transferring culture value to maintain Indonesian' identity in each Regency. Furthermore, Kusuma (as cited in Agustina, Harahap, and Sayhrial, 2012) found that by applying culture based in the classroom, the teacher has played the role as a professional educator; help the learners to do several important things such as, understanding the subject matter, culture, being competent to perceive things, etc.

RESEARCH METHOD

Research Approach and Method Used

The method used in this research was research and development proposed by ADDIE (2009) which consist of 5 steps of research and development namely analysis, design, development, implementation, and evaluation. “The educational philosophy for this application of ADDIE is that intentional learning shall be student centered, innovative, authentic, and inspirational”. In analyzing the data obtained from the research, the researcher applied Formative Evaluation written by Tessmer.

Learning Material Development Model ADDIE

As addition, Robert Maribe Branch in his book, *Instructional Design: The ADDIE Approach* stated that there are five steps to develop a product which is in the form of learning design. The steps are analyzing, designing, developing, implementing, and evaluating the product.

1) Analysis

At this first step, the researcher will identify the probable causes for a performance gap. The researcher has an activity to analyze the problem that occurs because that existed learning model or method (materials) does not really suit the learners' need in the learning process, and the need for a learning environment. In ADDIE approach of instructional design it is stated that there are six activities in completing the phase of analysis. They are to validate the performance gap (generate a purpose statement based on a defined performance gap), to determine instructional goals (generate goals that respond to performance gaps that are caused by a lack of knowledge and skill), to confirm the intended audience (identify the abilities, experiences, preferences, and the motivation of the students audience), to identify the required resources (identify all types resources that will be required to complete the entire ADDIE process), to determine potential delivery systems, to compose a project management plan (create a consensual document that confirms the expectations of all parties involved in the project).

2) Design

In designing a new learning model or method (learning materials), at this second step of research, the researcher will have four activities such as conducting a task inventory, composing performance objectives (compose objectives that include a

condition component, a performance component, and a criterion component), generating testing strategies, calculating return on investment. The design of learning model or method is still in the conceptual form and will be continued to next development process.

3) Development

The third step of development process according to ADDIE model contains realizing activities to continue making the product design. In this phase, besides generating the content of the products the researcher has to do five other activities which should be carried out. The next activities meant are selecting and developing supporting media, developing guidance for the students, developing guidance for the teacher, conducting formative revisions and last conducting the pilot test. However after the researcher has developed the product, it must be validated first by the experts of learning material before the product is implemented to the learners for trial.

4) Implementation

Going to the fourth step, here the pilot products ready for trial which has been validated by the experts will be implemented in a real situation, namely in the classroom for learning reading activity. In this phase before implementing the products to the students, the researcher has to prepare both teacher and students. During the implementation, the researcher has to measure that he/she will apply the product design trial in an actual situation. The results of implementing the product design trial in learning process are to find out the effects on the quality of the new learning model or method. The researcher will leave questions in mind about whether the new learning model or method developed by him/her has qualities of effectiveness, efficiencies, and validity on it.

5) Evaluation

The last phase of ADDIE model of development is to conduct an evaluation that includes three activities. The first is to determine evaluation criteria, the second is to select evaluation tools and the last is to conduct evaluations. The evaluation result are used to provide feedback to product users. Revisions are made according to the evaluation results for needs that are not able to be fulfilled yet.

Technique for Collecting Data

To get the 10 descriptive texts with appropriate reading levels which were levels 8,9,10, 11, and 12. The researcher used a website named READABILITY TEST TOOL with link address <https://www.webfx.com/tools/read-able/>. When someone typed a text on this website, then this website would be able to show him/her in which level of reading material the text that he/she had typed.

To get **validity** of the materials being developed, the researcher involved three experts who were competent on their fields to validate the product's content, layout quality and instructional design of reading materials. The process of validity was carried out by the experts by filling and giving their comments to the product in a questionnaire given by the researcher.

To get **practicality** of the materials being developed, the researcher instructed the subjects of the research, 3 students in One To One phase and 6 students in Small Group phase to read and use the book as the product in learning reading activity in an actual class, and then they were given a questionnaire and asked to fill it based on their true experiences in using the book.

Therefore to determine the **validity** and **practicality** of the product from the filled questionnaires which were obtained from experts and subjects of the research, the researcher used (likert scale) to calculate the final score and to do interview.

To get **effectiveness** of the materials being developed, the researcher tested the book or the product to 10 students. The students were asked to answer the questions from the book in the test, and the result was calculated into an average score.

There are some steps to analyze the data, such as measuring the validity level, practicality and the effectiveness of the product.

RESULTS

Result from Validation Phase

The following table shows the comments or advice on the product from the three experts as validators.

Table 1
The Three Expert's Comments

Experts	Comments
Content Expert	Add vocabulary list to build up students' vocabulary mastery and also can be used as brainstorming

	Put eye-catching and colouring pictures to visualize the written content
	Correct and revise some grammatical, capitalized and spelling errors
	Revise the instructions for exercise to be clearer and easier
	Make the answer key of each exercise
	Differ the kind of texts on each unit
	Put something different on your creative content to catch attentions from readers
Instructional Design Expert	Use various types of question to measure students' understanding
	Arrange the texts from easier to more difficult
Layout Quality Expert	Change or improve quality and brightness of picture used
	Add the source of the picture used
	Change one item in the cover
	be carefull on printing process and make sure the words do not blurred

The result of calculated score obtained from the filled questionnaires by content, instructional design and layout quality experts were categorized high validity with average scores 3.82 from content expert, 3.45 from instructional design expert and 4.00 from layout quality expert.

Result from Practicality Phase

The following table shows the students' comments on the product from One-To-One Phase:

Table 2
Students' Comment at One-To-One Phase

Students' Names	Students' Comments
MNK	Weakness The text needs more color and it is too plain
PL	Strength I enjoy learning this book, and the book both helps and adds my knowledge
KEP	Strength I feel more interested in learning reading by using this book

The following table shows the students' comments on the product from Small Group Phase:

Table 3
Students' Comment at Small Group Phase

Students' Names	Students' comments
MRTA	Strengths: The book is good, and the materials are easy to understand
DF	Strength The materials are very interesting and add my knowledge about my own environment
GRK	Strength

	The materials, writings and colours used from the book are easy to understand
LAK	Strength The colours, materials and pictures used in this book are clear and interesting
IF	Strength The book has well written words Weakness The book is difficult to read
SRD	Strength The book is good in its writing

The result of calculated score obtained from the filled questionnaires by three subjects in One-To-One Phase was categorized very high practicality with an average score 4.67 and by six subjects in Small Group Phase was categorized very high practicality with an average score 4.32.

Result from Field Test Phase

The result of field test trial was effective with an average score 90 which is very high effective. The following is effectiveness sheet analysis gotten from the ten students as subjects:

Table 4
The Effectiveness Sheet Analysis of Field Test

No	Students' Names	Texts' Titles	Level of the Text	Scores	Remarks
1	FGS	Agung As-Salam Mosque	12	100	Passed
2	BTP	Temam Waterfall	12	80	Passed
3	MAZA	Colourful Village	12	90	Passed
4	SS	Silampari Sport Garden	12	100	Passed
5	BAAA	Watervang	11	80	Passed
6	VJP	Silampari Airport	10	80	Passed
7	NKRS	Sulap Hill	10	80	Passed
8	NZF	Batu Naga Cave	9	100	Passed
9	NT	MandiKhasai	8	100	Passed
10	AK	Rafting at Kelingi River	8	90	Passed
AVERAGE			10 texts	900	Passed with Very High of Effectiveness
			900:10=90		

The result of each statement from the questionnaire can be seen in the table 5. There are twelve items for this questionnaire with six respondents. The highest score is 4.8 (2 students) with very high category. Meanwhile the lowest score is 3.5 with high category.

Table 5
Result from Each Statement from the Questionnaire

Students' Names	Number of Item												Average Score
	1	2	3	4	5	6	7	8	9	10	11	12	
MRTA	5	5	5	5	5	4	4	4	4	5	4	4	4.5
DP	5	3	5	3	4	5	5	4	5	5	5	4	4.42
GRK	4	5	3	3	4	4	3	4	5	5	4	4	4
LAK	4	4	4	3	4	5	4	3	5	5	5	4	4.17
IF	4	5	5	3	4	4	5	5	5	5	3	4	4.33
SR	5	5	4	4	5	5	4	3	5	4	5	5	4.5
Total	27	27	26	21	26	27	25	23	29	29	26	25	
Average	4.5	4.5	4.3	3.5	4.3	4.5	4.2	3.8	4.8	4.8	4.3	4.2	4.32
REMARKS	VH	VH	VH	H	VH	VH	VH	H	VH	VH	VH	VH	VH

The result of students' score in one-to-one phase can be seen in the table 5. There are twelve items for this questionnaire with three respondents. The highest score is 5 (3 students) with very high category. Meanwhile the lowest score is 4.3 with very high category.

Table 6
Students' Scores in One-to-One Phase

Students' Names	Number of Item												Average Score
	1	2	3	4	5	6	7	8	9	10	11	12	
KEP	5	5	5	5	5	5	5	5	5	5	5	5	5
PL	5	5	5	5	5	5	5	5	5	5	5	5	5
MNK	4	4	5	4	5	4	4	3	5	4	4	3	4.1
Total	14	14	15	14	15	14	14	13	15	14	14	13	
Average	4.7	4.7	5	4.7	5	4.7	4.7	4.3	5	4.7	4.7	4.3	4.7
REMARKS	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH

DISCUSSION

At this last evaluation phase all data obtained from the experts and students were analysed by the researcher to get the validity, practicality and effectiveness from the product entitled on a research Developing Local-Based-content Supplementary Reading Material for Senior High School in Lubuklinggau, and the results are described in the nex paragraphs.

The book of developing local-based-content supplementary reading material for senior high school in Lubuklinggau is **valid and able to be used as learning source with average score 3.76 which is high validity**. All data were obtained from the three experts as validators namely *Yulfi M, Pd.* as instructional design validator, *Maria*

Ramasari M, Pd. as content validator, and *Dodik Mulyono M, Pd.* as layout design validator.

The book of developing local based content supplementary reading material for senior high school in Lubuklinggau is **Practical with average scores 4.67 which is very high practicality at one-to-one trial and 4.32 which is very high practicality at small Group trial.** All data were obtained from the three students at One-To-One trial namely *MNK, PL* and *KE*, and the six students at Small Group Trial namely *MRTA, DF, GRK, LAK, IF* and *SR*.

The book of developing local based content supplementary reading material for senior high school in Lubuklinggau is **effective with average score 90 which is very high of effectiveness and the 10 students passed the score for KKM.** All data were obtained from the ten students at Field Test Trial namely *NZF, BAAA, VJP, NKRS, SS, MAZA, FGS, DTP, AK,* and *NT*.

CONCLUSION

The developed local-based-content supplementary reading material for senior high school in Lubuklinggau is valid, practical and effective. The product as a book was categorized highly valid with average score 3.76, categorized very highly practical with average score 4.67 at one-to-one trial and 4.32 at small group trial, and categorized very highly effective with average score 90.

SUGGESTION

The teachers are suggested to apply local-based-content reading material in learning English to enrich their students' knowledge and promote and also introduce the culture to the young generation.

REFERENCES

- Apsari, Y. (2014). The use of authentic materials in teaching reading comprehension. *ELTIN Jurnal*, 2(11), 88-93.
- Armi, G. (2019). *Persepsi masyarakat terhadap tradisi mandi kasai dalam pernikahan bujang gadis di kelurahan Sidorejo kota Lubuklinggau*. Universitas Muhammadiyah Palembang.

- Branch, R.M. (2009). *Instructional design: The ADDIE approach*. London: Springer New York Dordrecht Heidelberg.
- Creswell, J.W. (2014). *Reserach design: qualitative, quantitative, and mixed methods approaches*. (4thed.). Washington DC: University of Nebraska-Lincoln. SAGE.
- Framesti, C. (2020). *Tinjauan mandi kasai pengantin adat di kota Lubuklinggau sumatera selatan*. Retrieved from <http://repository.unp.ac.id/30224/> (Accessed on 16th of March, 2021)
- Hailikari, T., Katajavuori, N., & Ylanne, S.L. (2008). The relevance of prior knowledge in learning and instructional design. *American Jurnal of Pharmaceutical Education*, 72(5) article 113.
- Harsono, Y.M. (2007). Developing learning materials for specific purposes. *TEFLIN Journal*, 18(2), 169-179.
- Jayanti, F.G. (2016). Reading difficulties: Comparison on students' and teacher's perception. *Proceedings of The Fourth International Seminar on English Language and Teaching (ISELT-4)*, 296-301.
- Kubiszyn, T., & Borich, G. (2008). *Educational testing and measurement: Classroom application and practice* (4th ed.). New York, NY: Harper Collins College Publisher.
- Maris, R. (2019). *Dinas pariwisata Lubuklinggau kembangkan objek wisata arum jeram*. Retrieved from <https://www.linggaupos.co.id/dinas-pariwisata-lubuklinggau-kembangkan-objek-wisata-arum-jeram/> (accessed on 15th of March, 2021)
- Mayuni, I., & Akhadiah, S. (2016). Whole language-based reading materials. *International Journal of Applied Linguistics and English Literature*, 5(3), 46-56.
- Mazgon, J., & Stefanc, D. (2012). Importance of the various characteristics of educational materials: Different opinions, different perspective. *TOJET: The Turkish Online Journal of Education Technology*, 11(3), 174-187.
- Pangabean, H. (2009). In Constitution of Republik Indonesia No.24. *Urgensi dan posisi bahasa Inggris di Indonesia*.

- Pemerintah Kota Lubuklinggau.(2021). *Profil destinasi pariwisata daerah*. retrieved from <http://lubuklinggaukota.go.id/public/static/10/Wisata> (Accessed on 21st of January, 2021)
- Rohmatillah. (2015). Readability level of reading texts in the English textbook entitled english alive for senior high school grade x published by Yudhistira. *Ejournal.radenintan.ac.id*. 81-104.
- Sugiyono. (2019). *Metode penelitian pendidikan* (3rd ed.). Bandung: Alfabeta.
- Syafitri, D. (2019). Developing Islamic based reading material in genre-based context for the eighth graders of MTS N Model Kota Jambi. *Jambi-English Language Teaching*, 4(2). 106-119
- Tempo, C. (2019).*Terminal bandara silampari Lubuklinggau resmi beroperasi*. Retrieved from <https://nasional.tempo.co/read/1194121/terminal-bandara-silampari-lubuklinggau-resmi-beroperasi>(accessed on 12th of March, 2021)
- Varita, D. (2017). Improving reading comprehension through literature circles. *English Education Journal (EEJ)*, 8(2), 234-244.
- Web FX (2021). Readability test tool. Retrieved from <https://www.webfx.com/tools/read-able/> (Accessed on 30th of March, 2021)
- Wedya, E. (2019). *Air terjun temam, niagara mini di kota Lubuklinggau*. Retrieved from <https://daerah.sindonews.com/berita/1368471/190/air-terjun-temam-niagara-mini-di-kota-lubuk-linggau>(Accessed on 25th of January, 2021)
- Zulkanedi, B. (2020). *Watervang, bendungan peninggalan colonial belanda di Lubuklinggau*. Retrieved from <https://daerah.sindonews.com/read/6909/29/watervang-bendungan-peninggalan-kolonial-belanda-di-lubuklinggau-1587654252?showpage=all>(Accessed on 27th of January, 2021)