DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS BASED ON BANYUWANGI LOCAL WISDOM FOR EIGHTH GRADERS OF SMPN 3 BANYUWANGI

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ABSTRACT

One of the most crucial aspects of teaching and learning is the learning material. As a result, teachers must take a variety of steps to ensure that learning materials are successfully presented and that students are happy and focused during teaching and learning activities. This study aims to develop a recount text reading materials based on Banyuwangi local wisdoms for VIII E students of SMPN 3 Banyuwangi and know its feasibility according to material/culture expert and English teacher. This study adopts research and development design based on its aims. The development stages partially taken are need analysis, designing, small group trial, and first revision. The results of development show that the product gained a very feasible level in common based on expert and English teacher's validation. Therefore, it can be concluded that recount text reading materials based on Banyuwangi local wisdoms can be used in English learning activities in class VIII of SMPN 3 Banyuwangi.

Keywords: *local wisdom; learning material; feasibility*

A. Introduction

Language learning, especially English learning, is a form of educational interaction between teachers and students (Hariadi, 2018). Because this is a knowledge that tries to train pupils in recognizing and understanding concepts relevant to people's lives and their environment, English learning necessitates regular interaction between teachers and students. Students are taught the necessity of connecting English subject matter to local wisdom or culture in their surroundings through English learning. This combination can help students improve their communication, critical thinking, and collaborative skills in social situations. Furthermore, English as a foreign language learning should be closely related with the students' daily life, specifically the culture where the students live(Mulyati & Soetopo, 2017).

Furthermore, Article 4 paragraph 3 of Chapter 3 concerning the principle of delivering education says that education is acknowledged as a life-long process of

educating and empowering pupils. According to Indonesian Educational Ministry Regulation Number 22 of 2006 on content standards, the competency standard for English subject, particularly for eighth grade junior high school students, is to express and understand the interpretation in both verbal and nonverbal communications, as well as basic brief monologues in descriptive, recount, and narrative forms to engage with the surrounding environment (Kemdikbud, 2006). As a result, it is evident that English learners are expected to be able to communicate and engage in their daily lives in English. These rules state unequivocally that English learning is intended to develop not only clever Indonesians, but also cultural Indonesians. Education creates a love of one's own culture in addition to teaching knowledge to children. As a result, education is critical to cultural preservation. English teachers can use these government policies as a great foundation for developing English resources that incorporate local wisdom.

One of the most crucial aspects of teaching and learning is the learning material. As a result, teachers must take a variety of steps to ensure that learning materials are successfully presented and that students are happy and focused during teaching and learning activities. Development of learning materials based on the topic of study that teachers teach in the classroom is one of various options. Material development is a systematic process of finding, developing, and assessing learning contents with the goal of more effectively and efficiently achieving learning objectives. It is extremely beneficial to students in achieving competency criteria that include knowledge (cognitive), attitudes (affective), and abilities (psychomotor) (Tomasouw et al., 2021).

Furthermore, there are five criteria for determining if the outputs of material development are suitable for use by students in English learning (Sugirin, 2011). They are as follows: content, language, presentation, learning, and graphic & design. The first requirement is that content be met. Material content and skill standards should be relevant. It is evident from the breadth and depth of the instructional material that has been created. Second, language is used as one of the criteria for developing material. The language used in the generated material must be appropriate for pupils' cognitive and social-emotional development levels. Furthermore, it should supply a communicative language, which indicates that the generated content can provide readability of communications as well as accuracy of language rules. Furthermore,

meaning coherence and idea unity within the material must be measured in every component of the material. The third criterion that should be addressed is presentation. The presentation of developed material must be provided and altered consistently among the material parts. It is also believed that by using the generated content, students will be more creative, reflective, critical, and independent. Fourth, one of the most important conditions that must be met is learning. Students should be more motivated to learn as a result of the generated material. Furthermore, the information should be able to make students understand what it talks. Furthermore, it is envisaged that the developed material would provide relevant learning for each student during the teaching and learning process. Graphics and design are the final criterion that must be met. They are inextricably linked and cannot be separated. Graphics is a supporting component in learning materials that includes photos, pictures, graphs, diagrams, line art, geometric patterns, maps, and other visual forms to help students understand the learning material. The design, on the other hand, is a layout that regulates the structure of text and pages to make it more appealing so that students do not quickly become tired with the appearance of the learning material offered and become engaged in continuing to study hard.

The researcher chose SMPN 3 Banyuwangi as the object of study for this study due to several reasons. The first is that the learning material innovation is severely lacking. Learning resources utilized by class VII E students are frequently taken from the internet, such as YouTube, Google, Websites, and so on; textbooks and student worksheets are rarely used. The theme of the learning materials taught is too repetitive and does not correspond to the students' preferences, which are learning materials related to Banyuwangi's local wisdom. Furthermore, as shown by the results of the need analysis activity in class VIII E, there is a variety of information linked to recount text reading materials that has been gathered. Students remarked that the reading materials for the recount text do not yet include a glossary. Furthermore, they stated that the reading materials for recount text in their class were uninteresting. In short, the recount text reading materials in their class did not cover Banyuwangi ritual traditions such as *Kebo-Keboan*, *Seblang Olehsari*, *Mocoan Lontar Yusuf*, *Mepe Kasur*, and *Gredoan*. Moreover, the students had problems understanding language when reading recount

text materials. The recount text reading materials also did not mention Banyuwangi's traditional dances such as *Gandrung*, *Seblang Olehsari*, *Cengkir Gading*, *Padhang Ulan*, *Jaranan Buto*, and *Sabuk Mangir* dances. Students claimed that they did not use methods such as previewing, guessing, revisiting, and contextualizing when reading recount text. The recount text reading resources in their class lacked a variety of and more supporting images. The images in their class's reading materials about recount text did not yet have appealing hues. The size of the photos in their class's reading material about recount text was not increased, thus it appears unappealing. The images in their class's reading materials about recount text were uninteresting, so the learning process became unpleasant and boring. Images in reading materials about recount texts might not assist people understand the text's topic better. In their lesson, the activities in the reading materials of recount text did not take the form of multiple choice, essay, true or false analysis, gap text, or matching.

Based on the preliminary research results, it is possible to conclude that the English learning process in class VIII E of SMPN 3 Banyuwangi has not been ideal in terms of leveraging available capabilities to innovate in generating appealing learning materials. Learning resources in textbooks and student workbooks continue to be limited to simplistic themes that have existed in the past. This demonstrates that English learning in VIII E is not balanced by the incorporation of local wisdoms. As a result, it is critical to incorporate local wisdom values into English instruction, particularly reading materials of recount literature. The relevance of incorporating local wisdom values in English learning, as well as the need for creativity in English learning materials, motivated the researcher to create reading materials based on Banyuwangi local wisdoms.

B. Research Method

Based on its aim, the research method used in conducting this study is called research and development (Borg & Gall, 1983). Since it is necessary for material development on recount text based on Banyuwangi local wisdoms as a learning resource for reading competency in English topics for eighth graders of SMPN 3 Banyuwangi, the researcher partially uses Borg and Gall's development processes. They are as follows: need analysis, design, small group trial, and first revision. The researcher

cannot use all ten stages of research and development in developing reading materials of recount text based on Banyuwangi local knowledge because the time frame is very limited and near to the execution of the class promotion exam of VIII E students.

This study was conducted at SMPN 3 Banyuwangi, which can be found at Batur Street No. 300, Singotrunan Village, Banyuwangi District, Banyuwangi Regency. The researcher selects class VIII E students from SMPN 3 Banyuwangi as respondents. Class VIII E at SMPN 3 Banyuwangi has 30 pupils, including 13 male students and 17 female students. The researcher will use non-probability purposive random sampling, with five students chosen at random from the total number of respondents to participate in the product's small group trial. The small group trial will include two male and three female pupils. They will represent all VIII E students of SMPN 3 Banyuwangi who responded. Because the research respondents are solely VIII E students at SMPN 3 Banyuwangi, this sampling strategy was adopted.

In collecting data, the researcher utilizes two types of questionnaires. They are need analysis and validation questionnaire. The need analysis questionnaires include ideal and real condition which are addressed to know whether or not for the material development. The validation questionnaires consist material/culture expert, English teacher and students' validations. Likert's scale formula is used in analyzing the data from expert and English teacher while Guttman's scale formula is analyzing the data from students.

C. Research Finding and Discussion

This research adapts the Borg and Gall's development research model. The steps for developing Banyuwangi local wisdoms-based ELT materials carried out by researcher consist of four development stages, namely, need analysis, designing, small group trial, and first revision. The result of each stage is described in the following subsections:

- **Need Analysis Results**

The results of needs analysis are presented in the form of descriptions or information related to students' needs for reading recount text material based on Banyuwangi local wisdom. The questionnaires given to students are divided into two types, namely real condition questionnaires and ideal condition questionnaires with 20

items each. Google form was used to distribute the questionnaires. The results are used to identify whether there was a gap between the ideal condition and the real condition of English instruction in class VIIIE of SMPN 3 Banyuwangi. The need analysis questionnaire has been distributed on March 15, 2022. The results of needs analysis are explained in the following section.

There are some ideal conditions students expect dealing with recount text reading materials that must be fulfilled in the teaching and learning of reading. The ideal conditions of reading materials needed by students cover the selection of reading materials, reading strategy used, the visualization on reading materials, and the reading task types used. In reading materials questionnaire statements, it was found that most of students agreed that reading materials of recount texts should be interesting and supported by glossary. Topics discussed in reading materials should be related with Banyuwangi local wisdoms such as ritual traditions and traditional dances. In addition, they agreed that the language used and grammatical rules in reading materials should be appropriate with their reading skill level. Concerning reading strategies, the students agreed that reading materials of recount texts should facilitate them to use various reading strategies such as, prediction, context clues, and dictionary. Further, they also agreed that reading materials of recount texts should use attractive images to help their comprehension. The last, most of students agreed that exercises of reading materials should vary, for example in the forms of multiple choice, true-false, cloze, and essay.

However, the ideal conditions aforementioned are not in line with the real conditions of the teaching of recount text reading materials. There was a high frequency of answer "no" for the real conditions asked in this questionnaire. Thus, it can be concluded that there is still a gap between the ideal condition and the real condition of recount text reading materials used in English instruction in class VIIIE of SMPN 3 Banyuwangi. The main gap is that there is no recount text reading materials that contain Banyuwangi local culture and provide good reading strategies, appropriate language use, diverging exercises and attractive images.

Based on the need analysis results described above, it can be concluded that the English learning in class VIII E of SMPN 3 Banyuwangi has not been optimum in innovating or developing attractive learning materials. The learning materials in textbooks and student

worksheets are still monotone. This shows that the learning material in class VIII E is not balanced with the integration of local wisdom. Therefore, it is obligatory to incorporate local wisdoms values into English learning, especially reading materials of recount text.

- **Product Design**

After knowing the results of need analysis, the researcher then develops the prototype concept of reading materials of recount text based on Banyuwangi local wisdoms. In this step, the researcher looking for several references about ritual traditions and traditional dances of Banyuwangi. The topics used in the material were based on competency standard of 2013 curriculum number 4.11 namely recount text. The design concept of the material used in designing the material is based on the results of consultation with material/culture expert, and English teacher.

The reading materials of recount text has three chapters which are built upon the students' need. The first chapter discusses about personal recount text. A ritual tradition namely *Gredoan* and a traditional dance namely *Gandrung* are integrated into this chapter. Then, the second chapter contains the material of factual recount text with the integration of some traditional dances and ritual tradition such as *Seblang Olehsari*, *Mepe Kasur*, *Padhang Ulan*, and *Cengkir Gading*. In the third chapter, the material focuses on the discussion of historical recount text. Several ritual traditions and traditional dances are integrated like *Kebo-Keboan*, *Jaranan Buto*, *Mocoan Lontar Yusup*, and *Sabuk Mangir*. Grammar discussion is included in every chapter to make students understand the tenses and another grammar part used in recount text like past simple tense, past continuous tense, and parts of speech.

Each chapter has been presented in three-phases technique of reading namely pre-, while, and post reading activities to sharpen the students' reading skill. Several task forms are also added in every chapter like multiple choice, essay, gap text, true-false analysis, and filling the blanks. A guideline for teachers and table of content are included in the material to help both English teacher and students in using the reading materials of recount text conveniently. Glossary has been added in the end of the material to assist students in finding and understanding some unfamiliar words or terms.

A key of answers is also provided by the researcher in order to help English teacher in checking students' answer of the tasks easily.

- **Validation of Expert and English Teacher**

Validation was carried out after the researcher has finished designing the draft of reading materials of recount text based on Banyuwangi local wisdoms. The validation activities are divided into 2 types, namely the validation by material and cultural expert and the validation by an English teacher. The draft design of reading materials of recount text was completed at the end of July 2022. After that, in the first week of August 2022, the researcher submitted the draft to material and culture expert and English teacher at SMPN 3 Banyuwangi to get feedback and suggestions for improvement. The material and cultural expert involved was a lecturer of PGRI Banyuwangi University namely Wiwin Indiarti, S.S., M.Hum. and an English teacher of SMPN 3 Banyuwangi namely Mariyana, S.Pd.

To earn feedbacks and advices from expert, the researcher provides validation sheet for material/cultural expert and English teacher in the form of questionnaires. The validation sheet is used to provide a quality assessment of reading materials of recount text based on Banyuwangi local wisdoms. The assessment aspects consist of content, language, presentment, learning, and graphic design with the score scale of 1 to 5: 1 means Very Less Feasible, 2 Less Feasible, 3 Fair, 4 Feasible, 5 Very Feasible. Based on the results of the validation questionnaire analysis, justification results were obtained from material/cultural experts and English teacher of SMPN 3 Banyuwangi in table 3 and table 4. 4 below.

Table 1. Results of Material & Culture Expert's Validation

No	Indicators	Item Number	Score	Percentage	Category
1	Content	1, 2, 3, 4, 5	3.80	76.00%	Feasible
2	Language	6, 7, 8, 9, 10	3.20	64.00%	Fair
3	Presentment	11, 12, 13, 14, 15	3.80	76.00%	Feasible
4	Learning	16, 17, 18, 19, 20	3.60	72.00%	Feasible
5	Graphics & Design	21, 22, 23, 24, 25	3.40	68.00%	Fair
	Average		**3.56**	**71.20%**	**Feasible**

Based on the results of table 4.3 above, it can be explained that from the validation of material and cultural expert, the results of the questionnaire showed that

the average validation score given by material and cultural expert was 3.56 out of 5 or equivalent to 71.20% out of 100%. The score is at intervals $3,4 < \bar{x} \le 4,2$ which means the quality of the reading materials is feasible in the five aspects measured namely content, language, presentment, learning, and graphic & design. Aspects of content, presentment, and learning are in the feasible category. This means those 3 aspects are in accordance with the target. On the other hand, those five aspects or indicators did not did not achieve a full score level because the trial conducted was still in small group. Those aspects need to be improved and revised so that the recount text reading materials could get a full score level in further trial, especially in large group trial.

In addition, the material and cultural expert also provides some feedbacks and suggestions. Grammatical revision is required in several recount texts. Some images related to Banyuwangi ritual traditions and traditional dances used in the reading materials are also recommended to be updated to make them more interesting. In addition, the selection of words in the author's biography section and guidelines also need to be revised. Furthermore, the expert suggests updating the historical recount text about *Jaranan Buto* dance because the formulation of storyline is not right. In general, material and cultural expert concluded that the reading materials of recount text based on Banyuwangi local wisdoms is declared feasible for use by revising several items according to the feedbacks that have been given.

The justification results of English teacher's validation on recount text reading materials can be seen through the following table;

Table 2. Results of English Teacher's Validation

No	Indicators	Item Number	Score	Percentage	Category
1	Content	1, 2, 3, 4, 5	5.00	100.00%	Very Feasible
2	Language	6, 7, 8, 9, 10	4.00	80.00%	Feasible
3	Presentment	11, 12, 13, 14, 15	4.20	84.00%	Feasible
4	Learning	16, 17, 18, 19, 20	4.80	96.00%	Very Feasible
5	Graphics & Design	21, 22, 23, 24, 25	4.40	88.00%	Very Feasible
Average			**4.48**	**89.60%**	**Very Feasible**

From table 4. 4 above, it can be concluded that the validation score of reading materials by English teacher is very feasible. The reading materials got a score of 4. 48

out of 5 or equivalent to 89.60 % out of 100%. The score is at interval $\bar{x} > 4,2$ which means in general, the quality of the reading materials is very worthy of use. Content, learning, and graphic & design aspects get a very feasible category which means these three aspects have met the target. Meanwhile, language and presentment get a feasible category which means these two aspects have met the criteria that have been determined. English teacher also provides comments and suggestions that relate to grammar in some recount texts in the reading materials. Writing style in the activities and exercises section in the reading materials need to be revised.

- **Small Group Trial**

After the feasibility of recount text reading materials based on Banyuwangi local wisdoms has been validated by material/cultural expert and English teacher, the researcher then did a trial of recount text reading materials based on Banyuwangi local wisdom. The trial was carried out in a small group which was done on 9th and 10th of August 2022 involving 5 students of class VIII E in SMPN 3 Banyuwangi. The students consisted of 3 girls and 2 boys. The implementation of the trial was carried out during the effective hours of English learning with the approval of English teacher. In the implementation of small group trial, researcher taught reading materials of recount text based on Banyuwangi local wisdoms to students. During the learning process, researcher provided guidance to students to practice reading skills through pre-reading, while reading, and post reading activities in the reading materials. Interactive discussions and exercises were also carried out to measure students' understanding of recount text reading materials based on Banyuwangi local wisdoms.

At the end of the small group trial, researcher provided validation questionnaires to students. The questionnaire is used to determine students' rating and responses to the use of recount text reading materials which is integrated with Banyuwangi local wisdoms in English learning. The validation questionnaire consists four aspects namely content/material, language, attractiveness, and easiness. Students' validation sheet questionnaire is arranged with alternative answers "yes" and "no" with score scale 1 and 0. The results of the questionnaire analysis can be seen in the table below.

Table 3. Results of Students' Validation

No	Indicators	Item Number	Score	Percentage	Category
1	Content/Material	1, 2, 3, 4,	0.95	95.00%	Very Feasible
2	Language	5, 6, 7, 8,	0.80	80.00%	Feasible
3	Attractiveness	9, 10, 11, 12,	1.00	100.00%	Very Feasible
4	Easiness	13, 14, 15, 16	0.90	90.00%	Very Feasible
	Average		0.91	91.25%	Very Feasible

Table 4. 5 above shows that the average score of students' validation is 0.91 out of 1.00 or equivalent to 91.25% of 100%. The score is at interval $\bar{x} > 0,8$ which means according to students, recount text reading materials based on Banyuwangi local wisdoms is categorized as very feasible to use for English learning in class VIII of SMPN Banyuwangi (See page 69). This result can also be seen during the trial session where students seem very active and responsive while the reading materials is taught. They also seemed very enthusiastic and happy because the reading materials was closely related to some Banyuwangi ritual traditions and traditional dances. This results prove that local wisdoms integration into learning materials can make teaching and learning activities become more effective and interesting (Anggramayeni et al., 2018). On the other hand, the recount text reading materials based on Banyuwangi local wisdoms did not successfully achieve a full score level from students' validation, especially on aspects of content, language, and easiness. It was because there were still fewer students who were not able to comprehend the content as well as the language and they also feel a bit uneasy in using the recount text reading materials based on Banyuwangi local wisdoms.

- **First Revision**

The first revision of recount text reading materials based on Banyuwangi local wisdoms was carried according to data obtained from the validation of material/cultural expert and small group trial. Based on expert's validation, researcher revises language and design & graphics aspects. The revision of language aspect related with some grammatical errors and dictions found in the texts. Meanwhile, design &graphic revision related to images in recount text reading materials that should be updated to make it more attractive. In addition, the researcher also revised the preface part of the

recount text reading materials in order to describe its content and it becomes more enticing.

- **Discussion**

This research was categorized as research and development. The researcher's focus was on developing reading materials of recount text based on Banyuwangi local wisdoms for eighth graders of SMPN 3 Banyuwangi. Hence, the researcher partially adopted development steps proposed by Borg and Gall. They are need analysis, designing, small group trial, and first revision. The topics used in developing the materials were based on competency standard of 2013 curriculum number 4.11 namely recount text. According to the need analysis results obtained from ideal and real condition questionnaires, the researcher concluded that the English learning in class VIII E of SMPN 3 Banyuwangi had not been optimum in innovating or developing attractive learning materials. The learning materials in textbooks and student worksheets were still monotone. This showed that the learning material in class VIII E was not balanced with the integration of local wisdom. Therefore, the researcher developed recount text reading materials based on Banyuwangi local wisdoms. The final product of this research and development was a prototype of recount text reading materials based on Banyuwangi local wisdoms entitled *Let's Read & Think*.

The results of this research are in line with Affandy's theory. It was stated in his paper that integration of local wisdoms into learning materials could effectively boost students' learning motivation and socio-cultural competence (Affandy, 2017). It can be seen when the researcher did the small group trial of recount text reading materials based on Banyuwangi local wisdoms to class VIII E students on 9th until 10th of August 2022, all students seemed so enthusiastic and interactive during the trial session. In addition, as stated in Article 3 of the Law of the Indonesian Republic No. 20 of 2006 on the National Education System that local wisdoms-based learning materials are useful for preserving Indonesian cultural values (Menteri Pendidikan Nasional Republik Indonesia, 2006). In this case, the researcher limits cultural values used in recount text reading materials only to Banyuwangi ritual traditions and traditional dances. Furthermore, the development of recount text reading materials is very helpful for students in achieving competency standards which consist of knowledge (cognitive),

attitudes (affective) and skills (psychomotor) (Tomasouw et al., 2021). Class VIII E students stated through the validation questionnaire that recount text reading materials could help them in understanding recount texts as well as improving their reading skills.

Based on the validation results from material/culture expert and English teacher, recount text reading materials based on Banyuwangi local wisdoms earned a very feasible category in common. It meant that five aspects measured were in line with the researcher's target and expectation. Those aspects were content, language, presentment, learning, and graphic & design. This achievement was in accordance with Sugirin's theory. He stated that there were five criteria that indicated whether the result of material development was appropriate to be used by students in English learning (Sugirin, 2011). Those five criteria were as same as five aspects taken by the researcher in developing recount text reading materials based on Banyuwangi local wisdoms.

In addition, recount text reading materials that had been tested to students gained a very satisfying response from them. They felt very spirit to learn recount text because the design was very attractive. Students seemed very active and responsive while the recount text reading materials is taught. They also seemed very enthusiastic and happy because the recount text reading materials was closely related to some Banyuwangi ritual traditions and traditional dances. The result was in line with a previous related research results entitled *Pengembangan Media Komik Digital Berbasis Budaya Lokal Banyuwangi Pada Mata Pelajaran Bahasa Inggris Untuk Siswa Kelas VIII SMPN 1 Kalipuro, Banyuwangi* (Mulyati & Soetopo, 2017). The results showed that digital comics based on Banyuwangi local wisdoms were able to make teaching and learning activities became more effective and interesting.

D.   Conclusion

The final product of this research and development is a prototype of recount text reading materials based on Banyuwangi local wisdoms entitled *Let's Read & Think*. The feasibility level obtained from the material/culture expert's validation showed that recount text reading materials based on Banyuwangi local wisdoms received a feasible category level. Therefore, it can be concluded that recount text reading materials based on Banyuwangi local wisdoms can be used in English learning activities in class VIII of SMPN 3 Banyuwangi.

However, the prototype of recount text reading materials was still implemented in small group trial students. So, it is recommended to do further implementation of the prototype in large group trial students in order to get more valid results. Furthermore, the other researchers are also recommended to develop other materials on the different language skills based on Banyuwangi local wisdom.

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