

Developing Local Culture-Based Fables for Teaching English for Young Learners

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ABSTRACT

One of the most important aspects in the teaching and learning process is the material use. Therefore, the teachers must prepare the materials in such way that those will be interesting and not monotonous for students. The aim of this research is to develop fable reading materials based on local Banyuwangi culture for young learners at MI Nurul Karim Bangsring. This research follows the research procedure proposed by Sugiyono. The development stages covered potential and problems, designing, small group trial, and revision. The results of the research and development show that the product reaches very feasible level based on English teacher validation and students' validation. Therefore, it can be concluded that fable reading materials based on local Banyuwangi culture can be used in teaching and learning activities in English language learning in class V at MI Nurul Karim Bangsring.

Keywords: *Local culture; Learning materials; Feasibility level; Young learners.*

A. Introduction

Teaching English to young learners (TEYL) should be given as early as possible because early introduction can rapidly increase memory acquisition in the brain (Ratminingsih & Budasi, 2018). In general, young learners are students who are at the pre-primary and primary level from aged 3 to 11-12 years (Ratminingsih & Budasi, 2018). So, when it comes to teaching young learners, it is important for the teacher to know the characteristics of the students. By knowing the characteristics of the students, then the teacher will be able to easily design instruction based on their need and characteristics, so that they can be involved in the learning process.

In general, having good English proficiency earlier is useful for preparing young learners to get maximum results in the advancement of knowledge and thinking power. However, the reality shows that the students' interest in reading are still low. Especially in Indonesia context, most students do not have good reading habits even though they spend around 10 to 11 years studying English formally from elementary to tertiary levels (Ratminingsih & Budasi, 2018). The students' low interest in reading is mainly

because of the reading material selection. Basically, the the monotonous reading materials make students easily getting bored. Most schools do not provide adequate reading resources for students. For example, the use of fables as reading materials are not found (Zulkifli, 2013). Even though it has been mentioned in core competency number 4 and basic competency number 4.16, that fables are learning materials that are recommended to learn since they talk about local culture that are read and heard (Puspita, 2017). Meanwhile, in 2013 curriculum of the Basic Education Unit, it is stated that the objective of English subject especially for elementary school students is to express and understand simple short monologues in narrative form (Kurniasih & Sani, 2014).

Therefore, students are expected to be able to use English in communication and involvement in everyday life. Through learning English, students are directed to realize the importance of associating English subject matter with local culture in the surrounding environment. The integration of local culture is expected to develop students' skills in communication, critical thinking, and working together in social life as well as to create smart students who love their culture. This is in line with national education goals, which also aims to provide a new perspective on English teaching practices by incorporating local culture to promote character education so that students can communicate effectively using English (Jaya, 2018). Thus, education plays an important role in cultural preservation since the principles of local wisdom are tolerance, diversity, locality, benefits, freedom, integration, and mutual cooperation (Nugroho, 2019).

In relation with the issue, fables have to be designed by the teachers as one of alternatives to provide good and interesting reading resources. Fables are stories that use animals as the main characters, which can speak like humans and has a moral message (Herodotus, 2022). Fable here has an important role in preserving culture which is believed to have positive value in developing character, storing, and passing on these ideas and values to the next generation (Herodotus, 2022). Fables are maintained and developed with the aim that future generations can know, continue, respect, and maintain the exclusivity of each culture. This traditional form is not only used to tell

stories, but also to pass down various traditional values and to have a positive impact on the environment so that the motivation level of young learners is higher.

The choice of fables as reading resources is due to some reasons. Reading fables among young learners can enrich the students' English vocabulary. The mastery of English vocabulary take an important role for students. It can provide concrete experiences and generate interest in learning (Falahudin, 2014). The use of fables in every lesson is expected to be able to create fun, optimal learning and achieve learning. The use of fables in the classroom also provide inspiration in the form of a stimulus or stimulation to students (Nurrosyida, 2017). In addition, reading fables can increase students' reading interest because there are animals that are described according to their respective characters. In addition, fable stories also contain simple moral messages for children. Empirically, a study found that using fables can motivate young learners (Widyahening & Rahayu, 2021). In addition, a study also shows that teaching young learners using fables has a strong influence on young learners listening and speaking abilities (Nurrosyida, 2017). Furthermore, to increase reading interest, it is necessary to develop fables as the main focus of this research. By using fable, students can be more interested in reading and more motivated to understand the message of the story. However, the fable that the teachers frequently use for teaching english is those which are ready used in the market and lack of local culture content inserted.

That is why inserting local culture content into reading materials like fables can be a good option. Designing stories based on local culture can make English instruction contextual. The topic familiarity can reduce the cognitive pressure the students face. Thus, they can use language to communicate. Further, the integration of local culture content into reading resources can boost the students appreciation, love, and preservation awareness toward their local cultural values. Today, the tradition of reading local cultural stories among Indonesia's younger generation is decreasing due to the influence of technology. Thus, designing fables with the integration of local culture may become a solution for the problems faced by the students. By using fables, students are more interested in understanding the message of the story. Furthermore, through fables based on local culture, teaching English can be done contextually, where the content of the fables uses local culture that is part of the life of the learners. In addition, young

learners can also be directly involved in creating interactive dialogues in the process of reading fables. By interacting with them, they can practice communicating to understand the contents of the fable. Through the local cultural process, students will appreciate, love, remember local cultural values. In this case, regional culture and local wisdom in Banyuwangi is taken as the topic for the fables developed since it is the overall process and result of the interaction of the people who live and develop in Banyuwangi Regency. The fables based on local culture of Banyuwangi is expected to develop noble cultural values nation, enriching cultural diversity, enhancing welfare of the people, preserving the cultural heritage of the region, and influencing direction development of world civilization so that culture becomes the direction of development in Banyuwangi Regency (Nugroho, 2019). In relation with the aforementioned issue, the writers are interested to develop local culture based fables for young learners at MI Nurul karim Bangsring.

B. Research Method

The research design used was the research and development (R&D) method since it intends to produce a particular product, and simultaneously test the effectiveness of the product (Sugiyono, 2010). The research adapted 10 stages of the research and development (R&D) method, namely : 1. Potential and problems, 2. Data collection, 3. Product design, 4. Design validation, 5. Design improvement, 6. Product trials , 7. Initial product revision, 8. Usage trials, 9. Final product revision, 10. Production of mass products (Sugiyono, 2010). Due to time constraint, 4 stages of the reaserach were done namely potential and problems, designing, small group trial and revision.

Two types of questionnaires were used namely needs analysis and validation questionnaire. The needs analysis questionnaire covers ideal and real conditions which are aimed at finding out whether material development is necessary or not. The validation questionnaire consists of English teacher validation and students' validation. The *Likert* scale is used to analyze data from English teacher, while the *Guttman* scale is used to analyze data from students.

C. Research Finding and Discussion

This study adapted Sugiyono's development research method. The process for developing local culture-based fables for teaching English for young learners which was carry out by the researcher consisted of four stages of development, are: potential and problem analysis, product design, small group trials, and revision. The results of each stage are explained in the following:

- **Potential and Problems**

The results of the potential and problem analysis are presented in the form of descriptions or information related to students' needs for local culture-based fable reading materials in Banyuwangi. The questionnaire given to students was divided into two types, namely the ideal condition questionnaire and the real condition questionnaire with 12 items each. The ideal condition questionnaire aims to find out students' needs and expectations for learning English, especially regarding the fable reading material experienced by students in class. While the real condition questionnaire aims to find out the real conditions of learning English related to the fable reading material experienced by students in class. This questionnaire is used to obtain information by analyzing several aspects of learning English, especially in reading material about fables, such as: reading materials, reading strategies, visualization of reading materials, and assignments. The questionnaire was developed and distributed to students through sheets to find out whether there is a gap between ideal conditions and real conditions in teaching English in class V at MI Nurul Karim Bangsring. The needs analysis questionnaire was distributed on July 26th 2023. The results of the needs analysis are explained in the following sections:

Table 4. 1 Result of Need Analysis Questionnaire (Ideal Condition)

Statements	Strongly Agree	Agree	Enough	Disagree	Strongly Disagree	Score
Reading Materials						
1. Reading material about fables should be an interesting example.	9 (45%)	9 (45%)	2 (10%)	0 (0%)	0 (0%)	20 (100%)
2. Reading material about fables should explain traditional culture in Banyuwangi Regency such as kebo-keboan and	12 (60%)	2 (10%)	6 (30%)	0 (0%)	0 (0%)	20 (100%)

Idher Bumi.						
3. The grammar in fable material should be easy to understand.	7 (35%)	9 (45%)	4 (20%)	0 (0%)	0 (0%)	20 (100%)
Reading Strategies						
4. Before reading a fable, I should determine the purpose of reading (for example: to understand the structure of the text, determine the allocation of time, allocation of places, characters, characterizations, and so on.	9 (45%)	5 (25%)	5 (25%)	1 (5%)	0 (0%)	20 (100%)
5. Before reading a fable, I should have assessed what information the text will convey.	2 (10%)	10 (50%)	6 (30%)	0 (0%)	2 (10%)	20 (100%)
6. When reading fables, I should translate the meaning of new words using a dictionary or other tools if needed.	11 (55%)	5 (25%)	4 (20%)	0 (0%)	0 (20%)	20 (100%)
Visualization on Reading Materials						
7. Reading material about fables should be equipped with pictures to support the story.	13 (65%)	3 (15%)	4 (20%)	0 (0%)	0 (0%)	20 (100%)
8. The pictures in reading material about fables should have colorful colors to make them look attractive.	9 (45%)	8 (40%)	1 (5%)	2 (10%)	0 (0%)	20 (100%)
9. The pictures in reading material about fables should be able to help students understand the contents of the text more quickly and better.	10 (50%)	7 (35%)	2 (10%)	0 (0%)	1 (0%)	20 (100%)
Assignments						
10. Exercises on fables should be made in the form of multiple choices.	3 (15%)	3 (15%)	9 (45%)	5 (25%)	0 (0%)	20 (100%)

11. Exercises on fables should be made in the form of analysis by answering true or false.	5 (25%)	10 (50%)	4 (20%)	1 (5%)	0 (0%)	20 (100%)
12. Practice questions on fable material should be made in the form of matching, for example: a word must be connected with the right term.	4 (20%)	6 (30%)	6 (30%)	3 (15%)	1 (5%)	20 (100%)

Table 4.1 above explains that there are several ideal conditions that students expect in dealing with fable reading material that must be met in learning to read. The ideal conditions for reading materials needed by students include the selection of reading materials, reading strategies used, visualization of reading materials, and types of reading assignments used. In the reading material questionnaire statement, it was found that most students agreed that fable reading material should be interesting. Topics discussed in reading materials must be related to local Banyuwangi culture such as traditional ritual traditions. In addition, they agreed that the language used and the rules of grammar in reading materials must be appropriate to their level of reading ability. Regarding reading strategies, students agree that fables reading materials should facilitate them to use various reading strategies such as contextual clues, and dictionaries. Furthermore, they also agreed that fables reading materials should use interesting pictures to help their understanding. Lastly, most students agree that reading material exercises must be varied, for example in the form of multiple choice, true-false, and so on.

The ideal conditions mentioned are not in line with the real conditions of teaching fable reading materials. The following table presents the actual real conditions:

Table 4. 2 Result of Need Analysis Questionnaire (Real Condition)

Statement	Option		Total
	Yes	No	
Reading Materials			
1. Interesting examples of reading material about fables are made.	17 (85%)	3 (15%)	20 (100%)
2. The material for reading about fables	13	7	20

explains the cultural traditions that exist in Banyuwangi Regency such as kebokeboan and Idher Bumi.	(65%)	(35%)	(100%)
3. The grammar in the fable material is easy to understand.	16 (80%)	4 (20%)	20 (100%)
Reading Strategies			
4. Before reading a fable, I determine the purpose of reading (for example: to understand the structure of the text, determine the allocation of time, allocation of places, characters, characterizations, and so on.	11 (55%)	9 (45%)	20 (100%)
5. Before reading the fable, I assess what information will be conveyed in the text.	9 (45%)	11 (55%)	20 (100%)
6. When reading fables, I translate the meaning of new words using a dictionary or other tools if needed.	10 (50%)	10 (50%)	20 (100%)
Visualization on Reading Materials			
7. Reading material (reading) about fables is equipped with pictures to support the story.	14 (70%)	6 (30%)	20 (100%)
8. The pictures in the reading material about fables have colorful colors to make them look attractive.	16 (80%)	4 (20%)	20 (100%)
9. The pictures in reading material about fables can help students understand the contents of the text more quickly and better.	17 (85%)	3 (15%)	20 (100%)
Assignments			
10. Exercises on fables are made in the form of multiple choices.	5 (25%)	15 (75%)	20 (100%)
11. Exercises about fables are made in the form of analysis by answering true or false.	13 (65%)	7 (35%)	20 (100%)
12. The exercises on fable material are made in the form of matching, for example: a word must be connected with the right term.	8 (40%)	12 (60%)	20 (100%)

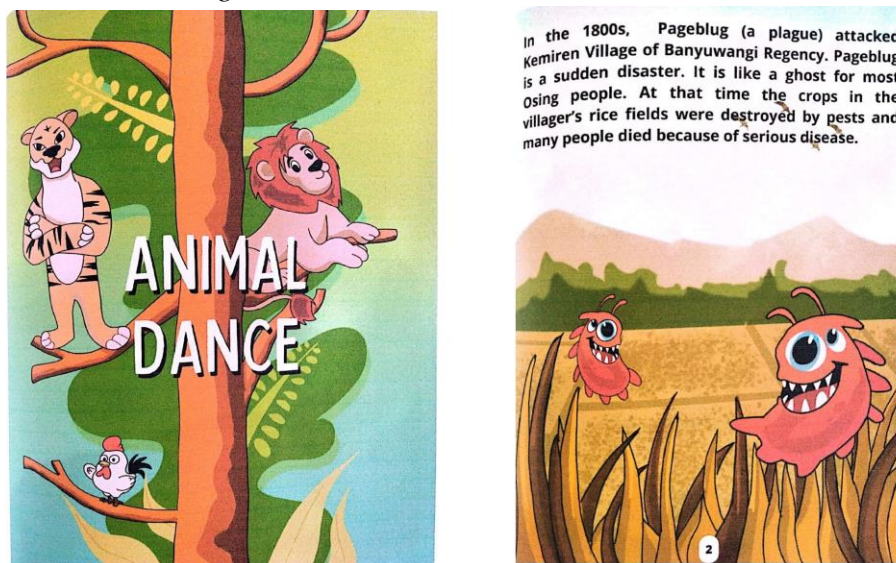
Based on table 4.2 above, it can be seen that the answer "yes" is quite high for the real conditions asked in this questionnaire. Thus, with the comparison of the results of tables 4.1 and 4.2 above, it can be concluded that there is no gap between the ideal conditions and the real conditions of the fable reading material used in learning English for young learners at MI Nurul Karim Bangsring grade V. However the results of documentation and interview showed the opposite results. This happened because class V students did not understand the contents of the questionnaire, whereas based on the results of interviews by the researcher with Muhammad Muhyidin, S.Ag, teacher class V MI Nurul Karim Bangsring regarding English language subjects, the teacher confirmed that students had difficulty understanding reading material, the reading media was not interesting and the topics in reading media are not close to everyday life so students do not had an initial idea of what they read. In the end, the material presented by the teacher and the books they read were difficult for students to accept and resulted in students' low understanding of the reading because the learning media used is still monotonous. Based on the results of the analysis of the potential and problems described above, it can be concluded that English language learning in class V at MI Nurul Karim Bangsring had monotonous learning material in the teaching and learning activities and thus the teacher needs to incorporate local cultural values into English language learning, especially fables.

After knowing the potential results and problems, the researcher then develop the concept of fable reading materials based on local Banyuwangi culture. In this step the researcher looks for some references about Banyuwangi ritual tradition. The topics used in the material are in accordance with the 2013 curriculum competency standards, namely each lesson used a scientific approach to increase the creativity of students' mindsets, with English subjects especially for elementary students is to express and understand in communication, as well as the basis of short monologues in the form of narratives (Kurniasih & Sani, 2014). The material design concept used in designing the material is based on the results of consultations with supervisors and English teachers.

The fable reading material has 2 fable titles based on local culture. The first as dsiscusses the buffaloes and the crane, where the story tells about the traditional culture of Banyuwangi which is commonly called *Kebo-Keboan*. The second fable discusses

the origin of the animal dance, where the storyline incorporates the local Banyuwangi culture, namely *Idher Bumi*. The researcher also add several assignment forms for each fable to better understand, such as: true-false analysis. A teacher's guide and table of contents are included in the materials to assist English teacher and assist students in using fable reading materials easily. Answer keys were also provided by the researcher to assist the English teacher in checking answers to students' assignments to make it easier.

Figure 4.1. Fable entitled *Animal Dance*



Validation of English Teacher

This validation was carried out after the researcher finished designing fable reading materials based on local Banyuwangi culture. The design for fable reading materials based on local culture was completed on September 07th 2023. After that, the researcher submitted the design to English teacher as ELT material expert for suggestions and improvements.

To get input and suggestions from validation experts, the researcher provided validation sheets for English teachers in the form of questionnaires. The validation sheet is used to provide an assessment of the quality of fable reading material based on local Banyuwangi culture. The assessment aspects consist of: 1 means Very Less Feasible, 2 means Less Feasible, 3 means Enough, 4 means Feasible, 5 means Very Feasible. Based

on the results of this questionnaire analysis, it was obtained from the justification results from the English teacher MI Nurul Karim bangsring, in the table below:

Table 4.3 Result of the English Teacher's Validation

No.	Indicators	Item Number	Score	Percentage	Category
1.	Content	1, 2, 3, 4	4,00	80,00	Feasible
2.	Language	5, 6, 7, 8	4,75	90,00	Very Feasible
3.	Presentation	9, 10, 11, 12	4,50	90,00	Very Feasible
4.	Learning	13, 14, 15, 16	4,25	85,00	Very Feasible
5.	Graphic Design	17, 18, 19, 20	4,75	95,00	Very Feasible
Average			4,45	88,00	Very Feasible

Judging from table 4.3 above, it can be concluded that the validation score for local culture-based fable reading material by English teacher is: 1 feasible and 4 very feasible. This happened because the statement in the content section number 1 was still not in accordance with the content competencies and basic competencies. The reading material received a score of 4.45 out of 5 indicators or the equivalent of 88.00% out of 100%. This score is in the interval $x > 4.2$, which means that in general the quality of the reading material is very suitable for use. The aspects of language, presentation, learning and graphic design received a very decent category, which means these four aspects have met the target. Meanwhile, the content aspect gets the appropriate category, which means that this aspect also meets the predetermined criteria. English teacher also provide comments and suggestions regarding grammar in reading materials.

- **Small Group Trial**

After the feasibility of the fable reading material based on local Banyuwangi culture had been validated by the English teacher, the researcher then conducted a trial of the fable reading material based on local Banyuwangi culture, where one class of 20 research students only took 5 students for experiments. Respondents were taken using random sampling, because this method of collecting data is the simplest and easiest to carry out (Sugiyono, 2010). The trial was carried out in small groups from 09th to 11th September 2023 involving 5 class V students at MI Nurul Karim Bangsring. They consist of 3 girls and 2 boys. This trial was carried out during effective English learning hours with the approval of the English teacher. In carrying out small group trials, the

researcher taught fable reading material based on local Banyuwangi culture to young learners. During the learning process, the researcher provide guidance to students to practice reading skills. Interactive discussions and exercises were also carried out to measure students' understanding of fable reading material based on local Banyuwangi culture.

At the end of the small group trial, the researcher gave a validation questionnaire to the students. The questionnaire was used to determine students' assessments and responses to the use of fable reading materials that are integrated with local Banyuwangi culture in learning English. The validation questionnaire consists of four aspects, namely: Content/Material, Language, attractiveness, and Convenience. The validation sheet questionnaire for students is prepared with answers "Yes" and "No" with a score scale of 1 and 0. The results of the analytical questionnaire can be seen in the table below:

Table 4.4 Results of the Students' Validation

No.	Indicators	Item Number	Score	Percentage	Category
1.	Content/Material	1, 2, 3, 4	0,90	90,00	Very Feasible
2.	Language	5, 6, 7, 8	0,85	85,00	Very Feasible
3.	Attractiveness	9, 10, 11, 12	1,00	100,00	Very Feasible
4.	Convenience	13, 14, 15, 16	0,95	95,00	Very Feasible
Average			0,92	92,50	Very Feasible

Judging from table 4.4 above, it shows that the average student validation score is 0.92 out of 1.00 or the equivalent of 92.50% out of 100%. The score results are in the interval $x > 0.8$, which according to the students, the fable reading material based on local culture is categorized as very suitable for use in learning English in class V MI Nurul Karim Bangsring. This result was also seen during the trial, where students looked very effective and responsive when the material was taught. They also seemed very enthusiastic and happy because the reading material was related to the traditions of Banyuwangi. These results prove that incorporating local culture into learning materials can make teaching and learning activities more interesting (Chaudhari et al, 2016). On the other hand, the fable reading material based on local Banyuwangi culture has not been completely successful in achieving the full score level of student validation. This

is because the students do not understand the content and language in the reading material.

- **Revision**

Revision of fable reading materials based on local Banyuwangi culture was carried out based on data obtained from the result of small group trials. The researcher revised aspects of language and graphic design. This revision of linguistic aspects is related to several grammatical errors found in the text. Meanwhile, graphic design revisions related to images in fable reading materials based on local Banyuwangi culture are not appropriate.

D. Conclusion

Based on the research procedure and the data analysis done, it can be concluded that:

- The development of local culture-based fables was done by following 4 stages of R & D procedure, namely: potential and problems, designing, small group trial, and revision.
- The feasibility level obtained from the results of the English teacher's validation data shows that the Banyuwangi local culture-based fable reading material gets a very feasible category level. In addition, the results of small group trials on young learners also showed that local culture-based fable reading materials received a very feasible category level as well. Therefore, it can be concluded that fable reading materials based on local Banyuwangi culture can be used in English learning activities for young learners at MI Nurul Karim Bangsring.

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