

**READING LEARNING BASED ON LOCAL WISDOM****Nila Kencana<sup>1</sup>, Elva Utami<sup>2\*</sup>, Yuneva<sup>3</sup>****<sup>1</sup>nilakencana1974@gmail.com, <sup>2</sup>utamielva80@gmail.com, <sup>3</sup>mamyuneva12@gmail.com**

UNIVERSITAS PROF. DR. HAZAIRIN, SH

**ABSTRACT**

The study explores local value/wisdom and the cultural views of Bengkulu people, which is dealing with the teaching materials for reading skill. This study aims to develop reading materials in the basis of on local value that are effective, valid, and practical for English major students. This is a research and development (RnD) using ADDIE model applied to the Students of the English Language Study Program Semester IV, Universitas Prof. Dr. Hazairin, SH Bengkulu. The results of the study show that the teaching materials for reading skill based on the local wisdom has been developed is valid, practical and effective. It is based on the expert's and validator's evaluation and proved that the learning outcomes reaching 92.5% of all learning outcomes are valid and feasible. The practicability of the product showed based on the students' responses which is gained the achievement of student activities reached  $\geq 75\%$  of the 5 observed activity indicators, while the average response of all students reached 80%. It indicates that students responded positively reaching  $\geq 75\%$ .

*Keywords:* Developing, Local Wisdom, Reading Material

**A. INTRODUCTION**

As an international language, English is a strategic subject in the national education system (Septy, 2016) in which is use to communicate with other people in the world (Chandra et al., 2020). English is not only applied in the formal field but also in other non-formal activities. People use this language to communicate widely with other people from all around the world (Lubis et.al., 2015). Moreover, Azizah (2019) stated in her study that English still needed in everyday life also in every aspect notably in education. In Indonesia, learning English is one example of education that aims to form human resources who can compete globally. Learning English that is at the secondary education level up to tertiary education is a strategic way to build human resources that are competitive in the global era (Margana & Sugesti, 2013). Learning English will be more effective if it is given according to the needs of students in their academic world and their world of work (Basturkmen, 2006).

In addition, learning materials that are in accordance with the needs will have an impact on student success because they feel more familiar with the context of the material so that the level of interest and need to study the material will increase. In this instance, global competition turns into different kinds of national division and fosters international concord

in a variety of areas, including politics, science and technology, socio-culture, and the economics. Therefore, good English proficiency is one of the preconditions for building human resources who are ready to compete in this globalization era. In developing countries like Indonesia, English is the only language used for the purposes of the state and society. There is no other language as a medium of association, a means of increasing living standards and means of self-formation. For most countries, the English language is a legacy carried on by colonizers such as Britain.

In other words, English is a second language. The implementation of education in Indonesia must be in accordance with the Indonesian culture (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). This national culture is formed from regional and local culture in which there is local wisdom. In fact, in teaching English elements local or national identities are often ignored. For example, many English textbooks contain examples of learning materials oriented to other countries. We often encounter in several reading learning books, the texts displayed are the Amazon River which is located in South America, whereas in Indonesia, especially in Bengkulu, there is a lot of local wisdom that is more beautiful and more suitable as material for learning, for example *Dendam Tak Sudah Lake* or *Sungai Suci*. By providing experiences and introducing local wisdom of the region, it is hoped that students will be more active in the learning process so that it has an impact on student learning outcomes to the maximum so as to create better behavior change.

Culture is an important element in learning a language (Agustina & Harahap, 2018). It means that language and culture are two things that support the success of learning English. Therefore, learning English cannot be separated from learning and understanding culture, especially since this language is a native language (Septy, 2016) but learn language and culture at the same time is not easy for students, therefore Lecturers must provide familiar texts for students. Here, the professor and the pupils share the same linguistic and cultural background. It facilitates communication and helps them form concepts about the familiar local culture. This is very beneficial in conducting this research because the main key of education is society, namely teachers and students (Halim et al., 2019).

Bengkulu is an area that has many tourist destinations both natural tourism or historical tourism, so indirectly the younger generation is required to have good competence in English and able to provide clear and correct information to foreigners about everything related to this city. To provide this information, of course, good English skills and cultural knowledge are needed (Nasrullah, 2018). However, almost all Bengkulu youths do not know the history of this tourist spot. So they cannot answer questions asked by tourists, both local and foreign tourists. To respond to this, it is very necessary to learn English which is not only focused on learning English nationally but also applies the concept of local wisdom, for example in learning reading. Local wisdom is a cultural heritage where existing values can be seen in the traditions and habits of a society, such as mutual cooperation, self-sacrifice, mutual respect and tolerance (Megayanti & Elcaputera, 2019). This local wisdom-based reading lesson can be introduced to all things related to local wisdom found in Bengkulu, for example long beach, tabot, special foods, traditional clothes, traditional dances and others. A reading curriculum centered on local wisdom will incorporate all of these resources for local wisdom. It is believed that they are able to produce fresh and engaging teaching materials for students so that they are engaged in reading texts that they are already familiar with and knowledgeable about by developing reading instruction

materials based on local wisdom. in order for them to be aware of the local knowledge that exists in their own region. Through the development of reading teaching materials based on local wisdom, besides being able to strengthen students in understanding local cultural identities, it can also show students' love for local culture in their area because the easiest way to preserve local wisdom values is through learning (Nastiti, 2019). It also makes it easier for them to get opportunities to work in the tourism sector, public service agencies and government agencies related to tourism.

Reading is one of the English language skills that students must possess. Whether learning English as a foreign language or as a second language, reading is an essential ability (De Debat, 2016). Reading skills play an important role in student life both now and in the future (Risnawati, 2017.). It is not as simple as we think, therefore a strategy is needed in teaching reading to protect the class from boredom and misunderstanding about it (Sastrawati, 2019). That's why develop reading materials that are in accordance with the knowledge, experience, interests, emotions, and cultural backgrounds of students (Mukundan et al., 2011).

In fact, in teaching English, elements of local or national identity are often ignored. For example, many English textbooks contain examples of learning materials oriented to other countries. To fulfill the needs of these learning activities, supporting materials such as textbooks that are designed according to the needs of students are very much needed. Related to the urgency mentioned above, it is necessary to provide teaching materials based on local wisdom. The significance of this issue is not to fulfill the limitation to find out of the relevant material but also to upgrade the local wisdom of the cultural in the area chosen.

## **B. METHOD**

Research and Development (R&D) was used to create this study, and the ADDIE model (Analysis, create, Development, Implementation, Evaluation) as proposed by Dick and Carry (1996) was used in this study. According to Borg and Gall (1984), research and development focuses on creating and validating educational products. The participants in this study were fourth-semester English Study Program students at the University of Prof. Dr. Hazairin, SH Bengkulu. According to the ADDIE paradigm, research must go through the following stages: (1) Analysis, this stage involved examining the necessity of creating new learning models as well as the requirements and viability of doing so. An issue in the used learning model serves as the starting point for the creation of new learning techniques. Issues may arise as a result of the current learning models' lack of relevance to the target needs, the learning environment, technology, student characteristics, etc. Researchers must first examine the issue of why new learning models are needed, then they must examine the viability and prerequisites for creating these new models; (2) Design, the stage is creating instructional materials and learning activities is comparable to the design stage. Establishing learning objectives, creating scenarios or teaching and learning activities, creating learning tools, creating learning materials, and creating tools for evaluating learning outcomes are the first steps in this methodical process. This learning model is still in the conceptual stage of design, which will guide the subsequent development process; (3) Development, contains of product design realization activities. In the design stage, a conceptual framework for the application of new learning model has been prepared. During the development phase, the idea is turned into a finished product that is prepared for use; (4) Implementation, the designs and techniques that have been developed are put into practice in actual settings, specifically classrooms. During implementation, the design model/method that has been developed is

applied to the actual condition and (5) Evaluation, the designs and techniques that have been developed are put into practice in actual settings, specifically classrooms. The developed design model is applied to the real conditions during implementation. However, In this research, researchers conducted the research to the development step. It was due to the limitations of time, condition and cost that are provided.

### Instrument

There are 3 types of effectiveness sheets to be used, firstly, student Activity Observation Sheet This instrument is used to observe student activities during the reading process, secondly, student response questionnaire sheets provide information about student responses to the reading activity process. The greater the response given, the better the student's response to reading teaching material and the last, learning outcomes, student learning outcomes consist of the value of the exercises in the stages of assessing the reading material done by the students and the test scores of the students' learning outcomes on the reading material.

### Data Analysis Procedure

The effectiveness analysis was carried out using student activity sheets and student response sheets. Student Activity Sheet, including Observers give a score for each indicator with a rating scale that is inactive (1), inactive (2), moderately active (3), active (4) and very active (5), and observers calculate the average student activity. While, Student Response Sheet covers five rating scale such as strongly disagree (1), disagree (2), quite agree (3), agree (4) to strongly agree (5).

### Learning Outcomes

Student learning outcomes are calculated using a formula:

$$\text{Learning outcome} : \frac{\text{Individual test score} + \text{Group Score}}{2}$$

After steps 1 and 2 are carried out, the next step is the average score of student activity ( $\bar{A}$ ) and the average score of student responses ( $\bar{R}$ ) obtained from the formula above adjusted to the effectiveness criteria as follows:

**Table 1.** Effectiveness Criteria

Interval score	Criteria	Category
$1 \leq \bar{A} \text{ dan } \bar{R} < 2$	Ineffective	Not used and needs a complete change
$2 \leq \bar{A} \text{ dan } \bar{R} < 3$	Effective enough	Can be used with many improvements
$3 \leq \bar{A} \text{ dan } \bar{R} < 4$	Effective	Can be used with a little improvement
$4 \leq \bar{A} \text{ dan } \bar{R} \leq 5$	Very effective	Can be used without repair

Teaching material is said to be effective if:

- a. Attractive and in accordance with the abilities and needs of students.
- b. Teaching materials based on student activity observation sheets and student response sheets show in effective category.

In this research, based on the observation student activity sheets and student response sheets showed the effective category

## **C. FINDINGS AND DISCUSSION**

### **1. Development of The Teaching Material**

As explained above, the author adopted a series of steps in the ADDIE model (Analyze, Design, Develop, Implement and Evaluate), so this research procedure follows the recommended steps by making adjustments to obtain the required data.

#### **a. Analyze**

At the analysis stage, the main thing to do is analyze several things that will answer the question of whether this teaching material needs to be developed. The author begins this stage by conducting preliminary research which is the first step. In this step the author identifies students' needs for teaching materials. This is the first activity in the development of this product. The needs analysis aims to produce teaching materials that will meet the needs of product users, both lecturers and students. This stage includes literature review, preparation of a needs analysis questionnaire, data collection in the English Language Education Study Program. The aim of this stage is to collect the information needed for product developed, a problem that has been faced by students taking Reading courses.

#### **b. Design**

At this stage, after obtaining all the necessary information from the analysis process, the author designs an English syllabus for the extensive local wisdom base course. Adopting the Barnard and Zemach teaching model for developing teaching materials, the author carried out several stages, namely by designing a syllabus. In designing this syllabus, it is determined what the language context is, what category the language falls into, what language skills are included, the sequence of instructional activities is also arranged, what worksheets need to be prepared, what assignments and exercises will be given to students as an evaluation of the teaching materials and guidelines. like what, for whom, and others. At this stage, the process of collecting materials, selecting texts and the context of teaching materials is also carried out. In this stage, between the teaching materials and the users of teaching materials, namely students and teachers, contextual realization or real embodiment of the underlying theory occurs. Data, information, and all information collected during the problem identification and needs analysis stages, become the basis for planning and developing the design of teaching materials at the initial stage, which are called Reading teaching materials based on local wisdom.

#### **c. Development**

Next, the materials that have been designed enter the teaching materials production process in the first stage. This step includes: first, determining the design of the product being developed or called a hypothetical design; secondly, prepare the facilities and infrastructure needed during this research and development process; third, determine the stages for implementing product trials in the field; Fourth, determine the description of the tasks for the parties involved.

#### **d. Implementation/Implementation**

This stage is the step in carrying out field tests, where students have used the designed material. The author divides this implementation stage into initial product field tests/small group trials, initial product revisions, and large group trials (field tests). In the Small Group Trial, 5 students from the English Language Education Study Program were selected. The first session as the beginning of the initial meeting was to explain several things, especially those related to the process of using teaching materials in learning using the teaching material model that was developed. In accordance with its objectives, Field Test I is to gather the necessary input and

information which will be the basis for carrying out Initial Revisions, both on the RPS/syllabus and the teaching materials being developed. Initial revisions were based on information obtained through questionnaires given to students and lecturers. Next, the valid product is ready to be tested in a real class or large group test or Field Test II (Field Test). In this trial, the English language class of the English Language Education Study Program was held in semester 4.

#### e. Evaluation/Evaluation

Evaluation is the stage of evaluating and testing the design of teaching materials that have been developed. This evaluation is based on certain specific objectives that must be obtained. This evaluation includes evaluation of all learning model tools by experts and practitioners (expert review), evaluation of field trial results I/test results in small groups, implementation of field trials II (field test). At this evaluation stage, validation of the model tools was carried out which included: draft syllabus, and draft teaching materials through the assessment of Unihaz English course lecturers and to see the validity of the draft research questionnaire.

## 2. Student Response to the Learning Process

Data about student responses were obtained from questionnaires of teaching materials which were then analyzed by qualitative analysis. The percentage is computed by taking into account the total number of students who answer to the questions in the student response questionnaire. If students indicate on the student response questionnaire that they strongly agree or quite agree, then they are considered to have given a positive response. Additionally, when students express disagreement and disagree with the provided student response questionnaire, they are said to have provided negative responses. It is crucial that students are engaged in the learning process. If students are already motivated to learn, then their attention will be drawn to the process, making them more engaged and likely to respond favorably. Positive feedback from students can be used to gauge how comfortable they are with the instructional materials being used in the learning process. (Nugraha & Binadja, 2013). Students are deemed to have responded if the average of all responses given by the 4 students reached 75%. Student responses to learning can be seen in the table below.

**Table 2. Results of Student Response Assessments**

<b>Not Indicator</b>	<b>College student</b>			
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
1	5	4	4	5
2	3	4	4	4
3	4	5	4	4
4	4	3	4	5
5	5	4	4	4
6	3	4	4	4
7	4	4	4	4
8	4	3	4	4
<b>Total</b>	32	31	32	34
<b>Percentage</b>	80%	77.5%	80%	85%

As can be seen from the above table, all students' average response rate is 80%. As a result, the student response has attained the response's indicators. The data showed that students' achievement toward the material is very significant.

**a. Student Activities**

The observer watched student activities during the learning process in order to gauge the students' enthusiasm for the newly developed learning resources. Table 3 below displays the findings of the student activity assessment.

**Table 3.** Results of Student Activity Assessment

Indicator	Scoring scale				
	1	2	3	4	5
Students are able to read worksheets well					√
Students are able to understand the meaning contained in the reading text				√	
Students are able to understand the questions presented in the worksheet				√	
Students are able to answer questions on the appropriate text content				√	
Students are able to conclude the ideas contained in the material being studied					√

It is evident from the student activity observation table above that students are excited to take part in the process of learning to read by using local wisdom. Based on the table above, it is proved that the material given is encourage their understanding to the lesson. It shows that students are able to understand the meaning contained in the reading text, to read worksheets well, to understand the questions presented in the worksheet and to answer questions on the appropriate text content very well. This is in line to the suggestion of the N. Agustina & Kencana (2023) suggest that they should be careful when selecting the teaching and learning materials since students must have exposure to their own culture and other cultures (target and international cultures) and be allowed to understand various cultures to avoid misunderstanding or cultural conflict. The teachers are supposed to provide rich intercultural content for their learning material (Agustina & Kencana, 2023).

**b. Assessment of Learning Outcomes Tests**

Assessments of learning outcomes are developed using preset standards, specifically those related to the performance requirements for the Reading course. A description is the test format that is utilized. Making knowledge learning outcomes assessments in the form of descriptions serves the goal of allowing students to arrange their responses according to their own opinions rather than assuming the answers; the accuracy and degree of truth of each response can be determined by looking at the sentence. Knowledge competencies are one of the learning outcomes that have been seen. Data from effectiveness tests is used to assess whether the final product can deliver the desired outcomes. The instrument for assessing student learning outcomes can be presented as follows:

**Tabel 4.** The Results of the Learning Outcome Test Assessment

Number of question	Content validity		Language and question writing
	Score	Information	Information
1	4	Valid	Very understandable to the point
2	4	Valid	Very understandable to the point
3	3	Valid	Can be understood to the point
4	4	Valid	Very understandable to the point
5	3	Valid	Can be understood to the point
6	4	Valid	Very understandable to the point
7	4	Valid	Very understandable to the point
8	4	Valid	Very understandable to the point
9	4	Valid	Very understandable to the point
10	3	Valid	Can be understood to the point

The learning outcomes test that the researcher developed is valid and feasible to proceed with in the development test, according to the assessment results, which show that 92.5% of the test's components are valid. By evaluating the result on Content validity and Language and question writing, proved that the material are effective, valid, and practical and recommended be used to encourage students capabilities in reading skill.

#### D. CONCLUSION

The effectiveness of teaching materials for reading materials based on local wisdom that have been developed is very effective in teaching reading for fourth semester students of the English Study Program, Universitas Prof. Dr. Hazairin, SH Bengkulu. It was proved by effectiveness result of this research from the three of effectiveness activities. Student responses showed a high positive response, namely 80%, student activities showed enthusiasm in the learning process and individual student learning outcomes have obtained a weight value of  $\geq 75$  or  $\geq B$ . It can be concluded that the developed of reading material based on local wisdom in the effective category.

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