

DEVELOPING AN ENGLISH DIGITAL TEXTBOOK BASED ON TANIMBAR LOCAL WISDOM AND ITS CONTRIBUTION TO ENGLISH CURRICULUM

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Article History

Received: 08 September 2023, Accepted: 04 Juni 2024, Published: 09 Juni 2024

Abstrak

Buku yang disediakan pemerintah saat itu tidak sesuai dengan latar belakang pengetahuan dan kondisi siswa. Kurangnya kegiatan pembelajaran yang tidak melibatkan siswa untuk mengambil bagian dalam proses pembelajaran. Untuk mengatasi permasalahan tersebut, penelitian ini bertujuan untuk mengintegrasikan budaya Tanimbar sebagai kearifan lokal dalam pembelajaran, dengan mengembangkan buku teks digital sebagai sumber belajar. Penelitian dilakukan dengan metode Research and Development dengan menerapkan model ADDIE (*Analysis, Design, Development, Implementation dan Evaluation*). Hasil pengembangan buku teks Bahasa Inggris Digital menunjukkan bahwa: Hasil validasi ahli terhadap materi yang dikembangkan berada pada tingkat baik, desain visual berada pada tingkat keteladanan. Validasi guru terhadap hasil materi yang dikembangkan berada pada tingkat sangat baik, desain visual berada pada tingkat keteladanan. Uji coba kelompok kecil menunjukkan bahwa mayoritas dari mereka menyatakan bahwa materi tersebut sangat membantu mereka dalam belajar bahasa Inggris. Hasil keefektifan Buku Teks Digital Bahasa Inggris berbasis kearifan lokal Tanimbar adalah tujuh siswa mendapat nilai sangat baik, dua puluh dua siswa mendapat nilai baik, dan satu siswa mendapat nilai cukup. Dengan demikian, dapat disimpulkan bahwa buku ajar ini bermanfaat sebagai pedoman untuk meningkatkan pengetahuan siswa terhadap materi lokal Tanimbar.

Kata Kunci: Buku Teks Digital Bahasa Inggris; Kearifan Lokal Tanimbar; Kurikulum Bahasa Inggris

Abstract

*The existing book provided by the government did not meet student's background knowledge and conditions. It less of learning activities which does not engage the students to take a part in the learning process. To overcome this problem, this study aims to integrate the Tanimbar culture as a local wisdom in learning, by developing digital textbook as a learning resource. The research carried out of a Research and Development method by applying ADDIE (*Analysis, Design, Development, Implementation and Evaluation*) model. The result of the developed of English Digital text book showed that: Expert's validation result of the developed materials was at good level, visual design was at exemplary level. Teacher's validation of result of the developed materials was at excellent level, visual design was at exemplary level. Small group try –out showed that majority of them stated that the materials were very helpful for them in learning English. The result of the effectiveness of an English Digital Textbook based on Tanimbar local wisdom was seven students get excellent score, twenty two students get good score, one student gets fair score. Thus, it can concluded that the textbook was useful as guidance to enhance students' knowledge toward local materials of Tanimbar.*

Keyword: English Digital Textbook; Tanimbar Local Wisdom; English Curriculum

To cite this article:

Jabar, P. D., Titirlooby, P., Bwariat, S & Sakliresy, K. A. (2023). Developing An English Digital Textbook Based On Tanimbar Local Wisdom And Its Contribution To English Curriculum. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 7(2), 98–107. doi: [10.17977/um038v7i22024p098](https://doi.org/10.17977/um038v7i22024p098)

INTRODUCTION

Teaching English for different native language is absolutely not easy. It means to convey the language effectively and how it will run successfully during the learning process, it needs several factors and components in accomplishing the learning objective. One of the prominent components in teaching English refers to materials. Tomlinson 2012 (Nurliana, 2019) stated that materials are defined as anything which can be used in the language learning, including textbook, videos, games, graded readers, flashcards, websites, and mobile phone interactions. Materials are designed and prepared as the main guideline for teaching and learning the language so it plays a pivotal role.

Herdi et al., (2023) show the importance of integrating local cultures in EFL learning, as it provides meaningful experiences for learners and builds self-esteem their beliefs when exposed to language. It is quite straightforward that teaching a language means teaching its culture too. Learning and teaching foreign language remains incomplete until and unless the learners learn culture belonging to the language. Stressing the reality of foreign language teaching, Wang (2008, as cited in Choudhury 2014, p. 3) asserts, “Foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers”.

The use of English textbook at school to aid the learning process of English as foreign language does not incorporate Ambon/Maluku culture. Therefore, the textbook could not equally fulfil the needs of the students because the content are not familiar with them and are beyond their reach of socio-cultural environment (Hursepuny & Rijoly, 2022). Dar (2012) states that localized matter encourage more learners’ participation in class which results in language learning. At the same point of view, Brown (1994) argues that localizing materials is based on the idea that relevant contexts naturally encourage students to show interest, which allows the teacher to deliver most effective lesson. Even if learners have weaknesses in language skills, they might be involved actively by exploring what they know about the contents.

However, to succeed the learning process, it is certain that teachers face the problems to get students willing to participate during the class. Most students at any levels of education get difficulty in reading English text. Many results (Hamra & Syatriana, 2010) indicated that the ability of Indonesian students to read English text was very low. Indonesian students need help in reading comprehension. Reading is a key to improve learning outcome in many fields study. Obviously, reading is an inseparable part of any English course.

In addition, the result of preliminary observation to thirty students of SMP Negeri 2 Tanimbar Selatan, it showed that the students have less interest and cannot read well as the result they have low achievement in reading. Thus, responding to previous explanation, the researcher did the interview to English teacher of SMP Negeri 2 Tanimbar Selatan, the result showed that: the existing book provided by the government did not meet student’s background knowledge and condition. The existing book that using by school still less of several of learning activities which not engage the students to take a part in the learning process and also the instruction of the book still being confuse and difficulty for them. In line with it, (Zaghu et al., 2023) Hutchinson and Waters (1987, p.107) explain that good materials contain interesting texts, enjoyable activities that engage the learners’ thinking capacities and opportunities for learners to use their existing knowledge and skills.

Therefore based on the need analysis made by the researcher, there are three kinds of books that teachers used in teaching – learning process. They are; “When English Rings a Bell” which is published by Ministry of Education and Culture of Indonesia and “Practice Your English Competence” published by Erlangga and the last is “Buku Pengayaan” published by Talenta.

Those books refer to the second grade and are in line with 2013 curriculum. From the result, it showed that the researcher did not find any story or activities related to student's local culture which exist in that region and also several texts which provide in the book only cover Javanese and foreign culture. Whereas from the book published by the government; it revealed that the book is in good design, colourful and the language skills in each chapter is integrated but four skills are not really equal and balanced, then also it lack of genres of reading text.

In addition, a research done by (Costa et al., 2023) Nina Harnin, et all, (2015) in analyzing the same book, the result showed that quality of the textbook is good which achieved a score of 72,77 meaning that the accompanying materials of the textbook are categorized as less and language component materials are sufficient. On the other hand, the data showed that the text book also lack variation of learning activities, no list of vocabulary, lack of supporting material and inappropriate materials of the textbook with student's ability.

Hence, from the explanation above, it can be concluded that the students of second grade of SMP N 2 Tanimbar Selatan need supplementary reading materials which are in accordance with their need and the teachers need an instructional material which can be used in teaching and learning process. In solving the problem, the researcher intends to develop digital textbook based on Tanimbar local content. According to Minister of Education and Culture in regulation No. 79 year 2014; Integration of local content in teaching –learning process is to make students a) know and love the natural, social, cultural and spiritual environment in their region; b) preserving and developing regional excellence and wisdom of their region which are useful for themselves and their environment in order to support national development.

So based on that statement above, it can be known that 2013 curriculum demands English teachers to not only use the English textbook provided by government but also to integrate local content in teaching materials process consequently one of the ways to integrate local content in teaching materials process of English is by developing Tanimbar reading materials in English for students of second grade of junior high school. The researcher intends to choose reading materials because by developing reading material based on local content; firstly, the students already know about the real context around them, then the topic chosen of the reading text will provide familiar text related with the student's background knowledge and their need, the last is, it can help them to prepare their readiness of learning process.

In addition, (Yenni Yamin, 2022) mentioned that to make good quality of reading materials, the development of it should involve local content. In line with the statement, there were some previous researchers who did researches on developing local content materials in teaching and learning English. (Sariati, 2017) developing English reading material based on local content for tenth grade students of SMA Negeri 2 Tanjung Balai, North Sumatra. The final product of her research was English reading material based on local content which consisted of three genres. Each genre consisted of two texts complete with the task and exercises. The result of her research showed that developing English reading material based on local content could make the students easier and more interested in learning English.

Moreover, (Nurliana, 2019) has conducted the study on developing a model of supplementary English Materials based on Local content for the eight students of SMP Negeri 9 Palangkaraya. The materials were divided in three units such as; descriptive text, recount and narrative text. The result showed that the developed model of supplementary English Materials was appropriate with students' need. It was in line with the demands of local content stated in curriculum 2013.

In order to facilitate the effectiveness of teaching and learning process and to solve the problems faced by the students as mentioned previously, the researcher aim to develop Tanimbar reading materials for teaching English at the second grade of SMP Negeri 2 Tanimbar Selatan.

METHOD

In conducting the study, the researcher used Research and Development (R & D). ADDIE model is chosen for developing the learning materials. ADDIE stands for Analysis, Design, Develop, Implementation and Evaluation. This model is designed to ensure the learners to achieve the goal and objectives of learning process. The picture of ADDIE model is presented as Figure 1.

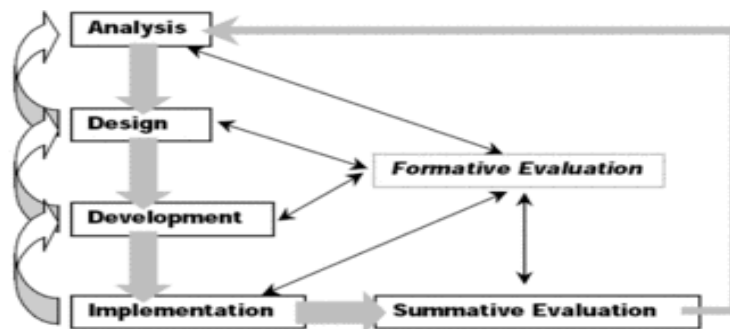


Figure 1. ADDIE MODEL by Steven J.McGriff (2000)

ADDIE Model Procedures, Analysis: At this phase, the researcher identified problem and develop clear understanding of learner’s needs. The researcher also identified a set of goals and objectives of the course based on the existing syllabus used at the school.

Design; In this phase, the researcher designed English materials for second grade students by considering the objectives and also the goal of learning process, designing the materials/ frame work, determining target population description, selecting delivery materials, and identifying the sources.

Development; this phase is done based on the two previous phases. There are some steps in doing this phase. Firstly, the researcher lists the kind of activities which can assist the learners in learning the materials. Secondly, she selects the best way which is appropriate with the learner’s styles. Thirdly, the researcher develops and produces materials dealing with the learners’ need and the goal and objectives. Then, the materials were validated by experts to make sure whether or not the materials match the students’ need as well as the goals and objectives of course. Finally, the final product is ready to be implemented in operational field.

Implementation; in this phase, it deals with try – out the product of English digital textbook. The product is going to be implemented in the real teaching and learning. Therefore, an empirical try out was done on 5 students to find out their attitude about the developed materials. Five students as the representative were be based on their level (from lowest to highest level) of ability as well as recommended by the English teacher. Evaluation; this phase is designed to measure the quality of the materials as being implemented. It measures the effectiveness of the developed materials.

For collecting the data, the researcher used two types of data; qualitative data and quantitative which consist of; firstly, Expert’s judgment questionnaire for the content of the developed materials, secondly; Expert’s Judgment questionnaire for Visual Design. The last was summative test as presented in the table 1 below.

Table 1. The technique of data collection and data analysis

Stages	Types of Data	Instrument for collecting the data	Instrument for analyzing the data
Try-out	a. Theoretical try-out	Expert judgment questionnaires (BSNP 2006) Visual design Smaldino et al (2008)	Percentage and descriptive Percentage and descriptive
	b. Empirical try –out	Students’ attitude questionnaires	Percentage and descriptive
Implementation	Large group (Operational field try-out)	Summative test	Percentage and descriptive

RESULT

In order to produce a good product of an English digital textbook based on Tanimbar Local Wisdom, there were two results of validation through theoretical try-out. Firstly, it was expert’s validation and the second was teacher’s validation. The result can be described as Table 2 below.

Table 2. The Result of Content Analysis and Visual Design of Unit 1 – 5.

Unit	Score of Content Analysis	Categorized	Score of Visual Design	Categorized
1	80	Good	80,5	Good
2	80	Good	80,5	Good
3	80	Good	80,5	Good
4	76,92	Good	80,5	Good
5	80	Good	80,5	Good

Futhermore, to find out whether the materials suit the students’ level of comprehensive level of difficulty, the questionnaire attitude was distributed to five students after they were given the materials. The data of student’s responses questionnaire is presented in table 3 below.

Table 3. The Results of Empirical Try Out (Small Group Try Out)

No	Questions	Aspect of Evaluating		
		Very Easy	Quite Easy	Difficult
1	How easily could you do this task?	1 (20%)	3 (60%)	1 (20%)
2	How enjoyable did you do this task?	Very enjoyable 3 (60%)	Quite enjoyable 2 (40%)	Not enjoyable 0 (0%)
3	How much did this task help you to learn English?	Very Much 5 (100%)	Fairly 0 (0%)	Not Much 0 (0%)
4	Can you write one thing you like about this book?	Respondent 1: this book help me to know new vocabularies Respondent 2: I like the activities of the references, match antonym and also listening to the song. Respondent 3: I like the activities Respondent 4: I like Reading materials of this book Respondent 5: I like reading activity and the song activities.		
5	Can you write one thing you did not like about this book?	Respondent 1: No answer Respondent 2: This book makes me think hard. Respondent 3: There were difficult vocabularies that I don’t understand and also difficult questions. Respondent 4: There is no activity that I do not like. Respondent 5: Nothing.		

The result of the table above can be described as follows: The level of students’ ability is coming from one of advanced student, two of intermediate students and two of beginner students. They were five students chosen to give their responses through the questionnaires. The results were coming from students’ comment after the field try out.

Moreover, in order to analyze the effectiveness of an English digital textbook based on Tanimbar local wisdom, the summative test consisted of three reading passages including three genres of the texts (descriptive, narrative, and recount). Every reading test consists of: reading comprehension questions, vocabulary and capitalization.

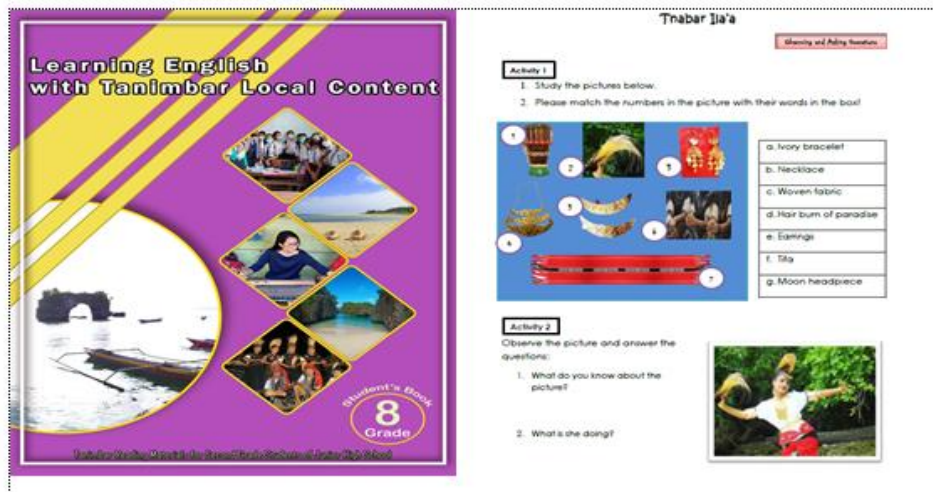


Figure 2. An English Digital Textbook based on Tanimbar Local Wisdom.

After implementing an English digital textbook based on Tanimbar local wisdom for the second grade students of SMP Negeri 2 Tanimbar Selatan, the result was explained as follow; five students gained *excellent* score, meanwhile fourteen students gained *good* score and the last was six students gained *fair* score. Dealing with the students understanding of an English digital textbook based on Tanimbar local wisdom and the result of summative test, the researcher found that the students made improvement through the developed of Tanimbar reading materials. Considering the result above, majority of them gain better understanding of learning the materials. In line with the data, the researcher concluded that, Tanimbar reading materials is suit with the student’s need and level. Consequently, Tanimbar reading materials is recommended to improve the second grade students’ ability for learning English.

DISCUSSION

The aim of conducting this research and development (R & D) was to develop Tanimbar reading materials for second grade students of SMP Negeri 2 Tanimbar Selatan. The materials included three genres of texts such as descriptive, recount and narrative which suit the students need and level. Due to the aim mentioned above, the researcher had been formulated three research questions by used ADDIE (Analysis, Design, Development, Implementation, and Evaluation) as the model in conducting the research. However, to achieve better improvement of the developed Tanimbar reading materials, the researcher specify some phases in conducting this research as follow; Firstly, in preliminary study, the researcher gained the data through interviewed the teacher, given the students some topics to select then did pure analysis of two books of “when English rings a bell and practice your English competence”. The result of pure analysis showed that there was no local content material provided in the existing books.

Meanwhile based on interview, the teacher who experienced 11 years in teaching English in that school, she stated that the students need a book that contains Tanimbar reading materials to help them to actively participate in learning English. Consequently, in providing reading materials related with the local content for the students then it can be inferred that the book is important as a guidance to help them to fulfill their need of learning English. Moreover, the researcher also

analyzed the students' need before implementing the materials through given them some texts to select. Therefore, from text collection the result showed that 28 student's selected five reading materials of Tanimbar local materials as the learning materials and for teacher book, it consists of answer keys and instruction.

The second phase was design. After analyzing the students need and reviewing the books, the researcher designs Tanimbar reading materials based on students' needs. The five texts were "*Let's Tnabar Ila'a, Matakus Beach, A trip to Rumngeur Village, Tanimbar Woven Fabric, and the last was The Legend of Nukaha Island*". In designing the material for five units, the researcher used scientific approach which consisted of five steps; observing, questioning, exploring, experimenting and communicating. So each unit consisted of these five steps. These steps provide students opportunities to explore their understanding of reading materials both comprehension and vocabularies. However for post-activity, a reflection activity was provided to know the whole learning process. The students were asked to reflect on what they had learnt in each unit of the book.

The next phase was development. The researcher developed Tanimbar reading materials and produced materials dealing with the students' need. Therefore, after completing the developed Tanimbar reading materials for second grade students, the researcher conducted three phases of the theoretical try out, empirical try out, and operational filed try out. Regarding to the result of theoretical try-out, the researcher distributed expert and teacher judgment to evaluate the content of the developed material and visual design. The appraisal of the content of the developed material is measured based on National Education Standard (BNSP) consisting of two aspects; teaching materials and questions, task and exercise, likert scale 5 to 1 was used to assess the result of the content of the developed material.

The result of expert validation of the content of the developed materials from unit one until unit five is categorized as "good". Conversely, the result of teacher validation is categorized as "excellent". Furthermore, to evaluate the visual design, the result of expert validation and teacher validation showed that the visual design of all units is at the exemplary level. However, the result of validation identified some correction on grammar, placement of pictures; comment and suggestion were also coming of the first draft revision and so on. The revisions were: the evaluator suggested a better view in terms of the text which contain name of dance of the local content or the stands word should become the italics words.

In the process of empirical try-out, the researcher involved five students to take part in small group try out. This aimed to know their responses through the developed of Tanimbar reading materials. However, the students were chosen according with their level of ability. One student is at the advanced level, three students coming from intermediate level and one student is at the beginner level. The small group try-out was accomplished in five meeting cover 5 units.

The five students' response towards the used of Tanimbar reading materials showed that they positively stated that the materials are really helpful for them to learn English. Meanwhile majority of them responded that they enjoyed doing the activities. Instead most of them perceived that the tasks were easy to do. Even then, they respond that from the book they got new vocabularies, they liked the activities in that book even though the contents made them to think hard through answering the difficult questions but they were still interested in doing the activities.

After the small group try out phase, the researcher conducted the operational try out toward the implementation of Tanimbar reading materials to 30 students of second grade students of SMP Negeri 2 Tanimbar Selatan. The students were taken randomly by the English teacher. The result

of this try out showed that seven students achieved excellent score, twenty two students achieved good score meanwhile one students achieved fair score. As the result, it can be inferred that Tanimbar reading materials based on local content are suitable with the students' need and level. In addition, they could interact with the text and acquired many vocabularies to achieve better understanding due to comprehension and vocabulary. In the post test the students gain the score from three reading passages consisting of narrative text, descriptive text and also recount text. The tests consisted of comprehension questions, capitalization, antonym words and fill in the missing blanks.

CONCLUSION

Digital Tanimbar local content material has already developed and has been tried out to students then being a final product for second grade students of Junior High School in Saumlaki. The 5 texts selected (Let's Dance Tnabar I'laa, Matakus Beach, A Trip to Rumngeur Village, Tanimbar Woven Fabric and The Legend of Nukaha Island) as the content of book as conversely teacher's book contains of key answer and instructions. The book was useful as guidance to enhance students' knowledge toward local materials of Tanimbar since the majority students agreed that this was help them to learn English. Meanwhile the materials given were in accordance with student's need and level. In addition the operational fields try out showed that the majority of total students gained score at good level. So based on the result, it can be concluded that the implementation of Tanimbar reading materials is significant needed to fulfil students need at second grade level.

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