

## **DESIGNING READING MATERIAL BASED ON LOCAL CULTURAL CONTENT FOR YEAR-8 STUDENTS OF PUBLIC JUNIOR HIGH SCHOOLS**

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**Abstract:** Communication occurs in contexts that cannot be separated from culture. Therefore, it can be claimed that culture needs to be included in language teaching and learning. The cultural content of the teaching materials then plays an important role in how culture is presented in EFL contexts, especially in textbooks. In the first of the study the researcher uses R&D as a method for designing final product, the researcher create a list of criteria from students how some class consists of several students who have different backgrounds where culture are included; religion, ethnicity, gender, and age for the analysis of cultural content in English textbooks based on student's perception and evaluation of the cultural content in textbooks. The researcher then selected a media used in junior high school to determine to what extent local cultural content is integrated into junior English textbooks and find the evaluation result of the media designed.

**Keywords:** Local Content, Designed material, English For Junior Students, Cultural Content

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### **INTRODUCTION**

To achieve and advance in their studies, learners need to have access to high-quality textbooks. For proper knowledge and skills, teachers, students, and other participants generally rely on textbooks. as mentioned in Haulle and Kabelege (2021). More specifically, rather than just being instruments, textbooks are occasionally even the targets of action. In addition, it is designed to benefit a number of user groups, including parents, teachers, and students. A textbook is a tool for students to understand and learn from the things they read. Textbooks are sometimes even the targets of action instead of just tools, as Chambliss and Calfee (1998) explained. In addition to the reference material, and as a means to help students learn, textbooks also help students to understand the material they were learning to read and understand. It is intended to serve several user groups, including teachers, students, and parents.

Furthermore, it is pointed out that school textbooks are also considered important instruments for transmitting values, skills, and even attitudes to the younger generation. In July 2013, the Ministry of Education and Culture of Indonesia has been implementing a new curriculum on education in Indonesia called Curriculum 2013. The curriculum development theme in 2013 was able to produce the Indonesian people are productive, creative, and innovative, and through strengthening affective attitude (know why), skills (know how), and knowledge (know what) are integrated. A well-planned curriculum must reflect the culture of the people for which it is planned for it to be a functional curriculum. Every curriculum covers the cultural universal, cultural specialties, and cultural alternatives. These are reflected in the school curricular stated in Offorma (2016).

Recognized in the development of life and science of the 21st century, it has been a shift in both traits and learning models. This is anticipated in the curriculum in 2013. This curriculum also creates and maintains students' awareness of local and international cultures. At SMPN 9 Sintang, the school used the Intan Pariwara textbook for grades VII, VIII, and IX teaching and learning, not only at SMPN 9. The researcher tried to randomly survey several schools around Sintang, specifically adjacent to SMPN 9, two public schools, and the other private Islamic boarding schools. The result was that 3 of these schools included SMPN 9 using the same textbook, Intan Pariwara. Intan Pariwara is a limited liability company engaged in publishing textbooks. The company is located in Desa Karangnom village in North Klaten, Klaten, Central Java, Indonesia.

A wide selection of English textbooks in circulation provides many alternatives for teachers to use as needed. With so many English textbooks available, teachers must determine which textbooks suit students. This understanding underlies the teacher's professional actions to represent the target language's culture while continuing to build and preserve a learner culture as stated by Miller, Kostogriz & Gearon (2009). The first is a study by Sugirin et al. (2011) conducted a study. They investigated seven EFL textbooks of Junior High Schools used in Yogyakarta. There were 409 Western cultural elements and 739 Indonesian ones, but adequate explanations did not follow them to anticipate confusion and misunderstanding. In line with this argument, this study explores which types of local culture are presented in Indonesian English textbooks for secondary school students. The culture-related contents are represented in terms of the cultural dimensions, as stated in the 2013 Curriculum. Afriani (2019) showed that textbooks published by the government are the highest cultural aspects related to Indonesian culture. Observed by target and international culture target and Most EFL textbooks in Indonesia contain other cultures beyond Indonesian, such as Japanese, Arabic, Malaysia, British, American, Korean, and so on. Furthermore, Albari & Yamin (2020) show that cultural content in textbooks exists but needs to be balanced.

Furthermore, learning local culture through EFL in the classroom makes students interact, negotiate, and define their identities, as Ariawan (2020) stated. It is easy to determine how students can stay caught up if they learn vocabulary; for example, one of the cultural products mentioned in the textbook is Italian food and pizza. A few Indonesian people who do not board an enormous city need to learn what kind of food it is, how it tastes, or what it is like. Then, once they find that word within the textbook, they don't know how to relinquish their opinion by using English. Consequently, they keep silent in class and do not make them think critically in the language classroom.

Moreover, there is a need for teachers to realize the example above. If they face this problem, it might be better for them to match the food like pizza to other foods they meet in Indonesia, like Bakwan, or Pempek or other food-related to the Sintang district, such as Sirup Asam Maram, by mentioning the ingredients in it, which many residents take from plants around them.

Adjust any existing material as additional material by making it under the competencies to be achieved. So, they will change it to familiarise their students with the material they are used to discussing. This can increase the teachers' competence in introducing cultures around the world to their students by comparing them with their own so that their students will easily catch the materials. However, the importance of the target culture must also be recognized. Most teachers thought it was better to introduce the target culture just like the comparison between Western people and Indonesian people, such as lifestyles, habits, customs, etiquette, what should and should not do, and body gestures.

The book used even though it has quite a variety of topics, not all materials are under students' interests. However, the quite diverse topics attract student awareness and enrich their discussion experience because the issues in this book are adapted to situations and conditions that are likely to be experienced by students or will be shared by students. The topics in the book are also quite capable of representing socio-cultural conditions in Indonesia with various kinds of ethnic groups. They are suitable for the level of understanding of junior school students. The representation of the local culture that teachers should be aware of local cultural elements in textbooks and consider these aspects as presented to students state from Ulfa (2022).

Based on the explanation mentioned above, The goal of designing material formulated by Richard (2001) is to present material for effective learning. So, this study is aimed to develop learning media in local cultural content as supplementary material based on students' opinions about the material they hope is in the textbook or what they can make as a reference for learning. Ceha et al. (2016) explain the quality of education is influenced by the education system, curriculum, educators, learning methods, and the media used in learning. The design media here is a leaflet. According to Kasman in Wahyuni & Darussyamsu (2022), leaflet media is one of the tools that helps teachers explain the subject matter to students, making learning more exciting, inventive, and, most significantly, increasing student learning outcomes. Leaflets are information sheets with pictures, so readers are more likely to see the content. Leaflets are typically written in communicative language so that readers may understand. Therefore, The development of leaflets as learning media in this study is motivated by the need for more school facilities, so learning media is rarely used. Based on this fact, researchers intend to design leaflet

media as one of the media that helps students learning process. The goal of developing material formulated by Richard (2001) is to present material for effective learning. To do that, the teacher or lecturer has to begin the process by determining the objectives. The objectives are the language competency the learners achieve at the end of the courses. Those activities are effective as they accurately provide a big chance for the students to grasp their objectives.

The writer's aim of this research is to design the form of cultural content in leaflet media based on English textbooks used by eight grade students in Sintan, which used the English textbook for eighth grade created and published by Intan Pariwara.

## **METHOD**

### Research Design

This research used the ADDIE model, developed by Branch (2009), which stands for Analyze, Design, Develop, Implementation, And Evaluation. ADDIE is an instructional model for how to develop a new product. The procedure of ADDIE can be described into five phases, analyzing the need analysis of both present and target conditions, designing the appropriate product, developing the new product by asking the expert, implementing the new product, and getting the feasibility of the new product from the teachers.

### Research Setting and Participants

The location where the research findings were displayed is referred to as the setting. The SMPN 9 Sintang is the location for the research to become a school receiving the final product. The 20 students and one teacher from SMPN 9 Sintang in year eight provided the participant for this study and will be asked questions. The respondents in this research must provide the researcher with information regarding their learning need towards their own perception according to local cultural content in English textbook and will give their opinion in personal experience as evaluating after using this product.

### Tools and Data Collection

The study applied interviews and questionnaires as the instruments. These 20 students participated in the questionnaires. Meanwhile, three students from the class were also chosen randomly to be interviewed to gain rich information in small-scale trials. The questionnaire and interview were delivered in English and Bahasa Indonesia for practical purposes.

### Data Analysis Technique

The researchers carefully reviewed the data from written reflections, interviews, and questionnaires for the data analysis stage. The data were acquired by interviewing the first-semester student of year-8. The questionnaire was distributed to 20 students in the first semester before and after implementation. The grade eight students came to the class when the questionnaire was distributed. The questionnaire results indicated students' needs in learning

English, their local content characteristic needs, and the result of students' impressions after leaflet implementation.

## **FINDING AND DISCUSSION**

### The result of The Questionnaire

The result of this questionnaire was divided into three parts. They were the brief student profile; students need local content in the textbooks and local content in students' expectations. The questionnaire was given to 20 class VIII students, with 20 students with 11 male students and nine female students aged between 14 and 15 years. Furthermore, the questionnaire results related to learning needs are divided into two: the learning needs of students related to the local content of their area, and the second is more specific to what kind of local content they want.

### Students Need In Local Content Based On Their Textbook Material

After the first statement about how students' views of English subject matter delivered by the teacher in front of the class get the highest score of 60%. This means that students have an interest in media or ways of learning English using different media and other sources that can be utilized.

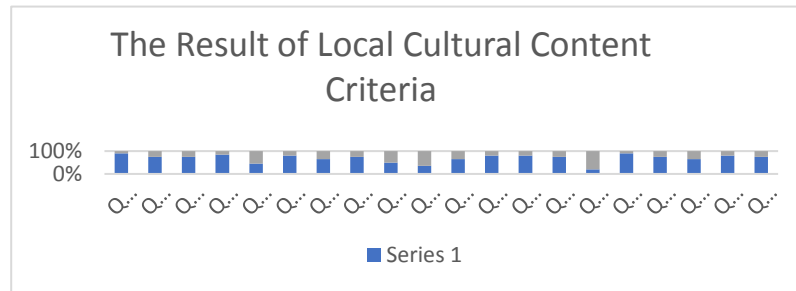
In the second statement, the type of learning approach students want to be related to the textbook's content; gets the highest score of 85%. This can mean that students feel extraneous to the vocabulary listed in the textbook, so it is difficult to understand the vocabulary presented and hope that the textbook they use can contain more about their daily lives or the environment in which they live.

At the conclusion of the third statement, local content, according to students' views related to English learning materials, gets the highest score of 90%. It can be concluded that culture comes outside the place where students live, creating obstacles in the process of absorbing information in the textbook, so it is followed by the next statement that students hope that food/activities/places around them can be presented in the learning material.

### Questionnaire For Grade VIII Students In English Subjects Related To Local Culture Content

The following table shows the results of the data obtained through questionnaires for grade VIII students in the needs of English subjects related to local culture content as supplementary material:

**Chart 1. The result of local cultural content criteria**



This second questionnaire is still about learning needs at the ADDIE Analysis stage to find out about making question sentences as an opening to dig up information related to the presentation of supplementary material getting the highest point of 90% in the first statement about *a short-term goal, do you want to understand the vocabulary in accordance with applicable rules and understand the meaning of reading in English texts?* This means that the results show that students have goals to be achieved to realize the vocabulary according to the applicable rules. Then on *Concerning learning materials, have you considered other media to help you learn English?* Getting results with 75% points means that students' desire to understand vocabulary can be realized by adding other learning media they can use as supplementary material containing vocabulary they can easily understand.

At the second point, the researcher tried to direct students to choose the learning media that students wanted with six item statements and questions. The highest point is in *question A. Learning resources from other media can be the right medium for learning material according to our interests;* get the point of 75% and *question B. Can other media be used as additional material to help you study at home?* Get 85%. It can be concluded that students want other media to contain with material that they want, which is still related to the question in item A as a short-term goal by students, as well as in item B in the second question it concludes students want other media they can bring it at home as supplementary material.

Still on the second point in item D. *What about the form in digital sheets? Is that interesting according to your opinion?* The score of 20% is the item with the lowest score. It is likely related to the use of supplementary material in digital form that can be accessed wherever students are less interested because, as the researchers explained in the research background, the students rarely have access to digital tools in their school. Likewise, in schools where most teachers only have cell phones and one laptop belonging to the principal, the school still needs an inventory of digital equipment, such as projectors or computers, that can be used to support learning in the classroom.

Furthermore, the third point directs students to find out the topic/material that students want; the highest score is obtained on *item D. Materials from around students' area are the most interesting topics*, and *E. What are things that come from your environment more interesting if presented in English as additional material for your study?* Get 80%, which means students want learning material from around their place because the material that contains things familiar with their environment presented in English makes them more interested because they can read it in the form of English sentences. It is concluded that they need the material from the area where they live using English sentences.

Still on the third point, then on the item with the lowest score of 35%, *item B. Do you think that topics/materials that interest you are topics that you have never known?* It can be interpreted that studying English subjects with topics they have not known before is not very interesting because it is still related to *item A in point 1; students want to know more about the meaning of the vocabulary they read that comes from the places around them*, as a score to support this statement, which is at a score of 75% on *item F. Students need materials that contain with their daily life to understand English expressions correctly.*

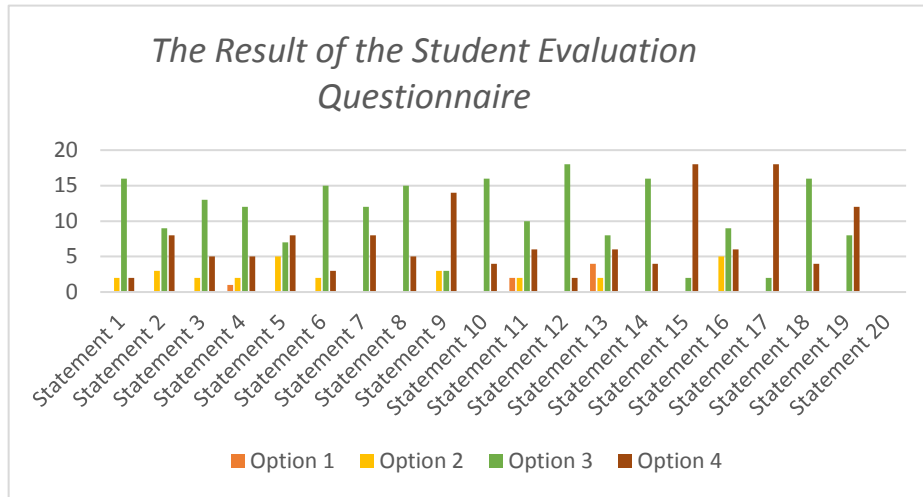
For the last highest in the third point of 80% in *item H. Do you think that food/drinks and famous places around your environment are interesting topics?* This means it can be concluded that students want food/drinks/places around their living environment to be presented in English as supplementary material.

#### The Result After Implementation

Based on the results of the research and discussion, it can be concluded that it is known that the final percentage obtained from the evaluation questionnaire filled in by the teacher as a user of the media leaflet, gets 3.6 in every main point statement and based on the assessment criteria it is concluded that this media has following the points shown in the research questionnaire by obtaining very feasible criteria in strongly valid media to use.

Based on the results of observations made in class during the implementation and then drawing conclusions from the evaluation questionnaire filled in by students, it was found that in the process of implementing the leaflet carried out by the teacher, it almost fulfilled all the aspects in the observation questionnaire and the aspects listed in the questionnaire with the highest score obtained on scores agree and strongly agree. This indicates that the student concerned is still implementing and prioritizing conventional learning systems where textbooks are deemed suitable as the main source for learning, in which the teacher is also oriented only to the cognitive results of students in absorbing information conveyed by the teacher in front of the class, as well for the results on usage guide items where students find it easier to understand the guidelines conveyed by the teacher than reading the guidelines listed in the leaflet.

**Chart 2. The result of the student's evaluation**



Even so, for the overall content of the topics in the leaflet, it is considered that students are easier to understand, as shown by the results on the 20th item on the questionnaire, with the results 60% of students strongly agree that the material is easy to understand because it is supported by the previous points which state that the material comes from environment around students makes it easier for students to absorb information as well as statements on pictorial items make it easier for students to understand the contents contained.

Implementation from the research results obtained from observation data, interviews, and analysis of assessment documents, shows that there are several gaps between student expectations and the existing reality, as stated in the questionnaire, that students want media in digital form because it is considered more interesting and from observations made students showed more enthusiasm when they saw how the leaflet was displayed in digital form. Second, a significant discrepancy also appears, which lies in the assessment of aspects of knowledge and skills. The assessment on both aspects of the assessment carried out by the teacher seems only to measure output and/or results, while the assessment to see learning readiness and student learning processes do not seem to be taken into account in each questionnaire held by the teacher and students where the teacher measures the ability of learning outcomes students from the output issued while students prefer the learning process itself, namely absorbing information from pictorial media.

**CONCLUSION**

As this leaflet focused on reading skills, the needs of students were related to their reading skills and fitted with student expectations toward learning materials in the local culture. In addition, this supplementary material can be used by students as an additional source of

knowledge regarding the places or meanings around them. This tool can be used with the teacher and can use it anytime and anywhere to train them to remember vocabulary.

This leaflet helps students get motivated to study and achieve the short-term goals they create because they contain interesting topics according to their interests, interesting pictures, and different topics that they can discuss with other friends. They can choose a topic according to what they find most interesting.

Finally, after going through several stages to find out students' needs, analysis from several experts, revisions, adjustments, and trials in small groups, then implementation on a large scale, namely classrooms, so that they can get evaluations from both students and teachers. The role of the student and the teacher at the implementation stage is very clear because the teacher only acts as a facilitator and, most importantly, continues to apply the student center according to the characteristics of the 2013 curriculum.

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