

DEVELOPING CULTURE-BASED SUPPLEMENTARY READING MATERIAL FOR THE EIGHTH GRADE STUDENTS OF SMP LABORATORIUM SINGARAJA

by

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Abstract

This Research and Development aimed at identifying the potentials and problems in reading in EFL classes, describing the outlook of a well developed culture-based supplementary reading material, and analyzing the quality of the newly developed culture-based supplementary reading material for the eighth grade students of Junior High School. Following the seven steps suggested in Sugiyono model, This study was based on the result of the preliminary observation which showed that there was a need to develop reading material which contains some cultural aspects in it. This research employed Research and Development model adapted from Sugiyono (2011). The first finding identified topic selection, pictures or illustration and kind of reading activities as the problems in reading and they were used as the consideration in identifying the potentials in developing reading material. A well developed culture-based supplementary reading material can be described from five aspects: construction, content, language use, physical appearance, and reading activities. Finally, the validity was measured from the score given by all experts. The prototype can be categorized as having *Excellent* quality as indicated by the mean score of 4.58 in which the $Sr < 4.485$. In addition, the result of observation showed that the students were doing excellent during the implementation of culture-based supplementary reading material.

Keywords: reading material, culture, Research and Development

INTRODUCTION

Teaching and learning process in Indonesia is conducted based on School-based Curriculum (SBC). SBC is developed based on educational unit, school potential, school characteristics, social culture, and students' characteristics (Mulyasa, 2006). In short, it is designed and implemented by each educational unit (*Standar Nasional Pendidikan, ayat 1, pasal 15*). The development of SBC is in the area of the school based on the school needs. It consists of the educational purpose, curriculum structure and content, educational calendar, and syllabus. While

the application of SBC is based on Permendiknas No. 24 (2006) about standard of content and competency standard.

In English subject matter, the competencies involved in mastering the four language skills which are listening, speaking, reading and writing. It is expected that the students in secondary school, especially junior High School students, are able to communicate by using English.

In the communication, they are expected to be able to express information, thoughts, feelings, and also to appreciate cultures and develop science and technology (BSNP, 2006). The appreciation of culture is already being part of the expectation along with other competencies. The considerations of involving culture in the educational process are because it contains moral value and close to students' life in the society. Based on Etymology Dictionary (Douglas Harper, 2010), culture is defined as the integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends upon the human capacity for learning and transmitting knowledge to succeeding generation. Moreover, Slavin (2009) states that by the time children enter school, they have absorbed many aspects of the culture in which they were raised, such as language, beliefs, attitudes, ways of behaving, and food preferences. From that consideration, Slavin also states that understanding students' background is critical for effectively teaching both academic material and the behaviors and expectations of the school. In this research, the researcher uses that consideration to develop academic material especially reading material.

Therefore, the researcher interested to develop better materials, especially for culture-based supplementary reading materials, for eighth grade of Junior High School by conducting Research and Development. The research was done at SMP Laboratorium Undiksha Singaraja because the school is the laboratorium school of Undiksha. The aim of having the school as part of the University was to provide a place to do research or study for the sake of educational development. A preliminary observation was done to know teacher's and students' attitude toward the existing reading materials and also the culture introduced in the existing reading materials. The observation was done through interview toward two English teachers in SMP Laboratorium Undiksha Singaraja. From the interview, it was found that there are two sources of reading materials used in the classroom.

The first one was BSE book from the government which contains some culture value of Indonesia and the second one was the workbook which contains some reading materials. From the two book sources, teachers admitted that they need more reading materials. Therefore, they have tried to find other source of reading materials from the internet, but the reading materials that they found in the internet sometimes couldn't meet the students' need and it was not designed based on the syllabus. In addition, the teachers said that they expected more reading material which contains some cultural aspect on it. They admitted that by inserting culture, especially Balinese culture, within the reading materials, will help students to gain more understanding toward the content since it close to their daily life.

Based on the facts found through those interviews and observation, it was obvious that developing supplementary reading material based on Balinese culture was an urgent issue. Through this research and development, the researcher tried to design a prototype of culture-based supplementary reading material, which in the future can be used as the example on how a culture based reading material book being developed and look like. By developing a supplementary reading, teacher would get more reading material sources to be used in the classroom.

Meanwhile, the purpose of this study was to identify the potentials and problems in reading faced by the eighth grade students of Junior High School, describe the outlook of a well developed culture-based supplementary reading material for the eighth grade students of Junior High School, and analyze the quality of the newly developed culture-based supplementary reading material for eighth grade students of Junior High School.

The culture based reading material was developed as supplementary reading material in the form of booklet since it was only a prototype. Therefore, the development model used in this research was Research and Development model

adapted from Sugiyono model (2011) and was based on the criteria of a good material proposed by Tomlinson (1998). The developed material consisted of four topics in Balinese culture, which was Balinese traditional clothes, Balinese food and drink, places of interest of Bali, and Balinese traditional dances. Those topics were chosen because they are close to students' life as Balinese child.

Research Methods

The study was conducted at SMP Laboratorium Undiksha Singaraja. The reason on choosing that school was because the school is the laboratorium school of Undiksha. It means that the University provides the school as place to do research or study for the sake of educational development. The subjects of this study were eighth grade students of SMP Laboratorium Undiksha Singaraja and the English teacher who teach eighth grade students of SMP Laboratorium Undiksha Singaraja. Eighth grade students were chosen because the students in that level had been taught the kinds of text, known enough vocabularies and already had enough prior knowledge about Balinese culture.

The object of this research was culture-based supplementary reading material for eighth grade students of SMP Laboratorium Undiksha Singaraja. The culture-based supplementary reading material was only developed for the first semester since the product of this study was only the prototype. The content of the material was about local culture (Balinese culture) which was close with students' lives. There were four themes developed into culture-based supplementary reading material, they were Balinese traditional clothing, Balinese food and drink, Places of interest in Bali, and Balinese traditional dance. The material construction had followed the criteria of good material by Tomlinson (1998). The study was categorized as Research and Development. The aim of the research was to design cultural-based supplementary reading materials for the eighth grade students of SMP Laboratorium Undiksha Singaraja. The

development of the material was taken the appropriateness towards SBC and criteria of good reading materials as considerations. This research used Sugiyono (2011) R&D model. The model generally consists of 9 steps, but because the product of the study will only in the form of culture-based supplementary reading materials prototype, the procedure was ended at the revision of the product after conducting field test. The 7 steps were:

Step 1: Identifying the potential and problems in reading

The identification of potential problems in reading was done through conducting preliminary observations. The preliminary observation was conducted through classroom observation, document study, interview with the English teacher, and students' checklist.

Step 2: Collecting Data

After identifying the potential and problems in reading as the first step, the next step was collecting data for syllabus analysis and library research. Syllabus analysis was conducted in order to identify genre of the reading material for the first semester of eighth grade of Junior High School which then would be developed into culture-based supplementary reading material. After analyzing the syllabus, a library research was conducted to find out the literature reviews needed to develop the prototype of culture-based supplementary reading material.

Step 3: Designing Product

The third step conducted after gaining data through preliminary observation, syllabus analysis, and library research was designing product prototype.

Step 4: Validating Design

The next step conducted was validating design through Expert Judgment. English teacher and material-related experts were asked to evaluate the reliability and validity of the culture-based supplementary reading material before conducting field test of try out of the prototype. The experts evaluated the validity of the materials based on their expertise.

Step 5: Revising the Design

After being validated by expert judgment, the next step implemented was revising prototype.

Step 6: Conducting Field test

In conducting field test, the prototype of culture-based supplementary reading material was tried out. Therefore, action-based research was utilized. In this study, the researcher only conducted one cycle of action based research. The cycle consisted of six sessions. The first session was done by administering Pre-test. After the pre-test, four sessions was done to implement the culture-based supplementary reading material in the class room. The last sessions was used to conduct Post-test in order to know the improvement made by the students after the implementation of culture-based supplementary reading material. Both scores from pre-test and post-test were analyzed qualitatively and quantitatively to determine the percentage of students who pass the passing grade for English subject.

Some instruments in the form of checklist for evaluating the quality of the prototype had also been conducted during this process. The result of the field test was in the form student's scores and data from checklist given to students' and English teacher in order to make the last revision of the materials.

Step 7: Revising Product

The revision was done based on the observation result during the implementation of the culture-based supplementary reading material, the result of Pre-test and Post-test data analysis, and the result of reflection done by the researcher toward the implementation of culture-based supplementary reading material. The prototype would be revised if there was a component or part that should be revised. This final step resulted on a product of culture-based supplementary reading material for eighth grade students of Junior High School.

Generally, there were 4 methods of data collection used in this study such as observation, administering checklist, conducting tests, and document study while the instruments used were observation sheet, interview guide, checklist, scoring rubric, and tests.

Related to the first research problem, "*What are the potentials and problems in reading faced by the eighth grade students of Junior High School?*", need analysis was done in the first step of R&D model adapted from Sugiyono model (2011). The first step was identifying the potential and problems in reading. The students and teacher were given checklist to know students' problem in using the existing reading material. The result of students' and teacher's checklists were analyzed descriptively to identify the problems and potencies in reading faced by the eighth grade students of Junior High School.

The second questions which was "*What does a well developed culture-based supplementary reading material for the eighth grade students of Junior High School look like?*", a Research and Development model was conducted to finally resulted in a well developed culture-based supplementary reading material for the eighth grade students of junior High school. Before deciding the R&D model, a library research was conducted to find out the literature reviews and gathered relevant resources about the design of reading materials development. The researcher adapted R&D model by Sugiyono (2011). The model adaptation consisted of 7 steps which were: (1) identifying the potential and problems in reading, (2) collecting data, (3) designing product, (4) validating design, (5) revising the design, (6) conducting field test, and (7) revising product. The final result of those steps was prototype of culture-based supplementary reading material.

To answer the third question, "*How is the quality of the newly developed culture-based supplementary reading material for eighth grade students of Junior High School?*", the researcher used the result of expert judgment and field test. From

the expert judgment, the researcher identified the validity of the product prototype. The result of pre-test and post-test score from field test was used to determine the effectiveness of the implementation of product prototype. Both scores from Pre-test and Post-test were analyzed qualitatively and quantitatively to determine the percentage of students who pass the passing grade for English subject. The practicality of the product prototype was identified through the observation done during the implementation of the product. Rubric, observation sheet, and test were used as the instruments to answer the second research problem. It was also descriptively analyzed through the observation of the product implementation in the classroom.

FINDING AND DISCUSSION

In developing the product prototype, there were seven steps in developing the products and those were elaborated from Sugiyono model (2011). The data found in the steps was used to answer three statements of problem of this research, they were: (1) the potentials and problems in reading faced by the eighth grade students of Junior High School, (2) the description of a well developed culture-based supplementary reading material for the eighth grade students of Junior High School, and (3) the quality of the newly developed culture-based supplementary reading material for eighth grade students of Junior High School.

Identifying the Potentials and Problems in Reading Faced by the Eighth Grade Students of Junior High School

In Identifying the potential and problems in reading faced by the eighth grade students of Junior High School, the researcher conducted the need analysis as the first step of R&D model used in this research. Classroom observation was done to obtain data on how existing reading material was used in teaching reading in the classroom, document study was aimed to evaluate existing reading material and syllabus used for teaching

reading, and the data from the teacher and students had been gathered by giving checklists to fill. From those methods of data collection, the researcher found some problems in reading faced by the eighth grade students of Junior High School. The problems dealt with:

- Topic selection: the students were not interested on the topics presented in the existing reading material. Even though the topics in the existing reading material related to their daily life, but the students admitted that some of the topics were about western culture and the students did not have prior knowledge about it.
- Pictures and illustration: based on the document study, the researcher found out that the existing reading material already contained a lot of pictures and illustrations. But unfortunately, the pictures and illustration were not colorful and the pictures failed in gaining students attention and interest.
- Activities in reading: in term of reading activities in the existing reading material, the researcher found that the students were not motivated to express their opinion. Moreover, the students hesitated to answer and ask questions to their teacher.

In addition, the result of the checklist and observation did not show significant problem on the language used in the existing reading material. The language used in the existing material was easy to understand by the students and the instruction of the activities was clear enough.

From those problems faced by the students, the researcher identified potencies to develop new reading material by using the problems as consideration. The new reading material was based on culture because from the result of checklist, the students and teacher of eighth grade of Junior High School agreed that the new developed reading material should relate their culture so they could understand the topics and help them to improve their English. Moreover, by considering the problems in

reading faced by the eighth grade students of Junior High School, some potencies in developing reading material were:

- The reading material should contain interesting topics and closely related to students' culture which is Balinese culture. By using Balinese culture in the topic selection, the students could be expected to have prior knowledge on the topics given and they can relate the topics into their daily life.
- The reading material should be supported by colorful pictures and illustrations to gain students' interest.
- The activities in the reading material should encourage the students to express their opinion and actively use English to communicate with teacher or other students.

Furthermore, the researcher found the researcher found out that the use of language in the reading material should meet the students' level of English so they would not have difficulties to understand the language in the text and instruction.

The Description of a Well Developed Culture-Based Supplementary Reading Material for the Eighth Grade Students of Junior High School

A well developed culture-based supplementary reading material for the eighth grade students of junior high school was the result of Research and Development done by the researcher. The model consists of 7 steps.

Identifying the potential and problems in reading

The preliminary observation was done in order to identify the potential and problems toward reading lesson. The first step of potency and problems identification was classroom observation to obtain data on how existing reading material was used in teaching reading on the classroom. There was also document study to evaluate existing reading material and syllabus used for teaching reading. Then, the data from the teacher and

students had been gathered by giving checklists to fill.

The result of problem identification showed that the existing material was not able to stimulate students' motivation to participate in the class discussion. Moreover; the existing material did not provide colorful pictures and illustrations. Those problems revealed the potential of designing new reading material based on the culture.

After identifying the potential and problems in reading as the first step, the next step was collecting data for syllabus analysis and library research. Based on the analysis of the existing syllabus used by the English teacher for eighth grade students of SMP Laboratorium Undiksha Singaraja, there were two genre or text types to be taught in the first semester of eighth grader of Junior High School. Those genres were descriptive and recount text. Moreover, media of communication which should be introduced to the students was email. At the end of the analysis, the researcher designed a new syllabus as guidance to develop culture-based supplementary reading material for the eighth grade students of SMP Laboratorium Undiksha Singaraja. After analyzing the syllabus, a library research was conducted to find out the literature reviews needed to develop the prototype of culture-based supplementary reading material. In this research, the design of reading materials development used as consideration was the R&D model by Sugiyono (2011) and the criteria of good reading material were adapted from Thomlinson (1998).

The third step conducted after gaining data through preliminary observation, syllabus analysis, and library research was designing product prototype. The step of designing the product was started by designing the draft of the prototype. The draft was designed to give clear plan of reading material and reading activities being developed. The result of this step was new culture-based supplementary reading materials. But this design was still in hypothetical form because its validity, practicality, and

effectiveness was not yet being tested and proved.

The next step conducted was validating design through Expert Judgment. English teacher and material-related experts were asked to evaluate the validity of the culture-based supplementary reading material before conducting field test of try out of the prototype. Based on the evaluation, the experts mostly agreed that the prototype which contained some texts about Balinese culture, interesting pictures, interesting activities and assessment had excellent criteria as reading material.

After conducting expert judgment, Revision toward the prototype was conducted. The revisions were based on the experts' opinions about the weaknesses, and advices toward the prototype.

Therefore, based on these weaknesses and advices the developer conducted some revisions to the prototype being developed. Revisions should be done in order the revised-prototype could be implemented in prototype try-out.

In conducting field test, the prototype of culture-based supplementary reading material was tried out. Therefore, action-based research was utilized.

In this study, the researcher only conducted one cycle of action based research. The cycle consisted of six sessions. The first session was done by administering Pre-test. After the Pre-test, four sessions was done to implement the culture-based supplementary reading material in the class room. The last sessions was used to conduct Post-test in order to know the improvement made by the students after the implementation of culture-based supplementary reading material. Both scores from Pre-test and Post-test were analyzed qualitatively and quantitatively to determine the percentage of students who pass the passing grade for English subject. From the result of Pre-test and Post-test, it was obvious that there was improvement of the students who passed the passing grade in the Post-test compared to the result of Pre-test.

Some instruments in the form of checklist for evaluating the quality of the prototype had also been conducted during this process. The result of the field test was in the form student's scores and data from checklist given to students' and English teacher in order to make the last revision of the materials.

The revision was done based on the observation result during the implementation of the culture-based supplementary reading material, the result Pre-test and Post-test data analysis, and the result of reflection done by the researcher toward the implementation of culture-based supplementary reading material. The prototype would be revised if there was a component or part that should be revised. This final step resulted a product of culture-based supplementary reading material for eighth grade students of Junior High School.

The description of well developed culture-based supplementary reading material for eighth grade students of Junior High School was viewed from its construction, content, language used, physical appearance, and activities. The construction was done through steps of Research and Development model adapted from Sugiyono (2011) and developed reading material based on the standard competence and basic competence. In term of the content, the topics presented in the culture-based supplementary reading material for eighth grade students of Junior High School were closely related to the students' culture and daily life. The language used in the developed product was easy to understand and appropriate with students' level of English. Moreover, the physical appearance of the developed material was designed to gain students' interest and support the texts and reading activities. In addition, the activities in the developed reading material were easy to understand and involved familiar topics for the students. It gave the students opportunity to discuss the activities with their friends by using English and encourage them to give opinion.

The Quality of the Newly Developed Culture-Based Supplementary Reading Material for Eighth Grade Students of Junior High School

The culture-based reading material developed in this research was in the form of supplementary reading. There were four themes in the material; they were Balinese traditional clothing, Balinese food and drink, Places of interest in Bali, and Balinese traditional dance. The material was evaluated by the experts for its validity.

Nieven (2007), stated that validity of the product can be seen from its content and construct validity. In this study, the product can be said had fulfilled the content and construct validity. The development of the product had been based on the potency and problems of the students in reading lesson. Some literature reviews had been used as the considerations and sources in developing the prototype. Beside that, the material of the product had been based on the criteria of good EFL/ESL material proposed by Tomlinson (1998).

Based on the results of expert judgment toward the prototype, the score given from all experts showed that the prototype had *Excellent* quality where the mean score of the experts was 4.58 and the criteria of *Excellent* category was $Sr < 4.485$.

The second quality of the product was practicality. The practicality of the prototype was measured from the ability of the teacher in implementing the product in teaching and learning process, students' activeness during the implementation, and from the responds of the teachers and the students toward the product.

Based on the result students' activeness during the implementation, the measurement of Sr was categorized as *Excellent* where $4.67 \geq 4.485$. It means that the students were doing *Excellent* during the implementation of culture-based supplementary reading material.

Based on the data from the checklist to the English teacher, he stated that the

culture-based supplementary reading material was based on the syllabus and suitable with students' level of English so the students could easily understand the language and comprehend the text. Furthermore, students' interest was gained through the colorful pictures and illustration used in the material. Moreover, the culture-based supplementary reading material motivated students to give opinion and use English in the discussion. it was a significant improvement of students' attitude since the students were not active when the implementation of existing reading material.

Moreover, based on the result of students' checklist toward the book, it can be clearly seen that the students gave positive response toward the material. Most of them stated that they like the topics because the topics stimulated them to use English in giving opinion, discussion, and doing the exercises. Moreover, the students were obviously like the pictures and topics presented in the material.

In relation to know the effectiveness of the material, Pre-test and Post-test had been administered. From the result of the Pre-test, the researcher found that there were 18 students achieved less than 75. It means than 64.28% of the students did not pass the passing grade and 35.71% of the students passed the passing grade. On the other hand, the result of the post-test showed that there were only 3 students achieved less than 75. It means that only 10.71% of the students did not pass the passing grade and 89.28% of the students had passed the passing grade.

From that data, it was obvious that the culture-based supplementary reading material had improved students' reading achievement.

CONCLUSIONS AND SUGGESTIONS

The study was categorized as Research and Development which focused on designing Culture-Based supplementary Reading Material for the

eighth grade students of SMP Laboratorium Undiksha Singaraja.

In identifying the potentials and problems in reading that included topic selection, pictures or illustration, and reading activities. From those problems faced by the students, the researcher identified potencies to develop new reading material by using the problems as consideration.

A well developed culture-based supplementary reading material for the eighth grade students of junior high school was the result of Research and Development done by the researcher. In developing culture-based supplementary reading material, the researcher adapted Sugiyono (2011) R&D model. The model was consists of 7 steps.

The description of well developed culture-based supplementary reading material for eighth grade students of Junior High School was viewed from its construction, content, language used, physical appearance, and activities.

The culture-based reading material developed in this research was in the form of supplementary reading. There were four themes in the material; they were Balinese traditional clothing, Balinese food and drink, Places of interest in Bali, and Balinese traditional dance. The material was evaluated by the experts for its validity. The validity measurement showed that the score given from all experts showed that the prototype had *Excellent* quality where the mean score of the experts was 4.58 and the *Excellent* category was $Sr < 4.485$. In addition, the practicality showed that the students were doing Excellent during the implementation of culture-based supplementary reading material and both teacher and students gave positive attitude towards the implementation of the product.

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