

Integrating Local Contents into Junior High School Student's English Learning Material

Yeni Nurmala Hidayati¹, Yudi Basuki²

¹Department of Medical Records and Health Information, IIK Bhakti Wiyata Kediri

²Department of English Language Education, STKIP PGRI Trenggalek

Article Info

Article history:

Received May 8, 2021

Revised June 20, 2021

Accepted Dec 12, 2021

Keywords:

local content;
material development;
learning material;
junior high school

ABSTRACT

This study aimed at developing English local content material for seventh grade students of junior high school in SMPN 1 Trenggalek. Trenggalek local values were integrated into particular topics being addressed in the form of a textbook based on the 2013 curriculum. The data were gained through interview, observation and questionnaire. The result revealed that the locally – based developed material was successful to fulfill Trenggalek local content. For teacher, it was applied easily to achieve contextual learning and promote students' interests. For students, it motivated them and their interest in learning English better and improved their ability to talk about their own area and environment.

Corresponding Author:

Yeni Nurmala Hidayati,

Departement of Medical Records and Health Information,

IIK Bhakti Wiyata Kediri,

Jl. KH. Wachid Hasyim 65 Kediri, East Java, Indonesia, 64114.

Email: yeninurmal4@gmail.com

1. INTRODUCTION

Many attempts have been made to define or describe about material development. According to Graves (2000:149), materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. Materials development refers to all the processes made use of by practitioners who produce and/ or use materials for language learning; including materials evaluation, their adaptation, design, production, exploitation and research (Tomlinson, 2012:143-144). Meanwhile, Brown (1995: 165) stated that the central steps involved in materials development are creating, teaching and evaluating. In creating phase, the first step is to find teachers willing to work as materials developer. Then, ensure that all materials developers have copies of relevant document (program description, goals and objectives, materials blueprint, scope-and-sequence chart, Gann diagram, or whatever), then divide the labor, work individually or in team to create the materials, establish a resource file, and the last is consider working modularly in materials packets. In teaching phase, the teachers are pilot materials, discuss their effectiveness, and revise the materials. In evaluating phase, the teachers are evaluate their own materials, revise the materials, produce materials in a relatively durable format, consider publishing the materials, remember the materials are never finished, consider ongoing materials development particularly in terms of how well all materials are meeting the needs of their students. The product of materials development might be in the form of textbooks or teaching materials.

In the process of teaching and learning English, textbook serves primarily to supplement the teacher's instruction. Textbook is very important for teachers and students. Patel and Jain (2008:68) affirmed that textbook is the area in which the language material is presented for teaching and learning. Moreover, Richards (2001) stated that textbook serves as the basis for much of the language input learner receives and the language practices that occurs in the classroom. It may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take

part in. Additionally, for learners, textbook may provide the major source of contact they have with the language apart from input provided by the teacher. Concisely, textbook is an essential handbook in achieving the purpose of teaching and learning process.

Most teachers use the created textbook as the only source of teaching materials yet these teaching materials are not contextual. This is contradictory to what was mentioned by Crawford (2002) that the teaching materials must contextualize the language they present. Additionally, (Richards, 2001) stated that authentic materials are preferred over created materials because they contain authentic language and reflect real-world uses of language. This insight showed that the authentic materials could succeed on learner motivation because they were more interesting than the created materials. Additionally, teachers needed to engage students and make them more motivated during TLP. The full supports and the creativities of teachers are needed in the implementation of the 2013 curriculum in order to make the students succeed in the learning activities (Basuki & Hidayati, 2020:68). In addition, Manurung et al (2009) argued that innovative teaching requires creative teachers to create and develop instructional materials that suit needs of the learners. Contextual teaching challenges teachers to bring the teaching materials closer to the real world where learners interact. Teachers are expected to create authentic materials where local content is integrated into the materials development. Hence, it is required to develop contented, effective, creative, innovative and contextual teaching materials.

Furthermore, Johnson (2002) defined contextual teaching and learning as an educational process that aims at helping students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance. In addition, teaching materials based on local wisdom serve as a means of internalizing cultural values and more comfortable to understand because it is more contextual, close to students' learning environments, as well as being able to enhance learning outcomes (Zinnurain & Muzanni, 2018; Anggramayeni, Yolida, & Marpaung, 2018). Teaching materials based on local wisdom will be more useful if it does not only contain local cultural values but is also able to improve survival skills needed in the 21st century (Santosa, Basuki & Puspita, 2019). In other word, the local content is very important in students' materials since it contains knowledge/original information produced by a local entity, characteristics, and potential areas. Local content materials will not only motivate students learn English better, but also make them acknowledge and be proud of the existence of their own area or district and be easier to comprehend.

Recently, there have been many textbooks used at schools including in junior high schools. SMPN 1 Trenggalek was one of the schools used the commercially created textbook for its students. This textbook was not contextual when it was implemented in Trenggalek since it included cultural gaps and more passages in general contents. To reach the goal of teaching and learning process, it is necessary to develop appropriate materials and make them contextual for students in order to be easier to comprehend and motivate students to acknowledge their area well and learn English better. In line with the given background, the researchers emphasize the local content and 2013 curriculum as the focus in developing English materials for seventh grade students of junior high school.

2. RESEARCH METHOD

The research design in this study was Research and Development. Borg and Gall (In Latief 2012:171) defined Research and Development as one research design aimed at developing and validating educational products. The process involves identifying problems that need to be solved by educational products, like textbook, syllabus, etc., studying the principles of writing instructional media, developing the media based on the principles, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. Therefore, in this study the researchers conducted two activities, a research and a product development.

In developing English local content material, the researchers used five steps adapted from Latief (2012:173), those are identification of the problem, studying recent theories of educational product development, developing the educational products, validating product to the experts, and field-testing the products. In identification of the problem, the researchers conducted an identification of the problem related to the educational product. The product was the English textbook entitled "*When English Rings the Bell*". Then, to identify the problem the researchers developed the criteria of evaluation adapted from Cunningsworth (1995:3-4). The result of this evaluation was that this textbook was not contextual since it included cultural gaps and more passages in general contents, not from the students' area.

Additionally, in studying recent theories of educational product development, the researchers then studied recent theories of educational product development. They were theory of R&D, 2013 curriculum of English for junior high school, learning strategy, Trenggalek local contents (such as history, geographical situation, commodity, tourism and culture, and others) as the local topic of Trenggalek. Besides, the researchers also conducted an interview with a curriculum expert about the 2013 curriculum.

The next step was developing the educational product. The researchers then developed the educational product based on the result of interviewing with the curriculum expert and studying the reference studies. Then, in validating the products to experts, the researchers conducted an interview with the expert to evaluate the developed English local content material. After that, the researchers revised them based on the expert's insight and comments. This step was to get the theoretical validation.

The last step was field-testing the products. At the end of the procedure, the researchers had the developed material applied by the English teacher. The researchers chose 7-F class. There were 32 students. The researchers observed the teaching and learning process to know the weakness of the developed materials and then revised them.

The researchers conducted this study in SMPN 1 Trenggalek. It was in Dr Soetomo street, Ngantru, Trenggalek. The researchers chose this school as the setting of the research since it had already applied the 2013 curriculum, had more students than others, and was the most popular junior high school in Trenggalek. Meanwhile, subject of this study was 7-F class, consisted of 32 students in a class in the 2019/2020 academic year.

The data in this research was quantitative and qualitative data. The quantitative data was gained from questionnaires to the students related to their responses of the developed material. Meanwhile, the qualitative data was obtained from interview with the curriculum expert related to the 2013 curriculum and with the English teacher related to her responses of the developed material that have been applied in the class. The sources of the data in this research were the curriculum expert of SMPN 1 Trenggalek, the English teacher and the students of 7-F.

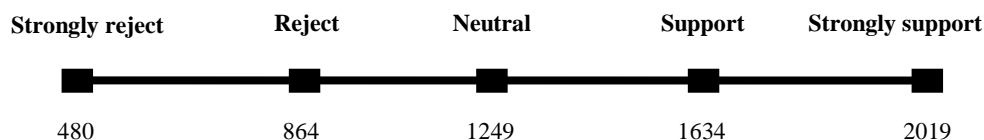
Data collection method is the strategic step in the research, because the main target of the research is to get the data (Sugiyono, 2011:224). In collecting the data, the researchers used interview and questionnaires as the instruments. The researchers interviewed with the curriculum expert to get information about the 2013 curriculum. The curriculum expert's name was Mrs. Lilik Miyartati, S.Pd. Another interview was with the English teacher to get the responses about the material that applied in the class. The English teacher's name was Mrs. Sri Cahyaniek S.Pd.

Another instrument was questionnaires. Questionnaires used to know students' responses toward the English materials based on local content and the developed material. They consisted of 15 statements. Students as the respondents could choose one of the five categories of responses; "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree" by giving the sign (x) or a checklist (√).

The researchers analyzed the data collected from the interview qualitatively. They described the transcript of the interview. The interviewees were the curriculum expert and the English teacher of 7-F class of SMPN 1 Trenggalek. Meanwhile, the researchers analyzed the data from the questionnaires quantitatively. They used Likert Scale with five categories of responses: Strongly Agree (SA), Agree(A), Neutral (N), Disagree (D), and Strongly Disagree (SD), (Riduwan, 2010:39). They carried out the following steps in analyzing data from the Likert scale. First, scoring each item in the scale; 5 (SA), 4 (A), 3 (N), 2 (D) and 1 (SD). Second, calculating the score range for each set of questionnaire as follows; maximum score = $15 \times 5 = 75 \times 32 = 2400$, Minimum score = $15 \times 1 = 15 \times 32 = 480$ and Score range (R) = $2400-480 = 1920$ with class interval $1920/5 = 384$. Third, determining the criteria of score interpretation of each questionnaire set;

Table 1. Total Score Interpretation

Score	Interpretation
2020 – 2400	Strongly support
1653 – 2019	Support
1250 – 1634	Neutral
865 – 1249	Reject
480 – 864	Strongly reject

**Figure 1.** Continuum Diagram in Total

3. RESULTS AND ANALYSIS

3.1. Results

Based on the curriculum expert's opinion, the 2013 curriculum has already been implemented in many schools. The goals of this curriculum were intended to improve the students' competencies in their knowledge, skill, and attitude. In this curriculum, English teacher used scientific approach and some methods, namely problem based learning, project based learning, and discovery learning methods. In scientific approach, there were some steps should be done, namely observing, questioning, exploration, associating, and communicating. Moreover, the students should be more active and creative in teaching and learning process. The 2013 curriculum included student center learning approach and teachers as facilitators. Besides, there were three assessments namely knowledge, attitude, and action assessment and four core competencies. On the second semester, there were four themes are discussed namely (1) the description of occupation; (2) the description of people and animals around us; (3) the description of everybody in our family, every things around us, and the distinction between them; and (4) how to make instruction, short notice, and warning/caution. In every theme, there were some basic competencies and indicators. Furthermore, teachers found some difficulties and challenges when trying to implement this curriculum. They stated that it was difficult to make the students more active, creative, innovative, and affective. Moreover, the assessments and administration tools for teaching process were complicated. Meanwhile, to develop English local content materials, the curriculum expert suggested conducting the materials that were appropriate with the core competence, basic competencies, approach, and methods used in the 2013 curriculum. In short, the developed materials should be appropriate to the context of the everyday life.

The result of interview with English Teacher showed that the developed English local content material was easy to apply by English teacher in class and appropriate for the students. The pictures, name of places, people, or events in the material were interesting and familiar to the students. The developed material also made the students enjoy in teaching and learning process because there were some games and songs in it. Furthermore, the students did the teacher's instructions while learning process. The materials were appropriate with Trenggalek local content and the 2013 curriculum in the terms of content, approach, and methods used. The most important one was that the developed material was contextual and relevant to the students' real life therefore it could increase students' score, motivation, and their curiosity.

Furthermore, from the questionnaire contributed to the students' responses of the developed material showed that the total score was 1983. This result was between the ranges 1634 (Support) and 2019 (Strongly Support). This result indicated that most of students in class agreed and supported the developed material, it was suitable with Trenggalek local content. In questionnaire item number 12, most of students strongly agreed that the materials were suitable for the students' level, easy to find in their society and it contained real topic from their own district. Furthermore, the students were also interested with the developed material since it had simple and familiar vocabularies, authentic materials, colored pictures, games, songs, and related materials with the students' society and real life that could increase their motivation and interest.

In studying recent theories of Trenggalek local content indicated that Trenggalek was a wide, rich and beautiful regency. This regency had local contents to conduct such as geographical situation, governance, commodity, social, tourism and culture, and others. It was located in the south east of East Java. Its borders were Tulungagung and Ponorogo regency in North side, Tulungagung regency in East side, Ponorogo and Pacitan regency in West side and Samudera Indonesia in South side. It had dry and rainy season. It consisted of 14 sub regencies, they were Bendungan, Dongko, Durenan, Gandusari, Kampak, Karang, Munjungan, Panggul, Pogalan, Pule, Suruh, Trenggalek, Tugu and Watulimo. There were three kinds of commodities in Trenggalek, namely farming, plantation, and industry. In farming, Trenggalek produced rice/paddy, corns, cassava, soya beans, and legumes. It also produced sugar cane, cloves, durians, zalacca palm, mangosteen, and rambutans, chili, banana, mango, and coconut. In the fields of industry, Trenggalek produced soy sauce, syrup, tapioca, anchovies, batik, snacks, cigarettes, sawmill, building materials, roofs, tofu, food, drinks, tobacco, and others. People in Trenggalek had some kinds of occupation namely gardener, doctor, postman, farmer, police, tailor, mechanic, teacher, and others. There are many culture, public and tourism places in Trenggalek regency. They are Green Park, Huko the forest in town, Brawijaya temple, Tirta Jwalita swimming pool, Kelutan stadium, Lowo cave, many beaches such as Prigi beach, Pasir Putih beach, Pelang beach, Karanggongso beach, Damas beach, many cultures such as Larung *Sembonyo*, Tapan bathing places, *Dam Bagong* ceremony, and the famous Turonggo Yakso dance.

3.2. Discussions

In general, the findings of interview with curriculum expert showed that the develop material should be based on the context of everyday life and scientific approach. It was in line with the theory from Johnson (in Alwasilah 2010:19). According to him, Contextual Teaching and learning used by the teachers to help their students see the meaning of the materials they are studying by connecting it with the context of their daily life, that is, with context of their personal, social, and cultural circumstance. To achieve these aims, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulate learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment. Therefore, it was easy for students to understand the local content materials. The curriculum expert also suggested that the developed material should be based on the core competence and basic competence of the 2013 curriculum. In learning, planning consists of composing the lesson planning, preparing media and source of learning, and assessing of learning that they are based on the standard of content. It then can be concluded that to develop English local content material based on the 2013 curriculum, the author should pay more attention to the core competence, basic competence, methods and approaches used in the 2013 curriculum. Besides, the developed material included a context for the students' everyday life and should be applicable to the students.

In addition, the general findings of interview with the English teacher showed that developed material was applied easily in the class, contextual and relevant to the students' real life. The developed material offered more familiar contents, some games and songs in it. It was in line with the theory from Sandford et al (2006:6-7). They stated that games might be seen as powerful in education tools and the students motivation may arise when the students were using game familiar. By playing games, the students were developing competencies that equipped them to work and communicate effectively.

Besides, the developed material was suitable with scientific approach used in the 2013 curriculum. There were five steps: observing, questioning, experimenting, associating, and communicating. As it was discussed in the theory of Fauziati (2014: 157), the material was suitable to use in applying all of the steps of scientific approach. The material consisted of some contents that could be used to explore students' ability by using scientific approach. Regarding to the result of discussion above, these developed material was easy to apply in the class by the English teacher, contextual, relevant to the students' real life and suitable to the Trenggalek local content and the 2013 curriculum.

Additionally, the finding of questionnaire in students' response of the developed material showed that the students were interested with it as it contained easy and familiar vocabularies, authentic materials, colored pictures, games, songs, and related materials with the students' society and real life, so those can increase the students' motivation and interest. It was in line with the theory from Baker et al (2009:3). They said that contextual teaching and learning as a means for advancing student success by increasing interest and motivation, heightening the utility of skills and information, enhancing connectivity to peers and accommodating diverse ways of learning. Moreover, recent breakthroughs in brain research indicate that Contextual Teaching and Learning can stimulate a student's brain to develop patterns and create meaning by linking experience and sensory stimuli to new knowledge

through real-life application. It then can be concluded that the English local content material was good to increase the students' motivation and interest in studying English. It gained positive responses from teacher and students. Besides, the developed material increased the students' 'enthusiastic, interest, motivation in teaching and learning process.

Furthermore, based on the finding of studying recent theories of Trenggalek local content, it was known that Trenggalek regency was located in the south east of East Java. Its borders were Tulungagung and Ponorogo regency in North side, Tulungagung regency in East side, Ponorogo and Pacitan regency in West side and Samudera Indonesia in South side. It had dry and rainy season. It was in line with the data from Central Bureau of Statistics of Trenggalek Regency (trenggalekbps.go.id., 2019). It was explained that Trenggalek is located in the south east of East Java. It lies between 111° 24' - 112° 11' East longitude and 7° 63' to 8° 34' South longitude. This regency borders are Tulungagung and Ponorogo regency in North side, Tulungagung regency in East side, Ponorogo and Pacitan regency in West side, and Samudera Indonesia in South side. Besides, Trenggalek regency is in equator line that has dry and rainy season. Rainy season lasts from September to April and Dry season lasts from May to August.

Additionally, Trenggalek regency consists of 14 sub regencies; they are Bendungan, Dongko, Durenan, Gandusari, Kampak, Karangan, Munjungan, Panggul, Pogalan, Pule, Suruh, Trenggalek, Tugu and Watulimo. There were three kinds of commodities in Trenggalek, namely farming, plantation, and industry. In farming, Trenggalek regency produced rice/paddy, corns, cassava, soya beans, and legumes. In plantation, it produced sugar cane, cloves, durians, zalacca palm, mangosteen, and rambutans, chili, banana, mango, and coconut. In industry, it produced soy sauce, syrup, tapioca, anchovies, batik, snacks, cigarettes, sawmill, building materials, roofs, tofu, food, drinks, tobacco, and others. It was in line with the data from eastjava.com. (2019) that there are three kinds of commodity in Trenggalek: farming, plantation and industry. The kinds of occupation in Trenggalek were gardener, doctor, postman, farmer, police, merchant, tailor, mechanic, teacher, and others. It was in line with the data from trenggalekbps.go.id. (2019). It stated that there were some kinds of skill in Trenggalek regency, namely tailor, mechanic, merchant, teacher, doctor, farmer, and others.

Furthermore, there were many culture, public and tourism places in Trenggalek regency. They were Green Park, Huko, Brawijaya temple, Tirta Jwalita swimming pool, Kelutan stadium, Lowo cave, many beaches such as Prigi beach, Pasir Putih beach, Pelang beach, Karanggongso beach, Damas beach, many cultures such as Larung *Sembonyo*, Tapan bathing places, *Dam Bagong* ceremony, and the famous Turonggo Yakso dance. It was in line with the data from many sources. Based on the discussion above, it can be concluded that the English local content material was good to develop based on Trenggalek local content since most of the included materials were from the local content of Trenggalek regency

4. CONCLUSION

Considering the research findings and discussion above, it showed that the developed material was successful to fulfill Trenggalek local content materials based on the 2013 curriculum and applied easily by the English teacher. It can be concluded that the appropriate English local content material was Trenggalek local content. It described content that was in line with students' own area to make the learning contextual. This local content material was successful to assist in improving students' motivation and interest in learning English as well increasing their ability to talk about their own area and environment.

ACKNOWLEDGEMENTS

This paper and the study behind it would not have been possible without remarkable support from great people and institutions around us. We are most thankful for our affiliations, IIK Bhakti Wiyata Kediri and STKIP PGRI Trenggalek for giving and providing us permission, help and contribution in conducting this research. We are also grateful for the invaluable information and insightful comments from the principal, English teachers, staff and students of SMPN 1 Trenggalek, and also from the expert of the curriculum. Our gratitude also goes to authors whose related paper being our source of references. Finally, it is with true pleasure that we acknowledge the contribution of our partners in life and family for the love, pray and supports during this research.

REFERENCES

- Anggramayeni, A., Yolida, B., & Marpaung, R. R. T. (2018). Efektivitas Bahan Ajar Berbasis Kearifan Lokal terhadap Aktivitas dan Hasil Belajar Peserta Didik. *Jurnal Bioterdidik: Wahana Ekspresi Ilmiah*, 6(5)
- Alwasilah, Chaedar. (2010). *Pokoknya Action Research*. Bandung: PT Kiblat Buku Utama
- Brown, James Dien. (1995). *The Elements of Language Curriculum*. Boston : Heinle & Heinle publishers.
- Basuki, Y., & Hidayati, Y.N. (2020). 2013 Curriculum: The Challenges Based on Vocational English Teachers' Perspectives. *English Teaching Journal: A journal of English Literature, Linguistics, and Education*, 8(2), 68-74.
- Baker, et al. (2009). *Contextualized Teaching & Learning, a Promising Approach for Basic Skills Instruction*. California: California Community College.
- Crawford, J. (2002). *Methodology in Language Teaching; An Anthology of Current Practice*. Cambridge. Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Macmillan.
- eastjava.com. (2019). The Official Tourism Site of East Java Province – Rich of Culture and Tourism – Trenggalek (online), accessed on May 29, 2019, retrieved from <http://www.eastjava.com/tourism/trenggalek/about.html>
- Fauziati, E. (2014). *Method of Teaching English as a Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific Approach*. Surakarta: Era Pustaka Utama
- Graves, Kathleen. (2000). *Designing Language Courses: A Guide for Teachers*. Canada: Heinle & Heinle Publishers.
- Johnson, E.B. (2002). *Contextual Teaching and Learning: What It is and Why It is here to Stay*. Thousand Oaks, California: Corwin Press, Inc.
- Latief, Mohammad Adnan. (2012). *Research Method on Language Learning An Introduction*. Malang : Universitas Negeri Malang Press.
- Manurung, et.al (2009). Integrating Local Content into Material Development in Developing Autonomous and Joyful EFL Instructional Materials. *The 56th TEFLIN International Conference*
- Patel, M.F and Jain, P.M. (2008). *English Language Teaching- Methods, Tools & Techniques*. Jaipur: Sunrise Publishers & Distributors.
- Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. Singapore: Cambridge University Press.
- Riduwan. (2008). *Metode & Teknik Menyusun Tesis*. Bandung : Alfabeta.
- Santosa, A., Basuki, Y., Puspita, A. (2019). The Effectiveness of Local Wisdom-Based Teaching Materials in Enhancing Creative Writing Skills of Elementary School Students. *JELTL (Journal of English Language Teaching and Linguistics*, 4(3), 349-359.
- Sandford, R. et al. (2007). Teaching with Games. *Learning, Media & Technology*, 32(1), 101-105.
- trenggalekbps.go.id. (2019). Kabupaten Trenggalek dalam Angka, (online) accessed on June 12, 2019, retrieved from <https://trenggalekkab.bps.go.id/publication/2019/08/16/8553d0fddd843c2e7bb81532/kabupaten-trenggalek-dalam-angka-2019.html>
- Tomlinson, Brian. (2012). *Materials Development for Language Learning and Teaching*. Cambridge: Cambridge University Press.
- Zinnurain, Z., & Muzanni, A. (2018). Pengembangan Buku Ajar Berbasis Kearifan Lokal Pada Siswa Kelas V Sekolah Dasar. *Jurnal Ilmiah IKIP Mataram*, 4(2), 63-69.