

## MODEL OF STUDENTS' WORKBOOK BASED ON DAYAK LOCAL WISDOM FOR SMPN 4 AIR BESAR

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### **Abstract**

*This research was to develop model of students' workbook for junior high school based on Dayak's local wisdom. The research participants were 24 students of second grade of SMPN 4 Air Besar. Designed through the implementation of ADDIE (Branch and Gagne 2009), the collected data revealed that the students were more interested in learning English. They looked happy to use the products. In the contextual analysis result and its validation, the materials development experts also recomend strongly that these products are more relevant to the needs of rural area students especially the dayak ones. With some feedbacks from the implementation, it was found that the students were much more active and creative in the learning process. Thus, this product is deserved to use as an alternative material for English subject at junior high school of rural areas.*

**Keywords:** *local wisdom, model of student's workbook, materia development, rural area*

### **INTRODUCTION**

The common issue in teaching english is the lacking of appropriate materials for rural schools, such as: SMPN 4 Air Besar. The contents of materials in the existing textbooks are mostly discussed about things which are beyond the students' knowledge both in term of materials and language level. Based on observation, materials in books of government were taken from Java, Sumatera, Bali and even abroad. They were not from local need as west kalimantan where the user of the books is from west kalimantan. It makes students more difficult, beside, the content doesnot have the cultures of students' society. And students donot have memory of the the text and make them no responses about in english.

Most of the time, teaching and learning process in the class is not interesting. The students complained that materials are difficult. In line with this problem, the researcher intends to provide the Model of students'

workbook which are drawn from the local resources. Kirkpatrick (2007, p.24) emphasize the importance of topics focusing on local culture. They state that each country has to take each ownership of the language and select appropriate pedagogy that meet its learners' needs including topics on local culture in order for learners to communicate to others about their own culture in English. In this local source, he focusses on culture, rituals tradition. Those matters are commonly known as local wisdom. The spirit and the environment of dayak Local wisdom can be understood as a local ideas that are thoughtful, full of wisdom, good value, embedded and followed by people. So, in class teacher can make students' character and motivate students to love their cultures. Teachers hope their students love their culture, more then that, teacher wants their students can share their culture to other areas even in abroad.

Based on the situation of school located in rural areas, the materials must suit with their competent, their educational background, environmental situation, etcetera. The level of students' competent are low, even very low. Thus, a teacher must know the needs of his/her students, what they really needs in the materials. Nelson (1995, p. 25) focus the materials development in culture, we have to aware of the culture in the materials, there are four focusing on culture: 1) Awareness of language/culture relationship. 2) Awareness of target culture. 3) Awareness of ESL/EFL students' cultures. And 4) Awareness of Second Language Interactions as Intercultural Communication.

The number of emperical studies recommend that Dayak local wisdom based materials be included in classroom materials. To fill the gap between the existing materials and competence (McGrath, 2002,P.220) the researcher necessarily uses Dayak local wisdom based as Model of Students' Workbook (the product called Reading for Enjoyment) the reason is because the content is Landak Dayak Local Wisdom which is still familiar with the students

## RESEARCH METHOD

This research uses ADDIE model by Branch (2009) and Gagne, et al. (2005). There are framework in conducting this research, as follows: *Analyze*, Branch (2009.P.24) the analyze phase is to identity the probable causes for a performance gap. In this framework, the researcher analyzed the needs based on the teacher, students, school and curriculum to describe the needs of the product. The product is *Reading for*

Models of students' workbook in this way is focused on Landak dayak local wisdom, the reason for using the Landak dayak local wisdom is mainly to introduse the local tribe's ways of living and cultures. Kristiawan (2012), they argue that students can learn English Language with learning local culture, thus, the students not only learn about language but also learn their local culture that have positive impacts than the modern one.

To fill the gap between the existing reading materials , this research was conducted in one of the junior high school in Landak Regency that is SMP Negeri 4 Air Besar where the location is in rural area and it is around the dayak society. Agustinus Si'int (2010) the rule of customary low are human relation to create save, fair and peaceful. Andas Putra (2011.P.25) Dayak Kananyatn people who live in the village of Banying ( Landak Regency) for generation had determinded the notion of democracy. This statement give explanation that landak dayak had a local wisdom, they have hierarchy leadership.

*enjoyment*. Besides, the researchertreated the product to the others classes that have the same level.

Design, Branch (2009.P.60) design phase is to verify the desired performance and appropriate testing methods. In this step, the researcher focus on the designing of the product. The name product is reading for Enjoyment. The framework of the product is covers, preface, introduction, contents (chapter 1, chapter 2, chapter 3, chapter 4, chapter5 and and chapter6), last references. The product uses instructional events proposed by branch (2009,P.67) the procedures of Reading for Enjoyments, there are nine

instructional events to guide the teacher and students in REading For Enjoyment, there are :

- a. The proper testing methods
- b. The selection of content
- c. The selection or development of media
- d. Determining appropriate instructional strategies
- e. Assessing student readiness
- f. Measuring students achievement
- g. Identifying the knowledge and skills required by the teacher
- h. Required resources
- i. Translating performance tasks into student actions that can be measured.

Development, Branch (2009) develop phase is to generate and validate selected learning resources. The common procedures associated with the develop phase are develop supporting media, guidance for the students and teachers, conduct formative revisions and conduct a pilot test. (P.84).this framework is concerning with how the tasks and activities in the products are integrated into lessons and used as the basis for teaching and learning (Richards & Rodgers, 2001, p. 31)

Implement, The purpose of the implement phase is to prepare the learning environment and engage the students, (branch, 2009, p.133). in this research, the implementation of the product is into the grade eight to know wether or not something should be added to product, deleted or corrected something. The technique tried out to the low grade (first grade of smpn 4 Air Besar ) which aims to find the information of the positive and negative points of the product, and then revise it. Next as the results of revising the product, the researcher tried this model out again to the second class and then revise again.

The product is try out at the first class/ grade to know the students responces and then the product was revised. Then the product is tried out

again at the same grade then it revise again as the final product.

Evaluate, The purpose of the Evaluate phase is to assess the quality of the instructional products and processes (Branch, 2009, p.152). After revising the results in implementing the technique in Grade eight, the researcher asked the experts to validate the product of teaching. There are three experts who evaluated the product. The first expert is Subject Matter Expert (SME). SME evaluated the using of English language in the technique. The prototype of the product was sent to the expert.

The second expert is educational expert. This expert evaluated the content whether it matched the curriculum, suitable to age of the students, effective to the students, and can motivate the students.

The third expert is Dayaknese culture expert. This expert evaluated the cultural content of the product while integrating into English. It means to make sure that the characteristic of the products as a kind of local wisdom does not lose in the product

The steps of the research can be seen on the diagram below :

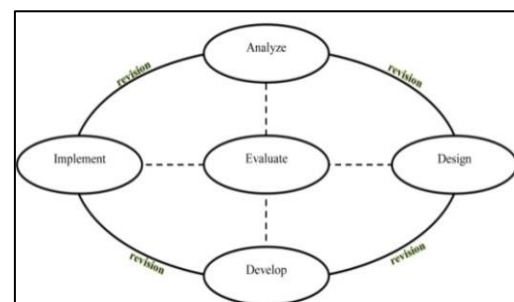


Figure.1 Step of Research Adapted branch (2009,P.2)

#### Technique Of Analyzing The Data

There are two procedures in Analyse the data, those are qualitative data and quantitative data. Qualitative data consist of curriculum and the result of interview and observation in the classroom and quantitative data consist

of the result of questionnaire likes the data about the Experts'

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

Based on analyze data through observation, interview some students and school documents, it was revealed that there are four analyze done by the researcher, they are: (1) Teacher, (2) Students, (3) School, and (4) Curriculum.

First. Researcher interviewed an english teacher in SMPN 2 Air Besar. He experienced teacher because he had taught for many year. In the interview, there are only two questions. First, the importance of teaching reading based on the dayak local wisdom like Babuis, basuayak, nabo' panyugu etc. The second is the way teacher teaches the students if the exiting material is unsatisfactory. researcher interviewed an english teacher in SMPN 2 Air Besar. He experienced teacher because he had taught for many year. In the interview, there are only two questions. First, the importance of teaching reading based on the dayak local wisdom like Babuis, basuayak, nabo' panyugu etc. The second is the way teacher teaches the students if the exiting material is unsatisfactory Based the the teacher opinion, teacher agreed that teacher should design material based on the topic.

Second, there are four questions In the interview, there are (1) the response of students toward the exiting textbook, (2) kinds of students reading preference, (3) interesting topic for reading in the class, and (4) the interesting way to practice reading. In the interview process, the students were asked the same questions in the same time in group discussion and the interview was recorded by smart phone. *Based* on the transcribed interview, most of the student said that the textbook was

difficult to study, they had to open their dictionary many times. Very often they must translate word by word to know the instructions. Therefore, it would take much times to study the material. They could study the textbooks well after teacher' explanation. If the teacher did not explain the material in the textbook they could not understand and most of them would not do anything in their textbook. It means that the students were not motivated to study through their textbook because of the difficulties. *Based* on the transcribed interview the second questions, most of the students said that they liked to read the story but sometime they still hard to understand because the story was from other place like java Sumatra etc and they suggested, 'better they read reading text from west Kalimantan because they know their story, so easy for them to learn english'. *Next*, the third question given to the students was about interesting topic for reading. Based on the transcribed interview, most of the students said that it was interesting and they happy to read especially about babuis, basuayak, nabo' panyugu, bahuma, motong gatah, and mangangar waterfall. They said that most of the texts was happen in their daily live. *The last* question, Based on the transcribed interview. They students explained that they had been interested to follow the teacher to read the text because they wanted produce good spelling as like their teacher

Third, based on observation, SMP Negeri 4 Air Besar is one of the junior high school that located in rural/remote area. It starts in 2009 based on SK Bupati Landak no. 420/262/HK-2009. It is located in Parek village, Air Besar district, Landak regency. it is 104 km from Ngabang the city of Landak regency. Needs time 3-4 hours to reach it by motorcycle. Parek village is one of the remote area in landak regency. The school was build with wood because it

was hard to bring cement. Right now SMP Negeri 4 Air Besar consists of four buildings, the first building is for the class ( it consists in 3 classes), the second is for the library, the third is for the teachers' home and the last is toilet ( it consist of 3 rooms, one room is for the teachers and two rooms are for the students). There is no place for the teachers to get the rest, so one of the library's room is used as a teacher room.

Fourth, SMP Negeri 4 Air Besar applied Curriculum 2006. The Curriculum 2006 where English language still becomes the most significant subject and it has 4 meetings a week. The complete structure of SMPN 4 Air Besar Kabupaten Landak Curriculum 2006

In designing process, there are three points that were done by researcher. The points are as follows:

First, Based on the standard competence of reading for Grade Eight students are able to read aloud based on functional text, recount text, and narrative text correctly. In this Reading for Enjoyment, the objectives is at the end of the study. Students are able to read the story aloud and to choose the right answer based on the reading texts about Babuis, Basuayak, Nabo' Panyugu, Bahuma, Motong Gatah, and Manangar Water fall. More of them students are able to answer the questions based on the information from the text. In these matter, the texts are about dayak local wisdom likes Babuis, Basuayak, Nabo' Panyugu, Bahuma, Motong Gatah, and Manangar Waterfall.

Second, grade Eight of junior high school. In the standard competence, there are three basic competences that is learned in the Grade Eight. They are descriptive text, recount text, and narrative text. In this Reading for Enjoyment, descriptive text used to design the material. Based on the basic competence, besides the students can

read descriptive texts like Babuis, Basuayak, Nabo' Panyugu etc, they also respond the meaning in short fuctional reading text. Thus, the material must be related to their actual environment. Because the students always interact with their culture, it sometime they violated the customs in their village.

Based on the objectives sub heading page 46, the syllabus is focus in aloud meaningful functional text and simple short essay, respond to meaning in short functional written text, responding to the meaning and steps of rhetoric in a simple short essay.

Third, The types of learning and teaching activities in this ' Reading for Enjoyment'. This means students' activity is based on the material that teacher gave to the students. In this matter, The material is about the reading text based on dayak local wisdom in the process of learning. Besides, this ' Reading for Enjoyment' is based on the dayak local swisdome that is familiar with the students because the contents is about their custom that is rutinitas done at their daily activities. It means the students can learn the subject well because of the material in 'Reading for Enjoyment' has been known by them in their first language.

Before, students were motivated to learn dayak local wisdom, teacher explains the text that will be used in teaching learning process. Besides, teacher also gives the question to know the respond of the students. The question is about Yes/No questions, and the questions about the material that will be given. This aim, students will have the knowledge about the texts that will be taught.

Next, the teachers give the students vocabulary exercises. here, students to match the words in colomn A with the translation in column B. In this exercise, teachers wants his students be creative to fine the answer with their dictionary.

The words are taken from the material that will be given.

The last meeting, teacher give the students some grammar. He explain the form of the grammar as in chapter one, the term is about simple present tense. The term is as follows:

### Simple Present Tense

(+) S + Verb1 (s/es) + C

(-) S + Does not/Do not + Verb 1 + C

(?) Do/Does + S + Verb 1 + C +?

- The villager do babuis after the accident
- The villager donot do babuis after the accident
- Do the villager do babuis after the accident?

Notes :

- The villagers do babuis after the accident
- The villagers donot do babuis after the accident
- Do the villagers do babuis after the accident ?

Implementation, in this step, the procedure to produce 'Reading for Enjoyment'. To make the procedure, the researcher discussed to the collaborator. The discussion aims to determine the steps in 'Reading for Enjoyment'. it make the result be interest and can be accepted by teacher and the students. There are five steps for the reseacher that should be done to make 'Reading for Enjoyment' ready in the class. Cover, Lay out, Visual, Reproduction and the last is Subject Matter Expert Validation (The first validation).

Cover, to make the students interest and motivate them from the first impression. The cover of the 'Reading

for Enjoyment' must be attractive and colorful. To design the cover, researcher try make in agood image based on the culture of Landak regency likes : apairs of boy and girl of dayak people, the activities of dayak in doing Nugal at their farm also one of the famous scenary that haven in landak regency. Landak mascot is hornbill (burung Enggang) put on right top of the cover. The cover are below :

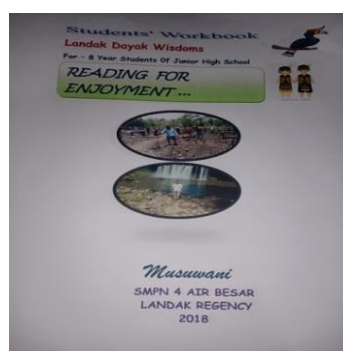


Figure.2. Cover of Product Notes :

Images : A pairs of Dayak people, Dayak Nugal, hornbill, Manangar waterfall.

Letters : students' workbook, Landak Dayak wisdoms, for -8 year students of junior high school, Reading for Enjoyment, musuwani, SMPN 4 Air Besar, Landak regency

Layout, layout is standard the paper size is A4, the font size is varied. It is suitable with the standard format

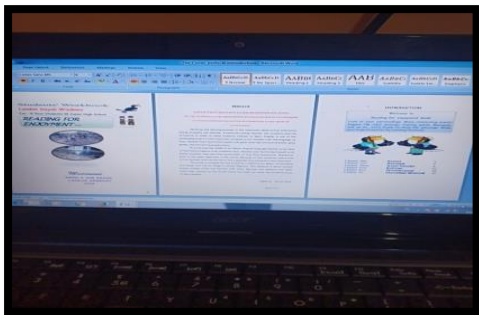


Figure.3 Layout Of Product

Note : consist of cover, preface and introduction

Visual. All the visual in 'Reading for Enjoyment' is original photograph which is taken from private camera. The picture and contents are from original photograph such as farm, waterfall, babuis, basuayak the garden of latex tree.

Reproduction, in order to students can utilize the Reading for Enjoyment in the classroom, therefore, the product requires to reproduce in more numbers. The reproduction uses the researcher's own fund. The material is printed by personal printer with good colorful design.

The first validation in Subject matter expert validation was done before the implementation (Try out). The validation was held on oct 16<sup>th</sup>, 2017. The aim of this validation is to get the first correction from the expert before the implementation process. There are 10 points. They were validated by the expert. The points are cover, layout, picture, letter, topic, language, direction, organization, task, and appropriateness with the syllabus. Based on the validation result as can be seen in the table, some points must be improved to get the better material. Some points that

must be improved are cover, picture, letter, and language. It is because The expert put the checklist "3" column and it indicated that some points must be improved before the implementation

To know the effectiveness of the product, this material has implemented in two days. The first day is on Monday February 12<sup>th</sup>, 2018 and on Tuesday February 13<sup>th</sup>, 2018 in the classroom. The number of the students in eighth grade of SMP Negeri 4 Air Besar are 24 students. In the implementation, the researcher assisted by two collaborator from SMP Negeri 2 Air Besar and SMP Negeri 3 Air Besar.

Implementation 1 (custom 1 – custom 3) This Enjoy the Reading Material implemented (Figure 4.19) on Wednesday February 12<sup>th</sup>, 2018 in the classroom with 24 students. Based on the observation in the classroom, the twenty-four students were interesting to the material. They were serious to study vocabulary and enjoy to read the reading texts



Figure 4. Implementation of the Enjoy the Reading Mater

Implementation 2 (custom 4 – custom 6), This Enjoy the Reading



Material implemented (Figure 4.20) on Thursday February 13<sup>th</sup> 2018 in the classroom with 24 students. In the second day, the material went forward with custom four to custom six. Custom four is about reading bahuma and grammar focus and custom six is about manangar waterfall.

Based on the observation, at the beginning of the material, the students were confused with the material but they were happy with the photographs. After teacher's explanation they started out to show that they were interesting with the topic. When making the sentences based on simple present tense, they enjoyed to read the text. All students showed that they were interesting and motivated to study. They could complete the custom well. The time allocation was not enough to finish the practice. Thus, it needed extra time to finish all activities. Finally, students were very enjoy with the practices.



Figure.5. Students' Group Discussion

Evaluate, the validation of this product is looked from three aspects. They are educational expert aspect, subject matter expert aspect, and local culture expert aspect. validation of subject matter expert aspect, was done on March 5<sup>th</sup>, 2018. Based on the The

evaluator has agreed with the product designed by the writer. The expert considered that the material in the product deserved to be applied for teaching students of SMPN 4 Air Besar which is situated in rural area since the material has met the needs of the students based on dayak local wisdom. *validation of educational expert aspect* , The first validation of educational expert aspect, was done on March 6<sup>th</sup>, 2018. Based on the validation has agreed with the product that is designed by the writer. The educational expert considered that the material in the product deserved to be applied for teaching students of SMPN 4 Air Besar which is situated in rural area since the material has met the needs of the students based on landak dayak local wisdom. The material is clear and has been matched with the criteria on the table. The validation of dayak culture expert aspect, It was done on March 10<sup>th</sup>, 2018. One of culture expert in Ngabang district Landak Regency. Based on the expert validation, all practice in Enjoy the Reading material are good. It is because local wisdom or culture are included in the material. It means that students learn English and their culture. This is the end of the validation of the landak dayak culture.

### Discussion

Teaching students in rural area school is challenging and uneasy. The outcome of the education really depends on the teachers' vision. Whether or not they want to develop the students and the school. From the scope of the study, the identified problem is the lacks of teaching material and unsatisfactory of existing material. Therefore, from the context, we can say that if a teacher want to develop students' competency in



English, he must be good and appropriate teaching material. From the findings above, Reading for Enjoyment is one of a solution for the problem faced by the teacher in teaching the learners.

This present research has explored how dayak local wisdom can be a good material for teaching Reading skill. The findings dayak local wisdoms in Reading for Enjoyment likes (1) Babuis (2) Basuayak (3) Nabo' Panyugu (4) students' surroundings. The results suggest that reading material based on dayak local wisdoms needs good impact. Thus, it can be applied in learning activities.

In developing the Reading for Enjoyment, this study applied the framework of Branch, ( P.3). Based on the process in the field, the researcher did the steps. There are five steps. They are (1) analyze (identify the probable causes for a performance gap), (2) Design (verify the desired performances and appropriate testing methods, (3) Develop (generate and validate the learning resources), (4) Implement (prepare the learning), and (5) Evaluate (Asses the quality of the instructional products and processes both before and after both before and after implementstion, In constructing the product, the researcher use various sources. After completing the steps the poduct is ready to utilize in learning activities.

To know the usability of the Reading for Enjoyment, it was implemented in the class. From the questionnaires, the participants found Reading for Enjoyment is (a) good material to be taught in the classroom, (b) understandable its objective and instruction, (c) making the students learn enthusiastically, (d) making the students enjoy to study, (e) motivated the students to study, and (f) relevant to the needs. For the whole questions in the questionnaires, almost students answer

“yes” and only three students answer “no” for only question number two. It means that the material has a good impact and usable product as one of the supplementary material.

These findings are consistent with those of earlier studies (Al-Mahrooqi and Al-Busaidi, 2010, p.113; Al-Busaidi and Tindle, 2010, p. 137; Floris, 2008, p. 61; Liepa, Ratniece and Kaltigina, 2012, p. 1513) which considered how important to meet the needs of the students Koda (2008.p.1) find ‘Reading is an essential component of academic learning, as well as a foundation for becoming an informed member of the broader community.Failure to achieve adequate reading proficiency denies students access to the essential tool for further learning. Students suffer academically when theyare unable to make the transition from oral language skills to achieving basic decoding competence and comprehending various types of texts’.

The generally positive reflections and feedbacks from participants regarding the Reading for Enjoyment is supported by their active engagement in the implementation class. Happiness is the first expression when the students begin to learn the Reading for Enjoyment. They were surprised with the cover, activities, photographs, and the tasks. They like the material because all the chapters in Reading for Enjoyment are about dayak local wisdom that ever they saw.

Dayak Local Wisdom is also very good topics. In this study the researcher includes the local wisdom / culture as the enrichment as Prastiwi (2013, p. 512) and Kristiawan (2012) acknowledge that learning English language can be means of learning culture of the language learners instead of associating with and emphasizing on learning culture of the target language. It is also in line with Hyland (2009, p.54) statement that teachers should consider

the part that culture. Moving on the final item of the instrument of the experts' validation, experts recommended that the Reading for Enjoyment can be utilized in the Reading class at SMP Negeri 4 Air Besar.

## CONCLUSION AND SUGGESTION

### Conclusion

Learning English at SMPN 4 Air Besar can be good everyday if the construction based on local wisdom, the resources about the students' local wisdom and students' surrounding like babuis, Basuayak, Nabo' Panyugu etc, this product is called 'Enjoy the Reading'. Enjoy the reading is a supplementary material in English at SMPN 4 Air Besar. The usability of Reading for Enjoyment is based on Branch (2009.P.67) say that : a. The proper testing methods, b. The selection of content, c. The selection or development the media, d. Determining appropriate instructional strategies, e. Assessing students' readiness, f. Measuring students' achievement, g. Identifying the knowledge and skill required by the teacher, h. Required resources, and i. Translating performance tasks into students' actions that can be measured. All of these criteria there's in Enjoy the Reading. Based on the experts' assess that Enjoy the Reading is good for the students that live in rural area and they are still familiar with their tradition like local wisdom.

### Suggestion

Based on the problem that writer found in the field, he suggests as follows: For the Teacher, To design materials like 'Enjoy the Reading', he/she should be adjusted the level of the students. Because he is the person who knows well the condition of the students should select the materials that is relevant with the need of his students. This material only appropriate for students at SMPN 4 Air Besar. To

improve the mastery of model students' workbook the teacher must give more practices that are relevant with the learner's condition and level, so that students feel benefit of the product.

For the Researcher, it can be done in different characteristics of school. The product can be implemented in the citizen school. For the Designers, Time allocation should be clearly started in each activity in 'Enjoy the Reading'. The time location does not make the students' spending.

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