

## ABSTRAK

**Kusuma, I Putu Indra (2012),** *Pengembangan Materi Membaca Berbasis Budaya untuk Siswa Kelas V Sekolah Dasar di Kabupaten Buleleng.* Tesis, Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha Singaraja.

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*Kata Kunci:* pengembangan materi membaca berbasis budaya,

Penelitian ini merupakan penelitian pengembangan (*R&D*) yang bertujuan untuk (1) mengetahui potensi siswa dan permasalahan yang dihadapi oleh siswa kelas V Sekolah Dasar di Kabupaten Buleleng pada materi membaca yang digunakan sebelumnya, (2) mengembangkan materi membaca berbasis budaya lokal untuk siswa kelas V Sekolah Dasar di Kabupaten Buleleng, dan (3) mengetahui kualitas materi membaca berbasis budaya untuk siswa kelas V Sekolah Dasar di Kabupaten Buleleng. Penelitian ini menggunakan berbagai instrumen penelitian berupa daftar cek, rubrik penilaian, kuesioner, lembar observasi, pedoman wawancara, dan tes untuk mengumpulkan data dalam mengembangkan materi membaca berbasis budaya. Adapun penelitian ini menggunakan model pengembangan yang dikemukakan oleh Sugiyono (2011). Materi yang dikembangkan pun didasarkan pada kriteria materi ajar yang baik yang dikemukakan oleh Tomlinson. Hasil penelitian ini menunjukkan bahwa (1) siswa kelas V Sekolah Dasar di Kabupaten Buleleng memiliki potensi sekaligus permasalahan di dalam pelajaran membaca, (2) pengembangan materi membaca berbasis budaya dikembangkan menggunakan model pengembangan yang dikemukakan oleh Sugiyono dimana materi yang dikembangkan pun didasarkan pada kriteria materi ajar yang baik yang dikemukakan oleh Tomlinson, dan (3) materi membaca berbasis budaya memiliki validitas dan kepraktisan yang tinggi dimana nilai validitas 4.25 (bagus) dan nilai kepraktisan rata-rata diatas 4.485 (Sangat Bagus) dan juga terbukti efektif dimana perbedaan rata-rata nilai siswa di grup eksperimen lebih tinggi dibandingkan dengan nilai siswa di grup kontrol yang ditunjukkan dengan nilai  $76.20 > 67.24$ . Berdasarkan temuan tersebut dapat disimpulkan bahwa siswa kelas V Sekolah Dasar di Kabupaten Buleleng memiliki beberapa potensi sekaligus permasalahan di dalam pelajaran membaca. Potensi dan permasalahan tersebut nantinya mendasari pengembangan materi membaca berbasis budaya dimana materi yang dikembangkan didasarkan pada kriteria materi ajar yang baik yang dikemukakan oleh Tomlinson serta memiliki nilai validitas dan kepraktisan yang tinggi dan terbukti efektif untuk meningkatkan kemampuan membaca siswa.

## ABSTRACT

**Kusuma, I Putu Indra (2012)**, *The Development of Culture-Based Reading Material for the fifth Grade Students of Elementary Schools in Buleleng Regency*. Thesis, Language Program Post-Graduate Program of Ganesha University of Education.

This thesis has been approved by the Board of Supervisor I: Prof. Dr. Anak Agung Istri Ngurah Marhaeni, M.A. and Supervisor II: Dr. Ni Md. Ratminingsih, M.A.

*Key Words:* the development of culture-based reading material

This study was a research and development (*R&D*) which aimed at (1) Investigating the potency and problems of the fifth grade students of elementary schools in Buleleng regency, (2) Developing culture-based reading material for the fifth grade students of elementary schools in Buleleng regency, and (3) Investigating the quality of culture-based reading material for the fifth grade students of elementary schools in Buleleng regency. This study used various instruments such as checklists, scoring rubric, questionnaires, observation sheets, interview guide, and test to gather the data during developing culture-based reading material. This study used the development model proposed by Sugiyono (2011). The material developed in this study was based on the criteria of good reading material proposed by Tomlinson. The results of the study showed that (1) the fifth grade students of elementary schools in Buleleng regency had some potency and problems toward the use of existing reading material, (2) Culture-based reading material was developed by using R&D model proposed by Sugiyono and the development of the material was based on the criteria of good reading material proposed by Tomlinson, and (3) Culture-based reading material had high validity and practicality where the value of validity was 4.25 (*Good*) and the all values of practicality were more than 4.485 (*Excellent*) where the implementation of the product was proven to be effective where the mean score of the students in experiment group was higher than the mean score of the students in control group shown by  $76.20 > 67.24$ . Based on the findings, it can be concluded that the fifth grade students of elementary schools in Buleleng regency had some potency and problems toward the use of existing reading material. Those potency and problems later underlined the development of culture-based reading material where its development was based on the criteria of good material proposed by Tomlinson and it also had high validity and practicality and was proven to be effective to improve the reading competency of the students.

## **1. Introduction**

Buleleng regency as one of the regencies in Bali has some beautiful and magnificent sceneries. Those are Lovina beach with its beautiful wave and scenery, old-Buleleng harbor as one of the remains of colonialism of Netherland, some old and magnificent temples, and etc. Those make domestic and international visitors come to this regency. But later, they become interested in the unique culture of Bali and they want to get information about it in order to know more about the people and the culture.

As inhabitants who live in an area which has world tourism destination, People in Bali, especially in Buleleng regency is required to have competency in using English better than others in other area which is seldom to be visited by tourist. Therefore, every person in Buleleng regency is hoped to be able to give correct information about Bali, especially about Buleleng to the visitors.

In achieving it, the Indonesian government has acknowledged the importance of English by putting it into the education system (Kamal, 2006:92). The English language is getting stronger influence in the modern world and has become an international language. Then, the government has also set up the policy to introduce English language in primary schools.

However, mastering the competency of English is not the only requirement of Balinese children as the children who live in the famous tourism destination. The competency of local culture is also needed to make them more than the children who live in other area which do not have any tourism destinations. Supporting this idea, the Indonesian regulation No. 20 of 2003 about National education system (Sisdiknas) has been released. One of the sections is about the society-based education which states that the education held should be based on religion, society, culture, and local potency (UU No. 20/16/2003, Sisdiknas). In line with this, School-Based Curriculum (KTSP) states that the education in Indonesia should be based on the potency, development, and needs of the students and their neighborhood (BSNP, 2006).

The insertion of Balinese culture in English Language Learning is regarded as an important aspect since the learners are hoped to learn material which is contextual. Culture is not only about values and norms produced. But, there are several manifestations of culture. According to Supartono (2004:9), people have to realize that culture can be manifested into at least 2 manifestations such as (1) cultural material

which is visible and can be touched so that, those can be understood and (2) cultural spiritual which is more about values, norms, and everything which only can be felt.

Culture can be inserted through Reading as one aspect of English. Reading is viewed as the most important language skill that should be developed in the classroom. Talking about reading, according to Pang et al. (2003:6), learning to read is an important educational goal for children and adults because the ability to read opens up new worlds and opportunities.

Based on the evaluation conducted to the textbooks used by the elementary schools in Kalibukbuk distric as one famous district in Buleleng regency, it was found that their textbooks were not contextual as expected by the students and the teachers since some of the material was not contextual. The textbook used by the students provided the material with inappropriate topics and illustrations. The illustrations were quite good. But, the topics were not appropriate with the themes stated in BSNP. Besides that, the themes were only around 5 for two semesters while in BSNP, there were 10 themes that should be taught to the students in two semesters. From those themes, only two were the same with what had been stated in BSNP.

Another point found during the evaluation was the textbook contained some features which were above each learner's current state of proficiency. The features involved grammar use, language, activity, and assessment. The features provided were considered not appropriate to be taught to the fifth grader.

Based on the aforementioned statement, it is urgent to develop a culture-based reading material to solve those problems above. It is urgent because by designing the culture-based reading material, the students are hoped to be able to improve their understanding about the material given since the material will be contextual and close with their culture and to be able to preserve the Balinese culture in the modernity of the globalization era.

## **2. Research Methods**

The general setting of this study was elementary schools in Buleleng regency since the observation was conducted to the fifth grade students and English teachers while the specific setting was elementary schools in Kalibukbuk.

Subjects of this study were the fifth grade students and the English teachers in elementary schools in Kalibukbuk. Fifth grade students were chosen because the students in that level had known enough vocabularies to support them in understanding very simple reading text.

The object of this study was reading material where the content of the material was about local culture (Balinese culture) which was close with students' lives such as traditional clothes, traditional foods and drinks, animals which are exist in Bali, parts of the body, and public places. The material was based on criteria of good EFL/ESL material proposed by Tomlinson.

Since this present study purposed in evaluating existing material and developing the new one for the fifth year students of elementary school, Research and Development (R&D) design had been implemented. R&D refers to a research method which is used to develop or produce a certain new product and try out the effectiveness of that product (Sugiyono, 2008). Those steps were (1) Identifying potency and problem, (2) Collecting data, (3) Designing Product, (4) Validating design, (5) Revising design, (6) Administering product try-out, and (7) Revising Product.

Generally, there were 5 methods of data collection used in this study such as observation, interview, administering questionnaire, conducting tests, and document study while the instruments used were observation sheet, interview guide, checklist, questionnaire, scoring rubric, and tests.

In this study, the data had been analyzed descriptively. The data obtained from observation, interview, and document study conducted in preliminary observation had been described qualitatively in order to know the problem faced in real situation while the results of checklist for students was described quantitatively.

It was continued by analyzing the data from syllabus analysis. Those data, then, had been described qualitatively in order to know the standard competency and basic competence of teaching reading for elementary school grade five.

After that, library research was conducted in order to gain the theories and empirical studies where they were used as supporting basis in this study. These results were also used as considerations in inserting Balinese culture to reading material developed. The data was described qualitatively.

In measuring the quality of the prototype being developed, the data gathered through some instruments was analyzed quantitatively. As stated previously, the quality of the prototype being developed could be measured through its validity (*content* and *construct validity*), Practicality, and Effectiveness.

### **3. Findings & Discussion**

Based on the data gathered in preliminary observation, the potency found during reading lesson was the students' confession that they liked English. Moreover, they liked reading lesson. These confessions were supported by the teacher's confession during the interview that her students in both SDN 1 and SDN 2 Kalibukbuk liked to learn English and reading lesson.

The researcher also found that almost all students of SDN 2 Kalibukbuk were very active during the instruction process in every English class. They were willing to answer some questions given by the teacher. They were also very active in every challenging activity given by the teacher. But, these conditions could not be found in SDN 1 Kalibukbuk. Just a few of the students showed their activeness during the instruction process. Although the activeness of the students in both schools is different, their good attitudes are considered as potency in learning English. They kept becoming active while they were struggling to understand the materials in the current textbook.

Although the students stated that they did not understand the instructions of the exercises provided in the textbook, they often tried to answer the questions both from the teacher and the questions in the textbook. This could be seen as potency of the students since this was a good point for every learner to keep trying although they faced some difficulties in learning.

Based on the results of the preliminary observation, generally it can be concluded that some materials were not appropriate with the students' prior knowledge because some of the contents were not contextual for the students in Kalibukbuk. And even the materials did not insert local references (culture) in which they were useful for the students.

Talking about something contextual, it has a close relationship with culture and prior knowledge. Winch et al. (2006) state that prior knowledge is knowledge that comes from the past experiences with the world and with other texts. What reader

knows about a text before they begin to read influences their level of comprehension of that text. Students need prior knowledge about the topic of the text, the text type, the structure, layout and features, and vocabulary.

According to Pang et al. (2003:11), having more prior knowledge generally aids comprehension. A reader's interest in a subject matter will also influence the level of prior knowledge. All of these participants are important to different degrees, depending on the reading task.

Looking deeply about students' interests in learning to read, prior knowledge will affect their interest and to understand the importance of learning to read. According to Ross et al. (1996) states that children who do not understand the importance of learning to read will not motivated to learn. Learning to read takes efforts, and children who see the value of reading in their personal activities will be more likely to work hard than those who fail to see the benefits. It means that teacher should consider about these problems and should be willing to do some efforts to conduct the students to be well motivated in learning to read.

If the material on the current textbook provided some materials about Balinese culture, perhaps, those would help to activate the students' prior knowledge since those will be contextual for the students. Balinese culture is something that they begin with, learning with, and they undergo every day.

Other problems found during the preliminary observation were the features provided in the current textbook were considered not appropriate to be taught to the fifth grader. Those features would be better if those were given to the junior high schools students seen from the grammar used, difficulties of words, sentences, and practices provided in the book. There were also some mistakes on grammar use in the textbook. The textbook also did not provide the students with choices of focus and activity. Everything in the textbook seemed had been set up chronologically without giving any choices for the students to follow based on their interests. Sometimes, one activity did not support another one or they stood alone to achieve different indicators. After a text, there was no question at all about the content of the text where sometimes, it was followed by other activities or was continued to another new material which did not have any relationship with the previous text but they were still put under the same theme.

Those were considered as problems since those were different with the criteria proposed by Tomlinson (1998) about good material for ESL and EFL learner. According to Tomlinson (1998:8) Material should help learners to feel at ease. Most language learners benefit from feeling at ease and they lose opportunities for language learning when they feel anxious, uncomfortable or tense. The features provided in the current textbook were considered not appropriate to be taught to the fifth grader seen from the grammar used, difficulties of words, sentences, and practices provided in the book, the material could not help the students in teaching reading. It is possible that the students will feel reading is difficult for them since the grammar are confusing, the materials are unusual, and the practices are difficult. These will affect the students to avoid learning English at all since they feel uncomfortable with English as foreign language for them.

Therefore, looking at the problems found during the preliminary observation in reading lesson, the researcher tried to develop culture-based reading material. Culture-based reading material is reading material for the fifth grade students of elementary schools in Buleleng regency. The material consisted of some texts which are contextual and are close with the students' daily lives. The texts were about general themes and some of them will be about Balinese culture. The language of the texts had been adjusted with the fifth graders' language proficiencies. The texts were supported by authentic pictures to make easier for the students to understand the contents. The texts were also provided with some exercises such as multiple choices, true/false statements, vocabularies learning, students' discussion, students' observation, coloring pictures based on the description given, grammar practices, etc.

During the development, researcher designed the material based on the new syllabus constructed as the result of *Syllabus Analysis*. The syllabus consisted of *Unit 1 Clothes*, *Unit 2 Animals*, *Unit 3 Foods & Beverages*, *Unit 4 Parts of the Body*, and *Unit 5 Public Places*. In developing every unit, the researcher tried to find some literature reviews through *Library Research* as the considerations to develop the activities in every unit. Through this step, the researcher found some appropriate activities to be involved in every unit. Those were *Singing a song*, *Vocabulary Learning*, *Reading texts*, *Coloring Activities*, *Grammar Exercises*, and *Group Observation*.



A product cannot be judged as having excellent quality when it is seen only from the contents involved. But it must be seen from other points such as the *validity* (*Content* and *construct*), *practicality*, and *effectiveness* of the product.

According to Nieven (1999) in Nieven et al (2007), 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). The product can also be said to have fulfilled the construct validity where the development itself consisted of some steps which had to be followed. The first step had connection with the second step and the next steps. The result of each step was used as the basis of revision toward the product and its supporting components.

To complete the explanation above, expert judgment toward the product had been conducted. Based on the results of expert judgment toward the prototype, the score given from all experts showed that the prototype had *Good* quality where the mean score of the experts was 4.25 and the criteria of *Good* category was  $3.49 \leq Sr < 4.485$ . It means that  $3.49 \leq \mathbf{4.25} < 4.485$ .

As stated previously, 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, the ability of the teacher in implementing the product was 4.6 where  $\mathbf{4.6} \geq 4.485$ . Therefore, the ability of the teacher in implementing the product was categorized as *Excellent*. Another result found was students' activeness during the implementation. Their activeness was 4.57 where  $\mathbf{4.57} \geq 4.485$ . It means that the students were very active during the implementation of culture-based reading material. Based on the result gathered, the responds of the teachers and the students toward the prototype were 4.7 and 4.49 where  $\mathbf{4.7} \geq 4.485$  and  $\mathbf{4.49} \geq 4.485$ . Therefore, both the teacher and students liked culture-based reading material very much.

Based on the explanation above, it can be said that generally culture-based reading material had excellent practicality since almost all scores were above 4.485. The aforementioned explanation toward the practicality also showed what happened with the English teacher and the students during the implementation of culture-based reading material. The teacher was very good in implementing the reading material and knew how to conduct the activities provided in culture-based reading material. Those were what had been expected by the researcher from the teacher during the implementation of culture-based reading material. The most important thing was the teacher liked the book. If an English teacher likes culture-based reading material very much, she/he will be willing to do all things related with the implementation of it.

The effectiveness of the product was seen from the results of post-test where the mean scores of experiment and control group were compared by using *t* test. Based on the measurement by using *SPSS 16.0*, it was found that  $H_0$  was rejected and  $H_a$  was accepted. It means that there was significant different between the scores of experiment and control group. It was supported by the differences of the mean scores of each group where the mean score of experiment was higher than the mean score of control group.

The results above also showed that the activities involved in culture-based reading material were effective in reading lesson. During the implementation process, the experiment group was given culture-based reading material which involved various activities to support the reading process. The process of Reading was not conducted in the classroom only, but also at home to continue the process of reading in the classroom.

The effectiveness of the product also proves that the cultural contents involved in culture-based reading material aid the students' comprehensions since the cultural contents are close with the students' prior knowledge. According to Pang et al. (2003:13), having more prior knowledge generally aids comprehension. A reader's interest in a subject matter will also influence the level of prior knowledge. Therefore, the cultural contents involved in the product had caught the students' interests and could also help them in reading.

#### **4. Conclusion**

Based on the findings, it can be concluded that the fifth grade students of elementary schools in Buleleng regency had some potency and problems toward the use of existing reading material. Those potency and problems later underlined the development of culture-based reading material where its development was based on the criteria of good material proposed by Tomlinson and it also had high validity and practicality and was proven to be effective to improve the reading competency of the students.

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