DESIGNING ENCYBORIMAL AS A TEACHING MATERIAL FOR TEACHING READING ON REPORT TEXT

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Abstract: This research was conducted to design a teaching material needed by the teacher and students in reading on report text based on local content. The material is called Encyborimal which is the abbreviation of Encyclopedia of Borneo’s Animals. The research was carried out at SMA Negeri 8 Pontianak with the eleventh grade students in academic year 2015/2016 and their English teacher as the participants. The research applied R&D with three phases of development called ADDIE. From the need analysis, it was found that the students need to improve their reading comprehension with an interesting and eye-catching material. The research focused on creating the material to fit in the needs. In the research, the design of Encyborimal covered the concept of the product, while the development of Encyborimal described the contents included in the product. To validate the product, an expert validation is used with the result of 95% approval about the validation of the product being made. This result meant that Encyborimal is a very good teaching material for teaching reading on report text based on local content.

Keywords: Encyclopedia, Local Content Material, Development Research


Kata Kunci: Ensiklopedia, Materi Konten Lokal, Penelitian Pengembangan
Teaching English as a foreign language requires teachers to teach and share knowledge of the language skills to their learners. In this case, reading is one of the language skills that should be developed since reading provides the learners with knowledge, information, even enjoyment. Thus, it is required for the teachers to encourage the students to improve their reading ability by providing a type of material which is needed by the students in learning the language. This material should cover the topics with the students’ interests in reading, so that they enjoy reading it and encourage them to explore more. In other words, reading material which is interesting to the students will support them to be engaged with their reading and read well.

Materials used for teaching reading of English as a foreign language should carefully be considered to fit in with the curriculum used in the school. In Indonesian’s curriculum, teaching materials used for English are expected to include not only national content but also local content that are familiar for the students. Supporting this idea, Hasmiati (2015: 1241) postulates that local content in English subject is suitable with the students’ needs in learning the language since it is familiar and allows the students to learn English through their local environment. Thus, it is necessary for the students to learn English through the familiarity of the local knowledge. Furthermore, with an effort to preserve the local culture of the students, Prastiwi (2013: 507) asserts that the themes of English teaching should covers topics that are familiar and based on local culture of the students. In short, by integrating local content into the English themes of teaching and in its teaching materials, the students will find it easy to comprehend the materials and enjoy their learning.

Based on pre research interview carried out to the English teacher in SMAN 8 Pontianak, it was found that the teachers believe that local content should be considered in English language teaching and learning, including the teaching of reading skill because the curriculum 2013 which is used in the school suggest the importance of having it in the teaching and learning materials. However, this necessity does not being facilitated much due to the fact that such materials are not easily available. The textbook provided also have not included much local content because of the rich variety of culture that Indonesia has which certainly make it rather difficult to fulfill all local content need and also establish a good textbook to be published. As this happened, the teachers need support of access on teaching materials with local content for their teaching so that they will not feel reluctant to introduce local content materials in their English teaching.

Based on the document analysis of the materials provided at the library of SMAN 8 Pontianak to support the teaching of English based on local content, it was found that various textbooks provided at the library that generally used by the teacher to teach English were found seldom contain local content materials. The majority of materials were focused on themes about national and international culture contents. Even though these themes are equally important to be introduced in the teaching, it is also necessary to provide the local content issue which is familiar for the students to raise their interest. It is also suggested that the materials are more eye-catching which includes media, like pictures, tables, and charts with good colors, layouts, shapes, and fonts. By creating materials of local
content which is attractive for the students, the materials can support the teachers to encourage the students to enjoy their reading lesson.

This research is aimed at designing a suitable, interesting, and eye-catching teaching material in form of Encyclopedia to be used to support the teaching of report text in reading lesson. As local content is the focus of the material, it specifically contains Encyclopedia of Borneo’s Animals which with this coverage, it is named Encyborimal. The encyclopedia contains the description and information of 25 local animals in West Kalimantan divided into five classes; birds, fishes, insects, mammals, and reptiles. It is expected that Encyborimal can provide good source of materials to introduce local animals in West Kalimantan through the teaching of English.

Encyborimal can be used with simple procedure. First of all, teacher and students can choose variety of topics in the Encyborimal to be discussed. Once the topic is decided, the students can interpret and understand the content or information on the parts about the topics, they can do the reading in a small group so they can share their ideas while or after reading. To complete their comprehension, the students can then write report of their analysis and interpretation on the reading and discuss it in the class with some guidance from the teacher. From this activity, the students can share their ideas and analysis as well as produce a better report about the topic being read. This way, Encyborimal can support and encourage the students to enjoy the reading and the exploration.

There are some reasons why designing Encyborimal is considered necessary to support the teaching material for reading of report text. Firstly, reading is one of the important skills in the language teaching and learning processes. Thus, the materials used in reading should be carefully chosen and prepared to encourage the students to read well. Reading itself should be intensive and extensive since these two aspects of reading give the development to the language teaching and learning processes scientifically and provides an appropriate level of difficulties for the learners in acquiring the language. These aspects are considered strongly to be included in Encyborimal designed by the researcher.

Since reading should be successful, the materials provided in the language teaching and learning should support this reading success. In order to support the successful reading, Tomlinson (2008: 135) describes the characteristics of good reading materials that should be conducted. First, successful reading provides a good reading material which makes the students to be encouraged to read a lot and often. Second, the topics of the materials for reading should be variety and not only interest the students, but also engage their comprehension in reading process. Third, a good reading material should also give the students opportunity to choose what they want to read. In addition, the materials should not only focus on information and knowledge, but also give the students the enjoyment and pleasure of reading. Furthermore, a good reading material should be able to give the students rewards of what they read, for example, a beneficial information which can be cultivated and developed in the students’ general knowledge. It is expected that a good reading material does not have tests or questions since the focus is on the students’ comprehension of the reading material. The material should also be
suitable with the students’ competences in learning the language. Thus, the teachers should be careful in applying the reading material in the processes of language teaching and learning.

In this case, the researcher in designing Encyborimal is expected to fulfil the criteria of good reading material from Tomlinson in order to make the material to be more suitable to be used for teaching reading on report text and create a successful reading process. In designing Encyborimal, the researcher has a lot of considerations in order to give a better solution for the process of reading in English language teaching and learning. Designing Encyborimal is necessary since the researcher has an assumption that the material can be appropriately used in order to help the English teacher and students in reading, especially on report text by designing a teaching material based on local content. The researcher finds it important to fulfil the need of English teaching and learning processes on reading report text in curriculum 2013 by designing a teaching material with local content resources. Encyborimal in this case is expected to cover the appropriate local content material and considered to be used for reading on report text in curriculum 2013.

**METHOD**

The researcher used development research method to design the encyborimal. Tools of collecting data includes interview sheet, observation sheet, field notes, and assessment rubric. Direct communication technique was applied with interview to the participants consist the eleventh grade students and an English teacher of SMAN 8 Pontianak. The observation was conducted at the library to analyse the documents of resources for English teaching provided at the school. The data of observation is used as the comparison of the textbooks and encyclopedia in the school’s library with Encyborimal. In order to design the product, the documentation was done to obtain the data of local animals in West Kalimantan which conducted in *Badan Konservasi Sumber Daya Alam*. To validate Encyborimal and to know whether the product is suitable to be used as a teaching material for teaching reading on report text based on local content or not, the research asked an expert who is specialized in local content material, reading material, and material design to evaluate the product. The techniques of data analysis that were used are the data of need analysis and expert validation.

This research used an ADDIE model as the process in conducting the research. According to Branch (2009: 2), ADDIE is an acronym for *analyze, design, develop, implement*, and *evaluate* where it is appropriately used as a process of developing educational products and other learning resources. This research only did the first three phases of ADDIE in designing the product, namely *analyze, design, and develop (ADD)*. The explanation of the first three processes of ADDIE is described below.

**Analyze**
In analyze phase, the researcher did the analysis from the English teacher and students’ interviews, library’s observation, and documentation. An English teacher and the students were the sources of the information. The data which was
analyzed was the textbooks and encyclopedia available in the library of SMAN 8 Pontianak. In order to complete the data for the product, the documentation was conducted in BKSDA to obtain the data of local animals in West Kalimantan.

**Design**

In this phase, the researcher started making the concept of Encyborimal which includes cover, contents, texts, and pictures. The researcher also determined the contents which should appropriately meet the criteria of the need analysis in local content reading material on report text and chose the appropriate software to design the product.

**Develop**

In the develop phase, the researcher started to develop the construct of Encyborimal; focusing or selecting the local animals in West Kalimantan to be included in Encyborimal; selecting the layouts for the design of Encyborimal which includes size of the paper, the pictures of the animals, shapes, fonts, and colors; and constructing the contents of Encyborimal to be a complete product. In this phase, the researcher also included the internal evaluation of the product in a form of rubric assessment which is separated from Encyborimal and given to the expert who evaluated and validated the feasibility of the product.

**RESEARCH FINDINGS AND DISCUSSION**

This research was conducted to know the condition of an English teacher who particularly teaches English subject based on curriculum 2013 in SMAN 8 Pontianak. Based on the interview, the teacher in teaching English teaches all of the language skills, including reading. The teacher described that the most difficult problem in teaching is mostly on the students’ vocabulary and grammar mastery. Due to these problems, the teacher felt that she needs to improve her teaching and choose the suitable teaching materials based on the students’ interests in learning English. In teaching English as well, the teacher described that she often adapts the materials from textbooks since the sources in textbooks are absolute rather than in internet. Besides adapting from textbooks, she sometimes designs her own materials. Unfortunately, her material adaptions and designs are still focused to the national and international contents. She believed that she never applies the local content in her teaching since the textbooks used by her are limited with local topics.

This research was also conducted to know the condition of the eleventh grade students of SMAN 8 Pontianak. Based on the interview, the researcher found that the students have some problems on reading ability, including vocabulary and grammar mastery. They claimed that due to the unfamiliar and new words, they find it difficult to understand English. Furthermore, they often confused and forgot about how to make a sentence with a correct structure or tenses. In using the materials for reading as well, the respondents claimed that they are interested with the materials which are attractive, enjoyable, and eye-catching. They described that they enjoy reading if the materials are provided with attractive visuals, such as pictures or animations. Thus, the materials are more attractive and easier to be read rather than the materials with full of texts.
In order to compare Encyborimal with the other encyclopedia, the researcher did the observation to know the encyclopedia of animals which are available in the library of SMAN 8 Pontianak. Based on the observation, the researcher found five encyclopedia of animals. Each encyclopedia gives detail information about the animals based on their classes. For example, in the encyclopedia of mammals, the information which are included in it cover the uniqueness of mammals, what the mammals are about, their histories, movements, appearances and characteristics, life cycles, their relationships with humans, etc. Based on the observation, the researcher found that the encyclopedia of animals which are available in the library of SMAN 8 Pontianak do not provide the information of local animals in West Kalimantan, but mostly the general ones. Moreover, the encyclopedias which are available are in Indonesian, not in English.

To compare the material in Encyborimal with the material in textbook, this research conducted the observation to know the English textbook which is used by the teacher. The observation of the textbook was also done in order to know the standard of materials used in SMAN 8 Pontianak. Based on the observation, the English textbook used for teaching English in SMAN 8 Pontianak is Curriculum 2013. Based on the English teacher’s description in using this book, she felt that there are many lacks in the materials of Curriculum 2013 English textbook. The materials contained in the textbook are often not suitable with the students’ level in learning English. It is also based on the observation that the materials contained in the textbook do not provide the local content materials. The contents of textbook are more general to the national and international contents. Furthermore, from the English teacher’s perspective, the Curriculum 2013 English textbook is not very good yet since there are some lacks in the materials, such as the reading passages have long sentences and the activities are not really comprehensive. The teacher felt that the contents and activities provided in the textbook should be developed and suitable with the students’ level in learning English.

In order to design Encyborimal with the appropriate contents, the researcher did some researches to get the data of animals especially in West Kalimantan. The researcher obtained the data of animals which are alive in West Kalimantan from the documentation in Badan Konservasi Sumber Daya Alam (BKSDA). The data given by the researcher was in a form of manual which consists of the information of the protected and endangered animals in West Kalimantan. The manual is also provided with the pictures of the animals. The researcher also did a research to the local animals in West Kalimantan from an encyclopedia entitled “Fauna Pedia” copyright by National Geographic. The encyclopedia gives the information about animals in national, international, even local. The design of Fauna Pedia is also the model in designing Encyborimal. Besides the data from BKSDA and Fauna Pedia, the researcher also did some researches in the internet. The data of animals that the researcher obtained were taken from some official websites which give the information of the animals included in Encyborimal, such as kutilang.or.id, mongabay.co.id, wwf.or.id, britannica.com, nationalgeographic.co.id, etc.
Based on the needs and problems that were found from interview and observation, the researcher provided an innovation by designing a teaching material called Encyborimal for teaching reading on report text. Encyborimal is the abbreviation of Encyclopedia of Borneo’s Animals which contains the description and information of the local animals in West Kalimantan. With Encyborimal, the teacher and students are expected to be able to develop their knowledge of local content in English teaching and learning especially on reading report text. Encyborimal was not designed in random, but the researcher designed it by herself with interesting and eye-catching layouts. The researcher also did some documentation in order to obtain the appropriate data since the information of animals in the product should be significant, pertinent, and absolute. The product expects to solve the English teacher’s problems in teaching reading on report text and students in developing their reading ability and comprehension since it is designed in simple, understandable, and contextual contents.

Encyborimal (Encyclopedia of Borneo’s Animals) is a teaching material designed by the researcher for teaching reading on report text. In designing the product, the researcher should make a draft or concept of the design in order to give the pictures of what Encborimal is about. Thus, in order to create a good and appropriate quality of Encyborimal as a teaching material, the researcher did some procedures in drafting, including collecting the resources, reconstructing the materials, and choosing the software.

**Collecting The Resources**

In collecting the resources of animals in West Kalimantan, the researcher did the documentation in other to get the resources. The resources were collected from an animal institution named Badan Konservasi Sumber Daya Alam (BKSDA) in a form of manual, an encyclopedia entitled Fauna Pedia copyright by National Geographic, and some official animals websites.

**Reconstructing The Material**

Once the data of animals in West Kalimantan were collected, the researcher reconstructed the data of animals by selecting the relevant, familiar, and rare animals in West Kalimantan. The researcher decided to provide five classes of animals in her product, including birds, fishes, insects, mammals, and reptiles. Each class provides with five animals which already chose by the researcher from the data of BKSDA, Fauna Pedia, and animals websites. Thus, the total of the animals in Encyborimal are 25 which constructed in alphabetically.

**Choosing The Software**

In designing Encyborimal, the researcher should use some software which appropriately provide the suitable features for designing. Thus, the researcher decided to use Adobe Photoshop CS6, Ms. Office Publisher 2007, and Ms. Office Picture Manager. Adobe Photoshop CS6 and Ms. Office Publisher provide the suitable features for designing, such as the size and quality of paper, fonts, layouts, colors, etc. Meanwhile, Ms. Office Pictures Manager was used to edit the pictures such as cropping or resizing. These three software are worthed and appropriateto be used by the researcher in designing the product.
The construct of Encyborimal was developed with the considerations of the focus of animals, layout designs, and contents. To complete the development of the product, the researcher provided the result of expert validation in order to result whether the product is considered to be usable and feasible as a teaching material or not.

The Focus of the Animals
Since the product focused on the local content of West Kalimantan, the animals chose by the researcher focused on the local animals especially in West Kalimantan. In developing the construct of Encyborimal, the researcher only provided 25 protected, endangered, and unique animals in West Kalimantan which divided into five classes, including birds, fishes, insects, mammals, and reptiles. The animals were constructed in alphabetically. The reason of the researcher chose those 25 animals because some of the animals are unfamiliar to be known by the students, even teachers and other people. Thus, these unfamiliar animals need to be introduced where the students, teachers, even other people aware of the animals in their own country as well as have the knowledge about the animals.

The Layout Design of Encyborimal
Layout designs should be appropriately done in order to design an interesting material, such as the size of paper, pictures, shapes, fonts, and colors. In Encyborimal, the researcher chose A4 paper size with resolution is 300 pixel/inch and RGB color mode. The researcher selected this type of paper because it is the standard paper with good printing quality. Organizing the pictures should be carefully done in order to give clear description and help the readers to understand the contents of the product. Another process is deciding the shapes in order to make the product to be more eye-catchy and interesting. The shapes also help the readers to read the point of the information in brief. Deciding fonts for the product are random as long as they are clear and can be read. The last step is selecting the colors. The colors are mostly selected when deciding the shapes or background colors. The colors that the researcher selected are adjusted and contrast with the colors of animals’ pictures. The layout designs were done by the researcher in developing the construct of Encyborimal in order to make the product to be more interesting, colorful, and eye-catchy to be read.

The Contents of Encyborimal
The contents are the main parts in Encyborimal. In Encyborimal, the researcher provides five chapters of the animals’ classes which include birds, fishes, insects, mammals, and reptiles. Each chapter is provided with five animals and constructed alphabetically. The main contents of Encyborimal are provided in three pages. The first page is the introductory chapter as picture 1 shows below. The page shows one of the animals that represents the class. Picture 1 below shows the picture of Orangutan as the representation of mammals. The page also shows the pictures of five animals in mammals’ class. These pictures give the information that the readers will read or learn the information of these five animals in mammals’ class.
Followed the introductory chapter is the chapter of animal’s introduction as picture 2 shows below. This page gives the introduction of the animal which provides the names of the animal in local, family, species, and English. It is also supported with the picture of the animal being introduced. Picture 2 below is the example which shows the introduction of Orangutan.
The main part of the product is the page which provides with the detail description and information of the animals. The contents in this part of the product provide with the main information of the animals following with the information of their characteristics (length, weight, appearances, differences between male and female, etc.), food, and location. Each part is supported with pictures as picture 3 shows below. Picture 3 below is the example of the detail information for *Orangutan*.

![Orangutan Kalimantan](http://en.wikipedia.org)

**Orangutan Kalimantan** (*Pongo pygmaeus*) is one of the primates species which can be found in West Kalimantan.

*Orangutan Kalimantan* has a habit where it likes to play and sway from a tree to another tree.

*Orangutan Kalimantan* is very protected since it is an endangered species where its population starts to decrease.

In the development phase of designing the product, the researcher also provided the internal evaluation of expert’s validation which indicated that the product was validated and legalized by the expert. The evaluation of the product is in a form of assessment rubric. This evaluation was done in order to measure and see the quality of the product to be used as a teaching material for teaching reading on report text based on local content. The result of assessment is provided in the table 1 below.

In the assessment rubric, the researcher provided 30 items which divided into five criteria. The first criterion provides the criteria of local content material. There are six items in this criterion. The second criterion provides the criteria of content in material design which has six items. The third criterion is the criteria of a good reading material which provided with eight items. The fourth criterion provides the criteria of materials in content-based instruction with three items. The final criterion is the criteria of material design and layout. There are seven items for this criterion.
Table 1. The Result of Assessment Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Item</th>
<th>Max Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Local content material</td>
<td>6</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Content in material design</td>
<td>6</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>A good reading material</td>
<td>8</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>4.</td>
<td>Materials in content-based instruction</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Material design and layout</td>
<td>7</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>4</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

Based on the table 1 above, there are five criteria with the total item is 30. The maximum score is the highest score for each item which is 4. The score for each item is divided into four categories. The category of “Very Good” gets score 4, “Good” gets score 3, “Poor” gets score 2, and “Very Poor” gets score 1. Each criteria result total score based on the score for each item. Based on the table 1 above, the total score that the researcher obtained for her product is 114 from 30 items.

The result of expert validation is analyzed and calculated by using a formula adapted from Walker’s Instrument (2013) as cited in Nugraha (2015: 31). The result of evaluation is calculated in percentage as the formula shows below.

\[ P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of categories}} \times 100 \]

\[ P = \frac{114}{4 \times 30} \times 100 \]

\[ = 95\% \]

\( P \) = Percentage
\( \text{Result score} \) = Total score of the criteria
\( \text{Amount of point} \) = Maximum score of the item
\( \text{Amount of categories} \) = Total item

According to the percentage of the total score which is calculated by using the formula above, the researcher obtained 95% as the result of the evaluation of the product. In order to know the category of the score, the researcher used a guideline from Nugraha (2015: 31) called “guideline for expert’s recommendation” to convert the percentage of the total score into category. The guideline is provided in the table 2 below.
### Table 2. Guideline for Expert’s Recommendation

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 25</td>
<td>Very Poor</td>
<td>Revise</td>
</tr>
<tr>
<td>26 – 50</td>
<td>Poor</td>
<td>Revise</td>
</tr>
<tr>
<td>51 – 75</td>
<td>Good</td>
<td>Do not revise</td>
</tr>
<tr>
<td>76 – 100</td>
<td>Very Good</td>
<td>Do not revise</td>
</tr>
</tbody>
</table>

The total score that the researcher obtained is 95% in percentage. Based on the guideline in table 2 above, the percentage score of 95% is in the criteria of “Very Good” with the description of “Do Not Revised”. From the criteria, it can be emphasized that the expert considers Encyborimal designed by the researcher as a very good product and feasible to be used as a teaching material for teaching reading on report text based on local content.

### CONCLUSIONS AND SUGGESTIONS

**Conclusions**

Based on the analysis, the researcher found that there are some problems in using the materials for teaching reading in English. It was revealed that due to the limited sources of local content material, the teacher finds it difficult to apply a teaching material with local cultural knowledge. Furthermore, the students claimed that it is difficult for them to read in English because of the problems in vocabulary and grammar mastery. In this case, they need a reading material which provides interesting visualization to encourage and ease them to read in English.

Due to these problems, the researcher decided to design a teaching material in a form of encyclopedia entitled Encyborimal to be used for teaching reading on report text. Encyborimal is the abbreviation of Encyclopedia of Borneo’s Animals which provides the description and information of 25 local animals in West Kalimantan in English. The product was design with interesting and eye-catchy contents which support the students’ needs in reading with visualization materials. The product was also supported with the local knowledge which fulfil the needs of English teacher in applying the local content reading materials. The result of expert validation gives a conclusion that the product designed for this research was considered as very good and feasible to be used as a teaching material for teaching reading on report text based on local content in SMAN 8 Pontianak.

**Suggestions**

For a better result of this study, the researcher considers some suggestions which based on the expert’s suggestion. It was suggested that the product needs to be fixed for some parts, including the language (spelling, wording, etc.) and the local names of the animals which are needed to be further considered. Furthermore, in designing Encyborimal for this research, the researcher expects that the product is not only used as a teaching material for teaching reading on report text in SMA Negeri 8 Pontianak. She expects that for her further study, the researcher can develop the product to be used by society in West Kalimantan even beyond West Kalimantan.
REFERENCES


