The Model Development of English Learning Based on Local Culture to Increase Students’ Reading Motivation and Comprehension at Junior High Schools

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Abstract: This research aims at developing a model of English learning based on local culture or in Indonesian term known as Pembelajaran Bahasa Inggris Berbasis Budaya Lokal abbreviated as PBI-BBL which considered as valid, practical, and effective to increase students’ reading motivation and comprehension at junior high schools in Makassar. This uses a research and development design where the resulted product is an English learning based on local culture to gain students’ ability as stated earlier. The process of developing the model refers to Plomp’s development phases theory, some of them are (a) the initial investigation phase, (b) the design phase, (c) the realization phase, (d) the testing, evaluation, and revision phase, and (e) the implementation phase. It refers to (a) the syntax of PBI-BBL model, (b) the social system of PBI-BBL model, (c) the reaction principle of PBI-BBL model, (d) the supporting system of PBI-BBL model, and (e) the instructional and nurturant effects of PBI-BBL model. In line with that, based on the experts’ and practitioners’ assessments, PBI-BBL model is reckoned to be valid and ready to be tested. The results achieved are: (a) PBI-BBL model is practical because almost almost the component aspects are fully implemented and (b) PBI-BBL model is effective because the classical completeness has been achieved, the learning activity is done as expected, the teacher's ability to manage the learning is excellent, students’ responses to learning are positive, and students' social skill have increased. Thus, the development of PBI-BBL model has met the criteria of valid, practical, and effective and the aim of obtaining the qualified PBI-BBL model has been achieved.

Keywords: Reading, Learning Model, Local Culture, Motivation

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I. Introduction

School is one of the formal educational facilities as the centre of cultural development by a nation. Indonesia has cultural values derived from Pancasila as a philosophy of nation and state life, which includes religion, humanity, unity, democracy, and justice. These values are the philosophical basis for the development of school curriculum.

As clearly stated in Article 32 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, “The state shall advance Indonesia’s national culture among the civilizations of the world by guaranteeing the freedom of the people to maintain and develop cultural values.”

Bugis-Makassar culture as one of the many local cultures that grow and develop in this archipelago is a support in the development of national culture. It has important elements in the activities of people's lives, both in interacting with the surrounding community and in national life. This culture grows and develops among Bugis-Makassar ethnic groups, whether who live in South Sulawesi and in abroad. The cultural values of sipakatau (mutual humanizing), sipakalebbi (mutual respect) and sipakainga (mutual reminder) in Bugis-Makassar community can be used to assist national culture development specifically in English learning.

The kinds of local culture enhanced in this research is the culture of sipakatau, sipakainga, and sipakalebbi as the rules of Bugis-Makassar culture in social relation among individuals, families, communities, and the surrounding environment in solving life problems [1]. Several models with new learning paradigms from other countries which adopted and adapted in schools cannot merely be applied because what is essential is a person’s way of thinking, perceiving, and acting that strongly influenced by culture, environment, and people around him [2]. This fact can be seen from the education quality in general is still low, especially the English education [3]. Interactions derived from culture (students’ cultural environment) can be transformed into educative interactions where consciously pinpoint to change one's behaviour and action [4]. The reading material and cultural values mentioned previously are needed to be integrated into English learning which aside from developing students' reading skill competency [5], it can also motivate students [6] to gain the expected
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II. Research Method

The design of this research uses research and development or abbreviated as R&D which is a process that is carried out scientifically to produce products in the form of a model based on research findings. This research and development is carried out through several stages and each of them is interrelated. The development refers to [8] model, the developed component model refers to Joyce & Marsh (1986), and the typical model developed in general refers to [9].

The Model Validity of PBI-BBL

If regarded from the supporting theory, PBI-BBL model is classified as valid. Several aspects assessed in a model include supporting theory, syntax, social system, principles of reaction (teacher’s behavior), supporting system, instructional and nurturant effects, learning implementation, learning environment, management and evaluation tasks. These are in line with the statement from Joyce & Showers (1992) about five important components as a description of a learning model are (1) syntax, (2) social system, (3) reaction principle, (4) supporting system, and (5) instructional and nurturant effects.

In this research, the model development of English learning to increase students’ reading motivation and comprehension is carried out refers to the development of a class-oriented model aimed at designing a micro level (class) done after two or more hours [10]. Also, the model is carried out by referring to the [8] which consists of five phases, that is (1) the initial investigation phase, (2) the design phase, (3) the realization phase, (4) the limited test phase for six students, and 5) the larger test phase for one class.

English reading comprehension in this research is to understand the text provided. The comprehension is divided into three categories which are in accordance with the type of information that must be mastered by a reader, that is the ability to comprehend literal or explicit information, inferential or explicit information, and creative or critical reading [11], [12]. The intended motivation in this research is 1) attention, 2) relevance, 3) confidence, and 4) satisfaction [13]. Learning theories used in the development process of PBI-BBL model are 1) Piaget's psychological learning theory, 2) constructivism theory, 3) Vygotsky theory, and 4) Bruner's theory. According to Piaget, children adapt to their environment when they learn. If adaptation is done through environmental learning, then it can be a setting for students' development.

The design of PBI-BBL model is based on local culture where the results of the literature review and the need analysis carried out in the second phase invents a learning syntax. This development is combined with the stages of educational product development by [14] through three quality aspects including validity, practicality, and effectiveness.

The model syntax of PBI-BBL in learning consists of seven phases. Each phase describes the activities sequence of teachers and students in each series of learning activities. At the first phase, learning objectives and motivation are informed to students. Before starting a lesson, they are guided by teacher to pray by using the principle of sipakaitinga and sipakatau where teacher reminds students to The Creator and adapt sipakatau in selecting a student to lead the praying session. Equally important, teacher motivates students (sipakaitinga) to study which contains 1) attention, 2) relevance, 3) self-confidence, and 4) satisfaction. At the second phase in model syntax of PBI-BBL is the previewing phase. Teacher provides an initial review of the discussed material and gives opportunities for students to seek experience during the process of knowledge enhancement. The next
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is the third phase called as organizing students where teacher and students cooperatively divide study groups where teacher assists students in defining and organizing tasks in each group. Group leaders are chosen based on their significant abilities compared to other students where they can be peer-tutoring as a value form of sipakalebbi and sipakatau. The leaders then divide tasks for each group member where they must be responsible to it as a form of sipakainge. The fourth phase is exploration where teacher asks students to review the reading materials found in the student’s textbook and provide opportunities to raise any related questions. Students analyze learning resources and explore knowledge according to teacher's instruction. Then they ask about, among other things, the differences between various description texts in English, especially about social functions, text structures, and linguistic elements. They also ask about main ideas, detailed and certain information from narrative and descriptive texts. The fifth phase is the construction of knowledge/skill where teacher distributes student’s worksheets (LKS) to each group to be later discussed and they divide tasks for each group member. Teacher carries out scaffolding in which the value of sipakatau and sipakainge is distributed. He asks each group to perform sharing opinions, discussion, and peer-tutoring where they learn to implement sipakatau and sipakalebbi. The role of teacher here is supervising the class activities whether students or groups need assistance. That is a manifestation of sipakatau value towards students, which is to help when needed as long as it is not excessive. The sixth phase is reviewing where teacher reviews, gives learning feedback, and facilitates students to convey the results of their group’s work. Teacher applies the value of sipakatau in guiding students. Students then present their group’s results and try to maintain their positive arguments related to their work while receiving suggestions from other group which becomes the implementation of sipakalebbi and sipakatau by appreciating it. Other groups are given the opportunity to respond to the presenter group about the work result and giving suggestion or comment that will be refined as a form of reminding each other based on sipakainge value. The seventh phase is the phase of drawing conclusion and evaluating where teacher directs to draw conclusion on the subject matter and evaluates by giving a quiz to students. After that, teacher appreciates the students’ works, both individual and group awards. Teacher provides reinforcement by rewarding students’ achievements as the principle implementation of sipakalebbi and sipakatau values, to show that they are not stingy in non-excessive way. At the end of the activities, teacher guides students through sipakainge and sipakalebbi values by reminding students to thank God The Almighty who has given them health and strength in attending the class. The characteristics of the model according to Arends as relevant as the development of PBI-BBL (referring to the Model Book) which are by validators are considered as valid. There are several characteristics of learning model such as (1) logical and theoretical rationales derived from its design, (2) the rationale of learning tasks which needs to be achieved and how students learn to achieve learning goals, (3) teacher’s teaching activities which are needed for the learning model to be effectively implemented, and (5) suitable learning environment to achieve goals [9]. The learning model of PBI-BBL is considered as a theoretical, rational, and logical which derived from its design because it is developed based on conceptual studies of learning theory, local culture, and previous related researches.

The social system of PBI-BBL model is developed in the form of instructions to teacher and students about how the communication processed in learning. In the learning process, there needs to be clear communication between teacher and students which can support the achievement of learning objectives [15]. The failure of learning in achieving objectives can be caused by less communication system or bad relationship between teacher and students. The most prominent social system is the role of teacher in conveying information and knowledge in English reading as well as directing students in group work and guiding them to summarize materials. Teacher has a role to direct students to use cultural elements (Bugis-Makassar) in learning activities both individual and group activities.

Social principles are activity patterns which describe teacher’s reasonable response to students, whether individually, in groups, or in both ways. This understanding is confirmed by that the principle of reaction is the way in which teacher observing student’s behaviour [16].

The developed learning model of PBI-BBL is based on Bugis-Makassar culture, where the reaction principles that characterize it are designed in such a relevant and full of cultural nuances and seen as supportive efforts to achieve learning objectives.

The supporting system for a learning model is all facilities such as materials/infrastructure, learning type, learning tools (lesson plan, teacher’s book, student’s book, worksheets, learning media, and assessment) involved in the implementation of PBI-BBL. As with other learning models, PBI-BBL requires supporting systems in the form of lesson plan, teacher’s book, student’s book, worksheets, learning media, and evaluation tools.

The instructional effect relates to learning objectives in accordance with those formulated lesson plan (Rencana Pelaksanaan Pembelajaran/RPP). The expected instructional effect from PBI-BBL is students’ mastery on teaching materials, motivation, and learning achievement in reading comprehension after obtaining learning material. While the nurturant effect of PBI-BBL model includes the affective long-term aspects originating from the Bugis-Makassar cultural values such as sipakatau, sipakalebbi, and sipakainge which lead
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students to have respect for others, mutual help, enthusiasm for always achieving, a sense of compassion for others and an attitude to prioritize elements of togetherness.

From the results of the validators’ assessment, it is discovered that PBI-BBL learning model is valid which consist of supporting theories, syntax, social system, teacher’s behavior, supporting system, instructional and nurturant effects, learning implementation, learning environment, and management and evaluation tasks. This is in line with [14] statement that components of educational product must be based on state-of-the-art knowledge, strong theoretical rationales (content validation), and all components that must be consistently related to each other (construct validation). If an educational product fulfils these requirements, then it is considered as valid. Thus, the English learning model to increase students’ reading motivation and comprehension (PBI-BBL) can be regarded as valid due to a strong theoretical foundation and all components of the model are consistently interrelated.

The results of the instrument and product validation of PBI-BBL model are assessed by two validators that is an expert validator and practitioner validator. They do not only give suggestions to the researcher, but also an assessment of the developed instruments and products. The researcher then revises the result in accordance with their feedbacks whether in the form of suggestions, comments, or the results of the validation data processing.

The results show that all instruments used in the developed research of a local culture-based English learning model to increase students’ motivation and comprehension at junior high schools in Makassar considered as valid. The validators provide some assessments on the PBI-BBL model’s book, teacher’s book, student’s book, RPP, motivation questionnaires, learning outcomes of essay and multiple choice tests, and LKS that have been developed. The assessments are then analysed to determine the validity value of the developed tools. The results of the validators’ assessments are categorized as very high reliability (0.80 < R ≤ 1.00).

Based on the validation results, all the developed instruments and products can be used in English subject in the first trial class at SMP Negeri 1 Makassar.

The Model Practicality of PBI-BBL

This research is carried out to the application phase by observing the practicality of the model implementation based on local culture. The application of PBI-BBL model is assessed through trial I (limited trial) by placing teacher and students as the respondents. In line with that, the model practicality can be seen based on the responses of students and teacher after applying it. A more detailed explanation of the results of data collection is provided in the following.

Teacher’s responses are taken using teacher’s response questionnaire where there is only one teacher as the respondent. Based on the teacher’s response data on the application of PBI-BBL model, the results of data processing from the respondent show the practicality score with a final score of 87.5. Furthermore, if viewed from categorization where the score is at level 80 < R ≤100, then it is classified as a very practical category. Thus, the application of the PBI-BBL model which is well-implemented has a good response by the teacher.

The observation of students’ activities who involved in PBI-BBL model is conducted through a questionnaire. There is one teacher who observes the students’ activities during the implementation of PBI-BBL model. The data collection is conducted for three times at different meetings.

Reviewing from the data processing of the questionnaire results, it is found that out of the nine aspects, only one which receives disagreement. The total respondents assessing with Agree are more than 80% where the students’ activities participating in PBI-BBL regarded as positive category. Then by looking at the results of data processing, the total final score with Agree assessment is 81.48 which viewed from the categorization, it ranged in 80 <81.48 ≥100 (80 < x ≥100) with strongly agree category.

The observation on the implementation management of the PBI-BBL model is administered through a questionnaire. The number of teacher who observes the model implementation is one person. This questionnaire contains four aspects of managing the PBI-BBL model implementation that is the initial, core, and final activity, with the classroom environment as well.

Based on the data above, it can be concluded that the observation of the implementation management of PBI-BBL model viewed from several aspects shows positive responses as evidenced by total average data with excellence score.

The Model Effectiveness of PBI-BBL

Effectiveness can be interpreted as a measurement of the goals achievement that has been planned in advance [17] it is the relationship between output and objective, where the greater the contribution of output towards the achievement, the more effective an organization, program, or activity [18]. It focuses on the outcomes, programs, or activities that are considered effective if the output product can meet the expected goals or wisely spending. Also, it describes the entire cycle of input, process, and output which refers to the results rather than an activity which states the extent to which the objectives have been achieved, as well as an activity measurement of its success or failure. In this activity, the purpose of developing PBI-BBL model is to increase students’ reading motivation and comprehension using local culture. That is why the effectiveness of PBI-BBL
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model is measured by increasing students’ English reading motivation and comprehension and students’ learning outcomes.

The effectiveness of PBI-BBL model can be observed from two components including the effectiveness of students’ reading motivation and comprehension and students’ learning outcomes.

The Students’ English Reading Motivation and Comprehension

The research findings on the model development of English learning based on local culture shows that PBI-BBL model is able to increase the students’ reading motivation and comprehension. Their motivation to learn to comprehend English texts is obtained through a learning which summarized in the systematic arrangement of the model syntax.

The data of students' reading motivation and comprehension is obtained using a motivational questionnaire consisting of 40 aspects with positive and negative statements. The statement is divided into four indicators such as attention, relevance, confidence, and satisfaction. The average score of students' reading motivation and comprehension on the indicator of attention is 99.6, confidence indicator with 92.7 score, satisfaction indicator with 97.2 score, and the relevance indicator with 98.6 score. The scores show that PBI-BBL model is effective in increasing the students’ reading motivation and comprehension in English.

The Students’ Learning Outcomes

An effective educational product is manufactured if experts and practitioners based on their experience provide results in accordance with the expectations that can improve the mastery of English learning outcomes in the form of text comprehension, text purposes understanding, text structure and linguistic elements of oral and written recount text, adjusted activities with RPP, positive students’ responses, and teacher's ability to manage learning into good or excellence category [14].

Students’ learning outcomes in the form of N-Gain analysis showing the difference between the pre-test and post-test scores refer to the students’ improvement of concept mastery. Through the analysis, the pre-
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test score which obtained from the results of the students’ initial comprehension is ranged in an average score of 64.05. After applying the PBI-BBL model for 6 meetings, a post-test was conducted. The average score in the post-test ranged in 89.21. The students’ learning outcomes are shown in Table 4.16 based on N-Gain criteria.

<table>
<thead>
<tr>
<th>Implication</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Average Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBI-BBL Learning Model</td>
<td>64.05</td>
<td>89.21</td>
<td>0.77</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on the data obtained from PBI-BBL model, it can be concluded that the increase in students’ learning outcomes is categorized as high.

III. Results and Discussion

Main Findings
It discovers a local culture-based English learning model that can increase student’s reading motivation and comprehension (PBI-BBL) which is classified as valid, practical, and effective due to these following.

PBI-BBL is valid referred from its supporting theory aspects, syntax, social system, reaction principle, supporting system, and instructional and nurturant effects. The implementation of learning, the environment, and management and evaluation tasks are packaged in the form of a model book which supported by learning tools such as teaching materials, lesson plan, student’s book, and teacher’s book which are reliable as well;

PBI-BBL is practical reviewed from the aspects of the model implementation (syntax, social system, reaction principle, supporting system, instrument objectives, and nurturant effects).

Teacher’s Responses
PBI-BBL is classified as practical which referred to the model implementation aspect based on the teacher’s responses. The data results from the respondent show practicality score with a final score of 87.5. Furthermore, if viewed from categorization where ranged at the level $80 < R \bar{\alpha} < 100$, it is classified as very practical category;

The Observation of Students’ Activities
PBI-BBL is classified as practical which referred to the model implementation aspect based on students’ activities observed by another English teacher, where the respondents state Agree (Ya) of more than 80% and considered as positive. Hence, by viewing the results of data processing, the total final score with Agree statement is ranged at 81.48 where the score categorization ranged at $80 < 81.48 \leq 100$ ($80 < x \leq 100$) with strongly agree category.

The Assessment of Management Observation
PBI-BBL is classified as practical which referred to the model implementation based on the observation of class management carried out by another English teacher as an observer that in the first data collection, it obtains final average score from the implementation management of PBI-BBL model around 77.03. At the second data collection, it increases into 90.17 and achieves 98.00 score at the third data collection. By observing the results of the first, second, and third data processing of PBI-BBL model, the final average score of the implementation management of the PBI-BBL ranged in 88.4 which viewed from the categorization is at $80 < 88.40 \leq 100$ ($80 < x \leq 100$) or in very good category;

PBI-BBL is classified as effective referring to the aspects of reading motivation questionnaire data results and learning outcomes. The data processing results from the two aspects show a good response as described below:

Students’ English Reading Motivation and Comprehension
PBI-BBL is classified as effective referring to the aspect of reading motivation data result which obtains 70.33 as the final score with a good response that is in the effective category. Thus, if viewed from categorization, the score ranged 60 $< R \bar{\alpha} < 80$ which is effective as well. In addition, if viewed from the scores of each aspect indicator, the average score is 97.1 which show that the application of the PBI-BBL model succeeds to enhance learning activities.

Learning Outcomes
PBI-BBL which classified as effective referring to learning outcomes shows a significant increase with N-Gain score of 0.70. This difference states that the increase in students’ learning outcomes is high or in the category $(g) \geq 0.7$ (high). In other words, it shows an increase in learning outcomes after being taught through PBI-BBL model.
Other Findings

a. The learning model of PBI-BBL facilitates the students to easily express their opinions (question and answer session and discussion) by implementing the principles of sipakatau, sipakalebbi, and sipakainga which can make the class to be more active, interactive, and attractive at the first and second trials;

b. The learning model of PBI-BBL enhances the students’ motivation to comprehend English reading through Bugis-Makassar local culture texts;

c. The learning model of PBI-BBL causes an increase to students’ English learning achievement; and

d. The learning model of PBI-BBL makes the students to be more aware of the importance of togetherness in the learning process for their improvement especially during the discussion session.

IV. Conclusion

The conclusion of this research is formulated based on the data analysis results as follows:

1. The developed PBI-BBL learning model is stated as valid for increasing students’ reading motivation and comprehension at SMPN 1 Makassar. The assessment results of such components: supporting theory, syntax, social system, reaction principle (teacher behaviour), supporting system, learning environment, and management tasks are all in a highly valid category;

2. The developed PBI-BBL learning model is stated as practical to increase students’ reading motivation and comprehension at SMPN 1 Makassar. The results of the observation on the model and learning management implementation in the syntax, social system, reaction principle (teacher behaviour), students’ activities, supporting system, and learning environment as well as management tasks can all be carried out in a high category and earn good responses by both teacher and students;

3. The developed PBI-BBL learning model is stated as effective to be applied in increasing students’ reading motivation and comprehension at SMPN 1 Makassar. The results of the assessment of the students’ English reading motivation and comprehension obtain 70.33 score which is effective and 89.21 score for the students’ learning outcomes which is effectively improved as well.

References


