

Developing A Supplementary Reading Text Based on Nias Local Culture

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ABSTRACT

The aim of this research is to develop supplementary English Book for grade eight at SMP Markus Medan. This research is classified into Research and Development (R&D) study. The participants of this research were the students from grade eight of Markus Medan, English teacher, and lecturers from English Department. The writer gathered the data from questionnaires given to the participants. The first questionnaires were given to the students to find their suitable needs and characteristics in learning English. The second questionnaires were administered in validating the first draft of supplementary English book that developed by the writer. The third questionnaires were given to get the feedback from the students on the second draft of supplementary English book. The final product of this research was passed by having a series of material design steps, namely: collecting preliminary information, writing tasks grids, designing the first draft of supplementary English book., validating the developed draft of supplementary English book, revising the draft of supplementary English book, conducting tryouts, evaluating, and revising the final draft of supplementary English book. The writer developed the tasks into four units that cover nine reading skills. It can be known from the result from the third questionnaires which shows the mean of each aspect of the tasks ranging from 3.6 to 5.0. Therefore, it can be concluded that the supplementary English book is appropriate for students from grade eight of SMP Markus Medan.

Key words: Supplementary Reading Text; Nias Local Culture

INTRODUCTION

There are many cultures in Indonesia. Indonesia is supported by many diversities related to the culture. Culture consists of language, traditional dance, traditional foods, traditional drinks, and many more. Beside of that, every culture also has many old stories that have related to the human customs, lives, and so on. Nias is one of cultures that has many diversities. Nias culture has many traditional stories

that can be retold to the young generation. All the stories are many into the text that can be read by people who are going to know more about Nias culture. All the texts have been written down by writers.

Reading comprehension is recommended to be learned by the students in enhancing the students' English proficiency. The texts can be read by people to enrich the knowledge about many things around the globe. A text can discuss about many things. All the stories can discuss about human lives, places, animals, and many more. Nias culture also has many traditional stories that can be written down to be a text for students who are going to know more about Nias culture. All these texts can be gathered to be a recommended text to many people who are going to know about Nias culture.

Harmer (2001:70) explained that the readers must be active when reading a text. The readers must be able to have skills in reading comprehension. The readers must be able to understand well about the texts that have been read before. All the texts which have been read by the readers can be applied into real life. In supporting of Harmer's idea, Grabe (2012: 15) explained that reading comprehension is an interactive process that can be divided into two ways. The readers can combine the intercultural process in the reading comprehension by having fundamental purposes when doing the reading comprehension. Reading comprehension is an interaction conducted by the writer and the readers. The writers provide information in the text and the readers can get information after reading the text.

The writer has read some research related to this topic. Firstly, research was conducted by Erfiani, Nunun Nuki, et al (2019). It can be concluded that the source of reading materials is still in monotonous category, the themes in reading comprehension did not support to the students' experience, the materials were not able to facilitate the students' needs in comprehending the text. To develop the students' problems, it was suggested that supplementary reading text must be increased, supplementary reading materials must be interested to the students, and there must be more themes about the supplementary reading text.

Secondly, a thesis was written by Devilia Indah Kusuma (2020). The writer got some conclusions from this research. Developing supplementary reading material can increase the interests of the students in reading comprehension. Supplementary reading texts are developed by seeing the students' needs. After analyzing the needs of the students, the researcher found some problems. Firstly, the students are not interested to read books provided in English programs as the design is not interested in the students. secondly, books which were provided by the institution is very difficult for students who are going to read the books.

The writer has done an observation. As the conclusion from the observation done by the writer, it can be known that there were many problems faced by the students when reading a text. The students were hard to find appropriate reading texts. There must be various text that can support the students' needs in reading comprehension.

Appropriate reading text are needed by the students based on many topics of the texts. That is why the writer was challenged to know more about text based on Nias culture that can be used as supplementary reading text for the students.

LITERATURE REVIEW

Previous Study

Agustina, et al (2018) conducted research to know the existing folktales in students' book, to identify local folktales that suitable to be included in the English students' book and to know how to include the local folktales in the English students' book for ninth grade of Junior High School in Rejang Lebong. This research adapted the R&D model proposed by Borg and Gall (1983) with some modifications. The data was taken from students and teachers of SMP Negeri 1 Rejang Lebong, SMP Negeri 2 Rejang Lebong and SMP Negeri 5 Rejang Lebong through questionnaire and interview. The first result of this research shows that students like the existing folktales in students' book but sometimes they found difficulties in comprehending it. The second result identifies three suitable local folktales suitable to be included in the students' book; Legenda Batu Menangis (62.4%), Lalan Belek(66.7%)and Muning Raib (66.7%). The third result shows that the developed material can be used as supplementary reading material. In conclusion, the existing folktales in the student's book are good but not contextual, there are highly three suitable local folktales to be included in students' book (Legenda Batu Menangis, Lalan Belek, and Muning Raib) and the way to include the suitable local folktales in English students' book is as supplementary reading material. As suggestion, the next researcher can conduct further study on evaluation by using try out of this material development.

Culture and Learning Material

Culture is one of the important elements in learning a language. Language and culture cannot be separated. Students have to acquire the language and the culture (Byram, 1990; Byram & Flemming, 1998). When students learn a language, automatically they will learn the culture of the language. It is part of communicative competence which includes cultural understanding, conversation, society norms and values. Acquiring the language and the culture at the same time is rather difficult for the students, especially for beginner like Junior High School students. Teacher should find a text which is useful, interesting, engaging, involving, important, and relevant to their lives. Teacher should provide the text that is familiar for the students. If the students have already known the content of the text, teacher can help them to draw their attention to the language (Masuhara, 2003). Obviously, the students and the teacher come from the same cultural background and the same language. It enables them to communicate and develop idea about local culture that they are familiar with. It is supported by Vygotsky's sociocultural theory (1994) on second language acquisition said that in acquiring a language is influenced not only by cognitive side but also by the environment of social and cultural around the students.

Interaction between the students and teacher in a real socio-cultural setting will encourage them to participate in the classroom.

METHOD

Design and Sample

The writer applied Research and Development (R&D) based on ADDIE's model that had been developed by McGriff (2000). Students from grade VIII of SMP Markus Medan from class VIII-A and VII-B in school year 2022/2023 were chosen as the subject in this research. The writer chose VIII-A as the trial class. There are about 30 students in this group. The students had been interviewed by the English teacher, so the writer had known the students. Then the writer carried out this research to all the students from grade VIII. There were about 60 students from grade VIII AT SMP Markus Medan.

Instrument and Procedure

The research instruments were questionnaires given to the students, guidelines of interview used by the writer, and Focus Group Discussion (FGD), and reading test which were given to the students. Supplementary reading book was designed by applying 4-D model. Supplementary model designed by the writer consisted of some aspects, such as defining the task, designing the task, developing the task, and disseminating the task. Then the writer also observed what curriculum used by the school when this research was carried out at this school. This school have had been applied curriculum 2013. From the observation result that had been carried out before, it was very important and effective to have convenient and practical supplementary reading book that could be used in the teaching and learning activities. The research roadmap can be seen through the picture in the previous chapter.

Data Analysis

Descriptive qualitative technique was applied by the writer in analyzing the data. The data accepted by the writer was analyzed by the writer. Descriptive qualitative technique was used to describe about the validity and practicalities in using instructional material from the supplementary reading book. Likert scale was applied by the writer to validate the supplementary book. Firstly, the writer checked the questionnaire filled by the respondents. Secondly, the writer accumulated the answers from each question by applying Likert scale. Thirdly, the writer determined the total scores. Fourthly, the writer determined high scores and low scores. Fifthly, the writer determined the validity. To know the use of supplementary reading book in the learning process, the writer carried out the practical test to the students. The supplementary book designed by the writer had been developed by the experts to know that it was valid and practical. Then the writer changed quantitative data in

percentage form to be qualitative data. It was seen through the scores obtained from the questionnaire.

RESULT AND DISUSSION

The writer presents the result of the research about the developing Supplementary English reading book in accordance with the genre of text. The genre of texts used in this research were descriptive and recount texts. The writer designed the process of creating supplementary English reading book based on the aspects related to the text used in this research. The writer had to know the definition of the phrase which were focused on the concept analysis, the students, and the curriculum applied by the national government. The government had been applying curriculum 2013 when this research was carried out by the writer. The writer collected some cultural stories related to Nias Culture. The writer had gathered references to support this research. Based on the reference used by the writer, it can be stated that Nias people are ethnic group that dwell in Nias islands. Nias people have been known as the people who live in the west coast of North Sumatera Province, Indonesia. Referring to the Nias language, Nias people are known as Ono Niha. Ono Niha means the descendants of human. Nias island is also known as Tano Niha. Tano means the land in the Nias language. Some stories were gathered by the writer from Nias culture. The stories gathered by the writer were designed as the source of supplementary English book. Then Supplementary English Book is validated by English teacher and English lecturers.

The writer had validated the supplementary English book. The tests were carried out to the students. The writer did it to know the effectiveness of the use supplementary English book to the students in the learning process. To develop the material of supplementary English book, the writer applied 4D model. Concept of 4D steps were the definition of supplementary English book, the design of the supplementary English book, the development of supplementary reading book, and the dissemination of supplementary reading book. These steps were applied by the writer in developing the supplementary English reading book.

Defining Step

The writer gathered information. That information were analyzed by doing an interview. First, the writer interviewed the students. The students were about 13-14 years old. Those students were interviewed by the writer. Interview was carried out by the writer to get information about the students' interest in learning English. After carrying out the interview, the writer knew that every student was asked by the English teacher to bring English dictionary when the students were learning English in the classroom. The students also had many difficulties when learning English at school. When having homework, the students got problem to do the homework. All the questions were hard to be answered by the students. The writer

gave questionnaire to the students. The questionnaires can be seen through a table as presented below.

Table 1. Table of Questionnaire Given to the Students

No	Statemen t	Number of students	
		Yes (%)	No (%)
1	Do you have English Textbook?	100 %	0%
2	Do you like reading English Textbook?	15 %	85 %
3	Have you ever had difficulties when reading a text?	75 %	25 %
4	Do you easily understand all the texts in the textbook?	15 %	85 %
5	Are you interested with the English text material?	35 %	65 %
6	Do you see that your English textbook supported with interesting picture?	85 %	15 %
7	Do you feel hard to understand all the vocabularies in the textbook?	90 %	10 %
8	Do you feel easy to understand the text that supported with full color picture?	90 %	10 %
9	Do you have another teaching materials with supplementary textbook form?	4 %	95 %
10	Do you agree that Supplementary English text supported with colors in the text and equipped with appropriate pictures?	100 %	0 %

By seeing the table above, it can be known that the students got difficulties when the students are reading an English text. Some problems were faced by the students when they are reading a text. The students feel that English text is not attractive, so they were not interested in reading the text. The students needed new concept of English textbook so the students could be interested in reading the text. English textbook must be supported with interested pictures, colour, appropriate vocabularies, etc.

The students used English textbook provided by the school in the library. The English textbooks were distributed by the government. The English textbook was published based on curriculum 2013. The writer also interviewed the English teacher. The writer could gather many information related to the teaching process in the school, kind of English textbook, the situation of the students, and many more related to the research that had been conducted by the writer. Sometimes the English teacher explained the material by writing down on the whiteboard, distributed worksheets to the students. The students did not like this situation, so it could make them bored.

Designing Step

Supplementary English reading book was designed according to the needs of the students. Supplementary English reading book was designed by the writer after knowing the level of students in learning English. So, the writer must be able to adopt appropriate text and design of the text to support the needs of the students. The writer searches some stories from Nias Local Culture from the internet, then the writer chose the suitable pictures to support the stories. Most stories gathered by the writer in the genre of narrative text and recount text. First, the writer searched some stories from Nias Local Culture. The writer listed them. After that, the writer chose 5 stories based on narrative text, and 5 stories based on recount text. The writer gathered 5 appropriate pictures for narrative text and 5 appropriate pictures for recount text. The writer put the source of the picture below the picture. Then the writer put the story under the picture. The writer used full color pictures in designing this supplementary English textbook. There are some steps done by the writer in this design steps. The steps were how to design the cover of the supplementary English reading book and how to design the content of the supplementary English reading book.

Developing the Steps

The steps were developed by the writer. The steps were carried out to know the sketch in designing the steps for real performance. The writer developed the supplementary English reading book after supported by some components, such as learning media that had been used by the writer in this research. The writer put her profile in the book with full color picture. The content of module was designed based on the standard of syllabus used by the school. The writer developed the cover of the supplementary English book, developing the preface, developing of table of content, developing of syllabus, developing of user instruction, developing of the material learning, developing of the task, developing of bibliography and developing of writer's profile.

In validating the module, the writer needed a trustworthy expert. After checked by the expert, the module could be declared valid. There are some components used by the writer in determining the validity of the module, they are: terms of presentations media, graphic, media, feasibility, language, effectiveness, appropriateness of Supplementary English book. Validity analysis can be seen through a table below.

Table 4.2. Validation Analysis Result

No	Aspect	Validator		Quantity	Value of Validity (%)	Criteria
		1	2			
1	Format of Graphic	15	14	29	85.35 %	Valid
2	The Language	15	16	31	84.69 %	Valid
3	The Feasibility	14	15	29	86.33 %	Valid

4	Effectiveness	15	14	29	87.28 %	Valid
5	Appropriateness	15	16	31	85.55 %	Valid
6	Presentation Media	14	15	29	86.34 %	Valid
The Total Number					515.54 %	
The Average					85.92 %	Valid

The validity result can be seen through the table above as presented by the writer. After seeing the table, it can be known that the average scores were 85.92 and it can be concluded that the criteria were valid. The module that had been developed by the writer was valid according to the graphic format, language, feasibility, effectiveness, appropriateness, and presentation media. Supplementary English book has done by the writer before it was implemented in the classroom. There were some suggestions from the validators to make this supplementary English book better than before. The validators gave some suggestions to make the supplementary English book better and it could be used by the students in the classroom. The validators gave some comment, such as: choose the suitable theme of the story, pay attention about the assignment from the tasks, the syllabus, the cover, the picture, the color and art, supporting vocabularies in every story, make specific questions in every story, and pay attention about the grammatical aspects and punctuations in every story.

The writer measured the effectiveness of the supplementary English book was by giving the module to the students in the classroom. The writer did 6 sessions to measure the effectiveness of the supplementary English book. The writer introduced the supplementary English book and explained how to use the book, then the writer used the book by explaining about narrative text to the students and gave exercises related to the texts. Questionnaires were given by the writer to the students based on the practicality aspect from the supplementary English reading book. The writer gave a test to the students to measure the practicality of the supplementary English reading book that had been designed by the writer.

Practicality test was carried out by the writer to the students. It was done to know the result after carrying out the trial to the students. Three aspects were noticed by the writer, such as ease to use, the efficiency of time, and the benefits. Based on the tests done by the writer, it can be known that there were 25 students from grade VIII-A at SMP Markus Medan had joined the practicality tests. Practicality test result can be seen through a table below.

Table 3. The Data Analysis of Practicality Test Result (Based on the Teacher)

No	Aspect	Practically Score (%)	Criteria
1	The Ease to use	98	It was strongly practised
2	The efficiency of time	98	It was strongly practised
3	The Benefits	97	It was strongly practised
Total		297	

Average	97.67	It was strongly practised
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By seeing the table above. it can be known the practicality of the test was categorized into effective status. 97.67 % were the average scores of the test. According to this result, it can be concluded that supplementary English reading book was practical and effective to be used by the students in the learning process. The writer can conclude that the supplementary English reading book was effectively used by the students when learning English in the classroom.

Table 4. The Data Analysis of Practicality Test Result (Based on the Students)

No	Aspect	Practically Score (%)	Criteria
1	The Ease to use	88	Practically used
2	The efficiency of time	86	Practically used
3	The Benefits	89	Practically used
Total		263	
Average		87.67	Practical used

In accordance with the table above, it can be concluded that the practicality of the use of the supplementary English book was practical. The total scores were 263 and the average scores were 87.67. The students can effectively use the supplementary English reading book when learning English. The students were interested in joining the class, especially when having reading comprehension class. The questionnaires were given to the students. The students filled the questionnaires, and the writer concluded the result.

Disseminating Step

This is the final step in developing the supplementary English book. The writer did some activities in ensuring the effectiveness of the book. The writer did the validating, packaging, and adaptation. The writer did not do the diffusion and adaptation activities, because it might be done to another school (different place). The might be much cost and more times when the diffusion and adaptation done in the large scale. The writer only did the test for one class. There were some steps in the disseminate step, they were: test validation, and packaging. The writer did the test to another classes, they were grade VIII-B. The writer did this step know the validity of the supplementary English book after used in another class in the same school and same grade. In the packaging step, the writer printed the book by using half of A4 paper size. The book consisted of 32 pages with support of pictures and colors.

The data was analyzed by applying descriptive quantitative technique. The writer applied it to describe the data from closed and ended questionnaires that had been given to the students, the validator content that had been designed by the writer, the validator design used by writer, and the English teacher at SMP Markus Medan. The supplementary English book was categorised valid after

having the result from the validator. The validator gave positive suggestions in developing the supplementary English book. There were some suggestions applied by the writer in making the supplementary English book better than before. The validator gave comments about the design of the book, grammar, punctuations, and many more. Based on the result from the teacher, it was known that the result of the practicality test was 97.67 percent. It can be said that supplementary English reading book designed by the writer was practical to be used by the students when learning English in the classroom. Based on the development of the supplementary English reading book, the writer could notice some progress in designing the supplementary English reading book.

Relating to the time efficiency, the book is very effectively used by the students in the learning process, especially in reading comprehension. Based on the result from the students, it can be explained that the result of the practicality test was good. It can be seen from the average scores (87.68%). Based on the aspect of the ease to use, it can be known that the scores were 88 precents. It was affected by the designed used by the writer in the supplementary English reading book. The supplementary English reading book design was clear and easy to be understood by the students when learning English. The writer also applied simple language in developing the book, then there were some colorful pictures in the text.

The design of the supplementary English reading book made the students very interested. Based on the data that had been gathered by the writer, it can be concluded that Nias culture have traditionally performed war-dances. Thrilling version of the high jump has been practiced by the men. The height of the stone that had been arranged was over a two-meter- high stone wall. Previously, in the old times, the wall was topped by pointed sticks. Jumping was practiced by the men for training. The war dances were done by the Nias people to have good health and strong physical body for joining a battle. Nowadays, Nias people have been performing war dances to entertain the tourists who visit Nias Islands. Nias culture also is known from the statues that have traditionally used as an important element for spiritual lifein the Nias islands. Nias culture is also known from the fabrication of arms, such us knives, sabers, and swords that have been familiar until now.

CONCLUSION

The writer did the research to the students from grade VIII at SMP Markus Medan. The genre of the texts were descriptive and narrative texts. The supplementary English book was supported by half page of A4 paper size. The supplementary English reading book was supported by the preface, table of content, syllabus based on the curriculum that have been applied by the government, the user instructions, learning materials, tasks, and bibliography of the writer. The writer applied different colors in every page of the topic. The supplementary English reading book was designed into English and Indonesian

Language. The supplementary English reading book was developed based on 4D model, such as defining, designing, developing, and disseminating. By seeing the result of the research, it was known that the book was valid after getting the score 85.92 % from the practicality aspect from the supplementary English reading book. Based on the teacher aspect, it was known that the practicality was 97.67 %. From the student's aspect, it can be seen that 87.67 % was practical. After using the supplementary English reading book in the learning process, it was known that the students could easily use this book. This book could help both the teacher and the students. The conclusion was that the supplementary English book could be accepted as learning material in teaching English, especially in teaching reading comprehension. The English teacher and students can effectively use this supplementary English reading book in the classroom, especially when learning about reading comprehension. This book can be categorized as supplementary book that is very interesting for teacher and students. It was very contextual and effective to be used based on the syllabus developed by the government. Nias culture have traditionally performed war-dances. Thrilling version of the high jump has been practiced by the men. The height of the stone that had been arranged was over a two- meter-high stone wall. Previously, in the old times, the wall was topped by pointed sticks. Jumping was practiced by the men for training. The war dances were done by the Nias people to have good health and strong physical body for joining a battle. Nowadays, Nias people have been performing war dances to entertain the tourists who visit Nias Islands. Nias culture also is known from the statues that have traditionally used as an important element for spiritual life in the Nias islands. Nias culture is also known from the fabrication of arms, suchus knives, sabers, and swords that have been familiar until now.

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