

Development of English Teaching Materials Based On Minangkabau Tradition in class X SMAN 1 Sungai Puar

Ikhlimah¹, Arif Miboy², Syahrul³
Institut Agama Islam Negeri Bukittinggi, Indonesia

Abstract

The aim of this research is to develop English language teaching materials based on Minangkabau tradition in class X of SMAN 1 Sungai Puar. This research design is R & D research, with ADDIE procedure. This research is the X grade students of SMAN 1 Sungai Puar in the 2018/2019 year. The researcher took sample of class X MIPA 1 as an experimental class. There are several instruments in this research, namely interviews, validation sheets, and tests. After that, the initial test and the final test is carried out in class X MIPA 1 as a sample. It was found that English teaching materials based on Minangkabau local wisdom was current teaching materials that never given before in this school. This teaching materials was practical, effective, and improve students' mastery of English.

Keywords : *Teaching materials, Minangkabau tradition*

Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Inggris berbasis tradisi Minangkabau di kelas X SMAN 1 Sungai Puar. Desain penelitian ini adalah penelitian R&D, dengan prosedur ADDIE. Penelitian ini adalah siswa kelas X SMAN 1 Sungai Puar tahun 2018/2019. Peneliti mengambil sampel kelas X MIPA 1 sebagai kelas eksperimen. Instrumen dalam penelitian ini ada beberapa yaitu wawancara, lembar validasi, dan tes. Setelah itu dilakukan tes awal dan tes akhir di kelas X MIPA 1 sebagai sampel. Diketahui bahwa bahan ajar bahasa Inggris berbasis kearifan lokal Minangkabau merupakan bahan ajar terkini yang belum pernah diberikan sebelumnya di sekolah ini. Bahan ajar ini praktis, efektif, dan meningkatkan penguasaan bahasa Inggris siswa.

Kata kunci: *Bahan ajar, tradisi Minangkabau*

INTRODUCTION

The teaching material cannot be separated from the learning process. It must also be developed in the teaching process. According to Nunan, every teacher can be a materials developer (Nunan & Carter, 2001, p. 27). In addition, teaching material is a generic term used to describe the resources teachers use to deliver instruction. It means that, before teachers enter the classroom, they should know about students' needed. That is why the material is the center of learning.

Teaching materials have many functions. It is different for both teachers and students. For teachers, teaching material has functions to direct all teacher activities in the learning process as well as the substance of competence that should be taught to students and as an evaluation tool for achieving learning outcomes. While for students, it is a guide in the learning process and a substance of competence that must be learned. With the presence of teaching materials, students will know more about what competencies must be mastered during the learning process.

In general, teaching materials can be differentiated into printed and non-printed. Printed teaching materials can be in the form of handouts, teaching materials, modules, brochures, and student worksheets. At the same time, non-printed teaching materials include audio such as cassettes, radios, LPs, and audio compact discs; visuals such as photos or

images; audiovisual such as CAI (Computer Assisted Instruction); and multi-media such as interactive CD, computer-based, and internet.

References can be obtained from various sources, either in the form of experience or self-knowledge or extracting information from sources, both experts and peers. Similarly, references can be obtained from books, mass media, the internet, etc. However, even if the ingredients are in accordance with the curriculum, they are abundant, which does not mean that we do not need to develop our own ingredients. For students, often too many materials make them confused, for that the teacher needs to make teaching materials to be a guideline for students.

Teaching material is not only about the number of values and academic achievement but also about the quality of the results of the education process itself at school (Sarbitinil & Firdaus, 2019). Students, in this case, have measured the quantity and quality of the characters possessed by those students. Students' characters can be measured to determine the quality of education of students at school.

There is a school in Agam Regency, namely SMAN 1 Sungai Puar, which is located under Mount Merapi. The community around the school is also very thick with customs both in terms of ethics, hard work, tolerance, and concern for others, where the character possessed by the community can be absorbed and also developed through the learning material.

Based on the interview in SMAN 1 Sungai Puar, the researcher found several problems. Firstly, the teaching material the students get are not related to their tradition, not it more western tradition. For example, in the Narrative text, the passage is about Takatuliang the Woodcarver and The Lion and The Mouse, which most of the students are not familiar with it.

Secondly, students' knowledge of their tradition is very lacking. Based on the interview with an English teacher on Saturday, 2 March 2019 at SMAN 1 Sungai Puar, he said that "The students do not know very well about the traditions that are around them and there is no student learning material about traditions in the student environment because teachers only teach according to the book."

This phenomena proves that the student need product in their language learning. This opinion is related with an idea from Iskandarwassid and Dadang Sunendar revealed that teaching materials are a set of information that students must absorb through fun learning. This shows that in the preparation of teaching materials students are expected to really feel the benefits of teaching materials or material after he learned it (Iskandarwassid & Sunendar, 2011).

The researcher assumes that the problem above occurs because students are not accustomed to teaching materials where the material is not close to their daily lives or traditions (Firdaus et al., 2020). Let's look at a few years ago where students learned their own traditions. They have very good knowledge about that. All material taught is related to their culture. According to Darul Ilmi, there are values and characters of the Minangkabau proverb such as faith and fear of God, discipline, tolerance, responsibility, humility, and not arrogant, independence, hard work, communicative, trustworthy, friendly, national spirit, creative, democratic, and care for the environment (Ilmi, 2015, p. 1).

One of the Indonesian best cultures is Minangkabau. Minangkabau culture provides a good manner, "*Putiah kapeh dapek diliek, putiah hati bakadaan, bajalan di nan luruih, bakato di nan bana*". It means that anything that a person shows through their actions and how they communicate could describe his true nature. Minangkabau not only provides how to keep the good manner but also in communication, "*Muluik manih baso katuju, kato baiak kucindan murah, baso baiak gulo di bibia*". It tells people to talk nicely to the others.

The fact above is only some of the reasons why Minangkabau needs to be re-involved to the learning in the schools. Comparing another tradition, Minangkabau prevails from teaching a good manner. Knowledge is not only about how good someone knowing something but also how good they act about it. The researcher assumes that involves Minangkabau tradition can improve the students' knowledge.

METHOD

This research was Research and Development (R & D). According to Sugiyono, research and development methods is a method used to produce certain products and test the effectiveness of these products (Sugiyono, 2012, p. 27). The same thing is also conveyed by Nana, research and development or R & D is a process or steps to develop a new product or perfect an existing product, which can be accounted (Sukmadinata, 2005, p. 164). The product in question is not always in the form of objects or hardware such as books, modules, learning aids in the classroom or in the laboratory, but it can also be software such as computer programs for data processing, classroom learning, libraries, or models of education, learning, training, guidance, evaluation and other (Sukmadinata, 2005).

Research and development is different from ordinary research which only produces suggestions for improvement. Research and development produces products that can be used directly. So, it can be concluded that research development is a research method to produce a product or to improve existing products; modules, the media, hardware, as well as the form of software products are accountable.

In this study, the author chooses the ADDIE model. The choice of this model is based on the consideration that this model is developed systematically and rests on the theoretical foundation of learning design. This model is arranged in a programmed manner with sequences of systematic activities in efforts to solve learning problems related to learning resources that are in accordance with the needs and characteristics of students. This model has five steps or stages that are easily understood and implemented to develop development products such as textbooks, learning modules, learning videos, multimedia and so on (Teguh et al., 2014, p. 41).

The data was obtained through several steps. Firstly, it is interview. An interview is a technique of collecting data by interviewing one person or several people concerned. Interviews are data collection methods that require direct communication between the investigator and the subject or respondent (Riyanto, 2001, p. 82). So, the interview is a conversation with a specific intention carried out by two parties, namely the interviewer who asks questions and the interviewee provides answers to the questions. In this study, the researcher conducted an interview with Mrs. Zurniati as a English teacher to find out the problems in teaching materials. Secondly, it is validation Sheet. The validation sheet format was used to get content validity and construct validity from the product. In this sheet, the researcher checked the suitability between the product materials and also with the subject of this research. Thirdly, it is test. Tests are methods or procedures in the context of measuring and evaluating in the field of education in the form of assignments, whether in the form of questions or commands that must be done by the student in order to obtain results or values that symbolize behavior or achievement test (Tanzeh, 2009, p. 62). Tests are given in the study and this development will be in the form of a written test (posttest).

RESULTS AND DISCUSSION

Analysis

Before develop a product, namely teaching materials, the researcher analyze the real condition and situation in daily English teaching and learning process.

Interview with English teacher

Before the researcher creating the teaching materials, the researcher interviewed the English teacher. This interview was purposed to get the information about how was the teaching materials used by the teacher and how was teaching materials at the time. Based on the information gotten, the teaching material of the students get are not related to their culture but it more western culture. For instance, in the Narrative text, the passage about Takatuliang the Woodcarver and The Lion and The Mouse which most of the students are not familiar with it.

Furthermore, the characters of the students are not good. Based on the interview with the English teacher on Saturday 2 March 2019 at SMAN 1 Sungai Puar, she said that "The

students do not care about someone else; they tend to take care of themselves. The discipline of the students is not good, many of them do not come on time and some of them never come back when they ask permission to the bathroom. The researcher assumes the problems with the character of the students are related to their involvement with the technology which is overused by them. Students are even use their phone during the classroom and we need teaching materials that are close to students and included with the cultural elements that are around us to answer the phenomena that occur to our students". So that, it was needed a teaching materials as the solution for the students problem above.

Interview with the student

The information of the teaching materials used in daily English teaching and learning also came from the students as the participant in the classroom who received the application of teaching materials by their English teacher. According to the student, she said that they don't understand when English learning are presented with material which they don't know and use vocabulary that is difficult or unfamiliar to them."

From the phenomena above, it was needed develop and having effective teaching materials in English teaching and learning. The teaching materials was a current teaching materials but easy to be applied to the students. On the other side, the teaching materials should solve the students' real problem in the field.

Design

In designing the teaching materials, the researcher made framework on a piece of paper at first. After the framework was done, the researcher chosen the materials to be used. Then, researcher made the teaching materials which in teaching materials have several parts such as instructions for learning, competencies to be achieved, supporting information, exercises, work instructions or worksheets, and evaluations.

These teaching materials consist of 5 chapters consist of discuss about itself, (congratulations; intentions; descriptive text) and announcement and each chapter begins with learning objectives. The cover of teaching materials is using Rumah Gadang as a form of the Minangkabau culture. The title of each chapter is placed at the top of the picture. In this teaching material later be displayed a warmer, some vocabulary, some texts, assignments and also some games that support learning materials. The picture that be displayed also vary according to Minangkabau culture where later there be a picture of the Jam Gadang, Fort de Kock, Makan Bajamba and others. This writing format uses the Times New Roman font and also uses several colors to attract students' attention. Colors that be used in this book such as pink and blue and the part that be colored only boxes in the title of each assignment. There are some skills required in this teaching material such as reading, speaking and writing.

Development

In this stage, the researcher made the real teaching materials. The teaching materials contained materials and tasks. Also, it was completed with instructions for learning, supporting information and other.

For the cover of this teaching material in accordance with the design there is a picture of Rumah Gadang that presents the culture of Minangkabau. The picture can be seen from the following capture.



Figure 4.1 Cover Of Teaching Materials

For the title of each chapter and the learning objectives of this teaching material in accordance with the design is placed in the middle and the learning objectives are adjusted to the existing basic competencies. The picture can be seen from the following capture.



Figure 4.2 Learning ObjectivesIn Teaching Materials

For warmer each chapter in accordance with the design is placed at the beginning to provide ice breaking to students to relax students receive lesson. The picture can be seen from the following capture.



4.3 Warmer In Teaching Materials

Vocabulary in each chapter in accordance with the design to facilitate students in understanding the material available in teaching materials. The picture can be seen from the following capture.

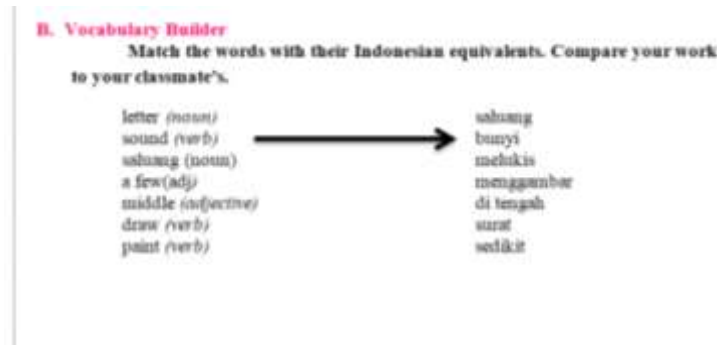


Figure 4.4 Vocabulary In Teaching Materials

The skills in each chapter are in accordance with the design to achieve the objectives of learning. The picture can be seen from the following capture.



Figure 4.5 Reading Skill In Teaching Materials

The assignments in each chapter are in accordance with the design to test students' ability to the material they have learned. The picture can be seen from the following capture.



Figure 4.6 Task In Teaching Materials

Implementation

Before implementing the teaching materials, the researcher gave students pre test to know previous ability of students. Then, after implement the product, the researcher gave students post test, to know the effectivity of the product, whether there was a differences or not.

In implementing this teaching materials, the researcher divided to two meetings. The first meeting was to gave the pre test. The reseacher divided the paper of the pre test to the students to know the first ability of students in English learning, is it true that students will experience difficulties when the teaching material is not close to students.

In the learning process by using teaching materials, the student seem enthusiastic to use the teaching materials. They are happy because this is the first time they have used teaching material in which the material in the teaching material has been experienced by students in their real life. The package was interested them to know more about the use of this teaching materials. After they were use the teaching materials one by one, the reseacher asked them to answer the question in teaching materials. Then, they can write all of the questions.

From the implementation of teaching materials, it can be concluded that teaching materials was an effective product for English teaching. It made student easy to understand about English. In other words, teaching materials gave significant effect to the student's English ability.

Validity

To measure the validity of the product, the researcher gave validation sheet to two English lecturers in IAIN Bukittinggi, namely Hilma Pami Putri, M.Pd and Agseora Ediyen, M.Hum and also to two English teacher in SMAN 1 Sungai Puar namely Zurniati, S.Pd and Siti Halimah, S.Pd. This validaty was done by researchers in order to obtain validity of the product that has been made by researchers that do not conflict with existing theories. Based on the result, the teaching materials was valid and it can be used to teaching in English learning to the students. The indicator of validity were including format, content, the hint aspect and the language aspect.

The format consists of the shape of the cover, font size, font type, font contrast, image placement, image compatibility with the material and appearance. Likewise with the content consisting of conformity with the objectives of basic competencies, completeness of the material, the material in teaching materials with the theme Minangkabau local wisdom is suitable for achieving learning objectives, the training in teaching materials matches the material presented, the sequence of material is systematic and has a logical flow clear and ease of use. As for the aspect of instructions consisting of ease to understand the book and there are instructions that are always listed at each point of discussion. Finally the language aspect consists of simple and easy to understand language and using good and correct language.

Table 4.1 The Analysis Validity of Product

No	Name of the validator	Mea n	Interpretati on
1	Hilma Pami Putri, M.Pd	71	Valid
2	Agseora Ediyen, M.Hum	76	Valid
3	Zurniati, S.Pd	88	Very Valid
4	Siti Halimah, S.Pd	79	Valid
Mean Score		78,5	Valid

From the findings above, it can be summarized that the means score result of product validation was 78,5 that can be interpreted from the able interpretation belongs to Valid. So that, the product has achieved its validity. Moreover, there were some suggestions from the

validator about the product that was the teaching materials must have proportional size covers, younger writing colors are read, reproduce material about local wisdom, must have four skills in English and material controlled by students is made in as much detail as possible.

Practicality

To get the data about practicality, the researcher gave observation sheet to English teacher at first grade of SMAN 1 Sungai Puar, namely Zurniati, S.Pd and Siti Halimah, S.Pd. From observation sheet result, generally the teaching materials was effective, innovative simple and easy to implemented. Although there was still a limitation of the product, but in general, this product can improve student ability in English. The result of practicality analysis can be seen below:

Table 4.2 The Analysis of Practicality Product

No	Name of the validator	Mean	Interpretation
1	Zurniati, S.Pd	90	Very Practical
2	Siti Halimah, S.Pd	96	Very Practical
Mean score		93	Very Practical

From the table above, it can be concluded that the means score of practicality was 93 that belongs to very practical. In other words, the product has achieved its practicality. Moreover, there were some suggestions from the validator about the product that was the teaching materials must have proportional size cover, reproduce material about local wisdom, give reference about teaching materials and the questions displayed should vary.

Effectivity

To get the effectivity of the product, the researcher gave experiment to 20 students at the class X of SMAN 1 Sungai Puar. Then, the researcher analyzed the effectivity of product by using Two Means Score test and One means Score test. The result of Two Means Score test can be seen below :

Table 4.3 Student's Score on Pre Test and Post Test

Class	Pre test	Post test	Gainted Score
X	Total score : 1220 \bar{x} : 61 S: 9,119 S^2 : 83,158	Total score : 1715 \bar{x} : 85,75 S : 3,726 S^2 : 13,882	\bar{x} : 24,75 S : 5,090 S^2 : 69,276

From the table above, the researcher calculated the Two Means Score Test as the following **descriptions** :

$$t_0 = \bar{d} : (S_d : \sqrt{n})$$

$$\bar{d} = \frac{\sum d}{n} = \frac{495}{20} = 24,75$$

$$s_d = 9,987$$

$$t_0 = 24,75 : (9,987 : \sqrt{20})$$

$$t_0 = 11,09$$

The level of significant and the t-table was :

$$\alpha = 0,05$$

$$D_b : 20-1 = 19$$

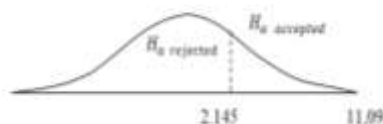
$$T\text{-table} = 2.145$$

The criteria was :

- Ho was accepted if t-observed < t-table
- Ho was rejected if t-observed > t-table

Because of $t_{\text{observed}} > t_{\text{table}}$ ($11,09 < 2.145$), so, H_0 was rejected. It means, there was a significant differentiation between students score in pre test and post test. In other words, the product was achieved its effectivity.

Table 4. The Curve of The Result of Two Means Score Test



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the t_{observed} was higher than the t_{table} . So, it can be concluded that the product was achieved its effectivity.

Then, the result of One Means Score Test was explained below:

The result of One Means Score Test (Post Test)

$$H_0 = \mu_0 = 80$$

$$H_a = \mu_0 > 80$$

$$t_0 = (\bar{x} - \mu_0) / S_{\bar{x}}$$

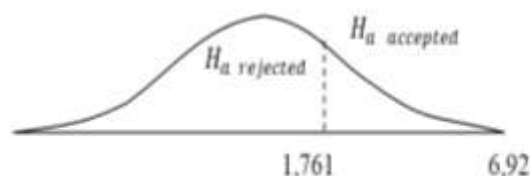
$$t_0 = (85,75 - 80) / (3,726 : \sqrt{20})$$

$$t_0 = 5,75 / 0,83$$

$$t_0 = 6,92$$

The $t_{\text{table}} = 1.761$, at the level of significant $0,05/2$ with the degree of freedom $(n-1)$ $20-1 = 19$. $T_{\text{observed}} > t_{\text{table}} > t_{\text{table}}$ ($6,92 < 1.761$), it means, H_a was accepted. Then, the students means score on post test was higher than 80, that was 85. So, the product was effective.

Table 4. The Curve of The Result of Two Means Score Test



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the t_{observed} was higher than the t_{table} . So, it can be concluded that the product was achieved its effective.

Evaluation

Although has been implemented effectively, this teaching materials was needed an evaluation. Based on the researcher's research teaching materials need to be improved more detail about the materials or design of the product. In the implementation of teaching materials, the researcher can find some advantages and disadvantages of this product. The first advantage is it makes students participated actively in English learning process. The second the student learn best in classroom activity because the marials so close from them. Then, there are some disadvanteges of teahing materials. The first is due limitation materials. The second disadvantage is because of this teaching materials about Minangkabau local wisdom that means it can only be used by students around the province of West Sumatra

Product Revision

Teaching materials before becoming as now have been carried out several revisions both by the validator and the supervisor when mentoring. Some changes in teaching materials can be seen in the following table 4.4.

Table 4.4 Revision of Product

No	Before	After
1	The initial cover is to use a picture of Rumah Gadang in the middle, the writing name is written in the lower left part of the picture and the class name is in the lower right.	The cover is using the Rumah Gadang picture in the middle, the writing name is on the top right of the picture, added with the title of the teaching material and the class name on the bottom right
2	For the first chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	In the first chapter there was already a picture depicting Minangkabau culture and the form of questions varied, there were essay questions and objective questions.
3	For the second chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	There was already a picture depicting Minangkabau culture and the form of questions varied, there were essay questions and objective questions.
4	For the third chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	In the thirdchapter there was already a picture depicting Minangkabau culture and the form of questions varied, there were essay questions and objective questions.
5	For the fourth chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	Now there are pictures depicting Minangkabau culture such as the Jam Gadang and Fort de Kock pictures and the form of questions has varied there are essay questions and objective questions
6	For the fifth chapter there is no single announcement text .	There are some announcement texts which are also supported with practice questions.
7	There were no names of examiners in each sheet of teaching material and also there was no information under the teaching material	There is already the name of the author in each sheet of teaching material located at the top right and there is a book description on each page
8	Initially there was no reference in this teaching materials.	Initially there was no reference in this teaching materials.

CONCLUSION

English is one of the important subjects in teaching learning. Usually English is foreign language for the students. It means that the student do not know about English very well. So that, the teaching activity of English should be done effectively to the students. One of the ways was bt implementing an effective teaching materials to the students. Teaching materials help the teacher in delivering the materials to the students and it can help students understand and comprehend the materials well.

Teaching materials has proven that students English ability can be improved by the application of this product. The student has been improved from pre test and post test. Pre test was done before the implementation of the product, while post test was done after the implementation of the product. In the implementation of this product, the student used the teaching materials. The student learn with used this product and they easy to understand about materials well. This implementation proves that the students need teaching materials in their language learning. During the implementation of teaching materials, the student enjoy the teaching and learning process. The student understand the materials presented by this product.

At the result of the reseacher which has been described and discussed in previous chapter, the reseacher concluded that: The use of English teaching materials based on Minangkabau tradition in SMAN 1 Sungai Puar makes students easy to understand in learning English. Based on the interview, validation sheet and test that reseacher analyzed, the result showed that product in English learning by using teaching materials was valid, practical and effective.

Futhermore, the effectiveness of teaching materials was also proven by the student's achievement on post test. Their score were improved than pre test score. It means, they understand the materials easily and answer the questions items on post test well. This is beacause the eeffect of teaching materials in English learning.

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