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grade iv elementary school students

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The Development of English Teaching Materials Integrated Local Wisdom of Riau Malay Culture for Grade IV Elementary School Students

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Abstract

This study was aimed to produce an effective English language teaching material Integrated Local Wisdom Riau Malay Culture for Grade IV Elementary School Students. The English subjects studied in primary schools contain topics that are contrary to Indonesian culture. Foreign cultures that are in English textbooks are not in accordance with the environment of students' lives. Indonesian culture teaches us to be polite and away from violating religious norms. Riau Malay culture is one of them that applies politeness and good behavior. This research is development research that uses the Borg & Gall development model. The results showed that in teaching materials based on Riau Malay Culture (RMC) it was seen from the practicality of each item from the aspects of the assessment. The items assessed were 8 items. From these points, it is stated that it is very practical. This means that the teaching materials developed are very practical or good to use. The practicality assessment was carried out by 21 respondents which included 5 validators and 16 teachers.

Keywords: Local Wisdom, Riau Malay Culture, English Teaching Materials Integrated

Introduction

English textbooks used in elementary schools contain a lot of content that is contrary to Riau Malay culture. Based on the needs analysis carried out by the researchers, the results showed that the English textbooks used in elementary schools had a specific purpose in the development of students, but did not have the goal of forming the character of students with the nuances of Riau Malay culture. In this regard, the researcher made observations by interviewing several elementary school English teachers to obtain further information related to the textbooks used in the teaching and learning process.

The researcher interviewed English teachers in several elementary schools in Pekanbaru. The results of the interview found that the textbooks used in the school contained things that were not under Malay behavior and character. The book still shows the behaviors of foreign cultures. Through this

research, it is believed that learning English by integrating cultural values can be sustainable and other countries can maintain and even recognize its integrity (Eddy Noviana, 2015); (Sofyan, 2010)).

The results of the needs analysis and interviews found that the textbooks used in elementary schools were contrary to the Riau Malay culture, which resulted in students' attitudes that were not in accordance with the character of the Riau people. Several books published locally and abroad such as the publishers of Cambridge, Pearson, and so on have not met the needs of students in applying the characters of Riau Malay culture. Examples of books that have not met the needs can be seen in the following table.

Table 1. The Results of the analysis of the need for English textbooks

NO	BOOK		INCOMPATIBILITY WITH MALAY CULTURE	PAGE	Explanation
	TITLE	PUBLISHING			
1	English Chest 4	PT. Asta Ilmu Sukses	Readings are more focused on foreign cultural issues such as music, culinary, dance and so on	33, 57, 59, 63	
2	LUCAS	LUCAS	Almost all of them are not in accordance with Malay culture budaya	Almost all pages	
3	Grow with English	Erlangga	The pictures provided show Javanese or Indonesian culture	Almost all pages	

Based on the table above from 3 books, it can be analyzed that the textbooks used by several English teachers in Pekanbaru schools still do not highlight and introduce Riau Malay culture.

The alternative offered in this study is English textbooks containing Riau Malay cultural values. The resulting textbook will be an English textbook whose contents cover several cultural aspects, namely Riau culture in culinary arts, traditional games, traditional houses, traditional clothing, historic buildings, and so on. This textbook is structured to develop students' language competence effectively according to their needs and the context of their environment. Thus, they learn English easily because it fits their needs and contextually.

Some weaknesses found in the book can be used as a benchmark in the research. This developed textbook contains Malay cultural values in English. Students will develop their English competence easily, both orally and in writing so that they are able to communicate meaningfully. Teaching materials that are designed and arranged in a systematic and structured manner will certainly help teachers and students in the learning process (Tomlinson, 2011).

This developed textbook is an alternative book for learning English in elementary schools that contains Malay cultural values, especially in reading texts (reading skills) and speaking skills

the development of english teaching materials integrated local wisdom of riau malay culture for
grade iv elementary school students

(monologues). Meanwhile, conversational skills in English are difficult to adapt to Riau Malay culture, for example, 'salam' or greeting. This is done considering that until the completion of the implementation of this research, researchers have not found English textbooks for elementary schools. This textbook is expected to be a very useful book as a complement to the existing textbooks in elementary schools.

Methodology

This research uses educational development research (Educational Research and Development) or Educational R & D. This type of development research is a process used to develop and validate educational products, such as textbooks, learning films, learning videos, and so on. According to (Borg, R, W & Gall, 2003) the steps of this research are: (1) preliminary study or conducting research and gathering information including collecting reference sources or literature review, class observations, and identification of problems encountered in learning and summarizes the problems, (2) planning, includes the identification and definition of skills, setting goals, determining the sequence, and testing on a small scale, (3) developing a hypothetical model or initial form of the product including preparing learning materials, compiling handbooks and evaluation tools, (4) the study of the hypothetical model, including collecting data information using interviews, questionnaires and data analysis, (5) revision, (6) limited trial, conducting an initial trial conducted by 1-3 schools using 6-12 expert subjects (7) revision of test results, (8) wider trials, conducting field trials on 5-15 schools with 30-300 subjects, the assessment was carried out before and after the learning process, (9) revision of the final model, and (10) dissemination and socialization, delivery of development results to professional users through meeting forums or writing in journals or books. This development research was carried out in 3 stages, namely: 1) the preliminary study stage through a qualitative descriptive approach, 2) the development stage of the design of teaching materials based on local wisdom with Malay cultural values, followed by expert judgment, revision and improvement, followed by limited trial as well as evaluation and improvement, 3) the evaluation stage which includes the implementation of the model made with the quasi-experimental method (pretest-posttest control group design). In this study, only the second stage was carried out, namely the development stage. The Borg and Gall development method was chosen because revisions and trials were repeated so that the instrument was more validated.

Participants

The subjects in this development research were drawing design experts, material experts, linguists, teachers, and fourth-grade students at Islamic Elementary School As Shofa Pekanbaru and IT Al Bunayya Pekanbaru.

Data Collection Instruments

The type of data taken in this study is data from the results of product trials based on Riau Malay culture which is divided into two types, quantitative and qualitative data. While the instruments used are validation sheets, observations, questionnaires and interviews as shown in Table 2. as follows.

Tabel 2. Instrument

Aspect	Data	Instrument	Observed Data	Respondent
Eligibility of teaching material products	Product validity of teaching materials	Validation sheet	The validity of Riau Malay culture-based teaching materials for students	Design expert, material expert, linguist
	Terms of teaching materials and product attractiveness	Questionnaire	Ease of teachers doing learning Execution time Smoothness Easy to understand instructions Students' interest in using these teaching materials	Teacher and students
	Product effectiveness of teaching materials	test sheet	Student learning outcomes (Cognitive, affective and psychomotor)	Students
		Observation Sheet	Student activities	Research (observer)

Findings

Practicality tests are carried out at the implementation stage to see the practicality of the products produced.

1) The practicality of teaching materials based on Riau Malay Culture (RMC).

The practicality of teaching materials based on Riau Malay Culture (RMC) aims to determine the practicality of this book with the following assessment criteria:

a.1 = Strongly Disagree

b.2 = Disagree

c.3 = Quite Agree

d.4 = Agree

e.5 = Strongly Agree

The practicality data of the model book was obtained from a questionnaire given to 5 validators who were experts in their fields, as shown in table 3.

the development of english teaching materials integrated local wisdom of riau malay culture for grade iv elementary school students

Table 3. Practicality of teaching materials based on Riau Malay Culture (RMC)

Item	Average	TCR	Result
1	4.50	90.00	Very Practical
2	4.76	95.29	Very Practical
3	4.71	94.12	Very Practical
4	4.76	95.29	Very Practical
5	4.59	91.76	Very Practical
6	4.53	90.59	Very Practical
7	4.69	93.75	Very Practical
8	4.82	96.47	Very Practical
Overall Average		4.67	
TCR		93.41	
Result		Very Practical	

Referring to table 3, it can be described in terms of teaching materials based on Riau Malay Culture (RMC) seen from the practicality of each item from the aspects of the assessment. The items assessed were 8 items. From these points, it is stated that it is very practical. This means that the teaching materials developed are very practical or good to use. The practicality assessment was carried out by 21 respondents which included 5 validators and 16 teachers.

Referring to table 3, a conclusion is drawn that the overall indicators of the assessment aspects above are obtained on average 4.67 or are in the very practical category, then the practicality of teaching materials based on Riau Malay Culture (RMC) is stated to be very practical and feasible to use, as shown in the following diagram.

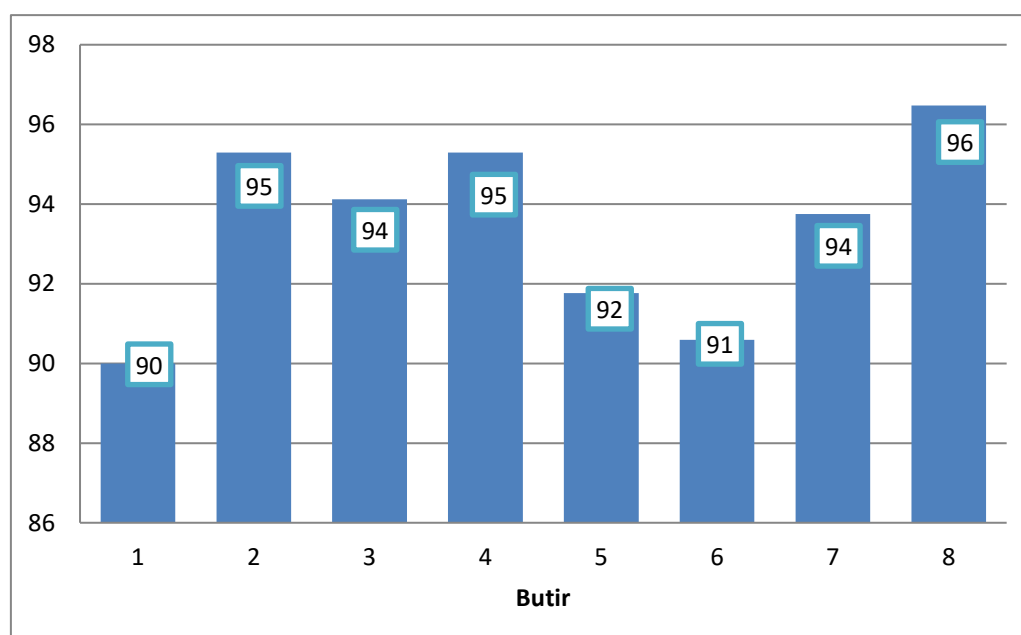


Figure 1.

The practicality of teaching materials based on Riau Malay Culture (RMC)

Based on the data in the diagram, it can be concluded that the practicality of teaching materials for English Integrated Local Wisdom of Riau Malay Culture is very practical. Thus, it is stated that the teaching material of English Integrated Local Wisdom of Riau Malay Culture is feasible to use. The following shows the frequency distribution of the practicality of teaching materials in English Integrated Local Wisdom of Riau Malay Culture. As contained in the following table;

Table 4. Frequency Distribution of Practicality of English Teaching Materials Integrated Local Wisdom of Riau Malay Culture.

No	Interval Class	Frequency	Percentage	Category
1	> 4,2	8	100.00	Very Practical
2	3,40 - 4,1	0	0.00	Practical
3	2,60 - 3,39	0	0.00	Practical enough
4	1,81- 2,59	0	0.00	Not Practical
5	<1,80	0	0.00	Very Impractical
Total		8	100	

Based on the table, it can be explained that theoretically the frequency is 8 with the lowest score of less than 1.8 in the impractical category and the highest score of 4.2 and classified as very practical. Thus, it can be stated that the very practical category as a percentage of 100% with a frequency of 8. Judging from the practicality data from the table above, the practicality of teaching materials for English Integrated Local Wisdom of Riau Malay Culture is declared very practical and feasible to use.

Discussion and Conclusion

Teaching materials play an important role in the learning process. A child needs books as references and learning resources. Without books, they have not been able to express themselves to the environment and other people. Likewise, teachers, certainly need books in the development of learning materials. (Sanjaya, 2008) describes some benefits of developing teaching materials for teachers, namely 1) teaching materials that are in accordance with the curriculum and meet the needs of students in the learning process, 2) have teaching materials that are easily understood by students, 3) teaching materials have better references. Varied, 4) add insight to the teacher in the preparation of these teaching materials, and 5) create effective conditions in the interaction between teachers and students. Therefore, this Riau Malay culture-based teaching material that will be designed by the author certainly provides several benefits to the teacher in the learning process and also to the students themselves in character building in learning English. (Cunningsworth, 1995) argues that the effectiveness of teaching materials is necessary. The cognitive and social development of students cannot be beaten evenly so it is necessary to determine several aspects in developing teaching materials.

the development of english teaching materials integrated local wisdom of riau malay culture for grade iv elementary school students

In addition, (Depdiknas, 2006a) states that there are several objectives in the preparation of teaching materials, including 1) the availability of teaching materials in accordance with the demands of the applicable curriculum and the needs of students in the formation of student character, 2) the availability of teaching materials as learning resources for students. or teachers apart from existing teaching materials from other publishers, 3) ease of delivery of subject matter in the learning process. Therefore, the purpose of this teaching material is held to provide convenience for students to achieve the desired goals.

Thus, the teaching materials compiled in this study actually have several clear objectives for students and teachers in developing materials containing Riau Malay culture so that in the process of learning English both students and teachers can get to know their own culture and can filter out the foreign culture. Therefore, students with Riau Malay characters can be created through learning English that introduces English culture. The development of teaching materials should be in accordance with the context and needs of students (Isik, 2017).

Suggestions

Based on the findings of this study, it is known that the teaching materials of English Integrated Local Wisdom of Riau Malay Culture are effective in improving student learning. Therefore, it is recommended especially for classroom teachers to be able to have these English teaching materials and provide them in the school library as study material for school residents.

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the development of english teaching materials integrated local wisdom of riau malay culture for
grade iv elementary school students

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