

## 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 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 *sipakainge* (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

achievement. The use of this learning model is to easily facilitate students in learning and mastering English because those are things that they are used to seeing, experiencing, doing, and learning do not need extra attention to adjust.

By conducting initial review of several English textbooks from various publishers used at junior high schools in Makassar, it turns out that there are rarely materials with cultural-based, especially from the local culture of South Sulawesi called Bugis-Makassar. Accordingly, one of the noble goals of National Education listed in the 1945 Constitution of the Republic of Indonesia that is "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." will be difficult to achieve because in English learning process, there is no local culture instead, it is used other people's culture which is undoubtedly unfamiliar to students. The teachers do not have enough time to develop learning in integrating local cultural material and values into the learning process. Furthermore, there are still a number of students who are still less appreciative of their friends in class discussion. For example, 1) they do not pay attention to what is conveyed by friends, 2) do not have any chance to convey ideas, or 3) mock each other when a friend answers incorrectly. This shows that the learning so far has not been well developed. It is realized that the learning development should be done through intensive and comprehensive research [7]. It emphasizes in scientific research especially in English learning which is not only involving teaching materials or contents, but also including learning strategies, approaches, methods, and so forth.

Based on the elaborated background, the researcher is interested in integrating local culture-based learning material packaged in an English learning to increase students' reading motivation and comprehension at junior high schools in Makassar.

## **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 & Marsha (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 *sipakainga* 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 (*sipakainga*) 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

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 *sipakalebbe* and *sipakatau*. The leaders then divide tasks for each group member where they must be responsible to it as a form of *sipakainga*. 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 *sipakainga* is distributed. He asks each group to perform sharing opinions, discussion, and peer-tutoring where they learn to implement *sipakatau* and *sipakalebbe*. 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 *sipakalebbe* 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 *sipakainga* 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 *sipakalebbe* and *sipakatau* values, to show that they are not stingy in non-excessive way. At the end of the activities, teacher guides students through *sipakainga* and *sipakalebbe* 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*, *sipakalebbe*, and *sipakainga* which lead

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 ( $0.80 < r \leq 1.00$ ).

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  $80 < 81.48 \leq 100$  ( $80 < x \leq 100$ ) 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*

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 learning process is an integral activity (intact) between students as subjects of learning and teacher as an instructor. In this integration, there is a reciprocal relationship between teacher and students in an instructional situation. It needs two-way communication in learning situation to promote "students' active learning [19]".

The questionnaire results of the students' reading motivation and comprehension are obtained by using a motivational questionnaire consisting 40 aspects with positive and negative statements involving four indicators that is attention, relevance, confidence, and satisfaction. Students fill the questionnaire sheets which contains five rating scales such as *SS* (Strongly Agree), *S* (Agree), *R* (Undecided), *TS* (Disagree), and *STS* (Strongly Disagree) with scores according to the Likert scale model. This motivation questionnaire is only distributed one time to first grade of junior high school with total respondents of 30 students containing the assessment of the *PBI-BBL* model application. The following is the graph of response results of the motivation questionnaire according to its indicators and comparison.

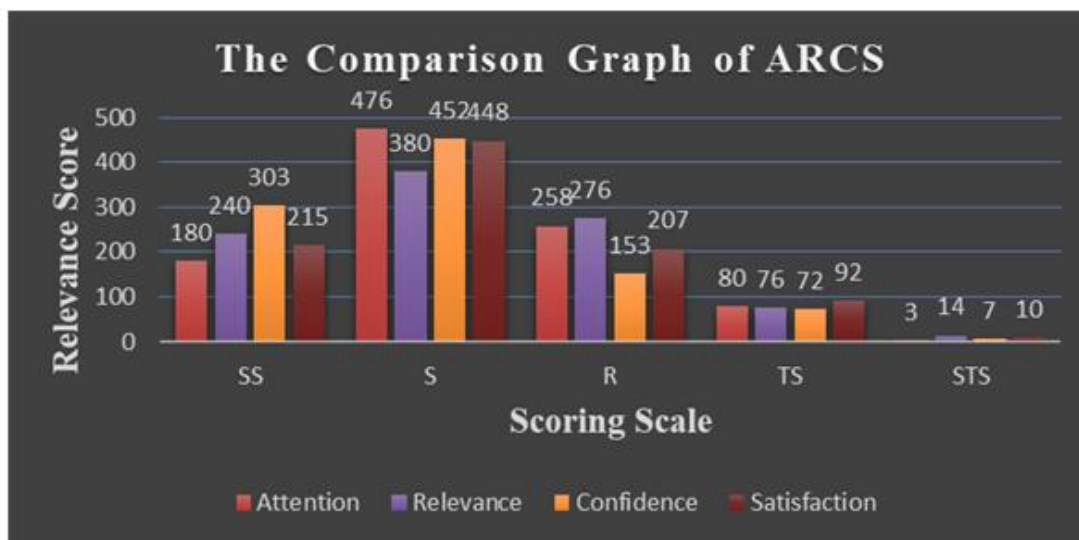


Figure 1. The Comparison Graph of ARCS Motivation Model

If viewed from the scores of each aspect indicator, the average indicator reaches 97.1 which shows that the application of the *PBI-BBL* becomes a model that can enhance the learning activities. From this final score, it shows a good response which can be concluded that the level of motivation is in the effective category.

*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-

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 1.** The Result Criteria of N-Gain Analysis

Implication	Pre-test Score	Post-test Score	Average Score	Category
<i>PBI-BBL</i> Learning Model	64.05	89.21	0,77	High

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  $80 < R^- < 100$ , 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  $80 < 81.48 \geq 100$  ( $80 < x \geq 100$ ) 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  $80 < 88.40 \geq 100$  ( $80 < x \geq 100$ ) 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  $60 < R^- < 80$  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.

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