

LOCAL CONTENT-BASED TEXTBOOK IN TEACHING YOUNG LEARNERS; A DEVELOPMENT STUDY OF WEST LOMBOK

Humaira¹⁾, Siti Lamusiah²⁾, Isnaini³⁾, Fauzi Bafadal⁴⁾

Muhammadiyah University of Mataram: English Education Program of FKIP

Muhammadiyah University of Mataram: English Education Program of FKIP

Muhammadiyah University of Mataram: English Education Program of FKIP

Muhammadiyah University of Mataram: English Education Program of FKIP

NTB, Indonesia

humairah2299@gmail.com

Abstract

Instructional resources, including textbooks, course books, and other materials, play a vital role in teaching and learning. Despite the fact that technology and information are frequently used by people all over the world, textbooks still considerably help teachers to support their teaching material, especially in teaching English to young learners. This study intended to develop a suitable textbook that would be pretty beneficial to sustain relevant learning. As a research method, educational R&D (Research and Development) was used in this study. The samples were 27 fourth-grade students from 250 populations at State Elementary School 3 Kuranji in West Nusa Tenggara. The data was gathered using observation, interviews, and questionnaires. The study's findings revealed that students made great progress in learning English using the local-content textbook. Students' knowledge, motivation, courage, activeness, and love of learning have improved. The students' progress revealed that 100% of the students attended the class, 88.8% of the students enjoyed the learning process, 85.1% of the students understood the materials, 92.5% of the students were more cooperative in the teaching and learning process, 78% of the students demonstrated bravery in expressing their ideas, 93% of the students completed the task or homework assigned, 74% of the students began to participate in class activities, and 93% of the students developed respect and attention. The average of the student's scores in evaluation showed that 99% of students passed their passing grades.

Keywords; *English Textbook, Local Content, English for Young Learners, Second Language Acquisition*

Introduction

English is expected to be used as a second language by 325 million people worldwide, 4.7 billion people actively use English, and 1.4 billion people perceive English as an official second language (Larsen and Freeman 1991). As a result, teaching English must begin earlier in order to encourage kids to practice English as much as possible, even though some linguists are still discussing whether adults are faster or youngsters are better (Ellis, 2004). Larsen and Freeman (1991) contend that "*older learners are faster, but younger is better*" when it comes to second language learning. Linguists, on the other hand, feel that children learn a second language faster and more effectively than any other age group.

Harmer (2003) pointed out that children who acquire a new language

earlier have an edge when it comes to pronunciation, which might be challenging for adults. Harley et al. (1995), as stated in Cameron (2001), children who learn a second language sooner have certain advantages, though not in all areas of language proficiency.

Listening comprehension is the most beneficial to children's development, while pronunciation is the second most beneficial to children's skill development in the teaching and learning process. Learning language is also vital for opening children's minds to respond to whatever happens around them. They can learn and encounter a variety of things depending on their level of knowledge in the new language; they can discover comparative culture to expand their awareness of cross-cultural understanding.

In terms of customs, culture, religion, procedures, language, arts, crafts, regional skills, and other factors, Indonesia is made up of several ethnic groups and tribes that exhibit intercultural variety. This type is a quality that strengthens Indonesian lifestyle values. A society that produced paradigms, ideas, behaviors, and artistic creations gave rise to culture. Religion, society, knowledge, language, the arts, means of subsistence, and technology are only a few of the ways that a cultured civilization is different from other societies. The dynamics of human life as a whole are governed by culture, which also acts as a manual for behavior and living patterns and a means of ensuring that cultural inheritance is carried out sustainably. People with culture have characteristics that are particular to their culture (Nurhikmah H, et.al: 2022).

Lombok, West Nusa Tenggara, is one of the islands with unique and special characteristics, and the local content of this region is very rich with a variety of cultures, special foods, traditions, regional stories, regional clothes, and beautiful beach tours. This local content will be a force in building students' interest in learning with material in their own environment, if packaged in an attractive and appealing way.

That's way that Lombok, as the second most popular tourist destination after Bali, has begun to be promoted by the government, which released a new policy called Visit Lombok-Sumbawa 2012 (Suara Pembaharuan, June 28th, 2011), which is meant to entice many tourists to visit this island, and Lombok, hopefully, will become one of the most popular tourist destinations in Indonesia and the world. To support government strategy, the people of Lombok must also equip their human resources to compete in international relationships. One significant way to help this goal is to learn the languages of the nations from which tourists come, particularly English.

Furthermore, English plays a crucial role in reacting to this situation. It is widely acknowledged that English is crucial for Indonesia, and the most frequently advanced rationale for this is that English is a worldwide or international language, and so the regarded local content goods would be successfully exposed to the world if supplied in English (Lauder, 2008:90).

In response to the previous argument, Prastiwi (2013:23) emphasizes that EFL teachers should use the EFL teaching learning process to serve a dual purpose: supporting mastery of the target language (L2) and fulfilling the obligation to introduce local culture/content (C1), especially among the younger generations. As a result, ELT materials should not be limited to the cultures of native English-speaking countries, but should also include local cultural content (Monica S and Vianty M, 2019).

Additionally, it has been shown that materials with local content make a significant contribution to ELT, particularly in terms of enhancing students' reading comprehension. Utami et,al (2014:98), stated that include cultural or local content in reading materials can successfully enable students to understand the subject matter because it is relevant to their daily lives. According to Malone (2013:20), who supports the above claims, another strategy an EFL instructor can employ to encourage their students to learn for a lifetime is to give them knowledge or English materials that are pertinent to their daily lives.

The associated government of Indonesia is therefore most concerned that the general population no longer appreciates products with local content. The sector of education is thought to have a space for promoting local content. The Ministry of National Education Decrees Numbers 22 and 23/2006, which were established by the Indonesian government, offer a significant opportunity for the integration of local content on a range of

school subjects in the primary (basic) or secondary curricula heritage and culture, such as the story from the local content dealing with local people, objects, and events.

One of the requirements of the 2013 Curriculum is that all Indonesian schools, including junior high schools, use government-provided textbooks for the teaching and study of all subjects, including English. The 2013 curriculum also calls for the use of regional content in the teaching-learning process.

The Ministry of Education and Culture's regulation No. 79 from 2014, the goal of incorporating local material into the teaching-learning process is to: a) be familiar with and devoted to the local natural, social, spiritual, and cultural environments; b) safeguarding and fostering regional excellence and knowledge that benefit both themselves and the environment in order to promote national growth.

Based on the previous statements, it is clear that the 2013 curriculum requires English teachers to incorporate local information into the teaching-learning process in addition to using the English textbooks provided by the government. Creating supplemental English materials for students based on local content is one technique to incorporate local information into the teaching-learning process of English (Nurliana, 2019).

Despite the fact that the usage of local content-based material is strongly recommended and indicated in the curriculum, the quantity of local content-based materials in Indonesia remains restricted. Pitaloka (2014:12) claims that there are issues with the English textbooks used in Indonesia, specifically the texts' improper readability and the lack of local content-based materials. According to Pitaloka's findings (2014:45), the author discovered through instructional analysis that the English teachers at SMP Negeri 11 Lubuklinggau only used one English

course book that lacked locally relevant content.

In addition, that textbook also offered a reading comprehension test, but the test's provision of descriptive texts with varying readability levels was unrelated to the students' reading level, which was level 3 (Monica S and Vianty M, 2019).

The teacher serves as a role model by using the techniques and conveying the values of teaching as professionally as possible, attractive, and innovative in the teaching and learning process. This helps to sustain the students' need to learn language successfully. The efficiency of the teaching and learning process directly affects how quickly education advances. One of the most important factors in determining the caliber of education itself is thought to be the qualities of the teachers.

The teacher's exceptional passion, expertise, and high level of dedication in the classroom, along with their ability to impart content education as guides in the teaching and learning process, would make these conditions operate well. The term "instructional materials" refers to textbooks, course texts, or other resources that are appropriate for the student's level of proficiency and are also based on the school's curriculum and syllabus. Textbooks at the primary school level are the source material that the author attempts to develop in this study.

Furthermore, textbooks are commonly used by teachers in the preparation of lesson plans, as a source of teaching material, and to provide vital information to teachers about what they should accomplish in the classroom. Purwanto (1996) in Syafril (2012) discovered that most Indonesian primary school teachers could not teach well without a textbook based on survey research. Nonetheless, there are certain criteria that are comparable to the scenario when we wish to construct a course book, because a textbook and a course book both

have the same substance as instructional resources in the teaching and learning process. As a result, the textbook rules are similar in certain aspects.

According to Cunningsworth (1995), course books play multiple roles in ELT. He describes these guidelines as follows: (1) a resource for presentation materials (spoken and written), (2) an activity resource for learner practice and local-content based interactions, and (3) a reference source for learners on grammar, vocabulary, pronunciation, and so on." (4) A resource for simulation and ideas for classroom activities, (5) A syllabus (where they match previously set learning objectives, (6) A resource for self-directed learning or self-access work, and (7) Support for less experienced teachers who have yet to develop confidence.

In accordance with this study, there are some previous studies have been done. For primary school students in the fourth grade, Gunawan (2012) described a study project in which English teaching materials were created utilizing kid-friendly music. She created the final product, which was a collection of music on VCDs and books for both instructors and students. The methodology used in this investigation differs significantly from that used in the prior study.

Gunawan (2012) concentrates the textbook solely on the use of songs in primary school English instruction. Essentially, teaching English through songs is a well-known strategy in teaching English, but it cannot be used to all types of information required by children. They should also plan some engaging activities to help the children enjoy studying, understand the content, and develop an enthusiasm in learning.

The second study done by Tiasari, L (2010) designed a teaching material called "Mystery of Caterpillar" to investigate the effectiveness and appropriateness of teaching English to fifth grade children in elementary school. She created a textbook for students and

teachers who were given Video Compact Disks (VCDs). This textbook is written in story form. The materials were presented by the children based on the narrative text, which included the development of restricted vocabulary. The teaching materials will omit some crucial vocabularies that children at the elementary school level require, such as body parts, a variety of fruits, cars, and other vital terms connected to the children's lives. My textbook design will include many intelligible vocabulary as well as words from the children's environment.

Methodology

The researcher decided that the approach which is appropriate with this study is educational R & D. Research and Development which so called *Research-Based Development* is a current approach in education research. Borg and Gall (1983) define Educational R & D as a process to develop and to validate educational product. Sugiyono (2010) also defines R & D researches as a method of research in order to produce a new certain product which is followed by the testing out of the effectiveness of the products.

This study has been conducted in the fourth grade students of State Elementary School 3 Kuranji, Labuapi, West Lombok, West Nusa Tenggara. It is located at Padang Reak- Kuranji Street, Labuapi, West Lombok, West Nusa Tenggara. There were 250 students in this school taken as population. The samples of the study were 27 students of the fourth grade students. The sampling strategy used in this research was purposive sampling. Purposive sampling is the technique that uses to choose sample for specific purpose.

Techniques of Data Analysis

To analyze the effectiveness and the appropriateness of the textbook design, this study has been collected the data

through some instruments as the researcher elaborated above, they were; observation, interview and questionnaire. In order to compute the data and then to analyze data systematically, this study applied some steps, were:

- a. **Observation Checklist:** observation checklist supposed to measure the students' attitudes and behavior in the classroom, the writer act as an observer and noted down some points in the teaching learning process.
- b. The teacher and the students' opinion about the textbook collected through **questionnaire** have been given. Each option has the point's ranges; it started from 0-4 points. If the students and teacher choose *a*, the score would be 4 points, if the students or teacher choose *d*, then the score got 1 point, and so forth. After that, all of items were analyzed by computing all scores, and finally deciding the category into the ranges. Whether the category in the higher or in the lower level.
- c. To identify the significant progress of the students during the learning process done by using the textbook, this study compared the result of the students' evaluation **before** learnt with the textbook and **after** students' learnt with the textbook. The researcher applied pre-experimental design where students were given pre and posttest. Based on Borg and Gall (1983: 657-658) stated that there are three steps of One-Group Pretest-Posttest design; the first step is distribution of a pre-test measuring the dependent variable, the second step is the application of the experimental treatment (in this case, try out the textbook) to the subject, and the last step is the administration of a posttest measuring the dependent variable again. The steps of the design can be presented into the formula as Nunan (1992) wrote that:

Table 1. One-Group Pretest-Posttest design

O ₁	X	O ₂
----------------	---	----------------

Where:

O₁ = students' score before try out

X = treatment

O₂ = students' score after try out

To calculate and to compute the data of the students' score before and after try out, this study used the following formula adopted from Sugiyono (2010:197):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_1} - 2r \left[\frac{s_1}{\sqrt{n_1}} \right] \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

Where:

\bar{X}_1 = mean of sample pretest

S_1^2 = variants sample pretest

\bar{X}_2 = mean of the sample posttest

S_2^2 = variants sample posttest

S_1 = deviation standard of pretest

r = correlation of samples

S_2 = deviation standard of posttest

t = t-value

n = number of sample

Then, the correlation between two samples applied the formula adapted from Sudijono (1987: 201);

$$r_{x_1x_2} = \frac{\sum x_1x_2}{n \cdot S_1 \cdot S_2}$$

Where:

$r_{x_1x_2}$ = Correlation index between X_1 and X_2

$\sum x_1x_2$ = The result of deviation score X_1 and X_2

n = number of subject

S_1 = Deviation standard of X_1

S_2 = Deviation standard of X_2

The researcher also stated the statistical hypothesis to assume the effectiveness of the product. The

hypothesis used was: $H_0: \mu_1 \leq \mu_2$ and $H_a: \mu_1 \geq \mu_2$.

Procedure of the Research and Development's Study

As the some previous studies have been done, most of the researchers conducting their research in R& D design. R & D study most adopted from Borg and Gall (1983). The stages of the study have been conducted is elaborated in the following steps:

Stage 1: Research and Information Collecting

This study started by reviewing the literature such us textbooks are exist and commonly used by the elementary school in Lombok, West Nusa Tenggara. Reviewing the curriculum and syllabus has been implemented there; also other materials used by the teacher when they are teaching in the fourth grade students of elementary school.

The researcher also observed the classroom activities and did the preliminary research in order to know the kinds of the textbook design or the textbook model that the teacher and students' need. This observation was supposed to find out the real problems faced by the teacher and students in West Nusa Tenggara, especially in SDN 3 Kuranji Labu Api, related to the textbook applied in the school.

Stages 2: Planning

In this stage, the researcher began to define the kinds of language skills, stating objectives of the textbook, determining course sequence, and choose the best topic of the textbook based on the students and teachers' need. The researcher defined carefully about the students' standard competence, basic competence, language skill, and the number of meeting. There were six times of meetings taken in the try out for one semester; five times for teaching learning

activities and one time to conduct the evaluation.

The researcher designed the textbook based on the curriculum existed and then followed the syllabus and lesson plan related to the standard of competence and content standard. Lesson plan includes the instructional materials, the learning activities, time allotment, and sources of learning theories.

Stage 3: Develop Preliminary of Product

The researcher began to prepare the instructional materials. The material was ordered based on the planning. The researcher focused in developing textbook by adopting the local-content based in the teaching materials. The materials developed consistently based on the content standard of the fourth grade students of elementary school; also paid attention to the curriculum was implemented on the school.

Stage 4: First Product Revision

Before the materials were applied in the classroom setting, the researcher showed the advisor first and asked four experts to revise those materials. The second experts were two lecturers from UM-Mataram who understood the textbook analysis. The researcher also prepared the checklist of validation forms and suggestions forms both lecturers and advisors in order to make some corrections or revisions.

Stage 5: Main Field Testing

The textbook has been tried out at the fourth grade students of State Elementary School 3 Kuranji, Labuapi, West Lombok, West Nusa Tenggara. There were 27 students at the fourth grade students from 275 populations in the school. The researcher collaborated together with the English teacher to test the product. The researcher asked the teacher to use this textbook as the teaching instructional materials when she taught. The researcher acted as an observer, and

noted down some points related to the students' behavior during the teaching and learning process going on.

Stage 6: Second Product Revision

During the classroom learning going on, the product was revised again by the experts for the second times. In this revised, the product was considered the relationship with the curriculum, level of difficulties, attractiveness and how it is practical. Then the researcher categorized the successful of the students if 80% of the students got score at least 65 points, means that the student passed the passing grade. The categorized based on the decision of the Students' Passing Grade standard (KKM) which has been stated by the school.

Stage 7: Producing the Final Product

After the product has been revised and validated by the experts for the second times, the researcher started to complete and to arrange the textbook in a new product. Finally, the product is ready to use as an instructional learning material.

Finding and Discussion

The textbook has been tried out in SD N 3 Kuranji, Labu Api, Lobar, NTB. The try out supposed to know whether the textbook is effective for teaching the fourth grade of elementary level or not. There were six meetings that have been done. Five meetings held for teaching and learning process and one meeting for evaluation.

First Meeting

The first material taught was "parts of the body". The researcher distributed the pictures of "*parts of the body*" to each student. The researcher asked them to see the pictures. They looked very interesting and started to point out the pictures toward their partners, the classroom was little bit noisy for several minutes. The researcher let them read the parts of the body in the pictures during preparing the audio to turn

on the song about the parts of the body. After that, the researcher started to ask the students attention and told them to listen carefully. The researcher explained the materials 50% into Indonesian and introduced the parts of the body by giving them the real examples.

The researcher performed the words into action directly, it supposed to show the students what parts we spoke about. Finally, the researcher asked the students to repeat the parts of the body together until three times. But, not all of the parts of the body were presented, only the very familiar parts of the body such as, hair, head, parts of the face (eyes, nose, lips, mouth, teeth, tongue, cheek, ear, eyebrow, and forehead), hands, arms, fingers, stomach, legs, knees, feet, and etc.

To make sure that the students recognized well about their parts of the body in English, the researcher asked them to perform one by one in the front of the class. There was no students raised their hand for the first time, they seemed little bit shy and did not have braveness to come in the front of the class. The researcher told that they did not need to perform all of the words which have been introduced. They might perform five or six parts of the body which they remembered. Then finally, several students raised their hands, the writer chosen four students to perform one by one. They looked to interest in their performing. The researcher only made some corrections if the students misspelling the words.

For the last session, the CD was turned on and researcher asked the students to sing a song, but before that, the script of the songs distributed to the students' first. The researcher asked the students to listen carefully and followed the song slowly after they read the song's script. The song repeats for two times until the students felt familiar with the song. For the third times, the students started to sing together. They looked very enjoy and interest.

Second Meeting

The second meeting was handled by Mrs. Putu, she tried to follow the syllabus and lesson plan that has been discussed first. She taught in 60 % Indonesian and 40% English. She reviewed the materials about “parts of the body” to refresh the students’ understanding about the materials that have been taught in the first meeting. Mrs. Putu started to ask the students about the familiar parts of the body that had been learnt. The teacher invited students to write down the parts of the body in the whiteboard. Some students showed their enthusiastic, they raise their hands together and asked the teacher to give them chance to come in the front of the class. Some students were given chance to write down their answer, even there were many students still passive. Mrs. Putu gave the appreciation and the correction to the students.

Mrs. Putu distributed the exercises for the last session of the meeting. The exercises were simple, the students were asked to match the pictures with the names of the parts of the body. The exercises have been arranged by considering the level of the students’ competences and the materials taught. The result of the exercises showed that from all students in the class, there only a few students did not fulfill the standard.

Third Meeting

“My Favorite Place” was the third materials taught by Mrs. Putu. The researcher suggested that materials to be taught, it is because researcher supposed to introduce the students about the familiar places that they know well. The favorite places contained the famous and familiar places in Lombok. When the pictures in the textbook distributed to the students, they looked surprised and amazed, they told the teacher that they have ever go that place, one of them said that he went to the Senggigi Beach last week with his family. Other students expressed the same things.

Fourth Meeting

The fourth meeting continued with the “Favorite Foods”. As we discussed before, Mrs. Putu would not give the exercises in the third meetings. The exercises would be given together both “*favorite places*” and “*favorite foods*” until that materials done. The materials of “Favorite Foods” presented the special foods of Lombok. The students showed very familiar with the entire food list, and they looked easy to understand the materials as well as the “*favorite places*”. The same situations with the third meetings, the students showed their enthusiastic, the activeness of the students increased. Mrs. Putu also did not need to try hard in involving the students’ interest to learn the materials. Because the teacher showed the real things to give an example and the students have already familiar with the things.

Fifth Meeting

As we discussed first, the exercises would be given in the last meeting. In the fifth meeting, the teacher only reviewed the materials both “Favorite Places” and “Favorite Foods”. The students were asked to make a simple conversation together with their partner. The teacher controlled the students and gave instructions how to arrange the conversations. The students’ only need to make the simple conversation about their favorite place such as: A: “*what is your favorite place?*” B: “*my favorite place is Narmada Park*”. After that, the students were asked to perform the conversation with their partner in the front of the class. All of students must be performed in the front without exceptions. The writer and the teacher took some note about the development of the students’ pronunciation and the fluency of the students’ speaking. All of students performed in the class as well as the expectation. The writer noted that, there were some students still spelt incorrectly, but mostly performed in a good spelling.

Sixth Meeting

The last meeting conducted to evaluate and to measure the students' understanding about the materials of the textbook. The evaluations were given after a couple of meetings both "Favorite Places" and "Favorite Foods". In order to evaluate the students understand, the writer and the teacher decided to give the written test based on the favorite food, because we considered that the favorite places have been tested orally. Therefore, the researcher and the teacher arranged the simple test. The first step, test has been conducted by asking the students to write down their own favorite foods and drinks. The second steps, the students were asked to match the model's photos in the textbook with their favorite foods. Then, the researcher scored the result of the test. The result showed the significant development. Most students passed their passing grade (KKM).

Observation Result

Observation was done during the teaching and learning process going on. The researcher noted down some points to be drawn in order to identify the student's development when they have been taught by the local-content based textbook. The researcher noted four points of the students' progress during the teaching and learning process. They were; attendance, enjoyment the learning process, understanding of the materials, and how students' interaction with their friends and the teacher (cooperative).

The Teaching and Learning Process

Based on the observation result that has been done, the researcher could explain that the local-content based textbook affected the students' behavior in the teaching and learning process. As the explanation above, there were four significant points that the writer noted down about the students' behavior in the classroom. In order to measure the

students' development, the researcher gives the ranges of scale.

Table 2. The Ranges of Scale

NO	SCORE	SCALE	MEANING
1.	100%-86%	Excellent	Students' activities is very high
2.	85%-80%	Good	Students' activities is high
3.	79%-70%	Average	Students' activities is enough
4.	69%-50%	Poor	Students' activities very low

The scale explains if the average of students score is 86%-100%, it will be categorized into *excellent*. If the students' score 80%-85%, means the scale categorized into *good*, and if the students got score 70%-79%, it can be categorized into *average*. Then, if the students' score 50%-69%, means the scale categorized into *poor*. Here is the table about the observation check list done during the process of the teaching and learning in the classroom.

Table 3. The Observation Result of the Teaching and Learning Process

No	Activities	Meetings						Scale
		1 st (%)	2 nd (%)	3 rd (%)	4 th (%)	5 th (%)	6 th (%)	
1.	Attendance	88.9	92.5	96.2	92.5	96.2	100	Excellent
2.	Enjoyment in learning	62.9	70.3	77.7	81.4	88.8	88.8	Excellent
3.	Understanding the materials	62.9	66.6	70.3	77.7	85.1	85.1	Good
4.	Cooperative	70.4	77.7	85.1	88.8	92.5	92.5	Excellent

From the table, it shows the ranges of the students' score in every meeting. For the first meeting, the students' attendance was 88.9% but increased until the last meeting into 100%. The students' enjoyment in the classroom clearly showed the different percentage of each meeting. In the first meeting, the students did not really enjoy the class, and finally in the last meeting, 88.8% of the students looked enjoy in the learning process. The students' understanding also developed

significantly; the first meeting shows only 62.9% of the students understood the materials. But in the sixth meetings, most students have been regarded understand the materials. The last one is cooperative; there some students were difficult to ask their attention, or even to ask for doing the exercises given by the teacher. Only 70.4% of the students looked cooperative, but in the last meeting, it has been showed good development of the students.

The Students' Attitudes

As the elaboration in the steps of meetings above, the researcher acted as an observer and controller. The researcher observed the class during the teaching and learning process, and then wrote down the movement of the students' attitudes while observing the classroom. The conclusions of the observation were; (1) most of the students joined the teaching and learning process actively, (2) most of the students understood the materials were given, (3) almost all of the students enjoyed the learning activities, and (4) some of the students' were brave to express their English speaking, even still in the short and simple sentences.

The researcher also need to explain the characters values that would be developed in this study, they were; *courage, diligence, activeness, respect and attention*. Courage could be measured by the students' braveness in sharing their opinions, to ask some simple questions such as; "what is this mom?", and their performance in the front of the class when the teacher asked to express the simple conversations or to spell the words. Diligence could be seen when the students did some exercises that the teacher's order, also appeared when the students were asked to write down something in the whiteboard.

Activeness showed when the students joined the classroom, responded the teachers' instructions, worked in the team work, and made clarifications if they did not understand the teachers'

instructions or the materials instructions. Then, respect and attention appeared when the students paid attention to the teachers' instructions, appreciated their teachers and their friends in the classroom, did not make any trouble in the classroom by disturbing the other and etc.

Generally, the result of the characters' development can be seen in the table below.

Table 4. The Characters Values of the Students

No.	Characters	Meetings					
		1 st	2 nd	3 rd	4 th	5 th	6 th
1	Courage	Not yet 81 % NA	Not yet 67 %	Not yet 56 %	Appeared 63 %	Appeared 70 %	Start to develop 78 %
2	Diligence	Appeared 77 % A	Appeared 85 %	Appeared 92 %	Start to develop 93 %	Start to develop 93 %	Develop 93 %
3	Activeness	Not yet 81 % NA	Not yet 74 %	Not yet 70 %	Appeared 60 %	Appeared 63 %	Start to develop 74 %
4	Respect and attention	Appeared 63 % A	Appeared 78 %	Appeared 89 %	Start to develop 93 %	Start to develop 93 %	Develop 93 %

Based on the table above, the last meeting presented the final result of the students' characters. Each of students' character showed the significant development in every meeting. Finally, the students' courage started to develop until 78%, the diligence of the students developed in 93%, the activeness of the students also start to developed till 74% and the students' respect and attention start to develop into 93%.

The Result of the Questionnaire

The questionnaire was used as an instrument to collect the data. Questionnaire was given to both teacher and student. They were asked to answer by crossing (*a, b, c, d* or *e*) related to their ideas. The questionnaire for students consisted of seven questions in multiple choice, there were five options of each

question. The questionnaire for teacher consisted of ten questions in multiple choices and the added by the teacher's comments.

1. The Teacher's Opinion about the Textbook

The questionnaire has been given to the English teacher who taught at the fourth grade of elementary school in SDN 3 Kuranji Labu Api. There were ten questions in multiple choices and five options to be chosen. The questionnaire was given to teacher in order to know the ideas of the English teacher about the textbook. The researcher also provided the space for teacher to give comments. The responded of the teacher was good; she gave excellent point of all questions have been given, the higher point was 4 if the teacher choose *a*, and she choose *a* of 10 questions. There was no comment from the teacher.

2. The Students' Opinion about the Textbook

In order to conduct the students' responds about the materials in the textbook, the researcher distributed the questionnaire. The researcher supposed to know about the effectiveness of the textbook by using local-content based after the tryout has been done. Students should answer the questions by crossing one of the options that they regarded was correct. Each of the questions has different quality, because they have different indicators in the scoring session. The score gained was based on the following criteria:

Table 5. Point Ranges

Choice	Score	Meaning
A	4	Very high
B	3	High
C	2	Medium
D	1	Low
E	0	Very low

The table above showed the score of each option. The options of the questionnaire were *a*, *b*, *c*, *d* and *e*. If the students choose *a*, the score is 4, and if the students choose *b*, the score is 3, then if

the students choose *c*, the score is 2 and so forth. It is indicated that the higher score would be *a* (if the students choose *a*) and the lower score would be *e* (if the students choose *e*).

Table 6. Result of the Students' Questionnaire

Issue	Mean	Category
Understanding	3.29	Students understand well
Interesting	2.85	High
Sustainability	3.03	Compulsory
Practically	3.18	Practical
Motivation	3.51	High
Attractiveness	2.96	Attractive
Advantage	3.37	Help students very much

3. The Result of the Students' Evaluation

Based on the agreement of the teachers and stakeholder in the school, the minimum passing grade of English subject in SD N 3 Kuranji Labu Api, West Lombok was 65. Means that every student passed the individual score if they already got score 65 in all language skills have been given, they were; listening, speaking, reading and writing, and the students failed if they got less than 65. Besides that, the school decided that the classroom learning mastery is achieved when 80% of the students in the classroom already gain the minimum passing grade.

As the researcher elaborated in the techniques of data analysis in the chapter 3, the study tried to compare the students score before and after taught by the textbook. In order to know the significant progress of the students score after using the textbook, the researcher applied pre experimental research which uses formula of the One-Group Pretest-Posttest design. The table below presents the result of the students' evaluation both pretest and posttest.

In the first step, the researcher tried to find out the correlation between two samples. It could be calculated based on the following formula:

$$r_{x_1x_2} = \frac{\sum x_1x_2}{n \cdot S_1 \cdot S_2}$$

Where:

$r_{x_1x_2}$ = Correlation index between X_1 and X_2

$\sum x_1x_2$ = The result of deviation score X_1 and X_2

n = number of subject

S_1 = Deviation standard of X_1

S_2 = Deviation standard of X_2

As we could see from the table above, the total number of $\sum x_1x_2 = 519$, the total number of subject (n) = 27, the result of the Deviation standard of $X_1 = 5.16$, and the result of the Deviation standard of $X_2 = 6.01$. So that, the correlation between two samples is:

$$r_{x_1x_2} = \frac{\sum x_1x_2}{n \cdot S_1 \cdot S_2} = \frac{519}{27 \times 5.16 \times 6.01} = \frac{519}{837.3} \text{ so } r_{x_1x_2} = 0.62$$

To give the interpretation about the correlation of the score above, we can interpret it based on the correlation of coefficient in the table adopted from Sugiyono (2010: 184)

Table 7. The Interpretation of the Correlation

Coefficient interval	Level of Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Middle
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

Based on the table above, we can find that the coefficient of correlation was about **0.62**. It means that the correlation between two samples lay on the **strong category**. In other words, it can conclude that statistical hypothesis was:

$H_0: \mu_1 = \mu_2$ (there is no correlation)

$H_a: \mu_1 \neq \mu_2$ (correlated)

Data above shows that the H_0 is ejected automatically and H_a is accepted.

The second step, the researcher accounted the *t-test* based on the formula below. From the table above, it can be calculated that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}}$$

Where: \bar{X}_1 = mean of sample pretest

S_1^2 = variants sample pretest

\bar{X}_2 = mean of the sample posttest

S_2^2 = variants sample posttest

S_1 = deviation standard of pretest

r = correlation of samples

S_2 = deviation standard of posttest

t = t-test

n = number of sample

Therefore, the result of the t-test can be seen of:

$$t = \frac{73 - 66}{\sqrt{\frac{26.67}{27} + \frac{36.18}{27} - 2 \times 0.62 \left[\frac{5.16}{\sqrt{27}} \right] \left[\frac{6.01}{\sqrt{27}} \right]}}$$

$$t = \frac{7}{\sqrt{\frac{26.67}{27} + \frac{36.18}{27} - 2 \times 0.62 \left[\frac{5.16}{\sqrt{27}} \right] \left[\frac{6.01}{\sqrt{27}} \right]}} \quad t = \frac{7}{\sqrt{1.252}}$$

$$t = 6.25$$

In order to give the interpretation of the *t-test*, it was better to know first about the *df* (degrees of freedom) score. *df* could be found by the formula $df = n - 1$, so $df = 27 - 1 = 26$. Therefore, *df* score was 26. After *df* score was found, the next step were consulting the *df* score to the *t-table* both in the 5% significance and also 1 % significance. In the fact, the critics of the *t-table* showed that the significance of the *t-table* in 5% was 2.779 and the significance of the *t-table* in 1% was 2.479.

By comparing the *t-table* and the *t-test* that already got from the table, the researcher concluded that the comparison

between *t-test* and *t-table* could be presented in the following statement.

$$t\text{-test} \geq t\text{-table} \text{ or } 2.779 \leq 6.25 \geq 2.479$$

Because of *t-test* higher than *t-table*, so, *Ho* (Null Hypothesis) which has been proposed in the chapter 3 is ejected. And *Ha* (Alternative Hypothesis) is accepted. It means that the difference of the students' score before and after taught by the textbook have significant differences. In the other hand, teaching the fourth grade of elementary level by using the Local-content based-Local-content based textbook showed the significant progress of the students' achievement and also appeared the strong effectiveness to use in the teaching and learning process.

4. Second Product Revision

According to the result of the tryout has been done, it showed that the materials in the textbook are appropriate to teach the grade four students of elementary school. The students' achievement showed the significant progress in learning English through the textbook. Syllabus and the content of the textbook also related each other. However, in order to complete the textbook more acceptable and applicable, the writer supposed to go to the second revision. The second revision deals as the first revisions are; cover book, materials' content, instructions, and exercises. The differences between first revisions and the second revisions could be seen from the tenses movement. In the first revisions, tenses were placed particularly, and then in the second revisions, tenses were put together in the materials discussed. The second revisions are presented below.

5. Producing the Final Product

The final product has been launched after validated and revised by the experts and the lecturers. The product revised according to the experts and lecturers suggestions, critics, and ideas. As the steps in the research methodology, the final product would not try out again. It will be ready to apply after the second

revisions done. The final products consisted of student's book and VCD/DVD which consists of three songs.

6. Student's Book

The title of the student's book named "*Learn English Effectively*" has been completed the whole pages. The textbook has 40 pages with the exercises in each material. The cover of the textbook presented the students' picture, the special things in Lombok such as; special food, fruit, traditional home and traditional transportation. The cover of the textbook was printed in colorful paper in order to make the cover attractive. The textbook conducted four skills of language are listening, speaking, reading and writing.

The textbook contains three units of materials and provided all of the materials for the second semester students for elementary school. The textbook started from unit Four. Unit four discussed about "*Parts of the Body*". This part elaborated about the parts of the human body. It was represented by the pictures of the students, and then followed by the identification of each parts of the body and also added by performing the parts of the body. Students were asked to perform their parts of the body and they have to identify the personal characteristics of each person.

The second unit of the textbook elaborated about "*My Family*". The students were presented the family's diagram and followed by the conversation about the family's members. The parts of home also included in the second units of the textbook. Students were introduced the parts of home in English, and ended by the exercises. The professions of people, the favorite foods, the favorite places are available in the second unit of the textbook.

The last unit discussed in the textbook was "*At School*". In this unit, students were asked to recognize the familiar things that they always find in the school such as; pen, book, ruler, bag, table and etc. This unit also presented the kinds of transportations that they often found in

their daily activities. The last material that the textbook elaborated in the last unit was about “*Daily Routine*”. The students were showed the daily routine by presenting the picture in each activity, and then followed by the exercises.

There were many kinds of the exercises applied in the textbook. Students were asked to match the words with the pictures, fill in the missing letter, write down the answer based on the materials given before, quiz, fill in the blanks related to the pictures, pairing “*to be*” and “*pronoun*”, tick the right answer, write down the colors of the pictures, rewrite the scrambled words, and rearranged the order. The complete textbook can be seen in the appendixes.

7. Teacher’s Book

Teacher’s book presented the introduction of the textbook, also elaborated some important notes for the teacher in using the textbook. In addition, the teacher’s book is providing the key answer in order to make the teacher easier to handle the teaching and learning process.

Song Compilation

There were three kinds of children songs that compiled and then burned on a compact disk (CD) with VCD/DVD format. The first song was about the parts of the body, the title of the song was “*What can they do?*” And the song provided with the subtitles. The second song was about the family, the title of the song was “*the Family Finger*”. And the last song was about days, the title of the song was “*Calendar Song*”. All songs presented in attractive pictures and colors. The lyrics of the songs were available in the students’ book.

Conclusions

Based on the result of analyzing the data, the writer can conclude as follow:

- a. The materials have been taught in the textbook could be understood easily

by the students. It seen from the result of the students’ score in the evaluation of each material that has been tested, the score was 3.29.

- b. The students’ interest in learning English by using the local-content based was high. Students showed the activeness in responding their teachers since they taught by the textbook. The students’ score was 2.85.
- c. The sustainability of the textbook showed high score, it was 3.03. Means that the textbook is compatible and related to teach the fourth grade students of elementary school.
- d. The practically of the textbook appeared high also. It means that the materials of the textbook related to the level of students’ competences. It is indicated that the textbook’s level of difficulty is very low. The score was 3.18.
- e. The motivation of the students in learning English appeared when the students enjoyed the teaching and learning process. They joined the classroom actively; it was showed by the score 3.51.
- f. The attractiveness of the textbook was also high. It could be seen from the students’ behavior in the classroom. They became enthusiastic when they learnt with the local-content based textbook. The score was 2.96.
- g. The materials on the textbook which conduct the local-content based approach really helped the students and the teachers in directing the teaching and learning process. It was showed by the score in 3.37, means that the level of the students’ point of view about the textbook was high.

References

- Borg and Gall (1983). *Educational Research, an Introduction*. New York: Longman.

- Cameron L (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Cohen L, Manion L & Morrison K (2007). *Research Method in Education*. New York: Madison Avenue.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Macmillan: Heinemann Educational Books
- Cunningsworth, A. (1995). *Choosing your Coursebook*. London: Macmillan: Heinemann Educational Books
- Ellis R (1994). *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Gunawan S (2012). A Thesis; *Developing English Teaching Materials by Using Children Song for Four Grade Students*. English Education Post Graduate Program: UNNES.
- Harmer J (1998). *How to Teach English*. Edinburg, New York: Longman.
- Harmer J (2007). *The Practice of Language Teaching*. New York: Longman
- Krashen SD (1981). *Second Language Acquisition and Second Language Learning*. California: Pergamon Press Inc.
- Larsen D & Freeman (2000). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Larsen D, Freeman & Long MH (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman
- Lauder, A. (2008). The Status and Function of English in Indonesia: A Review of Key Factors. *Makara Sosial Humaniora*. 12 (1), 9-20.
- Lubuk Linggau dalam Angka. (2013). *Kota Lubuk Linggau Dalam Angka 2013*. Retrieved from <http://bit.ly/1P1nomL>
- Malone, S. (2013). *Resource for Developing Graded Reading Materials for Mother Tongue-Based Education*. Retrieved from <http://bit.ly/1PQGVM3>
- Monica S, Vianty M, (2019). Developing Local Content-Based Instructional Graded Reading Materials for Reading. *Linguistics, English Education and Art (LEEA) Journal* 3 (1):1-16.
- Murcia C (2001). *Teaching English as a Second or Foreign Language*. New York: Inc Thompson Learning.
- National Resource Governance Institute. (2015). *Local content*. Retrieved from http://www.resourcegovernance.org/sites/default/files/nrgi_Local_Content.pdf
- Nunan D (1989). *Designing Task for the Communicative Classroom*. Sydney: Cambridge University Press.
- Nunan D (1992). *Research Method in Language Learning*. New Yor: Cambridge University Press.
- Nurhikmah H, et.al. (2022). *Journal of Innovation in Educational and Cultural Research*, 2022, 3(2), 264-270
- Nurliana, (2019). Developing a Model of Supplementary English Materials Based on Local Content. *Journal of English Language Studies* Vol. 4 No.1 86-100.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 58 Tahun 2014 tentang Kurikulum 2013 SMP-MTS. Available at <https://jdih.kemdikbud.go.id/>. (Accessed 14 Desember 2017)
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006 tentang *Standar Isi*. Jakarta.

- Pitaloka, N. L. (2014). *Developing Interactive Multimedia With Local-Content- Based Narrative Texts for the Eighth Grade Students*. (Unpublished) University of Sriwijaya, Palembang: Indonesia.
- Prastiwi, Y. (2013). Transmitting Local Cultural Knowledge through English as Foreign Language (EFL) Learning as a Means of Fostering “Unity in Diversity” *Academic Journal of Interdisciplinary Studies*, 2 (3), 507-513. Retrieved from <http://bit.ly/1P1nomL>
- Suara Pembaharuan (2012). <http://www.suarapembangunan.com/home/ntb-siap-gelar-visit-lombok-sumbawa-2012/8404>.
- Sudijono A (1987). *Pengantar Statistic Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sugiyono (2010). *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Syafril (2012). *Pengembangan Buku Teks Geografi SMA/MA Kelas X Pada Materi Dinamika Litosfer dan Pedosfer Serta Dampaknya Terhadap Kehidupan Dengan Menggunakan Model Dick & Carey*. Malang: Universitas Negeri Malang.
- Tiasari L (2010). A Thesis; *Developing English Teaching Materials Using “Mystery of Caterpillar” for Five Grade Students of Elementary School*. English Education Post Graduate Program. UNNES
- Utami, I. A., Nitiasih, P. K., & Arini, L. P. (2014). Developing Culture-Based Supplementary Reading Material for the Eighth Grade Students of SMP Laboratorium Singaraja. *Program Pascasarjana Undiksha*, 2 (1), 1-12