THE DEVELOPMENT OF ENGLISH TEACHING MATERIALS BASED ON MINANGKABAU LOCAL WISDOM IN CLASS X SMAN 1 SUNGAI PUAR

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THESIS

IAIN
BUKITTINGGI

Written by:

Ikhlimah
NIM.2315.079

Advisor

Approved for proposal
21/10 2019

Dr. Arifmiboy, S.Ag,M.Pd
NIP.197905052007101002

Co-advisor

ace to meet admin
21/10-2019

Syahrul,S.S, M.Pd
NIP.19700325200312100 8

ENGLISH EDUCATION DEPARTMENT STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)
BUKITTINGGI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

The teaching material cannot be separated from the learning process. It must be also developed in the teaching process. According to English Language Centre, every teacher can be materials developer.[1]In addition, teaching material is a generic term used to described the resources teachers use to deliver instruction.[2] It means that, before teachers enter the classroom they should know about instruction and the students needed. That is why the material are the center of learning.

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

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[1]Nunand David, Carter Ronald. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: University Press. P. 67.

[2]Guyana.*The Importance of Learning Materialss in Teaching*. Ww.education.gov.gy. retrived on Wednesday, 15 june 2016. 08;27

In general, teaching materials can be differentiated into printed and non-printed. Printed teaching materials can be in the form of handouts, books, modules, brochures, and student worksheets. While non-printed teaching materials include audio such as cassettes, radios, LPs, and audio compact discs; visuals such as photos or images;audio visual such as, CAI (Computer Assisted Instruction); and multi-media such as interactive CD, computer based, and internet.

Teaching materials that are usually taken from textbooks need to be prepared by revising or adding character values into the discussion of the material contained. The books that have been available even though they have fulfilled a number of criteria for the feasibility of teaching books, namely feasibility, presentation, and graphics, but the material is still not sufficiently integrating character education in it. Therefore, in line with what has been designed in the syllabus and lesson plan that has character education, teaching materials need to be adapted. The adaptation that is most likely to be carried out by the teacher is by adding or adapting learning activities which at the same time can develop character. As expressed by Wibowo that the easiest way to make teaching materials with character education is to adapt existing teaching materials by adding or Asriani, Sa'dijah, Akbar, adapting learning activities that facilitate the

zrecognition of values, realize the importance of values, and internalize values[3].

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

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

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[3]Wibowo, A. 2013.*ManajemenPendidikanKarakter di Sekolah*. Yogyakarta: PustakaPelajar

The implementation of character education in the learning process is carried out starting from the planning, implementation, and evaluation of character education learning. In the learning planning stage, syllabus, lesson plans and teaching materials are designed so that the content and learning activities facilitate the implementation of character education. An easy way to arrange learning plans that facilitate the implementation of character education by adapting existing syllabus, lesson plans, and teaching materials by adding or adapting facilitating learning activities known as values, realizing the importance of values, and the internalization of values. Gunawan also explains that at least there needs to be a change in three components, namely Addition and / or modification of achievement indicators so that there are indicators related to student achievement in terms of character, Addition and / or modification of learning activities so that there are learning activities that develop character, Addition and / or modification of assessment techniques so that there are techniques that can develop and / or measure character development. Teaching materials are an important component in teaching and learning activities in addition to other components, namely teachers, students, learning methods, and assessment[4].

Teaching materials developed by others are often not suitable for our students. There are a number of reasons for discrepancies, for example, social, geographical, cultural, etc. For this reason, self-developed

[4]Gunawan, H. 2012. *PendidikanKarakter: KonsepdanImplementasi*. Bandung: Alfabeta

teaching materials can be adapted to the target characteristics. In addition to the social, cultural and geographical environment, the target characteristics also include the developmental stages of students, initial abilities that have been mastered, interests, family background etc. For this reason, self-developed teaching materials can be adjusted to the characteristics of students as targets.

Furthermore, the development of teaching materials must be able to answer or solve problems or difficulties in learning. There are a number of learning materials that students often find difficult to understand or the teacher is difficult to explain. These difficulties can occur because the material is abstract, complicated, foreign, etc. To overcome this difficulty, it is necessary to develop appropriate teaching materials. If the learning material to be delivered is abstract, then the teaching material must be able to help students describe something that is abstract, for example by using images, photos, charts, schemes, etc. Likewise complicated material, must be explained in a simple way, according to the level of thinking of students, so that it becomes easier to understand[5].

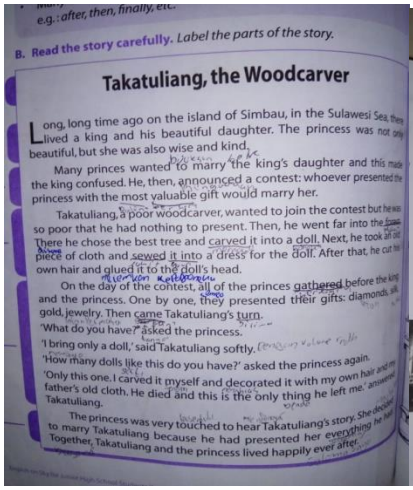
In accordance with the recommendations stated above, character values that can be integrated in English subjects consist of several main or main character values. Provisions relate to the main character values do not mean limiting the introduction, development, and civilization of other

[5]Hill, Winfred F. 2009. *Theories of Learning*. Bandung: Nusa Media

character values. This means that other character values, as long as they are integrated in learning, are also recommended to be introduced, developed, and cultured in the real life of students.

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

Based on the document in SMAN 1 Sungai Puar , the researcher found several problem. The first problem, the teaching material of the students get are not related to their culture nut it more western culture. For example, in the Narrative text, the passage is about Takatuliang the Woodcarver and The Lion and The Mousewhich most of the students are not familiar with it.



e.g.: after, then, finally, etc.

B. Read the story carefully. Label the parts of the story.

Takatuliang, the Woodcarver

Long, long time ago on the island of Simbau, in the Sulawesi Sea, there lived a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took a piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, all of the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry. Then came Takatuliang's turn.

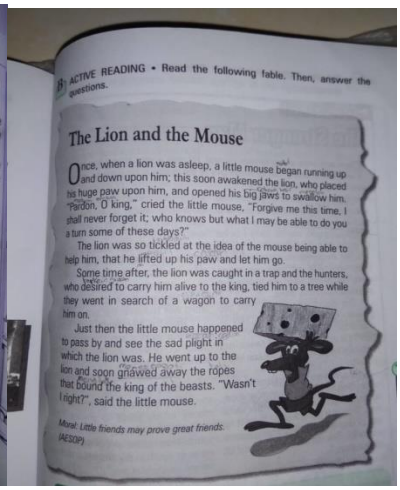
'What do you have?' asked the princess.

'I bring only a doll,' said Takatuliang softly.

'How many dolls like this do you have?' asked the princess again.

'Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me,' answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented her everything he had. Together, Takatuliang and the princess lived happily ever after.



B ACTIVE READING • Read the following fable. Then, answer the questions.

The Lion and the Mouse

Once, when a lion was asleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him, that he lifted up his paw and let him go.

Some time after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. "Wasn't I right?", said the little mouse.

Moral: Little friends may prove great friends.
(AESOP)

The second problem, the characters of the students are not good. Based on the interview with the English teacheron Saturday 2 March 2019 at SMAN 1 Sungai Puar ,she said that"the students do not care about someone else; they tend to take care of themselves. The discipline of the students is not god, many of them do not come on time, and some of them never come back when they ask permission to the bathroom. The researcher assumes the problems with the character of the students are related to their involvement with the technology which is overused by them. Students are even use their phone during the classroom.[6]"

The researcher assumes that the problems above occurs because students are not familiar with teaching materials where the material is not close to their daily life or culture. Let's look at 10 or 15 years ago where students knew their own culture. They have a very good attitude. All material taught is related to their own culture..According to DarulIlmi, there are values and characters from Minangkabau proverb such as: faith and god-fearing, dicipline, tolerance, responsible, humble, and not arrogant, indipendence, hard-work, communicative, trust worthy, friendly, national spirit, creative, democtratic, and also care to the environment.[7]

One of the Indonesian best cultures is MinangKabau. MinangKabau culture provides good manner, " *Putiahkapehdapekdiliek, putiahhatibakadaan, bajalan di nan luruih, bakato di nan bana"* it means

[6]Zurniati, *The students do not care about someone else*...,(Sungai Puar.2019)

[7] Darul Ilmi, *Pendidikan Karakter Berbasis Nilai-Nilai Kearifan Lokal Melalui Ungkapan Bijak Minangkabau, (*Bukittinggi: IAIN Bukittinggi, 2015), p. 1.

that anything that a person Show through their act and how they communicate could describe his true nature. MinangKabau not only provides how to keep the good manner but also in communication, "*Muluikmanihbasokatuju, katobaiakkucindanmurah, basobaiakgulo di bibia"* it tells people to talk nicely to the others.

The fact above only some of the reason why MinangKabau needs to be re- involved to the learning in the schools. Comparing the another culture, MinangKabau prevails from teaching good manner. The knowledge is not only about how good someone knowing something, but also how good they act about it. The researcher assumes that involves MinangKabau local Wisdom can improve the students' character. Based on that the researcher interested in conducting a research with the title **"THEDEVELOPMENT OF ENGLISH TEACHING MATERIALS BASED ON MINANG KABAU LOCAL WISDOM TO BUILD CHARACTER VALUES IN CLASS X SMAN 1 SUNGAI PUAR"**

B. Formulation of the Problem

Based on the interview that has been done by the researcher in SMAN 1 Sungai Puar, there are some problems that are found:

1. How to design of English teaching material based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019 ?

2. How to develop of English teaching materiala based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019 ?
3. How to measure validity, effectivity and practicality of English teaching materiala based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019 ?

C. Purpose of the Research

Based on the research question above, the purposes of the research are :

1. To find out designing of English teaching materiala based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019
2. To find out develop of English teaching materiala based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019
3. To find out measure validity, effectivity and practicality of English teaching materiala based on Minangkabau local wisdom to build character values in class X SMAN 1 Sungai Puar in academic year 2019

D. Expected Product Specification

Based on the purposes of the research above, the expected product will be a book which contains English learning material related to local

wisdom and integrates character values in the material such as cooperation, honesty, discipline, hard work, tolerance and religion.

E. Assumptions and Limitations of Research

The researcher assumes that the development of this teaching material will later be able to help student build their character and understand the customs and culture around them through the knowledge they get from school. This product will be limited to use only for first year students of senior high school and cannot be used for elementary school and junior high school students. The contents in this product will be in the form of teaching materials that are full of local wisdom and character values such as cooperation, honesty, discipline, hard work, tolerance and religion.

F. Definition of the Key Terms

To avoid mistake and ambiguity in understanding, the key terms of the research are:

1. Teaching material is a generic term used to describe the resources used by teachers to deliver instruction. It means that, before teachers enter the classroom they must know about instruction and students needed.
2. Local wisdom is a custom that has been carried out by a group of people from generation to generation whose existence is still

maintained by customary law community in an area in this beloved country of Indonesia, such as Minangkabau.

3. Minangkabau is an archipelago ethnic group which people speak and upholdMinangkabau customs.
4. Character is a characteristic traced to a person, manifested through moral values then it becomes a characteristic of a person formed in everyday life.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Material

1. Defenition of Teaching Material

The learning process not only talks about learner relationships, but in it related to various elements that support the learning process. One of them is the existence of teaching materials. According to Lewis in Agung mentions that the teaching material is a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan[8]. Furthermore, teaching materials are all forms of materials used to assist teachers or instructors in implementing the process of learning in class. The teaching materials contain content that students need to learn either in the form of print or facilitated by the teacher to accomplish certain goals. Raquel add statements

[8]AgungSagung, *Teaching Learning Materials: The Reviews Coursebooks, Games, Worksheets, Audio Video Files Lingual*:Journal of Language & Culture, Vol. 7 (2), November 2016, p. 2.

teaching materials can make teaching complexities become simple[9].

Based on some opinions above, the author conclude that teaching materials are a set of subject matter that can help to achieve curriculum objectives that are arranged systematically and intact so as to create a learning environment that fun, makes it easy for students to learn, and teachers teach.

2. Objectives and Benefits of Preparing Teaching Materials

Teaching materials are made not only as a guide to teaching. According to the Ministry of National Education the purpose of preparing teaching materials, namely[10]:

1) Provide teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, schools, and regions;
2) Helping students in obtaining alternative teaching materials; and
3) Facilitate the teacher inside carry out learning.

Beside that according to the Ministry of National Education the benefits of writing teaching materials are divided into two

[9]Raquel C. Pambid, "*Pre-Service Teachers Methods of Teaching Science*,"Asia Pacific Journal of Multidisciplinary Research, Vol. 3 (1), February 2015, p. 75.

[10]Depdiknas.(2008).*Kurikulum Tingkat SatuanPendidikan. Jakarta: Dikmenum*. Depdiknas.P. 10.

types, namely benefits for teachers and students. Benefits for teachers are[11]:

1) Obtained teaching materials that fit the demands of the curriculum and student needs.
2) No longer depends on textbooks that are sometimes difficult to obtain.
3) Teaching materials become richer, because they are developed with various references.
4) Add to the knowledge of teachers' knowledge and experience in writing teaching materials.
5) Teaching materials will be able to establish effective learning communication between teachers and students because students feel more confident in their teacher.
6) Obtained teaching materials that can help carry out activitieslearning.
7) Can be submitted as a work that is considered capable of adding credit numbers for the purposes of promotion, and
8) Increase teacher income if the results of his work are published.

The need for the development of teaching materials, so that the availability of teaching materials according to student needs,

[11]Depdiknas.(2008). *Kurikulum Tingkat SatuanPendidikan. Jakarta*: Dikmenum. Depdiknas.P. 9.

curriculum demands, target characteristics, and demands for problem solving learning. The development of teaching materials must be in accordance with the demands of the curriculum, meaning that the teaching materials developed must be in accordance with the 2013 curriculum which refers to the National Education Standards both content standards, process standards and graduate competency standards. Then the target characteristics are adjusted to the environment, abilities, interests, and background of students.

3. Elements of Teaching Materials

Teaching material is an arrangement of materials that have been collected and come from a variety of learning sources that are made systematically.Therefore, teaching materials contain several specific elements.

There are six components associated with these elements.

1)Instructions for learning, this component includes instructions for educators and students. In it explained about how educators should teach material to students and how students should also learn the material contained in the teaching material[12].

2)Competencies to be achieved, in teaching materials should be included competency standards, basic competencies, and indicators of achievement of learning outcomes that must be

[12]Prastowo, *PanduanKreatifMembuatBahanAjarInovatif*, P 28.

mastered by students. Thus, it is clear the objectives to be achieved by students.

3)Supporting information, is a variety of additional information that can complement a teaching material. It is hoped that students will more easily master the knowledge they will obtain. Copy that, the knowledge obtained by students will be more comprehensive.

4)Exercises, is a form of assignment given to students to practice their abilities after learning teaching material. Thus, the abilities that they learn will be increasingly honed and thoroughly mastered[13].

5)Work instructions or worksheets, are sheets that contain a number of procedural steps on how to carry out certain activities carried out by student participants relating to practice or others.

6)Evaluation, is one part of the assessment process. Because, in the evaluation component there are a number of questions addressed to students to measure how far mastery of the competencies that they have mastered after participating in the learning process[14].

4. Form of Teaching Materials

There are several forms of teaching materials used in the world of education according to Prastowo teaching materials are divided

[13]Ibid., ... P 29.
[14]Ibid., ... P 30.

into forms, ways of working, nature, and substance (content of material[15].

1) Form of Teaching Materials.

In terms of form, teaching materials can be distinguished into four types, namely[16]:

a) Printed teaching materials, namely a number of materials prepared in paper,which can function for learning or delivery purposes information. Examples: handouts, books, modules, student worksheets, brochures, leaflets, wall chart, photo / picture, model, or model.

b) Listen teaching materials (audio) or audio programs, namely: all systems that are use radio signals directly, which can be played or heard by someone or a group of people. Examples: tapes, radios, dishes black, and compact audio.

c) Learning material for listening (audio visual), namely: everything that is Allows audio signals to be combined with moving images sequentially. Examples: video, compact disk, and film.

d) Interactive teaching materials (interactive teaching materials), namely: a combination of two or more

[15]Prastowo.(2013). *PanduanKreatifMembuatBahanAjarInovatif*. Yogyakarta: Diva Press. P. 306.

[16]Ibid., ... P. 306.

media (audio, text, graphics, images, animations, and videos) that by the user is manipulated or treated to control something commands and or natural behavior of the presentation. Example: compact diskinteractive.

2) The way the teaching material works

Teaching materials can be divided into five types, namely[17]:

a) Teaching materials that are not projected. This teaching material is teaching material that does not require a projector device to project the contents in it. So, students can directly use (read, see, observe the teaching material. Examples: photos, diagrams, displays, models, and so on.

b) Teaching materials projected. Projected teaching materials are teaching materials that require a projector to be used and / or studied by students. Examples: slides, filmstrips, overhead transparencies (OHP), and computer projections.

c) Audio teaching materials. Audio teaching materials are teaching materials in the form of audio signals recorded in a recording media. To use it, we must require a recording media player (player), such as

[17]Ibid., ... P. 307.

compo, CD, VCD, multimedia player, and so on. Examples: tapes, CDs, flash disks, and so on.

d) Video teaching materials. This teaching material requires a rotating device which is usually in the form of video tape players, VCDs, DVDs, and so on. Because this teaching material is almost similar to audio teaching materials, so it requires recording media. However, the difference in this teaching material is in the picture. So, together, in the display a picture and sound can be obtained. Examples: videos, films, and so on.

3) The nature of teaching material

Teaching materials can be grouped into four types, namely[18]:

a) Print-based teaching materials. Included in the category of teaching materials are books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos, materials from magazines or newspapers, and so on.

b) Technology-based teaching materials. Included in the category of teaching materials are audioassete, radio broadcasts, slides, filmstrips, films, videos, television

[18]Ibid., ... P. 308.

broadcasts, interactive videos, computer based tutorials, and multimedia.

c) Teaching materials used for practice or projects. Examples: science kits, observation sheets, interview sheets, and so on.

d) Teaching materials needed for the purposes of human interaction (especially for distance education purposes). Examples: telephone, handphone, video conferencing, and so on.

4) Substance of Teaching Materials

Instructional materials are the knowledge, skills, and attitudes that students must learn in order to achieve predetermined standards of competence and competence. Or, in other words, learning material can be divided into three types of material, namely the material aspects of cognitive, affective and psychomotor[19].

5. Characteristics of Designing Teaching Materials

The design of teaching materials is very important in the learning process. Teaching materials developed must be able to increase the motivation and effectiveness of its users. There are four characteristics of teaching materials, namely [20]:

[19]AndiPrastowo. 2012. *PanduanKreatifMembuatBahan Ajar Inovatif: MenciptakanMetodePembelajaran yang MenarikdanMenyenangkan.* Yogyakarta: Diva Press

[20]Ika Lestari. 2013. *PengembanganBahan Ajar BerbasisKompetensi*.Padang:AkademiaPermata. P. 2.

1) Self Instructional

According to Widodoin Lestari the purpose of self instructional is nothing but a set of teaching materials in the form of print and online must can be useful and used by students individually. Each student certainly has the need for textbooks as a support or media that can facilitate the implementation of the learning takes place. Having independent teaching materials can increase a person's awareness to want to try complete their tasks independently without seeing the work of others. Teaching materials will make it easier for students who often experience difficulties when they want to complete a task, teaching materials can also help students deal with exams.

Teaching materials are said to be self-instructional if they meet the requirements, among others:

a) There are clear objectives;
b) Material is packaged into small / specific units;
c) There are examples and illustrations that support the clarity of the presentation of learning material;
d) There are practice questions, assignments or exercises;
e) Presented with a contextual approach;

f) Simple and communicative language;There is a summary of learning material;

g) There is a self assessment based assessment instrument;

h) There are instruments used by users to measure or evaluate the level of mastery of the material[21].

2) Self Contained

According to Widodo in Lestari Self contained is a form of printed and written information that is intentionally presented to be studied by students which contains all the material or theory of learning, and is grouped in one page or one unit of competence and also accompanied by sub-competencies. can learn all the knowledge that needs to be learned afterstudents can try to answer the various questions posed in each chapter with the aim to sharpen the knowledge and mastery of the knowledge that has been learned from the lecture[22].

3) Stand Alone

According to Widodo in said teaching materials if he can survive on his own, that is, he does not need help from other teaching materials. A good teaching material includes all subject matter so it does not need other teaching materials to

[21]Ibid., ...P. 2.

complete it. If students still use and depend on other teaching materials other than the teaching materials used, then the teaching material is not categorized as materialstand alone teaching[23].

4) Adaptive

Good teaching materials can not only survive alone, but also can keep up with technological developments. Adaptive is said if the teaching materials can adjust the development of science and technology, be flexible to be used in various places, and the contents of learning materials and software can be used up to the period of time. Good teaching material, not only contains the source of knowledge, but also created in a way that is of higher quality[24].

From the explanation above, the authors conclude that in designing teaching materials it is necessary to consider the characteristics of the design of the teaching material itself so that an effective teaching material can be formed.

6. Development of Teaching Materials

The development of thematic teaching materials involves a number of steps that must be taken by a developer. According to the Guidelines for the development of Teaching Materials published byMinistry of National Education "there are three main

[23]Ibid., ...P. 2.
[24]Ibid., ...p. 2.

stages that need to be passed to develop teaching materials, namely the analysis of teaching material requirements, compile a map of teaching materials, make teaching materials based on the structure of each form of teaching material and evaluation of teaching materials [25].”

1) Learning Material Requirements Analysis.

Analysis of the needs of teaching materials is the initial process that must be taken in preparing teaching materials. This analysis aims to make teaching materials made in accordance with the demands of competencies that must be mastered by students. This analysis covers three stages, namely analysis of the curriculum, analysis of learning resources, and determination of learning resources and the title of teaching materials. The whole processbecome an integral part of a process for making teaching materials that cannot be separated.

B. Arrange the Teaching Material Map.

According to the Ministry of National "the preparation of teaching material maps has three uses, namely[26]:

a) To find out the number of teaching materials that must be written;

[25]Depdiknas.2008. *PanduanPengembanganBahan Ajar*.DepartemenPendidikanNasional.
[26]Depdiknas.2008. *PanduanPengembanganBahan Ajar*.DepartemenPendidikanNasional.P. 17.

b) To find out the form of sequences or the order of teaching materials (sequences of teaching materials are very necessary in determining the priority of writing); and

c) To determine the nature and teaching material, whether dependent or independent. Dependent is the relation between one teaching material and the other teaching material, so the writing must pay attention to each other. While independent (stand alone). Teaching materials are teaching materials that stand alone or in their preparation must not pay attention or be bound withother teaching materials.

C. Making Teaching Materials Based on the Structure of Teaching Materials.

Basically, teaching material is an arrangement of parts which are then combined, so that it becomes a whole and functional unit. The composition or building of teaching materials is what is meant by the structure of teaching materials. In developing teaching materials, it is necessary to pay attention to procedures and rules that should be good in the sense of being creative, innovative, interesting and in accordance with the learning objectives.

According to the Ministry of National Education "in general, the structure of teaching materials includes seven components, namely titles, learning instructions, basic competencies or subject matter, supporting information, training, assignments or work steps, and assessments." one of the criteria that teaching materials must be interesting, can help students to achieve competence. So that teaching materials are made according to the needs and compatibility with the basic competencies that will be achieved by students. The types and forms of teaching materials are determined on the basis of curriculum analysis and analysis of previous material sources[27].

D. Evaluation of Teaching Materials.

Evaluation of teaching materials is carried out with the stage of product testing / field testing carried out before the material is published. This is done to see the effectiveness of teaching materials, whether the teaching materials are good or whether there are still things that need to be improved (revised). Evaluation techniques are carried out in various ways, including evaluations with peers, evaluations from experts, and limited trials to students.

[27]Depdiknas.2008. *PanduanPengembanganBahan Ajar*.DepartemenPendidikanNasional.

From the explanation above, the writer can conclude that the development of systematic teaching materials based on learning theory will produce effective and efficient learning.

2. Local Wisdom

a. Defenition of Local Wisdom

Local wisdom is the identity or cultural personality of a nation that causes the nation to be able to absorb, even cultivate culture originating from outside / nation became the character and ability[28]. The identity and personality certainly adjusts to the view of life of the surrounding community so that values do not occur. Local wisdom is one means of cultivating culture and defending itself from unfavorable foreign cultures.

Local wisdom is a view of life and science as well various life strategies in the form of activities carried out by local communities in answering various problems in meeting their needs. In foreign languages it is often conceptualized as local wisdom or local knowledge local intelligence local genious[29]. Various strategies are carried out by the local community to maintain their culture.

Local wisdom interpreted as a view of life and knowledge and as a tangible life strategy of activities carried out by local

[28]Wibowo, A dkk ,*PendidikanKarakterBerbasisKearifanLokal di Sekolah*. Yogyakarta : PustakaBelajar

[29]DepartemenPendidikanNasional .2008 .*PeraturanMenteriPendidikanNasionalNomor 27 Tahun 2008 TentangStandarakademikdanKompetensiKonselor*

communities in meeting their needs. Based on Alfian's opinion, it can be interpreted that local wisdom is custom and custom which has been carried out by a group of people from generation to generation whose existence is still maintained by certain customary law communities in certain areas[30]. Based on the above understanding it can be interpreted that local wisdom can beunderstood as local ideas that are wise, full of wisdom, good value, embedded and followed by members of the community.

b. Forms of Local Wisdom.

Local wisdom are diversity harmony in the form of social practices based on a wisdom from culture. The forms of local wisdom in society can be in the form of culture (values, norms, ethics, beliefs, customs, customary laws, and rules special). Noble values related to local wisdom include love for God, nature of semester and its contents, responsibility, discipline, and independent, honest, respectful and polite, compassion and caring, confident, creative, hard work, and never give up, justice and leadership, kind and humble, tolerance, love, and unity.

[30]MagdaliaAlfian, 2013. *PotensiKearifanlojaldalamPembentukanJatiDiridanKarakterBangsa* . Yogyakarta

Almost the same thing was stated by Wahyudi local wisdom is an unwritten rule that is a reference for the community that covers all aspects of life, in the form of rules relating to relations between human beings, for example in social interactions between individuals and groups, which are related to hierarchies in governance and custom, rules marriage between clans, karmic order in everyday life[31].

Regulations concerning the relationship between humans and nature, animals, plants which are more aimed at nature conservation efforts. Regulations concerning human relations with the unseen, for example God and the supernatural spirit.

3. Character Value

a. Defenition of Character

Character is a reflection of human beings related to character someone in behaving that becomes a habit inside daily life, these behaviors can be good or bad. That matter depending on character formation in the environment. Like the opinion expressed by Aristotle in HeriGunawan "the character is closely related to habits that are often manifested in behavior "[32].

[31]Wahyudi. 2014. *PesonaKearifanJawa*. Yogyakarta: Dipta

[32]HeriGunawan . 2012. *PendidikanKarakter, KonsepdanImplementasi*. Bandung: Alfabeta.P. 23.

According to Thomas Lickona in HeriGunawan "education is to shape personality someone through character education, the results of which are visible in one's real actions, which is good, honest behavior responsible, respecting the rights of others, hard work, and so on"[33].

Based on the opinion above, it can be concluded that the characteris a characteristic that is imprinted on a person, manifested through moral values and then becomes a characteristic of a personformed in everyday life. In this case the teachercan help build and shape the character of studentsso that the character of his personality can be in line with national identity.

b. Character Values That Need To Be Developed

In general, we know that value is something valuable and useful for human life. But the value is referred to in this character can be said as belief someone in making a choice. As stated by Gordon Allfort, a personality psychologistas quoted by Mulyana "value is beliefs that make someone act on the basis of choice. Allfort sets beliefs in more positions high, rather than the desires, motives, attitudes of wants and needs "[34].Next, according to Richard Eyre states in HeriGunawan: true and universally accepted

[33]Ibid.,...P. 23.
[34]DeddyMulyana, 2005, *IlmuKomunikasiSuatuPengantar*, Bandung :RemajaRosdakarya.

values are values which results in a behavior and behavior that has a positive impact, both for those who run and for others. Furthermore, Richard explained that what is meant by value is a quality that is differentiated according to :

1) The ability to multiply or increase, although often given to others, and,
2) The fact that more values are given to others more and more similar values received or "returned" from another person[35].

Based on the opinion above, it can be concluded that the value is a person's belief into consideration before he acts in determining his choice produce positive behavior for both those who run and for others.

c. Culturally Related Character in English Language Learning

Language is used for communication and, in particular, for social and personal interactions. In a communication practice, a speaker reflects his/her personality. So, in a language learning process, developing personality becomes important as well as developing competence in English interaction. Referring to the objective of national education, students' English learning is not only to develop English competence, but also to build character

[35]HeriGunawan. 2012. *PendidikanKarakter, KonsepdanImplementasi*. Bandung: Alfabeta. P. 31.

according to the sense of *Pancasila*[36]. In this relation, Pancasila is a collective culture with which students should refer to in practicing their ways of life including communicative competence. In other words, the students are expected to have English competence demonstrating their national and international knowledge characterizing culturally appropriate characters as Indonesians.There are a number of aspects related to character referred to as the English language competence.The aspects include linguistic and discourse mastery as well as social-cultural awareness and understanding, and communication strategy appropriateness[37].

In short, cultural awareness/understanding may become an important issue in English communicative competence. The ability to communicate should not disregard character values that are generated from cultural values, and this could be a determining resource in improving students' English proficiency. Besides, this cultural resource could relate to the process of character building. Therefore, the culturally based resources have to be considered in selecting teaching materials.

d. Local Wisdom in Teaching Materials

[36]Ministry of Education and Culture (MOEC). 2013. *Decree No. 64. Concerning Content Standard.*.

[37]Canale, M. & Swain, M. 1980.*Approaches to Communicative Competence*. Singapore: SEAMEO RELC

What makes human becomes human is the way how human beings communicate by means of language. In this circumstance, language expressions are naturally influenced by the way they have socio-cultural features[38]. As English language learning is concerned, then English language teaching will include learning the way to communicate according to the contexts of socio-culture[39].

Language learning may contain some basic principles of life that are socio-culturally transferred through some socio-cultural values and norms[40]. Such socio-cultural values and norms could be used as guidelines in daily life. Culture involves belief and values, rhymes, rules, and roles. The culture has explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits shared and make up the total way of life in constructing a personal identity.

Similarly, the socio-cultural value is called local wisdom. Especially, local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in

[38]Nuraeni, H.G. &Alfan, M.A. 2012.*StudiBudaya di Indonesia*. Bandung: CV. PustakaSetia.p. 66-70.

[39]Sun, Y. 2014. *Major Trends in the Global ELT Field: A Non-Native English-Speaking Professional'sPerspective*. Plenary Paper in Language Education in Asia, Volume 5, Issue 1, 2014

[40]Diaz-Rico, L.T. 2004.*Teaching English Learners: Strategies and Methods. Boston:* Pearson Educaioninc

controlling and developing better socio-cultural system of a certain group of people. Therefore, referring to the purpose of education, character building could consider such socio-culturally based values/norms, local wisdoms.

Then, lessons from local wisdoms, in particular, may be taken from the meaning of local legends, folklores, special places in the village, certain traditional/monumental objects, building, rivers, mount/hill, forest, and the like. The lessons from local wisdom may contain particular meaning of norms and values to understand. Lists character values and norms that could be taken from local wisdoms for developing the teaching materials.

Personality Output (Character Values/Norms) of Local Wisdoms

1) Faithful
2) Respecting diversity
3) Tolerant
4) Collaborative
5) Appreciative
6) Discipline
7) Responsible
8) Self-confident
9) Brave

10) Love country

11) Regretful

12) Honest

13) Heroism

14) Willing to give

15) Giving model

16) Aware of rights and responsibilities

17) Democratic[41]

This will need a careful selection of relevant themes and topics developing culturally based character for the English teaching materials.

4. Validaty, Praticallity and Effectivity

a. Validity

Validity is the extent to which the accuracy and accuracy of a measuring instrument in performing its measuring function , or in other words, validity is a standard that shows how precise an instrument is in measuring things that should be measured. The test can be said to have high validity if the measuring instrument can measure what you want to measure accurately. With validity, we can

[41]Ministry of Education and Culture (MOEC). 2014. *Decree No. 63. Concerning Scouting as a CompulsoryExtracurricular Activities in Schools*

see the extent to which the accuracy of a measuring instrument performs its measurement function[42].

The first indicator of determining the quality of learning products is validity. Van den Akker stated that validity refers to the level of intervention design that is based on state-of-the art knowledge and various components of interventions that correspond to one another, also called construct validity.

To produce a quality product that is ready to be tested, it is necessary to test the validity of the product in this study, the validity test is carried out by several experts. Testing is done by comparing the questionnaire about the assessment of the product[43].

b.Practicallity

Practical testing is a test that can be done to system users through interviews and filling in the questionnaire responses that indicate whether the system being built provides convenience for its users and is suitable for use[44]. After the product is validated and the results are valid, the next step is the practicality test. Practical testing is a measurement standard in terms of the practicality of the product. Practicality means practical, meaning easy and happy to

[42]Azwar, S. 2011. ReliabilitasdanValiditas.Yogyakarta: PustakaPelajar

[43] Lewis R.Aiken*Three Coefficients For Analyzing The Reliability And Validity Of Ratings.*Journal, *of education Psychology and Measurement,* (1985).

[44] M. Haviz, *Research and Development PenelitiandibidangKependidikan yang Inovatif, ProduaktifdanBermakna,* hal. 33. Diaksespada 28 Oktober 2018

use. Practicality refers to the level that users consider that the information system can be used under normal conditions.

In developing system research research is said to be practical if experts and practitioners state that theoretically that the system can be applied in the field and the level of implementation of the system is categorized as "good". The term "good" still requires the indicators needed to determine the level of "goodness" of the system's implementation[45].

c. Effectivity

Effectivity is an important factor in learning. Effective learning is a match between students who carry out learning with the goals or objectives of learning to be achieved. Effectivity is how a person can get and utilize learning methods to get good results. Chong and Maginson in Slameto interpreted that" Effectivity is a match between students and learning outcomes[46].” Based on this opinion, it can be said that the effectiveness of learning is a process that must be passed by students to achieve learning outcomes.Beside that there are several aspects of effectiveness in development, it is very important to know the level or degree of application of the theory, or the model in certain situations. Nieveen measures the effectiveness of student awards in

[45]https://shahibulahyan.wordpress.com/2012/04/12/kepraktisan-dan-efek-potensial/diaksestanggal 28 Oktober 2018

[46]Slameto. 2003. *BelajardanFaktor-faktor yang Mempengaruhinya*. Jakarta: RinekaCipta.

learning the program, and there is a desire for students to continue to use the program. Nieveen explained that moodel was designed to be consistent with actual use[47].

CHAPTER III

RESEARCH METHOD

A. Model of Development

This research was Reseach and Development (R &D). According to Sugiyono, research and development methods is a method used to produce certain products and test the effectiveness of these products[48]. The same thing is also conveyed by Nana, research and development or R & D is a process or steps to develop a new product or perfect an existing product, which can be accounted[49]. The product in question is not always in the form of objects or hardware such as books, modules, learning aids in the classroom or in the laboratory, but it can also be software such as computer programs for data processing, classroom learning, libraries, or models of education, learning, training, guidance, evaluation and other[50].

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[47]Nieveen, N. 1999.*Prototyping to Reach Product Quality.*Dalam Jan van den Akker, Robert Maribe Branch, Kent Gustafson, NienkeNieveen, TjeerdPlomp(Eds). *Design Upproaches and Tool in Education and Training*. p. 125-135.

[48] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012),p. 297.

[49] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2005), p. 164.

[50] Ibid., …p. 164-165.

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

In this study the authors chose the ADDIE model. The choice of this model is based on the consideration that this model is developed systematically and rests on the theoretical foundation of learning design. This model is arranged in a programmed manner with sequences of systematic activities in efforts to solve learning problems related to learning resources that are in accordance with the needs and characteristics of students. This model has five steps or stages that are easily understood and implemented to develop development products such as textbooks, learning modules, learning videos, multimedia and so on.[51]

The description of the stages of ADDIE development research are as follows:

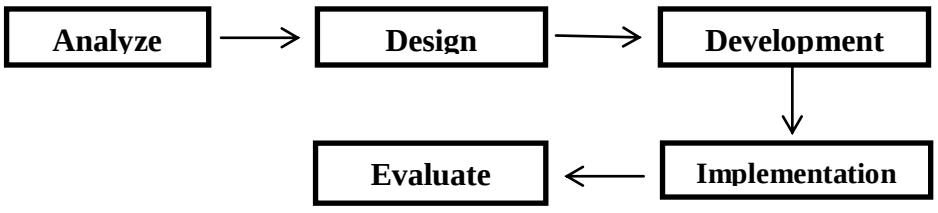


Figure 3.1 Stages of the ADDIE Development Model

[51] I Made Teguh, NyomanJampel, dkk, *Model PenelitianPengembangan*(Yogyakarta: GrahaIlmu, 2014) , Cet-1, p. 41.

Explanation:

1. Analyze.

   The analysis stage is the initial stage that is carried out. At this stage includes activities that are analyzing competencies required of students, analyzing the characteristics of students about their learning capacity, knowledge, skills, attitudes that have been possessed by students and conducting material analysis in accordance with the demands of competence.

2. Design.

   In design stage based on four important elements in the design of learning namely students, goals, methods, and evaluations. The design is focused on three activities, namely the selection of material according to the characteristics of students and the demands of competence, the learning strategies applied and the forms of assessment and evaluation used.

3. Development

   Activities at this stage such as gathering resources or references for the development of materials, tables of illustrative drawings, typing and preparation of evaluation instruments.

4. Implementation

   In the implimentation stage the results of the development were applied in learning to determine the effect on the quality of learning

which included the effectiveness of attractiveness and efficiency of learning.

5. Evaluation

Evaluation stage is the last stage which aims to determine the effect on student learning outcomes and the quality of learning.[52]

In this research,the product developed is teaching materials that is intended for tenth grade in senior high school.

B. Procedure of Development

In general, the R&D model has been developed by several experts, one of which is the model developed by Borgand Gall who developed the R&D model through several stages. According to Borg and Gall in Sukmadinata, there are ten steps in implementing research and development strategies which are as follows[53] :

1. Research and data collecting, which includes measurement of needs, study of literature, research on a small scale, and considerations in terms of value.
2. Planning, planning a research plan includes the ability to abilities needed in conducting research, objectives of the study to be achieved, the design or steps of the study, the possibility of testing in a limited scope

[52] Ibid, p 42-43
[53]Ibid., …p. 169-170 .

3. Development of product drafts (develop preliminary formof products), namely the development of learning materials, learning processes and evaluation instruments
4. Try trying the initial field (preliminary field testing). Field trials in 1 to 3 schools with 1 to 3 trial subjects (teachers). During the trial, the researchers conducted observations, interviews and distribution of questionnaires.
5. Revise the results of the trial (main product revision), namely fixing or refining the results of the trial.
6. Field testing (main field testing), which is conducting wider trials in one school. During the field trials, researchers collected quantitative data on teacher appearance before and after using the tested model, then the results of the data collection were evaluated and if possible compared to the comparison group.
7. Improvement of product results from field testing (operational product revision), which is perfecting products from field tests.
8. Test field implementation (operational field testing). Conducted on one school. Tests are conducted through questionnaires, interviews, and observations then the results are analyzed.
9. Final product improvement (final product revision). Improvements are based on input from the field implementation test.
10. Disemination and Implementation (dissemination and implementation), namely reporting the results in a professional

meeting in the journal, in collaboration with the publisher to publish and monitor the distribution for quality control.

The steps used in the research and development of this module will also refer to the research and development design modified from the Borg & Gall development model, but in this research and development, researchers will not pass the security procedure. Based on these exposures, the following are representations and explanations development procedures to be carried out.

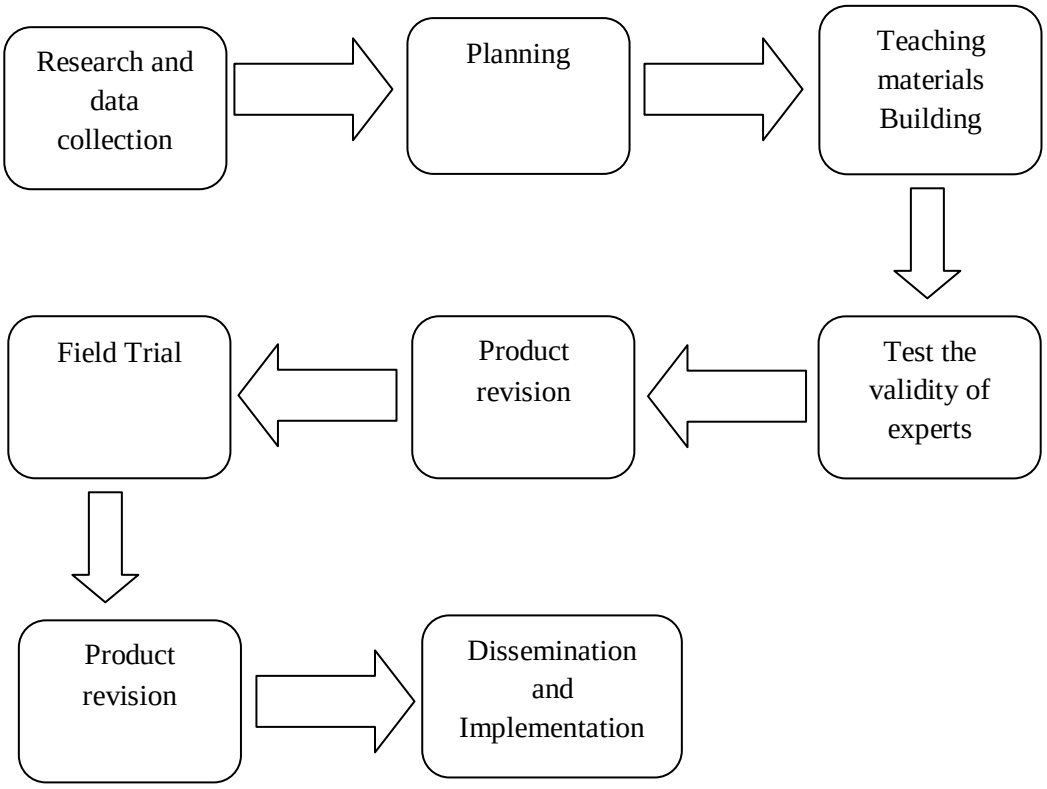


Figure 3.2 R & D procedure conducted by researcher

C. Technique of The Data Collection

1. Interview

An interview is a technique of collecting data by interviewing one person or several people concerned. Interviews are data collection methods that require direct communication between the investigator and the subject or respondent[54]. So, the interview is a conversation with a specific intention carried out by two parties, namely the interviewer who asks questions and the interviewer provides answers to the questions. In this study, the researcher conducted an interview with Mrs. Zurnaiti as aEnglish teacher to find out the problems in teaching materials.

2. Validation Sheet

Validation sheet is used to find out the validity of a product[55].

3. Questionnaire

Questionnaire is an indirect technique or data collection tool, in the sense that researchers do not directly answer questions with respondent[56]. Questionnaire contains a number of questions or statements that must be answered or responded to by the respondent. Questionnaires in the research and development of this teaching materials will be given to expert validators to assess the product of this development, as well as to students to know the effectiveness of the teaching materials.

4. Test

[54]YatimRiyanto, *MetodologiPenelitianPendidikan*, (Surabaya: SIC, 2001),p. 82.
[55]Arsyad, Azhar. 2011. *Media Pembelajaran.* Jakarta: PT Raja GrafindoPersada,p 175.
[56] Nana SyaodihSukmadinata, Metode . . . , p. 219.

Tests are methods or procedures in the context of measuring and evaluating in the field of education in the form of assignments, whether in the form of questions or commands that must be done by the testee in order to obtain results or values that symbolize behavior or achievement test[57]. Tests given in the study and this development will be in the form of a written test (post test).

D. Technique of Data Analysis

1. Interview

Technique of data analysis is the step aimed to analyze the data to get the conclusion from the data collection. In analyzing the data based on interview, the researcher will use flow model of Miles and Huberman. It consists of three steps of activity. The procedures of flow model are reducing data, display data, and conclusion drawing or verification.

a. Reduce the Data

Reducing data is process of simplification, abstract and transference the unripe data which collected in field note matrix as data summirizing. Reducing data means summarize, select, focus on important thing and reduce unnecessary things. In reducing stage, the data is analyzed for getting the important

[57]Ahmad Tanzeh, *Pengantar*..., p. 62.

thing.[58] The reducing data has the purposes for getting the clear data. So, it made the researcher is easier in analyzing and making conclusion.

b. Display the Data

Display the data is showing the data in matrix, graphic, or in narrative type. It is designed for making systematic and easier understanding.[59] In this phase, researcher would organize the data that was gotten from interview based on the researcher would draw it table or narration.

c. Verify the Data

There researcher can conclude the conclusion if the data is valid. To get the valid data, the researcher verifies the data. In short, the conclusion can be credible.

2. Validation sheet

Validaty of this product validated by validator. In this research, reseacher used the formula and the criteria for validity from Sugiyono[60] that can be seen below:

Table 3.1 Criteria for Validity Levels and Product revisions

Presentase (%)	Validation criteria
81-100	Very Valid
61-80	Valid

[58]Idrus Muhammad, *Metodepenelitianilmusosial*(Jakarta: Erlangga,second edition, 2009) p. 148

[59]Indrus Muhammad, *Metodepenelitianilmusosial*....p. 151

[60]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung:Alfabet,2012)

41-61	Quite valid
21-40	Less valid
0-20	Invalid

The formula used is:

$P = \frac{\Sigma x}{\Sigma xi} x\ 100\ \%$

Where:

P = the percentage sought

Σx = the number of respondents' answers

Σx_i = number of ideal values

Analysis of the validation questionnaire data will be used to find out and describe the effectiveness of the product of the English module development with transformation material based on the right brain ability of tenth grade students of SMA N 1 Sungai Puar.

3. Practicality Analysis

Practicality analysis was done the product as the response of English teacher and student as the subject in this reseach. The formula of praticality was suggested bt Sugiyono, as the following.[61]

$$P = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

The result from the practicality then was measured by using qualitative criteria as follows:

[61]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung:Alfabet,2012)

Table3.2 Criteria for Practicality

Presentase (%)	Validation criteria
81-100	Very Valid
61-80	Valid
41-61	Quite valid
21-40	Less valid
0-20	Invalid

4. Effectivity Analysis

After getting the pre test and post test, the reseacher analyzed the score by using the formula suggessted by Sudijono as follow:[62]

$$\text{Mark} = \frac{\text{Obtained Score}}{\text{Ideal Maximum Score}} \times 100$$

Mark : students mark

Obtained Score : students correct answer

Ideal Maximum Score : total items that should be answered correctly.

Then, the reseacher analyzed the data for both pre test by using t-test formula, as the following descriptions :

Two Means Score test:

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

The criteria:

[62]Sudijono, Anas, Pengantar Evaluasi Pendidikan, (Jakarta:PT.Raja Grafindo Persada,2009),p 318

1. Ho was accepted if t-observed < t-table
2. Ho was rejected if t-observed > t-table

One Means Score Test

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

$H_0 = \mu o = 80$

Ha = μo > 80

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This chapter explained about data description of research and answered the formulation of problems which were stated in chapter I. The explaination was about how to design of English teaching materials based on Minangkabau local wisdom in class X SMAN 1 Sungai Puar in academic year 2019? How to develop of English teaching materials based on Minangkabau local wisdom in class X SMAN 1 Sungai Puar in academic year 2019? How to measure validity, effectivity and practicality of English teaching materials based on Minangkabau local wisdom in class X SMAN 1 Sungai Puar in academic year 2019 ?

The reseacher used Reseach and Development design with version of ADDIE (Analysis-Design-Development-Implementation and Evaluation). The explanation of each stage could be seen below.

1. Analysis

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

a. Interview with English teacher

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

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

that“the students do not care about someone else; they tend to take care of themselves. The discipline of the students is not god, many of them do not come on time, and some of them never come back when they ask permission to the bathroom. The researcher assumes the problems with the character of the students are related to their involvement with the technology which is overused by them. Students are even use their phone during the classroom and we need teaching materials that are close to students and included with the cultural elements that are around us to answer the phenomena that occur to our students.[63]”So that, it was needed a teching materials as the solution for the students problem above.

b. Interview with the student

The information of the teaching materials used in daily English teaching and learning also came from the students as the participant in the classroom who received the application of teaching materials by their English teacher. According to the student , she said that they don't understand when English learning are presented with material which they don't know and use vocabulary that is difficult or unfamiliar to them.[64]”

[63]Zurniati, personal interview, English teacher in SMAN 1 Sungai Puar, 2 March 2019
[64]Mita,personal interview, student in SMAN 1 Sungai Puar, 2 March 2019

From the phenomena above, it was needed developand having effective teaching materials in English teaching and learning. The teaching materilas was a current teaching materials but easy to be applied to the students. Also, the teaching materials should solve the students real problem in the field.

2. Design

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

This teaching material consist of 5 chapters consist of talking aboutself,congratulaition,intentions,descriptive text and announcement and each chapter begin with learning objectives. The cover of teaching materials use of RumahGadang as a form of the Minangkabau culture. Title of each chapter be placed at the top. In this teaching material later

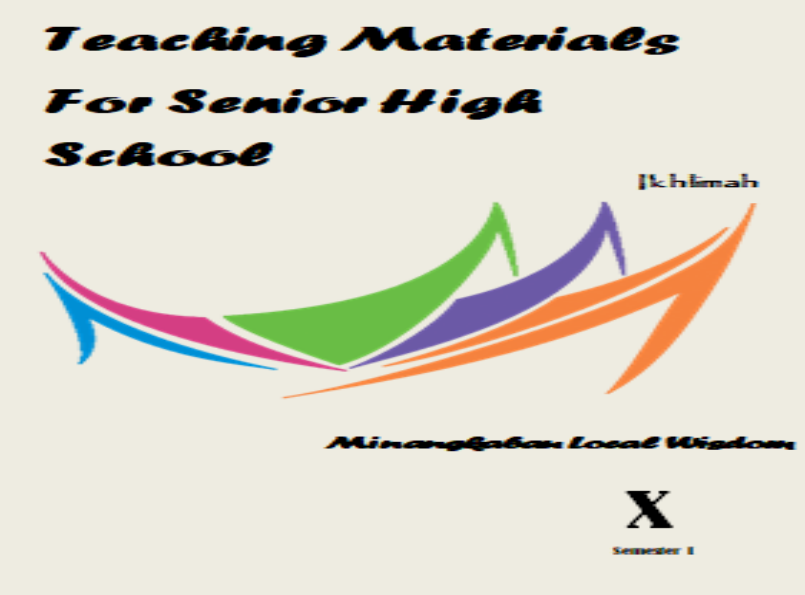
be displayed a warmer, some vocabulary, some texts, assignments and also some games that support learning materials. The picture that be displayed also vary according to Minangkabau culture where later there be a picture of the Jam Gadang, Fort de Kock, Makan Bajamba and others. This writing format uses the Times New Roman font and also uses several colors to attract students' attention. Colors that be used in this book such as pink and blue and the part that be colored only boxes in the title of each assignment. There are some skills required in this teaching material such as reading, speaking and writing.

3. Development

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

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

Figure 4.1 Cover Of Teaching Materials



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

Figure 4.2 Learning ObjectivesIn Teaching Materials



Talking about Self 1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Menggunakan bahasa Inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.
2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri.
4. Merespon makna teks pemaparan jati diri lisan dan tulis.
5. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri.

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

4.3 Warmer In Teaching Materials

A. Warmer: Minang Whisper

Your teacher will divide the class into 4 groups and show you how to play Minang Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud
Picture 1.2

Discuss with your friends what characters your group needs in order to do the activity successfully and to become the winner.

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

Figure 4.4 Vocabulary In Teaching Materials

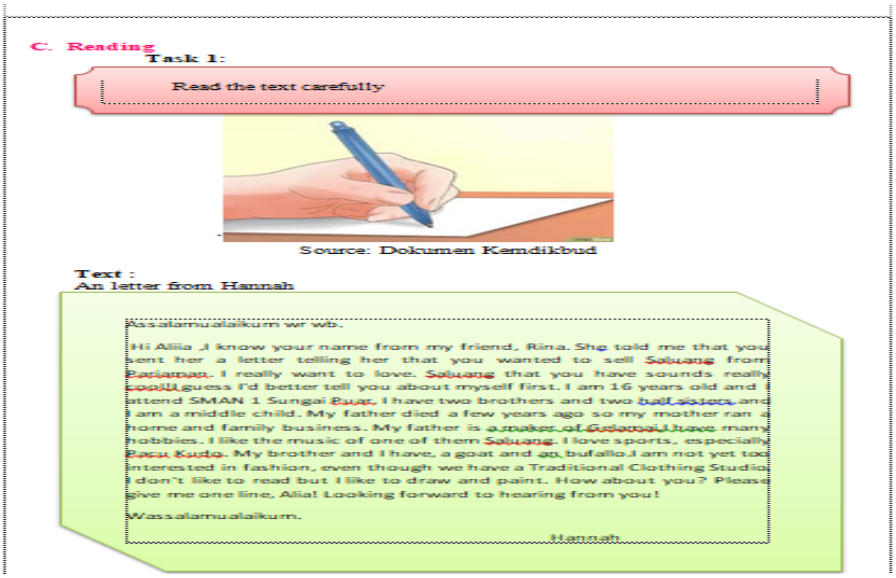
B. Vocabulary Builder

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

letter *(noun)*	saluang
sound *(verb)* →	bunyi
saluang (noun)	melukis
a few(adj)	menggambar
middle *(adjective)*	di tengah
draw *(verb)*	surat
paint *(verb)*	sedikit

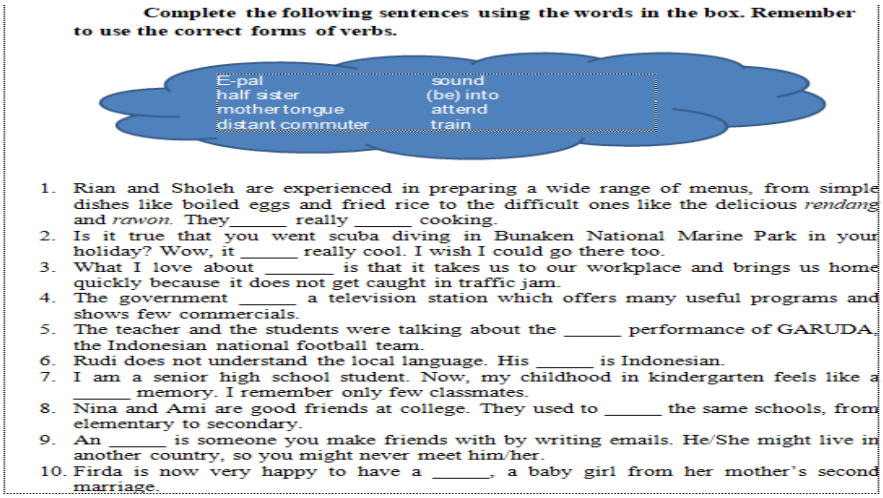
The skills in each chapter are in accordance with the design to achieve the objectives of learning.The picture can be seen from the following capture.

Figure 4.5 Reading Skill In Teaching Materials



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

Figure 4.6 Task In Teaching Materials



Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
distant commuter	train

1. Rian and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious *rendang* and *rawon*. They_____ really _____ cooking.
2. Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it _____ really cool. I wish I could go there too.
3. What I love about _____ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
4. The government _____ a television station which offers many useful programs and shows few commercials.
5. The teacher and the students were talking about the _____ performance of GARUDA, the Indonesian national football team.
6. Rudi does not understand the local language. His _____ is Indonesian.
7. I am a senior high school student. Now, my childhood in kindergarten feels like a _____ memory. I remember only few classmates.
8. Nina and Ami are good friends at college. They used to _____ the same schools, from elementary to secondary.
9. An _____ is someone you make friends with by writing emails. He/She might live in another country, so you might never meet him/her.
10. Firda is now very happy to have a _____, a baby girl from her mother's second marriage.

4. Implementation

Before implementating the teaching materials, the reseacher gave students pre test to know student beginning ability. Then, after implement the product, the reseacher gave students post test, to know the effectivity of the product, whether there was a differences or not.

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

In the learning process by using teaching materials, the student seem enthusiastic to use the teaching materials. They are happy because this is the first time they have used teaching material in which the material in the teaching material has been experienced by students

in their real life. The package was interested them to know more about the use of this teaching materials. After they were use the teaching materials one by one, the reseacher asked them to answer the question in teaching materials. Then, they can write all of the questions.

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

a. Validity

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

The format consists of the shape of the cover, font size, font type, font contrast, image placement, image compatibility with the

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

Table 4.1 The Analysis Validity of Product

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

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

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

b. Practicallity

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

Table 4.2 The Analysis of Practically Product

No	Name of the validator	Mean	Interpretation
1	Zurniati, S.Pd	90	Very Practical
2	Siti Halimah, S.Pd	96	Very Practical
Mean score		**88**	**Very Practical**

From the table above,it can concluded that the means score of practicality was 88 that belongs to very practical. In other words, the product has achieved its practicality. Moreover, there were some suggestions from the validator about the product that was the teaching materials must have porposional size cover, reproduce material about local

wisdom, give reference avout teaching materials and the questions displayed should vary.

c. Effectivity

To get the effectivity of the product, the reseacher gave experiment to 20 students at the class X of SMAN 1 Sungai Puar.

Then, the reseacher analyzed the effectivity of product by using Two Means Score test and One means Score test. The result of Two Means Score test can be seen below :

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

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

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

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

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

$$s_d = 9{,}987$$

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

t_0 = 11,09

The level of significant and the t-table was :

α = 0,05

Db : 20-1 = 19

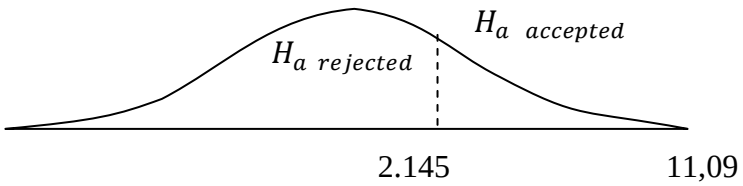
T-table = 2.145

The criteria was :

1. Ho was accepted if t-observed < t-table
2. Ho was rejected if t-observed > t-table

Because of t-observed > t-table (11,09 < 2.145), so, H0 was rejected. It means, there was a significant differentiation between students score in pre test and post test. In other words, the product was achieved its effectivity.

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



From the data ,its means that the descriptive hypothesis (Ha) is accepted or the null hypothesis (H0) is rejected because the t-observed was higher than the t-table. So, it can be concluded that the product was achieved its effectivety.

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

The result of One Means Score Test (Post Test)

H_0= μo = 80

Ha = μo > 80

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

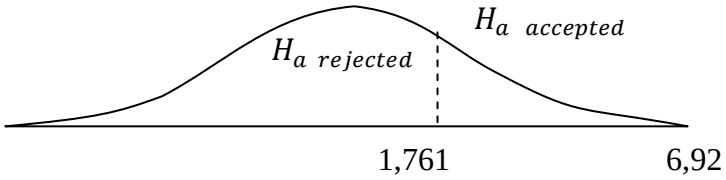
t_0 = (85,75 -80) / (3,726 : √20)

t_0 = 5,75 /0,83

t_0 = 6,92

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

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



From the data ,its means that the descriptive hypothesis (Ha) is accepted or the null hypothesis (H0) is rejected because the t-observed was higher than the t-table. So, it can be concluded that the product was achieved its effective.

5. Evaluation

Although has been implemented effectively, this teaching materials was needed an evaluation. Based on the reseacher's research teaching materials need to be improved more detail about the materials or design of the product. In the implementation of teaching materials, the reseacher can find some advantages and disadvantages of this product. The first advantage is it makes students participated actively in English learning process. The second the student learn best in classroon activity because the marials so close from them.

Then, there are some disadvanteges of teahing materials. The first is due limitation materials. The second disadvantage is because of this teaching materials about Minangkabau local wisdom that means it can only be used by students around the province of West Sumatra.

B. Product Revision

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

Table 4.4 Revision of Product

No	Before	After
1	The initial cover is to use a picture of Rumah Gadang in the middle, the writing name is written in the lower left part of the picture and the class name is in the lower right.	The cover is using the Rumah Gadang picture in the middle, the writing name is on the top right of the picture, added with the title of the teaching material and the class name on the bottom right
2	For the first chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	In the first chapter there was already a picture depicting Minangkabau culture and the form of questions varied, there were essay questions and objective questions.
3	For the second chapter there were no pictures that depicted Minangkabau culture and the form of	There was already a picture depicting Minangkabau culture and the form of questions varied, there were essay

	questions was only a matter of essays.	questions and objective questions.
4	For the third chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	In the thirdchapter there was already a picture depicting Minangkabau culture and the form of questions varied, there were essay questions and objective questions.
5	For the fourth chapter there were no pictures that depicted Minangkabau culture and the form of questions was only a matter of essays.	Now there are pictures depicting Minangkabau culture such as the Jam Gadang and Fort de Kock pictures and the form of questions has varied there are essay questions and objective questions
6	For the fifth chapter there is no single announcement text .	There are some announcement texts which are also supported with practice questions.
7	There were no names of examiners in each sheet of teaching material and also there was no information under the teaching material	There is already the name of the author in each sheet of teaching material located at the top right and there is a book description on each page

8	Initially there was no reference in this teaching materials.	Initially there was no reference in this teaching materials.

C. Discussion

English is one of the important subject in teaching learning. Usually English is foreign language for the students,its means that the student dont know about English well. So that, the teaching activity of English should be done effectively to the students. One of the ways was bt implementing an effective teaching materials to the students. Teaching materials help the teacher in delivering the materials to the students and it can help students understand and comprehend the materials well.

Teaching materials has proven that students English ability can be improved by the application of this product. The student has been improved from pre test and post test. Pre test was done before the implementation of the product, while post test was done after the implementation of the product.

In the implementation of this product, the student used the teaching materials. The student learn with used this product and they easy to understand about materials well. This implementation proves that the students need teaching materials in their languange learning. During the implementation of teaching materials, the student enjoy the teaching and

learning process. The student understand the materials presented by this product.

This phenomena prove that the student need product in their language learning. This opinion is related with an idea from Iskandarwassid and Dadang Sunendar revealed that teaching materials are a set of information that students must absorb through fun learning. This shows that in the preparation of teaching materials students are expected to really feel the benefits of teaching materials or material after he learned it.[65]

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

[65]Iskandarwassid, dan H. DadangSunendar.(2011). StrategiPembelajaranBahasa. Bandung: PT RemajaRosdakarya

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

At the result of the reseacher which has been described and discussed in previous chapter, the reseacher concluded that:

1. The use of English materials for students of SMAN 1 Sungai Puar currently was in form of western culture did not make student understand about materials because its not close from them.
2. The product in English learning by using English teaching materials can be developed by the ADDIE (Analysis-Design-Development-Implementation-Evaluation) which was done in this research.
3. Based on the interview, validation sheet and test that reseacher analyzed, the result showed that product in English learning by using teaching materials was valid, practical and effective.

B.Suggestions

Based on the conclusions above, the researcher would like to give suggestions as follows:

1. To the students who learn English in tenth grade suggested that can use the English teaching materials in order to make them easy to learn English.

2. The English teachers suggested to used English teaching materials in English learning in order to make them explain the materials easily to the students.
3. The next reseacher suggested can continue the research by seeing the succesful of this product toward the result students English.

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