

## Developing Junior High School Students English Reading Workbook Based on Local Culture in The Merdeka Curriculum

*(Development research in the seventh-grade students of SMPN 3 Air Besar in the Academic year 2023-2024)*

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### Abstract

This study aimed to develop an English reading workbook based on local culture for students in SMPN 3 Air Besar following the Merdeka Curriculum. The research adopted the Research and Development (R&D) method using the ADDIE model, collecting data through questionnaires, interviews, and direct observations. Analyzed using descriptive statistics and content analysis, the results were used to revise the workbook and improve its effectiveness. The validation phase involved expert judgment from education, English language teaching, and local culture experts, indicating that "English Reading Workbook based on local culture" was culturally relevant, engaging, and effective in promoting English language learning. It serves as a valuable material for English language learning at SMPN 3 Air Besar, providing a culturally relevant and engaging way for students to learn English. The structured approach ensures the materials meet student needs and promote effective English language learning.

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## INTRODUCTION

In Indonesia, certain types of curricula have been implemented in schools. The most recent curriculum used in Indonesia is *the Merdeka Curriculum*. *Merdeka* curriculum is a curriculum with learning diverse intra-curricular where content will be optimized so that students have enough time to explore the concept and strengthen their competence (Vhalery et al., 2022). In Indonesia, some schools implement two curricula. Grades 9 and 8 use the 2013 curriculum, while Grade 7 uses the Merdeka curriculum.

SMPN 3 Air Besar is one of the public schools in Landak that brings English as one of the subjects from the seventh grade to the ninth grade. The school has 145 students divided into three classes from 7 to 9 grades. This school is located in a remote area of palm plantation and conservation forest. The school is the farthest school from the capital of Landak Regency. It is challenging to reach this school, especially in the rainy season. This school has limited electricity and internet network access. The available book cannot cover

the students' needs because the number of books and the language that is used are too general and unfamiliar with the student's daily life, such as technical or specialized language, which may be unfamiliar to them due to its limited use in their daily lives. English is a compulsory subject at this school. Two English teachers are teaching at this school.

Workbooks, in particular, play a vital role in the EFL classroom. Workbooks are still essential to English teaching and learning in the classroom (Atiullah et al., 2019). An English coursebook's role is to act as a learning aid for exercises to help students become proficient. For all disciplines, including English, the Indonesian Ministry of Education and Culture has made available a standard coursebook (Rinekso, 2021). They are intended to serve as the primary teaching and learning tools in all public schools in Indonesia.

The English workbooks should be a primary tool for completing the previously planned curriculum. The local materials, integrated local culture content inside, were more active for reading comprehension because of students' background knowledge of their local cultural familiarity with the target language materials (Kurniawan, 2020). Furthermore, (Tomlinson, 2023) states that the input must also be meaningful because it has meaning for the students, ties to their lives, and is considered essential. As it is recognized as necessary by the brain and makes affective engagement and sensory imagery easier during mental acquisition, this is crucial for language learning. According to (Mohammed, 2020), language is both a communication tool and a cultural bearer. Furthermore, (Rustamova, 2023) Culture and language are fundamentally interconnected.

The objectives of implementing local content are to provide students with the attitudes, knowledge, and skills required to (a) know and love the region's natural, social, cultural, and spiritual environment, and (b) preserve and develop excellence and knowledge areas to support national development (Sigalingging, 2019). Because it is crucial to preserve local knowledge and a local way of life when teaching foreign languages, it is intended that students would be proficient in both English and Landak culture, especially in the Nyari district. This study aims to develop English reading workbook incorporating aspects of Landak culture to enhance students' interest and engagement in learning English. The new workbook will differ from existing ones by incorporating topics that are more familiar to students, making the learning process more relatable and active. Additionally, the materials will be designed to align with the English reading basic competencies set by the educational government.

### **ELT Material Development**

Language teaching, material is essential for the teacher. Materials in ELT are essential in the language learning process because they are essential to motivating students to learn. (Ikhsanudin, 2020) stated that language learning materials (LLMs) are representations of language that serve as resources for

language activities and provide language experiences for language learners. Some of them have to be authentic. Authentic materials are natural language resources created for everyday human needs, such as advertisements, news articles, daily conversations, stories, product packaging labels, computer software manuals on CDs, and more (Ikhsanudin, 2020). Authentic materials communicate meaning and information and that they are produced for real communication rather than to teach language (Cárdenas, 2020).

The development of language teaching materials is significantly influenced by linguistic thoughts, particularly concerning the nature of language and the nature of language teaching (Ikhsanudin, 2020). Authentic materials, such as advertisements, news articles, daily conversations, stories, product packaging labels, and computer software manuals, are essential in providing students with real-life language experiences that cater to their needs.

### **Merdeka Curriculum**

The Merdeka Curriculum is the government's effort to restore learning, as outlined in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 56/M/2022, concerning Guidelines for Implementing Curriculum in the Learning Recovery Framework. The Merdeka Curriculum is an educational curriculum that emphasizes essential information, character development, and student competency from an early age to encourage children's interests and talents (Shadri et al., 2023).

The Merdeka curriculum was explicitly developed as a flexible framework to address the learning recovery needs of students. It aims to balance essential academic content and the holistic development of students' character and competence. The curriculum incorporates several key features to support this objective. First, project-based learning is emphasized to foster the development of soft skills and character traits, aligning with the Pancasila student profile.

### **Local Culture In ELT**

Language learning is deeply intertwined with culture, as it is a fundamentally social process that is closely connected to the broader cultural context (Khan, 2014). To improve students' intercultural communication skills, language teaching should be integrated with the study of local culture (Brdarić, 2016). Students cannot achieve proficiency in the target language without a thorough understanding of the cultural contexts in which it is used. Therefore, English teachers should know the need to promote local culture and the English-speaking country. Additionally, culture serves as background knowledge for all sociocultural situations that students must use to acquire the target language (Sitoresmi, 2019). Understanding the cultural context of a language is essential for effective communication and cultural exchange. Language and culture are inseparable, and when a language is learned without considering its cultural setting, it can lead to misunderstandings and

communication breakdowns. Culture impacts language learning and teaching through the use of idioms, gestures, and body language, which often reflect the culture's values and beliefs. Integrating culture into language learning has many benefits, including improved communication skills, broader perspectives, and enhanced cross-cultural understanding.

### **Workbook for Seventh-grade Students**

Teachers can employ a range of media and pedagogical techniques when teaching. A textbook is a primary resource that can be used in the classroom by both teachers and students. According to (Jusuf, 2018), a textbook is a crucial source of educational content in the classroom and improves students' awareness of cultural details and international events. Additionally, (Ayu & Inderawati, 2019), textbooks not only serve as a reference for teachers while presenting the content, but they also provide the necessary input through various explanations and activities. Therefore, a textbook can be used in the classroom as a learning tool or to promote cultural norms and values, not just in language courses (Ayu & Inderawati, 2019). It is strengthened by (Tomlinson, 2023). Text-driven approaches are directed by a written or spoken text that has the potential to be emotionally and cognitively stimulating rather than a teaching point, topic, or theme.

In conclusion, English reading workbooks, especially those that are culturally relevant, are crucial for coaching, education, and healthcare because they offer a structured learning environment, promote critical thinking, and enhance the effectiveness of interventions. They are valuable tools for encouraging engagement, self-regulation, and knowledge acquisition in various learning contexts due to their versatility and adaptability. However, there is a significant gap in the contemporary educational landscape: many English reading materials available today focus on Western cultures, creating a disconnect between the content students study and their own cultures. Traditional English reading materials often lack contextualization relevant to learners' local environments, which can lead to lower motivation and understanding among students. This disparity can result in students becoming less motivated and less understanding. Furthermore, students may find it challenging to relate to the information in standard English reading materials because they frequently lack contextualization pertinent to their local contexts. Additionally, the vast majority of English language textbooks tend to ignore the diverse cultural experiences and viewpoints of non-native English speakers in favor of concentrating mostly on the inner circle nations (such as the United States, Great Britain, and Australia). (Oktarina et al., 2022) highlight the importance of including regional culture in English reading materials, as it can improve learners' motivation and comprehension by making the subject more relevant and relatable. To bridge the gap between learners' native cultures and the English language, the study emphasizes the necessity of creating locally culturally-based reading resources that cater to the unique requirements and

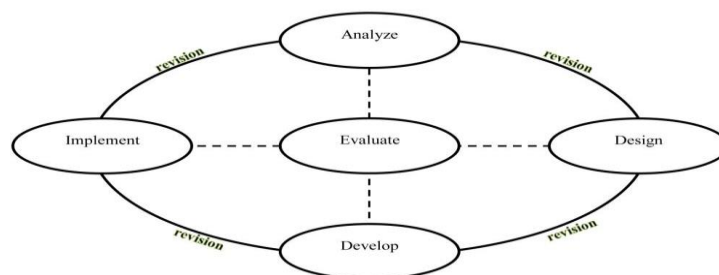
contexts of non-native English speakers. By addressing these gaps and incorporating local culture into English reading resources, educators can create more engaging and effective learning environments that support knowledge acquisition, self-regulation, and cultural awareness.

## RESEARCH METHODOLOGY

This study belongs to developmental research with research and development models. Developmental research involves the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness (ADDIE). (Branch, 2009). The subjects of this research are students at grade seventh of SMPN 3 Air Besar. The total numbers of the seventh grade students of SMPN 3 Air Besar were 34 students that consisted 19 male students and 15 female students. To design the research, the researcher tries to design material based on Branch's framework: Analyze, Design, Develop, Implement, and Evaluate, which focuses on local cultures like cultures, rituals, traditions, and recreation around the students (Branch, 2009). The concept is as follows:

1. Analyze: In this phase, the instructional problem is identified, goals and objectives are established, and the learning environment and learner's existing knowledge and skills are assessed.
2. Design: During the design phase, instructional strategies, material, and assessment criteria are created. This phase describes the organization and format of the learning materials.
3. Development: The development phase involves creating and constructing learning materials based on the design phase. This can encompass content creation, media production, and course material development.
4. Implementation: The learning materials are used throughout the implementation phase. This can include delivering the training program in either a physical or virtual setting.
5. Evaluation: The final phase is evaluation, in which the effectiveness of the training program is assessed. This can include formative evaluation throughout the development phase and summative evaluation after the program is implemented.

**Figure 2.1 steps of research**



However, in this study, the researcher used five phases as follows:

**Table 2.1 ADDIE Procedures**

| NO | PROCEDURES           | ACTIVITIES  |
|----|----------------------|---|
| 1  | Analysis phase       | The researcher conducted a need analysis by analyzing the problem and collecting the data for more information.<br>a. Interviewing the teacher<br>b. Giving questionnaires to the students<br>c. Finding sources  |
| 2  | Design Phase         | The researcher designed the product.<br>a. Choosing Material<br>b. Translating and simplifying the materials<br>The author himself creates the materials.<br>c. Designing the product<br>The materials were chosen based on the student's interests and needs. Each chapter in the English reading workbook consisted of pre-, reading, and post-reading. |
| 3  | Development phase    | After designing the product, the researcher asked for an internal assessment of the design and the content.<br>a. Developing the chosen materials<br>b. Assessing the product   |
| 4  | Implementation Phase | Implement the product in other classes to know whether students are excited and understand the reading based on local culture.  |
| 5  | Evaluate phase       | Feedback from participants collected through questionnaires indicated that the workbook is (a) an effective teaching resource, (b) easy to comprehend, (c) engaging, (d) enjoyable, (e) motivating, and (f) relevant to their needs.  |

For analyzing the data, the researcher used both qualitative and quantitative data analyses. Qualitative data analyses included the results of interviews and observations in the classroom, while quantitative data analyses involved the results of agreement levels and rubric assessments from expert validation. The researcher employed a Likert scale analysis to evaluate the level of agreement and rubric assessment for expert validation.

## RESULT AND DISCUSSION

The findings and discussion were based on (Branch, 2009) first four phases of the ADDIE technique: analysis, design, development, and implementation.

### Analysis phase

In the analysis phase, the researcher examined the needs and preferences of students learning English. The analysis of students' interests and needs was a central focus of the research because it was relevant to the product that had been designed.

The researcher interviewed two English teachers at SMPN 3 Air Besar on February 12, 2024. According to their comments, the school has been actively adopting the Merdeka Curriculum for the past two years and is still in the process of doing so. The teachers agreed that, while there are no substantial differences between the Merdeka Curriculum and the previous curriculum, they underlined that the Merdeka Curriculum provides more flexibility and allows students to learn differently.

They emphasized that students, particularly those in the seventh grade, have shown more enthusiasm for learning English through the Merdeka Curriculum. However, the teachers observed recurring obstacles, such as the school's insufficient supply of reading resources, particularly in English. They wanted additional resources such as dictionaries, entertainment, educational books, and items related to local subjects.

Furthermore, the teachers mentioned a lack of student workbooks, which might help teachers and students. To overcome these issues, the school should actively seek out and purchase more reading resources, such as English dictionaries and educational books, with a local focus. Additionally, investing in creating or procuring student workbooks would improve the teaching and learning experience at SMPN 3 Air Besar.

Students were given a questionnaire throughout the analysis phase to learn about their interests and needs. This phase was done on February 12<sup>th</sup>, 2024. As a result, the researcher knew what type of content and design would be created.

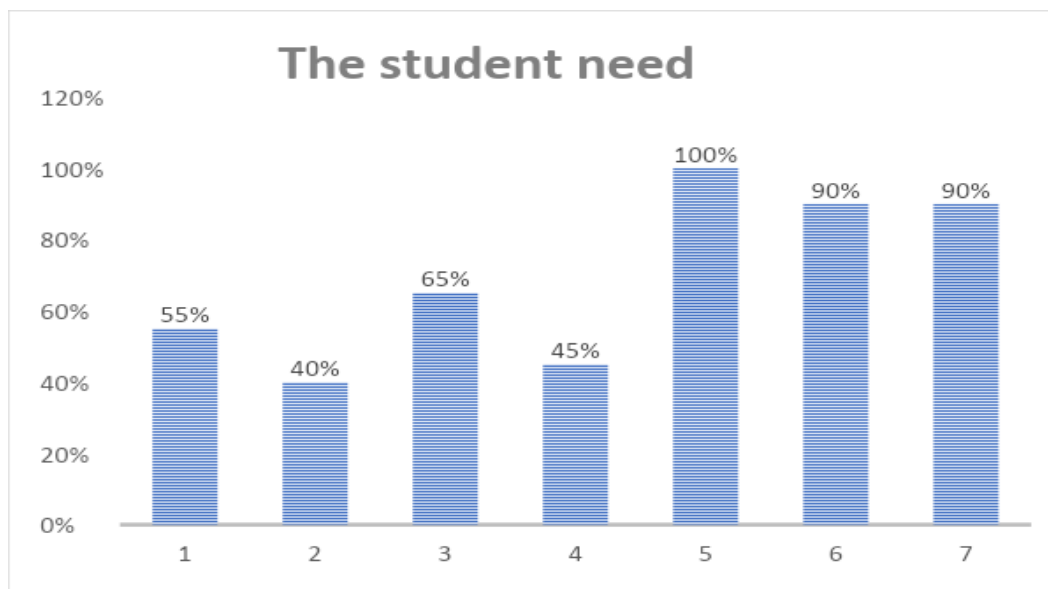
**Table 3.1 Characteristics of Respondents**

| Characteristics of Respondents |          | Frequency | Percentage |
|--------------------------------|----------|-----------|------------|
| Gender                         | Female   | 19        | 55,88      |
|                                | Male     | 15        | 44,12      |
|                                | Sum      | 34        | 100        |
| Age                            | 11 years | 2         | 5,88       |
|                                | 12 years | 12        | 35,29      |
|                                | 13 years | 8         | 23,53      |
|                                | 14 years | 9         | 26,47      |

|  |          |    |       |
|--|----------|----|-------|
|  | 15 years | 13 | 38,24 |
|  | Sum      | 34 | 100   |

The instruments used in the study were distributed to 34 first-grade junior high school students, comprising 19 females (55.88%) and 15 males (44.12%). The students' ages ranged from 11 to 15 years, with two students at age 11, 12 students at age 12, 8 students at age 13, 9 students at age 14, and 13 students at age 15. The distribution of the questionnaire and the student's demographic information provide a comprehensive understanding of the study's participant characteristics, allowing for a more nuanced analysis of the research findings.

**Figure 3.1 The Percentage of Students' Needs Based on Teacher Interview**

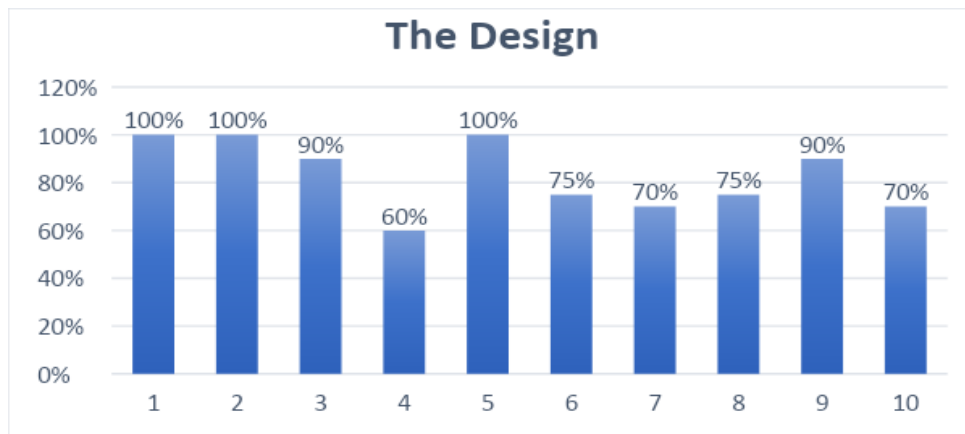


Based on the chart, the researcher used the Likert Scale to calculate the percentage of agreement. According to the study, 55% of students prefer English, and 45% dislike it. Furthermore, 60% of students do not study after school, and just 40% study English regularly after class. Regarding learning resources, 65% of students choose items that combine graphics and text, while 35% prefer solely text. Regarding activities, 45% of students love learning English through word games, 40% prefer group discussions, and 15% prefer do exercise.

Almost all students, or 100%, have used media to learn English, with 90% using English books, 10% using workbooks, and none using gadgets as learning media. Furthermore, 90% of pupils have never utilized workbooks, whereas only 10% have.



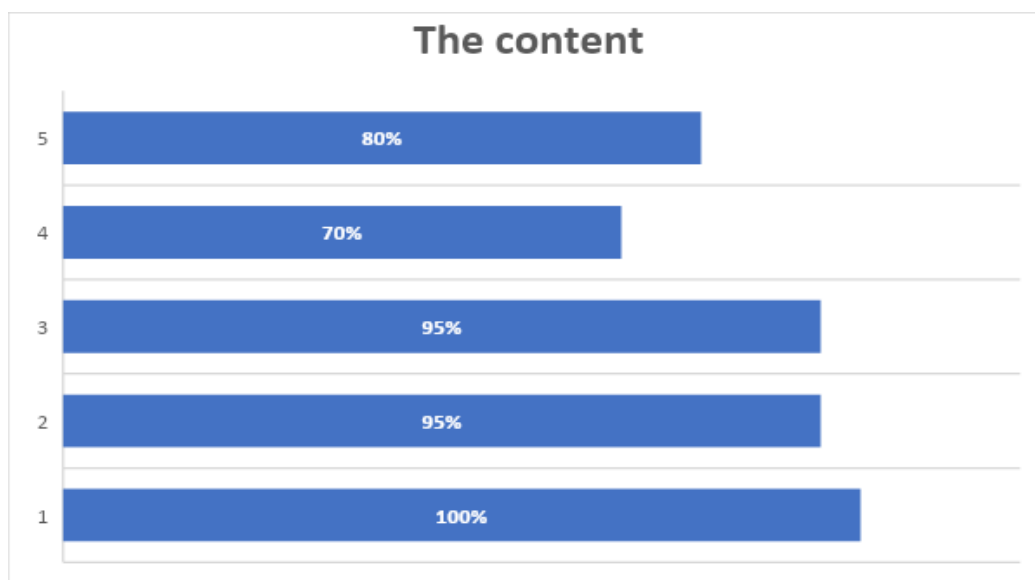
**Figure 3.2 The Percentage of Highest Design Statement**



According to the data, 100% of students believe an interesting book contains colourful images or pictures. Furthermore, 90% of students think an exciting book has a medium-sized layout. Regarding text and picture placement, 60% of students think an engaging book places the text to the left or right, while 40% agree that the text is positioned above or below the picture. All students, or 100%, agree that an intriguing book's font size is medium.

Seventy-five percent of students believe that an engaging book should be written in a variety of fonts. Furthermore, 70% of students think that an entertaining book should include match words games in pre-reading activities. Additionally, 75% agree that the book should incorporate vocabulary, and 90% believe that vocabulary should be provided during reading activities. Finally, 70% of students feel that an intriguing book should also include post-reading activities.

**Figure 3.4 The Percentage of Highest Content Statement**



According to the graphic, 100% of students think an intriguing workbook is local. 95% of students think that the length of an intriguing workbook I wish to read is between 100 and 300 words, while the remainder agree that it is more than 300 words. 95% of students think an intriguing book uses basic terminology. 70% of pupils disagreed that an intriguing book uses challenging vocabulary. After reading the questionnaire text, 80% of students believe that their comprehension is between 30 and 60%, with the remaining agreeing that their comprehension is between 60 and 80%.

The first analysis was based on the teacher's explanation. The interview with two English teachers at SMPN 3 Air Besar revealed that the school has been implementing the Merdeka Curriculum for the past two years, resulting in increased flexibility and varied learning. The teachers noticed that students, particularly those in seventh grade, were more enthusiastic about learning English under this program. However, they identified common challenges such as limited reading materials, particularly in English, and a need for student workbooks. To address these issues, the teachers proposed that the school actively seek out and purchase a broader range of reading resources, such as English dictionaries and educational books with a local focus, as well as invest in creating or procuring student workbooks to enhance the teaching and learning experience.

The second analysis was conducted with the seventh grade of SMPN 3 Air Besar as the participants. The researcher found that Students have different interests and attitudes about learning English and enjoy using media and learning materials that combine images and text. Students consider an engaging workbook full of illustrations or pictures to be colorful. Students believed that an interesting workbook had a medium-size layout. Further, regarding text and picture arrangement, 60% of students thought an engaging book had the text on the left or right side of the picture, while the remaining 40% thought the text was above or below it.

Furthermore, all students, or 100%, agreed that a fascinating book had a medium font size. Seventy-five percent of students believe that an engaging book should be written in a variety of fonts. Furthermore, 70% of students think that an entertaining book should include match words games in pre-reading activities. Additionally, 75% agree that the book should incorporate vocabulary, and 90% believe that vocabulary should be provided during reading activities. Finally, 70% of students feel that an intriguing book should also include post-reading activities. The findings indicate that students strongly understand what makes a book compelling and enjoyable.

For the content, students should consider what makes a workbook interesting. Students believed that the exciting workbook was local, which means that it was related to their cultural environment and familiar to them. Regarding the vocabulary, 95% of students agreed that an interesting workbook should be between 100 and 300 words long. They also considered that they

needed a simple vocabulary to make understanding the story's meaning easier. Therefore, they disagreed that the vocabulary needs to be challenging.

## Design

In designing process, there are four points that were done by researcher.

1. Objectives: In this English reading workbook, the objectives are as follows; at the end of the study, students are able to read the story aloud and choose the right answer based on the reading texts. Most students can answer the questions based on the information from the text. In these matters, the texts are about local culture.
2. Choosing the material: The researcher analyzed by giving questionnaires to students and providing them with more local culture.
3. Learning Goal Flow (ATP) : The ATP is based on the Capaian Pembelajaran. The purpose of ATP is to provide a clear and measurable framework for teachers to establish learning objectives and organize the necessary steps to achieve those objectives.
4. Types of Learning and Teaching Activities: The kinds of learning and teaching activities in this 'English reading workbook', The student's activity is based on the teacher's materials. In this case, the material is about reading text based on local culture to learn.

## Develop

Developing an English-reading workbook that is both engaging and effective, the researcher collaborated with a partner to outline the procedure. This discussion aimed to identify the key steps involved in creating the workbook, ensuring that the final product would be both interesting and acceptable to both teachers and students. To prepare the workbook for use in the classroom, the researcher followed a five-stage process: Cover, Layout, Visual, Reproduction, and Subject Matter Expert Validation (initial validation). By following these stages, the researcher ensured that the workbook would be comprehensive, visually appealing, and aligned with the needs of both teachers and students.

1. Cover : Making the students interested and motivated from the first impression, the cover of the English reading workbook must be attractive and colorful. To design the cover, the researcher tried to create a good image based on the culture of the Landak regency, including the pairs of a boy and girl of Landak people, the picture of Rumah Radang, and the Landak mascot, the hornbill (burung Enggang), placed on top of the cover.
2. Layout : The researcher designed the product using the Canva application, adhering to standard layout and paper size (A4). The font size varied to ensure readability and suitability with the standard format. In this step, a colorful picture was incorporated with text that represents the picture itself. The font type and size were chosen based on student preferences, specifically Comic Sans with a medium size. Additionally, several

vocabulary words were included below the text to facilitate students' comprehension of the story, even for those with prior knowledge of the content.

3. Visual : All of the visuals in 'English Reading Workbook' are original photographs acquired from the internet. The image and contents are taken from actual photographs acquired from the internet, such as the waterfall and the latex tree garden.
4. Reproduction : To encourage the common adoption of the English reading workbook in the classroom, the product must be mass-produced. The reproduction process was funded by the researcher's own resources. The material was printed on a personal printer with a high-quality, vibrant design.
5. Internal Assessment: For the assessment, subject matter expert validation was conducted prior to the implementation (try-out). The aim of this validation was to obtain the first correction from the expert before the implementation process. A total of 16 questions were administered, comprising 6 questions for content assessment and 10 questions for design assessment. The criteria for design assessment were adapted from Tomlinson (2011). Due to the limitations of the researcher's ability to create a perfect product and adapt all of the criteria, the researcher was only able to adapt several criteria from Tomlinson that were related to designing local culture as reading materials. The criteria adapted were as follows:
  - a) Cultural relevance: The reading materials should be relevant to the local culture and context.
  - b) Visual appeal: The reading materials should have a visually appealing design that is engaging and easy to read.
  - c) Clarity: The reading materials should be clear and concise, with easy-to-understand language.
  - d) Relevance: The reading materials should be relevant to the students' interests and needs.
  - e) Local content: The reading materials should include local content and examples that are relevant to the students' lives.

These criteria were adapted to ensure that the reading materials were culturally relevant, visually appealing, clear, relevant, and included local content.

Assessors used an assessment rubric to conduct internal product evaluations. The first assessor, an art teacher, examined the product's design, while the second, the English teacher, evaluated its content. The researcher gave the rubric used to assess the product's suitability for English reading workbook materials. This phase occurred on April 10, 2024, at SMPN 3 Air Besar.

## Implementation

To evaluate the effectiveness of the product, a two-day implementation was conducted in the classroom. The first day took place in SMP Negeri 3 Air Besar on Wednesday, May 8, 2024, and the second day on Wednesday, May 22, 2024. The implementation involved 34 eighth-grade students from SMP Negeri 3 Air Besar. The researcher was assisted by two collaborators, English teachers from SMP Negeri 3 Air Besar, who provided support and guidance throughout the implementation process.

## Evaluate

Due to the novelty of this product, validation is a crucial step to ensure its quality and effectiveness. The validation process involves three aspects: educational expert, subject matter expert, and local culture expert. The results of each validation are presented below:

1. The validation of subject matter expert aspect: The validation for the subject matter expert was conducted on April 10, 2024. The researcher analyzed the data using formula adapted from Walker's Instrument (2013). The analysis of the assessment result can be explained as below:

$$p = \frac{\sum \text{score}}{\sum \text{point} \times \sum \text{categories}} \times 100\%$$

**Table 3.2 Guideline for Internal Assessment**

| Criteria of Assessment | interpretation | Recommendation |
|------------------------|----------------|----------------|
| 76 – 100               | Very good      | Do not revise  |
| 49 – 75                | Good           | Do not revise  |
| 26 – 50                | Poor           | Revise         |
| 0 – 25                 | Bad            | Revise         |

**Table 3.3 The result of Design Assessment**

| N o.    | Questions  | 4 | 3 | 2 | 1 |
|---------|--|---|---|---|---|
| Novelty |  |   |   |   |   |
| 1.      | Buku kerja siswa tersebut memiliki banyak ilustrasi dan gambar | √ |   |   |   |

| <b>Attractive presentation</b> |  |           |          |  |           |
|--------------------------------|--|-----------|----------|--|-----------|
| 2.                             | Buku kerja siswa tersebut penuh dengan warna   | √         |          |  |           |
| 3.                             | Buku tersebut memiliki spasi yang sedang   | √         |          |  |           |
| 4.                             | Buku tersebut memiliki tata letak teks yang sesuai   | √         |          |  |           |
| 5.                             | Buku tersebut memiliki tampilan font yang menarik  | √         |          |  |           |
| 6.                             | Buku tersebut memiliki ukuran font yang sesuai   |           | √        |  |           |
| <b>Achievable challenge</b>    |  |           |          |  |           |
| 7.                             | Buku tersebut dilengkapi dengan sekumpulan kosa kata bahasa inggris dan artinya pada aktifitas sebelum membaca |           | √<br>√√  |  |           |
| 8.                             | Buku tersebut yang menarik menyediakan kosa kata pada aktifitas sedang membaca                                 | √         |          |  |           |
| 9.                             | Buku tersebut menyediakan beberapa emoji untuk mengekspresikan bacaan  | √         |          |  |           |
| <b>Total Score</b>             |  | <b>28</b> | <b>6</b> |  | <b>34</b> |

Based on the result of design assessment, it showed that the score for design of the book was categorized 94,4 % which means that it's a very good product.

**Table 3.4 result of Content Assessment**

| <b>No</b> | <b>Questions</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Score</b> |
|-----------|---|----------|----------|----------|----------|--------------|
| 1         | Buku kerja siswa tersebut menyajikan berbagai materi dan topic cerita yang menarik. | √        |          |          |          | <b>4</b>     |

|             |  |   |   |  |  |          |
|-------------|--|---|---|--|--|----------|
|             | (The student workbook presents various materials and engaging story topics)  |   |   |  |  |          |
| 2           | Buku kerja siswa tersebut sesuai dengan culture lokal<br>(The student workbook is in line with local culture.)   | √ |   |  |  | <b>4</b> |
| 3           | Buku kerja siswa tersebut memiliki bahasa dan gambar yang komunikatif (The student workbook is communicative)  | √ |   |  |  | <b>4</b> |
| 4           | Buku kerja siswa tersebut memiliki kebahasaan yang mudah dan sederhana.<br>(The linguistic of the student workbook is readable and easy to understand)   | √ |   |  |  | <b>4</b> |
| 5           | Buku kerja siswa tersebut dapat memberikan efek positif pada siswa (the student workbook can give positive effect for the students)  |   | √ |  |  | <b>3</b> |
| <b>TASK</b> |  |   |   |  |  |          |
| 6.          | Buku kerja siswa tersebut dilengkapi pertanyaan yang mudah dimengerti.<br>(the student workbook has understandable question)   | √ |   |  |  | <b>4</b> |
| 7.          | Buku kerja siswa tersebut dilengkapi aktifitas dan Latihan yang membantu pemahaman siswa pada topik<br>(The student workbook is equipped with activities and exercises that help students understand the topic.) | √ |   |  |  | <b>4</b> |
| 8.          | Buku kerja siswa tersebut dilengkapi Aktivitas dan latihan yang mempromosikan kemampuan bahasa Inggris<br>(The student workbook is equipped with activities and exercises that promote English skills.)          | √ |   |  |  | <b>4</b> |

|                    |   |   |  |  |  |           |
|--------------------|---|---|--|--|--|-----------|
| 9.                 | Aktivitas dan latihan tersebut dapat mendorong keterlibatan aktif siswa.<br>(The activities and the exercises can encourage students' active involvement) | √ |  |  |  | <b>4</b>  |
| <b>Total Score</b> |   |   |  |  |  | <b>35</b> |

Based on the result of design assessment, it showed that the score for design of the book was categorized 97,2 % which means that it's a very good product.

The evaluator agreed that the product design and content made by the writer was suitable for teaching students at SMPN 3 Air Besar, a rural school. The expert noted that the material met the students' needs based on local culture and was clear, aligning with the criteria on the table.

2. The validation of educational expert aspect: The validation by educational experts was conducted on April 12, 2024.

**Table 3.5 instruments of Expert Validation**

| No | Aspects  | Criteria  | Judgements |   |   |   |
|----|----------|---|------------|---|---|---|
|    |          |   | 4          | 3 | 2 | 1 |
| 1  | Cover    | The cover is attractive                                       | √          |   |   |   |
| 2  | Layout   | The layout is good and attractive                             | √          |   |   |   |
| 3  | Pictures | The pictures are interesting                                  | √          |   |   |   |
|    |          | The pictures are suitable with the text                       | √          |   |   |   |
|    |          | The pictures are clearly and well printed                     | √          |   |   |   |
| 4  | Letter   | The typing is clear, neat and regular                         |            | √ |   |   |
|    |          | The use of the letter is appropriate, consistent and readable |            | √ |   |   |
| 5  | Topic    | The topics are interesting and challenging                    | √          |   |   |   |
|    |          | The topics are various  | √          |   |   |   |
|    |          | The topics are suitable to the students' level                | √          |   |   |   |
| 6  | Language | The vocabulary is suitable to the students' level             | √          |   |   |   |
|    |          | The grammar is suitable to the students' level                | √          |   |   |   |
|    |          | The language becomes a model of                               | √          |   |   |   |



|    |                           |   |   |  |  |  |
|----|---------------------------|---|---|--|--|--|
|    |                           | correct and meaningful grammatical structure  |   |  |  |  |
|    |                           | The language is clear and understandable  | √ |  |  |  |
| 7  | Direction                 | The instructions are clear  | √ |  |  |  |
|    |                           | The instructions are simple and specific  | √ |  |  |  |
| 8  | Organization              | The materials are systematically organized  | √ |  |  |  |
|    |                           | The materials are ordered in line with the (CP)   | √ |  |  |  |
| 9  | Task                      | The questions are understandable  | √ |  |  |  |
|    |                           | The activities and exercises promote the students' knowledge of the topic                 | √ |  |  |  |
|    |                           | The activities and the exercises promote their English skills                             | √ |  |  |  |
|    |                           | The activities and the exercises can encourage students' active involvement               | √ |  |  |  |
| 10 | Length                    | The length of the reading workbook materials is sufficient for reading comprehension text | √ |  |  |  |
| 11 | Appropriateness with (CP) | The materials are appropriate with (CP)   | √ |  |  |  |

The evaluator agreed with the product designed by the writer, considering it suitable for teaching students at SMPN 3 Air Besar, a rural school. The material met the students' needs based on Landak local culture wisdom, was clear, and aligned with the criteria on the table. The expert checked all the "4" columns and only two "3" column, indicating that the material fully met the criteria.

3. The validation of local culture wisdom expert aspect: The third validation for the local culture expert aspect was conducted on April 10, 2024, by a local wisdom expert in Nyari district, Landak Regency.

**Table 3.6 instruments of Local Culture Expert Validation**

| NO | LOCAL CONTENT   | Choose |    |
|----|---|--------|----|
|    |   | Yes    | No |
| 1  | Does the local content in the workbook accurately represent the culture and traditions of the local | Yes    |    |

|   |  |     |  |
|---|--|-----|--|
|   | community?<br><br>(Apakah konten lokal dalam buku kerja ini secara akurat mewakili budaya dan tradisi komunitas lokal?)  |     |  |
| 2 | Will in the workbook the local content likely engage students and maintain their interest?<br><br>(Apakah konten lokal dalam buku kerja ini kemungkinan besar akan menarik minat siswa dan mempertahankan perhatian mereka?)             | Yes |  |
| 3 | Is the local content effective in enhancing students' understanding of both the local culture and the subject matter?<br><br>(Apakah konten lokal efektif dalam meningkatkan pemahaman siswa tentang budaya lokal dan materi pelajaran?) | Yes |  |
| 4 | Is the language used in the workbook appropriate for the target age group of the students?<br><br>(Apakah bahasa yang digunakan dalam buku kerja ini sesuai untuk kelompok usia target siswa?)   | Yes |  |
| 5 | Do you believe that the inclusion of local content improves the overall quality of the workbook?<br><br>(Apakah Anda percaya bahwa penambahan konten lokal meningkatkan kualitas keseluruhan buku kerja ini?)                            | Yes |  |

The expert validated the product, emphasizing the importance of local wisdom in the material. Based on the expert validation, all practices in the English reading workbook were deemed good, as local wisdom was included in the material. This integration allowed students to learn English while also learning about their local culture. This concludes the validation of the Landak local culture aspect.

## Discussion

Teaching students in rural schools is a challenging and demanding task. The success of education depends heavily on the teacher's vision and dedication to developing learners and the institution. The identified issue is the lack of teaching materials and the unsatisfactory quality of existing materials. Therefore, it is crucial for teachers to use high-quality teaching resources to help

students improve their English proficiency. The data suggest that an English reading workbook is a viable solution to the difficulties that teachers face when teaching students. This workbook integrates local culture, making it a valuable resource for teaching English in rural areas.

This study explored the potential of local culture as a valuable resource for teaching reading skills. According to (Kurniawan, 2020) Materials based on local culture create familiarity with characters and settings, making reading activities more accessible and comprehensible for students. By incorporating local culture into reading materials, a good material can be designed. The results suggest that English reading workbook materials based on local culture need a good impact to be effective. Therefore, they can be applied in learning activities.

In developing the English reading workbook, this study applied the ADDIE model framework, which consists of five steps: analyze, design, develop, implement, and evaluate. The researcher followed these steps in the field, starting with identifying the probable causes for a performance gap and verifying the desired performances and appropriate testing methods. The next step involved generating and validating the learning resources. The product was then prepared for implementation and evaluated for quality before and after implementation. The researcher used various sources to construct the product, which is now ready for use in learning activities.

The findings are consistent with earlier studies that emphasize the importance of meeting students' needs. For instance, (Mohammed, 2020) Consider learners' sociocultural backgrounds when selecting resources and instructional approaches for specific teaching situations, as neglecting students' norms and expectations - that is, what students bring to the classroom - denies learners' experiences.. This is supported by research that emphasizes the importance of reading in transitioning from oral language skills to basic decoding competence and comprehending various texts

The participants' positive reflections and feedback on the English reading workbook were reinforced by their active engagement in the implementation class. Students expressed happiness and surprise when they began learning the workbook, praising the cover, activities, photographs, and tasks. They particularly appreciated the local culture wisdom content, which was new and engaging for them.

Local culture material is a valuable topic in this study. The researcher incorporates local wisdom and culture as enrichment, (Sigalingging, 2019) who emphasize The English reading materials needed by students were the materials in which the topics were appropriate to students' sociocultural environment background. This approach is consistent with (Hyland & Hyland, 2019) who suggests that teachers should consider the cultural context. The experts' validation recommends that the English reading workbook based on local culture can be used in the Reading class at SMP Negeri 3 Air Besar. However, the study is limited by its focus on a single school and a specific

grade level, which may not generalize to other contexts. Additionally, the study relies heavily on subjective evaluations from experts, which may introduce biases and limit the study's objectivity. Furthermore, the study does not account for the potential impact of other factors, such as teacher training and classroom dynamics, on the effectiveness of the English reading workbook.

## CONCLUSION

Learning English at SMPN 3 Air Besar can be enhanced significantly if the construction of the curriculum is based on local culture, and incorporates resources that reflect the students' local wisdom and surroundings, such as the stories of Naik Dango, Motong Getah, Bahuma, and others. This product, called "English Reading Workbook," is a supplementary material in English at SMPN 3 Air Besar. The use of English reading workbook is supported by Branch (2009), who emphasizes the importance of proper testing methods, selection of content, selection or development of media, determining appropriate instructional strategies, assessing students' readiness, measuring students' achievement, identifying the knowledge and skills required by the teacher, required resources, and translating performance tasks into students' actions that can be measured. All of these criteria are incorporated into "English Reading Workbook." Based on the experts' assessment, "English Reading Workbook" is deemed suitable for students living in rural areas who are still familiar with their traditional practices, such as local culture.

The development of "English Reading Workbook" followed a structured approach, utilizing the Research and Development (R&D) method. This method involves three main phases: analysis, design, and validation. The analysis phase included evaluating the needs of the students and the local context, conducting interviews and questionnaires to understand the students' needs and preferences, analyzing the local context, including the Landak culture, to ensure relevance and cultural sensitivity, and designing the content of the materials to reflect the local wisdom and stories. The design phase involved creating the content and materials based on the analysis, ensuring that the materials were engaging and culturally relevant, incorporating local stories and traditions.

The validation phase involved expert judgment to ensure the quality and relevance of the materials, with experts from various fields, including education, English language teaching, and local culture, assessing the materials based on criteria such as content relevance, language quality, presentation, and engagement. The results of the expert judgment indicated that "English Reading Workbook" was a good product for the students at SMPN 3 Air Besar. The materials were deemed culturally relevant, engaging, and effective in promoting English language learning. "English Reading Workbook" is a valuable media for English language learning at SMPN 3 Air Besar, providing a culturally relevant and engaging way for students to learn English. The structured approach used in the development of the materials ensures that they

meet the needs of the students and are effective in promoting English language learning.

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