Developing Culture-based English Learning at the Ninth Grade Student in UPTD SMP Negeri 2 Gunungsitoli in 2024/2025

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Abstract

This study aims to develop culture-based English learning in the 9th-grade students of UPTD SMP Negeri 2 Gunungsitoli Alo'oa by using a research amd development method. The development process is based on the Borg and Gall development research model, simplified into three stages: a) Preliminary Study, b) Product Development, and c) Finalization and testing of the product that integrates local cultural aspects. Data were collected through observations, interviews, and questionnaires for developing teaching materials to measure the effectiveness of the learning process. The results indicate that the integration of local cultural elements in English learning is enhances student motivation, enriches their understanding of language and culture, recognize the significance of cultural context in their language acquisition and develops a framework integrating local cultural elements into English language that connected to the local cultural contexts lesson that affected their understanding and application of the language. This research recommends applying similar methods in other schools to enhance contextual and relevant English learning.

INTRODUCTION

Culture plays a crucial role in the learning process, particularly in schools, where it can be integrated into education to shape the next generation (Van den Akker, 1999). Globalization has made it easier for people to access various cultures, and mastering foreign languages is key for countries like Indonesia to engage globally. Indonesia's vast diversity in tribes, religions, and customs

showcases its unique cultural heritage. W.Afifah (2008) emphasizes that each region's culture, passed down through generations, is a product of ancestral will (W.Afifah, 2008). Asfina & Ovilia (2016) links the concept of culture to the Sanskrit term *Buddhayah*, meaning "reason," which Ki Hajar Dewantara used to shape Indonesia's cultural identity, emphasizing creativity, taste, and intention as core cultural elements (Asfina & Ovilia, 2016). Cultural Atlas Editors (2016) defines culture as traditions, values, norms, language, and beliefs inherited across generations, providing a community with its identity (Cultural Atlas Editors, 2016).

In integrating cultural values into education requires the active involvement of teachers, who play a key role in connecting students with their local culture. Teachers should be more creatively in engaging a relevant material to motivate students, fostering a deeper connection to their identity and the world around them. By incorporating culture into the learning process, students can develop a sense of emotional attachment to their community and a broader understanding of their identity. Isadaud et al., (2022) highlights that learning through culture allows students to express themselves freely and view subjects from various perspectives (Isadaud et al., 2022).

One effective way to integrate culture into education is through language learning. Since language reflects culture, teaching language is inherently a way of teaching culture. Ilyosovna (2020) emphasizes that language, as a cultural product, carries the values, beliefs, and ideas of a society (Ilyosovna, 2020). In Indonesia, both Indonesian and English are taught based on the 2013 curriculum, aiming to develop students' cognitive, emotional, and practical skills. Language plays a central role in various aspects of life, including trade, government, education, and health, and is essential for communication, particularly English, which serves as an international language. Therefore, it helps students engage globally also unifies the nation and enhances their competitive edge in the world.

English language as a vital communication tool for accessing and sharing information, enhancing students' skills in listening, speaking, reading, and writing. It also fosters awareness of the importance of English in learning and deepens understanding of the connection between language and culture, helping students gain cross-cultural insights. This prepares them to engage in national and international cultural diversity. According to W.Afifah (2008), each region has its unique culture, which is passed down through generations and forms part of its cultural heritage (W.Afifah, 2008). The Indonesian National Education System aims to develop students' full potential, fostering spiritual, intellectual, and moral growth based on Pancasila and the 1945 Constitution, while remaining responsive to societal changes. In this context, English teachers are encouraged to integrate cultural values into language teaching, helping

students explore their local culture (Sintawati, 2021). Teachers can do this by selecting culturally relevant topics for classroom discussions, creating culturally-based English materials, designing tasks, and using local culture in teaching methods. This approach makes learning more engaging and accessible for students, as it connects English to their own cultural context, enhancing understanding and retention of the language (Gunantar, 2016).

The researcher observed that at SMP Negeri 2 Gunungsitoli Alo'oa, English language learning primarily focuses on mastering basic language skills through government-provided textbooks, with limited emphasis on multicultural content. This lack of cultural materials leaves students without sufficient cultural knowledge. The national education goal is to provide equitable education, which includes teaching not only language skills but also ethics, politeness, and cultural values. To address this, the researcher collaborated with the class teacher to develop a culture-based English learning approach aimed at increasing student motivation and enhancing teacher creativity. The research is titled "Developing Culture-Based English Learning at the Ninth Grade Students of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025."

RESEARCH METHODOLOGY
The design that used in this research is Research and Development design. In accordance with the definition of Research and Development design according to Borg and Gall (2007: 589) state that "*educational Research and Development (R&D) is a process used to develop and validate educational products*" this means that research and development is a process of creating educational products that have undergone passed field testing and revisions before being declared valid and appropriate for use or implemented (Borg & Gall, 2007). The term of educational products here means that any kinds of material resources such as book, software, videos or audios, learning media, supplementary materials and so on. Based on Prayati et al., (2020) there are tenth steps of research and development (R&D) in developing a product, namely: Research and information collecting, Planning, Develop Preliminary Form of Product, Preliminary field testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Prayati et al., 2020).
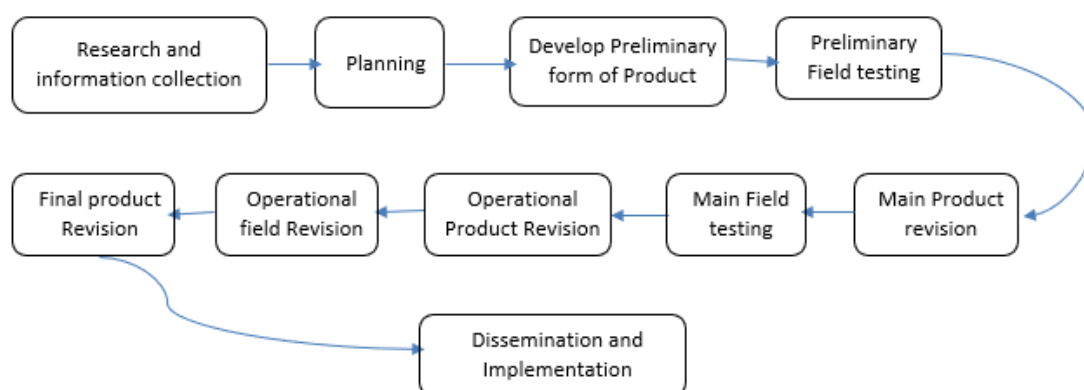
Picture 3.1. Stages of Development of the Borg and Gall Model

The procedure for developing culture-based English teaching materials is based on the Borg and Gall development research model which has been simplified into three stages, namely: a) Preliminary Study, b) Product Development and c) Finalization and product testing. This simplified development model fromBorg and Gall is basd on previous research by (W.P Melati and Suparno, 2019). The process of research shown on this table below:
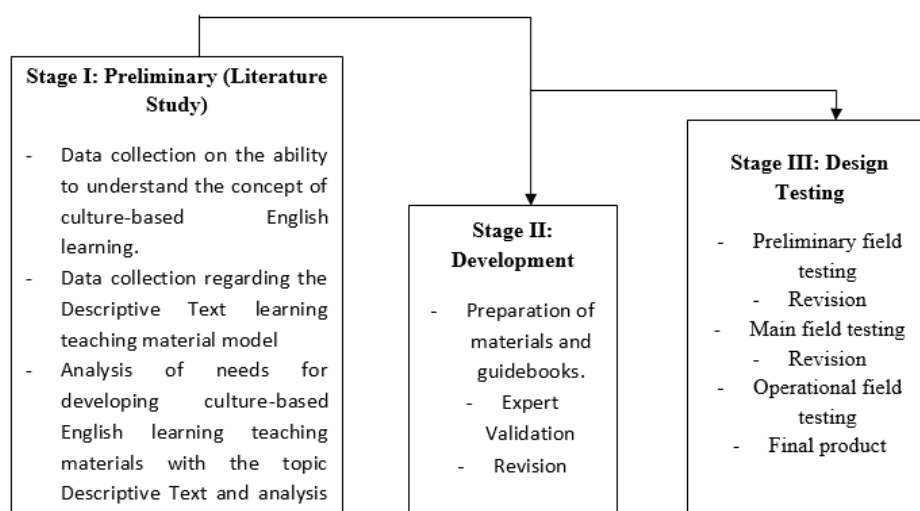
The stage I :The preliminary study begin by collecting information from various articles and previous research related to the current research. The next stage is the product development section, researcher determine the structure of developing teaching materials, based on the results of preliminary studies conducted previously and then carried out section start from: adjusting the concept, the structure of the English language learning teaching materials, and carrying out product feasibility validation tests with experts (Andayani, 2022). And the last stage is about implementation in the field (implementation is

divided into two, namely limited trials samples 1-5) and field trials large scale, samples 10-15) to determine the level of feasibility and effectiveness of product.

In this research, instruments that are often used include researcher, interview, observation and questionnaire. Subject of this research are the students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The field testing is carried out when learning took place in the classroom. The number of students was 20. Additionally, the field testing is conducted in small groups, with a total of 5 students, and in large groups, with a total of 15 students (Faridah, 2022).

RESULT AND DISCUSSION

The development of culture-based English learning initially started from the preliminary stage where the process consisted of collecting information regarding problems that arise when learning English in class, especially in the implementation of English language learning whether it is integrated with culture or not (Hossain, 2024). The initial data from this preliminary stage becomes the basis for the researcher to develop a design concept for teaching materials for English language learning which will then be developed by the researcher. English language learning generally does not contain the integration of cultural values in terms of materials, examples or methods of delivery to students, because the benchmark for learning is based on printed books issued by the government to be used evenly throughout schools (I.N. fajriyyah, 2023). Therefore, the researcher used this as a guideline for compiling manual teaching materials that integrate local cultural values in the material. The results of the preliminary stage were in the form of teacher and student responses regarding culture-based English learning which was carried out through interviews and the results of researcher observations in the form of questionnaires which is come from the material validation expert and media validation expert (Jandt, 2017).

The second stage is about the process of product development The result of this stage comes from the results of the preliminary stage, then at this stage the researcher prepares a grid for developing teaching materials. The development grid is based on the Standard of Competence and Basic Competence of English Learning for Junior High School in the 2013 curriculum (Tan, Peter, 2011). For this reason, the researcher chose one topic in the syllabus with Descriptive Text material. The Competency Standard is to understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art and culture with humanitarian, national and state insights regarding visible phenomena and events (Assyauqi, 2020). Meanwhile, basic competency consists of responding to the meaning contained in a simple short monologue accurately, fluently and acceptably to interact with the surrounding environment in the form of

descriptive text. Thus, the development of this teaching material starts from the cover design, book title, foreword, learning objectives, guide to using the book and explanation of the descriptive text material and finally the practice questions. In this teaching material, the researcher adopted the title of his book, "Learning Descriptive Text Through Nias Local Culture," because the English language material is culture-based, the researcher developed this descriptive text material, especially in the example text section using examples related to the Nias region and local culture (Syafii et al., 2022). In each example presented there are questions for practicing thinking and answering questions which are of course related to the structure of the descriptive text itself. The product that was finally developed by this researcher went through an evaluation stage where the validity of this product or teaching material was tested for its validity in terms of material and media so that it could then be used (Marzulina, L., Harto, K., Dian e., 2021). The precentage of the questionnaire material and media expert and adding by the questionnaire result from the teacher and student it shown in the chart below :
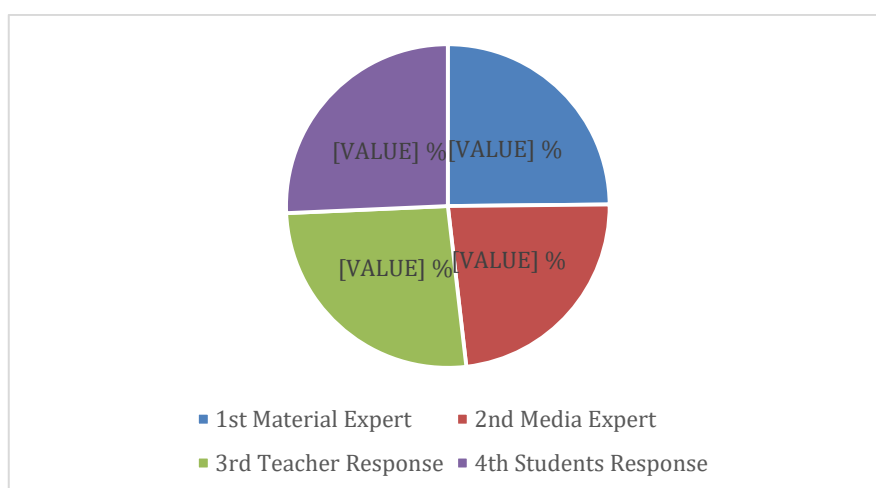
The formula used for questionnaire data per item is as follows:

$$P = \frac{x}{x1} \times 100\ \%$$

Note:

P : Percentage needed

x : Score of the Respondent's Answer in One Item

x1 : Maximum Answer Score in One Question Item

100% : Constant

Based on the percentage score value, conclusions about the acceptability of the medium or product being developed will be determined (Poonam, M. Shamim, S. Priya, 2023). The degree to which the product under development is deemed suitable increases with the percentage score obtained from the data analysis. The criteria for the test participants' and validators' evaluation findings are listed below tabulated for ease of viewing:

Percentage	Criteria
81,25 - 100	Very Worthy
62,25 - 81,25	Worthy
43,75 - 62,25	Less Worthy
43,75 $\leq$	Unworthy

The goal of this study was to develop the culture-based English learning at the ninth grade UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The final product that researcher doing is to make a textbook that support the aim of this researcher in developing culture-based English learning (Oktarina et al., 2022). Based on Gu, 2020, p. 16 mentioned that the model design for educational research, research and development is a best method to provide the choices for model design for educational products (Gu, 2020). For that, in creating and in developing this textbook, researcher followed the Borg and Gall model in as guide for producing a successful design of these educational product. The result that found indicate that the textbook very worthy to implemented and disseminate. It is appropriate to be implemented in the English Teaching and learning process for grade IX student's at UPTD SMP Negeri 2 Gunungsitoli Alo'oa by the categorize of the textbook is "very worthy". Thus, the final result of this research is enhancing the student's motivation and creatively English teacher to incorporate cultural aspects, both local cultures, and inner circle cultures, in their teaching materials.

CONCLUSION

The development of culture-based English learning at UPD SMP Negeri 2 Gunungsitoli in the 2024/2025 academic year for Grade IX students has been initiated. The development of culture-based English learning can be developed one way by creating and developing teaching materials that are integrated with local cultural values in them. Thus, the development of culture-based English learning that has been carried out can provide insight into the culture and civilization, it is also help students understand more and better of their own culture. Therefore, in accordance with the initial aim of this research, it can provide results in the form of the feasibility and practicality of culture-based English

learning to increase students' awareness and knowledge about cultural values.

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