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## **Incorporating Cultures in English Learning Materials to Enhance the Internalization and Actualization of Culture Values toward Junior High School Students**

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### **Abstract**

The research aimed at: 1) developing English learning materials by incorporating some cultural aspects, 2) enhancing the internalization and actualization of cultural values, and 3) improving English performance and competence of Junior High School Students. The English learning materials were developed based on the students' needs, substantial basic competences of the current curriculum, and the concept of local culture

The research design was an educational research and development and it adopted ADDIE (Analysis, Design, Develop, Implement, and Evaluation) which was proposed by Dick, Carey, and Carey (2005). The research was conducted in Yogyakarta State Junior High School 7. The respondents were 1 English teacher, 4 students for one-to-one evaluation, 10 students who were the participants of small group evaluation and 34 students as the participants for the field trial. The technique of collecting the data used: evaluation sheets by applying the Likert scale (1-5), observations, questionnaires, and tests. The data were analyzed qualitatively and quantitatively. For quantitative data, it was analyzed by using a descriptive statistic and inferential statistics.

The aspects of culture that were incorporated in the English Learning Material included the reading topics, learning activities, culture corners, across cultures, let's play the games, and review. The values that were integrated in the spoken and written texts (in monologues and dialogues) were how to be discipline, honest, responsible, patient, and deserving the values of self achievement. The product implementation was proven to be success to enhance the internalization and actualization of culture values. It was also shown significant improvements toward students' English performance and competence.

**Keywords:** incorporating, culture, internalization and actualization.

### **1. Introduction**

The massive of deception, robbery, embezzlement, students who engage in a gang fight, school bullying, falsification of school document, and corruption frequently appeared in mass media. Those matters of fact are the evidence of the low level of Indonesian morality. Add to this, there are a number factors supporting the complicated condition such as the scarcity of values implementing. The flawed culture which is going to be sinking can be made well by bringing an education amongst them. It is due to the fact that the education means the process of culture establishment (Zuchdi, 2009: 34).

Dealing with the education context, there are some components comprised such as a teaching, a learning, and teaching materials. Richards & Renandya (2003: 65-66) state that teaching materials are a key component in most language programs". It generally serves as the very basic and primary language input for students to receive and practice in the classroom. The appropriateness either printed materials such as books, workbooks, worksheets, or non-printed materials such as, cassette or audio materials, video, computer-based materials, or anything that presents language which can be learned by the students play a very important role in curriculum.

Realizing the importance of teaching materials, teachers usually exploit teaching resources from any publishers either students' textbook or worksheet. Unluckily sometime not all of teachers get ease to adapt or modify them to match with the content standard of the current curriculum. Moreover, there are a number of textbooks found in the field which are not fit with the student's level age development. Since they are loaded with a lot of inappropriate contents such as images and texts. The images shown in the textbook do not reflect the positive values as well as the texts contain some negative values.

Dealing with the described problems, now schools teachers are facilitated by using the government textbook. However, not all teachers feel satisfied with textbook contents since some of them are not matched to the students' needs. The students have varying needs such as the need for vocabulary, reading text, grammar, speaking and listening materials, and even moral values to support the process of mental development while learning English.

Realizing the problems happen in the English language teaching and learning, on 15 of July 2014, the researcher conducted an interview with some English teachers in Yogyakarta. Having done the interview, the researcher caught some crucial problems which are concerned by the students particularly those who are in the early years of Junior High School. The observable problems such as a low level of student independence, the varying of English language skill provision, a low grammar mastery, as well as a low literacy.

Based on the facts happen in the field, the researcher assumes that another English learning materials which is equipped with culture should be developed. It is aimed as a supplementary textbook which can be used to support the English language teaching and learning process as well as integrating the cultural positive values into language inputs. Therefore, it is believed that developing English materials which are based on the

culture values will be useful since they are enriched by positive values. It is in line with the idea proposed by Murphey (1992) as cited by Lorenzutti, (2014:14) that since there are some elements in culture such as social values, human relationship, spiritually, patriotism and dissent and these can be used to train and to grow the students' feeling of empathy, honesty, politeness, wisdom, discipline, caring, loyalty, indeed, it can be practiced as a mediation to build a character.

Moreover, teaching English by using the local cultures as the language input such as reading text, images, or some information, that relate to the students' environment will foster their wisdom sensibility. As Rahyono (2009: 8) states in his book that local wisdoms are perspicacity, comprehensiveness, keenness and cleverness which are created based on the people's experiences until those are possessed together. Since the local wisdom contained a very precious values, it will not be excessive if those are taught integratively in subject matter organized in education system.

In addition, Dewantara (1994) as cited by Susatya (2010: 29) states that people who do not touched by a culture, they are still a natural and they need to be trained and educated to know how their own culture in order to have a cultural sensibility. As a matter of fact, the personality of natural people, there are a high ego and a lack of empathy feeling toward their surroundings. Whereas the one who has known well their cultures will be more mature or reach full of their maturity. It is in line with Peursen's concept (1988) in Susatya (2010: 29) that the characteristics of cultural people, they are able to teach themselves to which is good and which one is not good.

Concluding those described problems and the idealism, developing English learning materials by incorporating the local cultures as the language inputs are predicted to be beneficial to do. It is expected to give a positive impact toward the English teaching process. Crawford (2003: 82) in her research

also states that <sup>2</sup> “without such authenticity, however, it is difficult to provide culturally rich input, or to develop coping strategies that will enable students to take advantage of the extra curricular input which they have accessed.

Based on the stated problems on those previous parts, this research attempted to answer the following questions:

1. How to incorporate cultures in English learning materials for Junior High School Students?
2. How is the student' internalization and actualization enhancement toward the cultural values after learning English by using incorporated culture in their learning materials?
3. Is there any a significant improvement for students' English performance and competence after learning with incorporated culture in their learning materials?

## **2. Theoretical Review**

Tomlinson (2012: 143) states that materials refer to “anything that can be used to facilitate learning of a language, including course books, videos, graded readers, flash cards, games, and so forth”. His opinion can be drawn out that materials may be formed in any kind of models. It can be in the form of textbook or course book, CD, video and so forth. In greater detail, he categorizes the kind of materials into: 1) informative, 2) instructional, 3) experimental, 4) eliciting, and 5) exploratory. For informative materials, they refer to materials that inform the students about the target language. Instructional materials refer to the materials that guide the students to practice the language they learn. For experiential materials, they deal with any attempts to <sup>8</sup> provide the students with some experiences of the language in use. The eliciting materials tend to encourage the students to use the language. The last, for the exploratory materials emphasize on helping

students to make discoveries about the language.

Koentjaraningrat (1997: 1) through his book entitled *Kebudayaan, Mentalitas dan Pembangunan*, briefly explains the concept of culture which comprises the whole human activities in their life. He points out that the concept of culture can be understood in a broader sense. Culture is a reflection of human mind, their creation and artwork. However, they do not root from their instinct, instead of by means of learning process.

Furthermore he divides the culture <sup>5</sup> elements into seven groups, they are: 1) religious system and its ceremonial, 2) system and society organization, 3) knowledge system, 4) language, 5) art, 6) employment system, and 7) technology. The seventh of universal elements would still be split into the narrower or sub-elements. Since religious system and its ceremonial are at the highest level, seemingly, it is the most difficult culture component that can be affected. There are, however, some possibilities to change for religious equipments or technologies. It is in line with the development of technology in community. On the contrary, cultural elements such as art, employment system, and technology will be very easy to be affected. It depends on how strong the religious or dogma kept or believed by the community.

Since culture is the set of practices, codes and values (Richard & Schmidt, 2002: 138) thus it can be categorized into its group. Koentjaraningrat, (1997: 5-6) briefly codes culture realization into three groups, they are: 1) idea (ideel), 2) social system, and 3) physical culture. Related to the term idea as the first realization, it can be interpreted as an abstract concept. Another term of this concept is norm, mores, or local custom. Since the term “idea” is very abstract, sometime it can be easily observed by understanding their way of thinking and behavior norms. Courtesy is one of the



most real examples of culture realization which deals with idea parameter.

Then, in line with the term of social system as the second culture realization, it deals with how people doing an interaction among others. The social system emphasizes on how people as the member of society internalize and actualize the believed norm in their daily life. This second culture realization tends to be more tangible. Sometime it is stated of being felt, having monetary value, real and substantial. The examples to illustrate this culture realization are mutual assistance or Gotong Royong, visiting a sick friend, lowering the voice when making a conversation with older people, bowing when talking with older people, saying thanks to others, talking politely, nicely and courteously and there are so many examples that we can find in our surrounding.

The third culture realization is physical culture. It is supposed to be the most concrete culture that we can observe in the middle of society. Since it is physical features as the results of human activity and creativity, these kind of cultural manifestations are considered to be much more visible. Some experts call them as a visible culture. The examples that can be found are temples, mosque, church which are followed by some objects for worship. And then, things related to weapons can also be found such as swords, shields, arrows, wavy double-bladed dagger. We can find a wide range of physical cultural manifestations around us. Other examples that we can find are agricultural equipments, such as hoes, plows, sickles, and so forth. In addition this manifestation are shaped in the traditional games, traditional food and traditional dances that is usually held in several events such as wedding ceremonies or/and in other formal occasions.

Those of cultural manifestations such as idea (ideel), social system, custom, physical cultural manifestation definitely can never be separated from each other. In a greater detail, Koentjaraningrat (1997: 6) figures out

that the ideel culture and custom control as well as giving a direction toward the human behaviors include their creations. This notion encounters a very large scope such as people' ways of thinking, their ideas, and their daily life actions and their creation such as the fine art, traditional dance, agriculture tool as well as their traditional houses to support their agriculture activities. Those are the human creation as the realization of physical culture.

The first manifestation provides the rules that can be used as a guideline in social life. Its functions are to give a direction to the society in determent the personification in concrete form of their deeds. The following is a summary of the concept, and the embodiment or concrete manifestation of the cultural elements which have been illustrated in the form of charts by the researcher sourced from Koentjaraningrat (1997: 1-8).

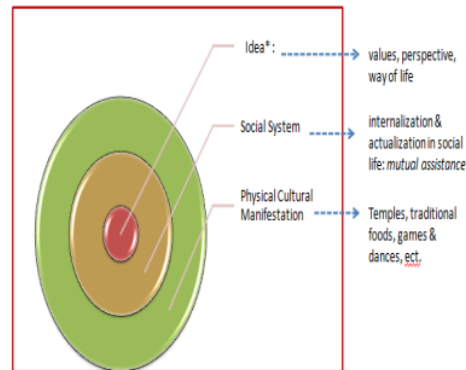


Fig.1 Illustration of Cultural Manifestation

### 3. Model of Research Development

To incorporate cultures in English learning materials in order to enhance the internalization and actualization of cultural values, the researcher developed an English learning material by adapting a research model that was called as ADDIE (Analysis, Design, Develop, Implement, and Evaluation) which was proposed by Dick,

Carey, and Carey (2005). The research was conducted in Yogyakarta State Junior High School 7. The research respondents were 1 English teacher, 3 students for one-to-one evaluation, 10 students who were the participants of small group evaluation and 34 students who were the participants for the field trial.

The technique of collecting the data used: evaluation sheets by applying the Likert scale (1-5), observations, questionnaires, and tests. The data were analyzed qualitatively and quantitatively. For quantitative data, it was analyzed by using t-test for a paired sample.

The five steps in developing the cultures incorporation in English learning materials consisted of 1) analysis by conducting needs analysis to the students who were involved in the research. The goals were to know what the students' lack, needs, and current competencies, and 2) designing the product by preparing the course grid design as the blue print of product development which based on the result of the needs analysis, 3) product development which meant as the development of the first draft of the product before it was evaluated by the content expert judgment, 4) implementation, which meant the product was ready to implement in the school, and 5) evaluation which referred to the process of evaluating the product in which this stage was divided into three stages: 1) one to one evaluation involved four students, 2) small group evaluation consisted of ten students, and 3) field trials consisted of all students in one class.

During the one-to-one evaluation, it attempted to answer the questions: 1) do the learners understand the learning materials, 2) do the learners know what to do during the practice and test, and 3) can the learners read all the textual materials. There are three main criteria and decision that will be made by the researcher in this stage, they are: 1) clarifying whether the messages or all the presented materials which are being presented clear to

individual target. 2) Impact focuses on how the instructional materials impact to the learners' attitudes and their achievement of the learning goal. 3) Feasibility focuses on how the instructional materials give the available resources (Dick, Carey, and Carey, 2005: 283).

A small-group evaluation aimed to check the effectiveness of the revisions based on the one-to-one data evaluation. In addition the stage was also intended to get the clarification on how well the materials works in the class with more varied learners as well as to see how the learning materials can be applied without the intervention of the researcher. The numbers of learners that will be involved in this stage were ten students (Dick, Carey, and Carey, 2005: 288).

The field trial aimed at determining the quality of the product since the stage was the best time for the researcher to get the information to revise the planned product. In the stage the researcher will look for the feedback of the product to get the information for revision input. The goal of this evaluation was to get the pinpoint of the specific errors in the product development. These stages needed to use some questionnaires (Dick, Carey, and Carey, 2005: 290).

Then since the main goal of the field trial was to find out the effectiveness of the product, the researcher used pretest-posttest design. Here is the design that had been applied in the research.

Table 1. Research Design for the Field Trial

Pretest	Treatment	Posttest
T <sub>1</sub>	X <sub>a</sub>	T <sub>2</sub>

T1: The early test to know the students' mastery on English before the product implementation.

T2: The final test to know the students' mastery on English after the product implementation.

The data collecting techniques in this research and development used an evaluation sheet, test and non-test. The type of the test is an alternative test. It was designed as a multiple choice test with four options. The non-test covered questionnaire encompassed the questions related to the indicators to capture the internalization and actualization of cultural values. Then, an observation aimed to collect the information from the classroom situation where the culture English learning material was implemented.

## **2. Discussion**

### **a. The Description of the Product**

The English learning material which is equipped with local culture was a supplementary printed book. It covered 118 pages and had colorful pictures. Learning material was divided into four units. All the units reflected the aspects of local culture and/or Indonesian cultures. The body of the learning material consisted of: (1) preface, (2) table of content, (3) pronunciation guide, (4) unit 1 which talked about family, (5) unit 2 which talked about historical building and things, (6) unit 3 which talked about the heroes, and (7) unit 4 which talked about the traditional games.

The aspects of culture that were incorporated in the learning material included the reading topics, learning activities, culture corners, across cultures, let's play the games, and review. The values that were integrated in the spoken and written texts (in monologues and dialogues) were how to be discipline, honest, responsible, patient, and deserving the values of self achievement. Those cultural values could be found explicitly in the reading text and implicitly both in learning activities and images.

What was stated in the preface was as the teacher and students guide line. It was about the overall descriptions of the textbook as well as the main goal of the

book. The preface was the page for the writer to convey about the message of the book. It was told that the cultures that were integrated in the book were necessary to learn by the students. By reading and understanding the information from the preface both the teacher and students will understand what they should comprehend of the book content. Table of content was aimed to facilitate the teachers and students to get ease of using the textbook.

In every unit, it consisted of: 1) *let's get ready* which gave the student opportunities to acquire some new words or the language inputs. In that part, there were some activities bundled in sort of tasks such as doing cross words puzzle, scrambled words, matching pictures and so forth. 2) *Let's Act* was the primary activities. It consisted of tasks varieties. The task might expose the students by working individually or in a team. The development of the tasks was interrelated and they were dealt with some current issue. One of the examples was the topic of family which was developed in the first unit. The family was chosen as the topic of the textbook because the researcher intended to integrate the culture values in the reading text through the characters. Since, values were the very basic things in culture, it was very necessary to present the model of people who had a good personality, and how the character behaved with others. Starting from the topic then the following tasks development would be about things relate to family. This part had a high relation to the students and it was expected to help and support the students' understanding.

*Culture Corners* (3) were set in the middle of the activities with the hope that the students would have already got the language inputs. The main purpose of displaying them was aimed at educating the students with the cultures values. 4) *Across Culture* was also developed to help the students to compare the local and target cultures. At least after learning English by using incorporated culture in English



materials, students would have a positive attitude toward their own positive culture as well as able to compare theirs with other cultures. 5) *Let's play the game* was a part that aimed at refreshing the class condition. The game related to the topic thus the students were able to link what they had learnt and the fun activity. 6) *Let's do review* was the part of evaluation, and then the unit was ended by the last part that was, 7) *reflection* which functioned as the media to communicate between teachers and students responding to all the activities had done in the process of implementing the product. In this part, students were supported to share what they liked and dislike of the materials.

#### **b. The gathered data from the implementation and evaluation**

After the product had been developed then it went to the implementation. The early stage of implementation was to find out the product validation. The first validation was done by the content expert judgment. The instrument of the evaluation sheets for the expert judgments and the teachers consisted of six aspects.

The first was about the content aspect. It was assumed to assesses: a) the materials development, b) the curriculum integration, c) the uniformity of the developed material with knowledge, skills, and values to support the process of making communication by using English, d) texts and functional language skills, e) guiding the students to learn the social function, the grammatical features, and the generic structure of the text type, f) covering some dialogues related to local culture values topic from Indonesian culture, g) guiding the students to create dialogues and monologues texts, h) the complexity of materials development, and i) the compatibility of developed material with the students' needs.

The second aspect evaluated in the evaluation sheet was language aspect. They consisted of: 1) the simplicity of the language used in the developed material, 2)

the language level used in the texts, 3) the diction, 4) the grammatical features, and 5) the language appropriateness in the developed material.

The third aspect evaluated in the evaluation sheets was the learning aspect. They consisted of: 1) the appropriateness between the developed material and the result of the needs analysis, 2) the variety of unit development with the explicit learning steps, 3) the appropriateness between learning activities with the topics so that students found the learning target. 4) The compatibility between learning activities and effort to motivate the students to learn English collaboratively. 5) The aspects to motivate the students to learn English independently and 6) the aspects questioned whether the learning activities meaningful or not. 7) The statement questioned whether developed learning activities was started from the simple into the complex, 8) Are the learning activities able to help the students to learn the positive values from the developed materials, 9) have teachers got an obvious role in the teaching process, and 10) are the games presentation in the material development suitable to the topic and able to motivate students to learn English.

The fourth aspect evaluated in the evaluation sheet was the culture aspect. They consisted of: 1) are the aspects of cultures have been integrated in the developed materials. 2) Are the pictures as the learning inputs suitable to the topic and culture, and 3) to the students' age, and 4) whether the material was interesting as well as reflecting the Indonesian characters. 5) Are the presented *culture coner*, *cross culture*, and *proverb* able to increase the students' understanding toward the social values, 6) are the pictures as the learning inputs able to support the students in understanding the cultural diversity, 7) are the learning materials able to support the students to understand the concept of Indonesian culture, 8) are the developed materials appropriate to the students' needs, 9) are the selected materials able to support



the students to increase their perception of global culture, and 10) whether the learning activities will be able to make students understand the culture values. Those statements were questioned in the product evaluation sheet.

The fifth aspect evaluated in the evaluation sheet was the presentation. They consisted of: 1) whether the developed material was harmoniously presented among *let's get ready, let's act, let's play the game, let's do reviews, and reflection* as well as the learning objectives in every unit. 2) Whether the language inputs presented both in the form of spoken and written texts, learning activities, and pictures are able to support the students' understanding. 3) Whether the presented materials in the instructional materials are able to support the students to make any interactions with their friends, teachers and surrounding. 4) Whether the presented materials are able to support the students to make interaction with surrounding about the culture values, 5) whether the presentation of students' exercise and vocabulary enrichment are appropriate to the context, 6) whether the students supported to make a self reflection, 7) whether the four language skills are properly accommodated to the materials development. 8) Whether the *creating* and *communicating* activities, are started by *guided activity* and ended by *free activities*. 9) Are the learning activities started by *observing, communicating, collecting the data, analyzing the data, communicating the data and* closed by *communicating and creating*, and 10) are the materials completed with vocabulary list to help the students to understand the learning materials.

The sixth aspect evaluated in the evaluation sheet was graphical design that consisted of: 1) materials appearances, 2) attractiveness, 3) suitability, 4) font, 5) space in typing, 6) punctuation, 7) colors, 8) color composition, 9) color and text coordination, and 10) pictures and color composition. Afterward, the data of the

product evaluation from the expert judgments and the teachers are shown on the following parts.

Based on the quantitative data accumulated from the content expert judgment, the product gained the total score of 247 with the average of 4.49. Based on the formulated category, the product was assumed to be a **very good**. The following chart was the summary of the quantitative data derived from product evaluation proposed by the content expert judgment. The aspects of being evaluated in the product were the content, language uses, learning, cultures, presentations, and graphical design aspects. All of the aspects consisted of 35 items.

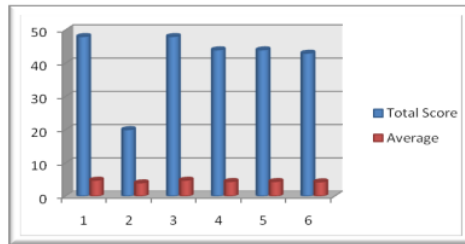


Chart 1. Summary of the Product Evaluation

The second data validation was from the graphical design expert judgment; the product gained the total score of 40 with the average of 4.00. The product was only evaluated based on the graphical design aspects which consisted of ten items. Based on the formulated category the product was assumed to be **good**. The following chart showed the result of the validation.

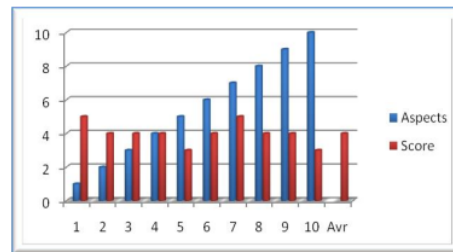


Chart 2. Summary of the Product Evaluation

The third data validation was from the English teacher. The aspects that were evaluated covered the content aspect, language use, the learning, the cultures, the presentation, and the graphical design aspects. The total items in the evaluation sheet were 35 items. Based on the product validation from the teacher, the product was categorized into a **very good** since it got total score of 228 and its average of 4, 15. The following chart showed the result of the validation.

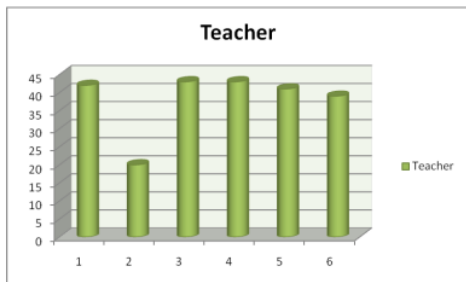


Chart 3. Summary of the Product Evaluation

### One-to-one Evaluation

The technique to analyze the data from one-to-one evaluation used Likert scale. There were two aspects stated in the evaluation sheet and they consisted of 25 number. The maximum score was 125 with the minimum score of 25. Based on the final score, the product was categorized into a very good. The following table was used to categorize the data from that product evaluation.

Table 2. Score Conversion of Product Evaluation

Aspect	Score Interval	Score
Content Aspects	$X > 60,5$	A
	$48,5 < X \leq 60,5$	B
	$36,5 < X \leq 48,5$	C
	$24,5 < X \leq 36,5$	D
	$X \leq 24,5$	E
The quality of	$X > 40,33$	A
	$32,33 < X \leq$	B

pictures and texts	40.33	
	$24.33 < X \leq 32.33$	C
	$16.33 < X \leq 24.33$	D
	$X \leq 16.33$	E

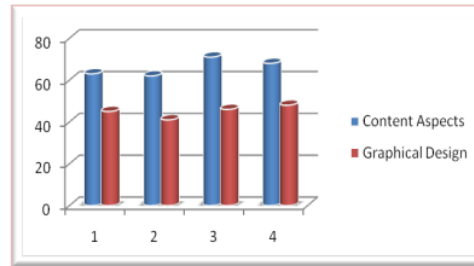


Chart 4. The result of one-to-one evaluation

### Small Group Evaluation

The instrument used in the 2<sup>nd</sup> evaluation was the same with the one in the one-to-one evaluation. The technique to analyze the data used Likert scale. There were ten students who were involved in the evaluation. Since the purpose, the instrument, and the technique to analyze the data was the same with the evaluation in one-to-one evaluation, the researcher only presented the result of the evaluation.

From the data of small group evaluation, it covered two aspects of evaluation; they were the content and the quality of pictures and text. Based on the evaluation, it got 60, 1 for the content aspect evaluation which meant it was very good, while the second aspect got 42, 5 which also meant was a very good. The following chart showed the result of the small group evaluation.

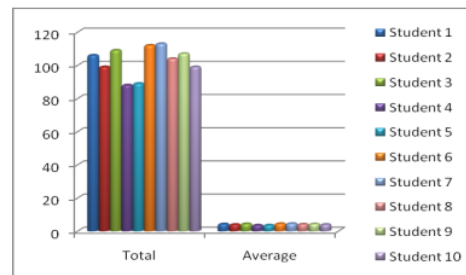


Chart 5. Summary of small group evaluation

### Field Trial

Having been evaluated from the one-to-one evaluation, then went to the small group evaluation, the researcher had summarized some information to be used as the product revision. When the product was considered to be fix then the field trial was done. In the field trial there were 34 students who were involved in the evaluation. There were two data gathered in the field trial. They were the students' score in understanding the cultural values and the students' English test score.

#### a. Internalization and Actualization of Cultural Values

To know the students' level of culture values internalization and actualization was the concern of this research. In order to know them, the researcher used questionnaires to measure them. The questionnaires consisted of 25 items with four scales. They were deserved to be valid since they were validated both from internal and construct validations. The questionnaires consisted of seven factors. They were: 1) deserving the value of achievement, 2) self confidence, 3) creativities, 4) respectful, 5) discipline, 6) nationalism, and 7) tolerance. The measurement used Likert Scale with the option of favorable as the positive respond and unfavorable as the negative respond. The description of the respond comprised: **4** indicated constantly, **3** indicated frequently, **2** indicated infrequently, and **1** indicated never.

For the description category, the maximum score was 100 with 25 as the minimum. The students would be judged to have a very good understanding and manner

of acting when their score reached 78 until 100. Then when they got 63 until 77 meant they had a good understanding and manner of acting, while when the score was less than 62 meant that the students needed an intensive guidance.

Based on the gathered data, the students showed their progress in actualize and internalize the culture values. It showed that the class average was before the learning material was implemented 65.83 (fair) while after they got a treatment their average raised into 74.25 (good). It could be concluded that there were progress after the students learnt English by using learning material which was equipped with cultural positive values.

#### b. The Students' English Achievement

The students' achievement meant the entire things that were achieved by the students. In this context, the students' achievements were all their improvements during the learning process particularly for the cognitive domain. It comprised the students' achievement when they were mastering the English skills.

There were some plans to obtain the students' achievement. The first was by functioning the part of *let's do review*. The students could do the test in the textbook section then discussed the result with their friends. Then the second plan was by designing additional tests. In order to know the students' achievement, the researcher compared the students' previous and current English competences.

For the particular purpose of the research, results of the students' achievement were used to know how much of the students had successfully learned the particular skill from the English learning materials. The achievement tests that were used to obtain the students' English performance and competence based on the students' current progress. The achievement tests were conducted before and after the treatment. The result then was used as a

judgment on the effectiveness of the product implementation.

The instructional material was determined to be effective for the average of the English achievement increased. The following table was the result of the students' achievements during the product implementation from the point of statistic view.

To reveal the assumption that there were any significant improvement between the students' English test score before and after learning English material. Based on the statistical calculation analysis, it showed that the p values was -4.574 with significant was 0, 00. It meant that there was a significant improvement between the students' English test score before and after learning process. In a short line, the English scores were different. The following table showed the result of statistical analysis for Paired Sample T-Test.

Table 3. Statistical Analysis of T-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	English Pretest-English Posttest	-11,73929	14,99195	2,99547	-16,95479	-8,51980	-4,574	,000	

Based on the overall data presented on the previous parts, it could be seen that the product of English learning material which was equipped with cultural values of local culture and/or Indonesian culture got a higher appreciation from the expert judgment and a teacher. The product was able to get a very good score from the content expert judgment and teacher while from the graphical design it got a good score. In addition, the product also got a satisfied score from the students. It was proven that the students were willing to learn English with culture integration in the learning materials.

**3. Conclusion**

The conclusion of this research was the way to develop the product was started conducting the need analysis; then the result would have been used as the consideration in designing and developing the material. The materials developed in that research product were the local culture and target culture. The cultures were presented in the reading text and dialogues. The ways to integrate the culture were explicitly and implicitly. After the product had been developed then the research started to implement it. The implementation of the product was started by some stages.

The first was product validation that was done by the expert judgments, and the teachers. The first evaluation was one-to-one evaluation was done with four students and the result was 'very good'. Then the small group evaluation was done with ten students and the result was 'very good' for the content aspect while the quality of the text and image was 'good'. Whereas the field trial which involved the students in one class showed there was a progress of students' understanding on cultural values. In addition, the students' English performance and competence was also got its significant improvement. The performance and competence meant their ability to understand the materials as well as their ability to actualize them both in the context of doing the test and making a communication with their friends.

**6. Future Work**

It is important to develop a further product of culture-based English learning material for some reasons. The first, there are so many positive values inside the culture. As a way of life, culture brings a very significant role to the human life. It is important to develop culture-based English learning materials since culture has a great significant contribution to the people live and their civilization. On the other hand, there are some social problems happen in the middle of societies which need a comprehensive solution, and building and establishing



culture is the answer. Educating and understanding the cultures values as well as implementing them to the daily life are assumed to be one of the solutions. By developing instructional and/or learning materials which full of positive values, they

will help the culture inculcating to the next generation.

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