

# THE EFFECTIVENESS OF EXTENSIVE READING BOOK (LOCAL WISDOM BASED) TO SUPPORT ENGLISH SUBJECT AT TANJUNGPURA UNIVERSITY

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Received: 4<sup>th</sup> of October 2021, Accepted: 15<sup>th</sup> of November 2021, Published: 15<sup>th</sup> of December 2021

## **Abstrak**

*Penelitian ini bertujuan untuk mengembangkan bahan bacaan ekstensif berbasis kearifan lokal untuk mendukung mata kuliah Bahasa Inggris di Universitas Tanjungpura. Model ADDIE digunakan dalam pengembangan bahan bacaan dalam penelitian ini. Sumber data penelitian ini meliputi lembar validasi dari ahli materi bahasa Inggris, ahli desain pembelajaran, ahli media dan desain grafis, dan evaluasi kelompok kecil mahasiswa yang mengambil Mata Kuliah Bahasa Inggris. Metode pengumpulan data yang digunakan adalah kuesioner, sedangkan instrumen yang digunakan dalam pengumpulan data yang akurat adalah skala Likert. Analisis yang digunakan adalah analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian telah dikembangkan menjadi bahan bacaan ekstensif berbasis kearifan lokal untuk mendukung kursus bahasa Inggris. Hasil penelitian menunjukkan bahwa nilai 98,4% diperoleh pada validasi yang dilakukan oleh ahli materi, ahli desain pembelajaran sebesar 86,1%, ahli media atau desain grafis sebesar 92,8%, dan 86% berdasarkan hasil uji coba kelompok kecil. Angka-angka tersebut berarti bahwa buku bacaan yang dikembangkan cocok untuk mendukung kursus bahasa Inggris dengan sedikit revisi.*

*Kata kunci: bahan kajian, kearifan lokal, bahan ajar, membaca ekstensif*

## **Abstract**

This study aims to develop extensive reading materials based on local wisdom to support English courses at Tanjungpura University. The ADDIE model was used in the development of reading materials in this study. This study's data sources include validation sheets from English material experts, instructional design experts, media and graphic design experts, and small group evaluations of students taking English courses. The method used for data collection is a questionnaire, while the instrument used in collecting accurate data is a Likert scale. The analysis used is a descriptive qualitative analysis and quantitative descriptive analysis. The research results have been developed into extensive reading materials based on local wisdom to support English courses. The study results show that the value of 98.4% was obtained in the validation carried out by material experts, instructional design experts as 86.1%, media or graphic design experts as 92.8%, and 86% based on the results of small group trials. The numbers mean that the developed reading book is suitable for supporting English courses with minor revision.

**Keywords:** material study, local wisdom, teaching materials, extensive reading

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## **INTRODUCTION**

The availability of extensive reading books in learning reading skills is one of the essential factors that can improve the quality and quality of learning. With good supporting books, lecturers are no longer the primary source of information in the teaching and learning process. Students can get additional information even more by using the books that have been provided. According to Ikhsanuddin & Suparjan (2019), a learning atmosphere that supports

the personal development of students and sufficient learning materials in extensive learning are things that need to be considered to obtain exemplary educational achievements.

Learning English for the first-year students at Tanjungpura University leads to four skills: speaking skills, writing skills, reading skills, and listening skills. Reading skills are one of the language skills that need to be mastered by current students, where the future goal is that students are expected to be able to read foreign journals that can support them in writing papers. According to Küçükoğlu (2013), students' attitudes about the purpose of reading can affect their reading ability. When students want to get the most out of the material assigned, they must learn to read critically or analytically. From the explanation, We can conclude that when we read something, the main goal is to try to understand the author's intent. Realizing the importance of reading English text skills for Tanjungpura University students, which are not optimally balanced with good learning outcomes, the quality of reading skills needs to be improved in various ways. One of the ways that can be applied to the above conditions is to provide extensive reading books with local wisdom content which can attract students' attention. Education based on local wisdom will bring students closer to the situation of an activity they experience every day. Indonesia has a variety of cultures and local wisdom. West Kalimantan is one of the provinces in Indonesia with a lot of culture and local wisdom, such as traditional food, traditional dances, traditional clothes, and even traditional wedding culture. This province, directly adjacent to the neighbouring country, has three ethnic groups with the largest population, namely Malay, Dayak, and Chinese. Lecturers can attract students' interest in reading by introducing various cultures and local wisdom of West Kalimantan. Tanjungpura University Pontianak already has at least five extensive reading books based on West Kalimantan local wisdom that can be used as references for students in improving their reading skills. One of these extensive reading books is "Marriage Culture," which was published in 2020. In order to maintain knowledge and maintain the quality of this extensive reading book, it is necessary to study it further in terms of appearance, competence, the content of the material, and many things so that it is suitable for students to read. This rationale later became the reason for researchers to evaluate the effectiveness of extensive reading books to support English courses on students' reading skills. This study aims to obtain information about the advantages and disadvantages of extensive reading books and improve the quality of extensive reading books based on the advantages and disadvantages obtained. The results of this research are practically expected to provide benefits for Tanjungpura University students, as an effort to improve mastery of reading skills and understanding materials effectively. For implementers

and observers of higher education, the benefits will be in the form of references for further research as the development of higher education.

### **Extensive Reading**

*Reading* is a skill that is always used throughout human life, starting from school age. To learn a foreign language, in this case, English, a university must provide reading books which are suitable to the students' needs and can attract students' reading interest. If students can find reading material that they enjoy, and are able to understand the content of the book they are reading, then teachers can help deepen their reading skills by creating fun activities after reading. Umam (2013) stated that reading activities are a source of information and fun activities for students and can expand students' knowledge in various ways, including language and the contents, such as culture, history, and others.

Extensive reading has different terms, including reading for pleasure, self-selected reading, voluntary reading, and wide reading (Ng et al., 2019). Extensive reading is not the same as intensive reading. In the Intensive Reading Program, students are emphasized to focus more on language development, such as the structure of language formation. Intensive reading is usually done because of the task given by educators in finding answers to a problem. However, in extensive reading, students are more focused on understanding the content of the reading, and the students are free to choose the reading according to their liking. Beglar and Hunt (2014) revealed that students who read by adjusting their level of ability would get more benefits in terms of mastering the ability to understand. Several studies have proven that extensive reading provides many benefits in language, including mastery of vocabulary. For example, in research conducted by Nakanishi's (2015) and Jeon and Day (2016), the results show that extensive reading is more effective than traditional reading methods in improving language proficiency.

### **Local wisdom**

Local wisdom is the identity of a nation. The local wisdom that we see today comes from the activities or habits of a particular community or area that have been carried out for generations. As stated by Nadlir (2014) that "Local wisdom is born as the result of a community's creativity in solving problems or fulfilling their needs by utilizing the human potential and natural resources found in their daily living places." Local wisdom will be recognized and understood through an educational process, both formal and informal, regarding the daily activities of specific communities, whether it is about customs, games, fairy tales, weddings, and others. In terms of terminology, Prasetyo (2013) defines local wisdom as wise thoughts from local communities that are demands or guidelines for local communities.

Meanwhile, anthropologically, Prasetyo defines local wisdom as an understanding or knowledge of the local community, in sorting out the entry of culture from outside, which is appropriate and acceptable to the community, without losing the original cultural identity of the community itself. According to Ratna, quoted by Sulastri et al.(2019), local wisdom is an evolutionist-derived culture, that is, with a period that may reach hundreds of years, and is carried out with a trial and error system, whether intentional or not. Having a similar point of view with Prasetyo, Wijana (2015) argues that no one will ever own local wisdom because local wisdom is a genetic heritage by the local community. Based on some of the experts' opinions above, it can be concluded that local wisdom cannot be separated from the interaction of the local community and its environment, which contains positive values and becomes a reference for the pattern of life of the community.

### **Formative Evaluation**

Evaluation is an analytical process to decide by taking into account many considerations. In the world of education, evaluation is carried out to achieve improvements in the quality of learning. According to Muryadi (2017), evaluation is a process carried out in a procedure that aims to assess and obtain a goal by predetermined procedures. Improving the quality of extensive reading books will be better if evaluation and improvement are carried out regularly and with the proper method. The book evaluation was carried out to determine whether the books to be evaluated could be appropriately used by Tanjungpura University students and could assist students in improving their reading skills in English courses. Two types of evaluation can be done, namely formative evaluation and summative evaluation. In formative evaluation, there are four stages in this formative evaluation, namely expert review, One-to-one evaluation, Small group evaluation, and Field Test (Suparman, 2004; Dick & Carey, 2009).

### **METHOD**

The research conducted on developing extensive reading materials based on local wisdom was carried out by referring to the ADDIE development model (analyze, design, development, implementation, and evaluation). The ADDIE development model is made or arranged in systematic stages to get maximum results. The subjects in this study were material experts, a graphic or media design expert, and an instructional design expert. The last subject is Tanjungpura University students who are taking an English course in the second semester. The evaluation carried out in this study is a formative evaluation by carrying out the steps as in the previous stages, namely: expert review and individual evaluation (one to one evaluation). In individual evaluations, the evaluation involved 15 Tanjungpura university students in their

first year taking English courses. Due to time constraints and in a pandemic situation, in this first year, the evaluation was carried out only at the person-by-person stage. Revisions to the product were made based on the validation results from all experts. After all validations were complete, the next step was to refine the reading book until a product meets the desired criteria. The method used for data collection is a questionnaire, while the instrument used in collecting accurate data is a Likert Scale. Item responses were based on a four-point Likert scale with 1 = very inappropriate , 2 = inappropriate , 3 = appropriate , and 4 = very appropriate. The questionnaire was used to collect data on the results of reviews from material experts, graphic or media design experts, instructional design experts, and students. This development research used two data analysis techniques, namely qualitative descriptive analysis techniques and quantitative descriptive analysis.

## **FINDINGS AND DISCUSSION**

The description of the research results includes the process and stages in the development of extensive reading materials based on local Wisdom using the ADDIE model.

### **Analyse**

The purpose of analysis stage is to identify the needs of University students for effective reading materials based on local Wisdom. This stage was carried out in the previous year using questionnaires and interviews with lecturers and students at Tanjungpura University. The objectives of the analysis phase are to identify existing extensive reading materials, to identify the strengths and weaknesses of existing local wisdom-based effective reading materials so that they can be completed and become better, to obtain information about the problems faced by students in reading skills in english courses; and to determine the topic as the effective reading material.

### **Design**

In this second stage, the researcher focuses on selecting topics that suit the needs of students without reducing their linguistic knowledge. Finally, the researcher and her colleagues who are also teaching English at the same university evaluated the results to achieve the desired results.

### **Development**

Development stage is a stage that includes the preparation of extensive reading books to support reading skills in English courses. At this stage, collecting materials, photos, or authentic documentation, typing text, setting layouts, and others. The language used in the preparation of this material is simple English to make it easier for students to understand the

contents of the reading. When typing and drawing up the drawings have been completed, formative evaluation was carried out in revisions from three experts, namely material experts, instructional design experts, and graphic or media experts. Then an individual trial was conducted on students. The test results obtained will be used to evaluate supporting reading materials in terms of readability and product efficiency.

### **Implementation**

The implementation stage is the result of developing reading materials that are applied in learning English to determine the effectiveness of the product on the quality of learning. This implementation was carried out in small groups to get input from students as revision material in reading material products.

### **Evaluation**

At this last stage, it will be seen whether the effective reading materials that have been developed can be said to be successful or not. Formative evaluation was used in this study because it is still related to the ADDIE model, which aims to improve the resulting development product. After product development, the next step was validating the resulting product, in this case, extensive reading material based on local wisdom. The following describes the validation results carried out by material experts, instructional design experts, graphic/media design experts, and students.

### **Expert of materials assessment**

In this validation, the subject is Dra. Fransiska Dwi Mulyani Wijayanti, M.Pd. Mrs. Fransiska assessed the product development in terms of material through closed and open questionnaires. The assessment results through a closed questionnaire from the Material Expert is 98,43 %. Meanwhile, from the open questionnaire, Dra. Fransiska Dwi Mulyani Wijayanti, M.Pd provides some input:

*“The material in the book “Marriage Cultural Dynamics is rich in contextual insights and very interesting for learning English. However, the reading book will be more interesting if you add vocabulary matching exercises, in addition to True/False and Multiple Choice.”*

### **Expert of instructional design**

Similar to the Materials Expert, Dr. Yohanes Gatot Sutapa Yuliana, M.Pd also assessed the product development through a closed and open questionnaire, but from a different perspective, namely in terms of Instructional Design. The assessment results through a closed questionnaire from the Instructional Design Expert is 86,1 %

From the results of the open questionnaire, there were several inputs or suggestions given, including:



1. Overall, this book is very didactic and engaging. It provides cultural inspiration that contains local wisdom.
2. The design has met the criteria for learning materials. It has new foreign vocabulary presented and contains questions related to understanding content.
3. The content discussed and narrated is informative and easy to digest as learning study material.
4. As a material for constructive consideration, the book can be observed and developed in different packaging. Some suggestions may need to be considered:
  - a. The pictures/photos/documents presented should not be “blind” pictures. Include pictures with titles to represent the narrative, even if it is short.
  - b. The images taken and presented are raw images. Give some explanation that reflects the uniqueness of the tradition, especially in the Chinese Wedding section.
  - c. Some images are a bit dark, but can be replaced with lighter ones.
  - d. In the reference section, if the interview results, it is recommended that the transcript be included as well.
  - e. The last page would be better if there were a bio of the author.

### **Expert of graphic design**

Similar to the Materials and Instructional Design Expert, Dr. Muhammad Basri M.Pd also assessed the product development through a closed and open questionnaire. The assessment results through a closed questionnaire from the Graphic Design Expert is 92,8 %.

Some suggestions and opinions were given in the open questionnaire :

- a) Cover images need to prioritize illustrations about the theme to be conveyed by enlarging the illustration images
- b) In content, especially subtitles, use full block style.
- c) Some foreign words should be italicized
- d) Note the use of numbering on some pages

### **Students assessment**

The assessment results through a closed questionnaire from the students is 86 %. The students also gave some opinions regarding extensive reading books as follows:

1. This book is excellent and exciting to read—a handy book to introduce a culture that many people may not know. The presentation of the images in the book is very realistic and also suitable to what is being explained. The images help the reader in understanding and knowing more about the culture and tradition being explained. The existence of a "words bank" really helps the reader understand the words that are not understood.

2. In my opinion, this book is very informative and can provide further information on the various cultures t in West Kalimantan intensively because this book explains the cultures in detail. In addition, the language used tends to be light and easy to understand by various groups, especially students. The provision of "Words Bank" is also very helpful in expanding vocabulary for readers because this "Words Bank" contains definitions of words that are rarely heard by the public. The various inserted pictures also really support the visuals of this book because they are exciting and they have a very high quality to help readers understand further in studying the culture discussed in this book. The systematic arrangement of the materials also makes the readers easier to absorb the existing discussion. The questions at the end of the chapter are also fascinating because they can train the reader's understanding of the material discussed in this book. Overall, I highly recommend this book because it is very informative and equipped with various features that can provoke the reader's interest in knowing the wedding cultures in West Kalimantan.

3. This book is exciting, especially for students who want to learn English while learning about culture. Even though the topic is about marriage culture, it is still not a problem for elementary or High school children to read. The cover of the book is also unique, the visuals are not too complicated and give an aesthetic impression, plus the cultural caricatures displayed are very interesting to look at. The contents contained therein also explain the culture of marriage very clearly. Even though they use English, the vocabulary selection is not too high like a journal. The language is very easy to understand, especially the vocab explanation which helps improve understanding.

4. I think the idea of writing this book is excellent. How the author can present the existing culture in the form of written work, which will enrich the reader's knowledge to respect each other's ethnicity and culture and material for learning English at the same time.

5. Starting from the front cover, the images and layouts in this book are very influential in adding to a good reading experience. The topics raised are exciting to make me curious because some cultures are close to us, but we rarely know about them. The words used are not too difficult for me and greatly helped by the explanation of the vocabulary. I think this book will be beneficial for students who want to start reading English literature.

## Discussion

From the assessment results carried out by material experts, the score obtained is 98.4375%, which means that the level of achievement is on the most significant scale. That is, this book is in excellent qualification and revised as necessary. Qualitatively, by using an open questionnaire, material experts also provide constructive input and suggestions. According to



him, the evaluation given should not only be True/False and Multiple Choice, but also be given in the form of Vocabulary Match so that the evaluation form looks varied.

The assessment results carried out by instructional design experts also provided outstanding qualifications, so revisions are made only as necessary. According to Dr. Yohanes Gatot Sutapa Yuliana, M.Pd as an instructional design expert, the book as a whole is didactic and exciting, and the design also meets the criteria for teaching materials. The quantitative value obtained from the validation of instructional design experts is 86.1%. Suggestions and opinions given by instructional design experts focus on the appropriate description given to each image, the color of the image being slightly darker, and the writing of the author's biography on the last page.

Graphic or media design expert gave an excellent rating in the quality level, which is 92.8%. The input was given through an open questionnaire by Mr. Dr. M.Basri, M.Pd, emphasizing illustrations that should be bigger to convey the meaning of the book's contents. In addition, the input is also in the form of a font that should use a semi-block style to make it more presentable.

Based on the calculation results of student assessments in small group trials, the results obtained were 86%, which when converted to the quality level, the meal was included in the outstanding level, which did not require significant revisions. Qualitatively, through an open questionnaire, there were several inputs given, namely:

1. It is necessary to insert an answer key for each question at the end of the book to make it easier for readers to work on the questions.
2. Please write a brief caption to each picture
3. Indonesian version of the printed book needed to be made so that the target market can be higher and broader because it is a shame if this book is only intended for people fluent in English.
4. For cultural language vocabulary, more general meanings need to be given to make it easy to understand the contents.

## CONCLUSION

Based on the results and data analysis that has been carried out on the development of extensive English reading materials based on local wisdom, and based on the validation results, it concludes that the reading materials are exquisite and suitable to be used as supporting English courses at Tanjungpura University, Pontianak. This can be proven from the results of the validation carried out by material experts by 98.4%, instructional design experts as 86.1%, media or graphic design experts as 92.8% and based on the results of small group trials that

obtained data of 86%, where all the data showed that the reading book is feasible, so it only needs to do a minor revision.

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