

ENGLISH THEMATIC INTEGRATED LEARNING BOOK BASED ON LOCAL CONTENT FOR JUNIOR HIGH SCHOOL IN TRENGGALEK

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Abstrak: Desain penelitian yang digunakan adalah Penelitian dan Pengembangan yang merupakan salah satu desain penelitian yang bertujuan untuk mengembangkan produk pendidikan, seperti kurikulum, silabus, buku teks, media pembelajaran, dll. Sampel penelitian ini adalah siswa kelas VII di SMP Negeri 3 Trenggalek tahun ajaran 2019/2020. yang terdiri dari 26 siswa dari kelas G dan 24 siswa dari kelas H. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara. Data yang dikumpulkan dengan kuesioner dianalisis secara kuantitatif, dan data yang dikumpulkan melalui wawancara dianalisis secara kualitatif. Hasilnya Sig. (2-tailed) sebesar 0,000 < 0,05 maka dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara rata-rata hasil belajar siswa pada kelompok eksperimen dan kelompok kontrol. Hasil uji coba lapangan adalah 1738 yang berarti responden setuju bahwa produk penelitian ini sangat baik dan fleksibel untuk digunakan sebagai media pembelajaran kosakata. Kesimpulannya, *My Menaksopal* yang merupakan hasil dari penelitian ini merupakan media pembelajaran yang efektif bagi siswa sekolah menengah pertama. Produk ini membantu siswa dalam belajar bahasa Inggris karena berkaitan dengan aktivitas siswa sehari-hari.

Kata Kunci : Bahasa Inggris, Kearifan Lokal, *My Menaksopal*

Abstract: The research design is educational Research and Development as one research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, etc. The sample of this research was seventh grade in Junior High School 3 Trenggalek 2019/2020 academic year that consists of 26 students from the G class and 24 students from the H class. The instruments used in this research are questionnaires and interviews. The data collected by questionnaires is analyzed quantitatively way, and data collected by interviews are analyzed qualitatively way. The result is Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental and control groups. The result of field testing was 1738 that means the respondent agrees that the product of this research was very good and flexible to use as media in learning vocabulary. So, *My Menaksopal* as the product of this research is an effective learning media for junior high school students. This product help student in learning English because it related to the student's daily activity.

Key Words: Local Wisdom, English Language, *My Menaksopal*

INTRODUCTION

English is the foreign language that has important roles in education but that is inversely proportional to Indonesian people's skill. Richard, Platt & Weber (1985:196) as a foreign language, English has a role as a subject in school but used as a medium of instruction in education not as a language of communication in government, business, or the industry within the country. By knowing the importance of English, students are expected to be more active and focus on learning English. Students can learn about English by themselves and use some books to support them.

However, a lot of people in Indonesia get difficult to learn English. Brown (1980:41) in Ameliani (2019) stated in process of language learning, learners will get more problem and some difficulties, for example, their pronunciation, vocabulary, grammar, and other aspects of languages. Most students in Indonesia get difficult to learn English. English has different patterns with Indonesia, because of that, students feel confused to understand and cannot learn well.

Wagiran (2011) defines that Local wisdom is a system in the order of social, political, cultural, economic, and environmental life that lives in a community in an area to answer various problems in meeting their needs. Furthermore, Naritoom in Wagiran (2009) define that Local wisdom is the knowledge discovered or acquired by local people through the accumulation of experiences in trials and integrated with the understanding of surrounding nature and culture. Local wisdom can help the student in developing their knowledge because that is related to student life. Zinnurain & Muzanni (2018) in Santosa, et.al (2019) state that Teaching materials based on local wisdom serve as a means of internalizing cultural and values and more comfortable to understand because it is more contextual, close to students' learning environments, as well as being able to enhance learning outcomes.

Here the researcher is interested to develop a book that can be their basis for learning English that is called *My Menaksopal*. This book has the material of English subject by using local wisdom to get the easy way to be learned. It can make the student more interested in reading a book and can improve their knowledge of English. This book also has grammar corners, pronunciation corners, and vocab corners to help the student in their learning process. The researcher hopes that it can make students get more motivation to study especially in English mastery. So, the researcher wants to develop English

Thematic Integrated Learning Book Based Local Content for Junior High School Students in Trenggalek Regency.

The Identification of the Problems are there is no English thematic book that contains local wisdom, student cannot understand well in learning English because English is not their mother tongue, the teacher did not have the references that more related to daily activity.

The limitation of this research is focusing on developing an English Thematic Integrated Learning Book Based Local Content for Junior High School Students in Trenggalek Regency.

My Menaksopal is a supplementary book with layout A5 that is 148 x 210 mm. This book is colorful with 6 chapters. Each chapter contains the local wisdom from Trenggalek. Chapter 1: culture in Trenggalek, chapter 2: habit in Trenggalek, chapter 3: the history of Trenggalek, chapter 4: culinary in Trenggalek, chapter 5: commodity in Trenggalek, chapter 6: destination in Trenggalek. There is also a grammar corner at the end of the chapter that contains the grammar used in the text, a vocab corner that contains the difficult word and the meaning, and a pronunciation corner that contains the transcript of the difficult word. This book also contains some characters, that is Dika, Yoga, Rizal, Bima, Riry, Sindy, Ninda, and Retno. This book adapted from *Desaku Yang Ku Cinta* (Yudi Basuki, Ari Metalin Ika Puspita, Agus Budi Santosa, Yoppy Dwi Purnomo, Ishaq Nuriadin in 2019) then developed by the researcher.

RESEARCH METHOD

The research design of this research is Research and Development (R&D). Gall et al.'s (2003) in Basuki (2018) educational R&D model was used. They describe educational R&D as an industry-based development model whose findings are used to design new products and procedures, which they are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Additionally, the definition of R&D according to Latief (2010:101) is "educational R & D as one research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, etc."

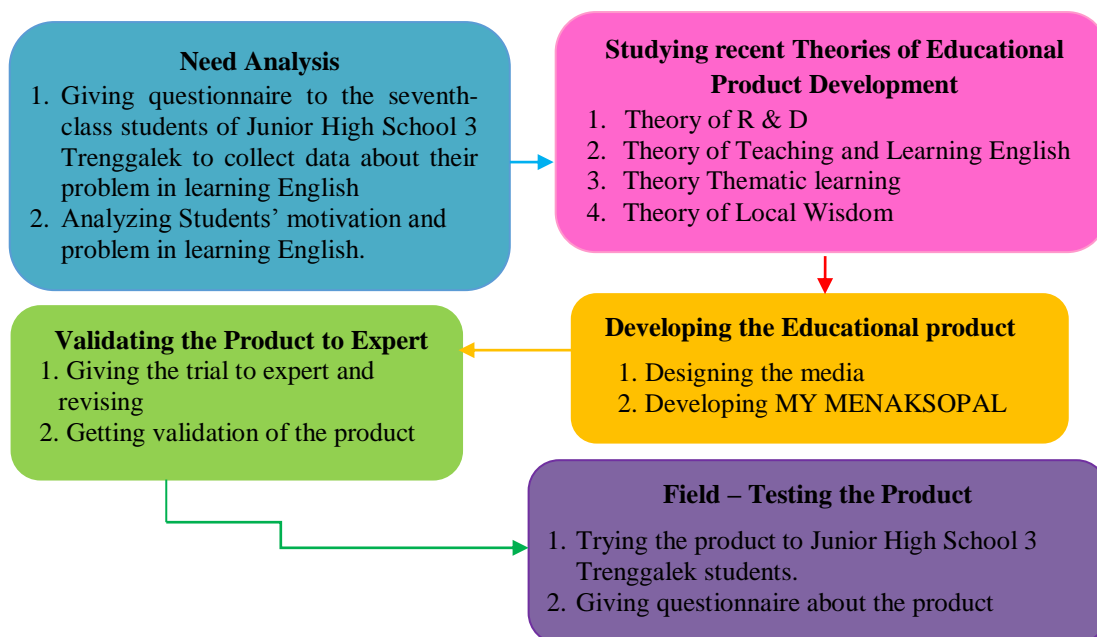


Figure 1. **The figure of Procedure of Development (Adapted from Basuki, 2018)**

The researcher conducts the research in May 2020 in Junior High School 3 Trenggalek that located at Panglima Sudirman street number 51, Krajan, Surondakan, Trenggalek regency (in front of Alun-Alun Trenggalek). While The sample of this research was class G and class H students of Seventh Class in Junior High School 3 Trenggalek 2019/2020 academic year. Where, the seventh G class will be the experimental group, while the seventh H class will be the control group.

In this research the researcher use questionnaire in need analysis and field testing. Furthermore, the researcher uses one-on-one interviews to know opinions, advice or suggestion, and evaluation from the expert during validating the product. The result is used to revise the product before tried in-field testing.

The data analysis technique of this media development uses qualitative and quantitative analysis techniques. The interview data from validating to the expert is analyzed in qualitatively. To analyze data from the questionnaire, the researcher analyzes by using quantitative. The researcher uses the Likert Scale to analyze the data.

FINDINGS AND DISCUSSIONS

Findings

Need analysis is the first step of this research. The purpose of this step is to know what the respondent needs. Need an analysis of this research is done by implementing the questionnaire. The questionnaire consists of 15 questions. It is given to 26 respondents.

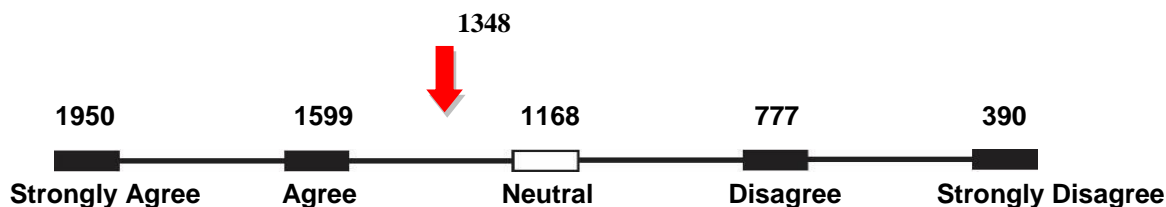


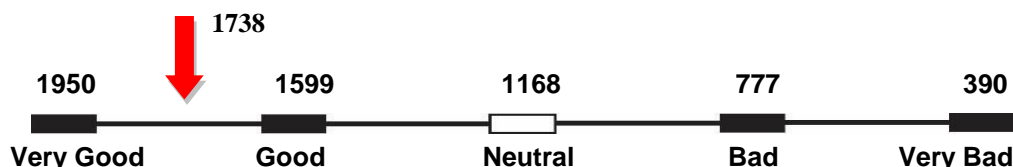
Figure 2. The figure of Continuum Diagram of Need Analysis

The data of need analysis is recapitulated in the following table.

Table 1. Table of The Finding on Students Need Analysis

Finding on Students' Need Analysis Questionnaire	1. About 53% of students strongly agree that they like to learn English.
	2. More than 57% of students strongly agree that they need an alternative book to learn English.
	3. About 42% of students strongly agree that they feel difficult to understand the book given by the teacher.
	4. About 42% of students strongly disagree that their book has local wisdom content.
	5. About 76% of students strongly agree that they are interested to learn about their surroundings.
	6. About 50% of students strongly disagree that they have known about the culture around them, while about 50% of students disagree that they have known about the culture around them.
	7. About 38% of students strongly disagree that the material they learned in school is related to their surroundings.
	8. About 42% of students disagree that teacher often introduces natural resources.
	9. About 61% of students strongly disagree that they can tell about the geographical conditions in their residence.
	10. About 42% of students strongly disagree that they can tell about the history in their residence.
	11. About 53% of students agree that they understand the culture in their residence.
	12. About 53% of students agree that they know about the destination in their residence.
	13. About 38% of students neutral that they know culinary in their residence.
	14. About 46% of students agree that they know the traditional job in their residence.
	15. About 73% of students strongly agree that they need an English book that contains local wisdom.

The purpose of this step is to know the feedback from the respondent about the product. Field testing is done by giving the product and implementing the questionnaire. The questionnaire consists of 15 questions. It is given to 26 respondents. The following table shows the interpretation of the questionnaire result of students' field testing.



Picture 3. The figure of Continuum Diagram of Field Testing

The data of field testing is recapitulated in the following table.

Table 2. Table of The Finding on Students Field Testing

Finding on Students' Field-Testing Questionnaire	1. About 80% of students said that the cover display of My Menaksopal book is good
	2. More than 69% of students said that the cover color of My Menaksopal book is very good.
	3. Nearly 81% of students said that the font size on the cover of My Menaksopal book is very good.
	4. About 76% of students said that the content color of My Menaksopal book is good.
	5. About 76% of students said that the font size in the content of My Menaksopal book is very good.
	6. About 57% of students said that picture and the character in the content of My Menaksopal book is very good.
	7. About 84% of students said that corner features in the content of My Menaksopal book are good
	8. About 69% of students said that the material in My Menaksopal book is very interesting.
	9. About 57% of students said that My Menaksopal book increases their motivation to learn.
	10. Nearly 81% of students said that My Menaksopal book helps them in learning.
	11. About 80% of students said that My Menaksopal book is very easy to understand.
	12. About 80% of students said that My Menaksopal instruction is clear.
	13. About 76% of students said that My Menaksopal book help them to improve their knowledge about local wisdom in Trenggalek
	14. Nearly 85% of students said that My Menaksopal book helps them to improve their knowledge about the English language.
	15. About 88% of students said that My Menaksopal is enough to have explored knowledge.

T-test for pretest and posttest experimental groups are used to find out how far the improvement of students' achievement after using *My Menaksopal* book. These are the results of the pretest and posttest t-test experimental group using a paired sample t-test:

Table 3. Table of Independent Sample T-Test Experimental and Control Groups

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	3.707	.060	.013	48	.990	.0513	4.0930
	Equal variances not assumed			.013	47.035	.990	.0513	4.0559
Posttest	Equal variances assumed	12.029	.001	12.942	48	.000	30.9615	2.3923
	Equal variances not assumed			12.633	33.439	.000	30.9615	2.4509

Sujarweni in Rohman (2015: 59) states that H_0 is accepted if the significance value in Lavene's test is more than 0.05 (there is homogeneity). In this study, there are differences between the result of the significant value of Lavene's test between pretest and posttest. Based on the output from SPSS in the table of Independent Sample T-Test Experimental and Control Groups is known that the test called homogeneity if the significant score > 0.05 and according to the table, the test is homogenous because $0.06 > 0.05$. It means H_0 is accepted and H_a is rejected.

Furthermore, based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig. (2-tailed) of $0.000 < 0.05$, then as the basic rules of making the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental and control groups. So, *My Menaksopal* as the product of this research is an effective learning media for junior high school students especially for learning English and local wisdom.

Meanwhile, to find out whether there are any differences in students learning outcomes before and after Seventh G class by using *My Menaksopal* book and Seventh H class that not using *My Menaksopal* book can be done by comparing percentages of the pass rates against the *Kriteria Ketuntasan Minimal* (KKM) for the experimental and control groups. KKM is the minimum completeness criteria that must be achieved or pursued properly at least the same as the minimum number. KKM for English material in

Junior High School 3 Trenggalek is 65. The following data is the comparison of learning outcomes with KKM scores for the experimental group and control group:

Table 4. Table of The Comparison of Students Learning between Experimental and Control Groups

Groups	Test	Students	Mean Score	KKM		Percentages (%)
				Pass	Not Pass	
Experimental	Pretest	26	49.38	4	22	15%
	Posttest	26	80.46	26	0	100%
Control	Pretest	24	49.3	4	20	15%
	Posttest	24	49.5	1	23	0.3%

Based on the table of The Comparison of Students Learning between Experimental and Control Groups, it is known from the posttest results, students who passed the KKM for the experimental groups were 100%, while in the control groups were 0.3%. This research shows the differences in learning outcomes from students' grades. The results show that the learning of the experimental group is better than the control group. This can be seen from the "mean" score of the experimental group pretest-posttest = 49.38 – 80.46; while the control group pretest-posttest = 49.3 – 49.5

Discussions

Regarding the content of this research, the material is English based on local wisdom in Trenggalek that has some features such as grammar, pronunciation, and vocab corner. Regarding the product development steps on this research that took five steps was in line with the expert explanation they are; need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product. Latief in Basuki (2018) stated that there are five procedures of development. That is need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert, and field-testing the product. Meanwhile, to conduct the research it is also used quasi-experimental with pretest before field testing and posttest after field testing.

Regarding the product of this research *My Menaksopal* that was in line with the students' need and was explained in the finding above. The form of a product (book) on this research was in line with expert explanations. The benefit of using a thematic book is the material can be connected and integrated. It allows learning to be more natural and less fragmented. Varun, A (2014).

CONCLUSIONS AND SUGGESTIONS

The outcome of this research is *My Menaksopal* book. The research procedure was adapted from Latief in Basuki (2018). Thus, there are five steps conducted to create *My Menaksopal* book as media in this research. They needed analysis, studying recent theories developing the product, validating the product to experts, and field-testing the product.

Based on the finding from chapter IV, the researcher concludes that. *My Menaksopal* book is effective to teach English Language in the seventh grade of Junior High School 3 Trenggalek in the academic year 2019/2020. It can be seen from the students before and after treatment. The score after the treatment was higher than the score before the treatment. Thus, the use of *My Menaksopal* book was effective in teaching the English language. The students were pass the question with a high score and they feel more interested in learning English. Furthermore, the findings of the field-testing show that the product gets good responses from the teacher and the students.

The finding of the research showed that *My Menaksopal* book was effective to use. Thus, some suggestion is addressed to students in the English Department, *My Menaksopal* book is a thematic integrated book for students to make them more interested in learning English based on local wisdom. The researcher hopes that the students will increase their ability in English and local wisdom in Trenggalek after studying *My Menaksopal* book, for English Teachers, teachers have to be more creative to help their students understand the material in order to make them enjoy the learning process. If the teacher uses another media like this book in the classroom, the students will understand the material faster than only use 1 media. At the end of the academic year, the students will get a higher value than the previous semester, for Department, the use of *My Menaksopal* book is considered as effective media in teaching and learning. Thus, the department should make a rule to implement alternative media in the learning process, so their department will birth the good graduated students, for the reader, the researcher suggests for the reader to get such kind of source of knowledge in books to get more knowledge, for society, the researcher suggests to society to learn English in many ways, so they can use English appropriately because English is an international language as a tool for communication, for future research, this research is not perfect yet. The writer suggests to the next researcher to conduct their study on a similar area by improving the methodology or use it as the reference to conduct further research related to the use of *My Menaksopal* book in teaching English. This study is very important

because it gives some knowledge to the other researcher and to know the benefit of using media in teaching and learning.

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