Developing Example of Narrative Texts in Local Content Theme for Senior High School

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Abstract: Education is one of the basic needs of society and the state in improving the quality of society. Teaching learning material with local content can help student to improve knowledge about local wisdom. But there is no local content about Palangka Raya contained in teaching learning material used. This research used ADDIE Model as its research method. The data for this research were obtained from expert, English teacher grade X and students' SMA Negeri 5 Palangka Raya. By using research and development with ADDIE model, the researcher develops a teaching material with local content that concentrate writing skill of the example of narrative texts according to the syllabus from the Ministry of Education and Culture of Indonesia. The product from this study is helped the teacher to provide good narrative text with local content of Palangka Raya. The results of this study showed that a good teaching learning material has fulfilled through validation results at an average of 98% by teacher and 97,5% (very valid) by expert. It supported by assessment results at an average 10 by teacher and 10 (A) by expert. Then, the effectiveness based on the results of first trial task at an average 80,56 (Good) and the second trial task get average 83,27 (Good). Also, the products received the responses from students in the first meeting with average of 84% (Valid) and the second meeting 82% (Valid). From this result, the example narrative text can be use and effective to be teaching learning material.

Keywords: local content, exemplary narrative text, R&D, ADDIE

INTRODUCTION

Education is one of the basic needs of society and the state in improving the quality of society. The quality of a society can be seen from the quality of education. The quality of education is influenced by several things, starting from the curriculum, instructors, teaching materials, students, and etc. Learning activities depend on the interactions between teachers and students in the classroom, these interactions will affect the course of the learning process. During this interaction, the teacher will use teaching materials that have been adjusted to the curriculum, core competencies (KI), and basic competencies (KD) as well as the use of the media used.

According to Machdalena and Shella (2019) states, "Local content is the value that an extraction project brings to the local, regional or national economy beyond the resource revenues." Where this local content, when used, will help the nation's economy by promoting to the world its uniqueness and diversity. The education sector has an important role as a medium to promote local content to young people so that local content can continue to exist.

One of the subjects is English, English apart from being an international language and also quite in demand by young people because if they can master English, it can increase their level of self-confidence. The use of local content in teaching materials has become one of the desires of the 2013 curriculum. According The Ministry of Education and Culture in regulation No. 79 Year 2014, stated that the integration of local content in teaching-learning process is to make students: a) know and love natural, social, cultural, and spiritual environment in their region; b) preserve and develop excellence and wisdom of their region which are useful for themselves and their environment in order to support national development.

In addition to the 2013 curriculum which supports the use of local content in teaching materials, the city government of Palangka Raya uses the *Muatan Lokal* curriculum (*Mulok*). Mulok is the only curriculum made in the region that is developed based on regional needs characterized by local wisdom, to develop potential that is in accordance with the characteristics/potential, or regional advantages. According on the Central Kalimantan Governor Regulation Number 22 of 2011 concerning the procedures for implementing the local content curriculum in section 6 stated local content includes 12 (twelve) local wisdom in the form of a) Regional language and literature; b) Regional arts; c) Regional skills and crafts; d) Customs and customary law; e) Local history; f) Local technology; g) Natural environment/ecosystem; h) Traditional medicines; i) Traditional cuisine; j) Traditional clothing; k) Traditional sports and l) Local cultural values in a global perspective.

At this time, teaching materials based on local content and local culture are still few and difficult to find. Because at this time, the development of the era and the media are very advanced which makes students more interested in foreign cultures so that they worry about being forgotten about cultural heritage, for example, the legend of Central Kalimantan. In English subjects, the contents of textbooks often use legends from outside Central Kalimantan. Because there are no textbooks that contain legends of Central Kalimantan in English. The researcher decided to analyze the English textbook that had used in SMA Negeri 5 Palangka Raya to find a text that contains the local content from Central Kalimantan or culture from Palangka Raya. The researcher chose a book published by Erlangga because the book uses 2013 curriculum standard for senior high school 10th grade which at this time the curriculum in Indonesia is still applying the 2013 curriculum as a teaching reference.

From the results of the analysis that has been carried out by the researchers, the researchers found that from all 10 units or chapters there was not a single text that made about local content from Central Kalimantan or Palangka Raya which was the focus of this research, although in the book the researchers found several texts with the theme of local content Indonesians who came from outside Central Kalimantan, namely in Chapter 5, researchers found 4 descriptive text about Purna Bhakti Pertiwi Museum, Semarang City, The Borobudur Temple, and Bali, and in Unit 9 there was 3 Narrative text entitled The Legend of Si *Pahit Lidah* From South Sumatra, The Legend of Senua Island Folklore from Riau, and *Batu Badaun* A Folktale from Maluku.

After analyzing the textbook, the researcher conducted an interview with one of the 10th-grade teachers in SMA Negeri 5 Palangkaraya as an informant from school. By information from Mr. Yuseftu Leluno, M.Pd, teacher of SMA Negeri 5 Palangkaraya. She

states to find English textbooks or any English teaching-learning materials are quite difficult to find which in the textbooks that are often found more often raise about stories or topics with the theme of local content from outside Palangkaraya, Central Kalimantan. Also, she says that in a book published by the Ministry of Education and Culture which uses the curriculum standard 2013 revised 2016, he found a text entitled "Tanjung Puting", in which the text has descriptive text and not narrative text which will be the product that will be developed. In this study, the researcher will be developed 4 Narrative texts with local content which focus on legends. The texts are adjusted to the time of the research based on the results of discussion between the researcher and Mr. Yuseftu Leluno, M.Pd.

Based on the issue, the lack of local content in teaching material especially in textbook, the researcher will develop exemplary narrative texts with the theme of legend as focus in this research. This research will be used R&D method that based on Nusa Putra (2015: 65) state Research and Development (R&D) is a research method that is carried out intentionally, systematically, to find, improve, develop, produce, or test the effectiveness of products, models, or methods/strategies or ways that superior, new, effective, efficient, productive, and meaningful that can be accounted. In R&D method, the researcher chose to use ADDIE model because it has a sequence of systematic activities in an effort to solve learning problems related to learning resources that match the needs of researchers and minimal cost and time. The results of this study, the researcher hopes this product can be used at all levels of education, especially senior high school, vocational high school and others. By developing these development materials, it is hope that students will also know stories about the legends from Central Kalimantan. Also, this can also help preserve the culture from Central Kalimantan and foster a sense of love and pride in the culture from Central Kalimantan.

METHOD

This research had used the ADDIE research method or model developed by Dick & Carry (1996) which consists of 5 stages, namely, Analysis, Design, Development, Implement, and Evaluation in the product development process. The steps of the ADDIE research model adopted in this study described in general terms, as follows:

1. **Analysis**

   In the first steps in the ADDIE model, the analysis step was a step to find out the need for the teaching-learning process. The researcher conducted the observation and interview to get the data about teaching material narrative text with local content in the textbook and analysis the data that researcher get. In the interview process, the researcher asked several questions to one of the 10th grade English teachers about the existence of narrative text with local content, curriculum, and syllabus that was available this semester. After the interview process, the researcher made observations on the English textbooks used in the learning process in 10th grade. Based on the results of data collection through observation and interviews, the researcher found that teaching materials about narrative texts with local content were still few and teachers also had difficulty finding examples of texts with local content. Therefore, the results of the analysis became the background for researchers to develop an example of narrative text product with local content.

2. **Design**

The next step after the analysis step was the design step. The researcher chose what legend would be use as material to develop teaching materials in the form of narrative text and to make an outline of narrative text with local content. The legend that had chosen by the researcher must come from Central Kalimantan where the researcher tried to help in the teaching-learning process and preserved cultural heritage. In addition to made an outline of narrative text with local content, the researcher also arranged the process of pursuing narrative text material using example text with local content which developed indicators to adjust KI and KD. In addition to prepared outline text and developed indicators, the researcher designed instruments that were useful for measuring whether the products that had been developed are in accordance with academic writing standards and could be accepted by teachers and students. The measuring instrument made in the form of questions that would be addressed to students as a measure of the level of understanding of narrative text material through the product developed, and several questionnaires for students, teachers, and experts in their fields.

3. **Development**

At the development stage, the outline narrative text with local content that had been planned by the researcher developed or made into a narrative text in accordance with academic writing standards specifically for SMA/SMK level. The researcher applied the rewriting of the legend based on the outline that had been made by the researcher to adjust the academic writing rules which were at the level of SMA/SMK students in general. After the product had been create, the researcher would validate the product by asking the experts in their field whether the product that had been developed was in accordance with the standards of learning media and academic writing by using a questionnaire that had been developed by the researcher. The researcher revised the product if the product had shortcomings that must be corrected until it declared feasible by the experts based on the results of the questionnaire that matched with the scoring rubric.

4. **Implementation**

At this stage, the researcher tried the product that had been through validation and revision based on the experts on the students who would be the subject of the research. Before carrying out the implementation process, researchers consulted with schools and teachers regarded its implementation. If an agreement had been found with the school and the teacher, the researcher would try the product that had been developed and provide questionnaires and questions related to the product. Due to the pandemic of the spread of the corona virus, which was still abundant until now, the teaching and learning process would be carried out online using the Zoom Meeting application or the like, and the distribution questionnaires and questions or trial tasks would be carried out by via google form.

5. **Evaluation**

The last step in the ADDIE model was the evaluation step. At this step, the results of the questionnaire responses from students and the results of the questions or trial tasks would be evaluated whether the product developed needed to be revised or not based on the

results obtained. The results of the questionnaire responses and the value of the questions would be a tool to measure the effectiveness of product development based on student responses. If the results obtained were not in accordance with the standard of results set by the researcher, to see if the product could be the worthy teaching-learning material and revised the product if the results were not satisfactory.
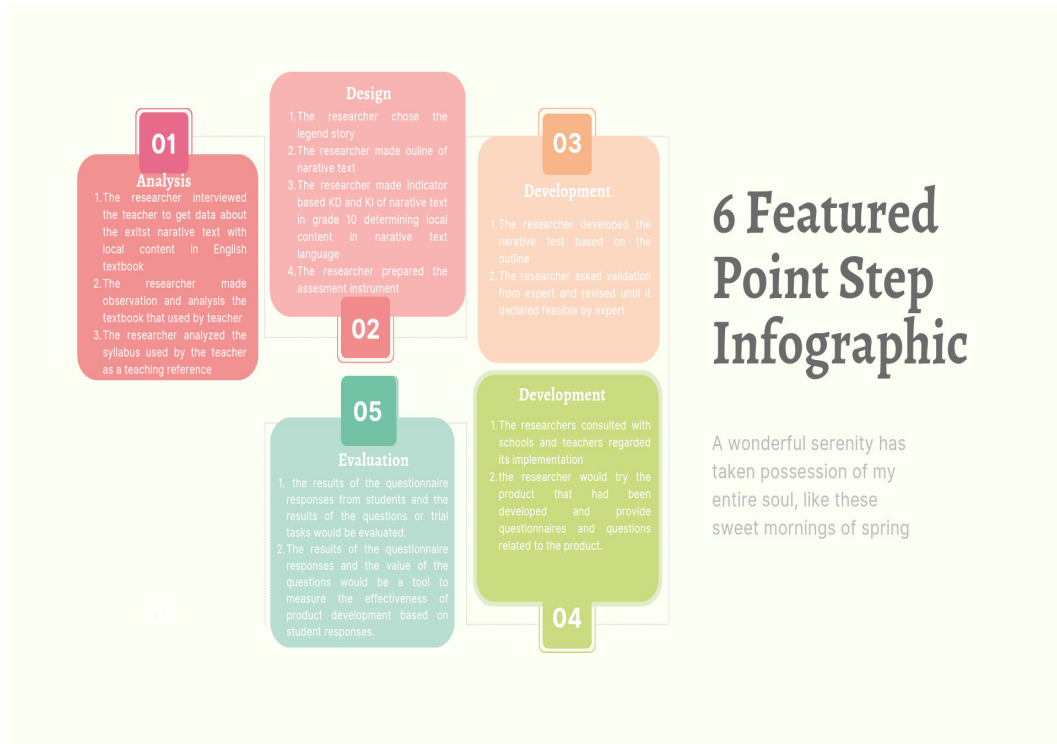

Figure 1. Roadmap of the research method.

RESULTS

This part shows the results obtained using the validation sheet and assessment sheet in the final revision of the development stage, these results were obtained from expert (lecturer and English teachers at SMA Negeri 5 Palangka Raya).

Table 1. Validation Score Expert and Teacher

	Validation Score			
Text Title	**Bawi Kuwu**	**Sungai Barito**	**Batu Banama**	**Lake Malawen**
Lecturer Score	98 % Very valid	98% Very valid	98% Very valid	98% Very valid
Teacher Score	98 % Very valid	96 % Very valid	96 % Very valid	100 % Very valid

Table 2. Assessment Score Expert and Teacher

	Assesment Score			
Text Title	**Bawi Kuwu**	**Sungai Barito**	**Batu Banama**	**Lake Malawen**
Lecturer Score	10(A)	10(A)	10(A)	10(A)
Teacher Score	10(A)	10(A)	10(A)	10(A)

This part will show the results of the implementation of the product that has been developed in a small group of class X students. The researcher has implemented the product 2 times in class X MIPA-4, SMA Negeri 5 Palangka Raya, on Wednesday, February 9, 2022, and on the same day on February 16, 2022. At the first meeting, researchers carried out face-to-face learning following policies from schools by implementing health protocols. Then at the second meeting, the researcher carried out online learning following directions from the school using google meet, and the researcher distributed questions using via WhatsApp through the class leader which was then distributed to all students and for student sheet responses using google form. The following are the results of evaluating the results of students' correct answers to each question at meetings 1 and 2.

Table 3. Number of Correct Answer in The First Trial Task

No.	Question task	The correct amount (students)	%
1.	Pada paragraph berapa yang merupakan orientation dari teks di atas?	36	100%
2.	Pada bagian orientation, apa saja komponen yang terdapat pada orientation?	29	80,5%
3	Pada paragraph berapa yang merupakan complication dari teks di atas?	35	97,2%
4.	Pada bagian complication, apa saja komponen yang terdapat pada complication?	23	63,89%
5.	Berikan tanda garis bawah pada kalimat yang menjadi tandadari awal permasalahan pada cerita diatas!	30	83,33%
6.	Pada paragraph berapa yang merupakan resolution dari teks di atas?	33	91,67
7.	Berikan tanda garis bawah pada kalimat yang menjadi akhir dari permasalahan yang terdapat dalam cerita di atas?	26	72,22%
8.	Pada paragraph berapa yang merupakan reorientation/coda dari teks di atas?	29	80,5%
9.	Pada bagian reorientation/coda, apa saja komponen yang terdapat pada reorientation/coda?	27	75%
10.	Berikan tanda garis bawah pada kalimat yang menjadi reorientation/coda dalam cerita di atas?	34	94,44%

Table 4. Number of Correct Answer in the Second Trial Task

No.	Question task	The correct amount (students)	%
1.	Berikan tanda garis bawah pada beberapa teks yang menggunakan past tense yang terdapat pada teks di atas! (Minimal 5 kalimat)	30	100%
2.	Apakah dari cerita diatas dapatditemukan adverb of time? Jika ya, berikan tanda garis bawah pada beberapa adverb of time yang dapat kamu temukan dari teks di atas!	30	100%
3	Apakah dari cerita diatas dapat ditemukan time conjuction? Jika ya, berikan tanda garis bawah pada beberapa time conjuction yang dapat kamu temukan dari teks di atas!	29	96,67%
4.	Berikan tanda garis bawah pada beberapa specific character dalam cerita di atas?	27	90%
5.	Apakah dari ceritadiatas dapat ditemukan action word? Jika ya, berikan tanda garis bawah pada beberapa action verb yang dapat kamu temukan dari teks di atas!	26	86,67%
6.	Berikan tanda garis bawah pada beberapa direct speech dalam cerita di atas?	29	96,67%
7.	Berikan tanda garis bawah beberapa teks yang menggunakan present tense dalam cerita di atas!	29	96,67%
8.	Apakah dari cerita diatas dapat ditemukan adjective word untuk menggambarkan sesuatu? Jika ya, berikan tanda garis bawah pada beberapa adjective word yang dapat kamu temukan dari teks di atas!	18	60%
9.	Apakah dari cerita diatas dapat ditemukan adverb word untuk menjelaskan kata kerja? Jika ya, berikan tanda garis bawah pada beberapa adverb word yang dapat kamu temukan dari teks di atas!	17	56,67%
10.	Apakah dari cerita diatas dapat ditemukan majas simile? Jika ya, berikan tanda garis bawah pada beberapa majas simile yang dapat kamu temukan dari teks di atas!	22	73,33%

Table 5. Respond Sheet Result in the First Trial Task

No.	Statement	Scale	The Unit and Percentage		Score (scale × unit)
			Freq	%	
1.	Apakah Narrative Teks tentang konten local ini mengenalkan saya dengan kearifan lokal di daerah saya?	5	21	58,33%	105
		4	12	33,33%	48
		3	3	8,33%	9
		2	-	-	-
		1	-	-	-
2.	Apakah Narrative Teks tentang konten local Kalteng ini memudahkan saya untuk memahami isi dari materi yang diajarkan?	5	18	50%	90
		4	11	30,56%	44
		3	6	16,67%	18
		2	1	2,78%	2
		1	-	-	-
3.	Apakah Narrative Teks tentang konten local dari Kalteng memudahkan saya untuk memahami generic structure dan language features dari Narrative Teks?	5	17	47,22%	85
		4	8	22,22%	32
		3	9	25%	27
		2	2	5,56%	4
		1	-	-	-
4.	Penggunaan tata bahasa yang digunakan lebih mudah saya pahami	5	19	52,78%	95
		4	10	27,78%	40
		3	6	16,67%	18
		2	1	2,78%	2
		1	-	-	-
5.	Apakah Narrative Teks tentang konten local ini mengenalkan saya dengan kearifan lokal di daerah saya?	5	15	41,67%	75
		4	11	30,56%	44
		3	9	25%	27
		2	1	2,78%	2
		1	-	-	-
	Total		180	84%	767
	Avarage score = $\frac{767}{3180}$ = 4,2		4,2 (Good)		
	Validation criteria = $\frac{4,2}{5} x 100\%$ = 84%		84%		

Table 6. Respond Sheet Result in The Second Trial task

No.	Statement	Scale	The Unit and Percentage		Score (scale × unit)
			Freq	%	
1.	Apakah Narrative Teks tentang konten local ini mengenalkan saya dengan kearifan lokal di daerah saya?	5	14	46,7%	70
		4	12	40%	48
		3	3	10%	9
		2	1	3,3%	2
		1	-	-	-
2.	Apakah Narrative Teks tentang konten local Kalteng ini memudahkan saya untuk memahami isi dari materi yang diajarkan?	5	12	40%	60
		4	12	40%	48
		3	5	16,7%	15
		2	1	3,3%	2
		1	-	-	-
3.	Apakah Narrative Teks tentang konten local dari Kalteng memudahkan saya untuk memahami generic structure dan language features dari Narrative Teks?	5	11	40%	55
		4	8	26,7%	40
		3	9	30%	27
		2	1	3,3%	2
		1	-	-	-
4.	Penggunaan tata bahasa yang digunakan lebih mudah saya pahami	5	14	46,7%	70
		4	11	36,7%	44
		3	3	10%	9
		2	2	6,7%	4
		1	-	-	-
5.	Apakah Narrative Teks tentang konten lokal ini mengenalkan saya dengan kearifan lokal di daerah saya?	5	13	43,3%	65
		4	9	30%	36
		3	6	20%	18
		2	2	6,7%	4
		1	-	-	-
	Total		150	82%	628

Average score = $\frac{628}{150} = 4{,}1$ 4,1 (Good)

Validation criteria = $\frac{4{,}2}{5} x\ 100\% = 82\%$ 82%

From the calculation of students' responses in the first trial task put through good validation criteria for 84% valid which is most statements got scale at 4-5, namely agree and strongly agree, and in the second trial task get good validation criteria for 82% valid which

is most statements got scale at 4-5, namely agree and strongly agree. The effectiveness of the products reached the good criteria, it can be seen through the results of the students' trial task-related product in two meeting that get average score 80,56 (Good) in the first meeting and the second meeting get average 83,27 (Good) and the results of respondent sheets that get average 84% (Good) and the second meeting get 82% (Good). Based on the evidence, it can be concluded that the product is in accordance with the student's skill level and they are able to understand the writing narrative text lesson through the products.

DISCUSSION

In the process of preparation to manufacture of products, researchers found several things that support and obstacle in the process of this research. which, the final product has several advantages and disadvantages. In this research, there are several things that support the process of making this product continue. In designing a product, researchers get information from a reliable and easy-to-find source, namely a legend storybook written by Mr. Kumpiady, which is a source of information in writing the legend of Central Kalimantan. Furthermore, the implementation or product trial was carried out twice, the first meeting was offline and the second meeting was conducted online using a google meeting according to the direction of the teacher who became an expert in this research. When carrying out product trials, researchers thought this would be an obstacle, but from the responses of teachers and students who gave positive responses, for example, the teacher professionally directed the students who were present to be orderly during the data collection process which was very helpful for researchers during this process. In teaching process, the response of students who attend class and will take part in the research exceeds the expectations of the researcher where the researcher thinks that the student's response will be passive but students actively ask and respond to questions from the researcher. Moreover, the responses and results of tasks related to products have gotten good results, so there is no need for further revisions.

The obstacle that can be found in the product manufacturing process are the amount of time required, such as in the interview process and adjusting the schedule from experts, then the product developed requires time for evaluation and revision until the product reaches the final result. Another obstacle is that researchers have to prepare many instruments to develop this product, a total of 6, such as assessment sheets for teachers and experts, validation sheets for teachers and experts, as well as test assignments and respondent sheets for students. The things that were prepared, the writing of this research took 4 months to be precise starting in November 2021 which finally the product was feasible to be implemented in February 2022. Researchers carried out the implementation process on Wednesday, February 9, 2022, and Wednesday, February 16, 2022, in class X-MIPA 4 SMA Negeri 5 Palangka Raya. Moreover, support and obstacle in each process, the product also has its advantages and disadvantages. The first advantage, the text can be an additional sample text that helps students understand narrative text material. In the product narrative text, re-orientation/coda contains moral values that are useful for assisting students in daily life and local content that increases students' knowledge about the legends that exist in Central Kalimantan. Through this product, students can more easily understand the generic structure, and language features

contained in narrative and types of narrative text. Then, the disadvantage from this product. This product is only an example of narrative text with local content. Therefore, this product must add information about this text and indicate the part of each component from the text to help students analyze from this product that will be used as examples to teach students.

CONCLUSION

Based on the results of Research and Development on exemplary narrative text products with the local content, these products had fulfilled the objective of this research to create a worthy teaching-learning material. Below are the criteria of the good teaching-learning material by Jocelyn and Jae (2015) to measure the result of the product.

English language teaching materials should be contextualized validation sheet	Validation score from expert with average score 98% Very valid and teacher get average score 97,5% Very valid.
English language teaching materials should allow for a focus on form as well as function	Assessment score, the products get average score 10 (A) from expert dan teacher.
English language teaching materials should link to each other to develop a progression of skills, understandings and language items assessment	The results of the students' trial task-related product in two meeting that get average score 80,56 (Good) in the first meeting and the second meeting get average 83,27 (Good) and the results of respondent sheets that get average 84% (Good) and the second meeting get 82% (Good).

Figure 2. Guidelines for Designing Effective English Language Teaching Materials.

The conclusion from research findings with developing these development products, it is worthy to deliver to students because they will also know stories about the legends from Central Kalimantan. Also, it can help preserve the culture from Central Kalimantan and foster a sense of love and pride in the culture from Central Kalimantan. For Teacher, it is suggested to use teaching learning material that provide local content as tool to teach the lesson for improve student's knowledge in local content. For other Researcher it is hopes the result from this study can be reference to other researcher to arrange this study that is research and development related teaching learning material with local content. The researcher suggest that the next researcher can develop teaching learning material with good criteria, flexible, and suitable teaching learning activity.

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