

Preserving Local Wisdom Through Extensive Reading Book “Traditional Games Of Indigenous People In West Kalimantan”

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This study aims to develop Extensive Reading books as learning materials for undergraduate students and to preserve the culture of traditional games that for decades have been performed by indigenous people in West Kalimantan yet are now being overlooked. The researchers believe that by developing a book based on local wisdom, students will be motivated to read the book because it is in accordance with their cultural identity. The researchers focused on the first three steps of the ADDIE model proposed by Branch (2009), namely Analyse, Design, and Develop. In the Analyse section, 50 students were invited to participate in need analysis in which they were asked several questions in the form of interviews and questionnaires. The results of need analysis were particularly accommodating to ascertain the level of difficulty of the text, student expectations, writing format and book content in the Design step. In the Develop step, the researchers produced an Extensive Reading book entitled "Traditional Games of Indigenous People of West Kalimantan" which is hoped to be used as learning material not only for students at Tanjungpura University but also for the people of West Kalimantan in general.

Key words: Extensive reading, Traditional Games, Material development

Penelitian ini bertujuan untuk mengembangkan buku Extensive Reading sebagai bahan pembelajaran bagi mahasiswa sarjana dan untuk melestarikan budaya permainan tradisional yang selama beberapa dekade telah dimainkan oleh masyarakat di Kalimantan Barat namun sekarang diabaikan. Para peneliti percaya bahwa dengan mengembangkan buku berdasarkan kearifan lokal, siswa akan termotivasi untuk membaca buku karena sesuai dengan identitas budaya mereka. Para peneliti berfokus pada tiga langkah pertama model ADDIE yang diusulkan oleh Branch (2009), yaitu Analisis, Desain, dan Pengembangan. Pada bagian Analisis, sebanyak 50 siswa diundang untuk berpartisipasi dalam wawancara dan mengisi kuesioner. Hasil analisis kebutuhan tersebut digunakan untuk memastikan tingkat kesulitan teks yang akan dikembangkan, harapan siswa terhadap materi ajar tersebut, format penulisan dan isi buku dalam langkah Desain. Pada langkah Pengembangan, para peneliti menghasilkan buku Extensive Reading yang berjudul "Traditional Games of Indigenous People of West Kalimantan" yang diharapkan dapat digunakan sebagai bahan pembelajaran di Universitas Tanjungpura dan bagi masyarakat Kalimantan Barat pada umumnya.

INTRODUCTION

English language learning in higher education has been determined as a compulsory subject by the National Education Standards Agency of Indonesia. However, it mostly only weighs two credits and certainly not enough to make our students so proficient in English. Kirkpatrick (2007) states that teaching English in tertiary institutions in Indonesia has been considered unsatisfactory over the past few decades. This statement was also confirmed by Lie (2007), who wrote that although there had been years of teaching English in formal schools and English had been taught as a foreign language in Indonesia, the results were not satisfactory. Previous studies have identified several factors that hinder the success of language learning and teaching in Indonesia, including large class sizes, under-qualified teachers, lack of teaching facilities, and low salaries for teachers (Kirkpatrick, 2007; Sulistiyo, 2009).

Tomlinson (2005) remarks that one of the causes is the tendency of textbooks in the Asian region (including Indonesia) to be more oriented towards teaching grammar. The material presented to students is undoubtedly one of the factors that affect their response to the English subject. Dar (2012) states that the level of student interest will fall if the content of the material is very laden with things that are foreign and not related to them. This statement is in line with the opinion of Le (2005), which explains that the dominant sources of English textbooks are countries where English is the original or official second language. Materials from these English-speaking countries do not reflect the cultural values of the EFL students who use them.

For this reason, improvements in teaching materials are needed, as Tomlinson (2005) states that improvements to learning materials used by students in the classroom are necessary so that they can experience directly and interact with the teaching materials they use. In line with this, Permana (2015) also affirms that learning materials in form of textbooks are significant and strategic media in education because they help students become more creative and innovative. The

design of textbooks is needed to help educators in the university to determine the suitability of textbooks with their teaching objectives. It helps educators find out the weaknesses of students and enables them to find teaching and learning materials that are relevant and suitable based on their own specific needs.

As an effort to accomplish this teaching objective, our research team is trying to develop a teaching material that can be used as additional reading material for students. Our team intends to design and develop a book that will hopefully be a teaching material for Extensive Reading. This research will develop a book with the theme of traditional games in West Kalimantan so that it can integrate English teaching with local content. This book is written in English with the primary purpose as material for students to read extensively. The development of the book *Traditional Games of the Indigenous People in West Kalimantan* also aims to preserve cultural knowledge about traditional games that in this modern era are increasingly forgotten by millennials. West Kalimantan's diverse culture also includes traditional games that have been played for a long time ago. The research team sincerely hopes that books with West Kalimantan's local wisdom content can further develop as one of the pioneers in writing local culture-based books.

Extensive Reading in EFL Classroom

Teaching English in tertiary institutions becomes a challenge for lecturers, primarily when they teach students who are not majoring in foreign language study programs. Lack of teaching materials that are in accordance with interests and basic knowledge has become a problem. Several studies (Krashen, 2004; Pikulski & Chard, 2005; Silva, 2009; Therrien, 2004) have shown evidence that students can significantly improve their reading abilities with Extensive Reading.

Day & Bamford (1998) defines extensive reading as a reading process that emphasizes reading comfort for students rather than the language aspect itself. Extensive Reading is also known as Pleasure Reading, Free Voluntary Reading (FEVER), Uninterrupted Silent Reading (USR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), or Positive Outcomes While Enjoying Reading (POWER) (Maley, 2016). In extensive reading, students are not directed to discuss and answer too many questions but are given time to read individually in class.

However, as noted by Macalister (2010), the positive attitude of teachers about the benefits of Extensive Reading is not always in line with the willingness of teachers to include Extensive Reading (ER) activities in their classrooms. Some of the reasons behind this unwillingness are that English teachers feel reluctant to include Extensive Reading in the teaching-learning process in the classroom (Herman, 2003 cited in Macalister, 2010), or they have different cultural perspectives as one of the characteristics of ER implementation (Prowse, 2002). The teacher's reluctance to implement ER was also observed by Robb (2002), who emphasized that EFL classes in Asia should focus on teaching all four skills. This can cause the reading time to become increasingly limited, especially for ER activities (Macalister, 2010).

Renandya (2007) reiterates that the benefits of extensive reading are too great to ignore. According to him, extensive reading can improve a person's language skills by fostering a love of

reading along with the convenience of students reading books that they can understand well. This activity has an effect when students are permitted to stop and read other books if they find reading material that is too difficult or not appealing to them (Day, 2013). Renandya (2007) also argues that extensive reading is able to provide many extraordinary inputs for students because they are given a variety of book genres. That means the use of the types of grammar and vocabulary they receive will also be much more varied. Extensive Reading (ER) is a teaching that is related to reading many texts which are easily chosen by students. The texts must be engaging with little or no practice afterward. It has become an important strategy to promote interest in reading in foreign languages (Yulia, 2011).

Preserving Local Culture in English Textbook

The interpretation of local wisdom in education in Indonesia is considered still lacking (Rawung, 2013). There is indeed a term local wisdom in the structure of our educational curriculum, but the meaning is very formal because the local content is significantly limited to explore local wisdom. Only limited local content often exposes a few unique cultures but does not supplement local knowledge to critical and sustainable pedagogies. Furthermore, the aspects of local wisdom are also rarely included in English textbooks (Hermawan & Noerkhasanah, 2012). The importance of the use of localized English teaching materials is also supported by Dat (2003), which states that this teaching material presents students with a context of real-life language and culture that is in accordance with their own identity. This explanation certainly supports the opinion of Brown (1994), who remarks the same view and argues that localization of material in relevant contexts naturally encourages students to show interest in learning, thus enabling teachers to deliver lessons more effectively.

The challenges of education in West Kalimantan today are very complex, primarily if they are related to the global progress of science and technology. Local cultural values seemed to be lost and abandoned. West Kalimantan's young generation consisting of various kinds of tribes deserve to return to their identity through re-interpretation and reconstruction of their noble cultural values. Within that framework, the effort that needs to be done is to include the substantive meaning of local wisdom through Extensive Reading books that they can access in their learning environment.

METHODS

The researcher used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model as the primary reference for conducting this research. Aldoobie (2015: 68) remarks that the ADDIE model is one of the most effective models for designing learning materials. However, this paper will only cover the first three phases, from Analysis to Development stage. While the Implementation and Evaluation phase will be researched soon when this book has been completed and used in the classroom as one of the references in extensive reading.

The research was conducted at the Language Center of Tanjungpura University as a language training institute whose role is to be responsible for administering English classes in

faculties. By considering the diversity of faculties and study programs that must be taught by lecturers at the Language Center, the data collected is expected to have adequate variation.

The participants in this study were 55 first-year students at Tanjungpura University who spread across several faculties. They were asked to share their responses through the Google Form, which contained several questions for Need Analysis. These questions revolve around three main topics, mainly personal information about themselves and exposure to English in their lives, reading habits, and information about local culture and traditional games.

Data collection in this research will be carried out through several stages. The first, the earliest and most crucial step in the process of developing teaching material, is the process of analyzing the needs of prospective book users. Aldoobie (2015) states that the process of developing teaching materials for students will be much easier to do if the needs analysis process is performed efficiently. In the phase of need analysis, researchers focus on collecting quantitative data by distributing questionnaire filling links to students.

The second stage is Design in which the research team formulates the results of the needs analysis phase into more concrete steps. This stage signifies the most suitable model to meet the needs of learners. The challenge is how effective the model or format is designed so that this book can help learners to achieve the targets set. Wipasith, et al (2016) divided this stage into two parts, namely designing the learning format in the book and designing the test to find out the results of the learning process after using the book. However, since the focus of our research is extensive reading, our research team did not overemphasize this book on tests.

The last stage is Development. This stage depends on the results of the previous two stages, where the research team will produce a prototype or initial sample of the Extensive Reading textbook. Based on the results of the analysis needs, we were able to focus on ten traditional games that we will write in the Extensive Reading textbook along with any language content that we should include. We have completed the draft book and hope that the book concept can be revised as needed. This sample product will then be reviewed by colleagues and experts in ELT for necessary improvement.

FINDINGS AND DISCUSSION

In the first phase of need analysis, participants were administered a questionnaire containing three main topics that they had to fill in. The first section contains information about their faculty, age, and years they spent studying English. Most of them are millennials born on or after 2000. As many as 47.3% or around 26 participants admitted that they had studied English for more than six years in formal school, but they still find it very difficult to understand English. The remaining participants (approximately 52 %) turned out to have been learning English for only about 1-3 years, which means that they had just been exposed to English since attending high school.

In the second Section of need analysis, researchers provided questions about their reading habits in English. Understanding reading in this context is not only limited to physical books, but also the readings in English that they accessed through social media (like Facebook, Twitter, and

Instagram) as well as some reading applications such as Wattpad or Webtoon. The results of the questionnaire have shown that as many as 72% or 40 students admit that they spend more time reading on social media. Approximately 20 % or 11 participants enjoyed fictions in reading applications and read the articles on the internet. However, they admit that their reading habits in English are deficient, as seen from the results of the questionnaire that these students only spent about 30 minutes to 1 hour to read something in English.

Furthermore, table 1 showed the number of books students read in a month. Based on these results, it is known that as many as 20% of participants admitted that they never read a book at all in a month. As many as 43.6% or 24 students could only read one book for a month. However, as many as 30% or about 17 students admit that they are pleased to read and can complete approximately 3-5 books in a month.

Table 1. Total of books in A Month

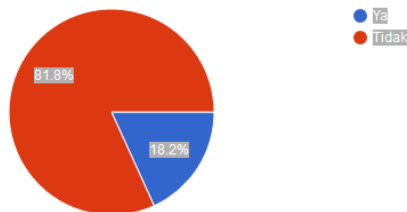
| Number of Books | F | % |
|------------------------|----------|-------------|
| 0 book | 11 | 20% |
| 1 book | 24 | 43,6% |
| 2-5 books | 17 | 30,9% |
| 6-10 books | 3 | 5,5% |
| Total | | 100% |

The data in this second section also provides information about the difficulties they often face when they have to read English texts. As many as 67.3% or around 37 students argued that they had difficulty understanding the meaning of the vocabulary contained in the reading material. On the other hand, as many as 15 people from total respondents complained that the reading they read was not enjoyable. A total of 19 people from 55 respondents also said that the reading material presented was too long, so they needed a long time to complete one reading material. This resulted in the loss of their interest in reading longer.

In the last session, the respondents totaling 55 people were asked for their opinions on English content based on culture and local wisdom that was appropriate to be included in their learning material. They were also asked about the traditional games in West Kalimantan that they had played, whether they were young or adults. As prospective users of the book, they are asked for opinions about what content they expect in the book.

Figure 1 shows the number of respondents who have read books with West Kalimantan cultural content using English. It can be seen from figure 1 that as much as approximately 80% of respondents admit that they have never read reading material in English that discusses the culture of West Kalimantan.

Figure 1. The exposure of Books with Local content



On the other hand, the second question focused on the traditional West Kalimantan game that they had played or had heard before. As many as 42 respondents or 76.4% said that they knew *Guli* as one of the traditional games of West Kalimantan. As many as 40% of the total respondents also said that they often play *Tabak* and know this game as one of the traditional games. This figure is followed by the *Sumpit* game which is known to be around 15% of the total respondents.

Meanwhile, in terms of the content they expect in the book, as much as 82% of the total respondents expect that the book will discuss where the origin and history of the traditional games are. What is also surprising about the results of the questionnaire is that 77% of the total respondents or as many as 43 students expect that the vocabulary used in the book based on local wisdom is not too difficult for them to understand.

Based on the results of the needs analysis, the research team then continued to the Development stage where we agreed that the product produced would provide description of the many subjects as teaching material for English education. The systematic of this book is as follows:

1. Type of Game

Knowing the cultural diversity of the 2 indigenous tribes that have existed in West Kalimantan since hundreds of years ago (Malay and Dayak), the writer introduced several traditional games that are popular with these two cultural backgrounds.

2. Game Equipment

It is increasingly rare that traditional game equipment owned by residents make our young generation less knowledgeable about their traditional games because they have never known or seen firsthand the objects intended. In this session, the researchers wrote down objects that usually have to be prepared when playing these games. Some games sometimes do not need equipment that is too complex, but there are also some whose tools must be professionally prepared.

3. The course of the game

In this session, the writer will explain step by step that must be done when playing these games. This session was complemented by authentic photographs taken when local people play the game.

4. Story Corner

In this section, the research team shared stories from informants who used to and still play these folk games. The informants gave testimonials, how to play the game based on their experiences, and their memories of the past while still playing it. Through this corner of the story,

students can see that the differences of times will sometimes provide extensive and significant changes in the local culture.

CONCLUSIONS

Some evidence that refers to language policy in Indonesia reflects that English is the first foreign language learned by all Indonesian students. In the tertiary education environment, Indonesian students cannot yet use English in daily communication, whether in formal or formal communication. Therefore, in the process of learning English, they are expected to be often exposed to foreign language, not only in the classroom. They are expected to be involved in the context in which English is used. One of the activities that students might do is to choose reading material that is broad and appropriate to the cultural background where they were born, lived, or raised. Their involvement in language exposure through interest-based reading can help them develop language competence.

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