Developing a Local-Based Book as a Supplementary English Teaching Material for Undergraduate Students

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The present paper develops an English reading book that embeds local values of West Kalimantan Province of Indonesia, represented by plants used by local people for medication. The book will help language learners in two ways. First, it helps the learners with familiar information which they have found in their daily lives. Second, this book tries to preserve the local culture among millennial students who are immensely exposed to western lifestyles. ADDIE model of material development was adopted in the paper. The present paper only discusses the first three stages of the model. 40 participants of a university in West Kalimantan Province were invited to take part in the need analysis stage. They were requested to voluntarily fill questionnaires which included their personal information, reading habit, and familiarity towards West Kalimantan medicinal plants. The results of the questionnaires assisted the researchers to visualise the needs of the learners before the book was actually designed. It helped us set the book content, format, and level of difficulty. On top of that, the results informed the researchers on parts of the questionnaires that should be improved and items that should be excluded.

Keywords: Extensive reading, Home remedy, Material development

Makalah ini bertujuan untuk mengembangkan sebuah buku bacaan berbahasa Inggris yang memuat nilai-nilai lokal masyarakat di Provinsi Kalimantan Barat. Topik yang diangkat adalah penggunaan tanaman pengobatan oleh penduduk lokal. Buku ini diharapkan membantu pembelajar bahasa melalui dua cara. Pertama, buku ini membantu pembacanya melalui informasi-infromasi yang cukup sering ditemukan dalam kehidupan sehari-sehari. Kedua, buku ini mencoba untuk melestarikan kebudayaan lokal ditengah-tengah mahasiswa milenial yang telah terpapar gaya hidup barat secara masif. Makalah ini menggunakan model penelitian ADDIE. Namun, hanya tiga tahapan awal dari lima yang dibahas. 40 orang partisipan yang sedang menempuh kuliah di salah satu universitas di Kalimantan Barat diundang untuk ambil bagian dalam tahan analisa kebutuhan (Analysis). Mereka diminta untuk mengisi angket yang telah disediakan yang berisi pertanyaan mengenai infromasi pribadi, kebiasaan membaca, serta pengetahuan mereka tentang tanaman pengobatan yang ada di Kalimantan Barat. Hasil angket tersebut membantu peneliti dalam memvisualisasikan kebutuhan dari pembelajar sebelum buku tersebut benar-benar dirancang. Hasil tersebut juga membantu kami dalam mengatur isi , bentuk, serta tingkat kesulitan buku. Yang terpenting, hasil tersebut menjadi informasi bagi kami untuk menilai bagian angket mana saja yang perlu diperbaiki dan bagian mana saja yang seharusnya dibuang.

INTRODUCTION

English language is placed as a foreign language in the Indonesian educational system. Due to this status, the language is not widely used in society and can only be found usually in certain official discourses such as schools and universities. Textbooks then play an important role because they become one of the major sources to expose language learners to the English language (Parlindungan, Rifai, & Safriani, 2018). Nevertheless, current pieces of literature (Pashmforoosh & Babaii, 2015; Shin, Eslami, & Chen, 2011; Yuen, 2011) criticize how cultural information is presented in the textbook. They claim that native-speakers cultures are way too dominant for books distributed internationally. In fact, users of English nowadays are mostly non-native speakers. Moreover, learners who study the English language such as Asian learners will use the language to converse with other Asian learners or other non-native speakers (Tomlinson, 2005). There is no need, therefore, to impose solely the culture of English speaking countries and neglect the learner's own culture (Chinh, 2013).

This research is intended to fill the cultural gap found in current textbooks. While the promotion of the target language culture is immense through the textbooks, particular books which introduce the richness of local community may be made through a different type of books. The research specifically attempts to develop an English reading book using the traditional culture of home remedies from West Kalimantan province, Indonesia. The book will help language learners in two ways. First, it helps the learners with familiar information which they have found in their

daily lives. They might find this useful to comprehend the reading text as such information could activate their prior experiences related to the topics that they are reading. Second, this book tries to preserve the local culture among millennial students who are immensely exposed to western lifestyles. The book is expected to re-introduce the local culture in a different way and language so as to attract the learners to read them again from which they gain a new experience of the culture.

To begin with, the present paper provides an explanation of what culture means and how cultural information is presented in the current English textbooks, including in Indonesia. We also offer the alternative of reading type and bring the concept of an extensive reading program to integrate local culture in the learner's language learning. Since we plan to develop a reading book, we explain how the book in this research is developed. We then reveal the research finding as well as showcase the first draft of this book. A discussion about this book and the conclusion is presented in the last section.

Culture in English Textbooks

Current research (Chinh, 2013; McKay, 2018; Shin et al., 2011) suggests that the English language today does not exclusively belong to British or American people. It has spread internationally and been used for many purposes as an international language. Thus, whose culture is promoted in language learner's materials should equally represent the community from different parts of the world.

Nevertheless, criticisms are often given towards the representation of culture in the student's textbook. For example, Pashmforoosh and Babaii (2015) commented the domination of native speaker culture in the textbooks that they were examining. Yuen (2011) added that the imbalance of the cultural representation also occurred in some textbooks disseminated in Hong Kong. The representation of countries coming from inner circle culture was too prevailing and provided by mainly promoting western cultural products such as films and traditional places. The textbooks also unequally introduce cultural practices (e.g. Thanksgiving), perspectives (e.g. Feminism), and persons (e.g. Stephen Hawking). In the Indonesian context, local culture is barely incorporated in learner's textbook (Hermawan & Lia, 2012). Whenever it appears in learner's textbook, it is only presented with a small portion. They argue that the topic of local culture is only used in the forms of person's and place's names without giving any further efforts to promote deeper cultural information.

In fact, Shin et al. (2011) remind that the imbalance of cultural proportions in the textbooks may create a disparity between what learners study in the classroom and things that they face in their day-to-day activities. Thus, it may slow down the process of learner's second language acquisition. Tomlinson (2005) suggests that publishers and teachers are not necessarily sticking to native speaker's perspectives. What he found in his long experiences of working with Asian teachers and learners was the fact that Asian learners mainly use the English language to communicate with other non-native speakers rather than native speakers. Therefore, inserting norms and local cultures that are socially received by the community where the book is distributing is critical to facilitate the language learning process. In this extent, the needs of reading books which promote local culture and are written in the English language are very urgent.

Extensive Reading in EFL Classroom

Although the English language has been taught for years since the elementary level, scholars mention that Indonesian learners are struggling to use the language properly (Aunurrahman, Hamied, & Emilia, 2017; Fadilah, 2018; Megaiab, 2014; Tomlinson, 2005). Tomlinson (2005) suggests that this chronic issue could be resolved by introducing an extensive reading program to the learners. He believes that this is "the most effective way of acquiring language implicitly" after observing the success of such a program in Indonesia and Singapore (p.7).

Day & Bamford (1998) define extensive reading as the process of reading in a large number of books or texts in which pleasure becomes the key aim rather than focusing on linguistic aspects. In this type of reading, the learners are not directed to answer and comprehend too many questions, but they are given sufficient time to read individually in the classroom. One of the characteristics of extensive reading is reading at the learner's level or even below their level. Thus, the learners do not necessarily look up the dictionary and they can enjoy the storyline.

In practice, extensive reading can be used to complement the learner's obligatory reading in the classroom. It is reported effective to increase the learner's vocabulary (Aka, 2019; Liu & Zhang, 2018; Renandya & Jacobs, 2016) and reading speed (He, 2014). However, how long the program ideally carried out remains debated. Generally, we may assume that extensive reading will bring more effects to the learners along with the length of the program implemented (Aka, 2019; Nakanishi, 2015; Renandya & Jacobs, 2016). The longer the program is carried out, the

better the result will be. Yet, a meta-analysis from Liu & Zhang (2018) discovered interesting evidence. Having investigated 21 previous studies on the extensive reading, they concluded that a three-month program or less is the most ideal duration to increase the learner's vocabulary repertoires. Their 2-semester study claims that learners were prone to forget the vocabularies that they memorised at the beginning of the program when they participated in the program for two semesters.

Bringing Local Culture in Extensive Reading

As mentioned in the previous section, one of the effective strategies to boost language learning performance is through extensive reading. It can be problematic, however, because Indonesian learners are not traditionally fond of reading. In 2015, The OECD Program for International Student Assessment (PISA) released a survey's result on, one of them, reading performance. The survey placed Indonesia at the 62nd of 70 countries participating in the survey. If the general reading performance of the Indonesian learners is poor, then we could not expect more for their reading in English. Iftanti (2012) commented that Indonesian learners in her context do not have a good habit of reading in English. The students were reported unmotivated and lazy to read. Even though the students admitted they loved reading, the data indicated vice versa. Most of the students were not used to reading on a daily basis. They could not even remember the title of the last book that they read.

Xie (2005) pointed out that one of the reasons that make reading difficult for Asian learners, including Indonesia, is due to the lack of local content included in the learner's textbook. The claim was also confirmed by Shin et al. (2011) who investigated 25 books that were published internationally. Further, it was also confirmed in the Indonesian context (Hermawan & Lia, 2012). In fact, we believe that if the local content is incorporated in the textbook or other types of reading, the learners may find it easier to comprehend the book content.

There is a key reason why local culture is crucial in the learner's language learning. Abdelaal & Sase (2014) mentioned that learners with high prior knowledge performed better in reading rather than those who had low prior knowledge. Prior knowledge facilitated the learners to reach a deeper understanding. The learners could activate their schemata which enabled them to recall their prior experiences and relate them to the text that they were reading. A teacher, thus, is encouraged to train their learners to build a bridge which links information from these two-time

frames (past experiences and current text). Xie (2005) suggests that the bridge can be in the form of the learner's social and cultural knowledge. She is convinced that the problems appearing in comprehending the text so far stems from the difference of culture between the target language and the learners themselves. She even emphasises that the learner's social and cultural competence is as important as their linguistic competence. Then, it shows us that in order to understand a text, merely relying on linguistic is not sufficient. Even though the learners understand the single individual word, the text is seemingly hard to enjoy.

METHOD

Since the outcome of the research is to produce a reading book for English language learners, the research was designed as developmental research. In particular, the research employed ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This model is claimed as the most popular model among materials developers and has facilitated the developers to create both offline and online materials (Aldoobie, 2015). As its name suggests, the model consists of five stages, from analysis to evaluation. Nevertheless, due to time limitations, the present paper only discusses the first three stages of the model.

The research involved 41 participants studying from different faculties in a university in West Kalimantan. They were invited to take part in a survey consisting of 8 basic information questions, 4 questions in reading habit, and 4 questions in cultural information. The results of the survey were used as the direction before the book was made. In this paper, the data was analysed quantitatively. It used a descriptive analysis in which it aimed to provide a detailed description of the research finding. The result determined the book's content, level of difficulty, format, and even price.

The first part of the questionnaires consisted of the participant's basic information. The main information was illustrated as follows:

Table 1. Participant's Basic Information

Age		Sex		Field of Knowledge		TOEFL Prediction Score	
Range	N	Type	N	Type	N	Range	N

<20	10	Male	16	Social Sciences	23	<425	23
20-25	29	Female	25	Natural Sciences	18	425-450	5
>25	2					>450	5
						No Answer	8

The first phase of this research gathered quantitative data from a survey shared with the participants. Having analysed the data, the research started to design the book. In this phase, we have decided on the blueprint covering the form of the book as well the level of difficulty based on the research finding. Following this, we started developing the book and producing the first draft of the book. In the process, the book is revisable and may accept suggestions and comments from experts in the field of language teaching and materials development. This feedback will also be taken from formal conferences and meetings that we attend during the research process.

FINDINGS AND DISCUSSION

1. Analysis Stage

This research collected two types of data from the participants focusing on the information of the learner's reading habit and their knowledge about their local culture. The local culture was made specific to home remedies as it became the main focus of the book. In the first section, the research questioned the duration of their reading, the average number of books in a month, and the problem that they were dealing with when reading. They were well informed that all questions were related to English written books or articles.

Table 1 below indicated that participants mostly read between 0-2 hours (76%). Of 41 leaners participating in this survey, only 24% of them read in more than 2 hours. With this duration, majority participants (54%) admitted that they barely read in English shown by the average number of books they spent in a month which was only 1 or not at all. Over one-third of the participants (34%), however, could still finish 2 to 5 books and 12% of the total participants could read more than 6 books in a month (see Table 2).

Table 1. Reading Duration

Duration	F	%
<1 hour	15	37%

1-2 hour(s)	16	39%
2-4 hours	5	12%
>4 hours	5	12%
Total	**41**	**100%**

Table 2. Average Book Number in A Month

Number of Books	F	%
0 book	11	27%
1 book	11	27%
2-5 books	14	34%
6-10 books	4	10%
>10 books	1	2%
Total	**41**	**100%**

The data also documented typical problems that the students frequently faced when reading English books as illustrated in Table 3. In this question, the participants may tick more than one option which was true for them. The findings indicated that difficult vocabulary became the main challenge for the participants (44%). They (34%) also revealed that the English written book was usually not interesting so they (34%) had no good reason for reading the book. Attention was also paid to the access of the books (27%). The length of the book and having academic and other activities were least commented by the participants by 15% and 6% respectively.

Table 3. Obstacles in Reading English-written Books

Reading Obstacles	F	%
The book/text is not interesting	14	34%
Too many difficult vocabularies	18	44%
Unmotivated	14	34%
Limited access to books and articles written in English	11	27%

The book is too long	6	15%
Busy with academic assignments and other activities	2	5%

In the next section, the participants were asked about their experiences in reading books which contained cultural information. In addition, they were questioned about traditional medicinal plants commonly used by local people in the West Kalimantan Province. They were also asked about their potential to become the book's customers such as the information that they wished to read in the book and the price that they could afford to buy the book.

Table 4 below emphasises that more than half of the participants had never found and read a book that contained the local content of the West Kalimantan province; 22% of the participants said they could not remember if they have read any. Those who had read such a book only reached 27%.

Table 4 Experiences in Reading Local Content Books

Options	F	%
Ever	11	27%
Never	21	51%
Forget	9	22%
Total	**41**	**100%**

Meanwhile, the second question asked about the name of medicinal plants that commonly used by people in their neighbourhood in West Kalimantan. The participants may mention more than one plant (illustrated in Table 5). Turmeric and Aloe Vera were considered the most popular plants among the participants as half of the participants mentioned them, by 51% and 49% respectively. Especially Aloe Vera, the plant has been used widely in the province not only for medical purposes but also for other purposes such as snacks and skincare. The plant, therefore, is well known by participants in this research. They were way above *Kencur* which was only mentioned by 29% of the participants and Lemongrass which were only half of them i.e. 24%. *Bidara, Pecah Beling,* and Insulin Leaf could not even reach 20%. Nevertheless, *Bawang Dayak* was the only plant that could approach Turmeric and Aloe Vera, having mentioned by 41% of the participants. As Dayak

ethnic groups are the largest natives of West Kalimantan, it is very likely that the benefit of *Bawang Dayak* as a medicinal plant has been passed down from generation to generation.

Table 5 Popular Medicinal Plants

Plants	F	%
Aloe Vera	20	49%
Turmeric	21	51%
Kencur	12	29%
Bidara	5	12%
Insulin Leaf	5	12%
Lemongrass	10	24%
Bawang Dayak	17	41%
Pecah Beling	7	17%
Other plants	5	12

When asked about aspects that the participants wanted to know from the book, they provided positive responses as in Table 6. In this question, they may rate more than one option. Three-quarters of the participants were eager to read the benefit of the medicinal plants. They (54%) were also reported to understand how the plants were applied for medical purposes. A sharing session was also considered beneficial because 44% of the participants wanted this feature to be included in the book. Finally, 33% of the participants sought to learn the profile of the plant.

Table 6 Elements of the Book

Plants	F	%
Profile	13	32%
Benefit	31	76%
Use	22	54%
Personal Sharing	18	44%

This question asked if price became one of the considerations for participants buying a book. Based on Table 7, it can be seen that more than half of the participants preferred to buy the book

at a cheaper price (52%). Strikingly, an almost equal number of the participants would still buy the book even if the price was expensive due to printing quality and access to buy the book.

Table 7 Price Factors

Options	F	%
Cheap at a reasonable price (paperback)	21	52%
Rather expensive (>Rp 50.000) but a premium quality (hardcover)	10	24%
Price does not matter for me. This type of book is scarce, so I have to buy the book	10	24%
Total	**41**	**100**

2. Design

Results in the analysis stage have guided us to plan the design of the book. Their reading habit, for instance, allowed us to determine the book's level of difficulty. The majority of the participants commented that vocabulary was their main hindrance to read in English. If the learners had a lack of vocabulary, it would prevent them from understanding the text completely. As a result, they could not enjoy the reading (0-1 book in a month) and may not be able to maintain their reading for quite a long time (0-2 hours on average).

Since this book is designed for an extensive reading purpose, the vocabulary should be set at an understandable level in order to maximise inputs gained from the reading. Day & Bamford (1998) reminded that one of the characteristics of extensive reading is that the learners read at or below their current level. Moreover, data from the participant's basic information revealed that the learners had a low English proficiency score. Generally, their score was below 425 the minimum standard set by the university. We also provide a glossary for each page helping the learners for encountering difficult vocabularies.

Besides adjusting the level of difficulty, other efforts have been made to make this book comprehensible by its readers. As Xie (2005) suggests, a lack of local content has become a major issue among Asian learners that make the learners struggle to comprehend a text from different social cultures. To accommodate this, we have asked the participants some popular medicinal plants in their context. Therefore, we included eight plants mentioned in the previous

section (see table 5). We also added two other traditional plants such as *Pasak Bumi* and Betel Leaf. We believe that all these plants were close to the learner's daily lives. Abdaleel & Sesa (2014) highlight that the learner's prior experiences about the topic (medicinal plant) could activate their schemata and thus facilitate them to better understand the text.

When the vocabulary was set at the learner's level and the content has engaged the learner's prior knowledge, we then can hope that they can enjoy the reading. Once they enjoy it, it will be good to practice their reading speed. He (2014) claimed that this program can promote the learner's speed in reading. Thus, we can hope that more books can be spent in a month instead of a 0-1 book as mentioned in table 2.

Finally, the layout of the book was built of colourful pictures and captivating arrangements. We paid close attention and included all the suggestions mentioned by the participants in Table 6. We introduced the readers with the plant's profile, the benefit, and told them how to use it. We also share some experiences by practitioners to make it closer to the reader's lives.

3. Development

This stage is the third stage of ADDIE model and the final stage of this paper. We start producing the actual book at this stage. The book was edited carefully by using special software for book editing, called Adobe InDesign.
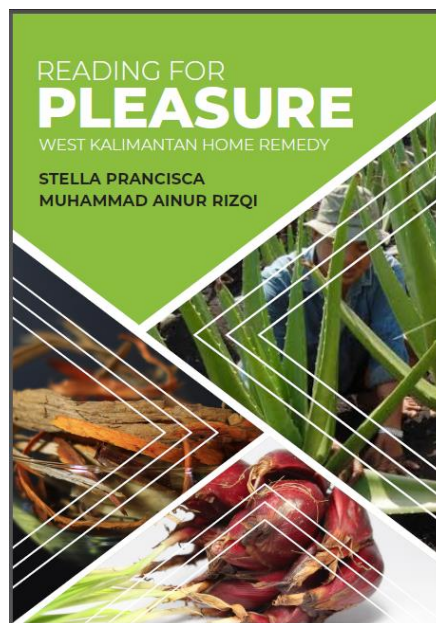

Figure 1 Book Cover

In this stage, we tried to help the learners visualise how the plants looked like by providing them supporting images. The images should follow certain criteria such as "pleasing to the eye and reflecting visual integrity" (Gunaydin & Karamete, 2016, p. 118). The real picture of the local people as shown in Figure 2 could also establish a more genuine context which led the readers to feel connected with the natives.

Figure 2 A Native Holding *Pasak Bumi*

Although the book looks good at a glance, this stage remains revisable. Feedbacks and suggestions from experts remain accepted before the book is launched for the implementation stage. This is so especially to ensure the quality of the book and whether or not the book will be accepted by the readers.

CONCLUSION

This research develops an English reading book which includes cultural information of the West Kalimantan province in Indonesia. While the exposure of western culture was profound through current textbooks and graded readers, a book which preserves and introduces the learner's own culture in English is scant. This research therefore comes up to suffice this need. Using the most popular developmental research model, ADDIE, this research conducted a need analysis to a number of students where the book will be distributed. Results of the need analysis showed that

majority of the participants are linguistically low and unable to maintain their reading for more than two hours. They also could only finish 1 book a month or not at all. It can be an indicator that the participants do not have a good habit of reading regularly.

The research then explored some cultural information in which the participants have been familiar with. The cultural information could serve as a facilitator to activate the learner's prior knowledge for which it can help them understand the text better. Additionally, cultural information could help the local culture exist among the learners.

However, this research is still limited in a number of ways. The research did not involve a large number of participants. Thus, it shall not be generalised to other learners across Indonesia. Also, this research still employs the first three stages of ADDIE model. A more comprehensive result then is hoped to come when all stages have been completed. Finally, this research welcomes suggestions and feedback for further improvement.

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