



SNAP TO READ

## DEVELOPING ENGLISH SPEAKING MATERIAL USING BANJARESE LOCAL WISDOM AND WETLANDS FOR SENIOR HIGH SCHOOL STUDENTS IN BANJARMASIN

**Sarah Meisya Vira Laheba, Noor Eka Chandra**

*Lambung Mangkurat University, Lambung Mangkurat University*  
*sarahmeisyaa@gmail.com*

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### **Abstract:**

*The topic raised in this research is developing English speaking supplementary materials based on Banjarese local wisdom and wetlands. This topic was raised considering that the wetlands and local wisdom around the students were able to provide them with a context that could help them learn English that could be used in everyday life. If we look at the textbooks used by students in class, most of the examples and materials used are not based on the things around them. Therefore, this research was conducted to develop English speaking supplementary materials based on Banjarese local wisdom and wetlands which are valid and practical. The model used in this research and development is the ADDIE model. The ADDIE model is a model that has been used by many developers and stands for Analysis, Design, Develop, Implementation, and Evaluation. Based on the research that has been done, students think that they need supplementary materials based on Banjarese local wisdom and wetlands. In addition, after going through the designing, developing, implementation, and evaluation processes, it was found that there are two advantages of the supplementary materials. The first advantage is that the supplementary materials were developed using a thorough needs*

*assessment. Thus, the materials developed is fit with the students of eleventh grade's needs, teachers' needs, and English subject syllabus for eleventh grade senior high schools. The second advantage is that the English speaking supplementary materials developed were valid and practical for use in classroom learning.*

**Keywords:** *Local wisdom, speaking skill, supplementary materials, wetlands.*

## INTRODUCTION

Teaching materials should accommodate students' needs. (Tomlinson, 2012.). Accommodating students' needs may seem easy, however, it's a tough job if teachers don't understand their classroom very well. Furthermore, in understanding students and the classrooms, there are some specific things that teachers and designers need to consider. One of them is teachers have to be aware of the local wisdom with which the classrooms and students live. According to Brown, in learning English as Foreign Language, defining how students live according to their own culture while studying the language is necessary for further development. (Brown, 2000.). Henceforth, development of supplementary materials based on the students' knowledge of their own wisdom and environment is needed.

Developing good teaching materials should applicate theories of language acquisition and development, principles of teaching, our current knowledge of how the target language is used, and the results of systematic observation and evaluation of materials in use (Tomlinson, 2012.). Furthermore, Tomlinson also stated some principles of materials development which are the language learned is exposed to authenticity in the sense that it represents how the language is typically used, make sure that the language input is contextualized and the learners are exposed to sufficient samples of language in authentic use. As it was written in the principles that authenticity and contextualized materials are important, it is what makes a good material as well. To look at the context is to look at what happens in the classroom

and what students face every day around their lives. Since teaching material is undeniably important, and some theories about how a good teaching material should be are conducted by the experts, accommodating the students with the best material become a necessity, thus supplementary materials are needed.

Supplementary materials are additional materials to assist the coursebook that is already designed for learning purposes. In other words, it's optional and is used to support the existed learning materials. The advantages of supplementary materials are: as a replacement of unsuitable materials in the coursebook, filling gaps in the coursebook, and providing suitable material for learners' practical needs and interest, giving students extra language or skills practice, and adding variety to the teaching process. (Spratt et al., 2005.). The advantages mentioned are considered to be the answer of the problem mentioned in the earlier paragraphs; to develop supplementary materials based on the students' knowledge of their own wisdom and environment.

The language that the students learn is supposed to be able to be used in a real-life context, not just in a formal academic context or school. Students are prone to better learning environments and activities if they can connect what they're studying to the real context that they're familiar with [3]. Based on this problem, the researcher looks for the kinds of context and real-life situations that students face in everyday life. It comes to the conclusion that the environment in which students live has the possibility to be used as the inspiration for the materials.

According to the Indonesian Ministry of Education and Culture in 1978, the people of South Kalimantan, consisting of various ethnic groups such as the Banjar and Manyaan tribes, inhabit riverbanks and river crossings and build longhouses. The long history of the Kalimantan Selatan people's habit of inhabiting places on the banks of the river can be seen until now. In the city of Banjarmasin, for example, along the river, there are many residential areas that are denser than other areas. The habit of the Banjar people to cultivate crops, especially to plant rice, also makes peat areas and wetlands inhabited by many people. This means that the relationship

between wetlands and the life habits of people is very close since ancient times. The things that exist and can be seen every day are the things that are most suitable to be used in learning materials. Seeing the interrelationships of these things can be the basis for creating better learning materials.

Thus, wetlands and local wisdom are considered to be the most suitable base of materials that researchers can use as supplementary material. In this research, the researchers aimed to develop a speaking supplementary English material for senior high school students in eleventh grade based on wetlands and local wisdom in Banjarmasin, South Kalimantan.

### **Review of Literature**

To appropriately write this research, some previous studies related to this research have been reviewed. One of them is the research done by Erika Artha Dini (2015) titled “Developing English Supplementary Speaking Material Based on Contextual Teaching and Learning for the Tenth Grade Students of Senior High Schools”. The research aimed to find out about the students’ needs, learning needs, and the suitable characteristics for English Supplementary speaking material based on contextual teaching for tenth-grade students. The first result showed that the students wanted to have the appropriate speaking material to support their language learning. The second result is students want to interconnect their social interaction in daily lives into the material. Hence, creating a material that is based on what students face in their everyday lives. However, it’s not significantly clear what kind of daily life context the students face, it is still too abroad. Some students might feel a connection to the material, while students who don't have experiences with the context in their daily lives might find it hard to connect. Thus, specifying the needs of students, learning needs, and context-based on students’ environment and culture is needed. It inspired the researcher of this research to conduct more deliberate speaking supplementary material by specifying the context. In this case, it is the wetlands and local culture of South Kalimantan.

A similar issue goes to the research conducted by Efrizal (2015) in which the title of the research is “Developing Supplementary Teaching Speaking Materials Based on Communicative Language Teaching for Second Year Students of Senior High School at An-Nur Islamic Boarding School of Malang, East Java, Indonesia”. If Dini (2016) develops the materials based on contextual teaching and learning, Efrizal (2015) focuses on communicative language teaching. The developed materials are deemed attractive, appropriate with the principles or the concept of Communicative Language Teaching. On the try-out, the materials developed are effective and students can understand the point in each unit. Both pieces of research aimed to develop speaking materials that are more appropriate for students. However, good teaching material utilizes local resources like the environment and local culture and wisdom. (Musaevna, 2020.). Therefore, even though this research showed a rather satisfying result, more specific supplementary materials are needed.

Last but not least, a similar theme of research of using wetlands and local cultures as teaching materials is conducted by Chandra and Amelia (2021). The teaching material is aimed at overseas students of Lambung Mangkurat University who want to learn Indonesian. The researchers use wetlands and local culture as the base of the materials. The finding of the research titled “Developing Teaching Materials of Indonesian for Speakers of Other Languages based on Wetland Environment.” showed that the developed materials are highly practical and validated to students’ and teaching needs. Nevertheless, the subject of the research is overseas students studying at Lambung Mangkurat University. With the same stand of view, research and development of utilizing wetlands and local culture as the teaching and learning materials for students from the local area is needed to be conducted.

Those previous studies take the role of the reference for the researcher to conduct this research. Similar to the first two studies, this research also aimed to develop a speaking supplementary material. However, the difference lay down in the context in which the materials were based on. The study

conducted by Dini (2015) focused on contextual teaching and learning, the background of the students is also different from this research. The study by Efrizal (2015) focused on communicative language teaching and Islamic context since the developed materials are directed to the Islamic school. This research specifies the context of the materials, which are wetlands and the local culture of South Kalimantan. The last study by Chandra and Amelia (2021) also used the same context. On the contrary, the objective and subject of this research are different. The study is targeted at overseas students in Lambung Mangkurat University who wants to learn the Indonesian language, meanwhile, this study is aimed at students of eleventh grade in South Kalimantan. Nevertheless, all of the previous research and studies inspire this research to be developed.

## **METHOD**

This study used Research and Development as the method. Research and Development is a process of developing and validating educational products. This research and development study used ADDIE model. Aldoobie (2015) defined ADDIE model as the instructional design field to guide to producing an effective design. ADDIE itself is an abbreviation of the stages of the systematic process, which are Analysis, Design, Development, Implementation, and Evaluation. The products of this research are supplementary speaking materials for eleventh-grade students based on wetlands and the local wisdom of South Kalimantan.

### **Procedures**

Based on the ADDIE model, the researchers came up with the procedure of developing the speaking supplementary material, which are:

#### ***1. Needs assessment***

In this step, the researcher collected the information related to the research and development. Some activities of this step are reviewing related literature, observation, and research about students' needs under speaking supplementary materials to the eleventh grade based on wetlands and the local

wisdom. In this step, the researcher gave the questionnaires to the students and the teachers to collect that information. The result of the questionnaires is the guidelines for the researchers to design the speaking supplementary materials.

## ***2. Designing the units of materials***

After conducting the needs assessment, the researchers designed the materials, specifically the units. In this step, the researcher determined the specification of units and topics that will be covered in the material. In designing the supplementary material, the researchers also use the English syllabus so that it will be aligned with the topic discussed in the public schools.

## ***3. Developing the materials***

After designing the units and materials, the researcher developed the materials based on the needs analysis and the English syllabus. In this step, the first draft of the speaking supplementary materials will be formed.

## ***4. Expert validation***

In this step, the developed materials will be tested for validation by the experts. The purpose is to find out the rapport between the developed materials with the English syllabus for senior high schools.

## ***5. First revision***

The first revision is conducted after the experts validated the product. The revision will be in accordance with the experts' validation and suggestion.

## ***6. Try out***

In this step, the developed materials that have had validated and revised will be implemented in the classroom. the implementation is the developed materials will be directly used in the classroom. In addition, a set of questionnaires regarding students' responses after learning with the developed materials will be distributed for the students to answer. The tryout was held in three senior high schools in Banjarmasin, specifically the eleventh-grade students and teacher.

## **7. Revision**

The materials will be revised based on the try-out and students' responses after learning with the developed materials.

## **8. Final products**

After all the steps are conducted, the final products of the materials is developed in a form of draft materials.

## **Instruments**

This research has two types of instruments for collecting the data. The first instrument is a questionnaire. After the questionnaire is distributed and collected, an additional instrument for collecting data will be used, which is interviews.

## **Data analysis**

The questionnaires in the pre-development step or need analysis are needed to figure out the specification of the products based on students' needs and use them as the guide to produce the materials.

Moreover, the questionnaires in the validation step are used to validate the developed supplementary materials and analyze students' perceptions after the material developed is implemented. The validation of the product will be judged by experts in material suitability, language feasibility, presentation, and design. The implementation of the materials would be used directly in the classroom by the English as foreign language teachers.

## **FINDINGS AND DISCUSSION**

The first step of the procedure of developing English speaking supplementary materials is conducting the needs analysis. The needs analysis is needed to acquire information about students' and teachers' needs for the supplementary materials.

### **Needs Analysis**

There were 11 questions of the questionnaires in the needs analysis in total. Based on the questionnaires, the result acquires are: (1) the first



question showed that all students agreed that they need supplementary materials to improve their English speaking skills. (2) based on the second questionnaire, all students (100%) think that they're having difficulties in studying or learning English speaking skills without supplementary materials. (3) the third result is that 65% of students prefer printed materials, 25% of students prefer printed and online materials, 10% prefer online materials. (4) the fourth result is 55,6% of students stated that books are important when they study English speaking skills, and 44,9% of students think that supplementary materials are important when they study English speaking skills. (5) about students' sources of learning, 80% prefer to study with text and video. 55,6% of students chose to study with audio, and 44,9% chose to study with learning sources that are based on networks. (6) about the type of evaluation that the students prefer, 54,4% of students prefer evaluation in a form of project work, 80% prefer worksheets, and 23% prefer presentation as a form of evaluation. (7) the percentage of students that are aware of materials based on wetlands is only 15%, and the percentage of students that are still unaware of materials based on wetlands is 85%. (8) the eighth result is about students' knowledge about wetlands, the answers varied. However, the most common answers are students answered the translation of wetlands into Bahasa Indonesia. Other answers regarding the definition of the wetlands are wetlands are areas that are mainly covered by waters, wetlands are land surfaces that are covered by a layer of shallow water like swamps and peat. (9) students find 57% from television, newspapers, and magazines, 13% from schools, and 30% from the local community. (10) students' opinions on the importance of English speaking supplementary material based on wetlands are 78% important, 12% not important, and 10% claimed that they were unable to decide. (11) the wetlands and local culture topics that the students are interested in to be learned can be integrated with the eleventh-grade English speaking skill learning with materials such as giving advice, giving warning, narrative text, asking and giving opinions, expressing love and sadness, spoof text, expressing anger and annoyance, with the result:

Table 3.1 Students' preference of the topics.

Topics	Percentage
Banjarese Foods	90%
Tourism in South Kalimantan	85%
What is Wetlands?	80%
Wetlands are Wonderful	75%
Wetlands Restoration	70%
Animals on the Wetlands	56%

### Design

Therefore, the topics discussed in each unit of the developed supplementary materials would be:

Table 3.2 Unit Framework

Unit	Topics	Amount of Activities
Unit 1	What is Wetlands?	3
Unit 2	Animals on the Wetlands	3
Unit 3	Wetlands are Wonderful	3
Unit 4	Wetlands Restoration	3
Unit 5	Tourism in South Kalimantan	3
Unit 6	Banjarese Foods	3

After conducting the needs analysis and designing the framework and unit of the supplementary materials, the developing step started. In the development step, the needs analysis, unit framework, as well as the current syllabus of English for eleventh-grade senior high school are put into consideration.

### Experts Validation

The next step is product validation. The English speaking supplementary material was produced in the form of a draft. The draft was tested for its validation. The first validator gave good scores in the short description, learning instructions, objectives of the learning, and exercises. The first validator described in the comment section that overall the developed English speaking supplementary material is good and presentable to be used as supplementary material for eleventh-grade senior high school students. The suggestion given by the first validator is the writing aspect can be improved so that it is easy for students to learn.

The second and third validators also gave satisfactory scores in the significance for the students, systematic of the English speaking supplementary materials, the relevance of the topics, the main points of the supplementary materials, the descriptions per topics of the teaching material, evaluation and reference. The reason is the supplementary material developed is aligned with the English subject syllabus. Moreover, the developed supplementary material is useful in enriching students' knowledge about wetlands and the local culture around them.

Based on the validation result, the total scores obtained from the validators are:

Table 3.3 Expert Validators' Scores

Validators	Scores
First Validator	83
Second Validator	95
Third Validator	90
Total Scores	89.3

After the experts validated the products, the first draft of the developed supplementary material is validated accordingly.

## **Implementation**

The next step after revising is try-out. The try-out is conducted in three different senior high schools, specifically for the students in eleventh grade. The try-out is both conducted from luring and daring (due to covid-19 restrictions). After the supplementary material is used in the try-out, students' responses about learning with the supplementary materials are collected.

Based on the questionnaires, the answers of students varied, which are: (1) students stated that the supplementary materials used are relatively good and interesting to study, there are pictures, activities, and information about wetlands' conditions in South Kalimantan, especially in Banjarmasin, and it enables them to study English speaking skill as well as learning about wetlands. (2) students stated that the supplementary materials are useful and beneficial to raise awareness and knowledge of wetlands, as well as learning English speaking skills better. (3) students stated that the systematics of the supplementary materials are good and easy to learn and comprehend.

## **DISCUSSION**

This research and development are divided into several stages of research. The first stage is to analyze students' needs for English speaking supplementary materials based on wetlands and local wisdom. At the needs analysis stage, the results showed that students thought that supplementary materials based on wetlands and local wisdom were needed to support learning English speaking skills. This is in line with research conducted by Yamin and Mattiro (2020) which shows the results that high school students in Banjarmasin view it as very important to understand rivers (wetlands) as the basis of the environment in living life. Since the existence of the Ramsar convention in 2013, the environment of wetlands has become one of the things that is of great concern to the world, especially the world. By incorporating wetlands and local wisdom into active learning in class, it is hoped that they will be able to increase awareness of the surrounding environment and wetlands, in addition to receiving supplementary materials that can support

their learning. The other results from the needs analysis stage are used to find out students' needs for supplementary materials that have been made, namely students prefer printed materials over materials that can be accessed online, most choose to study using text and video, prefer evaluation in the form of worksheets. This information is needed for the stage of designing the unit materials of the supplementary materials. Things such as the needs, lack, and wants of the students are conducted based on the theory from Hutchinson and Waters (1987) which defines needs as students' abilities which according to him are relevant to himself, wants (students' needs which he prioritizes in the time available), lacks, namely the difference from the abilities of the students at that time and the abilities desired. The needs, lacks, and wants of students obtained in the need analysis research are: students find it important to study with English speaking supplementary materials based on wetlands and local wisdom (needs), students have difficulties learning without supplementary materials. Besides that, the results also showed that the majority of the students is still unaware of wetlands and local wisdom in their area (lacks), The students are interested to learn wetlands and local wisdom that would be integrated with the eleventh-grade English speaking skill learning with materials such as giving advice, giving warning, narrative text, asking and giving opinions, expressing love and sadness, spoof text, expressing anger and annoyance (wants).

Later on, the supplementary materials were designed and developed based on the needs analysis. After the supplementary materials were developed, the draft was tested for its validation. The product validation from three experts showed significantly satisfying with 89,3%. This showed that the supplementary materials can be used in the learning process in the classroom. On the try-outs, the students were asked via questionnaires about their response after studying with the supplementary materials. Students showed satisfaction towards the supplementary materials as the materials are good and interesting because there are pictures, activities, and information about wetlands' conditions in South Kalimantan and it enables them to study

English speaking skill as well as learning about wetlands. Besides that, the materials contained are also easy to learn and comprehend. Therefore, it is in the same agreement with the advantage of supplementary materials; providing suitable material for learners' practical needs and interest, giving students extra language or skills practice, and adding variety to the teaching process. (Spratt et al., 2005.).

Finally, the discussion concluded that the developed English speaking supplementary materials based on Banjarese local wisdom and wetlands are valid and practical to be used in the classroom.

## **CONCLUSION**

In general, it can be concluded that the English-speaking supplementary materials based on wetlands and local culture have two advantages. The first is the developed material was developed with needs assessment, thus, the materials developed is fit with the students of eleventh grade's needs, teachers' needs, and English subject syllabus for eleventh grade senior high schools.

Based on the needs analysis, three things can be emphasized: knowledge of the wetland environment, the existence of culture and language that are inseparable, and the introduction of wetlands.

Another advantage is that English speaking supplementary material in this study, are valid and practical teaching materials so that they can be used by English learners in South Kalimantan. The English speaking supplementary materials based on wetlands and Banjarese local wisdom that have been developed are also in accordance with and in line with the English syllabus for class XI senior high school students issued by the Ministry of Education and Culture, Research and Technology. Furthermore, the English speaking supplementary materials developed for eleventh-grade students contained texts and activities that are relevant to the language and how the language is used in real-life contexts.

The limitations found during development research are the number

of participants involved in this study. The limitations of participation make it difficult to try out on a large scale because there are some schools that only hold online learning through Google Classroom and do not use zoom meetings so it cannot be seen clearly the students' responses to the materials developed.

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