DEVELOPING ENGLISH TEACHING MATERIALS FOR SENIOR HIGH SCHOOL WITH THE INSERTION OF THE VALUE OF LOCAL WISDOM

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ii

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iii

ABSTRAK

LUKMAN HAKIM : Developing English Teaching Materials for Senior High School with The Insertion of The Value 0f Local Wisdom. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Penelitian ini bertujuan untuk mengembangkan bahan ajar Bahasa Inggris dengan menyisipkan nilai-nilai kearifan lokal melalui materi teks naratif untuk meningkatkan minat dan kemampuan siswa dalam pembelajaran Bahasa inggris. Sample penelitian ini adalah siswa SMK Negeri 2 Majene kelas X jurusan akuntansi dan keuangan lembaga semester 2. Peneliti menggunakan metode Penelitian Pengembangan sebagai metode penelitian dengan model pengembangan yaitu model 4D (Define, Deign, Develop, Disseminate) yang disederhanakan menjadi model 3D (Define, Design, Develop). Teknik pengambilan sampel yang digunakan adalah Probability Sampling. Instrumen penelitian ini adalah kuesioner yang digunakan untuk menilai produk penelitian pada lembar validasi produk penelitian dan juga dipakai untuk mengetahui peningkatan kemampuan siswa dalam pelajaran Bahasa inggris. Hasil penelitian ini yaitu (1) produk pengembangan bahan ajar dinyatakan valid oleh validator melalui hasil analisis angket lembar validasi bahan ajar dan dinyatakan dapat diujicobakan dalam proses pembelajaran stelah melalui beberapa revisi. (2) hasil dari uji coba produk bahan ajar secara terbatas kepada 20 siswa setelah melaui pre-test dan post-test dinyatakan tidak efektif . Sehingga dapat dinyatakan bahwa bahan ajar dengan menyisipkan nilai-nilai kearifan lokal melalui materi teks naratif masih perlu dilakukan pengembangan lanjutan agar dapat sepenuhnya dinyatakan layak untuk digunakan sebagai pedoman siswa atau guru dalam proses pembelajaran.

Kata kunci : Bahan ajar, Nilai-nilai kearifan local, teks naratif

ABSTRACT

LUKMAN HAKIM : Developing English Teaching Materials for Senior High School with The Insertion of The Value of Local Wisdom. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

This study aims to develop English teaching materials by inserting local wisdom values through narrative text material to increase students' interest and ability in learning English. The sample for this research was students of SMK Negeri 2 Majene class X majoring in accounting and institutional finance in semester 2. The researcher used the Development Research method as a research method with a development model, namely the 4D model (Define, Design, Develop, Disseminate) which is simplified into a 3D model (Define, Design, Develop). The sampling technique used is Probability Sampling. The research instrument was a questionnaire that was used to assess research products on the research product validation sheet and was also used to determine students' improvement in English lessons. The results of this study were (1) the product of teaching material development was declared valid by the validator through the results of the questionnaire analysis of teaching material validation sheets and stated that it could be tested in the learning process after going through several revisions. (2) the results of the limited trial of teaching material products to 20 students after going through the pre-test and post-test were declared ineffective. So that it can be stated that teaching materials by inserting local wisdom values through narrative text material still need further development so that they can be declared fully feasible to be used as a guide for students or teachers in the learning process.

Keywords : Teaching materials, local wisdom values, narrative text

CHAPTER I
INTRODUCTION

A. Background of The Research

Learning is a behavior that is relatively fixed and is the result of repeated practice. Thus, both educators and students have an important role in the effectiveness of learning. The effectiveness of learning depends on many things, including the role and professionalism of educators, completeness of the curriculum, perfection of teaching materials and subject matter, availability of facilities and infrastructure, and enthusiasm of students. And no less important than the above factors are family factors. However, one of the important instruments in learning activities and influencing the effectiveness of students is teaching materials. Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively to achieve the expected goals, namely achieving competence or sub-competence with all its complexity (Widodo and Jasmadi in Lestari, 2007). 2013:1).

There are teaching materials that are deliberately arranged for learning and some are not specially prepared but can be used for learning. These teaching materials that are not specifically created are usually used as supplements or additions to learning that is tailored to the needs of students.

Based on observations and needs analysis carried out, it was found that the use of teaching materials in learning English at SMKN 2 Majene still relies on teaching materials from publishers who have not been able to recognize the wealth of the area around students. The material in these teaching materials has a weakness, namely the lack of focus on local wisdom in the region, especially Majene Regency. The appearance of the book is arranged in an unattractive manner so it makes students' interest in reading very low, students quickly feel bored with teaching materials that have less communicative language, and the themes used in the learning materials are not suitable for students' conditions.

Students need alternative teaching materials that contain local wisdom, especially culture so that their knowledge is wider. Alternative teaching materials can be taken by taking advantage of the circumstances surrounding the student's environment which are used as additional teaching materials for students. The introduction of the wealth of local wisdom in the form of traditions in Majene Regency makes students feel they have a culture so that they feel a sense of learning or preserving it. The definition of local wisdom according to P.E. Tjahjojo et al (2000) local wisdom is a system of values and norms that are compiled, understood, and applied by local communities based on their understanding and experience in interacting with the environment. The easiest way to preserve the values of local wisdom is through learning in schools.

Teaching materials for vocational high schools by inserting the values of local wisdom referred to in this case are the culture that developed in Majene Regency, especially the culture of the Mandar tribe. The Mandar tribe is known to be very strong in its culture. They uphold their traditions, language, and customs. Their philosophy of life is different from that of the Bugis, Makassarese, Torajans, and other tribes that are close to their living environment in Sulawesi. Mandar from the other side. Whereas the cultural elements of Mandar people, in general, are very philosophical and full of educational values. But unfortunately, the local wisdom is almost extinct eroded by time.

This research was proposed because according to the researcher it is very important a teaching material that has a communicative language and is easily understood by students so that students have high interest and motivation to learn in English lessons. conducted research entitled "Developing English teaching materials for Vocational High Schools with the insertion of local wisdom values (culture).

B. Problem Identification

Based on the background problems above, the formulation of this research problem can be formulated as follows:

1. The level of interest and level of understanding of students is still lacking because there is no material that can attract students' interest.
2. There is no development of learning media based on local wisdom values in current school learning.

C. Research Problem

Based on the background described above, the research problems are as follows:

1. How to develop teaching materials that interest students at SMKN 2 Majene?
2. How to develop teaching materials based on local wisdom values for students at SMKN 2 Majene that are effective in improving their ability to learn English?

D. Research Objective

Based on the research problem described above, the research objectives can be described as follows:

1. To find out how to develop English teaching materials that can be of interest to students of SMKN 2 Majene.
2. To determine the effective development of English teaching materials based on local wisdom values for students at SMKN 2 Majene to improve students' English proficiency.

E. Research Benefit

The ben efits of this research after being implemented are as follows:

1. For students to be able to be motivated and improve students understanding of English lessons.
2. For teachers to be able to help and facilitate teaching.
3. For further researchers, it can be a reference in developing research on the development of English language materials for Vocational High Schools by inserting the values of local wisdom.

F. Expected Product Specification

The product specifications that are expected in this development research are as follows :

1. English teaching materials based on local wisdom values can be applied at the school as permanent materials.
2. In the teaching materials, English language materials based on local wisdom values contain content, materials, sample questions, and exercises that are easy for students.
3. The content of this English language teaching material is adjusted to the learning needs of students and refers to Core Competencies (KI) and Basic Competencies (KD).

CHAPTER II
LITERATURE REVIEW

A. Previous Related Findings

Previously several studies discussed the development of teaching materials by entering the value of local wisdom between the first Suherli Kusmana (2020) entitled development of folklore teaching materials based on local wisdom as character education. The method used in this research is research and development ADDIE. The results obtained with folklore that developed in the district of Cirebon and Indramayu have moral values and are close to students' lives so that they are suitable for use as teaching materials. Students' responses to teaching materials were very enthusiastic when teaching materials derived from Cirebon folklore were presented, aroused curiosity, and learning activities place dynamically and students did not feel bored. It the difference from the research by researchers because in the research, the aim is to design English language teaching materials based on local wisdom values as teaching materials that meet valid criteria, practical criteria, and effective criteria. While the journal above aims to overcome the problem of limited teaching materials for Indonesian language subjects in vocational schools, especially folklore. Then the research object of the researcher is the students of SMK Negeri 2 Majene while the journal above the object of the research is the SMK in the Cirebon area. Then this research uses the Research and Development method.

The second Mita Wahyuni (2020) entitled the development of teaching materials of writing Javanese news text using local wisdom for X grade high school/vocational. This research was conducted using a Research and Development design by Borg and Gall. As a result, the teaching materials are relevant to the needs of students. The relevance here means that the material presented is to the needs of students. Students require teaching materials that contain elements of culture, then teaching materials that are loaded with local wisdom are arranged. It the difference from the research by the researcher because in the research, the aim is to design English language teaching

materials based on local wisdom values as teaching materials that meet valid criteria, practical criteria, and effective criteria. While the journal above aims to describe the characteristics of the need for teaching materials for writing news texts and a model for developing teaching materials for writing news texts in Javanese using local wisdom for class X SMA/SMK students. Then the research object of the researcher is the students of SMK Negeri 2 Majene while the journal above the object of the research is for grade X students of SMA / SMK. Then this research uses the Research and Development method.

The third Hieronimus (2021) entitled character building: the insertion of local cultural values in teaching. This research was conducted using a Research and Development design ADDIE. The results showed that the penti ceremony has religious, social, and ecological values that can be inserted through approaches, methods, and teaching techniques as well as textbooks used in the teaching and learning process. As one of Indonesia's local cultures, penti has several values that can be useful for building good student character and as a guide, not only for the local community but also for students to behave well with other people and nature. It the difference from the research by the researcher because in the research, the aim is to design English language teaching materials based on local wisdom values as teaching materials that meet valid criteria, practical criteria, and effective criteria. While the journal above aims to reveal the values contained in the pen ceremony in Manggraian, Flores, NTT by inserting the values referred to in the teaching and learning process. Then the object of research is the student of SMK Negeri 2 Majene, while the object of the research is SMA in Flores, NTT. Then this research uses the Research and Development method.

B. **Theoretical Framework**

1. English Materials Development

   a. Teaching Material Concept

   Teaching materials are part of learning resources (learning resources). Based on the DIKMENJUR website at http://www.dikmenum.go.id it is stated that "Teaching materials are a set of learning materials/substances (teaching materials) that are

systematically arranged, displaying a complete figure of competencies that will be mastered by students in learning activities". According to the Ministry of National Education (2006:5), teaching materials are learning materials or materials that include knowledge (facts, concepts, principles, procedures), skills, and attitudes that students must learn to achieve predetermined competency standards. In line with what Tomlinson (1998:2) said, teaching materials are things used by lecturers or students to facilitate language learning, and increase knowledge and language experience. teaching materials display a complete figure of competencies that will be mastered by students in learning activities.

b. Types and Forms of Teaching Materials

Richards (2005:251) explains the types of teaching materials, namely (1) printed teaching materials in the form of reading books, exercise books, and others, (2) non-printed teaching materials such as cassettes, materials shown via video or computer, and (3) teaching materials that are a combination of printed and non-printed materials, namely teaching materials downloaded from the internet which are added with materials that are not specifically designed for teaching materials such as magazines, newspapers, or materials from television shows that according to the curriculum. In this case, Tomlinson (2011: 309) adds that teaching materials can be designed using online digital literacy technology that can be accessed anywhere.

From the expert opinion above, it can be stated that teaching materials can be grouped into two types, namely printed teaching materials and non-printed teaching materials. Printed teaching materials include handouts, textbooks, textbooks, modules, photocopies, newspapers, brochures, leaflets, wallcharts, photos/pictures, and models/mockups. The non-printed teaching materials are grouped into 4 types, namely: (1) listening teaching materials (audio) such as cassettes, radios, LPs, and audio compact disks, (2) hearing teaching materials (audiovisual) such as video

compact disks, films, (3) interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), interactive learning multimedia compact disks (CDs), and (4) web-based learning materials.

c. Criteria for Assessment of Teaching Materials

In the preparation of teaching materials, the assessment criteria are very important to be used as a basis. In general, the determination of the criteria for preparing textbooks that are often used as references by many researchers in the development of teaching materials is the opinion of learning design experts such as the opinion of Reigeluth (1983), Tomlinson (1998), Brown (2007), and Moore (2005). Meanwhile, in the context of the Indonesian region, the reference for textbook assessment criteria that is often used as the basis is the National Education Standards Agency (BSNP), which is a national body containing experts whose task is to assess the feasibility of textbooks to be published and serve as learning textbooks for both textbooks and textbooks. elementary school level and up to university textbooks.

Reigeluth (1983) states that the development of learning models is a system and process of systematic treatment with rational and objective stages, starting from the curriculum concept to its implementation and evaluation. Learning development design includes: setting instructional goals, determining curriculum, determining to counsel, determining academic ratios, and determining evaluation standards. These elements include structure (sequence or design), development design, implementation, implementation management, and evaluation.

Tomlinson (1998:9-98) designed the learning process and development of language teaching materials starting with identifying the needs of teachers and students. Tomlinson mentions seven steps of developing a model of language teaching materials, namely identifying the needs of teaching materials, exploring the needs of teaching

materials, realizing contextual teaching materials, realizing learning of teaching materials, producing teaching materials, advocating the use of teaching materials by students, and evaluating acceptable teaching materials. This model can be used as an alternative reference in developing the process of learning language teaching materials in schools in addition to other models that can be used in various ways.

In addition, Tomlinson (1998) suggests the basic principles of acquiring a second language that is relevant to the development of teaching materials. This was stated by Tomlinson so that the purpose of preparing English teaching materials can facilitate teachers and students in the learning process. The basic principles relevant to the development of teaching materials proposed by Tomlinson (1998) include: (1) having a positive impact, (2) making students feel comfortable, (3) helping students develop self-confidence, and (4) being seen by students as relevant. and useful, (5) makes students willing to try because they feel the benefits, (6) according to the readiness or provisions that students have, (7) contains language features that must be of concern to students, (8) provides opportunities for students to use English to achieve communicative goals, (9) consider student differences in their learning styles and affective traits, (10) consider the possibility of a period of silence (students should not be forced to speak) at the beginning of the learning period, and (11) maximize various potentials. students by involving intellectual, aesthetic, and emotional intelligence that can stimulate right brain and left brain activities.

According to the National Education Standards Agency (BSNP) through Muslich (2010:292-312), quality textbooks must meet four eligibility elements, namely (1) content feasibility, (2) presentation feasibility, (3) linguistic feasibility, and (4) graphic feasibility. For teachers, students, and the general public, this instrument can be used as a basis for developing or writing textbooks so that the results do not deviate from BSNP expectations.

Second, is the principle of consistency, namely the compatibility between the basic competencies that must be mastered by students and the teaching materials that must be taught. For example, if the competence that is expected to be mastered by students is in the form of memorizing facts, then the learning material being taught must be in the form of facts or memorization material.

Third, the principle of adequacy means that the material taught should be sufficient to help students master the basic competencies being taught. The material should not be too little, and not too much. If too little is not enough to help achieve competency standards and basic competencies. On the other hand, if you waste too much time and effort you don't need to study it. Another thing related to the preparation of teaching materials in addition to the principles of preparing teaching materials is the classification of teaching materials consisting of knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards. As a cognitive aspect, knowledge consists of facts, concepts, principles, and procedures (Romiszowski, 1981: 242).

d. Model of Preparation and Development of Teaching Materials

The problem of teaching materials is also inseparable from the problem of the formulation model. In this case, Hutchinson and Waters (1987: 96) explain that there are three possible ways to provide appropriate teaching materials, namely (1) selecting existing teaching materials, (2) adapting existing teaching materials, and (3) writing the teaching materials themselves. This is the opinion of Tomlinson (1999: xi), and Maley (1999: 279) who explain that material adaptation can be done by reducing, adding, removing, modifying, completing, developing, replacing, rearranging, and detailing it. Of the three models of preparation of teaching materials, the adaptation model is the model that is widely used by developers of teaching materials. Adaptation model, namely making changes to existing teaching materials to make them more in line with the characteristics of students

which in this paper is devoted to the characteristics of Vocational High School students.

In general, learning design models can be classified into class-oriented models, systems-oriented models, product-oriented models, procedural models, and circular models. Class-oriented models are usually intended to design micro-level learning (classes) that are only carried out every two hours of lessons or more. An example is the ASSURE model. Product-oriented model is a lecture design model to produce a product, usually learning media, for example learning videos, learning multimedia, or modules. An example of a model is the Hannafin and Peck model. Another one is a system-oriented model, namely a learning design model to produce a learning system that has a broad scope, such as the design of a training system, school curriculum, etc. an example is the ADDIE model. In addition, there are also commonly referred to as procedural models and circular models. An example of a procedural model is the development of Borg and Gall teaching materials.

The Borg and Gall model is a systematic development of teaching materials to produce a product. Furthermore, the procedurally oriented teaching material development model is the Dick and Carrey model while an example of the circular model is the camp model. The existence of a variety of existing models can benefit us, some of these advantages include being able to choose and apply one of the learning design models that are by the characteristics we face in the field, besides that, we can develop and create derivative models from existing models, or we can also research and develop existing designs to be tested and improved. All of these models can also be modified to develop teaching materials.

The steps of the Borg and Gall model are one of the most popular educational research and development models. The Borg and Gall Research & Development (R&D) model is the ultimate goal of producing a specific product and testing its effectiveness of that

product. In order to be able to produce certain products, research is used to analyze the needs and test the effectiveness of these products.

2. Local Wisdom

a. Defenition of Local Wisdom

According to Jenkins (2004), the role of local wisdom critically changes and shape global culture into meaningful and by social and cultural life. Local wisdom has a close relationship with the tradition culture of a particular place. Dina Anika Marhayani (2016) Local wisdom contains views or rules so that more people have a foothold in determining an action like everyday human behavior. The young adults who know and adopt the values of local wisdom from an early age will use it as an analysis in dissecting and separating values of element technology. He will be able to determine where things need to be adopted and which ones need to be abandoned. He will always be critical in addressing every phenomenon that he faced. With a clear identity, this kind of youth would not easy to follow and adopt other cultures' values. Thus, he will remain the hallmark of the Indonesian people's human character.

Rido Kurnianto and Niken Lestarini's (2016) In their research on Integration of Local Wisdom in Education, Amid a moral crisis that has peaked, the existence of local wisdom has become one media to solve the problem. The existence of local wisdom in the community shows the existence of the importance of this aspect in people's lives.

b. Scope of Local Wisdom

Local wisdom covers a broad and complex phenomenon. It has enough scope and variety to make it difficult to limit the space. According to Rido Kurnianto and Niken Lestarini (2016), based on the time of its emergence, local wisdom can be divided into traditional wisdom and contemporary wisdom. The appearance of wisdom in various categories, although it still leads to a diversity of traditions and

contemporary, is based on the classification of the time of occurrence. There are at least two categories of local wisdom, namely: (1) traditional, classic, old local wisdom and (2) current, new, contemporary local wisdom. This category is also flexible and its terminology meanings such as traditional, classic, old and contemporary, new, and contemporary often change. Meanwhile, philosophically, wisdom can be categorized into two aspects, namely: (1) ideas, thoughts, and abstract thoughts; and (2) concrete, empirical, and visible. The first wisdom includes various knowledge, visions, values, and practices of people's lives from previous generations to the present, including the results of interactions with other communities and cultures. The second wisdom is usually an artifact or other object that has a symbolic meaning.

c. Local Wisdom in Education

Paulo Freire cited in Wagiran (2010) stated that education based on local wisdom is education that teaches learners to always attach to concrete situations they faced. By facing problems and concrete situations, learners will be increasingly challenged to respond critically. In detail, the pillars of local wisdom education proposed by Suwito (2008) can be seen as follows: (1) Building an educated man must be based on recognition of human existence in the womb ; (2) education should be based on truth and magnanimity ; (3) education should develop the moral aspects, spiritual (affective domain) is not just a cognitive and psychomotor domain; and (4) the synergy of culture, education, and tourism need to be developed in synergy with character education.

Local knowledge is a principal formation of noble character. It is a necessity for society's development toward moral civilization. Education through local wisdom requires the support power of all society components. Local wisdom in a particular art form has a value to arouse noble character culprit.

d. Local Wisdom in Mandar

According to Anwar Sewang (2010), Mandar is a tribe that inhabits most areas in West Sulawesi Province, the Mandar tribe has many cultures including *Sayyang Pattu'du, Makkuliwa, Metawe,* and many more. In this culture, many values can be taken and learned, one of which is the value of *Malaqbiq.*

According to Idham and Saprillah (2013), *Malaqbiq* starts from a "debate" about the root of the word *malaqbiq.* Some Mandar people believe that this word is rooted in the word *laqbi* (more). This is believed to be from the general meaning of identification to *malaqbi* as people who have advantages or virtues compared to ordinary people. To *malaqbiq* is a human concept that has advantages that are reflected in their daily behavior. The *ulama* are usually strongly associated with *malaqbiq* because their behavior is considered "better" and more important than ordinary people, and because of that they are considered role models for society.

According to Idham and Saprillah (2013), There is another opinion saying that the word *malaqbiq* is not a derivative of the word *lab.* The word *malaqbiq* is a word that stands alone and has no relationship with the word *lab.* The meaning of the word *malaqbiq* is more associated with the main personal nature of a person, because of the life process he goes through.

Malaqbiq by some Mandar people is an appreciation for someone who is considered to have good human qualities, such as educators, scholars, and local elites.

The discussion about *malaqbiq* is based on three ideas, namely *Pau, Kedo, and Gaul*. The Mandar also measures *amalaqbiang* on three things, namely *Malaqbiq Pau, Malaqbiq Kedo, and Malaqbiq Gaul*. The construction and contestation of all meanings in *Malaqbiq* ultimately boils down to these three things.

Idham and Saprillah (2013) accepted Islam as the official religion, making the Balanipa people who have had *Ammemangan* customs from generation to generation by Islamic teachings so that the question said: *"naiya adaq, sara' nalasulo ; Annna Ia sarra 'adaq nalagassing ; Matei saraq muaki adiam adaq".* (as for custom, syriat is a lamp and shari'a makes custom as strength, custom is meaningless without shari'a and shari'a is meaningless without custom).

On the basis of this unification, it makes sharia and custom actualized in the life of the Mandar community in a balanced way. *Malaqbiq Pau* in the language of the Qur'an is Ahsanu Qaula, *Malaqbiq Gauq* in the language of the Qur'an is Ahsanu Amala, *Malaqbiq kedo* in the language of the Qur'an is Ahsanu Taqwim. That is why culturally, mandar adat and religion are not separated and even complement and reinforce each other.

According to Darmawan Mas'ud in *Malaqbiq : Identitas Orang Mandar, Malaqbiq Pau* is a person who is not rigid in acting and acting, a person who is not rude, a person who holds fast to an agreement, and a person who does not like to be jealous. *Malaqbiq Kedo* is a person who pays attention to the growth of plants, contains fish ponds, the security of the country, pays attention to the complete requirements of religion, pays attention to the health of many people, people who do not destroy unity and unity, people who do not take other people's land. *Malaqbiq Gauq* is a person who does not change good habits, a person who always walks on the truth, a person who understands the rules of the cosmos, and a person who saves the country.

3. Research and Development
   a. Definition of Research and Development

   Research and Development is a research method for developing and testing products that will later be developed in the world of education. There are various kinds of research models that

can be used as a reference in this Research and Development research, the following are the various models used in research and development (Amali et al., 2019).

b. Research and Development models

Research and development projects can refer to a variety of Research Model. Below is a description of three different research and development models:

a) Borg and Gall

According to (Borg & Gall, 1983) this development model uses a waterfall flow at its development stage. The Borg and Gall development model has relatively long stages because there are 10 implementation steps: (1) research and information colleting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5)) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. The stages carried out in the development of this research are detailed as follows:

1) Research and information collecting, included in this step includes literature studies related to the problems studied, and preparation for formulating a research framework.

2) Planning, including in this step formulates skills and expertise related to the problem, determines the goals to be achieved at each stage, and if possible/necessary carries out a limited feasibility study

3) Develop preliminary form of product, namely developing the initial form of the product to be produced. Included in this step is the preparation of supporting components, preparing guidelines and manuals, and evaluating the feasibility of supporting tools.

4) Preliminary field testing, namely conducting initial field

trials on a limited scale. By involving as many as 6-12 subjects. At this step data collection and analysis can be done by means of interviews, observation or questionnaires.

5) Main product revision, namely making improvements to the initial product produced based on the results of the initial trial. This improvement is very likely to be carried out more than once, according to the results shown in the limited trial, so that the main product (model) draft is obtained which is ready for wider trials.

6) Main field testing, the main trial involving all students.

7) *Operational product revision* (revisi produk operasional), yaitu melakukan perbaikan/penyempurnaan terhadap hasil uji coba lebih luas, sehingga produk yang dikembangkan sudah merupakan desain model operasional yang siap divalidasi.

8) Operational field testing, namely the validation test step for the operational model that has been generated.

9) Final product revision, namely making final improvements to the developed model to produce the final product.

10) Dissemination and implementation, namely steps to disseminate products/models developed and implementing them in the field.

The Borg and Gall development model has its advantages and disadvantages. The advantage of this model is that it is able to produce a product with a high validation value and encourages a continuous process of product innovation, while the weakness of this model is that it requires a relatively long time, because the procedure is relatively complex and requires a sizable source of funds.

b) 4D

According to (Thiagarajan, 1974) consists of four stages of development. The first stage is Define or often referred to as the needs analysis stage, the second stage is Design, which is preparing a conceptual framework for learning models and tools, then the third stage is Develop, namely the development stage involves validation tests or assessing the feasibility of media, and the last is the Disseminate stage, namely implementation on the target actually is the subject of research. The details of the development stages are as follows:

1) Define stage

The initial stage in the 4D model is the definition of development terms. Simply put, this stage is the needs analysis stage. In developing a product, the developer needs to refer to the development requirements, analyze and collect information on the extent to which the development needs to be carried out. The stage of defining or analyzing needs can be done through an analysis of previous research and literature studies. (Thiagarajan, 1974) mentions that there are five activities that can be carried out at the define stage, which include (a) Front-end Analysis, (b) Learner Analysis, (c) Concept Analysis and (d) Specifying Instructional Objectives.

2) Design Stage

The second stage in the 4D model is design. There are 4 steps that must be passed at this stage, namely constructing criterion referenced tests, media selection, format selection, and initial design.

3) Develepment stage

The third stage in the development of 4D model learning tools is development. The development stage is the stage

to produce a development product. This stage consists of two steps, namely expert appraisal accompanied by revision and developmental testing.

4) Disseminate stage

The last stage in the development of 4D model learning tools is the dissemination stage. The final stages of final packaging, diffusion, and adoption are the most important though most often overlooked.

The dissemination stage is carried out to promote the product resulting from the development so that it is accepted by users by individuals, groups or systems. Material packaging must be selective in order to produce the right shape. There are three main stages in the disseminate stage, namely validation testing, packaging, and diffusion and adoption.

In the validation testing stage, the product that has been revised at the development stage is implemented on the actual target or target. At this stage, measurement of the achievement of objectives is also carried out which aims to determine the effectiveness of the product being developed. Furthermore, after being implemented, researchers/developers need to observe the results of achieving the goals, the solutions that have not been achieved must be explained so that they do not repeat when the product is disseminated.

At the packaging and diffusion and adoption stages, product packaging is done by printing an application manual which is then disseminated so that it can be absorbed (diffusion) or understood by others and can be used (adopted) in their class. Things that need to be considered in carrying out dissemination/dissemination are user analysis, strategies and themes, choosing the time for

dissemination, and selecting the media for dissemination.

The advantage of the 4D model is that it does not require a relatively long time, because the stages are relatively not too complex. The weakness of the 4D model is that in the 4D model it only reaches the deployment stage, and there is no evaluation, where the evaluation in question is measuring the quality of the product that has been tested, product quality tests are carried out for results before and after using the product.

c) ADDIE

According to Dick et al. (2005) developed a development model, namely the ADDIE model, this model consists of five stages of development. The model involves the stages of model development with five development steps/phases including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. ADDIE Development Research Model Stage:

1) Analysis

In the ADDIE development research model the first stage is to analyze the need for new product development (models, methods, media, teaching materials) and analyze the feasibility and requirements of product development. The development of a product can be initiated by a problem in an existing/applied product. Problems can arise and occur because existing or available products are no longer relevant to target needs, learning environment, technology, student characteristics and so on.

2) Design

The design activity in the ADDIE development research model is a systematic process that starts with designing the concept and content in the product. A design is written for each product content. Instructions for implementing the

product design or manufacture are written in a clear and detailed manner. At this stage the product design is still conceptual and will underlie the development process in the next stage.

3) Development

Development in the ADDIE development research model contains activities for the realization of product designs that have previously been made. In the previous stage, a conceptual framework for implementing the new product has been prepared. The conceptual framework is then realized into a ready-to-use product applied. At this stage it is also necessary to make instruments to measure performance product.

4) Implementation

The application of products in the ADDIE development research model is intended to obtain feedback on products that are made/developed. Initial feedback (initial evaluation) can be obtained by asking questions related to product development goals. The application is carried out referring to the product design that has been made.

5) Evaluation

The evaluation stage in the ADDIE model development research was carried out to provide feedback to product users, so that revisions were made in accordance with the evaluation results or needs that had not been fulfilled by the product. The ultimate goal of evaluation is to measure the achievement of development goals.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion of the development of teaching material media by inserting local wisdom values, especially Mandar Culture which is packaged in narrative text material with a 4D development model which is simplified into 3D with define, design and develop stages. It can be concluded as follows :

1. Teaching material products developed by inserting local wisdom values, especially Mandar culture packaged in the form of narrative texts of Mandarese folklore, are declared **'Very valid'** according to the results of the validator's assessment.

2. Teaching material products developed by inserting local wisdom values, especially Mandar culture, which are packaged in the form of narrative texts of Mandar folklore, which are tested on students to see their effectiveness in improving the English learning skills of students at SMKN 2 Majene, according to the results of trials conducted is categorized as **'Less effective'**.

B. Suggestion

Based on the results of research on teaching material products that have been developed, the researchers put forward the following suggestions:

1. For teachers/lecturers, the researcher suggests English Teaching Materials by inserting local wisdom values through narrative text material which can be used as a reference for teaching materials used in the learning process and using interesting learning strategies and making students comfortable in learning.

2. For students, researchers suggest that students continue to practice and study in improving their English language skills so that in the future they will get satisfactory grades.

3. For future researchers, the researcher suggests that this product be

developed and tested in other schools so that the level of effectiveness and validity is better and more convincing, and the researcher also suggests that this product be made in the form of an application that can be accessed by students via Android so that it is more practical for students to use.

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