

Developing culture-based materials with integrated performance assessment

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Abstract: The aims of this study were to identify the target needs, describe the learning needs and describe the appropriate culture-based material with Integrated Performance Assessment for the eighth grade students of SMP N 1 Muntilan. This study was classified as research and development (R&D). The study procedure was adapted from ADDIE models proposed by Branch (2009). The data were collected through questionnaires (need analysis questionnaire, expert judgment rating scale, interview transcripts, and questionnaire for students about the materials). The data from the needs analysis, the expert judgment questionnaire, and the questionnaire for students about the materials were analyzed quantitatively using frequency and percentage. Meanwhile, the data from the interview were analyzed using descriptive. The materials in the developed materials were developed based on Curriculum 2013. The research findings showed that the developed materials was considered appropriate. The result of the materials evaluation questionnaire was 3.81 which categorized as very good

Keywords: development materials, culture-based materials, Integrated Performance Assessment

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INTRODUCTION

The implementation of Curriculum 2013 became a problem in Magelang. Most of schools chose to keep using KTSP although that is not the newest one. The schools kept to use the KTSP because they were not ready to use the newest one. According to the interview with one of teachers in Magelang district, it was found that there were only six from 126 of Junior High Schools in Magelang district which used Curriculum 2013. One of them is SMP N 1 Muntilan. The school that the researcher observed.

Based on the observation and discussion with the teacher of SMP N 1 Muntilan that was conducted on March, 2016, there were some problems that happened in the eighth-grade students. The teacher said that the first problem was the lack of the English materials. The students only get materials from a book. The book is good enough to become the source of English lesson but sometimes the teacher have to add materials by searching in the internet. The materials that were added by the teachers sometimes could not meet the students need because the teacher does not arrange it based on syllabus. The second problem was about the passiveness of the students in the teaching learning process. Although the book that is used consist of some activities that challenge students to active in class, still they do not engage on it. They found that the activities in class is boring. They need more engaging activity to make them involve in the learning activities. As the goal of the Curriculum 2013 that the teaching learning process is the learner-centered.

In reference to the problems that is found in SMP N 1 Muntilan, it can be said that the textbook or course book are not enough for the students. They need more sources in order to supplement the materials. The students need something new to enhance the students' interest in the classroom. In order to maintain students' motivation, it is better that the materials are similar with the students' prior knowledge. By giving materials that are similar to the students' prior knowledge, they will be supported to express their ability in learning foreign language easier. Adapting local culture can be one ways in solving the problem. Materials which adapted with local culture can be easier to comprehend by the

students instead the local culture is important to be studied. The local culture-based materials are needed because it contains the moral value that is in line with the students' national identity and it is close to students' life in society.

According to Tavares and Cavalcanti (1996), culture and language are interrelated and language is used as the main medium through which culture is expressed. They pointed out that culture is not only present in the classroom setting but also in the language that is being taught. Slavin (2015) also said that by the time children enter school, they have absorbed many aspects of the culture in which they were raised, such as language, beliefs, attitudes, ways of behaving, and food preferences. From that consideration, it can be said that understanding students' background is vital for effectively teaching both academic material and the behaviors and expectations of the school.

Prastiwi (2013) said that Indonesia lacks of the appreciation of the local culture. As Indonesian motto Unity in Diversity (*Bhineka Tunggal Ika*), Indonesian people have to have a vision to preserve their local culture. It is important to study about culture in order to enhance students' nationality. She also said that, learning English as the target language in Indonesia in some cases is not equivalent with the learning of the target culture. That is why the government recommend the education institution to preserve local culture.

Local culture is in line with students' character so it will not give negative impact for them. As it is known that character education has become rising issue in school in recent years, Curriculum 2013 proposes to insert character education in the teaching materials. Chapman (2011) said that character education can improve students' behavior and attitude (Msangya et al., 2016). Teaching character education is about teaching, practicing and modelling essential personal and civic life habits and skills in order to form student as a good human being. As it is similar with the goal of education to develop students become the good human being, so character education is important to be inserted in the teaching materials. Later on, students not only need of additional materials but also need the activities that can lead them to become active, creative and critical in teaching learning process. Learner centered teaching that focused on students learning rather than what teacher doing is good to be implemented because it can increase students' engagement with the content and increase students' learning and long-term retention. One way to succeed the learner-centered learning process is by giving students engaging activities. Integrated Performance Assessment (IPA) is an assessment prototype for measuring students' progress in meeting specific aspects of the National Standards for Foreign Language Learning in the 21st Century. According to Adair-Hauck et al. (2006), the IPA is a performance-based assessment that consists of an interpretive, interpersonal, and presentational communication task aligned within a single theme in which a rater assesses students' proficiency in each mode of communication. By adapting IPA in arranging tasks for students, it can be one of ways to build learner-centered teaching. Because IPA focuses to assess students' performance rather than answer multiple choice test or alike. It also cares to assess students' development rather than ranking them. It encourage students to think creative and critically because the activities are designed to create and present something.

Based on the consideration above, the appropriate supplementary materials are urgently needed for the students in the teaching and learning process. In fact, the materials from the textbook is lack and the existing curricula and instructional materials did not properly address the students' needs to make students active in teaching learning process. Moreover, students need activities that can lead them to become active, creative and critical. In addition, teachers are the best designers of material as they know their students well and that they are able to design materials that suit the students' need and interests in learning and acquiring new information. Therefore, this study is proposed to provide the solution to the problems above by providing supplementary materials needed to improve the students' ability in English and their motivation to become active in teaching learning process by conducting Research and Development.

METHOD

This study was classified as educational Research and Development (R&D). According to (Branch, 2009), R & D is identified as the systematic process of translating principles of teaching and learning into plans for learning resources and instructional strategies. There are some steps of ADDIE models, namely: analyze, design, develop, implement, and evaluate. However, the researcher modified some steps in this study.

The product of the study was the culture-based material with Integrated Performance Assessment for the eighth-grade students of SMP N 1 Muntilan. The researcher did not only focus to the product but also observed the process before and after the materials implemented.

The study was conducted in SMP N 1 Muntilan. To get the data about the quality of the product, the researcher implemented the materials in the class. The subject of the research was a class consisted of 23 students. The implementation of the materials was held at November 2017. The researcher was given 4 meetings to implement the materials. Because the limitation of the materials, the researcher could not implement all the units of the developed materials.

Data collection Techniques and Instrument

In this study, some techniques used in collecting the data. The first one was observation. The aim of the observation was to gather information about the environment, the situation, the condition and the learning process before develop the new materials.

The second was interview. It was used to gather additional information about target's needs and learning needs from students. The interview conducted with the English teacher of the eighth grade and some eighth-grade students of SMP 1 Muntilan. In interviewing the teacher, the researcher used semi-structured interview which was the questions during the interview could be changed in order to probe unexpected issues that emerge. However, the interview with the students was planned but unstructured. The interviewer prepared the questions but the students were freely answers the questions related to the teaching and learning process in school.

The third is questionnaire. The instrument used was questionnaire checklist. It was used to collect the data from the need analysis. There were three types of questionnaire used in this study. First questionnaire distributed to gather information related with students' background, needs and learning target. The second questionnaire used to gather data from expert judgment in order to find the appropriateness of the material. The third questionnaire was distributed to the students in after the implementation of the materials to identify the appropriateness and the effectiveness of the learning materials.

Data Analysis Technique

There were two types of data which were collected in this study. They were the quantitative and the qualitative data. The quantitative data were obtained from the questionnaires, while the qualitative data were obtained from interviews. The analyzing data was explained in the following:

Analyzing the Data of Need Analysis Questionnaire

The data of need analysis analyzed by dividing the frequency of the response with the total number of the participant into percentage. The highest percentage showed the actual condition of the students' need.

Analyzing the Data of Expert Judgment Questionnaire

The data of expert judgment was presented in Likert-scale. Each response of the questions was given number in the scale of 1 to 4 based on unfavorable likert scale and the number of scales represented the descriptive categories.

Table 1. A Four-point Likert-scale

Scale	Descriptive Categories
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

The data analyzed by calculating the range of the score. Lodico et al. (2010) stated that range was the difference between the highest and lowest score in a distribution. This indicated how many points separate these two scores. The range had been calculated to find the interval of a scale. In order to convert the expert judgment data into a descriptive analysis, the researcher used mean as the indicator of measurement.

The results of the calculated data was converted according to the data conversion table developed by Suharto (2006, pp. 52–53).

Table 2. Data Conversion Table

Scale	Interval	Descriptive Categories
1	$X \geq 3.53$	Very Good
2	$3.02 \leq X \leq 3.52$	Good
3	$2.51 \leq X \leq 3.01$	Fair
4	$2.00 \leq X \leq 2.50$	Poor

Analyzing Data of the Interview and Observation

The qualitative data in this study was interview transcript which analyzed in four steps. Based on the explanation of Miles et al. (2014), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display, and conclusions (drawing and verifying). The first step was done by collecting all the data that was the interview transcripts. The second step was data reduction. In this step, the researcher selected limit, simplify, and transform the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this study was in the form of interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the field notes and interview transcript.

RESULT AND DISCUSSION

There were several steps conducted in designing culture-based materials with Integrated Performance Assessment for the eighth-grade students of SMP Negeri 1 Muntilan. The steps were presented as the result of the development in order to answer the questions in the research question. There were five steps presented in the result of the development. Those were the needs analysis, the course grid, the activities format, the evaluation and the revision of the first draft of culture-based materials with IPA for grade eight students of Junior High School and the implementation, evaluation and revision of the final draft of culture-based materials with IPA for grade eight students of Junior High School.

Information collection is the first step in conducting the Research and Development. Information collection is very important in conducting this study because it provides useful information which is used to know the students' needs and interests. The needs analysis was conducted at SMP N 1 Muntilan.

The needs analysis was done in grade eight students of SMP N 1 Muntilan to obtain the students' learning needs, interests and their background knowledge. Moreover, it is used to obtain the teacher's method and opinion about the teaching and learning process. Besides, the researcher also analyzed the English curriculum 2013 of the eighth grade. The instrument of need analysis was a close-ended questionnaire. The questionnaire consisted of several questions related to the students' profile; the students' opinion and interest of learning activities in the classroom; students' preferred in the election of input, topic, materials; and the involvement of culture and IPA in the English materials. Those components were elaborated into 28 questions with mostly four options of answer. There were some questions in which students were only allowed to choose one option, and there were some questions in which the students were allowed to choose more than one options. The highest percentage was considered as the students' need.

After the researcher developed the first draft of the materials, the next step was evaluating the appropriateness of the materials according to the criteria stipulated by Badan Standar Nasional Pendidikan (2007) in order to know the validity of the materials. The evaluation was done by the expert of materials. The questionnaire was distributed to evaluate the materials. The questionnaire covered four aspects namely the appropriateness of the content, the language, the presentation, and the layout.

The Table 3 shows that the overall means of the materials was 3.81. Therefore, the means was in the range of $x \geq 3.53$. It means that the the result of the expert judgment shows that developed materials were very good and appropriate to be applied.

After implementing the materials, the researcher conducted an evaluation. The material evaluation was used to know the quality of the developed materials. The result of the evaluation was used to know whether the product was good or should be revised again. To obtain the data for the evaluation,

the researcher used two instruments; those were the material evaluation questionnaire and the interview guideline.

Table 3. The Result of Expert Judgment

Units	Means Value
Unit 1	
1. Content	4
2. Language	3.71
3. Presentation	3.84
4. Graphic	3.71
Average score	3.81
Unit 2	
1. Content	4
2. Language	3.5
3. Presentation	3.84
4. Graphic	3.85
Average score	3.80
Unit 3	
1. Content	4
2. Language	3.85
3. Presentation	3.92
4. Graphic	3.71
Average score	3.87
Unit 4	
1. Content	4
2. Language	3.71
3. Presentation	3.84
4. Graphic	3.85
Average score	3.85
Unit 5	
1. Content	4
2. Language	3.85
3. Presentation	3.76
4. Graphic	3.57
Average score	3.79
Unit 6	
1. Content	4
2. Language	3.57
3. Presentation	3.92
4. Graphic	3.57
Average score	3.76
Final Means	3.81

Table 4. The Result of Materials Evaluation Questionnaire

No.	Aspects	Means Value
1.	The title of the unit	3.77
2.	The objective of the unit	3.75
3.	The content of the materials	3.81
4.	The graphic of the materials	3.81
5.	The learning activities	3.84
6.	The language of the materials	3.81
7.	The culture integration of the materials	3.85
8.	The students' response to the use of materials	3.83
	Final Means	3.81

The questionnaire covered some aspects which were the title of the unit, the objective of the unit, the content of the materials, the graphic of the materials, the learning activities, the language of the materials, the culture integration of the materials and the students' response to the use of materials. The results of the materials evaluation questionnaire are described in the Table 4. The result of the mean at

Table 4 showed that the developed materials based on the students' perspective was categorized as "very good" because it was in the range of $x \geq 3.53$.

On the other hands, the result of the interview with students and the teacher showed the positive responds for them. They said that by using the developed book, students were interested to learn English by using Indonesian culture. Besides, they learnt about English, they also learnt about their own culture. The Integrated Performance Assessment also gave them challenging activities. Interpretive, interpersonal and presentational activities make them active in the teaching and learning process.

CONCLUSION

As a product-based research, this study aims to develop a culture-based materials with the Integrated Performance Assessment for the Eighth Grade Students of SMP N 1 Muntilan based on several considerations. Some of them are the result of the needs analysis and the document of curriculum.

Target Needs

The target needs refer to what the learners need to do in the target situation. Target needs consist of necessities, lacks and wants in learning English. In necessities, the students are expected to be able to use English for communication in written form and in oral form. In lacks, the students were not able to comprehend the text because the lack of vocabulary. In wants, the skill they like the most is speaking because they want to be able to communicate well.

Learning Needs

The learning needs are about the students' opinion about what they should do to attain the target situation. For the input of listening, students like the most is story about culture in the form of video and audio. On the other hands for input of speaking, they like to learn about vocabulary which related to monolog/ dialog will be listened to and expression which related to monolog/ dialog will be listened to. In reading, students like to read article from magazine, newspaper, and internet with interesting topic and in writing, they like to be given example of materials from the teacher.

Students like 5 until 10 minutes of listening input. And for the reading input, they like the long text that is more than 200 words text. Students need assistance from the teacher to explain materials completely and clearly. When they got difficulty in teaching and learning process they would like to ask to the teacher and friends.

Students like the topic of culture to be used in English materials because it is near with them and they had the background knowledge about that so it can make them comprehend the text easier. The implementation of Integrated Performance Assessment also became interesting for them because they will be more active and challenged in doing the activities.

Students want the challenging activity in the teaching and learning process. Integrated Performance Assessment can be the solution of it. By implementing IPA in arranging activities, students will be challenging in interpretive, interpersonal, and presentational activities. The students also said that learning language in integrated way is interesting because they can discuss one topic deeply. Later on, they said that IPA is very helpful because it can increase students' activeness so they will not be passive again in the teaching and learning process.

The Appropriate Learning Materials for the Eighth Grade Students

Based on the result of the tryout of the material, the culture-based materials were considered to be appropriate. The results of the try out were based on the students' opinion. The ranges of the percentage of the questionnaire result was 3.81 % and it was categorized as very good book. According to the result of the interview with students and the teacher, it was showed the positive responds for them There were six units in the developed materials. Each of the unit was developed based on the basic competence of Curriculum 2013. Each of unit consist about 12 until 15 activities. The book consisted of some parts. They were introduction of the unit, the activities, structure and grammar focus, do you know part, game/ fun activity, reflection and summary.

The appropriate learning materials for the eighth-grade students had the following design.

Introduction

The introduction in every unit gave the short explanation about the content of the unit and the objectives of the unit.

The activities

The activities in the developed materials arranged based on Integrated Performance Assessment. There were interpretive, interpersonal, and presentational activities. Students were given the challenging activities by using the three modes of communication above.

Structure and Grammar Focus

In explaining the grammar of the unit, there were structure and grammar focus. Here the explanation and example of the grammar were given.

Do you know part

This part was used to give more information about something. The adding explanation about something would be given in this part.

Game/fun activity

In attracting students' interest, it was necessary to arrange fun activity. By doing fun activities, students would be happy in the teaching and learning process.

Reflection

In the way to measure how far students understand the materials, it was important to give reflection part. In addition, reflection part could reflect students' feeling and achievement after learning the unit.

Summary

In order to made students easier to remember the materials they have learnt in a unit, there was summary part. The important part of the unit would be summarized in this part. By using the developed book, students were interested to learn English by using Indonesian culture. Besides, they learnt about English, they also learnt about their own culture. The Integrated Performance Assessment also gave them challenging activities. Interpretive, interpersonal and presentational activities make them active in the teaching and learning process.

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