DEVELOPING SUPPLEMENTARY READING MATERIALS FOR THE STUDENTS OF FISHERY STUDY PROGRAM BASED ON LOCAL WISDOM AT SMK NEGERI 2 LIMBOTO

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ABSTRACT

This study aimed to produce supplementary reading materials based on Local Wisdom in Fishery Study Program for eleventh grade students at SMK Negeri 2 Limboto because of the materials provided from the government and publisher that they used in English teaching and learning in the class are still too general. The concept of local wisdom intends to create the meaningful reading English learning process for the students because in terms of English teaching for vocational high schools, English aims to make students proficient in both written and spoken language to support their competence in a certain study program. In this study, the research design used was a Research and Development (R&D). The data was taken through the observation, interview with the teacher and need analysis questionnaire for the 24 students of Fishery study program. In conclusion, this study provides the book sample as the reference for teacher in fishery study program due to the limitation of the sources itself. Moreover, this sample book related to the students' specification major.

Keywords: *Fishery, Supplementary Material, Reading Skill, Local Wisdom*

INTRODUCTION

Based on the objectives of vocational education, the English material used in the learning process should be adjusted to the study programs. It aims to fulfill the students' needs so they can maximize their skills. Unfortunately, materials for vocational high schools which are provided by the government and publishers are still too general. Although the materials are different from the materials used in Senior High School, they are not specified into certain study programs whereas, English needed by students when they get jobs later or when they continue studying in the higher level will be different.

One of the study programs offered in vocational high schools is fishery. Students of fishery study program learn everything about fish in expertise lessons including the characteristics of fish, how to cultivate them, how to feed them, etc. Since after graduation, the students are expected to work in fishery industry both locally and globally. Ideally English materials used to teach students of fishery study program have relevance to their field. In fact, the materials are too general and do not support their knowledge in the field of fishery.

So, based on the interview with the English teacher in SMK Negeri 2 Limboto, it is found that they faced the same problem with the issue above. They do realize that learning English with specific material is important for their students' future. Some occupations need English as a standard requirement, either for

the job seeker or for those who wants to develop their career in that field.

Considering this, this study aims to develop the English reading material based on Local wisdom. Local wisdom can be defined as the effort of people and use their intellect or cognition to act and to behave through things, objects or events that occur in a given space. Therefore, the local wisdom and cultures should be implemented in the schools' materials and should be adapted with the local content in the students' real-life conditions.

RESEARCH METHOD

This research used Research and Development method (R&D). According to Borg and Gall (1983, p. 771) research and development method was a process to develop and to validate educational products. This research used their framework to develop supplementary reading materials based on the students' needs. The concept of Borg and Gall Framework provides in Figure 1.
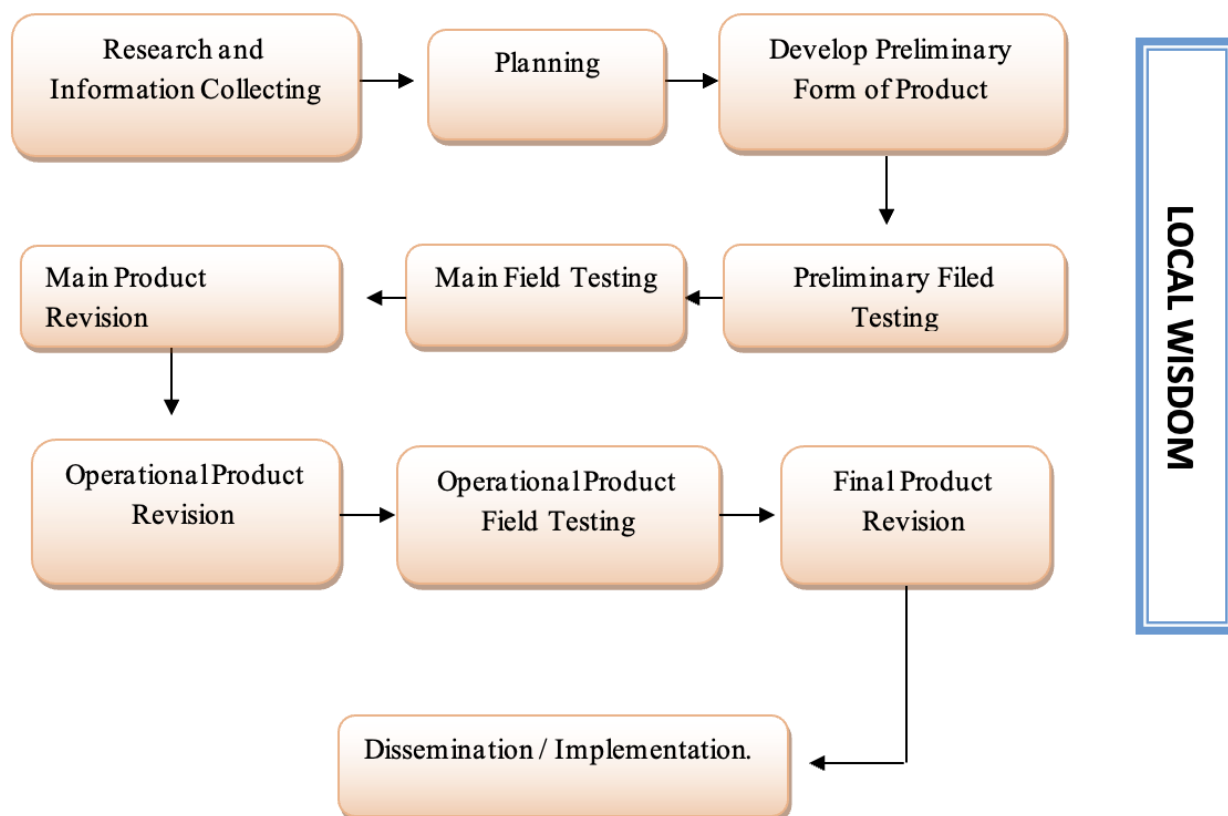

Figure 1. The Concept of Borg and Gall Framework

Thus, in this research the researcher applied the research and development method with some steps to get the research questions. However, the researcher will not conduct this research and development till the implementation, it will stop at the small class only. The reason is because of the limitation of time and the COVID-19 pandemic.

FINDINGS AND DISCUSSIONS
Research Findings

This study displayed the data findings in research field that consists of the need

assessment (Questionnaires), observation, and interviews in Fishery study program at SMK Negeri 2 Limboto. The questionnaires deliver to the 25 participants in grade eleven. However, only 24 students do the contributions. Also, this study provided the interview data from the English teacher who teaches English at the class. Moreover, the data displays systematically based R& D theory from Borg and Gall. Furthermore, this study also utilizes local wisdom contents on the tasks. It aims to provide specifically familiar and easy tasks to the students based on the reality topics. To sum up, this study focuses on developing Reading materials based on local content that provides specific field topics for their program. In term of analyzing the data, the researcher does some steps of collecting the data. The process of gathering the data describes below.

A. Research and Information Collecting

1. Curriculum Analysis

Fishery study program in SMK Negeri 2 Limboto utilizes a general English book that uses both in senior high school and vocational school. The book title is *Buku Bahasa Inggris: Stop Bullying now.* Based on the analysis on that book, it shows that reading as receptive skill has a little task rather than other skills. Throughout this data, the researcher develops a reading supplementary book that more focus on reading rather than other skills. Also, developing the English book do not totally change the content of

the units. For more clearly analyze, this study shows the curriculum analysis (Basic competence) of its' book.

2. Basic competence

Basic competence is the students' ability to get the goal of the main competence in learning process. It gets from the main competence namely, main competence 3 (Knowledge) and 4 (Skill). The main competence 3 consists of 10 basic competences they are basic competence 3.14 -3.23. It is also the same as main competence 4 (skill). Thus, all these basic competences covered in 10 units of its book. Having analyzed the correlation among main competence, basic competence, and grade criterion standard of English subject, it found that they are having good correlation based on the taxonomy level analyzes both knowledge and skills. However, according to Permendikbud No 20 2016 "the output of students is having the factual, conceptual, procedural, and metacognitive material implementation related to the social-culture and technology itself and their education field especially for vocational school. Based on the book analyses, it found that the book obviously provides English for all majors, it does not specify to their field.

In conclusion, analyzing curriculum, that is the first step of developing supplementary materials, must be done early before developing the book itself. It is because the

curriculum covers main competences, basic competences, and goal. In addition, having distributed the questionnaires to the students (students' needs), it found some information about the steps of how to develop the supplementary reading materials itself based on the indicators of students' needs on questionnaire.

B. Planning (Books Design)

This study develops a supplementary reading material for fishery study program in eleventh grade. The book title is "Reading for Fishery Study Program". Also, the book content related to local wisdom. It aims to attract students' motivation towards mastering the vocabularies through content that they mostly know well. The book consists of 4 units with different topics of fishery field and English Language subject. Moreover, the book develops with K13 Curriculum. For more clearly, it displays on Table 1.

Table 1. Books Design

TOPICS	MATERIALS	UNIT	SKILLS MUST BE LEARNED	SPECIFIC TASKS
Fish Cultivation	Opinion and thought	What is your Opinion?	• Know the cultivation containers • Know the process of cultivating fish	Essay Questions Similarities, differences, brain storming Fill in the blank matching tasks Jumble words / sentences etc.
Breeding Fish	Procedure Text	How to breed fish?	• Know how to breed the fish • Identify Male and female fish	
Nutrients	Descriptive Text	What fish is it?	• Know the nutrients of fish	
Pests and Disease	Recount Text	What Disease is it?	• Know the kind of Fish disease • Know how to prevent breeding from disease	

Based on the Table 1, it could be concluded that K13 materials are still applying on the book with local wisdom content. Also, the tasks are variety. Considering this content, the format of the book displays in Figure 2.
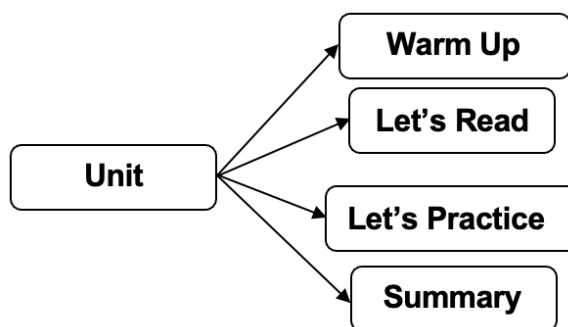

Figure 2. The Book Format

The design materials consist of 4 units. Each unit consists of fourth parts, they are warm up, let's read, let's practice, and summary. The number of tasks for each section is same for all units. First, Warm up has Study section. It uses for studying expressions or materials at the time. Warm up has 3 tasks. This section will motivate students to learn what is the material that given to them. It provides some guessing pictures to be named. After that, they will know what they will learn. Having known the materials, then they provided with reading tasks both individual, pairs or group tasks. This section consists of five tasks. Also, the students will learn the definition and the social function of the material itself. Furthermore, on let's practice section consists of 2 tasks. It requires students to deal with grammar (language focus)

knowledge. On this section, students will learn the pattern or form of grammar that used on their task. This section consists of 2 tasks. To help students learning grammar easily is the best one. The last, there are summary section on each unit, it concludes the materials that already learnt and providing them the number of English vocabularies with its Indonesian meaning.

C. Readable Product

This step is done to validate the useable of the book sample before it used in the class. Thus, students must have filled the questionnaire in term of gathering their opinion towards the book sample. The indicators of the book sample consist of content, presentation, and benefits. The data displays in Table 2.

Table 2. Readable product

Indicators	Sub Indicators	F/%	Percentage A	D
Presentation	The picture/table are clear	F	6	0
		%	100	
	The picture/table are average (not too much or less)	F	6	0
		%	100	
	There are captions in each picture	F	6	0
		%	100	
	The picture is appropriate with the materials	F	6	0
		%	100	
	The text is readable	F	6	0
		%	100	
Content	This material is easy to be understood	F	6	0
		%	100	
	The task related to the materials	F	6	0
		%	100	
	The task is enjoyable	F	6	0
		%	100	
	I will ask teacher if I found a problem during working the task	F	6	0
		%	100	
	The task encourages me to find information	F	6	0
		%	100	

	The task presentation is systematically	F	6	0
		%	100	
	The command words of the task are more understandable	F	5	1
		%	83,33	
	The picture, sign or symbol in this task is understandable	F	6	0
		%	100	
Benefit	This material is beneficial	F	6	0
		%	100	
	The materials help me to read and find information easier	F	6	0
		%	100	
	I am interested in using these materials	F	6	0
		%	100	
	I prefer to use these materials in enhancing my reading skill	F	6	0

The data shows that this book sample is available to apply in term of attracting students' motivation learning English especially for reading skill. One of the sub indicators got 83.33 % or it can be said only one student who disagree with this sub indicator; it is the common word of the task is more understandable. It is because there are some vocabularies that he didn't know it's meaning. To sum up, the book sample is readable to implement in the classroom.

D. Product Revision

This step is revised the book sample after using in the classroom based on the students' answers on the questionnaire. *The readable product* shows that there is one sub indicator that got 83.33 % or it can be said one student disagree with the statement. The statement is about the command words of the task is more understandable. The researcher revised the common words on the task that is difficult to understand by the students. Changing *fellow* to *friend, reckon* to *think.* Therefore, seems the researcher assumes that the language used level is a little bit difficult to be worked like jumble tasks. The researcher then makes it

short rather than before. In conclusion, the book sample reviewed and revised based on the readable and validation product after the book implemented in the class. It aims to provide the proper book sample based on their needs.

Discussion

The data findings above systematically used Borg and Gall in research and development with the steps namely *research and information collecting, planning, develop preliminary product, Preliminary field testing, revision, main field testing, revision, Final product and disseminate.* However, this study does not use disseminate due to only focus on providing book sample for that school not to be distributed. Each step will be explained more briefly in the passage below.

The first step is research and information collecting. Researcher delivers the need analysis questionnaires to the 24 students in fishery industry in that to gain information of their need. It finds that the students' book focuses on the English in general topic without developing their specification field terms. So,

this study tries to provide them to explore their English in fishery.

The Second step is planning. Having distributed the questionnaires, the researcher focused on developing the book sample such as the materials, topics, books design, learning goal and the number of tasks. It is supported by Willis (1996) that providing varying task influences the student's motivation in learning English. Therefore, the researcher created an attractive and easiest task both pairs and group work.

The third step is developing preliminary product. The book developed into 4 units with different topics such as Fish cultivation, Fish Breeding, Nutrients, and Disease. There are many more of fishery topics that have not covered yet due limitation of time. Therefore, this study only develop 4 units consists of 4 parts namely Warm up (Providing pictures for guessing tasks and vocabularies tasks), let's read (providing reading passage consists of 5 tasks with attractive tasks form the easiest to the difficulties one. Let's practice (providing grammar tasks) consists of 2 tasks.

The fourth is preliminary field testing. In this step, the book sample given to the 2 of experts' judgments to be revised. The result shows that there are some minor revisions for the book sample but still eligible to be applied in the classroom.

The fifth is revision. After the expert judgment review the book sample, the researcher then applies the book in a small class consists of 6 students as sample due to the

pandemic. It is obviously unpredictable that the students mostly like add enjoy it because they know that reading always provide length of difficulties words. Having distributed it to the students, then the researcher has the final product. Because this study doesn't use disseminate step due to not for distributing to the other schools.

To sum up, the students need of Fishery study program is having related book sample for their specification field with attractive and easiest words tasks. Moreover, developing supplementary reading skills based on local wisdom for fishery students are utilizing local contents that are very familiar to them. It aims to help them in memorizing the vocabularies and contributing a lot of information while working on the tasks.

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