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The Development of Reading Materials Based on Moluccan Folklores for Senior High School Students at Grade Tenth of SMA Negeri 2 Ambon

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Abstract

Lack of students' understanding influences their activities in the classroom activity. The purpose of the research was to develop Reading material based on Moluccan Folklore for grade Tenth of SMA Negeri 2 Ambon which was derived from research questions: 1). What are the learning needs of Maluku Folklore materials for tenth graders of SMA Negeri 2 Ambon?. 2). How is the design of Maluku Folklore materials for tenth graders of SMA Negeri 2 Ambon. 3).How is the effectiveness of Maluku Folklore materials for tenth graders of SMA Negeri 2 Ambon? The research used Research and Development (R & D) with ADDIE model. There are 35 students as sample at grade tenth of SMA Negeri 2 Ambon. There are analysis, design, develop material, validation, and revision in this phase. The collection of the data used questioner, and test. The research developed five units in the reading material based on Mollucan Folklore on Curriculum 2013. The result of the product validation was 3,61. It was categorized as "very good". Meanwhile, the result of the post test was 81,5 and it was categorized as "good".

Keywords: development, reading material, mollucan folklore.

INTRODUCTION

In learning English, reading is one of skills that should be given for the students in class. Reading is very important because by reading the readers can increase their knowledge. According to Broen (1992) states that the purpose of Reading is to get thoughts that are expressed in the words. It means that is given for students so that they are able to think and what they have read. So, they can produce it in a good meaning in understanding the text. To make students active in reading skill, one important factor as the role of the teachers is to select appropriate materials to be given for the students. According to Tomlinson (2008) states that Authentic material can provide meaningful exposure to language as it is usually used, motivate learners and

help them develop a range of communicative competencies and enhance positive attitudes towards the learning of language'. Besidethat, Spelleri(2002) claims "Authentic materials offerreal language that is contextually rich and culturally pertinent". It means that when the teachers do the processing or interaction in the class, they must suit the students' needs for material to support them in it. Teachers must know what the students need to improve reading comprehension. They should be creative to give material for reading them.

However, the researcher conducted the process of teaching reading at SMANegeri 2 Ambon, He found that most English teachers only focused on text book as the material to be given for the students. They did not select appropriate materials given for the students so that they were very bored and unfamiliar with the materials. It was shown when they got the lowest score in reading test. Furthermore, there was also lack of content material in it.

Using local content as the teaching material can also increase students' interest in the teaching learning process, as stated by Royani (2013) in her research in teaching English reading," using local content or cultural text means that the text learned by the students are the part of the students' life. By doing so, the students will feel motivated in reading class which brings a good impact to higher level of reading class". It is indicated that using such stories from local content, which is rich of moral values, not only can shape students moral value but also can increase students' interest in the process of teaching and learning.

The important of Development

Development is a phase used to improve the things better in the classroom activity. As we know that teachers usually teach their students by using available text books. However, such learningmaterials which are reallysuitable with the needs of the students are not always available. This condition should not discourage the teachers

as far as they have the objective of the teaching or are familiar with the need of the students. By having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners. Materials mean anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned (Tomlinson, 1998).

The concept of Reading Comprehension

Reading is one of four skills in English and it is veryimportant to be mastered. By reading a lot, it is a way to gather information, enhance knowledge, increase vocabulary and for enjoyment. Reading a text generally tells about the aim to understand the author's ideas. According to Milkulecky & Jeffries (1995) "Reading is one important way which can improve the students' general language skill in English". This means that reading is one of four skills used to improve students' ability to understand the language. Many students have difficulties in reading, for example when the students read the text from the beginning to the end, not at all of them is able to find the correct information based on the text they have read. Richard & Renandya (2002) argues "Reading comprehension is primary purpose for reading. Therefore, the students are always asked to comprehend reading text by their teacher. In order to do that, it is expected that the students are good readers who are able to comprehend a text effectively and efficiently". It explained that the text given for the students must be effective so that they are able comprehend their reading ability.

Beside that, According to Nuttal (1996) states," reading means a result interaction between the writer's mind and the reader's mind". This means how to think and understand the message or the intended meaning from the writer. In this

process, the reader tries to create the meaning intended by the writer, the reader can get the message, and the writer's meaning sense. To understand the readers and the nature of the fact of reading more clearly and comprehensively, one needs also to find the out and describe the reader's strategies and reactions with regard to reading task, and to see how the reader copes with the reading task and solves the problem (Tarigan, 2008).

The concept of Narrative text

Narrative text is one of the text types that should be learned by the students. According to Mislaini (2015) explained Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

1. Types of Narrative Text Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touchingstoryreaders, usually in the form of a love storythat is not up).

2. Generic Structure of Narrative Text On the Narrative Text, its structure is as follows:

    a. Orientation

       Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings)

b. Complication or Problem in this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event.

c. Resolution That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

Developing Folklore as Authentic

Reading Materials For Classroom Activities The advantages of folklore in reading comprehension class as follows:

1. It provides students' interest and can motivate them to read, thus increases their reading proficiency.

2. It serves as an example of certain types of language patterns and structure (like vocabulary usage and syntax).

3. It provides personal enjoyment to students. Establishing an emotional and aesthetic connection between readers and the text and also helping contribute to personal growth.

4. It provides 'genuine' or 'authentic' material. Folklore as one of literature works are usually not written for specific purpose of teaching a language and are intended for native speakers. They can be important supplement to other types of 'authentic' course material (Gray (2007).

Maluku Folklore

Maluku province is one of thirty four provinces in Indonesia. There are many types of regencies with the famous cultures. By the natural sceneries and interesting places, it has a story for all the people in Maluku. In developing English as target language, local content materials can be also as the target in teaching English in the class. According

to Prastiwi (2013) English isnotalways correspondingwith learningthecultureof thetarget in the classroom. Folklore or fairy tale is just one example of the many kinds of oral traditions or speech. The story should have been utilized by the present society to draw backthe required values (Sularto: 2011). It means that Maluku Folklore should be learned by all the students to get their values.

There are some topics about Maluku folklore. The first topic is Martha Christina Tiahahu. It means that history is important for the students because they can realize what happen in the past time. The history happens since hundred years ago in Maluku. On the other hands, the legends are prose narrative, which like myths, are regarded as true by narrator and his audience, but they are set in a period considered less remote, when the world was much as it is today. Some of the legends are : first, Sasi Lompa. The story of SasiLompa should be knownbythestudents. Thetradition ofSasiLompaisusuallydone every year in Haruku Village. It is as sacral tradition which is done from one generation to another until now. The students must not only know about the name of the tradition but also they must know about the story of it.

Third topic about the Soya village that should be preserved by all in Maluku. It is almost neglect people in Maluku. The story of Soya Village must be known by the students. They are able to know what it is important thing in the village. Although, it is the top on the mountain. They have to see and search what make the beautiful of it. The third topic is about the Princess of Nunusaku. Many people are in Maluku. They must know where they are from. The story of it can be the first about native people in Maluku from Siwalima. Students can understand about their background of their family.

The fourth topic is about the drowning of Buarbukar Island. The students can know about the story of the drowning of Buarbukar Island. The story happens hundred years ago. It is very important for the students to know and understand it.

Therefore, we can conclude that the story of Maluku folklore can be empowering in learningEnglish for the studentsbecause theycanknow about what happen in Maluku in the past. Beside theyalso can get moralvalue as their life. As the generation of Maluku, the students are hoped to get the value of Maluku folklore story.
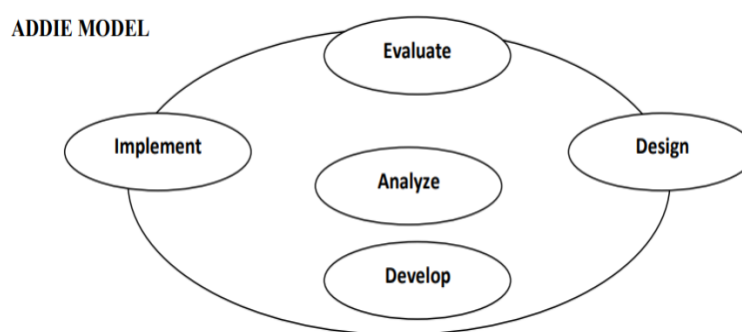
METHOD

Figure 1. ADDIE Model

To develop the material for reading comprehension, the role of model in instructional development should be arranged exactly. R & D, ADDIE (Analysis, Design, Development, Implement, and Evaluate) is a model of the ISD family (Instructional System Design). It has evolved several times over the years to become iterative, dynamic, and user friendy. ISD includes other models, such as the Dick & Carrey (2004) & (Gustafson, Branch, 1997) models. To develop Maluku folklore reading material, Addie Model can be done as follows:

1. Analysis

   During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project.

2. Design

   A systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here.

3. Development

   The actual creation (production) of the content and learning materials based on the Design phase. At this stage, all components that were previously designed begin to be realized in concrete forms, such as modules, videos, presentation slides, and evaluation instruments. This process involves collaboration between content developers, instructional designers, and media experts to ensure that the final product aligns with the learning objectives. In addition, the produced materials also need to undergo initial testing (alpha testing) to ensure their quality and effectiveness before being used in the Implementation phase.

4. Implementation

   During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group.

5. Evaluation

   After delivery, the effectiveness of the training materials is evaluated.

RESULTS AND DISCUSSION

This research aims to develop reading instructional materials based on Maluku folktales to enhance students' interest and reading ability at SMA Negeri 2 Ambon. The development process was carried out through five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis Phase Results

    At this stage, the researcher conducted a needs analysis through observations and interviews with teachers and students. The analysis revealed that students faced difficulties in understanding reading texts from conventional textbooks due to the overly formal language, lack of connection with their experiences and local culture, and monotonous content. Teachers tended to rely solely on government-issued textbooks without adapting the materials to students' conditions. Moreover, students showed low interest in reading lessons.

2. Design Phase Results

    Based on the analysis results, the researcher designed reading materials featuring five Maluku folktales:

    - ✓ Martha Christina Tiahahu
    - ✓ The Legend of Sasi Lompa
    - ✓ Soya Village
    - ✓ The Princess of Nunusaku
    - ✓ The Story of the Sinking of Buarbukar Island

    The instructional design included selecting authentic texts from these folktales, preparing reading comprehension questions, a vocabulary glossary, and follow-up reading activities such as discussions, summarizing, and moral value reflections.

3. Development Phase Results

    In this phase, the researcher compiled the instructional materials into a printed module containing reading texts, practice questions, and value-based activities. The module was developed considering readability and curriculum alignment. Validation was conducted by subject matter experts and language experts. The validation results indicated that the developed materials were in the "very good"

category, with minor revisions suggested such as simplifying sentences and adjusting illustrative images.

4. Implementation Phase Results

    The developed materials were tested on eleventh-grade students at SMA Negeri 2 Ambon. The implementation showed that students became more active, enthusiastic, and better able to comprehend the texts due to the contextual closeness of the stories to their own lives. Teachers also found the materials helpful as they were more contextual and flexible for teaching.

5. Evaluation Phase Results

    Evaluation was conducted through pre- and post-tests of reading comprehension. The results showed a significant increase in students' average scores. Additionally, student response questionnaires revealed that more than 85% of students found the materials highly interesting and motivating for reading. The final evaluation showed that the Maluku folktale-based instructional materials were effective for use in English reading instruction.

    The development of reading materials based on Maluku folktales is a strategic response to address the issue of low reading interest and comprehension among students at SMA Negeri 2 Ambon. Based on the needs analysis, it was found that the use of conventional textbooks, which tend to be monotonous and lack contextual relevance, made students less interested and struggle to understand reading content. Therefore, developing instructional materials that integrate local cultural elements becomes an innovative and effective solution.

1. The Use of Folktales as Authentic Materials

    Folktales are categorized as authentic learning materials because they are not specifically created for language learning but are used in real-life community settings. The authenticity of Maluku folktales provides a more natural reading experience, rich in meaning, and filled with cultural and moral values. This aligns

with Tomlinson (2008), who stated that authentic materials provide meaningful exposure to language use, increase student motivation, and enhance communicative competence.

Furthermore, Spelleri (2002) emphasized that authentic materials such as folktales are contextual and culturally relevant. In this context, Maluku folktales like Martha Christina Tiahahu, The Legend of Sasi Lompa, Soya Village, The Princess of Nunusaku, and The Sinking of Buarbukar Island not only convey historical and cultural information but also teach moral values such as courage, responsibility, patriotism, and environmental preservation. These values are essential in shaping students' character and make reading lessons not only about textual understanding but also about personal development.

2. The Application of the ADDIE Model in Material Development

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) offers a systematic and effective framework for developing instructional materials. The analysis phase allows researchers to explore the needs of students and teachers in depth. During the design and development stages, materials are tailored to the students' proficiency levels while incorporating engaging and relevant local content. Validation by language and content experts indicated that the materials met the quality criteria in both content and presentation.

The implementation phase demonstrated the success of the material's application in the classroom. Students were more engaged in reading activities, confidently expressed their opinions, and responded critically to questions. Reading activities became more dynamic as the stories were emotionally and culturally relevant to the students' lives. Teachers also benefited from the flexible and contextual nature of the materials, unlike rigid national textbooks that often lack local perspective. Learning evaluation showed a significant improvement in students' academic performance. The average scores increased, and most students responded

positively to the new materials. This proves that the connection between reading texts and students' real-life experiences and culture greatly influences their comprehension and motivation to read.

3. Contextual and Meaningful Reading Instruction Reading instruction should not solely focus on cognitive goals, such as identifying explicit and implicit information, but also aim to provide meaningful learning experiences. Folktales as reading texts enrich students' vocabulary while offering social and cultural contexts that serve as the basis for discussion and reflection. This approach aligns with Contextual Teaching and Learning (CTL), which emphasizes connecting learning materials with students' real-world experiences. In folktale-based readinginstruction, students are not onlyrequired to understand the content but are also encouraged toexplore the moralmessages, culturalvalues, and historical significance of the stories. For example, in the story of Martha Christina Tiahahu, students learn not only about a female Maluku hero but also about the values of struggle, patriotism, and gender equality. The learning process thus becomes more meaningful and multidimensional.

4. Strengthening Local Identity and Cultural Pride

   One of the key benefits of developing locally-based instructional materials is the cultivation of cultural identity in students. Folktales, as part of regional cultural heritage, can strengthen students' self-awareness as members of the Maluku community. Students become more familiar with and appreciative of their local culture, which is often overlooked in English language instruction.

   In today's globalized world, it is important for students not only to understand foreign cultures but also to develop a strong understanding of their own culture. This is in line with Prastiwi (2013), who argued that foreign language learning should not be dominated by foreign cultures alone, but can instead incorporate local culture as a medium for instruction.

CONCLUSION

Based on what had been explained , the researcher could conclude that there were many inputs during the researcher. Addie model provides instructional material in every steps as the important role to develop the reading local content. In the development of reading materials based on Moluccan folklores, there are integrated skill used to fulfill the students' need. In design Maluku local content, there are five units in the lesson. Martha Christina Tiahahu, Soya village, The Princess of Nunusaku, The throwing Buarbukar island, the legend of Sasi Lompa are reinforcement and the students enjoy to learn English and also those stories got the moral value. The develop reading material is appropriate and applicable for teaching English through reading skill of The Development of reading Materials Based on Moluccan Folklores.

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