Exploring the Impact of Local Content Integration in Procedure Text on Student Engagement and Learning Perception

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Abstract
This research aimed to develop instructional materials for procedure texts incorporating local content to enhance ninth-grade students' engagement and comprehension at SMP Negeri 5 Ambon. Employing Borg and Gall's Research and Development model, the study followed nine iterative steps, including needs analysis, material development, expert validation, revision, and field testing. Data were collected through student questionnaires, expert reviews, and classroom trials involving 30 students. The developed materials were validated by experts and received a "very good" rating based on their alignment with the 2013 Curriculum, cultural relevance, clarity, and pedagogical soundness. Field testing showed that students demonstrated increased motivation, active participation, and improved understanding of both procedural texts and local cultural elements. The final product consisted of interactive worksheets, multimedia resources, and locally contextualized content such as traditional Ambonese recipes and crafts. These materials not only improved learning outcomes but also fostered students' cultural identity. The study underscores the significance of contextualized and culturally responsive materials in making English learning more effective, engaging, and meaningful.

INTRODUCTION

In language learning, instructional materials play a crucial role in shaping students' engagement and comprehension. Effective material development involves the creation, adaptation, and selection of teaching resources that address learners' specific needs (Tomlinson, 2012). Among various types of instructional materials, textbooks hold particular significance in facilitating structured learning experiences (Richards, 2001). However, the effectiveness of conventional English textbooks has been questioned, as they often lack contextual relevance to students' daily lives (Aghazadeh, 2015). In response to these concerns, recent educational initiatives emphasize the integration of local content into learning materials to enhance student engagement and comprehension (Tomlinson, 2011).

One essential aspect of instructional material development is cultural relevance. The Republic of Indonesia's Act No. 20/2003 on the National Education System mandates that education be tailored to regional strengths. Similarly, Regulation No. 79/2014 from the Ministry of Education and Culture underscores the importance of integrating local culture into all subjects. In alignment with these policies, this study explores the integration of local content into English instructional materials, particularly procedure texts, and its potential to enhance students' engagement and learning perceptions. Procedure texts, which provide step-by-step guidance on completing tasks (Ardhana, 2022), often pose challenges for learners due to unfamiliar contexts and terminology. By incorporating locally relevant content, students are expected to find the material more relatable, thereby fostering increased motivation and deeper understanding.

Although the importance of integrating local content into English learning materials has gained recognition, research focusing specifically on its impact on student engagement and perception remains limited. Existing studies highlight the limitations of traditional textbooks in engaging learners and improving language proficiency (Aghazadeh, 2015; AlMithqal, 2019). Furthermore, scholars have emphasized the need for instructional materials to align with curriculum standards while remaining interactive and student-centered (Ponnusamy et al., 2021). However, few studies have examined the development of procedure text materials infused with local culture, especially for junior high school students. To address this gap, the present study investigates the effects of incorporating local content into procedure texts on student engagement and learning perception within the context of Indonesian junior high schools.

This study specifically focuses on developing instructional materials for procedure texts that integrate local content relevant to students' immediate environment. It aims to address students' difficulties in understanding reading texts, which often stem from unfamiliarity with the content and the monotonous nature of conventional textbook-based learning. The scope of the study is limited to procedure texts and does not extend to other text types or broader issues in English language learning.

The study is guided by the following research questions:
1. How does the integration of local content in procedure texts affect students' engagement and comprehension in learning activities?
2. How do students perceive the relevance and effectiveness of procedure texts that incorporate local community content in enhancing their learning experience?

LITERATURE REVIEW
The Role of Reaching Materials in Learning
Teaching materials are fundamental in the learning process as they provide structure, guidance, and support to students in achieving learning objectives. Aisyah (2021) states that teaching materials encompass various resources such as textbooks, workbooks, digital tools, and multimedia content, all of which play a crucial role in enhancing students' comprehension and engagement. Asokhia (2009) emphasizes that well-developed teaching materials improve knowledge retention, expand students' vocabulary, and create an interactive learning environment. Additionally, McKay (2012) highlights that effective materials help both teachers and students by making lessons more engaging and facilitating efficient knowledge transfer.

For educators, well-structured teaching materials simplify the teaching process and allow for better instructional delivery. Öhman et al. (2014) argue that incorporating diverse teaching media can increase students' motivation and help in long-term retention of concepts. Moreover, Tomlinson (2011) suggests that the use of varied materials enhances student engagement by

catering to different learning styles. Research by Panyahuti et al. (2018) further supports this, indicating that well-developed materials save instructional time while ensuring that learning objectives are met efficiently. Therefore, selecting and developing high-quality teaching materials is crucial to fostering an effective and dynamic learning environment.

Material Development and Its Principles

Material development is a structured process that involves defining objectives, designing content, developing materials, and implementing them in the classroom. According to Li (2021), material development in education is essential for creating resources that align with students' needs and learning goals. Tomlinson (2011) highlights that effective material development should integrate research findings and theoretical principles to ensure quality. Panyahuti et al. (2018) propose a four-stage approach—definition, design, development, and deployment—ensuring that materials are systematically crafted to enhance learning outcomes.

Several principles guide the development of effective teaching materials. Tomlinson (1998) argues that materials should capture students' attention through engaging content, visually appealing formats, and interactive activities. Additionally, Khair et al. (2023) stress that materials should be student-centered, allowing for meaningful and personalized learning experiences. Moore, Coldwell, and Perry (2023) suggest that materials aligned with students' cultural contexts can further enhance engagement and comprehension. Applying these principles ensures that materials remain relevant, effective, and beneficial for diverse learning needs.

Reading Comprehension and Effective Teaching Strategies

Reading comprehension is a vital skill that enables students to understand and interpret written texts effectively. Lockhart (2015) defines reading comprehension as the ability to process and derive meaning from texts, emphasizing its role in language learning. Nguyen (2022) adds that reading comprehension involves not only decoding words but also grasping the overall meaning of a text. Research by Mai (2019) identifies common challenges in reading comprehension, such as low motivation, limited vocabulary, and mixed-ability classrooms. To address these issues, educators must implement targeted strategies to enhance comprehension and engagement.

Various teaching strategies have been shown to improve reading comprehension. Harmer (2007) highlights the importance of using questioning, predicting, summarizing, and visualizing techniques to help students process information effectively. Sitora and Muzaffar (2021) suggest that making connections between texts and students' real-life experiences fosters deeper engagement and understanding. Additionally, Farrell (2020) emphasizes that reflective teaching practices help educators adapt strategies to meet students' diverse needs. Research by Husnaini (2022) also supports the integration of digital tools to provide interactive reading experiences that enhance student comprehension. By employing these strategies, educators can create an inclusive and effective learning environment for reading comprehension development.

Integrating Local Content in Learning

Incorporating local content in teaching materials enhances student engagement by making learning more relevant and culturally meaningful. Sulaiman (2015) states that using local traditions, language, and experiences helps students connect more deeply with the learning material. Handayani and Dewi (2022) highlight that contextual learning improves comprehension and application of knowledge. Rachmawati (2021) further argues that local content fosters cultural awareness, which is essential in today's globalized world. In Maluku, the incorporation of traditional crafts, culinary practices, and social values into educational materials promotes both language development and cultural identity.

Despite its benefits, integrating local content presents challenges such as limited resources and curriculum adaptation. Faizin et al. (2022) note that the availability of high-quality local content materials is often restricted, requiring collaboration between educators and local experts. Ma'unah et al. (2018) emphasize the importance of ensuring cultural sensitivity when developing local content to avoid misinterpretation. Widada et al. (2020) and Sutrisno (2021) suggest that incorporating indigenous knowledge and practices into teaching materials enhances student engagement and fosters pride in local heritage. Overcoming these challenges through resource development and curriculum integration ensures that local content remains a valuable and effective part of education.

METHODOLOGY

This study employed the Research and Development (R&D) method based on the Borg and Gall model (1983). This model was chosen because it provides a clear structure and allows for continuous improvement based on feedback. Additionally, it involves teachers and students, ensuring that the developed instructional materials align with real needs in schools. The primary objective of this study was to develop instructional materials based on procedural texts that integrate local content, making them more contextual for students. The research adapted nine steps in the Borg and Gall model as

Table 1. Research Steps

No.	Research Stage	Description
1	Research and Information Collecting (Needs Analysis)	Gathering initial information through literature review, textbook analysis, and surveys with teachers and students to understand the needs for material development.
2	Planning	Based on the findings from the first stage, planning is carried out to develop materials that align with students' needs and their local environment.
3	Developing Product	Designing and developing the initial instructional materials based on the analysis and planning, including consultation with an advisor.
4	Theoretical Try Out (Expert Validation)	The product is reviewed by two experts (a lecturer and an experienced teacher) using a validation rubric

		to assess content validity, language appropriateness, instructional design, and technical aspects.
5	Main Product Revision	Revisions are made based on expert validation results to refine the materials before student trials.
6	Main Field Try Out (Empirical Try-Out)	Five ninth-grade students test the materials to evaluate the clarity of instructions and vocabulary difficulty, providing feedback through a questionnaire.
7	Revision	Revisions are made based on student feedback regarding instruction clarity and language appropriateness.
8	Operational Field Try Out	Involves 30 ninth-grade students in a full-class trial to assess the effectiveness of the materials in learning, collecting data through questionnaires and tests.
9	Final Product Revision	Final revisions are made based on feedback from experts, teachers, and students to produce the final instructional material ready for implementation.

The first stage was information gathering and needs analysis. In this stage, a literature review on instructional material development was conducted, along with an analysis of the textbook used at SMP Negeri 5 Ambon. A survey was also carried out to identify students' and teachers' needs. The analysis revealed that the current textbook did not reflect students' local environment. Therefore, a questionnaire was distributed to students and teachers to determine five procedural topics based on local culture that would be developed into instructional materials.

The next stage was planning and product development. Based on the needs analysis, the researcher designed five procedural materials, each containing six to eight activities. The development process was carried out in consultation with the research supervisor, who provided feedback on task instructions and material presentation. The initial draft of the materials was then validated by two experts: a postgraduate lecturer in English Studies and an English teacher from SMP Negeri 5 Ambon. This validation process used an evaluation rubric that assessed content validity, language appropriateness, instructional design, cultural relevance, and technical quality of five instructional units for teaching procedure texts by incorporating local content from students' surroundings. According to the findings based on data of theoretical try out, each criterion was rated on a four-point scale, with all aspects receiving an average score of 4, indicating a "very good" category. In addition, the visual design of the materials was evaluated based on elements such as arrangement, balance, colour, legibility, text style, and overall appeal, all of which were also rated as "exemplary." Experts provided minimal revision suggestions, mainly concerning clarity in instructions and wording adjustments. These validations ensured that the materials were well-structured, engaging, and relevant to students' cultural backgrounds, supporting their learning of procedure texts effectively.

After revisions based on expert validation, the next stage was an empirical try-out involving five ninth-grade students from SMP Negeri 5 Ambon. This try-out aimed to assess the clarity of instructions and the difficulty level of vocabulary in the developed materials. Student feedback was used for further revisions before moving to the operational field try-out. In this stage, 30 ninth-grade students participated in classroom implementation of the materials. Data was

collected through questionnaires and tests to evaluate the effectiveness of the developed instructional materials.

Data analysis was conducted using the percentage formula by Sudjana and Ibrahim (1989) to measure students' responses to the materials, while the formula from Pantouw (1999) was used to analyze test results based on the Minimum Competency Criteria (KKM) of SMP Negeri 5 Ambon. The final stage of this study was the revision of the final product, incorporating all feedback from experts, teachers, and students. As a result, the developed instructional materials were refined and optimized for effective use in teaching procedural texts with local cultural content.

FINDINGS

After completing the theoretical and main field try out, operational field try out was conducted. In conducting this phase, the researcher taught a class of 30 students on 9th grade of SMP Negeri 5 Ambon. The researcher used the developed materials for procedure text and projects to facilitate the teaching and learning process.

The learning activities for the students involved study the vocabulary, reading, grammar, project, and reflection at the end of the class. Students have to study the vocabulary parts before doing the other activities. While the last part for this session was doing the project. Project was the most exciting parts for the students because they were working actively. Once the teaching and learning process completed, the students were given a summative test. The purpose of the test is to find out whether students had understood about the developed material. The result of the test is presented in the table 2.

Table 2. Result of Students' Test

Students	Summative Test	Grade	Description
1	100	A	Excellent
2	80	C	Enough
3	80	C	Enough
4	80	C	Enough
5	80	B	Good
6	80	C	Enough
7	90	B	Good
8	90	B	Good
9	100	A	Excellent
10	80	C	Enough
11	80	C	Enough
12	80	C	Enough
13	90	B	Good
14	80	C	Enough
15	80	C	Enough
16	100	A	Excellent
17	80	C	Enough
18	90	B	Good

19	80	C	Enough
20	90	B	Good
21	90	B	Good
22	80	C	Enough
23	100	A	Excellent
24	80	C	Enough
25	90	B	Good
26	90	B	Good
27	80	C	Enough
28	80	C	Enough
29	80	C	Enough
30	90	B	Good

After the implementation of the developed materials, the final test result indicated that five students (16,7 %) achieved an "excellent" score, twelve students (40 %) received a "good" score, and thirteen students (43,3%) attained an "enough" score. Furthermore, the minimum passing score (KKM) of SMP Negeri 5 Ambon is set at 75, while the lowest score of this test was 80. This shows that all students scored higher than the KKM

After the assessments, students completed a questionnaire. The questionnaire was given in order to know the students' attitude toward the developed materials. The findings from the questionnaire are presented in table 3.

Table 3. Result of Questionnaire

No.	Questions	Number of Students	Percentage
1.	Are the instructions clear?		
	a. strongly agree	20	66,7 %
	b. agree	10	33,3 %
	c. disagree		
	d. strongly disagree		
2.	Do you understand what needs to be done?		
	a. strongly agree	21	70 %
	b. agree	9	30 %
	c. disagree		
	d. strongly disagree		
3.	Are the exercises sufficient?		
	a. strongly agree	19	63,3 %
	b. agree	11	36,7 %
	c. disagree		
	d. strongly disagree		
4.	Do you receive adequate feedback to complete the exercises?		
	a. strongly agree	22	73,3 %
	b. agree	8	26,7 %
	c. disagree		

	d. strongly disagree		
5.	Do you feel confident in answering the exercises?		
	a. strongly agree	20	66,7 %
	b. agree	10	33,3 %
	c. disagree		
	d. strongly disagree		
6.	Have you learned a lot of vocabulary and expressions in English related to procedural text materials around you?		
	a. strongly agree	27	90 %
	b. agree	3	10 %
	c. disagree		
	d. strongly disagree		
7.	Are you able to practice making something around you in English?		
	a. strongly agree	18	60 %
	b. agree	12	40 %
	c. disagree		
	d. strongly disagree		
8.	Are you able to creatively make a poster in English?		
	a. strongly agree	19	63,3 %
	b. agree	11	36,7 %
	c. disagree		
	d. strongly disagree		
9.	Are you active in learning English?		
	a. strongly agree	9	30 %
	b. agree	21	70 %
	c. disagrees		
	d. strongly disagree		
10.	Do you enjoy each project that you create?		
	a. strongly agree	22	73,3 %
	b. agree	8	26,7 %
	c. disagree		
	d. strongly disagree		

The result in table 3, can be explained as follow: most students felt the instruction were clear, with 66,7% saying they were "very clear" and 33,3% stating they were "clear." When it came to understanding the task, 70% students felt they "understood very well," showing that the teaching methods were effective. As for the practice exercise, 63,3% of students found them "very sufficient," while 36,7% thought they were "sufficient," indicating that the exercises contributed positively to their learning experience. Most students, 73,3% students felt that the feedback they got was "very adequate," showing that the feedback system helped them learn and improve.

When asked about their confidence in completing exercises, 66.7% of students said they felt "very confident," showing they believed in their abilities. Additionally, 90% of students reported learning "a lot" of new vocabulary and phrases related to procedural texts, which means they made good progress in their vocabulary skills. About 60% felt "very capable" of using English to create things, while 63.3% said they were "very creative" when making posters. Also, 70% of

students considered themselves "active" learners. Lastly, 73.3% expressed that they "really liked" the projects they worked on. Overall, the findings indicate that students have a positive view of their English lessons, indicating that the teaching materials effectively support their learning and satisfaction.

DISCUSSION
The Effect of Local Content Integration on Students' Engagement and Comprehension
The integration of local content in procedure texts has significantly influenced students' engagement and comprehension in learning activities. Findings from the operational field try-out at SMP Negeri 5 Ambon indicate that students were not only actively involved in the learning process but also demonstrated strong comprehension of the material. These results align with previous studies suggesting that when students find learning materials relevant to their cultural and personal experiences, their motivation to engage with the content increases (Barber & Klauda, 2020; Duncan et al., 2016).

One of the most notable aspects of student engagement was their enthusiasm for project-based activities. The study revealed that students found the project phase to be the most exciting part of the lesson. This suggests that the incorporation of local content into instructional materials helped create a more meaningful and relevant learning experience. The familiarity of the local context allowed students to connect the material with their daily lives, increasing their motivation to participate actively. This aligns with research indicating that localized content fosters a deeper connection with the subject matter, enabling students to retain and apply knowledge more effectively (Cervetti & Hiebert, 2019; Fadli, 2020).

In terms of comprehension, the summative test results provide strong evidence that students effectively understood the procedure texts incorporating local content. Importantly, all students scored above the school's minimum passing grade (KKM), with 16.7% achieving an "excellent" score, 40% attaining a "good" score, and 43.3% receiving an "enough" score. These results suggest that the materials were not only engaging but also effective in improving students' understanding of the target content. Studies have found that exposure to culturally familiar texts helps bridge gaps in background knowledge, making it easier for students to process new information (Duncan et al., 2016; Cervetti & Hiebert, 2019).

Furthermore, the structured approach to learning, which begins with vocabulary study and followed by reading and grammar exercises before concluding with projects, likely contributed to students' comprehension. The systematic sequence of activities ensured that students had a strong foundational understanding before moving on to more complex tasks. Research supports this notion, indicating that inquiry-based learning methods that utilize familiar cultural contexts enhance memory recall and comprehension, leading to improved academic performance (McKeown et al., 2018; Proctor et al., 2020).

These findings highlight the importance of integrating culturally relevant content into language instruction. By making the learning process more contextualized, students develop a deeper understanding of both language structures and content, as supported by previous research on culturally responsive teaching approaches (Chen et al., 2017; McKeown et al., 2018).

Students' Perception of the Relevance and Effectiveness of Local Content in Learning
The students' perceptions of the developed instructional materials were strongly positive, as indicated by the questionnaire results. The clarity of instructions, adequacy of exercises, and effectiveness of feedback were among the key aspects that contributed to their satisfaction with

the learning experience. These findings are in line with research emphasizing that well-structured curricula incorporating local content positively impact students' retention and application of knowledge (Barber & Klauda, 2020; Chen et al., 2017).

A significant proportion of students (66.7%) found the instructions "very clear," while 33.3% agreed that they were clear. This suggests that the integration of local content did not complicate comprehension but rather facilitated clearer instruction delivery. Additionally, 70% of students reported that they "understood very well" what needed to be done in each learning activity, demonstrating that the materials were structured in a way that was both accessible and relevant. Studies indicate that culturally relevant materials help students develop problem-solving and communication skills, both of which are key aspects of comprehension (Fadli, 2020; Proctor et al., 2020).

The adequacy of exercises and feedback was another factor that contributed to the effectiveness of the materials. A majority of students (63.3%) found the exercises to be "very sufficient," while another 36.7% deemed them "sufficient." This indicates that the practice exercises were well-designed and provided ample opportunities for students to apply what they had learned. Moreover, 73.3% of students felt that they received "very adequate" feedback, suggesting that teacher guidance and corrective measures were instrumental in reinforcing their learning process. Research supports this, emphasizing that structured and interactive lesson plans enhance engagement and critical thinking (Buehl, 2023; Amadieu & SalmerÛn, 2014).

The effectiveness of local content integration was also evident in students' vocabulary development and practical application of language skills. An overwhelming 90% of students reported learning a substantial amount of vocabulary and expressions related to procedural texts, suggesting that contextualized learning aids retention and comprehension. The use of familiar cultural and community-related references likely made it easier for students to connect new words and phrases to real-world applications. Studies indicate that localized learning materials should be emphasized in curriculum design to maximize student motivation and engagement (Duncan et al., 2016; Barber & Klauda, 2020).

Additionally, the integration of local content helped students develop practical language skills. About 60% of students felt "very capable" of practicing their English through hands-on projects, and 63.3% reported being "very creative" in making posters. This indicates that the instructional materials not only facilitated language acquisition but also encouraged creativity and real-world application of knowledge. These findings reinforce prior research highlighting that culturally relevant content enhances memory retention, problem-solving skills, and information processing (Cervetti & Hiebert, 2019; Chen et al., 2017).

The level of student participation in the learning process further underscores the impact of the developed materials. A significant 70% of students considered themselves "active learners," and 73.3% stated that they "really enjoyed" the projects. These findings highlight the importance of integrating culturally relevant content into language instruction, as it enhances students' intrinsic motivation and fosters a more engaging learning environment. By leveraging local content, educators can design lessons that are more interactive, meaningful, and conducive to deeper learning (Buehl, 2023; Amadieu & SalmerÛn, 2014).

CONCLUSION AND SUGGESTION

The integration of local content in procedure text materials has demonstrated a significant positive impact on student engagement and learning perception. By incorporating topics that are closely related to students' daily lives, such as making red bricks, coconut milk curds candy, and

virgin coconut oil, students not only improve their English proficiency but also develop a deeper appreciation for their local culture and environment. The development process, guided by the Borg and Gall model, ensured that the materials were systematically designed, validated by experts, and refined through student feedback. The effectiveness of these materials was evident in the operational try out, where students achieved scores above the minimum competency criteria (KKM), highlighting their potential in enhancing English learning outcomes.

Teachers are encouraged to use these locally integrated materials to enhance students' vocabulary and comprehension while simultaneously fostering awareness of their cultural heritage. The contextual relevance of these materials makes learning more engaging and meaningful, ultimately improving students' motivation and retention. Although the study focused on ninth-grade students in Ambon, the adaptable nature of the materials allows for their application in different grade levels and educational contexts. Furthermore, given Maluku's rich cultural and environmental diversity, future research should explore additional local topics to expand the scope of localized learning materials. This approach can be extended to other regions, promoting culturally responsive education that bridges language learning with students' lived experiences.

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