Development of Teaching Material Models of English Courses Based on Local Wisdom to Improve Skills of PGSD Students of English Texts

Yon Adlis
Faculty of Teacher Training and Education, Universitas Jambi, Indonesia
yonadlis234@gmail.com

Abstract

This study aims to develop a model of teaching materials for English courses based on local wisdom to improve the skills of PGSD students in understanding English texts. This research was conducted by adopting a design and development that refers to the theory of Borg and Gall with the steps of implementing the research as follows: (1) research and data collection; (2) develop a research plan, formulate a model of teaching materials (3) develop a product draft; (4) initial field trials; (5) revise the results of the trial; (6) field trials; (7) revision of the results of field trials; (8) field implementation test; (9) final product refinement); implementation of the model of teaching materials. The subjects of this study were 38 students who were taking English courses at the Elementary School Teacher Education Study Program. The results of data analysis show that (1) teaching materials for English courses, especially reading comprehension, have not been prepared based on local culture, (2) questions/questions/assignments/practices that follow reading comprehension teaching materials have not been able to improve students' ability to communicate in English, (3) students need teaching materials for English courses, especially reading comprehension based on local culture and which can improve communication skills in English and Jambi Malay cultural literacy, (4) assessments of experts and practitioners show that this supplementary reading material is seen as from content, appearance, questions/tasks/practices,/questions according to student needs,and (5) this supplementary reading material model is effective in improving students' skills in understanding the contents of reading texts in English, especially understanding the reading texts.

I. Introduction

Culture and language are like two sides of a coin that complement each other and cannot be separated from one another. Culture is something that results from various social activities and human collective thinking. Culture is an integrated thing with human life because language is part of culture. Language is an interactional and interactional tool in human life. Social interaction is not possible without the presence of language. In addition to

being a means of communication, language is also directly a medium of cultural expression.

Learning a language cannot be separated from learning a culture. According to Ramlan (2018) language maintenance is cumpolsory responsibility of the users of the language. Language has the great roles in human's lives because it is used as a means of communication among the member of the society (Ramlan, 2018). Language is used by certain language communities to establish interactions between speakers in an area (Hamid, 2021). Language is a tool for expressing attitudes, behavior, values, social events that have been formatted by humans in the speech group of a language. Language is the spirit of a social group, with language group members can hold social interactions in preserving the life of the group. Culture is a system of thinking that is formed collectively that unites behavior, habits, values, aesthetics and language. That is, culture as a system of behavior, values, ethics, rules, and habits will be created and developed with language as a medium of social interaction.

Teaching English not only includes teaching elements of language and language skills, for example, grammar, vocabulary, pronunciation, listening, speaking, reading, and writing, but must also present the culture that underlies the language. correct grammar may not be able to convey his ideas properly if he does not have knowledge of the culture of the speaker. Language and culture are interrelated so that language teaching cannot be separated from culture. Learning to introduce culture is in line with language teaching activities.

The teaching of English in schools and universities in Indonesia has been marked by failure over the past few decades. English learners from elementary school to senior high school are less successful in mastering English as a means of social interaction. There are not many learning outcomes that can be used to carry out the function of language as a communication tool. Generally, high school graduates cannot express messages to the other person, cannot explain ideas, main thoughts, and ideas, understand messages verbally, and cannot also understand the reading text well in English.

At the tertiary level, students who are not majoring in English are generally required to take two or three MPK English credit hours. Learning is more emphasized based on English Specific Purposes (ESP) in learning English, students are given reading material about their respective fields of study. The focus of teaching is on developing reading skills, translating into Indonesian, and sometimes writing in English. The results show that the level of vocabulary mastery that students have is low so that this ESP-based English class becomes a grammar and translation lesson. This situation makes the ESP program less successful in developing students' ability to communicate in English.

Teaching materials that foster awareness and appreciation of local and regional cultures that are more balanced with the portion of foreign cultures need to be designed systematically. The provision of teaching materials based on local culture in order to improve vocabulary mastery, the ability to communicate local culture, and understand the contents of reading texts is indeed needed by PGSD students as models of teaching materials for Elementary School English courses based on local culture.

II. Review of Literature

Kweldju (1996) found that learners are not willing to read and understand the content of reading texts even though they are aware of the benefits of reading. This is due to a lack of interest in reading due to schemata or low knowledge of the text being read, low ability to understand the content of the text, and the level of language difficulty and structure of the text being read. Learners have low interest and motivation in learning reading comprehension because they do not understand the topics discussed in the text. This is because the text is

prepared using descriptive and anecdotal techniques so that reading learning is found to be boring and uninteresting. This is due to the unknown topic of the text, the long text, unknown vocabulary, the absence of pre-reading,

The cultural background of the learner affects the interest, attitude, and interest in the activity of understanding the content of the text that is read and at the same time affects the level of understanding obtained after reading the text. Empowering sufficient opportunities to recognize the contents of the text before reading will increase motivation, confidence, relevant background knowledge, and the introduction of vocabulary and contexts related to life will provide better reading results.

Activating the reader's schemata on reading topics that are relevant to genre, cultural, and social backgrounds will increase the reader's interest in overcoming the obstacles encountered in understanding the content of the reading text because this element will change the attitude of reluctance to read to become interested and interested in understanding the content of the text (Kweldju, 2000). This shows that the text that is used as teaching material is originally close to the learner's schemata both in terms of culture, social, and daily activities of the reader.

Many studies state that foreign language learners must get a lot of linguistic exposure so that they can carry out the functions of the language they are learning well and confidently. This can be done by preparing teaching materials based on authentic materials that are related to the life of the learner, such as culture, social activities, stories, and events that occur in the daily life of the learner. Hyms (Berosova, 2015) states that communication competence is not only built with linguistic knowledge but also relates it to communication contexts such as culture, social norms, values, socio-cultural rules, and social environment. Reading learning should prepare reading texts that are relevant to the context of the learners' lives. This will bring everyday life outside the classroom into the context of learning reading comprehension. One thing that cannot be avoided is to provide reading materials based on local culture.

III. Research Methods

This research was conducted at the Elementary School Teacher Education (PGSD) campus of FKIP Jambi University with the research subjects consisting of 34 students and 4 lecturers who teach English courses in KE-SD-AN. The purpose of teaching English in PGSD is to prepare students as prospective teachers to have simple English skills as a provision for teaching English in elementary schools. This goal is unique and different from the objectives of teaching English at MKDU in other faculties within the Jambi university. On the other hand, this English course is provided only two credits while they are in PGSD. This uniqueness is the reason why this research was conducted in the context of learning English in PGSD.

This research aims to develop supplementary reading comprehension materials based on local culture to improve students' ability to understand English texts. The object of the study of teaching materials developed is Jambi Malay local culture which is close to student life, including clothing, traditional houses, traditional food, traditional dances, traditional games, and eating procedures, respecting guests.

In general, there are four steps taken in data collection, namely: observation, check-list, check-list administration, and document analysis while the instruments used are observation sheets, interview guidelines, check-list questionnaires, assessment rubrics, and tests.

In connection with the first research question (……..) a needs analysis was carried out as the first stage of the Borg and Carry R&D model research (2010). The first step is to identify students' problems in learning English in the aspect of reading comprehension.

Students and lecturers are given a questionnaire to find out the problems faced by students with the teaching materials used so far. The results of the questionnaire analysis of lecturers and students were analyzed descriptively to identify problems and potentials faced by students.

The second research question is (……………). The research and development model is used to produce effective and efficient reading comprehension teaching materials for PGSD students. Before designing the model in the literature review, the R&D model created by Borg and Carry (2010) with steps: (1) identifying problems and potentials in learning English in PGSD, (2) collecting data, (3) product design, (4) design validation, (5) design revision, (6) field test, and (7) final revision of the teaching material product. The final result of this step was found in the form of reading comprehension supplementary teaching materials based on local culture.

In relation to the third question, namely ………… The results of jugmen from experts and field tests. Expert judgments are used as the basis for determining the validity of teaching material products. Meanwhile, the results of the pre-test and post-test were used to determine the effectiveness of the product of teaching materials. Student scores at the pree-test and post-test were analyzed qualitatively and quantitatively to determine the development of the ability to understand the content of reading texts using designed teaching materials. The practical benefits of this designed teaching material were identified through observations made during learning using the material. Rubrics, observation sheets, and tests were used as instruments to answer the second research question.

The data collected in the trial of reading comprehension teaching materials is in the form of qualitative data. The qualitative data is in the form of written data in the form of comments, suggestions, and test results of teaching materials on expert tests, practitioner tests, and student tests from the results of filling out scores in the questionnaire. Written data is used to formulate product specifications for teaching materials and test data to improve the components of content, questions, assignments, questions/practices, and display of teaching materials. This data is used as consideration for revising and assessing the effectiveness of the content, presentation, questions, questions, assignments, and exercises, as well as the display of teaching material products.

Based on the questionnaire, the data obtained from the trial results. From the data obtained an assessment. of each component in the questionnaire. The assessment of the questionnaire is in the form of a score between 4 to 1. The data is then analyzed in the form of a percentage of 85%-100% getting very decent qualifications, 75%-84% getting decent qualifications, 55%-74% getting quite decent qualifications, and < 54% received less qualified qualifications. According to the components in the trial questionnaire, it is then described in a description.

Aspects on each teaching material that gets category 4, including the qualification results are classified as very feasible to be implemented. Aspects on each teaching material that gets category 3, including the qualification results are classified as feasible with implementation. Aspects on each teaching material that gets category 2, including the qualification results are quite feasible with revisions. Aspects on each teaching material that gets category 1, including the qualification results are classified as less suitable for revision.

IV. Discussion

4.1 Results

In developing reading comprehension supplementary teaching materials based on local culture, there are seven stages adopted from R&D developed by Borg and Carry (2010). The data collected in several stages are used to answer research problems including (!) problems

and potentials found by students in learning English, (2) descriptions of local culture-based reading comprehension teaching materials for PGSD students, and (3) quality of teaching materials which is designed for English to Elementary School courses at PGSD FKIP UNJA.

a. Problems and Potentials of Learning English faced by PGSD Students

Based on the results of data analysis obtained from observations in class and interviews with lecturers and students, it was found a number of problems and potentials in learning English, especially reading comprehension, including:

- The topic of the reading text that is presented to the students feels foreign to the students while the explanation about the topic is not given by the lecturer either through pictures, illustrations or pre-reading with provoking questions to bring the student schemata to life.
- The context of the text used in learning does not intersect with student life both culturally and socially so that students are not motivated to understand the content of the text and are difficult to understand.
- The English used in the reading text is too high so that there is very little vocabulary that can be understood.
- The text is not equipped with images that can provide illustrations of the contents of the reading text.
- Questions that activate student schemata are not found at the beginning of the text so students do not have an idea of the contents of the existing text
- The reading text is also not equipped with a list of difficult words so that students cannot find reading references about difficult words.
- The contents of the reading texts that are presented in learning are all Western culture so that students are not motivated and triggered to understand the contents of the reading text.
- The questions that follow the text are too difficult to understand and the language is also difficult to understand so that students cannot answer the questions.
- Students have the enthusiasm to be able to understand the text but there are too many obstacles, both in terms of language, reading content, pictures, and questions so that the existing potential cannot be empowered.

A number of problems faced by students in learning reading comprehension that were raised can be used as a basis for developing reading comprehension teaching materials that are in accordance with the needs, social environment, culture, and level of language skills possessed by students. Students and lecturers agree to develop new teaching materials that are more related to local culture. Local cultural topics are easier to understand, close to their daily lives, have something to do with life experiences, the vocabulary in the text can be guessed, the content is in the student schemata so that students are more interested, happy, interested, excited, and useful to read the text so that understand the reading content. This will certainly improve students' skills in understanding the contents of reading texts.

The teaching materials developed in this research include, supplementary books containing a collection of reading comprehension texts written in English whose contents are related to local culture for students and lecturers to be used in English courses for one semester. The material in descriptive texts, narrations, procedural texts, and report texts on the results of observations contains local culture. Fourth, the learning texts are arranged in an integrated manner to achieve the acquisition of reading comprehension skills in English-language texts based on local culture with the aim of improving students' skills in understanding the content of reading presented in the form of learning textbooks.

The results of this study are in line with the formulation of the objectives, namely (1) the development of the content of teaching materials, (2) the development of the presentation of teaching materials, and (3) the development of the display of teaching materials. The feasibility test of reading comprehension teaching materials based on local cultural texts was carried out through three test stages, namely (1) trials with material and learning experts, (2) trials with English lecturers who teach Reading Comprehension, and (3) trials with college student. The results of the analysis focused on the components of the content of teaching materials, presentation of teaching materials, and display of teaching materials.

Teaching materials in terms of content development, presentation, and appearance of teaching materials before going through the trial stage, have been prepared for English to elementary school subjects specifically for supplementary Reading Comprehension materials with special objectives for prospective elementary school teachers. After the trial, there are several aspects that need to be revised. Components that are observed through expert trials. practitioners, and students are components of the content of teaching materials, presentation of teaching materials, and display of teaching materials.

The results of the content development analysis of the material expert and learning expert tests on the SK and KD suitability aspects got good test results with a score of 4, the exercise adequacy aspect got good results with a score of 3, the difficulty aspects of questions, questions, assignments, and material exercises got good test results with a score of 3 and aspects of the accuracy of the material taught with the level of English proficiency, the students got good test results with a score of 4. All aspects of developing the content of the teaching materials that were tested got good test results. The development of the content of teaching materials is said to be very feasible and can be implemented, there are aspects in the development of the content of teaching materials that need to be improved. Aspects that must be revised are the adequacy of the exercises and the difficulty of the questions, exercises, tasks.

The results of the content development analysis of the practitioner test on the aspects of the suitability of the SK and KD got good test results, the aspect of the adequacy of the exercise got good results, the aspect of the depth of the material got good test results and the aspect of the accuracy of the material taught with the level of the context of the student's cultural life got good test results. All aspects of the development of the content of the teaching materials that were tested got good test results and overall aspects were very feasible. Although it is included in the very feasible category and can be implemented, there are aspects in the development of the content of teaching materials that need to be improved. Aspects that need to be improved are the depth of local cultural material and the level of difficulty of questions/questions/tasks/practices which are classified as questions related to increasing understanding of reading texts and adding difficult vocabulary accompanied by explanations.

The results of content development analysis on student tests on aspects of questions, questions, assignments, and exercises in teaching materials are very good and interesting to follow to get good test results, aspects of the questions contained in teaching materials are very challenging to get good results, On aspects of the topic of the text and the content of reading teaching materials are in accordance with the content of teaching materials to get good test results, aspects of the indications for the use of teaching materials can provide motivation to help move reading and study to get good test results.

All aspects of the development of the content of the teaching materials that were tested got good test results and overall aspects were stated in a proper position. Although it is included in the feasible category and can be implemented, there are aspects in the development of the content of teaching materials that need to be improved. Aspects that must

be improved are the questions, exercises, assignments, and questions contained in the teaching materials are very appropriate and good.

The results of the analysis of the development of the presentation of the test of material experts and learning experts on the aspect of accuracy in presenting the material got good test results, the aspect of the accuracy of the order of presentation of the material got good results, the aspect of the adequacy of practice got good test results and aspects of accuracy in increasing awareness of local culture and critical thinking that got good test results. All aspects of the development of the presentation of teaching materials that were tested got good test results and overall aspects were very feasible and could be implemented, there are aspects that must be improved, namely the accuracy of the local culture presented.

The results of the analysis of the development of the presentation of the practitioner test on the aspect of accuracy in grouping the material got good test results with a score of 4, the aspect of the accuracy of the order of presentation of the material got good results with a score of 4, the aspect of exercise adequacy got good test results with a score of 4 and aspects of accuracy in creating learning situations got good test results with a score of 3. All aspects of developing the presentation of teaching materials that were tested got good test results and overall aspects are very feasible and can be implemented, there are aspects of developing the presentation of teaching materials that need to be improved. The aspect that must be improved is the accuracy of questions/questions/practices/tasks in conditioning the development of mastery of cultural vocabulary and communication skills of local culture using English.

The results of the analysis of the development of the presentation of the student test on the aspect of the order of the material in the teaching materials have been arranged sequentially (the initial part, content, questions / questions / exercises / assignments) get good test results with a score of 3, aspects of the learning steps in the textbook are easy to follow got good results with a score of 4, and the aspect of teaching materials has provided exercises to hone reading comprehension skills that improve communication skills in English, the test results are good with a score of 3. All aspects of developing the presentation of teaching materials that were tested got good test results, overall aspects that are feasible and can be implemented, there are aspects of improving the presentation of teaching materials, aspects that must be improved are the order in which the materials in the teaching materials have been arranged sequentially (initial part, content,end) or topics, illustrations/pictures, reading texts, questions, exercises, and cultural vocabulary development tasks in English as well as practice using them in the context of both sentences in dialogue.

4.2 Discussion

Based on the results of data analysis on the results of trials on experts, practitioners and students, it can be concluded that this teaching material meets the appropriate criteria. Nevertheless, there are aspects in the teaching materials that must be revised for the perfection of the teaching materials. The resulting teaching material products have special characteristics. This teaching material combines three skills in an integrated manner between reading comprehension skills, developing vocabulary mastery, and communicating local cultural vocabulary, and local cultural awareness. This teaching material has components that have been revised. The aspects that are observed in the study of teaching materials through trials of experts, practitioners and students are the components of the content of teaching materials, presentation of teaching materials, language of teaching materials, and appearance of teaching materials. Based on the results of the revision,

a. Study of the Content of Teaching Materials

Reading comprehension teaching materials include texts based on local culture followed by questions/questions/assignments/practices that support vocabulary mastery, communicate in English, and appreciate local culture and can encourage students to be skilled at understanding the contents of reading texts in English. Some of the eligibility criteria for the content of teaching materials that must be met, namely (1) the suitability of the description of the material with the competency standards (SK) and basic competencies (KD) contained in the curriculum of the relevant subject, (2) the accuracy of the material and (3) learning support materials . The assessment of this teaching material is based on the eligibility criteria for the content of the teaching material in the form of reading text and reading comprehension.

Based on the test data analysis with material experts and learning experts and practice trials, the aspects that were tested related to the content of teaching materials were the suitability of SK and KD, adequacy of practice, adequacy of material, accuracy of the material being taught with the socio-cultural life of students. The level of feasibility on the aspects of training adequacy and material adequacy is still lacking and must be revised.

The trial with students was carried out once after the expert test and revised teaching materials. The results obtained in this trial are data from a questionnaire on the feasibility of teaching materials in the form of an assessment of a test questionnaire in the form of a checklist, comments and suggestions.

The title of the teaching materials for reading and writing conversational texts developed by the researcher is teaching materials for English Language Courses Based on Local Culture in Improving Communication Skills in English.

b. Studies on Presentation of Teaching Materials

Teaching materials for English courses based on local culture produced are intended for lecturers and students so that they can be used as an alternative learning resource to improve mastery of reading comprehension competencies that can improve English language skills in communicating local culture. The preparation and presentation of teaching aids must be complete in order to facilitate students and lecturers in learning activities. The completeness of the presentation of teaching materials is divided into three, namely (1) the introduction section (preface, instructions for use, table of contents, and list of symbols), (2) the content section (images or illustrations, references, presentation of each reading text) and (3) the conclusion section (bibliography, subject index, glossary, and instructions for use).

c. Display of Teaching Materials

The development of these teaching materials in addition to considering the content of the material in the form of reading texts, reading comprehension, also considers the appearance and layout of the teaching materials. The appearance of teaching materials also affects students' interest in reading teaching materials. The layout in teaching materials includes the layout of writing and the layout of the use of images.

Use of color. The color that dominates this teaching material is green. The choice of green color is considered capable of presenting teaching materials with different colors. Most of the teaching materials circulating so far are clear and white, light brown. The bright and fresh green color is expected to be able to attract the attention of students to enjoy reading this teaching material. In addition to green, the content of this teaching material uses various colors to distinguish titles, exercises, conversational texts, materials and summaries.

Use of illustrations. The illustrations used in relation to the reading material and text are pictorial/photo illustrations at the beginning that precede the reading text. In social events or cultural events, images are presented that are in accordance with the cultural events to

support the reading text. The results of the test of teaching materials with lecturers show that the display and illustrations contained in the teaching materials are in accordance with the cultural background and level of emotional maturity of first semester students.

Reading comprehension teaching materials in the form of reading texts and questions/questions/exercises/assignments not only serve to integrate local cultural awareness but also to improve critical thinking skills. Through reading texts that integrate local cultural awareness with critical thinking exercises which include: identifying, evaluating, and drawing conclusions. These activities are contained in the questions/questions/practices/tasks section in the teaching materials. In general, reading teaching materials contained in textbooks consist of:

1) Learning objectives that serve as a tool to direct students about the things to be achieved,
2) Photos/pictures, illustrations/explanations that serve to lead students to the topic of the reading text,
3) Description of the material in the form of reading texts in learning reading comprehension that growing awareness of local culture,
4) Questions/questions/exercises/tasks that follow reading texts that students must do to practice communicating local culture skills in English, especially in developing mastery of cultural vocabulary.
5) Structured assignments and exercises or independent assignments to be done outside class hours.

Based on the previous description, it can be concluded that the model of teaching materials for this English course has the following characteristics.

1) Teaching materials combine reading comprehension skills, cultural vocabulary development, English language skills communicating local culture with local cultural awareness found in the content of reading texts accompanied by questions/questions/practices/tasks for developing cultural vocabulary that can improve communication skills in language English. The integration of local culture equips students to have affective competence.
2) Teaching materials designed to develop communication skills in English through a series of questions/questions/tasks/practices that accompany the reading text. The English language skills that are developed in the teaching materials of English courses consist of: (a) the skills to understand the content of the reading by analyzing which includes the skills to identify and clarify; (b) cultural communication skills, namely the skills to parse cultural vocabulary and judge based on intellectual standards; and (c) skills to draw conclusions and determine attitudes towards local cultural concepts through mastery of the cultural vocabulary in question.
3) The selection of reading texts in the model of teaching materials is considered and aligned with the socio-cultural that is inherent in the actual environment of the student's life interesting, challenging, intellectual, and contextual.

The teaching materials for this English course are in the form of reading texts and questions/questions/exercises/assignments not only to integrate local cultural awareness but also to improve communication skills in English. Through reading texts that integrate local cultural awareness with practice communicating in English which includes: identifying, understanding, evaluating, and drawing conclusions. These activities are found in the questions/questions/practices/tasks section in the teaching materials.

In general, reading teaching materials contained in the developed teaching materials consist of:

1) Learning objectives that serve as a tool to direct students about the things to be achieved.

2) Photos/pictures, illustrations/explanations that serve to lead students to the topic of the reading text.
3) The description of the material in the form of reading texts in learning to read comprehension that fosters local cultural awareness.
4) Questions/questions/exercises/tasks that follow the reading text that students must do to practice critical thinking skills
5) enrichment of new vocabulary related to local culture, and
6) structured assignments and exercises or independent assignments to be done outside of lectures.

V. Conclusion

Based on the results of research and development of models of teaching materials for English courses, the following conclusions can be drawn.
1) This supplementary reading material that was developed combines the development of English language skills, especially reading comprehension skills with local cultural awareness found in the content of reading texts accompanied by questions/questions/practices/assignments, illustrations, pictures, and sequences of difficult vocabulary and cultural concepts. which can improve English language skills that can communicate culture.
2) This teaching material is designed to develop the skills to understand reading content in English through a series of questions/questions/tasks/practices that accompany the reading text. The communication skills in English that have been developed consist of: (a) skills in communicating vocabulary, concepts, local cultural values which include identifying and clarifying skills; (b) skills in mastering local cultural vocabulary, concepts, and feelings/values in English; and (c) skills in determining attitudes to support the preservation of local culture.
3) The selection of reading texts in this supplementary teaching material is considered and aligned with the socio-cultural environment inherent in the student's life domain, interesting, challenging, educating, actual. and contextual.
4) Students and lecturers have a positive perspective on this supplementary reading material by assessing that this supplementary textbook is useful and can be used in teaching elementary school subjects at PGSD.

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