

The Development of TEFL Listening Materials Based on Local Wisdom Materials

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ABSTRACT

Combining the indigenous values with the instruction material is away to attract student's attention in listening course and give the local knowledge in multicultural education. The concept of the new approach is to help the teacher in teaching listening skills to build cultural competence. Therefore, it is necessary to develop a TEFL listening material model to empower the local wisdom values. The study focused on the instruction design of listening materials development based on the Muhammadiyah community values. The type of research was research-development and carried out the ADDIE type; it consisted of need analysis, design, development, implementation, and evaluation. The number of research participants =were 14 (sixteen) students at the fourth semester of the English department at Muhammadiyah University in the 2023 academic year. The research findings showed that there were six local topics being designed in listening textbook, three types of textbook activities, and the quality of the teacher's book was 4.36, and the student's book was 4.38. The textbook categories were valid. As a result, the valid books can be used for teaching integration model in learning process as the effort to improve student's listening competence and to enhance student's local wisdom knowledge.

Keywords: Need analysis, local-wisdom, community values, teacher's book, student's book

INTRODUCTION

Integrating cultural values into learning materials is part of the demand for sustainability of textbook content from various points of view, not only presenting language but also cultural understanding.[1] The textbook contains exercises and tasks that are closely related to the values of community members' activities.[2]The importance of constructing this idea is as an effort to foster students' interest in mastering English and cultural competence through designing teaching materials based on a multicultural education approach. [3], this study is a source of information in meeting the needs of certain audiences in listening courses. The target of developing the lecture material is to foster a humanist personality; this multicultural principle can be possessed by every student. Through the design of teaching materials, students are able to examine the values of national diversity in global communication throughout the world. [4]

Currently, local values in Indonesia have received special attention since the implementation of the Independent Learning curriculum based on local wisdom. The aim of implementing this curriculum is to strengthen identity as a nation and foster a sense of love for one's own culture, by bringing their culture closer during the learning process, especially listening skills. During the learning process, it is hoped that students can understand the subject matter through exercises, assignments and feedback from the design of teaching materials. The principle of topic selection is carried out by considering the content of listening skills and cultural competency through needs analysis. Cultural understanding competency is related to local knowledge and features such as activities, viewpoints, ideology, science, customs, history and public figures. In this case, choosing a topic will be a bridge for students to face real world problems [5]in addition, this topic will make it easier for teachers to collaborate with students in delivering listening material because they are faced with real situations, and can also develop personal potential, problem solving skills and

interpersonal skills during the teaching and learning process. In addition, familiar topics provided in a course can make students more intensely involved in discussions, exercises, assignments, activities and feedback.[6]

However, the learning resources previously used to teach listening skills used textbooks such as listening extra and listening and speaking skills written by Cusack Barry. The textbook displays different cultures, not local culture as a source of learning support. As a result, learning outcomes to become a global citizen who has mastery of English and has a dynamic character has not been able to be developed through a textbook analysis approach. [7]The language textbooks used in learning have language elements but do not have local cultural knowledge.[8]As a consequence, the use of textbooks in learning certainly does not appreciate the concept of multicultural education during the English language teaching and learning process. This multiculturalism approach provides opportunities for groups to support their own culture through the design of textbooks used in learning English, so that they have language skills and cultural competence.[9]These two elements color the role of culture, cultural identity and cultural awareness as learning resources in English communication, while other cultures as a complement to developing cross-cultural competence.[10]through exposure to local values, students are closer to the learning materials used in class so that social values, feelings of sympathy and empathy will develop by themselves[11]

Meanwhile, the development of English language teaching materials based on local wisdom has been developed to fill the gaps in this research, but currently there is little data available in Indonesia for the development of EFL listening skills teaching materials such as [12], [13], [14], and [15]. These studies only describe certain topics in teaching activities (Balinese culture, Banten culture, life and the environment), and fictional stories which are usually used to make children fall asleep and love their parents, so that the stories enter the natural world. Subconscious to model the characters those children should have or avoid

On the other hand, none of the development research used local culture as a source of knowledge in TEFL listening skills materials in the form of teacher books and student books related to topics of Muhammadiyah society, for example problems students are facing, scientific studies, inspirational figures, historical values, and other local issues that are very inspiring. [16]Even though there are several issues discussed and compared in the development research model, the function, situation, context and perception are not the same in pointing to cultural values. Therefore, each society has its own way of instilling cultural values as a legacy from generation to generation. By designing teaching materials based on local wisdom, students can enrich their understanding of both English and local culture as part of global competence. [17]

Lining with this issue, of course a new design is needed that provides students with the opportunity to uphold the value of local wisdom through learning. The new design of listening skills relates to pressing issues and needs in specific communities such as the dangers of gaming, history, and science.[18]The learning design materials are an alternative solution to the problems they are facing; the material selection approach is a cultural approach in solving social problems which includes traditional stories, myths and proverbs as well as cultural objects that represent uniqueness of a particular cultural heritage. Topic selection is also based on students' closeness to the life and culture they believe in, so that it has an impact on teamwork, collaboration and activeness in acquiring knowledge. The authenticity of the material as a cultural practice is outlined in the English listening skills exercises and assignments; in short the background knowledge of the material that will be designed is able to adapt to the student's level of English fluency and to develop local culture competence.

The present study addresses this issue in the development of English listening materials based on local wisdom materials. This article examines: What is the student's need for English listening material development integrated into local wisdom materials? How does the design of the English listening materials develop, and what is the validity of the teacher's book and the student's book? This study was carried out by the second-year students of Muhammadiyah University of Sumatera Barat in the English department

LITERATURE REVIEW

2.1 Local wisdom (LW) in religious organizations

A specific new approach in TEFL listening material sources for this research development is the Muhammadiyah movement topics. This is one of the modernist religious organizations playing an important role and influencing every aspect of life to engage in the cultivation of national identity through LW materials such as the history of the organization, figures, values, business, politics, and education. The aim of this new design is to develop cultural competence skills that allow this community member to interact more easily with other majority and minority members of the community without being racist or intolerant of society's changes [17] It is an important design to develop cultural competence by giving a chance to communicate in TEFL listening activities with one's own community and others'. The activities are designed in the textbook as simulations to face problems or concrete situations, so learners have increasingly been challenged to respond to problems with the varying tasks to find solutions. [19] The problems inspired the learners to do the exercise with linguistic content and cultural value cultivation.

The human experience phenomena characterizing each conceptual and disciplinary uniqueness study can be a gold mine to introduce culture in a community because every community has a different cultural perception of local wisdom. [20] The distinctive sources can be categorized as priceless assets to protect and develop cultural knowledge oriented toward spiritual and other dimensions. Even though it happened somewhere else, the unique function and values of upholding the LW demand that the practitioner, researcher, and scholar redevelop new TEFL materials based on the community perspective. [21]

As a cultural being, when someone communicates, he practices the culture; people can catch culture through the language used, whether in direct or indirect communication. Sharing information about their own culture and perspective with other communities are an important part of communication, and even more so when using some devices. Moreover, with the advances of technology, people can accelerate the local culture of other communities with their devices without directly meeting. The existence of local culture can be explored in textbook design to prepare for global communication. The extent to which the teacher and student participate in the culture norm circle to cultivate community ethics and appreciate each other's opinions depends on the English listening themes in classroom activities. A varied range of exercises and feedback will impact skills and indigenous knowledge. During the instruction simulation, the participants will be influenced by their lives through teaching activities to analyze subject matter and character values. [22] At least two-character values when distributing the local wisdom in TEFL materials: internal and external; the learners would be more empathetic and flexible based on the internal side, and the other side, behavior, would be more effective. [23] The LW norm given to all the participants in the community is to develop an attitude of cultural competence and, even more, influence language competence.

The cultural competence indicator in classroom discussion is the ability to confidently protect his culture over listening instruction design, in that every language is a culture. Therefore, book learning based on local cultural values is a convergence of soft and hard skills. As stated in detail, [24] textbook provides relational skills, general self-efficacy, and non-ethnocentrism. The idea explains that some good textbook criteria have English knowledge and character values, including promoting the culture, respecting other cultures, and having no racism. More concrete TEFL competencies are open-mindedness, cultural empathy, and social initiative. This term is the same relational skill as open-mindedness, which describes how the participant is open to his culture, appreciates others', and has a highly social soul. To be more concerned [25], the pupils should have dynamic knowledge competence on TEFL listening materials that includes not only attitude, cultural awareness, and motivation but also listening ability. All the theories depicting cultural knowledge can be said to be part of the dynamic learner's learning. In conclusion, the framework theories for research

development indicated that the selection of the material integrated into local wisdom is a fantastic design to promote a sense of identity and to support the foreign culture as a gift in global communication with various fields of study.

2.2. Need analysis (NA)

Gathering the necessary and real situations for developing the textbook is an important point in this design. Due to the need for analysis, the data can be collected for material development. It is a foundation course in any curriculum design [26] which is intended to pave the way for English for Specific Purposes (ESP), [27] The ESP stated in the curriculum will gauge target information about what the situation will look like in the textbook. [28] There are two points in data collection over need analysis, namely, target needs (TN) and learning needs (LN). TN explores the conditions in which the pupils would use the language in the classroom, for example, before listening, while listening, and post-listening. Before listening, students can warm up or brainstorm about topics and check their preparation for learning. While listening provides tasks and exercises for listening to increase language competence, Post-listening gives feedback to review the material given during the teaching and learning process. LN confirms how the learners' need to learn, like a preferable topic discussion, correlates to the student's life in order to attract their learning curiosity. The themes relate to community activities such as local figures, education, business, values, history, politics, students' problems, and the value of the Muhammadiyah students in Sumatera Barat.

The Design of TEFL Listening Materials

Reviewing the development of English listening materials as concerned studies in this research, how the local wisdom played a role not only as people's assumptions but also contributed to the TEFL materials, the function of issues can be the additional information to the LW knowledge. Designing the textbook should reflect the package: values, content, methodology, layout, and design; overall organization of the textbook; activities and tasks; skill; language type and content; subject and content. [29] The first thing that the student is interested in reading is the face of the book; it must be beautiful and cover all the content of the book, like price, information, uniqueness, and presentation approach of the book. The textbook structure also described the activities, tasks, and skills, showing how every part of the textbook gave experience and knowledge to the students. The existence of the textbook presented in the learning steps makes it easy for the reader to learn the language, for example, through brainstorming, core activities, and follow-up.

Brainstorming is a way to build up students' background knowledge about the subject matter that will be discussed; this step guides the student to know more efficiently about the materials. [30] Then, the main activities are at the heart of the teaching by giving the types of tasks and skills needed to make the student understand the subject matter. This action is how the teacher and student collaborate to achieve the optimal learning goal by enhancing challenging activities. [31] Follow-up provided for reinforcement and assessment allows the learner to measure to what extent the materials have been successfully mastered and to make a comparison to the future careers of the students. [32] A holistic understanding of the teaching stages in a textbook would impact learning outcomes, including language and cultures.

Furthermore, the readability of the topic selection must be closely related to the student's activity or something up-to-date with real life; how well the author succeeds will depend on the readability of the text. [33] It relied on the student's expectation of ease in learning, in which the text given could be read and simply understood. The readability concept of the textbook is designed in such a way that the language type and content of the criteria being concerned in the subject and content of the textbook reflect the latest materials and maintain the identity character to support the cultural competence [34] confirmed that there are five criteria for designing a textbook: having clear objectives and approaches; textbook design and organization; language content; language skills; topics; and language practice.

Dealing with a development framework, [35] the textbook design should present the description of the textbook, like linguistic content and physical condition. Dealing with the idea, the concept of textbook design refers to the presentation of the materials aspect, describing how the instruction in the book is clearly stated, and the content and materials aspect refers to the topic selection based on the newest issue, which is necessary for the student to read and relates to the real world. Afterward, language and readability aspects mean that language choice or diction is applicable to the learner’s activities and tasks. Last is the graphic aspect: how the layout makes it easy to hold; the textbook has a proper font, paper, color, size, setting, and picture[36]. In addition, all aspects of product development would be designed and recommended as ready-to-use for the instruction listening course.

The Examination of the Textbook Quality

The validation of the textbook is to gauge the complexity of the textbook, which describes all the wiring criteria for a good textbook. To what extent the materials designed have fulfilled the language target can be seen from the perspective of content validity. The concept of content validity is to ensure the extent to which the elements of an assessment instrument are relevant to the construct targeted for the assessment.[37]The construct target examines the adequacy of theory implementation in the design product. Dealing with the idea [38]confirmed the evaluation of the instrument by using some procedures to check the product’s quality through an observational checklist done by experts. [39]The textbook validation process is an assessment of whether the final product works as it is supposed to or whether or not the right product was built. In this research, the textbook of TEFL listening materials development, which introduces the Muhammadiyah values and the valid assessment instrument given to the experts to examine the teacher and student’s book quality, used an instrument like the Likert scale (1–5) to clarify the rating scale of criteria for textbook quality.[40]The scale displayed was validated by three experts through the inter-rater agreement model. [41] This valid textbook would be recommended for teaching implementation in classroom interaction.

RESEARCH METHOD

The research and development used the ADDIE model. [42] This model consists of five actions, including analysis, design, development, implementation, and evaluation. Each stage of the model was developed by researchers into the following research procedures, as follows:

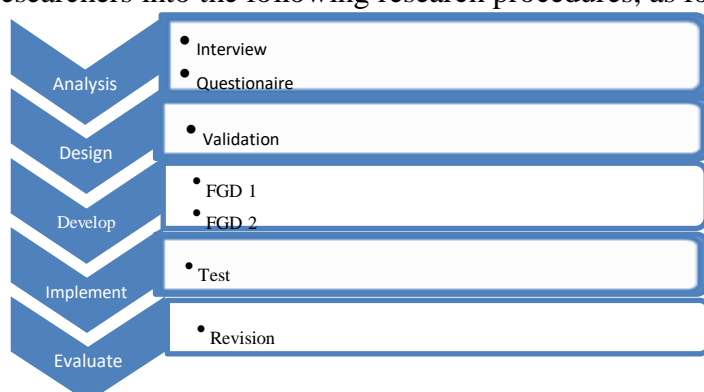


Figure. 2.2 Procedure of English listening development based on Local wisdom.

Formerly, participants in the research on product development based on LW were 14 English students of the Muhammadiyah University of Sumatera Barat department in the fourth semester of the 2023 academic year through the ADDIE model. The first step in developing the TEFL listening materials was analysis; this step gathered the students’ and teachers’ needs through a questionnaire and interview. The next step was a design. At this stage, the materials chosen by all the participants were designed for the teacher’s and students’ books. Experts did this by undertaking textbook validation to qualify the textbook’s quality. Then,

the next step is to redevelop the materials with focus group discussions one and two with experts to criticize the textbook and to contribute to the completion of a good textbook. After that, implementation was done to measure the effectiveness of the textbook in classroom activities, and finally, evaluation was the last step to revise weaknesses found in the field during the implementation of the teaching and learning process..

RESULT AND DISCUSSION

Data of Need Analysis

Some topic discussion is being developed in TEFL listening, such as Muhammadiyah movement types, business, politics, traditional games, history, and Muhammadiyah figures. There are fourteen participants who selected the topics by using a *Google form* from January 10 to March 30, 2022. Here are the results of students' and teachers' choices in developing English-listening TEFL materials, as follows:

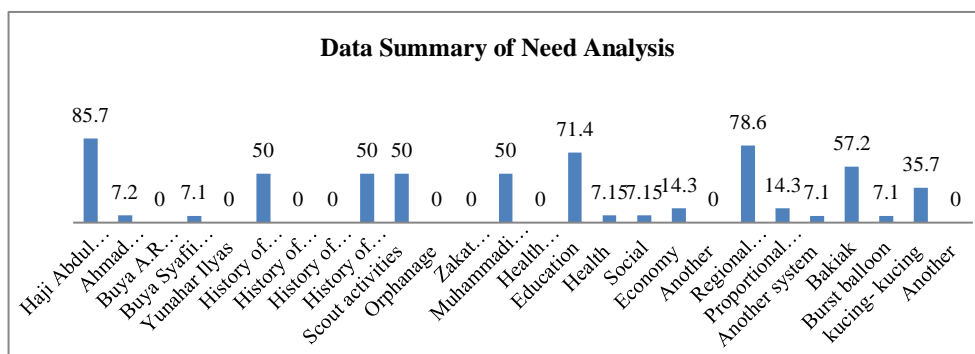


Diagram 4.1.1 Need analysis of materials development

As can be seen from diagram 4.1 above, some local wisdom topics of the Muhammadiyah group need to be established in TEFL listening materials, like figures, history, types of movement, business, politics, and traditional games. The data showed that every topic had different values, and the topics for the textbook development, like Hamka, which was 85.7%; History of Muhammadiyah in Sumatera Barat, which was 50%; Muhammadiyah Schools, which was 50%; Muhammadiyah Business, which was 71.4%; Politics, which was 78.6%; and *Bakiak* as a traditional game, which was 57.2%. These material themes would be established as sub-themes that represented the themes of the material's development.

Designing the TEFL Listening materials

The textbook designed to distribute the values of the Muhammadiyah community as a part of indigenous culture can be seen in the textbook layout below:

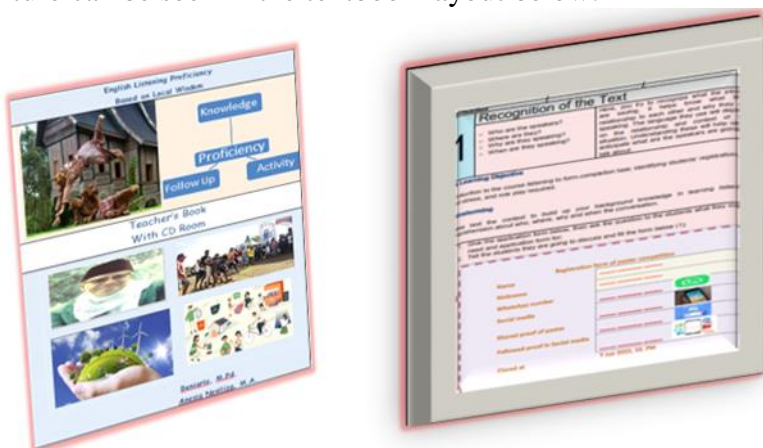


Figure 4.1.2 Textbook designed for teacher's book

The physical textbook designed by the teacher can be seen from the illustration and picture choice; it depicts the book content and teaching steps. The content of the book illustrates that knowledge can be comprehended well through activity and follow-up. The source of teaching is based on the local culture, such as traditional games, figures, and students' problems. While teaching steps describe listening skills, levels, and topics, the teaching activities started with learning objectives, brainstorming, main activities, and follow-up. Every teaching stage gives some instructions that the teacher guides to teaching listening.



Figure 4.1.3 the textbook designed for student's book

The student's book has a physical description of the content of the book. The student's activities are designed in three stages, each with different actions. For example, brainstorming involves working in pairs and guessing the topic. These activities aim to build the student's knowledge of the discussed materials. Then, the main activities have two activities, such as simulation and word enrichment; simulation measures the student's understanding of the topic, and word enrichment is aimed at memorizing the words relating to the listening topic. Follow-up aims to recheck the student's understanding of materials by giving a role play and matching words to check the student's understanding of the subject matter.

Validation Data

TEFL listening materials used for teaching sources must meet good criteria in writing a textbook; it can be done by expert judgments of validity to qualify the TEFL listening materials. Here are the results of the teacher and student's book assessment, as follows:

Teacher's book

No	Validation criteria	Experts			Percentage (%)	Category
		A	B	C		
1	Aspects of Materials Presentation	4.5	4	5	4.5	Strongly valid
2	Aspects of Material and Content	4	4.16	5	4.38	Valid
3	Aspects of Readability and Language	3.8	4.4	5	4.4	Valid
4	Aspects of Graphic	4	4.25	4.25	4.16	Valid
Average		4.07	4.20	4.81	4.36	Valid

Table 4.3. 1 Teacher's book

The score average of the student's book was 4.36, which is shown as a valid category. The book has four

aspects; each of the indicators has different scores. The first indicator was 4.5, which was categorized as strongly valid. The second indicator was 4.388; it was indicated as valid. The third indicator was 4.4; it was pointed out as valid. The last indicator was 4.166; it indicated a valid textbook. It can be concluded that the textbook can be used for TEFL listening materials.

Student’s book

No	Validation criteria	Experts			Percentage	Category
		A	B	C		
1	Aspects of Materials Presentation	3.25	4.25	5	4.17	Valid
2	Aspects of Material and Content	3.5	4.67	4.67	4.28	Valid
3	Aspects of Readability and Language	4	5	5	4.67	Strongly valid
4	Aspects of Graphic	3.75	4.5	5	4.42	Valid
Average		3.62	4.60	4.92	4.38	Valid

Table 4.3. 2 Student’s book

The score average of a student’s book was 4.38; it is shown as a valid category. The book has four aspects; each of the indicators has different scores. The first indicator was 4.17, which was categorized as valid. The second indicator was 4.28; it was indicated as valid. The third indicator was 4.67, which was pointed out as strongly valid. The last indicator was 4.42; it indicated a valid textbook as a reference for TEFL listening materials.

Here are the indicators of textbook assessment.

Score	Rating	Descriptor
5	Strongly valid	A textbook is considered very good if it has a lot of points and just a few weaknesses.
4	Valid	A textbook is considered good if it is solid but has a few weaknesses.
3	Fair	A textbook is deemed a textbook if it has few strengths and a lot of weaknesses.
2	Poor	A textbook is considered poor if it has very minor strengths and so many major weaknesses.
1	Not valid	A textbook is considered very poor if it has no strengths and so many major weaknesses.

CONCLUSION

TEFL listening material development based on Muhammadiyah community values has significantly contributed to a course to enrich the LW concept, sustain the national character, and develop intercultural competence as global citizens. This approach has influenced every teacher, educator, and researcher to synchronize local wisdom values with every life element. Enhancing indigenous knowledge values by promoting Muhammadiyah values in the textbook is one of the most critical elements to consider in classroom activities. Need analysis is a proper way to meet the student’s needs to develop new listening materials based on local content. Teachers need to have specific knowledge and skills, particularly subject matter, pedagogical, and content knowledge, to elaborate on the paradigm. There have been six Muhammadiyah community topics in developing the teacher’s book and the student’s. A textbook-designed approach has three critical aspects to support listening ability and make the instruction process easier.

Finally, the textbook also met a good quality standard in terms of design to be a good reference for the TEFL listening course.

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