Development of Reading for Information Teaching Materials Based on Local Wisdom;
A Study of Mandar Local Wisdom

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Abstract: This study aims to design a Reading for Information Teaching material based on Local wisdom carried out at English Education Department of West Sulawesi University. Quantitative approach with descriptive method was employed in order to connect the students' local background knowledge regarding local culture stories as the materials provided in English. 22 students programming Reading for Information were selected purposively over the 158 population. The data were collected through observation, questionnaire, interview with semi-structure, and documentation. The result of this study would be a reference to develop teaching materials in Reading for Information based on Mandar Local Wisdom.
Keywords: Reading for Information, Teaching materials, Local Wisdom.

1. INTRODUCTION

Reading English text has been an undeniable compulsory to gain more knowledge in supporting people's careers, higher education level, and even some business in international scales. Due to the urgency, most of non-native so called ESL (English is spoken as second language) and EFL (English is spoken as a Foreign Language) attempt to reach the level of perfection in comprehending a text. However,some may have reading difficulties in their mother tongue and the problems get worse when reading is applied to English both ESL and EFL, as students might be lagging behind in a number of reading components, including accuracy, comprehension, and speed (Qarqez, 2017). To be a successful reader, a person necessary has a good grammar comprehension as stated by Chomsky in Transformational Generative Theory that Comprehension is begun in a group of words, sentences or a part without any correlation to its readers (Huang, 2009). In other words, this theory assumes that reading more or less depends on the readers' comprehension towards a language structure. Thus, in teaching Reading of EFL classroom, Teachers are required to assess the fundamental structures of students at least.

Nowadays, the majority of researchers show that reading is not only about driving information from a text which only comprehending a group of words and sentences. Reading is complex activities (Huang, 2009). Basically, Multi-stat forms and interactive are two main processes in comprehending a text. Multi-stat forms is a process when readers apply their language intelligence. The higher the level, the better reading comprehension will be. On the other hand, interactive process affects readers over the words, structures, and contents to implement the background knowledge to behave based on the text. Accordingly, the readers not only apply the language intelligence but also apply the background knowledge to comprehend a text easier.

The role of readers' background knowledge to comprehend a text is described in "schema theory". Anderson contends that words, sentences, or paragraph structures never imply the meaning only. The readers need to connect it to the background knowledge. Brown in 2007 defines schemata as a formula to represent experience and knowledge proceeded in human brain.

In further, schema is divided into content and formal. The content schema refers to readers' background or knowledge about the world of text content as quoted by CarreEisterhold in ShuyingAn 2013 that readers embrace knowledge in the past and current to understand the content of the text. The finding implies that a topic is possible to be comprehended easily if the readers have greater knowledge world including cultures. This might be helpful for readers to correlate what bear in mind and what they are reading.

Formal schema is organizations and structures rhetoric of a text to ease readers to comprehend the texts to recognize text variety. It indicates that when readers are occupied with sufficient knowledge of text variety or genres, then it might be more helpful to acknowledge the text they are reading. The language intelligence absolutely contributes to improve the capability of readers to comprehend a text.

From the descriptions above, culture seemingly can enrich students' background knowledge. According to Irvine in Royani (2013) culture's role is to understand the faith and norms of society. Hence, the researcher is interested to apply local wisdom as the text content in reading for information EFL classroom.

The reasons to assert local wisdom as the text contents are due to the priceless effects which seemed to decrease gradually in human life especially for English

Education at West Sulawesi University.

As the piloted in this teaching context, the researchers found that the number of students think that reading is uninteresting activity and having no motivations to read. Moreover, it was found that not too many students know about Mandar Local wisdom even Mandar is the place in which the students were born and grown up. Due to the fast growth of technology and information, the students seemingly get addicted to western stuffs and tend to ignore the local wisdom of theirs.

The tribe of Mandar is a tribe living in western Sulawesi. The area covers some regents namely Polewali, Majene, Mamuju and Mamasa. The tribe of Mandar is occasionally similirizzed to Bugis, Makassar, and Bajo tribes. (Kasitowati,2011).

This research aims to develop teaching material of Reading for Information based on Local Wisdom, also, to introduce and remind students about Mandar Local Wisdom. In addition, this research is expected to gain students responds and perceptions towards Mandar Local wisdom.

In the basis of descriptions and backgrounds above, the present study is Development of Reading for Information Teaching Materials based on Local Wisdom ; A study of Mandar Local Wisdom.

2. LITERATURE REVIEW

A. Reading for Information

Nuttal (2008:1) states that reading is a process that involves decoding written symbols, in order to find and understand the meaning of someone else's message. Meece and Grellet give more emphasize of reading, they explained that reading is absolutely not a passive skill. This skill requires the students to read the written words or decode the text, trying to understand, comprehend and also predicting the meaning of the text and finally get the information by extracting the content of the text (Moges, 2011:6).

Grobe (2009:15) defined reading as a strategic process in that a number of the skills and processes are required on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.

Reading comprehension issues and its correlations to background knowledge was researched by Carrel di Huang (2009) regarding the role of schemata in reading comprehension and the results proved that schemata affected the readers' comprehensions towards a text in which the readers may have better understanding and remember a part correlating to the readers' culture. Some relevant researches were carried out over these years listed as follows:

Liu (2011) conducted a research to know how a reader's cultural background affected their reading comprehension and also to know the effect of background knowledge on reading comprehension. This research used the theory of schema, especially cultural schema. Liu believed that schemata were developed with people's life experience, they were influenced by the culture in which one lives. The subjects of his research were 39 ESL students with a Chinese Islamic cultural background and used quantitative method (experimental). The instruments of the research were multiple choice reading test and questionnaire. The result of the data showed that the mean score of the chinese culture students were higher in comprehension test about chinese culture (6.53) than comprehension test about moslem culture (5.89). Viceversa, mean score of the Islamic culture students were higher in comprehension test about moslem culture (6.5) than about Chinese culture (5.9). The result of his research showed that students' comprehension on culturally related reading materials was affected by their cultural background. Student with Chinese cultural background performed better on comprehension test in reading material related to their native culture and Islamic students comprehended reading material related to their own culture better than they did with foreignculture.

In 2013, Jafari did a research to investigate whether cultural schema has an influence in reading comprehension and also to know whether using a set of reading activity could make up the lack of cultural background knowledge of the students. This research involved 80 Turkish/ Persian students at the university, which he divided into four groups, two control groups and two experimental groups. In this research, he applied quantitative method andquasi- experimental design. The research instrument were reading text and reading test. The text was a short story from Turkey and the test consists of pre-test and post-test. The result indicated that cultural background (schema) of the students has a great influence in reading comprehension. Although a set of activity in reading also gave influence in comprehension but it less than the influence of cultural schema of the students.

Sabatin (2013) conducted a study to investigate the effect of cultural background knowledge on learning English language. This study followed experimental method. This research used the theory of cultural schema. She assumed that a learner is expected to read with less comprhension if he or she did not posses adequate cultural background knowledge. This study involved 60 students from the first semester at Hebron University, females and males. Those subjects were divided into four groups, two experimental and two control groups. All the subjects were non-native speaker of English. The instrument of this study was multiple-choice test. The first experimental group was given five lectures on lexis

and syntax, while the first control group was not given any lectures. The second experimental group was given five lectures on American culture, while the second control group was not given any lectures. The students' mean score at the experimental class was higher (0.717) than the control group (0.538). The result of this study showed thahere were statistically significant difference in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.

Another research was conducted by Yousef (2014) to investigate the relationship between cultural background of Iranian EFL students and reading comprehension. The theory used was the schema theory which was developed by Carrel (1985). Carrel stated that reading comprehension was not only due to how easy or difficult a text for a reader, but more depended on the level of the readers' recall from their culturally background knowledge and from the contextual clues about cultural origin. The subjects of this research were 45 Iranian language learners from three different ethnicities (Arabs, Kurds and Turks) which divided into three groups. The instruments of the research were multiple choice reading test and recall test. Reading test consists of one reading test contain culturally familiar topic and two reading test contain culturally unfamiliar topics. The result of this research showed that ethnic learners' mean score on reading test with culturally spesific contents, were significantly different from their mean score on reading test containing culturally differentcontent.

Those previous studies were employed experimetal method and involved students at the university level as the subjects. Those previous studies also conducted mostly to investigate the effect of culturalbackground knowledge of different etchnics on reading comprehension . This present study is conducted at the University of West Sulawesi and provides the students with reading materials which are loaded with local wisdom value, especially local wisdom of Mandar. This present study wants to prove the thoery of schema which is developed by Bartlett (1932), he defined schema as an active organization of past reactions, whenever the new reaction comes, it is always related to the past reactions. The researcher believes that the students have background knowledge about local wisdom of makassarase and buginese, because all of the subjects are makassarase and buginesse. By giving the students reading materials which are loaded with local wisdom value, it will stimulate the students to activate their schemata which can make the students easier to comprehend a text. This present study also wants to arouse the students' awareness of culture especially localwisdom.

Reading for Information Lecture or Reading II is a compulsory subject for bachelor degree students containing several of general texts and some particular terms, paragraph format, expository, comprehending strategy, Critical Reading Strategy, finding correlations, and vocabulary learning in context. The lecture is expected to serve students along with good understanding of information on the basis of the text provided (Iswahyuni et al, 2014).

As citied from West Bloomfield Township Public Library, Reading for information is a life-long skill. It indicates that Reading for Information capability is a long-life competence. On behalf of students' curiosity from the text or other sources including information about Mandar local wisdom in particular.

B. Teaching Materials

Nikoopour andFarsani in 2011 contend that Educators and teachers use teaching materials as a tool to teach in classroom. The teaching materials used in language programs can be instructional, experiential, elucidative, or exploratory in that they can inform learners about the language for themselves. Materials development is both a field of study and a practical undertaking.

One of the teaching materials is a course book. Course book is a written or printed that will be manipulated by students in learning process. The course book has been successfully facilitate students to achieve the target of studying. (Castro,2015).

The present study aims to develop the teaching materials of Reading for Information containing texts about local wisdom of Mandar. Six stories provided are

C. Local Wisdom

DarwisHamzah in Kasitowati (2011), Mandar is fundamentally from berasaldariUluSalu, a mount area, referring to manda' or makassa' atau masse'(strong). Mandar is a tribe situated in Western Sulawesi. Mandar pupils living in West Sulawesi are basically similar to South-Sulawesi in terms of social structures such as class of kingdom, Hadat or Tau Pia, Maradekaya or ordinary citizens, and slaves. The major populations are Hadat. The class is not allowed to marry kingdom heritage in order to create borders.

Generally, Local wisdom consists of two separated words, local and wisdom. Ridwan (2007:2) claims "wisdom" as the human's being effort to use their cognition to do or to respond everything around them as a result of his deep evaluation against his environment where they exist. If this word is analyzed deeply, in fact human unconsciously have their own capability and knowledge to separate bad thing (negative) from the good one (positive) which is brought by the fast growth of technology and information.

Local wisdom is a concept in the human mind that is wise inone particular community. Local wisdom can guide peopletoseparate the negative from the positive in order to survive their life in one specific area which born so-called values or rules tocontrol human interaction, either between human and human or human and their environment. Furthermore, Sumarni (2015:44)

claims that local wisdom is an overall formula ofknowledge, belief and understanding or insight, and alsotraditional practices of ethics, which control people behaviors in ecological community.

Sigit (2010:2) explains that local wisdom also can be said as a knowledge which is discovered by local people year by year or from one generation to other generation trough the accumulation of experiences in trials and integrated with the understanding of surrounding nature andculture.

Kartawinata (2011) strongly supports that local wisdom contains values as an explicit and implicit concept which belongs to every human, a group or society. These values can influence people in making decision and also influence one's attitude. These values still directly lead people to behave in their daily activity.

Idris (2012:2) defines local wisdom is a set of unwritten rules which becomes a reference for society includes all aspects of life,namely:

1. A set of rules about the relationship between one people to another, either individual or agroup.
2. A set of rules about the relationship between people and nature, animals, plants for the naturalconservation.
3. A set of rules about the relationship between human and an invisible thing, such us God and spirits. Tradition, wise words, or proverb is an example of localwisdom

Local wisdom is one of the products of culture. As a product of culture, local wisdom exists because of the needs of value, norms and rules as a model for doing something. Local wisdom is also one resource of knowledge (culture) that exists in tradition and history, in formal and non-formal education, art, religion and another creativeinterpretation

Keraf states that local wisdom is all forms of knowledge, belief, understanding, or insight also custom leads human behavior in life. He explained that local wisdom is a part of ethics and morality to help people how to act especially in environmental maintenance and resource. Local wisdom can be used as a filter to minimize the negative effect which is brought by the advance of technology and very helpful to maintain the existence of our own culture (Idris,2012:5).

There are some points in local wisdom that the researcher thinks it will be necessary to contribute it to students by inserting it in materials of reading. The pointsare:

1. Local wisdom-based reading material is rich of values which the students should know and practice in theirlife.

2. The students tend to ignore their own localculture.
3. The government is campaigning to pose the so-called character education where local wisdom can contributemuch.

It is expected that when students learn reading, it's just not only a matter of language improvement but also a matter of values to save their culture.

3. RESEARCH METODOLOGY

A. Research Method

This research is a development research. The development model used in this study refers to the 4-D models including 1) the defining stage, 2) the design stage, 3) the development stage, and 4) the dissemination stage. In its first year, the research has been conducted until the development stage which is the interpretation of experts. The activities that have been undertaken at each stage are described as follows:

a) The defining stage
The aims of the defining stage is to set learning conditions which includes learning objectives and restrictions on learning subjects. The activities in this stage are: (1) curriculum analysis, (2) Student Analysis, (3) Concept Analysis, (4) Task Analysis, and (5) Specification of learning objectives.

b) The design stage
The purpose of this stage is to produce prototypes of Teaching Materials; RPS and textbooks. Furthermore, the Teaching Materials and the research instrument produced at this stage is called as prototype-1.

c) The developing stage
The aims of this stage is to produce the final form of teaching materials. At this stage, the expert's interpretation is the content validity. Validity is obtained by calculating the average value of all validators, then the value is confirmed with the validity category determination interval of instructional devices, ie:
1. Very Valid (SV) : $3,5 \leq M \leq 4$
2. Valid (V)   : $2,5 \leq M < 3,5$
3. Quite Valid (CV): $1,5 \leq M < 2,5$
4. Not Valid (TV) : $M < 1,5$

The criteria used to declare whether the teaching materials has a sufficient degree of validity is the average value of validity. The whole aspect is minimal in the quite valid category, and the validity value for each aspect is minimal in valid category. If it does not stisfy the criteria, then it needs to be revised based on the suggestion from the validator or by reviewing the aspects whose value is less[3].

d. Dissemination Stage

B. Research Instrument

Besides designing teaching materials.in the form of RPS and textbooks, the researcher also arrange the research instrument consist of: (1) the teaching materials validation sheets, (2) student activity observation sheets, , (3) student response questionnaire, and (4)) The student's mastery test of the subject (Reading test)

4. RESEARCH RESULT AND DISCUSSION

In this section, researchers will describe the results of research in the form of Teaching materials in accordance with the research objectives that have been described previously. The results of the research at each stage are described as follows:

A. Defining step result

Activities completed at this stage are curriculum analysis, student analysis, subject analysis, task analysis, and objectives specification of learning. This activity is set first as a base for stepping into the next development stages. The results of each activity in the defining stage are described as follows:

- Curriculum analysis result

The curriculum used in universities refers to the Indonesian National Qualification Framework. The qualification framework is the instrument to determine the qualification level based on the Description of the Learning Achievement. The description is a tool to map one's skills and career, as well as to develop an educational curriculum. Learning Achievement is a statement about what a person knows, understands, and can do, after completing the learning process.Learning Achievement formulation is organized into 4 elements, ie attitudes and values, work ability, knowledge mastery, and authority and responsibility. From this description it can be understood that the development of attitude or character becomes an inseparable part of the curriculum in the university, which refers to Indonesian National Qualification Framework. The success of character building education is largely determined by the learning tools used by lecturers.

- Student Analysis Result

Students who become the subject of this research are students of English Education Study Program on the second semester of 2017/2018 academic year. In the students' analysis, researchers successfully gain somesufficient information although the subject "Introduction to Reading for Information" is taught to second semester students which can be claimed as new studentsof 2017/2018 academic year. Based on the data from the Student Welcoming Committee, students come from several districts, both inside and outside West Sulawesi. Although most of the students come from mandar's tribe with mandar's languages, not a few of them are from bugis, buton, and some tribes with different regional languages. In addition, by considering their latest educational background from secondary school, Indonesian language becomes the language that will be used in learning progress. The students showed the progress in terms of vocabulary enrichment, grammatical understanding, and knowledge about Mandar Local Wisdom.

- Concept Analysis Result

Activity completed at this stage is to identify, detail, and systematically organize the main subjects students studied, then the subject is arrange hierarchically. Teaching subject in this research is the subject of logic and set.

- Learning Goal Specification Analysis Result

The present step is conducted to convert the lesson analysis stated in the form of students behavior to become learning goals. It then bocomes a basis of the learning package design. Based on the analysis, the goals of the lecture, namely

(1) Students have conceptual understanding and skills in Reading for Information by showing the attitude of Discipline, religious, respect, responsibility, and the spirit of independence.
(2) Students have conceptual understanding and skills in proof by showing attitude Discipline, , respect to the culture, responsibility, and the spirit of independence which affect the better performance in comprehending text of Reading.
(3) Students have conceptual understanding and skill in set theory by retelling the story about Local Wisdom of Mandar,

B. Designing stage Result

This stage aims to design the prototype of teaching materials. The results of the designing stage are two sets of learning tools, which is RPS and textbooks. The results of each activity at the design stage are described as follows:

- The Format Selection

The selection of teaching materials format aims to select a format for designing learning tools, strategy selection, approaches, learning methods and learning resources.The content of the learning package is set based on the nature of Reading for Information based on

Local Wisdom. The format includes (1) Lecture plan which refers to the rule of the Education and Culture Minister of Indonesia Republic Indonesia No. 49 Year 2014; (2) Logic and Set Textbook.

- Preliminary Design Result

The preliminary design is the learning package draft consisting of lecture plan and textbook. The draft is called a prototype. The prototype is then developed by validation and revision, i.e.:

  (1) RPS

RPS is designed for fourteen meetings. Generally, the components contained in the RPS include:

  - Learning achievement. Which is the ability, knowledge, values, attitudes and performance which is expected to be achieved by students in the Reading for Information class.
  - Expected capabilities. Contains capabilities, both cognitive and attitudes, expected to be achieved by students at each meeting.
  - Subject of study. Contains subject to be discussed for each meeting.
  - Learning methods. contains the steps that will be implemented in reaching the final capability.
  - Learning experience. contains a description of the tasks that must be finished by the students, each meeting for one semester.
  - Assessment criteria. describes the components assessed in each meeting from both cognitive and character aspects. In addition, this section also describes the assessment techniques used and the scoring values

  (2) Textbook

The logic and set topic is provided in the form of textbook which is the combination of lesson information and knowledge construction. Strategy application exercise, margin note, sumary making, and mind-map creation are the characters of the book. It was integrated with character values targeted for students exposed in the margin note and in the problems provided. It is aimed to comprehend the values, to persuade students in applying the values, and to make them accustomed with the values since such a culture emerges stemming from simple things.

  (3) Research Instrument

Beside the lecture plan and textbooks, researchers also developed instrumentswhich will be used in the validation and trial stages. The instruments developed include the teaching materials validation sheets, student activity observation sheets, character values observation sheets, student response questionnaires, and student mastery tests on the subject.

C. Development stage result

The instrument expert who performs the validation is from a lecturer majoring in English at Hasanuddin University Expert judgments on RPS and Textbooks are based on: the format, language, content, illustrations and benefits/uses that contained in the instrument validation learning's sheet instrument. During the validation process of the teaching materials that has been designed, there are several revisions until the instrument finally given the final assessment.

The summary of the validator's assessment of the learning tools is presented below:

TABLE I.   THE DESCRIPTION OF EXPERT ASSESSMENT TOWARD THE TEACHING MATERIALS

Learning Package	Indicator	Score
Lecture Plan	1. Format	3,6
	2. Language	3,6
	3. Content	3,6
	Average	3,6
Textbook	**1.** Format	3,6
	2. Language	3,6
	3. Content	3,6
	4. Illustrationg	3,6
	Average	3,6

Based on the device's validity criteria, described above, it can be concluded that the device is in a "very valid" category. From the expert interpretation (validation) obtained correction, criticism, and suggestions which further becomes a consideration for revising the device. The revised results for each teaching materials are described as follows:

- The Revision of the Lecture Plan
  (1) The students' achievements for each aspect of affective, general skills, particular skills, and knowledge have been included
  (2) The cognitive and the character targeted for students have been specified in each meeting
  (3) The learning method has been described for each meeting
  (4) The learning experience targeted for students both in cognitive aspect and affective aspect has been described
- The Revision of the Textbook
  (1) The section of the textbook is completed with the space of margin note
  (2) The book is completed with students activity for knowledge construction
  (3) Every topic is integrated to the character values

5. CONCLUSIONS

This study aims to obtain teaching materials "Reading for Information" which is in valid criteria. Based on the results, it can be concluded that: 1) Local Wisdom becomes an inseparable part of the implementation of Reading for Information textbook to support in tertiary levels of Education , so it will be able to develop the students' Reading competence.. The teaching materials of Reading for Information can improve the students' vocabulary and grammatical understanding. The most crucial one is to enrich the knowledge about Mandar Local Wisdom 2) teaching Materials developed consist of RPS and textbook. The interpretation of the experts' result show that the learning tool "Reading for Information based on Local Wisdom " is in the "very valid" category of validity criteria.

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