

# The Development of Literacy-Based Teaching Materials of Rejang Language at Elementary Schools

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## ABSTRACT

This study aimed at developing teaching materials of Rejang language on the basis of literacy at elementary schools. Rejang language is a regional language used by Rejang's community located in Bengkulu Province. This study combined between the R&D method developed by Borg and Gall and the material development model adopted from Jolly and Bolitho. There were six themes of literacy-based teaching materials with cultural literacy as the basic contents. Tests were conducted both theoretically and empirically. Theoretically, the tests were conducted by involving the experts of teaching materials, literacy, and Rejang language. Meanwhile, empirically, the tests were undertaken by means of one-to-one, small sample, and large sample tests. The evaluation of three experts resulted in the scores of 3.11, 3.48 and 3.75 with feasible and very feasible categories. Anchored in one-to-one and small sample tests on students, a depiction of students' responses was obtained with the respective scores of 3.30 and 3.52 with high and very high categories. Meanwhile, teachers' responses gained a score of 3.60 with a very high category. The large sample test resulted in students' effectiveness with the percentage of 75% and learning results with the percentage of 65%. The t-test of class A resulted in the t value of 7.933, with db of 12, and with sig. or p-value of 0.000 < 0.05, or it meant that H<sub>0</sub> was rejected. Furthermore, the t-test of class B resulted in the t value of 6.560, with db of 12, and with sig. or p-value of 0.000 < 0.05, or it meant that H<sub>0</sub> was rejected.

## Keywords

teaching materials, literacy, Rejang language

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## Introduction

In a narrow definition, literacy can be defined as reading and writing (Grabe & Kaplan, 1991; Teale & Sulzby, 1986). This simple concept becomes the starting point for people to understand what literacy is. As it has been developed along the way, the definition of literacy has got an extension which is not only referred to as reading and writing but also associated with social competences (Kern, 2000; Montoya, 2018). Resting upon a wider definition as the foregoing, there are three primary features of literacy which fall into the following components: 1) the uses of communication and expression modes through various media; 2) the practices of literacy in certain contexts for particular purposes using particular languages; and 3) the involvement of a continuum of learning measured at different proficiency levels.

The importance of literacy as a basis for language proficiency is also supported by several studies. Some of the findings indicated that in the first year of scholastic teaching, children at the ages of 3 to 6 years old learn to form the components and letters of English alphabet (Gupta, 2012); early reading literacy development is one of the main pillars of primary school education (Wilova & Kropackova, 2015); it is important to select carefully textbooks and workbooks for the development of reading and writing skills of elementary school students in grades 1 to 3 at an elementary school in the Czech Republic (Bartošová, 2015); pre-reading literacy period provides a basis for developing children's abilities in the future (Wilova & Kropackova, 2015); alphabetical reading skills provide a solid foundation for learning to read (Page, 2017); the literacy environment at home is an established predictor of

children's language development and literacy (Puglisi et al., 2017); improving children's mental abilities and encouraging them to read books can contribute to their reading comprehension (Boerma et al., 2017); the relationships among speaking, reading, and writing demonstrate that these processes are intertwined through subtle inter-textual relationships and mutual supports in dynamic and iterative ways (Rojas-Drummond et al., 2016). The growth of literacy is important, given that Indonesia is a country with a low literacy ranking. The results of Puspendik's survey of Ministry of Education and Culture in the 2016 in the program of Indonesian national assessment on reading skills revealed data of 46.83% at a low category, 47.11% at a sufficient category, and 6.06% at a good category (Pangesti Wiedarti, 2018).

Language skills in literacy development are divided into listening, speaking, reading, and writing skills. The key to literacy skills in speaking and listening activities is the ability to speak effectively for different situations and listen to understand and respond appropriately to others in tandem with participating effectively in group discussions (Speroni, K.G., Fitch, T., Dawson, E., Dugan, L., Atherton, M., 2009). Meanwhile reading and writing skills emphasize the ability to read various literary and non-fictional texts fluently and reflect critically on what is read. Also, the foregoing covers the ability to write fluently for a variety of purposes and audiences, including critical analysis of their own and others' written works.

Thus, literacy as a skill required for social skills needs to be developed in the form of learning implementation. This implementation must be realized in co-curricular activities that are compulsory for students. By designating it as learning in class, literacy is able to form new habits for

students to have more literacy skills that are not merely able to read texts and produce writing, but most importantly students can also understand the meanings of those texts and convey understanding in a written form and share their understanding appropriately with other people. By so doing, the meaning of literacy in Law No.3 of 2017 concerning the Literacy Bookkeeping System which refers to the ability to interpret information critically (Pangesti Wiedarti, 2018) can be achieved. There are many other studies that support the development of children's literacy as a basis for shaping social skills for their future's life. Hence, from an early age, any language learning teaching materials are oriented towards the growth and development of literacy which is meaningful for children's language development.

Teaching materials can be linguistic, visual, auditory-based, kinesthetic, and printed, or they can be in the form of live performances or those on tapes, DVDs and the Internet (Tomlinson, 2013). Meanwhile, based on the design, there are two categories of teaching materials, namely complete teaching materials and incomplete ones. Complete teaching materials contain learning components that extend to learning objectives, learning activities, learning materials, learning media, exercises and assignments, and evaluation and feedback. Incomplete teaching materials are created for limited purposes with limited learning components as well. The teaching materials to be designed in this study are categorized as teaching materials compiled by educators for use in their respective classes (Tjalla, 2017).

The steps for developing the syllabus and teaching materials in the current study are adapted from Jolly and Bolitho's development model which rests upon the view that the processes and considerations for developing materials are really needed so as to produce qualified, authentic, and contextual materials (Tomlinson, 2007) with the following stages: 1) identifying students' and teachers' needs using the Rossett's category (Brown, 1995) and making observations using Dick and Carey's (2005) opinions; 2) exploring students' and teachers' needs; 3) designing the models of syllabus and teaching materials; 4) developing the models of syllabus and teaching materials; 5) implementing the model of teaching materials; and 6) evaluating the model of teaching materials.

Cummins elucidated that there are three areas that will be interrelated and embedded in the literacy pedagogy (Speroni, K.G., Fitch, T., Dawson, E., Dugan, L., Atherton, 2009), namely foci on meanings, use, and language. There are five stages of literacy development starting out from pre-emergent literacy, emergent literacy, early literacy, literacy transition, to fluent literacy (Don Soltman, 2015). The contents of early literacy can be understood from the presentation displayed in table 1 below:

Table 1. The contents of early literacy

Verbal Communication Skills	Reading skill	Writing skill
Developing speaking and listening skills	Understanding meaningful texts	Being able to write names

Participating in individual and group works	Asking questions about books	Writing out all letters of the alphabet
Being able to answer questions	Naming and mentioning letters	Understanding letters that form words
Speaking from simple sentences to complex sentences	Developing vocabularies and recognizing as well as reading some words	Writing out short words and simple sentences
Assessing oneself when talking	Saying words and reading simple sentences	Being able to spell words based on sounds
		Matching shapes and pictures
Understanding poetry and songs	Understanding the differences between real and fictional stories	Writing out or drawing things that have visual meanings
Articulating the alphabet		
Retelling simple stories with accuracy relevant to events and sequences		

The growth of literacy for beginner students is based on the view that teaching children requires theoretical knowledge that can approach them appropriately according to their special needs, characteristics, and various aspects of language teaching in elementary classes (Puskas, 2016). Children have a variety of skills and special features that can help them master a language. Susan Halliwell (1992) suggested a number of children's qualities considered very useful for language learning. These have a close relationship with literacy periods, namely pre-literacy (0-6 years old), reading literacy periods including early reading literacy periods (the first and second years of primary school), and functional literacy period (15 years old or older) (Wilova & Kropackova, 2015).

In developing literacy-based teaching materials of Rejang language, it must focus on texts, focus on thinking, focus on groups, and focus on growth (Abidin, 2017). All components in the literacy-based teaching materials of Rejang language will lead to the aforesaid foci which will form literacy skills in the aspects of listening, speaking, reading and writing. With the provision of various themes as the differentiators of contents from one to another, this way will direct literacy-based teaching materials of Rejang language to develop literacy according to students' and teachers' needs.

Based on theoretical studies and the concept of developing the syllabus and literacy-based teaching materials of Rejang language as highlighted above, the design of material contents for elementary schools can be seen in figure 1 below:

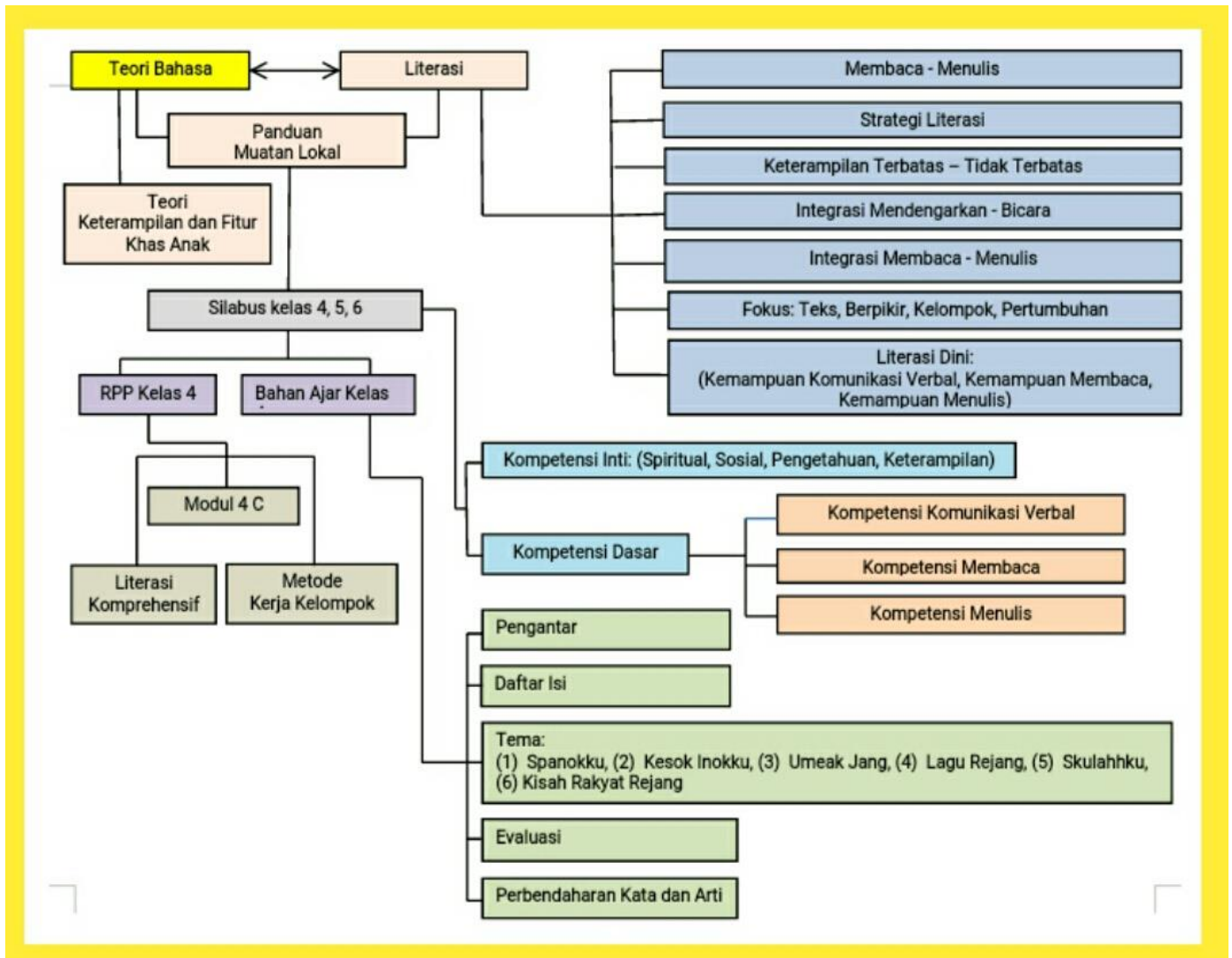


Figure 1. Design of developing contents

The implementation of literacy learning at schools applied in classroom learning, of course, requires a syllabus as a lesson plan. So far, there are no teaching materials of Rejang language that emphasize the aspects of literacy. For this reason, Rejang language literacy teaching materials become an important part of developing linguistic literacy. There have not yet been many studies on Rejang Language learning. Several studies on Rejang Language and regional languages in Bengkulu Province during the last 10 years were identified in the following studies: 1) a descriptive study on the implementation of Rejang language local content in instilling love for the homeland amongst fourth grade students of SDN 4 in Kerkap district, north Bengkulu, conducted by Nurdayani (2014), 2) a study on the kinship relationships of Rejang, Serawai, and Pasemah languages using a lexicostatistics technique undertaken by Yanti (2017), 3) a study on Simalungun and Rejang languages (a comparative historical linguistic perspective) executed by Mahnunah and Putri (2018), 4) a study on segmental phonemes and their distributions in the dialect of Rejang language conducted by Wibowo and Bahasa (2018), 5) a study on greeting words in Rejang language of Lebong's dialect undertaken by Paulina and Sari (2019), 6) a study on the existence of Rejang language in the coastal area of

Bengkulu Utara regency viewed from the perspective of language politeness executed by Lestari (2019), 7) a study on the construction of invective clauses by elderly participants in Bengkulu-Malay language conducted by Rustinar (2019), 8) a study on the derivation of Bengkulu-Malay language undertaken by Hermi, Ningsih, Eka, and Wardhana (2020), 9) a study on the uniqueness of Rejang's poems of with Kepahian's dialect in Bengkulu province conducted by Sahri (2020), and 10) a study on phonological variations and the status of Tunggang's isolek in Pondok Suguh district of Bengkulu province undertaken by Wijaya and Yusuf (2020).

Various problems associated with Rejang language learning in schools are the availability of books or teaching materials that meet the needs of students and teachers. The teaching material available and partly used by the teacher is a book entitled "*Baso Jang Te*". The results of preliminary study on the use of this book revealed several problems including: a) The *Baso Jang Te* book lacked details in teaching the use of the Ka Ga Nga letters for writing. Students are taught the aspect of writing the letters only, but not arranging them into words or sentences. b) The writing of Ka Ga Nga letters is not integrated in the context of the Rejang language, so the writing does not focus on the use of the Rejang language, but on the writing of the Ka Ga Nga letters. c) Even though

the book mentions that it uses the PAKEM approach, in the arrangement of the book application, there is still the use of drilling or assignment method, so that the arrangement of the book looks stiff and monotonous. Anchored in the problems above, this study aims to develop Rejang language literacy teaching materials for elementary school students in Bengkulu Province.

Methods

This study employed a research and development method that produced literacy-based teaching materials of Rejang language. Epistemologically, this method rested upon the pragmatic approach that involved a mixed-methodological design as Creswell (2008) called it a design presenting the highest mixed paradigms between qualitative and quantitative paradigms at all or part of the steps. Adopting Borg and Gall's (2003) 10 steps, this study began working with garnering qualitative data using some techniques ranging from observations, closed interviews, survey, and documentations. It then proceeded to solicit the quantitative data by means of evaluation technique to examine the product's feasibility and effectiveness. Some similar studies also developed local language teaching materials using the research and development method, such as research on the local content curriculum of Rejang language based on the communicative approach in junior high schools (Botifar, 2013), the development of Makassarese language learning materials based on the character building concept for 5 grade elementary school students (Robiah Sitti, 2016), and learning literacy for Indonesian language subject (Nurdiyanti & Suryanto, 2010).

Other studies can also be traced from those conducted by Wijiningsih (2017), Tinja and Towaf (2017), Marseno, Kusuma, and Saleh (2014), and Andriany (2016). With a systematic step, the activities and sites of this study can be viewed in table 2 below:

Table 2. Activities and sites of the study	
Activities of the Study	Sites of the Study
Conducting a preliminary study	SDN 1 Curup, SDN 2 Curup, SDN 3 Curup, SDN 6 Curup, SD Muh. 5 Curup, SD Islam Terpadu Aisyiyah Curup, and SDN 134 Curup.
Collecting data concerning the existing syllabus and teaching materials used	SDN 3 Rejang Lebong, SDM 5 Rejang Lebong, and SDN 134 Rejang Lebong
Collecting data for the analysis of teachers' and students' needs	SDN 3 Rejang Lebong, SDM 5 Rejang Lebong, and SDN 134 Rejang Lebong
Collecting data for an empirical test of feasibility	SDN 3 Rejang Lebong, SDM 5 Rejang Lebong, and SDN 134 Rejang Lebong
Collecting data for field and effectiveness tests	SDN 3 Rejang Lebong

Aligned with the above presentation, the design of development steps carried out in this study can be seen in figure 2 below:

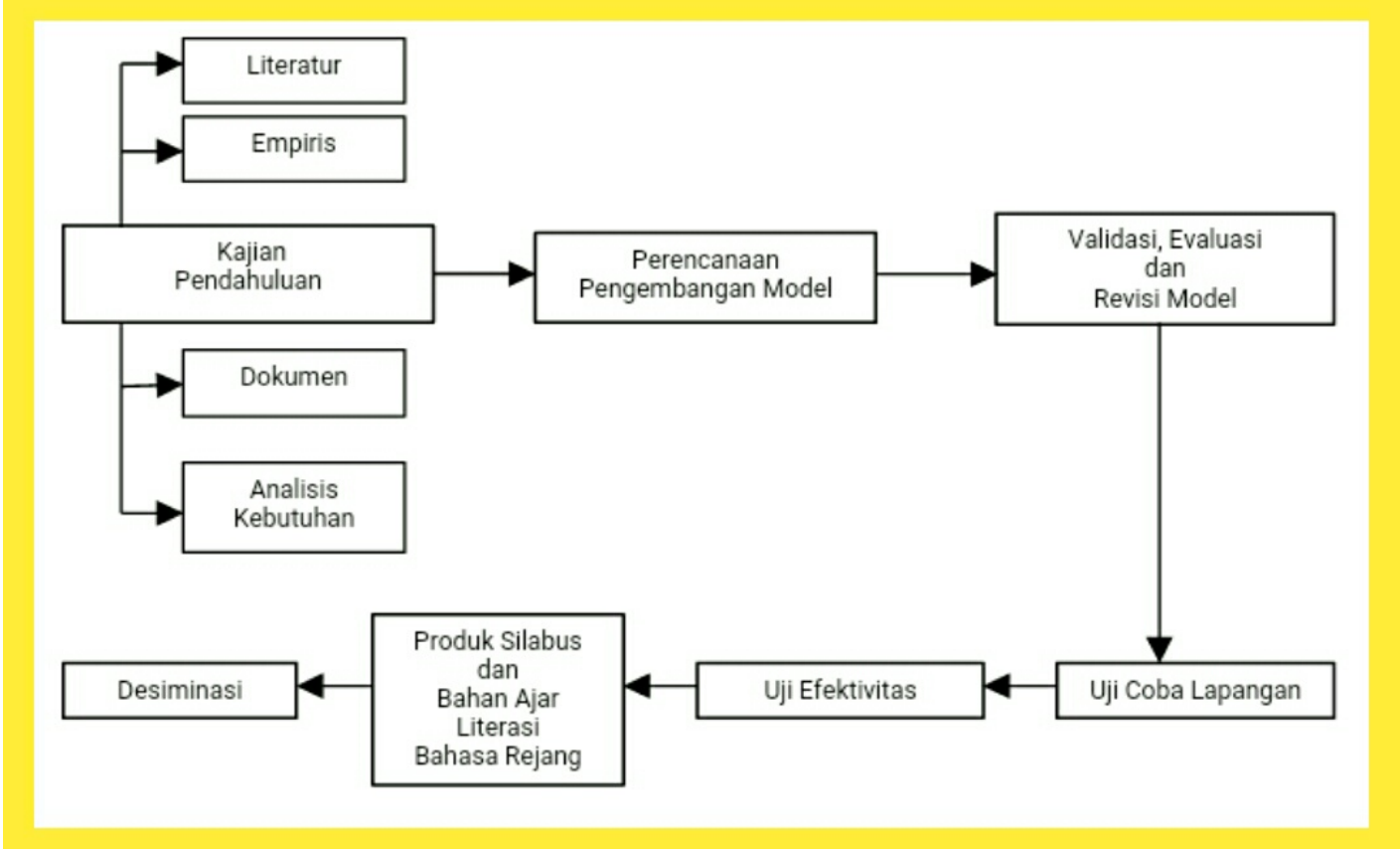


Figure 2. Design of development steps



The sources and types of data alongside the instruments of the current study are presented in table 3 below:

**Table 3.** Data sources, data types, and instruments

No	Data	Sources of Data		Types of Data	Instruments
1.	Data concerning the existing local content materials of Rejang language	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Teach	Qualitative and Quantitative data	Observation Interview Documentation
2.	Data pertinent to teachers' and students' needs for Rejang language teaching materials	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	Teach Stude	Quantitative and Qualitative data	Questionnaire Interview
3.	Feasibility tests of the syllabus and literacy-based teaching materials of Rejang local content	<ul style="list-style-type: none"> <li>expert of syllabus and teaching materials</li> <li>The expert of literacy</li> <li>The expert of Rejang language</li> </ul>	The of and	Quantitative and Qualitative data	Questionnaire
4.	One-to-one and small class trials	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> </ul>	Stude Teach	Qualitative and Quantitative data	Questionnaire Interview
5.	Tests of large class and effectiveness	<ul style="list-style-type: none"> <li>Students</li> </ul>	Stude	Quantitative	<ul style="list-style-type: none"> <li>Observation</li> <li>Multiple question test</li> </ul>

Data collection techniques deployed observations based on Dick and Carey's theory (Suparman, 2012), documentation based on Breen and Little John's theory (Nation & MacLyster, 2010), interviews based on Brian Tomlinson's theory (Tomlinson, 2007), questionnaires of students' needs based on Graves' theory (Graves, 2000), interviews for eliciting information as regards teachers' needs for teaching Rejang language based on Rosett's opinion (Brown, 1995), and the syllabus feasibility test based on Breen's opinion (Nation & MacLyster, 2010).

Data analysis was carried out starting out from sub-focus 1 to 5 with different stages according to the research method, a mixture of qualitative and quantitative methods. For more details, the data analysis carried out can be viewed in the following table 4:

**Table 4.** Data analysis techniques

Stages	Methods	Data Collection Tools	Data analysis
Sub-Focus 1 Preliminary study	Quantitative	- Observation - Document Analysis - Sheet	- Mean score - Mean score
Sub-Focus 2 Analysis of Teachers' and Students' Needs	Qualitative Quantitative	- Interview - Protocol - Questionnaire of need analysis	- Data reduction, data display, and data verification - Percentage
Sub-Focus 3 Model Development	-	-	-
Sub-Foci 4 and 5 Tests of feasibility and effectiveness	Qualitative Quantitative	- Expert's questionnaire of feasibility - Questionnaire of one-to-one test - Questionnaire of Small class test - Validity and reliability tests - Effectiveness - Test	- Mean score - Factor analysis - Coefficient of Alpha - Cronbach - T-test - N Gain

## Result And Discussion

This study produced the literacy-based teaching materials of Rejang language that conformed to students' and teachers' needs. In this section, we present the results and findings based on the stages of development as shown in Figure 1 above.

### Objective conditions of teaching materials at schools

Efforts to explore the objective conditions of teaching materials at schools were carried out through observation and in-depth interviews based on Dick and Carey's theory (Suparman, 2012) and Tomlinson's (2007) theory. The teaching materials analyzed were compiled in the form of a book deployed by the local content teacher of Rejang language. the book is titled "*Baso Jang Te: Bahasa and Aksara Rejang*". The author is Indah Sari Khargaawati, and the book is published by PT.Tiga Serangkai Pustaka Mandiri of Solo.

We could identify that a number of similar studies on Rejang language in the last 10 years were conducted already but not yet oriented towards textbooks. To name a few, they were 1) a descriptive study on the implementation of Rejang language local content in instilling love for the homeland amongst fourth grade students of SDN 4 in Kerkap district, north Bengkulu, conducted by Nurdayani (2014), 2) a study on the kinship relationships of Rejang, Serawai, and Pasemah languages using a lexicostatistics technique undertaken by Yanti (2017), 3) a study on Simalungun and Rejang languages (a comparative historical linguistic perspective) executed by Mahnunah and Putri (2018), 4) a study on segmental phonemes and their distributions in the dialect of Rejang language conducted by Wibowo and Bahasa (2018), 5) a study on greeting words in Rejang language of Lebong's dialect undertaken by Paulina and Sari (2019), 6) a study on the existence of Rejang language in the coastal area of Bengkulu Utara regency viewed from the perspective of language politeness executed by Lestari (2019), 7) a study on the construction of invective clauses by elderly participants in Bengkulu-Malay language conducted by Rustinar (2019), 8) a study on the derivation of Bengkulu-Malay language undertaken by Hermi,

Ningsih, Eka, and Wardhana (2020), 9) a study on the uniqueness of Rejang's poems of with Kepahian's dialect in Bengkulu province conducted by Sahri (2020), and 10) a study on phonological variations and the status of Tunggang's isolek in Pondok Suguh district of Bengkulu province undertaken by Wijaya and Yusuf (2020). Thus, a study related to a textbook as conducted by the current study could provide another color for Rejang language research. Based on the results of the interview above, the following table 5 of data analysis is drawn to display the conditions of existing teaching materials used by teachers currently at schools.

**Table 5.** Data analysis of the current conditions of teaching materials

No	Aspects	Comments	Notes
1.	The attractiveness of teaching materials for students	Students are not yet interested in the existing teaching materials because the teaching materials do not vary	Need revisions
2.	Credibility of teaching materials	Teaching materials do not conform to the applicable curriculum	Need revisions
3.	The validity of teaching materials	Teaching materials have not developed cognitive, psychomotoric and affective abilities	Need revisions
4.	The reliability of teaching materials	Teaching materials do not facilitate students' different abilities	Need revisions
5.	The ability of teaching materials to drive teachers' and students' interests	Teaching materials have not been able to attract students' interest because students find it difficult to understand the materials	Need revisions
6.	The ability of teaching materials to motivate students	Teaching materials are difficult to be comprehended by students with different backgrounds	Need revisions
7.	The value of teaching materials in the short term	Not all teaching materials cover the needs of assessment, but they can still be measured and assessed	Need revisions
8.	The values of teaching materials in the long run	The contents of teaching materials are only oriented towards practical needs	Need revisions
9.	Students' perceptions of teaching	The contents of teaching materials are considered	Need revisions

10.	Teachers' perceptions of teaching materials	difficult for students For teachers, the materials developed are relatively easy because they are the native speaker of Rejang language	Need revisions
11.	The flexibility of teaching materials	Matter has flexibility	The material is flexible

From the results of interviews and observations, it was revealed that the existing teaching materials of Rejang language needed to be revised and improved.

### Analyses of teachers' and students' needs

The analysis of teachers' needs on the basis of Rosett's opinion (Brown, 1995) focused on five things, namely: problems faced by teachers, identification of priorities, identification of abilities, identification of attitudes, and identification of solutions. The problems faced by teachers were those related to the curriculum, syllabus, and relevant teaching materials, adequate learning resources and media, qualified learning strategies, and supporting infrastructure. Some of the priority issues related to themes or topics that were relevant to students' needs, the use of structures that were easy to be comprehended, learning activities based on materials, and learning activities based on time allocation. The analysis of students' needs referred to ten indicators developed by Graves (2000), wherein the results were utilized as a guide for developing teaching materials. The results are as follows:

1. The purpose of Rejang language learning is to improve students' daily communication skills.
2. Rejang language learning is grounded in Rejang's culture.
3. Rejang language learners are the students of Rejang's tribe, but their colloquial language no longer uses Rejang language.
4. Rejang language learning is designed to improve language skills, namely the ability to listen, speak, read, and write.
5. Situations of language use during learning adopt informal language situations.
6. The themes which are taken as the learning topics are ones which are close to students' daily lives.
7. The foci of materials in Rejang language learning are oriented towards the aspects of grammar, vocabulary, pronunciation, and functional skills.
8. The learning approach uses a communicative approach with group work as a learning strategy.
9. Learning activities are directed at increasing literacy skills.
10. The literacy approach uses the early literacy approach.

### Model development of literacy-based teaching materials

Literacy contents were the basis for developing Rejang language teaching materials which aimed to develop students' initial literacy. Initial literacy contents referred to

the guideline designed by Don Soltman et al. (2015). The following figure 3 is the initial literacy contents:

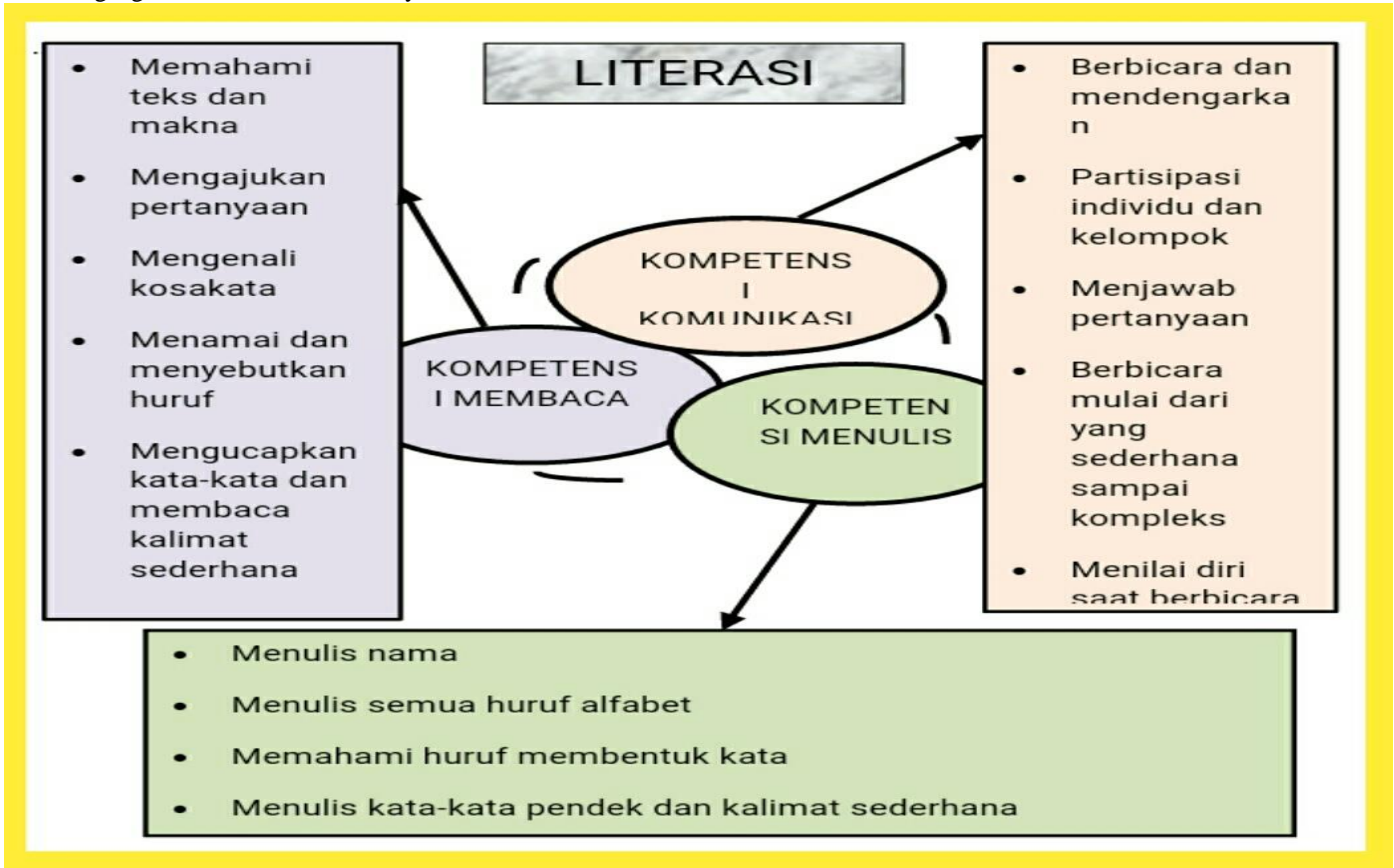


Figure 3. The initial literacy contents

Operational verbs chosen to support the achievement of the objectives of early literacy teaching materials were those starting from the LOTS, MOTS, to HOTS levels. Table 6 below presents the operational verbs used for the literacy-based teaching materials of Rejang language.

Table 6. Operational verbs for literacy syllabus of Rejang language

Class	Operational verbs		
	LOTS	MOTS	HOTS
IV	Imitate	Explain	Translate
	Choose	Demonstrate	
	Explain	Rate	
	Pronounce	Recount	
	Name	Sort	
	Recognize	Read	
	Mention	Distinguish	
	Write		
	Choose		
	Spell		
	Draw		

The foci of the literacy-based teaching materials of Rejang language were oriented towards ones which were contextual, close to students' daily lives, resting upon Rejang's culture, developing four language skills in an integrated way, and developing the aspects of grammar, vocabulary, pronunciation and functional skills. The development of material foci is described in the table 7 below:

Table 7. Foci of class iv literacy materials

Class	Materials' Foci	
	Semester 1	Semester II
IV	Introduction activities, body parts, sounds of letters, pictorial stories, composing conversations, writing out names properly, <i>bueak tuai</i> , vocabularies of texts concerning Rejang's houses	Spelling words, guides of questioning, Rejang's songs, conversations at school, Changes in the sounds of <i>Ka Ga Nga</i> alphabet, Rejang's folklore and Real events, Visual Words, Rejang folklore, Self-Assessment Guide, Rejang folklore

The following table 8 describes Rejang's culture contained in the basic competencies of Rejang language teaching materials:

Table 8. Rejang's culture and basic competencies

Rejang's Culture	Basic competencies
Household tools of Rejang's tribe	4.2 Writing out properly the names of images presented in Rejang language and alphabet
<i>Ketibak Baso</i> (Rejang tribe's kinship call)	3.1 Naming calls in the family of Rejang's tribe and mentioning the sounds of letters
Rejang's	3.5 Sequencing a story and choose the

folklore	right words from the story 3.5 Distinguishing Rejang’s folklores from real life events through pictures 3.2 Reading books of Rejang’s folklore and asking questions 4.3 Assessing oneself while speaking using a self-assessment guide 1.4 Retelling the story of Anak Lumang according to events and sequences.		
Rejang’s traditional foods	1.5 Writing out words from the picture presented and sorting the letters 3.3 Selecting words from the vocabulary cards to organize conversations in groups	Rejang’s script	through the question guide 3.4 Translating the Rejang’s songs into Indonesian using a dictionary 3.1 Pronouncing the <i>bueak tuai</i> (letter) of <i>Ka Ga Nga</i> script 3.2 Writing out the <i>bueak tuai</i> (letters) of Rejang language script 4.2 Selecting words that use sound changes in the <i>Ka Ga Nga</i> script and writing out simple sentences 3.5 Distinguishing Rejang’s folklores from real life events through pictures
Houses of Rejang’s tribe	3.1 Pronouncing the <i>bueak tuai</i> (letter) of the <i>Ka Ga Nga</i> script 4.4 Recognizing vocabularies of the text about the house and reading aloud a few words	<i>Tumtum</i> culture	
Rejang’s folk songs	3.4 Spelling words based on sound and matching them with shapes and pictures 4.1 Explaining the contents of text		

A set of Rejang language literacy teaching materials developed is called ***Uku Nam Baso Jang*** which means "I can Speak Rejang language". This set of materials consists of a cover page accompanied by a picture of a Rejang’s Tribe house and a picture of a flying angel, a foreword page, a table of contents, and contents consisting of themes, assessment, and vocabularies. The example of early literacy activities for theme 1 can be seen below.

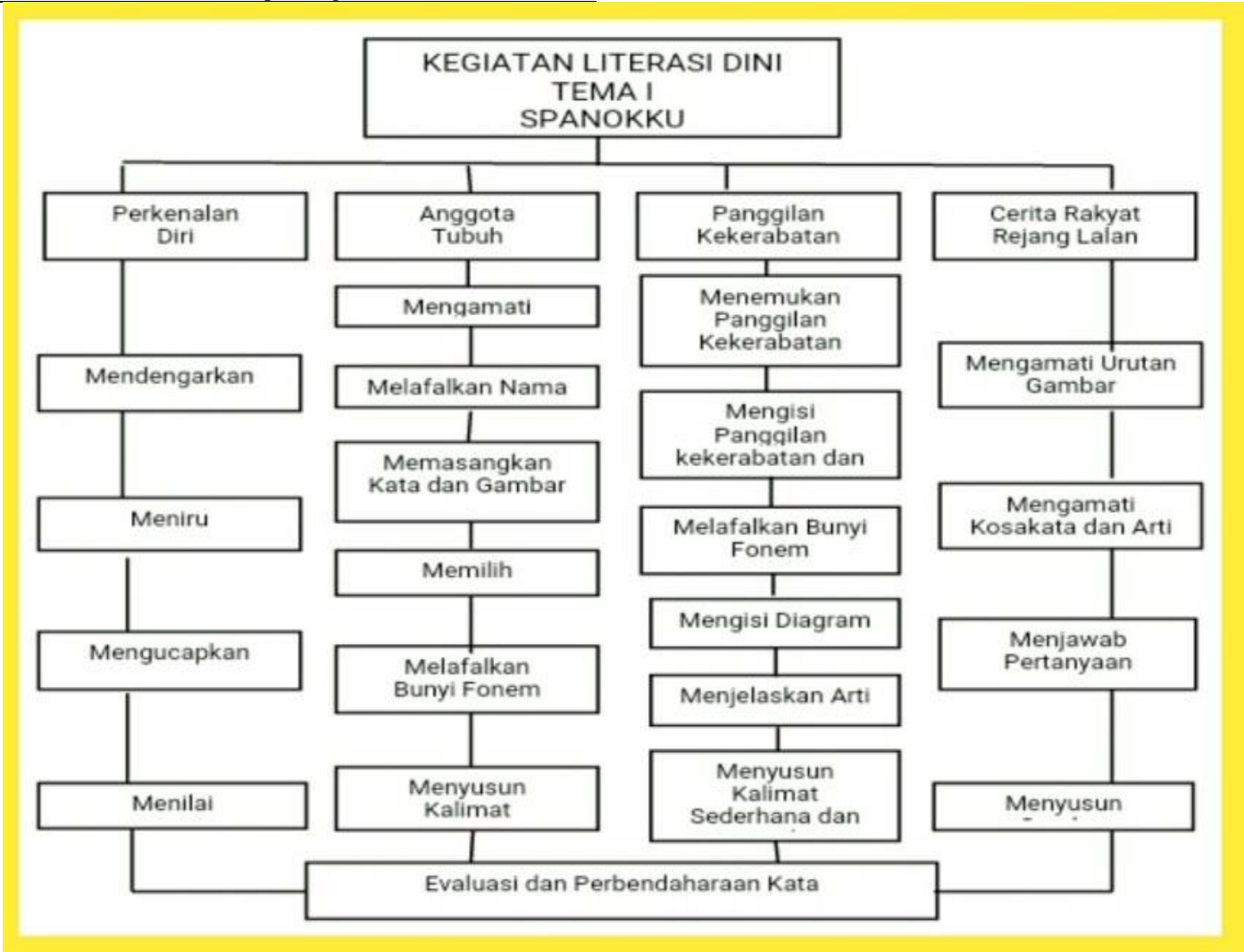


Figure 4. Early literacy activities



From the above explanation, a flowchart for the development of literacy-based teaching materials of Rejang

language is designed as follows:

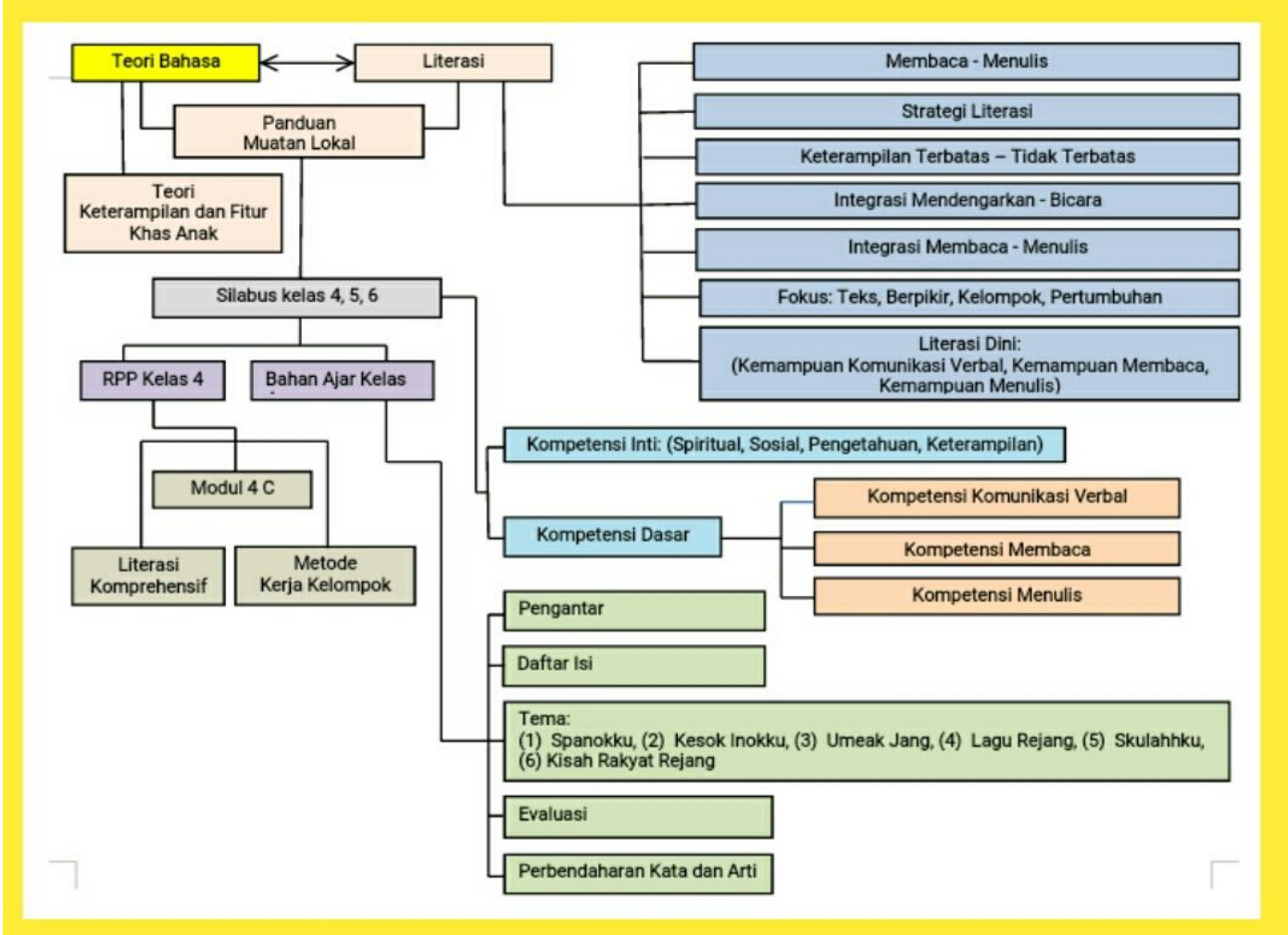


Figure 5. Development flow of literacy-based teaching materials of Rejang language

Theoretical and empirical tests

The theoretical and empirical feasibilities of Rejang language literacy materials had been tested. Theoretically, it was tested by three experts, namely the experts of teaching materials, literacy, and Rejang language with decent and very feasible results. The feasibility test was measured using instruments in the form of closed and open questionnaires. The experts were asked to analyze Rejang language literacy teaching materials using a rating scale, namely very feasible (4), feasible (3), quite feasible (2), less feasible (1) with the categories adopted from Rosidi as cited in Khotimah (2019) as follows:

- 1.00 – 1.49 : Less-feasible
- 1.50 – 2.49 : Moderately feasible
- 2.50 – 3.49 : Feasible
- 3.50 – 5.00 : Very feasible

From the results of feasibility test according to the expert of Rejang language teaching materials, the criteria were feasible with a mean of 3.11. The recapitulation of assessment can be seen in the following table 9:

Table 9. Recapitulation of teaching material assessment

Components	Scores	Criteria
The attractiveness of teaching materials	3.2	Feasible
Material credibility	3.7	Feasible
Material validity	2.75	Feasible
Material reliability	2.3	Less Feasible
Material ability to attract students and teachers.	3.4	Feasible
Material ability to motivate students	3.25	Feasible
Material value in short term assessment	3.00	Feasible
Material value in the long run	3.33	Feasible
Students' perceptions of the materials	3.33	Feasible
Teachers' perceptions of the materials	2.8	Feasible
Mean score	3.11	Feasible
Criteria	Feasible	

The results of feasibility test according to the literacy expert demonstrated that the criteria were very feasible with a mean of 3.48. An overview of the result recapitulation can be seen in the following table 10:

**Table 10.** Recapitulation of literacy feasibility assessment

Components	Scores	Criteria
Verbal communication skills	3.63	Very Feasible
Reading skill	4.00	Very Feasible
Writing skill	4.00	Very Feasible
Literacy strategy	2.33	Very Feasible
Limited skills	4.00	Very Feasible
Unlimited skills	3.25	Feasible
Integration of listening and speaking skills	3.38	Feasible
Integration of reading and writing Skills	3.64	Very Feasible
Focus on texts, focus on thinking, focus on group, and focus on development	3.13	Feasible
Mean score	3.48	Feasible
Criteria	Feasible	

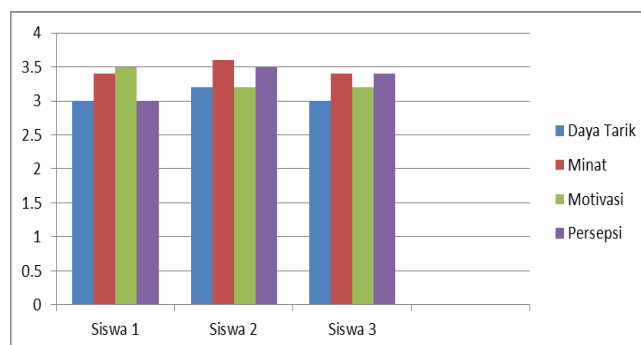
The results of feasibility test according to the expert of Rejang language exhibited that the criteria were very feasible with a mean of 3.75. The recapitulation of test results can be seen in table 11 below:

**Table 11.** Recapitulation of the eligibility language assessment

Components	Scores	Criteria
Characteristics of local content in Rejang language	3.75	Very Feasible
The aim of teaching Rejang language as the local content	3.50	Very Feasible
Scope of Rejang language local content	3.50	Very Feasible
Rejang language's content	4.00	Very Feasible
Evaluation of local content	4.00	Very Feasible
Average Score	3.75	Very Feasible
Criteria	Very Feasible	

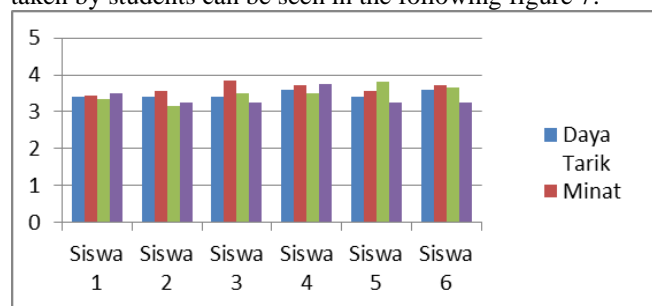
The empirical feasibility test was carried out through one-to-one test, small sample test, and large sample test. The one-to-one test was conducted on three students and three teachers. Three students represented three groups of achievement, namely high, medium and low. The one-to-one test for students was carried out by providing teaching materials to be observed and studied. After observing and studying the teaching materials, students answered the questions from the given questionnaire. The questionnaire was arranged based on students' needs for teaching materials in order to obtain a response whether the teaching materials had met students' needs.

From the results of student's one-to-one test, students' responses to teaching materials were obtained with feasible criteria as demonstrated by a score of 3.30. The recapitulation of students' answers can be seen in figure 6 below:

**Figure 6.** Results of students' one-to-one test

Furthermore, the one-to-one test involving teachers was carried out in a way that the teachers analyzed the teaching materials and gave comments according to their respective opinions, and the results were to accept the developed materials.

The small sample test involved six students and three teachers. As the foregoing, the small sample test results taken by students can be seen in the following figure 7:

**Figure 7.** Results of students' small group test

The results of small sample test taken by teachers can be seen in the following table:

**Table 12.** Recapitulation results of the small group teacher test

No	Components	Evaluation Results			Mean Score	Notes
		Teacher 1	Teacher 2	Teacher 3		
1	The attractiveness of teaching materials	3.60	4.00	3.20	3.60	Very High
2	The attractiveness of Materials	3.70	3.50	3.50	3.60	Very High
3	Interests and motivation	3.88	3.75	3.53	3.70	Very High
4	Evaluation	3.80	3.80	3.60	3.70	Very High
5	Perception and flexibility	3.50	3.60	3.42	3.50	Very High
Mean score					3.60	Very High

In the meantime, the large sample test was carried out on 20 students by carrying out the designed activities below:

**Table 13.** Design of large sample learning activities

Early Literacy Skills	Basic competencies	Learning methods	Assessment	Product
Verbal Communication activities to develop Listening and speaking skills	4.3 Imitating friends / teachers doing introductory activities in Rejang language	Inquiry and demonstration	- sessing students' abilities to do introductory activities in Rejang language	- As - Students' introduction of
Reading skill	3.6 S	Inquiry	- sessing students' abilities to do introductory activities in Rejang language	- As - he results of students' answers
Writing Skill	4.2 Writing out the exact names of images presented in Rejang language and its script	Inquiry	- sessing students' abilities to write the correct names of the presented images using Rejang language and its script	- As - he results of students' answers

### Effectiveness of literacy-based teaching materials of Rejang language

The validity of Rejang language literacy questions had been tested using the factor analysis test via SPSS 25 to produce valid data with an R table of .5324. Meanwhile, the reliability test on Rejang language literacy questions showed that the questions had a good level of reliability with a Cronbach Alpha value of .830 for R table of .5324. The data of reliability test can be seen in the following table 14:

**Table 14.** Results of reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	15

The effectiveness test was carried out in two classes using the paired-sample t-test via the SPSS 25 application. The results of T test in the first class can be seen below:

**Table 15.** Paired-sample statistics

	Mean	N	Std. Deviation	Std. Error
Pair 1 Before	54.3538	13	13.57907	3.76616
After	84.1000	13	9.63276	2.67165

Next, the results of statistical test on the paired-sample T test for second grade students using the SPSS 25 application can be seen in the following table 15:

**Table 16.** Paired-Sample Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error
Pair 1	Before	52.8077	13	8.79171	2.43838
	After	75.4808	13	10.96323	3.04065

It could be concluded that there was a difference in the results of two classes before and after using literacy teaching materials. The difference was significant.

## Discussion

The most basic thing in developing Rejang language literacy teaching materials is the development of literacy for students. The three basic competencies of early literacy developed in teaching materials are at least to help students to communicate effectively, read, and think critically. This is in line with the discussion of Lea and Street (Gunawardena, 2017) to build lifelong skills. Even literacy education contributes to the development of a global economy which results in the achievement of sustainable development goals (Oghenekohwo & Frank-Oputu, 2017). Each activity in literacy activities of Rejang language literacy teaching materials builds basic skills in the form of letters, sounds, phonemic awareness and vocabulary. The literacy stages developed are based on the cognitive needs of students who learn language gradually. When children begin to realize that each letter sounded is the basis for mental and cognitive development for the next level, literacy becomes the right direction for language skills.

The recognition of phonemic awareness becomes a very important awareness for beginners, to realize that letters can map sounds that can be pronounced together. Different letters will give birth to different sounds and ultimately lead to different meanings. Bowey (1995); Juel (1988); Naslund and Schneider (1996); and Stuart and Masterson (1992) stated that low phonemic awareness in the early grades is predicted to cause reading problems in the middle class (Michael Pressley, Alysia Roehrig, Kristen Bogner, Lisa M. Raphael, 2002).

The three basic abilities developed in early literacy cannot be separated from efforts to build meaning because the purpose of the early literacy process is to present children's awareness of how letters can work to form meaning. The foregoing is such as research conducted by Gupta (2012) which successfully proves that the lack of instructional input, especially the absence of relationships among letters, sounds, and meanings seems to hold back children from developing their understanding of literacy. By Paris, et al (Kemendikbud, 2016), this is called limited skills in the form of recognition of phonological awareness, phonics, spelling, grammar and punctuation. Hence, the development of literacy in this early phase builds limited skills of children which will later form the unlimited skills needed for the next stage of literacy development (Kennedy, Eithne, 2012). In addition, it is also in accordance with the results of research by Hewison and Tizard (1980 via Wales 2009) which show the role of early literacy in academic abilities in school, which state that the more often early childhood story books

are read, the better their academic abilities will be at school ages (Emilia et al., 2018).

Literacy skills also correlate in many ways, including 1) students' abilities are positively correlated with school status, school category, gender, and parental educational background, 2) students' abilities are positively correlated with students' facilities and students' literacy activities at home. This means that the more complete the supporting facilities for reading literacy activities, the higher the reading ability of students. 3) Students' abilities are also positively correlated with teachers' literacy activities, whereby the more often teachers read and carry out literacy activities, the higher the students' reading abilities become (Emilia et al., 2018).

### Conclusion

This study has succeeded in producing early literacy teaching materials of Rejang language that are in accordance with the needs analysis and meet the eligibility and effectiveness requirements. The evaluation results of feasibility according to the experts of teaching materials, literacy, and Rejang language show feasible and very feasible results. This means that literacy-based teaching materials of Rejang language are feasible and effective to be recommended as teaching materials at schools, especially ones having a local content subject of Rejang language. The advantages of Product are: 1) the development of early literacy is based upon needs analysis; 2) the syllabus, lesson plans, and teaching materials are complementary with each other; 3) besides the learning process that fosters early literacy, it also includes linguistic development, social development, and cultural awareness as well; and 4) the product encourages the processes of critical thinking at an early literacy level.

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