

The Development of a New Task-based Maritime Culture Content Multimedia Textbook for Vocabulary Instruction to Student Ability

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Abstract. It is crucial to understand that the concept that the best content should be accessible to communicative demands in everyday life is strongly emphasized in task-based language instruction (TBLT). In order to provide cohesive, engaging, current, and interesting teaching materials, or at the very least to prepare students for the primary textbook—a multimodal supplement that can include rich content from websites, games, social media, and other sources—research on teaching development is therefore necessary. The goal of this study is to put into practice a task-based, locally-based, multimodal supplemental textbook that is compatible.

1 Introduction

The quality of the textbook, tools for learning, and compatibility are a few of the most significant factors that impact students' English competence (Sievert et al., 2021; van den Ham & Heinze, 2018). If low-ability kids studied from a textbook which was overly complicated and presented in full English, they might become quickly confused. Due to their ongoing inability to understand the content, confusion turns into aggravation, which eventually leads to boredom (Graesser & D'Mello, 2012). A disinterested student will no longer want to participate in ELT.

For these reasons, instruction development research is needed to create a supplemental multimodal textbook that can offer rich input from social media, websites, games, and other sources, or at the very least, to get students ready to catch up with the main text. English exposure at home could be started, improved, and well-directed with the help of this textboo

It is important to mention that task-based language teaching (TBLT) emphasizes that the best quality content must be relevant to real-life communicative needs (Long, 2015; Ozverir et al., 2016). It means that the content must be local and encountered by them every single day. In addition, Rafieyan (2013) stated that cultural materials featuring target language people and countries should be an integral part of every foreign language classroom instruction. Besides, local material supports the mastery of the target language (Prastiwi, 2013). These are the primary reasons why this supplementary book will contain the local activity, culture, demography, society, and geography of the Riau Archipelago, especially around Maritime Culture. The English language culture will be integrated into the local content, so the student still learns the authentic usage of the language like the natives but in a familiar home-community context.

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1.1 Literature Review

In two important and fundamental ways, task-based language teaching, or "TBLT" as it is commonly known, is learner-centered (Long, 2015). First, the current and/or future communication demands of the learners influence the course content. Second, kids' readiness to learn influences how much attention they receive to language issues. According to Long (2015), local educators are most suited to generate TBLT materials because they are aware of the unique needs of their pupils and can work around any limitations presented by scarce financial or human resources as well as other aspects of the educational environment. Such content ought to be lively.

According to Moreno & Mayer (2007), multimodal learning is learning environments that use two different modes to represent the content knowledge: verbal and non-verbal. Whereas Gilakjani et al., (2011) stated that multimodal courses involve the use of multimedia and ICT (Information and Communication Technology) to develop dynamic course resources that appeal to different sensory modes and a variety of learning styles, thus providing academics with an opportunity to create rich learning environments for their students, enhanced by the wealth of information and resources on the Internet. Students are presented with a verbal representation of the content and a corresponding visual representation of the content. It has been proven that student understanding can be enhanced by the addition of non-verbal knowledge representations to verbal explanations, and multimedia has been successfully applied to many courses (Birch & Gardiner, 2005; Fletcher & Tobias, 2005; Mayer, 2002).

2 Method

The goal of this project, known as "Research and Development" (R&D), is to create instructional materials for Basic English for junior high school students in the seventh grade. It comes after the ASSURE. The instructional design approach, which necessitates learner engagement, evaluation, and modification, was developed by Smaldino et al. (2008) and is an abbreviation for analyzing learner characteristics used to state performance objectives, select techniques, media, and resources, and leverage technology. The needs analysis of the seventh-graders in SMPN 12 Tanjungpinang's challenges, viewpoints, and preferences has been finished. 4. The questionnaire with a Likert scale is used as the main tool to gather the necessary data. Frequency and average percentage were utilized to analyze and interpret the questionnaire data. Out of 55 total population of seventh graders in the academic year 2022/2023, 51 students were randomly selected through SPSS as the sample for need analysis.

3 Result and Discussion

3.1 The Result of English Teachers's Interview

The interview was done with only one English Teacher who teaches the seventh graders in SMPN 11 Tanjungpinang. Ten questions were given to retrieve information about the needs of both the teacher and the student according to the teachers' point of view. The first information was about the textbook used by the teacher. The teacher solely relied on the *teacher's book* "English for Nusantara" for class VII to carry out the learning activity in the class. It was chosen because its *students' book* counterparts were the only textbooks available and sufficient in quantity.

3.2 The Result of Student's Need Analysis

3.2.1 Student's Perception

Perception towards "English for Nusantara" textbook

Value	Frequency	Score
Very Difficult (4)	9	36
Difficult (3)	32	92
Neutral (2)	10	20
Not Difficult (1)	0	0
Total	51	152
Average Percentage	$152-204 \times 100 = 74\%$	

Based on the table above, the English textbook "English for Nusantara" for class VII was considered difficult by the students. This is in line with the teachers' perception. There are four dominant reasons behind the opinion. The most prominent is the absence of how to read the English words and sentences in the book.

3.2.2 Topics and Material Preference

The students clearly favor local themes and things that they are familiar with, as seen by their score of 148. It relates to the previously disclosed explanation for why they find the subject matter and material in the current textbook challenging: they are not familiar with it. Since the "English for Nusantara" textbook is already based on generic Indonesian issues (Fuad, 2020), the students asked for even more locally relevant material that was based on their own culture in Tanjungpinang and represented real-world situations that the learners would face

3.2.3 Developing Maritime Culture Learning English

Based on the result of the need analysis, it was concluded that the students preferred a task-based textbook that provided basic English material with highly localized content and a lot of pictures. All the tasks, lessons, materials, and topics were adjusted to the student's preference list was also presented in both Indonesian language and English.

Figure.1 The book cover, the first page of every chapter, and two pages of material preview



SENJATA TRADISIONAL MELAYU

Kemudi senjata pada gambar tersebut merupakan senjata-senjata yang digunakan pada masa kerajaan Melayu di 9 era kesultanan Melayu.

FUN FACT!
 Merupakan senjata yang digunakan untuk berperang. Senjata ini digunakan untuk berperang dengan musuh-musuh yang datang menyerang. Senjata ini juga digunakan untuk berperang dengan sesama Melayu yang berpecah-belah.

Senjata ini merupakan senjata yang digunakan pada masa kerajaan Melayu di 9 era kesultanan Melayu.

Senjata ini merupakan senjata yang digunakan pada masa kerajaan Melayu di 9 era kesultanan Melayu.

Fisherman

MELAYU KEMPUNDAH BIAK

Problematika Nelayan Kepulauan Riau

Problematika Nelayan Kepulauan Riau

1. Jumlah Nelayan yang semakin berkurang

2. Kualitas ikan yang semakin menurun

3. Biaya operasional yang semakin mahal

4. Persaingan dengan nelayan asing

5. Perubahan iklim yang mempengaruhi hasil tangkapan

ALAT TRANSPORTASI POMPONG

APA Itu Pempotong?

Pempotong adalah alat transportasi laut tradisional yang digunakan untuk berlayar di perairan dangkal.

KONTAMEN
 Kontamen adalah alat transportasi laut yang digunakan untuk berlayar di perairan dangkal.

TIPIS
 Tipis adalah alat transportasi laut yang digunakan untuk berlayar di perairan dangkal.

ALAT-ALAT BAHARTI

ALAT-ALAT BAHARTI ADALAH ALAT-ALAT YANG BERASAL DARI MASYARAKAT PESISIR DALAM KABUPATEN LAUT SUKSES-BARTI

Keramba adalah alat yang digunakan untuk menangkap ikan di perairan dangkal.

Penangkang adalah alat yang digunakan untuk menangkap ikan di perairan dangkal.

Bekul/keranjang adalah alat yang digunakan untuk menangkap ikan di perairan dangkal.

History of Penyengat Island

- This island was Raja Meuti's defense place against Tengku Sultan's attack from Riau in 1775 and a number of other defense forts were built to face the war against the Dutch.
- The civil war at that time was between the descendants of Sultan Mahmud Syah, who at that time was led by his son Raja Meuti against the descendants of Sultan Abdul Jalil Riayatshah, led by Tengku Sultan.
- Starting from Penyengat Island, it was used as a stronghold by Raja Meuti who moved his government from Kota Tinggi (Johor) to Riau upstream of the Carang River (Kuala Lumpur).
- The civil war was won by Tengku Sultan and his brother who were assisted by 5 Bogis Luwu nobles.
- Penyengat Island is also called the island of wedding gold because the island was used as wedding gold (dowry) by Sultan Mahmud Riayat Syah for his king's wife Engku Putri Raja Hamzah Sultan Raja Raju Fatahillah.

Raya Sultan Riau Mosque

- This mosque was first built in 1803 along with the opening of Penyengat Island as a dowry and later the residence of King Hamidah Engku Putri.
- Until 1832 King Abdurrahman, who at that time served as the 7th Young Dipertuan of the Riau Lingga Kingdom, carried out renovations. The unique thing about this mosque is that it is said that egg whites were used as a mixture of building materials to make the mosque.
- The architecture of this mosque is also very unique, namely there are 13 steps representing the 13 pillars of prayer. There are 5 domes which symbolize the pillars of Islam. There are 6 windows depicting the Pillars of Faith. On the roof of this mosque building there are 13 domes and 9 minarets which, if added together, make 17. This number represents the number of rakats of prayer: 4 sun and night in Islam.

Tanjungpinang Culinary

Tanjungpinang is a city with a variety of cultures, customs, and culinary delights. There's many kinds of foods that you can find in every street food here. One of them is "otak-otak".

Otak - Otak
 Otak-otak is a traditional food from Tanjungpinang. It is made from fish, coconut milk, and spices. It is usually served with rice and vegetables.

Tanjungpinang Culinary

Another culinary street food from Tanjungpinang that is enjoyed by many people here is "Gonggong". This snack is circular with white and gold patterns and it is a type of traditional snack. The one snack which is also a symbol of the city of Tanjungpinang.

Gonggong
 Gonggong is the most small food linked to the smallest category. The characteristics of Gonggong such as a long, flat appearance, which can be used as a means of locomotion on land or road. This food, which is first glance is similar to snacks or meals, can only be found in the waters around the Riau Islands, including Tanjungpinang.

3.3 The result of *Maritime Culture Learning English Tryout*

The product was implemented in SMPN 12 Tanjungpinang by the English teacher. It was used to teach English in classes VII A, VII B, and VII C for three weeks, so each class had in total of 6 meetings or 12 learning hours. The implementation started on November 14th and ended on December 3rd, 2022. Because of the ban on smartphones in school, the students were unable to utilize the multimodal by themselves and had to be assisted by the teacher. They borrowed teachers' smartphones. To maximize the experience, the printouts of the product were shared with the students so they could learn English at home with the experimental textbook.

To check the practicality and the acceptance of the *Maritime Culture Learning English*, questionnaires were distributed at the end of the implementation. The students were asked to fill in the form and write down their comments and suggestions about the video, pictures, materials, and overall impression of the product. The teacher was also required to fill out the same questionnaire. In addition, regular observation was conducted to capture the learning process to reveal the mood and the atmosphere of the class.

3.4 The Results of the Student's Questionnaire

In total, 55 seventh-grade students answered the questionnaire on December 5th. The results were calculated by percentage and then converted into qualitative data based on the calculation procedure on page 36. The overall data can be seen in the table below :

Table 4.5 The calculation of student's Questionnaire in percentages

No	Aspek	Kriteria	Ya	Tidak
1.	Desain	Desainnya menarik dan cocok untuk siswa kelas 7 SMP Saran:	100%	0%
2.	Pengaturan Materi	Materinya diatur dengan menarik Saran:	100%	0%
		Pengaturan materi di setiap unit sudah sesuai Saran:	100%	0%
3.	Tujuan Pembelajaran	Tujuan pembelajarannya jelas Saran:	100%	0%
		Tujuan pembelajarannya sudah diatur dengan tepat Saran:	100%	0%
4.	Topik	Topik sudah sesuai dengan mata pelajaran siswa Saran:	100%	0%
		Topiknya bermacam-macam dan terbaru Saran:	100%	0%

No	Aspek	Kriteria	Ya	Tidak
		<i>Topiknya sesuai dengan siswa kelas 7 SMP Saran:</i>	100%	0%
5.	Tugas	<i>Tugas di buku bersifat komunikatif Saran:</i>	100%	0%
		<i>Tugas dibuku sudah sesuai dengan topik Saran:</i>	100%	0%
		<i>Tugas dibuku sudah sesuai dengan kemampuan berbahasa Inggris siswa kelas 7 SMP Saran:</i>	98.2%	1.8%
6.	Petunjuk	<i>Petunjuk di setiap pelajaran sudah jelas Saran:</i>	100%	0%
7.	Cakupan Materi	<i>Cakupan materi di buku sudah sesuai untuk kemampuan berbahasa Inggris siswa kelas 7 SMP Saran:</i>	98.2%	1.8%
8.	Isi Materi	<i>Isi materi di buku sesuai untuk kemampuan berbahasa Inggris siswa kelas 7 SMP Saran:</i>	100%	0%
		<i>Isi materi di buku memiliki konten lokal Saran:</i>	100%	0%
		<i>Isi materi berhubungan langsung dengan tujuan pembelajaran Saran:</i>	100%	0%
9.	Bahasa	<i>Bahasa yang digunakan sudah sesuai dengan siswa kelas 7 SMP Saran:</i>	100%	0%
10.	Video	<i>Videonya jelas dan menarik Saran:</i>	100%	0%
		<i>Suara videonya jelas Saran:</i>	100%	0%
		<i>Videonya sesuai dengan siswa kelas 7 SMP Saran:</i>	100%	0%
		<i>Videonya mendukung materi pengayaan kosa kata Saran:</i>	100%	0%
		<i>Videonya sesuai dengan topik yang diberikan Saran:</i>	100%	0%

<i>No</i>	<i>Aspek</i>	<i>Kriteria</i>	<i>Ya</i>	<i>Tidak</i>
11.	Gambar	Gambar di buku jelas dan menarik Saran:	100%	0%
		Gambar di buku sudah sesuai dengan topik yang diberikan Saran:	100%	0%
		Gambar di buku sesuai dengan siswa kelas 7 SMP Saran:	100%	0%
		Gambar di buku mendukung materi pengayaan kosa kata Saran:	100%	0%
		Gambar di buku memiliki konten Maritime Culture Saran:	100%	0%
12.	Kegunaan	Maritime Culture Learning English mudah digunakan Saran:	100%	0%
		Maritime Culture Learning English mudah dimengerti Saran:	100%	0%

There was only one student in the entire population who responded "No" to statements 5 and 7. The remaining 54 pupils responded "Yes" to each question. This indicates that the majority of students (90–99%) thought the Maritime Culture Learning English product was appropriate, suitable, appropriate, and practical.

In addition, fourteen students commented on the final result. In conclusion, two students asked for further content pertaining to online games, such Mobile Legend. Four pupils asked for more local images and English-learning materials. One student even requested that narrative texts like fairy tales be included, and another asked that information about Korean pop culture be added. Six students also gave the product high marks. They expressed their happiness and excitement at learning more about English and stated it was extremely engaging. One student in particular stated that the developed textbook helped him so much in studying English at home.

3.4 The Result of Teacher's Questionnaire

The teacher also answered the questionnaire to retrieve her overall point of view on the product. Only one respondent participated since she was the only English teacher in the school. The instrument was given on the same date as the students' questionnaire deployment, after the field trial was completed.

Table 4.6 The result of English teacher questionnaire

No	Aspect	Criteria	Yes	No
1.	Design	The design is attractive and appropriate for the Seventh Graders Suggestion:.....	√	
2.	Organization of material	The materials are organized attractively Suggestion:.....	√	
		The organization of materials in the form of units is appropriate Suggestion:.....	√	
3.	Instructional objectives	The instructional objectives are stated clearly Suggestion:.....	√	
		The instructional objectives are ordered appropriately Suggestion:.....	√	
4.	Topics	The topics are relevant to the students' subject content Suggestion:.....	√	
		The topics are various of kind, relevant to the student's life and up to date Suggestion:.....	√	
5.	Task	The tasks are communicative Suggestion:.....	√	
		The tasks are relevant to the topics Suggestion:.....	√	
		The tasks are appropriate to vocabulary for the seventh graders Suggestion:.....	√	
6.	Instruction	The instructions are clear Suggestion:.....	√	
7.	Coverage of the material	The coverage of the material is suitable to vocabulary for the seventh graders Suggestion:.....	√	
8.	Content of materials	The content of materials is suitable vocabulary for the seventh graders Suggestion:.....	√	
		The content is based on Maritime Culture local content Suggestion:.....	√	

No	Aspect	Criteria	Yes	No
		The content relates directly to the objectives of the instruction Suggestion:.....	√	
9.	Language	The language is appropriate for the seventh graders Suggestion:.....	√	
10.	Video	The video is clear and interesting Suggestion:.....	√	
		The sound of the videos is clear Suggestion:.....	√	
		The video is appropriate for the seventh graders student Suggestion:.....	√	
		The video supports the vocabulary materials Suggestion:.....	√	
		The video is relevant to the topics given Suggestion:.....	√	
11.	Pictures	The pictures are clear and interesting Suggestion:.....	√	
		The pictures in the materials are relevant to the topics given Suggestion:.....	√	
		The pictures are suitable to Junior High School students Suggestion:.....	√	
		The pictures support the vocabulary materials Suggestion:.....	√	
		The pictures have the local Content Suggestion:.....	√	
12.	Usability	The product is easy to use Suggestion:.....	√	
		The product is easy to understand Suggestion:.....	√	

The development of the *Maritime Culture Learning English* started with the need analysis of both seventh grader students and the teacher in SMPN 12 Tanjungpinang. The students answered questionnaires and the teacher answered guided interviews. The need analysis examined the information related to the difficulties faced by both the students and the teacher in learning English using the primary textbook. Furthermore, the analysis also discovered the needs, preferences, and opinions to construct the ideal textbook for teaching English based on the conditions in SMPN 12 Tanjungpinang. Both students and teacher

agreed that their primary textbook “English for NUsantara” was too difficult. The students lacked vocabulary and had poor proficiency hence an attractive and LOTS-based supplementary textbook that introduced basic vocabulary was desired. In addition, they requested familiar content. Due to that, the task-based approach was considered suitable since its features fit well with the student’s needs.

The next was the development and construction of the supplementary multimodal textbook based on *Kepulauan Riau* local contents which was then named *Maritime Culture Learning English*. There were three steps in developing the product. The first step was the writing of the concept based on the results of need analysis. This included the type of materials, the tasks, and the lessons. The outlines of Chapters were also created. The second step was the collection of pictures that would be used. The third step was the finishing of the construction. In this phase, the contents, learning materials, cover, table of contents, and usage instructions, were fully established.

To ensure the validity, two experts verified the product through the experts’ validation form. One expert was an English language Professor, a specialist in academic content which checked the learning material. Another expert was an educational technology lecturer and multimedia specialist who confirmed the media’s quality and applicability. The results revealed that the product was valid with the percentage reaching 80-99%. Both experts agreed that the product was suitable to teach vocabulary to the seventh graders and ready for field testing. There were only two minor revisions required before the deployment. The first revision related to the writing on the cover and the second revision related to the color of textboxes. Once the product was considered valid, the field test was implemented for three weeks. The teacher utilized the *Maritime Culture Learning English* to carry out the teaching for 18 meetings. In total 28 printed textbooks were shared with 55 students, so 1 textbook for 2 students. They were allowed to bring the products back home to maximize the usage experience. On the other hand, PDF forms were also shared through students’ WhatsApp groups. At the end of the field test, the students answered questionnaires. The result of the students’ questionnaire was 90-99% or classified as mostly agree. The teacher also fully agreed (100%) to every statement in the questionnaire. These outcomes declared that The *Maritime Culture Learning English* was suitable and appropriate for teaching vocabulary to the seventh graders in SMPN 12 Tanjungpinang.

The last part was evaluation and revision as the ASSURE development procedure entered its final phase. The experimental textbook had been revised according to the comments and inputs suggested by the students. The final product overall consisted of 35 pages including the cover, usage instructions, contents, and appendices. The content covered three units and had 15 videos, 2 websites, and 1 application. The final product would be available in a printed physical book and in PDF soft file format. The capability of this textbook that enabled students to learn English Independently at home, benefits the low proficiency learners. The E-book had original videos made by the researcher herself and attached by direct internet link address. It was proven suitable for both the students and the English teachers from 4 different Elementary schools. Additionally, her product was effective in increasing the students’ speaking skill scores by comparing the results of the pretest and post-test. *Maritime Culture Learning English* project was similar. It featured and emphasized the local content as a vehicle to introduce English. However, this research was about vocabulary teaching instead of speaking. Moreover, it focused on *Maritime Culture and* local content. Unlike the majority of the previous R&D studies which used the ADDIE model, this research followed ASSURE instead because multimedia and technology were widely utilized in the product. Multimodality could be a powerful tool to increase English Exposure for the betterment of English learning.

4 Conclusion

Maritime Culture Learning English is a new supplementary textbook that was constructed based on the syllabus, curriculum, and need analysis on both the students and the teacher. It adopted the principle of the Task-based (TBLT) approach and emphasized locally produced content as the primary materials. This product was excellent in terms of validity and practicality. Most of the learners who studied using the product agreed that it was suitable for teaching vocabulary. They were happy and excited. Several students even requested to include more chapters, materials, and topics in the product. In conclusion, the product successfully adjusted to the level of the students in SMPN 12 Tanjungpinang and effectively made them interested in English. Interesting materials could awaken students' desire and passion which are the conditions for a triumph of language learning.

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