

Developing Bilingual Narrative Writing Materials Based on Local Wisdom “Antara Lepet dan Sura” to Enhance Students’ Writing Proficiency and Bilingualism

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Abstract

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This study aims to develop bilingual narrative writing materials based on local wisdom through the short story *Antara Lepet dan Sura* to enhance students’ writing proficiency, bilingual competence, and cultural awareness. The research employed a Research and Development (R&D) approach using the Dick and Carey instructional design model, which includes systematic stages of analysis, design, development, evaluation, and revision. The study was conducted at SMK Pancasila 1 Kutoarjo, involving 20 eleventh-grade students, two English teachers, and one lecturer as expert validators. Data were collected through questionnaires, interviews, and documentation, and analyzed using both quantitative and qualitative methods. Quantitative analysis using Pearson Product-Moment correlation revealed that all instrument items were valid ($r\text{-count} > 0.433$), while reliability testing showed a high Cronbach’s Alpha coefficient ($\alpha = 0.905$), indicating excellent internal consistency. Qualitative findings from expert validation and user responses indicated that the developed materials are pedagogically appropriate, culturally relevant, and effective in supporting bilingual narrative writing. The integration of Central Javanese local wisdom enhanced students’ motivation, creativity, and understanding of narrative structure, while also strengthening their cultural identity. The findings demonstrate that the developed materials are valid, reliable, and effective for classroom implementation. Therefore, the bilingual narrative writing module based on *Antara Lepet dan Sura* can be recommended as an innovative and contextually grounded instructional resource for vocational high school English learning, with strong potential for further development in digital and broader educational contexts.

Keywords:

Bilingual Teaching Material, Narrative Writing, Local Wisdom, Instructional Design, Dick and Carey Model

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INTRODUCTION

Indonesia is widely recognized for its rich cultural diversity, comprising more than 1,300 ethnic groups and over 700 regional languages (Statistics Indonesia, 2024). This diversity represents a valuable cultural asset that can be integrated into educational practices. However, it also presents challenges, particularly in ensuring that students remain connected to their local cultural identity while simultaneously engaging with global knowledge and foreign languages.

In the context of globalization, the rapid development of digital media and international culture has significantly influenced students’ learning preferences and

perspectives. Many students are more familiar with global narratives than with their own local traditions. This condition has contributed to a gradual decline in cultural awareness and appreciation among younger generations. Therefore, educational practices are required to integrate local wisdom into learning to maintain cultural identity while enhancing learning relevance.

Local wisdom, which encompasses values, traditions, and cultural practices passed down through generations, has strong potential to be utilized as contextual learning material. Recent studies indicate that local wisdom-based teaching materials significantly improve students' engagement, learning motivation, and contextual understanding (Dewi & Ramadan, 2021; Rohmah et al., 2023). The integration of cultural values into instructional materials enables students to connect learning content with their real-life experiences, thereby making the learning process more meaningful and effective.

In English language learning, particularly in English as a Foreign Language (EFL) context, writing is considered one of the most challenging skills for students. Learners often struggle to generate ideas, organize narratives, and express thoughts coherently. This issue is frequently caused by the use of decontextualized teaching materials that are not aligned with students' cultural backgrounds. Previous studies have shown that local wisdom-based English teaching materials can improve students' literacy skills, including reading and writing proficiency (Putri, 2023).

One potential solution to this problem is the use of culturally responsive teaching materials through bilingual instruction. Bilingual learning enables students to understand concepts more easily by bridging their first language and the target language. Research has demonstrated that integrating local wisdom into English learning materials can simultaneously improve students' language competence and cultural awareness (Beniario et al., 2023). In addition, the use of familiar cultural contexts reduces cognitive load and supports students in generating ideas more effectively in writing activities.

A literary work entitled "Antara Lepet dan Sura" represents a form of local wisdom that can be developed into bilingual narrative writing material. The story contains moral values such as cooperation, gratitude, and social responsibility, which are relevant to students' daily lives. Integrating such local narratives into teaching materials allows students to connect cultural knowledge with language learning, making the learning process more meaningful and engaging.

Despite the growing number of studies on local wisdom-based teaching materials, most previous research has focused on primary education and specific language skills such as reading or listening. There is still limited research that explores the development of bilingual narrative writing materials based on local wisdom in vocational education contexts. Furthermore, previous studies rarely integrate instructional design models systematically while evaluating both validity and reliability of the developed materials.

Therefore, this study aims to fill this gap by developing bilingual narrative writing materials based on local wisdom using the Dick and Carey instructional design model. This research not only focuses on the development process but also evaluates the effectiveness of the materials in improving students' writing proficiency, motivation, and cultural awareness. The novelty of this study lies in

the integration of local wisdom, bilingual instruction, and a systematic instructional design framework tailored for vocational high school students.

METHODS

This study employed a Research and Development (R&D) approach using the Dick and Carey instructional design model. This model was selected because it provides a systematic framework for developing, evaluating, and refining instructional materials aligned with learners' needs and instructional objectives.

The development process followed ten stages: (1) identifying instructional goals, (2) conducting instructional analysis, (3) analyzing learners and learning contexts, (4) formulating learning objectives, (5) developing assessment instruments, (6) designing instructional strategies, (7) developing instructional materials, (8) conducting formative evaluation, (9) revising the product, and (10) conducting summative evaluation. These stages ensured that the developed materials were systematic, effective, and learner-centered.

The research was conducted at SMK Pancasila 1 Kutoarjo during the 2025/2026 academic year. The participants consisted of 20 eleventh-grade students, two English teachers, and one lecturer who served as expert validators. The participants were selected using purposive sampling based on their relevance to the study.

Data were collected through questionnaires, structured interviews, and documentation. The instruments were administered in three phases: (1) needs analysis, (2) expert validation, and (3) product revision. The questionnaire used a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), covering four aspects: content feasibility, language appropriateness, presentation, and practicality.

Qualitative data obtained from interviews and expert feedback were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. Quantitative data were analyzed using Pearson Product-Moment correlation to test item validity and Cronbach's Alpha to assess reliability using SPSS version 26. An item was considered valid if the correlation coefficient (r -count) exceeded the r -table value at a significance level of $\alpha = 0.05$. The instrument was considered reliable if the Cronbach's Alpha coefficient was ≥ 0.70 .

Data triangulation from questionnaires, interviews, and documentation was applied to ensure the credibility and consistency of the findings. The results of validity and reliability testing were used as the basis for revising the developed bilingual narrative writing materials before final implementation. Ethical clearance was obtained from the school, and informed consent was secured from all participants prior to data collection.

RESULTS & DISCUSSION

Quantitative Results

The quantitative analysis aimed to determine the validity and reliability of the bilingual narrative writing materials based on *Antara Lepet dan Sura*. The validity test was conducted using the Pearson Product-Moment correlation with a significance level of $\alpha = 0.05$ and $df = 21$, resulting in an r-table value of 0.433. The results show that all 15 questionnaire items have r-count values higher than the r-table value (0.433), indicating that all items are statistically valid and capable of measuring the intended constructs, including content feasibility, linguistic clarity, cultural relevance, and instructional practicality.

Table 1. Validity Test Results of Student Questionnaire

No	Item	r-count	r-table	Decision	Interpretation
1	Material aligns with bilingual narrative objectives	0.785	0.433	Valid	Strong correlation
2	Material reflects Central Javanese local wisdom	0.812	0.433	Valid	Strong correlation
3	Supports understanding of narrative structure	0.768	0.433	Valid	Strong correlation
4	Activities suitable for vocational students	0.754	0.433	Valid	Strong correlation
5	Integration of cultural and linguistic elements	0.843	0.433	Valid	Very strong correlation
6	Clarity and appropriateness of bilingual language	0.721	0.433	Valid	Moderate correlation
7	Instructions and vocabulary are clear	0.801	0.433	Valid	Strong correlation
8	Grammar and meaning consistency	0.752	0.433	Valid	Strong correlation
9	Layout and presentation are attractive	0.776	0.433	Valid	Strong correlation
10	Sequence of topics is logical	0.811	0.433	Valid	Strong correlation
11	Exercises encourage creativity	0.789	0.433	Valid	Strong correlation
12	Materials easy to implement in class	0.833	0.433	Valid	Very strong correlation
13	Relevance to students' cultural background	0.817	0.433	Valid	Strong correlation
14	Enhances narrative writing proficiency	0.806	0.433	Valid	Strong correlation
15	Supports character education	0.821	0.433	Valid	Strong correlation

The reliability of the instrument was analyzed using Cronbach's Alpha in SPSS version 26. The results indicate that the overall reliability coefficient is $\alpha = 0.905$, which falls into the "excellent reliability" category.

Table 2. Reliability Test Results

No	Respondent Group	N	Cronbach's alpha (α)	Interpretation
1	Students	20	0.912	Excellent reliability
2	Teachers	2	0.884	Good reliability
3	Lecturer	1	-	Expert validation only
Overall	All Respondents	23	0.905	Excellent reliability

These findings indicate that the developed bilingual teaching materials are both valid and reliable. The high internal consistency suggests that the instrument consistently measures students' responses toward the instructional materials.

Qualitative Results

The qualitative findings were derived from interviews, observations, and expert validation conducted at SMK Pancasila 1 Kutoarjo during the 2025/2026 academic year. The participants included 20 students, two English teachers, and one lecturer. Expert evaluation revealed that the developed module is pedagogically appropriate, culturally relevant, and linguistically clear. The experts emphasized that the bilingual format supports comprehension and facilitates the transition between Indonesian and English narrative structures. They also suggested minor improvements, such as adding assessment rubrics and developing a digital version of the materials.

From the students' perspective, the bilingual narrative materials improved their understanding of vocabulary and narrative structure. The integration of local cultural content made learning more engaging and meaningful. Students reported increased confidence in expressing ideas in both languages. Teachers also observed positive changes in students' participation and writing performance. The materials encouraged students to be more creative and helped them connect language learning with their cultural background.

Overall, the qualitative findings support the quantitative results, confirming that the developed bilingual narrative writing materials are effective, practical, and relevant for classroom implementation.

Discussion

The findings of this study indicate that the developed bilingual narrative writing materials based on *Antara Lepet dan Sura* are both statistically valid and pedagogically effective. The high validity scores across all questionnaire items demonstrate that the instructional components successfully represent key aspects of bilingual learning, including linguistic clarity, cultural relevance, and instructional feasibility. This confirms that the material design aligns with the principles of culturally responsive pedagogy, which emphasize contextual relevance in learning

(Putra & Widodo, 2022; Wibowo et al., 2023). In addition, recent studies suggest that integrating cultural content into instructional materials improves construct validity and learner engagement (Sari et al., 2023; Hidayat et al., 2022). The alignment between objectives, materials, and evaluation also reflects a systematic instructional design approach. Therefore, the findings reinforce the importance of combining cultural context with language instruction.

The reliability results further strengthen the credibility of the developed materials. The Cronbach's Alpha coefficient of 0.905 indicates excellent internal consistency, suggesting that the instrument yields stable and dependable results. High reliability is crucial in ensuring that learners' responses are measured consistently across different contexts and populations (Rahmawati & Kurniawan, 2021; Pratama et al., 2024). This finding is consistent with recent research highlighting the importance of reliable instruments in educational evaluation (Nugroho & Santosa, 2021). Moreover, consistency in responses indicates that students clearly understood the questionnaire items. This reflects the clarity of the instrument design. Thus, the reliability results confirm the robustness of the developed materials.

From a pedagogical perspective, the integration of local wisdom significantly enhances students' engagement and comprehension. The use of culturally familiar content reduces cognitive load, enabling students to focus more on language production (Sari et al., 2023; Wibowo et al., 2023). This supports the view that contextualized learning materials improve comprehension and retention (Hidayat et al., 2022; Santoso et al., 2021). Students reported that the narrative content was relatable and meaningful, which increased their motivation to write. Such findings are in line with studies emphasizing the role of cultural familiarity in language learning effectiveness (Lestari et al., 2022). Therefore, integrating local wisdom creates a more engaging and meaningful learning experience.

In addition, the bilingual approach contributes to the development of students' metalinguistic awareness. By comparing Indonesian and English narrative structures, students develop a deeper understanding of language systems. This process enhances their ability to transfer linguistic knowledge across languages (Pratama et al., 2024; Firmansyah et al., 2023). Recent studies also indicate that bilingual instruction improves analytical thinking and language flexibility (Rahman et al., 2022). In this study, students demonstrated improved confidence in constructing English narratives. The bilingual format also encouraged reflection on language use. Therefore, bilingual materials play a crucial role in developing higher-order linguistic skills.

Another important finding is the positive impact of the materials on students' motivation and confidence. The integration of local stories fosters emotional engagement, which enhances learning effectiveness (Hidayat et al., 2022; Lestari et al., 2022). Students felt more confident expressing their ideas because the content was familiar. This supports previous findings that meaningful learning contexts increase participation and reduce anxiety in EFL writing (Santoso et al., 2021; Rahman et al., 2022). Teachers also observed increased classroom interaction and creativity. These findings suggest that motivation is closely linked to contextual relevance. Thus, the developed materials effectively address common challenges in writing instruction.

The role of teachers in implementing the materials is also significant. Teachers reported that the materials were practical, structured, and easy to use in classroom settings. This reflects the effectiveness of the Dick and Carey model in guiding instructional design (Nugroho & Santosa, 2021; Firmansyah et al., 2023). Well-designed materials help teachers deliver lessons more systematically and efficiently (Pratama et al., 2024). In this study, teachers were able to integrate cultural and linguistic elements simultaneously. This dual integration enhances teaching effectiveness. Therefore, the usability of the materials contributes to their overall success.

Furthermore, the integration of local wisdom supports character education and identity formation. The cultural values embedded in the story promote moral development alongside language learning (Wibowo et al., 2023; Lestari et al., 2022). Students developed a stronger sense of cultural identity and appreciation for local traditions. This finding aligns with research highlighting the role of local wisdom in strengthening social values and cultural awareness (Putra & Widodo, 2022; Santoso et al., 2021). The combination of language and culture creates a holistic learning experience. Thus, the materials contribute to both cognitive and affective learning outcomes.

Overall, this study demonstrates that integrating bilingual instruction with local wisdom creates a meaningful and effective learning experience. The combination of linguistic, cultural, and instructional elements results in improved learning outcomes (Rahmawati & Kurniawan, 2021; Pratama et al., 2024). Compared to previous studies, this research offers a more comprehensive approach by combining multiple dimensions of learning (Firmansyah et al., 2023; Rahman et al., 2022). The consistency between quantitative and qualitative findings strengthens the validity of the results. This integrated approach supports sustainable learning and long-term skill development. Therefore, the developed materials provide a valuable contribution to EFL teaching practices.

CONCLUSION

This study demonstrates that the development of bilingual narrative writing materials based on the short story *Antara Lepet dan Sura* is empirically robust and pedagogically effective in achieving its instructional objectives. The statistical results confirm that all instrument items meet validity criteria, indicating accurate measurement of core constructs such as content feasibility, linguistic appropriateness, cultural relevance, and instructional practicality, while the high reliability coefficient ($\alpha = 0.905$) reflects strong internal consistency and measurement stability. Beyond statistical adequacy, the qualitative findings reveal substantive pedagogical impact, as students showed increased motivation, improved narrative competence, and greater confidence in producing bilingual texts, while teachers reported enhanced creativity, vocabulary development, and meaningful integration of cultural values in student writing. Importantly, the incorporation of Central Javanese local wisdom not only strengthens contextual relevance but also embeds character education within language learning, thereby supporting holistic educational outcomes. These findings suggest that the

integration of bilingual instruction with culturally grounded content provides a more meaningful and cognitively engaging learning experience compared to conventional approaches. Consequently, this study contributes a validated and context-sensitive instructional model that holds strong potential for broader implementation and adaptation, particularly in vocational education settings and digitally mediated learning environments.

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