

Development of a BIPA I Reading Module Using the Direct Reading Activity (DRA) Model Based on Timor-Leste Local Wisdom for Eleventh-Grade Students of STM Negeri Dili, Timor-Leste ■

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INTRODUCTION

- The importance of teaching BIPA I (Indonesian for Foreign Speakers) in Timor-Leste as a means to strengthen cultural and educational ties between Indonesia and Timor-Leste.
- The issue of non-contextual reading materials, which makes it difficult for students to understand texts that are not aligned with their cultural background.
- The low interest and motivation to read among students due to learning materials that are not relevant to their experiences and local cultural values.
- The need for a systematic teaching approach, such as Direct Reading Activity (DRA), to improve reading comprehension skills step by step (pre-reading, while-reading, and post-reading).
- The importance of integrating Timor-Leste's local wisdom into teaching modules to make learning more meaningful, strengthen cultural identity, and enhance students' emotional connection to the reading materials.

LITERATURE REVIEW

Teaching Indonesian as a Foreign Language (BIPA) aims to help non-native speakers acquire the ability to communicate effectively in academic, professional, and sociocultural contexts. One of the main theories underlying BIPA instruction is Krashen's (1982) *Input Hypothesis*, which emphasizes the importance of providing comprehensible input, and the *Communicative Language Teaching* (CLT) approach, which highlights interaction as the primary means of language acquisition. However, in Timor-Leste, BIPA instruction faces a major challenge: the lack of contextualized reading materials that align with students' cultural backgrounds.

The *Direct Reading Activity* (DRA) model is a relevant reading strategy to address this challenge. DRA focuses on reading instruction through three stages: pre-reading, while-reading, and post-reading, allowing students to gradually develop their text comprehension. This model is based on the theories of Engelmann and Carnine (1982), who emphasize the importance of systematic guidance in reading, and Vygotsky's (1978) theory of the *Zone of Proximal Development*, which stresses the role of social interaction in supporting cognitive development. The application of DRA has proven effective in improving reading comprehension through active student engagement.

METHOD

This study employed the **Research and Development (R&D)** method as described by Gay (2009), which aims to produce effective educational products through a systematic process of research and testing. The development models used were **ADDIE** and **Borg & Gall (2007)**. The ADDIE model consists of five systematic stages: **Analysis** (needs analysis to identify learning problems and student characteristics), **Design** (designing the teaching module and learning strategies), **Development** (creating the initial product and validating it with experts), **Implementation** (conducting limited trials and classroom application), and **Evaluation** (formative and summative evaluations to determine the feasibility and effectiveness of the product). This approach was chosen because it provides a structured framework for designing, developing, and evaluating teaching materials based on local wisdom.

The research structure followed Borg & Gall's steps, which include: (1) needs analysis, (2) module design, (3) initial product development, (4) expert validation, (5) product revision, (6) limited trials, (7) further revisions, and (8) field testing. The research subjects were **eleventh-grade students of STM Negeri Dili** as participants in the BIPA I program. Research instruments included the **teaching module**, **reading tests** (pre-test and post-test), **questionnaires** to obtain feedback from students and teachers, and **observation sheets** to monitor engagement and responses during the learning process.

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FINDING AND DISCUSSION

- 1. Module Feasibility** – Assessments by material experts indicated that the content of the module aligned with the objectives of BIPA I instruction, while media experts evaluated the design and presentation of the module as highly suitable for classroom use.
- 2. Cultural Relevance of Local Wisdom** – The integration of Timor-Leste's folktales, traditional customs, and culinary heritage made the materials more relatable to students' experiences, thereby increasing the cultural relevance of the module.
- 3. Positive Student Response** – Limited trials showed that students were more interested in reading the texts because the materials reflected their daily lives.
- 4. Improvement in Reading Comprehension** – Results of the pre-test and post-test revealed a significant improvement in students' ability to understand texts through the application of the Direct Reading Activity (DRA) model.
- 5. Increase in Learning Motivation** – Students' emotional engagement improved; they became more active in discussions and more enthusiastic about completing reading tasks.
- 6 Applicability of the DRA Model** – The pre-reading, while-reading, and post-reading stages of DRA were proven effective in helping students gradually construct the meaning of texts.

ANALYSIS

- **Integration of Local Wisdom Enhances Emotional Engagement** – Materials based on Timor-Leste's folktales, customs, and cuisine allowed students to perceive the texts as reflections of their cultural identity, fostering a sense of ownership in the learning process.
- **Effectiveness of the Direct Reading Activity (DRA) Model** – The pre-reading stage helped activate students' prior knowledge (*Schema Theory*), the while-reading stage guided their focus on comprehension, and the post-reading stage encouraged critical analysis and reflection.
- **Learning Becomes More Contextual** – By connecting reading texts to students' real-life experiences, the learning process aligned with the principles of *Contextual Learning* (Dewey, 1938) and *Experiential Learning* (Kolb, 1984).
- **Improvement of Social Interaction** – Group discussions within the DRA model fostered collaboration that supported learning within the *Zone of Proximal Development* (Vygotsky, 1978).
- **Relevance to BIPA I Learners' Needs** – The module addressed students' need for materials that are both simple and meaningful, consistent with Krashen's (1982) *Input Hypothesis*.
- **Strengthening Cultural Literacy and Motivation** – Integrating local values not only improved reading skills but also broadened students' cultural understanding, aligning with the concept of *Multiliteracies* (New London Group, 1996).

CONCLUSION

This study successfully developed a BIPA I (Indonesian for Foreign Speakers) reading module based on Timor-Leste's local wisdom using the Direct Reading Activity (DRA) model through a Research and Development (R&D) approach with the ADDIE/Borg & Gall model. The resulting module was deemed highly feasible by material and media experts, both in terms of content and presentation, making it suitable for use in BIPA I learning at STM Negeri Dili. The integration of local wisdom into the reading texts proved relevant and effective in enhancing students' emotional engagement, as the materials were more closely connected to their experiences and culture. The application of the DRA model improved reading comprehension gradually through the pre-reading, while-reading, and post-reading stages, while also encouraging students to be more active in the learning process. The module also had a positive impact on learning motivation, as indicated by increased enthusiasm and participation during reading activities. Therefore, this module is not only appropriate for use in BIPA I learning in Timor-Leste but is also recommended for further development at other BIPA levels and for integration with other language skills such as writing, speaking, and listening.

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