Developing Reading Material Based on Local Culture at SMP Negeri 32 Medan

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Abstract. Integrating local culture into the process of learning a foreign language has only recently begun to draw attention. Therefore, local culture-based English reading materials are a solution to attract students' interest in reading English. The objectives of this research are to develop the students' English reading materials based on local culture at SMPN 32 Medan, to find out the validation of English reading material based on local culture at SMPN 32 Medan, and to explain the effectiveness of English reading material based on local culture at SMPN 32 Medan. This research adapted the R&D model proposed by Sugiyono (2013) with some modifications. The data was taken from students and teachers of SMPN 32 Medan and also expert judgment from Universitas Muslim Nusantara Al Washliyah Medan. The instruments of this research are questionnaire, documentation and test. The result of validation from the material expert judgment is 91.66% and the material expert judgment is 85.71%. It means that the product in very high category. The result of validation from the teacher is also high category, 88.63%. In addition, the product was also tested on students and the results showed a significant increase in scores after the students learned using the local culture-based reading materials. Unit 1 increased up to 10.36%, Unit 2 increased up to 12.15%, Unit 3 increased up to 14.06% and Unit 4 increased up to 15.26%. The average score of students, which was previously the highest at 78, increased to 89. The conclusion based on the research results shows that these English reading materials can be adopted as teaching materials as additional learning for English lessons that are interesting, contextual, and adapted to the Merdeka curriculum.

Keywords: Developing reading material, local culture, teaching material.

I. INTRODUCTION

Integrating local culture into the process of learning a foreign language has only recently begun to draw attention. Regmi (2017) stated that both students and teachers have brought their own culture into the language classroom and it is therefore important that both are aware of the interaction between cultures. Understanding shared knowledge can help make communication easier and more meaningful.

However, acquiring language and culture simultaneously is quite difficult for students, especially for beginners and students. Coupled with the fact that Indonesians have very little interest in reading. Teachers need to find reading material that is useful, interesting, engaging, important and relevant to their lives. Also, the teacher should provide reading material that the students are familiar with. If students already know the content of the text, the teacher can help them to draw their attention on the language (Masuhara, 2003).

Therefore, English reading material based on local culture is the best solution. Dar (2012) suggests that local teaching materials present cultural values related to each area where students live so that students can easily identify and relate to them. If students are given an unusual topic to discuss, they are more likely to give up and take the time to do it. If they are familiar with the topic, the material will be easy to understand and learning will take place. That's because they have prior knowledge of the topic and know what they are going to discuss. So, students are expected not only to have good reading skills but also to have in-depth knowledge of the local culture in their area. Reading materials are expected to guide students to learn and get to know local culture through English reading materials.

Furthermore, the researcher found that most of the students were not good at understanding the text. Students do not understand about reading content given by the teacher. They are often confused because they do not understand. It is because of the reading material in their textbook contains the cultures of Java, Bali, West Sumatra, and other cultures. It differs from the students' culture. Then, students also have low learning motivation and are not active in class. Finally, the teaching and learning process becomes a monotonous activity. As a result, students have difficulty understanding the text. Therefore, we need good material that can meet the needs of students.

Therefore, the researcher will develop reading materials that suit the needs of students by incorporating the local culture of the city of Medan, especially the Malay and Batak cultures which students are already familiar with. Reading materials focus on descriptive text. Researchers will develop reading materials related to Malay and Batak culture, namely traditional clothes, traditional culinary and famous local tourist objects. Reading materials based on local culture are

expected to be good materials in improving students' reading skills.

II. RESEARCH METHOD

In this research, the researcher used R&D (research and development method). Sugiyono (2013) state that Research and Development is the research method used to produce certain products, and test the effectiveness of these products. This study used ADDIE development model to develop learning systems analysis. Dick & Carey (1996) state that the development procedure in ADDIE development model consists of five phases that include analysis, design, development, implementation and evaluation.

This study was conducted to develop reading materials based on local culture at SMPN 32 Medan. This research was conducted by researchers in the second semester of academic year 2022/2023. The subject in this study were students of VII-1 class in SMPN 32 Medan.

To ease this research, researcher modifies R & D model by Sugiyono (2013) as Identifying Problem and Potential, collecting data, developing reading material, validating reading material, revising reading material, main field testing of reading material, final revision of reading material.

The instruments of this research are questionnaire, documentation and test. The first questionnaire consisted of several questions which asked the students to assess their target and learning needs, The second questionnaire was used to get the expert judgment related to the materials that have been developed. The questionnaire was organized based on the criteria standard of the coursebook from BSNP (2011). Data from the needs analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire based on Likert Scale (Riduwan & Sunarto, 2010) which are:

Table 1. Category Convention Table

Category	Score
Strongly Agree (Sangat Setuju/SS)	4
Agree (Setuju/S)	3
Disagree (Tidak Setuju/TS)	2
Strongly Disagree (Sangat Tidak Setuju/STS)	1

To analyze the percentage, the researcher uses the following formula:

$$P \frac{F}{N} \; x \; 100\%$$

Where :   P   : Percentage

F   : Frequency

N   : Total of Respondents

100% : Fixed Number

Table 2. The range of score interpretation criteria proposed by Riduwan (2016)

Score Interpretation Criteria	Category
0 % – 20 %	Very Low
21 % – 40 %	Low
41 % – 60 %	Sufficient
61 % – 80 %	High
81 % – 100 %	Very High

In processing the data, the researcher uses descriptive analysis. was to explain the condition in raising indicator achievement in pre- test and post- test . To analyze the data, researchers used the formula by Sudjana 2005 as follows:

Calculation the mean of the students answered based used is :

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Mean core

$\sum \overline{X}$ = The raw of all score

N = The number of subjects

The percentage of increasing achievement used the following formula:

$$P = \frac{X2 - X1}{X1} \; x \; 100\%$$

Where:

P = Percentage

X2= Average score of Post-test

X1= Average score of Pre-test

After collecting the data of the students, we classified the score of the students into the following criteria:

Table 3 Classify the score of the students

Score	Classification
96-100	Excellent
86-95	Very poor
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
00-35	Very poor

The significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

$$t = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs (X1 – X2)

Md = The mean of Ds

$\sum d^2$ = The sum of the square

$(\sum d)^2$ = The square of

N = Number of students

III.   RESULT AND DISCUSSION

A.   Result
1.   Analysing Problem and Collecting Data

The researcher analyze student needs and student interests. Student needs are analyzed based on the learning outcomes of phase D English subjects managed by the Merdeka Curriculum. In addition, researchers also analyzed the worksheets used by students in learning English. Meanwhile, students' interests were analyzed by identifying students' interests by giving a questionnaire.

Thirty respondents completed the questionnaire. The questionnaire consisted of 15 questions with four answer options. They were students of class VII-1 of SMP N 32 Medan. The result of the questionnaire showed that 66% of the students considered that reading activities in class were less interesting. This is because in the teaching and learning process, they only use English reading materials that are not interesting to them and also 40% of the students find it difficult to understand the grammar so that they find it difficult to understand the content of the text. In addition, most students said that learning to read is very important in English. This means that students need reading activities to improve their reading skills and learn to read with interesting activities.

86.7% students said that they needed additional materials in learning English. While, most students said that vocabulary is important in learning English. This shows that they need more vocabulary to understand the material. And the English reading materials they use now are less interesting to them. And also most students need a grammar list to understand the structure of the text. In addition to makingit easier for them to answer the questions, this is due to their limited vocabulary so that the task in the form of an essay will be more difficult for them. The students' want in learning English reading material reading material combine with many pictures. Students will be more interested and excited if the reading text uses pictures. It can be seen that most students (63%) think that pictures are important in learning to read, this can make students motivated and interested in learning.

 They also prefer to do task in multiple choices form. However, the researcher made the task in English reading materials not only focused on multiple choices so that the task that was designed by researcher still had varied exercise although mostly in multiple choices form. Most of students expected that they want to be able to comprehend the texts and answer questions correctly and they prefer to work in group. 33% of students chose health topics and 30% of students chose cultural topics. It was present in the English reading material, because the material was designed by the researcher related to health and culture.

2.   Developing Step
After conducting needs analysis, the researcher developing learning material of English Reading Materials, it was discussion of reading material. There are some basic parts in each chapter which consist of units, topics, learning objectives, and learning activities. This book is presented with the concept of Activity Learning. Through various activities in this book, students are expected to be more interested in reading English texts. In addition, this book also presents Project-based Learning to develop the character of students who are Pancasila: critical thinking, creative, independent, mutual cooperation, national spirit, faith and devotion to God Almighty and noble character as an effort to support the government's vision and mission in realizing a sovereign Indonesia.

Then, a warming up task is designed in "Warm-up" section. The task in this section is also used to elicit the students about the topic. Then, it is continued with "Activity" section that covers the reading learning activities. In each unit, the material provides three until four text with the same genre. The discussion about the language features or the grammar section is included in each text. Next, "Vocabulary Conner" section is designed to provide a list of the difficult words found in each text. Then, "Challenge" contains challenges in increasing students' interest in reading, especially English reading. This activity is done in groups so that students can help each other. Examples of activities such as reading healthy living tips, reading travel blogs of Indonesians or foreigners, reading biographies of Medan city heroes, and finally reading articles about traditional food and drinks according to their ethnic groups.

3.   Validation of Reading Materials

   Before the English reading materials were implemented to the users, they were validated by material expert and media expert. The experts were recommended by the supervisor. Based on the questionnaires that have been filled out by the material experts was Prof. Dr. Ahmad Laut Hasibuan, M.Pd , 91,66%. There are several parts that need to be revised, here are the comments and suggestions from the material experts. The English reading material is declared as a good product because it can help students in reading, but there are some revisions from the material expert to the English reading material by paying attention to the grammar and spelling of words and also some sentences that need to be reconstructed to be in accordance with grammar and easily understood by students. He also suggested that the material presented is in accordance with the needs of students and also the material comes from an accurate source.

Meanwhile, Based on the questionnaire filled out by the media expert was Sutikno, S.Pd., M.Pd., Ph.D, 85,71%. There are several parts that need to be revised, following the comments and suggestions from the design expert. The design expert stated that the product design was good enough and suitable for students, but there was a need for product improvement. He suggested replacing the cover with a more attractive image and also suggested using a more relaxed font style to make students more interested in reading the text.

In addition to the questionnaire, the researcher also discussed the English reading materials with the teacher. From the results of the questionnaire, the teacher commented that this English reading material was very fulfilling the students' reading needs. The texts that are familiar enough for students and also informative will greatly help improve students' reading skills. And also, the exercises presented are quite varied and interesting.

4. *Revision of reading materials*

The revision refers to an English lecturer at University of Muslim Nusantara Medan. Suggestions and revisions done at this stage. There are some things related to the completeness of the English materials presented. The suggestion is then used by the researcher for product revision.

- There are some grammatical error and incorrect spelling in the writing of English reading materials. Then the lecturer suggested to return attention in writing. And the researchers re-correct the typing of writing.
- There are some sentences that need to be reconstructed to fit the grammar and be easily understood by students. The lecturer suggested using vocabulary that is more familiar to junior high school students.
- The material presented is in accordance with the needs of students and also the material comes from accurate sources. The lecturer suggested to include the source of each text in the reading materials.
- The cover is less interesting. The lecturer suggested changing the cover with a more attractive and colorful picture.
- The font style used is too formal. The lecturer suggested changing the font style to a more casual one, so that students would be more interested in reading the text.

5. *Implementation of English Reading Materials*

The English reading materials was implemented in small group. This try out consists of 16 students. The researcher implemented the product to the students by practicing teaching and providing English reading materials to the students in four meeting. The meeting was hosted by one of the English teachers of SMPN 32 Medan. The teacher given pre-test for the experimental class. The teacher gave a test of reading material from the Bright an English textbook that they usually use. After the pre-test was given, the teacher conducted treatments the students by using the English reading materials that had been developed by the researcher. The treatment was conducted for four meetings. After given the treatments, the post-test would given to the students was to know the effectiveness of the implementation of reading material based on Local Culture. Here the result of the test :

Table 14. The Student's Mean Score

No	Reading Materials	The Student's Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Unit 1	77,18	85,18	10,36 %
2	Unit 2	78,18	87,68	12,15 %
3	Unit 3	78,06	89,06	14,09 %
4	Unit 4	76,18	87,81	15,26 %

The table below shows that students' post-test scores increased in each unit. The average score of students in the unit 1 pre-test was 77.18 and the post-test was 85.18, and the increase from pre-test to post test was 10.36%. Furthermore, the average score of students in unit 2 pre-test was 78.18 and post-test to 87.68, and the increase from pre-test to post test was 12.15%. Then, the average score of students in the pre-test of unit 3 was 78.06 and the post-test became 89.06, and the increase from pre-test to post test was 14.06%. Finally, the average score of students in the pre-test of unit 4 was 76.18 and the post-test became 87.81, and the increase from pre-test to post test was 15.26%.

Table 15. Classification of the students Score Reading Materials (Pre-Test)

No	Classification	Score	Frequency			
			Unit 1	Unit 2	Unit 3	Unit 4
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	0	0	0	0
3	Good	76-85	12	11	11	11
4	Fairly good	66-75	4	5	5	5
5	Fair	56-65	0	0	0	0
6	Poor	36-55	0	0	0	0
7	Very poor	00-35	0	0	0	0
	Total		16	16	16	16

Table below showed that the Classification of the students Score Reading Materials in pre-test unit 1 there are 4 (25%) students fairly good and 12 (75%) students good. Unit 2, 3, and 4 had similar result there are 5 (31,25%) students fairly good and 11 (68,75%) students good.

Table 16. Classification of the students Score Reading Materials (Post-Test)

No	Classification	Score	Frequency			
			Unit 1	Unit 2	Unit 3	Unit 4
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	6	9	13	11
3	Good	76-85	10	7	3	5
4	Fairly good	66-75	0	0	0	0
5	Fair	56-65	0	0	0	0
6	Poor	36-55	0	0	0	0
7	Very poor	00-35	0	0	0	0
	Total		16	16	16	16

Table below showed that the Classification of the students Score Reading Materials in post-test unit 1 there are 10 (62,5%) students good and 6 (37,5%) students very good. Unit 2 there are 7 (43,75%) students good and 9 (56,25%) students very good. Unit 3 there are 3 (18,75%) students good and 13 (81,25%) students very good. Unit 4 there are 5 (31,25%) students good and 11 (68,75%) students very good.

6. Evaluation of English Reading Materials

The evaluation was conducted after researchers obtained data from the implementation stage process. The data was analyzed and summarized. Before the English reading materials were implemented to users, they were validated by experts. There were two experts, namely material experts and design experts. The experts said that the English reading materials could be used after some revisions. In addition, from the teacher validation, researchers also discussed the materials, overall, the product is very good, but there are some weaknesses in this English reading materials. Those mistakes have been revised.

In addition, the researchers also tested the English reading materials with a small group of students. As a result, the students improved their grades after learning using English reading materials based on local culture. Based on teacher and researcher observations, students were more enthusiast in doing the exercises in the English reading materials based on local culture. Students also felt that they gained a lot of new knowledge after reading the book.

B. Discussion

Data were analyzed using descriptive quantitative analysis. Quantitative analysis was used to describe the closed questionnaire data from media experts, material experts, teacher validation, and small group trials. The following is a discussion of the validity of the English reading material. Based on data from material experts, the score obtained is

55, including in the very high category. Where the maximum score is 60, the percentage is 91.66%. The material expert suggested paying attention to the grammar and spelling of words and also some sentences that need to be reconstructed to be in accordance with grammar and easily understood by students. He also suggested that the material presented is in accordance with the needs of students and also the material comes from an accurate source. The suggestions and comments from the material expert will be used as a reference to improve the product. Thus, the English reading materials that have been obtained after revision are suitable for implementation.

Furthermore, the data from the media expert shows a high score of 24. Where the maximum score is 28, the percentage is 85.71%. The media expert suggested replacing the cover with a more attractive image and also suggested using a more relaxed font style to make students more interested in reading the text. This suggestion is also very helpful for the author to improve the product.

After the material and media experts stated that the product could be used for students, then the product was given to the teacher as a one-on-one trial. The validation results from the teacher were also very high at 39 out of 44 or 88.63%. The teacher commented that this English reading material was very fulfilling the students' reading needs. The texts that are familiar enough for students and also informative will greatly help improve students' reading skills. And also, the exercises presented are quite varied and interesting.

The small group trial was conducted to determine the effectiveness of the application of Local Culture-based reading materials to users. There were 16 students as users. Data from the small group trial was collected using a pre-experimental test (one group pre-test and post-test). The meeting was hosted by one of the English teachers of SMPN 32 Medan. The teacher gave a pre-test for the experimental class. The teacher gave a test of reading material from the Bright an English textbook that they usually use. After the pre-test was given, the teacher treated the students by using the English reading materials that had been developed by the researcher. The treatment was conducted for four meetings. The results showed that there was a significant increase in scores after the students learned using the local culture-based reading materials. Unit 1 increased up to 10.36%, Unit 2 increased up to 12.15%, Unit 3 increased up to 14.06% and Unit 4 increased up to 15.26%. The average score of students, which was previously the highest at 78, increased to 89.

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