

Developing Local Culture- Based- EFL Reading Materials for the 21st Century Learning

by Yeni Oktarina

Submission date: 08-Aug-2022 10:04AM (UTC+0700)

Submission ID: 1880044273

File name: Y_Oktarina_et_al_Ed_revisi_similarities_07082022_SiELE.pdf (499.57K)

Word count: 8243

Character count: 47630

7 Developing Local Culture-Based- EFL Reading Materials for the 21st Century Learning

Yeni Oktarina¹
Rita Inderawati*²
Ismail Petrus³

7
1,2,3 English Education Study Program, Faculty of Teacher Training and
Education, Universitas Sriwijaya, Palembang 30139, Indonesia

Abstract

3
The material specification is one aspect of teaching English at a vocational high school. Materials should be well-prepared to facilitate and promote students' comprehension of concepts. This study aimed to develop instructional reading materials for Palembang – Tourism-Destination that are valid, practical, and potentially effective for students enrolled in a Travel Agent Study Program at one vocational school in Palembang, South Sumatera Province. The product was developed to meet the students' needs. This research used the study design, including updated review, design, evaluation, and revision phases. Questionnaires, interviews, and reading comprehension tests were used to collect data. The data were analyzed quantitatively and qualitatively. A formative evaluation was conducted to determine the product's validity, practicality, and potential impact. Experts evaluated the content, media, and instructional design for validity. The results indicated that the established product was extremely valid, scoring an average of 3.65 for all evaluated elements. Practicality was rated highly in one-to-one and small-group evaluations, with average scores of 3.55 and 3.35. The field test determined that the established product had a high potential for impact, as 79.16 percent of students earned the required passing grade. As a result, it is reasonable to assume that the established product can be used in the classroom as the product for reading.

Keywords: Material development; reading; 21st-century learning; Palembang's local culture; recount text.

1. INTRODUCTION

Education in the twenty-first century places a premium on students' ability to thrive in the real world and assists them in developing their confidence in practicing such skills. With abundant information available, 21st-century skills emphasize comprehending, exchanging, and intelligently using this information, particularly in English. Almost all experts believe that globalization is a multifaceted process that occurs as a result of the spread of products from the expanding global economy, politics, technological advancements (particularly in media and communication technology), environmental change, and culture (Oktaviani & Mandasari, 2020;

Volckmar-Eeg, 2021). Therefore, to face globalization and compete in getting a good career in the future, students, especially vocational students, must be able to improve their English language abilities. Azizah et al. (2021) describe the importance of English in vocational high schools is unable be overstated. It could necessarily be set up to compete for vocational high school jobs in Indonesia and worldwide following graduation.

The most effective way in learning a foreign language is to immerse oneself in the target language's culture (Ahangaran, 2020; Kizi & Ugli, 2020; Klimanova & Hellmich, 2021). Numerous academics worldwide and in Indonesia have been fascinated by the subject of the use and demonstration of the benefits of indigenous culture in teaching English, as demonstrated by Barfield and Uzarski (2009), Estuarso et al. (2017), Fu (2018), Sopian et al., (2019), Yang (2017), and Yousef, et al. (2014) in their studies. The fundamental goal of learning processes is classroom student success. In a classroom setting, input sources ranging from participants (lectures and class speeches) to audio-visual devices and printed materials are used to expose students to foreign languages (Andriivna et al., 2020; Budiman, 2020; Krishnan et al., 2020; Limberg, 2016). Meanwhile, culture has a significant impact on learning in the classroom (Sowden, 2007). Therefore, language and culture are the fundamental factors in classroom language instruction approaches.

According to the 2013 Curriculum, cultures should be included in vocational school students' English material. According to Bao (2016) and Mukundan et al. (2016), it is critical to take into consideration the students' backgrounds when teaching materials were developed. Educational materials and activities should incorporate elements of the students' native culture to address their background, emotions, experiences, and culture (Bao, 2016; McKay, 2003; Tomlinson, 2012). Culture should be utilized, as language and culture are inextricably linked (Alakrash et al., 2020; Byram & Flemming, 1998; Kim, 2020; Turan & Akcay, 2021). Because language and culture are closely related; therefore, culture must be learned alongside language education. Today's foreign language education places a premium on culture transmission (İşcan & Baskin, 2021). Curriculum 2013 also focuses on local culture in teaching English. Based on Government Regulation No 32 concerning the National Education Standard (SNP), the framework curriculum of the educational institution shall be grounded in local culture and the aspects of its potential. Those citizens, including students, who have the right to preserve, consolidate, and promote Indonesian culture are governed by State Regulation No. 5 of 2017.

Furthermore, reading is a crucial ability for English learners nowadays. It fosters general skills development and offers access to vital work and school information (Komiya, 2009). However, OECD/PISA (2018) results revealed that Indonesian students read less than those from other countries. Indonesia ranks 72 out of 77 countries for reading skills. This value has frequently stagnated in the last 10–15 years. Figures reveal that teenagers in Indonesia still have low literacy compared to others.

Currently, there are various books teachers can use to teach English. As the results, teachers may be made undecided about which themes and appealing cultural characteristics to use for students (Braik, 2014). The other side, the government suggests that teachers must be responsible for preserving Indonesian culture concerning religious values and local wisdom through the national education system by using the government publishing book. Moreover, teachers have a significant role in integrating culture or the characteristics of culture into education and learning. Many textbooks are published and used, but few native cultural values are introduced in the

books. The quality of books on the market does not fully meet students' needs, stressing the task of supplying knowledge or facts alone (Wana, 2014). Many researchers have been interested in developing reading materials (Azizah et al., 2021; Elviana et al., 2020; Inderawati et al., 2018; Mahardika, 2018; Nafiah, 2020; and Sopian et al., 2019). Previous studies aimed at developing EFL teaching materials, particularly reading resources. The researchers carried out their studies with specific designs to suit their demands at distinct levels of students and for particular goals. These studies demonstrated that the products provided were useful, valid, and relevant to students. Previous studies also showed that reading materials that meet the needs of the students are available but that the utilization of the local culture of the pupils is limited. Therefore, a selection and development of teaching materials geared to fulfill students' needs should be developed to promote learning goals. One of the strategies is material development. According to Tomlinson (2016), the development material is carried out to provide the students' with appropriate teaching resources.

Obviously, the BSNP-based vocational school curriculum (2006) is arranged to train students to jump to work. In other words, vocational high school places a premium on students' willingness to learn certain work skills. It means that students should learn English as needed. The teachers should know the students' needs and which materials will suit them when producing teaching materials (Inderawati et al., 2021; Octaviana et al., 2021; Rhahima et al., 2021; Tenridinanti et al., 2021). In addition, English must be taught to inspire students to learn based on their major or course of studies in the 21st century. The dearth of materials that fit students' needs and interests makes it difficult for teachers to support and enhance reading skills. Thus, suitable reading materials are needed according to the students' fields and interests. This is relevant to the idea of Hutchinson and Waters (1987), who believe that one language education technique is ESP, and it is based on the student's learning goal. Therefore, English is recommended for specific purposes to address the basic, specific, and precise needs of students who fulfill important vocational or academic needs (Tsao, 2011).

For students of the Travel Agent Majors in Palembang vocational schools, incorporating students' local culture into English courses is helpful and important. It is because they can explain their own local culture, and it is hoped that students will develop cultural literacy and awareness of their own indigenous culture. Indonesian government regulations and educational curricula promote and codify indigenous cultures. However, finding English reading materials incorporating Palembang's indigenous culture is not easy. Despite the availability of numerous English reading texts about Palembang's local culture in some books and on the internet, not all teaching materials are appropriate for learners. The issue may arise if the materials do not correspond to the learners' English capability, do not meet curriculum requirements, are not contextualized in their study, or do not meet the needs of the learners. Nonetheless, students must read materials relevant to their fields of study and interests. Mukundan et al. (2016) assert that the main point to successful reading is the precise preference and presentment of available stuff. If the resources do not adequately address the needs of the learners, a slit must be bridged—one of the means involved in the materials development.

The writers highlighted several topics in this study through informal interviews. The students were given broad reading texts, some of which were connected to the common knowledge in the travel agents field. However, no recount text reading material represented Palembang's local culture, especially about tourism

destinations. What they got were several reading texts that represented different cultures from the local culture of the students. Therefore, learners and educators will require some supplementary resources of English reading on local culture of Palembang. Because of the requirements, there was a clear gap. As a result, the present study intended to design the learning material to bridge the gap between the scarcity of English reading resources about recount text reading material and the needs of students by utilizing the Palembang-tourism-destination. This study purposed to create recount text reading materials for travel agent majoring in vocational high schools which were valid, practical, and potentially effective. Therefore, the research questions were set as follows: 1) was the developed product of recount text for travel agent major at vocational school valid? 2) was the developed product of recount texts practical?, And 3) did the developed product have the effect of potential?

2. LITERATURE REVIEW

2.1 Material Development

Material development refers to work done by a teacher, writer, or other individuals to provide appropriate learning materials. Material development includes all procedures used by practitioners to create or use language acquisition resources, such as materials assessment, adaptation, design, manufacturing, exploitation, and research (Arafah et al., 2021; Pikhart & Klimová, 2020; Volckmar-Eeg, 2021). Ideally, these processes should be considered and interact with material development (Mukundan et al., 2016; Tomlinson, 2012). Examples of sources or inputs classified as material development are textbook development, textbook writing, reading text, testing of technology-based materials, and many others. Although many commercial textbooks or materials information on the web can be used in teaching, it is crucial to recognize that not all available materials are appropriate for students. Therefore, learning materials are one of the most important goals that must be considered during the process of teaching and learning. According to Tomlinson (2011), materials can function in various ways, including informational, instructive, experiential learning, selection, and experimentation. Thus, educators can provide students with appropriate materials of teaching that meet the student's requirement and outlooks by developing materials (Tomlinson, 2016).

Concerning this, several previous studies have concentrated on material development. For example, Eviliana et al. (2020) focused on Palembang local culture descriptive texts-based interactive multimedia development for teaching. Likewise, Herawati et al. (2020) developed the Islamic instructional descriptive reading material for the seventh Grader, while Azizah et al. (2021) developed the reading materials of descriptive type in English classes by the utilization of local culture. The finding of those studies revealed that (1) some local cultures used to produce the reading material, and (2) the development of reading material had high validity, practicality, and effectivity. It may then be stated that the development process should integrate local culture to produce high-quality reading material. Meanwhile, Karademir et al. (2019) increased the material development from offline material to online one.

2.2 The 21st Century Learning

The challenge facing educators today is to prepare students to learn, live and thrive in the dynamic, cluttered, and chaotic information environment of the 21st-century learning world. Knowing how to learn from various sources of information is at the heart of what it means to be educated today. Students need to think, learn, create, search, evaluate, and use the information for thinking, learning, and creating. In addition, students need to see the connection between what they learn in school and the outside world that motivates and inspires them to do their best (Cai et al., 2021; Joraboyev, 2021; Williams & Williams, 2021).

Learning how to contribute today is the best strategy for a complex and changing future. All students have gained learning experience as they prepare for their future. Success does not appear to be the same as it once was. Successful people now expect a solid career and diverse skills to supplement their income. As teachers, we are responsible for encouraging students to pursue their dreams by educating them and providing them with the necessary knowledge and skills. Furthermore, learners perform best when their work is meaningful and impactful on the world.

2.3 Palembang's Local Culture

Indonesia is an archipelago consisting of 34 provinces with various cultural wealth. Local culture is the local values for cultivating the people in a naturally formed region and obtained from time to time through learning. Local culture may be in the form of art, tradition, thought, or customary law. This cultural wealth can be a valuable option for the country to introduce Indonesia to the outside world, one of which is Palembang's local culture. The existence of culture in the tourist area will give more value to the tourists who visit the place. We can also conclude that tourism and culture are information exchange activities and cultural symbols.

Culture will never be separated from tourism because culture has something to do with tourism. After all, it enhances destination attractiveness. Tourism aims to introduce and use the natural beauty and culture of the region. The more aspects of culture we explore, the more tourists will travel to Palembang. Tourism and culture have mutually beneficial relations (symbiotic mutualism). They lead to various benefits, namely increasing income, creating jobs, promoting national and international culture, and, indirectly, sustaining the culture in the area.

Tourism development has a positive and important impact on local culture. One of the impacts is that local culture can help teach English to non-native English speaker students (Florentino, 2014). Furthermore, the Ministry of Education and Culture in Regulation No 79 of the Year 2014 states that the inclusion of local content in the process of educational learning is intended to make students understand and love their regional natural, social, cultural, and spiritual environments and to conserve and develop their region's excellence and knowledge, which are helpful for themselves and their environment to promote the nation. Therefore, each academic unit or school should reflect the local culture and the surrounding community's features.

2.4 Recount Text

The recount text is one of the 2013 curricular texts focusing on English language development in the SMA/SMK. The recount contains references to previous events; as stated by Kosasih (2016), the recount text incorporates past events or experiences. Furthermore, Kristono et al. (2012) define the text as a type of literature that

chronologically retells the experience to inform or entertain readers. Therefore, there would be a goal and purpose for recounting text events from the past.

According to Sitorus and Sipayung (2018), there are two aspects to the different types of recounting text; first, personal recounting. It is a recount text that informs the reader of the personal experience of the author. The latter can be seen in a fictional account. It is a type of recount text that serves as a vehicle for presenting an imaginative story (Mediska & Adnan, 2019). Most reading genres taught to learners, particularly in vocational high schools, are descriptive texts (Azizah et al., 2021). The recount text is rarely used as essential reading material by teachers. This occurs because the types of recount text in the Vocational High School books tell a lot about historical stories rather than students' experiences with local culture. The instructional reading materials developed for this study focused on recounting past experiences related to the students' local culture, particularly tourist destinations. In a study by Alakrash et al. (2020), the local resources were integrated into modules designed for students and educators. The students were given some text comprehension that was influenced by the culture. The results showed that students' skills were highly improved. Based on the study's findings, it was recommended that developing language learning for EFL students used a local culture-based curriculum as the medium.

3. METHODS

3. The Method of the Study

The design research method was used to create recount text reading material about Palembang's popular tourist destinations. As defined by Akker (1999), this study was a form development research. Development research is a subset of applied research focusing on designing a product for a particular purpose. Additionally, Akker (1999) defines development research in three major stages: analysis, design, and evaluation and revision. During the analysis stage, a needs analysis was carried out in order to gather the information necessary to develop the products: reading materials. Additionally, during the analysis phase, several analyses were conducted, including instructional analysis, needs analysis of the students, and the analysis of reading levels. The recount text reading materials about the Tourist Destinations of Palembang were created and designed during the design stage, considering the results of the analysis performed during the analysis stage. The text was modified to meet the study's requirements, and the study's final outcome was the materials developed in response to the needs analysis. The materials were expected to meet the students' needs and interests. The author employed Tessmer's (1993) formative evaluation to enhance product quality during the assessment phase of this study.

3.2. The Subject of the Study

The research was carried out at a high school of vocational Palembang. The subjects of this study were learners enrolled in the Travel Agent Study Program, as indicated in Table 1.

Table 1. Subjects of the Study

No	Stages of Formative	The Number of Learners	Description of the Learners
1	One-to-one-Evaluation	3	Each category had one learner, i.e., low, medium, and high English capability.
2	Small Group	9	Three learners were assigned to each category: low, medium, and high English proficiency.
3	Field Test	24	All learners in the class
Total		36 learners	

3.3. The Procedure of the Study

In this study, the researcher created recount text reading materials based on Akker's (1999) recommendations, which included three phases: analysing, designing, and evaluating and revising. This study used three analyses: an instructional analysis, an analysis of student needs (based on the English educator's and learners' perceptions), and an analysis of students' reading levels. The school curriculum was used in the instructional analysis. The content curriculum of travel and travel agent study programs, syllabus, and English textbooks were used in teaching and learning. For the curriculum and syllabus, the objectives of learning English and subject content, levels of study, and content that must be studied were analyzed. It is also essential to analyze the textbook content regarding the topics discussed and reading materials to determine the content related to the culture provided in the textbooks.

3.3.1 Analysis phase

During the phase of analysis, the instructional problems and objectives, the learning environment, and the learners' prior knowledge and skills were elaborated. In addition, the instructional challenge, the characteristics of student, what the students planned to study, and how they achieved the goals of instructional and learning objectives were all identified during the analysis phase.

3.3.2 Design phase

The product prototype was designed consisting of a paper-based design. The activities were: (1) the core competencies, basic competencies, indicators, and learning objectives were determined and written; (2) materials of recount text were written; (3) a reading comprehension test was constructed. Recount reading materials about tourist destinations of Palembang were developed based on the reading levels of students. The readability of the recount reading materials was calculated with Flesch-Kincaid. The calculation was done with Web-based readability tools.

3.3.3 Evaluation and revision phase

The author used Tessmer's (1993) formative evaluation strategy during this phase. The formative evaluation process included five stages: self-assessment, expert

review, one-to-one evaluation, small group evaluation, and field test. The writer examined the content, structure, and media quality output during the self-evaluation stage. Following that, the components of the product's validity, which were content, construct, and media, were reviewed by an expert.

3.4 Data Collection

Questionnaires and a reading comprehension test were employed for data collection for the study. First, the questionnaires were examined by a senior instructor and two university professionals in this field. Next, in determining the validity and practicality, analyzing the student responses to the final product might be conducted. Finally, a reading comprehension test was taken to establish the potential effect of the developed learning material.

3.5 Data Analysis

In terms of quantitative and qualitative, examining the data was conducted. The questionnaire and reading comprehension test data were quantitatively analyzed by the researchers. The qualitative method was used to comprehend and characterize the information gleaned from the interviews. During one-to-one and small-group evaluations, data was collected using a questionnaire based on expert reviews and student responses. The data were then enumerated and classified according to specific criteria to stipulate the validity and practicality of the product. During one-to-one and small group evaluations, the data obtained from English teachers' and students' comments and ideas were examined to provide more information about the product's practicality. Simultaneously, the reading comprehension test results were used to determine the product's potential effect. For example, if 79.16 percent of students earned the required passing grade of 60, the product might affect the students.

4. RESULTS

This section presents the findings at each research design stage, from analysis to assessment and revision.

4.1 Analysis Phase

Three analyses were performed to elicit knowledge about the tenth-graders: instructional, the level of reading and needs analysis. The following sections summarize the findings of each analysis:

4.1.1 Instructional Analysis

The purpose of an instructional review was to determine the indicators and objectives of English learning for tenth-grade students in their second semester. The study focused on the 2013 curriculum used at the school. The reading materials produced were extracted from the core and basic competencies as stated in the

curriculum—the recount text learning materials aligned with the basic competence 3.7 and 4.7.

4.1.2 Need Analysis

A student needs analysis was carried out to gather information about their reading material requirements, and the students' needs were obtained from the English teacher's point of view. The target situation analysis (TSA), deficiency analysis, present situation analysis (PSA), and strategy analysis were all part of the needs analysis. The student's perception was reflected in the percentage of responses to every question on the questionnaire. A questionnaire of 25 questions was distributed to 36 tenth-grade students. The following points may be highlighted based on the findings of the students' needs analysis:

- 1) English was viewed as an important subject for the advancement of the students' field, subject matter, and profession.
- 2) English proficiency was determined to be at the beginner level for the students.
- 3) The students encountered some challenges in developing their reading comprehension abilities.
- 4) The required writing assignments comprised recounted texts.
- 5) The most frequently occurring question types were multiple-choice and essay.
- 6) It was critical to integrate English reading materials with subject-matter materials.
- 7) English teachers supplemented their students' materials with texts from specific sources.
- 8) Students' knowledge of Palembang culture was superficial.
- 9) There was a dearth of English-language resources on Palembang culture.
- 10) Palembang local culture was incorporated into students' reading materials for the increase of their knowledge toward the culture, the advancement of their study program skills, the encouragement of cultural awareness, and the improvement of their skills in reading proficiency particularly text comprehension.
- 11) The students require indigenous cultural tourism destinations in Palembang for their future in their working place.

4.1.3 Students' Reading Level Analysis

The study was conducted to ascertain students' reading levels as the readability levels of the recount text corresponded to students' reading levels. The following are the results of the test:

Table 2. The distribution of students' reading level analysis

Text Level	Reading Level Category					
	Independent (Correct Number=7-8)		Instructional (Correct Number = 5-6)		Frustration (Correct Number= ≤4)	
	NOS*	%	NOS*	%	NOS*	%
L1	11	30.56%	8	22.22%	17	47.22%
L 2	9	25.00%	11	30.56%	16	44.44%

L 3	9	25.00%	15	41.67%	12	33.33%
L 4	4	11.11%	18	50 %	22	61.11 %
L 5	0	0%	12	2.78%	24	66.66%
L 6	0	0%	2	5.56%	34	99.44%
L 7	0	0%	0	0%	36	100%
L 8	0	0%	0	0%	36	100%

*NOS = Number of Students

* L = Level

As seen from the distribution of reading levels above, students were already at the instructional stage (50 percent) at level 4. Due to the students' instructional category distribution at level 4, it could be assumed that their reading level was level 4. The IRI test result showed that the student's reading level was 4. Since most students were classified as instructional level 4, the reading text levels were 2, 3, 4, 5, and 6.

1 4.1.4.2 Design Phase

2
This study aimed to create a collection of recount text reading materials about Palembang's tourist destinations. The authors created and adapted the stories, and the images were found on the internet. It is a fact that based on the 2013 curriculum, some information regarding tourist destinations has been written in terms of recount texts and used in English teaching. Therefore, the texts were translated into English from Bahasa Indonesia. The established recount texts were reviewed by validators for compatibility after being translated, adapted, and developed, and by using a Flesh Kincaid online tool, it was possible to check the readability levels.

4.3 Evaluation and Revision

Certain changes were required during one of the evaluation phases, and the product needed to be updated before proceeding to the subsequent evaluation phase. Tessmer (1993) formative evaluation process was used in this process, which included self-evaluation, one-on-one evaluation, small group evaluation, and field test. The evaluation phase was supposed to elicit feedback from experts and students to improve the product's quality and to ascertain the validity (via expert analysis), practicability (via one-to-one and small group evaluations), and potential effects of the product (in field trial phase).

3 4.3.1 Self-evaluation

In this phase, the developed Palembang-tourist-destination recount text reading materials were evaluated. From the self-evaluation phase, it was easy to find the ungrammatical sentences, misspellings, and redundant words and revise them.

4.3.2. Expert review

To check the appropriateness of the product in terms of content, construct, and media, three validators determined it. It was intended to obtain expert feedback or suggestions on the established product to enhance its quality. Then, to determine the validity level of the product, the average score from each validation sheet (validation sheet of content, construct, and media) was calculated, and the validity categorization interpreted the results. The results of the validity levels of the product are described in Table 3.

Table 3. The results of validity levels of the product

No	Aspects	Average Score	Interpretation
1	English (Content)	3.92	Very High Validity
2	Instructional Design (Construct)	3.03	High Validity
3	Media	4.00	High Validity
	Total Average Score	3.65	Very High Validity

The average score was used to determine the product's overall validity. According to the results, the average score was 3.65, indicating a very high level of validity. As a result, the developed recount text reading materials for Palembang-tourist-destinations were both valid and very high in validity.

4.3.3. One-to-one evaluation

This procedure involved three students using and studying the established Palembang-tourist-destinations recount text reading materials. One student was with a high level of English ability, the second with a medium level of English ability, and the third with a low level of English ability.

The acquired scores were determined and evaluated in the practicality category. The average score from three students on the total 15 items of the questionnaire was 3.55, indicating a high degree of practicality. Therefore, it can be concluded that the established Palembang-tourist-destinations recount text reading materials were useful and realistic. Table 3 shows the results of practicality in one-to-one evaluation.

Table 3. Results of practicality in one-to-one evaluation

Aspects	Average Score	Remarks
The Appropriateness between Material and Students' Needs	3.44	Very High Practicality
Content Presentation	3.40	Very High Practicality
Exercise and Evaluation Aspects	3.58	Very High Practicality
The attractiveness of the Content	3.78	Very High Practicality
Total Average Score	3.55	Very High Practicality

4.3.4. Small group evaluation

The developed product was distributed to nine tenth-grade students from one vocational school in Palembang, with three students having low English proficiency, three with medium English proficiency, and three with high English proficiency. Students who had engaged in one-to-one evaluations were no longer allowed to engage in small group evaluations.

The average score from nine students on the total 15 items of the questionnaire was 3.35, indicating a very high degree of practicality. Therefore, the established recount text reading materials about the Palembang-tourist-destinations were realistic and very practical. Furthermore, the total average practicality of one-on-one assessment and small group evaluation was 3.45, indicating a very high degree of practicality. Therefore, the established recount text reading materials about Palembang-tourist-destinations were practical and classified as having a high practical standard. The results of the practicality test in small group evaluation were listed below:

Table 4. The result of practicality in small group evaluation

Aspects	Average Score	Remarks
The Appropriateness between Material and Students' Needs	3.30	Very High Practicality
Content Presentation	3.29	Very High Practicality
Exercise and Evaluation Aspects	3.50	Very High Practicality
The attractiveness of the Content	3.30	Very High Practicality
Total Average Score	3.35	Very High Practicality

4.3.5. Field trial

The field trial was intended to assess the potential effect of the developed product. Therefore, students who participated in one-to-one and small group evaluations were excluded from the field trial. The researchers used multiple-choice questions to assess the product's potential effects on the students. Furthermore, recount texts about Palembang tourist destinations were offered to stipulate the potential effect of the developed product on students' passing grades.

This stage gave information about whether the developed product could be implemented and had a potential effect or not. It was conducted in four meetings. The first until the third meetings focused on teaching the developed product. A reading comprehension exam was given during the fourth meeting to measure the possible effect. Figure 1 depicts the results of the students' reading comprehension test performance.

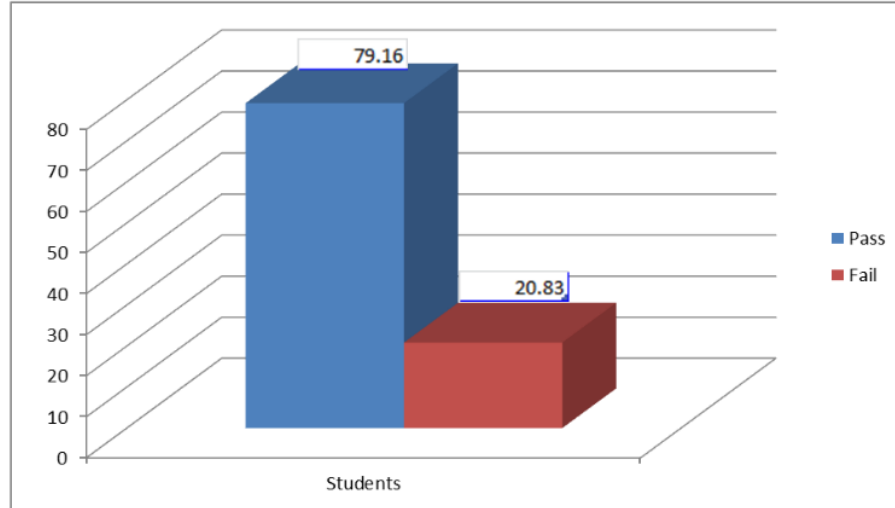


Figure 1. Students' achievement in reading comprehension test

The reading comprehension test results show that 19 of the 24 students who took the field test attained the demanded passing grade of 60. As 79.16 percent passed, the product had a fair, effective level.

5. DISCUSSION

5.1. Analysis Phase

The final product was a collection of reading materials about tourist destinations in Palembang for the tenth-grade students majoring in travel agents. The prototype used Akker's model for analysis, design, assessment, and revision. During the research phase, three types of analyses were performed to collect information on the tenth-grade students: instructional analysis, student needs analysis, and student reading level analysis. The indicators and learning objectives of the instructional review required students to respond to recount texts about Palembang-tourist-destinations actively. The students would comprehend and appreciate local tourist destinations through the recount texts. As a result, the students might meet the learning objective of capturing and reflecting on the values of the recount texts. The teacher developed reading materials introducing local tourist destinations, particularly those in Palembang. Additionally, incorporating the students' native culture into the reading texts to meet their program-specific needs would provide some benefits. According to Azizah, et al (2021), Sopian et al. (2019), Elviana et al. (2020), and Nafiah (2020), providing culturally appropriate resources could both encourage and improve students' reading comprehension. According to their findings, most students passed the reading comprehension test.

Teachers encountered obstacles while developing materials, including lack of references, lack of skills in developing materials, difficulties in conceptualizing and writing the content, lack of expertise in the students' field, confusion about which media to use, and lack of time (Gula, 2022; Metboki, 2018; Syamsinar & Jabu, 2015).

Factors such as student participation, curriculum and context, resources and facilities, confidence and competence, digital right compliance, and time must be considered when designing materials (Howard & Major, 2004). Teachers must develop their confidence and expertise while managing their time effectively. They should make an effort and develop materials following Regulation No. 14 of the Republic of Indonesia's Ministry of National Education (Ministry of Education and Culture of the Republic of Indonesia, 2005). The capacity to generate resources is one of the needed teaching competencies. Most reading passages in the course books were inappropriate for the student's reading abilities. Therefore, it was necessary to evaluate the readability of the reading texts developed to guarantee that they met the students' reading levels. Readability is the degree to which a text relates to its intended and actual readers. (Wray & Janan, 2013). A culture is an unnoticed tool in English teaching methods that facilitates and accelerates English learning. Additionally, it broadens students' horizons through exposure to new practices, traditions, cultures, and languages. Teachers can achieve excellent results regarding their way of life if they address cultural factors while teaching (Kizi & Ugli, 2020).

5.2. Design Phase

There were various processes in the design process of the final product. They were: generating indicators and objectives, acquiring information about Palembang's indigenous culture, summarizing, and writing descriptive reading materials, assessing reading levels, and developing the test of reading comprehension. In addition, the following operations were also included in the procedure:

- 1) Providing a detailed explanation for the developed product.
- 2) Preparing the presentation materials.
- 3) Creating the cover for the generated product.

The principles of good instructional design should be followed while creating reading resources. The resources for English language training should be real, relevant, and valuable to the students, as well as engaging, aesthetically pleasing, and motivating students to create their skills in learning (Howard & Major, 2004; Hutchinson & Waters, 1987; Mukundan et al., 2016; Richards, 2001; Tomlinson, 2012).

5.3. Evaluation and Revision

Following the completion of the design process, the product was evaluated and commented on self-evaluation. It was a one-of-a-kind formative evaluation method. At this point, the generated product's language, structure, content, and presentation were inspected and updated for apparent problems. Three experts assessed the developed product's content, instructional design, and media validity. The topics selected were all age-appropriate and at the students' readability level. The information on the chosen topics was true, proper, and beneficial to the students, particularly those pursuing career as travel agents. According to the students' comments, the generated product was evaluated in one-to-one and small group settings and found to be useful, attractive, and applicable. The students also provided input on the final output. At a Palembang vocational high school, the generated product was field-tested on its intended audience of the tour and travel major to see if it had a potential effect, was implementable, and was approved by the students. The developed product was

confirmed practical and usable based on the students' replies following the field test. This product was believed to have a potential affect based on the reading comprehension results. These findings appeared to be in line with the previous studies conducted by Azizah et al. (2021), Elviana et al. (2020), Inderawati et al. (2018), Mahardika (2018), Nafiah (2020), and Sopian et al. (2019).

Based on the results of development research that local culture and reading materials make a significant contribution to students' reading skills in 21st century learning through the development of teaching materials that are valid, practical, and have potential effects. The implications of developing reading materials based on local culture are as follows. First, students through reading based on local culture means that they participate in preserving culture and customs. Second, vocational students can also experience learning English that is relevant to their major. The last implication is that students learn English by reading recount text about local tourist destinations in Palembang.

6. CONCLUSIONS

English reading materials for Travel Agent Majors students should meet the requirements of their course of study. One strategy is to include students' native culture elements in the reading materials. Incorporating indigenous culture into EFL is to teach students how to communicate in English about their own culture and beliefs effectively. Additionally, it is believed that incorporating local culture into readings helps students improve their reading skills. Based on the evaluation and revision phases' findings, the established product of this study was deemed accurate, realistic, and potentially effective even though limitation found during the research, the technique of data submission was virtually conducted. Additionally, this established product met the reading level of students and aided their content review. This leads to the conclusion that this study's established recount text reading materials, which incorporate Palembang's local culture, can be applied to Vocational High School Travel Agent Majoring students. Since the focus of the study was only recount text reading material development, there must be some other topics the future researchers can do, such as developing descriptive and procedure text concerning Palembang tourism destinations or developing listening, writing, and speaking skills by using tourism destinations, not only from Palembang but also from other cities in Indonesia or other nations in the world.

REFERENCES

- Ahangan, S. (2020). The cultural impact of EFL books on Iranian language learners. *International Journal of Latest Research in Humanities and Social Science*, 12(3) 53-57.
- Akker, J. V. D. (1999). Principle and methods of development research. In J. van den Akker, R.M. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design methodology and development research* (pp. 1-14). Kluwer Academic.

- Alakrash, H., Edam, B., Bustan, E., Armnazi, M., Enayat, A., & Bustan, T. (2020). Developing English language skills and confidence using local culture-based materials in EFL curriculum. *Linguistica Antverpiensia*, 21(1), 249-264.
- Andriivna, B. O., Vasylivna, K. O., Pavlivna, K. O., & Mykhaylivna, S. V. (2020). Using distance EdTech for remote foreign language teaching during the COVID19 lockdown in Ukraine. *Arab World English Journal: Special Issue on English in Ukrainian Context*. 4-15. doi:<https://dx.doi.org/10.24093/awej/elt3.1>
- Arafah, B., Kaharuddin, K., Mulyanto, M., Arifin, M. B., Rofikah, U., & Arafah, A. N. B. (2021). The idol: An innovative model for designing literature-based ELT materials. *Linguistica Antverpiensia*, 21(1), 2075 – 2090.
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596-621.
- Bao, D. (2016). Improvements in Today's ELT Materials Development. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds), *Issues in Materials Development* (pp. 193 - 205). Sense Publishers.
- Barfield, S. C., & Uzarski, J. (2009). Integrating indigenous cultures into English language teaching. *English Teaching Forum*, 47(1), 2-9.
- Bila, M., & Ivanova, S. V. (2020). Language, culture, and ideology in discursive practices. *Russian Journal of Linguistics*, 24(2), 219—25. doi: 10.22363/2687-0088-2020-24-2-219-252
- Braik, F. (2014). Integrating culture in EFL classrooms: Conflicts and identity. In A. Lachkar & S. Diab-Duranton (Eds.), *La Méditerranée. Textes, discours, TICS/TICES et frontières* (pp. 334-240). Ouarzazate: Presses universitaires d'Ibn Zohr.
- BSNP. (2006). *Standar Kompetensi dan Kompetensi Dasar SMK / MAK*. Badan Standar Nasional Pendidikan.
- Budiman, A. (2020). ICT and foreign language learning: An overview. *Tarling: Journal of Language Education*, 3(2), 245-267. doi: <https://doi.org/tarling.v3i2.3913>
- Byram, M., & Flemming, M. (1998). *Language learning from an intercultural perspective*. Cambridge University Press.
- Cai, S., Liu, C., Wang, T., Liu, E., & Liang, J. C. (2021). Effects of learning physics using augmented reality on students' self-efficacy and conceptions of learning. *British Journal of Educational Technology*, 52(1), 235-251. doi:10.1111/bjet.13020
- Elviana, R., Inderawati, R., & Mirizon, S. (2020). Developing interactive multimedia for teaching descriptive texts based on Palembang local culture. *Indonesian EFL Journal*, 6(1), 19-26. <https://doi.org/10.25134/ieflj.v6i1.2634>
- Estuarso, D., Basthomi, Y., & Widiati, U. (2017). When local goes global: Englishteachers as cultivators of local culture in a globalized region. *KnE Social Science*, 1(3), 60-69. <https://doi.org/10.18502/kss.v1i3.725>
- Florentino, L. O. (2014) Integrating local literature in teaching English to first graders under K-12 curriculum. *Theory and Practice in Language Studies*, 4(7), 1344-1351.
- Fu, W. (2018). Read from local to global: A culture-based reading material. *Advance in Social Sciences Research Journal*, 5(3), 57-65. <https://doi.org/10.14738/assrj.52.4173>

- Gula, L.P., (2022). Challenges encountered by the teachers handling oral speech communication courses in the era of Covid-19 pandemic. *Pakistan Journal of Educational Research*, 5(1), 35-50.
- Herawati, N., Inderawati, R. & Mirizon, S. (2020). Developing Islamic instructional descriptive reading material for the seventh graders. *Jurnal Pendidikan Progresif*, 10(2), 312-326.
- Howard, J., & Major, J. (2004). Guidelines for designing effective language teaching materials. *Teachers of English to Speakers of Other Language, Aotearoa New Zealand*, 12, 101-109.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Inderawati, R., Agusta, O. L., & Sitinjak, M. D. (2018). The potential effect of developed reader response strategy-based mobile reading for students' establishing character and comprehension achievement. *Indonesian Journal of Informatics Education*, 2(2), 117-126. <https://doi.org/10.20961/ijie.v2i2.25504>
- Inderawati, R., Petrus, I., Eryansyah, E., & Meilinda, M. (2021). Needs Analysis of vocational high school textbook to local culture material to local culture materials and the 21st century competencies. *English Review: Journal of English Education*, 9(2), 19-26.
- İşcan, A., & Baskin, S. (2021). Comparison the course books used in teaching Turkish and English as a foreign language in terms of culture transmission. *Education Quarterly Reviews*, 4(1), 661-675. <https://doi.org/10.31014/aior.1993.04.02.276>
- Joraboyev, B. B. O. (2021). Using authentic materials on English lessons. *Academic Research in Educational Sciences*, 2(2), 1018-1025.
- Karademir, T., Alper, A., Soguksu, A. F., & Karababa, Z. C. (2019). The development and evaluation of self-directed digital learning material development platform for foreign language education. *Interactive Learning Environments*, 29(4), 600-617
- Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education*, 3(3), 519-541. doi: <https://doi.org/10.1177/2096531120936693>
- Kizi, J. K.G., & Ugli, M. K. S. (2020). Teaching culture as a tool to English teaching methodology. "Science and Education" *Scientific Journal*, 1(3) 591-594.
- Klimanova, L., & Hellmich, E.A. (2021). Putting local on the MAP: A model for engaging foreign language students with local cultures. *Foreign Language Annals*. 2021;54:158-18.
- Komiyama, R. (2009). CAR: A means for motivating students to read. *English Teaching Forum*. 47(3), 32-36. https://americanenglish.state.gov/files/ae/resource_files/09-47-3-f.pdf
- Kosasih. (2016). *Types of Text*. Yrama Widya.
- Krishnan, I. A., Ching, H.S., Ramalingam, S.J., Maruthai, E., Pushpa Kandasamy, P., Mello, G.D., Munian, S., & Ling, W.W. (2020). *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(9), 1-15. doi: <https://doi.org/10.47405/mjssh.v5i9.494>
- Kristono., Andayani, E.T., & Adiantari, T. (2012). *The bridge English competence*. Yudhistira.
- Limberg, H. (2016). Teaching how to apologize: EFL textbooks and pragmatic input. *Language Teaching Research*, 20(6), 700-718.

- Mahardika, I. G. N. A. W. (2018, January 29). *Incorporating local culture in English teaching material for undergraduate students* [Paper presentation]. SHS Web of Conferences: Global Conference on Teaching, Assessment, and Learning in Education, Bali, Indonesia. <https://doi.org/10.1051/shsconf/20184200080>
- McKay, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining ELT assumptions. *International Journal of Applied Linguistics*, 13(1). <http://people.upr.br/~clarissa/pdfs/EILpedagogy-Mckay>
- Mediska, G., & Adnan, A. (2019). Improving student's speaking by using cocktail party technique in teaching recount text for senior high school students, *Journal of English Language Teaching*, 8(2), 295-304
- Metboki, Y. (2018). Problems hindering student teachers' ELT materials development: A study in the internship program in eastern Indonesia. *English Review: Journal of English Education*, 7(1), 93-104. <https://doi.org/10.25134/erjee.v7i1.1498>
- Ministry of Education and Culture of the Republic of Indonesia. (2005). *Undang-undang nomor 14 tahun 2005 tentang guru dan dosen* [Law number 14 of 2005 on teachers and lecturers]. <https://jdih.kemendikbud.go.id/fulltext/2005/14tahun2005uu.htm>
- Mukminatien, N. (2009). Implementasi Cooperative Learning dengan Collaborative Assesement untuk Meningkatkan Keterampilan Mahasiswa Pascasarjana dalam Mengajar Writing. *Jurnal Bahasa, Sastra, Seni dan Pengajarannya*. 1 (2), 76-90.
- Mukundan, J., Zarifi, A., & Kalajahi, S. A. R. (2016). Developing reading materials for ESL learners. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.), *Issues in materials development* (pp. 65-73). Sense Publishers.
- Nafiah, U. (2020). Developing English modules with integrated Islamic values and Jambi local wisdom. *Studies in English Language and Education*, 7(1), 96-112. <https://doi.org/10.24815/siele.v7i1.15138>
- Octaviana, S., Eryansyah, Inderawati, R. (2021). Travel Agent Students' English Reading Material: Students' Perspective. *Indonesian Journal of EFL and Linguistics*, 6(2), 535-562
- OECD. (2018). PISA 2018 result in focus. *PISA*. <https://www.oecd.org/pisa/pisa-2018-resultin-focus>
- Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *TEKNOSASTIK*, 18 (1), 33-41.
- Pikhart, M., & Klímová, B. (2020). eLearning 4.0 as a sustainability strategy for generation Z language learners: Applied linguistics of second language acquisition in younger adults. *Societies*, 10(38), 2-10.
- Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 58 of 2014. <https://jdih.kemdikbud.go.id/>
- Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 concerning the Local Content of 2013 Curriculum. <https://jdih.kemdikbud.go.id/>
- Rahima, A., Inderawati, R., & Eryansyah, E. (2021). Students' Needs Analysis for the Development of Electronic Descriptive Reading Materials for Hotel Accommodation Program in VHS. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 5(2), 470-482.

- Richards, J. (2001). *Curriculum development in language teaching*. University Press.
- Sitorus, G., & Sipayung, K. (2018). An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(1), 79 - 88. DOI: <https://doi.org/10.24167/celt.v18i1.562>
- Sopian, S., Inderawati, R., & Petrus, I. (2019). Developing e-learning based local-folklores for eighth graders. *English Review: Journal of English Education*, 8(1), 100-112. <https://doi.org/10.25134/erjee.v8i1.1813>
- Sowden, C. (2007). Culture and the 'good teacher' in the English language classroom, *ELT Journal*, 61(4), 304–310.
- Syamsinar & Jabu, B. (2015). The problems in professional competence of teachers in teaching English subject at vocational high schools. *ELT Worldwide*, 2(2), 95-109. <https://doi.org/10.26858/eltww.v2i2.1690>
- Tenridinanti, T. B., Inderawati, R., & Mirizon, S. (2021). Climate Change-Based Report Texts For Senior High School: A Mix Method Study. *Jurnal Pendidikan Progresif*, 11(3), 610-625. doi: 10.23960/jpp.v11.i3.202112.
- Tessmer, M. (1993). *Planning and conducting formative evaluation*. Kogan Page.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179.
- Tomlinson, B. (2011). *Introduction: Principles and procedures of materials development*. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp.1-31). Cambridge University Press.
- Tomlinson, B. (2016). The importance of materials development for language learning. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.), *Issues in materials development* (pp. 1-9). Sense Publishers.
- Tsao, C. H. (2011). English for specific purposes in the EFL context: A survey of student and faculty perceptions. *Asian ESP Journal*, 7(2), 126-149.
- Turan, I., & Akcay, E. Y. (2021). Cultural position of Kurds in Turkey in the context of multiculturalism. *Journal of Peace Research and Conflict Resolution*, 9(1), 44-77.
- Volckmar-Eeg, M. G. (2021). "I don't know what to do—Could it be cultural?"The operationalization of cultural sensitivity among street-level workers in the Norwegian Labour and Welfare Administration. *WILEY*, 21(55), 97– 112. Doi: 10.1111/spol.12615
- Wena, M. (2014). *Contemporary Innovative Learning Strategies*. Bumi Aksara.
- Williams, K. C., & Williams, C.C. (2021). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1-23.
- Wray, D., & Janan, D. (2013). Exploring readability of assessment tasks: The influence of text and reader factors. *REMIE-Multidisciplinary Journal of Educational Research*, 3(1), 69-95.
- Wulandari, A. A., Vianty, M., & Fiftinova, F. (2018). Using local culture as teaching materials for improving students' reading comprehension. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language)*, 5(1), 11-24.
- Yang, X. (2017). Cultural background on reading comprehension in junior high school. *Journal of Language Teaching and Research*, 8(2), 370-374. <https://doi.org/10.17507/jltr.0802.21>

Yousef, H., Karimi, L., & Janfeshan, K. (2014). The relationship between cultural background and reading comprehension. *Theory and Practice in Language Studies*, 4(4), 707-714. <https://doi.org/10.4304/tpls.4.4.707-714>

Developing Local Culture-Based- EFL Reading Materials for the 21st Century Learning

ORIGINALITY REPORT

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

3%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	www.jurnal.unsyiah.ac.id Internet Source	5%
2	www.journal.uniku.ac.id Internet Source	5%
3	journal.uniku.ac.id Internet Source	1%
4	www.indonesian-efl-journal.org Internet Source	1%
5	journals.aiac.org.au Internet Source	<1%
6	e-journal.undikma.ac.id Internet Source	<1%
7	ejournal.unsri.ac.id Internet Source	<1%
8	journal.iaincurup.ac.id Internet Source	<1%
9	moam.info Internet Source	<1%

10	www.eajournals.org Internet Source	<1 %
11	jurnal.unsyiah.ac.id Internet Source	<1 %
12	Submitted to Sriwijaya University Student Paper	<1 %
13	Submitted to Universitas Pendidikan Ganesha Student Paper	<1 %
14	acikbilim.yok.gov.tr Internet Source	<1 %
15	inased.org Internet Source	<1 %
16	jurnal.unimed.ac.id Internet Source	<1 %
17	Wafa' A.. "Teachers' Perceptions of Code-Switching Functions and Effects in English as a Foreign Language Classroom", European Journal of Educational Research, 2022 Publication	<1 %
18	www.aui.ac.ir Internet Source	<1 %
19	D R Sari, Hardeli, Bayharti. "Development of Chemistry Triangle Oriented Module on Topic of Reaction Rate for Senior High School Level Grade XI Chemistry Learning.", IOP	<1 %

Conference Series: Materials Science and Engineering, 2018

Publication

20

Desi, T Suhery. "Developing Web-based Active Tutorial Model to Enhance Students' Critical Thinking and Learning Community", IOP Conference Series: Earth and Environmental Science, 2019

Publication

<1 %

21

Leni Agustina, Alamsyah Harahap. "DEVELOPING READING MATERIAL BASED-ON LOCAL CULTURE FOR JUNIOR HIGH SCHOOL IN KABUPATEN REJANG LEBONG", JOALL (Journal of Applied Linguistics & Literature), 2018

Publication

<1 %

22

Titik Agustiyaningsih, Anis Ika Nur Rohmah. "Factors Affecting the Incidence of Stroke at a Young Age:A Philosophical Perspective", Cold Spring Harbor Laboratory, 2022

Publication

<1 %

23

Zaitun Warda, Ahmad Amin Dalimunte. "Students' Perceptions on English Learning Materials: Need Analysis of Islamic Studies Students", Indonesian Journal of Islamic Education Studies (IJIES), 2022

Publication

<1 %

24

Rita Inderawati, Amrullah Amrullah, Sofendi Sofendi, Soni Mirizon et al. "South Sumatra Local Culture-Based Teaching Materials Training for Vocational School Language Teachers", ENGLISH FRANCA : Academic Journal of English Language and Education, 2022

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On