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DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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TENTANG
DOSEN PEMBIMBING TESIS
PADA PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG DOSEN PEMBIMBING TESIS PADA PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

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KEDUA : Segala biaya yang timbul sebagai akibat diterbitkannya Surat Keputusan ini dibebankan pada Anggaran Biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan atau dana yang disediakan khusus untuk itu.

KETIGA   : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Desember 2019, dengan ketentuan apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan atau diperbaiki kembali sebagaimana mestinya.

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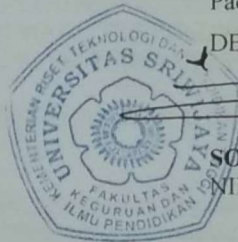
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DEVELOPING SEKAYU LOCAL CULTURE-BASED

DESCRIPTIVE TEXTS FOR THE EIGHTH GRADERS OF

SMP NEGERI 2 SANGA DESA

A THESIS

Submitted to the Faculty of Teacher Training and Education

in Partial Fulfillment of the Requirements

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by

LUMEI HARYANTI

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MAGISTER PROGRAM OF LANGUAGE EDUCATION
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Dedication

This thesis is dedicated to :

1. My beloved parents, my father (Ujang Gani), my mother (Sirawati, S.Pd) and my sister Siti Fartima.
2. My beloved husband (Briptu Jaka Kumbara, S.H), my parents in law (H. Ali Muhammad and Hj. Isnania, S.Pd).
3. All of my family, especially my aunt (Nilin, S.Pd., M.M)
4. My friend Jola-Jola Class
5. Headmaster, teachers and staff of SMP Negeri 2 Sanga Desa.

Motto :

1. Do the best and pray. God will take care of the rest.
2. Learn from the mistakes in the past, try by using a different way, and always hope for a successful future.

STATEMENT PAGE

I hereby,

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states that

1. All the data, information, interpretation, and conclusions presented in this thesis, expect for those indicated by the sources, are the result of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another degree, neither at Sriwijaya University nor other universities..

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, August 2020

The Researcher

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DEVELOPING SEKAYU LOCAL CULTURE-BASED DESCRIPTIVE TEXTS FOR THE EIGHTH GRADERS OF SMP NEGERI 2 SANGA DESA

ABSTRACT

The study aimed to find out the validity, practicality, and potential effect of the developed reading materials with local culture based descriptive texts. The development research consisted of analysis, design, evaluation and revision was used. Then, the formative evaluation proposed by Tessmer (1993) was also used. In order to review the product, there were 2 experts in expert review, 3 students involved in one-to-one, 9 students involved in small group, and 16 students involved in field test. The questionnaires and a test were used in order to collect the data. The results showed that the developed product was valid after being evaluated in expert review with average score of 2.93 categorized as highly valid. The product was also practical after being evaluated in one-to-one and small group with average score of 3.48 and 3.50 accordingly which were categorized as very highly practical. Then, the reading assessment was categorized as effective since there were 12 students (76.38%) reached the minimum mastery criterion.

Keywords: development research, local culture, descriptive texts.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objectives of the study, and significance of the study.

1.1 Background of the Study

Reading comprehension is not a single step or easily acquired skill. It is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek&Espin, 2012). As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Furthermore, according to Prado and Plourde (2005) the foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension. Without all of these skills, one cannot comprehend properly and, therefore, not read properly.

One of the most frequent topics in the EFL reading classroom today is the issue of reading comprehension. Kasim and Raisha (2017) have mentioned the necessity to comprehend texts by stating that reading means comprehending. In this sense, few teachers would deny that the ability to comprehend English texts is probably one of the aspects which are most required by EFL students. However, in reality, many EFL students are still struggling to overcome their reading comprehension problems. Davoudi and Yousefi (2015) have listed a number of EFL learners reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties (Samad, Jannah &Fitriani, 2017)

Furthermore, reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown

that most EFL students often have difficulties in comprehending English texts (Kasim and Raisha, 2017). Chen and Chen (2015) have said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (Alyousef, 2006; Fitriani, 2014; Rahman, 2004).

Internationally, the issue on reading also existed for Indonesian students. PISA a program conducted by Organization for Economic Cooperation and Development (OECD) which tests critical thinking in math, science, and reading to 15 year-old students in 72 countries, regardless of grade, achievement, and socio-economic status reported some unsatisfactory results of Indonesian young adults' reading literacy. In 2015, Indonesia ranked 62nd, a slight improvement compared to 2013. Indonesian students ranked the second lowest in the 2013 PISA ranking (71), yet worse than their ranking in 2009, when Indonesia ranked 57th. However, the mean score of reading is still low which is 397 while the OECD mean score was 493 (OECD, 2015). In addition, based on data survey of English Proficiency Index, Indonesia ranked 39th out of 80 countries in 2017 with the score 52.15 and it is categorized as low proficiency (EF EPI, 2017). These data revealed that there were problems of the Indonesia students both in reading literacy and in English proficiency.

In addition to the problem in reading literacy discussed above, the reading habit of students in Indonesia, especially in South Sumatera is still apprehensive (Sari, 2016). Availability of libraries in Indonesia is also one of the causes why it happened (Diem, 2012). The study conducted by Diem (2012) found that in South Sumatra, there have been only 30% of high school libraries which satisfy national standard. It means that the rests are still lamentable and out of expectations. Therefore, many students do not want to read not because they cannot read, but

because of the book collection in the school library. This finding suggests that having a good library and adequate books collection are much needed in promoting reading habit.

Concerning to what happened about the reading habit as mentioned above, the results of some studies showed the facts that reading comprehension is still an issue in Indonesia. For instance, Masduqi (2014) found that students are not willing to read their reading textbooks although they realized their usefulness. He argues that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the textbooks. This study is confirmed by the findings of the studies conducted by Rukmini (2004) and Firmanto (2005). Rukmini (2004) who conducted her study in Palembang found that new university students lack of interest in reading classes since they are not familiar with explanation and discussion genres in reading texts in tertiary level. It is because the genres in most secondary school textbooks are anecdote and descriptive texts (Rukmini, 2004). In line with this, the study conducted by Firmanto (2005) found that reading was considered a boring and stressful activity because of some factors such as unsuitable texts (e.g., due to the text length or unfamiliar vocabularies), teachers scarcity in employing pre-reading activities (e.g., explaining some difficult words or activating the students prior knowledge), and monotonous post-reading activities (e.g., answering questions based on the texts and retelling the texts). The problems faced by the students clearly show that the failure of teaching reading is not only on the teacher, but also on the materials given. It can be concluded that reading textbooks without any prior knowledge will be challenging for students. In addition, if teachers give unfamiliar topics for students, the students may have difficulty to comprehend the text and they may also get bored during reading activities.

The problems in English reading also existed at SMP Negeri 2 Sanga Desa. Based on the result of observation conducted by the writer, it was found that the English teachers of SMP Negeri 2 Sanga Desa only used one English textbook in teaching reading. The texts provided were also not about local culture where it was really needed to improve students' knowledge about their own culture and

preserve what they have. Therefore, many students did not seem interested in reading activities. According to Peterson and Ostendorf (2006), teachers need to find material at a variety of levels, since students need different texts to read independently and with help from the teacher. However, finding appropriate reading materials is difficult and time-consuming, and teachers are often forced to rewrite texts by themselves to suit the varied needs of their students.

The result of the writer's observation suggests that appropriate materials are needed in order to avoid the boredom of the students when they read the text. Students often feel bored when they read unfamiliar topics. It is also difficult for students to comprehend the text. Based on the eighth grade syllabus, the students must learn three genres of texts. One of them is descriptive text. Descriptive text is a story for telling how to describe particular person, thing, or place. Emilia and Christie (2013) argue that learning descriptive genre is essential in order student can describe vivid and proper information. In learning descriptive genre, students can use textbooks, as it plays a key role in teaching and learning process (Presnyakova, 2011). However, the English textbook should provide a good example of descriptive texts for students to get a good understanding of what the descriptive genre is. Presnyakova (2005) states that students' success in school depends to a great extent on their understanding of the texts, and this understanding is influenced 'by a variety of features that characterize the nature of text. Thus, the descriptive texts in textbook should be analyzed in order to look whether texts provide an appropriate example to the students, based on the criteria of the descriptive text, such as its schematic structure, purpose and linguistic features.

Dealing with the issue of the instructional reading materials, the writer expects that the English textbook used by the teachers of SMP Negeri 2 Sanga Desa provides the local culture as the reading materials in which it can give more knowledge and enhance the students' interest in learning English. Kirkpatrick (2008) states that Indonesian students tend to communicate in English when discussing local cultural information with foreigners (English speakers). He suggests that an approach was sensitive to local culture texts in teaching English

reading, especially for EFL students will make the students motivated because local culture texts involve the topics which the students are familiar. Moreover, Malone (2013) argues that the alternative way that can be used by EFL teacher to help the students become life-long readers is by providing the students with information or reading materials which are relevant to students' life, heritage and culture, such as the story from the local content dealing with local people, object and events.

However, even though the use of local culture based material is highly recommended and stated in the curriculum, the number of local culture based material is still limited in Indonesia, even many schools do not have English text book containing local culture. According to Pitaloka (2014), there were some problems in the English text-books used in Indonesia which is concerned with the limitation of local culture-based materials and the inappropriate readability of the texts used. Furthermore, the study conducted by Monica (2016) showed that through the instructional analysis, the English teachers of SMP Negeri 11 Lubuklinggau only used one English course book that lack of local content-based material, additionally, that textbook was also offering the reading comprehension test which providing the descriptive texts with the readability level was irrelevant to the students' reading level as indicated at level 3.

The results of analyses above clearly reveal the number of the instructional reading materials in SMP N 2 Sanga Desa containing local culture needs to be added in order to promote and expose more the local culture towards the students' prior knowledge. In this study, the writer focuses on the traditional food and places related to the famouslocal culture which is originally from Sekayu that are expected can be utilized effectively as instructional reading materials in EFL teaching. The information about local culture itself will be described clearly into a passage based on the eighth graders syllabus and reading level since many students are not familiar with their own culture in term of famous local culture of Sekayu. Therefore, in order to make the students easily comprehend the reading text, the writer hopes that these reading materials will enhance the students' reading comprehension and improve the students literacy. Besides, it is also

expected that the students will develop their reading habit into their daily activities and enrich their local culture knowledge as become the issues discussed before.

In addition, by providing the local culture based instructional reading materials in the form of descriptive text, the writer expects the information about Sekayu culture can be exposed effectively to the students and will not be vanished from its existence as a part of precious local culture of Indonesia in this globalization era. It is then the reason why the writer is interested in doing a research through a research and development approach entitled "Developing Sekayu Local Culture Based Descriptive Texts for the Eighth Graders of SMP Negeri 2 Sanga Desa".

1.2 The Problems of the Study

Based on the background, problems, and preliminary study described above, the problems in this study were:

1. Was the developed of local culture based descriptive texts for the Eighth Graders of SMP Negeri 2 Sanga Desa valid?
2. Was the developed of local culture based descriptive texts for the Eighth Graders of SMP Negeri 2 Sanga Desa practical?
3. Did the developed based descriptive texts on reading comprehension testfor the Eighth Graders of SMP Negeri 2 Sanga Desa have potential effect?

1.3 The Objectives of the Study

In relation to the problems of the study above, the objectives of this study were:

1. to find out the validity of local culture based descriptive text for the Eighth Graders of SMP Negeri 2 Sanga Desa.
2. to find out the practicality of local culture based descriptive text for the Eighth Graders of SMP Negeri 2 Sanga Desa.

3. to find out the potential effect of local culture based descriptive text on reading comprehension test for the Eighth Graders of SMP Negeri 2 Sanga Desa.

1.4 Significance of the Study

The result of this studyhopefully gave good contributions to those in the field of education especially in the field of English language teaching and learning which were; **For English teachers**, the instructional reading materials with local culture based descriptive text developed in this study hopefully can be used as an interesting and motivating reading material. It also hopefully gave the advantages to introduce and preserve local culture to the students. Then, **for students**, hopefully through instructional reading materials with local culture based descriptive text developed in this study can improve students' desire in reading and can add their knowledge about culture in Sekayu. Furthermore, **for schools**, it was hoped that the reading materials with local culture based descriptive text will be an alternative, reference, and inspiration to improve the teaching quality, school quality and facilities especially in the case of English language teaching. The last, **for further researchers**, it was hoped that this research was beneficial as a reference for conducting another development research especially in developing instructional reading materials.

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