

Students's Perception On Reading Text: A Review For Character Building

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Submission date: 29-Mar-2022 10:56AM (UTC+0700)

Submission ID: 1795747143

File name: eption_On_Reading_Text_A_Review_For_Character_Building_2014.pdf (174.44K)

Word count: 3197

Character count: 15582



2 STUDENTS' PERCEPTION ON READING TEXT: A REVIEW FOR CHARACTER BUILDING

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In Indonesia, English textbooks written by Indonesian or American/English authors have been used by students from primary school to university level. The materials presented are so diverse that eventually tend to raise a different perception among them, especially the reading text. The sources of the texts can be the stories of native culture like *Romeo and Juliet* or local culture like *The Legend of Kemaro Island* that are all enjoyable to read and learn. The presence of new curriculum, which is a character-based curriculum, currently becomes a dilemma that has to be taken into account as it expects to meet the students' needs in learning English by focusing only on local wisdom. This research aims to find out the students' perception towards native culture versus local culture-based reading text in an English textbook used by high school students in Palembang regarding their character building and growth of interest in learning English. The method used is a descriptive-quantitative method. Questionnaire and an English textbook are the instruments. The result of this research indicates that students consider local culture-based reading text as their preference in learning English and character building due to its easiness and relevance to their daily living.

Keywords: Perception, Reading text, Character Building

Introduction

Text book is one factor that can play an important role in the success of learning. An example of English text books circulating in Indonesia is written by the author Indonesia or America / England. The text in the book especially reading material contains material from different sources to use of folktales (local culture) like The Legend of Kemaro Island, South Sumatra, Indonesia. According to Nguyen (2013), the focus of culture ELT has conventionally been on the target culture of English speaking countries especially Great Britain and United States. The new status of English as international language changes the paradigm from relying on the native speaker competence and target culture to cultural diversity in this globalized world. The use of folk stories and important figures in which English is taught in Indonesia is expected to, (1) create a sense of creative learning, giving rise to an attraction for students to learn to make them understand the subject matter more easily, (2) cultivate their interest in learning and become a medium for character development, and (3) become a whipping tool for daring to communicate in English. This is in line with Curriculum 2013, which focuses on language competence as a communication tool to convey ideas and knowledge.

If the stories of the people and the characters in the text reading can foster local interest and motivate students more actively in learning, it will have an impact on the shifting perceptions of students towards learning. This is in line with Tarigan (1999,p.18) that textbooks as filler material should show steady source material and regular, systematic structure as well as in accordance with the student interests even meet the needs of students.

Therefore, this paper discusses about the students' perception towards native culture versus local culture-based reading text for class VII used in SMP Negeri 15 Palembang, South Sumatra, Indonesia in terms of character development, motivation and growth of students' interest.

Literature Review

Each student has a diverse perception of something for example when reading a text book. Davidoff in Pairat (2002) says that in the perception of the stimulus is the same though, but because of his experience is not the same, not the same frame of reference, the possible result of a perception among individuals with other individuals is not the same. According to Walgito (2002.p.46) perception is the process of organizing, interpreting to the stimulus received by the organism or individual that is something that is meaningful and is the integration of activity within the individual. Perception is referred to in this paper is how the text reading assessment of students against local native culture versus culture in terms of character development, motivation, and a growing interest in learning English.

Reading text are discussed in this paper are listed in the text reading English books junior class VII which contains the stories of local people in Indonesia and the stories that come from the U.S. or the UK. Second reading text that became instrumental in this paper are: (1) The Legend of Mount Wayang and (2) Pinocchio. The samples of this study were 15 junior high school students of class VII which amounted to 79 people. To measure whether a reading material that is in the book for example, English books do not have the necessary quality or variety of criteria. Greene and Petty (quoted Tarin, 1999) revealed the ten criteria in compiling textbooks. Items belonging to the category of high quality are:

1. The textbook should attract the children who use it.
2. Textbooks can provide motivation to students.
3. Textbooks are made to provide illustrations that appeal to students who use it.
4. The textbook should consider some aspects in accordance with the ability of linguists.
5. The textbook contents should be closely related to other subjects; better able to support that plan, so everything is a complete and integrated roundness.
6. Textbooks can stimulate, stimulate the private activities of the students.
7. Textbooks consciously and explicitly avoid vague and unusual concepts, so as not to confuse the students.
8. The textbook must have a point of view or a clear and unequivocal "point of view".
9. Textbooks can provide stabilization, an emphasis on the values of children and adults.
10. Textbooks can to appreciate the differences of the students who take it personally.

Of ten grains of quality textbooks mentioned above, in this paper only discusses one point and two points relating to the child's interest and motivate children. Besides, the author also discusses whether the local culture reading text can serve as a means of character development of the students.

The character of the younger generation is one factor that can determine their success in the community. Therefore we need character education so that they become a virtuous man. Many ways are done through the selection of one of them with the proper text for example, reading a text selection subjects of English junior high school students the nuances of moral education in folktales as literary works will assist in the development of their character. Through reading the text students are expected to evaluate anything that they can look up to and the things they should avoid. Lickona in Zuraida (2011:3) states that character education is education to shape one's personality through the character education results seen

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in one's action, which is good behavior, honest, responsible, respect the rights of others, hard work, and so on. While Zuraida (2012:88) says that literature can be improved developer tools and the cultural character of the younger generation.

Furthermore, the Center for Research and Curriculum Development⁵ Agency Ministry of Education (2011) explains that the nation's character education aims at forming a tough, competitive, noble, moral, tolerant, worked together, patriotic spirit, developing a dynamic, service-oriented science and technology that are all inspired by priests and piety to God Almighty based on the 5 principles. With the selection of reading materials appropriate text in English subjects are expected to be improvement in the character of the students, the development of student interest, and can motivate students to learn.

Method of the Study

The method used in this study was a descriptive-quantitative method. Samples were students of class VII of SMP Negeri 15 Palembang, South Sumatra Province, Indonesia, amounting to 79 students. Questionnaire and reading material that is in the text book are the instruments. In deployments using a Likert Scale questionnaire writer is a closed questionnaire consisting of 5 options as described below.

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A = Strongly Agree B = Agree C = neutral D = Disagree E = Strongly Disagree

To determine students' perceptions of reading text nuanced Indonesian folklore called The Legend of Mount Wayang and Pinocchio used a questionnaire consisting of 7 questionnaires were paired and one stand-alone questionnaire as shown below.

1. in the local culture text makes me love to read.
2. Stories are noted in the text makes me more easily understand the English language.
3. Reading the story in local culture text can increase the confidence for I answer the questions in English.
4. Story in the local culture text can increase my interest in reading.
5. Story in the local culture text makes me more familiar with my local culture
6. Story in the local culture text can motivate me to be independent, discipline, and fun.
7. Story in the local culture text contains moral values.
8. Stories from abroad (U.S. / UK) in the English text makes me love to read.
9. Stories from abroad (USA / UK) me more easily understand the English language.
10. Read stories from abroad (USA / UK) in the English text can boost the confidence for I answer the questions in English
11. Stories from abroad (USA / UK) can increase my interest in reading.
12. Stories from abroad (USA / UK) can enrich knowledge about foreign cultures.
13. Stories from abroad (USA / UK) can motivate me to be independent, discipline, and fun.
14. Stories from abroad (USA / UK) contain moral values.
15. The text used based on local culture is better than that in native culture.

Results of the Study

Based on the results of filling the questionnaire on perceptions of class VII students of SMP Negeri 15 Palembang South Sumatra Province, Indonesia totaling 79 students on reading text then obtained the following results. On question 1, English story made me love reading, 74 students out of 79 say strongly agree (93.64%), 4 students said agree (5.06%), a student said that disagree (1.3%) and no one answered neutral or not agreed. On question 2, the story

contained in the text area of the English language makes me understand the English language, 50 students out of 79 say strongly agree (63.3%), 27 students said agree (34.2%), a student said neutral and disagree (1.3%) and no one answered disagree. On question 3, read the story in English text areas can boost my confidence to answer questions in English, 53 students out of 79 say strongly agree (67.1%), 25 students said agree (31.64%), a student said not agree (1.3%) and no one answered neutral and disagree. On question 4, the story in the local English text can improve my reading, 46 students out of 79 say strongly agree (58.23%), 30 students said agree (37.98%), three students said neutral (1.3%) and no answered less agree and disagree.

On question 5, the local story in the English text, I get to know my own local culture, 77 of 79 students said strongly agree (97.46%), 2 students said agree (2:53%), and no one answered neutral, disagree and disagree. On question 6, the story in the English text area can help me to motivate independent study habits, discipline and fun, 57 students out of 79 say strongly agree (72.1%), 20 students said agree (25.3%), a student said not neutral, less agree and disagree (3.79%). On question 7, the story in the English text area containing moral values, 76 students out of 79 say strongly agree (96.20%), the students said they agree, neutral, disagree (1.3%) and no one answered disagree. On question 8 stories from abroad (U.S. / UK) is listed in the English text makes me happy reading, 70 of 79 students said not agree (88.60%), 8 students say less agree (10:12%), a student said neutral (1.3%) and no one answered strongly agree and agree. On question 9, a story from abroad (USA / UK) in the English text makes me understand the English language, 73 students out of 79 said not agree (92.40%), 5 students said that disagree (6.3%), a student said to agree (.3%) and no one answered neutral and strongly agree.

On question 10, read a story from abroad (USA / UK) in the English text can boost my confidence to answer questions in English, 44 students out of 79 say less agree (55.7%), 34 students said they do not agree (43%), a student said he agreed (1.3%) and no one answered very strongly agree and neutral. On question 11, a story from abroad (USA / UK) in the English text can improve my reading, 53 students out of 79 say less agree (67.1%), 25 students said they did not agree (31.6%), a student said neutral (1.3%) and no one answered strongly agree and agree. On question 12, a story from abroad (USA / UK) in the English text can enrich my knowledge about foreign cultures, 71 of 79 students said not agree (79.6%), 5 students said that disagree (6.3%), a student says strongly agree, agree, and neutral (1.3%).

On question 13, a story from abroad (USA / UK) in the English text can help me to motivate independent study habits, discipline, and fun, 45 students out of 79 say less agree (57%), 34 students said they do not agree (43%), and no one answered strongly agree, agree, and neutral. On question 14, a story from abroad (USA / UK) in the English text may contain a moral value, said 75 students from 79 disagreed (94.4%), 4 students said less agree (5:06%), and no one answered so agree, disagree, and neutral. On question 15, the text area is better used in learning English than those from overseas text, 77 students out of 79 say strongly agree (94.47%), 2 students said they agree (2:53%) and no one answered neutral, agree and not less agreed.

Table 1. Students' Perception on Reading Text.

NO	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	FRE	%	FRE	%	FRE	%	FRE	%	FRE	%
1	74	93.64%	4	5.06%	0	0%	1	1.3%	0	0%
2	50	63.3%	27	34.2%	1	1.3%	1	1.3%	0	0%
3	53	67.1%	25	31.64%	0	0%	0	0%	1	1.3%
4	46	58.23%	30	37.98%	3	3.79%	0	0%	0	0%
5	77	97.46%	2	2.53%	0	0%	0	0%	0	0%
6	57	72.1%	20	25.3%	1	1.3%	1	1.3%	0	0%

7	76	96.20%	1	1.3%	1	1.3%	1	1.3%	0	0%
8	0	0%	0	0%	1	1.3%	8	10.12%	70	88.60%
9	0	0%	1	1.3%	0	0%	5	6.3%	73	92.40%
10	0	0%	1	1.3%	0	0%	44	55.7%	34	43%
11	0	0%	0	0%	1	1.3%	53	67.1%	25	31.6%
12	1	1.3	1	1.3%	1	1.3%	5	6.3%	71	79.6%
13	0	0%	0	0%	0	0%	45	57%	34	43%
14	0	0%	0	0%	0	0%	4	5.06%	75	94.4%
15	77	94.47%	2	2.53	0	0%	0	0%	0	0%

Discussion

According to analysis conducted by the author on the perception of the subjects reading English text on the development of motivation that the results obtained by the perception of class VII students of SMP Negeri 15 Palembang area story called The Legend of Mount Wayang can develop their motivation than reading text entitled Pinocchio. The writer's analysis on their perception is that students feel happy to local nuanced story. Pleasure can motivate them to learn English. This is in accordance with the opinion of Uno (2006.p.7) motivation is the concept of identifying a person's behavior to get excited about something; activity if he enjoys it, so motivated to do the activity. ; Thus the selection of reading text on an English course student should pay attention to the desire that the text can serve as a spur them to study hard.

Based on the results of the questionnaire data from class VII student of SMP Negeri 15 Palembang to reading text The Legend of Mount Wayang and text reading Pinocchio that local nuances that Indonesia can cultivate students' interest in learning English. According to the analysis of the author, the text is often considered to be familiar to the students and they often hear in everyday life. In addition the text contains simple sentences and easy to understand students.

Based on data from the questionnaire filling grade students of SMP Negeri 15 Palembang VII of the formation of character result that students tend to assume that the text can be local media in the formation of their character. It can be seen from the high number of students' choice of 7 questions regarding moral values is 96.20%. Good characters and bad characters shown in the story of the area (text reading) may be material to the evaluation of the formation of character in accordance with the opinion them. Zuraida (2012.p.88) says that literature can be improved developer tools and the cultural character of the younger generation.

Conclusion

6 Based on the results of the study and discussion of conclusions can be drawn are as follows: (1) the story of the region in Indonesia such as The Legend of Mount Wayang in the reading text language subjects Britain could increase students' interest, (2) increase student motivation as a habit independent learning and discipline, and 3) facilitate the understanding of the English language. In addition, reading text Indonesia could be the media in improving the character building of students. It can be seen from the high number of students' choice of 7 questionnaires regarding moral values is 96.20%. Based on the results of a questionnaire on the use of local stories from Indonesia such as The Legend of Mount Wayang on text reading subjects better English can be used as a tool to facilitate them in learning. Thus the perception that arise within the students are English language is no longer a boring subject but something that's fun.

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