Eryansyah Eryansyah <eryansyah@unsri.ac.id>

[Alishlah] Editor Decision

3 messages

Widia Yunita <widiayunita@staihubbulwathan.id>
To: Mr Eryansyah Eryansyah <eryansyah@unsri.ac.id>

25 November 2021 at 09:37

Mr Eryansyah Eryansyah:

We have reached a decision regarding your submission to AL-ISHLAH: Jurnal Pendidikan, "Students' Needs Analysis: Teaching Palembang-Local-Culture Procedure-Text with Android for Hospitality-Industry-Program".

Our decision is: Revisions Required

Widia Yunita
(Scopus ID: 57223619375), Sekolah Tinggi Agama Islam Hubbulwathan Duri, Bengkalis, Riau
widiayunita@staihubbulwathan.id

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Eryansyah Eryansyah <eryansyah@unsri.ac.id>
To: Widia Yunita <widiayunita@staihubbulwathan.id>

13 July 2022 at 13:33

Dear Mrs. Widia Yunita,

We have uploaded the revised version of our article, the reference number is #1364. Please advise us on the next step we must take in order to have our article published. Our revised article has been written following the current template of Al-Ishlah journal. Please give us your response.

All our kind attention and help are highly appreciated.

Kind Regards,
Eryansyah

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> _____
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Eryansyah, PGDipSLT, M.A., Ph.D.
Senior Lecturer
Arts and Language Education Department
Faculty of Teacher Training and Education
Sriwijaya University
Jalan Raya Palembang-Prabumulih KM32 Indralaya, OI 30662

South Sumatra, Indonesia

Mobile/WhatsApp: +62 856 0931 3531
E-mail: eryansyah@unsri.ac.id

Eryansyah Eryansyah <eryansyah@unsri.ac.id>   13 July 2022 at 13:39
To: lppm.staihubbulwathan17@gmail.com
Cc: arininurul@unsil.ac.id

---------- Forwarded message ---------
From: **Eryansyah Eryansyah** <eryansyah@unsri.ac.id>
Date: Wed, 13 Jul 2022 at 13:33
Subject: Re: [Alishlah] Editor Decision
To: Widia Yunita <widiayunita@staihubbulwathan.id>

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Eryansyah, PGDipSLT, M.A., Ph.D.
Senior Lecturer
Arts and Language Education Department
Faculty of Teacher Training and Education
Sriwijaya University
Jalan Raya Palembang-Prabumulih KM32 Indralaya, OI 30662
South Sumatra, Indonesia

Mobile/WhatsApp: +62 856 0931 3531
E-mail: eryansyah@unsri.ac.id

--
Eryansyah, PGDipSLT, M.A., Ph.D.
Senior Lecturer
Arts and Language Education Department
Faculty of Teacher Training and Education
Sriwijaya University
Jalan Raya Palembang-Prabumulih KM32 Indralaya, OI 30662

South Sumatra, Indonesia

Mobile/WhatsApp: +62 856 0931 3531
E-mail: eryansyah@unsri.ac.id

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Article Acceptance Letter
No: 1364/LoA/ALISHLAH/STAI-HW/2021

Dear **Ummy Wahyuni; Eryansyah; Rita Inderawati** ,

On behalf of the committee of *AL-ISHLAH: Jurnal Pendidikan*, I am glad to inform you that your manuscript:

Entitled	:	Android-based Palembang Local Culture Procedure Text for Vocational High School: A Students' Needs Analysis
Author(s)	:	Ummy Wahyuni; Eryansyah; Rita Inderawati
Affiliation	:	Universitas Sriwijaya, Indonesia
URL Artikel	:	http://journal.staihubbulwathan.id/index.php/alishlah/article/view/1364

HAS BEEN ACCEPTED to be Published in *AL-ISHLAH: Jurnal Pendidikan* Vol. 14, No. 2 , August (2022).

AL-ISHLAH: Jurnal Pendidikan is a scientific journal with the publication level of **SINTA 2** Accredited National Journal, based on the Decree of the Minister of Research and Technology/Head of National Agency for Research and Innovation Number: 200/M/KPT/2020 concerning the ranking of scientific journal accreditation period III in 2020.

Sincerely Yours,
Bengkalis, November 25, 2021

Editor in Chief

Widia Yunita

Android-based Palembang Local Culture Procedure Text for Vocational High School: A Students' Need Analysis

Ummy Wahyuni¹, Eryansyah Eryansyah², Rita Indrawati³

¹ Sriwijaya University, Indonesia; mee.patisman19@gmail.com
² Sriwijaya University, Indonesia; eryansyah@unsri.ac.id
³ Sriwijaya University, Indonesia; r.indrawati@fkip.unsri.ac.id

ARTICLE INFO	ABSTRACT
	Rapid progress in science and technology is a hallmark of the globalized era. To stay up with the demands of the industry in the 4.0 era, it is important to consider both traditional classroom learning and social and virtual forms of learning. This research aims to discover, with the support of Palembang's vocational high school students and teachers, what kinds of reading material will best meet the demands of those pupils concerning procedure texts informed by the culture of that city. The author conducted an interview and a questionnaire to acquire data. Quantitative and qualitative assessments of the information were made. It was found that students needed English for their future careers, that they were not interested in reading because their English language skills were at a beginning level, that texts about general knowledge were relevant, that texts about Palembang's local culture were crucial as topics in reading comprehension, that texts about procedures where needed, and that reading materials about Palembang's local culture were not easily obtainable. Students in Palembang needed exposure to local culture, specifically Palembang's traditional dishes; 8) A mobile app for Android was needed to facilitate education. The assignment asked students to combine local Palembang culture with their English skills to produce a set of instructions using an Android app; this work could be useful in the students' professional lives in the future. *This is an open access article under the <u>CC BY-NC-SA</u> license.*

Corresponding Author:
Eryansyah Eryansyah
Sriwijaya University, Indonesia; eryansyah@unsri.ac.id

1.   INTRODUCTION

Science has developed in unanticipated ways in globalization, especially with a more knowledgeable generation of people. Adapting to a rapidly changing world required new approaches in many areas, including education, to keep up. Almost every aspect of life is affected by digitization (Hanafizadeh, Ghandchi, & Asgarimehr, 2017). In the 21st century, the education industry was driven by the desire to get things done quickly. In the 21st century, the education field was obsessed with

rapidity. Humans around the world are learning differently as a result of essential innovations in mobile technology. While they are not physically present, they may look at, communicate socially, and work from a specific area. Technological advancement has resulted in numerous improvements in learning techniques. In the middle of this evolution, pupils come into contact with mobile technological devices. Mobile technologies can increase involvement in learning sports, information and communication technology (ICT) abilities for students and teachers, and the knowledge, competencies, and skills required in the technological society.

In addition, m-learning, or mobile mastery, is on the rise as a result of the widespread adoption of internet-based technologies. The M-concept is easily learned, hence its use is simplified. Introducing new ways of thinking about learning, it improves upon conventional methods in many ways (Sutopo, 2012). Mobile learning, as defined by Husamah, Husamah, and Pantiwati, Yuni (2014), allows students to access course materials, guidelines, and learning-related apps from any location at any time. Using mobile learning (or m-learning), students can study on the go with any digital device. An abundance of information in the educational field can be found in online coaching materials, as stated by Pinto, Pouliot, and Cordon-Garcia (2014). It heightens awareness when handling electrical devices (e.g., tablets, mobile phones, and hybrid).

Learning media is an essential component in determining learning achievement in the process of teaching and learning. It is a method used by pupils to acquire knowledge, skills, or attitudes. Learning media is everything that can be used to channel messages (learning substances) to increase attention, curiosity, students' thoughts, and emotions in teaching sports to acquire learning desires (Arsyad, 2011). An interactive learning experience, achieved via the mobile learning concept, can make learning enjoyable and less tedious. In recent years, a new trend in e-learning has emerged known as mobile learning, which involves using portable media such as Smartphones running the Android operating system, IOS, or Windows Phones. The usage of mobile learning to aid in the mastering process is seen as critical to enhancing competence in coaching and education. As a result, the learning method can be applied anywhere and at any time. (Kaustubh, Yogita, Mayuri & Pooja, 2017).

According to the US report Security on Using Digital Media in Children and Adolescents in Indonesia, which is based on the results of a survey conducted by UNICEF, the Ministry of Communications and Information Technology, and Harvard University, the number of Internet users in Indonesia (including children and teenagers) is expected to reach 30 million, or roughly 40% of the Indonesian population. This study examined the internet behaviors of 400 children and teenagers aged 10 to 19 from all around Indonesia, representing both urban and rural locations. As many as 98 % of children and teenagers said they were aware of the internet, with 79.5 % reporting they used it. (Panji, 2014).

As we enter the digital era, technology can be used to assist students in learning the subject of study daily, with or without the presence of teachers (Purbasari, Suryani & Ardianto, 2019). Nowadays, the teaching and learning process can occur in the classroom and anywhere, thanks to the internet, smartphone, operating system, and application support. Rosalinda et al. (2019) stated that one of the alternative options for facilitating students' self-assessed learning is to use an Android application. Students can conduct the assessment on their own or with the assistance of the application, which will, of course, make the teacher's job easier.

English became one of the introductory courses taught at SMK. The specificity of the material introduced is an aspect of English teaching in SMK. Azizah, Inderawati, and Vianty (2020) agreed that the materials offered to SMK students serve the same function as English for Specific Purposes (ESP) classes. The resources provided are intended to meet the students' linguistic requirements. Reading is one of four skills that should be taught. Reading is one of the four fundamental abilities regarded as the most crucial in learning English (Carrel, 1998). According to Elviana, Inderawati, and Mirizon (2019), reading is an essential skill that helps students explore and enhance their language knowledge. Learning to read is required in SMK to improve student's reading comprehension and support the students' study program and lessons in the relevant subjects (Azizah, et al., 2020).

Azizah et al. (2020) state that the materials taught in SMK should be appropriately prepared or designed to satisfy the needs of the students. The use of reading resources in the teaching of English in SMK can be integrated with subject knowledge. According to the 2013 Hospitality Industry program curriculum, incorporating English reading materials to the topic subjects can be on specific issues such as tourism, flight reservation, or cultural tourism. The English problem's core competency in the 2013 curriculum categorizing English-taught knowledge as science, technology, art, culture, and humanities.

To fulfil the students' prior information, feelings, expertise, and lifestyle, the teaching-learning materials and activities should also cover their local culture (Bao, 2016; Mckay, 2003; Tomlinson, 2012). If pupils are assigned an unknown topic to discuss, they are more inclined to give up and take their time doing it. If they are knowledgeable, they would also quickly absorb and learn the information. They have a prior understanding of the subject and are prepared to discuss it. They will actively participate in the lesson. According to Sarries (2004), students must recognize teaching culture as a component of language learning. Language instruction is always associated with the teaching of both language and culture. According to the national curriculum, the goal of teaching English is to achieve communicative competence. Culture is the foundation of communication to attain communicative competence since the meaning transmitted in the language used depends on the society in which people live, and communication is supplied through language. In other words, teaching a language is never done in isolation from culture (Azizah, Inderawati & Vianty, 2020).

Furthermore, in global communication, learning culture in language learning includes the target culture and the students' own culture or local culture (Elviana, et al., 2020). Students must also comprehend, investigate, debate, and describe their own cultures to others. According to Indonesian Government Regulation No. 5 of the Year 2017, every person, including students, has the right to conserve, develop, and promote Indonesian traditions. The Indonesian government has already advocated for local cultural materials in school curricula in support of this approach. It established the Minister of Education and Cultures Regulations No. 22 and 23 in the year 2006. In this act, the government provides a significant opportunity for local culture to be included in many educational disciplines, either in the elementary or secondary curriculum.

Many studies found that using local culture as reading resources could assist students to enhance reading comprehension and increase students' knowledge and awareness of their local culture. (Alakrash, Razak & Bustan, 2020; Azizah, et al., 2020; Elviana, et al., 2020; Sopian, Inderawati & Petrus, 2019; Wulandari, Vianty & Fiftinova, 2018). However, it appears that the majority of the reading materials supplied in English coursebooks are constrained in terms of the students' background or local culture. Sari (2016) discovered that local attributes were required to include in instructional techniques, which compelled the creation of teaching materials due to a lack of resources. As a result, reading materials for SMK Hospitality Industry students must be created or developed to demonstrate their own local culture in English. The first and most critical step before generating materials is to do the need analysis.

Need analysis is a stage in which a course creator identifies what specific language and abilities language learners will require to design and enhance the content for the ESP course (Basturkmen, 2010). In educational programs, need analysis focuses on students' learning needs, which are then converted into educational goals, which serve as the foundation for the future development of instructional materials, classroom objectives, evaluation, and program evaluation strategies, among other things (Brown, 2009).

Brown (2009) continues by describing nine different types of language need analysis. Their names are (a) target situation analysis (TSA), which focuses on the language requirements that students must meet when learning a language. It focuses on the goals or needs of the students in learning a language. (b) A deficiency analysis, which considers the students' current wants and needs and any deficiencies or lacks in their goal situation. (c) a present situation analysis (PSA), which concentrates on the students' current proficiency, comprehension, capabilities, and weak points (d) a learning-oriented analysis, which asserts that the requirements of students and other stakeholders (in terms of syllabus, content,

teaching technique, materials, and so on) should be discussed. (e) Strategy analysis is concerned with students' interests in learning methodologies, error correction, group sizes, homework amount, and other aspects, (f) denotes a detailed study of the education system or situation with as few beliefs as possible, such as utility, organization, or cultural appropriateness. (g) Language audits that generate a huge picture of need analysis in terms of well-bilingual education, professional sectors, governmental services, countries, and so on. (h) Set menu analysis, which seeks to create a menu of main courses from which sponsors or students can select, a computer-based analysis in which a computer matches perceived demands to a material database.

In the 2013 curriculum, procedural text, as mentioned in Basic Competence points 3.6 and 4.6, is a genre learned by vocational high school students in the eleventh grade, specifically in the Hospitality Industry Program. In this genre, developing material will be used in the instructional method text. Several studies in Indonesia have addressed the requirement analysis associated with English for Specific Purposes (ESP) in developing a curriculum or materials at a specific level of education. These studies were conducted by Elviana et al. (2020), Azizah et al. (2020), Ratri and Puspitasari (2019), Sularti, Drajati, Supriyadi (2019), and Rahamdina, Harahap & Sofyan (2019). Several research works on need analysis have also been conducted in other countries, including Bedoya, Valencia & Montoya (2015), Hamlan and Baniabdelrahman (2015), Lee (2016), Ibrahim (2016), Kayauglu and Akbas (2016), Alsamadani (2017), Wu and Low (2018), and Chetsadanuwat (2018). These investigations demonstrated the importance and unavoidability of need analysis in the planning of instruction or ESP courses. This current study shares and differs from some earlier investigations. For some earlier research, the similarities were investigating the students' needs analysis and incorporating local culture. The variations were in the students' past study levels, the emphasis on English skills, and the extent of need analysis.

According to those researchers, a need analysis is essential before planning or developing instructions such as a syllabus, textbook, or other instructional materials. The need analysis can identify the difficulty that the pupils face, the required information or skills, or the instructional style that should be used. Furthermore, the need analysis results can be the key factors to consider to meet the students' needs.

According to the preceding, a researcher must conduct the need analysis before developing English learning material focusing on students' culture using android. Target Situation Analysis, deficiency analysis, Present Situation Analysis, and strategy analysis are all part of the need analysis. As a result, this need analysis looked into the students' needs as perceived by students and teachers in the Hospitality Industry Program. The following are the problem formulations for this study: 1) how do students perceive the interpreted need for English reading resources based on their local culture when using android? 2) What is the English teacher's opinion of an android-based strategy for English learning materials based on the students' local culture? This study aims to characterize students' and teachers' perspectives on English learning resources based on the students' home culture.

2.   METHODS

Eleventh-grade Hospitality Industry program students and an English teacher from SMK Negeri 6 Palembang took part in this study. There were 30 eleventh-grade Hospitality Industry Program students and an English teacher in attendance. A questionnaire and an interview were used to collect data for the study. The participants are eleventh-grade students in the hospitality industry program whose age was 17 years old. The students were given a questionnaire with 30 questions divided into four categories: target situation analysis, deficiency analysis, present situation analysis, and strategy analysis. The interview was done with an English teacher and is related to the English reading materials that will be prepared based on the assistant culture. The English teacher interviewed was a woman who has more than twenty years of teaching experience in her field. The type of interview used in this study was a semi-structured interview. Interviewing was a technique carried out systematically to obtain information, data, or someone's view. All of that was conveyed verbally concerning the problem

following the research's subject matter recorded or recorded. The data was examined quantitatively as well as qualitatively. The quantitative method was used to evaluate the questionnaire data, while the qualitative method was utilized to understand and characterize the interview material.

3.   FINDINGS AND DISCUSSION

3.1 The result of students' perceptions of their own needs

The data obtained from students' perspectives were matched to the students' needs based on their target situation analysis, deficiency analysis, present situation analysis and strategy analysis. The statistics presented in this study reflected the majority of the students' perspectives.

Table 1. The students' perspective on Target Specific Analysis

No.	Question/ Statement	Students' view	Percentage
11.	The significance of learning English	To promote students' careers in the future	86.7%
22.	Students' expectations of English classes	To communicate in the future workplace using English in oral communication	86.7%
33.	The language that students use in their careers.	to communicate verbally with colleagues or tourists	80%
44.	The required level of Language skills for students' careers	Advance	76.7%

a) Target Situation Analysis (TSA)

This section was involved with the needs, general intentions, and expectations of English students. The results of the data collection are shown in Table 1.

Table 1 shows 86,7% of students agreed that the primary reason for studying English was to promote their career in the future. The vocational high school's objectives, outlined in the National Education Ministry Regulation of Indonesia No. 20 for 2016, called for career-supporting skills. The students expected to speak fluently in oral English in the future workplace (86.7%). The majority of them hoped that they would speak with colleagues or tourists (80,0 %). As a result, their English skills should be advanced to support their career (76,7 %). As a result, to communicate orally, particularly with tourists, students in the Hospitality Industry should have information relating to their academic subject. One of them is about their cultural heritage. According to Pauzan, et al. (2017), the uniformity of the materials ignores the local content where learning occurs, and students feel involved with the materials because it is part of their life. Students must learn the language and culture (Byram, 1990; Byram & Flemming, 1998). According to Masuhara (2003), while pupils learn other languages, people also learn about the language's culture. It is part of a communicative skill that includes cultural understanding, discourse, and knowledge of social norms and values.

b) Deficiency Analysis

This section considered the pupils' existing needs and wants and the inadequacies or appears to lack in their target situation. Table 2 contains information about the students' current desires and needs concerning the themes or input for reading.

Based on the questionnaire results, 56.7 % of students preferred the theme of Palembang local culture. It is reasonable to assume that pupils believe that this topic will benefit their job and program study. It can

be noted that 66.7 % of students wanted texts linked to the Hospitality Industry study program. It was discovered that 83.3 % of students thought incorporating topics related to general knowledge into students' study programs for reading was extremely significant. Other things that they need included information on their local culture. 56.7 % of the students said it was extremely important, while the remaining students said it was important.

Table 2. The Students' perspectives on current requirements and desires

No	Question/ Statement	Students' view	Percentage
1.	The specific reading topic desired by students	Palembang local culture	56.7%
2.	Students' desired reading feedback	Texts are related to the context of the Hospitality Industry field.	66.7%
3.	Incorporating general knowledge topics into students' reading study programs	Very important	83.3%
4.	Incorporating local culture-related reading topics	Very Important	56,7%

The students' perspectives on including issues relevant to local culture for reading to assist them in some ways were then presented. According to Figure 1, most students believed incorporating local culture into reading materials could help them learn more (66.7 %). Then, 53,3% of students said that reading resources based on local culture could help them improve their skills connected to their study program. 53.3 % of students thought that incorporating local culture into English reading material could increase their awareness of learning Palembang local culture, and 26.7 % thought that incorporating local culture into English reading material could improve their reading abilities in English. Another objective was to increase motivation for learning English (23.3 %). 20% of students thought it would help them understand the text better. This could be due to the students' prior knowledge of their local culture, in this case, Palembang local culture. It is compatible with the background knowledge explanations supplied by Bao (2016), Tomlinson (2012), and Mckay (2003). They emphasized the significance of covering pupils' local culture in teaching-learning materials and activities to satisfy their prior knowledge, emotion, experience, and culture. When students are assigned a topic that they are unfamiliar with, they are more likely to compromise and spend their time. Unless they are knowledgeable on the subject, participants will find it easier to absorb and learn the material and will be ready to discuss it. They will take an active role in the lesson. According to Wulandari, et al (2018) Local culture will be used in the classroom to help the students improve their reading skills.
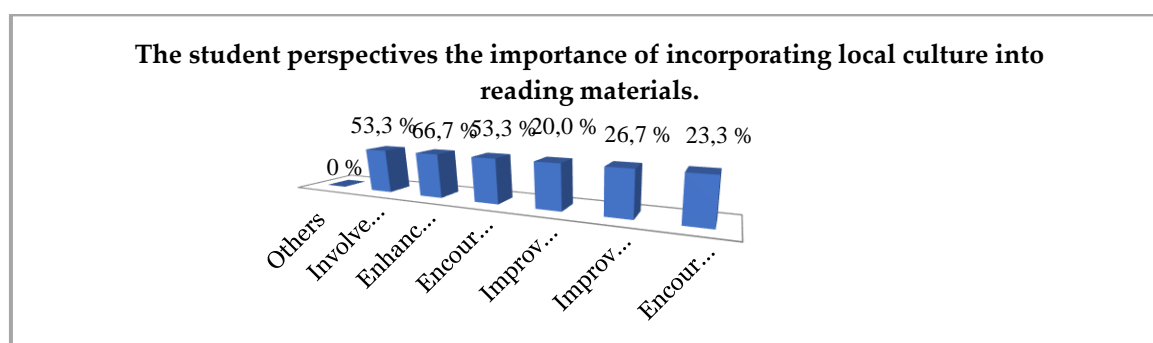

Fig. 1. The student perspectives the importance of incorporating local culture into reading materials

Figure 2 depicts the characteristics of local customs that pupils should indeed incorporate into their English learning resources.

According to the data, the majority of pupils (80%) needed to learn about local culture through cuisines, traditional equipment (33%), and arts (26,7 %). Other components of local culture that they require include customs and traditional clothing (23%) and folklores (20,0 %). As a result, this data could be fundamental in terms of the types of culture that should be incorporated into the development of reading materials. Almost all students are required to study culinary culture. It is related to their course of study.
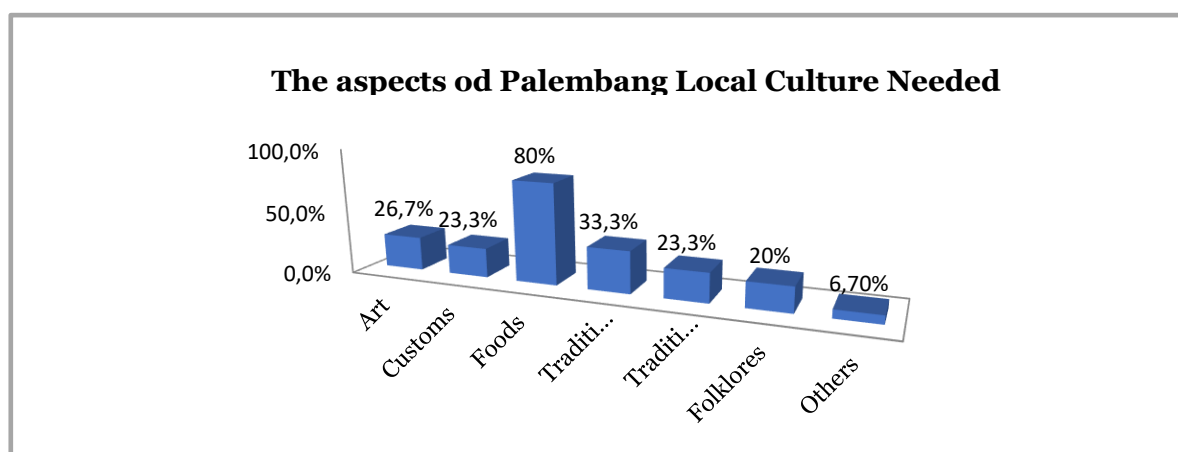
The aspects od Palembang Local Culture Needed

Fig. 2. The aspects of local culture that were required

They found significant issues with learning skills in reading while dealing with the students' lack. Figure 3 shows the challenges that the pupils encountered.

According to the chart, students had some issues with their reading skills. The most challenging skill was characterized as understanding specific words (53,3 %). Other challenges included understanding the core idea (26,7 %), organizing the chronological order of events (16,7 %), and making a conclusion about cause and effect (16,7 %) (10 %). The most challenging aspect was comprehending the specific information (6,7 %).
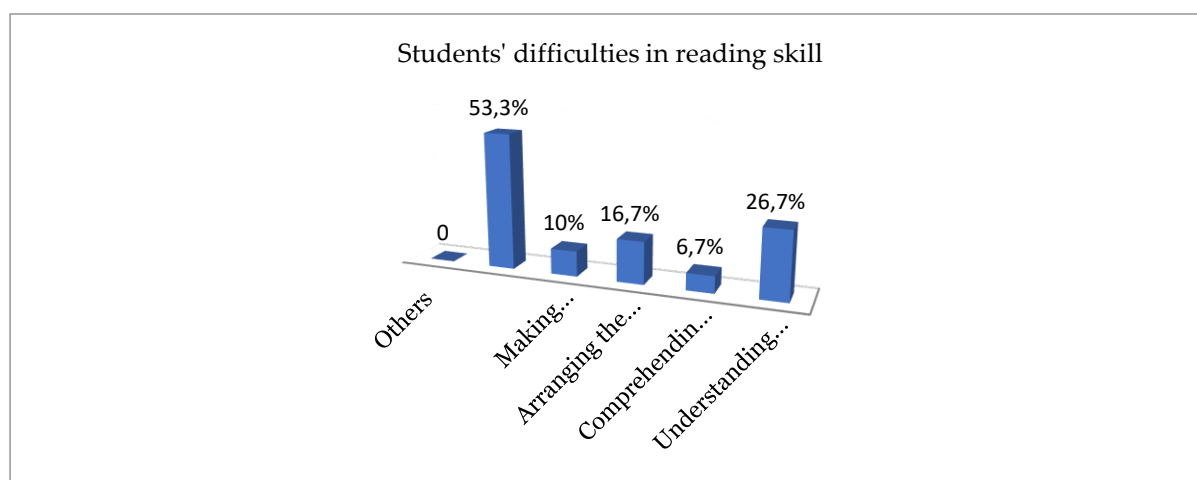
Students' difficulties in reading skill

Fig. 3. The difficulty that the learner has with reading

c) Present Situation Analysis (PSA)

This part concentrated on the current pupils' English skills, the subject they had acquired, and their cultural awareness. Table 3 contains information on the students' perceptions of their English proficiency. Some pupils (60,9%) indicated that their present level of English ability was a beginner. Then, 70% of students thought their present level of comprehension of the reading text was sufficient. Based on the information gathered, it's reasonable to believe that the reading materials produced will help students improve their English proficiency, particularly their reading abilities, to the level required for future employment.

Table 3. English proficiency of the students

No	Question/ Statement	Students' view	Percentage
1.	English proficiency level of students	Beginner	53.3%
2.	Students' current level of comprehension of the reading text	Good enough	70,0%

Table 4 shows the students' perspectives on the established learning resources started learning or given at school. The level of the reading material in the English coursebook was rated as difficult by 56.7% of the students. However, almost all of the students (80%) thought the topic was interesting. 40% of students believed that the most common type of text encountered or studied when learning English was procedure text. 63,3 % of students reported that their teacher occasionally presented written material or texts, as well as questions about their basic knowledge; reading study program. In the meantime, , 53.3 % of students reported that their English language teachers never provided them with reading materials or texts, as well as questions about local culture, to read. This is reasonable to conclude that students were rarely provided with reading materials about their own cultural context.

Table 4. The previously learned and presented materials

No	Question/ Statement	Students' perspective	Percentage
1.	The level of difficulty of extensive reading in the English textbooks	Difficult	56,7%
2.	The reading text topics in the English textbooks	Interesting	80%
3.	The type of text that is commonly encountered or learned when learning English	Procedure text	40,%
4.	The frequency with which the English teacher provided reading materials or texts, as well as questions about general knowledge of the students' reading study program	Sometimes	63,3%
5.	The frequency with which the English teacher provided reading materials or texts, as well as questions about local culture for reading	Sometimes	53,3%

The statistics in table 5 below provide perspectives from students on their current understanding of local heritage. 46.7% of students said their understanding of local culture was adequate. Traditional food was the part of local culture that the students were most familiar with (80,0 %). 70.0 % of students said they learned about local culture from online media. 66,7% of the students only knew the local culture in their area and the nearby regions. Then, 63,3% of those polled confessed that their knowledge of local culture was still limited to generalities. This information clarified that presenting local culture to students was necessary; reading materials in learning were required.

Table 5. The students' local cultural knowledge

No	Question/ Statement	Students' view	Percentage
1.	One's understanding of local culture	Enough	46,7%
2.	A factor of culture with which the students are familiar	Traditional food	80,0%
3.	The manner in which students learn about local culture	Online media	70,0%
4.	The student's understanding of local culture	In the nearby of the students and the surrounding districts	66,7%
5.	The students' level of familiarity with local culture	General information	63.3%

Based on their knowledge of local culture, the students thought there might be numerous things to maintain and develop the local culture. Figure 4 depicts some of the actions that pupils could participate in.
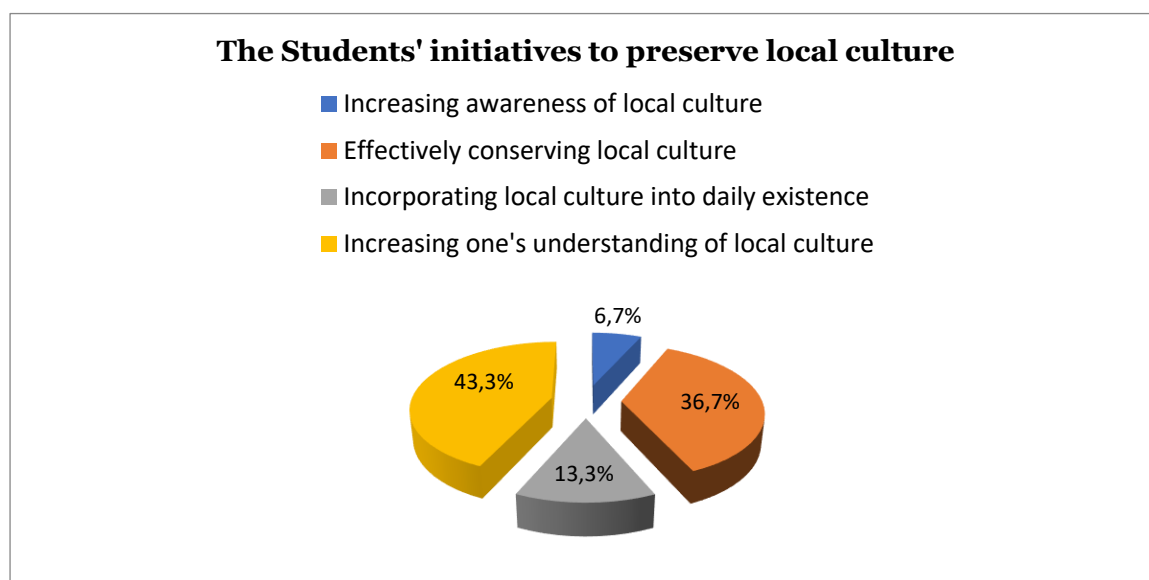

Fig. 4. The effort of the students to preserve local culture

Increasing their understanding of local culture, 43,3 % of students agreed that it could increase one's understanding of local culture, effectively conserve local culture (36,7 % of students), incorporate local culture into daily existence (13,3 %), and increase awareness of local culture (6,7 %). This data indicated that the students intended to learn more and retain their native culture. As a result, creating

local culture-based reading material as part of their program study can be a way to broaden their awareness and understanding of their own local culture and assist them in becoming ethnically literate.

The statistics in table 6 below show the student's perspectives on using an Android application in learning English learned or offered in school. Almost all pupils have an Android operating system on their cell phones (93,3 percent). In learning English in class, 56,7% of students report that teacher explanations are difficult to understand. The students agreed that the Android system is really useful for educational purposes (70 %). 56,7 % of students are interested in using android in school, and android applications can help them better understand the subject matter offered (56,7 %). It may be inferred that students require an android application during the learning process to comprehend the subject matter offered by the teacher.

Table 6. The students' view about android used.

No	Question/ Statement	Students' perspectives	Percentage
1.	Classroom learning's drawbacks	The teacher explanation can't be understood	56,7%
2.	The students have an android system in their cellular phone	Have	93,3%
3.	The benefits of the android system for educational needs	Very useful	70%
4.	The students' interest in using android in school	Interested	56,7%
5.	The android application can be useful and can improve their understanding of the subject matter presented	Useful	56,7%

d) Strategy Analysis

This section provided the students' interest in learning to read. Figure 5 depicts the obtained data. According to the data, 36.7 % of students preferred reading the book and answering the questions independently. Other methods of learning to read include comprehending the material and translating it (36,7% of students). 30 % of students were interested in contextually examining new terminology. 23,3 % of students preferred discussing the text's content, whereas 16,7 % preferred reading aloud with correct pronunciation and intonation. The student's desire to learn to read should be considered a technique to assist them in learning.
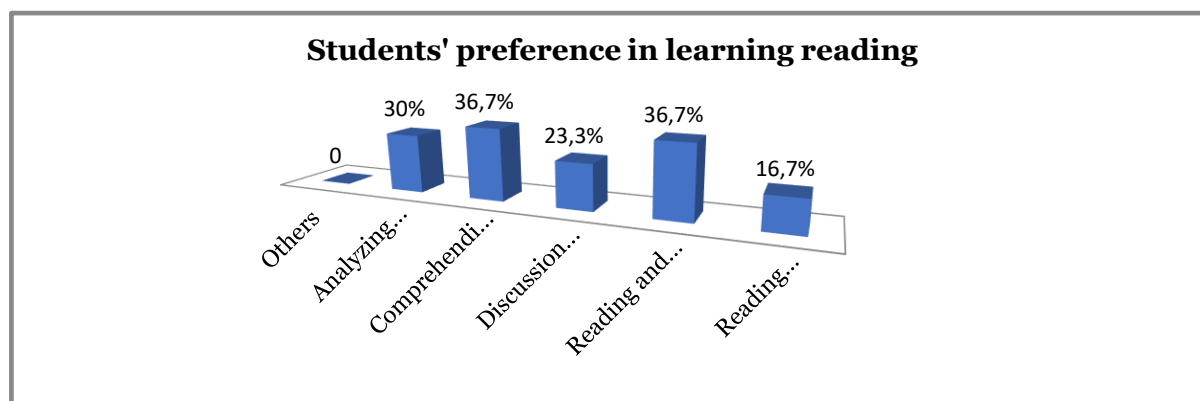

Fig. 5. Students' interests in reading comprehension

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B. The result of the English teacher's observation of students' needs.

According to the results of an interview with an English teacher, she agreed with the students that English was highly necessary for passing the examination and assisting the students' future careers. As a result, she decided that English should be linked to the students' academic program. However, because most of the resources provided were still general, the English objectives were incompatible with the requirements of the curriculum.

The teacher estimated the students' academic achievement in English was at the beginning stages based on their English proficiency. The teacher, on the other hand, thought the children's reading ability was intermediate. In terms of the reading materials, the teacher argued that the reading material provided in the subject books was hard for students to comprehend. She assumed that the children were having difficulties understanding particular words and the main idea. The other challenges have to do with cause and effect and vocabulary.

Descriptive text was the most commonly taught type of reading, but others such as procedure text, narrative text, argumentative text, and factual report were also taught. However, the procedure text was very important to support teaching and learning in the hotel industry curriculum because it relates to their study program.

The English teacher accepted that it was necessary to integrate certain topics related to basic understanding into the students' reading study program. The same was said about the integration topics for reading, which were related to local culture. The English teacher agreed that it was necessary. However, the teacher sometimes presented those materials.

This problem occurred because the reading materials did not support the topic subject or the students' needs. No reading materials included a reading comprehension test focusing on the students' own local culture. To address this issue, the English teacher attempted to obtain additional resources. They used ESP books, other commercial books, or other reading materials from the internet without changing them in any way. As a result, the teacher believed that the reading materials did not always relate to the student's English proficiency.

According to the interview, the English teacher agreed that to assist the teaching and learning process in the 21st century, they need some learning media that connects to the internet and is simple to use for all students. According to Kaustubh et al. (2014), the usage of Mobile Learning to enhance the learning process is vital to increase flexibility in teaching and learning.

4. CONCLUSION

English is an important subject at SMK since it is a different language that students must learn and can help students in the workplace. English reading materials for students in the Hospitality Industry should meet their needs based on their course of study. The first step in determining the students' needs is to conduct a need analysis.

An android application is one type of media that can assist students in connecting with their teachers during the learning process. In conclusion, it is vital to create supplemental reading materials that integrate students' local culture and support their content subjects by utilizing android, which matches their reading level and supports their content subjects.

In conducting the data, the writer realized that the time allocation for conducting the research was the most obvious one, but the limited time in collecting data in the midst of a pandemic situation made it difficult for researchers. Due to the obvious impact of Covid-19, students are expected to learn at home with restricted allocation time and attendance at meetings. The researcher expected the other researchers could develop other materials packaged in the form of mobile-based learning. It was essential to upgrade the developed product into another system used like IOS in iPhone to be more practical, enjoyable, and flexible for students.

Conflicts of Interest: The authors declare that they have NO affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

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