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Integration of Palembang Culture to English Reading Materials: Teacher's View, Students' Perception and Needs Analysis

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Abstract:
The objectives of the research are to know teacher's view on English learning at Vocational High School and to determine students' perception and needs toward the integration of Palembang local culture to English reading materials. A semi-structured interview and a questionnaire were used to collect the data of the study. Afterward, the obtained data were analyzed quantitatively and qualitatively. The results indicated that the teacher and the students have similar view on the importance of English and the values of integrating technology and Palembang culture to the English reading materials (textbook). Furthermore, the study also found out that: 1) English was crucial for the students as means of communication in their future career, 2) most of the students are currently at beginner level, 3) students' problems in comprehending texts are the vocabulary and the chronology of the texts, 4) the desired genres of text are narrative and argumentative, 5) it is necessary to integrate English to the content subjects, 6) students' knowledge about Palembang culture is in moderate level, 7) there were few English materials containing Palembang local culture, 8) the reason to integrate Palembang local culture to English materials is to add students' knowledge about the culture, 9) the desired aspects to be integrated to the materials are art and folklores. Based on the results of the needs analysis, further steps are necessary to be done to provide the English reading materials integrated to Palembang local culture which can facilitate students to improve their English proficiency.

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1. Introduction

Indonesia has English learning which is taught at the primary school level to the tertiary level. This regulation is based on the English Curriculum realizing the importance of developing linguistic skills during English language learning, but they still neglect to integrate and provide cultural information from the targeted language culture. This statement is supported by Rovira (2008) 's opinion that Mastering a language involves not only recognizing or studying how to use the grammar and vocabulary, but also understanding the culture in which the language is used. To teach English culture to students, Teachers must recognize the significance of cross-cultural competence in foreign language instruction. As a result, in order to teach a language, a teacher must consider how to pass cultures. Then, he can apply it in his teaching and help his students to have cross-cultural competencies. However, based on various studies related to TEFL (Teaching English as a Foreign Language) demonstrates that the integration of cultural values into foreign language learning has been in the spotlight (Ali et al., 2015).

The aim of studying English in Vocational High School is to encourage students to communicate in English in order to supplement their result of advances. People seem to believe that speaking ability is the most important skill for communicating in English. The ability to communicate in English is described as the ability to comprehend and generate spoken or written language through the integration of four English skills: listening, speaking, reading, and writing. The ultimate goal of VHS as formal education is to produce learners who are prepared to work by providing them with English as a required skill for entering the workforce. One of the characteristics of learning English in vocational high schools (VHS) is the specification of the material being taught. This is because the SMK students' material has the same objectives as the English for Specific Purposes (ESP) course.

English is one of the essential subjects to help students face global competition. In this regard, English for Special Purposes is needed to support their English proficiency based on their expertise. Therefore, teachers must consider English learning material according to the needs of students. Integrating English reading materials into content subjects in the Travel Agent competency program in 2013 may be on specific topics such as tourism, flight reservations, or cultural tourism. This is consistent with the core competencies in English subjects in the 2013 Curriculum, which specifies that English knowledge is science, technology, media, culture, and humanities, and that English education in Vocational High Schools should strive to prepare students. Students with English listening skills to aid them in engaging within the context of their field of expertise. That means that Vocational High School English teachings should take into account the English needed in each particular situation.

A study from Turkan & Celik (2007), which researched cultural learning into English as a foreign language (TEFL) class in Turkey shows that various methods dominate learning. Through the books used, it was found that several themes such as Turkish food, history, and weather were spoken in English. The implication is that students learn English to talk to

visitors who come to their country, but they are not expected to travel to countries where English is their language only to learn about English culture. (Rahayu et al., 2020) suggest that in teaching culture, we must consider three aspects, namely: a. the context in which the language is taught (EFL or ESL), b. the age of students and their language skills, and c. teacher. (Syakur et al., 2020) suggests Through appropriate teaching methods and media integrated in the classroom, lecturers can provide an academic atmosphere of learning that is appropriate for students studying ESP in the classroom based on the needs of students, learning goals and objectives that produce competencies as expected and determined. Strictly speaking, (Asrifan et al., 2020) states that Creation of English language materials consists of several speaking practice presentations, A lot of videos for listening, communicating and reading, reading and other material that students in the Tourism Program need to know.

Reading is one of the most essential skills in the English language and provides many benefits for the readers. Reading is a window to the world (Sadiku, 2015). By reading, people can get more knowledge and information from books, magazines, newspapers, etc. Reading is the most critical component in the learning process and social interaction because reading is a communication tool that is indispensable in a civilized society (Cahyo et al., 2019). Second, that social backgrounds most influence the reading material produced during a certain period in history. Third, developments during the period of recorded reading history have led to two very different poles.

One of the current challenges in the world of education is English for specific purposes (ESP). ESP courses concentrate on such fields, including technical English, medical English, business English, tourism English, and many more (Pinelopi, 2015). English experience and expertise are key points to be developed. This is critical as one of the primary skill in the industry is foreign language proficiency (Aziz et al., 2020). Furthermore, for people working in tourism and hospitality, language skills are essential (Ibrahim, 2020) as they are people who contact tourists directly and are also relevant in the course of training in the tourism industry (Ulfa, 2017).

It is important for researchers to also include local culture in learning materials. Many questions show the benefits of local culture used in learning English, namely increasing reading achievement and encouraging students to read. (Soomro et al., 2015; Sudartini, 2015; Valverde-Berrocoso et al., 2020; Yeganeh & Raeesi, 2015). Many results from studies recorded using local culture to enhance students' understanding of literacy, to promote students' knowledge of their local culture and to enable them to understand them. (Ratminingsih et al., 2020)

Several studies have discussed needs analysis related to ESP in the development of materials at certain levels of education carried out in Indonesia. Research conducted by Martina et al., 2021; Septiana et al., 2020 shows that Needs and functions are unavoidable consequences of needs analysis when gathering directions, developing textbooks, or constructing instructional materials. The needs analysis reveals the challenges that students face, the expertise or skills that are needed, and the instructional techniques that must be used. Furthermore, the findings of the needs review may be the most important factors to remember in order to satisfy the needs of students.

Palembang City is the capital of the South Sumatra province, the second largest city in Sumatra after Medan, and the nearest to Jambi (Panji & Suriana, 2014). Palembang City covers 358.55 km^2 and is home to 1.8 million inhabitants, with a population density of 4,800 people per km^2. It is estimated that 2.5 million inhabitants will live in the city by 2030. The Ampera Bridge which is above the Musi River serves as a means of transportation in Palembang. Most Palembang residents are ethnic Malay who use Malay as their everyday language, Where local dialog has adopted language and is now referred to as the Palembang Language (Fernanda et al., 2017).

As previously stated, a lot of research was highlighted local culture for vocational schools, especially tourism study programs. However, this latest research has reading materials based on local culture in the form of narrative texts as the subject. These texts were asked by vocational students to tell the folklores of Palembang to inform and retell Palembang's local folklores to foreign visitors or tourists.

Based on the description above, the researcher needs to conduct a needs analysis study related to student needs first, as an initial stage of developing narrative supplementary reading materials for English for students of SMK Negeri 3 Palembang based on Palembang local culture. There are similarities and differences between this research and some previous related studies. The key similarity is the student analysis of needs. The distinctions in the level of study, the emphasis of English skills, and the extent of needs analysis were among the previous studies. The main differences are regarding the integration of a particular local culture; Palembang local culture as well as teacher and student perceptions.

The analysis of student needs includes TSA (Target Situation Analysis), DA (Deficiency Analysis), PSA (Present Situation Analysis), and Strategy Analysis. This needs analysis investigates students' needs as seen by the Travel Agent students and their English teacher. Therefore, the study aims to know teacher's view on English learning at Vocational High School and to determine students' perception and needs toward the integration of Palembang local culture to English reading materials.

2. Literature Review

2.1 English for Vocational High School Students

Based on the 2013 curriculum (K13), English is classified as a core subject in vocational high school. This suggests that high school students must study English and acquire the skills stated in the curriculum. Although the curriculum of English for SMK and SMA students are identical, the English teaching in SMA and SMK are different. English taught in SMA is general English while English in SMK is categorized as ESP (English for Specific Purposes) (Sumarni et al., 2018). As it is named, Richards and Schmidt (2013) define ESP as "the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (p. 198). It means that English teaching in VHS needs to be in line with their needs, which means that it is associated with their major.

As ESP aims to meet the learners' needs in learning, ESP classes should be entirely different from GE lessons that are universal; teachers should instruct and enable the students evenly

with four language skills (Esfandiari, 2015). On the contrary with GE, ESP courses are intended to accommodate students and other stakeholders of various fields to connect for research and study purposes (Vogt & Kantelinen, 2013). It is inferred that teaching English in Vocational High School needs to be in line with the students' major as they need to achieve the goals of English stated in the curriculum which is applying English in communication.

For travel agent major students, the English they learn needs to be related to travel agents. Tourism is associated with places, food, destinations, and other interesting things for exploring or having a vacation. It is because tourists like to explore everything from the place they visit. Meanwhile, one of the prospective fields to work for graduates of the Travel agent is tour and travel business, which means they need to know about the places the tourists want to explore, including the local culture in the sites. Thus, students in the Travel agent major require understanding the cultures of the site they are in charge of. Therefore, the needs of English of Travel agent major students are English which includes local cultures.

2.2 Local Culture

Culture is a way of life that individuals or groups, like thoughts and traditions, uphold and express. Culture represents other people's ideals and opinions that can vary. Language is the foundation of communication and the meaning conveyed of the vocabulary used depends on the community in which they live (Rajabi & Ketabi, 2012). Culture regulates, encourages, or sometimes obstructs contact. Culture awareness will later assess language types under varying situations and circumstances.

The culture in which the people live in is called the local culture. In other regions, local culture refers to how people live about tradition, architecture, food, traditions, and so on. The students are familiar with the culture. The students would engage if they know the text based on their local culture. It is often better for the learner to expand his or her awareness and be more confident in a lesson to include local cultural contents in the foreign language class.

In EFL learning, local culture is important to raise awareness of students' community and socialize with the global citizen. In other words, students can easily express their culture and values using English to engage different communities in EFL. Royani (2013) pointed out that using the texts that the learners were familiar with, it would be better to use the lecture class and students showed much more interest in debating the subjects that were similar to their experience.

3. Research Methodology

3.1 Participants

The study involved an English teacher and students from one of Vocational High School in Palembang. The participants of the study were an English teacher and 32 tenth graders of Travel Agent Competency Program of SMK Negeri 3 Palembang.

3.2 Instruments

The data of the study obtained from an interview and two questionnaires: the perception questionnaire and the needs analysis questionnaire. The interview questions were to obtain

information from the English teacher. The interview was conducted on February 11th at the school by asking the teacher some open-ended questions related to the curriculum and the materials used in teaching, the current condition of students' English proficiency level, and what the teacher expects the students to achieve. Meanwhile, a questionnaire was given to the students to get the quantitative data. The questionnaire consists of two parts. The first questionnaire includes 20 questions in the form of 4-point Likert's Scale aimed to know the students' general perception towards the importance of English, their interest to English materials and their English proficiency level. The second questionnaire includes 25 questions aimed analyze the students' needs of English reading materials. The questions were classified into TSA, deficiency analysis, PSA, and strategy analysis.

3.2 Data Analysis Procedures

Data were analyzed quantitatively and qualitatively. Quantitative methods are used to assess data obtained from questionnaires while qualitative methods are used to interpret and describe information obtained from interviews.

4. Findings and Discussion

4.1. The Teacher's Views on Current English Learning

Based on the result of the semi-structured interview with the subject teacher, the English teacher teaching Travel Agent tenth graders, some information about the current condition of English learning at SMK 3 Palembang. The teacher strongly agreed that English is needed by the students. As the teacher mentioned:

"Maybe English can support around 70% of students' productivity in learning. So, ya.. it is important."

However, ironically, the situation in the field that students were not really enthusiastic to learn English.

"Some are enthusiastic, some are. In the past, if I saw it because of the condition or maybe because of the online learning, I didn't know the students, sometimes I asked them. I just saw the names, but I don't know which ones. So, there is no enthusiasm.

In relation to technology integration, the teacher insisted that the use of technology in the classroom is crucial, especially in today's era.

"Indeed, it is necessary to use digital media, unless learning won't be effective. In today's condition (Covid-19 pandemic) we must use group ya..as they must keep learning."

However, the teacher also provided information related to the difficulty of using online media by teachers at this time in particular. As stated by teachers:

"Yes, it is difficult, difficult to convey, sometimes we want to ask questions. Sometimes we use a Team (Microsoft Team), what is the code? I don't know. For the tenth graders, as they have just graduated from junior high school, I use WhatsApp. But for the twelfth graders, sometimes I used the Team. But I was annoyed how many people there were. It's been 10 minutes 15 minutes hasn't appeared, so I choose to use Telegram. If the team is actually more complicated, yes, even though it is actually easier for the teacher. So, I used Whatsapp too."

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In the following conversation, the teacher mentioned that students find it difficult to learn English, especially reading comprehension. It is explained why the obstacles faced other than teachers who are difficult to teach, students do not understand English as a whole.

"There are many who don't, don't understand, don't understand. Sometimes I have explained yes, use that voice, voice note, yes, I explain then I send it again I type I send the material I explain. Look at this material that I sent, I explained, I gave practice, still. It's hard if online is just hard, and they also lack understanding, are you lazy to open a dictionary? I told you at the beginning to open a dictionary, yes, if you are doing exercises, you open a dictionary, so you can understand what that means. See also note yaaa. I also explained the material in Indonesian and English, I explained the material, including examples."

Furthermore, the teacher mentioned that the texts in the English textbook used does not contain the materials about Palembang local culture.

"About Palembang, at that time, it was in the recount text, Palembang, not the Palembang recount, there was Si Pahit Lidah from Palembang, that's narrative. Apart from that there is none."

The teacher provides information that the English book should facilitate students with the reading materials that are in accordance with the competency program.

"Yes, it's better to be like that (differentiated) so that it is in accordance with the needs of students in the SMK itself. For high school students, the reading is very long, yes, it can be from here to here (shows the book page). If I can give it, I will look for the shortest one for them so they don't get bored, right. If there are lots of them up to 2 sheets, especially the students are lazy. So I'm looking for a little because it's also Google search material or other books"

Finally, the teacher hopes that there will be the English textbook that she can use to teach students English reading better. The English textbook desired by the teacher is the one containing Palembang local culture, using technology (digital media) and containing the complete materials of reading, such as the text structures, language features, and also grammar, and also related to the travel agent program. In this case, narrative texts are preferred.

Based on the results of the interview, several things should be highlighted. Learning English is crucial for VHS students to prepare them for their future career. Thus, the English materials to be learnt need to be related to their major. As there are some difficulties faced by the students, especially in reading, there is a need for English integration. Reading materials with content subject matter, students still lack knowledge of the local culture of Palembang, and inadequate English reading material containing the local culture of Palembang in the school are some problems mentioned.

Apart from the problems that have been stated above, there are several other problems that were conveyed by the teacher, among others, there is no high school book that discusses the narrative of Palembang culture. It is necessary to incorporate the local culture of students in developing reading materials. As reported by Sopian et al. (2019) and Azizah & Inderawati,

(2020) that the provision of local culture-based material can motivate students as well as improve reading comprehension, where the learning outcomes show that most students achieve the minimum mastery criteria by using the product which they develop based on local culture. Furthermore, the use of local culture in reading materials is one way to integrate English subjects with subjects in the Tour and Travel study program because English is not a stand-alone subject, but a subject taught to students to support their skills based on the study program. Consequently, carrying out a needs analysis, especially with regard to student needs, is important to know what should be developed and integrated into the English language materials. These points should be taken into account by English teachers and stakeholders in order to be closer to the needs of students.

4.2. Students' Perceptions of English Learning

The first part of the questionnaire consists of 20 statements were provided with a 4-point Likert Scale (strongly agree, agree, disagree, and strongly disagree). The total values were calculated by multiplying the number of students choosing each scale by the value of choice. Meanwhile the mean values were obtained by dividing the total value with the total students (32). The results are considered positive (students agree with the statement) if the mean values fell to near 4 and were considered negative (students disagree with the statement) if the mean values fell to near 1. The results of the questionnaire are presented below:

Students' view of their needs of English learning

The first five questions (questions 1-5) of the first part of the questionnaire were to see the students' view on their needs in learning English. Hereby are the results of the students' responses.

Table 1. Students' view of their needs of English learning

No	Questions/Statements	Total Value	Mean Value
1	Technology is needed to support English learning.	103	3.22
2	Global challenge, such as English mastery, puts life and career skills in demands to be learnt.	104	3.25
3	Learning English with local culture will be helpful.	106	3.31
4	Integrated technology in English learning is necessary.	100	3.12
5	Online textbooks are needed.	105	3.28

As seen in table 1, students agreed to both statements given as the mean values are around 3. Specifically, students agreed that technology integration in English learning is necessary to support them. Besides, they agreed that global challenge demand them to learn life and career skills, including English language. In addition, students also agree that local culture and technology are to be integrated to English lesson. Furthermore, online textbooks are required.

Students' view on the current English learning activity

The items number 6 to 10 of the first part of the questionnaire aimed to know students' perception toward the existing English learning activity. The results are displayed in table 2 below:

Table 2. Students' view of the current English learning activity

No	Questions/Statements	Total Value	Mean Value
6	The 4Cs should have included in English learning activity.	105	3.28
7	The English learnt at school has NOT yet led to active communication skills.	87	2.71
8	The English learnt at school has NOT yet provided a space to actively collaborate with teachers and friends.	90	2.81
9	The English learnt at school has NOT yet led to critical thinking skills.	86	2.68
10	The English learnt at school has NOT yet led to the skills to create creative activities or learning.	88	2.75

Based on the table, it can be seen that the students agreed that the 4Cs skills (Communication, Creativity, Critical Thinking and Collaboration should be included in English learning. Meanwhile, based on the students' responses, it is summarized that the students mostly agreed that the English learning activity they got at school has not included the 4Cs yet.

Students' view on the existing English textbooks

Five out of the twenty statements of the first part of the questionnaire (items 11-15) includes the statement related to the existing English textbooks used by the students. The following table shows the results of five items.

Table 3. Students' view of the existing English textbooks

No	Questions/Statements	Total Value	Mean Value
11	The 4Cs should have been integrated to English textbooks.	106	3.31
12	The English textbooks currently used include tourism in Indonesia.	98	3.06
13	The current English textbooks need to include tourism in the city of Palembang.	99	3.09
14	The current English textbooks has discussed about the Travel Agent Program	89	2.78
15	The English textbooks currently used must contain the tourism and Travel Agent Program of Palembang city.	109	3.40

Regarding the current English textbooks, the students assumed that the 4Cs should have been integrated in. The students agreed that the current textbooks include tourism in Indonesia, and they also have an idea that Palembang tourism should be integrated in the textbook as well. Although the textbooks already include the Travel Agent Program things, the students agreed that it is necessary to include the Palembang context into them.

Students' expectation toward English learning

The last six items (items 16 -20) aimed to find out what the students expect about the English learning. The results are presented in the table 4 below:

Table 4. Students' view of the existing English textbooks

No	Questions/Statements	Total Value	Mean Value
16	I want to learn local culture through English texts in textbooks for the benefit of my future work world.	112	3.5
17	I expect English language learning that is integrated with technologies.	101	3.15
18	I look forward to seeing English textbooks available online.	101	3.15
19	I hope that English textbooks contain collaborative, communicative, critical, and creative activities.	108	3.37
20	I hope that the English textbooks used when studying are textbooks that are in accordance with my major.	104	3.25

The last five items of the first part of the questionnaire about students' expectation toward English learning as seen on the table 4 above shows that the mean values of the scores are around 3 which meant that the students agreed that they want to learn local culture through English texts in textbooks (item 16), they expect the English learning integrated with technologies (item 17), they look forward to have online English textbooks (item 18), they hope that the textbooks include the 4Cs skills (item 19), and they hope that the English textbooks used are in line with their competency program.

4.3. Students' Needs of English Reading Materials

Target Situation Analysis (TSA)

This section discusses student needs, general intentions, and student expectations in learning English. The data obtained can be seen in table 2.

Table 5. The results of Target Situation Analysis

No	Question/ Statement	Students' view	Percentage
1	The significant role of English subject for students	as a means of communication	75.00%
2	Students' expectancy of English learning outcome	Mastering vocabulary (vocabulary) related to the competency program.	46.88%
3	The use of English in students' future career	For communication with colleagues / customers through oral or written	78.13%
4	Level of English proficiency to support future careers	advance	40.63%

From table 5, English lessons are important as a tool to communicate with others. (75.00%. Learning English in schools should enable them to master vocabulary related to the skill program (Travel Agent) (46.88%). When working later, they are likely to use English more often to communicate with colleagues / customers through oral or written (78.13%). This is why their English proficiency has to be at an advanced stage to help their future (40.63%). To be prepared to communicate verbally, especially with foreigners, Travel Agent students must have knowledge pertaining to their study program, and one is about their own local culture, especially Palembang culture. As one of their job opportunities, they would clarify and show their own local culture to domestic and even international visitors. The inclusion of local culture in reading content is one of the attempts to provide information about it. As Safitri et al. (2020) suggested that local culture should be used in the language teaching and learning process to promote new insights, inspire students by introducing the familiar, and prepare them to speak about their own culture through view taken, beliefs, and information through the use of foreign languages.

Deficiency Analysis

This section considers the current student desires and expectations and their target situation is deficient. Data about current student wants and needs for subjects or input for reading is presented in table 6.

Table 6. The students' view on desired materials

No	Question/ Statement	Students' view	Percentage
1	Integration of students' study program context to English reading texts	Very Important	56.25%
2	Integration of Palembang local culture to English reading texts	Urgent	68.75%

From table 6, the existence of subject topics related to the field of work of the Tourism Services Business in the English reading text is very important (56.25%). The integration of Palembang local culture into English reading texts is important (68.75%). This is in line with the findings of Sofyan et al., (2019) who conducted research that examined the need for English of Tour and Travel students in Bengkulu. Cultural tourism was to be one of the most important topics in reading that students needed (Ariyanthi et al., 2020).

Then the students' views the topics student want to learn when reading are relatedfor them for several reasons, as shown in Figure 1.
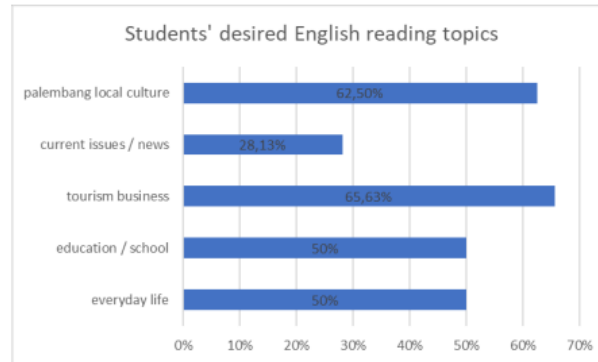
Figure 1. English reading topics that students want.

Based on figure 1, the topics students want to learn when reading are those related to everyday life (50.00%), education / school (50.00%), the tourism business sector (65.63%), the latest issues / news (28.13%), and the local culture of Palembang (62.50%).

Then the students' views the thing student want is in the reading material them for several reasons, as shown in Figure 2. Based on figure 2, the topics students want to learn when reading are those related to authentic materials (50.00%), the tourism business sector (65.63%), texts with a list of new related vocabulary (25.00%), and texts with images. (25.00%).
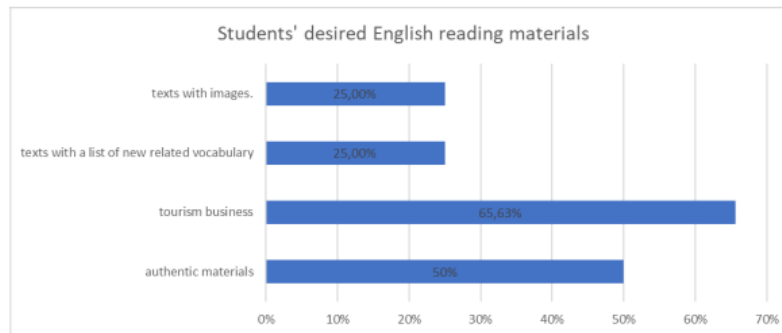
Figure 2. English reading material that students want.

Then students' perception toward integration of local culture to English subject them for several reasons, as shown in Figure 3.
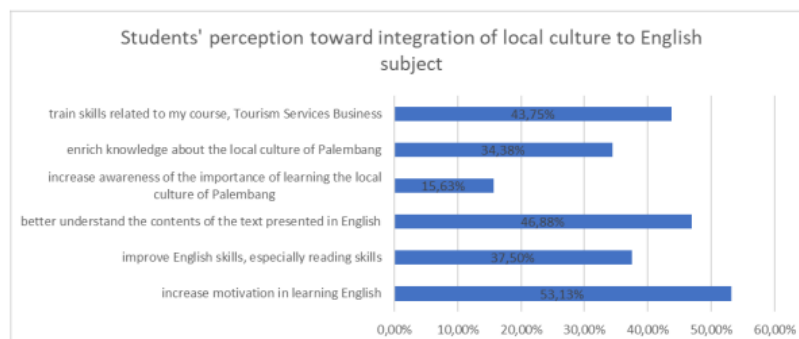
Figure 3. Students' perception toward integration of local culture to english subject.

Then the students' perception toward integration of local cculture to english subject them for several reasons, as shown in Figure 3. Based on figure 3, according to students studying reading texts related to local culture in english lessons can help students are those related to increase motivation in learning English (53.13%), improve English skills, especially reading skills (37.50%), better understand the contents of the text presented in English (46.88%), increase awareness of the importance of learning the local culture of Palembang (15.63%), enrich knowledge about the local culture of Palembang (34.38%) and train skills related to my course, tourism services busines (43.75%).

Palembang Culture elements to be integrated them for several reasons, as shown in Figure 4.
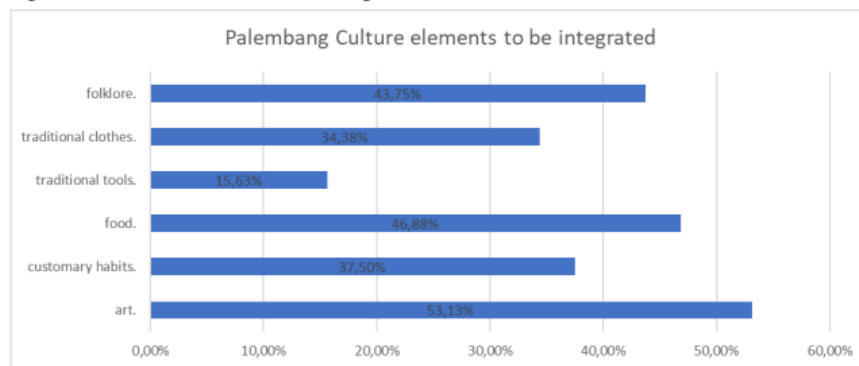

Figure 4. Palembang Culture elements to be integrated.

Then palembang culture elements to be integrated them for several reasons, as shown in Figure 4. Based on figure 4, according to palembang's local cultural elements that need to be included in the english reading text are those related to art (71.88%.), customary habits (59.38%), food (62.50%), traditional tools (68.75), traditional clothes (59.38) and folklore (71.88%).

Students' problems in comprehending English texts them for several reasons, as shown in Figure 5.
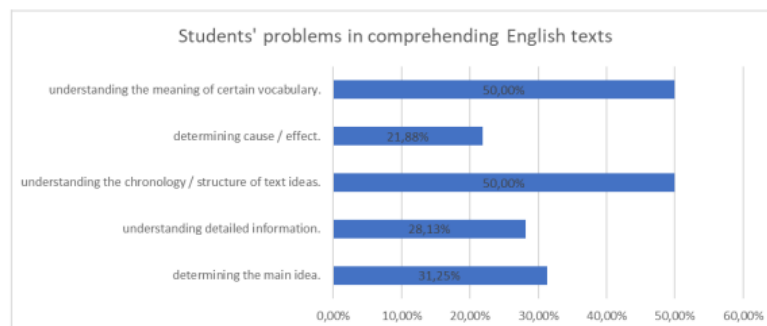

Figure 5. Students' problems in comprehending English texts.

Then palembang culture elements to be integrated them for several reasons, as shown in Figure 4. Based on figure 4, according student reading, the difficulty of students is to those related to determining the main idea (31.25%), understanding detailed information (28.13%), understanding the chronology/structure of the text ideas (50.00%), determining cause/effect (21.88%), and understanding the meaning of certain vocabulary (50.00%).

Present Situation Analysis (PSA)

This section focuses on the current students' English proficiency, the materials taught, and the students' local cultural understanding. Table 7 shows statistics on students' impressions of their English proficiency. Almost all students (62.50%) acknowledged that their present level of English proficiency was beginner. Then, 34.38% of students felt their present level of comprehension of the reading text was satisfactory. Based on the data gathered, it is anticipated that the established reading materials would raise the students' English proficiency, especially their reading skills, to the level required to support their future careers.

Table 7. Students' proficiency levels

No	Question/ Statement	Students' view	Percentage
1	Students' current English proficiency level	Beginner	62.50%
2	Students' reading proficiency level	Enough	34.38%

The students' view on the existing reading materials learned or provided at school can be seen from the data presented in table 4. The level of the reading text in English coursebooks used was considered difficult by 62.50% of the students. However, 62.50% of students felt that the topics were interesting. 50.00% of students thought that the kind of text commonly found or learned in learning English was narrative and argumentative text. 46.88% of students stated that sometimes English teacher provided reading materials or texts and the questions related to the general knowledge of students' study program for reading. Meanwhile, 40.63% of students stated that frequency of teachers teaching materials related to Palembang local culture is sometimes.

Table 8. The existing materials learned and provided

No	Question/ Statement	Students' view	Percentage
1	The difficulty level of current English reading materials	Difficult	62.50%
2	The attractiveness of the current topics of Reading materials in students' textbook	Interesting	62.50%
3	Kinds of text frequently found in Students' English textbook	Narrative, Argumentative	50.00%
4	The frequency of teachers teaching materials related to students' competency major	Sometimes	46.88%

| 5 | The frequency of teachers teaching materials related to Palembang local culture | Often, Sometimes | 40.63% |

The students' view on their current knowledge about Palembang local culture can be seen from the data available in table 6. 50.00% of students estimated that their knowledge about Palembang culture was enough. The aspects of Palembang culture that the students know most were about traditional food (65.63%). 50.00% of students stated that they knew the local culture just from parents, grandparents, or elders. 60% of the students just knew the local culture in their place and the closer districts. Then, 40.63% of them admitted that their knowledge about Palembang local culture was still about general information. Based on the data gathered, it was obvious that presented Palembang local culture to the students' descriptive reading materials in learning was needed.

Table 9. The students' local culture knowledge

No	Question/ Statement	Students' view	Percentage
1	The level of students' knowledge of Palembang local culture	Enough	50.00%
2	The elements of Palembang local culture acknowleged by students	Traditional food, Traditional clothes	65.63%
3	The sources of students' knowledge about Palembang local culture	Stories of parents, grandparents, and traditional, etc	50.00%
4	The scope of the Palembang local culture known by students	The area where students live	50.00%
5	The level of students' knowledge and understanding of Palembang local culture	Detailed information about what, why and how students known local culture exist.	40.63%

Based on the students' view on their knowledge about Palembang local culture, there were several things that the students thought they could do to preserve and develop the local culture. The activities that the students could do are shown in figure 4.
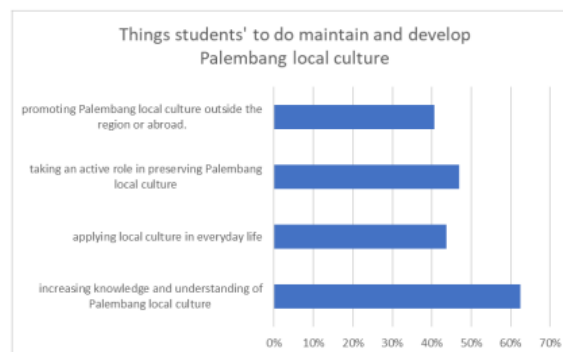

Figure 6. Things students do to maintain and develop Palembang local culture

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Based on the data obtained, 62.50% of students could preserve and develop their local culture by enlarging the knowledge about local culture, preserving local culture actively (43.75% students), promoting the local culture (40.63%), and implementing local culture in daily life (40.663%).

The data showed that the students had the intention to know more and preserve their local culture. Hence, developing Palembang-local-culture- based descriptive reading materials can be a way to enlarge their knowledge as well as to encourage their awareness of the existence of their own local culture, and help them culturally literate. Sopian et al. (2019), and Asrifan et al., (2020) who developed teaching materials based on Palembang local culture to meet the students' needs found that students can benefit from developed instructional materials based on local culture.

Strategy Analysis

This part presented the students' preference in learning reading. The data obtained are showed in figure 5. The figure shows 42.9% of students preferred to comprehend the text by translating and analyzing new words based on the contexts. The other ways of learning reading were by reading aloud with accurate pronunciation and intonation (34.3% students). Then, 17.1% of students learning reading were by reading texts individually and answering related questions, and 11.4% of students preferred to having group discussions to the comprehend the text.
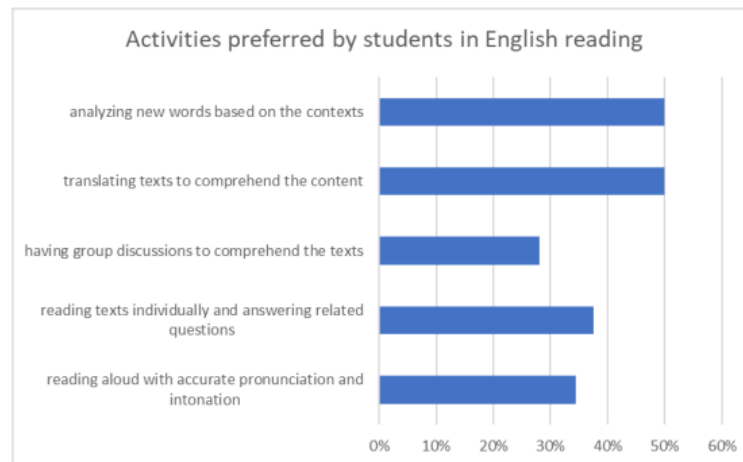
Figure 7. Palembang Culture elements to be integrated

5. Conclusion

English reading materials such as for Tour and Travel students must support their needs based on their study program. If the material cannot meet the needs of students, it is important to develop the material. One of them is by combining reading material with the students' local culture. The first thing to do is to do a needs analysis. By conducting a needs analysis, a lot of information will be obtained. It could be about needs, wants, lack of study, and even preferences in student learning styles. This data can be used as a starting point for constructing English language materials. Based on the findings of this study requires review,

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it is proposed that additional reading materials, especially narrative be generated by adding Palembang local culture and promoting the students' subject matter.

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