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DEVELOPING PALEMBANG LOCAL NARRATIVE SUPPLEMENTARY READING MATERIALS BASED ON THE 21ST-CENTURY LEARNING FOR THE TRAVEL AGENT TENTH GRADERS OF SMK NEGERI 3 PALEMBANG

A THESIS BY

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Master Program of Language Education

MASTER PROGRAM OF LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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Developing Palembang Local Narrative Supplementary Reading Materials Based on the 21st-Century Learning for the Travel Agent Tenth Graders of SMK Negeri 3 Palembang

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Certify that the thesis entitled, "*Developing Palembang Local Narrative Supplementary Reading Materials Based on the 21st-Century Learning for the Travel Agent Tenth Graders of SMK Negeri 3 Palembang*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2021
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Palembang, July 2021
The writer,

Sinta Octaviana

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Dedication

This thesis is dedicated to myself, my family, my sweetheart, and my beloved friends.

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DEVELOPING PALEMBANG LOCAL NARRATIVE SUPPLEMENTARY READING MATERIALS BASED ON THE 21ST CENTURY LEARNING FOR TRAVEL AGENT TENTH GRADERS OF SMK NEGERI 3 PALEMBANG

Abstract

The objective of the study was to develop Palembang local narrative supplementary reading materials based on the 21st-century learning which was valid, practical, and have potential effect for the Travel Agent tenth graders of a Vocational High School in Palembang. There were some phases administered in the study: analysis, design, and evaluation and revision. The evaluation phase consisted of self-evaluation, one-to-one evaluation, small group evaluation, expert review and field test. To collect the data, questionnaires, semi-structured interviews and reading comprehension tests were used. The obtained data were analyzed quantitatively and qualitatively. After the design phases done, validity, practicality and potential effect of the developed product was analyzed. To assess the validity, the experts' review was administered. The results showed that the product was in high validity category with the average score of judgement aspects 3.15. The practicality of the product was determined in one-to-one evaluation and small-group evaluation. The results of both one-to-one and small group evaluations indicated that the product was practical. The average scores of the practicality were respectively 3.90 and 3.70. Meanwhile, the potential effect was determined through reading comprehension test administered after conducting the field test. The results of the reading comprehension test showed that 100% of the students passed the passing grade (60). The results indicated that the product was usable for the students.

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CHAPTER 1

INTRODUCTION

This chapter discusses the background, the problems, the objectives and the significances of the study.

1.1. Background

The 21st-century era brings broad changes in the life of society nowadays. This era, moreover, brings significant changes and development of technology where AI (Artificial Intelligence) is widely developed by the technology developer nowadays. Thus, the use of robotic machines in broad aspects of human life gets changes in the demands of the workforce. Human, as a result, needs to adapt to the changes and compete with the technology itself. In line with this, Hanafizadeh et al. (2017) put forward that as Industrial Revolution 4.0 called for reform in every area of life, human needs to be adapted with digitalization. Furthermore, human needs to have the skills and ability which the AI does not possess to distinguish him from the AI and gives him more values. Again, in the industrial revolution era, countries can gain comparative advantages in industries if countries' skill characteristics are closely aligned with the industries' requirements (OECD, 2017). The world is now focusing on developing 21st-century skills to prepare the next generation to adapt to the rapid movement of the world, namely Critical Thinking, Communication, Collaboration, and Creativity (4Cs). In the education field, the 4Cs are to be integrated into the learning to make the students prepared for the changes in the globalization era.

Communication, either oral or written, as one of the required skills of the 21st century, plays a vital role to be connected to people around the world. People from various nations use different languages in their daily communication. However, in international contact, language use must be the same. So that people use international language to communicate. Furthermore, the role of English in the 21st-century era has been to be crucial for everyone. Mastering English in the age of the rapid development of technology is one of the most essential capital to compete in the digital era. English is widely used nowadays as English as an international language is interconnected to technology. Moreover, in the age of technology, with most of the information provided on the internet written in English, having low skills in English may lead to poor skills of technology.

Thus, mastering English in this era is highly essential to be able to communicate globally and to be able to catch up with the development of technology Therefore, English,

as an international language, is necessary to be learned, and it must also be taught contextually and relatable to the real-world situation. To fulfill the needs, the national curriculum of Indonesia places English as a compulsory subject in middle and higher-level education. English also becomes a compulsory subject to be learned in high schools, including vocational high school.

The aims of English teaching at schools are generally to enable students to use English communicatively, which means they can use English orally or in writing to keep up with the rapid development of technology. This means that the learners are expected to be able to convey meaning from English to their first language and vice versa. Therefore, the students are prepared to master the four skills of English namely listening, speaking, reading, and writing (Harmer, 2007b). These four skills are categorized into two: (1) receptive skills which cover reading and listening requiring to understand meaning acquired, and (2) productive skills which cover speaking and writing requiring to produce understandable discourse.

As one of the receptive skills, reading is an important skill in learning languages enabling learners to acquire knowledge from various sources they read. Grabe (2009) argues that language is a key process for understanding the text. To get the knowledge from the text read maximally, readers need to have good skills of comprehension in reading. Having a rich comprehension in reading can help readers to gain the maximum amount of knowledge from the text they read. In addition to getting knowledge, reading texts also provide insights into words, grammar, vocabulary, and writings of the language of the texts, and thus reading does not only help to comprehend texts but also understand the language itself (Harmer, 2007a). Due to the importance of reading, reading needs to get the students' interest so that students' ability in comprehending the text will improve.

In reading, based on Curriculum 2013, there are several genres of texts to be taught at schools, such as narrative texts, descriptive texts, recount texts, report texts, etc. Because of the many genres of texts to be learned, these various genres are given at different grade levels. For high schools, the English curriculum for both SHS and VHS students, in terms of texts genres and materials provided, are the same. Ideally, the materials given for both types should be different from each other because both types of schools do not share the same objectives in English teaching.

Although the objectives of English teaching for both types, in general, are the same, their particular purposes are different. Senior High School (SMA) students are prepared to

continue their study to a higher level (i.e. university), whereas Vocational High School or SMK (*Sekolah Menengah Kejuruan*) students are prepared to be ready for work after graduating from the school as stated in its motto, *"siap kerja, cerdas, kompetitif"*. In line with its goal, English teaching in VHS should ideally focus on developing students' communicative competence appropriately according to their major as VHS has various major. As stated in the government regulation of the Republic of Indonesia No. 29 of 1990 concerning secondary education, chapter I general provisions, article 1 (3), suggests that vocational school will indeed focus on improving the expertise of students in a specific area.

In contrary to English in SHS, which is general, English in VHS is categorized as ESP (English for Specific Purposes); therefore, the English teaching needs to meet the needs of the students. Thus, the materials given should meet the students' needs which means they need to be appropriate for the major of the students. Travel agent major, for example, is one of the majors in vocational high schools. This vocational program focuses on preparing graduates for a career in the world of the travel agent. Tourism associates with cultures as cultures have special value to attract tourists, especially Indonesia. Therefore, the materials taught need to relate to the travel agent. As Day and Krzanowski (2011) suggest, students would benefit more from an ESP, which is specifically based on their needs. In this case, students need specific materials that correspond to their specialization.

As mentioned earlier, tourism and culture are interrelated. Furthermore, the value of culture is attributed to communication as the conveyed meanings of the language used to depend on the environment where the society lives (Rajabi & Katabi, 2006). Therefore, to enhance the comprehension of both language and society, English reading materials provided to students in majors related to tourism—travel agent major, for example—need to be linked to culture. It is because tourism links to the culture of the site. Besides, learning a language with the local culture can also be better to inspire the learner to expand its expertise and feel more excited about classroom material in foreign language courses. Royani (2013) found that it would be better to use the texts familiar to students, particularly the reading class, and the students expressed a much greater interest in debating subjects that are more intimate to their life. Also, students favor local culture, which insists on the use of local culture as a theme for reading materials (Rattanaphumma, 2006). Besides, research by Erten and Razi (2009) showed that the local culture that students are familiar with is more understandable. In short, the familiarity with the substance of reading materials contributes to the pleasure and better understanding of the students in reading. Therefore, Robatjazi and

Mohanlal (2007) suggested that teachers should take into account the environment and incorporate the target and local language culture according to the wants and needs of students. In other words, reading materials containing local culture are in need to be developed to accommodate the students' interest in learning.

As stated earlier, integrating local culture in English reading materials for SMK students, especially travel agent major students, who are in need to understand the local culture is necessary. Unfortunately, although materials for teaching English is widely available on the internet and other sources, adequate materials that can fulfil the students ' needs are not always easy to seek (Masuhara & Tomlinson, 2008). The appropriate materials of English reading for SMK students are in need. The materials used should be a local-based culture to make students easier to comprehend the texts as they have prior knowledge about the materials. The local culture integrated into teaching-learning materials relates to students' prior knowledge, feelings, experience, and perception (McKay, 2003; Tomlinson, 2012). Referring to this idea, local-based culture supplementary reading materials of English need to be developed to fulfil the needs of Travel agent major students in vocational high schools. As mentioned earlier that the materials related to students' local culture will interest them more. Furthermore, the integration of local culture to reading materials has been proven to result in better comprehension of students in reading (Elviana et al., 2020; Sopian et al., 2019; Wulandari et al., 2018). The texts containing local cultural context will also help students understanding their own culture while learning another language. Besides, to meet the demands of learning in the 21st century, technology integration in learning must not be neglected to prepare the students to be able to compete. Technology integration is an efficient passing of the instructor experience of technology, pedagogy, and material to the students (Pierson, 1999). In line with this, Parvin and Salam (2015) discovered that learners were able to improve their language exposure practically through the use of technologies in classrooms and learn their personal information. Furthermore, Ammade et al. (2018) found that technology integration into classroom instruction can improve the quality of teachers and students and enhance students ' learning. In short, integrating technology into the classroom is not only useful for the students but also the teachers.

Of all genres taught in high schools, narrative text is one of the genre texts which is closely related to cultures. Anderson and Anderson (2003) define a narrative text as a text referring to a set of logically and sequentially linked events triggered or witnessed by causal factors. The narrative text is a fiction story that takes place in past times which is

chronologically narrated. This text commonly has moral values that are related to cultures. This text can be about the origin of places, food, or mythical characters. Travel agent students, as stated earlier, are prepared to develop their career in travel agent fields so the local history of the place which becomes the destination of tourists is necessary to be introduced. The historical story of a tourist destination can have plus value for tourism.

Unfortunately, the materials which accommodate the needs of vocational high school students are inadequate. Mahbub (2018) discovered that English materials taught for Vocational High School students are general English. The materials provided in the textbooks are the same as the ones for Senior High School Students, which. Whereas, applying General English to vocational students is inappropriate because the English content should meet the demands of their majors. Furthermore, the textbook used in teaching and learning also lacks reading materials which include the local culture. Concerning Narrative Text, the materials provided in the textbook are very limited and not the ones from Palembang local culture, which is not relatable to the students. The materials given are from Japan (Issumboshi) and West Sumatera (*Malin* Kundang). This kind of text is not familiar to the students and too general for them to relate to their daily life. Thus, developing materials that are culturally familiar to the students is very important to be done.

Providing materials that meet the needs of students in vocational high school is necessary to be done to make the learning more effective. Also, integrating local culture into reading materials is beneficial for students' learning. Unfortunately, reading materials given to students in VHS are mostly unrelated to their vocations. Furthermore, in terms of culture, the materials also do not provide the contents of Palembang's local culture. However, there is a lot of culture from Palembang which can be integrated into the reading materials. Therefore, referring to inadequacy of available materials of English reading which accommodate the students' needs and the local culture, and as stated in the National Education Ministry Regulation of Indonesia No. 16 the year 2007 concerning professional competence in teaching (i.e. the teachers have to be able to develop materials based on the objectives of learning and teaching and on their characteristics by adjustment or adaptation as specified), local-culture-based supplementary reading materials of narrative texts will be developed. The local culture integrated will be Palembang local culture which will be presented based on the needs of the Travel agent study program, referring to the National Curriculum of English subject. The narrative stories to be developed will be about the origins or stories behind historical places, traditional food, legendary figures, and other things in

Palembang. The output of the study will be supplementary reading materials of narrative texts which are based on Palembang local culture. The materials will be based on 21st-century learning styles and skills that are 4Cs (critical thinking, communication, collaboration, and creativity. The title proposed in this study is *"Developing Palembang Narrative Supplementary Reading Material based on the 21st Century Learning for the Tenth Graders of Travel agent Major of SMK Negeri 3 Palembang."*

1.2. The Problems of the Study

Based on the background elaborated above, the problems of the study are:

1. What are the needs of travel agent students of SMK Negeri 3 Palembang in relation to the 21st century skills in reading materials?

2. How is the validity of the Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang?

3. How is the practicality of the Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang?

4. How is the potential effect of the Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang?

1.3 The Objectives of the Study

In line with the formulated problems of the study, the objectives of the study are formulated as:

1. To know the needs of travel agent students of SMK Negeri 3 Palembang in relation to the 21st century skills in reading materials.

2. To develop the valid Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang.

3. To find out the practicality of the Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang.

4.   To identify the potential effect of the Palembang-local-culture-based supplementary narrative reading materials developed for travel agent students of SMK Negeri 3 Palembang.

1.4   The Significance of the Study

By developing the supplementary reading materials of narrative text based on Palembang local culture for travel agent major students of SMK Negeri 3 Palembang, it is expected the results of the study are beneficial for the writers herself. Besides, it is also expected that the results of the study will be able to contribute to the teaching-learning process in the school and advantageous for students and teachers. In addition to that, it is also expected that future researchers will be inspired in developing more materials needed by the students.

For the teachers of English, the materials developed are expected to be helpful for them in teaching Palembang local culture through narrative texts as supplementary materials for reading comprehension. Furthermore, the materials are also able to enrich teachers' insights about students' needs for learning reading comprehension in the 21st century.

For the travel agent students, the materials are expected to motivate them in learning their culture through narrative texts. Besides, it is also expected that the developed reading materials can enhance their skills of reading comprehension of English and also their 21st-century skills. Besides, the materials are also expected to be supportive for students to improve their interest in understanding their local culture through rich supplementary materials provided.

For future researchers, hopefully, that the results of the study can be an inspiration for them to develop materials for teaching English following the students' needs. Besides, the gaps in the study can be spaces to be completed by future researchers to provide better products in the future.

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