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DEVELOPING ANDROID-BASED PALEMBANG-LOCAL-CULTURE PROCEDURE-TEXTS FOR ELEVENTH-GRADE HOSPITALITY- INDUSTRY-PROGRAM STUDENTS OF SMK NEGERI 6 PALEMBANG

THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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Certify that data thesis entitled "Developing Android-Based Palembang-Local-Culture Procedure-Text for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic 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.

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Dedication and Motto:

I dedicated this thesis to all of my big family for all love, advice, support, and pray in anytime and anyway. Making you proud and happy is my desire.

Motto:

"... niscaya Allah akan meninggikan orang-orang yang beriman di antara kamu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.

(Q.S. al- Mujadalah ayat 11)

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Finally, I hope this thesis can help to study English and advance science, technology,and arts.

Palembang, Desember 2021

The writer,

Ummy Wahyuni

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ABSTRACT

The purpose of this study was to find out the validity, practicality, and potential effect of the developed android-based Palembang-local-culture procedure texts for hospitality industry program students. With the Development study, this research procedure was adapted from the ADDIE model consisting of five phases, i.e., analysis, design, development, implementation, and evaluation. In the evaluation phase, formative evaluation consisted of self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test. A formative evaluation was conducted to see the validity, practicality, and potential effect of the product. Validity was evaluated in the expert review phase for its Content, construct, and product design. Based on experts' review, the result showed that the average score of all aspects of the developed product was 3.58, which can be categorized as very high validity. The practicality was evaluated in one evaluation and small group evaluation. The result showed that the product was efficient since the average score in both phases was 3.55 and 3.47, respectively. The potential effect was evaluated in the field test. The product also had a high potential impact after being tried out in the field test, as 77.78 % of the students achieved the minimum mastery criterion of 75. In conclusion, the developed product was potentially effective to be applied for the eleventh-grade students.

Keywords: *development research; procedure texts; Palembang local culture; Android*

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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the problem of the study, the objectives of the study, and the significance of the study.

1.1 Background of the Study

The significant evolution of mobile technology has influenced and will continue to influence how people study worldwide. They would learn, socialize, and work from different locations without physically meeting. Mobile technologies could boost student and teacher participation in learning activities and the knowledge, competencies, and skills required in the knowledge society. The learning and teaching techniques have evolved due to recent breakthroughs in computer and communication technologies (Bentsen et al., 2013, Felicia et al., 2017).

Learning media was one crucial component in determining learning success. It was a means used by students in gaining knowledge, skills, or attitudes. In learning, learning media was everything somebody could use to channel messages (learning materials) to stimulate attention, interest, students' thoughts, and feelings in learning activities to achieve learning goals (Arsyad, 2011). Interactive learning media made learning more exciting and not monotonous by using the mobile learning concept. Nowadays, a new trend in e-learning is Mobile Learning, using portable media such as smartphones either

using the Android system, IOS, or Windows Phone. Mobile Learning was to support the learning process was considered essential to add flexibility in teaching and learning. Thus, the learning process could be done anywhere and anytime. (Kaustubh et al., 2017).

The use of instructional media should be adjusted to the development of science and technology. Therefore, teachers must create and utilize learning media by the story and demands of the times. The most important factor in integrating ICT into the classroom was the quality of teacher education programs. It also depended on teachers' capacity to shape the learning environment in non-traditional ways, so socially active classrooms were created by combining new technology with new pedagogy, encouraging cooperative engagement, collaborative learning,and group work (UNESCO, 2010).

Nowadays, our society was obsessed with getting things done quickly, including education. Of course, self-directed learning was important in learning English. According to Husamah et al. (2014), Students could access learning materials, directions, and applications connected to learning materials at any time and place via mobile learning. Students' communicative needs were prioritized using and creating new language learning and teaching resources based on communication technology. A more significant number of students used a mobile device to accessthe internet.

The role of English at Vocational High School in the twenty-first century, according to the 2013 curriculum, should be taught in unique ways to help students understand what they need based on their major or study program. It was

necessary to prepare students to compete for jobs in Indonesia and abroad once they graduated from school, according to the Organization for Economic Cooperation and Development (OECD, 2011). Countries must increasingly compete on goods and services to succeed in global economic rivalry. Furthermore, according to the OECD (2017), countries might acquire comparative advantages in industries if their skill characteristics were closely linked with the industry's requirements. According to Aring (2015), the ASEAN Economic Community (AEC) also challenged the countries participating in this organization to compete in human resources by improving their talents. The development of life and career skills was one of the 21st-century learning focuses.

On the other hand, one of the essential things in teaching English was culture. Language and culture could not be separated. Students had to acquire the language and the culture (Byram, 1990; Byram & Flemming, 1998). As Tomlinson & Masuhara (2011) explained, when students learn a language, they would automatically learn the culture of the language. Brown (1994) argued that language is a component of culture, and culture is a part of language, and the two are contextual and portable learning opportunities anywhere.

Thus, students were primarily responsible for and able to control their learning process, including setting the goal and evaluating the result. They were no passive education recipients but the consumer choosing the learning market. Reading behavior in smartphones was significantly different from reading on desktop computers and laptops. Compared with reading on a desktop computer or laptop, the increase in the addiction to reading through smartphones had

generated a series of new challenges and had created further action such as exploring, screening and choosing

The role of English at Vocational High School in the twenty-first century, according to the 2013 curriculum, should be taught in unique ways to help students understand what they need based on their major or study program. It was necessary to prepare students to compete for jobs in Indonesia and abroad once they graduated from school, according to the Organization for Economic Cooperation and Development (OECD, 2011). Countries must increasingly compete on goods and services to succeed in global economic rivalry. Furthermore, according to the OECD (2017), countries might acquire comparative advantages in industries if their skill characteristics were closely linked with the industry's requirements. According to Aring (2015), the ASEAN Economic Community (AEC) also challenged the countries participating in this organization to compete in human resources by improving their talents. The development of life and career skills was one of the 21st-century learning focuses inextricably linked. It indicates that one of the essential aspects of foreign language learning is teaching culture. Chadtain (1988) stated that teaching culture was an integral component of the course content.

Learning the language and culture was difficult for the students, especially for vocational high school students. Teachers should choose helpful, engaging, fascinating, meaningful, and relevant literature for their lives. The teacher should present a text that the pupils are familiar with. If the pupils were already familiar with the text's subject, the teacher might assist them in focusing

on the language.

Meanwhile, in global communication, learning culture concerning language could entail understanding the target culture and the students' own or local culture. Students were expected to learn the target culture and communicate well in the target language to avoid miscommunication. Besides, students also needed to understand, explore, discuss and describe their own cultures to other people. Based on their observation, Samovar et al. (1981) emphasize culture and communications were inseparable. Samovar et al. (1981) concluded that culture and communication were inextricably linked. The culture was shaped not simply by who talked to whom, what they talked about, and how they communicated. It also helped researchers figure out how humans encode communications, the meanings of notes, and the situations and circumstances under which different messages are delivered, noticed and interpreted. Communication was built on the foundation of culture. Vygotsky's sociocultural theory of second language acquisition stated that learning a language is influenced by the cognitive side and the social and cultural context in the pupils are immersed (Vygotsky, 1994). Students and teachers interacting in a natural sociocultural setting would inspire them to participate in class.

Indonesian National Education Ministry Regulation No. 20 of 2016 said that graduates Vocational High School should have skills that will help them advance in their careers. Teaching English was a school subject at Vocational High School, and teaching the skills that required content knowledge based on the students' study program and the needs of industries in the workplace helped them

achieve that goal. As a result, teaching English in a Vocational High School should prepare students to have specialized abilities through practical activities based on their study program, allowing them to compete in the workplace afterwards.

Due to the limited time allotted for English topics at school, students must take the initiative to schedule self-assessed learning time at home. The teacher was also unable to deliver the curriculum in four 45-minute sessions per week. Furthermore, conducting individual assessments and evaluations for each student is inconvenient for both teachers and students. Sukardi et al. (2020) stated that teachers had difficulty presenting teaching material to students. On the other hand, several students were enthused about the learning process, while others were less engaged. Time constraints in the delivery of information and a lack of learning support facilities were factors in the material not being delivered to students as a whole. The use of textbooks was also restricted due to a scarcity of them.

In response to this viewpoint, teaching-learning materials and activities should also address students' local culture to satisfy their prior knowledge, emotion, and experience (Bao, 2016; Tomlinson, 2012; Mckay, 2003). When students were given an unknown topic to discuss, they were more likely to give up and take their time. If they were familiar with the topic, the materials would be simple to understand, and learning would occur. They knew what they would talk about because they had prior knowledge of the subject. They would enthusiastically participate in the lesson.

One of the texts taught in the 2013 Curriculum was the procedure text. Text procedures were grouped into factual texts that aim to provide information. Anderson and Kathy (2003) agreed that the procedure text seeks to provide information to the reader or listener about making something or doing something. Through the procedure text, students could develop cognitive abilities. Knapp and Megan (2005) stated it explained that one of the early cognitive skills of children growing was the ability to sort.

The development of information and communication technology was overgrowing in this era of globalization. Rapid development also impacted various aspects of life, including education. One way was to utilize mobile learning technology. Setyoko (2012) stated that the user could access learning content without any borders through mobile learning. It could be accessed at any time with attractive illustrations where learners could access learning materials, referrals, and applications relating to education anytime and anywhere in the form of text, image, audio, and video.

Some research focused on the culture of the area. It was presented in specific texts that could help pupils study more effectively. They could comprehend the content because it was relevant to their daily lives and improve and practice the students' skills in their field of study. It might make it easier for teachers to convey the content. It would be used in the students' workplace after finishing their studies. As a result, it was necessary to provide reading materials that dealt with the kids' native culture.

Thus, the author would create an android-based learning activity for

Tour and Hospitality program students based on procedure literature and local culture. Palembang culture would form the basis for the local culture. Students study local culture as part of the topics in the Hospitality Industry degree. As a result, this study would focus on several aspects of their main subject, the English curriculum, and the types of cultures required to be preserved. According to the National Education Ministry Regulation of Indonesia No. 10 the year 2014 and Indonesia Government Regulation No. 5 the year 2017. The cultures developed as the reading materials were about arts, foods, clothes, and customs. The product would be the android-based procedure text on Palembang local culture and would be provided with some questions related to reading comprehension aspects. It would be based on certain cognitive levels and proposed by the 2013 curriculum. It would lead students to have high-order thinking skills by considering the core skills of 21st-century learning, critical thinking, communication, collaboration, and creativity (4Cs). The research title would be *"Developing Android-Based Palembang-Local-Culture Procedure-Text for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang"*.

1.2 The Problems of the Study

The research would conduct to discover the answer to the following questions:

1. Was the developed Android-Based Palembang-Local-Culture Procedure-Texts for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembangvalid?

2. Was the developed Android-Based Palembang-Local-Culture Procedure-Texts for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembangpractical?
3. Did the development of Android-Based Palembang-Local-Culture Procedure-Texts for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang have apotential effect?

1.3 The Objectives of the Study

Based on the problem above, the objectives of this study were as follows:

1. To find out the validity of Android-Based Palembang-Local-Culture Procedure-Texts forEleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang.
2. To find out the practicality of Android-Based Palembang-Local-Culture Procedure-Texts for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang.

3. To discover the potential effect of Android-Based Palembang-Local-Culture Procedure-Texts for Eleventh-Grade Hospitality-Industry-Program Students of SMK Negeri 6 Palembang.

1.4 The Significance of the Study

This study was expected to provide a worthy and valuable contribution for the following parties to those in the field of education, especially in the field of English Language teaching andlearning, which were as follows:

a) For the English Teacher of Vocational High School

The teacher can develop English reading materials for a specific purpose in a vocational high school in line with the curriculum. The teacher can apply this study as one of the teaching and learning process sources for their students of the Hospitality-Industry-Program. Furthermore, teachers can improve and apply the techniques used in the case for the teaching and learning process by utilizing the android application developed by the writer. The writer hoped this research could realize the effectiveness of android-based teaching procedure text for Hospitality-Industry- Program students of vocational high school in the classroom for English teachers. Android-based procedure text developed based on Palembang local culture could be supplementary materials, especially teaching reading. And also, the application developed could enhance the teachers' awareness about the need to integrate the local Culture into English materials.

b) For the Students

For the students, it was hoped that the android-based procedure text reading material created based on Palembang local culture would motivate the students and improve their skills in learning English, such as reading. Furthermore, the materials created should assist students in gaining more information or knowledge about their own culture, as well as assisting them in learning their content subject based on their study program.

c) For the English Department

This study can be used as a resource for material development and English for Specific Purposes.

d) For the Other Researcher

It is expected that the result of this study will give an additional reference, feedback, and contribution for other researchers who are willing to make materials and conduct a similar study.

e) For the Researcher Herself

The writer hoped to provide her with a positive experience, and the findings of the study could help broaden the writer's knowledge as a perspective in transferring her knowledge about developing Android-based Palembang-local-culture reading material for Vocational High School students, as well as developing her new knowledge in conducting a scientific study.

f) For the Government and Related

It is hoped that the findings of this study will contribute to the development of the content of the National Curriculum in the Vocational High School education system in Indonesia, thereby improving the quality of reading materials and graduates from tourism vocational high school in general.

g) For the reader

The readers are aware that Palembang has a distinct local culture and best traditional food recipes that have been exercised from the old days to decline.

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