

## NEED ANALYSIS OF THE USE OF LOCAL CONTENT FOR DESCRIPTIVE TEXTS FOR GRADE VIII STUDENTS OF SMPN 3 KATINGAN KUALA

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### Abstract

Students read texts to improve their English reading skill. In this case, students really need English reading texts to help them comprehend the local content according to their environment. This study applied a descriptive-qualitative method and to collect the data questionnaire was distributed to the students of Grade VIII of SMPN 3 Katingan Kuala as the respondents. The obtained data were analyzed using percentage. The results of this study indicated that students really needed English reading text materials containing their interest and needs of the local content to improve their reading comprehension.

**Keywords:** *Local content, reading text, junior high school students*

### INTRODUCTION

At this time, the ability of reading English texts is a necessity for every student. Their provision and mastery skills have a positive impact on them, which is one of the supporting factors in mastering the material in facing exams. However, the phenomenon that occurs is the lack of potential that students have in mastering English, especially reading text material. Departing from a lack of enthusiasm for learning because there is no awareness that English is important for their future life, the mismatch of the discussion topics being taught makes a lack of motivation in learning it. The existence of topic leveling makes English language learning less targeted, which basically means that they have very different topic needs from one another. On the other hand, the existence of the National Examination whose discussion content contains general knowledge makes English teachers provide more material that leads to National Examination preparation to students, so that their English knowledge is minimal. In this study, the researchers analyzed the use of local content to motivate and encourage students to read more actively.

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. According to Brown (2007: 185) that reading is the most essential skill in the educational context as it can be as an assessment for students' general language ability. Therefore, students are required to have good understanding capabilities. In the fact, there are still many problems in the learning process of reading. Students read texts to improve their English reading comprehension. In this case, students really need English reading texts to help them comprehend the local content according to their environment.

Nieto (2010:136) defines culture as “the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion”. This definition provides a new idea of the term culture, i.e. developing reading materials related to culture in the surrounding areas. Nieto also makes it clear

that everyone has a culture because all people participate in the world through social and political relationships informed by history as well as by race, ethnicity, language, social class, gender, sexual orientation, and other circumstances related to identity and experience. That is why reading texts related to culture in its environment might be of much needed to make the students well-informed with it.

## a. Review of Related Theories

### 1. Reading Text

Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. Written words are meaningless if the readers do not understand, or think about, what an author is saying (Anter, 2004:5)

Reading is one of the language skills that enable someone to understand the information clearly. However, some others are not interested in reading because they do not have interesting topic for reading. Reading is one of the Basic English skills. Kenyon (2008:5) states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.

The reading process begins with decoding words, that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text. When you think about everything that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also takes on almost magical qualities. Isolating the steps makes

the process seem mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic.

Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. There are three main purposes for reading (Grabe and Stoller (2002:12-14): (a) Reading to search for simple information: Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability; (b) Reading to integrate information, write and critique texts: Reading to integrate information requires additional decisions about the relative Importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal; (c) Reading for general comprehension: The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

## 2. Reading Comprehension

Heilman (1981) stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability. Meanwhile Otto (1979) stated that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.

From the definition above, it can be concluded that reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers are directly contained in the words they have read.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto (1979) stated that at comprehending reading text, a reader has to find the main ideas to obtain the message. It means that in reading comprehension, the reader expected to understand fully the reading material. Thereader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. Is he/she is able to do, so we can say that he/she has already understood the reading material.

## 3. Local Content

Inserting the Indonesian culture into the English language teaching is in line with Davi's (1996:233-234) motion that the student' daily lives, cultures, environment, hopes and fears, and needs must be involved in what is happening around them

in the class during the teaching-learning process. In accordance with this, Davis, Evertson & Weinstein (in Turnbull & Rothsten-Fish, 2009:326) asserted that if the language teachers wish to establish in their classroom "inclusive, supportive, and caring environment" that facilities student' learning, then they must attend to the cultures.

Indonesia is prosperous for its cultural diversities. There a lot of tribes with different cultures to carry on. One of the culture characteristics is that the culture is learned. It means that the culture is not inherited from one to another generation. The culture passing is not commonly taught and learnt consciously. However, in teaching and learning paradigm, the culture in teaching and learning is approved doing to increase the learners' awareness of their original culture, which at the end, it will make them appreciate their culture more and eventually strengthen the Indonesia integrity as a state unitary republic. The fact is that the nationality is something really an essential matter in order to maintain the nation identity and integrity. Anderson (2006) views that nationalism not only as an imaginary phenomenon (but not imaginative), whose existence always requires to be continually reconstructed and maintained by the whole society, including the learners as the next generation of the nation. It is safe to state that inserting the local culture in the English language teaching is very beneficial to prepare the learner' cultural background and identity which will positively strengthen their nationalism awareness when they are exposed to the foreign culture and ideology internalized during the English teaching and learning process.

In this research, the researchers analyzed two main points. The first is the cultural feature in the reading text material. It covers four different features; aesthetic, sociological, semantic and sociolinguistic. The second concerns about cultural categories which cover

three different ones, they are target culture, source culture and other culture.

#### 4. Need Analysis

As has been stated long ago by Kaufman and English (1979), it was revealed that needs analysis cannot get away from the education system talks as a whole. They emphasized the necessity for needs analysis in solving educational problems. In system analysis, identifying and clarifying matters, then determining symptoms and assumed causes of the emergence of problems are all a special feature which cannot be ignored. With information and understanding of symptoms and assumptions of the causes of problems, educators would be more appropriate to choose an alternative way to break it. In this case needs analysis is one tool appropriate to complement the evaluator.

In the evaluation encyclopedia compiled by Anderson (2008), needs analysis is defined as a process done by someone for identify needs at once set priorities. In context education and learning programs, the requirement is defined as conditions that show its existence the gap between the real situation and the expected conditions. Needs this can happen to individuals, groups, or institutions.

Kaufman and English (1979) also define needs analysis as a formal process to determine the distance or gap between actual outputs and impacts with its outputs and impacts desired, then put a row this gap in priority scale, then choose the things that are more important to solve the problem. In this case needs are defined as the distance between real output with that output desired to obtain output and the specified impact.

#### METHOD

This research was a qualitative descriptive study that aimed to reveal facts, phenomena, and variables and circumstances that occurring in learning English. Students have a problem on reading texts to improve their English reading comprehension. Based on the results of research conducted using a questionnaire

that has been answered by students, it can be concluded that students really need new material using local content The students really need English reading texts to help them comprehend the local content according to their environment.

#### Research Objectives

Based on the background above, then the research problem can be formulated as follows:

1. Analyzing the need of the use of local content in improving reading comprehension of Grade VIII SMPN 3 Katingan Kuala.
2. Understanding the students' need of reading comprehension materials using local content for the teaching and learning process of grade VIII of SMPN 3 Katingan Kuala.

This research was limited to the research subject of grade VIII SMPN 3 Katingan Kuala Subur Indah, Katingan Kuala District, Katingan Regency, Central Kalimantan.

#### Research Subject

The subject of this research was the tenth grade students of SMA Pesona Riam Mangkikit, Tumbang Kalemei Village, Katingan Tengah District, Katingan Regency, Central Kalimantan Province. They consisted of eleven students who were chosen as the respondents of this research. They were chosen as the respondents with the reasons that because at that school the students did not understand the existing reading texts so it is necessary to analyze the students' needs of for future English reading texts to be developed to help them comprehend texts.

#### Data Collection Technique

In collecting the data needed, the researchers used a questionnaire which was sent to the students via Google form. The questionnaire was written in Bahasa Indonesia to make them easy to understand, and it consisted of 5 questions related to the needs of local culture to be included in the reading text

material. Then, the researchers analyzed the results of the questionnaire which have been submitted by using Likert scale with 5 criteria of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data obtained then were calculated using percentage.

## FINDING

Based on the analysis of questionnaire, the results can be presented as follows:

Table 1. The analysis of the material

NO	QUESTION	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	The available material is very difficult to understand	4	36.4	6	54.5	1	9.1	-	-	-	-

Based on Table 1 above, it can be seen that four students (36.4%) strongly agreed, six students (54.5%) agreed, and one student (9.1%) undecided that available reading material being studied was currently difficult for students to understand.

Table 2. The need of new material

NO	QUESTION	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
2	New materials for English reading is needed	6	54.5	5	36.4	1	9.1	-	-	-	-

Based on Table 2 above, it can be seen that six students (54.5%) strongly agreed, five students 36.4% agreed and one student (9.1 %) undecided. The students stated that the use of new material for learning reading text needs to be given.

Table 3. The need of Local Content

NO	QUESTION	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
3	Local contents need to be included in order to facilitate students in understanding the reading material	7	63.6	4	36.4	-	-	-	-	-	-

Based on the table 3 above, it can be seen that seven students (63,6%) strongly agreed, and four students 36,4% students agreed that the use of local content material needs to be given to make it easier for students to understand reading text.

Table 4. The student interest

NO	QUESTION	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
4	Addition of local contents in the reading materials can increase the student's interest in reading	8	72.7	3	27.3	-	-	-	-	-	-

Based on Table 4 above, it can be seen that eight students (72.7%) strongly agreed, and three students (27.3%) agreed that the addition of local content in reading text can increase students' reading interest.

Table 5. The Effect of using local content

NO	QUESTION	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
5	Addition of local contents in reading material can affect the student's ability in reading	8	72.7	3	27.3	-	-	-	-	-	-

Based on Table 5 above, it can be seen that eight students (72.7%) strongly agreed, and three students (27.3%) agreed that the addition of local content in reading text has an effect on students' reading skill.

## CONCLUSION

Based on the research findings, it can be concluded that The Eighth grade students of VIII SMPN 3 Katingan Kuala, Subur Indah Village, Katingan Kuala District, Katingan Regency, Central Kalimantan Province need a new material for learning English reading. The students need to have local content material to facilitate them to understand reading text. The use of local content can help the students understand the reading materials. The addition of local content in the reading material may increase the student's reading interest and the addition of local content in reading text may have an effect on students' reading skills.

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