

Analysis of The Need for The Development of Local-Based English Teaching Materials to Improve Reading Literacy in High School Students

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ABSTRACT

The teaching materials used are English teaching materials which contain local learning concepts that increase the discussion of how to read English correctly in pronouncing words in accordance with grammar. English is also part of the international language contained in the subjects applied in schools. In this case, students are required to have English teaching materials as a guide in mastering English knowledge and are also able to compete nationally and internationally. The purpose of this study was born, namely to determine the analysis of the need for the development of locally based English teaching materials to improve reading literacy. This research uses a design research development method that takes the form of a type of study validation. The basis of the use of this type of method proves from the theory of learning at the stage of needs analysis. The results of the study show that the usefulness of local learning teaching materials can increase students' reading literacy more independently. Local learning teaching materials can make it easier for teachers to be used as a source of learning media. The conclusion of this study is that local learning teaching materials can be implemented for learning activities and English language learning is more practical and easy to understand.

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1. INTRODUCTION

Reading Literacy is a program in developing human potential that includes emotional, contextual, spiritual, socio-moral, language, aesthetics, being able to master technological developments and information (Suwandi, 2019). Reading literacy is also called a view in the ability to read, listen, write and speak (Abidin et al, 2017). This literacy ability is also a government program in implementing MBKM in higher education, where students participate in campus programs teaching in schools. Students are

tasked with providing knowledge to students in improving literacy, so as to improve education management in learning process activities.

Building and interest in reading students in the part of utilizing and producing from a culture of reading literacy (Silvia, 2020). The use of digital technology reading literacy with smartphones is more effective than conventional writing and reading (Nia Zupita et al, 2020). Literacy or can be said to be with literacy in the ability to read and write is part of literacy (Santoso, 2017). Points of view and various ways with complex concepts that are dynamically complex and easy to interpret and define are called reading literacy (Rumaf & Wahyuningsih, 2020).

Aspects in reading literacy ability consist of (1) the frequency of borrowing reading materials in the library; (2) the amount and variety of reading materials, (3) there is a school policy on reading literacy; the number of school activities related to reading literacy; (5) there is a reading community in schools (Kemendikbud, 2017). Students' knowledge in literacy learning is part of the 2013 curriculum to measure the development of attitude and cognitive abilities and skills (Abidin et al, 2017). The student's reading interest literacy movement had a positive influence of 0.55 from the results found in the study, the results of previous studies found (Faradina, 2017). The learning achievement of reading students with a score of 32.8% can be expressed a significant influence (Farizah, 2017). Therefore, in improving reading literacy, it is necessary to have a learning media contained in English teaching materials as a guidebook for students in learning English.

In order to improve reading literacy, every school is required to have English teaching materials as a bridge to communication or improve speech skills in mastering English vocabulary. . The purpose of improving English speaking skills is to master the use of vocabulary in improving language order, and also train hearing and capture messages from interlocutors English (Setiawan, 2016). Teaching materials are part of the message conveyed to be used as an education provider for students (Syafii, 2017). To get a conducive learning atmosphere and can be realized in the use of methods from the right teaching materials (Andani & Yulian, 2018).

Teaching materials are messages that need to be conveyed by education providers to Syafii students (2017). In other words, teaching materials are often referred to as subject matter. In other contexts, teaching materials are subject content. Therefore teaching materials are actually a decomposed form of curriculum content can be conveyed in great detail, clearly with full illustrations, or vice versa made as necessary only (Shafii, 2016). It really depends on how the learning process is packaged. Learning and learning activities carried out by teachers and students use local learning-based teaching materials to study noun and adjective materials (Imam Suyitno, 2012). The learning process in elementary schools uses good and feasible traditional game animation video media as stated in local-based English teaching materials (Asnani, 2020). Students are able to master vocabulary and are able to improve the learning outcomes of English learning using teaching materials in the form of LKS based on the English language environment (Dahliyana, 2017).

The jigsaw learning model is effective in using teaching materials based on local wisdom in improving description writing skills (Kemendikbud, 2020). Instillation of the character of teaching materials who have the pleasure of working hard (Miles & Huberman, 1984). Teaching materials in the evaluation tool of student assignments are neatly arranged, systematically and interested using methods and as a tool to support exercises in doing tests (Rusnaini et al, 2021). To improve cognitive, psychomotor and affective abilities, teaching materials are needed as a result of student exercises (Chairiyah, 2017). Digital teaching material learning tools that have been valid and practical for use in English learning and learning activities (Novita, 2021).

A teacher must be good at creating a conducive learning atmosphere in the school environment. A conducive learning atmosphere can be realized by choosing the right methods and teaching materials (Andani & Yulian, 2018). Meanwhile, to deliver the teaching material requires a medium so that the delivery is easily absorbed by the recipient. These media are called learning media. Learning media for teachers is a tool or way to provide subject matter to students so that students can understand the material easily. Because, one of the main functions of learning media is as a teaching aid that also affects

the climate, conditions, and learning environment that is organized and created by the teacher (Arsyad, 2010).

Learning media can be in the form of audio media, visual media, and a combination of audio and visual media. Audio media is media that only relies on sound capabilities, such as radio, cassettes, and vinyl records. Visual media is a medium that only relies on the sense of sight (Nugrahani, 2007). These visual media exist that display still images such as film strips (frame films), slides (frame films), photos, drawings or paintings, prints. There are also visual media that display moving images or symbols such as silent films, and cartoon films. Audio-visual media is a medium that has sound elements and image elements (Hastuti & Budianti, 2014). This type of media has better capabilities, because it includes the first and second two types of media.

Realizing a human being who is knowledgeable, cultured, piety and able to face challenges in globalization One of the main factors is the ability of teachers to use media and methods in the learning process (Alwi, 2017). The implementation of learning media requires a comprehensive understanding of the concept, preparation, and availability of facilities and infrastructure. Teachers have an important role in implementing learning media, one of the successes of a learning media depends on the teacher's activities and creativity in developing and realizing it .

Based on preliminary observations carried out by researchers to find out the extent to which English teaching materials can be useful for students so that students can master english reading literacy by well and right. However, the reality in the field has not been implemented as expected. This was revealed by the teacher in the field of English studies who explained that so far English language learning has always used conventional media, there is no learning media that can be improve the student's English reading literacy in accordance with the guidelines of English teaching materials.

The English learning process at Muhammadiyah Langsa High School is still experiencing obstacles, namely learning still uses a teacher-centered approach or is centered on the role of the teacher. In the learning practice carried out by the teacher, there are often symptoms that the learning process is monotonous, the class situation is passive and verbality, that is, students are only given walk and receive, and the teacher carries out the teaching by mere (verbal) narration. It is rare to find further learning activities such as discussing, or making discoveries. In addition, there are still many teachers who do not know how to use learning media. This is of course because teachers are still experiencing technology fever, which means that many teachers are still afraid and not skilled in using technological tools as a learning medium

The teacher also stated that the learning resources needed to be developed and can be used as independent learning resources for students are learning media in the form of traditional game animation videos. However, in the schools observed, both teachers and other developers have never developed local learning-based learning media . Therefore, learning media that can demonstrate learning materials, especially in noun and adjective materials, aims to make it easier for students to understand English skills well. Local learning itself is a learning that involves the habits, customs, culture or art of the local community that has typical cultural values. For example, traditional games, folk songs, folk dances, folklore and others. But in this case the researcher only focused on the traditional game Geulayang Tunang consisting of two words, namely geulayang which means kite and tunang means match. From the name, it is clear that geulayang tunang is a kite match or kite fighting held at a certain time. This game is very popular with people in various regions in Aceh.

This traditional game Geulayang Tunang is rarely played by the nation's children in the current era of globalization. They play games more often all day so they forget other obligations, due to the focus on playing games. Children are very interested in playing games on mobile phones. Be it online or offline games Oktariyani & Juwita (2019). The games that are usually played by children are usually games that revolve around outside cultures. The types of games that kids can download at any time and play like Jungle Jiggy and Drum Session. There are even some types of games that children should not play, as they present about violence, theft and sexuality, such as games with the title Alpha Protocol. The research question is how to analyze the needs of developing local-based English teaching materials

to improve reading literacy. Thus, this research will provide interesting learning to students by developing local-based English teaching materials to improve reading literacy in high school students of Muhammadiyah Langsa.

2. METHODS

The method in this study uses product development design research from teaching materials as a presentation of data. This method is related to learning theory in the design research section using type validation studies (Gravemeijer & Cobb, 2006). The implementation of the research process can develop products that become learning tools. The learning tools used are in the form of teaching materials based on Local Learning media. However, in this article, the research stage is only limited to the needs analysis stage. In line with this, this article is used to analyze the need for local learning-based English teaching materials for high school students of Muhammadiyah Lgoose.

The subject in this article is a student and teacher of SMA Muhammadiyah Langsa. This needs analysis consists of 3 (three) English teachers and 30 (thirty) students of class XI SMA Muhammadiyah Langsa. The objects of study in this article include: 1) the suitability of KI and KD, 2) teaching materials used by teachers, 3) the needs of teachers and students related to local learning-based teaching materials, and 4) students' difficulty in learning noun and adjective materials. Data collection was carried out using questionnaires that researchers distributed to schools directly.

3. FINDINGS AND DISCUSSION

The data were analyzed descriptively, from questions given to students through interview questionnaires. In this case it can be proved the results of the study based on table 1, it can be presented as follows.

Table 1. Needs Analysis Questionnaire for Students

No.	Statement	Answer Options			
		Yes	Percentage	Not	Percentage
1.	What students need english lessons.	25	83%	5	17%
2.	Are you enthusiastic about learning 780 English.	20	66%	10	34%
3.	You think the literacy of reading English texts is difficult to pronounce.	28	93%	2	7%
4.	Are you having trouble learning 780 English from the textbook	27	90%	3	10%
5.	Is the development of teaching materials to make it easier to understand English 780 as a learning resource	26	78%	4	12%
6.	Whether in the teaching materials the English material uses local learning-based learning media.	8	27%	22	73%
7.	According to you, teaching materials are given to make it easier to understand English.	24	80%	6	20%

Based on the results of the research obtained from the distribution of needs analysis questionnaires in the development of teaching materials used in the process of learning activities to students consisting of 7 (seven) questions given, namely First, students answered Yes with a score of 83% while No 17%, the result of the question was stated that students need english learning. Secondly, students answered Yes with a score of 66% while Not 34%, the result of the question stated that students were quite enthusiastic about participating in English language learning. Thirdly,

students answered Yes with a score of 33% while Not 3%, the results of the question stated that students were very difficult in reading English texts. Four, students answered Yes with a score of 90% while Not 10%, the result of the question stated that students are very difficult in learning English from the textbook. Five, students answered Yes with a score of 78% while Not 12%, the result of the question stated that students are easy to understand in the development of language teaching materials English as a learning resource. Six, the student answered Yes with a score of 27% while Not 73%, the result of the question was stated that the student never taught material Language material English uses local learning-based learning media. Seven, students answered Yes with a score of 80% while Not 20%, the result of the question stated that students are easier to use teaching materials in understanding English.

Table 2. Needs Analysis Questionnaire for Teachers

No.	Statement	Answer Options			
		Yes	Percentage	Not	Percentage
1.	Do you have a textbook or other handbook to study	3	100%	0	0%
2.	Whether the teaching materials used are in accordance with the core competencies and basic competencies.	3	100%	0	0%
3.	Whether the teaching materials used can help students in English reading literacy	3	100%	0	0%
4.	Are you looking for other materials besides books from schools to help in understanding a material, for example through teaching materials or the internet	2	67%	1	33%
5.	Do you use special teaching materials to teach English?	2	67%	1	33%
6.	Do you need local learning-based teaching materials	3	100%	0	0%
7.	Do you agree if local learning-based teaching materials are developed	3	100%	0	0%
8.	Whether local learning-based teaching materials are effectively used in English language learning activities.	3	100%	0	0%

Relating to the results of the research obtained from table 2 above which explains the distribution of the needs analysis questionnaire in the development of teaching materials used in the process of learning activities to students consist of 8 (eight) questions given, namely First, students answer Yes with a score of 100% while No 0%, the result of the question is stated that the teacher has a textbook or book another handle for learning English. Second, students answered Yes with a score of 100% while Not 0%, the result of the question was stated that the teaching materials used were in accordance with the core competencies and basic competencies. Third, students answered Yes with a score of 100% while Not 0%, the results of the question stated that the teaching materials used could help students in English reading literacy. Four, students answered Yes with a score of 67% while Not 33%, the result of the question was stated that the teacher was looking for other materials besides books from the school to help in understanding a material, for example through teaching materials or internet. Five, students answered Yes with a score of 67% while Not 33%, the result of the question was stated that the teacher used special teaching materials to teach English. Six, students answered Yes with a score of 100% while Not 0%, the result of the question stated that the teacher needed local

learning-based teaching materials. Seven, students answered Yes with a score of 100% while Not 0%, the result of the question was stated that the teacher agreed if local learning-based teaching materials were developed. Eight, Seven, students answered Yes with a score of 100% while No 0%, the result of the question was stated that the teaching materials were based on local learning, effective used in English language learning activities

Based on the results of the data contained in table 1 and table 2 of the distribution of student and teacher questionnaires, it can be summarized that students and teachers agree that local learning teaching materials are used as a source of English learning media, things It is revealed that the teaching materials can be used individually and in groups and can familiarize students with independent learning or it can be said to be student center learning. The purpose of this local learning teaching material is also easy to understand in the content of the material by students and teachers for Use english learning activities.

His is in line with the results of research by Muhamad et al (2021) which states that English teaching materials based on local culture need to be created and developed to improve the literacy and insight of students in loving the heritage of the nation's founders. English teaching materials based on local culture will add to the quality of education, which is more meaningful and fun because it relates to the characteristics of an area that he wrote in this case the author focuses on the local culture of the city of Cilegon Then suggestions for further researchers are expected to be able to fully discuss and develop this research. In addition, according to the results of research conducted by Muktadir (2016), it shows that model of local content teaching materials based on folklore for character education for elementary school students in Bengkulu City needed as a source of teaching materials. The resulting teaching materials are equipped with illustrations and exercises to improve cognitive, affective, and psychomotor abilities.

4. CONCLUSION

The results of this study are related to the purpose of research on the needs analysis of the needs of developing local-based English teaching materials to improve reading literacy. The results of the questionnaire analysis from the analysis of the needs of high school students and teachers of English subjects at Muhammadiyah Langsa High School stated that they strongly agree and support the existence of local learning teaching materials as a source of english learning media. The results of the study also found that an improvement was made in improving the quality of learning so that students could understand english reading literacy well and correctly. Findings in the process of research activities related to practicality, that researchers and schools can improve the quality of learning media resources in the form of practical and easy-to-understand teaching materials used for learning and learning activities by teachers and students. The recommendations of this research are Teachers must also have competence in integrating appropriate local needs in implementing local learning materials.

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