

NEEDS ANALYSIS OF PALEMBANG-TOURIST- DESTINATION RECOUNT TEXT READING MATERIALS IN THE 21ST CENTURY LEARNING

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Abstract: The specification of the materials taught is one of the characteristics of teaching English at vocational high school. The materials should be appropriately designed or developed for the students to enhance their comprehension and to facilitate subject matter. The aim of this research is to look into students' needs for developing English reading materials based on Palembang culture, as determined by the feedback of students and teacher. Through a questionnaire and interview, the data were obtained. The data was quantitatively and qualitatively analysed. The results of the study revealed that 1) students are still experiencing some difficulty in reading comprehension, 2) a recount text is necessary; 3) English reading materials need to be integrated with students' local culture; and 4) no English reading material has been made available to incorporate the students' local culture, particularly in the field of tourism destination of Palembang. Due to needs, reading materials must be developed through the integration of local culture that matches the level of reading and supports the content of the topics.

Keywords: *Needs analysis; vocational high school; reading materials; local culture; 21st century learning.*

INTRODUCTION

In the 21st century, Indonesia is one of the most important members of the global community. Indonesia must prepare excellent human resources in many competitive fields to support its role. In order to compete, the teacher faces a certain number of challenges, which are getting tighter and tighter in this technological era. Students must have qualified skills to compete in the workplace later. To compete, English is becoming one of the essential skills to be taught in school. The quality of English skills can influence human resources quality in several areas such as education, economic, social, and cultural life (Li, 2020).

English is practiced in spoken and written communication around the world as an international language. It is widely used and taught from elementary to university levels at all levels of school. Until now, English in Indonesia is taught in general English and is not acceptable in high schools.

Today we live in the 21st century, where so many foreign cultures affect our lives. Many students imitate other cultures and forget their culture as the influence of the culture of exchange. That is why teachers should relate language learning, mainly English, to their student's culture and make them interested in learning about it

(Nambiar et al., 2020; Murti et al., 2020; Inderawati, et al., 2021)). Language teaching nowadays focuses on what students need to know rather than what to teach. There are also numerous changes and opportunities for students to learn English in school. The behavior and initiative of students can be said to be the main activity in the classroom. The success of students in class is the main objective of teaching and learning. In school, many factors influence students. Culture is one of them because language must be addressed in a social context. It must be linked to culture. One of the most critical aspects of language learning is culture. When students learn a language, they are also learning the culture of that language. This has been investigated by Nambiar, et al, (2020) that secondary school students' skill development and confidence due to the impact of a local culture-based longitudinal English language reading program. Language and culture are, therefore, the primary keys to language instruction. Input sources vary from the participants in the classroom, ranging from the use of audiovisual devices (like CDs, DVDs, and the Internet) to printing materials (like textbooks, workbooks, and activity libraries) to foreign language exposures (Limberg, 2016).

Furthermore, language is the foundation of cultural and contextual schemes and frames, not just words (Regmi, 2014). Students and teachers are clearly from the same cultural and linguistic backgrounds. It enables them to communicate and form a familiar understanding of the local culture. Vygotsky's sociocultural theory (1994), which states that language acquisition is influenced not only by the cognitive side but also by students' social and cultural context, supports second-language acquisition. Students are more likely to participate in classes when they interact with teachers in a real socio-cultural setting (Murti, et al., 2020; Nguyen, 2020). As a result of this viewpoint, teaching materials and activities should incorporate the students' local culture to meet their background, emotion, experience, and culture (Bao, 2016; McKay, 2003; Tomlinson, 2012). When students are asked to discuss a topic that they are unfamiliar with, they will most likely give up and take the time to do so. If the subject is familiar to them, the materials are simple to comprehend, and learning occurs. They're aware of the context and the topic they'll be discussing. They will take an active role in the class.

The government publishes English textbooks for the tenth-grade, and there is a recount text in which the materials tell us about an idol gathering, a historical incident, the Battle of Surabaya, and a past event in the lives of prominent figures. There is little to say about a tourist destination that is different from the culture of the students. They should also be able to understand a text from another culture in their country in that novel. Though Indonesians are familiar with the texts, students find it difficult to comprehend them because they are unfamiliar with the context. As an educator, we should know the effective way for helping the students to understand the main meaning on a text, especially about recount text which should related with their own local culture. This means that, since language and culture are inextricably linked, incorporating local culture into the English subject is significant. By integrating local culture into the teaching and learning process, students will be able to learn English more effectively and have a greater understanding of their own culture because they will be asked to speak about something they are familiar with. Beside that students gain great benefits from incorporating local culture into instructional materials because it encourages them to be aware of and care for their own culture while studying English. Students can contribute their knowledge of their own culture, as well as maintain and promote it to others. Learners who obtain cultural knowledge can develop more positive views toward different cultures and become more tolerant of them. In addition to the descriptive and narrative texts that students are taught, there are other texts taught in English in grade ten. The recount text is one of the texts that can be used as a learning guide for anyone pursuing a career as a travel agent. It is appropriate to use recount text as existing reading material because it tells about students' personal experiences, especially with regard to tourist destinations. As a result of developing recount text reading materials about tourist attractions, students are more interested in learning their own local culture, which will help them learn English and promote their own local culture. The students decided to learn English not just for personal and professional reasons but also to contribute to the socio-economic development of their city (2020, Nguyen). Integrating local culture into English classes would benefit students by providing new ways of language (Nambiar et al.,

2020) and giving local culture importance for character development (Murti et al., 2020).

Learning is a process of coordination between learners and the target situation where participants need to have a good understanding process (Hutchinson & Waters, 1987). It is critical to identify students' needs for a specific course in the classroom to create a living environment in teaching and learning. Students are described as the first step to determine the students by the teacher; the qualifications, competencies, knowledge, and needs of teaching and learning processes. Analysis of needs helps the teacher know whether the course content is relevant or not to the students. A target needs approach is used to identify needs, needs, and wishes with three considerations (Hutchinson & Waters, 1987). Necessities belong to what the learners must understand the target situations effectively. The learners must know about the language characteristics – discourse, functionality, structure, and lexicon – commonly used in identified situations. Lacks are part of the gap between target skills and existing skills. Whether or not students need the instruction depends on how well they already can do it. Wants is what students need from an English course for specific purposes (ESP). English for specific purposes, commonly known as ESP. The reason for ESP's inclusion in the curriculum is mainly because many jobs or professions now require their employees or professionals to communicate fluently in English in the fields involved. There are two types of English in terms of use. They are general English, commonly used in daily communications, and ESPs that are used in a particular area or occupation.

Brown (2009) also describes nine types of analysis of language need. They are: (a) the objective analysis of the situation (TSA) concerning the information on language needs for the learner in language learning. The focus is a) on the aim and necessities of the students in learning language, (b) the deficiency analysis that considers current requirements and needs of the students and their target situations deficiencies or shortcomings, (c) the PSA analysis that focuses on students' existing skills, knowledge, strengths, and weaknesses, (d) the learning analysis that considers needs. There have been several studies on the need analysis for ESP in terms of the design of curricula or the development of materials in Indonesia at a certain level of education. Some studies have examined the

need analysis relating to ESP in the design of curricula or the result of materials at a certain level of education in Indonesia. Rahamdina, Harahap & Sofyan (2019), Vongvilay, Kartika & Laila (2020), Azizah, Inderawati & Vianty (2020), Septiana, Petrus, & Inderawati (2020), Kumbara, Eryansyah, & Inderawati (2021). In other countries such as Kayaoglu and Akbas (2016), Lee (2016), Alsamadani (2017), Chetsadanuwat (2018), and Wu & Low' (2018). studies were also carried out. These inquiries show the necessity and inevitable function of analyzing the need to arrange instructions, design texts, or develop teaching materials. The students' problem, the knowledge or skills needed, or the teaching method to be used, could be identified by the need analysis. Furthermore, the results of the need analysis reveals key considerations that must be made in order to meet the needs of the students. As previously stated, many studies show local culture for vocational schools, particularly the department of the tourism. Some studies conducted local culture in reading materials (Azizah, Inderawati & Vianty, 2020; Checaria, Petrus & Inderawati, 2021; Elviana, Inderawati & Mirizon, 2020; and Nica, Petrus & Vianty, 2021). Those studies focused on local culture-based-descriptive texts as supplementary material as reading text. (Herawati, Inderawati, & Mirizon, 2020; Checaria, Petrus, & Inderawati, 2021). Nevertheless, this recent study has developed Palembang-tourist-destination recount text reading material for tenth-grade students in the 21st century.

High schools in Indonesia are divided into senior high schools (general English), vocational high schools (specific English should be used), and Islamic secondary schools (should use specific English). However, these schools have utilized general textbooks of English. Specific materials as insisted by Hutchinson & Waters (1987) were proposed as specialist areas for professional students in workplaces. Suyadi (2016) proposes to have specific teaching and learning material and methods for professional students in order to make English more useful for students' future professions. Relevant to special materials, the researchers have investigated whether or not students of the travel agency need special materials to develop an English subject. The learner's needs for English function and practice determine the purpose and content of English, rather than on the objective of general

education where English is a common occupational requirement or regulation for vocational secondary schools.

It cannot be denied that all four language skills are needed for learning English; to listen, speak, read and write, moreover in this technological era. This statement involves that the teacher is responsible for managing these skills in an equal measurement, covering several text genres with various types of evaluation and studying purposes (Mukminatien, 2009). More specifically, the English curriculum uses text-based curriculum 2013, which deals more with using the genre as a model text. Each model text has its purpose of achieving the communication objective through its use. Many genres are taught at the high school level; they are recount, procedural, descriptive, narrative, reporting, news, analytical, and hortatory exposure. The texts may be written or spoken about the ability to teach, listen, speak, write or read. The last skill to be mastered is that of the four skills. According to Krashen & Terrel (1983), reading contributes to four language skills. It means that the ability to read can develop other language skills. It is consistent with Harmer (2001) statements that reading aids in studying vocabulary, grammar, punctuation, and the structure of sentences, paragraphs, and texts. In today's world, reading is an important skill for English learners. It promotes overall skill growth and provides crucial knowledge at work and in school (Komiyama, 2009). It means that students can gain a lot of information to support their learning activities by reading. In this regard, some studies have shown that reading comprehension is a problem in Indonesia. For instance, Indonesia is known to be unsatisfactory in reading. The OECD/PISA (2018) reports indicate that Indonesian students were less able to read than others. It shows that Indonesia ranks 72 out of 77 countries in terms of reading competencies. In the last 10 to 15 years, this value tends to be stagnant. The data show that reading literacy is still insufficient for adolescents in Indonesia compared to other countries.

The challenge facing educators today is to prepare students to learn, live and thrive in the dynamic, cluttered and chaotic information environment of the 21st-century learning world. Industry 4.0 shapes the future of education, opening up our view and allowing us to examine what expertise and skills students should have following

their college qualification (Li, 2020). Knowing how to learn from various sources of information is at the heart of what it means to be educated today. Those of us working with children and young people are well aware of the impact the digital information environment has had on their lives. Students need to think, learn, create, search, evaluate, and use the information for thinking, learning, and creating. A school must allow students to practice daily in all subjects of the curriculum. Students need to see the connection between what they learn in school and the outside world that motivates and inspires them to do their best. The best strategy for a complex and changing future is learning how to contribute today. All students have learning experience preparing for their future. Success today seems to be different than it did in the past. High-achieving individuals often chose to build their own work rather than participate in the conventional labor market. People who are successful expect to have a decent job and a wide range of skills to sustain their career. As a teacher, we have a duty to encourage students to make their dreams come true by educating and giving them the learners' knowledge and skills. In addition, learners do their best work when work is meaningful and affects the world.

Based on the above explanations, the researcher had to conduct a study in advance of the student requirements as a first stage of developing Palembang-tourist-destination recount text reading materials for travel agency students from SMK Negeri 3 in Palembang. There were similarities and differences in this study from several relevant previous studies. The main similarity was the student needs analysis investigation. The student level, English skills, and scope of the need analysis differed in some previous studies. The main difference was the Palembang tourist destination's unique integrated local culture. TSA, deficiency analysis, PSA, and strategy analysis were all part of the students' needs analysis. The needs of students as seen by students in the Travel Agent and English Teacher departments were examined in this need analysis. This study aimed to describe students', teachers', and stakeholders' perspectives in English reading materials based on student culture.

METHOD

This study included tenth-grade students from Travel Agent Majoring and English teacher from

SMK Negeri 3 Palembang. There were 36 students from the Majoring of Travel Agencies and an English teacher.

A questionnaire and interviews obtained the data. The students received the questionnaire. There were 25 questions. TSA, deficiency analysis, PSA, and strategy analysis were used to categorize the questions. The interview was conducted with the English teacher and the Palembang tourist destination's existing English reading materials and the development of English reading materials. The data were analyzed quantitatively and qualitatively. To analyze the data from the questionnaire and interpret and explain the information from the interview, the quantitative method was used.

RESULTS AND DISCUSSION

The students' needs viewed by the students

The data on TSA, deficiency analysis, PSA, and strategy analysis were collected from the students. The highest percentages were presented in this paper that showed the students' answers in the questionnaire.

Target Situation Analysis (TSA)

This section addressed the necessities, general intentions, and expectations of students in learning English. The collected data is shown in Table 1. The main reasons for learning English from Table 1 were communication (80.6 %) and supporting their future career (63.9 %). It was in accordance with the vocational high school's goals described in 2013 as English curriculum and the Regulation of the Indonesian National Education Ministry No. 20 Year 2016. Then the students expected to read English fluently in communication (72.2%). Most of them can communicate with colleagues or tourists by learning English (66.7%). They should at least be beginners to support their English skills to support their careers (50%). As a result, to communicate with tourists, mainly orally, Travel Agency students had to learn about their study program, including their own local culture. As one of their future jobs, even domestic tourists from other countries had to explain and expose their own local culture. One approach is used to make people conscious that it is about their local culture. According to Petrovska (2001), incorporating local culture into language teaching and learning would improve students' learning experiences and encourage them to learn the language.

Table 1. *TSA views of students*

No	Question/ Statement	Students' view	Percentage
1.	The importance of learning English	To interacting with other people To support a career in the future	80.6%
2	The students' expectation toward learning English	To read good text and understand the content of the reading related to theirs study program (Tourism Services Business)	66.7%
3	The language used for students career	To do oral communication with colleagues or tourist	66.7%
4	The English proficiency level for students' career	Beginner	50%

Deficiency analysis

This section considered current needs and needs for students and deficiencies or shortcomings in their target situations. The data on the current needs and requirements of the students are shown in table 2. According to the results of the survey, 55.6% of students preferred reading materials that focused on their own local culture about tourist destination. The students might feel that this topic could support their program study. 80.6% of students wanted texts on the context of the travel agency's department of study. It has been shown that 58.3% of students believed that integrating topics related to the student's overall reading program knowledge was extremely important. Besides, 61.1% of students responded that it was essential to their local culture, particularly about the Palembang Tourist Destination. It is consistent with the conclusions of Azizah, Inderawati & Vianty (2020), who researched the English needs of the Tour and Travel program at an SMK in Bangka. Cultural tourism was one of the most important subjects covered in the students' reading.

Table 2. *Students' perspectives on current wants and needs*

No	Question/ Statement	Students' view	Percentage
1	Read topics of students' interest	Tourist Destination	55.6%

		(Palembang-Tourist-Destination)	
2	Students' desired input for reading	Texts related to the context of the Travel Agent Department	80.6%
3	Integration of the topic related to the student's general knowledge	Very Important	58.3 %
4	Integrating topics which were related to local culture about Palembang- Tourist-Destination for reading	Important	61.1%

Furthermore, the students' view of integrating local culture into the reading helped them for some reasons, as shown in Figure 1. It showed that most students believed that incorporating local cultures in reading materials could encourage their motivation

to learn English (Nambiar, et al., 2020; Ainsworth, et.al., 2020). Integrating the culture of Palembang, especially about tourist destinations, also enhances their knowledge about their own culture. Instead of reading, there will be less inclined to read if there is a lack of student interest in particular topics. Learning English will motivate them.

Offering reading materials, their abilities of reading could be effectively improved. According to the research done by Dehghan & Sadighi (2011), students who were familiar with that specific area performed significantly better than others who were non-familiar with the topic. In order to improve students' reading comprehension. Furthermore, Yousef, Karimi, and Janfeshan, (2014), and Wulandari, Vianty, and Fiftinova (2018) reported local culture can be used as learning resources. One effective way to increase students' motivation in learning a language in the class is by using local culture in the relevant situation (Fu, 2018).

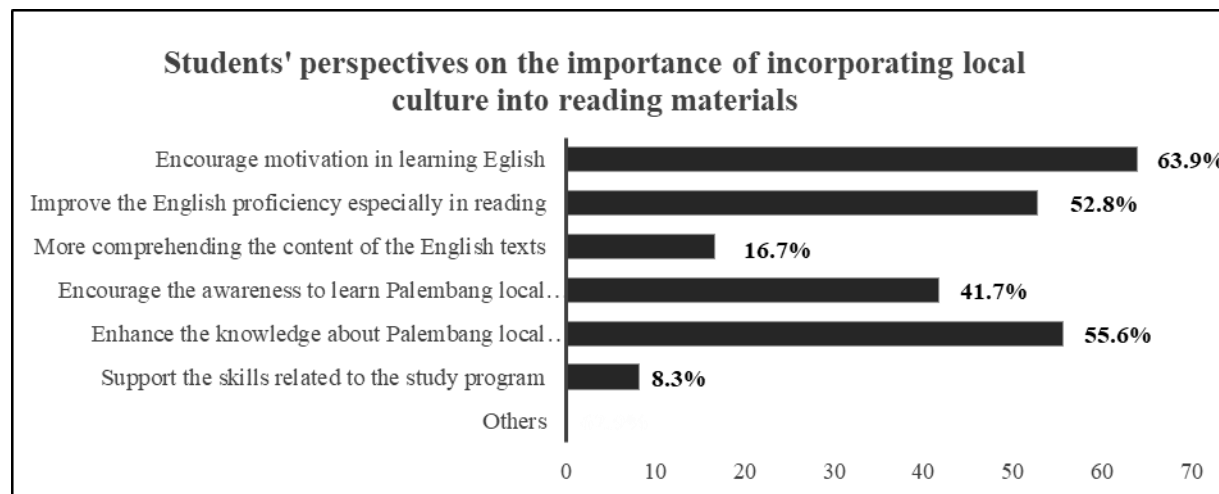


Figure 1. Students' perspectives on the importance of incorporating local culture into reading materials

Aspects of the local culture can be seen in the two figures below. Most of the students (55.6%) needed to learn local culture related to the tourist destination. The other aspects of local culture that they need were folklores (52.8%), traditional

clothes, traditional equipment, food, and customs (47.2%), and art (41.7%). Thus, this data could be necessary about the kinds of culture that should be integrated into developing the reading material.

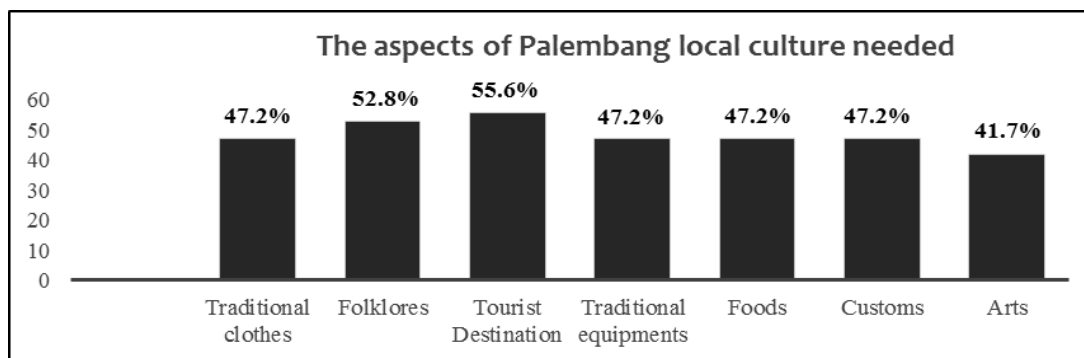


Figure 2. *The aspects of local culture need*

With the lack of students, they found some struggles in learning how to read. The results shown in table 3 show that there are lots of student difficulties. Based on the statistics, the reading ability of students was not satisfactory. Understanding certain words have been categorized as the most difficult skill (55.6%). The other

difficulties are deciding on main ideas (45.5%) and comprehending details (41.7%). The least difficulties were about concluding cause and effect and chronological order or event (33.3%). Thus, it was suggested that when developing reading materials, be sure to take both content and reading comprehension into account.

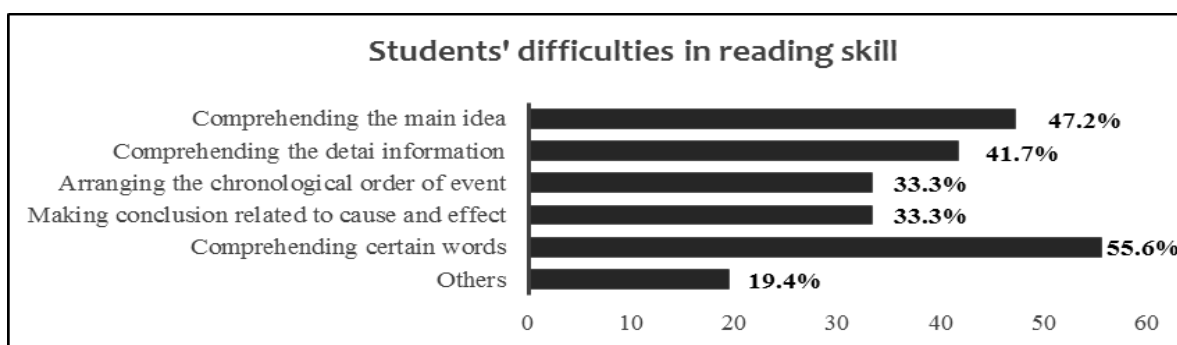


Figure 3. *Students' difficulties in reading skill*

Present Situation Analysis

This section focused on the students' English proficiency, materials learned, and the students' local cultural knowledge. The students' views on their English capabilities could be seen in table 3. The vast majority of students (72.2%) admitted that their English proficiency was at the beginning level. In this way, 48.6 % of students surveyed found that their current reading proficiency was good enough. According to the data gathered, it appears that advanced reading materials could improve the students' English proficiencies, such as reading skills, to a higher level as needed to support their career in the future.

Table 3. *The English language abilities of the students*

No	Question/ Statement	Students' view	Percentage
1.	The current level of English proficiency	Beginner	72.2 %

among the students			
2.	The students' current level of comprehension of the reading text	Enough	48.6 %

The students' view on the existing reading materials learned or provided at school could be seen from the data presented in table 4. The reading text level in English course books used was considered difficult by 50% of the students. However, 61.1% of students felt that the topics were interesting. 63.9% of students thought that the text commonly found or learned in learning English was descriptive text. It means that the students did not typically learn much or find about other texts. According to the data, narrative (61.1%), argumentation (36.1%), and recount (30.6%) were among the other texts learned while learning English. According to the findings, students rarely learn about recount text, despite the fact that it is required as reading material because they need it in their study program to develop their knowledge.

Then, some students stated that sometimes English teachers provided reading materials or texts and the questions related to the general knowledge of students' study program for reading. Meanwhile, 58.3% of students stated that English teachers sometimes provided reading materials or texts and the questions related to Palembang local culture for reading. It could be concluded that the students rarely got the reading materials related to their own local culture.

Table 4. *The existing materials learned and provided*

N	Question/ Statement	Students' view	Percentage
1	The difficulty level of reading texts in English coursebook	Difficult	50%
2	The topics of reading texts in English coursebook	Interesting	61.1%
3	The kind of text commonly found or learned in learning English	Descriptive	63.9%
4	The frequency of English teacher provided reading materials or texts and the questions about Palembang tourist destination	Sometimes	52.8%
5	The frequency of English teacher provided reading materials or texts and the questions related to local culture for reading	Sometimes	58.3%

The view of the students on their current knowledge about local culture could be seen from the data available in table 5 below. 58.3% of

students estimated that their knowledge about local culture was good. The aspects of local culture that the students know most were about tourist destinations (80.6%). 58.3% of students stated that they knew the local culture just from media online. 57.1% of the students just knew the local culture in their place and the closer districts. Then, 66.7% of them admitted that their knowledge about local culture was still about general information. By having this data, it was obvious that presented local culture to the students' materials in learning was needed.

Table 5. *The students' local culture knowledge*

N	Question/ Statement	Students' view	Percentage
1	Students' knowledge about local culture	Good	58.3%
2	The aspects of local culture that the students know	Tourist Destination	80.6%
3	The way students know about local culture	From online media	58.3%
4	The scope of local culture that the students know	In the students' place and the closer districts	57.1%
5	The students' knowledge level of local culture	General information	66.7%

Based on the students' view on their knowledge about 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 could be seen in figure 4.

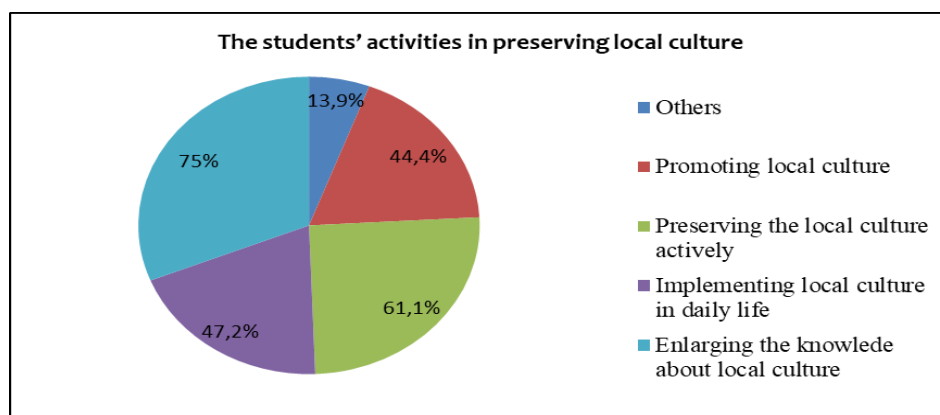


Figure 4. *The students' activities in preserving local culture*

Based on the data obtained, 75 % of students could preserve and develop their local culture by enlarging the knowledge about local culture and implementing local culture in daily life (61.1%). This data showed that the students had the intention to know better and preserve their local culture. Hence, developing local-culture-based reading materials can be a way to enlarge their knowledge and encourage their awareness of the existence of their own local culture and help them culturally literate (Checaria, Petrus, & Inderawati, 2021).

Strategy analysis

This part presented the students' preference in learning reading. The data obtained is showed in

figure 5. The figure shows 72.2% of students preferred to comprehend the text by translating. Then the other ways of learning reading by discussing the content of the text in a group (55.6%) and reading and answering the questions related to the text individually (36.1%). Then, 22.2% of students prefer to read aloud with correct pronunciation, and 33.3% of students were interested in analyzing new vocabulary based on the context. The students' preference in learning reading should be considered as the strategy to help them to learn (Rhahima, et al., 2021; Tenridinanti, et al., 2021).

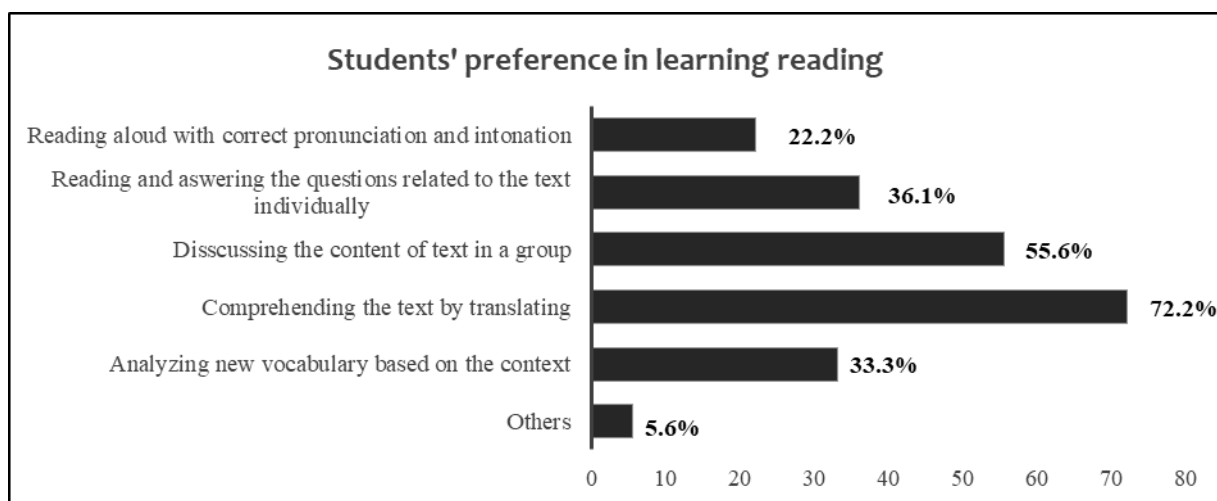


Figure 5. Students' preference in leaning reading

The students' need viewed by the English teachers

To learn more about the students' needs, an interview with a tenth-grade English teacher was conducted. Based on the outcome of the English teacher's interview, the findings revealed that students' reading competence was poor due to the pandemic, which caused them to lose motivation to learn English and also their background, students' proficiency in English was low, followed by their reading interest, and the time allocated for English subject was insufficient (approximately 35 minutes for each meet). The English teacher then agreed that it was critical to integrate certain topics related to general knowledge into the students' reading study program. It was the same situation with the integration topics for reading related to local culture; the teacher agreed that it was required. Based on the findings of the interview, all English teachers never assess their students' reading ability.

One of the factors could be that the reading materials used did not correspond to the students' reading level. Almost all English teachers agreed that they do need more reading resources that are suitable for their students' reading levels and meet their needs. As a result, students' reading achievement is still unsatisfactory and needs to be improved.

CONCLUSION

English, as one of the most important subjects at SMK is a foreign language that students should master and a means that can help students in the workplace. All materials used for the English reading for Travel Agent students should support their needs in the future. To figure out the students' needs, the first thing that has to be done is students' needs analysis.

Some important strategies for students should be

highlighted based on the results of identifying and analysing the students' needs as reviewed by students and teachers. Based on the findings, English is important for students to communicate and support their future careers, but there are some students still have difficulty reading comprehension. In learning English at school, the students just commonly knew about the descriptive text. It means that a recount text is required, that English reading materials must be integrated with content subject materials, and that there are no English reading materials available that incorporate the students' local culture. The one disadvantage of having an English course book is that there would be a lack of materials about the students' background. The teacher should consider expanding the English reading material since the students' needs should also be considered. Textbooks don't always teach the material ultimately or provide what students need. As a result, it is necessary to develop reading materials that incorporate students' local culture and are appropriate for their reading levels and content subject.

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