

**DEVELOPING CULTURE-BASED ENGLISH READING MATERIALS FOR
THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOLS**



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This thesis is presented in Partial Fulfillment of the Requirements for the Attainment
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ABSTRACT

HARMILA: *Developing Culture-Based English Reading Materials for the Eighth Grade Students of Junior High Schools*. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2018.

This research was aimed at developing appropriate culture-based English reading materials for the eighth grade students of Junior High Schools.

This research and development (R&D) study adapted the development procedure proposed by Branch (2009) and Graves (2000). The procedure of materials development consisted of conducting needs analysis, designing course grids, developing the first draft of the product, implementing the final draft of the product, and evaluating the final product. The respondents involved in this research included one English learning materials expert, three English teachers, and 90 eighth grade students at SMP Negeri 1 Batauga, SMP Negeri 4 Pasarwajo, and SMP Negeri 5 Lakudo for the needs analysis and try-out. The data were collected through interviews and questionnaires. The instruments of data collection encompassed interview guides for the teachers, expert validation sheets, and questionnaires for the students. The data were analyzed descriptively.

The research finding reveals that: 1) based on the expert validation, the quality of the product in terms of contents, language, learning, culture, presentation, and graphic design aspects was categorized *very good* with the conversion interval $3.25 < x \leq 4$. Furthermore, the teachers' responses toward the product also indicated the product was categorized *very good* since the mean score was within $3.25 < x \leq 4$. 2) The result of students' responses after conducting the first tryout and the second tryout indicated the product was categorized as "very good" since the mean score is within the data interval $3.25 < x \leq 4$. Therefore, the developed culture-based English reading material is appropriate to use in the teaching and learning process of reading.

Keywords: *reading skill, culture, developing materials, Junior High Schools*



ABSTRAK

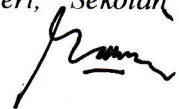
HARMILA: Pengembangan Materi Membaca Berbasis Budaya untuk siswa kelas VIII Sekolah Menengah Pertama. Tesis. Yogyakarta: Program Pasca Sarjana, Universitas Negeri Yogyakarta, 2018.

Penelitian ini bertujuan untuk mengembangkan materi membaca berbasis budaya yang sesuai untuk siswa kelas VIII Sekolah Menengah Pertama.

Penelitian pengembangan ini mengacu pada langkah yang dikembangkan oleh Branch (2009) dan Graves (2000). Prosedur pengembangan ini meliputi analisis kebutuhan siswa, mendesain kerangka awal, mengembangkan produk awal, penerapan produk akhir, dan evaluasi produk akhir. Produk diimplementasikan dua kali. Responden dalam penelitian ini meliputi seorang ahli materi Bahasa Inggris, 3 guru bahasa Inggris, 90 siswa kelas VIII dari SMP Negeri 1 Batauga, SMP Negeri 4 Pasarwajo, dan SMP Negeri 5 Lakudo. Data diperoleh melalui wawancara dan kuesioner. Instrumen pengumpulan data meliputi acuan wawancara untuk guru, lembar validasi untuk ahli, dan kuesioner untuk guru. Data yang diperoleh dianalisa secara deskriptif.

Hasil penelitian menunjukkan: 1) berdasarkan hasil validasi ahli materi, kualitas produk yang ditinjau dari aspek isi, kebahasaan, pembelajaran, penyajian, budaya, dan desain grafik berkategori “sangat baik” dengan konversi $3.25 < x \leq 4$. Lebih lanjut, respon guru terhadap materi yang dikembangkan juga berkategori “sangat baik” karena menunjukkan nilai rata-rata $3.25 < x \leq 4$. 2) Hasil tanggapan siswa setelah pelaksanaan ujicoba pertama dan uji coba kedua juga menunjukkan bahwa produk berkategori sangat baik karena nilai rata-rata berada pada interval $3.25 < x \leq 4$. Oleh karena itu, materi bahasa Inggris dengan berbasis budaya layak untuk digunakan dalam proses pembelajaran membaca.

Keywords: *kemampuan membaca, budaya, pengembangan materi, Sekolah Menengah Pertama*



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Stated that except where reference is made in the text of the thesis, the thesis contains no materials published elsewhere or extracted in whole or part from a thesis presented by me for another degree or diploma. No other person's work has been used without due acknowledgment in the main text of the thesis. This thesis has not been submitted for the award of another degree or diploma in any other tertiary institution.

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FOR THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOLS**

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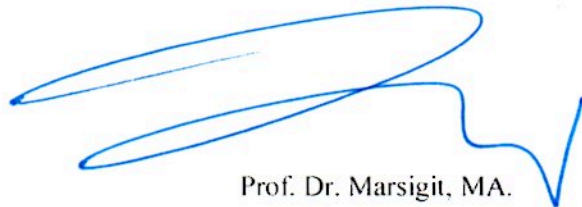


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CHAPTER I

INTRODUCTION

This part elaborates some important points about what the researcher will do in this research. They comprise background, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, specification of the expected product, significance of the study, and assumption and limitation of the development.

A. Background

English has a status as the first foreign language in Indonesia. With this status, it is firstly taught as a compulsory subject at the level of Junior High School. Based on the School-Based Curriculum (KTSP), English teaching aims to develop the students' communicative competence in both spoken and written English. In order to achieve the purpose, the students are required to learn the four language skills embracing listening, speaking, reading, and writing. Seeing the history of the English instruction in Indonesian secondary school system, reading has been considered as the most important skill since in some evaluations such as midterm test, final test, and national examination are in the form of reading. Therefore, it receives a particular focus on teaching and learning process.

Reading is an active process to gain new information, ideas, concept, and pleasure from the texts. By possessing the ability of reading, students can also develop the other language skills. Richard and Renandya (2002: 273) accentuate that good reading texts can provide good models for writing and provide chances about stimulating discussion. Furthermore, through reading texts, students directly learn the language items such as vocabulary, grammar, idioms, and pronunciation as well. Thus, reading is highly valued both students and teachers in English learning process.

Due to the importance of reading skill, there are many factors which should be taken into account in teaching reading such as the method of teaching and learning, the curriculum, the learning material, and so forth. However, a learning material is considered as a key component in most language programs (Richard and Renandya, 2002: 66). It has a significant role to facilitate students in learning language as well as lead them to reach the goal of learning. Since its' purpose is very significant, the teachers must be very selective in choosing reading materials for their students. The carelessness of selecting materials will imperil the learning process and outcome. Therefore, Graves (2001: 188) proposes some essential aspects that should be considered such as the students' comfort, materials familiarity, language level, interest, and relevance.

Dealing with the learning materials, teachers usually utilize the available resources either from any publishers or government such as textbook and workbook.

Unfortunately, a number of textbooks found in the field are not suitable yet with the students' need. Moreover, not all teachers can easily adapt those textbooks. This phenomenon is also happened in some Junior High Schools in Buton Island, South East Sulawesi. Based on the researcher's preliminary observation and interview conducted on 2nd- 10th of January 2016, *English in Focus* is used as a compulsory textbook in classroom instruction. In relation to the standard of competence and the basic competence in School Based Curriculum, *English in Focus* is regarded conformable.

Despite its conformity to the School Based Curriculum, *English in Focus* is not satisfactory yet in terms of topics, language level, and pictures. The results of students' interview revealed that some topics of the texts were not familiar to the students. For example, the students in the VIII grade were difficult to understand some narrative texts about fables such as *Buggy Races*, *The Fox and the Grapes*, and *The Own and the Nightingale*. In addition, the students were not interested to read recount texts which tell about inventors and diseases that exist in the textbook since they had little background knowledge related to those topics.

Beside the problem of text unfamiliarity, students confessed that the language use in some texts was difficult. One of the examples could be found in the sentence "The doctor kept me on a drip" (page 120). The phrase "kept ... on a drip" in that sentence is too specific and mostly used in medical world. The students got difficulty

to find the meaning of the phrase. Moreover, the glossary provided in the textbook did not provide the meaning of the phrase.

Another result found in interview indicated that the pictures illustrations contained in the textbook *English in Focus* were not attractive. The pictures which only appeared in two colors (black and green) made the students felt tedious and unenthusiastic to learn. Add to this, some pictures illustrations could not stimulate the students to predict and interpret what the pictures mean since they appeared unclear. Some examples were found in pages 100, 126, and 137.

Realizing the happened facts, there is a perceivably strong need to develop the other English reading materials which can support the teaching and learning process. Since the topic familiarity is very important to motivate students in reading as well as improve their reading comprehension, the researcher proposes to equip the developed material with the aspects of Indonesian culture. It is clear that the incorporation of local culture benefit to make students easily in getting and understanding the concept and language inputs as they relate to their life. This assumption is in line with the research findings done by some researchers such as Alptekin in 2006, Demir in 2012, and Adaskou (1990) as reported by McKay in 2003. They highlight that the insertion of local culture give positive effects. At least, the students will be motivated to learn since the pedagogical materials are closer to their daily life.

In addition, the 2003 Act of the Republic of Indonesian on the National Education System expects that teachers should have responsibility in maintaining or

preserving own culture. Therefore, engaging the Indonesian culture in learning material is a way to preserve the culture itself. Furthermore, the developed material should consider the level of the students' knowledge. Since the students were still lack in vocabularies, the language use in reading passage should be understandable. By considering those aspects, the development of supplementary English reading materials with concern to the topics of local culture, understandable language uses, and various pictures illustrations is highly expected to stimulate the students' interest and facilitate their reading comprehension.

B. Identification of the Problems

With regard to the background of the research, it is found that the government textbook entitled *English in Focus* is used as the compulsory textbook for teaching English in Junior High Schools in Buton Island, Southeast Sulawesi Province. However, there are some unsatisfactory points that should be solved appropriately.

The first problem is that some topics of the texts were not familiar to the students. As a result, they were quite difficult to understand the texts. The second problem is that the language use in some texts was difficult. It is considered difficult since some of them used specific language.

The last problem is that the pictures illustrations contained in the textbook *English in Focus* were not attractive. The pictures which only appeared in two colors

(black and green) made the students felt tedious and unenthusiastic to learn. Add to this, some pictures illustrations could not stimulate the students to predict and interpret what the pictures mean since they appeared unclear.

Considering the above problems, the researcher proposes a solution by developing supplementary English reading materials with concern to the topics of local culture, understandable language uses, and various pictures illustrations. Hopefully, it can benefit to improve the students' motivation in learning English particularly for reading skill.

C. Limitation of the Problem

This research focuses on developing culture-based English reading materials for the eighth grade students in Junior High School. Based on some considerations, the researcher incorporates both local culture (Indonesian culture) and target language culture (English speakers' culture) in the developed materials. However, local culture would be more involved than the aspects of target culture. Furthermore, the culture-based reading materials were developed by considering the students' need.

D. Formulation of the Problem

Based on the background, identification, and the limitation of problem, the researcher formulates the problems in the following question” What kind of culture-

based reading materials would be appropriate for students in the second semester of grade VIII Junior High school?"

E. Objective of the Study

Based on the formulated problems, this research aims to develop appropriate culture- based reading materials for students in the second semester of grade VIII Junior High School.

F. Specification of the Expected Product

At the end of the research, the researcher produces a culture-based reading material for the VIII grade students in Junior High Schools. The specifications of culture-based reading material are described below.

1. The material is intended to be a supplementary material which can support the process of learning reading.
2. The material is developed based on the students' needs and the level of their knowledge but it still has an alignment with the curriculum.
3. The developed material provides the learning of text types, reading comprehension, grammar, vocabulary, and pronunciation.
4. The developed material involves the aspects of culture to the texts, pictures, and exercises.

5. The content of short functional texts, recount texts, and narrative texts in the developed material is about Indonesian culture. Meanwhile, target culture is engaged as the additional information to enrich students' insight related to English speakers' culture.
6. The developed material encompasses three units and each of the units covers components such as introductory page, let's start, let's read, let's get more practice, fun space, let's evaluate, let's reflect, let's summarize, and vocabulary list.

G. Significance of the Product

Based on the overall descriptions on the previous part, the development of the culture-based English reading materials in this research is expected to give beneficial contributions both theoretically and practically to some parties such as students, English teachers, and other researchers.

Theoretically, this research is expected to give a reference for English teachers to develop English materials based on cultural values understanding. Moreover, this research can be used as an alternative reference for other researchers who are interested to conduct a research using a Research and Development design.

Practically, this research can benefit both teachers and students. Teachers use the product of this research as a supplementary material in the reading instruction. Furthermore, they can adjust the provided material with the students' need. For

students, the coming of this product can dig out their motivation in the learning process. They are expected to actively participate in the reading class.

H. Assumption and Limitation of the Development

Here are some assumptions for the development of culture-based reading materials. They are presented below.

1. Nowadays, the incorporation of cultural aspects into reading materials can be found in many textbooks. However, it is limited and sometimes inappropriate for students. Therefore, conducting this research can be a good chance for researcher to develop culture-based English reading materials which based on the students' need.
2. Through the use of reading materials that are developed based on culture, students can be motivated in the learning process. Furthermore, it will enable students to increase their internalization and actualization toward cultural aspects.

However, the developed material is not regarded perfect yet since it does not cover all four language skills which are listening, speaking, reading, and writing. The developed material only focuses on the reading skill. Furthermore, it just reflects the Standard of Competence and Basic Competence in the second semester.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section is devoted to the review of related literature which is valuable as background knowledge. It is divided into four main parts namely: theoretical review, which is related to the terms and the theories supporting the research, previous studies, which are the studies that are related to this research, conceptual framework, in which the theories are applied in the research, and research questions, which are some questions to answer this research.

A. Theoretical Review

There are some relevant theories with this research such as reading, cultural understanding, approach to language teaching, needs analysis, and learning material. Those are elaborated more detail one by one.

1. Reading

a. The nature of reading

As a skill, reading has been considered very important besides listening, speaking, and writing. Therefore, it accepts a special focus in many second or foreign language teaching situations. There are a number of reasons why reading is very

essential. William (as cited in McDonough, Shaw & Masuhara, 2013: 111) identifies the purpose of reading is to get general information, to get specific information, and for pleasure or for interest. Furthermore, Richard and Renandya (2002: 273) emphasize EFL students can procure pedagogical purposes which are served in written text. Those are to enhance the process of language acquisition, provide good models for writing, provide opportunities to introduce new topics, stimulate discussion, and study language such as vocabulary, grammar, and idioms. Thus, reading is highly valued by students.

There are some definitions and perspectives of reading proposed by some experts. To start with, Johnson (2008: 3) defines reading as “the practice of using text to create meaning.” He accentuates that if there is no meaning being created, there is no reading taking place. Furthermore, Anderson (as cited in Erten and Razi, 2009: 60) mentions that when the readers engage in reading, they are believed to go through an active and interactive process in order to build meaning. Meaning is reached by combining the words on the printed page and their background knowledge and experiences.

In addition, Linse and Nunan (2005: 76) point out that reading is a set of skills that involves making sense and deriving meaning from the printed word. When reading, the readers must be able to decode the printed words and comprehend what they read. Meanwhile, Dorn and Soffos (2005: 6) define reading is a complex process involving a network of cognitive actions that work together to construct

meaning. It means that the readers do not only understand the printed symbols but also interpret the information from the text properly. If so, the background knowledge is essential for the interpretation process.

The activation process of background knowledge through reading is illuminated within schema theory. Bartlett (1932) as cited in McDonough, Shaw, & Masuhara (2013: 119) firstly used this term to explain how the knowledge of the world that we have is organized into interrelated patterns based on previous knowledge and experience. In a simple way, schema theory deals with the process of combining the reader's previous knowledge with the text (Alderson, 2000; Alptekin, 2006).

Schema theory is frequently classified into two facets namely; formal schema and content schema. Alderson (2000) explains formal schema refers to the knowledge of language and linguistic conventions that include knowledge of how texts are organized and what the main features of a particular genre of writing are. Meanwhile, content schema is defined as the knowledge about the content which divided into three different types: knowledge of subject matter or topic, knowledge of the world, and cultural knowledge. Meanwhile, Brown (2001: 300) illuminates formal schema and content schema more simply but comprehensively. The former consists of our knowledge about discourse structure and the latter includes what people know about people, the world, culture, and the universe.

Based on the above definitions, it can be concluded that reading is an active and interactive process that engages the readers and the text to comprehend more than to

decode (sound out) the text. The process of comprehending the text needs background knowledge and background experience of the readers. Therefore, reading becomes an interesting challenge for readers. In this case, readers are demanded to be able to translate, understand, and interpret the content of a text properly.

b. Micro and macro skills of reading

Someone's reading comprehension can be identified through his mastery of micro and macro skills. The micro skills relate to the bottom-up process since these focus to the smaller bits and chunks of language while the macro skills focus on the larger element involved in a top-down process (Brown, 2004: 121). The more readers acquire the micro and macro skills of reading, the better comprehension they achieve.

As conceptualized by Brown (2004: 187-188), the micro skills of reading refer to the fact that the reader has to discriminate among the distinctive graphemes and orthographic patterns of English, retain chunks of language of different lengths in short-term memory, recognize a core words and interpret word order patterns and their significance, recognize grammatical word classes, systems, patterns, rules, and elliptical forms, recognize that a particular meaning may be expressed in different grammatical form, and recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Furthermore, there are some macro skills of reading such as recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written text, inferring context that is not explicit by using background knowledge, inferring links and connection between events, deducing causes and effects, and detecting such relation as main idea, supporting idea, new information, generalization, and exemplification, distinguishing between literal and implied meanings, detecting culturally specific references and interpreting them in a context of appropriate cultural schemata, developing and using battery of reading strategies (e.g. scanning and skimming, guessing the meaning of words from context, and activating schemata for the interpretation of the texts).

In general, the components of micro and macro skills of reading can be categorized into six main parts namely; identifying the structures of a text, identifying the context of a text, identifying the meaning, recognizing the reading speed, identifying the communicative function, and applying the reading strategies. The understanding of micro and macro skills is beneficial to lead teachers in designing the reading objectives and establishing the reading techniques as well.

c. Teaching reading

Teaching reading has its own characteristics and difficulties. Therefore, teachers should have understanding about approaches and principles in teaching reading. It can lead them to decide the ways of how to teach effective reading in the language

classroom. Teaching approach in the reading skill can be divided into three categories namely bottom-up processing, top-down processing, and interactive reading.

Brown (2001: 299) suggests that in bottom-up processing, the readers must recognize the linguistic signals (e.g. letters, morphemes, syllables, words, phrases, grammatical cues, etc.) and prompt them in some sort to derive the meaning of the text while in top-down processing, the readers activate their intelligence and experience to construct meaning from the text. Furthermore, McDonough, Shaw, and Masuhara (2013: 119) point out:

The essential features of the bottom up approach are that the reader tries to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at a meaning of the text, whereas with the top down approach, the interaction process between the reader and the text involves the reader in activating knowledge of the world, plus past experiences, expectations and intuitions to arrive at a meaning of the text.

From the two definitions, it accentuates that the reader can apply either bottom-up processing or top-down processing to derive the meaning of the text. However, the reader will have a better interpretation or comprehension from what they are reading with combining the two models. The combination of bottom-up model and top-down model processing is called as interactive reading. Rumelhart (1980) in Li, et al. (2007) extends that in interactive reading process both the bottom-up and the top-down processing happen simultaneously. The bottom-up processing is employed when the readers need to comprehend a text and turn to the top-down processing

when they need to interpret the content of the text. The prediction will be accepted or revised through further analyses.

In another aspect, the teachers also need to understand the principles of teaching reading. According to Harmer (1998: 70-71), there are six principles in teaching reading. They are described as follows,

1. Reading is not a passive skill

Reading is an active process, the learners need to understand what the text mean and create comments or arguments related to the text which they have read.

2. Students need to be engaged with what they are reading

Students can understand the text if the topic is interesting and familiar. In the other words, the topic is relevant with the students' context particularly their daily life. Most students are not motivated in reading class because they are given a difficult text.

3. Students should be encouraged to respond the content of reading text, not just to the language. The importance of reading a text is not only for students to know how the writers use language but also they need to know the content or message from the text. The students should have a chance to respond the content and express their feeling about the topic.

4. Prediction is a major factor in reading.

The students should have ability to predict what the content of the text by reading the headline or the title of text.

5. Match the task to the topic

The text that students are going to read should be served with the right kind of questions. As the result, the reading task can be exciting with imaginative and challenging tasks.

6. Good teachers exploit reading to the full

Reading text is full of sentences, ideas, and description. It does not mean the students should read the whole of the text. Therefore, the good teachers need to integrate the reading text into interesting class sequences such as discussion.

Besides considering the approaches and principles of teaching reading, it is also important for teachers to take into account the procedures of reading activities that can help the students to achieve the reading comprehension. According to Davies and Pearse (2000: 93), reading activities are classified into three stages namely pre-reading, while-reading, and post-reading. Pre-reading stage is the introduction of the reading activity in which the students will make a preparation about what they are going to read. In this step, the students will activate schemata. The teacher can give an activity such as guessing the topic, giving a visual illustration, or predicting topics by giving some keywords.

While-reading stage is the main activity of reading. It is intended to develop students' ability in undertaking texts by developing their linguistic and schematic knowledge. Students can read the main idea of the texts, scanning, and skimming the important information in the text. The important thing is that the students can understand the content of the passage. As the last session, post-reading refers to activities that will foster the students' ability in comprehending the texts and communicating their understanding. Some examples of post-reading activity are conducting a role play, discussing some interesting topics, and text rewriting or summarizing.

d. Assessing reading

There are several reasons of assessing reading skill. Nation (2009: 75-83) mentions that the aim of reading assessment is to encourage learning, to monitor progress and provide feedback, to diagnose problems, and to measure proficiency. The same form of assessment may be used for a variety of goals. The following table lists those reasons and its application.

Table 1. Goals, Purpose and Ways of Reading Assessment

Goals of assessment	Purpose	Ways of assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests

		Speed reading graphs
Measure achievement	Monitor progress Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties Provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests

Meanwhile, Brown (2004: 189) suggests four types of reading assessment namely perceptive, selective, interactive, and extensive.

- a. Perceptive reading involves the components of larger stretches of discourse such as letters, words, punctuation, and symbols. The tasks can be in the form of reading aloud, written response, multiple choice, and picture-cued.
- b. Selective reading consists of the components of short stretch of language. The tasks are multiple-choice (for form focused criteria), matching, editing, picture-cued, and gap-filling.
- c. Interactive reading includes language stretches of several paragraphs to one page or more, in which the readers interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and

descriptions, memos, announcement, recipes, and the like. The form of the tasks can be close tasks, impromptu reading plus comprehension tasks, short-answer tasks, editing (longer texts), scanning, ordering tasks, and information transfer.

- d. Extensive involves the professional articles such as articles, essays, short stories, and the like. The tasks for extensive reading can apply the tasks from previous category. In addition, skimming, summarizing, responding, and note taking will be unique for extensive reading.

All assessment tasks mentioned by Brown (2004) can be used by teachers to measure the students' capability in comprehending reading texts. Teachers have to manage and arrange the tasks considering with the purpose of the task itself. Therefore, students will be motivated in doing the tasks since these are not monotonous.

e. Reading instruction at Junior High School

Junior High School students refer to the students who sit in the class of seventh, eighth, and ninth. Their ages are around 13-15 years old. It is a secondary school level. The status of Junior High School can be public or private. Public of Junior High School refers to the school management which is controlled by the government both local and center, on the one side, the private school refers to school that is organized by private institute.

Based on the standard of content (BSNP: 2006), teaching English in this level aims to achieve three purposes namely: 1) develop communicative competence in both spoken and written English to achieve functional literacy, 2) have awareness of the importance of English to enhance the competitiveness of global society, and 3) develop students' understanding about the relevance of language and culture.

Furthermore, the scopes of English lesson in this level involve three components.

- a. Literacy competence refers to understand and create both spoken and written texts which include four skills (listening, speaking, reading, and writing) to achieve functional literacy.
- b. The ability to understand and create short functional text, monologue, and essay in the form of procedure, descriptive, recount, narrative, and report. The gradation of learning materials is presented on the use of vocabulary, grammar, and rhetorical steps.
- c. Linguistic competence (grammar, vocabulary, spelling), socio-cultural competence (context, stylistic, appropriateness), strategic competence (a set of skills that enable students to communicate and compensate for deficiencies in the other competencies) and actional competence (to match linguistic form with the speakers' intent).

Moreover, teaching English in Junior High School must refer to the standard of competence and basic competence. These have been regulated by the national

ministry of education when arranging the School Based Curriculum (KTSP). Teachers can use them as a teaching guide. According to BSNP (2006), the standard of competence and basic competence of reading in the second semester of eighth grade can be seen in the following table:

Table 2. Standard of competence and basic competence in the second semester of VIII grade of Junior High School (BSNP: 2006)

Standard of competence	Basic competence
11. Understanding meanings of a short functional written text and simple essay in the form of narrative and recount in the context of daily life	11.3 Responding to meanings and rhetorical steps in simple short essay accurately, fluently, and acceptable in the context of daily life.

Dealing with the reading material development, the researcher will develop it based on the standard of competence and basic competence above. In addition, since the main focus of the research is to integrate the culture to increase the students' English reading competence thus the language input and learning activities are developed as reliable as possible. However, the materials development only covers the second semester of eighth grade.

2. Culture

a. The notions of culture

The term of culture might have more than one definition depending on its perspective. Kroeber and Kluckhohn (1952) as cited by Chaer and Agustina (2010: 162) collect some definitions of culture and categorized them into six characteristic domains namely descriptive, historical, normative, psychological, structural, and genetic. Descriptive definition accentuates that culture is built by some elements or substance. Historical definition focuses on how culture can be received by community and inherited from generation to generation. Normative definition illuminates how culture can be understood as the norms and the ways of life. Psychological definition tends to emphasize the role of culture in guiding people as the member of society. Structural definition understands culture as a systemic and well-regulated pattern. Genetic definition stresses on the formation of social standards as the mankind creation.

Furthermore, Mesthrie, Swann, Deumer, et al. (2009: 28) define culture in the sociological anthropological sense. In this sense, culture is defined as a “design for living” which refers to the way and the form of behavior considered acceptable and appropriate for a particular community. Another response according to the culture definition is illuminated by Saifer, Edwards, Ellis, et al (2011: 9). They define culture as follows.

Culture can be defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms, values, communication styles, language, etiquette, spirituality, concepts of health and healing, beliefs, and institutions of a racial, ethnic, religious, or social group. (Saifer, Edwards, Ellis, et al, 2011: 9).

Saifer, Edwards, Ellis, et al. emphasize that culture engages a very large aspect of human life. In line with this, Koentjaraningrat (2009: 165) also explains culture as the form of whole human activities. He then divides culture into seven elements such as religious system, society organization, knowledge system, language, art, employment system, and technology. These elements can be separated into sub-elements and certainly incarnated into three realizations, namely idea, social system, and physical culture.

Koentjaraningrat (1985: 5) explains that idea is interpreted as an abstract concept, cannot be touched and photographed. This term can be also called as custom or norm since it has function to set, control, and administer people behavior in a certain community group. Social system as the second realization is linked with the way of interaction among people. It emphasizes on how people internalize and actualize the believed norm in their daily life. While, the physical culture is considered as the most concrete culture that we can observe in the middle of community. It is the result of human activity and creativity such as some objects for worship, things related to weapon, agricultural equipment, traditional games,

traditional food, traditional dances, and so forth. Actually, these culture realizations definitely cannot be separated from each other.

Overall, based on the concepts of culture explained by experts above, it can be concluded that culture is formed and structured by many aspects, however they are interrelated. Each aspect indicates a certain value that is believed by society as the guidance of life and must be preserved from generation to generation.

b. Language and culture

Language is one of the cultural products of a community or a nation. It is used as the communication tool which encompasses the structured arrangement of sounds into a larger unit (Richards & Schmidt, 2010: 311). In line with this, there are two facets which build the language. The first facet comes from inside the language itself such as vocabulary, pronunciation, grammar and the likes while the second one is from outside the language which means how the language is used by people in which it will be influenced by the dynamically social involvement. Sukarno (2012: 203) mentions that “Language cannot be learned without content, cultures or wisdoms of its community or nation. While culture cannot be expressed and communicated without language”. Therefore, language and culture are inseparable and they support each other.

In a similar idea, Sharifian and Palmer (2007: 1) illuminate that language is a part of cultural activity and used as an instrument for organizing other cultural domains at the same time. Furthermore, Brown (2007: 189) defines language is “a part of culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (2007: 189). Moreover, Kramersch (1998) in Ho (2009: 64) emphasizes that since language shows kind of expression and symbolizes cultural reality; it makes language and culture bounded together. Dealing with this issue, it can be highlighted that it is a must for language learners to learn language and culture.

c. Culture in English Language Learning

The role of culture in language learning receives attention increasingly. Hymes (1999) as cited by Hinkel (2001: 444) emphasizes that learning a culture is an integral part in education. It is because of the fact that culture is crucially influenced by community values, every life interactions, the norms of speaking and behaving as well as the sociocultural expectations of individual’s roles. Add to this, the culture has also been applied visible and invisible. Visible culture deals with literatures, arts, architectures, and history of certain community. For invisible culture, it relates to the norms, world views, beliefs, and system values.

In language learning, culture is recognized and differentiated into two forms namely Culture and culture. According to Kumaravadivelu (2003: 267), the use of

capital letter and small letter in the word of culture gives a different concept. Culture (the capital letter) deals with the orientation of culture that conveys the second or foreign language learning and teaching while culture (the small letter) accentuates the cultural practice in daily activity.

Furthermore, Richard & Schmidt (2010: 151) also point out the difference between “high” Culture and “small” culture. High culture relates to literature and the arts while small culture refers to attitude, values, beliefs, and everyday lifestyle. When the word “Culture” in a capital letter is combined with the word “Language”, they will form what is called as “Discourses”. For instance, ways of talking, thinking, and behaving will reflect one’s social identity. With regard to language learning, the cultural dimension is considered as a significant dimension. “Education is seen as a process of socialization with the dominant culture”. Therefore, the culture of language may be taught as an integral part of the curriculum particularly in foreign language teaching.

There are two ways of culture role in the language pedagogy proposed by McKay (2003: 10), the former, cultural knowledge can be served as the topic and content of the materials and classroom discussions and the latter is applied as a pragmatic standard frequently based on specific cultural models.

Dealing with ELT materials, Cortazzi and Jin (1999) as cited in McKay (2002: 10) differentiate cultural information that can be used in language materials in three kinds namely source culture materials, target culture materials, and international

target culture materials. Source culture materials refer to the learners' own culture as the content, target culture materials provide the English speaker' culture, and international target culture materials use a great variety of cultures in both English and Non-English speakers culture.

d. Integrating culture into English reading materials

Integrating can be understood as a way to mix one aspect with others. Thus, integrating cultures in reading materials can be understood as a way to mix between the cultural elements such as norm, values, attitude, custom, artifact, and so forth into the reading materials. When culture is integrated with materials, teachers need to determine what culture should be appropriate and decide the ways how to integrate them into materials. Graves (2001: 188) proposes some considerations such as the appropriateness to the students' comfort and familiarity with the material, language level, interest, and relevance. These considerations are intended to make students easily comprehend the materials given.

In reference to the integration of culture in English reading materials, the researcher will bring together the aspects of both local culture and target culture. However, the involvement of local culture will outweigh the target culture. This consideration is based on the aspect of students' familiarity with the material. As stated in the background of the research, the students need familiar topics for their reading texts.

Many parties still question the intent of integrating local culture since teaching English will inevitably include teaching its culture. However, it cannot be neglected particularly teaching English for the beginner students. It gives very significant point toward learning motivation and understanding of the material. If the topic relates to the prior knowledge, students will easily understand the material because they are familiar with. The positive impacts of integrating local cultures are supported by some research findings done by some researchers such as Alptekin in 2006, Demir in 2012, Jafari and Aghaei (2013), and Adaskou (1990) as reported by McKay in 2003. At least the students will be motivated since the pedagogical materials presented are closer to the students' life.

Moreover, the integration of local culture in English teaching materials can be understood as a way to preserve the culture itself. The 2003 Act of the Republic of Indonesia on the National Education System expects that teachers should have responsibility in maintaining or preserving own culture. Thus, teachers should insert cultural aspects in teaching English. This is surely reasonable remembering the anxiety of poor understanding towards the local culture. In line with the idea, Sugirin, Siti Sudartini, Suciati, et al. state:

...without intentionally-taken steps to maintain the local culture, the EFL teaching may lead to behavior changes as the results of the internalization of the culture values they have learned which, in turn, will degrade or even eradicate their understanding of their highly valued local culture (2011: 238).

Hence, students will learn and aware of their own culture when learning English. Moreover, the existence of local culture as linguistic input also has valuable in terms of internalization and actualization them in students' life.

Dealing with the ways of integrating local cultures in teaching materials, Kristiawan (2012: 175-176) proposes some aspects that teachers have to keep in mind when integrating local culture namely topic selection, the use of visual aids, and learning tasks. Teachers should arrange a list of topics that are considered to be significance for students' interest. Thus, the selection of culturally appropriate topics is a starting point for teachers to include culture in materials. They need to discuss these topics with the students in order to find the right choice of cultures that should be involved in teaching materials.

Furthermore, the use of visual aids in materials help the learners visualize the concept or a word that is difficult to be understood. Visual can motivate students to talk about certain cultural topics. There are many visual aids that can be used such as pictures, figures, photographs, and graphs. When selecting visual aids, teachers should consider that visuals are only learning media in materials. For this reason, they are not advised to put too many visuals. This is also important to remind that they must be simple. For learning tasks, there are some principles should be considered such as learning tasks should fulfill learners' schemata, learning tasks should trigger students to explore their needs and interest, and learning tasks in the materials should be authentic.

Target culture is also necessary to involve in English materials. It aims to develop students' ability of using the target language in culturally appropriate ways. Furthermore, bringing target culture into learning materials will facilitate them in getting a higher level relationship in the global range and also avoiding them to be a cultural stammer. Since understanding the target culture is a new thing for students in Junior High School, it is important to provide simple texts with regard to that culture. Then, those texts can be discussed by students to know the similarities and differences with their own culture. As stated by Ariffin (2009) in Choudhury (2013: 22), if students are encouraged to discover similarities and differences between their culture and target language culture, they could not only get understanding but also have tolerant attitudes.

3. Materials Development

a. The Nature of Materials Development

Materials are one of the components which support English teaching and learning process. These materials can be formed in any kind of models. According to Tomlinson (2012: 143), materials refer to “anything that can be used to facilitate learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, and the likes”. The teachers can use various materials in order to make students interested in the learning process.

In greater detail, Tomlinson (2012: 143) categorizes the concept of materials into some components: informative, instructional, experiential, eliciting, and exploratory. Informative materials present the information about target language for students. Instructional materials refer to the guidance of practicing the language students learn. Experiential materials are linked with the efforts to provide students with experience of the language in use. For eliciting materials, they are intended to encourage students to use the language. For the last, exploratory materials accentuate for helping students to make discoveries about the language and keep explore their competence in using language.

The following figure describes the concept of materials and varieties of its content proposed by Tomlinson. For this research, the information will be used as the considerations in developing reading materials.

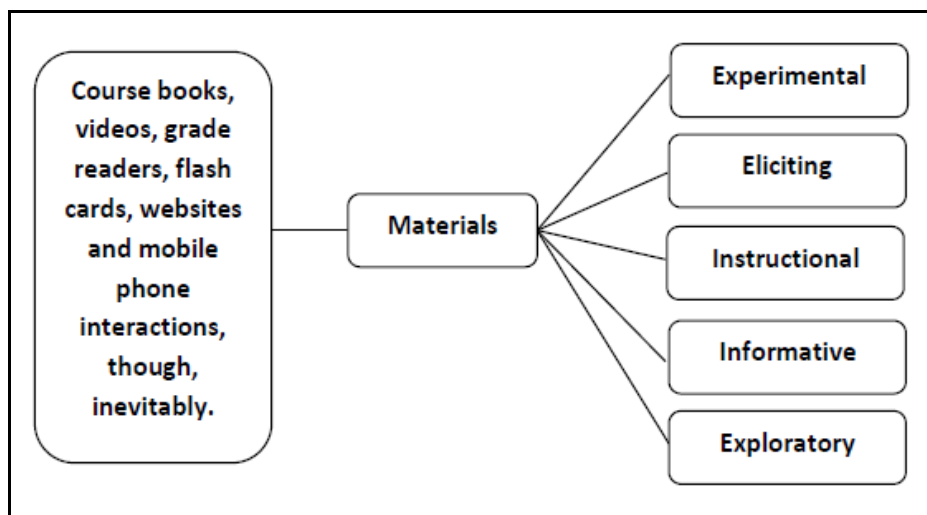


Figure 1. Kinds of Materials and Its Content

Teachers need to develop materials for themselves if the materials provided by either government or publishers are not suitable with the learning objective and their students' need. Graves (2000: 150) affirms that materials development refers to the process conducted by a teacher in creating, choosing or adapting, and organizing materials so that learning objective can be achieved. Graves then emphasizes that developing materials are influenced by teacher beliefs and understanding about teaching and learning language as they apply to particular course in its particular context.

In order to develop appropriate materials for students, there are also some principles that should be considered. Tomlinson (1998: 7-21) argues the materials should achieve impact for students such as attractive, curious, and interested. The materials also help students to feel at ease, comfortable, relaxed, and confidence. Then, the materials should be relevant and useful for their life. Furthermore, the materials should expose the students to language in authentic use and provide the students to achieve the communicative purposes. Moreover, the materials should accommodate different learning styles and provide outcome feedback.

To sum up, material development is the process of creating, adapting, or organizing materials and activities by considering teachers' belief, students' need, and also the principles of material development in order that learning objective can be achieved.

b. Models of materials development

There are many experts finding about the method of materials development. All of them have their own concept and model to develop the material relate to their own purposes. This research refers to the ADDIE concept proposed by Branch (2009). ADDIE is an acronym for *Analyze*, *Design*, *Develop*, *Implement*, and *Evaluate*. *Analyze* means the process to identify the students' need and the learning need, *design* refers to activity to design the first draft of the product, *develop* is the stage to shape the aimed product into a reality, *implement* means performing the product, and *evaluate* means to find the quality of the product.

In his book entitled *Instructional Design: The ADDIE Approach* (2009: 2), Branch conceptualized the procedures of instructional design which are visualized below,

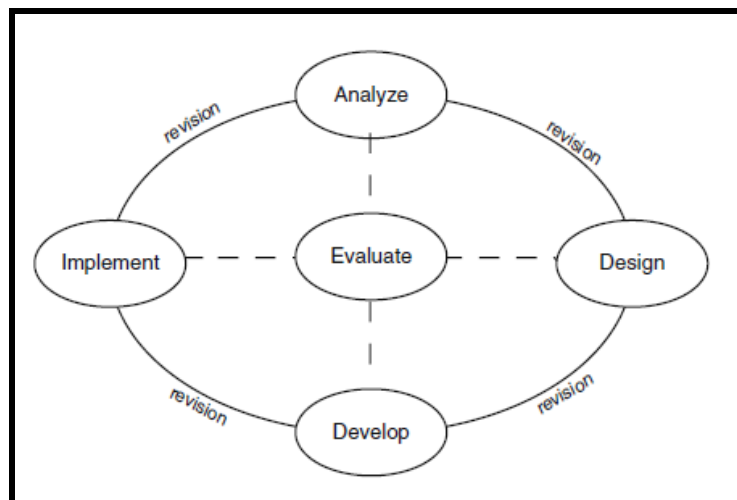


Figure 2. Material Development by Branch (2009)

Furthermore, the simplicity of ADDIE concept is further combined with a model of material development proposed by Graves (2000). There are five aspects in organizing materials. Firstly, determine the organizing principles where teacher should choose the appropriate component that will be included in the materials such as themes, tasks and genres. Second, identify the course units based on the organizing principle. Third, sequence the units. Fourth, determine the unit content. Fifth, organize the content within each unit. This process will be used for researcher as guidance in designing course grid and developing materials. For clear comprehension, it can be seen on the figure which presented below.

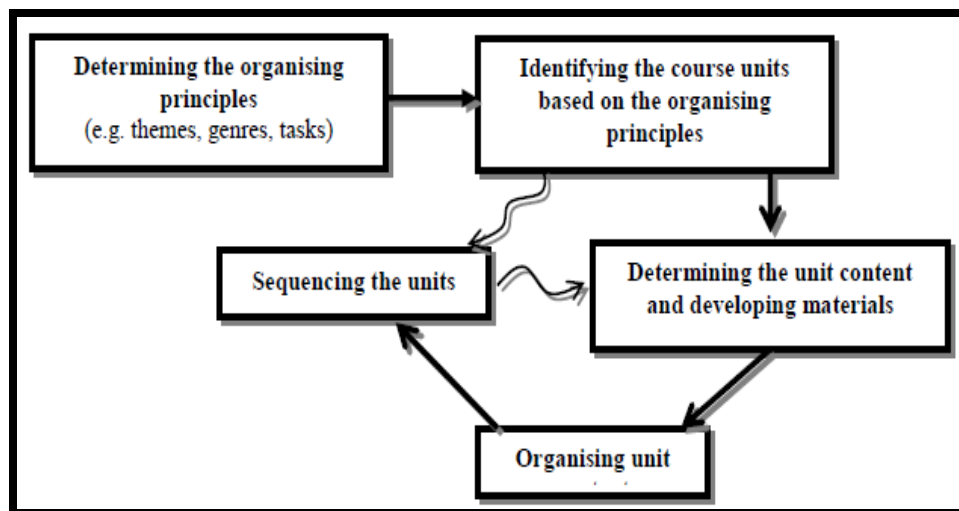


Figure 3. Material Development by Graves (2000)

c. The approach in materials development

Richards and Renandya (2002: 2) illuminate that a learning material is considered as the key component in most language programs. Therefore, the way to develop the learning materials should take into account some important points. One of them is the use of learning approach. According to Richard and Rodgers (2001: 20) an approach deals with the theories about the nature of language and language learning that serve as the source of practices and principles in teaching a language. Many kinds of approach are applied in language teaching such as the natural approach, communicative language teaching, content based instruction, task-based language teaching, and genre-based approach.

Based on the School-Based Curriculum, students at Junior High School are demanded to master genres or text types. Swales (1994) and Martin (1984), as cited in Kay and Dudley-Evans (1998: 309) highlight that genres control a set of communicative purposes within particular social situations and that each genre has its' own structural quality according to those communicative purposes. Dealing with this point of view, it can be inferred that genre has purposeful and meaningful constructed activities. It also has grammatical forms, stages, and aimed orientation to create certain text types both in oral and written according to the situations.

Since the students are expected to have a good knowledge and ability in comprehending various kinds of genres, the researcher considers that genre-based approach becomes an appropriate approach for developing the materials. In genre-

based approach, teaching and learning focus on understanding of selected texts (Lin, 2006: 226). There are some stages in genre-based learning process. Hammond (1992: 17) proposes four stages to teach and learn genre or text type. Here are the stages of teaching and learning reading cycle by Hammond.

1) Building Knowledge of Field (BKOF)

In this stage, students are introduced to the social context of an authentic model of the text-type being studied. Then, the students explore features of the general cultural context in which the text-type is used and the social purposes of the text-type are achieved. In the last activity of this stage, the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and students' needs. The step of building knowledge can be presented through pictures, audio-visual materials, reality excursions, guest speakers, and so on.

2) Modelling of Text (MOT)

This stage aims at building students' knowledge of genre. The teacher explains what model of genre they will read. The students analyze and investigate the schematic structure and grammatical patterns of the genre through a model text related to the course topic. After that, the students compare the model with other examples of the genres.

3) Joint Construction of Text (JCOT)

In this stage, students start to contribute to the construction of whole examples of the genres together. The activity is discussion that aims to measure the students' knowledge and understanding about the genre.

4) Independent Construction of Text (ICOT)

In this stage, learning is directed to be able to produce a text that covers acceptable generic structure and lexicogrammatical. Therefore, the students work independently with the text. It aims to observe their performance used for reading achievement assessment.

d. Essential aspects in developing units and tasks

Richards (2001: 264) provides set of requirements for developing unit in the material. He argues that materials should; give learners something they can take away from the lesson; teach something to learners that they can use; give learners a sense of achievement; practice learning item in an interesting way; provide a pleasurable learning experience; provide opportunities for success, individual practice, personalization and self-assessment of learning.

The primary step that should be considered in developing unit is the component of the unit itself. In this research, units consist of title, the objective (tells the students about what kind of texts that they will learn in the unit), tasks (organized by considering the stages of genre-based approach and reading strategies), reflection

(the students will know how much they have learnt from the unit), summary (to recall what the students have learned from the unit), evaluation (the students evaluate themselves and measure their achievement), and vocabulary list.

With regard to the tasks development, Nunan (2004: 41) proposes six components of task that should be considered. They are goal, input, procedure, task types, teachers' role, learners' role and setting. Goals relate to general intention of learning tasks in a course. It is broader than the term objective and refers to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Inputs refer to the data that will be used by the learners to complete the task. Inputs can be spoken, written and visual data. In providing inputs, teacher can do some adaptation or adoption in order to make the inputs comprehensible and useful for the learners.

Procedures are activities that will be used in learning the task. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. Teacher role refers to what the teachers are expected to do to make the classroom become success, such as how to carry out learning tasks and build a good communication with the learners. Learner role means what the learners are expected to do in carrying out learning tasks as well as having relationship with peers and teachers. Settings refer to the classroom arrangement in completing the task. It is also important to be decided by the teacher whether the class will be small or big, for example, individual work, pair work or group work.

In developing tasks, it is also important to take into account the gradation and sequence of tasks. According to Richards, Platt and Weber (1986) in Nunan (2004) grading in developing tasks is defined as ‘the arrangement of the content of a language course or textbook so that it is presented in a helpful way’. They also argue that any elements of language such as words, words meanings, tenses, structures, topics, functions, and skills also should be presented in a good order that enable students to understand the materials well.

In line with Richards, Nunan (2004) states that a material developer has to decide the gradation and sequence of tasks on what to teach first and what should teach later in materials. In short, selected tasks have to be graded and sequenced from easy one to the difficult one. As reading skills need input as the source of learning language, the sequence of input also should be taken into account. Those aspects include grammatical complexity, length of a text, and the amount of low frequency vocabulary (Nunan, 2004).

In addition, scaffolding is another significant aspect that should be kept in mind in developing tasks. Richards and Schmidt (2010: 507) mention that scaffolding is “the support provided to learners to enable them to perform tasks which are beyond their capacity”. It becomes a technique or strategy where the teachers provide demonstrations, support, guidance and input and gradually withdraw these as the learners become increasingly independent.

B. Previous Studies

There are some studies which almost had the same topic dealing with this study. The first research is entitled “**Making Culture Happen in the English Language Classroom**” which was conducted by Yakup Doganay, Madina Ashirimbetova, & Brent Davis in one of the top Universities of Kazakshtan in 2013. The kind of this study is Experiment which aimed to investigate the attitudes of students towards using culture based tasks activities and the impact of these in a foreign language teaching and learning performance. The research had been done with 80 students who have different cultural backgrounds. All of them were treated in four different groups, 2 control classes and 2 experimental classes.

The result of the research findings indicated that the experimental groups were engaged in a range of various culturally-oriented and culture- based activities performed 6.45% better than the control groups. It means that the practice of the various culture-based tasks and exercises helped the students to improve their English communicative and linguistic competences. The results obtained from the research offered insights into how culture-based activities could be used to develop and enhance not only students’ language skills but also their awareness of various culture sensitive issues.

The second research is entitled “**Teachers’ Perceptions of the Significance of Local Culture in Foreign Language Learning**” which is conducted by Intakhab

Alam Khan in 2014. The kind of this study is exploratory which involved 15 teachers of KAU Community college, Jeddah (KSA) and 25 teachers teaching English in different parts of the world especially the Middle East and India. The selection of the EFL/ESL teachers across the world was done on the basis of the social and professional networking sites such as LinkedIn, research gate and Facebook. The findings in this study illustrated that the teachers have positive attitudes toward integration of local culture.

The findings also implied that culture oriented teaching can be more effective than a teaching without a localized context. In this study, it was analyzed that the teachers' perception indicated and directed the researcher to support the hunch (based on real teaching experience) that culture based teaching leads to greater involvement of the target culture. By doing so, the learners focus on understanding the language aspects rather than the contents derived from the foreign culture. Furthermore, culture integration is quite essential for meaningful learning. This implied that through local culture integration, we can ensure better and easier learning experience. The students will be able to feel integrated with the teaching in the class as they will feel comfortable from the perspective of local/home context.

The third research is entitled “**Developing Culture-Based English Instructional Materials for Grade VII of Junior High School Students**” which was conducted by Wiwiek Afifah in 2015. The kind of this study is Research and Development which was aimed to develop the appropriate culture-based English

textbook for the seventh grade students of Junior High Schools. The subject of the research was students at three Junior High Schools in Yogyakarta. The material developed in this research covered all language skills (speaking, listening, reading, and writing). Then, the materials' topic engaged the Indonesian culture and the English culture such as the family, historical buildings, food, and great people.

The finding of the research indicated that the developed material had proven to be effective. There was significantly increase of the students' English test score after learning English using this product. Furthermore, the research product was able to support the students in internalizing and actualizing the cultural values. Generally, the researcher mentioned that having learnt English with culture-based English textbook: 1) students easily learn English since the language inputs were about culture that related to their daily life, 2) a part of being able to speak English, students were also proud of being Indonesian since it has many positive values and historical culture manifestation, 3) able to develop multiculturalism awareness through learning English as well as 4) finding out the similarities and differences between the two cultures: Indonesian culture and English culture.

Based on the above researches, it proved that the incorporation of culture in English Foreign Language classrooms gives a significant role to assist students in mastering English. Generally, the result of those researchers indicated that learning English with inserting culture as materials' content/ topic can increase the students' motivation and proficiency. Therefore, it is highly recommended for researcher to

conduct a same purpose in this case is to see the significance of culture in English learning classrooms.

The researcher will conduct a similar type of the research conducted by Wiwiek Afifah. It is a research and development. However, the product of the research does not cover four language skills. It is only focused on the developing culture-based materials for the reading skill. Hopefully, it can be used as the appropriate supplementary materials for students in Junior High School.

C. Conceptual Framework

Having considered the English reading problems faced by Junior High School students in Buton Island, South East Sulawesi, the researcher thinks that developing materials are necessary to do. The reading materials are developed based on the School-Based Curriculum. It also covers the topic that is related to the cultural aspects both from local culture (Indonesian culture) and target culture (English speakers' culture). It is expected to motivate students in learning process as well as improve their reading comprehension. Basically, the reading materials are arranged by considering the genre-based approach as well as the procedures of teaching reading (pre-reading, while-reading, and post-reading).

Furthermore, the researcher applies ADDIE concept proposed by Branch (2009) for the steps of material development. ADDIE is an acronym for *Analyze, Design,*

Develop, Implement, and Evaluate. Branch's concept is seemingly comprehensive and practical to apply. To add this, the researcher also combines the Branch's concept with Graves' model (2000). The influence of Graves' model will be focused on the designing and developing process. Following this procedure will hopefully produce the suitable material for students in Buton Island, South East Sulawesi.

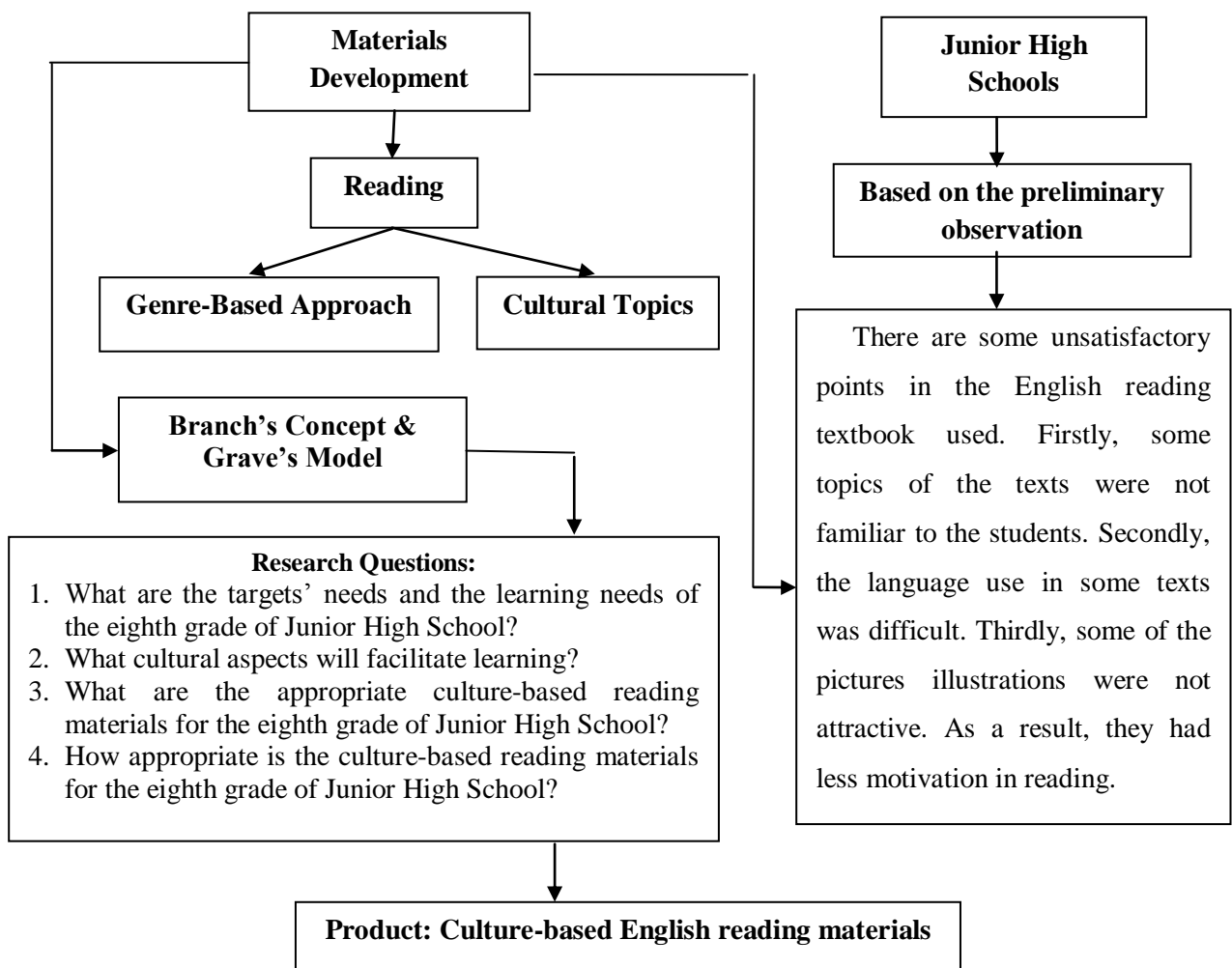


Figure 4. Conceptual Framework

D. Research Questions

Based on the background and formulations of the problems in the first chapter, and some theories that have been discussed, then the research questions are:

1. What are the targets' needs of the eighth grade of Junior High School?
2. What are the learning needs of the eighth grade of Junior High School?
3. What cultural aspects will facilitate learning?
4. What are the appropriate culture-based reading materials for the eighth grade of Junior High School?
5. How appropriate are the culture-based reading materials for the eighth grade of Junior High School?

CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is organized into three major parts. Those are development model, development procedure, and try-out design. Each part is elaborated in the following sections.

A. Development Model

The research model applied in this research was Research and Development (R&D). Gall, Gall, & Borg (2007: 589) defines Research and Development is a development model in which the research findings are used to design a new product and procedures, which then are systematically field-tested, evaluate and refined until they meet specified criteria of effectiveness, quality, or similar standards. Furthermore, Sugiono (2012: 407) illuminates that R & D is a research method that is applied to produce a certain product and followed by examining it to look at carefully its effectiveness. With regard to those definitions, Research and Development in this case refers to an attempt to develop a new product of culture-based reading materials for grade VIII Junior High School students.

In developing the culture-based reading materials, the researcher followed ADDIE concept proposed by Branch (2009). Branch conceptualizes the stages of material development into five stages namely analyze, design, develop, implement,

and evaluate. *Analyze* means the process to identify the students' need and the learning need, *design* refers to activity to design the first draft of the product, *develop* is the stage to shape the aimed product into a reality, *implement* means performing the product, and *evaluate* means to find the quality of the product.

Furthermore, the simplicity of ADDIE concept was further combined with a model of material development proposed by Graves (2000). The influence of Graves' model was focused on the procedures of designing and then developing the units. Graves' model provides the essential aspects that should be followed such as determining the organizing principles (the topics, genres, and tasks), identifying the unit, sequencing the unit, determining the unit content, and organizing the unit content. The procedure of material development of this research is diagrammed in the following part.

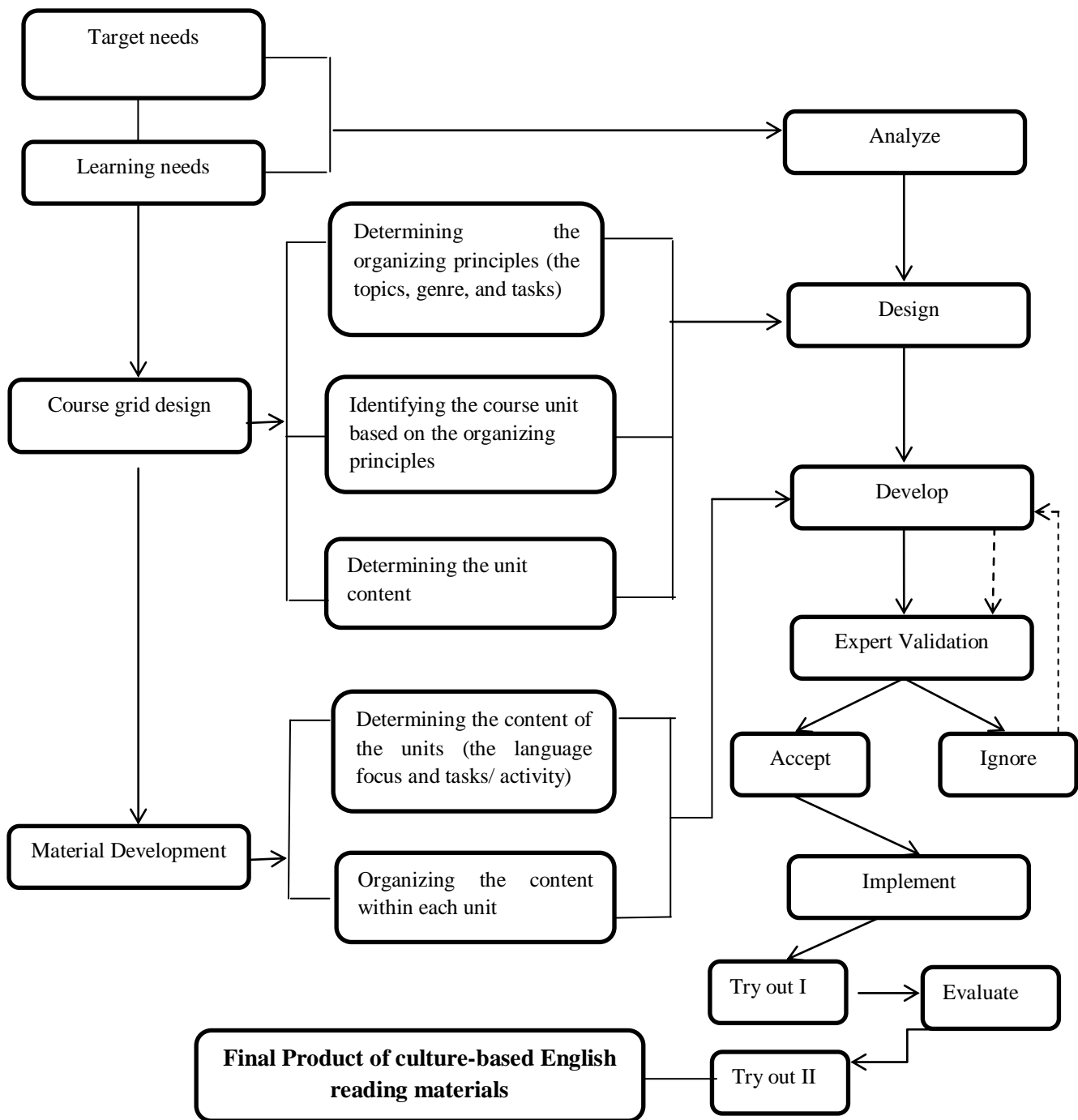


Figure 5. Steps of Developing Materials

Explanation: —————> The process of product development
 - - - - -> The revision process

B. Development Procedure

There were five steps in developing culture-based reading materials of this research. Each of them is briefly explained on the following parts.

1) Analyze

The first step is conducting needs analysis. The goal of conducting needs analysis was to find out the information about the students' needs and the learning needs. The students' needs covered the information about the students' necessities, lacks, and wants. Meanwhile, the learning needs paid attention to some aspects such as inputs, settings, procedures, teacher's roles, and students' roles. In relation to do needs analysis, the researcher distributed the questionnaire to the students as well as interviewed the teachers.

2) Design

At this stage, the researcher arranged strategies in designing the planned product. The researcher constructed a schedule and a draft about what should be made in developing materials in which they cover the concept, activities, and tasks. Firstly, the learning goal was identified. It was very essential to decide why the learning materials must be taught. In this case, the standard of competence and basic competence in School Based Curriculum were used as the guideline.

After identifying the learning goal, the researcher designed a course grid. It was intended to make a list of the materials to include in the order in which they would be presented. In designing the course grid, the researcher conducted some

steps such as determining the organizing principles (topics and tasks) based on the students' need, identifying the course unit based on the organizing principles, and sequencing the unit.

3) Development

The researcher developed and organized the unit content of culture-based reading materials based on the draft which has been made in the previous phase. Its' process covered adopting, adapting, and developing the available materials. The researcher conducted some steps such as writing, editing, discussing, and revising. In adopting process, the researcher utilized the existing materials while adapting was the process of adding, omitting or modifying the existing material with adjusted the purpose of the product. Furthermore, developing focused on how materials were produced and conformed to the goal of culture-based reading materials.

Having developed the culture-based reading materials, the experts evaluated it to assess the appropriateness of the material. The evaluation consisted of six aspects namely content, language, learning, culture, presentation, and graphic. After that the researcher analyzed what draft of material that must be revised. Furthermore, the result of revision will be judged again by experts until procuring the acceptable and satisfying result.

4) Implementation

The implementation of product was conducted into small group tryout and large group tryout. In small group tryout, the product was given to a group which consisted

of 20 students. During the small group tryout, the researcher attempted to find out the understanding of students related to the culture-based reading material. Therefore, the students were given time to read, to think, to discuss, and answer some questions provided in the culture-based reading materials.

Having conducted the small group tryout, the researcher implemented the product into the large group that consisted of 40 students. The process of large group tryout involved the teachers. The teachers taught the students used the culture-based reading materials. This section intended to determine the quality of the product since it gave a great chance for researcher to gain information of the product implementation in the larger context. In order to keep the materials reliable, the subjects of large group tryout was different from the previous one.

5) Evaluation

Evaluation was an important stage to judge the quality of the product. Evaluation occurred when the quantitative data and qualitative data were gathered. In this research, the evaluation process was conducted four times. First, the product was evaluated by the expert. The quantitative data from the expert were used to determine the quality of the product while the qualitative data were used to make revisions. The second evaluation was conducted by the teachers in order to know their perceptions toward the product. Finally, for the third and fourth evaluation was gathered from the students after conducting the small and large tryout.

C. Try-Out

This part discusses the tryout design, tryout subject, data collection techniques and instruments, and data analysis techniques.

1. Try-out design

This research employed two types of the tryout design. Each of them had different purposes. The first try out, also called as small group tryout, was aimed to obtain some agreements and responses from the students related to the developed product. The small group tryout was conducted in SMPN 5 Lakudo and it involved 20 students.

The second try-out, also called as large group, was intended to assess the quality of the product. This tryout was done after getting feedback from the students' responses in the first try-out. The second tryout was conducted in SMPN 1 Batauga and SMPN 4 Pasarwajo. The total of students who participated in this try-out was 40 students. It took two meetings in conducting the second tryout.

2. Try-out subject

The subjects of the tryout included the eighth grade students from three different schools namely SMP N. 1 Batauga, SMP N. 4 Pasarwajo, and SMP N. 5 Lakudo. The reasons behind the decision to select the students from these schools were because they had similar problems in learning English particularly for reading skill.

3. Data Collection Techniques and Instruments

In this research, the data were collected both quantitatively and qualitatively. Qualitative data were taken from the questionnaires while quantitative data were gathered from interview. The following section explained the techniques and instruments of data collection in more details.

a. Questionnaires

This research employed three questionnaires. The first questionnaire was aimed to collect the data of need analysis from students. The second questionnaire was given to the expert as well as the teachers to assess the quality of the product. The third questionnaire was distributed to the students after conducting the product tryout.

1) The needs analysis questionnaire

This questionnaire was distributed to obtain the information about the target needs as well as the learning needs. The result of the questionnaire was used as considerations in developing the product. The questionnaire for needs analysis was based on the following table of specification.

Table 3. The Organization of Questionnaires for Needs Analysis.

Category	Aspect	The purpose of the questionnaire	references
Target Needs	Necessities	To find out the type of needs by the demands of the target situation.	Nation and Macalister (2010: 27)
	Lacks	To find out the gap between learners' proficiency and the demand of the target situation.	Hutchinson and Waters (1987: 55-56)
	Wants	To find out the learners' needs of learning English.	Hutchinson and Waters (1987: 56)
Learning Needs	Input	To find out the suitable input for English learning materials that students want the most	Nunan (2004: 47)
	Procedures	To find out the suitable procedures that students want the most.	Nunan (2004: 52)
	Setting	To find out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups)	Nunan (2004: 70)
	Students' role	To find out the role of the learner in the learning process	Nunan (2004: 64-69)
	Teachers' roles	To find out the role of the teacher in doing the tasks	Nunan (2004: 64-69)

2) The expert judgment questionnaire

This questionnaire was aimed to gain the expert’s judgment toward the product. The questionnaire results led the researcher to make certain about parts that needed to be revised. The questionnaire was in close-ended form and used Likert scales. The questionnaire for expert judgment was based on the following table of specification.

Table 4. The Organization of Questionnaires for Expert Judgment

No	Aspect	The purpose of the questionnaire	References
1.	Content	Whether material is based on standard of competence and basic competence Whether material covers texts related to cultural aspects The suitability between material and the students’ need	McDonough, Shaw, & Masuhara (2013: 59) Instrument for SMP/MTS Textbook Evaluation by BSNP
2.	Language	The simplicity of the language used in material The language level used in the text The language appropriateness in material	Instrument for SMP/MTS Textbook Evaluation by BSNP
3.	Learning	The appropriateness between material and the result of needs analysis The appropriateness between learning activities and topics The arrangement of learning whether they are arranged systematically from the simple into complex Exactness to motivate students to learn independently and collaboratively	Hutchinson & Waters (1987: 73)
4.	Presentation	The language input that are served in the text, learning activities, and	Nation & Macalister (2010: 56)

		<p>pictures are able to support students' understanding</p> <p>The presentation of exercise and vocabulary enrichment are interesting and relates to the context</p> <p>The materials are completed by a brief explanation, vocabulary list, and pictures</p>	
5.	Graphical design	<p>The material appearances are clear, interesting, and appropriate to Junior High School students</p> <p>The fonts size and the fonts type used in material are appropriate</p> <p>The selections and compositions of the color are appropriate</p>	McDonough, Shaw, & Masuhara (2013: 57)

3) The questionnaire for product tryout

This questionnaire was distributed to the students after implementing the tryout. The questionnaire for small group tryout included the aspect of product content as well as texts and pictures quality. Meanwhile, the questionnaire for large group tryout consisted of product content, texts and pictures quality, and product implementation as well. This questionnaire was in close-ended form and used the Likert scales.

b. Interview

This research administered semi-structured interview toward the English teachers. In this case, the interview did not only limit to the questions on interview guideline but also improved to some other questions depending on the condition and the teachers' answers. The researcher interviewed the teachers to obtain information

about the condition of students, teaching, and learning. This information was used to support the result of needs analysis.

4. Data Analysis Technique

This research employed two techniques of data analysis. The data were analyzed quantitatively and qualitatively.

a. Quantitative data

Quantitative data were obtained from questionnaires. There were three types of questionnaires that were analyzed. The first questionnaire was used to analyze the data from need analysis. The second questionnaire was used to analyze the data from expert judgment. The last questionnaire was used to analyze the data from the students' response after the developed product was tried out.

The collected data from all of the questionnaires were measured by using Likert scale with four point scale (strongly agree, agree, disagree, strongly disagree). The result of the data in the first questionnaire was analyzed descriptively in percentage. However, the other questionnaires were interpreted into numerical values 1-4. The data were analyzed in the form of descriptive statistical analysis. Afterward, the categories are determined based on the criteria. Suharto (2006) proposes the quantitative data conversion as presented below.

Table 5. Quantitative Data Conversion

Scales	Category	Interval of Mean
4	Very good	$3.25 \leq x \leq 4$
3	Good	$2.24 \leq x \leq 3.25$
2	Poor	$1.74 \leq x \leq 2.24$
1	Very Poor	$1 \leq x \leq 1.74$

b. Qualitative data

Qualitative data were gathered from the result of interview. The interview data were analyzed in four steps. The first step is data collection. In this step, the interview was recorded and written in the form of interview transcript. The following step is data reduction, in which it involves the process of selecting, limiting, simplifying, and paraphrasing the raw data obtained in the data collection. The next step is data display in the form of narrative in order that the researcher got ease to understand the data. Conclusion drawing is the last step of the data analysis in which the researcher draws meaning of the findings.

D. Validity and Reliability of the Instrument

1. Validity of the Instrument

The validity referred to the appropriateness, the meaningfulness, the usefulness specificity, and the diagnostic potential of the instrument that was used in the research. There were three basic types of the validity, namely the content validity,

the criterion-related validity, and the construct validity. In this research, the content validity was used to measure the validity of the instrument. This validity entailed the assessment to cover the intended contents in sufficient. It did not use the statistical calculation as the same as the criterion-related validity and the construct validity. It was based on the individual, subjective judgment which was related to the content expert as the validator.

The researcher managed the assessment form of the instrument to examine the validity of the instrument. The instrument was developed based on the syllabus and students' needs of the eighth grade students of Junior High Schools. Then, the researcher consulted the instrument to the validator or the expert. The instrument was validated by Dyah Setyowati Ciptaningrum, Ed.D as the English lecturer in Yogyakarta State University. The assessment form of the assessment can be seen in Appendix 1.

2. Reliability of the Instrument

The validity and the reliability of the instrument were done as the standard of the research instrument. In this term, the reliability referred to the consistency if the score for the individual over repeated test. Some ways could be assessed such as the pre-test and post-test, the alternate forms, the internal consistency, and the inter-rater reliability.

Moreover, the inter-reliability was done by the researcher. There were four raters in this research. The first rater was Dyah Setyowati Ciptaningrum, Ed.D as the

English lecturer, the second one was an English teacher at SMP Negeri 1 Batauga, the third one was an English teacher at SMP Negeri 4 Pasarwajo, and the fourth rater was an English teacher at SMP Negeri 5 lakudo. After all raters had rated the instrument, the results were examined by Intraclass Correlation Coefficient (ICC) through SPSS. Afterwards, the researcher categorized the level of reliability using ICC agreement which is presented in the following table.

Table 6. Intraclass Correlation Coefficient Agreement

K Score	Category
0.00 $\leq x \leq$ 0.50	Poor
0.50 $\leq x \leq$ 0.75	Moderate
0.75 $\leq x \leq$ 0.90	Good
0.90 $\leq x \leq$ 1.00	Excellent

The following table describes the result of measurement of the instrument through Intraclass Correlation Coefficient (ICC).

Table 7. The result of measurement through ICC

Intraclass Correlation Coefficient						
Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
	Lower Bound	Upper Bound	Value	df1	df2	Sig
.717^a	,608	,811	11,133	49	147	,000
,910 ^c	,861	,945	11,133	49	147	,000

Based on the above table, it is found that the reliability was categorized moderate since the score reach 0.717. Therefore, the instrument is considered reliable.

CHAPTER IV

RESEARCH RESULT AND DEVELOPMENT

This chapter describes and discusses the result of product development, the result of tryouts, product revisions, the discussion of the last product, and the limitation of the research. Those will be briefly discussed in the following parts.

A. Product Development Result

1. The Needs Analysis Result

Conducting needs analysis is the first step to develop culture-based reading materials for the eighth grade students of Junior High School. The needs analysis is conducted to obtain information about two basic things namely target needs and learning needs. The target needs comprise students' necessities, lacks and wants. Meanwhile, the learning needs involve learning input, procedures or activities, setting, students' role and teachers' role.

There are many ways to conduct needs analysis. However, this research applied and distributed the questionnaires that were used as the basic data for arranging the course grid. The distribution of questionnaire was conducted on April, 5th, 7th, and 8th 2016 in three schools: SMPN 1 Batauga, SMPN 4 Pasarwajo, and SMPN 5 Lakudo. The researcher took 30 students in each school. Therefore, the total of students who

filled the questionnaires was 90 students. The process of distributing questionnaire was fully controlled by the researcher.

Besides distributing the questionnaire to the students, the researcher also interviewed the English teachers. This process aims to identify the students and the learning situation. The needs analysis result through questionnaires and interviews is explained in the following paragraphs.

a. The needs analysis through questionnaires

1) Target needs

According to Hutchinson & Waters (1987: 55) target needs are what the students need in order to communicate in the target situation. Target needs are divided into three categories namely necessities, lacks and wants. They are explained as follow.

a) Necessities

The students' necessities are determined by the demand of target situation (Nation & Macalister, 2010: 27). With regard to the students' necessities in reading English text, there were five items presented. The following table explained it in more details.

Table 8. Necessities in Reading English texts

No	Statements	Total Number of students (90)	
		Number	Percentage
1.	Finding the information or idea in a	84	93.34%

	text.		
2.	Guessing the meaning of words based the context of the text for enriching vocabulary.	86	95.56%
3.	Reading aloud to drill pronunciation.	78	86.67%
4.	Increasing the knowledge about grammar.	73	81.11%
5.	Recognizing the characteristics of genre.	69	76.67%

The table indicates the language aspects that need to be learnt by the students to improve their reading ability. In reading English texts, the students did not only read the texts but they were also demanded to improve the language aspects in reading. As the result, over 50% of students agreed that they needed to find an idea or information in a text, guessed the meaning of words from the text that could enrich vocabulary, drilled their pronunciation when the text was read aloud, increased the knowledge about grammar, and recognized genre or text types. Therefore, the data were used as a guideline to develop the reading materials.

b) Lacks

Lacks are the types of needs that are used to know what language aspects have not been yet mastered by students. In other words, it can be described as the gap between what students know already and necessity (Nation & Macalister, 2010: 27). Dealing with the students' lacks in English reading, there were six items questioned to the students. The following table presented the result of those items.

Table 9. Students' Lacks in Reading English Texts

No.	Statement	Total of students (90)	
		Number	Percentage
1.	My current English reading proficiency is good.	40	44.44%
2.	I know a lot of English vocabularies.	43	47.78%
3.	I understand the English grammar well.	47	52.22%
4.	I can pronounce the English text appropriately.	44	48.89%
5.	I can understand the content of the whole text.	45	50%
6.	I have prior knowledge about the topic of the text.	45	50%

Based on the above table, there were only 44.44% of students who admitted their current English reading proficiency was good. It was clearly identified by

observing their' responses to the next statements. There were 47.78% of students who had known many vocabularies and 52.22% of students who had mastered the grammar well. Furthermore, there were 48.89% of students could pronounce the text appropriately. Then, there were only half of students who could understand the content of the text as well as had prior knowledge about the topic of the text. Therefore, it can be concluded that most of students still needed assistance in learning English reading.

c) Wants

Wants refer to the students' perceptions or thoughts about their needs. The identification of students' wants is important to find out what actually students want to learn in order to achieve the target situation. Dealing with the students' wants in reading English, there were four questions presented. The table below explained it in more details.

Table 10. Students' Wants in Reading English Texts

No.	Statement	Total of students (90)	
		Number	Percentage
1.	List of vocabularies are needed to assist me interpreting difficult words or unfamiliar words.	90	100%
2.	The colorful and varieties of picture illustration are needed in the reading material.	79	87.78%
3.	I am more interested in reading with	84	93.33%

	familiar topic in the context of daily life.		
4.	I am more motivated in reading if the topic is related to the local culture	87	96.67%

Dealing with the content of reading material, all of the students wanted a list of vocabulary since it would be beneficial to assist them in finding difficult or unfamiliar words when reading the texts. The students also agreed if the reading material engaged with colorful and diverse picture illustrations. It was proven by 87.78% students who chose this option. It would make the students interested to learn. Referring to the topic, more than 92% of students more motivated if the topic was familiar with their daily life particularly concerned to the local culture.

2) Learning needs

Learning needs are used to know what the students need in order to be able to learn English well. There are five aspects which are related to the learning needs. Those aspects are: input, procedures or activities, setting, students' role and teachers' role.

a) Input

Input refers to spoken, written and visual data that learners work with in the course of completing task which is provided by the teacher, textbook or other resources (Nunan, 2004: 47). Dealing with the developed material, input is divided into two categories. The first input refers to the preferred topic and the second one relates to the preferred picture illustration. These are further described in the following table.

Table 11. The Preferred Topics of the English Text

No.	Statement	Total of students (90)	
		Number	Percentage
1.	I prefer reading text about my own local stories such as the legend of Bone Malei and Wandiu-diu .	84	93.33%
2.	I prefer reading text about the attitude of Indonesian people such as manners in family and society.	38	42.22%
3.	I prefer reading text about the habit of Indonesian people in mutual cooperation or voluntary work.	46	51.11%
4.	I prefer reading text about tradition such as <i>Pekande-kandea</i> (communal eating).	70	77.78
5.	I prefer reading text about historical buildings such as the Buton palace fortress.	82	91.11%

6.	I prefer reading text about traditional foods such as <i>kasoami</i> and <i>parende</i> .	60	66.67%
7.	I prefer reading text about traditional dances such as <i>bosu</i> and <i>balumpa</i>	74	82.22%
8.	I prefer reading text about the handicrafts such as <i>bosu</i> (porcelain).	49	54.44%

English topics that were preferred to read by the students were related to the local stories, historical buildings, traditional dances, and traditions. Each of the options gained 93.33%, 91.11%, 82.22%, and 77.78%. Since the reading material development only covered three units and was adjusted to the standard of competence of reading skill, the researcher identified and then determined the most appropriate topic for each unit. The researcher considered the topic of the local stories was appropriate for narrative text, the historical buildings was appropriate for recount text, and traditions was appropriate for the short functional text in the form of personal letters.

Table 12. The Preferred Picture Illustration

No.	Statement	Total of students (90)	
		Number	Percentage
1.	Living picture	12	13.33%
2.	Cartoon picture	27	30%
3.	Both of living and cartoon picture	51	56.67%

Referring to the picture illustration that would be engaged in reading materials, the students preferred the combination of living and cartoon rather than only living picture or cartoon picture. It could be seen from the highest percentage presented on the table namely 56.67% of students who chose the option.

b) Procedures

Procedures are needed to gain information about what kinds of activity which are going to do to achieve particular goals (Nunan, 2004). With regard to English reading activities, there were twelve items presented. These are listed on the table below.

Table 13. The Preferred Reading Activities

No.	Statement	Total of students (90)	
		Number	Percentage
1.	Answering the questions after reading a text.	60	66.67%
2.	Finding the meaning of specific words in the text.	53	58.89%
3.	Finding the referring words she, he, it, the, etc.)	49	54.44%
4.	Finding the synonyms.	44	48.89%
5.	Correct the wrong vocabulary that is not fit with the context of reading passage. (Editing tasks)	21	23.33%

6.	Complete the text with exact words (gap filling tasks)	45	50%
7.	Identify the topic of the text	31	34.44%
8.	Doing puzzles to increase vocabulary	66	73.33%
9.	Find the main idea in each paragraph of the text.	28	31.11%
10.	Summarize the text with own words.	12	13.33%
11.	Choose the words or sentences that are suitable with the picture (picture cued items)	78	86.67%
12.	Arrange the jumbled sentences or paragraph	45	50%

Dealing with the reading activities, there were 86.67% of students preferred to do picture cued items. Indeed, pictures cued items would be very helpful to trigger students to read the sentences and then matched them with the pictures. It could be interesting and challenging for them. Then, there were 73.33% of students who interested to do puzzle to increase vocabulary. They also wanted to answer the questions after reading a text, find the meaning of specific words in the text, find the referring words (she, he, it, the, etc.), and find the synonyms. The accumulation of their choice reached 66.67%, 58.89%, 54.44%, and 48.89%. Furthermore, half of the students agreed if the gap filling tasks and arranging the jumbled words or sentences were involved in reading activities.

Based on the results, it can be concluded that most of students preferred to do various activities in the reading class.

c) Setting

Setting refers to the classroom arrangement in completing the task for instance individual works, pair work or group work. The preferred classroom settings of students are presented below.

Table 14. The Preferred Learning Mode

No.	Statement	Total of students (90)	
		Number	Percentage
1.	Work individually	49	54.44%
2.	Work in pairs	64	71.11%
3.	Work in small groups (3-4 students)	72	80%
4.	Work in large groups (more than 5 students)	44	48.89%
5.	Work in classical (together in one class)	39	43.33%

The data indicate that 80% of the students preferred to do the reading task in small groups. Then, 71.11% of the students chose pair activity and 54.44 of the students wanted to do the task individually. Meanwhile, only 48.89% of the students who wanted to work in large groups. They were also less interested to

do the task in classical activity. It was proven by seeing its' percentage that are lowest than the others.

d) Students' Role

Students' role is one of the essential aspects in the learning needs. Identifying the students' role can lead the teacher or material developer to know how students act during the teaching and learning process. Here is the result of the students' view about their role during classroom activities.

Table 15. Students' Role in Learning Reading

No.	Statement	Total of students (90)	
		Number	Percentage
1.	just listening to the teacher	12	13.33%
2.	actively participating in the whole reading activities	70	77.78%
3.	Doing the teacher's instruction	67	74.44%
4.	Giving suggestion and critique to the teacher.	21	23.33%

The data in the table state that there are two statements that are put on the highest percentage of four statements which are 77.78% and 74.44% of students. First, it indicates that students were engaged in the reading activities

actively. Then, they also followed and did the teacher's instruction to guide them during the reading activity.

e) Teachers' role

The teacher's role is also necessary since it can determine the success of learning. Here is the result of the students' view about their teachers' role during classroom activities.

Table.16. Teacher's Role in Teaching Reading

No.	Statement	Total of students (90)	
		Number	Percentage
1.	Teacher is a source of information; gives an example how to do the task.	80	88.89%
2.	Teacher controls the teaching and learning activity in classroom	56	62.22%
3.	Teacher facilitates the teaching and learning process	41	45.56%
4.	Teacher leads the teaching and learning process but students should actively participate in the process	67	74.44%
5.	Teacher gives feedback after students do the tasks.	46	51.11%

From the table, it can be shown that 88.89% of the students wanted their teacher as a source of information as well as gives them example how to do the task. Then, there were 74.44% of the students who wanted the teacher led them

in the teaching and learning activity, at the same time the teacher should encourage the students to actively participate in the process of learning. There were 51.11% of the students who agreed if the teacher gives feedback after doing the tasks. Furthermore, the students also preferred the teacher as controller and facilitator. These preference reached 62.22% and 45.56%.

b. The needs analysis through interviews

In conducting the interview, the researcher prepared interview guideline questions. It led the researcher to find the information about the students and learning situation. The interview did not only limit to the questions on interview guideline but also improved to some other questions depending on the condition and the teachers' answers. The interview was given to the English teachers of SMP Negeri 1 Batauga, SMP Negeri 4 Pasarwajo, and SMP Negeri 5 Lakudo. The interview transcript excerpt is presented below.

Table 17. The Excerpt of Interview Transcript toward English Teachers

The researcher	:	What textbooks do you use in teaching English?
Teacher 1	:	Since the school provides many <i>English in Focus</i> textbooks, so I use it as the core textbook. However, sometimes I also use other books if necessary.
Teacher 2	:	I use some textbooks provided by the government such as <i>Scaffolding</i> and <i>English in Focus</i> . I also use another textbook from publishers.
Teacher 3	:	I use <i>English in Focus</i> as the students' textbook because the school has many stocks. However, I use other textbooks and utilize the sources from internet as additional references.

The researcher	:	Are you satisfied with the materials in the textbook? Does it facilitate the students in learning English?
Teacher 1	:	Generally, the textbook is good because it is arranged based on the curriculum and the syllabus. Then, the learning activities are varied. However, I found some topics in the materials are unfamiliar. In this case, the students do not have background knowledge toward the topics. It becomes a problem because one point that makes the students easily understand the material is the familiar topics.
Teacher 2	:	Actually, I'm satisfied with the materials in the textbook because it provides interesting topics and various activities. However, I'm rather disappointed with the pictures in the materials. Some of them appear unclear.
Teacher 3	:	Overall, the textbooks can facilitate the students in learning English. However, there are some texts in the materials are not suitable with the students' cognitive. I think the use of language is high. Some students claimed that they had difficulty to understand the texts. Moreover, some topics are also unfamiliar for them.
The researcher	:	To overcome the lack of the materials, do you provide the topics or create the texts and activities by your own?
Teacher 1	:	I have an intention to do that but I have limited time now. I do not only teach but also occupy a functional position in school.
Teacher 2	:	To overcome the lack, I more focus to give them understanding or explanation than provide other materials. For instance, when the students are difficult to comprehend the texts or they do not know what the questions mean, I will explain it.
Teacher 3	:	Yes, of course. If I think the text is difficult to comprehend, I will simplify it. Sometimes, I create my own texts with a language that is more understandable.
The researcher	:	What do you think about the students' ability in reading?
Teacher 1	:	I think their ability should be improved. Most students have difficulty to comprehend the texts. This is due to the lack of vocabulary and unfamiliar topics.
Teacher 2	:	There are few students who have good reading comprehension.
Teacher 3	:	Their reading comprehension was still low. They still need more attention.

The researcher	:	Dealing with the classroom arrangement in completing the tasks, what do students prefer?
Teacher 1	:	The students prefer to do the tasks in pairs or groups rather than do it individually.
Teacher 2	:	I often ask the students to work in pairs or groups and it is very helpful to make the students easily doing the tasks. Furthermore, from this way, they have opportunity to discuss and improve their language skill.
Teacher 3	:	Of course, they prefer do the tasks in groups or pairs. However, it is better to give them individual tasks. It is important to lead the students to learn independently.
The researcher	:	Are the students active in learning activity?
Teacher 1	:	Most of students are active in giving questions particularly refer to the difficult vocabulary. In groups section, they will work together and support each other to complete the tasks given.
Teacher 2	:	Yes, the students actively participate in learning activity. Furthermore, if there is a material that they do not understand, they will ask.
Teacher 3	:	Most of students are active. They never complain if I ask them to do the tasks. They will do it enthusiastically.
The researcher	:	What do you think about my plan to cover the vocabulary list at the end of every unit?
Teacher 1	:	Because not all students have dictionaries and schools also do not provide them in sufficient quantities, then the plan will greatly help the students.
Teacher 2	:	It will be helpful. The students will find the difficult words.
Teacher 3	:	I agree to that plan. Most of the students did not have dictionaries. It related to economy factor that dictionary still became luxury thing for students in some areas of Buton Island.
The researcher	:	What do you think about my plan to develop reading materials based on local culture?
Teacher 1	:	The students are interested to learn English if the topics are familiar with them. Therefore, I think it is a good plan to develop materials based on local culture.
Teacher 2	:	It will be useful to support the students in learning English. The students had enough background knowledge of their culture that would help them to understand the learning materials

Teacher 3	: It is good. I ever provided a topic related to local culture in learning activity and the students were interested. The students were familiar with that topic since they experienced the culture itself.
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According to the interview, the researcher found that all the three schools used the same compulsory book as the learning materials, namely *English in Focus*. Besides, the teachers stated that additional books were sometimes employed as the learning materials. Despite having compulsory and additional resources, the teacher also did not negate that some parts of the existing materials had not been satisfactory in terms of topic familiarity, language level, and pictures clarity.

One of the interesting finding of the interview is the teacher acknowledged that they actually had an intention to create the texts and activities by their own. However, there were some hinder factors that the teachers could not able to do so. One of the factors was teacher's workload. In this case, teacher did not only teach in the classroom, but he also occupied a functional position in school that caused him having no time to develop his own materials. Therefore, the researcher took an initiative to help the teachers in developing appropriate materials for learning instruction.

In developing learning materials, there are some aspects that need to be taken into account such as students' condition. From the teachers' perspective, the students' ability in reading was still low. It was indicated from the learners' inability to understand the vocabularies exist in the reading passage. Beside the problem of

vocabulary, the teachers also considered that the learners' unfamiliarity to the topic became one of the points that was necessary to solve.

In response to the classroom arrangement, the teachers revealed that their students preferred to work in pairs or in groups rather than working individually when doing the given tasks. However, the teacher realized that working individually would occasionally benefit the students to learn independently. Furthermore, the students were quite active in classroom particularly in asking questions for the materials they did not understand. In this case, the teachers played an important role as resources for many things such as translating vocabularies.

In order to lighten the teachers' job in translating vocabularies, the researcher would develop learning materials that covered list of vocabularies at the end of every unit. Furthermore, the teachers agreed to that plan since most of the students did not have dictionaries.

In addition, in developing learning materials, the teachers did support to develop learning materials based on local culture. There were some reasons to support the development of local culture-based materials: 1) the students were familiar with the topic related to the local culture that they experienced the culture itself, 2) The students had enough background knowledge of their culture that would help them to understand the learning materials.

2. Course Grid Designs

Having analyzed the students' needs, the researcher then designed the course grid which can be used as the guideline of developing the materials. Besides the result of needs analysis, the course grid design was also based on the School Based Curriculum (KTSP). Therefore, the course grid was designed under the standard of competence and basic competence of English reading skill in the second semester of eighth grade of Junior High School. According to the standard of competence, reading materials are focusing on the short functional texts (such as advertisement and personal letter), recount text, and narrative text. In addition, the components of course grid involved unit title, materials, indicators, language focus (grammar and vocabulary), and learning activities.

There were three unit designed in the course grid. The first unit referred to the teaching of short functional texts in the form of personal letters. In this unit, the students were aimed to be able to understand the social function and the generic structure of personal letters. The title of this unit was "Traditional Celebrations". So, the personal letters talked about traditions. Furthermore, the students would learn the simple present tense.

The second unit focused on the teaching of recount texts. This unit emphasized the students to be able to understand as well as identify the social function, generic structure, and language features of recount texts. The title of this unit was "Exploring Historical Buildings". So, the texts are related to experiences when people explored

the historical buildings. Dealing with the language features of recount texts, this unit would focus on the use of past tense and time connectives.

The third unit was about the teaching of narrative texts. From this unit, the students are expected to be able to understand as well as identify the social function, generic structure, and language features of narrative texts. The title of this unit was “Famous folktales”. The students would read texts about the Indonesian folktales in the form of fairytales and legends. For the language features of narrative texts, this unit would emphasize to the use of adjective and adverbs as well as the use of passive form of past tense.

3. Unit Design

Since the course grid had been formulated, the researcher then developed the materials. The organization of the unit and tasks in culture-based English reading materials considered some important aspects such as grading, sequencing, as well as scaffolding. Grading and sequencing are the way to arrange the unit in a good order. In the other words, this process is important to decide what to teach first and what should teach later in the reading materials. In short, selected units have to be graded and sequenced from easy one to the difficult one. Considering those aspects, therefore, the researcher took place the learning of short functional texts in the first unit, the learning of recount texts in the second unit, and the learning of narrative texts in the third unit.

Dealing with the reading activity/task, it was organized by considering the steps of genre-based approach (building knowledge of field, modeling of text, joint construction of text, and independent construction of text) and reading strategies (pre-reading, while-reading, and post reading). Furthermore, tasks in every step were arranged in scaffolding way. As mentioned in chapter 2, scaffolding is a technique or strategy where the teachers provide guidance, demonstration, and input to facilitate the students in doing the tasks and gradually they become independent. Therefore, the researcher decided to include directions and examples in every task in order the students get ease to do the tasks.

Having considered some important aspects in organizing the units and tasks, the researcher provided the components of the unit in culture-based reading materials.

a. Introductory page.

It presents the unit title, introduces the topic, and informs the learning objective.

b. Let's start (BKOF)

It is a warming activity (pre-reading activity) that helps the students to have schema building or build their understanding about the topic/text that is going to learn.

c. Let's Read (MOT and JCT)

It is while-reading activity where the students do many reading activities.

Students also learn the generic structure of a text, grammar and vocabularies.

d. Fun space

It covers a fun task such as crossword puzzles to enrich the students' vocabulary

e. Let's get more practice (ICT)

It is post reading activity where the students are expected to do the task independently.

f. Let's Evaluate

It means the students evaluate themselves and measure their achievement.

g. Let's Reflect

It provides a self-assessment activity. Therefore, the students will know how much they have learnt from the unit.

h. Let's Summarize

It aims to recall what the students have learned from the unit.

i. Vocabulary list

It helps the students to find the meaning of vocabulary they do not know before.

In addition, there was also an important part in every unit. It is called "Do You Know". This part provides information about the English speakers' culture. It benefits to improve the students' insight and gives them opportunity to find the similarity or difference of this culture with their own culture. Furthermore, the unit

was also completed with a section that facilitates the students to practice their pronunciation. Finally, there were also quotations that contain some moral values.

4. The First Draft of Culture-Based English Reading Materials

The first draft of materials is arranged by following the unit design which is explained in the previous discussion. The unit description of the first draft is further explained below.

a. The description of Unit 1

The title of the 1st unit is *Traditional Celebrations*. In this unit, the students are expected to be able to understand the function as well as the generic structure of personal letters. There are 13 tasks in this unit. The below table explains it in more details.

Table 18. The Description of Unit 1

Part	Task	Target	Instructions
Let's Start	1	Schema Building	Read the following texts and guess which number indicates the personal letter.
	2	Schema Building	Answer the following questions and discuss it with your partners.
Let's Read	3	Pronunciation practice	Study and pronounce the following words. Read aloud the personal letter below. Your teacher will guide you.
	4	Understanding the characteristic of personal letters	Read again the text in Task 2. Study the following explanation. Discuss it in pairs and then ask your teacher for

			more explanation.
	5	Comprehending the content of a personal letter	Based on the text in Task 2, answer the following questions.
	6	Practicing vocabulary	Read the following personal letter and then guess the meaning of the following words. You may open your dictionary if it's necessary.
	7	Comprehending the content of a personal letter	Based on the text in Task 5, decide whether the following statements are true or false. Give a tick (✓) to your choice. Compare your answer with your classmate's.
	8	Learning grammar (simple present tense)	In groups of four, study the following explanation. Discuss it and ask your teacher for more explanation.
	9	Grammar practice	Read the following letter and then change the following verbs into the correct present form. Number 1 is done for you.
Fun Space	10	Vocabulary enrichment	Find some Indonesian traditions in the following puzzle. List your findings, and then guess where they are from. Look at the example.
Let's Get More Practice	11	Identifying the generic structure of personal letters.	Read the following text and then identify the generic structure.
	12	Comprehending the content of personal letters	Read the text in Task 10 again, and then put a tick (✓) on the correct statement.
Let's Evaluate	13	Comprehending the content of personal letters	Read the following letter and answer the questions by choosing either a, b, c, or d for the correct answer.

b. The Description of Unit 2

The title of the 2nd unit is *Exploring Historical Buildings*. In this unit, the students are expected to be able to understand the social function of a recount text, its' generic

structure, and its' language feature. This unit employed 18 tasks. The below table explains it in more details.

Table 19.The Description of Unit 2

Part	Task	Target	Instructions
Let's Start	1	Schema Building	In pairs, look at the following pictures and label them with their names that are provided in the box. Look at the example.
	2		Based on the pictures in Task 1, please answer the following questions.
Let's Read	3	Pronunciation Practice	Pronounce the following words. Then read aloud the text that follows. Your teacher will guide you.
	4	Understanding the characteristic of a recount text	The text in Task 3 is a recount text. Now, study the following explanation. Discuss it in group of four and then ask your teacher for more explanation.
	5	Vocabulary practice	Read the following text and then guess the meaning of the following words. You may open your dictionary if necessary.
	6	Identifying the generic structure of a recount text	Work in pairs. Identify the generic structure of the text in Task 6.
	7	Comprehending the content of a recount text	Decide whether the statements are true or false. Give a tick (√) to your choice. Then compare your answer with your classmates
	8	Exploring the English grammar (Simple past tense)	In groups of four, study the following explanation. Then fill in the blanks with the correct verb forms in the box. Look at the example.
	9	Grammar Practice	Read the following letter and then change the verbs in the bracket into simple past tense so that the text can be meaningful.

	10	Comprehending the content of a recount text	Based on the text in Task 10, complete the following blanks. Look at the example.
	11	Exploring the grammar (Connecting words)	In pairs, study the following explanation and then complete the text that follows with the correct words in the box.
	12	Grammar Practice	Based on the text in Task 12, find what the following pronouns refer to. Look at the example.
	13	Enrichment vocabulary	Study the following words. Match each with its synonym. Look at the example.
Fun Space	14	Enrichment vocabulary	Do the following crossword puzzle. Number 1 is done for you.
Let's Get More Practice	15	Identifying the generic structure of a recount text	Work in groups of three. Arrange these jumbled paragraphs into a good recount text by giving number to the circles.
	16	Comprehending the content of a recount text	Read the text in Task 16 again and then put a tick (✓) on the correct statement. Look at the example.
	17	Improve students' comprehension about recount texts	Ask your friends or families who can use English to write their interesting experience when visiting historical places. Read it and identify its generic structure and its features such as past tense and connecting words. Compare your work with your classmates.
Let's Evaluate	18	<ul style="list-style-type: none"> • Comprehending the content of a recount text and identifying its generic structure. • grammar and vocabulary practice 	Read the following text and answer the questions by choosing either a, b, c, or d for the correct answer.

c. The Description of Unit 3

The title of the 3rd unit is *Famous Folktales*. In this unit, the students are expected to be able to understand the social function of a narrative text, its' generic structure, and its' language feature. This unit consisted of 18 tasks. The below table explains it in more details.

Table 20. The Description of Unit 3

Part	Task	Target	Instructions
Let's Start	1	Schema Building	In pairs, look at the following picture and answer the questions.
Let's read	2	Pronunciation Practice	Pronounce the following words. Then read aloud the text that follows. Your teacher will guide you.
	3	Comprehending the content of a narrative text	Based on the text in Task 2, answer the following questions.
	4	Understanding the characteristic of a narrative text	The Text in Task 2 is a narrative text. Now, study the following explanation. Discuss it in groups of four and ask your teacher for further explanation.
	5	Vocabulary practice	Read the following text. Then, guess the meanings of the words based on the context. You may consult you dictionary. Look at the example.
	6	Identifying the generic structure of a narrative text	Work in pairs. Identify the generic structure of the text in Task 6.
	7	Vocabulary practice	The following text is a story from Central Java. In groups of four, read and complete the text with the correct words in the box. Look at the example

	8	Comprehending the content of a narrative text	Decide whether the following statements are true or false. Give a tick (√) to your choice. Then compare your answers with your classmates.
	9	Exploring the English grammar (adjectives and adverbs)	Study the following explanation. Discuss it in groups of four and ask your teacher for further explanation.
	10	Grammar practice	The following text is a story from West Kalimantan. Read it and then identify the adjectives and adverbs. Look at the example.
	11	Comprehending the content of a narrative text	Based on the text in Task 10, answer the following questions.
	12	Vocabulary practice	Study the following words. Match each with its synonym. Look at the example.
	13	Understanding the grammar (the passive form of past tense)	Work in pairs, study the following explanation and then change the verbs into the correct forms. Look at the example.
Fun Space	14	Vocabulary practice	Do the following crossword puzzle. Number 1 is done for you.
Let's Get More Practice	15	Identifying the generic structure of a narrative text	In groups of three, arrange these jumbled paragraphs into a good narrative text by giving number to the circles.
	16	Comprehending the content of a narrative text	Read again the text in Task 16 and then put a tick (√) on the correct statement. Look at the example.
	17	Improving the students' comprehension about narrative texts	Read one of the Indonesian folktales that is available in the library. Then make a summary as well as find the moral value from that story. Exchange your summary with your classmates.
Let's Evaluate	18	• Comprehending the content of	Read the following text and answer the questions by choosing either a, b,

		a narrative text and identifying its generic structure. • Vocabulary practice	c, or d for the correct answer.
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5. Product Evaluation

Having completed the first draft, it needed to be assessed and validated by the expert in order to find out the quality of the developed product. The expert examined, gave an evaluation, suggested some revisions and decided whether the unit of the materials had been appropriate or not to be implemented. The expert who evaluated the material of the product was a lecturer in the English education department at Postgraduate program of Yogyakarta State University. In the evaluation process, the expert paid attention to six aspects: content, language, learning, culture, presentation, and graphic. The expert examined the product with filling the questionnaires and giving some comments.

Dealing with the product validation, the researcher administered close-ended questionnaire which means to assess the quality of the product. The questionnaire included four answer choices for every statement; they were Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In classifying the category of the interval mean, the researcher referred to the below table.

Table 21. Quantitative Data Conversion

Scale	Categories	Interval of mean	Status
4	Strongly Agree	$3.25 \leq x \leq 4$	Very good
3	Agree	$2.24 \leq x \leq 3.25$	Good
2	Disagree	$1.74 \leq x \leq 2.24$	Poor
1	Strongly Disagree	$1 \leq x \leq 1.74$	Very Poor

After getting the data from the expert validation, the researcher then analyzed those using descriptive statistics in order to obtain the mean of the six aspects of the product. The developed materials would be considered appropriate to be tried out if the main score was equal or more than 2.24. The assessment result from the expert presented on the following tables.

Table 22. Evaluation of Content Aspects

No.	Assessment Indicators	Score average
1.	The developed materials substantially have referred to the standard competencies and basic competencies stated in the School-based curriculum for grade VIII students of Junior High School.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School.	4
4.	The texts in the developed materials are relevant with the grade VIII students of Junior High School.	4
5.	The developed materials involve learning about the	3

	structure of a text.	
6.	The developed materials involve learning about the social function of a text.	3
7.	The developed materials involve learning about the language features of a text.	3
8.	The developed materials involve the vocabulary learning tasks.	3
Total score		28
Mean		3.50

The above table shows that the scores of each item range from 3 to 4 and the mean score is 3.50. Based on the quantitative data conversion proposed by Suharto (2006), it belonged to the very good category because its position was within the interval $3.25 \leq x \leq 4$. Therefore, the content aspect of the product is considered appropriate to implement in the tryout.

Table 23. Evaluation of Language Aspects

No.	Assessment Indicators	Score average
1.	The use of language is simple and communicative	3
2.	The use of language is easy to understand	3
3.	The use of words and sentences are appropriate to the students' cognitive development	4
4.	The use of grammar and spelling are correct	2

5.	The use of language in the material explanations is suitable to the students' cognitive development	3
6.	The instructions used in the material are appropriate to the students' cognitive development	2
7.	The materials are coherent	3
8.	The materials are cohesive	3
Total score		23
Mean		2.88

The above table shows that the mean value of the evaluation from language aspects was 2.88. It means that the language aspects of the product are categorized as good since the mean is within the interval $2.24 \leq x \leq 3.25$.

Table 24. Evaluation of Learning Aspects

No.	Assessment Indicators	Score average
1.	The developed learning activities are appropriate with the students' needs	3
2.	Learning activities in each unit are varied with clear learning stages	2
3.	Learning activities in each unit are appropriate to the topic thus the students can get clear information about the activities that will be done	3
4.	Learning activities can encourage students to learn English collaboratively	4

5.	Learning activities can motivate students to learn English independently	2
6.	Learning activities are arranged using scaffolding technique to ease students to follow all the learning instructions.	3
7.	Learning activities are arranged systematically from the easiest to the difficult one	3
8.	The developed learning activities make teachers know what they should do in the class.	3
Total score		23
Mean		2.88

The above table indicates that the mean value of the evaluation from learning aspects was 2.88. According to the quantitative data conversion, it categorizes as good since the mean is within the interval $2.24 \leq x \leq 3.25$. As the result, the learning aspects of the product are generally considered appropriate.

Table 25. Evaluation of Culture Aspects

No.	Assessment Indicators	Score average
1.	The developed materials encompass the aspect of culture	4
2.	Pictures as the learning input have a connection to the core materials and cultures	4
3.	Pictures as the learning input are appropriate to the students' age	4

4.	Pictures as the learning input are interesting and reflecting the Indonesian character	4
5.	The learning input can increase the students' understanding toward local culture and target culture	4
6.	The selected topics which have been developed are suitable with the students' needs	4
7.	The selection of culture as the topic can improve the students' knowledge and appreciation both local culture and target culture	4
Total score		28
Mean		4

The above table shows that the scores of each item range 4 and certainly the mean score reaches 4.00. Therefore, in terms of the culture aspects, the product is appropriate to be tried out.

Table 26. Evaluation of Presentation Aspects

No.	Assessment Indicators	Score average
1.	The materials are presented systematically and consistently starting from introduction, lesson proper, reflection and summary. There are also learning objective stated in the early part of each units	3
2.	The materials are presented in the form of texts, learning activities and pictures equally	4
3.	The learning materials support interaction between	2

	students and students as well as students and teacher	
4.	The materials encourage students' creativity to communicate orally and in the written form	3
5.	The presentation of exercise and vocabulary enrichment are interesting and relates to the context	3
6.	The developed materials encourages students to do reflection and evaluate their learning process	4
7.	The developed materials cover the reading skill	4
8.	The teachers are able to implement the evaluation directly in the teaching process	3
9.	The materials are completed with a brief explanation and vocabularies list	3
Total score		27
Mean		3.00

In terms of appropriateness of the presentation, the above table shows that the product is appropriate to be used by the students. It is proved by the mean value achieves within the interval $2.24 \leq x \leq 3.25$.

Table 27. Evaluation of Graphic Aspects

No.	Assessment Indicators	Score average
1.	The material appearances are clear	4
2.	The material appearances are interesting	3

3.	The material appearances are appropriate to the Junior High School students	3
4.	The use of font size is appropriate	4
5.	The use of font type is appropriate	4
6.	The space in typing appeared in the materials is appropriate	4
7.	The punctuation are appropriate	3
8.	The color selections are appropriate	3
9.	The color compositions are appropriate	3
10.	The color composition, font type, and pictures support the students to understand the topic of the unit	3
Total score		34
Mean		3.4

Table 26 shows that the mean value of the evaluation from learning aspects is 3.4. It indicates that the graphic components of the product are categorized as very good since the mean is within the interval $3.25 < x \leq 4$.

Besides having the validation from the expert, the teachers were also required to show their responds toward the content of the product. The use of questionnaire in teachers' evaluation was similar with the expert's evaluation in which the focus was in 6 aspects: content, language, learning, culture, presentation, and graphic. The following tables describe the results of teachers' evaluation.

Table 28. Teachers' Responses to Content Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The developed materials substantially have referred to the standard competencies and basic competencies stated in the School-based curriculum for grade VIII students of Junior High School.	4	4	4
2.	The developed materials meet the course grid.	4	4	4
3.	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School.	4	3	4
4.	The texts in the developed materials are relevant with the grade VIII students of Junior High School.	4	4	4
5.	The developed materials involve learning about the structure, social function, and language features of a text.	4	4	4
6.	The developed materials involve the vocabulary learning tasks.	3	3	4
Total score		23	22	24
Mean		3.83	3.67	4.00
Mean for all teachers		3.83		

The above table shows that the mean score of the content aspects of the product is 3.83. Since the mean is within the interval $3.25 < x \leq 4$, it can be concluded that the content of the product is very good.

Table 29. Teachers' Responses to Language Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The use of language is simple and communicative	4	3	3
2.	The use of language is easy to understand	4	3	3

3.	Grammar is correct	3	3	3
4.	The language is suitable to students' cognitive development	3	4	3
Total score		14	13	12
Mean		3.50	3.25	3.00
Mean for all teachers		3.25		

In terms of language aspect, the mean score of the teachers' respond toward the product reaches 3.25. It means the language aspects of the product are appropriate. As previously mentioned, the aspect is considered appropriate if the minimum acceptance of the mean is 2.24.

Table 30. Teachers' Responses to Learning Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The developed learning activities are appropriate with the students' needs	4	4	4
2.	Learning activities in each unit are varied with clear learning stages	3	4	3
3.	Learning activities in each unit are appropriate to the topic thus the students can get clear information about the activities that will be done	3	3	3
4.	Learning activities can encourage students to learn English collaboratively	4	4	4
5.	Learning activities can encourage students to learn English independently	4	3	3
6.	Learning activities are arranged systematically from the easiest to the difficult one	3	3	3
Total score		21	21	20
Mean		3.50	3.50	3.33
Mean for all teachers		3.44		

The above table shows that the mean score of the learning aspects of the product is 3.44. Since the mean is within the interval $3.25 < x \leq 4$, it can be concluded that the learning aspects of the product are appropriate.

Table 31. Teachers' Responses to Culture Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The developed materials include the aspects of culture	4	4	4
2.	Pictures as the learning input are appropriate to the students' age	3	3	4
3.	Pictures as the learning input are interesting and reflecting the Indonesian character	3	4	4
4.	The learning input can increase the students' understanding toward local culture and target culture	3	3	4
5.	The selected topics which have been developed are suitable with the students' needs	4	4	4
6.	The selection of culture as the topic can improve the students' knowledge and appreciation both local culture and target culture	3	3	4
Total score		20	21	24
Mean		3.33	3.50	4.00
Mean for all teachers		3.61		

In terms of culture aspects, the above table shows that the product is appropriate to be used by the students. It is proved by the mean value achieves within the interval $3.25 < x \leq 4.00$.

Table 32. Teachers' Responses to Presentation Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The materials are presented systematically and consistently starting from introduction, lesson proper, reflection and summary. There are also learning objective stated in the early part of each units	4	4	4
2.	The learning materials support interaction between students and students as well as students and teacher	3	3	3
3.	The materials encourage students' creativity to communicate orally and in the written form	4	3	3
4.	The presentation of exercise and vocabulary enrichment are interesting and relates to the context	3	3	3
5.	The developed materials encourages students to do reflection and evaluate their learning process	4	3	4
6.	The developed materials cover the reading skill	4	4	4
7.	The teachers are able to implement the evaluation directly in the teaching process	3	4	4
8.	The materials are completed with a brief explanation and vocabularies list	4	4	4
Total score		29	28	29
Mean		3.63	3.50	3.63
Mean for all teachers		3.59		

The above table indicates that the mean value of the evaluation from presentation aspects was 3.59 and reached very good category. As the result, the learning aspects of the product are generally considered appropriate.

Table 33. Teachers' Responses to Graphic Aspect

No.	Assessment Indicators	Teachers		
		1	2	3
1.	The material appearances are clear	4	4	4
2.	The material appearances are interesting	3	3	3
3.	The material appearances are appropriate to the Junior High School students	4	3	3
4.	The color composition, font type, and pictures support the students to understand the topic of the unit	4	4	3
Total score		15	14	13
Mean		3.75	3.50	3.25
Mean for all teachers		3.50		

The above table shows that the scores of each item range from 3 to 4 and the mean score is 3.50. It means that the content aspect of the product is appropriate since the mean score is more than 2.24.

6. The Second Draft of the Culture-Based Reading Materials

After the expert and teachers evaluated the first draft of the culture-based English reading materials, the researcher started to write the second draft. All comments and suggestions from the expert and teachers were used as the guideline to write the second draft. Generally, the expert and teachers gave a positive response. They agreed that the content of the materials had been suitable with the students' need. The aspect of culture was also inserted in the materials. However, the expert and teachers suggested revising the materials related to language aspect, learning aspect, presentation aspect, and graphic aspect.

The materials had still grammatical and punctuation errors, some expressions were not correct, the learning activities that support the students to be independent were still lacking, the comprehension tasks should be varied, and a picture was not suitable with the text. Considering those aspects would make the product better and finally it would be ready tried out at school.

B. Tryout Results

There were two kinds of try-out designs employed in this research. The first try-out, also called as small group try-out, was intended to find out the errors, mistakes or things to improve in the reading materials. On the other hand, the second try-out, also called as large group try-out, was aimed to assess the quality of the reading materials.

1. The First Tryout

The first tryout was conducted in SMP Negeri 5 Lakudo. There were 20 students participated in this try-out. The students were given time to read, to think, to discuss, and answer some questions provided in the culture-based reading materials. There was also interaction between students and the researcher. The students discussed the content of the product with the researcher. After that, the students were given an evaluation sheet to fill their responds toward the culture-based reading materials. The

evaluation sheet covered two aspects namely content aspect and the quality of pictures and texts.

The content aspects consist of some indicators such as the suitability between the contents and the students' needs, the feasibility of materials toward the students' progress in learning English, asking whether the students were able to understand the words and sentences used in the material, asking whether the reading texts are interesting, asking whether the topic in the materials related to the learning objective, the explanation about the text, and asking whether the students are able to do the task.

The second aspect evaluated by the students was about the quality of the picture and the materials appearance, the compatibility of the font sizes and types, the consistency of color compositions in the material, and the role of pictures in helping the students to understand the contents or information in the text. The result of the first tryout was presented in the following table.

Table 34. Students' Responses to the Content of the Product

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The contents of materials are suitable for the students' needs.	4	16	0	0	3.20
2.	The materials can improve the students' reading skill	6	11	3	0	3.15
3	The topic referred to the culture motivate students in learning English	7	13	0	0	3.35
4.	The language used are understandable	8	6	6	0	3.10

5.	The reading texts are interesting to read	9	11	0	0	3.45
6.	The length of reading passage are appropriate to students' ability	2	16	2	0	3.00
7.	The instruction in every task/activity can be easily understood	2	15	3	0	2.95
8.	The explanation about the function of the texts, the structure of the texts, and the language feature of the texts is understandable	3	16	1	0	3.10
9.	Part of "Do You Know" improve students' knowledge about local culture, other localities, and other nationalities	8	12	0	0	3.40
10.	The quotes which contain moral values influence their attitude.	6	14	0	0	3.30
Average						3.20

With regard to the students' responses toward the content of the product, the above table shows that the mean score of each item range from 2.95 to 3.45 and the average is 3.20. According to the quantitative data conversion, the category of the product content was very good since the mean was within the interval $3.25 \leq x \leq 4$. To sum up, the students who participated in the small group try-out considered that the content of the product was appropriate.

Table 35. Students' Responses to the Pictures and Text Quality

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The quality of the picture and the appearance of the materials are interesting	8	12	0	0	3.40

2.	The font sizes and types are compatible	5	15	0	0	3.25
3.	The composition of the colors are interesting and consistent	6	14	0	0	3.30
4.	The pictures in the materials help student to understand the topic	4	16	0	0	3.20
5.	The picture presentation improve the students' motivation in learning English	4	15	1	0	3.15
6.	The picture used are relevant to the topic and the content of the materials	3	17	0	0	3.15
7.	The presence of the pictures makes the appearance of materials more interesting	7	13	0	0	3.35
Average						3.26

In terms of pictures and text quality, the above table shows that that the mean score of each item range from 3.15 to 3.40 and the average is 3.26. This mean was categorized as “good” since the mean was within the interval $3.25 \leq x \leq 4$. Therefore, it can be concluded that the students who participated in the small group try-out considered that the pictures and the texts in the product were appropriate.

2. The Second Tryout

The second tryout was conducted in two schools namely SMPN 1 Batauga and SMPN 4 Pasarwajo. Each school involved 20 students to participate in this try-out. It took two meetings in conducting the second tryout in each school. The process of second try-out involved the teachers. The teachers taught the students used the culture-based reading materials while the researcher observed the process.

After implementing the second tryout, the researcher distributed the evaluation questionnaire to the students. There were two classifications data gained in the second try-out. The first data was the result of the students' respond toward the product which concerned to the content as well as the pictures and text quality. The second data was the result of the students' respond toward the implementation of the product. The following table summarized and presented the result of the product evaluation and product implementation from the students.

Table 36. The Result of the Product Evaluation and Product Implementation

No.	Assessment Indicators	Mean Values
1.	The contents of culture-based reading materials	3.25
2.	The pictures and text quality in the culture-based reading materials	3.39
3.	The implementation of the culture-based reading materials	3.27

Based on the mean score of the students' respond related to the content as well as the pictures and texts quality, it shows that the product was categorized as "very good" since the interval mean was within $3.25 \leq x \leq 4$. Most of students were satisfied with the product. Furthermore, the mean score of the students' respond toward the product implementation also indicates that the students had a very good respond. Most of students had a positive attitude toward the product implementation in their classes. Their attitude was captured based on the result of distributed questionnaire and the observation during the second tryout process.

Based on the result of the second tryout, it can be determined that the product was effective in teaching reading for eighth grade students of Junior High School. The assumption was based on the result of evaluation both from the content expert and the teachers as well as students' responds on the product content and its implementation. The entirely data showed a positive feedback. Therefore, it indicated that the culture-based reading material was appropriate and recommended to be used in the English teaching and learning process for eighth grade students of Junior High School.

C. Product Revisions

The product revision means revising the product in order to have a better result. Generally, the revision consists of some aspects: content, language, learning, presentation and graphical design. The first revision was done from the expert

judgment while the second revision was done based on the teacher evaluation toward the product. Furthermore, during the tryout process, the revision would be based on the result of the tryout itself.

1. Revisions from the Content Experts

Dealing with the result of experts' evaluation, the culture-based reading material was ready to be applied in the school. However, there were some points that needed to be revised particularly related to the language aspect, learning aspect, and graphic aspect.

a. Language aspect

The expert mentioned there were some grammatical errors, inappropriate expressions as well as inappropriate punctuations in the materials. Therefore, the researcher must be revised those items. The following table described the detail information related to the revisions of language aspects.

Table 37. Revisions of the Language Aspect in the First Draft

Sections	Suggestions	Before Revisions	After Revisions
<i>COVER</i>			
Book title	Revise the title to be more interesting.	Culture-Based Reading Materials	Let's Explore Our Culture
<i>UNIT 1</i>			
Introductory page	Revise the language.	Personal letter is used to convey news, information and anything personal from the writer to the reader.	Personal letters are commonly used to deliver news, information and anything personal from the writer to the

			reader.
Task 1	Use the correct expression (some expressions are very Indonesian style)	<ul style="list-style-type: none"> • I hope you can understand • Your buddy, 	<ul style="list-style-type: none"> • I'm so sorry for this inconvenience, we can talk again some other time • Love,
Task 4	Use the correct grammar	<ul style="list-style-type: none"> • What the writer will do before the event? 	<ul style="list-style-type: none"> • What will the writer do before the event?
Task 5	Use the correct expressions (use the English style)	Your buddy, Erna	Cheers, Erna
Task 6	Add the sentence "Based on the text in Task 5" in the instruction.	Decide whether the statements are true or false. Give a tick (√) to your choice. Then compare your answer with your classmates.	Based on the text in Task 5, decide whether the statements are true or false. Give a tick (√) to your choice. Then compare your answer with your classmate's.
Task 8	Revise the sentence	Tell your parents that I miss them.	Please, tell your parents that I miss them too.
Do You Know	Some words are not properly used	<ul style="list-style-type: none"> • This tradition can be a way to <u>keep</u> the human relationships. • In the <u>West</u> culture 	<ul style="list-style-type: none"> • This tradition can be a way to <u>maintain</u> the human relationships. • In the Western culture
Evaluation	Change the article "the" with the pronoun "this" Use the correct grammar	What is the kind of <u>the</u> short functional text? Who does write the letter?	What is the kind of <u>this</u> short functional text? Who wrote the letter?
Vocabulary list	Do not use capital letters	Ancient : Kuno Crowded : Ramai Different : Berbeda Etc.	ancient : kuno crowded : ramai different : berbeda

UNIT 2			
Task 3	Do not use the capital letters	Cousin : Sepupu Accompany : Menemani Palace : Keraton Etc.	cousin : sepupu accompany : menemani palace : keratin Etc.
Task 6	Revise the preposition	When we arrived <u>to</u> the gate of the fortress...	When we arrived <u>at</u> the gate of the fortress...
Task 8	Add the sentence "Based on the text in Task 6" in the instruction.	Decide whether the statements are true or false. Give a tick (✓) to your choice. Then compare your answer with your classmates.	Based on the text in Task 6, decide whether the statements are true or false. Give a tick (✓) to your choice. Then compare your answer with your classmates.
Task 14	Revise the conjunction	We enriched our knowledge about the history of Buton. <u>In the other hand</u> , this activity made us appreciate the people who had a great role in our past.....	We enriched our knowledge about the history of Buton. <u>In addition</u> , this activity made us appreciate the people who had a great role in our past.....
Evaluation Task 18	Use the correct preposition Add the word "again"	. I went there <u>in</u> 9 p.m by taxi. Hopefully, I would visit this monument next time.	. I went there <u>at</u> 9 p.m by taxi. Hopefully, I would visit this monument <u>again</u> next time.
Vocabulary list	Do not use the capital letters	Amazed : Kagum Astonished : Takjub Attractive : Menarik Etc.	amazed : kagum astonished : takjub attractive : menarik Etc.
UNIT 3			
Introductory page	Revise the language	<u>You must be</u> familiar with the local story...	<u>Many Indonesians are</u> familiar with the local story...
Task 2	Revise the language	She had turned into a mermaid that was	She had turned into a mermaid and the local

		known as “Wandiu-Diu”	people called her “Wandiu-Diu”.
Task 7	Revise the language	They had been married for many years <u>and still not have a child yet.</u>	They had been married for many years <u>but they still did not have a child.</u>
Task 9	Add the sentence “Based on the text in Task 7” in the instruction.	Decide whether the statements are true or false. Give a tick (√) to your choice. Then compare your answer with your classmates.	Based on the text in Task 6, decide whether the statements are true or false. Give a tick (√) to your choice. Then compare your answer with your classmates.
Task 11	Add the quotation marks in direct speeches	Hey pretty girl, is that your mother? asked the man. Mother, please forgive me! she said.	“Hey pretty girl, is that your mother?” asked the man. “Mother, please forgive me!” she said.
Task 14	Add the articles	Malin Kundang was healthy, diligent, and strong boy.	Malin Kundang was <u>a</u> healthy, diligent, and strong boy.
Vocabulary list	Do not use capital letters	Amazed : Takjub Anxious : Khawatir Arrogant : Sombong etc.	amazed : takjub anxious : khawatir arrogant : sombong etc.

b. Learning aspect

One of the indicators in learning aspect is motivating the students to learn English independently. The experts stated the learning activities that support the students to be independent were still lacking. Thus, the activities needed to be added. Furthermore, the expert suggested adding “follow-up activity” in the

materials. From the experts' suggestion, the researcher then wrote an additional activity for each unit in the material.

Another suggestion given by the expert was adding more comprehension tasks in different type such as true/false questions, multiple choice questions, and fill in the blank questions.

c. Graphic aspect

Generally, the expert agreed that the whole indicators in graphic aspect were appropriate. However, the expert suggested revising the picture in Task 2, Unit 3. The picture was not suitable with the content of the story of Wandiu-Diu. Based on that story, the characters are a mother and her two sons. Unfortunately, the picture showed a mother, a son, and two daughters. The following pictures showed the difference between before revision and after revision.

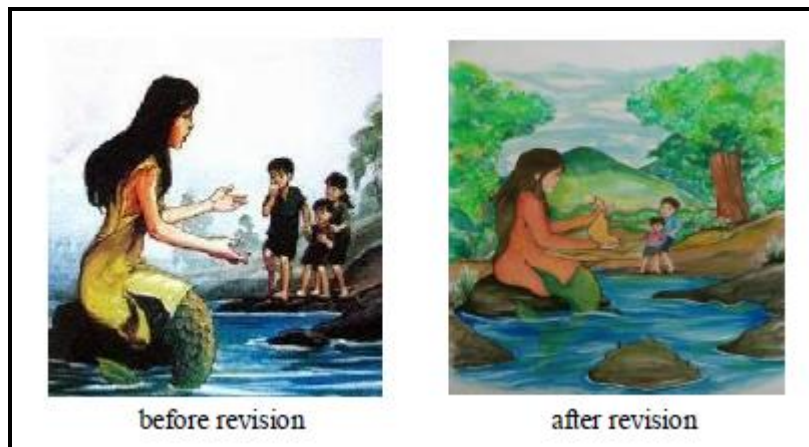


Figure 6. Before and After Revision of the Picture Illustration of Wandiu-Diu Story

2. English Teacher's Suggestion for the Material Improvement

Briefly, the teachers' response related to the product was good. The teachers agreed that the product was feasible to implement since it was suitable with the students' need as well as the curriculum. However, the teachers suggested revising the cover of the textbook. They stated the cover was less interesting. The below figures showed the cover of the textbook before and after revision.



Figure 7. Before and After Revision of the Cover

In addition, the teachers also commented the crossword puzzles in task 14, Unit 3. The teachers claimed the clue in number 4 and number 5 were quite difficult to guess. Therefore, it should be revised to be simpler. The clue of number 4 was “a legendary aquatic creature with the head and upper body of a female and the tail of a fish” and then it was revised to “a creature with a woman’s head and upper body, and

a tail of a fish”. Then, the clue of number 5 was “a man ruler of a country who usually inherits his position and rules for life”. It was revised to “the father of prince/princess is called...”. Another suggestion is about the vocabulary lists, the teachers suggest adding the list of verb forms (present, past, and past participle). Teachers state that it is very important since the eighth grade students learn about recount and narrative in which their language features in the form of active and passive of simple past tense.

D. The Discussion of the Last Product

This section highlights the relevant theories under the development of English reading materials. First, the developed reading materials involved Indonesian culture as the main topic. The researcher decided to engage local culture into English reading materials because students need familiar topics in their reading passages. The intended culture has been already practiced in students’ daily life. Therefore, the researcher believes that this decision stimulates the students’ interest in reading English and facilitates their reading comprehension. Furthermore, to strengthen this perception, the researcher refers to the result of studies conducted by Alptekin (2006), Demir (2012), and Jafari and Aghaei (2013). They reported that incorporating local cultures into English materials give positive impacts for students. At least, the students will be motivated to learn since the pedagogical materials presented are closer to their life.

Indeed, the intention of integrating local culture into English materials is still questioned by many parties. They claim that teaching English will inevitably include teaching its culture. For instance, Liton and Almadanat (2013) emphasize that the central focus of foreign language learning is how the students are able to develop their ability in using the target language in culturally appropriate ways. Therefore, integrating target culture (English speakers' culture) is a must. However, the researcher argues this perception is quite difficult to apply in reading instruction for Junior High School students in Buton regency. It is because they have limited background knowledge with the target culture. Whereas, activating background knowledge in reading is very significant for comprehension process (Dorn and Soffos, 2005).

Second, the reading materials are developed as attractive as possible. Howard & Major (2004: 55) mention that ELT materials should be appealing. Therefore, the reading materials are equipped with illustrative pictures and variety of colors. Tomlinson (2008: 6) states that the use of attractive illustration in ELT materials can provide an aesthetically positive experience when learning a language. Moreover, the position of illustrative pictures in texts aims to explain, strengthen, or affirm the texts. Thus, it facilitates students to gain a better understanding of the text (Mohtaram, 2015). Meanwhile, a research done by Wichmann, Sharpe & Gegenfurtner (2002: 518) report that color increases attention and can improve recognition memory.

Third, the developed reading materials include different types of reading activities to support the active learning. Students will be enthusiastic to do the activities since these are not monotonous. It is in accordance with one of material development principles proposed by Tomlinson (1998: 7) that materials should impact the students' curiosity, interest, and attention through variety of activities. Brown (2004: 189) mentions activities such as reading aloud, written response, true-false, multiple-choice, matching, editing, picture-cued item, gap-filling, ordering, information transfer, summarizing, responding, and note taking can be used in reading instruction. However, all of them could not be applied in this developed material. The researcher adjusts to the result of needs analysis. In addition, the developed material is also completed with fun activity such as crossword puzzles to avoid boredom.

Fourth, the developed reading materials consist of three units: *Traditional Celebrations*, *Exploring Historical Buildings*, and *Famous Folktales*. The topics of each unit are chosen based on the results of needs analysis. However, the consideration to put them in order (first, second, or third unit) is not based on the number of percentage. Instead, it is sequenced in accordance with level of familiarity. This decision is directly in line with the principle of language teaching proposed by Nunan (2004) that a material developer has to decide the sequence of topics on what to teach first and what should teach later in materials. The sequencing

applies not only to the topics, but also to the discourse, grammar, and vocabulary lesson.

Another significant point to discuss is that the developed reading materials focus on learning genre or text types due to the provision of School-Based Curriculum. Texts that covered in this reading material are personal letters, recount, and narrative. These texts are learned by following four stages of genre-based learning process proposed by Hammond (1992). Those are Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JOT), and Independent Construction of Text (ICT). The first stage is a warming activity that builds the students' understanding about texts that are going to learn. The second stage consists of learning activity about the generic structure of a text, its language features, and vocabularies as well. In this stage, the teachers have responsibility to explain the characteristics of texts in more details. The third stage provide some exercises in order to know how far the students' understanding about texts. In this stage, students should learn collaboratively. The last stage may provide similar activities with the third stage. However, the students work independently.

Finally, the evaluation of the developed product indicates that students are satisfied with the developed reading materials. The developed product can be used in English reading instruction since it can stimulate the students' interest and facilitate their reading comprehension.

E. Limitation

There were two limitations in conducting this research. The first limitation related to the product implementation. The developed material consisted of three units, however not all of the units were able to be implemented in the teaching and learning process. It was because of the limited time. When the researcher conducted the tryout of the product, those schools were focusing on the Try-out of National Examination for the ninth grade students. Therefore, it was uneasy to have more time to implement the product.

The second limitation was about the research method. This research did not apply the control and experimental group to know the quality of the product. The researcher only developed a product and then analyzed it in terms of expert judgment, teachers' responses, and students' responses. The data were gained from questionnaires and interview.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter draws the conclusion based on the finding and the previous discussion. It also provides theoretical and practical implications. At the end, several suggestions of the product utilization, dissemination and further product development' suggestions for possible improvement in the future research are presented.

A. Conclusion

The conclusion of this research is referred to the research questions. Each of points is explained as follows. First, the target needs of students were related to the necessities, lacks, and wants. The questionnaires were distributed to gain the data of the target needs. The result indicates that the students' necessities in reading was to obtain new information and ideas, enrich their English vocabularies, practice their pronunciation, improve their knowledge about English grammar, as well as recognize kinds of genre in a text. However, in terms of lacks, most of students needed to improve their reading abilities since they still had poor vocabularies and grammar. In addition, the students also did not have enough background knowledge about topics of the texts. Therefore, in reading materials, the students wanted the materials are provided with vocabularies list, various picture illustrations, and familiar topics.

Second, the learning needs were associated with the learning input, procedures, setting, learners' role and teachers' role. The result of learning needs

shows that the students were very interested to read texts which contain the aspects of culture such as tradition, historical buildings, and folktales (fairy tales and legends). Then, the texts are enclosed with the pictures either real or cartoon pictures. Furthermore the students preferred to do the various reading activities in pairs or groups rather than individually. This setting was important to encourage the classroom interaction. With regard to the students' role and teachers' role, the students expected to have active roles while the teachers facilitate and control them in the teaching and learning process.

Third, the researcher developed the culture-based English reading materials consisted of three units: *Traditional Celebrations*, *Exploring Historical Buildings*, and *Famous Folktales*. Each of the units employed different types of genre: the short functional text in the form of personal letters, the recount text, and the narrative text. In addition, the developed materials covered 13 until 18 tasks in each unit.

The unit design consisted of introductory page, let's start, let's read, fun space, let's get more practice, let's evaluate, let's reflect, let's summarize, and vocabulary list. Furthermore, this unit also provides an essential part which is called "Do You Know". This part provides information about the English speakers' culture. It benefits to improve the students' insight and gives them opportunity to find the similarity or difference between target culture and their own culture.

Finally, the quality of the product was determined by the result of expert judgment validation and the teachers' response. The product evaluation included

the aspect of content, language, learning, culture, presentation and graphic. The result of expert validation and teachers' response indicates that the product was categorized as "very good" since the mean score is within the data interval $3.25 < x \leq 4$. Beside the evaluation from the expert and teachers, the feasibility of the product could be determined by seeing the mean score of the distributed questionnaire in the small and large tryout. The result of questionnaire in the first and the second tryout indicates the product was categorized as "very good" since the mean score is within the data interval $3.25 < x \leq 4$.

To sum up, this research has managed to answer the research questions through culture-based English reading materials which were in line with the needs of students at Junior High School. This product is appropriate and recommended to be used in the reading instruction since the result of evaluation both from content expert and the teacher as well as students' responds on the content product and its implementation on the tryout showed a positive response.

B. Suggestions of the Product Utilization

1. For students

In order to improve their English skills particularly in reading, the grade eighth students of Junior High School who apply the culture-based English reading materials are suggested to actively participate in the teaching and learning process. Furthermore, the students should know the objective of learning reading.

2. For English teachers

To achieve the goal of teaching reading, there are some points that should be taken into account by the teachers when using the culture-based English reading materials. First, it is important to create a good atmosphere in the classroom. Furthermore, teachers should play the roles that the students expect such as facilitating, guiding and controlling the students' learning activity as well as giving feedbacks after doing a task. Since the developed material is also expected to improve the students' insight toward the aspects of culture, then the teachers should give more information related to the culture itself.

3. The other material developers

For those who want to develop other learning materials, there are some aspects to be considered. First, the materials are based on the students' need, the curriculum, as well as the theory of teaching and learning. Then, the developed materials consider the importance aspects such as the students' comfort, materials familiarity, language level, and relevance. Furthermore, the presentation and layout of the materials should be interesting. The learning activities are also varied. These are important to motivate students in teaching and learning process.

C. Dissemination and Further Product Development

The dissemination of the product can be conducted by:

1. socializing and discussing the product to the English teachers in Junior

High Schools;

2. socializing and introducing the product to the Junior High School students;
3. discussing the product with other researchers who will conduct a similar study.
4. presenting the research and its product to English conferences or workshops related to education and materials development,

For further product developments, the English teachers or material developers are expected to:

1. provide a better product with maintaining the language accuracy used in the learning materials;
2. the developed material covers the other skills as well as integrated skills;
3. enriching the cultural aspects in the content of English materials.

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APPENDIXES

APPENDIX 1: RESEARCH INSTRUMENTS

- a. Needs Analysis Questionnaire
- b. Interview Guideline
- c. Expert Judgment Questionnaire
- d. Questionnaire of Teachers' Response
- e. Questionnaire of Students' Response

a. Needs Analysis Questionnaire

Table Specification of Needs Analysis

Question Number	Aspect	The Purpose of the questions	References
1-5	Necessities	To find out the type of needs by the demands of the target situation.	Nation & Macalister (2010: 27)
6-11	Lacks	To obtain information about the students' lack in learning reading.	Nation & Macalister (2010: 29)
12-17	Wants	To find out the students' needs of learning English.	Nation & Macalister (2010: 30)
18-26	Input	To identify the students input in learning reading.	Nunan (2004: 47)
27-33	Procedures	To find out the concept teaching and learning in doing the task.	Nunan (2004: 52-55)
34-38	Setting	To find out the class circumstance in teaching and learning process.	Nunan (2004: 70)
39-43	Students' role	To find out the role of the students in the learning process.	Nunan (2004: 65)
44-48	Teachers' role	To find out the teacher's role in doing the activity.	Nunan (2004: 65)



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
PASCASARJANA UNIVERSITAS NEGERI
YOGYAKARTA**

Kepada: Siswa-Siswi Kelas VIII SMP Negeri.....

Dalam rangka melaksanakan penelitian yang berjudul “**Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students**” saya meminta bantuan Adik-adik untuk bersedia mengisi kuesioner berikut ini. Tujuan penelitian ini adalah untuk meningkatkan kemampuan membaca Bahasa Inggris siswa.

Kuesioner ini tidak bermaksud untuk menilai ataupun menguji, melainkan untuk mencari gambaran tentang materi dan aktivitas pembelajaran membaca Bahasa Inggris yang sesuai dengan kebutuhan dan keinginan siswa kelas VIII. Jawaban Adik-adik tidak akan mempengaruhi nilai atau apapun, namun sebagai pertimbangan untuk pengembangan materi pembelajaran dan pengajaran membaca Bahasa Inggris. Lebih lanjut, data penelitian ini akan dijaga kerahasiaannya. Oleh karena itu, Adik-adik diharapkan memilih jawaban yang paling mewakili kondisi Adik-adik.

Atas bantuan dan kesediaan untuk mengisi kuesioner ini, saya ucapkan terimakasih.

Yogyakarta,.....

Peneliti

Harmila
NIM. 14716251034

KUESIONER ANALISIS KEBUTUHAN SISWA

Berilah tanggapan Adik-adik tentang pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (√) pada kolom yang disediakan. Berikut ini adalah keterangan tentang jawaban/tanggapan Adik-adik.

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

A. Necessities

Berikut ini merupakan tujuan dan kebutuhan Adik-adik dalam mempelajari materi membaca (*reading*) Bahasa Inggris.

No.	Pernyataan	SS	S	TS	STS
1.	Membaca teks Bahasa Inggris memberikan saya informasi/gagasan baru.				
2.	Membaca teks Bahasa Inggris dapat menambah kosakata saya.				
3.	Membaca teks Bahasa Inggris dapat meningkatkan pengetahuan tata bahasa (<i>grammar</i>).				
4.	Saya dapat melatih pengucapan (<i>pronunciation</i>) dengan membaca teks Bahasa Inggris.				
5.	Saya dapat memahami dan mengidentifikasi jenis-jenis teks melalui pelajaran membaca (<i>reading</i>) Bahasa Inggris,				

B. Lacks

Berikut ini dimaksudkan untuk mengetahui tingkat pemahaman Adik-adik dalam membaca teks saat ini.

No.	Pernyataan	SS	S	TS	STS
6.	Kemampuan membaca (<i>reading</i>) saya saat ini baik.				
7.	Saya menguasai banyak kosakata (<i>vocabulary</i>).				
8.	Saya menguasai tata bahasa (<i>grammar</i>) Bahasa Inggris dengan baik.				
9.	Saya dapat memahami arti kalimat dengan tepat.				
10.	Saya dapat mengucapkan kata atau kalimat dengan tepat				
11.	Saya memiliki pengetahuan awal tentang topik bacaan.				

C. Wants

Berikut ini berkaitan dengan isi materi pembelajaran yang Adik-adik butuhkan/inginkan.

No.	Pernyataan	SS	S	TS	STS
12.	Dalam materi membaca (<i>reading</i>) Bahasa Inggris perlu ada daftar kosakata untuk membantu mengartikan teks yang sulit.				
13.	Buku teks pelajaran Bahasa Inggris perlu disertai dengan ilustrasi gambar yang berwarna dan beraneka ragam.				
14.	Topik bacaan yang seharusnya diberikan adalah topik yang akrab dengan kehidupan sehari-hari.				
15.	Topik bacaan akan menarik dan memotivasi saya belajar Bahasa Inggris bila menyangkut budaya lokal (budaya masyarakat Buton).				

D. Input

Berikut ini merupakan isi teks yang Adik-adik inginkan khususnya berkaitan dengan aspek-aspek budaya.

No.	Pernyataan	SS	S	TS	STS
16.	Teks monolog yang berisi cerita rakyat masyarakat Indonesia seperti dongeng Putri Duyung (Wandiu-diu) dan legenda Benteng Keraton Buton.				
17.	Teks dialog yang berisi tentang perilaku masyarakat Indonesia seperti sopan santun dalam keluarga dan masyarakat (tabea).				
18.	Teks monolog/dialog yang berisi tentang kebiasaan masyarakat Indonesia dalam bergotong royong atau kerja bakti.				
19.	Teks monolog/dialog yang berisi tentang adat istiadat seperti upacara keagamaan (haroa, maludu)				
20.	Teks monolog/dialog yang berisi tentang tempat-tempat bersejarah seperti keraton, makam raja/sultan Buton.				
21.	Teks monolog/dialog yang berisi tentang makanan tradisional seperti kasoami, kapusu, dan lain sebagainya.				
22.	Teks monolog/dialog yang berisi tentang tarian tradisional seperti tari bosu.				
23.	Teks monolog/dialog yang berisi tentang hasil kerajinan tangan misalnya guci (bosu), sarung Buton (bhia).				

E. Prosedur/Aktivitas

Berikut ini berhubungan dengan kegiatan pembelajaran membaca (*reading*) yang Adik-adik inginkan.

No.	Pernyataan	SS	S	TS	STS
24.	Saya ingin menjawab pertanyaan setelah membaca teks.				
25.	Saya ingin menentukan arti dari kosakata tertentu dalam teks.				
26.	Saya ingin menentukan topik dan ide pokok dalam bacaan.				
27.	Saya ingin memilih kalimat yang paling sesuai dengan gambar (<i>picture-cued items</i>).				
28.	Saya ingin membaca kalimat dan mencocokkan dengan kata yang sesuai dengan deskripsinya (<i>matching task</i>).				
29.	Saya ingin melengkapi teks yang belum lengkap berdasarkan bacaan yang telah dibaca sebelumnya (<i>gap-filling tasks</i>).				
30.	Saya ingin mencari sinonim sesuai dengan konteks dalam bacaan.				
31.	Saya ingin mengisi teka teki untuk memperkaya kosakata.				
32.	Saya ingin menemukan kata ganti (pronoun) seperti she, he, it yang ada dalam teks.				
33.	Saya ingin memperbaiki kosakata yang salah yang tidak sesuai dengan konteks bacaan (<i>editing tasks</i>)				
34.	Saya ingin menemukan ide pokok dari setiap paragraph dalam teks.				
35.	Saya ingin merangkum teks dengan menggunakan				

	kata-kata sendiri.				
36.	Saya ingin menyusun kata atau kalimat yang teracak.				

F. Setting

Berikut ini berkaitan dengan situasi kegiatan belajar/mengerjakan tugas yang Adik-adik sukai.

No.	Pernyataan	SS	S	TS	STS
37.	Mengerjakan tugas/kegiatan belajar secara mandiri/individu.				
38.	Mengerjakan tugas/kegiatan belajar secara berpasangan.				
39.	Mengerjakan tugas/kegiatan belajar dalam kelompok kecil (3-5 orang).				
40.	Mengerjakan tugas/kegiatan belajar dalam kelompok besar (lebih dari 5 orang).				
41.	Mengerjakan tugas/kegiatan belajar secara klasikal (bersama-sama dalam satu kelas).				

G. Peran Siswa

Berikut ini merupakan peran yang Adik-adik harapkan dalam proses pembelajaran.

No.	Pernyataan	SS	S	TS	STS
42.	Saya mendengarkan guru saja.				
43.	Saya berpartisipasi aktif dalam kegiatan pembelajaran.				
44.	Saya berdiskusi dengan teman untuk memecahkan masalah atau mengerjakan tugas.				
45.	Saya menulis semua informasi yang dijelaskan oleh guru.				

H. Peran Guru

Berikut ini merupakan peran guru yang Adik-adik inginkan dalam proses pembelajaran.

No.	Pernyataan	SS	S	TS	STS
46.	Guru adalah sumber informasi dan memberikan contoh sebelum memberikan tugas.				
47.	Guru memimpin dan mengarahkan proses pembelajaran tetapi siswa sekaligus berpartisipasi secara aktif.				
48.	Guru mengontrol seluruh aktivitas dalam kelas.				
49.	Guru memfasilitasi kegiatan belajar mengajar.				
50.	Memberikan saran dan kritik kepada guru.				

.....Terima kasih.....

b. Interview Guideline

Needs Analysis Interview towards the English Teachers in SMP N 1 Batauga, SMPN 4 Pasarwajo, and SMPN 5 Lakudo

1. What textbooks do you use in teaching English?
2. Are you satisfied with the materials in the textbook? Does it facilitate the students in learning English?
3. To overcome the lack of the materials, do you provide the topics or create the texts and activities by your own?
4. What do you think about the students' ability in reading?
5. Dealing with the classroom arrangement in completing the tasks, what do students prefer?
6. Are the students active in learning activity?
7. What do you think about my plan to cover the vocabulary list at the end of every unit?
8. What do you think about my plan to develop reading materials based on local culture?

c. Expert Judgment Questionnaires

KUESIONER EVALUASI MATERI AJAR (Content Expert)

A. DATA RESPONDEN

Nama :

Pendidikan : S1 S2 S3

Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun \geq 6 tahun

B. PETUNJUK

Lembar evaluasi ini ditujukan untuk memperoleh masukan dan saran tentang materi ajar bahasa Inggris berbasis budaya yang telah dikembangkan untuk siswa SMP kelas VIII. Masukan dan saran dari Ibu ahli materi sangat dibutuhkan dalam rangka meningkatkan kualitas produk materi ajar ini. Oleh karena itu saya mengharapkan saran dan masukan melalui kuesioner ini.

C. TABEL VALIDASI

Isilah tabel berikut ini dengan memberikan tanda (\checkmark) pada kolom yang telah tersedia sesuai dengan penilaian Ibu mengenai isi materi ajar ini. Berikut adalah keterangan dari masing-masing pilihan.

- SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

1. Aspek Isi

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	Materi yang dikembangkan sudah merujuk Standar Kompetensi dan Kompetensi Dasar mata pelajaran Bahasa Inggris Kelas VIII tingkat satuan pendidikan Sekolah Menengah Pertama berdasarkan KTSP.				
2.	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas VIII SMP.				

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
4.	Materi yang dikembangkan mencakup teks yang relevan dengan konteks kehidupan siswa kelas VIII SMP.				
5.	Materi yang dikembangkan mencakup pembelajaran tentang struktur sebuah teks				
6.	Materi yang dikembangkan mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi yang dikembangkan mencakup pembelajaran <i>vocabulary</i> .				
Saran Perbaikan					

2. Aspek Bahasa

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	Penggunaan bahasa sederhana dan komunikatif.				
2.	Penggunaan bahasa mudah dimengerti oleh siswa.				
3.	Pilihan kata dan kalimat sudah sesuai dengan level siswa.				
4.	Tata bahasa dan ejaan dalam bacaan sudah benar.				
5.	Penggunaan bahasa dalam penjelasan materi sesuai dengan tingkat perkembangan kognitif siswa.				
6.	Instruksi yang ada dalam materi sesuai dengan tingkat kemampuan dan perkembangan kognitif siswa.				
7.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
8.	Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf.				
Saran Perbaikan:					

3. Aspek Pembelajaran

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	<i>Learning activities</i> yang dikembangkan sesuai dengan hasil analisis kebutuhan siswa.				
2.	<i>Learning activities</i> dalam setiap unit sudah bervariasi dengan tahapan pembelajaran yang jelas.				
3.	<i>Learning activities</i> dalam setiap unit sudah sesuai dengan topik sehingga siswa memperoleh kejelasan tentang aktifitas yang akan dilakukan.				
4.	<i>Learning activities</i> dapat memotivasi siswa untuk belajar bahasa Inggris secara berkelompok (<i>collaborative learning</i>) sehingga mendukung proses interaksi yang dinamis di dalam kelas.				
5.	<i>Learning activities</i> dapat memotivasi siswa untuk belajar bahasa Inggris secara mandiri.				
6.	<i>Learning activities</i> yang disusun dengan teknik <i>scaffolding</i> memudahkan siswa mengikuti instruksi pembelajaran.				
6.	<i>Learning activities</i> disusun secara runtut dari yang termudah menuju yang sulit.				
7.	<i>Learning activities</i> yang dikembangkan membuat guru memiliki peran yang jelas dalam proses pembelajaran.				
Saran Perbaikan:					

4. Aspek Budaya

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	Materi yang dikembangkan mencakup aspek budaya.				
2.	Input materi berupa gambar relevan dengan materi pokok dan budaya.				
3.	Input materi berupa gambar sesuai dengan usia siswa				
4.	Materi yang dikembangkan mencerminkan karakter bangsa Indonesia.				

5.	Input materi dapat menambah wawasan budaya siswa baik budaya lokal masyarakat Indonesia dan Internasional.				
6.	Pilihan topik budaya sudah sesuai dengan hasil analisis kebutuhan.				
7.	Pilihan topik-topik budaya dapat meningkatkan pengetahuan dan apresiasi siswa tentang budaya baik lokal dan internasional.				
Saran Perbaikan:					

5. Aspek Penyajian

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	Materi disajikan secara runtut dan berkesinambungan mulai dari bagian pembuka, kegiatan inti, evaluasi, refleksi dan rangkuman secara konsisten pada setiap bab/unit serta pada setiap awal unit diberi informasi tentang materi yang akan diajarkan.				
2.	Input bahasa disajikan dalam bentuk teks tulis, kegiatan pembelajaran, dan gambar yang mendukung pemahaman siswa.				
3.	Materi mendukung terjadinya interaksi antar siswa dan siswa dengan guru.				

4..	Materi yang dikembangkan mencakup kegiatan pembelajaran (tasks) yang mendukung siswa untuk berkomunikasi secara lisan dan tertulis.				
5.	Penyajian latihan dan pengayaan kosakata menyenangkan dan sesuai dengan konteks.				
6.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam proses pembelajaran.				
7.	Penyajian materi sudah mewakili keterampilan membaca.				
8.	Proses evaluasi dapat dilakukan guru secara langsung pada saat proses pembelajaran.				
9.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup untuk membantu pemahaman siswa.				

Saran Perbaikan:

1. Aspek Kegrafikaan

NO	PERNYATAAN	PILIHAN			
		SS	S	TS	STS
1.	Tampilan materi dalam materi ajar jelas.				
2.	Tampilan materi dalam materi ajar menarik.				
3.	Tampilan materi sesuai untuk siswa SMP.				
4.	Ukuran huruf dalam materi ajar sesuai.				
5.	Jenis huruf dalam materi ajar sesuai.				
6.	Jarak spasi dalam materi ajar sesuai.				
7.	Tanda baca dalam materi ajar jelas.				
8.	Pilihan warna dalam materi ajar sesuai.				
9.	Komposisi warna untuk variasi komponen materi konsisten.				
10.	Komposisi warna dalam materi ajar untuk gambar dan teks dapat mempermudah pemahaman siswa.				

Saran Perbaikan:

D. KESIMPULAN

Secara umum pendapat Ibu ahli materi mengenai bahan ajar yang telah dikembangkan dalam penelitian ini adalah:

- a. Layak
- b. Layak dengan perbaikan
- c. Belum layak

Yogyakarta, 2017
Validator Ahli Materi,

.....

d. Questionnaire of Students' Response

Culture-Based Reading English Materials for Grade VIII of Junior High School students

(Respon Siswa Terhadap Isi Bahan Ajar)

A. Data Responden

Nama :

Kelas :

Sekolah :

B. Petunjuk

Lembar evaluasi ini ditujukan untuk memperoleh masukan tentang materi ajar membaca Bahasa Inggris berbasis budaya yang telah dikembangkan untuk siswa SMP kelas VIII. Masukan Adik-adik sangat dibutuhkan dalam rangka meningkatkan kualitas produk materi ajar ini. Oleh karena itu, peneliti berharap agar Adik-adik berkenan mengisi kuesioner ini dengan sejujurnya dan apa adanya.

C. Keterangan dan Deskripsi Skala

Isilah tabel berikut ini dengan memberikan tanda (√) pada kolom yang telah tersedia sesuai dengan penilaian Adik-adik mengenai materi ajar ini. Berikut adalah keterangan dari masing-masing pilihan serta deskripsi skala.

SS : Sangat Setuju (4) TS : Tidak Setuju (2)

S : Setuju (3) STS: Sangat Tidak Setuju (1)

No.	Pernyataan	Respon Siswa			
		SS	S	TS	STS
A. Aspek Isi					
1.	Isi material ajar sesuai dengan kebutuhan siswa dalam belajar bahasa Inggris.				

2.	Materi ajar dapat mengembangkan keterampilan membaca saya.				
3.	Topik- topik bacaan tentang budaya memotifasi saya dalam belajar bahasa Inggris				
4.	Penggunaan bahasa dalam bacaan mudah dipahami.				
5.	Teks-teks bacaan menarik untuk dibaca.				
6.	Panjang bacaan sesuai dengan kemampuan saya dalam memahami bacaan.				
7.	Instruksi dalam setiap latihan mudah saya pahami.				
8.	Penjelasan fungsi teks, susunan teks, dan tata bahasa dapat saya pahami.				
9.	Bagian “Do You Know” dalam materi dapat meningkatkan pengetahuan saya tentang budaya lokal dan budaya luar.				
10.	Kutipan-kutipan yang mengandung nilai moral memberi pengaruh positif terhadap sikap saya.				
B. Kualitas Gambar dan Tulisan					
1.	Kualitas tampilan gambar menarik.				
2.	Ukuran dan jenis huruf sudah tepat				
3.	Komposisi warna sudah sesuai.				
4.	Keberadaan gambar membantu pemahaman siswa.				
5.	Keberadaan gambar menambah motivasi saya untuk belajar Bahasa Inggris.				
6.	Tampilan gambar sesuai dengan topik dan isi pembelajaran.				
7.	Penyajian gambar membuat materi ajar lebih menarik.				

**KUESIONER RESPON SISWA SMP KELAS VIII TERHADAP
PEMBELAJARAN MEMBACA BAHASA INGGRIS MENGGUNAKAN
“LET’S EXPLORE OUR CULTURE”**

D. Data Responden

Nama :

Kelas :

Sekolah :

E. Petunjuk

Kuesioner ini ditujukan untuk memperoleh informasi tentang respon Adik-adik terhadap penerapan materi ajar membaca bahasa Inggris berbasis budaya yang telah dikembangkan. Respon Adik-adik sangat dibutuhkan untuk mengetahui apakah produk materi ajar ini sudah sesuai dengan keinginan dan mendukung proses pembelajaran membaca Bahasa Inggris atau belum. Dengan demikian maka Adik-adik diharapkan berkenan mengisi kuesioner ini apa adanya sesuai dengan kenyataan pada saat produk materi ajar ini diterapkan di kelas.

F. Keterangan dan Deskripsi Skala

Isilah tabel berikut ini dengan memberikan tanda (√) pada kolom yang telah tersedia sesuai dengan penilaian Adik-adik mengenai materi ajar ini. Berikut adalah keterangan dari masing-masing pilihan serta deskripsi skala.

SS : Sangat Setuju (4) TS : Tidak Setuju (2)

S : Setuju (3) STS : Sangat Tidak Setuju (1)

No.	Pernyataan	Respon Siswa			
		SS	S	TS	STS
1.	Saya merasa senang belajar bahasa Inggris dengan <i>culture-based reading materials</i> ini				
2.	<i>Culture-based reading materials</i> ini menambah pengetahuan Saya tentang aspek-aspek budaya baik di Indonesia maupun negara lain				
3.	Strategi pembelajaran bekerja sama dapat membantu Saya dalam meningkatkan interaksi bersama teman-teman sehingga kami dapat saling bertukar pikiran.				
4.	Strategi pembelajaran Individu dapat membantu Saya berlatih menjadi autonomous learner (pembelajar yang mandiri).				
5.	Saya dapat mengerjakan latihan soal reading di dalam <i>Culture-based reading materials</i> .				
6.	Saya dapat dengan mudah memahami isi bacaan di dalam <i>Culture-based reading materials</i>				
7.	Daftar kosakata yang memadai disetiap unit sangat membantu Saya menerjemahkan kata-kata yang sulit di dalam teks.				

APPENDIX 2: RESEARCH RESULTS

- a. Needs analysis data
- b. Teachers' Interview transcripts
- c. Students' responses toward the product (1st try out and 2nd try out)

a. Needs analysis data

The Result of Needs Analysis toward Grade VIII Students

	No	Pernyataan	Pilihan	SMPN 1 Batauga	SMPN 4 Pasarwajo	SMPN 5 Lakudo	Total	Percentage
Necessities	1.	Membaca teks Bahasa Inggris memberikan saya informasi/gagasan baru.	SS	6	11	8	25	27.78%
			S	23	16	20	59	65.56%
			TS	1	3	2	6	6.67%
			STS	0	0	0	0	0%
	2.	Membaca teks Bahasa Inggris dapat menambah kosakata saya.	SS	9	7	5	21	23.33%
			S	19	22	24	65	72.22%
			TS	2	1	1	4	4.44%
			STS	0	0	0	0	0%
	3.	Membaca teks Bahasa Inggris dapat meningkatkan pengetahuan tata bahasa (grammar).	SS	6	4	7	17	18.89%
			S	19	18	19	56	62.22%
			TS	4	8	4	16	17.78%
			STS	1	0	0	1	1.11%
4.	Saya dapat melatih pengucapan (pronunciation) dengan membaca teks Bahasa Inggris.	SS	10	8	10	28	31.11%	
		S	16	20	14	50	55.56%	
		TS	4	2	6	12	13.33%	
		STS	0	0	0	0	0%	
5.	Saya dapat memahami dan mengidentifikasi jenis-jenis teks melalui pelajaran membaca (reading) Bahasa Inggris.	SS	7	5	8	20	22.22%	
		S	18	18	13	49	54.44%	
		TS	4	4	7	15	16.67%	
		STS	1	3	2	6	6.67%	
Lacks	6.	Kemampuan saya dalam membaca teks berbahasa Inggris saat ini baik	SS	5	3	6	14	15.56%
			S	11	9	6	26	28.89%
			TS	10	14	13	37	41.11%
			STS	4	4	5	13	14.44%
	7.	Saya menguasai banyak kosakata (vocabulary).	SS	3	6	1	10	11.11%
			S	11	12	10	33	36.67%
			TS	10	10	15	35	38.89%
			STS	6	2	4	12	13.33%
	8.	Saya menguasai tata bahasa (grammar) Bahasa Inggris dengan baik.	SS	5	8	2	15	16.67%
			S	10	9	13	32	35.56%
			TS	13	13	12	38	42.22%
			STS	2	0	3	5	5.56%
9.	Saya bisa mengucapkan bahasa Inggris	SS	2	4	3	9	10.00%	
		S	11	9	15	35	38.89%	
		TS	15	15	8	38	42.22%	

		dengan tepat	STS	2	2	4	8	8.89%	
	10.	Saya bisa memahami isi teks dengan baik.	SS	2	6	4	12	13.33%	
			S	13	11	9	33	36.67%	
			TS	13	10	16	39	43.33%	
			STS	2	3	1	6	6.67%	
	11.	Saya memiliki pengetahuan awal tentang topik bacaan.	SS	4	7	4	15	16.67%	
			S	10	4	16	30	33.33%	
			TS	16	18	7	41	45.56%	
STS			0	1	3	4	4.44%		
Wants	12.	perlu ada daftar kosakata untuk membantu mengartikan teks yang sulit.	SS	10	12	13	35	38.89%	
			S	20	18	17	55	61.11%	
			TS	0	0	0	0	0%	
			STS	0	0	0	0	0%	
	13.	perlu disertai dengan ilustrasi gambar yang beraneka ragam.	SS	9	6	8	23	25.56%	
			S	17	21	18	56	62.22%	
			TS	4	3	4	11	12.22%	
			STS	0	0	0	0	%	
	14.	Topik bacaan adalah topik yang akrab dengan kehidupan sehari-hari.	SS	12	9	15	36	40%	
			S	16	18	14	48	53.33%	
			TS	2	3	1	6	6.67%	
			STS	0	0	0	0	0%	
	15.	Topik bacaan akan menarik dan memotivasi saya bila menyangkut budaya lokal	SS	9	14	13	36	40%	
			S	21	14	16	51	56.67%	
			TS	0	2	1	3	3.33%	
			STS	0	0	0	0	0%	
	Inputs (topik teks dan pilihan ilustrasi gambar)	16.	Teks yang berisikan cerita rakyat masyarakat Indonesia.	SS	15	12	13	40	44.44%
				S	14	15	15	44	48.89%
				TS	1	3	2	6	6.67%
				STS	0	0	0	0	0%
		17.	Teks yang berisikan tentang perilaku masyarakat Indonesia	SS	5	6	2	13	14.44%
				S	10	6	9	25	27.78%
				TS	12	17	15	44	48.89%
				STS	3	1	4	8	8.89%
18.		Teks yang berisikan tentang kebiasaan masyarakat Indonesia dalam bergotong royong	SS	6	8	5	19	21.11%	
			S	7	11	9	27	30.00%	
			TS	16	10	14	40	44.44%	
			STS	1	1	2	4	4.44%	
19.		Teks yang berisikan tentang ada istiadat	SS	10	4	6	20	22.22%	
			S	14	17	19	50	55.56%	
			TS	5	4	4	13	14.44%	
			STS	1	5	1	7	7.78%	
20.		Teks yang berisikan tentang tempat-tempat bersejarah	SS	15	13	11	39	43.33%	
			S	12	15	16	43	47.78%	
			TS	3	2	3	8	8.89%	
			STS	0	0	0	0	0%	
21.		Teks yang berisikan tentang makanan tradisional	SS	4	12	5	21	23.33%	
			S	15	13	11	39	43.33%	
			TS	10	5	14	29	32.22%	
			STS	1	0	0	1	1.11%	
22.	Teks yang beris	SS	7	11	5	23	25.56%		

	tentang tariar tradisional	S	17	16	18	51	56.67%		
		TS	5	3	6	14	15.56%		
		STS	1	0	1	2	2.22%		
	23.	Teks yang beris tentang hasi kerajinan tangan	SS	1	4	0	5	5.56%	
			S	13	13	18	44	48.89%	
			TS	9	9	7	25	27.78%	
	24.	Ilustrasi gambar dalam mater berupa gambar nyata	SS	1	2	0	3	3.33%	
			S	4	1	4	9	10.00%	
			TS	24	25	21	70	77.78%	
	25.	Ilustrasi gambar dalam mater berupa gambar kartun	SS	0	5	2	7	7.78%	
			S	4	4	12	20	22.22%	
			TS	25	21	14	60	66.67%	
	26.	Ilustrasi gambar dalam mater berupa gambar nyatadan kartun	SS	1	1	3	5	5.56%	
			S	17	17	12	46	51.11%	
			TS	10	11	11	32	35.56%	
	Procedures	27.	menjawab pertanyaan setelah membaca teks.	SS	8	10	2	20	22.22%
				S	11	8	21	40	44.44%
				TS	7	9	3	19	21.11%
		28.	Menemukan art menentukan art dari kosakata tertentu dalam teks.	SS	2	1	0	3	3.33%
				S	15	13	22	50	55.56%
TS				11	11	8	30	33.33%	
29.		menentukan topik dan ide pokok dalam bacaan.	SS	5	1	0	6	6.67%	
			S	6	9	10	25	27.78%	
			TS	15	19	16	50	55.56%	
30.		memilih kalima yang paling sesuai dengan gambar (<i>picture-cued items</i>).	SS	9	7	4	20	22.22%	
			S	19	18	21	58	64.44%	
			TS	2	5	5	12	13.33%	
31.		membaca kalima dan mencocokkan dengan kata yang sesuai dengan deskripsinya (<i>matching task</i>).	SS	3	4	3	10	11.11%	
			S	13	7	10	30	33.33%	
			TS	13	17	15	45	50.00%	
32.		melengkapi teks yang belum lengkap (<i>gap filling tasks</i>).	SS	7	7	12	15	16.67%	
			S	10	11	9	30	33.33%	
			TS	9	7	7	23	25.56%	
33.		mencari sinonim sesuai dengan konteks dalam bacaan.	SS	1	5	4	10	11.11%	
			S	14	10	10	34	37.78%	
	TS		15	15	16	46	51.11%		
34.	mengisi teka tek untuk memperkaya	SS	7	8	5	20	22.22%		
		S	14	16	16	46	51.11%		
		TS	8	6	6	20	22.22%		

		kosakata.	STS	1	0	3	4	4.44%
	35.	menemukan kata ganti (pronoun) seperti she, he, it yang ada dalam teks.	SS	3	1	5	9	10.00%
			S	16	11	13	40	44.44%
			TS	9	16	10	35	38.89%
			STS	2	2	2	6	6.67%
	36.	Menemukan ide pokok dari setiap paragraph dalam bacaan.	SS	2	0	0	2	2.22%
			S	7	8	11	26	28.89%
			TS	19	20	19	58	64.44%
			STS	2	2	0	4	4.44%
	37.	memperbaiki kosakata yang salah yang tidak sesuai dengan konteks bacaan (editing tasks)	SS	6	1	3	10	11.11%
			S	17	22	17	56	62.22%
			TS	4	6	10	20	22.22%
			STS	3	1	0	4	4.44%
	38.	merangkum teks dengan menggunakan kata-kata sendiri.	SS	0	0	0	0	0%
			S	3	5	4	12	13.33%
			TS	20	21	18	59	65.56%
			STS	7	4	8	19	21.11%
	39.	menyusun kata atau kalimat yang teracak.	SS	7	10	3	20	22.22%
			S	8	3	14	35	38.89%
			TS	15	14	10	39	43.33%
			STS	0	3	3	6	6.67%
Settings	40.	Mengerjakan tugas/kegiatan belajar secara mandiri/individu.	SS	3	7	1	11	12.22%
			S	12	12	14	38	42.22%
			TS	15	9	11	35	38.89%
			STS	0	2	4	6	6.67%
	41.	Mengerjakan tugas/kegiatan belajar secara berpasangan.	SS	6	9	10	25	27.78%
			S	16	15	8	39	43.33%
			TS	8	5	9	22	24.44%
			STS	0	1	3	4	4.44%
	42.	Mengerjakan tugas/kegiatan belajar dalam kelompok kecil (3-5 orang).	SS	9	14	8	31	34.44%
			S	14	11	16	41	45.56%
			TS	7	4	5	16	17.78%
			STS	0	1	1	2	2.22%
	43.	Mengerjakan tugas/kegiatan belajar dalam kelompok besar (lebih dari 5 orang).	SS	5	8	6	19	21.11%
			S	7	8	10	25	27.78%
			TS	16	13	14	43	47.78%
			STS	2	1	0	3	3.33%
44.	Mengerjakan tugas/kegiatan belajar secara klasikal	SS	4	2	4	10	11.11%	
		S	8	11	10	29	32.22%	
		TS	18	12	14	44	48.89%	
		STS	0	5	2	7	7.78%	
Students	45.	mendengarkan guru saja.	SS	2	0	1	3	3.33%
			S	1	5	3	9	10.00%
			TS	24	22	24	70	77.78%
			STS	3	3	2	8	8.89%
	46.	berpartisipasi aktif dalam kegiatan	SS	7	7	8	22	24.44%
			S	16	14	18	48	53.33%
			TS	5	9	4	18	20.00%

Role		pembelajaran.	STS	2	0	0	2	2.22%
	47.	Mengerjakan apa yang diarahkan oleh guru	SS	6	9	5	20	22.22%
			S	18	11	18	47	52.22%
			TS	4	10	6	20	22.22%
			STS	2	0	1	3	3.33%
	48.	Memberikan saran dan kritik kepada guru.	SS	1	1	2	4	4.44%
			S	5	5	7	17	18.89%
			TS	21	22	17	60	66.67%
Teachers' Role	49.	Guru adalah sumber informasi	SS	7	7	6	20	22.22%
			S	22	17	21	60	66.67%
			TS	0	5	2	7	7.78%
			STS	1	1	1	3	3.33%
	50.	memimpin dan mengarahkan proses pembelajaran	SS	3	4	2	8	8.89%
			S	13	16	18	48	53.33%
			TS	12	8	10	30	33.33%
	51.	guru mengontrol seluruh aktivitas dalam kelas.	SS	3	5	3	11	12.22%
			S	9	11	10	30	33.33%
			TS	14	12	13	39	43.33%
	52.	Guru memfasilitasi kegiatan belajar mengajar.	SS	5	3	7	15	16.67%
			S	18	19	15	52	57.78%
			TS	7	8	8	23	25.56%
	53.	Guru memberikan <i>feedback</i>	SS	0	4	1	5	5.56%
			S	12	15	14	41	45.56%
TS			16	11	15	42	46.67%	
STS			2	0	0	2	2.22%	

a. Interview Transcript

The Interview Transcript toward English Teachers

The researcher	:	What textbooks do you use in teaching English?
Teacher 1	:	Since the school provides many <i>English in Focus</i> textbooks, so I use it as the core textbook. However, sometimes I also use other books if necessary.
Teacher 2	:	I use some textbooks provided by the government such as <i>Scaffolding</i> and <i>English in Focus</i> . I also use another textbook from publishers.
Teacher 3	:	I use <i>English in Focus</i> as the students' textbook because the school has many stocks. However, I use other textbooks and utilize the sources from internet as additional references.
The researcher	:	Are you satisfied with the materials in the textbook? Does it facilitate the students in learning English?
Teacher 1	:	Generally, the textbook is good because it is arranged based on the curriculum and the syllabus. Then, the learning activities are varied. However, I found some

	topics in the materials are unfamiliar. In this case, the students do not have background knowledge toward the topics. It becomes a problem because one point that makes the students easily understand the material is the familiar topics.
Teacher 2	: Actually, I'm satisfied with the materials in the textbook because it provides interesting topics and various activities. However, I'm rather disappointed with the pictures in the materials. Some of them appear unclear.
Teacher 3	: Overall, the textbooks can facilitate the students in learning English. However, there are some texts in the materials are not suitable with the students' cognitive. I think the use of language is high. Some students claimed that they had difficulty to understand the texts. Moreover, some topics are also unfamiliar for them.
The researcher	: To overcome the lack of the materials, do you provide the topics or create the texts and activities by your own?
Teacher 1	: I have an intention to do that but I have limited time now. I do not only teach but also occupy a functional position in school.
Teacher 2	: To overcome the lack, I more focus to give them understanding or explanation than provide other materials. For instance, when the students are difficult to comprehend the texts or they do not know what the questions mean, I will explain it.
Teacher 3	: Yes, of course. If I think the text is difficult to comprehend, I will simplify it. Sometimes, I create my own texts with a language that is more understandable.
The researcher	: What do you think about the students' ability in reading?
Teacher 1	: I think their ability should be improved. Most students have difficulty to comprehend the texts. This is due to the lack of vocabulary and unfamiliar topics.
Teacher 2	: There are few students who have good reading comprehension.
Teacher 3	: Their reading comprehension was still low. They still need more attention.
The researcher	: Dealing with the classroom arrangement in completing the tasks, what do students prefer?
Teacher 1	: The students prefer to do the tasks in pairs or groups rather than do it individually.
Teacher 2	: I often ask the students to work in pairs or groups and it is very helpful to make the students easily doing the tasks. Furthermore, from this way, they have opportunity to discuss and improve their language skill.
Teacher 3	: Of course, they prefer do the tasks in groups or pairs. However, it is better to give them individual tasks. It is

	important to lead the students to learn independently.
The researcher	: Are the students active in learning activity?
Teacher 1	: Most of students are active in giving questions particularly refer to the difficult vocabulary. In groups section, they will work together and support each other to complete the tasks given.
Teacher 2	: Yes, the students actively participate in learning activity. Furthermore, if there is a material that they do not understand, they will ask.
Teacher 3	: Most of students are active. They never complain if I ask them to do the tasks. They will do it enthusiastically.
The researcher	: What do you think about my plan to cover the vocabulary list at the end of every unit?
Teacher 1	: Because not all students have dictionaries and schools also do not provide them in sufficient quantities, then the plan will greatly help the students.
Teacher 2	: It will be helpful. The students will find the difficult words.
Teacher 3	: I agree to that plan. Most of the students did not have dictionaries. It related to economy factor that dictionary still became luxury thing for students in some areas of Buton Island.
The researcher	: What do you think about my plan to develop reading materials based on local culture?
Teacher 1	: The students are interested to learn English if the topics are familiar with them. Therefore, I think it is a good plan to develop materials based on local culture.
Teacher 2	: It will be useful to support the students in learning English. The students had enough background knowledge of their culture that would help them to understand the learning materials
Teacher 3	: It is good. I ever provided a topic related to local culture in learning activity and the students were interested. The students were familiar with that topic since they experienced the culture itself.

b. Students' responses toward the product

1) First try out

Students' Responses to the Content of the Product

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The contents of materials are suitable for the students' needs.	4	16	0	0	3.20
2.	The materials can improve the students' reading skill	6	11	3	0	3.15
3	The topic referred to the culture motivate students in learning English	7	13	0	0	3.35
4.	The language used are understandable	8	6	6	0	3.10
5.	The reading texts are interesting to read	9	11	0	0	3.45
6.	The length of reading passage are appropriate to students' ability	2	16	2	0	3.00
7.	The instruction in every task/activity can be easily understood	2	15	3	0	2.95
8.	The explanation about the function of the texts, the structure of the texts, and the language feature of the texts is understandable	3	16	1	0	3.10
9.	Part of "Do You Know" improve students' knowledge about target culture	8	12	0	0	3.40
10.	The quotes which contain moral values influence their attitude.	6	14	0	0	3.30
Average						3.20

Students' Responses to the Pictures and Text Quality

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The quality of the picture and the appearance of the materials are interesting	8	12	0	0	3.40
2.	The font sizes and types are compatible	5	15	0	0	3.25

3.	The composition of the colors are interesting and consistent	6	14	0	0	3.30
4.	The pictures in the materials help student to understand the topic	4	16	0	0	3.20
5.	The picture presentation improve the students' motivation in learning English	4	15	1	0	3.15
6.	The picture used are relevant to the topic and the content of the materials	3	17	0	0	3.15
7.	The presence of the pictures makes the appearance of materials more interesting	7	13	0	0	3.35
Average						3.26

b) Second try out

Students' Responses to the Content of the Product

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The contents of materials are suitable for the students' needs.	17	21	2	0	3.38
2.	The materials can improve the students' reading skill	14	19	7	0	3.18
3	The topic referred to the culture motivate students in learning English	18	22	0	0	3.45
4.	The language used are understandable	11	20	9	0	3.05
5.	The reading texts are interesting to read	14	24	2	0	3.30
6.	The length of reading passage are appropriate to students' ability	12	18	10	0	3.05
7.	The instruction in every task/activity can be easily understood	15	18	7	0	3.20
8.	The explanation about the function of the texts, the structure of the texts, and the language feature of the texts is understandable	12	19	9	0	3.08
9.	Part of "Do You Know" improve	17	23	0	0	3.43

	students' knowledge about local culture, other localities, and other nationalities					
10.	The quotes which contain moral values influence their attitude.	15	25	0	0	3.38
Average						3.25

Students' Responses to the Pictures and Text Quality

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	The quality of the picture and the appearance of the materials are interesting	15	25	0	0	3.38
2.	The font sizes and types are compatible	12	23	5	0	3.18
3.	The composition of the colors are interesting and consistent	14	24	2	0	3.30
4.	The pictures in the materials help student to understand the topic	16	24	0	0	3.40
5.	The picture presentation improve the students' motivation in learning English	22	18	0	0	3.55
6.	The picture used are relevant to the topic and the content of the materials	19	21	0	0	3.48
7.	The presence of the pictures makes the appearance of materials more interesting	17	23	0	0	3.43
Average						3.39

Students' Responses to the Product Implementation

No.	Assessment Indicators	SA	A	D	SD	Mean
1.	Saya merasa senang belajar bahasa Inggris dengan <i>culture-based reading materials</i> ini	13	27	0	0	3.33
2.	<i>Culture-based reading materials</i> ini menambah pengetahuan Saya tentang aspek-aspek budaya baik di Indonesia maupun negara lain	18	22	0	0	3.45
3.	Strategi pembelajaran bekerja sama dapat membantu Saya dalam meningkatkan interaksi bersama teman-teman sehingga kami dapat saling bertukar pikiran.	16	24	0	0	3.40
4.	Strategi pembelajaran Individu dapat membantu Saya berlatih menjadi autonomous learner (pembelajar yang mandiri).	11	24	5	0	3.15
5.	Saya dapat mengerjakan latihan soal reading di dalam <i>Culture-based reading materials</i> .	12	20	8	0	3.10
6.	Saya dapat dengan mudah memahami isi bacaan di dalam <i>Culture-based reading materials</i> .	13	17	10	0	3.08
7.	Daftar kosakata yang memadai disetiap unit sangat membantu Saya menerjemahkan kata-kata yang sulit di dalam teks.	16	24	0	0	3.40
Average						3.27

APPENDIX 3: COURSE GRIDS

COURSE GRID

Culture-Based English Reading Materials

Grade/ Semester : VIII/ 2

Standard of Competence : Reading

Understanding to meanings of short functional text and simple essay in the form of *recount* and *narrative* in the context of daily life.

Basic Competences :

1.1 Reading aloud to meanings of short functional text and simple essay in the form of recount and narrative.

1.2 Responding to meanings of short functional text.

1.3 Responding to meanings and rhetorical steps of short essay in the form of recount and narrative.

Unit	Topic	Materials	Indicator	Language Focus		Learning Activities
				Grammar	Vocabulary	
1.	Traditional Celebrations	<ul style="list-style-type: none"> • Short functional texts in the form of personal letters. • The explanation of personal letters (generic structure and social function) 	Students are able to: <ul style="list-style-type: none"> • read aloud the short functional text in the form of personal letters. • understand the social function of personal letters. • identify the generic structure of personal letters. • find a detail information of the short functional text in the form of personal letters. 	<ul style="list-style-type: none"> • Simple present tense 	Vocabularyes are related to traditions such as <i>celebration, preserve, festive, etc.</i>	<p><u>Let's Start</u></p> <p>Task 1</p> <ul style="list-style-type: none"> • Students read some short functional texts. • Students guess which number indicates the personal letter. <p>Task 2</p> <ul style="list-style-type: none"> • Students answer some questions and discuss it with partner. <p><u>Let's Read</u></p> <p>Task 3</p> <ul style="list-style-type: none"> • Students learn and pronounce some words. • Students read aloud the personal letter. The teacher will guide them. <p>Task 4</p> <ul style="list-style-type: none"> • Students learn the explanation of personal letters to know its' definition, purpose, and generic structure.

						<ul style="list-style-type: none"> • Students discuss it in pairs and ask their teacher for more explanation. <p>Task 5</p> <ul style="list-style-type: none"> • Students answer the questions based on the text in Task 3 <p>Task 6</p> <ul style="list-style-type: none"> • Students read the personal letter • Students guess the meaning of the following words. <p>Task 7</p> <ul style="list-style-type: none"> • Students decide the true or false statement based on the text in Task 6 • Students compare the answers with classmates. <p><u>Do You Know?</u></p> <p>In this part, there is information about Indonesian traditions and English speakers' traditions. Therefore,</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about those traditions. <p>This part is important to enrich the students' insight. Furthermore, they will find the similarity or the difference from these two cultures.</p> <p>Task 8</p> <ul style="list-style-type: none"> • Students study the explanation of simple present tense. • Students discuss it in groups and ask the teacher to give more explanation <p>Task 9</p> <ul style="list-style-type: none"> • Students read a personal letter.
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						<ul style="list-style-type: none"> • Students change the following verbs into the correct present form. <p><u>Fun Space</u></p> <p>Task 10</p> <ul style="list-style-type: none"> • Students find some Indonesian traditions in the puzzle. • Students list their findings, and then guess where they are from. <p><u>Do You Know?</u></p> <p>In this part, there is information about English speakers' traditions. Therefore,</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about these traditions. <p>This part is important to enrich the students' insight. Furthermore, they will find the similarity or the difference from their own traditions.</p> <p><u>Let's Get More Practice</u></p> <p>Task 11</p> <ul style="list-style-type: none"> • Students read a personal letter. • Students identify the generic structure of the letter. • Students work individually <p>Task 12</p> <ul style="list-style-type: none"> • Students put a tick (√) on the correct statement based on the text in Task 11. • Students work individually. <p><u>Let's Evaluate</u></p> <p>Task 13</p> <ul style="list-style-type: none"> • Students read the personal letter and answer the questions that follow by choosing either
--	--	--	--	--	--	--

						a, b, c, or d for the correct answer.
2.	Exploring Historical Buildings	<ul style="list-style-type: none"> • Written recount texts about historical buildings. • The explanation of recount text. • The explanation of past tense. • The explanation of time connectives. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Read aloud the recount texts about historical buildings in the correct pronunciation. • Identify the social function of recount text about historical buildings. • Identify the generic structure of the recount text about historical buildings. • Identify the language features used in the recount text about historical buildings. • Find the detail information from the recount text about historical buildings. 	<ul style="list-style-type: none"> - Simple past tense - Connecting words 	<p>Vocabularies are related to the words of historical buildings such as <i>fortress, palace, historian, diorama,</i> etc.</p>	<p><u>Let's Start</u></p> <p>Task 1</p> <ul style="list-style-type: none"> • Students work in pairs to observe the provided pictures • Students label the pictures with their names that are provided in the box. <p>Task 2</p> <ul style="list-style-type: none"> • Students answer the questions based on the pictures in task 1. <p><u>Let's Read</u></p> <p>Task 3</p> <ul style="list-style-type: none"> • Students learn and pronounce the following words. • Students read aloud the text. The teacher will guide them. <p>Task 4</p> <ul style="list-style-type: none"> • Students learn the explanation of recount text to know its' definition, purpose, generic structure, and language features. • Students discuss it in groups of four and ask their teacher for more explanation. <p>Task 5</p> <ul style="list-style-type: none"> • Students read the recount text • Students guess the meaning of the words. <p>Task 6</p> <ul style="list-style-type: none"> • Students work in pairs to identify the generic structure of the text in task 5. <p>Task 7</p> <ul style="list-style-type: none"> • Students decide the true or false statements.

					<ul style="list-style-type: none"> • Students give tick (✓) to their choice. • Students compare the answer with their classmates. <p><u>Do You Know?</u></p> <p>In this part, there is information about historical places in England. Therefore,</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about those traditions. <p>This part is important to enrich the students' insight. Furthermore, they will find the similarity or the difference from historical places in Indonesia.</p> <p>Task 8</p> <ul style="list-style-type: none"> • Students learn the explanation of simple past tense. • Students discuss it in groups of four. • Students ask their teacher for more explanation. • Students fill in the blanks with the correct verb forms in the box. <p>Task 9</p> <ul style="list-style-type: none"> • Students read the letter and then change the verbs in the bracket into simple past tense. <p>Task 10</p> <ul style="list-style-type: none"> • Students answer the questions based on the letter in task 9. • Students compare the answer with the classmate's.
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					<p>Task 11</p> <ul style="list-style-type: none"> • Students work in pairs to learn the explanation of connecting words. • Students ask teacher for more explanation. • Students complete the text that follows with the correct words in the box. <p>Task 12</p> <ul style="list-style-type: none"> • Based on the text in task 11, students find what the following pronouns refer to. <p>Task 13</p> <ul style="list-style-type: none"> • Students match the words with its synonym. <p><u>Do You Know</u></p> <p>This part gives the information about what English communities obey when they are in public places.</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about these. <p>This part is important to enrich the students' insight.</p> <p><u>Fun Space</u></p> <p>Task 14</p> <ul style="list-style-type: none"> • Students do the crossword puzzle. <p><u>Let's Get More Practice</u></p> <p>Task 15</p> <ul style="list-style-type: none"> • Students arrange the jumbled paragraphs into a good recount text by giving
--	--	--	--	--	--

						<p>number to the circles.</p> <p>Task 16</p> <ul style="list-style-type: none"> • Students put a tick on the correct statement based on the text in task 15. <p>Task 17</p> <ul style="list-style-type: none"> • Students read again the text that they have arranged in task 15 • Students identify its generic structure. • Student compare his work with a classmate's <p><u>Let's Evaluate</u></p> <p>Task 18</p> <ul style="list-style-type: none"> • Students read the text and answer the questions that follow by choosing either a, b, c, or d for the correct answer.
3.	Famous Folktales	<ul style="list-style-type: none"> • Written narrative text about folktales • The explanation of narrative text. • The explanation of adjectives and adverbs. • The explanation of passive form of past tense. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Read aloud the narrative texts about folktales in the correct pronunciation. • Identify the social function of narrative text about folktales. • Identify the generic structure of the recount text about folktales. • Identify the language features used in the narrative text about folktales. • Find the detail 	<ul style="list-style-type: none"> - Adjective and Adverbs - Passive form of past tense 	<p>Vocabularies are related to the words that are usually used in folktales such as <i>once upon a time, kingdom, the prince, knight, etc.</i></p>	<p><u>Let's Start</u></p> <p>Task 1</p> <ul style="list-style-type: none"> • Students work in pairs to observe the provided picture. • Students answer the questions related to the picture. <p><u>Let's Read</u></p> <p>Task 2</p> <ul style="list-style-type: none"> • Students learn and pronounce the following words. • Students read aloud the narrative text. Their teacher will guide them. <p>Task 3</p> <ul style="list-style-type: none"> • Students read again the text in task 2 and then answer the questions. <p>Task 4</p> <ul style="list-style-type: none"> • Students learn the explanation of narrative

			information from the narrative text about folktales.			<p>text to know its' definition, purpose, generic structure, and language features.</p> <ul style="list-style-type: none"> • Students discuss it in groups of four and ask the teacher for more explanation. <p>Task 5</p> <ul style="list-style-type: none"> • Students read the text. • Students guess the meaning of the words based on the context. <p>Task 6</p> <ul style="list-style-type: none"> • Students work in pairs to identify the generic structure of the narrative text in task 5. <p><u>Do You Know?</u></p> <p>In this part, there is information about American folktales. Therefore,</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about those traditions. <p>This part is important to enrich the students' insight. Furthermore, they will find the similarity or the difference between Indonesian folktales and American folktales.</p> <p>Task 7</p> <ul style="list-style-type: none"> • Students work in groups of four to read the narrative text. • Students complete the text that follows with the correct words in the box. <p>Task 8</p> <ul style="list-style-type: none"> • Based on the text in task 7, students find what the following pronouns refer to. <p>Task 9</p> <ul style="list-style-type: none"> • Students decide the true or false statements.
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					<ul style="list-style-type: none"> • Students give tick (√) to their choice. • Students compare the answer with their classmates’. <p>Task 10</p> <ul style="list-style-type: none"> • Students learn the explanation of adjective and adverbs. • Students discuss it in groups of four and ask the teacher for more explanation. <p>Task 11</p> <ul style="list-style-type: none"> • Students read the text and identify the adjectives and adverbs. <p>Task 12</p> <ul style="list-style-type: none"> • Students put a tick in the true statements based on the text in Task 11. <p>Task 13</p> <ul style="list-style-type: none"> • Students match the words with its synonym. <p><u>Do You Know?</u></p> <p>In this part, there is information about England folktales. Therefore,</p> <ul style="list-style-type: none"> • Students read and discuss it in pair or in groups. • Teacher need to give more information about those traditions. <p>This part is important to enrich the students’ insight.</p> <p>Task 14</p> <ul style="list-style-type: none"> • Students learn the explanation of passive form of past tense. • Discuss it in groups of four and ask teacher for further explanation.
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						<ul style="list-style-type: none"> • Students change the verbs into the correct forms. <p>Fun Space</p> <p>Task 15</p> <ul style="list-style-type: none"> • Students do the crossword puzzle. <p><u>Let's Get More Practice</u></p> <p>Task 16</p> <ul style="list-style-type: none"> • Students arrange the jumbled paragraphs into a good narrative text by giving number to the circles. • Students work individually. <p>Task 17</p> <ul style="list-style-type: none"> • Students put a tick on the correct statement based on the text in Task 16. • Students work individually. <p>Task 18</p> <ul style="list-style-type: none"> • Students read one of the Indonesian fables that is available in library. • Students make a summary as well as find the moral value of the story they have read. • Students exchange the summary with others. <p><u>Let's Evaluate</u></p> <p>Task 19</p> <ul style="list-style-type: none"> • Students read the text and answer the questions that follow by choosing either a, b, c, or d for the correct answer.
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APPENDIX 4: FINAL PRODUCTS



GRADE VIII
Semester 2

LET'S EXPLORE OUR CULTURE

Reading
for Junior High School

Developed By: Harmila, S. Pd.

LET'S EXPLORE OUR CULTURE

English Reading Materials for Junior High School Students

Grade VIII Semester II

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ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL

YOGYAKARTA STATE UNIVERSITY

2018

PREFACE

This book is a set of culture-based English reading materials for the 8th grade students of Junior High School. It is developed to help them to stimulate their interest in reading.

This book provides cultural topics both from local culture and target culture in every unit. By involving the local culture, the students could be motivated and easily understand the reading passage since it relates with their daily life. Meanwhile, the insertion of target culture aims to give the new insight for the students. Moreover, the most important thing is that students will know the similarities and differences between the English speakers' culture and their own culture.

This book consists of 6 units and each unit has several components, namely *Let's Start*, *Let's Read*, *Fun Space*, *Let's Get More Practice*, *Let's Evaluate*, *Let's Reflect*, *Let's Summarize*, and *Vocabulary Lists*. In *Let's Start*, the students have a schema building which build their understanding about the learning topic. In *Let's Read*, the students do many reading activities and learn the generic structure of a text, grammar and vocabularies. The next part is *Fun Space* which covers a fun activity such as crossword puzzles to enrich the students' vocabulary. In *Let's Get More Practice*, the students are expected to do the comprehension tasks independently. After that, the students can evaluate themselves and measure their achievement in *Let's Evaluate*. The next part is *Let's Reflect* which shows how much the students have learnt from the unit. Then, there is a summary of the materials presented in *Let's Summarize*. The last part is *Vocabulary Lists* which helps the students to find the meaning of vocabulary they have not known before.

In developing this book, the author considered the result of needs analysis which was gained from the research of the eighth graders from three Junior High Schools in Buton namely SMPN 1 Batauga, SMPN 4 Pasarwajo, and SMPN 5 Lakudo. However, this book can be used by all eighth graders, especially those who have similar characteristics to the students of the school mentioned above. Hopefully, this book can give significant contribution to the English as foreign language learning, especially for the reading skill in Junior High School level.

The author will appreciate any constructive suggestions for the betterment of this book.

Author

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LIST OF ABBREVIATION

n : noun (kata benda)

v : verb (kata kerja)

adj. : adjective (kata sifat)

adv. : adverb (kata keterangan)

UNIT

1

Traditional Celebrations



Picture 1.1



Picture 1.2

In our daily life, we are familiar with short functional texts such as personal letters. Personal letters are commonly used to deliver news, information and anything personal from the writer to the reader. There are various things which we can talk about in a personal letter. One of them is tradition.

In this unit, you are going to learn about a personal letter which talks about some unique traditions in Indonesia.



Let's Start



Task 1: Read the following texts and guess which one is a personal letter.

1

Buton Regency Government proudly presents



The 2017 Buton Ancient Culture Festival

This festival will be held on August 19-24 at Takawa field. It will include traditional rituals, the exhibition of historical artifact, and colossal dances.

Join the festival and be part of the fun!

2

Baubau, November 2nd, 2016

Dear Susan,

How are you? I hope everything is okay with you.

I may not be able to send you a letter next week because I will conduct a *Pedole-dole* event at my house. So, I am going to be busy helping my family to prepare the event. I am so sorry for this.

We can talk again some other time.

Love,

Erna

3

Happy New Year

May every day of the New Year glow with good cheer and happiness for you and your family.



Task 2: Answer the following questions with your partner.

- Have you ever read a letter which talks about tradition?
- What tradition is it?



Let's Read



Task 3: Study and pronounce the following words. Then, read aloud the personal letter below. Your teacher will guide you.

English	Pronunciation	Indonesian
culture (n)	/ˈkʌltʃə/	budaya
tradition (n)	/trəˈdɪʃ.ən/	tradisi
conduct (v)	/kənˈdʌkt/	melaksanakan
newborn (adj)	/ˈnuː.bɔːrn/	baru lahir
prevent (v)	/prɪˈvent/	mencegah
illness (n)	/ˈɪlnɪs/	penyakit
prepare (v)	/prɪˈpeə /	menyiapkan

Baubau, November 2nd, 2016

Dear Susan,

How are you? I hope everything is okay with you.

I may not be able to send you a letter next week because I will conduct a *Pedole-dole* event at my house. Did you know it? This tradition was done in order to give names for the newborn babies and also to prevent them from illness. So, I am going to be busy helping my family to prepare the event. I am so sorry for this. We can talk again some other time.

Love,

Erna

Closing

Signature

Place & Date

Salutation

Introduction

Body



Task 4: Study the following explanation. Discuss it in pairs and then ask your teacher for more explanation.

Personal Letters

- **Definition**

A personal letter is an informal written message between friends, relatives, and acquaintances. It is usually about personal feelings, thoughts, or experiences.

- **Generic structure of personal letter:**

- ❖ Place and Date: It shows the place where the writer wrote the letter and the date when he wrote it.
- ❖ Salutation: It consists of greeting and the name of the reader.
- ❖ Introduction: The opening of the letter, it usually starts with “how are you” or refers to the previous letter.
- ❖ Body: The main part of the letter, it consists of anything that the writer wants to tell the reader.
- ❖ Closing: It consists of short expression such as love, hugs, cheers, missing you, regards, etc.
- ❖ Signature: It consists of the writer’s signature or initial.

Adapted from:

<https://www.auspost.com.au/education/letterwriting/students/personal-letters.html>



Task 5: Based on the text in Task 3, answer the following questions.

1. Who are the writer and the reader of the letter?
.....
2. Where does the writer live?
.....
3. Why does the writer cannot send a letter next week?
.....
4. What is the purpose of *Pedole - dole* event?
.....
5. What will the writer do before the event?
.....



Task 6: Read the following personal letter and then guess the meaning of the following words. You may open your dictionary if necessary.

Bawamataluo, October, 20th 2016

Dear Agung,

How's life? I hope everything is fine.

Thank you for the photographs about Yogyakarta's tradition, *Sekaten*, you've sent me before. Now, I'd like to tell you about a famous tradition in Nias Island which is called stone jumping or *Fahombo Batu*. In this event, a young Nias man will show his physical and mental maturity by jumping over a 2 meters stone. This act shows that the man can be a village defender if there will be a conflict in the future. However, this stone jumping tradition cannot be found in all Nias territories unless in Teluk Dalam area, which is the place where I live. Here, I attach some photographs I took from the last event for you. I hope we can watch it together some time when you come to Nias.



Cheers,

Nadia

English	Pronunciation	Indonesian
attach (v)	/ə'tæʃ/	Melampirkan
conflict (n)	/'kɒnflɪkt/	
defender (n)	/dɪ'fendə/	
famous (adj.)	/'feɪməs/	
future (adj.)	/'fju:tʃə/	
island (n)	/'aɪlənd/	
maturity (n)	/mə'tjʊərɪti/	
photograph (n)	/'fəʊtəgrɑ:f/	
territory (n)	/'terɪtəri/	



Task 7: Based on the text in Task 6, decide whether the following statements are true or false. Give a tick (✓) to your choice. Compare your answers with your classmate's.

No	Statement	True 	False 
1.	Bondan has sent photographs of <i>Sekaten</i> to Nadia.	✓	
2.	<i>Fahombo Batu</i> is not really popular in Nias Island.		
3.	A young Nias man jumps over a 2 meters stone in <i>Fahombo Batu</i> event.		
4.	<i>Fahombo Batu</i> aims to show the beauty of Nias women.		
5.	<i>Fahombo Batu</i> is only available in Teluk Dalam area.		
6.	Nadia does not live in Teluk Dalam area.		

DID YOU KNOW?



Picture 1.3



Picture 1.4

You must be familiar with *Pekande-kandea* festival, right? In this event, Butonese people will enjoy a large feast to welcome any important people who come to Buton. This event also can be a way to maintain a good human relationship.

In other localities, you will find some traditions which are similar to *Pekande-kandea*. One of them is *Munggahan* festival. In this event, Sundanese people will gather outdoor to enjoy a large feast. This tradition aims to welcome the holy month of Ramadhan.

Meanwhile, in Western countries such as United States, there is also a similar traditional event. It is called Thanksgiving Day. Originally, it was conducted at the end of the first harvest to enjoy a large feast. It is usually celebrated with family and close friends by eating in a large feast to strengthen their bonds. Now, the Government decides every fourth Thursday in November as a holiday to commemorate the Thanksgiving Day.



Picture 1.5

Sources: <https://www.internations.org>



Task 8: In groups of four, study the following explanation. Discuss it and ask your teacher for more explanation.

Simple Present Tense

- Present tense is used to describe current events or state of being.
- The verb used in simple present tense is base form verb and *to be* present (is, am, are).
- The pattern of simple present tense:
 - Positive statement : S + V1(s/ es) + O
 - Negative statement : S + do/ does not + V1 + O
 - Interrogative : Do/does + S + V1 + O + ?
 - Negative interrogative : Do/does not + S + V1 + O + ?
- Example:
 - (+) They celebrate *Sekaten* every year.
 - (-) They do not celebrate *Sekaten* every year.
 - (?) Do they celebrate *Sekaten* every year?
- Some adverbs which are commonly used in simple present tense: *always, usually, seldom, sometimes, often, frequently, generally, etc.*

Adapted from: <https://www.ef.com/english-resources/english-grammar/simple-present-tense/>



Task 9: Read the following letter and then change the following verbs into the correct present form. Number 1 is done for you.

Surabaya, July 1st, 2016

Hi Puspa,

It's been 2 years we didn't meet. I miss (miss) you so bad. Do you _____ (feel) it too? How's life? Everything _____ (to be) fine, right? Anyway, I will go to Mount Bromo next week. I am going to watch *Kasada* ceremony with my college friends. We _____ (prepare) many things for this vacation. Do you _____ (know) about Kasada? People _____ (hold) this event every 14th of Kasada in Javanese calendar. It _____ (aim) to commemorate the sacrifice of Raden Kusuma. The Tenggerese people _____ (carry) up all of their offerings to the peak and _____ (throw) them to the crater. In the end, Jaranan dance _____ (complete) this event and _____ (make) it more lively. I really _____ (wish) you can come with me. Alright, that's all from me. Please, _____ (tell) your parents that I miss them too.

Best regards,

Rendra

Pronounce it!

- | | |
|---------------------|-----------------|
| 1. Busy (adj.) | : /'bɪzi/ |
| 2. Conduct (v) | : /kən'dʌkt/ |
| 3. Commemorate (v) | : /kə'meməreit/ |
| 4. Pleasant (adj.) | : /'pleznt/ |
| 5. Prevent (v) | : /prɪ'vent/ |
| 6. Religious (adj.) | : /rɪ'lɪdʒəs/ |





Fun Space



Task 10: Find some Indonesian traditions in the following puzzle. List your findings, and then guess where they are from. Look at the example.

R	A	L	I	T	A	N	D	A	K	I	H
O	B	F	Y	Z	K	A	D	N	J	B	A
B	S	E	K	A	T	E	N	I	L	A	M
O	E	K	M	S	B	G	O	T	R	M	E
R	S	M	U	N	P	H	W	A	D	B	U
O	D	W	J	G	A	K	Z	C	G	U	G
B	B	A	K	A	R	B	A	T	U	G	A
O	H	H	L	B	I	A	H	Y	R	I	N
D	U	G	D	E	R	A	N	E	P	L	G
A	G	I	L	N	P	O	S	U	O	A	K

No.	Traditions	Locations
1.	Tandaki	Southeast Sulawesi
2.		
3.		
4.		
5.		
6.		
7.		
8.		

DID YOU KNOW?



Picture 1.6

In the Western countries such as England, there is a unique tradition called Straw Bear Day. This day is believed to be a traditional start of agricultural year in England. On every January 7th, a man or a boy wears a straw costume covering him from his head to toe. He goes from house to house to dance. As a prize for his dance, people would give him money, food or beer.

Source: <http://listverse.com>

In United States, there is a religious tradition to celebrate girls who reach the age of fifteen. It is called Quinceanera. It aims to solidify their commitment to their family and faith. This tradition is followed with a fiesta where friends and family eat and dance.



Picture 1.7

Source: <https://www.globalcitizen.org>

Quotes

Preservation of one's own culture does not require contempt or disrespect for other cultures.

(Melestarikan suatu budaya sendiri tak perlu harus membenci atau meremehkan budaya orang lain)

Chesar Chavez





Let's Get More Practice



Task 11: Read the following text and then identify its generic structure.

Wee Karou, February, 7th 2016

[]

Dear Puspita,

Thank you so much for your last letter. It was so glad to hear that you have a good time in your new workplace at the Ngurah Rai airport now. I'd definitely visit you once I got free time.

Now, I've been busy with my tourism project in Sumba. My team and I would help the locals to prepare an annual Pasola event on this February 20th. Did you already know about Pasola? Pasola means throwing a javelin wood while spurring a horse. It is like a war game. Some men dress like knights to participate in this event with their horses and the blunt spears. The ceremonial procession will begin with the *Nyale* tradition. It is done to thank God for the harvest season by catching big worms along the beach. Honestly, I do hope that you can come to Sumba to watch it, but I know that's too much too ask.

Now, I should go to finish some documents. Anyway, let me know when you will have a day off next month. Maybe we can arrange to meet up. Hope to see you soon.

Sincerely yours, → []

Adietya → []

[]

[]



Task 12: Read the text in Task 10 again, and then put a tick (✓) on the correct statement.

1. The letter was written by Aditya.
 The letter was written by Puspita.
 The letter was written by Dara.
2. The letter was written on the 7th of February.
 The letter was written on the 17th of July.
 The letter was written on the 27th December.
3. Aditya just got a new job in Bali.
 Aditya would help preparing *Pasola* event.
 Puspita works in Sumba.
4. Puspita is busy in a tourism project.
 Puspita will watch *Pasola* event.
 Puspita is happy with her new workplace.
5. *Pasola* event is done once a year.
 Pasola event is done twice a year.
 Pasola event is done every month of the year.
6. The knight uses a metal javelin as a weapon in *Pasola* event.
 The knight uses a sharp sword as a weapon in *Pasola* event.
 The knight uses a dull spear as a weapon in *Pasola* event.
7. The beginning ceremony of *Pasola* will be done by singing together.
 The beginning ceremony of *Pasola* will be done by doing *Nyale* tradition.
 The beginning ceremony of *Pasola* will be done by throwing stones.



Let's Evaluate



Task 13: Read the following letter and answer the questions by choosing either a, b, c, or d for the correct answer.

Denpasar, November 2nd, 2016

Dear Susan.

How are you? I hope everything is okay with you.

I enjoyed reading your letter last week. Now, it is my turn. I will tell you about the Balinese wedding process. You know, it actually seems simple. Firstly, the groom and his family go to the bride's home to ask the blessing of marriages. A few days later, they will come back to the bride's home again to conduct a wedding ceremony. Many people from both families and friends will witness this ceremony. After that, the married couple and their families go to the bride's house. In this moment, the bride will be released by her family to live with the groom.

How is about the wedding process in your area? I hope you will share it in your next letter.

Hugs,

Ketut

1. What does the text tell us about?
 - a. It tells about the Balinese wedding process.
 - b. It tells about the process of Balinese engagement.
 - c. It tells about the Balinese wedding ceremony.
 - d. It tells about the requirement of Balinese wedding.
2. Where does Ketut come from?
 - a. Jakarta.
 - b. Makassar.
 - c. Palembang.
 - d. Denpasar.

3. Which statement is TRUE according to the text?
 - a. The wedding ceremony is held in the groom's family house.
 - b. The bride's family comes to the groom's house to ask the blessing marriages.
 - c. The wedding ceremony is only witnessed by the bride's family.
 - d. The bride will stay in the groom's house after wedding.

4. What is the name of the underlined phrase on the text above?
 - a. Date
 - b. Greeting
 - c. Signature
 - d. Salutation

5. Which one of the words below that can properly replace the word witness?
 - a. Listen
 - b. Give
 - c. Join
 - d. Watch



Let's Reflect



Put a tick (✓) in the right box according to how much you have learnt from this unit.

Aspects	Very much	Much	Little
I understood the purpose of personal letters			
I identified the generic structure of personal letters			
I comprehended the content of the texts in the form of personal letters			
I learnt vocabulary			
I learnt the simple present tense			



Let's Summarize

Personal Letters

A personal letter is a type of letter which usually concerns personal matter and is sent from one individual to another. Therefore, it is considered an informal letter. The generic structure of letter consists of place & date, salutation, introduction, body, closing, and signature.

Simple Present Tense

Present tense is used to describe current events or state of being. The verb used in simple present tense is base form verb and *to be* present (is, am, are). The pattern of simple present tense:

- Positive statement : S + V1(s/ es) + O
- Negative statement : S + do/ does not + V1 + O
- Interrogative : Do/does + S + V1 + O + ?
- Negative interrogative : Do/does not + S + V1 + O + ?



Vocabulary List

Adjectives

ancient	kuno	holy	suci
annual	tahunan	infomal	tidak resmi
blunt	tumpul	personal	pribadi
close	dekat	previous	sebelumnya
dull	tumpul	similar	mirip, serupa
familiar	dikenal, tidak asing	various	berbagai, beragam
future	masa depan	unique	unik, khas

Nouns

airport	bandara	harvest	panen
blessing	restu	island	pulau
bond	ikatan	javelin	tombak
bride	mempelai wanita	knight	ksatria
carter	kawah	maturity	kedewasaan
ceremony	upacara	peak	puncak
college	perguruan tinggi	sacrifice	pengorbanan
day off	hari libur	season	musim
defender	pembela	spear	tombak
effort	usaha, upaya	straw	jerami
exhibition	pameran	territory	wilayah
faith	keyakinan	tourism	pariwisata
feast	pesta	war	perang
fiesta	pesta	weapon	senjata
greeting	ucapan salam	workplace	tempat kerja
groom	mempelai pria	worm	cacing

Verbs

Infinitive	Past Simple	Past Participle	Meaning
attach	attached	attached	melampirkan
believe	believed	believed	mempercayai
carry	carried	carried	membawa
celebrate	celebrated	celebrated	merayakan
commemorate	commemorated	commemorated	memperingati

concern	concerned	concerned	berhubungan dengan
conduct	conducted	conducted	melaksanakan
deliver	delivered	delivered	menyampaikan
dress	dressed	dressed	berpakaian
find	found	found	menemukan
gather	gathered	gathered	berkumpul
hold	held	held	mengadakan
jump	jumped	jumped	melompat
maintain	maintained	maintained	menjaga
preserve	preserved	preserved	melestarikan
release	released	released	melepaskan
solidify	solidified	solidified	memperkuat
spur	spurred	spurred	memacu
strengthen	strengthened	strengthened	memperkuat
throw	threw	thrown	melempar
wear	wore	worn	mengenakan
welcome	welcomed	welcomed	menyambut
witness	witnessed	witnessed	menyaksikan
wish	wished	wished	menginginkan

Exploring Historical Buildings



Picture 2.1



Picture 2.2

Many people are interested in exploring the uniqueness of cultural products such as historical buildings. One of the ways to share their exploring journeys is by writing their stories. So that, understanding the story is important in order to know other people's experiences and feelings.

This unit provides the explanation of recount text which is often used to describe the personal experiences that people did in the past. Learn it through challenging tasks.



Let's Start



Task 1: In pairs, look at the following pictures and label them with their names that are provided in the box. Look at the example.

1. The Buton Palace Fortress



Picture 2.3

2.



Picture 2.4

3.



Picture 2.5

4.



Picture 2.6

5.



Picture 2.7

6.



Picture 2.8

The National Monument of Indonesia (Monas)

The Buton Great Palace Mosque

The Minangkabau Traditional House

The Borobudur Temple

The Buton Palace Fortress

The Prambanan Temple



Task 2: Based on the pictures in Task 1, please answer the following questions.

1. Are you familiar with the historical buildings on the pictures?
2. Where do you usually find those pictures?
3. Which one have you ever visited?
4. Do you know any other historical buildings?



Let's Read



Task 3: Pronounce the following words. Then read aloud the text that follows. Your teacher will guide you.

English	Pronunciation	Indonesian
cousin (n)	/ˈkʌzən/	(saudara) sepupu
accompany (v)	/əˈkʌmpəni/	menemani
palace (n)	/'pæləs/	keraton
fortress (n)	/'fɔ:trəs/	benteng
mosque (n)	/mɒsk/	mesjid
tomb (n)	/tu:m/	makam
guard (n)	/gɑ:d/	penjaga
unique (adj.)	/ju'ni:k/	unik, khas
satisfied (adj.)	/'sætɪsfaɪd/	puas
experience (n)	/ɪk'spɪəriəns/	pengalaman

Spending Holiday in Baubau

Orientation

Last week, my cousin who lives in Jakarta came to my town, Baubau. He spent his holiday here. He was very happy because I invited him to visit some interesting places.

Event

On the first day, I accompanied him to visit the Buton Palace Fortress. It took us 7 minutes to arrive there. On the next day, we went to see the Wolio Museum. We were guided by the museum's guard. On the last day, we visited the traditional house of Buton. It is called *Malige*. It was a very unique and interesting traditional house.

Reorientation

My cousin was so satisfied, he promised to come again. He would tell the experience to his friends.



Task 4: The text in Task 3 is a recount text. Now, study the following explanation. Discuss it in group of four and then ask your teacher for more explanation.

A Recount Text

- **A recount text**

A recount text is a text that retells past events, usually in the order in which they happened. Its purpose is to entertaining or informing the reader.

- **Generic structure:**

1. *Orientation* provides information about situation of what, where, who, and when.

Example: *Last month, my cousin who lives in Jakarta came to my town for holiday.*

2. *Events* tell what happened and in what sequence. There is no limitation in determining the events in a text; it can be one, two, or more events.

Example:

Event 1 (At the first day, I accompanied him to visit the palace fortress)

Event 2 (On the next day, we went to see the great mosque of Buton palace, the tomb of Sultan, and the museum)

Event 3 (On the last day, we went to visit the traditional house of Buton)

3. *Reorientation* consists of optional-closure of events/ending.

Example: *My cousin was so satisfied, he promised to come again. He would tell the experience to his friends.*

- **Language features:**

1. Use of nouns and pronouns. Example: *cousin, he, I, we.*
2. Use of past tense to locate events in relation to writer's time.

Example: *Last week, my cousin came to my town.*

3. Use of conjunctions and time connectives to sequence the events.

Example: *first day, next day, last day.*

Adapted from: English in Focus: for Grade VIII Junior High School



Task 5: Read the following text and then guess the meaning of the following words.
You may open your dictionary if necessary.

Walking Down the Palace Fortress of Buton

Last Monday, my friends and I went to the Buton Palace Fortress. It is the largest fortress in the world. We took a car and left my house at 7.00 a.m. in the morning. It only took 10 minutes to arrive there.

When we arrived at the gate of the fortress, we were surprised with five girls who were performing the traditional dance. So, we watched



Picture 2.9

them. Then, we started to walk down the fortress. There were some other historical buildings that we could see inside such as the Buton Palace Great Mosque and the Tomb of Sultan. We did not forget to take pictures of the buildings too.

After two hours walking down the fortress, we were so tired. Therefore, we decided to take a rest for some minutes. We enjoyed the food and drink that we brought from home. Finally, we went home.

We did not regret with our decision to visit this place. We were so excited. We would come again next time.

English	Pronunciation	Indonesian
largest (adj)	/ˈlɑːdʒɪst/	paling luas
walk down (v)	/wɔːk daʊn/	
gate (n)	/geɪt/	
surprised (adj)	/səˈpraɪzd/	
historical building (n)	/hɪˈstɒrɪkl ˈbɪldɪŋ/	
decision (n)	/dɪˈsɪʒn/	
excited (adj)	/ɪkˈsaɪtɪd/	



Task 6: Work in pairs. Identify the generic structure of the text in Task 5.

a. Orientation

b. Sequences of events

Event 1: _____



Event 2: _____

Event 3: _____

c. Reorientation



Task 7: Based on the text in Task 5, decide whether the following statements are true or false. Give a tick (✓) to your choice. Compare your answers with your classmate's.

Statement	True 	False 
1. The writer and his friends went to the Buton Palace Fortress last Saturday.		✓
2. The Buton Palace Fortress is the largest fortress in the World.		
3. The writer and his friends arrived at the palace fortress at 7.10 a.m.		
4. They were surprised with five girls who performing the traditional games.		
5. They could see three historical buildings inside the fortress.		
6. They took pictures of the Great Mosque and the Tomb of Sultan.		
7. They walked down the fortress for three hours.		

DID YOU KNOW?

As one of the historical buildings, fortress can not only be found in Buton, but also in other localities and other nationalities. They have own characteristics. Here are the examples.

- The Vrederburg Fortress

The Vrederburg Fortress is located in Yogyakarta. This fortress was built by the VOC as a center of government and the defense of the Dutch governor at the time. The fortress is surrounded by a moat that can still be seen until now. Today, this fortress is used as one of the recreation places and study center for the local people in Yogyakarta.



Picture 2.10

Adapted from: <https://jogjasculture.wordpress.com>

- The Dover Castle



Picture 2.11

One of the famous historical buildings in England is the Great Fortress of Dover Castle. It has been described as the “Key to England” because of its important role in the defense of the realm throughout century. Inside the fortress, there are many things to see such as great tower, underground hospital, operation dynamo, and medieval tunnels.

(Adapted from <http://www.english-heritage.org.uk>)



Task 8: In groups of four, study the following explanation. Then fill in the blanks with the correct verb forms in the box. Look at the example.

The Simple Past Tense

- The simple past tense is used to tell or to talk about actions or situations in the past.
- The verbs used in simple past tense are regular verbs and irregular verbs.
- The pattern of simple past tense:
 - Positive statement : S + V2 + O
 - Negative statement : S + did not + V1 + O
 - Interrogative : Did + S + V1 + O + ?
- Usually, you use the following adverbs of time in simple past tense.
 - Yesterday
 - Last night, last week, last month, etc.
 - Two days ago, five weeks ago, seven years ago, etc.

1. His father *went* to Jakarta last week.
2. My family _____ holiday in Buton.
3. Many tourists _____ to my town last year.
4. Putri _____ some historical buildings in her town.
5. We _____ an hour to arrive in the museum.
6. Two days ago, Lisa _____ her friend to buy some souvenirs.

- observe - come - take - spend - accompany - go



Task 9: Read the following letter and then change the verbs in the bracket into simple past tense so that the text can be meaningful.

Pontianak, June 21st, 2016

Hi, Lisa, how are you? I hope you are fine.

By the way, I want to tell you about my first experience as a tour guide. Two months ago, I (guide) guided an American student who did a research in my city. His name is Michael. He (wants) _____ to observe some historical buildings.

Firstly, we (visit) _____ the Equator Monument, an icon of Pontianak city. The Equator Monument was firstly built by a Dutch geographer in 1928. Michael was so amazed because we did not spend money to enter the monument. After that, we (go) _____ to explore the Kadariah Palace. It is located in the center of Pontianak. Then, we (meet) _____ a historian to ask about the history of the construction of the Kadariah Palace. Finally, we went to the Grave of Juang Mandor. Michael was so enthusiastic to take some photos. I (feel) _____ so happy with this experience.

Anyway, I also want to know about your experience. Write to me as soon as you can. Bye.

Sincerely,
Intan



Task 10: Based on the text in Task 9, complete the following blanks. Look at the example.

1. The letter was written on June 21st, 2016.
2. Intan talked about _____ in her letter.
3. Intan guided an American student named _____.
4. The first destination visited by Intan and Michael was _____.
5. After visiting the Equator monument, Intan and Michael went to _____.
6. The reason Intan and Michael met a historian is _____.
7. _____ was the third destination visited by Intan and Michael.



Task 11: In pairs, study the following explanation and then complete the text that follows with the correct connecting words.

Connecting Words

You will find the words *firstly*, *after that*, *then*, and *finally* in the letter from Intan in Task 9. Those are called connecting words.

Connecting words can be used to start, connect a sentence with the next one, and end an explanation.

Visiting the Gadang House



Picture 2.8

Last week, my brother asked me to go to the Gadang House with him. He told me that the Gadang House means a large house and becomes the traditional house of Minangkabau, West Sumatera. My brother had an assignment from his lecturer to observe it. I was excited because I had never gone there before.

We left at 9.00 a.m. by motor cycle and arrived at the Gadang House at 9.30 a.m. 1) Firstly, we met the keeper to ask permission. 2) _____, we were in the house. My brother observed the decoration of the house and photographed it at the same time. We were so amazed. 3) _____, my brother interviewed the keeper. He asked about the function of each room in this house. I just listened and recorded some important points. 4) _____, my brother asked the keeper to fill out a questionnaire related to his college assignment. The keeper did it with pleasure. He even told my brother to contact him if there was still anything to ask about the Gadang House.

We went home at 1 p.m. We were so tired but happy. Next time, I should go with my classmates to the Gadang House.



Task 12: Based on the text in Task 11, find what the following pronouns refer to.

Look at the example.

1.	he (paragraph 1, line 2)	my brother
2.	it (paragraph 1, line 7)	
3.	it (paragraph 2, line 3)	
4.	him (paragraph 2, line 8)	
5.	we (paragraph 3, line 1)	



Task 13: Study the following words. Match each with its synonym. Look at the example.

perform (v) happy (adj.) tomb (n) attractive (adj.) important (adj.) look (v) picture (n)		significant observe show photograph interesting grave excited
---	--	---

Pronounce it!

Ceremony	: /'serəməni/
Easy	: /'i:zi/
Enthusiatic	: /ɪn, θju:zi'æstɪk/
Local	: /'ləʊkl/
Museum	: /mju'zi:əm/
Research	: /rɪ'sɜ:tʃ/



DID YOU KNOW?

In the English speakers' countries particularly United Kingdom and United States, the people generally obey some points when they are in public places. Some of the examples are as follow.

- ✚ Don't spit, smoke, and litter in public places. Western people will feel disgusted with such a behavior.
- ✚ Don't blow your nose in public places or cover your nose with a tissue or handkerchiefs.
- ✚ Say "excuse me" before asking a question. For example, you need to know a certain location, say: "excuse me, where is the restaurant near here?"
- ✚ Say "sorry" if something wrong has happened. For example, if someone asks you about the time while you don't have a watch or mobile phone, say: "I'm sorry, I don't have a watch with me"
- ✚ Say "thank you" as often necessary. The expression "thank you" is heard very often in public places.

Adapted from: Sugirin. (Oktober 2009). *Cross Cultural Understanding: What Every EFL Teacher Should Know*. The paper was presented as short lecture for MGMP Bahasa Inggris SMA in Purworejo.

Quotes

People without the knowledge of their past history, origin, and culture is like a tree without roots.

(Manusia tanpa pengetahuan akan sejarah, asal usul, dan kebudayaan leluhurnya bagaikan pohon tak berakar)

Marcus Garvey





Let's Get More Practice



Task 15: Arrange these jumbled paragraphs into a good recount text by giving number to the circles.

After we observed those things, we gathered to listen to the story of Buton Sultanate history. It was explained by a historian. One of the interesting things was about the construction of the Buton Palace Fortress. We listened seriously and wrote down some things we deemed important. Sometimes we asked questions to get more information.

It was at 1 p.m. when we ended our tour. We were so satisfied. We enriched our knowledge about the history of Buton. In addition, this activity made us appreciate the people who had a great role in our past by protecting the buildings and things they left.

Three months ago, my classmates and I held a study tour in Buton Museum. We went there to learn further about the history of Buton. We were accompanied by our history teacher. We left at 8.00 a.m. and arrived there at 8.30 by school bus.

There were some activities we did. First, before entering the museum, we listened about the rules during our stay at the museum as explained by the tour guide. Next, we filled in the guest book. Then, we were allowed to enter. There were historical things we could see, like porcelain jug, soldier's spear, sarong, brass kettle, cauldron, and many more. Those things looked clean and tidy. We also observed some pictures of Sultan that were displayed on the wall.



Task 16: Read the text in Task 15 again and then put a tick (✓) on the correct statement. Look at the example.

1. The writer and his classmates went on a study tour last month.
 The writer and his classmates went on a study tour three months ago.
 The writer and his classmates went on a study tour five months ago.
2. The writer and his classmates took ten minutes to go to the museum.
 The writer and his classmates took twenty minutes to go to the museum.
 The writer and his classmates took thirty minutes to go to the museum.
3. The historical things looked dusty.
 The historical things looked messy.
 The historical things looked clean.
4. The writer and his classmates got much knowledge about the Buton Sultanate history.
 The writer and his classmates got much knowledge about the spread of Islam in Buton.
 The writer and his classmates got much knowledge about the origins of Buton Island.
5. The study tour was so satisfying.
 The study tour was so boring.
 The study tour was very tiring.



Task 17: Read again the text that you have arranged in Task 15 and then identify its generic structure. Compare your work with your classmate's.



Let's Evaluate



Task 18: Read the following text and answer the questions by choosing either a, b, c, or d for the correct answer.

Exploring the Monument National of Indonesia



Picture 2.6

I went to Jakarta last month. I went there to attend my sister's graduation ceremony. My parents did not come because they were in Saudi Arabia. During my stay, I visited some wonderful places. One of them was the National Monument of Indonesia. Popularly, it was known as Monas.

I went to Monas on my third day in Jakarta. As an icon of the city and a symbol of the struggle of Indonesian, Monas was a worth place to visit. I went there at 9 p.m by taxi. When I arrived, I saw many foreign tourists also coming to the monument. I used this opportunity to take pictures with them. They seemed very nice. Then, I went to the national history museum that was located around the monument. In this museum, I saw many dioramas that describe the history of Indonesia.

After visiting the museum, I wanted to ride to the top of the monument. Unfortunately, the lift was being repaired. Therefore, I decided to go back to my sister's boarding house. However, I did not forget to buy some typical souvenirs of Jakarta such as a miniature replica of Monas, a puppet of ondel-ondel, and a wooden key chain.

I was very excited and impressed with this experience. Hopefully, I would visit this monument again next time.

1. What does the text tell us about?
 - a. The writer's experience when he went to Jakarta.
 - b. The writer's experience when he attended his sister's graduation ceremony.
 - c. The writer's experience when he visited the National monument.
 - d. The writer's experience when he guided the tourists in the National monument.

2. When did the writer go to Jakarta?
 - a. Last week
 - b. Last month
 - c. Last year
 - d. Last decade
3. Which paragraph does explain the reorientation of the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
4. The writer bought the following souvenirs, except _____.
 - a. a miniature replica of Monas
 - b. a puppet of ondel-ondel
 - c. a handmade bag
 - d. a wooden key chain
5. Why did not the writer ride the top of the monument?
 - a. It's time to go to his sister's boarding house.
 - b. The lift was being repaired.
 - c. The monument would be closed.
 - d. The tickets were already sold.
6. In paragraph 2, the word "opportunity" has the synonyms with _____.
 - a. chance
 - b. moment
 - c. benefit
 - d. role
7. The following words are connecting words, except _____.
 - a. first
 - b. unfortunately
 - c. after that
 - d. finally



Let's Reflect

Put a tick (✓) in the right box according to how much you have learnt from this unit.

Aspects	Very much	Much	Little
I read and understood the content of recount texts			
I identified the generic structure of recount texts			
I learnt simple past tense			
I learnt connecting words			
I learnt vocabulary			



Let's Summarize

Recount texts

A recount is a text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what happened and when it happened. The generic structure of recount text consists of orientation, series of events, and reorientation.

The Simple Past Tense

We use simple past tense to tell or to talk about actions or situations in the past.

The pattern of simple past tense:

- Positive Statement : S + V2 + O
- Negative Statement : S + didn't + V1 + O
- Interrogative : Did + S + V1 + O + ?

Time signals for simple past tense: yesterday, last night, last week, last month, two days ago, four weeks ago, etc.

Connecting words

Connecting words can be used to show chronological order. One of the language features of recount text is the use of words that show the order of events.

Here are some of the words: at first, meanwhile, afterwards, when, lastly, soon after, next, after a while.



Vocabulary List

Adjectives

amazed	kagum
astonished	takjub
attractive	menarik
busy	sibuk
excited	gembira
enthusiastic	antusias
further	lebih lanjut
great	besar
important	penting
impressed	terkesan

largest	terluas
satisfied	puas
significant	penting
sturdy	kokoh, kuat
surprised	terkejut
tidy	rapi
tired	lelah
widest	terluas
wonderful	indah
worth	berharga, bermanfaat

Nouns

assignment	tugas
benefit	manfaat
cauldron	cerek
castle	istana

mosque	masjid
opportunity	kesempatan
order	urutan
palace	istana

century	abad	puppet	boneka
chance	kesempatan	raw	mentah
classmate	teman sekelas	realm	kerajaan
construction	pembangunan	research	penelitian
decision	keputusan	role	peran
defense	pertahanan	sarong	sarung
design	rancangan	sequence	urutan
destination	tujuan	shelter	perlindungan
diorama	miniatur 3 dimensi	sign	tanda, jejak
equator	khatulistiwa	souvenir	oleh-oleh
experience	pengalaman	stone	batu
fortress	benteng	struggle	perjuangan
gate	pintu gerbang	sultanate	kesultanan
graduation ceremony	wisuda	temple	candi
grave	makam, kuburan	tomb	makam
guard	penjaga	town	kota kecil
historian	ahli sejarah	tunnel	terowongan
history	sejarah	underground	bawah tanah
limb	dahan, cabang	worship	ibadah
moat	parit		

Verbs

Infinitive	Past Simple	Past Participle	Meaning
accompany	accompanied	accompanied	menemani
appreciate	appreciated	appreciated	menghargai
attend	attended	attended	menghadiri
bring	brought	brought	membawa

build	built	built	membangun
collect	collected	collected	mengumpulkan
deem	deemed	deemed	menganggap
end	ended	ended	mengakhiri
enrich	enriched	enriched	memperkaya
explore	explored	explored	menyelidiki
fill	filled	filled	mengisi
find	found	found	menemukan
gather	gathered	gathered	berkumpul
go	went	gone	pergi
guess	guessed	guessed	kira, duga
guide	guided	guided	menuntun
obtain	obtained	obtained	memperoleh
organize	organized	organized	mengelola
photograph	photographed	photographed	memotret
respect	respected	respected	menghargai
see	saw	seen	melihat
spend	spent	spent	menghabiskan
surround	surrounded	surrounded	mengelilingi
walk down	walked down	walked down	menyusuri

Famous Folktales



Picture 3.2



Picture 3.3



Picture 3.1

Many Indonesians are familiar with folktales such as Malin Kundang and Timun Mas, right? Do you know that those are categorized as narrative stories? In this unit, you will learn more about the narrative story. Furthermore, you can also get some moral values from it.



Let's Start



Task 1: In pairs, look at the following picture and answer the questions.



Picture 3.1

1. What folktale is suitable to describe the picture?
2. Do you know who the characters that exist in the story?
3. Can you mention any other folktales?



Let's Read



Task 2: Pronounce the following words. Then read aloud the text that follows. Your teacher will guide you.

English	Pronunciation	Indonesian
meal (n)	/ˈmi:l/	makanan
afford (v)	/əˈfɔ:d/	menghasilkan
suffer (v)	/ˈsʌfə/	menderita
starve (v)	/stɑ:v/	mati kelaparan
whine (v)	/waɪn/	merengek
dive (v)	/ˈdaɪv/	menyelam
struggle (v)	/ˈstrʌɡəl/	berjuang
scale (n)	/ˈskeɪl/	sisik
suddenly (adv)	/ˈsʌdn̩li/	tiba-tiba

Wandiu Diu



Picture 3.1

Once upon a time, there lived a woman with her two sons. Her husband had passed away. Her first son was named La Ntukungkoleo and the second one was named La Mbatambata. They were poor. It was so difficult for them to afford daily meals. However, as a mother she could not bear to see her sons suffering and starving to death, thus she worked really hard to make her sons happy.

One day, both of her sons whined asking to eat a fish. They forced their mother to catch it. The mother then went to a sea even though it was raining heavily. She dived and struggled to catch fish. It continued for several days. Suddenly, she was shocked because her body was covered with scales. She had turned into a mermaid. Then, the local people called her “Wandiu Diu”. The mother did not come back home anymore.

Every day, the sons went to the sea. They waited for their mother, but unfortunately their mother had disappeared forever. They regretted it very much. They knew it happened only because they really wanted to eat a fish. In the end, the brothers lived all alone after their mother had gone.

Orientation

Complication

Resolution



Task 3: Based on the text in Task 2, answer the following questions.

1. How many characters in this story? Please mention.
2. Why did the mother go to the sea in the heavy rain?
3. What did La Ntrungkoleo and La Mbata-Mbata do when their mother disappeared?
4. What is the moral value of the story?



Task 4: The Text in Task 2 is a narrative text. Now, study the following explanation. Discuss it in groups of four and ask your teacher for more explanation.

A Narrative Text

- **Definition**

A narrative text is a text that tells a story and entertains the audience.

- **Purpose**

The purpose of a narrative, other than providing entertainment, is making the audience think about an issue, teaching them a lesson, or exciting their emotions.

- **Generic structure:**

1. *Orientation* sets the scene and introduces the characters. In other words, it answers the questions of who, what, when, and where.

Example: *Once upon a time, there lived a woman with her two sons. Her husband had passed away. Her first son was named La Ntukungkoleo and the second one was named La Mbata Mbata.*

2. *Complication* is a series of crisis points which arise in the story. It is usually in the middle of the story.

Example: *One day, both of her sons whined asking to eat a fish and forced their mother to find it.*

3. *Resolution* provides the solution of the crisis, for better or worse.

Example: *They regretted it very much. They knew it happened only because they really wanted to eat a fish.*

- **Language features:**

1. The use of noun and noun phrase
2. The use of adjective to build noun groups to indicate people, animals, and things in the story.
3. The use of adverb to locate particular events
4. The use of past tense (active and passive forms)
5. The use of direct and indirect speech

Adapted from: English in Focus: for Grade VIII Junior High School



Task 5: Read the following text. Then, guess the meanings of the words based on the context. You may open your dictionary if necessary. Look at the example.

Bone Malei



Picture 3.4

Once upon a time, Buton was led by a king named King Mulae. In that era, there was a chaos started by La Bolontio. People who lived in Bone Tobungku were afraid of La Bolontio because he was cruel and arrogant. Everyone felt anxious because their things were taken away and destroyed by him.

In a short time, the news of the chaos was heard by the King. The King then held a competition and promised a reward to anyone

who could kill La Bolontio, he would let the person marry his daughter Boroko Malanga. The news spread to the whole kingdom. The knights went to Bone Tobungku, including Murhum. It was said that Murhum rode a boat to Bone Tobungku. After arriving there, Murhum pretended to be crippled. He then approached La Bolontio. When they were close, Murhum inserted his feet into sand and suddenly kicked La Bolontio's eye so that it was full of sand. Murhum stabbed his kris to La Bolontio, but it failed. Then Murhum took away La Bolontio's kris and stabbed with it. La Bolontio fell down and died. Murhum's friends caught La Bolontio's friends until some of them died, some of them were held as hostages, and some others ran away.

In the end, Murhum met the King bringing La Bolontio's body. King Mulae admitted Murhum's power and allowed him to marry his daughter. During the battle in Bone Tobungku, many of La Bolontio's comrades were killed so the sand turned red. Since then, Bone Tobungku was called "Bone Malei" which means the red sand.

Adapted from <http://tula-tulaliy.blogspot.co.id>

No.	English	Pronunciation	Indonesian
1.	chaos (n)	/'keɪs/	kekacauan
2.	cruel (adj)	/'krʊəl/	
3.	anxious (adj)	/'æŋkʃəs/	
4.	spread (n)	/'spred/	
5.	knight (n)	/'naɪt/	
6.	pretend (v)	/'prɪ'tend/	
7.	crippled (adj)	/'stæb/	
8.	stab (v)	/'hɒstɪdʒ/	
9.	hostage (n)	/'bætʃ/	
10.	battle (n)	/'bætəl/	
11.	comrade (n)	/'kɒmreɪd/	



Task 6: Work in pairs. Identify the generic structure of the text in Task 5.

a. Orientation

a. Complication

b. Resolution

DID YOU KNOW?

One of the famous stories in the world is the story of mermaid. Almost every country has its own story about the mermaid. The story of Wandiu Diu is one example in Indonesia.



Picture 3.5

In United States, there is also a story about the mermaid. It is said, there was a girl named Syrena who liked to swim in a river near her house. One day, she was asked by her mother to look for the coconut shell in the field. On the way to the field, she stopped to swim in the river. The freshness of the water made her forgot about the time and the order her mother had told.

Her mother had been waiting for her, but she did not come back after a long time. Her mother was very disappointed knowing that Syrena was happily swimming instead of looking for the coconut shell. She then condemned that half of Syrena's body would turn into fish. The curse has been granted. Finally, Sirena swam to the sea. Since then, many sailors told that they met the girl with a tail fish. She was Syrena, the mermaid.

Source: <http://dongengceritarakyat.com/jenis-cerita-rakyat-amerika-serikat/>

Quotes

Never put off till tomorrow what you can do today. Don't feed your laziness just because you dislike the work.

(Lakukan hal yang bisa segera dilakukan. Jangan biasakan menunda dengan alasan malas atau tidak suka mengerjakannya)





Task 7: The following text is a story from Central Java. In groups of four, read and complete the text with the correct words in the box. Look at the example

threw	cross	angry	married
promise	agreed	a child	surprisingly

Timun Mas



Picture 3.3

Once upon a time, there lived a husband and a wife. They were farmers in the village. They always worked hard in the paddy fields. They had been 1) *married* for many years but they still did not have a child. Every day they prayed and prayed for a child.

One night, while they were praying, a giant passed their house and heard their prayer. "Don't worry farmers. I can give you 2) _____. But you have to give the child back to me when she is 17 years old," said the giant.

Happily, the farmers 3) _____ without thinking about the risk of losing their child later. The giant gave the farmers a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into the plants. Not long after that, a big golden cucumber grew from the plants. After it became ripe, the farmers picked and cut it. 4) _____, they saw a beautiful girl inside it. They named her Timun Mas or Golden Cucumber



When Timun Mas reached the age of seventeen, the parents were very sad. They knew they had to keep their 5) _____ to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. Right after that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was 6) _____. He knew the farmers wanted to break their promise. He chased Timun Mas away.

Timun Mas then opened the bag and threw a handful of salt. It became a sea. The giant had to swim to 7) _____ the sea. Later, Timun Mas threw some chili. It became a jungle with trees. The giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had. It was a shrimp paste, *terasi*. She 8) _____ it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then, he died. Finally, Timun Mas went home. The farmers were so happy that they lived together again.

Adapted from: <http://indonesianfolklore.blogspot.co.id>



Task 8: Based on the text in Task 7, decide whether the following statements are true or false. Give a tick (✓) to your choice. Then compare your answers with your classmate's.

No	Statement	True 	False 
1.	The farmers had been married for many years but they only had a child.		✓
2.	Timun Mas came from a big golden cucumber.		
3.	The giant would take the child after she reached the age of sixteen.		
4.	The giant was angry because the farmers broke their promise.		
5.	Timun Mas brought a bag that contained a handful of salt, some chili, cucumber seeds, and a shrimp paste.		
6.	The giant died after swam the sea.		
7.	After the giant died, Timun Mas and her parents lived happily.		



Task 9: Study the following explanation. Discuss it in groups of four and ask your teacher for more explanation.

Adjectives and Adverbs

Adjectives are words that give:

- Objective information about something (age, size, color, origin, and material). Examples:
 - Budi drove a **new** car. (age)
 - The King built a **wide** fortress. (size)
 - She had **blue** eyes (color)
 - Bone Malei was a **Butonese** legend (origin)
 - The prince died in his **golden** palace. (material)
- Opinion about something. Examples:
 - The King's son was a **powerful** prince.
- Adjectives are also used after these verbs: seem, get, feel, smell, look, sound. Examples:
 - She looked so **happy**.
 - People got **angry** with a thief.

Adverbs are words that show how something happens. Examples:

- That boy rode his motorcycle **slowly**.
- He left his children **intentionally** in the forest.



Task 10: The following text is a story from West Kalimantan. Read it and then identify the adjectives and adverbs. Look at the example.

The Crying Stone

In a small village, there lived a girl and her mother. The girl was beautiful but she had bad attitudes. She was very lazy and spoiled. Every day she was just spending her time by beautifying herself. Meanwhile, her mother had to work hard to earn a living to support their life.



Picture 3.2

One day, the girl asked her mother to buy a new gown for her. Her mother was forced to fulfill her request because she did not stop crying. Then, they went to the market. However, the girl did not want to walk beside her mother. She was embarrassed if others saw her mother. Although they were a mother and a daughter, they looked very different. Her daughter dressed up beautifully and wore a very nice gown while her mother looked old and wore very simple dress.

On the way to the market, a man greeted them. “Hey pretty girl, is that your mother?” asked the man. “She is my servant,” said the girl. Her mother was sad to hear the answer. Along the street the girl kept being asked by people about his mother. But she always said that the old woman behind her was her assistant.

Finally, the mother could no longer bear to hear her answers. Then, she prayed to God to punish her daughter. Immediately the girl’s legs turned into stone. The change came slowly from her feet up to her head. The girl got into panic. “Mother, please forgive me!” she said and cried. The girl kept crying and crying but it was too late. The whole body eventually became a stone. Her mother was sad to see what happened to her daughter but she could not do anything else. Although she had become the rock completely, people can still see her tears. They named the stone as the crying stone.

Adapted from: <http://www.belajarbahasainggrisku.com>

Adjectives	Adverbs
<ul style="list-style-type: none"> • In a small village, there lived a girl and her mother. 	<ul style="list-style-type: none"> • Her daughter dressed up beautifully.
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____



Task 11: Put a tick (✓) to the following statements that are true based on the text in Task 10.

1.	The girl was beautiful but very lazy.	✓
2.	The girl helped her mother to earn a living.	
3.	The girl and her mother went to the market.	
4.	An old mother needed to wear a very nice gown.	
5.	The girl was angry if people insulted her mother.	
6.	The girl considered her mother as her servant.	
7.	The mother prayed to God to punish her daughter.	
8.	The girl did not turn into a stone because her mother forgave her.	



Task 12: Study the following words. Match each with its synonym. Look at the example.

unluckily (adv.) battle (n) shy (adj) stone (n) popular (adj) pretty (adj)		embarrassed rock unfortunately famous fight beautiful
---	--	--

Pronounce it!

1. admire (v) : /əd'maɪə(r)/
2. completely (adv.) : /kəm'pli:tli/
3. daughter (n) : /'dɔ:tə(r)/
4. punish (v) : /'pʌnɪʃ/
5. squeeze (v) : /skwi:z/



DID YOU KNOW?



Picture 3.7

There is a local story that is very popular in England. The story is about Robin Hood. Robin Hood was a fugitive British Empire, because he was stealing money from the wealthy nobles. The money was then given to the poor. The reason why Robin Hood stole the money was because the royal officers known as the cruel corruptors at that time. They always squeezed the poor people.

Sources: <http://www.ef.co.id/englishfirst/englishstudy/cerita-inggris/cerita-rakyat-inggris.aspx>



Task 13: Work in pairs, study the following explanation and then change the verbs into the correct forms. Look at the example.

Passive Forms of the Past Tenses

The text in task 5 you find the following sentences.

- Buton was led by a king named King Mulae.
- Their things were taken away and destroyed.
- The news of the chaos was heard by the King.

Those sentences are called the passive form of the past tenses.

Here is the pattern of passive forms of the past tense.

Object (the active sentence) + was/were + Verb 3 + by + subject (the active sentence)

Active : An old woman sold the coconuts
Passive : The coconuts were sold by an old woman

Active : The farmers planted the cucumber seeds.
Passive : The cucumber seeds were planted by the farmers.



Let's Get More Practice



Task 15: Arrange these jumbled paragraphs into a good narrative text by giving number to the circles.

The Story of Malin Kundang



Picture 3.8

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant and the merchant was so happy and thanked to him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and he left his mother alone.

A long time ago, in a small village near the beach in West Sumatra, there lived a woman and her son. They were Malin Kundang and his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town.

Many years later, Malin Kundang became wealthy. He had a huge ship and a beautiful wife. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him.

Finally, enraged, she cursed Malin Kundang to turn into a stone if he did not apologize. Malin Kundang just laughed and ready to sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wreck and it was too late for him to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid her mother's curse. Finally, he turned into a stone.

Unfortunately, when the mother came, Malin Kundang denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to sail. He would leave the old mother again. His mother was very sad and angry.

Adapted from: <http://indonesianfolklore.blogspot.co.id>



Task 16: Read again the text in Task 15 and then put a tick (✓) on the correct statement. Look at the example.

1. Malin Kundang was a son who loved his mother.
 Malin Kundang was a son who betrayed his mother.
 Malin Kundang was a son who cared with his mother
2. Malin Kundang lived in a small hut in the forest in West Sumatera
 Malin Kundang lived in small village near the river in West Sumatera
 Malin Kundang lived in a small village near the beach in West Sumatera.
3. Malin Kundang hated his mother because his mother did not remember him when he came back to the village.
 Malin Kundang hated his mother because his mother asked him to be a rich merchant.
 Malin Kundang hated his mother because his mother is an ugly woman.
4. The end of the story is Malin Kundang turned into a stone.
 The end of the story is Malin Kundang turned into a tree.
 The end of the story is Malin Kundang turned into a fish.
5. The story of Malin Kundang tells us a message to treat our mother well, no matter how she is.
 The story of Malin Kundang tells us a message to forget our mother when we get a success.
 The story of Malin Kundang tells us a message to be impolite to our mother.



Task 17: Read one of the Indonesian folktales that is available in the library. Then make a summary as well as find the moral value from that story. Exchange your summary with your classmate's.



Let's Evaluate



Task 18: Read the following text and answer the questions by choosing either a, b, c, or d for the correct answer.

The Legend of Toba Lake

Once upon a time, there was a man who lived in North Sumatra. He lived in a simple hut in a farming field. He had a small garden. He planted vegetables and caught fish to get extra food.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch he ever had in his life. Surprisingly, this fish turned into a beautiful girl. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married. They lived happily and had a daughter.

A few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry. She ate her father's lunch. Unfortunately, the father found out that the meal was eaten by his daughter and got furious. He shouted; "You damned daughter of a fish". The daughter ran home and asked her mother about her father's words. The mother started crying. She felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster would come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. The mother turned into a fish again while the man became Samosir Island.

Adapted from: <http://freeenglishcourse.info>

1. Where is the story from?
 - a. West Java.
 - b. South Sulawesi.
 - c. North Sumatra.
 - d. East Kalimantan.
2. What does the story tell us about?
 - a. How the volcano erupted.
 - b. How a fisherman caught a fish.
 - c. How the Toba Lake was created.
 - d. How the fish changed into a beautiful girl.
3. Which paragraph does explain the orientation of the text?
 - a. Paragraph 1.
 - b. Paragraph 2.
 - c. Paragraph 3.
 - d. Paragraph 4.
4. “..... otherwise there will be a huge disaster”. What is the synonym of the underlined word?
 - a. Bad.
 - b. Long.
 - c. Big.
 - d. Small.
5. The pronoun “it” in the first line of the second paragraph refers to _____.
 - a. a small garden
 - b. a big golden fish
 - c. a huge disaster
 - d. a simple hut
6. What can we learn from the text?
 - e. We must not break our promise.
 - f. We must obey our parents.
 - g. We must not eat our father’s meal.
 - h. We must run to the hill if there is an earthquake.



Let's Reflect

Put a tick (✓) in the right box according to how much you have learnt from this unit.

Aspects	Very well	Well	Little
I comprehended the content of narrative texts			
I identified the generic structure of narrative texts			
I learnt past tense passive form			
I learnt adjectives and adverbs			
I have learnt vocabulary			



Let's Summarize

Narrative texts

A narrative text is a text that tells a story and entertains the audience. Its purpose, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. The generic structure of this text consists of orientation, complication, and resolution.

Adjectives and Adverbs

Adjectives are words that give:

- ✓ Objective information about something (age, size, color, origin, and material)
- ✓ Opinion about something.
- ✓ Adjectives are also used after these verbs: seem, get, feel, look, and sound.

Adverbs are words that show how something happens.

Passive Forms of the Past Tenses

Here is the pattern of passive form of past tense.

**Object (the active sentence) + was/were + Verb 3 + by
+ subject (the active sentence)**



Vocabulary List

Adjectives

amazed	takjub
anxious	khawatir, cemas
arrogant	sombong
big	besar
conscious	sadar
crippled	lumpuh, pincang
cruel	kejam
cunning	licik
daily	sehari-hari
embarrassed	malu
famous	terkenal
difficult	sulit
furious	marah
huge	besar
hungry	lapar
popular	terkenal
pretty	cantik

ripe	matang (buah)
jealous	cemburu
nice	bagus
oldest	paling tua
mesmerized	penuh keheranan
popular	terkenal
rotten	busuk
shy	malu
scared	takut
spoiled	manja
suitable	pantas, sesuai
strange	aneh
terrible	mengerikan
ugly	jelek
unconscious	pingsan
wealthy	kaya
youngest	paling muda

Nouns

affluence	kekayaan
battle	peperangan
betel leaves	daun sirih
cage	kandang

knight	ksatria
meal	makanan
merchant	saudagar
mirror	cermin

chaos	kekacauan
character	keran
comrade	kawan
creature	makhluk
cucumber	ketimun
curse	kutukan
disaster	bencana
earthquake	gempa bumi
empire	kerajaan
flow	arus
folktale	cerita rakyat
fugitive	buronan
giant	raksasa
goddess	dewi
grandson	cucu laki-laki
hill	bukit
hostage	sandera
hut	gubuk
hungle	hutan

lake	danau
noble	bangsawan
paddy field	sawah
plant	tanaman
prince	pangeran
rescuer	penyelamat
rock	batu
risk	resiko
royal officer	petugas kerajaan
scale	sisik
seed	biji
servant	pelayan
stone	batu
strength	kekuatan
swamp	rawa
tail	ekor
tear	air mata
thief	pencuri
values	nilai

Adverbs

beautifully	dengan indah
entirely	seutuhnya
fortunately	untungnya
freely	dengan cuma-cuma
happily	dengan gembira
heavily	dengan deras

intentionally	dengan sengaja
slowly	secara perlahan
suddenly	tiba-tiba
surprisingly	anehnya
unfortunately	malangnya, sialnya
unluckily	malangnya, sialnya

Verbs

Infinitive	Past Simple	Past Participle	Meaning
admit	admitted	admitted	mengakui
admire	admired	admired	memuji
afford	afforded	afforded	menghasilkan
betray	betrayed	betrayed	mengkhinati
catch	caught	caught	menangkap
chase	chased	chased	mengejar
damn	damned	damned	mengutuk
destroy	destroyed	destroyed	mengacaukan
dive	dived	dived	menyelam
escape	escaped	escaped	meloloskan diri
force	forced	forced	memaksa
mock	mocked	mocked	mengejek
pass away	passed away	passed away	meninggal
prayed	prayed	prayed	berdoa
pretend	pretended	pretended	berpura-pura
promise	promised	promised	berjanji
propose	proposed	proposed	melamar
reach	reached	reached	mencapai
regret	regretted	regretted	menyesal
reject	rejected	rejected	menolak
ride	rode	ridden	menaiki
squeeze	squeezed	squeezed	memeras
stab	stabbed	stabbed	menikam
stand	stood	stood	berdiri

starve	starved	starved	mati kelaparan
steal	stole	stolen	mencuri
struggle	struggled	struggled	berjuang
suffer	suffered	suffered	menderita
take away	took away	taken away	merampas
throw	threw	thrown	melempar
trap	trapped	trapped	menjerat
turn	turned	turned	berubah
wear	wore	worn	mengenakan
whine	whined	whined	merengek
wreck	wrecked	wrecked	merusak

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PICTURE SOURCES

UNIT 1

Picture 1.1	http://travel.kompas.com
Picture 1.2	http://kapurnews.com
Picture 1.3	http://pemudafm.com
Picture 1.4	http://s.mobileglobal.baidu.com
Picture 1.5	http://assets.nydailynews.com
Picture 1.6	https://www.globalcitizen.org
Picture 1.7	http://www/photographyquincemiami.com

UNIT 2

Picture 2.1	https://dsapati.wordpress.com/2013/12/16/benteng-keraton-buton-dalam-novel-serdadu-pantai/
Picture 2.2	http://www.markijar.com/2016/08/15-tempat-bersejarah-di-indonesia-yang.html
Picture 2.3	Writer's document
Picture 2.4	Writer's document
Picture 2.5	Writer's document
Picture 2.6	http://www.bensradio.com
Picture 2.7	writer's document
Picture 2.8	http://adat-tradsional.blogspot.com
Picture 2.9	https://id.wikipedia.org/wiki/Benteng_Keraton_Buton
Picture 2.10	writer's document
Picture 2.11	http://www.english-heritage.org.uk

UNIT 3

Picture 3.1	Writer's document
Picture 3.2	http://dongeng1001cerita.blogspot.co.id
Picture 3.3	http://tunjungbudiati.files.wordpress.com
Picture 3.4	http://dongengceritarakyat.com/jenis-cerita-rakyat-amerika-serikat/
Picture 3.5	http://dongengceritarakyat.com/jenis-cerita-rakyat-amerika-serikat/
Picture 3.6	http://tunjungbudiati.files.wordpress.com
Picture 3.7	http://static8.comicvine.com
Picture 3.8	http://folktalesnusantara.blogspot.co.id

APPENDIX 5: PERMIT LETTERS



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA

PROGRAM PASCASARJANA

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Nomor : 2787 /UN34.17/LT/2016 5 Maret 2016
Hal : Izin Validasi

Yth. Dr. Agus Widyantoro
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Harmila
No. Mahasiswa : 14716251034
Prodi : Pendidikan Bahasa Inggris
Pembimbing : Prof. Sugirin, Ph.D.
Judul : *Developing Culture Based Reading Materials for Grade VIII of Junior High School Students*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak /Ibu kami ucapkan terima kasih.

Asisten Direktur I



Prof. Pardjono, Ph.D.

NIP: 19530902 197811 1 001



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Prodi : Pendidikan Bahasa Inggris
Pembimbing : Prof. Sugirin, Ph.D.
Judul : *Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak /Ibu kami ucapkan terima kasih.



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untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Maret s.d April 2016
Lokasi/Objek : SMP Negeri 1 Batauga
Judul Penelitian : *Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students*
Pembimbing : Prof. Sugirin, Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih



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Prof. Pardjono, Ph.D
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17 Maret 2016

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Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : HARMILA, S.PD.
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Waktu : Maret s.d April 2016
Lokasi/Objek : SMP N 4 Pasarwajo
Judul Penelitian : *Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students*
Pembimbing : Prof. Sugirin, Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

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Nomor : 2850 /UN34.17/LT/2016
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17 Maret 2016

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Nama : HARMILA, S.PD.
NIM : 14716251034
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Maret s.d April 2016
Lokasi/Objek : SMP N 5 Lakudo
Judul Penelitian : *Developing Culture-Based Reading Materials for Grade VIII of Junior High Schools Students*
Pembimbing : Prof. Sugirin, Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

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PEMERINTAH KABUPATEN BUTON SELATAN
DINAS PENDIDIKAN
SMP NEGERI 1 BATAUGA



Jalan Gajah Mada Nomor ... ☎ 081341959464 Lakambau, Batauga, Kode Pos 93752

Nomor : 074 / *03g* / 2017
Lampiran : -
Perihal : **Izin Penelitian**

Kepada
Yth: Direktur Pasca Sarjana
Universitas Negeri Yogyakarta
di-
Yogyakarta

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batauga menerangkan bahwa:

N a m a : **HARMILA**
NPM / NIKMO : 14716251034
Jurusan/Program Studi : Pendidikan Bahasa Inggris

Bahwa yang tersebut namanya di atas benar telah melaksanakan Penelitian pada SMP Negeri 1 Batauga dari tanggal, 07 April 2016 s.d 06 Maret 2017 untuk keperluan penyusunan Tesis dengan Judul "***Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students***"

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Batauga, 07 Maret 2017

Kepala Sekolah,



LA FAANI, S.Pd.

NIP. 19601231 198301 1 049



PEMERINTAH KABUPATEN BUTON
DINAS PENDIDIKAN
SMP NEGERI 4 PASARWAJO



Alamat: Jalan Poros Baubau –Pasarwajo Desa Lapodi Kecamatan Pasarwajo Telp...

Nomor : 421.3 / 040 / 2017
Lampiran :-
Perihal : Izin Penelitian

Kepada

Yth. Direktur Pasca Sarjana
Universitas Negeri Yogyakarta
di-
Yogyakarta

Yang bertanda tangan di bawah ini kepala SMP Negeri 4 Pasarwajo, menerangkan bahwa:

Nama : **HARMILA**
NPM/NIKMO : 14716251034
Jurusan : Pendidikan Bahasa Inggris

Bahwa yang tersebut namanya di atas benar telah melaksanakan penelitian pada SMP Negeri 4 Pasarwajo dari tanggal, 07 April 2016 s.d 01 Maret 2017 untuk keperluan penyusunan Tesis dengan judul “ *Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students*”

Demikian surat keterangan penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Lapodi, 09 Maret 2017

Kepala Sekolah



L. HILJI, S.Pd.

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PEMERINTAH KABUPATEN BUTON TENGAH
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
SMP NEGERI 5 LAKUDO
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SURAT KETERANGAN

Nomor: 070/020.a/2017

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 5 Lakudo

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Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 5 Lakudo

Menerangkan bahwa:

Nama : HARMILA
NIM : 14716251034
Program Studi : Pendidikan Bahasa Inggris –S2
Program Tinggi : Universitas Negeri Yogyakarta

Telah melaksanakan kegiatan penelitian di SMP Negeri 5 Lakudo pada tanggal 24 Maret 2016 s/d 4 Maret 2017 dengan judul tesis:

“Developing Culture-Based Reading Materials for Grade VIII of Junior High School Students”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Onewaara, 4 Maret 2017

Kepala Sekolah,



Drs. Sudin, MM

NIP. 19641231 199512 1 015