Needs Analysis of Banyuwangi Local Wisdoms Based Reading Materials for Junior High School

Zainur Rohman[1], Tri Mulyati[2]*
[1]zainurrohman1200@gmail.com
[1]Universitas PGRI Banyuwangi
[2]mulyati29@gmail.com
[2]Universitas PGRI Banyuwangi
*Corresponding Author

ABSTRACT

In the development of language learning, needs analysis is integrated in curriculum and material design process since it provide plethora information dealing with what the students need for learning. This research aims to present the result of needs analysis on Banyuwangi local wisdoms based reading materials for Junior High School. The reading materials are limited on the recount texts. Questionnaires and documentation were used to gain the data from eight year students related to the ideal condition and the real condition of English instruction in SMPN 3 Banyuwangi. Since this research belongs to descriptive qualitative one, the data analysis was conducted by following three steps: data collection, data reduction, data presentation, and conclusion or verification. The result indicated that there was a gap between the ideal condition and the real condition of reading activities. The students need recount text reading materials that are related with Banyuwangi local culture. Further, they also need various exercises and interactive images to help them in comprehending the texts Thus, it can be concluded that it is necessary to develop Banyuwangi local wisdoms based reading materials in SMPN 3 Banyuwangi. The development is based on text-based approach by inserting Banyuwangi culture as the discourse, integrate language components, and use student-centered approach.

Keywords: Banyuwangi local wisdom, culture, needs analysis, reading.

1. INTRODUCTION

Learning material is a fundamental aspect of the syllabus. It includes three basic activities: planning, prediction, and projection of what will be done during the learning session. In general, learning material can be defined as insight, abilities, and behaviors that students should master in order to achieve predefined competency criteria (Churri & Agung, 2013). Learning material must be created so that learning implementation can reach the desired results. The content must be relevant with the Basic Competency or Competency Standards that students must attain. Learning materials should be selected as optimally as

possible to assist students in achieving basic competency and competency standards. Here, the teachers need to comprehend different aspects of learning material development, including the nature, function, principles, and methods of material development, as well as the efficiency of these preparations.

There are five elements of learning material based on Indonesian Directorate of General Secondary Education (Sabarudin, 2018). The first type is Fact, which encompasses all things that demonstrate truthfulness, such as object names, histories, symbol, places, people's names, names of object elements, and so on. The second one is *Concept* that consists of all in the form of additional interpretations which can happen as a consequence of cognition, including explanations, interpretations, distinctive features, elements, contents, and so on. The following one is *Principle*, which occurs in the form of main items or points. It has the most significant roles, such as propositions, formulas, proverbs, hypotheses, frameworks, concepts, and intensification of cross relationships that define the meaning of causation. The fourth type is *Procedure*, which is described as methodical or periodic phases in performing over a task and a system's chronology. The fifth type is Attitude or Character, which is the consequence of acquiring attitudes such as truthfulness, empathy, assistance, enthusiasm, and desire in learning and employment, etc.

The fifth learning material element aforementioned: Attitude or Character becomes an issue that the teachers must concern. The teachers have to be able in selecting and constructing the learning material that fit with students' background in order to develop students' skills in communication, critical thinking, and interpersonal for social life. English language teaching should be integrated to the context of daily life, specifically the culture of the language learners (Mulyati & Soetopo, 2017). Further, Based on Regulation of Indonesian Educational Ministry Number 22 of 2006 on content standards, it is stated that the competency standard for English subject, especially for eighth graders of junior high school level, is to express and understand the interpretation in both verbal and nonverbal communications, as well as basic brief monologues in descriptive, recount, and narrative forms to engage with the surrounding environment (Kemdikbud, 2006). Thus, it is clear that English learners are supposed to be able to use English in communication and engagement in their daily lives. The policy clearly describes that English learning is essentially not only aimed at creating intelligent Indonesian people, but also forming cultural Indonesian people.

Situating local culture in English language teaching materials is urgently needed. There were two things noticed by teachers in integrating culture into instruction (Banda,

2013). The first is through the teacher's example in practicing local wisdom values, such as being friendly, speaking politely, entering and leaving class on time, being disciplined, respecting diversity, not considering mistakes as violations, treating students like their own children, teaching with love, and others. Second, the presented materials must be associated with local cultural values. For example, reading materials present local stories such as Kebo-keboan, Seblang Dance, and Gandrung Dance from Banyuwangi. Then, the teachers ask students to discuss the moral message or the content of local wisdoms in the material learned.

To develop learning materials, the teachers have to consider needs analysis. Need analysis or need assessment is the process of identifying the students' aims in learning a foreign language (Cahyo et al., 2019). This is important in order to change the students' mindset that they learn English for a must instead of a need (Darici, 2016). Further, he explains that the failure in identifying the need of the teachers, students, administrators, and parents will result on the failure in producing good materials that finally contribute significant effect on language learners.   Hence, by doing needs analysis, the teachers know what materials that should be put on the priority based on the learning environment target.

Since needs analysis take a significant role in developing and designing a syllabus of language instruction, some research on needs analysis were done to help teachers. The first is needs analysis of Islamic based English reading material for Muhammadiyah Junior High School (Cahyo et al., 2019). The result revealed that the teachers need to develop Islamic based English reading material for achieving national education goal and building Islamic character of students. Further, needs analysis on genre based on Gayo local Culture writing materials was conducted (Tanjung, 2019). It was found that the teachers and students have not utilized teaching materials based on local culture. Then, developing genre based on Gayo local Culture writing materials is needed to improve students' writing achievement. The need on local wisdom aspects integration in English language teaching was also revealed (Wulandari et al., 2020). They explained that the integration can support the learning process since it will assist students in comprehending materials and enhance character education through local cultures.

Considering research results aforementioned, needs analysis of Banyuwangi local wisdoms based reading materials, especially recount texts has not been conducted yet. That's why researchers thought that it was necessary to conduct need analysis of Banyuwangi local

wisdoms based reading material for the eighth year students of SMPN 3 Banyuwangi as a first step in developing reading materials. This aims to provide information about whether or not there is a gap between the ideal condition of reading materials that students' expect and the real condition of reading materials used by students. Finally, the result of the research can be used as underpinning idea to develop reading materials that suit the students' need.

2. RESEARCH METHOD

This research aims to present the result of needs analysis on Banyuwangi local wisdoms based reading materials for Junior High School. So, it belongs to descriptive qualitative research (Sugiyono, 2013). To collect the data, the researcher used questionnaire and documentation. The questionnaires were developed to gain information about the ideal condition of reading materials the students expect and the real condition of reading materials used. The items asked cover the content of reading materials, reading strategy, visualization on reading materials, and task forms. Likert scale was used in developing questionnaires of the ideal condition while Guttman scale was used in developing questionnaire of real condition. Further, to gain information about the content of reading textbooks used in English language teaching in SMPN 3 Banyuwangi, documentation was used. The researcher purposively selected 30 students in class VIII E of SMPN 3 Banyuwangi to participate in this research. Data analysis was conducted by following three steps of Mile and Huberman: data reduction, data display, and conclusion drawing (Sugiyono, 2017).

3. RESULTS AND DISCUSSION

3.1. Need Analysis

In this research, needs analysis refers to the need of students in class VIII E of SMPN 3 Banyuwangi. To gain the students' response, the researcher distributed two kinds of questionnaire asking the students to answer based on the ideal condition and based on the real condition happens. There were four indicators asked, namely, reading materials, reading strategy, visualization on reading materials, and task forms. Those questionnaires were developed and distributed to the students by Google form in order to know whether there was a gap between the ideal condition and the real condition of English instruction in class VIIIE of SMPN 3 Banyuwangi. The results of needs analysis are explained in the following section.

Table 1. The result of needs analysis questionnaire 1 (ideal condition)

`

	Statements	Strongly Agree	Agree	Enough	Disagree	Strongly Disagree
1.	Recount text materials should provide glossary.	8 (26.7%)	13 (43.3%)	6 (20%)	3 (10%)	0 (0%)
2.	Recount text reading materials should be interesting for students	15 (50%)	10 (33.3%)	2 (6.7%)	3 (10%)	0 (0%)
3.	Recount text reading material should discuss Banyuwangi local culture such as Kebo-Keboan, Seblang, Mocoan Lontar Yusuf, Mepe Kasur, dan Gredoan.	13 (43.3%)	13 (43.3%)	4 (13.3%)	0 (0%)	0 (0%)
4.	Recount text reading materials should use grammar that is easily understood by students.	12 (40%)	13 (43.3%)	2 (6.7%)	3 (10%)	0 (0%)
5.	Recount text reading materials should discuss some tradional dances of Banyuwangi such as Gandrung, Seblang, Cengkir Gading, Padhang Ulan, Jaranan Buto, dan Sabuk Mangir.	11 (36.7%)	13 (43.3%)	2 (6.7%)	4 (13.3%)	0 (0%)
6.	Before reading recount texts, I have to determine the purpose of reading (for example, to identify main ideas, time, setting, characters, etc)	12 (40%)	9 (30%)	4 (13.3%)	5 (16.7%)	0 (0%)
7.	Before reading recount texts, I should predict the content of the texts.	8 (26.7%)	16 (53.3%)	1 (3.3%)	5 (16.7%)	0 (0%)
8.	When I read recount texts, I have to check whether the content I read is similar with my prediction or not.	11 (36.7%)	13 (43.3%)	2 (6.7%)	3 (10%)	1 (3.3%)
9.	I should use context clue to identify the meaning of vocabulary used in the texts.	10 (33.3%)	12 (40%)	3 (10%)	4 (13.3%)	1 (3.3%)
10.	I should use a dictionary to identify the meaning of vocabulary used in the texts.	13 (43.3%)	11 (36.7%)	2 (6.7%)	4 (13.3%)	0 (0%)
11.	Recount text reading materials should provide various relevant images to help comprehension.	12 (40%)	12 (40%)	2 (6.7%)	4 (13.3%)	0 (0%)
12.	The color of images used in recount texts material should be clear like the real ones.	14 (46.7%)	9 (30%)	4 (13.3%)	3 (10%)	0 (0%)
13.	The images used in recount text materials should be big to attract students' attention.	11 (36.7%)	11 (36.7%)	4 (13.3%)	4 (13.3%)	0 (0%)
14.	Recount text reading materials should provide attractive images so that the teaching of reading can be fun.	16 (53.3%)	10 (33.3%)	1 (3.3%)	3 (10%)	0 (0%)
15.	The images in recount text materials should be used by the student to help them comprehending the reading texts.	9 (30%)	14 (46.7%)	3 (10%)	4 (13.3%)	0 (0%)
16.	Recount texts exercises should be in multiple choice forms.	14 (46.7%)	8 (26.7%)	0 (0%)	6 (20%)	2 (6.7%)
17.	Recount texts exercises should be in essay forms.	6 (20%)	8 (26.7%)	4 (13.3%)	8 (26.7%)	4 (13.3%)
18.	Recount texts exercises should be in true – false forms.	12 (40%)	9 (30%)	1 (3.3%)	6 (20%)	2 (6.7%)
19.	Recount texts exercises should be in cloze forms.	8 (26.7%)	11 (36.7%)	1 (3.3%)	9 (30%)	1 (3.3%)

| 20. | Recount texts exercises should be in matching forms. | 12 (40%) | 8 (26.7%) | 1 (3.3%) | 7 (23.3%) | 2 (6.7%) |

Table 1 above explained that there are some ideal conditions students expect dealing with recount text reading materials that must be fulfilled in the teaching of reading. The ideal conditions of reading materials needed by students cover the selection of reading materials, reading strategy used, the visualization on reading materials, and the reading task types used. In reading materials questionnaire statements, it was found that most of students agreed that reading materials of recount texts should be interesting and provide glossary. Topics discussed in reading materials should be related with Banyuwangi local culture such as traditional ceremony and dances. In addition, they agreed that the language used and grammatical rules in reading materials should be appropriate with their reading skill level. Concerning reading strategies, the students agreed that reading materials of recount texts should facilitate them to use various reading strategies such as, prediction, context clues, and dictionary. Further, they also agreed that reading materials of recount texts should use attractive images to help their comprehension. And the last, most of students agreed that exercises of reading materials should vary, for example in the forms of multiple choice, true-false, cloze, and essay.

The ideal conditions aforementioned are not in line with the real conditions of the teaching of recount text reading. The following table presents the real conditions.

Table 2. The result of needs analysis questionnaire 2 (real conditions)

Statement	Option		Total
	Yes	No	
1. Recount text materials provide glossary.	2 (6.7%)	28 (93.3%)	100%
2. Recount text reading materials are interesting to read	2 (6.7%)	28 (93.3%)	100%
3. Recount text reading materials discuss Banyuwangi local culture such as Kebo-Keboan, Seblang, Mocoan Lontar Yusuf, Mepe Kasur, dan Gredoan.	0 (0%)	30 (100%)	100%
4. Grammatical rules used in recount text reading materials are easy to understand	1 (3.3%)	29 (96.7%)	100%
5. Recount text reading materials discuss some Banyuwangi traditional dances such as Gandrung, Seblang, Cengkir Gading, Padhang Ulan, Jaranan Buto, dan Sabuk Mangir.	1 (3.3%)	29 (96.7%)	100%
6. Before reading recount texts, I determine the purpose of reading (for example, to identify main ideas, time, setting, characters, etc.)	2 (6.7%)	28 (93.3%)	100%
7. Before reading recount texts, I predict the content of the texts.	1 (3.3%)	29 (96.7%)	100%

`

8.	When I read recount texts, I check whether the content I read is similar with my prediction or not.	1 (3.3%)	29 (96.7%)	100%
9.	I use context clue to identify the meaning of vocabulary used in the texts.	4 (13.3%)	26 (86.7%)	100%
10.	I use a dictionary to identify the meaning of vocabulary used in the texts.	2 (6.7%)	28 (93.3%)	100%
11.	Recount text reading materials provide various relevant images to help comprehension.	1 (3.3%)	29 (96.7%)	100%
12.	The color of images used in recount texts material should be clear like the real ones.	2 (6.7%)	28 (93.3%)	100%
13.	The images used in recount text materials should be big to attract students' attention.	3 (10%)	27 (90%)	100%
14.	Recount text reading materials should provide attractive images so that the teaching of reading can be fun.	2 (6.7%)	28 (93.3%)	100%
15.	The images in recount text materials should be used by the student to help them comprehending the reading texts.	1 (3.3%)	29 (96.7%)	100%
16.	Recount texts exercises should be in multiple choice forms.	2 (6.7%)	28 (93.3%)	100%
17.	Recount texts exercises should be in essay forms.	1 (3.3%)	29 (96.7%)	100%
18.	Recount texts exercises should be in true – false forms.	2 (6.7%)	28 (93.3%)	100%
19.	Recount texts exercises should be in cloze forms.	2 (6.7%)	28 (93.3%)	100%
20.	Recount texts exercises should be in matching forms.	2 (6.7%)	28 (93.3%)	100%

Based on table 2 above, it can be seen that there was a high frequency of answer "no" for the real conditions asked in questionnaire 2. Thus, by comparing the results of tables 1 and 2 above, it can be concluded that there is still a gap between the ideal condition and the real condition of recount text reading material used in English instruction in class VIIIE of SMPN 3 Banyuwangi. The main gap is that there is no recount text reading materials that contain Banyuwangi local culture. The students have very limited contexts when they learn English. Context is the condition that exists when a situation occurs. To be able to communicate a person not only must be able to form sentences based on grammatical rules but the person must be able to utilize language effectively according to the context (Mulyati & Soetopo, 2017). Besides, the integration of local wisdom in the teaching of foreign language benefits students. The insertion of local wisdom in the teaching materials of foreign language can filter and control of the foreign culture influence, accommodate elements of foreign culture, integrate elements of foreign culture into the original culture, and give direction to cultural development (Affandy, 2017).

Next, the gap found also explained that students need good reading strategies, appropriate language use, diverging exercises and attractive images. To master reading skill, the students have to own four components, namely, phonemic awareness, phonics, fluency, vocabulary, and comprehension (Mehta et al., 2005; Panel, 1989). Further, diverging exercises is important to assist students' comprehend the texts. Readers usually learn text comprehension through a number of approaches, such as answering questions (quizzes) and summarizing (retelling the story) (Mahmudah, 2017).

3.2. Document Analysis

In this research, the existing textbook used as teaching and learning resources in Class VIII E was analyzed in order to get the comprehensive information. The analysis focus was on the recount texts used in the textbook covering the learning objectives, the topic selection, the method used, the materials presentation, and the reading task types. The following is the description of the analysis results.

The textbook used in the teaching and learning activities was English Book entitled "when English rings a bell" for SMP or MTs class VIII published by Kementrian Pendidikan dan Kebudayaan. Recount texts were taught in second semester with the purpose of teaching is to communicate states and events in the past in order to share information with other. The approach used in presenting the materials was theme based and scientific approach covering observing and asking question, associating, collecting information, communicating, and reflecting. Further, the theme selected to present recount text reading materials was about "When I was a child" and "Yes we made it". However, the samples of the texts presented were not about Banyuwangi Local Culture.

In addition, English text book implemented an integrated learning and provide a language components discussion. The recount texts materials presented in English book for SMP or MTs class VIII was designed with a lot of focus on speaking and reading skill. The language components discussed were grammar and vocabulary. Yet, there was no glossary to assist students' comprehension. The language components exercises were presented in discovery learning form.

4. CONCLUSION

`

In line with the results and analysis, it was found that there was a gap between the ideal condition and the real condition of the teaching recount text reading. In short, it can be concluded that the students need recount text reading materials that is related with Banyuwangi local culture. Further, they also need various exercises and interactive images to help them in comprehending the texts. Unfortunately, in the implementation, the recount text reading materials do not represent the students' need. The teacher has not developed Banyuwangi Local Wisdoms Based Reading Materials. Hence, it is suggested to use the results of the research as underpinning information for developing Banyuwangi local wisdoms based reading materials in class VIII E, SMPN 3 Banyuwangi.

REFERENCES

Affandy, S. (2017). Penanaman Nilai-Nilai Kearifan Lokal Dalam Meningkatkan Perilaku Keberagamaan Peserta Didik. *Atthulab: Islamic Religion Teaching and Learning Journal*, *2*(2), 16. https://doi.org/10.15575/ath.v2i2.3391

Banda, M. M. (2013). Upaya Kearifan Lokal dalam Menghadapi Tantangan Perubahan Kebudayaan. *Fakultas Ilmu Budaya Universitas Udayana*, *1*(3), 1–10.

Cahyo, S. D., Umam Muslim, M. R., Rahman, A. N., & Pratolo, B. W. (2019). Needs Analysis of Islamic-Based English Reading Material for the Muhammadiyah Junior High School. *International Journal of Evaluation and Research in Education*, *8*(2), 286–292.

Churri, M. A., & Agung, Y. A. (2013). Pengembangan Materi Dan Media Pembelajaran Mata Pelajaran Dasar Kompetensi Kejuruan Teknik Audio Video Untuk Smk Negeri 7 Surabaya. *Jurnal Pendidikan Teknik Elektro*, *2*(2), 803–809.

Darici, A. (2016). The importance of needs analysis in materials development. *Issues in Materials Development*, 31–41.

Kemdikbud. (2006). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006*.

Mahmudah, K. (2017). Using Assessment of Reading Test: Analysis of Reading Comprehension Problems toward the Ninth Graders. *English Language and Literature International Conference (ELLiC)*, 3.

Mehta, P. D., Foorman, B. R., Branum-Martin, L., & Taylor, W. P. (2005). Literacy as a Unidimensional Multilevel Construct: Validation, Sources of Influence, and Implications in a Longitudinal Study in Grades 1 to 4. *Scientific Studies of Reading*, *9*(2), 85–116. https://doi.org/10.1207/s1532799xssr0902_1

Mulyati, T., & Soetopo, D. (2017). Pengembangan Media Komik Digital Berbasis Budaya Lokal Banyuwangi Pada Mata Pelajaran Bahasa Inggris Untuk Siswa Kelas VIII SMPN 1 Kalipuro, Banyuwangi. In *Universitas PGRI Banyuwangi*.

Panel, M. of the N. R. (1989). *National Reading Panel - Teaching Children to Read: An Evidence-Based* (1st ed., Vol. 2000, Issue 4). National Reading Panel. https://doi.org/10.1002/ppul.1950070418

Sabarudin. (2018). Materi Pembelajaran Dalam Kurikulum 2013. *Jurnal An-Nur: Kajian Ilmu-Ilmu Pendidikan*, *04*(01), 1–18.

Sugiyono, P. D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (19th ed.). Alfabeta.

Tanjung, K. (2019). Need Analysis on Development of Teaching Writing Materials 'Genre' Based on Gayo Local Culture. *Journal Educative : Journal of Educational Studies*, *4*, 189. https://doi.org/10.30983/educative.v4i2.2368

Wulandari, D., Sundari, W., & Ellysafny, C. A. P. (2020). Integrating Local Wisdom into ELT Materials for Secondary School Students in Semarang. *PAROLE: Journal of Linguistics and Education*, *10*(1), 14–21.

BIOGRAPHIES OF AUTHORS

Zainur Rohman was graduated from Islamic Senior High School of Ainul Huda Banyuputih in 2018 majoring social science. Then, he took his undergraduate education in PGRI University of Banyuwangi since 2018 to present. The major taken is English Education under English Department of Language and Art Faculty. Currently, he has been active both as a bachelor student and freelanced English instructor.

Tri Mulyati was graduated from Muhammadiyah University of Jember majoring English language teaching in 2005. Then, she got a scholarship from Indonesian Ministry of Religious Affairs to continue her post graduate program in 2009, majoring in English language teaching. She completed her post graduate program in 2011. Now, she is a faculty member of English Department of PGRI University of Banyuwangi.

`