



# Developing Culture-Based Supplementary Reading Material for the Eighth Grade Students of Junior High School

Agustina Sianturi, Wisnauli Purba, Endang Putri Sinaga, Jamaluddin Nasution  
agustinasianturi1999@gmail.com, wisnapurba99@gmail.com,  
endangpsinaga06@gmail.com, djamal.nst@gmail.com

Prima Indonesia University

Received: 07 March 2021 Accepted: 01 June 2021

DOI: 10.24256/ideas.v9i1.1915

## Abstract

This study aimed to develop additional material in reading that is based on culture. In this study the subject is the eighth grade students of Junior High School Swasta Cendramata. The main objective in this research identified and reading issue that students faced. On describing this culture-based reading learning material to be developed so that students can have an attraction in reading with culture-based reading materials. In this study, using the development of culture-based reading materials adapted from the character Sugiono (2011) and based on good and correct reading criteria. The description of culture-based reading learning materials for 8th grade Junior High School Swasta Cendramata is described in 4 aspects, namely testing, content, language use and reading activities. This study uses a validity test which shows that the prototype is evaluated with good quality. The results of the research test were quite satisfying in improving students' reading learning, students enthusiastically showed a sense of curiosity and student activeness in reading culture-based reading materials in understanding how to read properly and correctly with culture-based reading materials.

**Keywords:** reading material, culture, Research and Development

## **Introduction**

Book is a window of the world. This expression clearly illustrated the benefits of reading, namely opening, expanding, the insight and knowledge of people. To be able to broaden people's insight and knowledge, people should be able to understand with contents of the reading. Therefore, based on education world in teaching students by reading in good understanding, it should be the teacher's main priority. In Understanding the importance of the ability to read a text by using appropriate teaching methods, materials, activities, media, and other requirements that could help students to improve their reading comprehension skills.

In learning English there were 4 English skills. The 4 skills were listening, speaking, reading, and writing. Students are hoped capable to master those four skills. It is based on the objectives of teaching language. Listening and speaking were oral communications while reading and writing included in written communication. Reading skills was the one of written communication, so it could be said that these skills were receptive. However, capable to use English well reading is an essential skill. In the teaching and learning process in Indonesia, schools were guided by the SBC curriculum. SBC defined as an operational curriculum that is developed and implemented by each education unit with due observance to the basic competencies and standards competency developed by National Education Standards Agency (BSNP). The improvement of SBC in the school area according to the needs of this school consisted of educational objectives, structure and counter-curriculum, and syllabus. Implementation of SBC is from Permendiknas Nov 24 (2006) on the content and standard competencies. In mastering 4 language skills, namely listening, speaking, reading, and writing, it hoped that students in schools, specifically in junior high schools, communicated using English.

In communication, it is hoped to capable to express information, feelings, thoughts, and respect for the culture and improve technology and science (BSNP 2006). Cultural appreciation has become a part of hope along with other competencies. Consideration of cultural involvement in the educational process because it contained public morals.

Based on the etymological dictionary (Dauglass Harper 2010), defined the culture as an human behavior integrated pattern that consist of thoughts, speech, actions, artifacts and relies on the human ability to learn and spread knowledge to future

generations. In addition, Slavin (2009) stated that when children enter school, they have obtain lot of aspects of the culture in which they grew up, for example; attitudes, beliefs, language, ways of behaving, and food preferences. In this study, researchers used considerations to develop academic material, especially reading material.

Hence this research was to improve better materials, specifically for additional reading materials base on cultural materials for eighth grade Junior High School. This research was conducted on SMP CENDERAMATA. From the observations That had been made it was found that there was the source of reading material used in the classroom, namely textbooks from the government.

From this source, the teachers admitted that the teachers need more reading material that contained culture aspects, by incorporating culture, especially Batak Toba culture. Materials of reading shall help students gained more knowledge of the context because they were close in their activity in life. Based on interviews, it found the facts by developing complementary reading materials based on Batak Toba culture. The researcher attempted to design a model of additional reading materials based on cultural materials and could be used as a sample of how to describe the Batak Tobaculture.

The Batak Toba tribe was one of the major tribes in Indonesia. The Batak tribe consisted of six parts, namely (6) sub-tribes, were: Batak Toba, Karo , Simalungun Pakpak, Angkola and Mandailing. And the researchers discussed Batak Toba culture because the culture contained in this research site was the Batak Toba culture, where the place of this research was in Samosir.

The material to be developed in this additional culture-based reading material consisted of 4 topics, namely traditional Batak clothing, cuisine, tourist attractions, and also Batak dances. By developing reading material, the teacher would get reading material sources for use in class.

This research and development determined to identify potential and issue in reading in EFL class. This research adapted the Research and Development model by Sugiyono (2011) The adaptation model includes 7 steps, namely :

(1) identify the potential and issue of reading, (2) collecting data, (3) designing a product, validate the design, (5) revise the design, (6) conduct field test, and (7) revise the product. Identifying the selection of topics, pictures or illustrations, and types of reading activities as the issue in reading and used as deliberation in identify potential development of reading materials - Additional reading material can be explained from five aspects: language use, construction, content, reading

activities, and physical appearance.

Based on above condition, the researcher will identify the issue which will be formulated, they are :

- a. What were the potentials and issue in reading that faced by the eighth-grade student of juniorhigh school?
- b. What did a well-developed culture-based supplementary reading material for the eighth-grade students of Junior High School look like?
- c. How was the quality of the newly developed culture-based supplementary reading material for eighth-grade students of Junior High school?

To provide reading material for an understanding of students' reading abilities that were lower than they should be. In this case, culture-based reading materials could provide students with low reading comprehension due to several things, namely the poor teaching and learning process. So students have difficulty in understanding how to read correctly. By making culture-based reading materials, students will understand more easily because they read existing cultures in their area. The objectives of culture-based reading materials were as follows.

1. Determined the potential and reading issue faced by this eighth-grade junior high school student
2. Develop student potential by using supplementary well-reviewed culture-based reading material for eighth-grade junior high school students
3. To determine the quality of the newly developed culture-based supplementary reading material for grade VIII junior high school students

This study aimed to add reading material based on Batak Toba culture consisting of 4 topics, namely traditional Batak clothing, Batak cuisine, tourist attractions, and Batak Toba dance foreighth-grade students of SMP CENDERAMATA

## **Method**

This study is a descriptive qualitative approach, namely, the data was collected by form of words, pictures, not numbers. Sugiyono (2011), stated that research methods based from the post-positivism philosophy, used to check the conditions of natural objects, (as opposed to experiments) which the researcher is the key instrument, data source sampling is done purposively and snowball, the collection technique is tri-accounting (combined), the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization is defined as qualitative research.

The objectives were analyze descriptively to determine the issue and potentials in reading faced by eighth graders of SMP CENDRAMATA. This research was held on SMP CENDERAMATA c in April 2021. Social research situation where you wanted to know what is going to do on it is the research object. Researchers could observe in depth the activities of people (actors) who are in specific place by this research object (Sugiyono, 2007: 215).

The research object is additional reading based on cultural material for the eighth-grade students of SMP Cendramata. The research subject is a data source whose information was requested by the research problem. Data sources in research defined as the subject based on the data was obtaine (Suharsimi Arikunto, 2002: 107). The study subjects were the eighth-grade students of SMP CENDERAMATA and also the English teachers which taught students has been selected because students at this level have been taught the type of text, adequated vocabulary and were known to have sufficient prior knowledge of Batak Toba culture.

Burhan Bungie (ed) (2003: 42), explains the data collection method is "in what way and how the necessary data can be collected so that the final results of the study were able to present

valid andreliable information". Methods used in Data collection of this study are:

- Observation

According to Sugiyono (2014: 145) "observation is a complex process, a process composed of various biological and psychological processes". According to Riyanto (2010: 96) " a method of data collection by indirect or direct observations is the observation.

The data that has been collect is analyzed and processed in a descriptive-qualitative manner, namely presenting the data in detail and making theoretical interpretations so that an adequate description and conclusion can be achieve.

- Questionnaire

A questionnaire or questionnaire is a technique of collecting data by asking questions, usually in writing. The questionnaire was used when researchers want to know the perceptions or habits of a population-based on respondents. Sugiyono (2018: 142) said that a data collecting technique by written statement or giving a set of questions to respondents to answer is the questionnaire.

- Document study

According to Sugiyono, stated that a data collection technique by studying documents to obtain data or information related to the problem under study is the definition of documentation study. According to Danial, the study of documentation was to collecting several documents needed as material for information data by the research problem, such as maps, statistical data, number and names of employees, students data, population data; graphics, pictures, letters, photos, certificates, etc.

Documentation study was a method of collecting qualitative data by observing and analyse the documents that the subject has created or from others regarding the subject.

Research instrument:

- Observation Sheet

The observation sheet that the writer made was in the form of statements related to the research that the author has done. The fulfillment in the observation sheet was done in every meeting by a writer with students. Research can be seen from an activity carried out

#### Understanding Interview Guidelines

In this research, interviews were very useful to get the stories behind the experiences of

participants.

Interviewers able to obtain in-depth information about a topic. Interviews can be helpful as a follow- up to certain respondents to a questionnaire, such as, to further identify their responses.

Before you begin designing the interview questions and processes, explained in yourself what problem or need must be addressed using the information that would gather by the interviewers. This helped you to stay focused on the point of each question. - Checklist

Carefully arranged a series of questions regarding activities, policies, procedures, and so on inthe organization. research can be seen from an activity that was carried out.

Data analysis technique.

The data analysis was using the descriptive-analytic method, which described the data collected by shape of words, pictures, and not numbers. Data derived from observations, questionnaires, study documents, and so on, then described them. so that they could provide clarity on reality or reality.

In qualitative research, data analysis was more focused during the field process along with data collection. Data analyze version of Miles and Huberman, which there were three activities flow, such as reduction of data, presentation of the data, and drawing conclusions or verification.

1. Data reduction was defined as the selection process, focus on simplification, abstracting, and transformations of the "rough" data that emerged from the records field. Reduction carried out since data collection, start by summarizing, coding, browse themes, write memos, and more, intending to set aside data or information irrelevant, then the data was verified.
2. Data presentation is the description of a group structured information that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is presented in text form narrative, to be designed to combine information arranged in a coherent form and easy to understand.
3. Drawing conclusions or verification was the end activity of qualitative research. Researchers should create conclusions and carry out verification, both in terms of mean nor the correctness of the conclusions agreed upon by the venue the research was carried out. It means that was formulated by the researchers from the data must be tested for truth, robustness, and suitability. Researchers must realize that deep looking for meaning, they must use an emic perspective, that was from the point of view of key information, and not interpretation meaning under the view of the researcher (ethical view).

## **Results**

Based on this research, there are 7 steps elaborated by Sugiono (2011) to develop additional cultural-based reading materials. The data found from these steps could be used to answer the 3 formulations of this research issue :

1. What were the potentials and issue in reading that faced by the eighth-grade student of junior high school?
2. What did a well-developed culture-based supplementary reading material for the eighth-grade students of Junior High School look like?
3. How was the quality of the newly developed culture-based supplementary reading material for eighth-grade students of Junior High school.

1. Identifying potential and issue in reading faced by students of SMP CENDERAMATA

The researchers conducted a needs analysis as the first step of the Sugiono model in this study.

- The first step, namely classroom observation, was carried out to obtain data about the reading materials used by students in teaching reading in class. In this study, document studies were used to evaluate the reading in the material and the syllabus used in teaching reading.

Data obtained from students from the results of interviews. From this method, the researcher has found the issue faced in reading by eighth-grade students, namely topic selection, where students were less interested in the topics presented in existing reading materials. Although the existing reading material topics were regarding to their daily lives, the students admitted that there were several topics about the western cultural that they did not know before.

- Reading activities researchers find that the students were less motivated to deliver their opinions. Students felt hesitant to ask questions and answer to their teachers. Results from the checklist and observations obtain that there is no indication in any significant problems with the use of language in the existing materials of reading. From the issue faced by students, the researcher identifies the potential to improve new reading material by using the problem as a speculation. New material in reading is based from the culture because from the results of the checklist students and teachers agreed to develop their culture-based reading material. So that they could understand the topic and this reading material could



increase students reading interest and help them in developing their English.

Furthermore, by seeing the reading issue faced by eighth-grade students.

- The development of reading materials was that reading materials contained interesting topics which are Batak Toba culture. Students were expected to have prior knowledge of this topic and they could relate these topics to their daily lives about Batak Toba culture.

- Reading activities of Batak Toba culture materials could encourage students to express their opinions and can ask a teacher about the reading material.

2. Well-developed culture-based materil ofa reading for eighth-grade junior high school students.

In this study, the development of students reading with the additional reading material was thought to help in increasing the potential for students' reading comprehension. In making additional culture-based reading materials, the researchers made culture-based reading materials in the form of descriptive texts. Where it was checked and revised by the English teacher at the private souvenir junior high school and the English teacher agreed with the additional reading material being made. The next step where the researcher gave in this reading material to students to read and during the learning process, the researcher made observations to the student. Where after the students have finished understanding the contents of the reading material the researcher invited the students to discuss the material. And from the results of the observation and field tests, it was seen that the students appreciated the learning process.

Well-developed descriptions of additional culture-based reading material for eighth-grade junior high school students in terms of education, construction, language used, physical appearance, and activity.

The language used in the products of cultural and daily life reading materials was easy for students to understand.

The reading material developed was also easy to understand because it involved topics that were familiar to the students. This could attract students' reading interest and provided opportunities for students to discuss the material with friends using English and encouraging the students to ask questions and opinions.

### 3. The quality of additional material for culture-based reading materials developed in eighth grade

The culture-based reading material developed by the researcher was complimentary reading material. In this study, there were 4 topics of Batak Toba culture, namely: traditional cloth of Batak Toba, Batak Toba cuisine, tourist attractions, and Batak dance.

In this topic, the descriptive text made by the researcher has met the requirements in the descriptive text. In the text based on the potential and issue of students in learning to read, students have understood the development of culture-based texts as the development of basic potential. Based on the results of research using culture-based texts, it showed that the text has good quality. The quality of the text is a practical reading material measured by the student's interest in reading the text and implementing the text properly by applying the culture-based reading material based on the data and checklist.

### **Discussion**

Culture-based reading materials are base from the syllabus that the teacher already has made before it stated by The English teacher. This culture-based descriptive text easily improved students' understanding because it used language that was easy to understand, by the colorful pictures used in the reading material. These culture-based reading materials motivated students to use English in improving their vocabulary. From the study result, it was explained if students had a positive response to the text of the culture-based reading material. In that culture-based students stated the material that they like the topic because the topic was close to their daily lives. From the results of these studies, they indicated the increase of students in understanding the content of reading. Through the achievements that have been made, it can be seen that students who previously lacked understanding of the content of the reading, but after students were given descriptive text based on culture, students' reading comprehension increased from 60 to 75, thus achieving the KKM score. From these data it can be concluded that culture-based reading materials could improve the quality of students' reading abilities, so students have good potential and could increase their potential in learning to read.

### **Conclusion**

From the description above, the researcher can conclude from the title

## Development of Culture-Based Supplementary Reading Materials for eighth-grade Junior High School Students.

1. The addition of this culture-based reading material which was included in the topic that contained in a descriptive text that focused on improving the reading of eighth grade Junior HighSchool students.
2. In this problem the researchers used a pretest or interview as a test material for students' reading ability.
3. In developing culture-based reading materials, the researchers used the Sugiono model (2011) which consisted of 7 steps.
4. Descriptions of culture-based reading materials for eighth grade Junior High School described in full with pictures in terms of education and language.
5. With the addition of culture-based reading materials contained these 4 materials, the material evaluated by experts for its validity showed that the additional culture-based reading materials have good quality with an average score. This practicality showed that students were able to understand the reading based on Batak Toba culture. Where teachers and students also gave positive results on these reading materials.

Based on the results of the research entitled Developing culture-based supplementary reading material for the eighth-grade students of Junior High School, researchers provided suggestions, among others :

1. This additional culture-based reading material was suitable for use in schools because this culture-based reading material was related to the daily life of students.

Reading material for junior high schools was made in the form of descriptive text to attract and encourage students' reading interest.

## **References**

- Supraba, A., Wahyono, E., & Syukur, A. (2020). The Implementation of Reading Sugiyono. 2008. Metode Penelitian pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta
- Sugiyono. 2011. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta.
- Susanti, I L. M. 2010. Developing Reading Materials for the Seventh year Students of Junior High School at SMP Negeri 2 Singaraja. Singaraja: Undiksha (Unpublished Thesis)
- Nurkencana, W. & PPN Sunartana. 1992. Evaluasi Hasil Belajar. Surabaya : Usaha Nasional
- Nuttall, C. 1996. Teaching reading Skills in a foreign language (New Edition) Oxford Heinemann
- [https://id.m.wikipedia.org/wiki/Suku\\_Batak\\_Toba](https://id.m.wikipedia.org/wiki/Suku_Batak_Toba) <https://m.merdeka.com/sumut/jadikan-tradisional-kebanggaan-orang-batak-ini-5-makna-mendalam-kain-ulos.html>
- CNN Indonesia senin, 10/12/2018  
[19:53https://www.cnnindonesia.com/gaya-hidup/20181210191553-269-352552/cerita-budaya-di-balik-kuliner-khas-toba](https://www.cnnindonesia.com/gaya-hidup/20181210191553-269-352552/cerita-budaya-di-balik-kuliner-khas-toba)
- Komplek perkantoran desa siopat sosor parbaba, adat budaya Batak dan wisata di danau Toba <https://visitsamosir.com/adat-dan-budaya-batak/>
- Vannisa 6 Oktober 2009 tari-tarian budaya Batak Toba Samosir  
<https://perpustakaan.id/tarian-batak/>
- Gall & gall. 2003. Educational Research. United States of America: Pearson Education, Inc.
- Dakir, H., .2004. Perencanaan dan Pengembangan Kurikulum. Surabaya: Rineka Cipta.
- Mulyasa, E. .2007. Kurikulum Tingkat Satuan Pendidikan: Suatu Panduan Praktis. Surabaya: Rosda.

Waltz, Robert. "Text Types and Textual Kinship". A Site Inspired By: The Encyclopedia of New Testament Textual Criticism. Retrieved on March 5th 2011.

[https://id.m.wikipedia.org/wiki/Suku\\_Batak](https://id.m.wikipedia.org/wiki/Suku_Batak) .