CHAPTER I
INTRODUCTION

This chapter discusses the key topics surrounding the research background, Identification of the Problems, Scope, and limitation of the research, Formulation of the Problems, the Objective of the Research, Significance of the Research, and Definition of Key Terms.

1.1 Background of The Research

Reading plays an important role in obtaining and understanding information. This is related to text and interaction. Reading can be defined as a complex cognitive activity because reading involves deciphering characters to understand the text. Mukundan *et al.* (2016) stated that reading is an important skill in language learning. This is the process of recognizing the content of the text, collecting the information available in the reading text, and strengthening knowledge (Azizah *et al.*, 2021). Reading in English fosters students' interest in learning English and provides opportunities to gain additional knowledge. In addition, reading can be understood as teaching other types of speaking activities (Minihan *et al.*, 2022). This means in teaching reading, the teacher guides students to comprehend to understand the information written in the text. In short, reading is an important skill that is essential for acquiring and acquiring information from any written source. This relates to the cognitive processes that lead readers to understand the information from what they have read.

Reading is essential in human social life. It can be said that through reading, readers can gain more information and knowledge. As a result, the quality of human resources improves significantly due to its quality. This greatly affects the quality of the country. In other words, the ability to read is essential for the progress of a nation because much of the educational process depends on people's reading ability and awareness. Reading is a window to the world. Through reading, people can gain more knowledge and information from books, magazines, newspapers, *etc.* Apart from that, reading is the most important part of learning. (Octaviana *et al.,* 2021). In reading activities, two main components must be considered, namely interest and

reading skills. The desire and motivation to do something are elements that constitute interest. Meanwhile, reading skills are related to eye skills, strategies, and mastery of reading techniques. The aim of promoting reading interest is to form a reading society or learning society for the betterment of life in the country. To achieve this goal, the development of quality human resources (HR) is necessary as a tool of national development. Cultivating an interest in reading in children will produce better reading habits (Metsapelto, *et al.,* 2017 (Pitoyo, 2020). It can be concluded that by reading we obtain additional information from something written to develop the reader's intellectual abilities. Reading is an activity that involves a thinking process to gain knowledge and create new ideas through interpreting texts. Reading teaching materials is also very important, teachers must be able to teach reading by focusing the reader's attention on the reading material and also be able to apply good learning to train children in reading activities.

Teaching reading is essentially important to help students understand and obtain knowledge and information. Salsabila, (2021) states that teaching is the act of showing or helping someone to learn something, giving instructions, guiding them in learning something, imparting knowledge, or ensuring that someone knows or understands something, teaching reading is a way of transferring knowledge from teachers to students by using certain strategic techniques and certain materials to master reading itself. According to Nurdianingsih, (2021), teaching strategies are the way teachers organize the learning process to achieve certain goals. Teachers must employ these strategies to balance their approach to the material and the approaches they use, (Aswan *et al.,* 2010). English language skills teaching strategies must be adapted to each skill to achieve the expected results. Reading strategies include various approaches to processing text based on text type, reader goals, and situational context. Every reading attempt focuses on comprehension. It can be concluded that teaching reading means the process of transferring knowledge from teachers to students by implementing strategies so that students can learn to read and understand as well as possible. Reading is a process performed by the reader to receive the message that the author wants to convey through words or written language.

Reading can be simply understood as the process of understanding and obtaining information from a text. Safdarian *et al.,* (2014) stated that reading is defined as the most necessary skill to acquire students' disciplinary knowledge. This will be achieved if students continue to struggle to understand the English material presented in class. Second, understand the steps for using the main book, and practical steps such as additional reading books. because they still have difficulty understanding if their English skills are lacking. Learning to read in English is the main focus of all other English activities. However, other aspects of the language such as pronunciation, grammar, and vocabulary must also be mastered to complement language skills, especially reading (Musilawati *et al.,* 2023). Meanwhile, low reading levels present critical and ongoing challenges. Not achieving a level of reading ability that permits participation can have long-term negative consequences. In the long term, literacy has social and democratic value. One of the factors behind low reading levels is a lack of interest in reading among students, and a lack of infrastructure in schools, namely a lack of reading materials or books in schools (Fälth *et al.,* 2023). It can be concluded that one of the factors behind the low reading level is a lack of interest in reading and a lack of reading materials or books at school. at the same time, Reading is the process by which readers acquire and use information. Therefore, it is necessary to create supplementary reading materials to attract students' enthusiasm for learning.

Supplementary materials are other materials used besides textbooks. Supplementary materials are selected first by knowing that there needs to be material that is different from the material in the textbook, then by knowing where to look for the most appropriate type of material. According to Spratt *et al.,* (2011:161), there are several reasons why use additional materials during teaching, namely as follows: (a) to replace irrelevant materials in textbooks; (b) to provide material that is not contained in the textbook; (c) to meet students' special needs and interests; (d) to provide additional language or skills practice; and (e) making teaching more varied (Nurliana, 2019). Therefore, it can be concluded that additional reading books are an effort to improve students' reading skills, creating interesting reading materials will certainly make students enthusiastic about reading

and teachers provide reading materials that are tailored to the characteristics of their students.

English reading materials include simple books that will help the reading process. The material is selected based on class needs which can be used as a learning support along with the core books for the English language learning program. Almost all schools require students to read and understand textbooks, but it will be difficult to enjoy a book if students feel forced to read it. Hapsari *et al.,* (2019) stated that students generally when asked to read textbooks are less enthusiastic or get bored quickly, perhaps because the book is too thick and there are no supporting or motivational pictures. Therefore, teachers must prepare and use teaching materials concerning students' potential and needs. In other words, students need additional, more interesting books that can help them read and understand texts. According to Saryati & Yulia, (2019), this reading material was developed to provide several variations of reading material. This means that development materials are additional materials that can be used as alternative materials, namely a set of additional materials containing reading materials and activities to improve student's reading skills. It could be additional reading material that is challenging and useful for them.

Creating interesting additional materials can be an alternative to create enthusiasm for learning. However, choosing reading materials for students can be difficult and requires a fairly rigorous selection process. The reading materials that have been created are based on the Independent Curriculum and local wisdom, where the Independent Curriculum considers a balance between creativity, taste and initiative, not only providing knowledge but also changing values based on the concept of independent learning, which means the Curriculum can be applied and also undergo changes, where curriculum content must have meaning, attention must be paid to information retrieval, management and transfer of skills and abilities. utilize information and technology as mandated by the 1945 Law (Ruaya *et al.,* 2022).

Meanwhile, learning based on local wisdom has many advantages when applied. In addition to providing students with knowledge, learning based on local wisdom can also shape students' moral values and character. Local wisdom

education provides students with knowledge, skills, and attitudes. According to Rento (2019), local wisdom is defined as intellectual property originating from local communities consisting of knowledge, beliefs, norms, customs, culture, insights, *etc*. which are inherited and maintained as identity and guidelines for the community to behave appropriately in life. Indonesia is a multicultural country and has many traditions and values that should be maintained so as not to be influenced by other people (Yulianto *et al.,* 2023).

In the current era of technology and globalization, local values can guarantee the welfare of Indonesian society. Local wisdom values can be incorporated into the teaching of English in SMKN 4 Bojonegoro through the development of learning media based on local wisdom values. Learning media are tools that stimulate thoughts, emotions, attention, and skills or abilities in the learning process. Learning media can help teachers make learning more effective and efficient. The development of learning media based on local wisdom values can be carried out to support and update learning by incorporating local wisdom values from surrounding villages to strengthen the character of students. According to Nambiar, Hashim, and Yasin (2018), the aim of using modules with local culture should increase students' cultural awareness and their communication skills with teachers. Therefore, Local wisdom is best because it contains values that help build students' character. These values include social, religious, cultural, and character education values, in addition to introducing and preserving local culture. Local wisdom also helps students be creative and work by writing short stories. Indonesia has many different tribes, languages, customs, religions, and social statuses (Hastuti *et al.,* 2023).

According to Article 18 of the Law of the Republic of Indonesia, Number 20 of 2003 concerning the National Education System, vocational high schools (SMK) have become a very important topic in the world of Indonesian employment development. According to the Education and Employment Commission, vocational high schools are where students are expected to open broader horizons to develop potential skills and prepare for work in their field. (Musilawati *et al.,* 2023). To achieve this goal, vocational school students receive an education that suits their needs. (Secondary Education Regulation Number 29 of 1990).

The previous research has been conducted by Agustin Susilowati & Hasti Robiasih, (2021) which focuses on the creation of supplementary reading materials for students in the tenth grade of the English Language and Literature Program (ELLP). Because of the teaching and learning process of ELLP at SMAN 11 Yogyakarta, students are less exposed to English language learning. This is because the number of ELLP textbooks, both in schools and on the market, is insufficient. This is the reason why ELLP teachers in their teaching and learning process use LKS (Student Worksheets), namely reference books sold by salespeople, even though the tasks given in the LKS are inadequate both in terms of quantity and content.

Based on the researcher's experience and observations during one month of teaching practice at SMKN 4 Bojonegoro, it was found that many Class XI students had deficiencies and an interest in reading texts. Because there are no independent curriculum-based modules for students. Students learn English based on the teacher's instructions about the material to be learned at a specific time every semester. Magdalena *et al.,* (2020) state that there are several criteria for good teaching materials, namely, the instructional materials should fulfill the following requirements: they should be competent and possess the fundamental skills; they should contain knowledge, facts, concepts, principles, and procedures, they should also include skills, they should adhere to the principles of consistency and sufficiency, they should inspire students to pursue higher education; and they should be methodically arranged, progressing from the basic to the more complex and practical.

Students are instructed by the teacher to use the book "Advanced English". This book is in the form of a soft file, while textbooks are not yet available in schools. A. R. Utami *et al.,* (2020) state that the success of the educational process is if all components run and are implemented well. If one of these components does not function, the overall functioning of the education system will be disrupted. Several things must be applied to educational components, such as curriculum, methods, teaching materials, teacher quality standards, and so on. All reforms carried out by the government in various components are an effort to raise the standard of instruction for students. Teachers can employ a variety of tools and

media in the classroom. Textbooks are the most significant resource that educators and students can use in the classroom. Some students stated that by using the "Advanced English" book. not helpful in learning, they only listen to explanations via PowerPoint files made by the teacher and read in turns via the projector screen displayed by the teacher, even though this book has a complex composition of language skills, in terms of increasing understanding in reading it is still lacking, picture -The images presented are still not interactive enough, there is no motivation in this book. This makes students less interested in learning and reduces interest in learning English. Schools use two different types of instructional programs: the K13 curriculum and the independent curriculum, but books based on the independent curriculum are not yet available to students. Apart from that, there isn't much reading material or English textbook choices in the school library that aligns with the KTSP curriculum.

In connection with the explanation above, researchers are interested in researching the development of English reading materials based on local wisdom which aims to help students understand their reading and build student character through reading which is material that is closely related to the local wisdom of the surrounding environment and the independent curriculum. Local wisdom refers to indigenous knowledge, traditions, and cultural practices that are specific to a particular community or region. Incorporating local wisdom into educational materials not only enriches students' learning experiences but also fosters appreciation and preservation of culture. Sopa, (2018) states that local wisdom is a body of concepts or rules that are derived from the values prevalent in the community. These are frequently applied, regarded as life lessons, and passed down throughout time. Other forms of local wisdom that exist in society include norms, ethics, beliefs, customs, customary law, and special rules. Examples of local wisdom that will be included in additional books are pictures and stories about the traditions or customs of the Bojonegoro people, such as the *Sedekah Bumi Tradition, Wayang Krucil, Thengul Dance, Kayangan Api, the Origin of Batu Semar Alun-alun, typical Bojonegoro food such as Ledre and Putu ayu, Interesting tourism in Bojonegoro such as Sendang Grogolan and Belimbing Garden* which will make students familiar with this culture.

In making additional books that have been carried out, researchers also use an independent curriculum where students have the freedom to introduce local culture and participate in preserving the culture of their respective regions through questions from reading additional books. Developing a curriculum based on local wisdom for students is an important goal in the independent curriculum, considering that Indonesia is a country that has cultural diversity. Regional autonomy is an opportunity for students to develop and maintain the local wisdom values of each region. Citizenship competencies based on local wisdom are knowledge, skills, and attitudes that are based on the values that develop in the community in an area.

Teaching materials are required to enhance learning results in vocational schools. Therefore, researchers want to develop additional teaching materials, especially for reading skills. In addition, researchers will be instructed to create additional English reading materials for the book. Additional books contain material that is by relevant scientific theories and is useful for teachers and students in carrying out learning. There are several materials in this book for each chapter, namely Descriptive text, Narrative text, Procedure text, Recount text, and Asking & Giving Advice. where this book will be made with pictures and stories based on local wisdom in Bojonegoro. Consequently, there were no textbooks accessible. Students cannot comprehend the English reading if they do not have textbooks. Researchers will also add Project Learning at the end of each chapter so that students are more creative in learning, and this additional book is based on local wisdom. Thus, teaching materials based on local wisdom can be interpreted as teaching materials that have high meaning and relevance for the development of real empowerment in students' lives and are by the reality they face.

Teaching materials based on local wisdom are adapted to the potential of each region. Local wisdom values will also help students understand each topic concept. This means that the knowledge they gain is not only limited to their knowledge but can also be applied in practice outside of school. This research proposal aims to develop reading materials for vocational schools that are based on local wisdom, and aligned with the independent curriculum framework.

1.2 Identification of the Problems

Based on the background of the research, the researcher identified the problem as follows:

1. The main book used in the school unattractive, thus making the students were not interested in learning English.

2. The books that are by the demands of the curriculum have not been obtained.

3. Teaching materials at school are still very limited (get lessons only in class and few books in the library)

1.3 Development Assumptions and Limitations

The development of this additional reading material is based on the following assumptions, namely:

1. Eleventh-grade students in English lessons need additional reading material because the teacher's main book is less interesting, the main book is too complicated, and the book only contains the text. It lacks pictures and motivation that can attract students' interest when reading it. And makes students less interested. Making additional reading materials using only the main book and a little editing.

2. Providing a list of vocabulary items and vocabulary development tasks in each chapter can support students' vocabulary improvement.

3. Providing Project Based Learning at the end of each chapter can support improving students' creative thinking skills.

1.4 Formulation of the Problems

Based on the identification of the problem above, the formulation of the problem of this study is:

1. What are the key themes and concepts of local wisdom that are relevant to the educational content at SMKN 4 Bojonegoro?

2. What are the student's needs for the reading materials developed to increase student engagement and learning outcomes?

3. How to develop appropriate complementary reading materials containing local wisdom that are aligned and based on an

independent curriculum for eleventh-grade students at SMKN 4 Bojonegoro?

1.5 The Objectives of the Research

1. This research aims to identify key themes and concepts of local wisdom that are relevant to the educational context at SMKN 4 Bojonegoro.

2. This research aims to determine student needs and assess the effectiveness of the reading materials developed in increasing student engagement and learning outcomes.

3. This research aims to develop appropriate complementary reading materials containing local wisdom that are aligned and based on an independent curriculum for eleventh-grade students at SMKN 4 Bojonegoro.

1.6 Significance of the Research

Theoretically, this research is important because it develops the potential of class practical uses a local wisdom approach and is based on an independent curriculum, which can make students know more about regional culture in Bojonegoro and shape students' character through learning activities such as using regional languages, can get students used to always behaving politely, helping each other.

1. For Students

Researchers hope that students will be more active and happy in learning by using additional English reading books in teaching and learning because these books will be made in a language with ease of comprehension, practical, and use a local wisdom approach based on an independent curriculum, reading materials that It is hoped that it will be developed to improve student's learning experiences and foster a deeper understanding of their cultural heritage, become teaching materials to improve students' character, and students can experience the learning process through additional English reading books and create more interesting learning.

2.   **For Teachers**

Researchers hope that teachers can use additional English reading books in the teaching and learning process in class and transfer them into their teaching. Teachers can improve the quality of learning. Teachers can also develop learning materials in creative and fun ways.

3.   **For Researcher**

This research can provide information about curriculum development and the importance of local wisdom. As valuable experience for a prospective professional educator which can then be used as input for developing even more interesting teaching materials.

1.7 Definition of Key Terms

In this research, to prevent misunderstandings, ambiguities, and misinterpretations, it is crucial to clarify certain phrases to achieve a common understanding. The requirements must be:

1.   **Vocational High School (SMK)**

A recognized educational institution that provides secondary vocational education as a continuation of SMP, MTS, or other comparable programs. Many qualification programs are offered by vocational schools. Secondary vocational education specifically aims to equip students to become self-sufficient, productive individuals who can fill mid-level positions as workers with competencies in their chosen skill program.

2.   **Supplementary Reading Materials**

Supplementary books that focus on reading skills, researchers create supplementary books to support the learning process at school and develop additional reading books taken from the main book.

3.   Independent Curriculum

The independent curriculum provides informal, relaxed, and fun learning opportunities while still paying attention to students' abilities. The autonomous curriculum aims to build student character. An independent curriculum provides students with the opportunity to choose and develop learning strategies that suit their environment and needs. This project-based curriculum uses the profile of Pancasila students who are believers, devoted to God Almighty, and have a noble character, global diversity, cooperation, independence, and critical and creative thinking to improve students' soft skills and character while remaining focused on education.

4.   Local Wisdom

Local wisdom is a characteristic of the people of a region that must be maintained as a constructive identity and a filter for various destructive aspects of foreign culture. In this context, local wisdom is understood as a legacy that is transmitted from one generation to the next so that it is not eroded by various external cultural elements. Therefore, local wisdom must have cultural awareness, which is an attitude where someone respects and understands the differences that exist. exist in that culture. One way is through learning English. For example, the art of *Wayang Krucil, Thengul Dance, Kayangan Api, Tayub Dance, Sedekah Bumi Tradition, and Nyadran Tradition.*