

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills that need to be mastered in learning English. Reading is the process of receiving information through understanding patterns of language patterns in writing, reading is not only to know the meaning of the words that are read, but also to understand the contents of the reading. Iwuk (2007 in Monica, 2016) stated that reading is the heart of education, by reading, students can acquire all information about development of science and technologies, improve their thinking, generate idea, and solve their problems. In addition, Kellerman (1996 in Monica, 2016) emphasizes that teaching students to read must be the highest priority. If the students cannot read, they will have low achievement. Thus, they are on the road to academic failure. According to Monica, (2016) reading interests play a very important role in reading instruction and improvement. Furthermore, helping students learn through reading requires an understanding of their interests and abilities.

Eskey mentioned (2000 in Halim, 2013) that to read a text successfully is to know the meaning of the text. It is presumed that integrating local culture materials that are in line with students' real life conditions makes the learning process meaningful and effective. As each society possesses dissimilar and unique culture, making use of local culture values can be an effective means to teach reading. Anderson (2003 in Halim, 2013) believed that reading as a fluent process of readers combining information from a text and previous knowledge. Using local culture as the materials in teaching reading is assumed to be effective since students are familiar with the culture. Consequently, the students are motivated to be more engaged in the process of learning.

However, some Indonesian students face challenges in understanding

English text. This is caused by several things including students' lack of reading interest, and the use of learning media that are less varied (Zoghi, Mustapha, & Maasum, 2010).

Regarding this, a preliminary observation conducted in a Senior High School in Bandung (1/21/2019) revealed that 75% of students observed are lack of reading comprehending and interpreting a topic or idea (Monica, 2016). However, some Indonesian students cannot read effectively and reading is still considered boring, and they cannot develop their reading skills (Ninsuwan, 2015).

Literary works are important, due to the fact that learners encounter different cultural representations and offer a chance for a richer intercultural experience and deeper intercultural understanding. According to Kramsch (1993 in Tevdovska, 2016) using literary works to promote the awareness and understanding of different cultural concepts. Furthermore, the cultural aspects presented in the text should be carefully chosen in terms of the theme and ideas developed in the text, as well as the values presented.

There are several studies about learning local culture values from reading literary works. First, the research was conducted by Rahman, (2018). The objective of this research was to map out and seek solutions to the problems faced by students of English as a foreign language in reading literary works. The results showed that the foreign learners need to have sufficient knowledge of trope and scheme in general and linguistic deviation in particular, in order to understand the author's language in a broad sense as well as specific literary stylistics. Second, the research was conducted by Handayani, (2013). The purpose to increase students' motivation to read. The results The result of observation implied that the employment of reading strategies and the characteristic of children short stories gave influences to the improvement of students' reading comprehension.

The differences between this study and the previous studies are the previous studies focus on assessing the media or method used promote students' reading skills and focused on reading promotion in general terms, while this study not only

focuses on assessing the effectiveness of media, but also promoting local culture values understanding students towards the use of literary works as the tool to promote their reading skill.

Therefore, this research entitled “Implementing “Learning Local Culture Values from Reading Literary Works” Project to Promote Indonesian EFL Students’ Reading Skills and Culture Values Understanding” may help teachers to find out students’ Reading skill capability and improve them.

B. Research Question

Based on the observation above, the researcher formulates the problems of this research as follows:

1. How is the process of implementing local culture values in reading literary works project in SMK Husnul Khotimah Tasikmalaya?
2. How is reading skills and local culture values understanding of EFL Students in SMK Husnul Khotimah Tasikmalaya?

C. Research Purposes

Based on the Background of research above, the study is intended to:

1. To know the process of implementing local culture values in reading literary works project in SMK Husnul Khotimah Tasikmalaya.
2. To know reading skills and local culture values understanding of EFL Students in SMK Husnul Khotimah Tasikmalaya

D. Significant Research

This research gives several significances. Practically, this research can be developed by the next researcher in different skill and participant. Moreover, for teachers, this technique can be used as an alternative for teaching reading comprehension.

Theoretically, this research can be useful for students. This research is expected to give more effective way to help them get inspiration. Students can gain the knowledge and experience in reading comprehension.

E. Rational

Reading is the heart of education, by reading, student can acquires all information about development of science and technologies, improves their thinking, generates idea, and solves their problems (Choudhury, t.t.)Iwuk (2007 in Monica, 2016). Reading children short stories can be a good learning material since it is considered to be adequate for the learners from all levels (from the beginner to the advanced learners)(Handayani, 2013). It is expected that the students will follow the storyline easier. Moreover, the story is expected to make the students interested in reading it. Related to reading and appreciating literature (Zoghi, 2010). Palardy (1997 in Handayani, 2013) stated that students “will have the opportunity to develop insights and understandings of the cultures and people of the world; to develop their imagery and visualization abilities; and to gain new perspectives by testing their ideas with those found in books.”

As mentioned by Eskey (2000 in Halim, 2013) that to read a text successfully is to know the meaning of the text, it is presumed that by integrating local culture materials that are in line with students' real life conditions, the learning process befalls meaningful and effective. As each society possesses dissimilar and unique culture, making use of local culture values can be an effective means to teach reading. Anderson (2003 in Halim, 2013) believed that reading as a fluent process of readers combining information from a text and previous knowledge. Cultural differences exist in background information, words, sentences, and text structures, all of which are going to become potential barriers in reading matters, Sometimes we find that the students may recognize and understand the meaning of each word in the text, but they are still not so clear about the meaning of the whole sentences or paragraph (Choudhury, 2014).

According to Kramersch (1993 in Tevdovska, 2016) literary works can be used to promote the awareness and understanding of different cultural concepts. Furthermore, the cultural aspects presented in the text should be carefully chosen in terms of the theme and ideas developed in the text, as well as the values presented. Giving literary work to the students in reading class can be the way to involve the students in the learning process (Royani, 2013). Therefore giving the texts based on local culture can make students easier in learning the material because they have previous knowledge about it Worthley (1999 in (Royani, 2013)).

From the explanation above, it can be concluded that reading give the effect to the student learning process. To analyze the problems, the researcher gives the students literary work to be improving reading skill. The writer focused her study on teaching local culture values by using literary work materials.

F. Previous Studies

There are several studies about learning local culture values from reading literary works. First, the research was conducted by Rahman (2018). The objective of this research was to map out and seek solutions to the problems faced by students of English as a foreign language in reading literary works. The results showed that the foreign learners need to have sufficient knowledge of trope and scheme in general and linguistic deviation in particular, in order to understand the author's language in a broad sense as well as specific literary stylistics.

Second, the research was conducted by Handayani (2013). The purpose to increase students' motivation to read. The result of observation implied that the employment of reading strategies and the characteristic of children short stories gave influences to the improvement of students' reading comprehension.

Third, the research was conducted by Royani, (2013). The purpose about this research to make effective ways to stimulate students' motivation in reading class using local culture text. The result using a local culture text is helpful for the students to start enjoying reading. Most of the students assume that this class is a boring, monotonous and difficult class.

The differences between this study and the previous studies are previous studies focus on assessing the media or method are used to promote students' reading skills and focused on reading promotion in general terms. Furthermore, this study is not only focus on assessing the effectiveness of media, but also to promote local culture values understanding students towards the use of literary works as the tool to promote their reading skill.

