The learners’ needs on local cultural contents of reading professional context textbook at English program study

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Abstract
Curriculum development comprises a process to meet learners’ needs leading to learners’ learning improvement. For that reason, curriculum developers should gather as much information as possible toward the learners’ needs. This study aims to reveal the learners’ needs on local cultural based-textbook in learning Reading Professional Context at the English department of Universitas Kristen Indonesia (UKI) Toraja, South Sulawesi, Indonesia. This study employed qualitative with survey design. One-hundred-and-fifty-five learners of English program study of UKI Toraja participated in this study. The instruments used in this study are questionnaire and semi structured-interview. The technique of analyzing data applied in this research is descriptive analysis in the form of calculation and percentage, and in analyzing the qualitative data (interview), we used cyclical data analysis. This study showed that the students’ need a learning objective to understand beliefs, norms, values, and social practices in Toraja for maintaining Torajan Culture and avoiding misunderstanding across the culture. This study also indicates that the students’ need themes about the cultural pattern in Toraja for learning materials include beliefs, values, norms, and social practices in Toraja. Besides, this study revealed that students’ need learning strategies and evaluation. Learning strategies are rooted in activities/exercises on the material content and the number of students. On-time evaluation is necessary during the process and at the end of the lesson.

Keywords:
Learners’ needs; local cultural based-textbook; learning; reading for a professional context

1 INTRODUCTION
In most language program, textbook became the integral aspect to link among lecturers, assignments, and evaluation of Learning. Textbook serves as the media for lecturers to explain the course topics to the students. Textbook is an instructional aid in the teaching-learning process and must correspond to curricula so far as objectives, content, and methodology of instruction of each subject are concerned. A textbook usually corresponds to the syllabus of discipline aims to serve as titles or sub-titles of different chapters of the book. In some cases, the outline of the textbook is rooted in these objectives, but the titles of chapters or sub-chapters do not necessarily correspond to the content of the discipline as it stands in the curriculum. The content of the book is, in any case, much more precious to provide the quantity of information, explanation, and comment needed to go deeper into the discipline (Seguin, 1989). In college-level courses, the textbook serves as an integral course component providing the linkage between lectures, assignments, and examinations. Typically, the textbook represents the collective beliefs of the profession on what is essential for a particular course topic. Often instructors will assume, or at least hope, that students use the textbook to facilitate and enhance their learning process. As instructor designs, a course creates course materials and makes the textbook selection is commanding that cautious responsiveness is subject to the assumptions of student textbook usage (Berry & Cook, 2011).

Textbooks are of great significance for teaching and learning. Teaching and learning are tasks carried out by teachers and students. Then they need to know what a good source is to carry out their activities satisfactorily (Amerian, 2017). Textbooks comprise favorable and nearby sources that students and teachers can employ along with their needs. Therefore, an appropriate textbook selection is a process that needs careful attention (Mahmood, 2011). A textbook is a tool, and the teacher must know not only how to use it, but also how useful it can be. Fernando and Rodriguez (2015) found that teachers need to supplement EFL textbooks with extra material that is compatible with the particular situations found in language classrooms. The truth is that English teachers often continue to teach their classes with textbooks because the teacher's guide provides all the methodological procedure, class activities, answer keys, and even the evaluations for each unit. So, it is not complicated for teachers to follow the suggested course of action. However, it is vital to be clear about one aspect; namely, if the textbooks teachers implement for their instruction are highly communicative, there is a convincing reason to use them as the basis for teaching.

Whereas, AbdelWahab (2013) revealed the quality of the curriculum reform depends on a proper process of evaluation. Also, any new textbook can be expanded to include more information about ideals such as constructivist learning, multiple intelligences theory, task-based learning so and so forth. More importantly, more games, activities, tasks together with their classroom implementations should be included in the textbook. Augusto-Navarro (2015) revealed the design of learning material provides excellent benefits for teachers in terms of inspiring them to improve innovation and be creative in enhancing the quality of learning for gaining student learning achievements. From the teaching material design process, the teacher begins to prepare, design, then redesign what has been done in the material trial, and finish it according to the current context.

In the world of education globally, one of the things that are of great concern is the quality of the textbook used. Not just compiling, developing, then publishing and then being used by users such as teachers but need to pay attention to several things. Richards (2002) suggests that the criteria for good textbooks are textbooks developed from pre-existing ones and teachers develop themselves according to student learning needs by improving the content of teaching materials,
variations in text types, and more creative student learning activities and contextual. Williams (1983) suggested that the textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English. The untrained or partially trained, teacher who does not possess native-like control over all aspects of English should not be left in any doubt concerning the procedures proposed by the textbook.

In learning English as a foreign language, communicative textbooks occupy the first position. So many teachers use communicative textbooks in developing students' communicative abilities, for example: the ability to apply language inside and outside the classroom, communicate messages verbally and in writing, and be able to communicate with the other person in real life and not only in the atmosphere study in the classroom (Bachman, 1999; Savignon, 1997, 2001, cited in Fernando & Rodriguez, 2015). The language used in communication cannot be separated from the social and cultural context because the sociocultural dimension influences the use of the language. Thus to develop communicative textbooks, it must involve cultural aspects so that the design is carried out and the teaching program implemented truly achieves the learning objectives namely students can communicatively use language in a real context (Fernando & Rodriguez, 2015). Chao (2011) investigated that the content of Intercultural Interaction (ICI) has not been appropriately integrated into the target textbook. Most of them are presented in speaking practices, only centering on personal sharing and reflection, instead of carrying out deep intercultural understanding, comparison, and awareness. Namely, the design and arrangement of the cultural content of New American Inside Out (elementary level) cannot satisfy the real needs of university EFL/EIL learners to deal with future challenges in intercultural contexts.

Moreover, His findings of the study suggest that authors, editors, and producers of internationally published ELT textbooks should pay attention to the real needs of local learners, such as Taiwanese university English learners or EFL/EIL learners having similar situations in the global village. (Thanasoulas, 2001) revealed that EFL teachers recognize the significance of culture in foreign language teaching, but there is still no complete coherence of the outcomes given in the Croatian National Curriculum and what teachers promote in their school practice.

The success of achieving learning objectives at the tertiary level is influenced significantly by the prior knowledge of the students, namely the essential academic ability. Tinto (1993). The primary academic skills include reading, writing, critical thinking on things, how to present material verbally well, and language skills using media (Tinto, 1993). Reading is one aspect that is so important in the process of learning and teaching English as a foreign language. The ability to read provides benefits for the development of learners' language in terms of contextual mastery of vocabulary, proper and correct grammar, and cultural elaboration (Nunan, 1999; Hedge, 2003; Alyousef, 2005). The was also found that one aspect that affects the critical thinking power of the learner is reading. Reading sensitivity was first introduced by (Grellet (1990) in the context of ESL. In terms of developing textbooks, the book reading for professional context which is reviewed based on the analysis of student needs which includes reading material, training activities, the assessment process of students, and related demands on local cultural content, so that students' reading sensitivity can develop later.

They are reading in learning and teaching activities in the context of EFL, specifically in UKI Toraja where the Reading subject is classified into Reading for General Communication, Reading for Academic Purposes, and Reading for Professional Context. In general, there are three techniques of reading, such as skimming, inference, and scanning, the reading technique has not been fully implemented properly. The ability to understand the main ideas is still not maximally followed by students and has not been well taught. This happens because all lecturers who teach reading for professional contexts only entrust the textbooks used by buying books on the market without considering the learning needs and language of the students. Therefore, in this study, we investigated learners' needs on local content based on cultural textbooks in Reading Professional Context at the English Department of UKI Toraja.

2 LITERATURE REVIEW

2.1 Need Analysis

In the field of language teaching, which is teaching English for specific purposes, a needs analysis was first introduced around the 1960s-1970s. In addition to the ESP field, suggested needs analysis is also applied in general English teaching for ESL and EFL. In its application, the teachers have involved learning needs analysis and aspects of language that are important to be applied in learning. Some ways that can be done in the needs analysis process, starting from identifying students' language skills through tests. In compiling a needs analysis, a questionnaire is needed which contains several things, for example: how long have students studied the language through other courses or training, data can also be obtained from the results of interviews of teachers and students about their perceptions of students' language skills. Sumarni et al. (2018) on their study about creative writing believe that students preferences on creative writing than a specific essay can be as a recommendation to integrate English and ESP for future research and Teaching Program. Then, Johns (1991) said that needs analysis is the first thing that must be done in designing and compiling teaching materials, and in the framework of the sustainability of the teaching process, analyzing needs is still needed in subsequent designs. Information obtained from the needs analysis should pay attention to the perceptions or opinions of administrators, users (teachers), parents of students, students. The data to be collected should include assessment, assignments originating from the teacher used previously, views from students, and feedback from parents.

2.2 Cultural-based Textbook

In the process of language learning and teaching both a second language and foreign languages, culture cannot be separated in the program (Howatt & Widdowson, 2004) which continues to be a growing discussion material in language education. Gu (2005), Premier and Miller (2010) state that from the field of language, a we always focuses on the cultural context in language education that the existence of cultural aspects do not reduce cultural debate in language teaching and learning and the debate about this culture continues to grow. Research on culture was discussed in a study of applied
linguistics, for example, carried out by Kumaravadivelu (2008), Pennycook (2007), and Weninger and Kiss (2013) found essential things related to the foreground of academic discussions in the field of language education, of course with this finding reinforces the debate about culture in language education mainly applied linguistics. Rodriguez and Espinar (2015) and Tajeddin and Teimournezhad (2014) state that the role of culture in language learning and teaching is as a result significant, one of which is because the ultimate goal of language teaching and learning is that learners are expected to be able to communicate well and precisely about the culture itself.

2.3 How is reading defined?
Once the importance of reading comprehension, many of the experts continue to study it by constructing definitions to clarify the meaning of reading comprehension further. Pang et al. (2003: 6) say that reading comprehension is a written text that must be understood well and correctly by the reader. The reading comprehension activity consists of two main stages, namely the word recognition stage and the word comprehension stage as written by the speaker. The scene of understanding the word refers to how the reader understands the written symbols. Meanwhile, understanding refers to how readers understand words. Thus when the learner cannot comprehend reading well and is also coupled with a lack of learning motivation in terms of reading comprehension, the learner will have difficulty in understanding specific texts. Moreover, strategies in learning will not be applied well if the students are unmotivated to learn (Akib et al., 2018).

3  METHOD
The method used in this study is qualitative with survey design. Surveys as Antonius (2003) states that consist of asking a large number of people some specific questions, or in collecting data about a large number of statistical units. In conducting the survey, we constructs a questionnaire (that is, a list of all the questions for which we is seeking answers). One-hundred-and-eighty-five learners of English program study of Universitas Kristen Indonesia (UKI) Toraja, South Sulawesi, Indonesia participated in this study. In this research, we applied the questionnaire and semi-structured interview as the instruments of the study. The questionnaire consists of five points of Likert Scale, namely: 5) very important, 4) important, 3) undecided, 2) less important, and 1) unimportant. Technique of analyzing data applied in this research is descriptive analysis in the form of calculation and percentage, and in analyzing the qualitative data (interview), the we used cyclical data analysis as (Mackey, Alison, and Gass, M., 2005) states that in analyzing qualitative data, we often make use of cyclical data analysis. This refers to the process of data collection, followed by data analysis, and a hypothesis-formation stage based on the first phase of data collection, followed by a second and more focused round of data collection.

4  RESULT
Richards (2002: 52) asserts that in the process of needs analysis, the first thing that must be determined is about the purpose of the needs analysis. If referring to the use of carrying out a needs analysis, there are five primary objectives to carry out a needs analysis, namely: 1) the language needs to be needed by the learners if one day they have run particular jobs. By the identification of language needs, the instructor prepare effortlessly to teach materials well to achieve student learning goals, 2) identify students who really need intensive tutoring in the aspects of the language needed, 3) to find a change in direction in terms of feelings or perceptions of certain groups of students, so it is easier to be classified according to their interests and needs, 4) to classify the potential of students about what they can do/do and what things they should do, 5) to map problems dealt with by the students in learning especially language learning.

The concept of analyzing this need was also discussed by Songhor (2007: 21) that concepts of needs analysis include some issues. Firstly, the environment situation includes information about the situation in which the course will be run (means analysis). Secondly, personal information about learners covers factors which may affect the way they learn (wants, means, and subjective needs). Thirdly, language information about learners involves what their current skills and language use are (present situational analysis). Fourthly, learners’ lacks (the gap between the present situation and professional information about learners). Fifthly, learners’ needs from course comprise what is wanted from the course (short-term needs). Sixthly, language learning needs comprises effective ways of learning the skills and language determined by lacks. Seventhly, professional information about learners embraces the tasks and activities English learners are/will be using English for (target situation analysis and objective needs). Lastly, how to communicate in the target situation covers knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis). After analyzing questionnaire in the finding by calculating and percentage, then we divided into five aspects of the learners’ needs on cultural contents based-textbook in learning Reading Professional Context at English department of UKI Toraja as follows:

4.1 Learning Objective
Item 1 about Reasons of learning Culture of Toraja in Reading for Professional Context Course is: 37% students stated to Understand on beliefs, Norms, values, and Social practices in Toraja, 33% to maintain Torajan Culture, 30% to avoid misunderstanding across the culture, 0% because their parents demand. Item 2 about Have the students ever been studied Culture of Toraja before There are 100% students stated that they had studied Torajan Culture in other courses of EFL Classroom, on the other hands, 0% stated that they had never studied Torajan Culture in Reading EFL Classroom. Item 3 about the importance of culture in Toraja for students in learning Reading for Professional Context, there is 85.41% stated very important, 10.81% as important, 3.78% undecided, and 0% that stated it is less important and unimportant.
4.2 Themes/Topic
Item 4 about the Importance of Cultural Patterns in Toraja in Learning Reading for Professional Context, there are 90% students stated that it is very important in Learning Reading for Professional Context with cultural pattern in Toraja, 7% stated important, 3% stated undecided, and 0% stated it is less important and unimportant.

4.3 Learning Materials
Item 5 about the importance of beliefs, Values, Norms, and Social Practices in Toraja in Learning Reading for Professional Context. For beliefs in Toraja, there are 50% students that stated important, 30% stated very importantly, 10% stated undecided, 7% stated less important, and 3% stated unimportant. For Values in Toraja, there are 40% students that stated very important, 35% stated important, 11% stated undecided, 5% stated unimportant, and 4% stated less important. For Norms in Toraja, there are 52% students that stated very important, 36% stated important, 7% stated less important, 3% stated undecided, and 2% stated unimportant. For social practices in Toraja, there are 65% students that stated very important, 20% stated important, 7% stated unimportant, 5% stated undecided, and 3% stated less important.

4.4 Learning Strategies
Item 6 about Types of activities/exercises based on the material content (theory, practice, filed). For practice at home, there are 30% of students stated important, 20% stated undecided, 19% stated less important, 17% stated very importantly, and 14% stated unimportant. For practice in class, there are 44% of students stated important, 21% stated very importantly, 15% stated undecided, 12% stated less important, and 8% stated unimportant. For theory, there are 45% of students stated very important, 26% stated important, 11% undecided, 10% unimportant, and 8% stated less important. For the variation of the task, there are 47% of students stated very important, 20% stated important, 12% stated unimportant, 11% stated less important, and 10% stated undecided.

Item 7 about Types of activities/task based on the number of students (individual/groups). For Individual tasks, there are 31% of students stated it is important, 23% stated very important, 18% stated less important, 15% stated undecided, and 13% stated unimportant. For group assignment, there are 40% students stated it is important, 25% stated important, 12% stated undecided, 10% stated unimportant, and 9% stated less important. For varied tasks between individuals and groups, there are 44% students stated it is very important, 25% stated important, 12% stated undecided, 10% stated unimportant, and 9% stated less important.

4.5 Evaluation
Item 8 about Type of evaluation based on materials is needed for the students in Reading of Professional Context. For language Material, there are 48% of students who stated that it is very important, 24% stated that important, 10% stated as undecided, and 9% for each less important and unimportant. For language skills (reading), there are 50% students who stated very important for it, 29% stated as important, 9% stated as undecided, 6% for each less important and unimportant. For cultural material, there are 44% students stated that it is very important, 27% stated that important, 12% students who stated undecided, 9% stated as less important, and 8% stated as unimportant.

Item 9 about Type of evaluation based on the number of students is needed for the students in Reading of Professional Context. For evaluation of individual tasks, there are 50% of students stated that it is very important, 14% stated undecided, and 12% of students who stated important, less important, and unimportant. For evaluation of group tasks, 43% of students stated that it is important, 20% stated very importantly, 15% stated undecided, 13% stated less important, 9% stated unimportant. For evaluation that varies between individuals and groups, 49% of students stated important, 18% of students stated very important, 13% students stated undecided, and 10% students who stated less important and unimportant.

Item 10 about Time of Evaluation. For time of evaluation at the end of the topic lesson, there are 48% of the students who stated that it is important, there are 18% who stated as less important, 16% of the students who stated undecided, 10% of the students who stated that it is very important, and only 8% that stated as unimportant. For time evaluation at the middle of the lesson, there are 56% of the students who stated that it is very important, 13% of the students who stated undecided, 12% that stated unimportant, 10% that stated important, and 9% that stated less important. For time evaluation all lesson has ended, there are 61% of the students who stated that it is very important, 12% stated that important, 11% stated undecided, 9% stated that less important, and 7% stated that unimportant.

5 Conclusion
The learners’ needs on Local cultural contents based-textbook in learning Reading professional context at the English department of Universitas Kristen Indonesia (UKI) Toraja, South Sulawesi, Indonesia. The students’ need on learning objective to understand the beliefs, norms, values, and social practices in Toraja for maintaining Torajan Culture and avoiding misunderstanding across the culture. The students’ need Themes/Topic about the cultural pattern in Toraja. The students’ need for learning materials include beliefs, values, norms, and social Practices in Toraja. The students’ need learning strategies include activities/exercises based on the material content (theory, practice, filed) the and a activities/task based on the number of students assigning the individual tasks, group assignment, and varied tasks between individuals and groups. The students’ need evaluation based on materials and the number of students doing individual tasks, group tasks – students’ need on time evaluation during the process and at the end of the lessons.
REFERENCES