

CHAPTER I

INTRODUCTION

This section presents the introduction of this study. It is separated into five parts: background of the study, research questions, objective of the study, significance of the study, and definition of key terms.

A. Background of The Study

Language and culture are related to each other, therefore cannot be separated (Faris, 2014, p. 14 in Kramsch, 1998; Brown, 2000). From the statement of Kramsch (1998), it is known that language is a real expression of a culture, the embodiment of cultural reality and a symbol of a culture. Where English as an international language, which in this case its development is a concern of every country. In Indonesia itself, the utilization of English as one of the fundamental subjects, which is even used in many countries. Most elementary to university students study English, because it is an important subject. So, many students who study English then know much more about English culture than their own. This may be able to reduce their curiosity about their own culture because in learning English that is taught a lot about the English culture.

This caught the attention of the English teacher at school. Such the efforts that can be one way integrating local culture into English language learning or culture-based education. Of course it is also in accordance with government programs, as emphasized by the Ministry of Education and

Culture which states that learning objectives will be achieved maximally with the lifestyle of cultural, customary and local knowledge approaches that grow and develop. Growing within the local community. By the integration of those cultural values, it is hoped that the local culture that exists in the community can be maintained and recognized through many people, both nationally and internationally. Moreover, instilling local cultural values early on it is very useful for students so, students are able to capture, understand, and preserve the past apply these cultural values in everyday life (Kemdikbud, 2006).

Discussion regarding local culture appears traditional ancient than international culture. Integration local culture in TEFL has 3 goals: (1) serve students with purposeful texts regarding their real life situation; (2) protective cultural heritage; (3) explore local knowledge (morals and life values) for character building. To achieve success in teaching English-learning process, English teachers should embrace and or integrate local culture (students' social cultural background) in their teaching, so when student learning are meaningful and useful. Functions in utilizing local culture as a way of character building as expressed by Zuchdi (2009, pp.101-102) that character building are often done either directly through certain subjects or indirectly integrated into all subjects that can develop cognition, affect, and behavior, including English with all its branches.

The application of the learning English based on culture is very possible, in order to make it easier for students to understand and accept lessons. Culture-based learning is divided into three types according to

Goldberg (2000), namely: (1) Learning about culture, putting culture as an area of science; (2). Study with culture. Learning with culture occurs when culture is presented to students as a methods for studying certain subjects; (3) Learning through culture. The methods that provide chances to show accomplishment understanding or importance tracked down in a subject through different social signs. Similar to Golberg, Straub (1999) also suggests that language learning should begin with cultural learning applicable to where the student is located. With their good understanding of their own culture, students will find it easier to identify words and sentences related to values, behaviors, traditions, customs and culture symbol. Krienger (2005) supports this statement, he shows that students who have understanding of their own culture will make them more appreciative of their own culture and understand the meaning of culture.

The combination of those cultural values according with the curriculum used now. The employment of the most recent curriculum still refers to the introduction, understanding, and production of the types of text in English (Genre). Within the 2013 text-based curriculum, there are a great chance for teachers to be ready to develop and compile quality and varied teaching materials, additionally still take a notice to the cultural aspects that has to be contained in every text. With these texts, teachers will be able to develop the standard of teaching materials that contain local knowledge and cultural values.

Based on the author's explanation above that the 2013 curriculum refers to the introduction, understanding and production of text types or genres. In this research the focus of the reading text are Procedure Text and Report Text

for first semester eighth grade. The thirteen types of this text, we can find in our daily life, like in newspapers, reports, recipe collections, legend stories, and others. For the instance in the description text; describes the beauty of tourism in Banjar and its surroundings, ranging from lakes, mountains, parks, etc., narrative; tell the legends that exist in the Banjar area, such as the Legend of Putri Junjung Buih or the Kingdom of Banjar, procedures; explain the steps to make traditional Banjar foods such as Soto Banjar Limau Kuit or Ketupat Kandangan and news items; informing news or events that occur in Banjar community in English.

Most schools in South Kalimantan still focus on books that available which get from standard government as the learning media. Which is the contents of the book, especially reading materials are not familiar to students. The goal of this study is to develop English teaching materials in Genre with the local knowledge approach of Banjar culture. Material development is carried out because the unavailability of the teaching materials in Junior High schools in South Kalimantan, especially Banjar. The development of learning materials is very necessary in order to be able to adapt to the needs of students. The development of learning materials can also make a better improvement in the grade of the teaching and learning process. As the word of Allah SWT. in the Holy Qur'an, Ar-Ra'd (13): 11.

..إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

In this verse, Allah asks every human being to make changes that can provide progress and can improve the quality of life, including teachers. It can

be concluded that they should consider making some efforts that can make the teaching and learning process better than before. In this case the development of learning materials, it can be said that they must revise, change and update the material when the material is no longer needed, incorrect, and out of date. (Yansyah, 2011, p. 3)

Rusydi (2014) explains the importance of local culture-based learning, individuals and communities can understand their own cultural identity and they be able to choose about something new, so that must be accepted or rejected in using culture-based education. The same Statement with Diana (2012), she indicates that the strongest instrument is culture-based education to instill lifestyle focus with real self-character and maintaining the values of local knowledge in order that human beings do not rooted out. A culture extracted from local knowledge isn't always an impediment to have development in the global era, however amazing cultural filter out and transformational power in accomplishing the nation's glory (Wagiran, 2012).

Seen from the background above, it is essential to develop English learning materials which can be according with local culture, so the author raises this research on the title "Developing Banjar Culture Genre Based on Teaching Materials for Eighth Grade". With so many text genres related to their own culture, hopefully students can improve their reading skill.

B. Research Questions

It's rarely to use learning materials about local culture in English, even though the provision of material about local culture is also important. So, the problem of study can identify as follow:

1. How can Banjar Culture Genre Based on Teaching Materials for Eighth Grades be developed?

C. Objective of The Study

Based on the problem of research above, the author can conclude of the objective of this research are:

1. To develop Banjar Culture Genre Based on Teaching Materials for Eighth Grades.

D. Significance of the Study

The results of this study are supposed to give advantages to a few gatherings.

1. The students

In this study the students are supposed to be able to improve their reading skill by using material based on Banjar culture.

2. The teachers

From this study it is hoped can help teachers with getting elective courses in showing process, particularly by utilizing the material based on Banjar culture

3. The readers

The readers are expected to catch any information in order to improve their knowledge by reading this paper

4. The writers

Writing this paper helps the writer to develop her knowledge and experience in composing academic writing.

E. Definition of Key Terms

Related to this study there are some important definition to avoid misunderstanding:

1. Material Development

Tomlinson (2001, p. 66) said that material improvement is a grounded field of study and experimentation. As a field, concentrates on the standards and techniques of planning, implementing, and evaluating the language of teaching materials. What is meant by practical effort refers to whatever is done by the author, teacher or student to provide information about and/or language experience in a designed way to promote language learning. Then, in this research the author will develop material for the genre of Banjar culture.

2. Teaching Materials

As said by Skinner in Jarvis (2002, p. 20) he believes that 'teaching' is technology where we can 'infer programs and schemes and methods' of instructions'. 'Materials' are equipment required for certain activity or way

of life (Cambridge, 2003). Therefore, teaching materials can be structured by providing the type of reinforcement needed to achieve predetermined outcome, which can be measured either by behavior changes or by examination and assessment of the knowledge being taught.

So, teaching material in this research focus on reading material in genre. Also it will be developed based on Banjar culture.

3. Banjar Culture

Banjar culture is the thoughts, actions, or behavior as well as artifacts related to the Banjar people in terms of history and heritage, from the past to the present which are summarized in the Malay world and the elements of its formation.

The author choose Banjar culture as the material that will be develop, because in South Kalimantan, especially Banjarmasin, do not have English material related to the Banjar culture. So, this research will develop Banjar culture genre based on teaching materials.

4. Genre

The classification of texts may differ from one theory to another. Based on the generic structure and the dominant language features used, English text is divided into 13 types. This variation is known as GENRES or text type, but not the form of text. In this research the genre that will be developed based on Banjar cultue are, Descriptive text and Recount Text.