Need Analysis on Development of Teaching Writing Materials 'Genre' Based on Gayo Local Culture

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Abstract

The research aims to analyze the needs of development teaching writing material 'genre' based on students' local culture in Central Aceh. Mix methodologies are conduct in collecting the data, interviewing the teacher and giving the questionnaires to the students. The participants of this research are two English teachers and thirty students of tenth grade from two different Islamic High Schools in Central Aceh. The samples are taken by conducting purposive sampling. The result of the study showed three things; first, writing is the most difficult skill for students to be mastered, second, teaching material based on local culture has not been available yet, the last, teaching writing material 'genre' based on local culture is needed in order to improve students' writing ability.

Keywords: *need analysis, writing's material development, gayo culture*

Abstrak

Penelitian ini bertujuan untuk menganalisa kebutuhan siswa madrasah Aliyah di Kabupaten Aceh Tengah dalam pengembangan materi 'genre' berdasarkan budaya lokal siswa. Dalam mengumpulkan data, peneliti mengaplikasikan mix metode (secara kuantitaif dan kualitatif) dengan mewawancarai guru dan memberikan kuesioner kepada siswa. Partisipan dalam penelitian ini adalah dua guru bahasa Inggris dan tiga puluh siswa kelas sepuluh dari dua Sekolah Menengah Islam yang berbeda di Aceh Tengah. Sampel diambil dengan melakukan purposive sampling. Hasil penelitian menunjukkan tiga hal; pertama, menulis adalah keterampilan yang paling sulit bagi siswa untuk dikuasai, kedua, bahan ajar berbasis budaya lokal belum tersedia, yang terakhir, bahan ajar mengajar berdasarkan budaya lokal diperlukan untuk meningkatkan kemampuan menulis siswa.

Kata Kunci: analisis kebutuhan, pengembangan materi menulis, budaya gayo

Introduction

As an international language, English has been learned by most of countries in the world. However, learning English is not easy, there are some skills and sub skills which must be familiar with the learners; listening, reading, speaking and writing are the four main skills in learning English. The former is the most challenging skill to be mastered for second and foreign language learners [1]. Writing is very complex activity; it needs a combination between process and product, such as getting and combining the ideas. As a complicated job, writing needs others skills to make it good such as unlimited vocabulary and good grammatical structures. As Richard and Renandya stated that writing is not only generating and organizing ideas in our mind, but also translating these ideas into a readable text. This is the reason why teachers need to have an enormous methods, techniques and materials in teaching writing [2].

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[1] Sri Diana and Musdalifah Mansur, 'Need Analysis on English Teaching Materials for Ict Students', *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4.2 (2018), 209 <https://doi.org/10.24252/eternal.v42.2018.a6>.

[2] Richards, Jack C and Renandya Willy.2002. *Methodology in language teaching*…p.303

As the teacher of one Islamic school in Central Aceh states that writing is a challenge for students, the main problem is their lackness in vocabulary and incomphensive grammar, they also fell difficult to structure their idea. Very often, their low ability in writing may lead the lower score in their English.

One of the ways to improve students' writing ability is by providing the teaching materials for student[3]. Teaching materials are the materials which are given to the students to be mastered and used in learning. The teaching material itself should certain characteristics based on the subject in syllabus or curriculum. [4]. According to Agustina et al (2016), the usage of teaching materials can help the teachers or educators in alleviating their limitedness in delivering information or to maximalize the learning hours in the class. [5].

However, to make the students easier in getting the idea in the writing materials, it would be very helpful by integrating the teaching materials with students' local culture. Goldberg distinguishes culture-based learning into three types, namely: 1) Learning about culture (placing culture as a field of science). 2). Learn with culture. Learning with culture occurs when culture is introduced to students as a method or method for learning a particular subject. 3). Learn through culture[6]. Learning through culture is a method that provides opportunities for students to

demonstrate the achievement of the understanding or meaning, it creates in a subject through various cultural manifestations. In line with Golberg, Straub also recommends language learning must begin with cultural learning that applies in where students are [7] . With a good understanding of their own culture, students will find it is easier to recognize vocabulary related to values, behavior, traditions, habits and cultural symbols. This statement supported by Krienger, he points out that students' understanding of their own culture would make them more respect their own culture and understand the notions of culture[8]. Through culture, students also get the moral value from their local wisdom and it may develop their own characters.[9]

This is in line with government programs, where the integration of culture in learning process is emphasized by the Ministry of Education and Culture, who states that the objectives of learning will be achieved optimally with the existence of cultural, indigenous and local wisdom approaches that grow and develop in the local community. With the integration of these cultural values, it is expected that the various local cultures in the community can be maintained and are known by the wider community, both nationally and internationally. In addition, early inserting of local cultural values on students is beneficial so that students are able

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[3] Muhammad Rama (FKIP Universitas Baturaja) Sanjaya, Muhammad Doni., Sanjaya, 'Jurnal 2549-4139 2549-4120', *Educative Journal*, 3.1 (2018).

[4] Aryanti (FKIP Universitas Baturaja) Agustina, 'Jurnal 2549-4139 2549-4120', *Educative Journal*, 3.1 (2018).

[5] Agus Nur Khomarudin, Liza Efriyanti, and Muhammad Tafsir, 'Jurnal 2549-4139 2549-4120', *Jurnal Educative*, (2018).

[6] Goldberg, M. *Art and learning: An integrated approach to teaching and learning in multicultural and multilingual setting* (New york: Addison Wesley Longman, 2000)p.87

[7] Rahim Uddin Choudhury, 'The Role Culture in Teaching and Learning of English', *Express, an International Journal of Multi Disciplinary Research*, 1.4 (2014), 1–20 <https://doi.org/http://express-journal.com/pdf/april14issue4/theroleofcultureinelt_rahimuddin.pdf>.

[8] D Krieger, 'Teaching ESL versus EFL: Principles and Practices', *English Teaching Forum*, 43.2 (2005), 8–

[9] Wagiran, 'Pengembangan Karakter Berbasis Kearifan Lokal Hamemayu Hayuning Bawana', *Pendidikan Karakter*, 2, 2012, 1–18.

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to absorb, understand, and preserve and then apply these cultural values in daily life[10].

Integrating local culture into English learning can be applied by incorporating elements of local culture in learning devices. As stated by Lestari "for the majority of students, the main opportunity to learn foreign cultures is when they learn the language, foreign language teacher should include cultural learning as one of the elements that must be taught." [11] Foreign language teachers have an obligation to introduce cultural elements when they teach language. It is the reason why the teaching materials should be presented as natural replicas where the language is used.

The integration of these cultural values is accordance with the curriculum which is used this time. The latest curriculum used is still referring to the introduction, understanding, and production the types of texts in English (Genre). In this 2013 text-based curriculum, there can be a great opportunity for teachers to be able to develop and compile a qualified and varied teaching material, while still taking into the cultural aspects that must be contained in each text. With these texts, the teacher may be able to develop qualified teaching materials which contained local cultural values.

As the writers explained above that 2013 curriculum refers to the introduction, understanding and production the types of texts or Genres. In English, there are 13 kinds of genre; *Narrative Text, Recount Text, Text Procedure, Report Text, Analytic Exposition Text, Hortatory Exposition Text, Explanation Text, Descriptive Text, Discussion Text, News Item Text, Review Text, Anecdote Text, Spoof Text*. We can find the thirteen types of text in everyday life, whether in newspapers, reports, collections of recipes, stories of legends and others.

Integration of cultural values, in this case *Gayo* culture in genre lessons can be applied. The Gayo tribe is an ethnic group that inhabits the highlands in the province of Nanggroe Aceh Darussalam. Gayo tribe inhabits three districts namely Central Aceh Regency, Bener Meriah Regency and Gayo Lues Regency.

One of the cultural elements that always attract attention among the Gayo people is art. Famous forms of Gayo art include *saman* dance and spoken art called *didong*. In addition to entertainment and recreation, these art forms have a function of ritual, education, information as well as a means of maintaining the social balance and structure of society. In addition there are also forms of art such as: *Bines* dance, *Guel* dance, *Munalu* dance, *sebuku* (*pepongoten*), *guru didong*, and *melengkan* (art of speech based on *adat*). In addition, the Gayo tribe is also rich in legendary stories that are characteristic of high culture such as the Legend of Putri Pukes, Putri Ijo, Lake Lut Tawar, Batu Belah and others.

In line with the richness of art and culture, Gayo is also blessed by God with the richness and beauty of nature and cuisine, located in the highlands and cool air, Gayo land is one of the best coffee producers in Indonesia. Lut Tawar Lake, Loyang Koro Cave, Mengaya Waterfall, Bur Telege and Pantan Terong are some of the attractions that can be visited. The diversity of traditional foods such as *Asem Jing* and *Gutel* really spoil the taste of the audience.

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[10] Kementerian Pendidikan Nasional. *Pengembangan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah.* (Jakarta: Kementerian PendidikanNasional, Badan Penelitian dan Pengembangan Pusat Kurikulum.2010), p.13

[11] Lies Lestari and Universitas Negeri Surabaya, 'Mengenalkan Aspek Budaya Dalam Pembelajaran Bahasa Inggris', November, 2017 <https://doi.org/10.13140/RG.2.2.23518.95049>.

All of this cultural, artistic and natural wealth will be poured into the English language learning tool for Madrasah Aliyah students in Central Aceh. For example in *description* text; by describing the natural beauty of *Gayo* land, starting from the lake, coffee plantations, filigree, etc., *narrative*; telling the legends which exist in *Gayo* region, such as the Legend of *Putri Pukes* or *Atu Belah*, *procedure*; explain the steps for making traditional *Gayo* foods such as *Gutel* or *Asam Jing* and news *items*; inform news or events in *Gayo* community in English.

Integrating English material into the local culture has been done by some researchers. The first was Siti Sudartini *"Inserting Local Culture in English Language Teaching to Promote Character Education"*, she tried to critically examine the practices of learning foreign languages, especially English, which generally paid little attention to the acculturation aspects of the accompanying culture and also looked for alternative solutions for the sake of support the achievement of character building based education in this country[12]. In fact, the practice of teaching English always provides a space for the insertion of foreign cultural values of the speaking community which is not necessarily in line with our cultural values. In line with the objectives of national education, it seems that one effort that can be done to anticipate the impact of foreign cultural insertion is to integrate the values of Indonesian local culture into learning English as an alternative way to support government efforts in promoting character-based education which is believed to be very important for grow, improve and maintain the spirit of nationalism of the next generation of this nation. As a conclusion, Siti added that the addition and integration of local cultural

values can be an alternative in preparing the cultural background and identity of students who are expected to increase their national awareness when they learn about other cultures in the practice of learning English. The similarity between Siti's research and this research is to raise the local culture, but in Siti's research only examines the extent to which English learning integrates with local culture, while this study will develop learning materials that interact with local culture.

Based on the pre observation, teachers never develop materials which integrated with students' local culture. The English teaching materials are mostly taken from students' worksheet from the publishers. By this research, the writer tried to find out the teaching writing materials' need of the tenth grades Islamic senior high school students. Need analysis is applied to get the information about the material which meets the learning needs of learners.

In developing the teaching materials, there are four stages that must be followed by the teachers: it called 4-D development methods[13]. The development stages of the model are summarized as follows:

Define

The purpose of this stage is to set and define learning conditions. There are 4 main steps in the definition phase, namely the initial-final analysis, student analysis, concept analysis, task analysis and the formulation of learning objectives.

Initial-Final analysis

This analysis aims to determine the fundamental problem so that the media needs to develop teaching materials to reduce and solve problems.

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[12] Siti Sudartini, 'Inserting Local Culture in English Language Teaching To Promote', 45–54.

[13] Jurnal Kreano, 'Desain Model Pengembangan Perangkat Pembelajaran Matematika', *Kreano: Jurnal Matematika Kreatif-Inovatif*, 3.1 (2012), 59–72 <https://doi.org/10.15294/kreano.v3i1.2613>.

Student analysis

This analysis was conducted to identify the characteristics and initial behavior of students in accordance with the plan to develop teaching materials in accordance with the local culture of *Gayo* ethnic.

Concept analysis and specifications of Learning Objectives

This analysis is carried out to identify, detail and systematically compile the material concepts that will be taught to students.

Development Needs Analysis

This development needs analysis is carried out to see things related to the product material being developed, including: (1) the teacher's needs for the developed teaching material; (2) time efficiency, and (3) the ability of students to absorb material and produce their own text taught.

Design

The purpose of this stage is to prepare learning devices. This initial design is the design of learning devices along with the instruments to be developed. Activities carried out at this stage are: (a). Make learning designs in the form of lesson plans; (b). Make a teaching material design in the form of types of texts relating to the local culture of *Gayo*

Develop

The purpose of the development stage is to modify learning devices so that to produce learning material based on local culture of *Gayo* tribe. This development phase was tested on a small scale in class X one of the MA in Takengon in the academic year 2018/2019. The activities at this stage are: (a). Validation of the learning design (RPP); (b). Validation on the Development of

teaching materials in the form of types of text based on *Gayo* culture approach; (c). Test the product

Distribution (disseminate)

This stage is the stage of using the results of developing teaching material on a wider scale, for example in other classes, in other schools, by other teachers. The steps in this stage are validation and packaging testing.

Beside 4-D Models of development, another model which can be applied in developing the materials is ADDIE model. This model was introduced by Steven J. Mc Griff. [14] ADDIE stands for Analysis, Design, Development, Implementation and Evaluation. The step of this model are:

Analysis

In analysis phase, the researcher identifies and develops clear understanding of learners' needs. The researcher also identifies a set of goals and objectives of the course based on the existing syllabus used at the school. Then, considering time line and budget needed in this research.

Design

In this step, the researcher designs the materials based on the goals and objectives of the learning process, designing blue print or materials frame work, determining target population description, selecting delivery materials, and identifying as much as sources.

Development

There are six steps in this phase. 1) listing what activities which can assist the learners learn the materials. 2) selecting the

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[14] Mubar, M. K. N. A. (2015) Volume I, Number 02, December 2015. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *I*(2), 257–269.

best way which is appropriate with learners' styles. 3) developing and producing materials dealing with the learners' needs and the goals and objectives of the course. 4) organizing the materials. 5) validating the materials to experts to make sure whether the materials is macth to the students' needs as well as the goals and objctives of the course or not. The last 6) implementing the dinal product

Implementation

This phase deals with trying-out the product. In this case, the product is going to be implemented in the real learning/teaching.

Evaluation

After trying the product, it needs to know the quality of the product. It measures the content of the developed materials. In this evaluation, one expert is involved to check the quality of the product.

From both models above, needs analysis becomes the first and the base part in developing the material. According to Brown, the prominent of need analysis as an initial step to develop the curriculum and it is the systemic collection and evaluation of all subjective and objective records important to outline and validate defensible curriculum purposes and that fulfill the language mastering necessities of students within the context of particular establishment that have an impact on the learning and teaching state affairs[15]. It is supported by Iwai et al, which state that need analysis is essential for developing a course because it forms rational

basis for all the other component of a systemic language curriculum.[16]

The application of Needs Analysis in EFL curriculum firstly introduced in 1960 as language program which focusing on English for Specific Purpose (ESP) instruction. Although earlier Needs Analysis was firsly designed for ESP, however, today it is also used for EFL in general.

Need analysis is a fundamental step in designing course; it has been discussed by some experts such as John, Nunan, and Dudley et al. John (1991) claims that Need Analysis is as the first step in curriculum design which can provide the validity and relevancy for curriculum design activities. Nunan (1994) supports this argument; he says that "need analysis is a set of procedures for specifying the parameters of a course of study which include the criteria and rationale for learner, the sequencing and selection of course content, methodology course length, and intensity and duration. Dudley et al (1998) add that need analysis is the process of determining how and what the course is.

There are four models of need analysis which has been acknowledged by some experts. First, Target Situation Analysis (TSA), this model focused on students' needs at the end of language course [17]. Second, Present Situation Analysis (PSA) demonstrates the gap between the present and the target. According to Robinson, PSA aims to find out the language proficiency of the students when the language course begins and their strengths and weakness. Third, Hutchinson and Waters' model (1987) is the need analysis model which has two parts: Target Analysis and learning needs. Target Situation in this model is about

[15] Brown, J.D. *The elements of language curriculum: a systematic approach to program development.* (Boston, Massachsetts:Heinle&Heinle Publisher, 1995), 95

[16] Sri, D., Musdalifah, M. Needs Analysis on English teaching materials for ICT Students. *(Eternal Journal, V   2019).* P.201

[17] Robinson, P. *ESP Today: a practitioner's guide.* (Hemmel Hempstead: Prentice Hall, 1991).

students' "necessities', 'lack' and 'wants'. The last is Dudley-Evans and St John's model, this model provide personal information about learners, language information about target situation. In this model, personal information covers about learners, lack of learners, students' need from course, the needs of language learning and the way to communicate in target needs[18].

Given the background of knowledge above, this research aims to find out the students' need in developing teaching writing material based on Gayo Local Culture.

Review of Related Literature

In developing the teaching materials, learners' need is a fundamental aspect to be considered by the material designers. Hutchinson and Water (1987) describe needs as *target needs* or what the learners need to do in the target situation, and *learners' needs* are defined as what the learners need to do in order to learn. According to them, target needs contain of necessities, lack and want. Necessities mean the students' interest to function effectively in the target situation. Lack can be defined as the learners' obstacle in coping with their target situation. While want refers to learners' expectation after taking the course[19]. This argument is supported by Walden (2012), he argued that Needs Analysis attempting to relate a relation between learners want and their needs. Like three linguists before, Kawpet (2009) also agree that learners' needs are related to many hopes, prediction and personal judgment.

Furthermore, some linguists agree that that the deep investigation on Needs Analysis

are related to the development of curriculum (e.g. Bosher &Smalkowski, 2012, Chaudron, et.al, 2005). It is followed by Songhori (2007), he stated that Needs Analysis consist of environment situation, personal information on students-some factors affecting the learning method; learners' language information about their recent skill and language use; learners' weakness/lack, learners' needs from course and language learning needs.[20]

Needs Analysis have been conducted by some researchers to find out students need in learning English. Sri and Musdalifah found that students in GGS (Computer Genetic School) needs English teaching materials focusing on speaking and listening skill[21]. While needs analysis which is conducted by Aramita and Halimi showed that engineering students in Univeristy of Indonesia were not really in to English language[22]. They recommended the institution to collaborate with other companies to get the information about the language use in the field work. Kim in Korea conducted needs analysis in order to find out the students in developing ESP course for engineering students[23]. Andi and Arafah's research about needs analysis found that a material development methodology which has resulted in a lesson plan and a prototype for one unit of needs analysis-based

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[18] Sri, D., Musdalifah, M. Needs Analysis on English teaching materials… P.201

[19] Sebastianus Menggo and others, 'Needs Analysis of Academic-English Speaking Material in Promoting 21 St Century Skills', *International Journal of Instruction*, 12.2 (2019), 739–54 <https://doi.org/10.29333/iji.2019.12247a>.

[20] . Sabarun, 'Needs Analysis on Developing EFL Paragraph Writing Materials at Kalimantan L2 Learners', *English Language Teaching*, 12.1 (2018), 186 <https://doi.org/10.5539/elt.v12n1p186>.

[21] Rina and Mansur.

[22] Lavinia D.W. Araminta and Sisilia S. Halimi, 'Asean Economic Community 2015: Needs Analysis of Universitas Indonesia's Engineering Students', *Indonesian Journal of Applied Linguistics*, 5.1 (2015), 10–17 <https://doi.org/10.17509/ijal.v5i1.841>.

[23] Kim, Hyun Hyo. (2013). Need Analysis for English for Specific Purposes course Development for Engineering in Korea. International Journal of Multimedia and Ubiquitous Engineering. Vol.8, No. 6. PP. 279 288. http://dx.doi.org/10.14257/ijmue.2013.8.6.28

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instructional materials [24]. In needs analysis which conducted by Chen et al, they found that students and employers have different perspective about their English needs and the skills which have been learned in the school are not match with the skill require by employers in the work place.[25]

Given the result of the research found by the researchers above, almost all them conducted the research in order to know the partcipants' needs in developing the teaching materials. Jeong and Kim conducted needs analysis for elementary English underachiever in Korea, they found that 1) developing teaching materials are needed to help teachers to teach underachievers with practical materials and 2) the suggested direction for developing teaching materials may guide teachers to enhance their own teaching materials for underachievers [26]. Mubar, developed English teaching materials in speaking based on the result of his needs analysis students in MTsN Model Makassar. This developed teaching materials are designed based on the students' needs who wanted some activities in improving their speaking ability [27]

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[24] Kaharuddin Andi and Burhanuddin Arafah, 'Using Needs Analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English', *The Turkish Online Journal of Design, Art and Communication*, April, 2017, 419–36 <https://doi.org/10.7456/1070ASE/045>.

[25] I-Ju Chen, Yung-Hao Chang, and Wei-Huan Chang, 'I Learn What I Need: Needs Analysis of English Learning in Taiwan', *Universal Journal of Educational Research*, 4.1 (2016), 1–5 <https://doi.org/10.13189/ujer.2016.040101>.

[26] Jeongryeol jeong, Myeonggi., kim, 'Needs Analysis and Development of Teaching Materials for Elementary English Underachievers', *English Teaching*, 67.3 (2012), 365–94 <https://doi.org/10.15858/engtea.67.3.201209.365>.

[27] Miftahul Khair Nur Ali. Mubar, 'Volume I, Number 02, December 2015', *ETERNAL (English, Teaching, Learning, and Research Journal)*, I.02 (2015), 257–69.

METHODS

This research applied mix methodologies quantitative and qualitative method. The data was taken from two English teachers and thirty of tenth grade students from different Islamic Senior High School, MAS Darul Mukhlisin and MAN 1 Aceh Tengah. Both of the sample were taken by using purposive sampling, this method was applied due to the small number of Islamic Senior High School in Central Aceh and the writer do not want to generalize the sample. The teachers were interviewed with semi-structured and students were given a questionnaire to be filled. The result of interview was analyzed by descriptive qualitative while the questionnaire examined quantitatively.

This needs analysis applied Dudley-Evans and St John's model, where the students' personal information is needed in order to classify the students' need in teaching writing material. The data were taken form students result of questionnaires. This questionnaire refers to factual information gathered form observation and it consisted of items regarding Englsih materials and what students needs from that materials.

There are seven main parts in the students' questionnaires, Students' personal information, Students' preferability in learning English, Students' need of language aspects, Students' need for teaching writing materials, Students' perception about integrating the material with their local culture, Students' preference in Learning, and students' opinion about their learning material.

FINDINGS AND DISCUSSION
Result of Interview with the teachers

There are two Englsih teachers from two different schools who were interviewed. The interviews were a semi-structured where the questions are not standard questions. This

model was chosen to get data more deeply. There are four main results of interview, they are:

The most difficult skills for students to be mastered

Teacher A answered:

"Speaking and writing are still challenge for my students. But, writing is the most, because my students are difficult to pour their idea into sentence, then sentence to paragraph, they are lacking of vocabulary"

Teacher B replied:

"Of course writing is the most difficult skill to be mastered by the students, due to its complexity. Moreover, students do not have many vocabularies and they have weakness in understanding tenses, grammar, so that they feel difficult to arrange the sentences"

Both of teachers claimed that writing is the most difficult for students to be learnt because it needs other subskills such as vocabulary and grammar. The lack of vocabulary and the weakness in grammar are the fundamental problem in writing. It tends to make students difficult to understand the the structure and kinds of the text, such as genre. Moreover, it leads a complicated way to get the idea and arrange it to become sentences, paragraphs and texts.

The availability of teaching writing material

The answer of teacher A:

"I only use students' handbook and worksheet for teaching writing, sometimes I took the material from internet. I agree that it is not enough for teaching writing"

The answer of teacher B:

"Yes, there is teaching writing material, but its only a little, I think we need to add some more or get from other source except students' LKS"

When the researcher asked about developing the material based on students' need, teacher A stated:

"Not yet, I have a plan to do that, but I think we need much time"

Teacher B answered:

"Actually it's should be done, but we don't have much time"

One of teachers used text book from publisher as the main material to teach all the English skills. However, sometimes the material in the textbook is not enough to teach writing. While other teacher used students' worksheet from the publisher. She also claims that only little of writing material explained in that worksheet. Both of teacher also stated that they never develop their own material based on students' need.

Teaching Genre for students

Teacher A replies:

"Genre is one of fundamental material in English, it always appear in each semester, and it's an important to be mastered. I only teach what the text book explained, of course it should be related to the curriculum, but I think it's also not enough, we need to have additional material or develop it"

Teacher B comments:

"Based on the English standard of competency, students must have ability to write English, so that they need to know the kinds of text or Genre. Actually, teaching Genre sometimes is

quite challenge because the limitness of source"

Both of teachers concur that Genre is an essential material to be taught. However, the lack of source makes the teaching Genre does not run well.

The integration of material with local culture

Teacher A comments:

"I think it's a very good idea, sometimes I link the culture with our teaching material, but the chance to do it very limited. It's really important, as we can see that now students get moral degradation, they don't have respect to their teachers. It's really different with students in some previous year before. Yes…they need to learn much from their culture, I think Gayo culture have many good moral value for students"

Teacher B states:

"Occasionally, we found our own culture in the students' book, such as legend about *Atu Belah* but it's rarely. Actually when we have it, we can teach about moral value for students. Yes, nowdays students prefer other western or Korean culture, they are quickly learn about that but they forget about their own culture. I think it's very good to have culture in our material.

Two of teachers sometimes connect the material with their local culture, Gayo. However, not all the material can be linked with the culture. They also agree that the integration of culture in teaching material is really needed due to the diminishing of students' moral and identity.

They also added that, nowdays, students' are rarely learn about their own culture. They prefer to follow foreign culture such Korean and Western culture. It becomes a serious attention for teachers. When students' lost their own identity, it would hard for them to understand themselves.

When the researcher asked about the possibility of Genre to be interated with Gayo local culture, teacher A answered:

"In my opinion, it's very possible, because Gayo has many things to be explained with different type of text, such the beautiful sceneries, Gayo coffee plant, the arts and the traditional food"

The answer of teacher B:

"Yes, it's very possible. I believe it will be very interesting, because we can deeply learn our own culture, in the same time we also comprehensively learn the genre, the language feature" also the structures"

From the scripts above, it can be concluded that Genre may be very possible to be integrated with Gayo culture due to the richness of that culture can be clearly explained and described in types of Genre such as narrative, procedure, recount, hortatory, descriptive and news item.

It is the reason why it needs to integrate the local culture with teaching material. As Rusydi explained that individuals and communities can recognize their own cultural identity and they can decide about new things that can be accepted or must be rejected by using culture-based education [28] . This statement is in line with Diana, she points out that the most powerful tool is culture-based education in order to instill

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[28] Rusydi, I. Pendidikan Berbasis Budaya Cirebon. (Cirebon: Intizar, 2014)

a culture awareness with real self-character and preserve the values of local wisdom so that people are not deprived of their roots[29]. This is also supported by Wagiran, who states that a culture extracted from local wisdom is not an obstacle to progress in the global era, but instead becomes a filter of extraordinary culture and transformational power in achieving the glory of the nation.[30]

Result of Questionnaire from students

As the writer mentions in methods the questionnaire is ordinary questions which refers to factual information gathered form observation and it consisted of items regarding Englsih materials and what students needs from that materials. There is different scale of answer in each question.The result of the questionnaires can shown as follows:

Students' personal information

There are thirty students become the participats of this research. Ten students come from MAS Darul Muchlisin and the rest from MAN 1 Aceh Tengah. From thirty participants, 23 of them are girls and the others are boys. Most of them started learning English in junior high school (75%) while 15% of the participants have been learning English since in elementary school.

Students' preferability in learning English

Almost half of participants choose speaking as their favorite skill (40%), the second big portion of students select

listening as the most lovable skill (26.6%), the third is reading which is choosen by 20 % of the participant and the last is writing, which is only selected by 4 students or 13.3%.
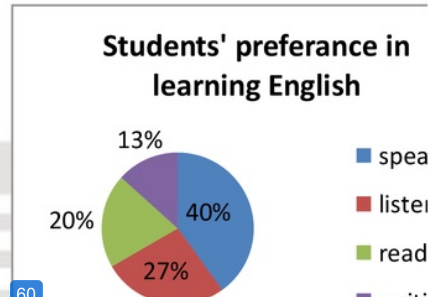

Figure 1. Students' preferance in learning English

Figure 1 showed that most of the participants prefer to learn speaking to other skills. This result supported by the teacher who said that students are very happy when they ask to imitate the teacher or songs; they also like to practice the conversation. Some students are very good in singing English song although they do not how to write the lyrics correctly.

Conversely, writing is the most uninterested lesson for students. The complexity of writing becomes the reason why this skill does not really attract the students' interest.
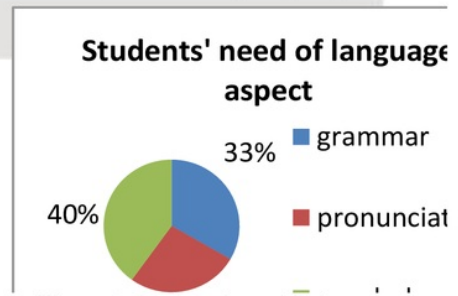
Students' need of language aspects

Figure 2. Students' need in language aspects

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[29] Diana, N. 2012. *Manajemen Pendidikan Berbasis Budaya Lokal Lampung (Analisis Eksploratif Mencari Basis Filosofis)*. Analisis, XII(1), 183-208.

[30] Wagiran, *Pengembangan KarakterBerbasis Kearifan Loka Hamemayu Hayuning*, (Jurnal Pendidikan Karakter Tahun II, Nomor 3, Oktober 2012), hlm. 111

Pie chart above provides information about the students' need in learning language aspects. Vocabulary is the most needed aspect for students to be learnt with 40%. Grammar becomes the second language aspect which students' want to study and pronunciation is the lowest preference with 27% of choice.

It can be assumed that students are lack of vocabulary and grammar so that they feel difficult to learn writing due to the importance of vocabulary and grammar in developing ideas and structure in writing. In developing the teaching writing material, teacher should pay a big attention to two of these language aspects.
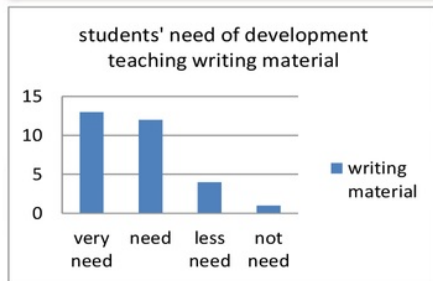
Students' need for teaching writing materials

Figure 3. Students' need of teaching writing material

The picture above describe about students' need of teaching writing material. Three quarter of students (about 25%) agree that teaching writing material is really need or need in the process of teaching and learning.

The limitedness of writing material in their textbook or handbook becomes the reason why they need the development of teaching writing material.

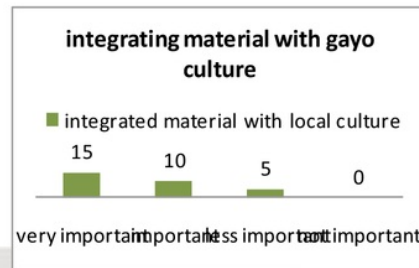## Students' perception about integrating the material with their local culture

Figure 4. Students' perception about integrating the material with gayo culture

The figure above showed that majority of students agrees that integrating the teaching writing material with their local culture, Gayo, is very important. As the result of interview with the teacher, students never have the integrated material with their culture. Based on students' perception, integrated material with their local culture may help them to be easier in understanding the writing, because they have background knowledge about their own culture.
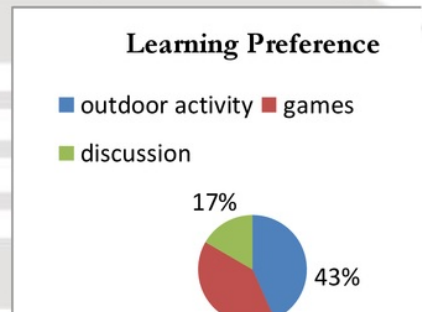
Students' preference in Learning

Figure 5. Students' learning preferance

Learning activity is an essential for students in study. How the material delivered is very influenced to students' understanding. This information is important for the teacher to develop the teaching material.

From the figure 6, it can be seen that 43% of students prefer to have out of class activity. A big portion also is showed by students who choose games as the learning preference, where 12 of them or 40%. There is only 5 students or 16% who like discussion as the method of study.

Students' Opinion about their learning material

The students also were asked about their opinion about the learning material such as handbook or textbook, especially in writing skill. All of them (100%) stated that they need additional material from their teacher, not only from the publisher. They also argued that the text book or handbook is not enough to give description and explanation about writing. Sometimes, teachers only asked them to do exercise in their workbook without any explanation.

Most of them (95%) also agree that model of text (Genre) is a fundamental material in writing. It needs to be developed. They also assumed that integrating their local culture with Genre would help them to understand the generic structure and language feature of the Genre.

Based on the result of interview, it can be seen that both teachers agree that they need to develop the teaching writing material based on Gayo culture. Based on their experiences, Writing is most difficult skill to be taught due to its complexity. In line with teachers, students' result of questionnaire also shown that writing is the most uninteresting subject for students where only 13% of them choose writing as their favorite subject. They also lack in vocabulary where 40% of them choose it as their needs in learning English. With this limitedness, they are forced to understand many model texts in writing. Students also feel challenging to understand the language feature and generic structure of the genre. However, the material about genre that they have been learning always describes about other culture. They concured that developing teaching writing material based on Gayo local culture would help students to comprehend the genre easier due to the background knowledge they have.

Conclusion

The result of this analysis indicates the strong need of development teaching writing material based on Gayo Local Culture. As the result of interview and questionnaire, it showed that writing is the most difficult skill to be mastered, which only 13 % of students chose it as their learning preference. However, teacher never develops the teaching material based on their students needs. Teacher also should prepare an interesting learning in the class such as going outside the class or having games (as 43% and 40% of students chose this as their learning preference). This is really important for students in order to avoid the boring athmosphere in the class. Moreover the complexity of writing may lead students to be unenthusiastic in learning writing. Furthermore, students' needs in learning English, such as vocabulary (40%) also should become teachers' big attention; teacher may give some new vocabulary in each meetings. This result of analysis hopefully could give information for teachers in Central Aceh, and the writers recommends the institution, curriculum designer and course designer to develop the teaching materials based on students' need.

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