



Local Culture Based Learning Materials and Reading Interest of English Students IAIN Padangsidimpuan

Eka Sustri Harida¹, Sri Rahmadhani Siregar², Addini Hayatunnuha Rahmadani³

^{1,2} Universitas Islam Negeri Syahada Padangsidimpuan, ³ Universitas Islam Negeri Imam Bonjol

Email: ekasustri@uinsyahada.ac.id; sriahmadhani@uinsyahada.ac.id; dinidani@gmail.com

Abstract

Introduction to The Problem: Reading interest is important for the students to learn; and reading materials is also important. **Purpose:** The purposes of this study were to identify students' reading interest and to explore the effectiveness of local-culture based learning materials to the students' interest of reading of English Department IAIN Padangsidimpuan. **Design/methods/approach:** It was done by using quasi-experimental research, with pre-test and post-test design. Data were collected by using reading interest questionnaires, and analysed by using SPSS 20 to know means, standard deviation, and independent t-test. **Findings:** After analysing, the students' reading interest in pre-test was 43.58 and in post-test was 60.11. Using local culture-based learning materials to students' reading interest has significant effect, because the value of significance of t-test value (0.000) smaller than 0.05, and hypotheses was accepted. **Research implications/limitations:** Thus, it was suggested to the lecturers to be more creative to use learning materials. It will be better if the learning materials given are having relationship to the students' life and culture in order to make them activating their schemata in reading, because it helps the students in comprehend what they learn.

Keywords: *Reading Interest, Reading Materials, And Culture-Based Materials*

Introduction

Learning materials are very useful to enhance the result of learning process. Learning with the materials that is familiar with the students will have good affect to their learning. Further, learning with authentic materials will bring the students to the real things that they faced in daily activities. Authentic materials based on the students' social cultures assumed are good as one solving problem for the teachers to help the students learn. It is interested to gain the information about the students' respectfulness to the materials.

As known, reading is one of English language skills that is important to be developed. It is the activities of the readers to get information from the written texts. When the readers try to take the information from the texts, they will try to understand what are in the text. In order to

take the meaning, they will do many things; such as opening their dictionaries when they get difficult words, asking teachers, or discussing with their friends. It is also possible for the readers to connect what they read with schemata they have. They will connect the information to their background knowledge, to their culture, and their livings. The activities will make them being able to understand what they read.

Reading at school actually serve the students about information related to their knowledge, experiences, livings, and others. They need learning sources to support their learning. Unfortunately, there are no textbook sources written based on social culture in Padangsidimpuan. Many texts in the students' textbooks tell them about many things, but there are not talking about their livings. It is needed to be solved to make the students familiar with what they read.

It is realized that by giving authentic materials in reading the students will have good interest and good comprehend in reading. Authentic materials are the materials related to students' need and students' real life, one of the solutions for giving students authentic materials is giving them reading materials based on their cultures. As stated by Sacha Anthony Berardo (2006) that authentic materials related to students' life is very successful to improve students' reading skill. It has been proved that using the materials to learn having connection to their life and background knowledge will help the students become good in reading. Learning by using the materials served around them will help the students learn better.

English learning materials based on local culture of South Tapanuli is one of the materials chosen; it is related to the students' life. Needs of materials in reading is one problem for the teacher and students. Having good and appropriate materials to their social life will really helpful for them to study. Culture based reading materials really help the students to learn, and it will help the students' interest in teaching and learning process of reading comprehension. Based on findings that the students are excellent in reading when they applied the culture based supplementary reading materials for SMP students (Utami et al., 2014). The students who gave reading materials based on their culture have good skill in reading comprehension. It is as one reason made the writer interested to try to the students in the level of University.

Literature Review

Sociocultural Theory

Sociocultural theory means the concept of learning based on the context social and culture. Social culture means learning that relates to, or involving a combination of social and cultural factors. Tracey and Lesley (2006) explained that sociocultural theory stressed to the social,

cultural, and historical factors of someone. When someone learn, he/she usually connect their learning with the factors. This theory is related to sociolinguistics, meanwhile sociolinguistics concerns to languages aspects and the interaction, while sociocultural concern with the large concepts of culture, not only in using the languages, but also to all of the aspects, such as social, culture itself, language, relationship, and others. This theory involves the connectivity of languages to the social and cultures.

In the sociocultural views, someone who learn will develop their understanding by connecting the languages or their learning to the contexts of social, culture, and history that they have. Their learning will increase when they have the deep understanding of the social, culture, and history. By understanding the life further, and realizing that they relate one each other, will help learners to interpret what they learn, to interpret the world, and understanding it.

According to Lantolf & Thorne (2002) sociocultural theory is a part of psycholinguistics in which stated that the symbols and interpretation have the high relationship. The knowledge of the students about sociocultural will help the students to develop their ability, help them to identify and understand about concepts and facts. Applying the concepts of sociocultural will make the learners' memory, attention, plans, learning, and rational become related one each other. So, it is clear that the concepts of sociocultural is related to learning, and it is also connected their schemata in order to be applied in their daily livings.

Teaching and Learning Materials (TLMs)

Further, teaching and learning materials are important to support learning. Teaching materials means the aids or tools that are used by the trainers or teachers to help them in teaching the lesson effectively (Chanda et al., 2008). Teaching materials used for helping teachers in giving the students contents of what will be taught. Meanwhile, learning materials means the materials for the students to be learned, it means instructional materials. Learning materials as Instructional materials are “the tools used in educational lessons, which includes active learning and assessment”. In addition, learning materials are the aids used by the learner/trainee to help him/her learn effectively (Chanda et al., 2008). The teachers used the materials to teach the students, without materials, it will make learning process useless. TLMs can be in the form of maps, charts, books, diagrams, videos, and others. TLMs prepared to the students about the subjects that they will be learned, it is very helpful for the students and the teachers to support the teaching and learning process.

TLMs are important for the students to learn, and for the teachers to teach. According Ahmad (2019) that teaching materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student

success. Based on the explanation, it is known that teaching materials will be tied to the content in which the teacher being used, to their students in their whole class, and the teacher. Further, good learning materials based on are interesting for the texts, entertaining and interesting if it is activities, giving chance to the students to activate their schemata, and mastering. If all of these rules can be fulfilled, learning materials will make the students become good learners.

By giving these TLMs for the students, hopefully they will be better in learning English, especially reading. The materials are such kinds of English paragraphs or texts that will be used for the teachers to treat the students in reading comprehension. TLMs given related to the students' real life in their social-culture.

Reading Interest

Interest is the feelings of someone who concerns or have attention in something. Interest means as persistent tendency to give attention to a certain subject or something. Interest means in this research is reading interest which is meant the desire of students or readers to read such kinds of English text. Reading interest is a situation which is arising a desire of someone to perform reading activities. According Khairuddin reading interest is related to the number of books read and the numbers of frequency the students read in a week (Khairuddin, 2013). It is the condition occurred when some see the characteristics or temporary situation with the desires, and it is also not spontaneous activities, but arise as a result of something, such as experience, participation, or practice in every studying the did, the activities is reading. So, reading interest is when someone faced to read articles or such kinds of reading materials, and when they connect to books and other materials they will enjoy and happy. For example: the students will look happy when the teacher gives English texts to read.

In addition, reading interest has good effect to students' reading. It has related to what is stated by Eidswick (2009) that reading interest has positive effect to the students' reading comprehension. So. reading interest is needed to help students in reading. It is known that the students or readers need the desires or wants to read books or another kind of reading material, in order to make they enjoy in their reading activities. In conclusion, we can say that reading interest is the feeling of someone which high desirable and feel enjoy when giving books or other reading materials to read.

Previous Study

Based on the importance of the development of TLMs above, the researchers think that there are some findings related findings to this research. The research that has been done by Samar and Dehqan who found that the environment of social around the students will help them to learn, it is facilitated students to get the learning materials because of based on their

background (Ghafar Samar & Dehqan, 2012). Further, reading interest has a positive effect on reading comprehension (Eidswick, 2009; Gultom et al., 2017; Hidi, 2001). There are various of reading interest for EFL students (Larsen, 1999). Based on these findings, it is known that reading interest is needed to be, because it can help students in learning and in reading comprehension. Further, reading interest is important to support reading, so the researcher assumes that kinds of texts will improve students' reading interest that will affect to students' reading comprehension.

Based on these findings above, the researcher has interested to use cultural-based English texts to treat to the students in order to examine their reading interest of English Department Students of IAIN Padangsidimpuan.

Methods

The study addressed two key research questions regarding the implementation of local culture-based learning materials at IAIN Padangsidimpuan. First, it sought to understand how students' reading interest levels compared before and after using these culturally-relevant materials. Second, it aimed to determine whether there was a significant effect on students' reading interest when using local culture-based learning materials in their English studies.

The research objectives directly aligned with these questions. The study aimed to provide a detailed description of students' reading interest levels, comparing their engagement before and after the introduction of local culture-based materials. Additionally, it set out to examine whether these culturally-relevant materials had a measurable impact on students' reading interest at IAIN Padangsidimpuan.

The research carried several significant implications. For students, it aimed to foster greater reading interest by highlighting the importance of reading engagement and encouraging improvement in their reading habits. For lecturers, it emphasized the need to incorporate diverse materials, particularly those connected to students' socio-cultural context, and stressed the importance of carefully selecting learning materials that relate to students' experiences and lives. At the institutional level, the study advocated for the preparation of culture-based reading materials as learning resources and recommended the development of online and digital library facilities to improve student access to learning materials.

Methodologically, the study employed a Quasi-Experimental Design using Pre-test and Post-test assessments. The research focused on 38 second-grade students from the English Department at IAIN Padangsidimpuan, specifically TBI-1 students in their fourth semester during 2018. The participants were divided into experimental and control groups based on

normality test results. The experimental group received culture-based learning materials, while the control group worked with standard materials unrelated to their cultural context. Data collection involved questionnaires to gather student perspectives on the materials. The analysis was conducted quantitatively using SPSS 20, examining means scores, high and low scores, degrees of freedom, and employing pair sample t-tests to evaluate the results.

Result

The Students' Reading Interest before Using Local Culture-based learning materials

After analyzing the data, it was found the data as followed, it has been counted by using SPSS 20. As seen in the table that the students' mean-score of reading interest before using the materials given was 43.58, the complete score can be seen on the following table.

Table 1. The Reading Interest Score in Pre-test of Experimental Group

N	Valid	19
	Missing	0
Mean		43.58
Median		42.00
Mode		40 ^a
Std. Deviation		13.201
Variance		174.257
Range		50
Minimum		20
Maximum		70
Sum		828

Based on the above table the total score of experiment class in pre-test was 828, mean-score was 43.58, standard deviation was 13.201, variance was 174.257, median was 42.00, range was 50, modus was 40, interval was 8. The highest score of students' reading interest was 70 and the lowest score was 20. From the data above, it can be seen that the students' reading interest before giving TLMS based on culture is in the level of low because their range of score just on the 43.58, it was fair. It means that the students' reading interest before using the materials are really bad.

Reading Interest of the Students after using local culture-based learning materials

By looking the result of mean-score, it was known that the students' result in reading interest in experimental group where the local culture-based learning materials given improved better. The students' reading interest before using the materials are 43.58, and after using it 60.11.

In the table can be seen the calculation score for reading interest after learning by the materials.

Table 2 The Score of Reading Interest Post-test the Experimental Group

N	Valid	19
	Missing	0
Mean		60.11
Median		60.00
Mode		50
Std. Deviation		10.832
Variance		117.322
Range		38
Minimum		40
Maximum		78
Sum		1142

From the calculation above, it can be seen that the students got enough category after using the materials.

Testing the hypotheses

Looking for the result of significance t-value of pair-sample t-test.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Reading Interest - Posttest	-16.526	12.624	2.896	-22.611	-10.442	-5.706	18	.000

From the result significance value of t-test, it was known that the value was bigger than 0.05 ($0.000 < 0.05$). So, the hypotheses were accepted, it means that there is significance effect of using the materials to students' reading interest.

The Comparison Result of Pretest and Posttest Experimental and Control Group

After getting the data, it can be compared the result of the students' score. It is calculated in the following table.

Table 3 The comparative score of students' reading interest

Description of students' reading interest	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Total	828	1142	808	1066
Highest score	70	78	60	84
Lowest score	20	40	15	10
Mean	43.58	60.11	42.53	56.11
Range	50	38	45	74
Standard deviation	13.201	10.832	10.813	17.44

From the table above, if the result is compared, it seen that there is different result for the students who learn by using the local culture-based TLMs with who do not use it.

Discussion

After analyzing data and the results have been seen in the tables above, it is needed to be revised. When using TLMs, the teacher must use appropriate learning materials to help the students in comprehending what they read. According to Eidswick reading interest will help the students to read better (Eidswick, 2009). After increasing students' reading interest, it is hopefully can increase students' reading comprehension. In conclusion, the researcher

Teaching and Learning Materials needs to be given to the students to make their learning process run well. According to Young that integrating culture and design is needed in learning process (Young, 2009). Then, when the students gave the materials as their cultural concepts, they will understand the reading itself (Floyd & Carrel, 1987). The integration of learning materials to their culture is good for the students. It has been proved by the result of this research, the result of the students' reading interest and reading comprehension are better after learning with TLMs local culture-based materials.

In relation to, this research also supported what have been stated by Harida (2014) and Kusuma (2016) that reading needs world, the readers need to understand the world around them to get understand about what is being read. It is really understandable that reading materials

integrated to their around environment will give good effect to them, culture is related to their around life condition.

This result of the research was also having relationship and supported the research by Samar and Dehqan (2012), and Ida Ayu, et. al (2014). They found that the environment of social around the students helped them to learn. The materials facilitated students to get the learning materials because of based on their background. From their findings, they supported that environmental and culture will give contribution to students' learning. This is related to what have been done in this research.

Further, reading interest has impact to the students' reading comprehension. It has been stated by O'Flynn who found that there is the impact of reading interest to reading comprehension (O'Flynn, 2016). Having good reading interest will affect to students' reading comprehension. It is also related to what has been found that the students' reading interest improved after learning by the local culture-based learning materials, and gave the effect to students' reading comprehension (Darmayenti et al., 2021). Having good reading interest in learning by using the materials also made the students having good understand in reading comprehension. Learning a language is possible by integrating with culture (Nambiar et al., 2020). By giving the students understand the culture of the language learned, it will be able to the students to understand the language faster than who are not.

From the result of the research that is previously stated, it was proved that the students who have learned by using the materials given, especially when it is integrated to culture, will have good in reading interest, so the students' reading comprehension was also good after it.

Conclusion

From findings, it was known that the students' reading interest before and after learning by using local culture-based learning materials improved, when they got pre-test, they got mean-score 43.86 (fair category) and in post-test they got 60.11 (enough category). Although the improvement is not so high, but it has shown that there are the differences between learning without and with the materials. Then, the hypothesis was accepted, because from the score of significant value of t-test was smaller than 0.05. When it is smaller than 0.05, the hypothesis was accepted, when it is bigger than 0.05 it is rejected. The result showed that the students after learning by using the materials are better than before. From mean-score, it was 43.58 and 60.11, then the t-test was $0.000 < 0.05$. It can be stated that there is the significant effect of learning by using local culture-based learning materials to students' reading interest of English students IAIN Padangsidimpuan.

From the result, it is suggested to the lecturers to give various learning materials, and it is better to use materials related to their life, experiences, and cultures, in order to make them being easier to understand what is learned. To the publisher of school books, it is better to ask the authors to support the culture of each country where the books distributed. Institution must prepare some resources for the students to learn, and digital library will be good for the students' learning process in order to get the revolution of learning in 4.0 industry era. The last is for the students, they must make their interest higher in reading in order to help them be better in learning English, especially in comprehension reading texts.

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