

BANGKA-CULTURE-BASED DESCRIPTIVE READING MATERIALS FOR TOUR AND TRAVEL IN SMK: STUDENTS' NEEDS ANALYSIS

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Abstract: This research aimed to find out the Vocational High School (SMK) students' needs in English reading materials development based on Bangka local culture reviewed by students', teachers', and stakeholders' views. The data were obtained through the use of a questionnaire and semi-structured interviews. The data were analyzed both quantitatively and qualitatively. The result of the need analysis showed that: 1) English was important for the students mostly to support their future carrier, 2) students' English proficiency was in the beginner level, 3) students still had some difficulties in reading comprehension, 4) the kind of text needed was a descriptive text, 5) the forms of questions mostly suggested were multiple choice and essay, 6) there was a need of integrating English reading materials with the materials of the content subjects, 7) students still lacked knowledge about Bangka local culture, 8) there were no existing English reading materials which were integrated with Bangka local culture, 9) two main reasons of integrating Bangka local culture in reading, were enhancing the students' knowledge about Bangka culture, and promoting their skills in their study program, 10) the aspects of Bangka local culture needed to be integrated into English reading materials were about arts, customs, foods, traditional clothes, traditional equipment, folklores, and historical places. Due to the needs, it was necessary to develop supplementary descriptive reading materials by integrating Bangka local culture which matched the students' English proficiency and could support their study program.

Keywords: *English reading materials in SMK; local culture; need analysis.*

INTRODUCTION

One of the characteristics of teaching English at vocational high school (SMK) is the specification of the materials taught. This is due to the materials provided for SMK students have the same purpose as English for Specific Purposes (ESP) courses. Materials provided aim to meet the students' specific language needs. McDonough, Shaw, and Masuhara (2013) explain that as the need for social, economic, and technological communication

increases at the global level, teaching English becomes diverse, for example, ESP which taught for specific purposes of the certain areas studied to support a job. It can be assumed that the approach of teaching English in SMK can refer to the ESP approach that meets the students' needs to learn the language which is referred to the specific fields.

As one of the skills in English learning, it cannot be denied that reading is the important one especially for the students who need to read English

materials for their specialist (McDonough, Shaw, and Masuhara, 2013). Additionally, Mukundan, Zarifi, and Kalajahi (2016) describe reading is one of the most prominent and dominant activities in language learning. The function of reading is not only to provide the information but also as a tool to improve and strengthen one's knowledge about the language itself. In SMK, learning reading is expected not only as a means to enhance the students' reading comprehension but also the information presented can support the students' study program and the lesson in the content subjects. As described in English syllabus of 2013 curriculum, the knowledge involved should focus on preparing the students to have specific skills by having practical activities and knowledge based on their study program to develop the students' potential at school, in the workplace, and in the community and worldwide. Consequently, the materials should be paid more attention since they consist of the knowledge, source, or content taught and learned based on the learning goals. As explained by Tomlinson (2012) that teaching materials mean anything that can be used to help the students in studying. Furthermore, Maley (2016) explains that material taught is required to offer more educational prospective for example critical thinking, life skills, citizenship, global issues, cross-cultural understanding, and more. In the curriculum, materials are considered as one of the important components in the teaching and learning process since materials are the knowledge which the students need to learn.

The materials taught in SMK should be designed or developed appropriately to fulfill the students' needs. Providing materials for reading in teaching English in SMK can be integrated with the knowledge of the content subjects. Based on the 2013 curriculum of the content subjects in the Tour and Travel study program, the integration of English reading materials to the content subjects can be about certain topics such as tourism, flight reservation, or cultural tourism. It is in line with the core competence of the English subject of the 2013 curriculum which is described the knowledge taught in English is about science, technology, art, culture, and humanities.

Regarding the culture as one of the areas of knowledge that can be integrated into reading materials for Tour and Travel study program in SMK, it is necessary to employ the local culture in

English reading materials. It can be one of the ways to incorporate and support the lessons in the content subjects, the students' skills, and future careers. Moreover, in global communication, learning culture in learning a language is not only about the target culture but also the students' own culture or local culture. Students also need to understand, explore, discuss, and describe their own cultures to other people. As explained in Indonesian Government Regulation No. 5 Year 2017 states that every citizen including student has the right to conserve, develop, and promote the cultures in Indonesia.

It is crucial for researchers to also include local culture in learning materials. A lot of inquiries showed benefits of local culture used in English learning, that is to improve the reading achievement and encourage the learners to read. (Estuarso, Basthomi & Widiati, 2017; Yang, 2017; Fu, 2018; and Sopian, Inderawati & Petrus, 2019). There were many findings of the studies that reported the use of local culture as reading materials could help the students to improve reading comprehension, encourage the students' knowledge and awareness of their local culture (Dehghan & Sadighi, 2011; Yousef, Karimi & Janfeshan, 2014; Yang, 2017; Fu, 2018; Wulandari, Vianty & Fiftinova, 2018; Sopian, Inderawati & Petrus, 2019; Elviana, Inderawati & Mirizon, 2020).

However, most of the reading materials provided in English coursebooks seem limited in relation to the students' background or local culture. Dehbozorgi, Amalsaleh, and Kafipour (2014) reported the target culture was more dominant over the other culture categories based on the result of their research by analyzing three different textbooks. Sari (2016) found that local values needed to be embedded in teaching materials, thus the development of teaching materials was necessary since the unavailability of the materials. Hence, it is needed to design or develop the reading materials for Tour and Travel students of SMK to present them with their own local culture in English. The first and important thing to do before developing the materials is doing need analysis.

According to Brown (2009), need analysis means the process of gathering information about the needs of a certain group in industry or education. It means that, at SMK, it is the activity of gaining information about the students' needs in learning based on their study program. Need

analysis is essential to do in course design especially in ESP which is the prior step in designing or developing processes (Richards, 2001; Long, 2005; Brown, 2009).

Furthermore, Brown (2009) described nine types of language need analysis. They are (a) target situation analysis (TSA) which concerns the information on the language requirements learners face in learning a language. It focuses on the students' purpose or necessities in learning language, (b) deficiency analysis which considers the students' current wants and needs and their target situations deficiencies or lacks, (c) present situation analysis (PSA) which focus on the existing proficiency, knowledge, strengths and weaknesses of the students, (d) learning-oriented analysis which takes the view that the needs (in terms of syllabus, content, teaching method, materials and others) should be negotiated between students and other stakeholders, (e) strategy analysis which focuses on the students' preference in terms of learning strategies, error correction, group sizes, amount of homework, and others, (f) means analysis which examines the learning environment or situation with as few prejudices as possible such as in terms of utility, organization or cultural appropriateness, (g) language audits which get the view of need analysis in large-scale in terms of well-planned language policies, professional fields, governmental service, countries and others, (h) set menu analysis which sets out to create a menu of main courses from which the sponsors or students can select, (i) computer-based analysis which is done by computer to match perceived needs to a data base of the materials.

There have been numerous studies that dealt with the need analysis related to ESP in terms of designing syllabus or developing the materials at a certain level of education which were conducted in Indonesia. Those studies were as conducted by Sari (2016), Yundayani, Emzir and Rafli (2017), Mahbub (2018), Rahamdina, Harahap and Sofyan (2019), Ratri and Puspitasari (2019), Sularti, Drajiati, and Supriyadi (2019). A number of studies on need analysis also have been conducted in other countries such as Hamlan and Baniabdelrahman (2015), Bedoya, Valencia, and Montoya (2015), Ibrahim (2016), Kayaoglu and Akbas (2016), Lee (2016), Alsamadani (2017), Chetsadanuwat (2018), and Wu and Low (2018). Those investigations showed the necessity and unavoidable function of

the need analysis in arranging instructions, designing textbooks, or developing teaching materials. From the need analysis, it could be identified the problem faced by the students, the knowledge or skills needed, or the teaching method that should be used. Furthermore, the result of the need analysis could be the main points that had to be considered in order to meet the needs of the students.

As previously stated, many studies highlighted local culture for vocational schools, especially tourism study programs. However, this recent study developed local culture-based reading materials in terms of descriptive texts. The texts are entailed by the students in order to inform and to describe Bangka local culture descriptively to the visitors or the tourists from abroad.

Based on the explanations above, the researchers needed to conduct the need analysis study related to the students' needs in advance, as the prior stage of developing English descriptive reading materials for Tour and Travel students of SMK in Bangka based on their local culture. This study had similarities and differences from several relevant previous studies. The main similarity was about the investigation of the students' need analysis. The differences from some previous studies were about the level of the students, the English skills focused, and the scope of need analysis. The main difference was about the specific local culture integrated; Bangka local culture.

The students' needs analysis conducted included TSA, deficiency analysis, PSA, and strategy analysis. This need analysis investigated the students' needs viewed by the students of Tour and Travel, English teachers, and other school stakeholders. Thus, the objective of this research was to describe the views of the students, teachers, and stakeholders related to the students' needs in English reading materials based on the student's local culture.

METHODS

The participants of this study involved tenth-grade students of Tour and Travel study program, English and content teachers, and other school stakeholders (the head of Tour and Travel study program and the assistant curriculum) at an SMK in Bangka Belitung province. There were 35 ten grade students of Tour and Travel study program, 4 English teachers and 3

content teachers, 1 head of study program, and 1 assistant curriculum.

The data were obtained through a questionnaire and semi-structured interviews. The questionnaire was given to the students. It consisted of 25 questions. The questions were classified into TSA, deficiency analysis, PSA, and strategy analysis. The interview was conducted to the English teachers and content teachers, head of the study program, and assistant curriculum especially related to teaching English in SMK, the existing English reading materials, and the use of Bangka local culture in developing English reading materials.

The data were analyzed both quantitatively and qualitatively. The quantitative method was used to assess the data obtained from the questionnaire while the qualitative method was used to interpret and describe the information got from the interview.

RESULTS AND DISCUSSION

The students' needs viewed by the students

The data got from the students' view were related to the students' needs in TSA, deficiency analysis, PSA, and strategy analysis. The data presented in this paper were the highest percentage of the students' view of each question in the questionnaire.

Target Situation Analysis (TSA)

This part was concerned about the students' necessities, a general intention, and expectations in learning English. The data obtained can be seen in table 1.

From table 1, the main reason for learning English was to support their career in the future (68.6%). It was in line with the aims of the vocational high school which were described in 2013 English curriculum and the National Education Ministry Regulation of Indonesia No. 20 Year 2016. Then, the students expected that they could communicate fluently using English in oral communication in the future workplace (85.7%). Most of them desired by learning English they could communicate with colleagues or tourists (91.4%). That became the reason that their English proficiency should be in advanced level in order to support their career (71.4%). Therefore, to be able to communicate orally especially to the tourist, the Tour and Travel students had to have knowledge related to their study program, one of them was about their own local culture, Bangka culture. They needed to explain and expose their own local culture to domestic tourists even the ones from overseas as one of their jobs in the future. One effort to provide knowledge about their local culture was by presenting it in reading materials. As stated by Petrovska (2001) that the local culture can be used in teaching and learning language to enhance the new experience, motivate the students by presenting them with something familiar, and train them to speak about their own culture by using a foreign language for exchanging ideas, values, and knowledge.

Table 1. *The students' view on TSA*

No	Question/ Statement	Students' view	Percentage
1.	The importance of learning English	To support a career in the future	68.6%
2.	The students' expectation toward learning English	To communicate using English in oral communication in the future workplace	85.7%
3.	The language used for students' career	To do oral communication with colleagues or tourists	91.4%
4.	The English proficiency level for students' career	Advance	71.4%

Deficiency analysis

This part considered the students' current wants and needs and their target situations deficiencies or lacks. The data about the students' current wants and needs related to the topics or input for reading are shown in table 2.

Based on the questionnaire result, 74.3% of students wanted the topic of their own local culture

in reading materials. It could be assumed that the students felt that this topic could support their study program. It could be seen that 65.7% of the students desired texts related to the context of the Tour and Travel study program. It was showed that 65.7% of students thought integrating topics which were related to the general knowledge of students' study program for reading, was very important.

Additionally, the other topics that they also needed were about their local culture, Bangka culture. 57.1% of the students gave the positive response that it was very important and the rest of the students stated it was important. It is in line with the finding of Rahamdina, Harahap and Sofyan (2019)

who conducted research which investigated the English needs of Tour and Travel study program at an SMK in Bengkulu. They found one of the important topics in reading needed by the students was about cultural tourism.

Table 2. *The students' view on current wants and needs*

No	Question/ Statement	Students' view	Percentage
1.	Topic desired by students in learning reading	Local culture (Bangka local culture)	74.3%
2.	Students' desired input for reading	Texts related to the context of the Tour and Travel field.	65.7%
3.	Integrating topics which were related to the general knowledge of students' study program for reading	Very important	65.7%
4.	Integrating topics which were related to Bangka local culture for reading	Very important	57.1%

Then, the students' view of integrating topics that were related to Bangka local culture for reading was to help them for some reasons, as shown in figure 1.

From figure 1, most of the students thought that integrating local culture in reading materials could enhance their knowledge about Bangka culture (54.3%). Then, 42.9% of students felt the reading materials based on Bangka local culture could support their skills related to their study program. 40% of students considered that integrating local culture in English reading materials could encourage their cultural awareness and improve their English proficiency in reading skills. The other reason was encouraging motivation in learning English (25.7%). 11.4% of students assumed that it could make them more comprehend the texts. It can be because the students have prior knowledge about their local culture, are interested and familiar with the reading materials. It is in line with the explanation of Cooper, Warncke, and Shipman (1988) about the prior knowledge which is as the background experience of the students is an important element in the reading process. It helps the students to construct an understanding of the reading text. Mukundan, Zarifi, and Kalajahi (2016) explain that if there is no interest in reading, there will be little or no reading activities since the reader will be more delightful to read the topics which are about individual interest. Therefore, providing reading materials which are suitable for the

students' interest will motivate them in reading, and finally, can improve their proficiency in reading skills. As reported by Dehghan and Sadighi (2011) the students significantly performed better on local items than the global ones which were influenced by text familiarity. Furthermore, Yousef, Karimi, and Janfeshan, (2014), and Wulandari, Vianty, and Fiftinova, (2018) reported that local culture could be used as teaching materials, and could help students to improve their reading comprehension. Fu (2018) found that the use of local culture was one of the effective ways to stimulate students' motivation in the language class.

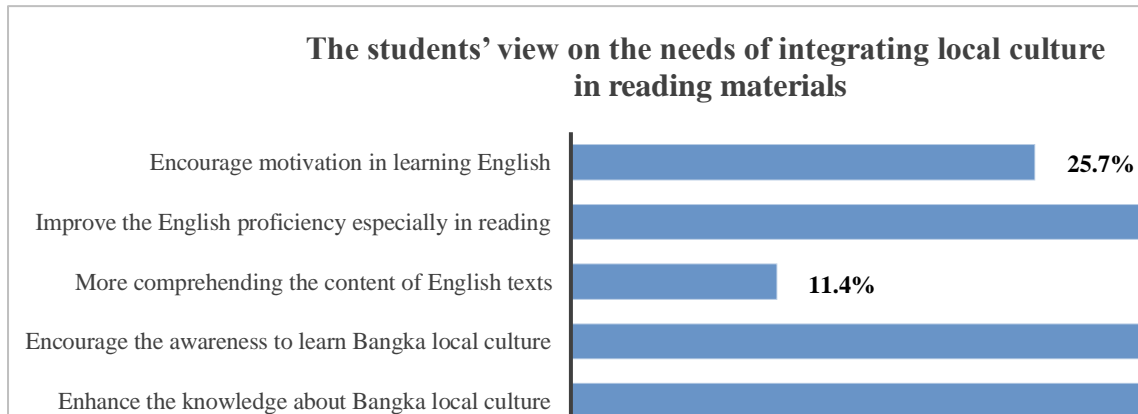


Figure 1. *The students' view on the needs of integrating local culture in reading materials*

The aspects of Bangka local culture that the students needed to be integrated into English reading materials can be seen in figure 2.

From the figure, most of the students (62.9%) needed to learn Bangka local culture related to arts, customs (60%), and foods (54.3%). The other aspects of Bangka local culture that they need were about traditional clothes (40%), traditional equipment and folklores (37.1%), and historical

places 17.1%. The data obtained could be the basic about the kinds of culture that should be integrated into developing the reading materials. These aspects of culture are also the ones that persevered and promoted by Bangka Belitung government based on the Local Regulation of Bangka Belitung Province No. 14 Year 2016 about conserving and managing Bangka local culture.

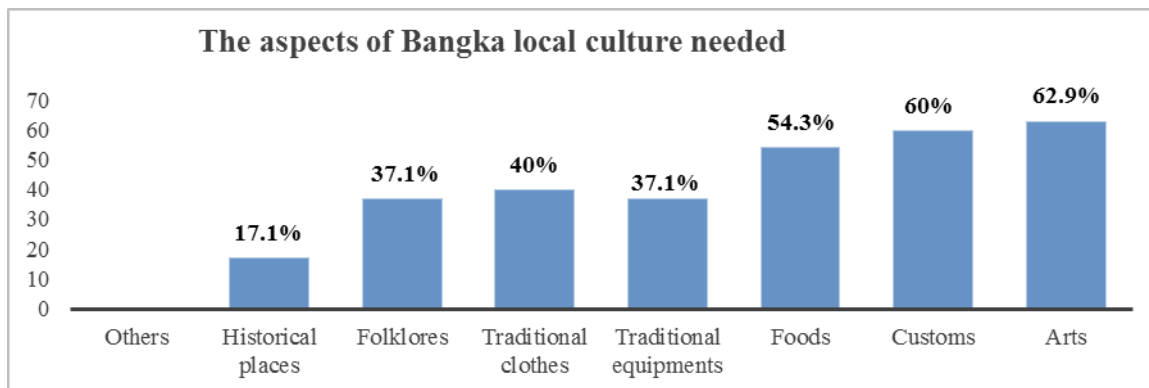


Figure 2. *The aspects of local culture needed*

Dealing with the lack of the students, they found some difficulties with reading skills in learning. The data presented in figure 3 show the difficulties faced by the students.

From the figure, the students faced some difficulties in reading skills. Comprehending certain words was categorized as the most difficult skill (62.9%). Then the other difficulties were arranging the chronological order or event (28.6%), comprehending the main idea (25.7%), and comprehending the detail information (22.9%). The

least difficulty was about concluding cause and effect (8.6%). Hence, it was suggested that in developing the reading materials, the aspects of reading comprehension had to be taken into account besides the content of the reading materials. Cooper, Warncke and Shipman (1988) explain there are some aspects of reading comprehension that should be taught and learned; main idea, detail, reference, cause and effect, inference, sequence and vocabulary.

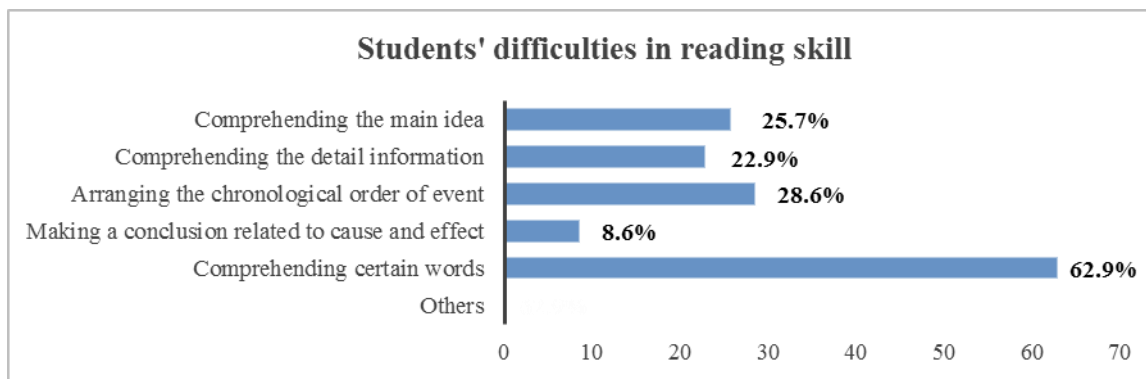


Figure 3. Students' difficulties in reading skill

Present Situation Analysis (PSA)

This part focused on the present students' proficiency in English, the materials learned, and the local cultural knowledge of the students. The data about the students' views on their English proficiency are shown in table 3. Almost all students (88.6%) admitted that their current English proficiency was at the beginner level. Then, 54.3%

of students estimated that their current proficiency in comprehending the reading text was good enough. From the data obtained, it is expected that the developed reading materials can enhance the students' English proficiency, especially in reading skills, to a higher level as needed to support their career in the future.

Table 3. The students' English proficiency

No	Question/ Statement	Students' view	Percentage
1.	Students' current proficiency level of English	Beginner	88.6%
2.	Students' current proficiency in comprehending the reading text	Good enough	54.3%

The students' view on the existing reading materials learned or provided at school can be seen from the data presented in table 4. The level of the reading text in English coursebooks used was considered difficult by 57.1% of the students. However, 71.4% of students felt that the topics were interesting. 62.9% of students thought that the kind of text commonly found or learned in learning English was descriptive text. 54.3% of students stated that sometimes English teacher provided

reading materials or texts and the questions related to the general knowledge of students' study program for reading. Meanwhile, 65.7% of students stated that English teachers rarely provided reading materials or texts and the questions related to Bangka local culture for reading. It could be concluded that the students rarely got the reading materials related to their own local culture.

Table 4. The existing materials learned and provided

No	Question/ Statement	Students' view	Percentage
1.	The difficulty level of reading texts in English coursebook	Difficult	57.1%
2.	The topics of reading texts in English coursebook	Interesting	71.4%
3.	The kind of text commonly found or learned in learning English	Descriptive	62.9%
4.	The frequency of English teacher provided reading materials or texts and the questions related to the general knowledge of students' study program for	Sometimes	54.3%

5.	reading The frequency of English teacher provided reading materials or texts and the questions related to Bangka local culture for reading	Rarely	65.7%
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The students' view on their current knowledge about Bangka local culture can be seen from the data available in table 5.

62.9% of students estimated that their knowledge about Bangka culture was enough. The aspects of Bangka culture that the students know most were about traditional food (68.6%). 48.6% of students stated that they knew the local culture just

from parents, grandparents, or elders. 60% of the students just knew the local culture in their place and the closer districts. Then, 65.7% of them admitted that their knowledge about Bangka local culture was still about general information. Based on the data gathered, it was obvious that presented Bangka local culture to the students' descriptive reading materials in learning was needed.

Table 5. The students' local culture knowledge

No	Question/ Statement	Students' view	Percentage
1.	Students' knowledge about Bangka local culture	Enough	62.9%
2.	The aspects of Bangka local culture that the students know	Traditional food	68.6%
3.	The way students know about Bangka local culture	From parents, grandparents or elders	48.6%
4.	The scope of Bangka local culture that the students know	In the students' place and the closer districts	60%
5.	The students' knowledge level of Bangka local culture	General information	65.7%

Based on the students' view on their knowledge about Bangka local culture, there were several things that the students thought they could do to preserve and develop the local culture. The activities that the students could do are shown in figure 4.

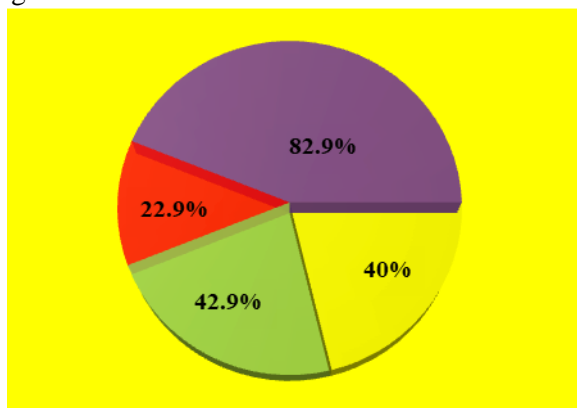


Figure 4. The students' activities in preserving Bangka local culture. Promoting local culture (yellow), preserving the local culture actively (green), implementing local culture in daily life (purple), enlarging the knowledge about local culture (purple)

Based on the data obtained, 82.9% of students could preserve and develop their local culture by enlarging the knowledge about local culture, preserving local culture actively (42.9% students), promoting the local culture (40%), and implementing local culture in daily life (22.9%).

The data showed that the students had the intention to know more and preserve their local culture. Hence, developing Bangka-local-culture-based descriptive reading materials can be a way to enlarge their knowledge as well as to encourage their awareness of the existence of their own local culture, and help them culturally literate. Sopian, Inderawati, and Petrus, 2019, and Elviana, Inderawati, and Mirizon (2020) who developed teaching materials based on Palembang local culture to meet the students' needs found that developed teaching materials based on local culture had a potential effect to students.

Strategy analysis

This part presented the students' preference in learning reading. The data obtained are showed in figure 5. The figure shows 42.9% of students

preferred to comprehend the text by translating. The other ways of learning reading were by reading aloud with correct pronunciation and discussing the content of the text in a group (34.3% students). Then, 17.1% of students were interested in analyzing new vocabulary based on the context, and 11.4% of students preferred to read and answer the questions related to the text individually. The students' preference in learning reading should be considered as the strategy to help them to learn.

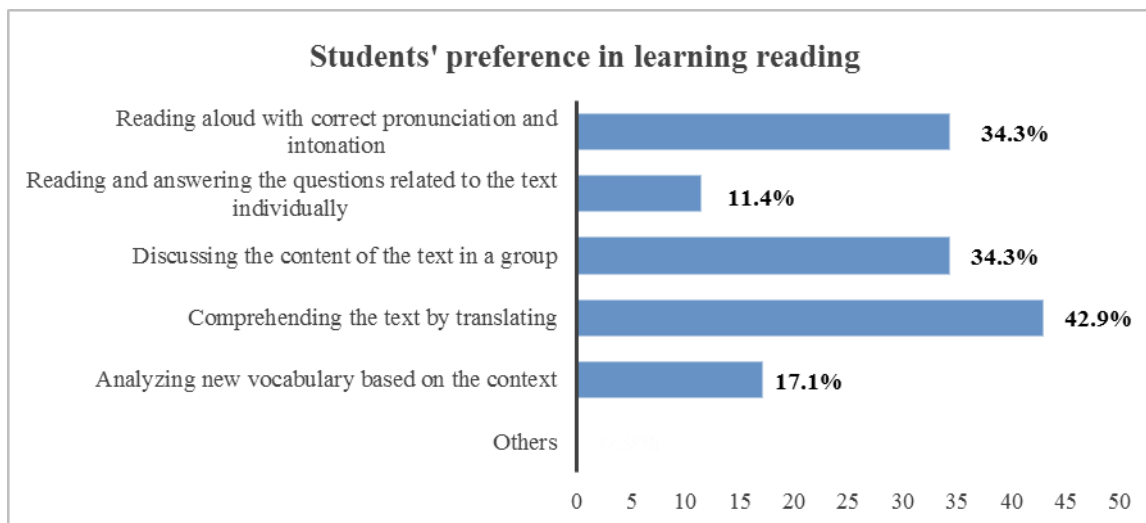


Figure 5. Students' preference in learning reading

The students' needs viewed by the English teachers

Based on the result of the interview with four English teachers, all of them had the same opinion that English subject was important for passing the examination as well as supporting the students' career in the future. One of the teachers (Teacher 1) who strongly agreed stated:

"The objectives of English subject are suitable for the requirements of the curriculum, and the English subject is needed to support the content subjects. After graduating, they will have a job based on their field of study so they have to be able to use English."

However, the teachers thought that the materials available were not really appropriate since most of them were still general. As stated by teachers:

Teacher 1:
"Especially, for the Tour and Travel students, there are a few English materials related to Tour and Travel study program. Most of the

existing materials are still general even though they have been designed for a vocational school."

Teacher 2:
"The texts available shouldn't use general texts as can be seen from the title of the texts. They should be related to the study program."

Teacher 3:
"The book provided is still about something general."

Teacher 4:
"The reading texts are not really related to the students' study program."

To overcome this situation the English teachers tried to get supplementary materials for reading by using an ESP book, other commercial books, or taking the materials on the internet. As stated by Teacher 1 and Teacher 3:

Teacher 1:
"I use the book which is provided by the government and another book that relates to the Tour and Travel study program, ESP book."

Teacher 3:

"I use the book from the government and a commercial one. I also search for the materials on the internet."

Presently, teachers just used the materials from the supplementary books or the internet directly or adopt the materials. They did not adapt or develop supplementary reading materials for example related to the general knowledge of content subjects or the students' local cultures. All the teachers had a willingness to adapt or develop appropriate reading materials. However, they faced some problems. All teachers stated most of the reason was related to time. As stated by Teacher 2:

"I had a very tight schedule in teaching and sometimes I had other responsibilities at school. So, I had no time for developing teaching materials."

They also had problems with the way of developing the materials. As stated by two of the teachers:

Teacher 1:

"I had ever tried to make reading texts for the students, but I am not sure it was procedurally correct."

Teacher 4:

"I want to develop reading materials, but I do not have time to do it alone and I am not sure the organization or the reading materials will be good or appropriate with the students."

These problematic aspects were also faced by the other English teachers in developing English materials. Syamsinar and Jabu (2015) who conducted research dealt with the problems in professional competence faced by vocational school English teachers, reported one of the findings was teachers had problems in developing materials creatively such as the lack of references, the English knowledge was more likely about the general one, and because of the teacher's capacity. Metboki (2018) who conducted research about problems hindering the student teachers in developing ELT materials found the problems were the lack of basic concepts about what and the way to develop ELT materials that were appropriate to the needs of the students and the lack of time.

In accordance with the students' English proficiency, all teachers estimated it was at the beginner level. Then, two of the teachers considered that students' reading proficiency was

good enough, while the other two teachers thought it was less.

Concerning the reading materials, all teachers stated that the reading texts provided in the course books were difficult for the students. As stated by Teacher 2:

"The language in the texts is difficult for the students. It should be simplified for example the vocabulary."

Then, the English teachers assumed that the common difficulties faced by the students in reading were in terms of vocabulary and comprehending the text for example the main idea and detail information. As stated by Teacher 2 and Teacher 4:

Teacher 2:

"In comprehending the text, the students needed to be guided. It depends on their understanding of the vocabulary in the text."

Teacher 4:

"The average problem faced by the students is the unfamiliar vocabulary. They need to look up in the dictionary first."

The most common kind of reading text taught was descriptive text, the other ones such as narrative, argumentative, and factual reports.

All English teachers agreed that integrating certain topics which were related to the general knowledge of students' study program for reading was important. It was the same case as the integration topics which were related to Bangka local culture for reading. As stated by one of the English teachers:

Teacher 1:

"Of course, it is needed to integrate Bangka local culture in reading materials. It is very good for the students' study program in which they will be tour guides someday. They will be able to explain about tourism, culture, historical places such as Tin Museum or others especially in English."

Furthermore, all teachers admitted that it was necessary to develop local-culture-based reading materials since there were no reading materials which completed with reading comprehension test about Bangka local culture which could meet the students' needs and match their reading level.

Teacher 2:

"It is needed to present the materials related to the local culture, but there are no English reading materials presented to Bangka local culture."

The form of questions for enhancing reading comprehension, all teachers suggested in the form of multiple-choice and essay, as stated by Teacher 4:

“The multiple-choice and essay are commonly used in certain examinations like in the final semester exam or national examination.”

The aspects of Bangka local culture suggested were related to customs, arts, foods, traditional clothes, historical buildings, traditional equipment, and folklores.

The students’ needs viewed by the content subject teachers

The result of the interview with three content teachers showed that English subject could support the content subjects. As explained by one of the content teachers:

“The students of Tour and Travel study program will not only interact with domestic tourists but also with the ones from abroad. We expect that the English subject can provide the materials that the students study in content subjects. The materials can be about ticketing, flight reservation, handling complaint, handling tourists, and cultural tourism.”

The other content teacher stated:

“When the students have studied certain topics that are also discussed in content subjects and should present the topics in English, the students will be ready. The content teachers do not need to teach or provide the materials in English anymore.”

It is worth saying that if English materials can support the content subject, it can avoid the overlapping work of the content teachers. If the materials have been studied in English subject, the content teachers can focus more to train the students' skills in their field.

In relation to integrating Bangka local culture to English reading materials, all the content teachers interviewed, showed a positive response. It was one of their expectations. One content teacher stated:

“It would be very useful for the students for example when they study tour guide subject later, they will have some references and knowledge about their local culture and can explain it in English.”

The other content teacher said:

“English reading materials based on local culture are related to tourism subject and

tourism industry communication subject. The aspects of Bangka local culture that need to be integrated are about customs, arts, traditional clothes, and foods.”

The students’ needs viewed by the stakeholders

The view of the head study program of Tour and Travel and the assistant curriculum was the same as the others' view that English was important to support the students' content subjects and careers. Then, both of them recommended the integration were related to the general knowledge of the students' field and Bangka local culture since the unavailability of reading materials.

The head of the study program stated:
“There have not been English materials which are integrated with the content subjects especially related to Bangka local culture yet.”

It was also justified by the assistant curriculum who said

“I do not have any report, documents such as teaching materials, books, or other administration that show the integration of English subjects to content subjects.”

Both head of the study program and assistant curriculum hoped there would be an integration of English subject to content subjects for example by developing reading materials based on Bangka local culture to meet the students' needs and administrated it.

Based on the result of identifying and analyzing the students’ needs reviewed by students, teachers, and stakeholders some points had to be highlighted. English was important for the SMK students mostly to support their future carrier, students’ English proficiency was still in the beginner level, students still faced some difficulties in reading comprehension, the kind of text needed was descriptive text, there was a need of integrating English reading materials with the materials of the content subjects, students still lacked knowledge about Bangka local culture, and there were no English reading materials provided which incorporate the Bangka local culture in that school.

From those points, English as one of the important subjects in SMK is not only as a foreign language which should be mastered by the students but also a means that can assist the

students in the workplace. Hence, some efforts to make the students' English proficiency to be in higher level should be done. One of them is by preparing appropriate materials for the students. In reading skills, the materials should involve the aspects of reading comprehension. These aspects such as a main idea, detailed information, reference, inference, or vocabulary should be taught and drilled to the students as explained by Cooper, Warncke and Shipman, 1988.

Incorporating students' local culture in developing reading materials is necessary. As reported by Sopian, Inderawati, & Petrus (2019) and Elviana, Inderawati, & Mirizon (2020) that providing materials based on local culture could motivate students as well as enhance their reading comprehension, in which the result of their studies showed most of the students achieved the minimum mastery criterion using their developed product which based on local culture. Furthermore, the use of local culture in reading materials is one of the ways to integrate English subjects with the content subjects in Tour and Travel study program since English is not a subject that stands alone but it is a subject taught to the students in order to support their skills based on their study program. One of the consequences, conducting need analysis especially related to the students' needs is important to know what should be developed and integrated into English materials. These points should be taken into account by the English teachers and stakeholders in order to get closer to the students' needs.

CONCLUSION

The English reading materials such as for Tour and Travel students should support their needs based on their study program. Once the materials cannot meet the students' needs it is important to develop the materials. One of them by integrating the reading materials with the students' own local culture. The prior thing that must be conducted is doing need analysis. By doing a need analysis, there will be a lot of information obtained. It can be about the necessities, wants, lack of studies, and even the preference in the learning style of the students. That information can be the grounded consideration in developing English materials. Based on the result of the need analysis of this

study, it is suggested to develop supplementary descriptive reading materials by integrating Bangka local cultures which match with the students' English proficiency and support the students' content subjects.

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