

DEVELOPING A SUPPLEMENTARY READING TEXT BASED ON KARO LOCAL CULTURE

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Abstract. *Reading is one of the 4 critical language talents regarding the potential to interpret the words that are expressed. This research relates to the development of locally based teaching materials culture. According to data presented by UNESCO in 2020 the State of Indonesia ranks second lowest in terms of Literacy. During the Covid-19 pandemic, Indonesia experienced a learning loss. The situation experienced increasingly makes students have no interest in reading. To overcome this problem, the researcher took action in order to foster students' interest in reading by developing reading texts based on Folklore. Method in the researcher is Descriptive Qualitative, results and discussion in accordance with field conditions. This research focuses on one of the people from Karo, namely the story of Lake Lau Kawar. The researcher took data from SMP Smart School Swari Class VII SMP. The conclusion of this study is that culture-based learning materials are appropriate for use based on design experts and material experts.*

Keywords: *Reading, Karo Folklore, Lau Kawar, Teaching Material, Development of Reading.*

Abstrak. Membaca merupakan salah satu dari 4 bakat bahasa kritis mengenai potensi untuk menginterpretasikan kata-kata yang diungkapkan. Penelitian ini berkaitan dengan pengembangan budaya bahan ajar berbasis lokal. Menurut data yang disajikan oleh UNESCO pada tahun 2020 Negara Indonesia menempati urutan kedua terbawah dalam hal Literasi. Selama pandemi Covid-19, Indonesia mengalami learning loss. Situasi yang dialami semakin membuat siswa tidak memiliki minat membaca. Untuk mengatasi masalah tersebut, peneliti melakukan tindakan guna menumbuhkan minat baca siswa dengan mengembangkan teks bacaan berbasis Cerita Rakyat. Metode yang digunakan peneliti adalah Deskriptif Kualitatif, hasil dan pembahasan sesuai dengan kondisi lapangan. Penelitian ini berfokus pada salah satu masyarakat Karo yaitu kisah Danau Lau Kawar. Peneliti mengambil data dari Smart School Swari Kelas VII SMP. Kesimpulan dari penelitian ini adalah materi pembelajaran berbasis budaya layak digunakan berdasarkan ahli desain dan ahli materi.

Kata Kunci: Membaca, Cerita Rakyat Karo, Lau Kawar, Bahan Ajar, Pengembangan Membaca.

1. INTRODUCTION

Of the 4 main skills, reading is the most important skill (Carrel & Eskey, 1998). Reading is one of the most necessary skills in learning English and other learning. Reading is an exertion of reading readings and understanding the contents of the textbook by voice or in the heart. Reading is expressing an imagination of an anthology that is liked by the general public. Reading is good means to ameliorate English vocabulary. Reading comprehension is understanding the meaning conveyed and the words that exist greatly affect the meaning.

Current conditions require proper handling due to the Covid-19 pandemic, Indonesia is experiencing learning loss. According to minister Nadiem (2021) through the slogan "Learning Independence" teachers we must be able to free students' creativity in reading, students must have a love of reading in order to improve their own reading skills

From the underside regarding world literacy, meaning that folks is reading interest consistent with UNESCO data, reading interest in Indonesia is very low. inquiries to the teachers at SMP SMART SCHOOL SWARI about students` reading skills and it is true that students at SMP SMART SCHOOL SWARI lack Current readings are too scientific and difficult to know , plus within the Covid-19

Local wisdom is the noble values that apply in the life of the community to, among others, protect and manage the environment sustainably. The researcher decided that the Karo folklore with the legendary title LAU KAWAR. The legend of Lau Kawar comes from the land of Karo, which is located in North Sumatra. The lake is located in a village called Kuta Gugung Village, Naman Teran, Karo. In the past, Lake Lau Kawar was believed to be a village called Kawar. Kawar Village.

To support the research report, the researcher takes several journal references as a supports material:

First, Taufina, etl al (2020) ” using Indonesia folklore to improve good attitudes to Taufina, etl al (2020) are: First, the reading literacy of elementary school teachers requires teaching material according to student development. reading teaching materials Comprehension carried out in class does not pay attention to reading techniques understanding. uses folklore as a medium of learning, namely: powerless to improve students` .

Second, Prasasti, et al (2019). "The effective of learning media for North Sumatra folklore texts based on blended learning by grade 10 students Harapan Mekar-1 Medan Vocational School" research findings according to Prasasti, et al (2019) are the blended learning strategies with the use of blended learning to measure the effectiveness of learning media.

Third, Ergashevna, S.N.(2020). "Technology teaches students to work hard through folklore" research findings according to Ergashevna, S. N. (2020) are that folklore is the most productive way to form ethnocultural values.

Four, Mustafa, etl al (2020). "Impact of Local Culture-Based Reading Materials on Students' Skill Development and Confidence In English " his research findings were according to Mustafa, etl al (2020) are discusses the impact of using English on skills, development, and self-confidence after 3 years of conducting a survey.

Researchers make research that aims to make students more fond of reading. Therefore, the importance of this research is conveyed to teachers and students. Based on the statement, the researcher decided to conduct research with the title "Development of Additional Reading Texts Based on Local Karo Culture"

2. LITERATURE REVIEW

2.1. Interview

A dependable Interview is veritably important to get better qualitative data. interviews should be facilitated with in-depth talks (Patton 2015) In addition, the interview increases the effectiveness. Qualitative data helps researchers a lot to get most better results answer experience and identify important underpinnings that apply to subject.

Interviews are indeed good in the qualitative paradigm, but during practice it tends to be in individual relationships, therefore researchers must be more interested and creative in collecting data (Mattissek et al., 2013; Bogner & Menz, 2009;). That understanding and explanations provided by experts are seen as important to do form of action financial practice. according to Van Audenhove & Donders, 2019; Meuser & Nagel, 2009; Bogner & Menz, 2009; Froschauer & Lueger, 2002 isthe knowledge of an informant is more than data. The data will be more accurate when conducting interviews

2.2. Recording Tools

The tool used by researchers to record is the recording feature on cellphones.

2.3. Data Source

In collecting this data, the researcher used informants because the data provided by the informants had a high, accurate value. Thus, the researchers hoped to increase efforts to disseminate this knowledge.

3. METHOD

Tahapan yang dilalui dalam penelitian, pembangunan konsep, atau penyelesaian kasus, dituliskan pada bagian metodologi.

3.1. Selection of informants

Dalam pemilihan informan peneliti memilih Seseorang yang bersuku Karo dan yang mengenal Legenda Danau Lau Kawar.

3.2. Story selection

The story taken is a legendary story originating from the karo land, namely Lake Lau Kawar. the writer took this story so that more people would know about the legend of lau kawar, the writer also took the story of lake lau kawar because the writer himself has several friends who come from the karo tribe.

3.3. Data collection by interviewing informants.

The author collects data by interviewing an informant so that the data is more accurate.

4. RESULT AND DISCUSION

4.1. Result



In ancient times, in Karo land there was a village called Kawar village. This village has a beautiful and soothing environment. Villagers hold traditional activities as a form of gratitude to God because their plants are thriving. at the time of the celebration there was only one grandmother who did not attend events due to physical weakness, and Grandma had not eaten whatever. F. From inside Grandmother's house, she accidentally saw her child and her little family going to attend the village event.

Grandmother's heart ached and Grandmother cried because no one paid attention to her, even her children. Grandmother hoped that her child would bring food for her. In this customary activity, grandma's son, son-in-law and grandma's grandchildren really enjoyed the event until the end of the event, then the child remembered his mother, his grandmother.

Quickly, the child asked his wife to deliver food to his mother, then his wife made it for his mother-in-law. After finishing preparing the food he ordered his child, the grandson of the grandmother, to give the food to Grandma. Seeing the grandson who approached with food, Grandma was also happy. But after opening it turned out to be just fish bones and the rest.

The grandmother also felt hurt, the grandmother did not know that her grandson had eaten the food that his son-in-law had prepared for him. Because of her heartache, Grandma cried while praying to God, hoping that God would teach them a lesson. Then after that unexpected events occurred, lightning started to strike, and it rained very hard without stopping, and quickly the village of Kawar immediately sank and became a crater. Then the crater was named Lau Kawar Lake.

4.2. Discussion

In the data collection process, the researcher found an informant who knew the legend of Lake Lau Kawar. The researcher gets more than 1 (one) informant who is willing to tell the legend and it is true that the informant provided the information he knows according to information from other informants. One of the informants said that his late father often told the story of the Legend.

The story above can be used as teaching material because the data source is accurate, and the story can also be used as teaching material because it has a lot of positive values, namely the more children who enjoy reading, the more Indonesian children and even teachers from different tribes know the legend so that the legend is an Indonesian regional legend not forgotten

5. CONCLUSION

Based on the research, the researcher found there were problems in the use of English reading materials, therefore the researcher developed a teaching material book through Karo culture entitled "Legend of Lau Kawar", This research discusses the development of additional reading materials for English course program for class VII Junior High School in SMART SCHOOL SWARI. Based on the progress, it can be done concluded that developing additional reading materials can improve students interest in reading. The researcher hopes that this product can be utilized as well as possible not only in the study room but also in the classroom. The writer suggests that the teacher be more creative in conveying the material. The researcher suggests to school students to make it the right reference so that they are more fond of reading. The researcher suggest to future researchers to be able to develop this product and to be able to make the same research but with different skills and different cultures.

By displaying other skills, this product will be more complete and students will learn many skills in one book

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