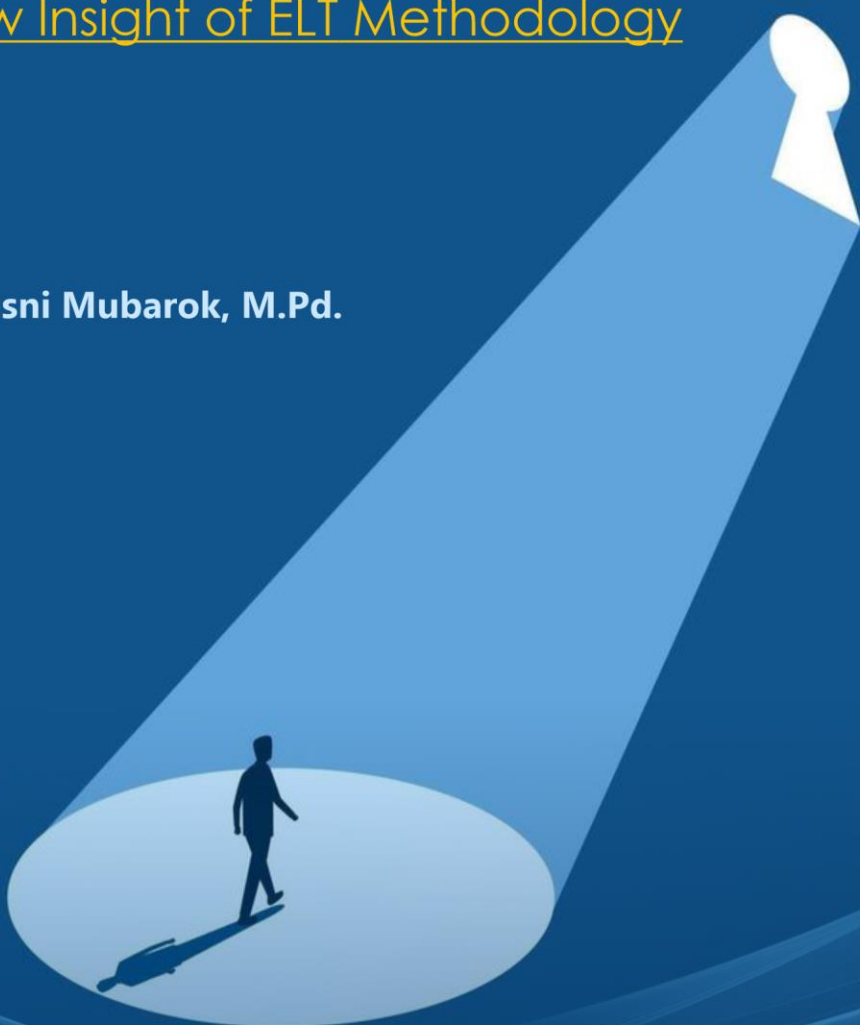




Holistic Reading through Local Content

A New Insight of ELT Methodology

Dr. Husni Mubarak, M.Pd.



*HOLISTIC READING THROUGH LOCAL CONTENT:
A NEW INSIGHT OF ELT METHODOLOGY*

Dr. Husni Mubarak, M.Pd.



Tahta Media Group

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FOREWORD

The writer thanks to Allah SWT for His grace and blessings, which have made it possible for us to successfully complete this book, titled *"Holistic Reading through Local Content: A New Insight of ELT Methodology."* This book was inspired by a strong concern regarding how reading is taught within English Language Teaching (ELT), where there has often been a disregard for the emotional and cultural ties that students have with the texts they engage with. Traditional methods that utilize material from foreign cultures without proper adaptation can make the reading experience feel tedious, challenging to comprehend, and devoid of overall significance. As a result, this book presents a novel concept and a different approach by incorporating local resources into reading teaching in a comprehensive manner, addressing the cognitive, emotional, and sociocultural dimensions of learners.

This book aims to offer theoretical and practical advice for educators, students, researchers, and ELT professionals on how to apply a holistic approach based on local knowledge. Across four structured chapters, readers will explore the philosophical underpinnings of holistic learning, the idea of local content in English Language Teaching (ELT), and approaches to selecting locally relevant materials that assess not only basic understanding but also critical thinking and cultural empathy. Every chapter includes specific examples, case studies from different areas of Indonesia, and learning activities that can be tailored to suit the local context. Therefore, this book functions both as an academic resource and as a support tool for educators in varied classroom environments.

In the end, the author acknowledges that this book is not without its flaws. Feedback, recommendations, and insights from readers and professionals in the ELT field are greatly valued for enhancing future developments. The author expresses gratitude to everyone who contributed to the writing process, particularly family, colleagues, and students who have inspired them significantly. I hope that this book, *Holistic Reading through Local Content: A New Insight into ELT Methodology*, will significantly enhance the creation of more comprehensive, context-driven, and impactful English teaching approaches, nurturing a generation that appreciates its own culture. Enjoy your reading and creativity!

Writer,
Dr. Husni Mubarak, M.Pd.

PREFACE

All thanks and appreciation are due to Allah SWT, as His generous grace, guidance, and support have enabled the author to finish this book titled "*Holistic Reading through Local Content: A New Insight of ELT Methodology*." This work introduces an alternative approach to teaching English, specifically focusing on reading skills, by incorporating local materials that resonate with students' everyday experiences. The author acknowledges that the creation of this book could not have happened without the moral, spiritual, and intellectual backing from various individuals and groups. Consequently, the author wishes to convey his heartfelt thanks and appreciation on this occasion.

Initially, the author wishes to convey heartfelt thanks to the Chairman of the Nahdlatul Ulama Higher Education Foundation (YAPTINU) for their policies, support, and the nurturing academic environment that fosters knowledge growth in Nahdlatul Ulama universities. The author expresses his appreciation and respect for the Rector of Universitas Islam Nahdlatul Ulama Jepara, who continuously offers motivation, resources, and an environment conducive to innovation for faculty to persist in their work and writing. Their support has played a crucial role in the creation of this book, which integrates a holistic perspective with local knowledge as an innovative advancement in English Language Teaching methodology.

Additionally, the author extends heartfelt thanks to his colleagues in the academic community for their ongoing support, valuable feedback, engaging discussions, and collaborative spirit. He especially expresses his appreciation and affection for his cherished family, including his parents, siblings, spouse, and children. Their support through prayers, patience, and understanding during the hectic

process of finishing this book is a priceless gift. He wishes for this straightforward book to enhance the methods of teaching English in Indonesia, especially in nurturing students' appreciation for local culture through comprehensive and engaging reading activities. He encourages feedback and recommendations from everyone to enhance future development.

TABLE OF CONTENT

FOREWORD.....	iv
PREFACE.....	vi
TABLE OF CONTENT.....	viii
CHAPTER 1 PHILOSOPHICAL AND THEORETICAL FOUNDATIONS	1
A. Current Conditions of Reading Learning in Junior High Schools.....	1
B. Philosophical and Theoretical Foundation	9
C. Benefits of Holistic Reading-Integrated Collaborative Learning	12
BAB 2 READING.....	15
A. Reading Definition.....	15
B. Reading Purposes	16
C. Reading Literacy	18
D. Extensive and Intensive Reading.....	21
E. Micro and Macro Skills of Reading	23
BAB 3 HOLISTIC READING.....	25
A. Definition of Holistic Reading	25
B. Learning Experiences through Language Skills.....	28
C. Discourse of the Text	31
D. Reading Comprehension	34
E. Teacher's Roles in Holistic Reading	45
BAB 4 LOCAL CONTENT	48
A. Definition of Local Content	48
B. Local Content in ELT Curriculum	49
C. Types of Local Content	53
D. Holistic Reading through Local Content.....	58

E. The Framework of Holistic Reading Through Local Content	61
REFERENCES	67
INDEKS	76
PROFIL PENULIS.....	77

CHAPTER I

PHILOSOPHICAL AND THEORETICAL FOUNDATIONS



The philosophical and theoretical underpinnings serve as the essential basis for creating and advancing learning models, strategies, methods, or techniques. Similarly, this book is based on particular philosophical and theoretical principles.

A. CURRENT CONDITIONS OF READING LEARNING IN JUNIOR HIGH SCHOOLS

In junior high schools (SMP), English language teaching focuses on equipping students with practical skills, highlighting their ability to use the language effectively for everyday needs (Mubarok et al., 2023). This statement carries two significant implications from an interpretative perspective. Initially, learning has evolved beyond the simple vocabulary introduction typical of elementary education. It now focuses on using language to address practical, real-world situations, such as ordering food, seeking directions, or introducing oneself in both formal and casual settings. Secondly, the term "survival skills" suggests that English is seen as an essential tool for practical use rather than just a subject to be learned by rote. This should serve as the basis for teachers to create practical and relevant activities; however, it

BAB 2

READING



A. READING DEFINITION

Essentially, reading is more than just a passive engagement with information presented on the page. Furthermore, reading is characterized as a multifaceted interactive process involving both the reader and the text (Indrayani et al., 2024). In this engagement, the reader employs their mental skills, including previous knowledge of the subject, understanding of vocabulary, and grammar awareness, to create meaning. This implies that meaning is not simply "taken in" from the text; instead, it is actively created by the reader as they link the written symbols to their pre-existing knowledge frameworks.

Reading is not a passive or mechanical activity, contrary to the idea of merely repeating words. Instead, Jago et al. (2025) suggest that reading is a complicated and dynamic process involving an interaction between the reader and the text. This interaction is reciprocal: the text conveys information, while the reader plays an active role in shaping its interpretation. The main factors influencing this interaction are the reader's existing knowledge on a topic and their personal life experiences. These two factors act as a distinctive "lens" or "frame of reference" for each person, greatly influencing and altering their interpretation of the text's content.

The definition of reading includes two fundamental and interconnected skills: decoding (the ability to recognize sound

BAB 3

HOLISTIC READING



A. DEFINITION OF HOLISTIC READING

The holistic approach to reading literacy stems from whole language theory, which perceives language as an all-encompassing phenomenon rather than merely as spoken or written sounds organized within distinct grammatical frameworks (Irkinovich & Izatullaevna, 2022; Jacob et al., 2016). This philosophical basis provides the primary assertion that language cannot be comprehended when broken into parts. In the book "Holistic Reading-Integrated Collaborative Learning," it is argued that effective reading teachingshould view language as an integrated whole rather than a set of grammatical rules that are learned in isolation from their practical application.

The whole language theory suggests that language is inseparable from the speaker and listener, the context in which it is utilized, the intent behind its use, the social background, and the rules governing the language's structure. This definition significantly expands the concept of reading literacy. In the context of holistic reading, this definition highlights to students that engaging with a text involves more than just words and sentences; it also encompasses the broader social context, communicative intent, and cultural background embedded within the text. Holistic reading literacy encompasses more than just the basic elements of writing, words, sentences, and meaning;

BAB 4

LOCAL CONTENT



A. DEFINITION OF LOCAL CONTENT

According to the most recent curriculum, local content is officially described as educational resources that come from the distinctive characteristics and potential of a specific area (Kemendikbud, 2024). This definition establishes a clear legal framework indicating that not every regional material qualifies as local content; only that which pertains to "potential" (elements that can be turned into a resource) and "uniqueness" (traits that set one region apart from others) is included. Its range is extensive, covering areas such as the arts and culture (like dance, traditional music, and ceremonies), crafts (including handicrafts, weaving, and regional batik), as well as regional languages and other elements of local knowledge. Therefore, local content is not just a supplementary topic; it is an independent subject that should focus on regional identity as its central theme in the learning process.

In addition to its curricular definition, local content serves a wider strategic purpose by enhancing the potential of the region where education occurs (Fadhella Riziqsiwi et al., 2021). This implies that local content aims not only to preserve culture but also to foster economic growth and the development of human resources rooted in local strengths. For instance, exploring batik crafts not only imparts aesthetic appreciation but also encourages an entrepreneurial mindset from a young age, connecting with the creative industries in the region.

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INDEKS

C

Comprehension, 31, 68, 70
Contextual, 70

D

Discourse, 28, 66

E

English language teaching, 56,
66, 69

H

Holistic, 9, 22, 23, 24, 25, 28, 33,
35, 37, 39, 40, 41, 42, 43, 56,
58, 59, 61, 62, 68

L

Learning experiences, 24
Listening, 24
Literacy, 15, 17, 66, 68, 71
Local content, 24, 47, 49, 50, 51

P

PISA, 4, 16, 71
Presenting, 49

R

Reading, 1, 9, 12, 13, 15, 17, 18,
20, 22, 24, 31, 37, 42, 43, 50,
56, 57, 58, 59, 61, 66, 67, 68,
70, 72

S

Scanning, 38, 75
Skills, 20, 25, 66, 67, 71, 72
Skimming, 25, 38, 39, 43, 44
Speaking, 49

V

Viewing, 57
Vocabulary, 24, 31, 57

W

Writing, 24, 65, 71, 72

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Holistic Reading through Local Content

A New Insight of ELT Methodology

This book presents a significant advancement in English language teaching (ELT) by incorporating local content into a comprehensive reading strategy. Moving away from traditional reading approaches that are often mechanical and disconnected from the learner's socio-cultural background, the author suggests that genuine reading comprehension takes place not just at the level of the text, but through a comprehensive language learning experience. The method integrates three fundamental components: experiences in developing language skills, text discourse, and reading comprehension. Local content—including folktales, community knowledge, local issues, and cultural products—is prioritized as the central focus of all reading activities. As a result, the focus of learning shifts from foreign texts that feel disconnected from students' everyday experiences to relevant and significant realities that are familiar to them.

Every chapter offers hands-on strategies, including attentive listening to local stories, participating in discussions about cultural contexts, crafting analytical responses, and conducting critical and reflective discourse analysis. Consequently, reading is perceived not merely as comprehending words, but as a comprehensive process that encompasses the learner's thoughts, emotions, experiences, and sense of self. This book is designed for educators, researchers, and policymakers in English Language Teaching (ELT) who aim to foster impactful, contextualized, and culturally relevant learning experiences. Holistic Reading using Local Content is more than a mere technique; it is an educational initiative aimed at unlocking the significance of reading.



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