Developing Descriptive Reading Materials in EFL Classes by Utilizing the Local Culture

Nur Azizah[1]
Rita Inderawati[*,2]
Machdalena Vianty[2]

[1]Sekolah Menengah Kejuruan Negeri (SMKN) 3 Pangkalpinang, Bangka Belitung 33684, INDONESIA
[2]Department of English Language Education, Faculty of Teacher Training and Education, Sriwijaya University, Palembang 30139, INDONESIA

Abstract

This study aimed to develop instructional descriptive reading materials of Bangka local culture in Indonesia, which are valid, practical and have a potential effect for Tour and Travel Study Program students at a vocational school in Bangka Belitung Province. The developed product would be used as supplementary materials to fulfill the students' needs. This study used the research design proposed by Akker (1999), covering the phases of analysis, design, evaluation, and revision modified by Tessmer (1993). The data were collected through questionnaires, semi-structured interviews, and a reading comprehension test. The data were analyzed quantitatively and qualitatively. In order to determine the validity, practicality, and potential effect of the developed product, a formative evaluation was conducted. Validity was evaluated in experts review related to the content, language, and instructional design. The result showed that the developed product reached a very high validity category with the average score of all aspects evaluated; it was 3.57. The practicality evaluated in one-to-one and small group evaluations were categorized as very high practicality since the average scores of both evaluations were 3.71 and 3.58. After trying out the field test, the developed product was considered to have a high potential effect since 73.91% of the students achieved the required passing grade. Therefore, it could be concluded that it is possible to use

* Corresponding author, email: rita_inderawati@fkip.unsri.ac.id

the developed product as supplementary materials for teaching reading for the intended students.

Keywords: English, vocational high school, instructional reading materials, Bangka local culture, material development.

1. INTRODUCTION

The essential role of English in vocational high schools cannot be denied. Hence, it should be adequately taught in certain ways to promote the students to learn what they need based on their study program. It is needed in order to prepare them to compete after graduating from school to get a job based on their field, both in Indonesia and in the world. The students should be equipped with the skills that support their job in the workplaces later on (Ministry of Education and Culture of Republic of Indonesia, 2016; Organization for Economic Co-operation and Development, 2011, 2013). One of the skills in EFL classes is reading. Cooper et al. (1988), McDonough et al. (2013), and Mukundan et al. (2016) explain that reading is one of the important skills in language learning. It is the process of recognizing the content of the text to gather information available in the reading text and strengthening the knowledge. Teaching EFL in Indonesia places reading as one of the exposed skills taught in the classroom. Fitrisia et al. (2015) describe that concern about students' reading ability, especially for non-native students in English classes, increased. Students are expected to have a good ability to read, especially in interpreting and comprehending texts to improve their English and gain information. Actually, reading skill is very critical for EFL students which includes: the students can get statistics from the study, they can add their understanding and may improve the manner in their questioning by means of studying any text (Suhermanto, 2019). Thus, more attention should be paid to the English reading materials, especially the materials for vocational high schools to improve students' reading ability that meet their needs.

Based on the 2013 Curriculum, English materials for vocational students should include cultures. Bao (2016) and Mukundan et al. (2016) state that it is important to consider the learners' background in developing teaching materials. Therefore, considering this view, in this global communication, the culture learned should not only focus on the target culture but also cover the students' local culture. The issue of utilizing students' local culture in teaching English, especially in reading, has attracted many researchers worldwide and in Indonesia. Many studies show the advantages of using local culture in English teaching. The studies conducted by Barfield and Uzarski (2009), Dehghan and Sadighi (2011), Yousef et al. (2014), Estuarso et al. (2017), Khan et al. (2017), Yang (2017), Fu (2018), Wulandari et al. (2018), and Sopian et al. (2019) found that the use of local culture as reading materials could help students improve reading comprehension, encourage their interest and local cultural awareness and motivate them to read. These findings are in line with Government Regulation of the Republic of Indonesia No. 32 of 2013 (President of Republic of Indonesia, 2013). It states that the curriculum structure for educational institutions must be based on the local culture and its potential aspects. Furthermore, Government Regulation of the Republic of Indonesia No. 5 of 2017 (President of Republic of Indonesia, 2017) describes that every citizen, including students, has the right to conserve, develop and

promote Indonesian cultures. It means that students are required to have more knowledge and preserve, explore, discuss, and describe their own cultures to others.

For the students of the Tour and Travel Study Program of vocational schools in Bangka, utilizing students' local culture in English materials is relevant and needed. As a developed province, Bangka Belitung has many tourism potentials and unique local cultures that enrich the Indonesian cultures. A number of domestic and foreign tourists and cultural practitioners come to enjoy and learn the Bangka Belitung's local culture. This phenomenon encourages the government to preserve, manage and promote the local culture, such as integrating local culture with education described in the Regional Regulation of Bangka Belitung Islands Province No.14 of 2016 (Governor of Bangka Belitung Islands Province, 2016). In the education sector, it is suggested to include the local potential or culture in the school subjects, which matches the core or basic competencies of the subjects. As the prospective tour guides in Bangka Belitung, tour and travel students of vocational high schools are expected to be able to explain their local culture, especially in English, since they will have interaction with domestic tourists and the ones from overseas. It is also hoped that the students are aware of their own local culture and be culturally literate.

The use of local culture is recommended and stated in Indonesia and Bangka government regulation and education curriculum. However, English reading materials utilizing Bangka local culture were hardly found. Even though there are many English reading texts related to Bangka local culture available in the coursebooks or on the internet, it cannot be denied that not all teaching materials are suitable for the students. This problem could occur because the materials do not match the students' English proficiency, do not cover the curriculum requirement, are not contextual to the students' field, or do not meet their needs. Nevertheless, the availability of appropriate reading materials that match the students' field of study and their interest is necessary. Mukundan et al. (2016) state that the key success in reading is on the appropriate selection and effective presentation of the materials provided. If the materials do not really meet the students' needs, there is a gap that should be filled in. One of the efforts is developing the materials. Tomlinson (2016) explains that material development is done to supply the teaching materials that are suitable to the students.

Developing materials has caught the attention of a plethora of researchers. Some studies had been conducted by Inderawati et al. (2018), Mahardika (2018), Erfiani et al. (2019), Monica and Vianty (2019), Sopian et al. (2019), Elviana et al. (2020), Nafiah (2020), and Surdyanto and Kurniawan (2020). Those previous studies aimed to develop materials for EFL classes, especially for reading materials. The researchers conducted the studies using particular designs for certain students' levels and certain purposes to meet their needs. Those studies show that the developed product was relevant to the students, valid, and applicable. Those previous studies also inferred the availability of reading materials that met the students' needs, but those concerning the use of students' local culture are limited.

The scarcity of English reading materials utilizing the local culture also occurred in one of the vocational high schools in Bangka, especially in Tour and Travel Study Programs. Based on the preliminary analysis through informal interviews, the writers highlighted some points. The reading texts provided to the students were general ones, and some others were related to general knowledge in the field of tour and travel. Even though some reading texts represented certain cultures, there was no reading text that

represented the Bangka's local culture. Therefore, the students and teachers need some additional English reading materials about the Bangka's local culture.

Because of the needs, an obvious gap existed. Therefore, the present study was supposed to be the plausible solution to fill the gap between the lack of English reading materials and the students' needs by utilizing the Bangka local culture. Referring to the meaning of culture defined by some experts such as Tylor (1871), Lowie (1917), Jacob and Stern (1947), and Koentjaraningrat (1980), for this study, the focus of the cultures was related to the customs, arts, food, clothes and historical places in Bangka that may differ and are unique from other places. Thus, the objective of this study was to develop descriptive reading materials based on the Bangka local culture for the Tour and Travel Study Programs of vocational high schools as the developed product. The research questions were formulated to know whether the developed descriptive reading materials were valid, practical, and had a potential effect.

2. LITERATURE REVIEW

2.1 English in Vocational High Schools

In Indonesia, many vocational high schools have diversity in terms of the field of study or study program. However, the classifications of the school subjects are the same. There are three main classifications: adaptive, normative, and productive (content subjects). English belongs to adaptive subjects. In the 2013 Curriculum, it is learned three hours a week.

The refutable of the essential role of English in vocational high schools are not only because English is one of the subjects in the National Examination but also because English can support the students' career in the future. It makes the objective of learning English in vocational high schools to be in line with the objective of ESP. Hutchinson and Waters (1987), Dudley-Evans (2001), and Richards (2001) explain that the ESP course concerns making the language use to be relevant to the students' needs. Hence, English should be taught properly to promote students' good knowledge and skills in this language and learn what they need based on their study program.

2.2 Instructional Reading Materials

In getting ready the students for having proper capacity in reading, teachers are demanded to be innovative in using the variety of ways in teaching reading (Wijayanti, 2020). One of them is instructional reading materials. Instructional teaching materials are a generic term used to describe the teachers' resources to deliver instruction to teach their students. Teaching materials can support students in learning and increase their success, as Tomlinson (2012) explains that teaching materials mean anything that can help students' study.

One criterion of good materials is that the materials should be authentic to the students that are relevant to their life (Howard & Major, 2004; Tomlinson, 2012). The authentic materials will positively affect students' motivation, be close to their needs, and support more creative teaching approaches (Richards, 2001). Sari (2016) reported in her research that authentic materials could motivate the students in learning and could be attractive and interested to be discussed.

Most reading genre taught to the students, especially in vocational high school is descriptive. Cooper et al. (1988) explain that there are two basic types of text: narrative and expository. Descriptive text is one of the types of expository text that describes facts and gives information about a certain topic in various ways, depending on the purpose of presenting it. Based on its functions, there are three functions of descriptive text: describing persons, describing objects, and describing places. For the purpose of this study, the developed instructional reading materials were about describing objects.

2.3 Bangka's Local Culture

Local culture means certain cultures in certain areas that reflect the way people live related to their customs, art, food, clothes, and others (Jacob & Stern, 1947; Koentjaraningrat, 1980; Lowie, 1917; Tylor, 1871). As one of the islands in Indonesia, Bangka has a local culture that enriches the identity of Bangkanese. There are some aspects of the Bangka local culture, such as art, food, equipment, customs, and clothes. The government and society are involved in preserving and developing the local culture. There are some efforts to make, such as making some regional government regulations, promoting the local culture to other regions, provinces, and even the world, and integrating the cultures in the tourism and educational fields. As described in the Regional Regulation of Bangka Belitung Islands Province No. 14 of 2016 (Governor of Bangka Belitung Islands Province, 2016), the implementation of education is carried out to realize the quality of education, noble characteristics, competitiveness, and culture. Then, it is explained that each education unit or school should reflect the characteristics of locality based on the local culture.

2.4 Material Development

Material development means a practical understanding of producing, evaluating, adapting, and exploiting the materials. Nowadays, material development is considered an important one in teaching. Tomlinson (2016) explains that there are many experts in materials development at present, and plenty of workshops or discussions dealt with material development principles and procedures. Furthermore, he explains that material development is done to supply the student with suitable teaching materials and meet their needs and expectations.

Tomlinson (2012) explains that some basic principles should be considered in developing materials. For example, the materials should help the students feel at ease, develop confidence, be relevant, be useful, and many others. Mukundan et al. (2016) state there are some factors that developers should consider preparing appropriate reading materials, such as the interest, background knowledge, and diversity of the readers, then the relevance and authenticity of the materials to meet the goals of the readers. Bao (2016) states that the content of reading must be relevant to the needs of the readers and reflect the language materials that they may find outside the classroom.

3. METHODS

3.1 Research Design

This study employed a research design proposed by Akker (1999). In this study, the research was about developing reading materials by adapting and translating some resources as the developed product. There were three main criteria to determine the quality of the developed product: validity (content, language, and instructional design), practicality, and the potential effect of the reading materials. Those criteria were evaluated in the evaluation and revision phase.

3.2 Development Procedures

The design procedures consisted of three main phases: analysis, design, evaluation and revision. They were modified with the formative evaluation proposed by Tessmer (1993).

1. Analysis
   This phase was conducted to determine the information needed to develop the reading materials based on the Bangka's local culture. This study conducted three analyses: instructional analysis, students' needs analysis, and students' reading level analysis.
2. Design
   This phase includes the process of designing and developing reading materials based on the information obtained in the analysis phase. The developed product prototype was made and prepared to be evaluated for the next phase.
3. Evaluation and Revision
   In this phase, a formative evaluation was administrated to determine the validity, practicality, and potential effect of the product. The formative evaluation comprised self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test.

3.3 Subjects of the Study

The study was conducted in one of the vocational high schools in Bangka that specified in tourism. The subjects of this study were the tenth-grade students of the Tour and Travel Study Program, as described in Table 1.

Table 1. The subjects of the study.

No.	Formative evaluation stages	Number of students	Description of the students
1.	One-to-one evaluation	3	One student for each reading level category, i.e., frustration, instructional, and independent reading level.
2.	Small group	9	Three students for each reading level category, i.e., frustration, instructional, and independent reading level.
3.	Field test	23	All of the students in a class.
	Total	35	

The subjects were selected based on purposive sampling. The selection of the subjects was based on their reading level. Then, the students involved in every stage of the evaluation were taken from each category based on the number of students needed. The students in each reading level category were chosen based on the recommendation of the English teacher of the tenth-grade with some considerations. For example, the students should be confident, talkative, and cooperative in expressing their opinions and criticism during the evaluation, especially for one-to-one and small group evaluation.

3.4 Data Collection

In collecting the data, the researchers used questionnaires, semi-structured interviews, and a reading comprehension test. The questionnaires were administered to three experts in this field at the university for their review, and students' responses toward the developed product to know the validity and practicality of the product. The semi-structured interview was conducted to get additional information from the students and one English teacher about the practicality of the developed product. The needs from the students were retrieved from interviews with the students, the English and content subject teacher, the head of the study program, and the vice school principal of curriculum. Then, the reading comprehension test was administrated to the students to know the potential effect of the developed product.

3.5 Data Analysis

The data were analyzed both quantitatively and qualitatively. The researchers used the quantitative method to assess the data obtained from the questionnaire and reading comprehension test. The qualitative method was used to interpret and describe the information obtained from the interviews. The data were collected through questionnaires from the experts' reviews and students' responses in one-to-one and small-group evaluation. The data were then calculated and classified based on certain criteria to determine the validity and practicality of the developed product. Then, the data from the English teacher's and students' comments and suggestions through interviews in one-to-one and small group evaluations were interpreted as the additional information related to the practicality of the product. At the same time, the potential effect of the product was determined from the result of the reading comprehension test in the field test. The product could have a potential effect if 70% of the students achieved the required passing grade of 70.

4. RESULTS

This section presents the result of the study in every phase of the design research procedures involving analysis, design, and evaluation and revision phases.

4.1 Analysis Phase

This study conducted three analyses: instructional analysis, students' needs analysis, and students' reading level analysis.

4.1.1 Instructional analysis

In this analysis, the researchers analyzed the curriculum used related to English and the content subjects of the Tour and Travel Study Program. Based on the curriculum used, the basic competencies of the English subject that were in line with the purpose of this study were 3.4 and 4.4, which were about the descriptive text. The basic competencies of the content subject related to this study could be in the tourism and tour guide subjects. In tourism subjects, the basic competencies were 3.7 and 4.7 for the material about tourism potential and tourist attraction. The basic competencies of the tour guide subjects were 3.3 and 4.3 for the materials about the tour guide.

Then, the researchers analyzed the existing reading materials in the course books used. There were 13 reading texts from the English book for tenth-grade students published by the government and 11 reading texts from the ESP book. Therefore, 24 reading texts were analyzed in terms of the general content, the type of cultures represented in the reading texts: source culture, target culture, or international culture as explained by Cortazzi and Jin (1999), and the kind and the levels of reading texts.

The content of the coursebooks used showed that the coursebook published by the government was still considered a general one since the content of the coursebook was not really related to the students' study program. Another one, the ESP course book, was more specific to the students' study program. It consisted of general knowledge in the field of tour, travel and tourism.

The types of cultures represented in the reading texts can be seen in Table 2.

Table 2. The cultures represented in the reading texts of the coursebook used.

The used coursebooks	Source culture	Target culture	International culture
X English book	53.85%	15.38%	30.77%
ESP book	0%	63.64%	36.36%

Table 2 shows that the first coursebook consists of 53.85% reading texts representing the source culture (i.e., Indonesian culture). Then, 15.38% of the texts belong to the target culture, and 30.77% of the texts refer to the international culture. In the second coursebook, no reading text represents the source culture. However, 63.64% of reading texts represent the target culture, and 36.36% represent the international culture.

The types of cultures presented in the reading texts were mostly names of people and cities, content, pictures, and other visual illustrations. The examples of source culture (i.e., Indonesian culture) are the names *Siti, Edo,* and *Rahmi*; the picture of *Afgan, B.J. Habibie,* and *Cut Nyak Dhien* and; the story of *Malin Kundang*. The examples of target culture are the names of people like *Jane*, the picture of *Niagara Falls*, and the description of international tourism in the U.S.A. and U.K. The examples of international culture could be seen in the name of places like Singapore and Dubai, the picture of the *Taj Mahal*, and the story of *Issumbhosi*.

In relation to the kinds of reading texts in the first and second coursebook analyzed, it is shown in Table 3. In the first coursebook, the kinds of texts are descriptive texts, recount texts, narrative texts, and announcements. About 38.46% of the reading texts are descriptive texts, 7.69% of the texts are announcements, 30.77% of the texts belong to recount texts, and 23,08% of the texts belong to narrative texts. While in the second coursebook, the kind of texts is 100% descriptive texts.

Table 3. The kinds of reading texts in the used coursebooks.

The used coursebooks	Descriptive	Announcement	Recount	Narrative
X English book	38.46%	7.69%	30.77%	23.08%
ESP book	100%	0%	0%	0%

Concerning the reading levels of the reading texts in the two coursebooks used, the reading levels were varied. They are shown in Table 4.

Table 4. The reading level of the reading texts in the used coursebook.

The used coursebooks	Reading level													
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
X English book	1	0	2	1	0	2	1	3	1	1	1	0	0	0
ESP book	0	0	0	0	0	0	2	1	2	1	2	1	1	1

The reading levels of reading texts in the first coursebook are from level 2 to 12. There is no text in levels 3, 6, 13, 14, and 15; one text in levels 2, 5, 8, 10, 11, 12; two texts in levels 4 and 7, and three texts in level 9. The reading levels of the texts in the ESP coursebook vary from level 8 to 15. There is no reading text from levels 2 to 7; one text in levels 9, 11, 13, 14, and 15, and; two texts in levels 8, 10, and 12.

4.1.2 Students' needs analysis

In order to find out the students' needs, the information was gathered from tenth-grade students of the Tour and Travel Study Program, the English and content subject teacher, the head of the study program, and the vice school principal of curriculum. The aspects of needs analysis used in this study were situation analysis, deficiency analysis, present situation analysis, and strategy analysis.

Based on the result of the students' needs analysis, some points could be highlighted, they are:
1) English was considered as an essential subject in promoting the students' field, content subjects and career.
2) The English proficiency of the students was found to still be at the beginner level.
3) There were some difficulties faced by the students in mastering reading comprehension skills.
4) The kind of texts needed was descriptive texts.
5) The forms of questions recommended were multiple choice and essay.
6) Integrating English reading materials with the materials of the content subjects was necessary.
7) English teachers just adopted the materials in certain sources as the additional materials for the students,
8) Students' knowledge of the Bangka local culture was limited to general information.
9) The unavailability of English reading materials based on the Bangka local culture.
10) The reasons of integrating the Bangka local culture in reading materials for the students were to enhance their knowledge about the Bangka culture, promote their skills in their study program, encourage their cultural awareness, and improve their English proficiency in reading skills especially in comprehending the texts.

11) The aspects of the Bangka local culture that the students needed were arts, customs, foods, traditional clothes, traditional equipment, folklores, and historical places.

4.1.3 Students' reading level analysis

The students' reading level was measured to match their functional reading level with the readability levels of the developed product, and determined their classification in the evaluation and revision phase. A reading comprehension test was administered to the students. The test included reading texts at levels 2, 3, 4, 5, and 6. The researchers used Jennings Informal Reading Assessment to measure the students' reading level. It involved three criteria: frustration, instructional, and independent (Jennings, 2001). The result of the students' reading level is described in Table 5.

Table 5. The result of students' reading level analysis.

Reading level	Reading level category					
	Independent		Instructional		Frustration	
	NOS	%	NOS	%	NOS	%
2	19	54.29	10	28.57	6	17.14
3	12	34.29	13	37.14	10	28.57
4	6	17.14	18	51.43	11	31.43
5	2	5.71	11	31.43	22	62.86
6	0	0.00	8	22.86	27	77.14

The text reading level, which had the biggest percentage in the instructional criteria, was determined as the students' reading level indicator. As shown in Table 5, more than half of the students (51.43%) in level 4 were in the instructional category. Because the distribution of students was mostly in level 4 of the instructional level, it could be considered that the students' reading level was at level 4.

4.2 Design Phase

This phase was aimed to develop the prototype of the developed product presented in a printed one. The reading materials were based on the 2013 Curriculum for vocational high schools. The Bangka local culture was included in the materials. The reading materials were in the descriptive texts, which focus on describing objects. The aspects of culture in the reading materials developed were related to food, art, custom, clothes, and the historical building of Bangka. The reading levels of the materials developed were levels 2, 3, 4, 5, and 6.

There were 11 reading texts developed. The titles of the texts were *Yok Miak* (traditional song)*, Sengkulun* (traditional cake)*, La Trasse* (historical place)*, Nganggung* (custom)*, Cual* (traditional fabric), *Lempah Kuning* (traditional food)*, Residence House* (historical place), *Kawin Heredek* (custom), *Dambus* (traditional musical instrument), *Paksian* (traditional wedding clothes), and *Masjid Jamik* (historical place). There were also reading comprehension tests in the form of multiple-choice and essay tests. This developed product was also equipped with the core and basic competencies of English and content subjects that could be integrated and included indicators, learning objectives, explanation about descriptive text, reading

comprehension aspects, references, glossary, Bangka terminologies, exercises, and real pictures. The design of the developed product is as shown in the Appendices.

4.3 Evaluation and Revision Phase

In this phase, the formative evaluation was administrated. There were five formative evaluation stages: self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test.

4.3.1 Self-evaluation

In this stage, the researchers checked the product developed to revise some mistakes in the reading materials. The mistakes were related to grammatical errors, misspelling, capitalization, punctuation, or the content of the developed reading materials and the reading comprehension test. Additionally, the concern of the evaluation was on the layout of the pictures and reading texts, cover, and material presentation. After being revised, the developed product was given to experts to be evaluated and validated.

4.3.2 Experts' review

In this stage, the developed product was checked by three experts in terms of the content, language, and instructional design. The experts' review determined whether the reading materials were valid or not by evaluating, giving comments or opinions on the developed product, and scoring the evaluation aspects based on the questionnaire validation sheet. The result is shown in Table 6.

Table 6. The result of the developed product validity.

No.	Aspects	Average score	Category
1.	Content	3.81	Very high validity
2.	Language	3.81	Very high validity
3.	Instructional design	3.09	High validity
	Total average score	3.57	Very high validity

From Table 6, the average score of the validity of the developed product was 3.57, which was categorized into very high validity. Based on the result of the experts' review, the developed product was considered valid.

4.3.3 One-to-one evaluation

In this evaluation, there were three students involved in reviewing the developed product. After reviewing the developed product, they gave their comments by filling the questionnaire of students' responses to the relevance of the developed product to the students' needs, materials presentation, evaluation, and materials' attractiveness. The scores given by the students in this questionnaire were calculated to know whether the developed product was practical or not. The result can be seen in Table 7, and it shows that the average score of the practicality of the developed product was 3.71, which was categorized into very high practicality.

Table 7. The result of the developed product practicality in the one-to-one evaluation.

No.	Aspects	Average score	Category
1.	Relevance to the students' needs	3.58	Very high practicality
2.	Materials presentation	3.83	Very high practicality
3.	Evaluation	3.57	Very high practicality
4.	Attractiveness of the materials	3.83	Very high practicality
	Total average score	3.71	Very high practicality

Additionally, the data from the questionnaire was supported by the result of the interview with the three levels of the students. The students admitted that the content of the developed product related to the number of the reading materials, glossary, and questions was sufficient for them. The questions and directions were clear. The reading materials were interesting and suitable for their study program, Tour and Travel. Their responses were shown in the excerpts below.

Some excerpts from the student (S1) on the frustration level are as follows:

E1   "Yes, the reading materials can support my study program, content subjects, and my career".
E2   "The reading texts are interesting".
E3   "I can know more about the Bangka local culture".

Some excerpts from the student (S2) on the instructional level are as follows:

E4   "The number of reading texts is enough".
E5   "The form and the number of questions is enough".
E6   "The materials can be used in the class".

Some excerpts from the student (S3) on the independent level are as follows:

E7   "I am not really good at English, but the reading materials are suitable for my English ability".
E8   "In my opinion, the direction of the question is clear and easy to understand".
E9   "The reading materials are suitable for the study program and support the content subjects".
E10 "In my opinion, the presentation of the materials is interesting and clear".

Based on the excerpts from the three levels students as the subjects of this study, the students were interested in the developed product. Furthermore, the developed product is appropriate to the students' level, the product is applicable, and meets their needs based on their field of study.

Related to the suggestions for the developed product, one student felt that several sentences and questions were difficult because of unfamiliar words. She suggested adding more vocabulary in the glossary. Another student suggested adding the explanation of reading comprehension aspects. The excerpts from the students are as follows:

E11 "I think it needs to add more vocabulary in the glossary". (S1)
E12 "According to me, the addition is about the vocabulary and an explanation about the aspects of the reading comprehension". (S2)

4.3.4 Small group evaluation

In this stage, the researchers tried out the developed product with nine students and asked them to review the developed product. The students were not the same as

those who were in the one-to-one evaluation. The students were asked to read, review, and answer the questions. Then, they gave their comments by filling the questionnaire of students' responses with the same aspects as in the one-to-one evaluation to know the practicality of the developed product. The result of the small group evaluation can be seen in Table 8.

Table 8. The result of the developed product practicality in the small group evaluation.

No.	Aspects	Average score	Category
1.	Relevance to the students' needs	3.54	Very high practicality
2.	Materials presentation	3.50	Very high practicality
3.	Evaluation	3.62	Very high practicality
4.	Attractiveness of the materials	3.67	Very high practicality
	Total average score	3.58	Very high practicality

Table 8 shows that the average score of the practicality of the developed product was 3.58, which was categorized into very high practicality. Furthermore, the practicality of the developed product can be inferred from the debriefing result in the interview with the English teacher and students. The interview's key themes were implementing the developed product in learning and perceived worth to the learners.

In relation to the implementation of the developed product, generally, students and teachers stated that this product could be applied in the class and at home.

An excerpt from the student on the frustration level is as shown in E13:

E13 "Yes, these reading materials can be used in the class and at home as additional materials for learning". (S4)

An excerpt from the student on the instructional level is as shown in E14:

E14 "Yes, of course. It can be used in the class. It is very important. We are in the tourism field for guiding so the texts are very important. It can be studied at home". (S8)

An excerpt from the student on the independent level is as shown in E15:

E15 "Yes, the reading texts can be used in the class and at home as additional materials for studying". (S12)

These excerpts show the practicality of the developed product can be used not only in English class but also at home as supplementary materials for the students to study.

An excerpt from the English teacher is as shown in E16:

E16 "It can be used in the class. I think there will be no difficulties to apply it in the class. I just need to explain the new vocabulary".

The excerpt from the English teacher is in line with the students' excerpts that the developed product is applicable at school and home.

Second, related to the learners' perception, the students and teacher admitted that this product was relevant to their field and useful. An excerpt from the student on the frustration level is as shown in E17:

E17 "The texts support the study program. It is very helpful when I study the content subjects because the subjects are similar to these materials, and it is very useful for my future career". (S5)

This excerpt means the student agreed that the developed product is related to their study program and supports the student's career later on.

An excerpt from the student on the instructional level is as shown in E18:

E18 "I rarely read about the local culture before, and at school, the topic is also rare about the local culture, so this product can add my knowledge, and is very useful if there are materials like these at school". (S8)

From E18, it can be seen that the student rarely read about the local culture especially presented in English. Therefore, the developed product can provide the students with more information about certain Bangka local cultures. Therefore, the availability of the developed product at school is highly expected by both students and teachers.

Some excerpts from the students on the independent level are as shown below:

E19 "Yes, it is very helpful to enhance reading comprehension skills, so it helps me learn English more". (S10)

E20 "The materials make me want to study more about the Bangka local culture". (S12)

It can be concluded from the excerpts of the students that the developed product can help them to improve their English, especially in reading comprehension. Concerning the students' local culture, this developed product encourages them to learn more about the Bangka local culture.

Some excerpts from the English teacher are as shown below:

E21 "Yes, the reading materials can help the students to have better reading comprehension and suitable for their reading ability".

E22 "These reading materials are useful for the students' career later on. If there are tourists from abroad coming to Bangka someday, they can explain about the Bangka local culture as they have been prepared with those materials".

From the English teacher's excerpts, it can be found that he has similar opinions to the students in the small group evaluation that the developed product is appropriate to the students' English proficiency, needs, and field of study. This developed product can also be one of the ways to enhance the students' reading ability.

4.3.5 Field test

In this stage, the developed product was tried out in the intended environment in which it would be used. There were 23 students involved in this evaluation stage out of those who had participated in the one-to-one and the small group evaluations. In this stage, a reading comprehension test was administrated to determine whether the

developed product had a potential effect or not. The result of the students' achievement in the reading comprehension test is shown in Figure 5.
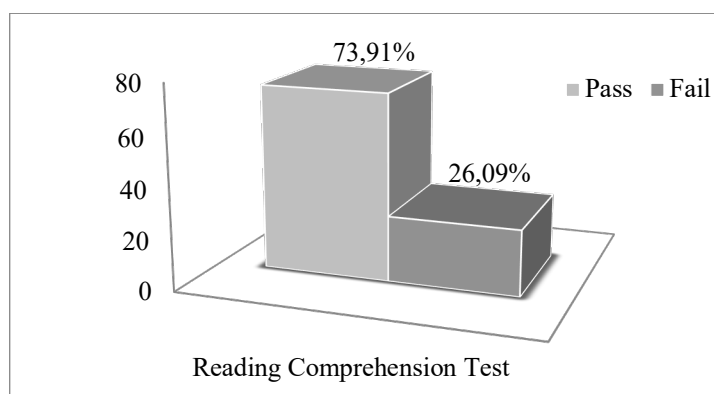

Figure 5. Students' achievement in the reading comprehension test.

From the reading comprehension test result, 17 out of 23 students who participated in the field test achieved the required passing grade of 70. It means that the developed product has a potential effect since 73.91% reached the passing grade.

5. DISCUSSION

5.1 Analysis Phase

Based on the result in the analysis phase, some points need to be discussed. The existing reading text for the students at the vocational school just represented the source culture, target culture, and international culture. Meanwhile, the availability of the developed product had represented the students' local culture completing the type of the existing cultures in the coursebooks used. Furthermore, the integration of the students' local culture in the reading text was to fulfill their needs based on their study program would bring some benefits. As reported by Monica and Vianty (2019), Sopian et al. (2019), Elviana et al. (2020), and Nafiah (2020), providing materials based on the local culture could motivate students as well as enhance their reading comprehension. Their studies also showed that most of the students achieved the required passing grade in the reading comprehension test.

Regarding the fact that the English teacher in this study just adopted the additional reading materials without any modification or development, it occurred because of some problems such as time, additional responsibilities at school, and the uncertainty about how to develop the materials. Other teachers also faced these problematic aspects. Teachers had obstacles in developing materials such as limited references, lacked skills in developing materials, had problems in outlining and writing the content, lacked knowledge on the students' field, confused in determining appropriate media, and lacked time (Kusumarasdyati, 2014; Metboki, 2018; Rahayuningsih, 2016; Syamsinar & Jabu, 2015). Certain considerations that should be taken into account in designing materials, as explained by Howard and Major (2004), are students' involvement, curriculum and context, resources and facilities, confidence and competence, copyright compliance, and time. Enhancing confidence and competence and managing time are necessary for the teachers. They should try and

develop the materials as mandated in Regulation of the Ministry of National Education of the Republic of Indonesia No. 14 of 2005 (Ministry of Education and Culture of Republic of Indonesia, 2005), where one of the required teachers' competencies is the ability to develop materials.

The other issue that should be noted was that most of the reading texts available in the coursebooks did not match the students' reading level. Thus, it was important to measure the readability of the developed reading text to be in line with the students' reading level. Readability is the degree to which a text matches its intended and actual reader(s) (Wray & Janan, 2013).

5.2 Design Phase

The design process of the developed product consisted of some steps. They were determining the indicators and objectives, collecting information about the Bangka local culture, summarizing, writing descriptive reading materials, checking the reading level, making the list of the words for the glossary and Bangka terminology, and constructing the reading comprehension test. The steps also involved completing the developed product with certain explanations, planning the materials' presentation, and designing the developed product's cover.

In developing reading materials, the guidelines for designing effective teaching materials should be considered. English language teaching materials should be authentic, contextual, useful to the student, able to stimulate interaction, attractive, and should encourage learners to develop learning skills (Howard & Major, 2004; Hutchinson & Waters, 1987; Mukundan et al., 2016; Richards, 2001; Tomlinson, 2012). Sari (2016) reported in her research that the authentic materials that could motivate the students in learning were attractive and interested to be discussed.

Then, the aspects of reading comprehension (main idea, specific information/ details, references, sequences, inference, cause-effect, and vocabulary) as suggested by Cooper et al. (1988) should also be involved in a reading comprehension test.

5.3 Evaluation and Revision

Once the product was completed in the design phase, it was analyzed and reviewed in self-evaluation first. It was an additional stage of formative evaluation. In this stage, the obvious errors in grammar, structure, content, and presentation of the developed product were evaluated and revised.

In the experts' review, the developed product was reviewed by three experts in terms of the content, language, and instructional media to judge its validity. The content validity was reviewed by the head of the Tourism Department in Pangkalpinang, who is a cultural practitioner that has been awarded cultural awards in certain events, and has written many books about the Bangka local culture from Bangka. From his review, some points could be highlighted. All topics selected were appropriate to the students. The information given on the selected topics was correct, accurate, and suitable for the students, especially for the Tour and Travel Study Program. After reviewing the developed product, and researchers revising it (i.e., to complete inadequate information and extend the explanation on some Bangka terminologies), he stated that the product was finally effective.

Another issue that should be noted was the importance of finding out whether the selected local cultures were recommended, the ones that need to be preserved or not at present. The content validator of this developed product stated that all selected topics were much recommended. It could be seen in the validation sheet that the content validator strongly recommended the seven topics and recommended the four topics of the developed reading materials. He also strongly agreed that all selected topics needed to be preserved and promoted. Furthermore, the aspects of the Bangka local culture of the selected topics were also the ones that should be preserved based on the Regional Regulation of Bangka Belitung Islands Province No.14 of 2016 (Governor of Bangka Belitung Islands Province, 2016) about conserving and managing the Bangka local culture. It is in line with Regulation of the Ministry of National Education of the Republic of Indonesia No. 10 of 2014 (Ministry of Education and Culture of Republic of Indonesia, 2014) and Government Regulation of the Republic of Indonesia No. 5 of 2017 (President of Republic of Indonesia, 2017).

In relation to the language and instructional design validity, the developed product was reviewed by two Sriwijaya University lecturers. Both gave comments and suggestions of certain grammar, diction, the unity of the text for particular developed reading materials, and the questions' construction. After evaluating the developed product, both of them stated that it was valid with revision. The previous researchers such as Erfiani et al. (2019), Monica and Vianty (2019), Sopian et al. (2019), and Elviana et al. (2020), who developed a product based on local cultures, also found that their products were valid with revision. However, the point that distinguished the process of the validation of the developed product from those studies was in terms of the content validator. In this study, the validator of content validity was separated from language validity. While the previous studies, the content and language validity were combined with one validator.

The evaluation in one-to-one and small group aimed to know the practicality of the developed product showed that from the students' responses, it could be said that this developed product was practical, appealing, and implementable. The students also gave suggestions upon the developed product. Previous researchers such as Monica and Vianty (2019), Sopian et al. (2019) and Elviana et al. (2020) also conducted one-to-one and small group evaluations to know the practicality of their product. They found that their product was practical. They also obtained some suggestions from the students. A similar suggestion was the addition of the glossary. However, there was a suggestion that was not found in those previous studies. It was about the addition of the reading comprehension aspect explanation as suggested by the student from the instructional level in this study. In the small group evaluation, it was also important to have a debriefing with the English teacher to obtain additional information about the developed product. Tessmer (1993) explains that the designer can also evaluate the implementation and appeal of the instruction to the teachers to determine if the instruction can be successfully used in the real-world environment.

In the field test, the developed product was tried out to its intended students, the students majoring in tour and travel of a vocational high school in Bangka, to determine if it had a potential effect, implementable, or accepted by the students. Based on the students' responses after conducting the field test, it could be concluded that this developed product was handy and usable. From the result of reading comprehension, it was considered that this product had a potential effect. This finding appeared similar to the developing studies conducted by previous researchers, Monica

and Vianty (2019), Sopian et al. (2019), Elviana et al. (2020), and Surdyanto and Kurniawan (2020), who found that their developed product had a potential effect. However, some aspects should be focused on reading skills and needed to be drilled more to the students. They were related to detailed information, inference, and vocabulary since more students had wrong answers in those aspects. Teachers can drill the students' ability in these aspects of reading by using skimming and scanning techniques as one of the ways. Yusuf et al. (2017) state that Skimming and Scanning were among the techniques used to improve EFL students' reading comprehension, especially identifying the main idea and detailed information.

6. CONCLUSION

The English reading materials for students majoring in tour and travel should support their needs based on their study program. One of the ways is integrating the students' local culture into the reading materials. Local culture involvement in EFL aims to enable students to communicate effectively about their own culture and beliefs by using English. Furthermore, the use of the local culture in reading texts can be considered as one of the ways to improve students' reading skills.

The developed product of this study was considered valid, practical, and had a potential effect based on the result shown in the evaluation and revision phase. Additionally, this developed product matched the students' reading level and supported the students' content subjects. Thus, it can be concluded that the developed instructional descriptive reading materials by integrating the Bangka local culture in this study can be implemented to the Tour and Travel Study Program students of vocational high schools.

Since the developed product of this study only focused on reading skills, it is suggested that English teachers, material developers, or other researchers to develop other English teaching materials of the other skills. Additionally, further development of reading materials using other media such as interactive multimedia should be considered since the developed product in this study was a printed one. This study also did not cover all aspects of the Bangka local culture for reading materials. Therefore, there are many chances to develop more instructional materials on the other aspects or topics based on the Bangka local culture to fill the gap and verge the students' needs.

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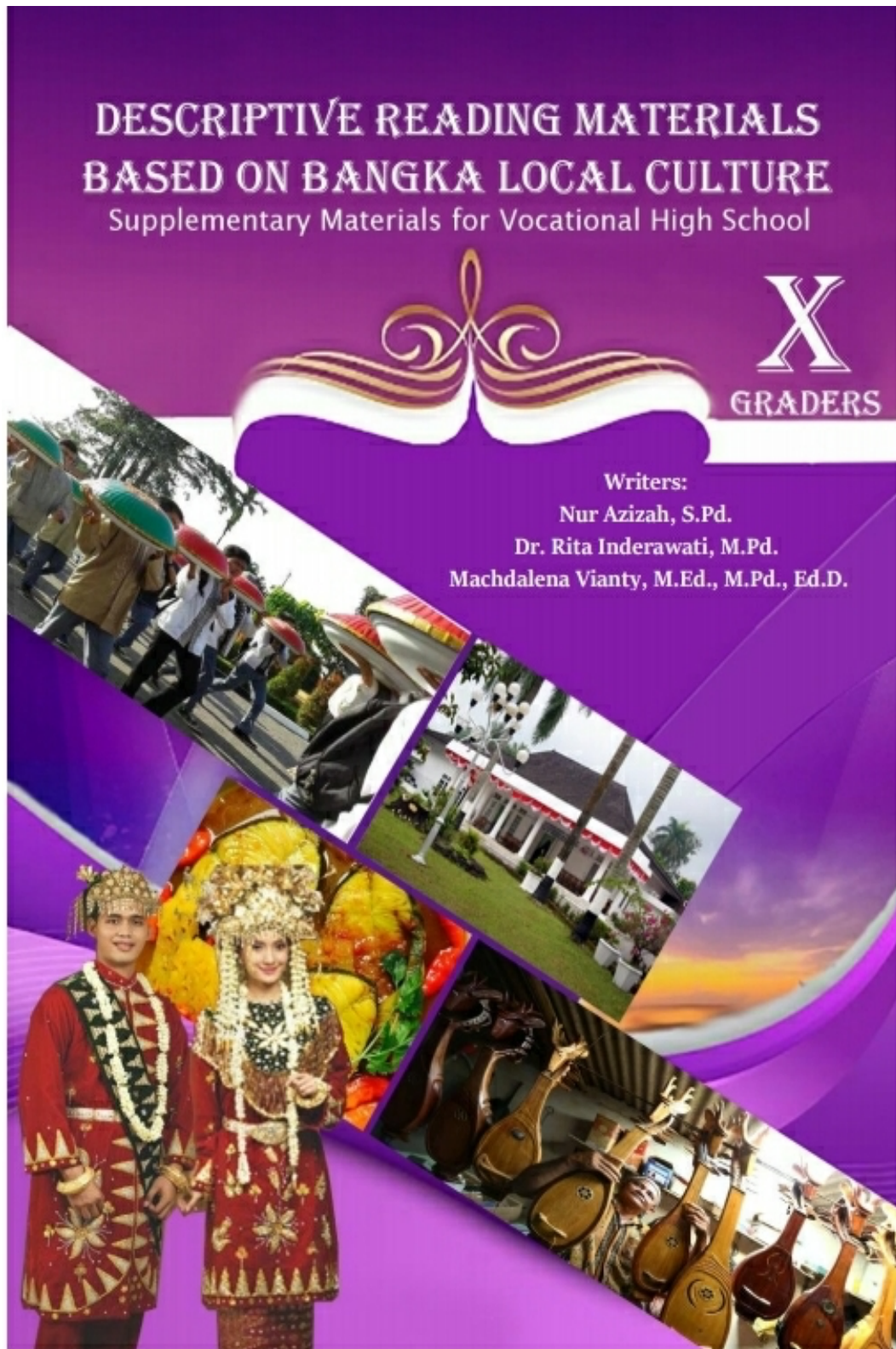
APPENDICES

Figure A.1. Cover.

Figure A.2. Sub-material.

NGANGGUNG

Picture 4.2

Nganggung is one of the traditions in Bangka island. It is considered as a cultural heritage. Etymologically, it is derived from two Bangkanese words. The first one is "*ngangkat*" which means lift. The second one is "*gung*" which means something great. So, it means lifting something for a

5 great thing. *Nganggung* is the symbol of mutual cooperation and togetherness. It is an identity and dignity of Bangkanese.

In *nganggung*, people usually bring various foods. The food is rice and various side dishes, fruits, cakes, and drinks. People put the food on the top of a tray. This tray is called *dulang* which is covered with *tudung*

10 *saji*. Next, *dulang* is brought from the house to a certain meeting place. The place has been agreed on before. It can be a mosque, a hall, or a large field. The way people bring *dulang* is called *ditayak*. In *nganggung*, there is sermon given by religious leaders about a certain topics related to the event. In some events, it is started by holding a *Taaruf* parade. Next,

15 people will pray, and after that, they will eat the food. They usually barter

Descriptive Reading Materials Based on Bangka Local Culture

29

Figure A.3. Reading text.

4. Which of the following words has almost the same meaning as *dignity*?

    a. Insult.

    b. Honor.

    c. Modern.

    d. Humiliation.

5. In your opinion, why are there some changes in *nganggung* at present?

    a. It is rarely held by the people.

    b. It is because of the modernization.

    c. People are not interested in this tradition.

    d. People need to have a new trend in their community.

PART II. ESSAY

Direction: Answer the following questions correctly based on the information in the text!

1. What does the reading text tell you about?

2. What is the antonym of the word "great" in line 4?

3. When do people do a parade in this tradition?

4. In your opinion, why do people in Bangka still preserve *nganggung* tradition?

5. It can be a mosque, a hall, or a large field. What does the underlined word refer to?

6. What are three changes in *nganggung* tradition at the present?

7. As the young generation, how will you keep *nganggung tradition*?

8. Do you know some other traditions from Bangka Belitung province? If yes, please mention at least two and explain them briefly.

Descriptive Reading Materials Based on Bangka Local Culture   33

Figure A.4. Reading exercises.