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Abstract: The purposes of this study was to find out the validity, practicality, and potential effect of the developed instructional reading materials using Siti Zubaidah narrative lyrics as local culture-based narrative texts from South Sumatra. The method of the research used development study. The subjects of the study were tenth grade students whose instructional reading level was level four. The procedure of the study consisted of three stages: analysis, design, evaluation and revision. In the first stage, instructional, students' reading level, and their reading needs were analyzed. The data collected by using questionnaire and test. The result of the analyses became the basis of product development. Texts with comprehension questions were written. Formative evaluation was conducted to see the validity, practicality, and potential effects of the product. The validity about the content and construct of the product was evaluated in expert review phase. The product was stated to be very highly valid (4.45). The practicality was evaluated in one-to-one and small group phases. The results showed that the product was very highly practical since the average score in both phases were 4.64 and 4.79 respectively. Field test phase aimed to evaluate the potential effect of the product. After being tried out in the field test as 93.3% of the students achieved the minimum mastery criterion which was 68. It meant that this product had a very high potential effect. In conclusion, the developed product was potentially effective to be applied for the tenth grade students.

Keywords: *development research; local culture; narrative texts.*

INTRODUCTION

Reading is one of the four major skills considered as the most important in learning English (Carrel & Eskey, 1998). It means students in learning English should master reading. They will get many kinds of information needed in order to help them in acquiring knowledge. Students become literate, knowledgeable, and capable graduate that can give contribution to the national development (Tabroni, Irpani, Ahmadiyah, Agusta, Girivirya, & Ichsan,

2021; Reddy, Sharma, Chaudhary, 2021). Students can obtain and increase their knowledge. If they have knowledge, they can support the national development. Mustafa (2012) also states that reading is the postern to the knowledge which could lead Indonesian societies become knowledgeable people and expectedly could reach high standard of welfare and resolve prosperity problem of Indonesian people.

Reading can be defined as a constructing process or meaning developing from text which is printed out (Clinton, 2019; Pellicer-Sánchez, Tragant, Conklin, Rodgers, Serrano, & Llanes, 2020; Støle, Mangen & Schwippert, 2020; Singh & Alexander, 2022; Duke, Ward, & Pearson, 2021; Duke & Cartwright, 2021; Hooven & Tunmer, 2021; Magnusson, 2022). Furthermore, reading comprehension is not an easy process. Readers need to hold the information in working memory long enough for the information to be more extensively processed (Mackey, 2022). Similarly, In'nami, Hijikata, & Koizumi (2021) also defines reading as a process of constructing meaning by coordinating number of complex processes that include word reading, word and world knowledge, and fluency. Relevant to this, Moura, Nascimento, & Ferreira (2021) states that the changes, events, relationships, and effects that we are experiencing (trans)form our forms of sociability and bases of psyche. It needs an interactive process in constructing the meaning (Heuer & Rolfs, 2021). It is supported by Smith, Snow, Serry, & Hammond (2021) who said that readers with lower background knowledge appear to benefit more from text with high cohesion, while weaker readers were able to compensate somewhat for their relatively weak reading skills in the context of a high degree of background knowledge.

The results of some studies showed the facts that reading comprehension is an issue in Indonesia. For example, internationally, according to the Organization for Economic Cooperation and Development (OECD) in 2013, the mean score of the reading literacy in Indonesia was still low. It was 396, while the mean score for the overall countries participating was 496. The mean score was dropped six points and the rank was drop seven level from the previous OECD in 2010. Even though the test was in Indonesian language, let alone in English. In PISA (Program for International Student Assessment) 2012 which is an assessment that allows educational performances to be examined on common measure across countries, there were 65 countries participating. Ironically Indonesia was in the second lowest position.

Kareni (2016) also found that students of MAN 1 Palembang got difficulty difficulties in comprehending text. Based on the data evaluation, it was known that 50 % of the total students got the

lowest score, under the criteria of KKM of 75. Those students did not fully understand what was being asked since they were not capable of differentiating between the natures of different types of reading comprehension questions. These difficulties were influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures. Even, Shehu (2015) also found that there were four reasons why students get difficulties in reading comprehension. Firstly, the students found new words as great obstacles to comprehend text. Secondly, they often complained to the fact that they couldn't recall the information they just read. Next, students read a little or nothing. It is happened when students faced great obstacles in comprehending a written text. They failed to decode a text and analyze its meaning. Finally, the students argued that some texts were easy to be understood while others were very difficult.

Dealing with curriculum 2013, curriculum 2013 requires the teaching and learning process at educational institutions should be held interactively, inspirational, fun, challenging, and can motivate the students to be active, give them chance to be creative, independent based on their talent, wish, and psychology development (Government Regulation No. 23/ 2013 Article 19). In school, teachers play important roles in teaching and learning process. They are the base foundation with multi-tasking. As stated by Aktekin & Celebi (2020), Weisberger, Grinshtain, & Blau (2021) there are six roles of teachers. One of them was as a resource developer. In relation to this study, in order to be a resource developer, teachers can select the appropriate and interesting reading materials for her/his students or even develop their own material which match with their students' interest. Teachers need to make the teaching and learning activities fun and enjoyable. Therefore, teacher as the agent of learning who has already known the core and basic competence of their teaching should be able to adapt and adopt the materials which fit on the need of teaching and learning process in the classroom (Tomlinson, 2012).

Based on the Government Regulation No 23/2013 Article 77A about National Standard of Education (SNP), curriculum structure for educational institution must be based on the local culture and its potential aspects. The notion of inserting in teaching and learning English is that

culture is indivisible from language. Culture and language are interconnected (Hernandez, Garay-Argandoña, Lira, Fuster-Guillén, Garay, & Ocaña-Fernandez, 2021). Thus, language is the key component of culture, its development is influenced by culture, and the transmission of culture depends on language used.

In 2013 Curriculum, narrative text as stated in Basic Competence point 3.8, is one kind of genres that will be learnt at tenth grade of senior high school students. Here in teaching narrative text, the writer applied a method of developing materials for this genre. The writers chose narrative text due to the finding of Pancarini (2016) who found that narrative text can improve students' reading comprehension of the tenth grade students in Palembang and narrative text made the students very enthusiastic in learning.

3 In teaching narrative, English teachers can fulfil the obligation to introduce the local culture/content from their own province particularly within the young generation as it is an attempt of preserving local culture and very important in the middle of this globalization era. As McKay (2003) claimed English teachers should not limit the materials only to the cultures of native English-speaking countries to get the English sense as an international language. Meaning that they should allow for local culture-based in their teaching and learning process. By regarding the use of local culture in ELT materials, these English teachers have given a very big support for their utilization. This process of transmitting local culture through ELT materials is one of example of how to preserve our national identity (Alwasilah, 2006).

Furthermore, the materials provided in the English textbook given by central government have already provided two reading narrative stories, one is from Japan (story about *Issumboshi*) and other is from West Sumatera (*Malin Kundang*). However, those narrative stories actually do not reflect the South Sumatera cultural background. Therefore, English teachers who teach in South Sumatera are supposed to include local culture-based narrative stories from South Sumatera in their teaching and learning process. By including these, students learn both English and their own culture. To include such kind of materials is not easy. There must be investigations dealing the local culture for the students' needs. In other words, teachers must analyse whether the students need relevant

materials before doing the material development (Inderawati, et al., 2018; Azizah, Inderawati, & Vianty, 2021; Rhahima, et al., 2021; Inderawati, Petrus, Eryansyah, & Meilinda, 2021; Tenridinanti, Inderawati, & Mirizon, 2022; Noto, Sofendi, Inderawati, Hartono, Putri, 2022; Inderawati, et al., 2022)

Some previous researchers have done the study dealing with developing local culture-based content teaching materials on reading comprehension. One of the previous studies was conducted by Alakrash, Edam, Bustan, Armnazi, Enayat, & Bustan (2021). They found that the use of Indonesian folktales in translation as material for EFL teaching at primary level in Solo, Indonesia, has benefit for language learning. Second research was done by Azizah, et al (2021). They developed an interesting instructional reading material by using local culture for her Tour and Travel Study Program students at Vocational School in Bangka. they used local culture from her hometown and the result of her observation showed that the developed reading material was valid, practical, and had good potential effect on students reading comprehension.

Next, Wastuti, Febrianto, & Hanik (2021) developed their own text book materials for their fourth-grade students in Klmapis Barat. the findings of the study showed that the text book used for fourth-grade students about text book material based on local culture could be declared eligible to serve as learning materials.

Other study which also focused on product development were firstly conducted by Elviana, Inderawati, & Mirizon, (2020) developed interactive multimedia for teaching descriptive texts based on Palembang local culture. Their findings of the study showed that those ten reading Descriptive texts for tenth grade students about tourist destinations in Palembang could be declared eligible to serve as learning materials.

Next, Azizah, Inderawati & Vianty (2021). They developed an interesting instructional reading material by Utilizing the Local Culture for her students at SMKN 3 Pangkalpinang, Bangka Belitung. The result of her observation showed that the developed reading material was valid, practical, and had good potential effect on students reading comprehension. In 2022, Tenridinanti, et al. and Irnansyah, Mirizon, & Petrus, conducted research on reading material development. The first study

focused on climate change reading material and the second one used local culture as learning material.

As teachers, the writers tried to develop reading materials with local culture-based to improve the students' reading narrative texts by using appropriate reading materials. The reading materials however should be valid, practical, and had potential effect to the students' achievement (Inderawati, et al., 2018; Azizah, et al., 2021; Rhahima, et al., 2021; Checaria, et al., 2021; Septiandini, et al., 2022; Irnansyah, et al., 2022). Considering this, the writers developed materials with local culture-based from South Sumatra. The local culture-based chosen was a story about *Siti Zubaidah Version of Dulmuluk*. It was actually in form of *Siti Zubaidah* lyrics which consisting 3822 lyrics written by Abdullah Munsyi in 1925. It was one of the potential of local-culture that supported with the establishment of regional and national development in facing the global challenges (Governor South Sumatera Regulation No.38/2015) and needed to be preserved as a local culture (Inderawati & Nurhayati, 2017). They also put forward that *Siti Zubaidah* should be acknowledged as cultural heritage and should be introduced to the wide community as local culture from South Sumatra. That is why as parts of revitalizing it, the students as young generation should be involved as they are the one who is going to share and tell it in the future. Otherwise, it will stay virtually unknown by the next generation (Nurhayati, Subadiyono, & Suhendi, 2014).

In conclusions, the aim of this study was to develop instructional reading materials with local culture-based narrative text for the tenth-grade students which was valid, practical, and had potential effect.

METHOD

The development research proposed by Akker (1999) which consisted of three phases (analysis, design, evaluation, and revision) was the method of this study.

In analysis phase, instructional analysis and students' needs analysis were conducted. Informal Reading Assessment (Jennings, Caldwell, & Lerner, 2006). In design phase, the developed reading materials with local-content based narrative text for tenth grade students was developed. At last, in evaluation and revision phase, the developed reading materials were

evaluated and revised by using self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test as what formative evaluation model proposed by Tessmer (1993) was.

In expert review phase, 3 experts evaluated the developed product (i.e.: expert of Dulmuluk researcher, translator, and instructional design). Students who involved in evaluating the developed product were from SMA Negeri 1 Sungai Lilin. They were 3 students participating in one-to-one evaluation (1 student for each category of English proficiency level, i.e.: low, medium, and high English proficiency), 9 students participating in small group valuation (3 students for each category of English proficiency level, i.e.: low, medium, and high English proficiency), and 30 students of a real class participating in field test.

Questionnaires and reading comprehension test were used in determining the criteria of the product which were its validity, practicality, and potential effect. To determine the validity and practicality level of the product, the average score of the obtained scores from the three experts' judgement through questionnaires (for validity) and from students through questionnaire (for practicality) was calculated next.

The collected data were calculated by using percentage of the number of students who passed the minimum mastery criterion or *KKM* (68) to determine the potential effect of the product. After all, the result of the percentage was interpreted to these criteria: (1) 0%-40% students were in very low category, (2) 41%-55% students were low category, (3) 56%-70% students were moderate category, (4) 71%-85% students were high category; and (5) 86%-100% students were very high category (Universitas Sriwijaya, 2012).

RESULTS AND DISCUSSION

Analysis phase

Instructional analysis

The writer identified the indicators and learning objective of English for tenth grade students in even semester in this phase. Therefore the 2013 curriculum which is applied in the school was the target of analysis. Dealing with the developed instructional reading materials with local culture-based, the students were hoped to be able to determine the social function and identify text structure, linguistic elements, and

various meanings from the story of Siti Zubaidah version of Dulmuluk. Textbook used in classroom is another part of instructional analysis. The textbook used was given by central government. There were two narrative stories entitled *Issumboshi* from Japan and *Malin Kundang* from West Sumatera. The result of readability with Flesch Kincaid Grade Level showed that the scores of those two text were 3.8 and 5.6. However, those two texts did not actually reflect the South Sumatera cultural background. That was why the developed instructional reading materials with local culture-based from South Sumatera could be used in teaching and learning narrative text at any schools in South Sumatera.

Students' needs analysis

this research, students' needs analysis was conducted to obtain information about their needs in terms of reading skill. A questionnaire consisting of 15 close-ended questions were administered to 42 students. The results showed (1) students' reading skill was poor (71%), (2) students who were having lack of of vocabulary knowledge (20%) experienced

difficulty in reading and comprehending English texts, students with lack of pronunciation knowledge (20%), students who were lack of knowledge of types of text (23%), and even 37 % of students were lack of all options given, (3) students (69 %) were having a very poor knowledge about stories originally from South Sumatera and they expected that reading materials containing stories from South Sumatera were provided, and (4) Student' perception towards the reading activity varied from very unenjoyable to very enjoyable. They (43%) were really interested in reading narrative texts which were relevant to their social live. In other words, The developed learning material must be appropriate to their needs (Azizah, et al., 2020; Inderawati, et al., 2021; Tenridinanti, et al., 2021; Oktarina, Inderawati, & Petrus, 2022; Noto, et al., 2022; Chiceria, et al., 2022).

The students' reading level analysis

To find out the students' reading level was the second analysis. The students got Jennings Infrom Reading Assessment developed by Dr. Joyce which included reading texts at level 2, 3, 4, 5, and 6.

Table 1. The distribution of students' reading level

Text Level	Reading Stage					
	Frustrational (Correct Number = ≤4)		Instructional (Correct Number = 5-6)		Independent (Correct Number = 7-8)	
	NOS*	%	NOS*	%	NOS*	%
Level 2	15	35.7 %	26	62.0 %	1	2.3%
Level 3	14	33.3 %	22	52.4%	6	14.3 %
Level 4	5	11.9 %	31	73.8 %	6	14.3 %
Level 5	29	69.1 %	12	28.6 %	1	2.3%
Text Level	Reading Stage					
	Frustrational (Correct Number = ≤6)		Instructional (Correct Number = 7-8)		Independent (Correct Number = 9-10)	
	NOS*	%	NOS*	%	NOS*	%
Level 6	35	83.3 %	7	16.7%	0	0%

*NOS = Number of Students

Source: Modified from Jennings, Caldwell, & Lerner (2006)

From the distribution of the reading level, there were 14.3 % of 35 students were already at independent stage for text in level 3 and 4, 73.8% students were at instructional stage for text in Level 4. While students were at frustrational stage which were 69.1%, and 83.3% for text in level 5 and 6. Since the students with the biggest percentage who belonged to instructional level was at level 4, it can be concluded that students' reading level was at level 4.

Design phase

Writing the learning objectives which had been identified in the analysis phase was the first thing to do in this design phase. Then reading Siti Zubaidah version of Dulmuluk lyrics which consisted of 3822 lyrics. It was divided into six chapters of narrative story. The six stories then were translated into English and adapted into short and simple narrative texts as 2013 Curriculum

demand. After that, online tool of Flesh Kincaid to check the readability levels of the developed narrative texts.

The reading materials had to have text which was exactly matched with the students' reading level as it should be. Therefore there would be 2 texts which had to be 2 levels above students' reading level and 2 texts which had to be 2 levels below students' reading level. As the students' reading level was at level 4, the readability levels of the stories were at level 2, 3, 4, 5, and 6.

The writers also constructed some questions as the warming-up activities to complete the reading materials before the actual reading phase. These materials were provided with some pictures and glossary to help students comprehending the texts. At least it could solve their problem of being lack of vocabulary and pronunciation knowledge.

After the local culture-based narrative texts had been set well, the materials with an evaluation in the form of reading comprehension questions for each texts which were constructed in form short answer, true/false, and multiple choice were then completed by the writers.

Finally, some pictures were designed related to each part of the story to make the stories became more interesting (Irnansyah, et al., 2022; Checeria, et al., 2021; Azizah et al., 2021; Tenridinanti, et al., 2021).

Evaluation and revision phase

Self-evaluation

The writers, in this phase, evaluated developed local-content-based narrative texts by the writer. They read and checked first. Then, some capitalization, misspellings, punctuation, and ungrammatical sentences were found. Finally, they were improved.

Texts with comprehension questions were compiled into a file named Prototype 1. Therefore, lay-out was also the concern of evaluation. Margin of paper was set into the standard margin. Pictures were also added in line with the text

Experts review

In this second phase, the experts review phase aimed to check the validity of the developed instructional reading materials. The experts checked the validity of the product by giving the five-scale questionnaire as the basis of evaluation.

The first two experts reviewed content validity. One was a lecturer of Bahasa Indonesia study program whose expertise was Dulmuluk researcher and other was lecturer of English Education Study Program whose expertise was translation. After they reviewed the product, they stated that it was a valid product with some revisions. In term of the content, there were four components reviewed, namely linguistics aspects, the appropriateness of contents with students' needs, the accuracy, content, and exercises and evaluation.

In the construct validity (instructional design) term, a Math lecturer at Universitas Sriwijaya with high TOEFL score and expertise in instructional design reviewed the product. After reviewing it, he claimed that some revisions should be done to make it valid. In other words, the products was valid with revisions.

Prototype 1 of the developed product had been claimed valid in both content and product. Based on five-level-classification of validity, it was showed that the average score content of developed reading materials was 4.21 which could be classified into Very High Validity. The construct validity of prototype 1 was in Very High Validity classification because its average score was 4.69. In addition to validity in particular aspects, the overall validity of the developed reading materials was also calculated. The total average score got from two aspects was 4.45. It can be concluded that the overall product had Very High Validity. The developed instructional reading materials with local culture-based was valid with Very High Validity. It is in line with the findings of Tenridinanti, et al. (2021) that the developed reading materials would have high validate as the product had been revised and confirmed with the validator. It is also relevant to the findings of previous research (Inderawati, et al., 2021; Checeria, et al., 2022; Septiandini, et al., 2022)

One-to-one evaluation

There were 3 students in one-to-one evaluation administered a questionnaire to determine the practicality of the product. From the total 15 items of the questionnaire, the average score from the three students' scores was 4.6. It was at very high practicality level. In conclusion, the developed instructional reading materials with local culture-

based narrative texts was not only practical, but also had a very high practicality level.

Small group evaluation

Small group phase involved nine students in which each three students corresponding to frustration, instructional, and independent readers. These students were not the same as those who were included in one-to-one phase.

The nine students in small group evaluation had to read the prototype 2. After the two meetings were conducted, a questionnaire was administered to the students to find out the practicality of the developed instructional reading materials with local culture-based narrative texts. From the result of questionnaire, it showed that practicality of the developed product was very high. The students responded that the story using simply structured sentences. Those sentences also used familiar words so that they did not find any difficulties in comprehending the story. Pictures and the proportion of the text were well designed. They had willingness in comprehending the story since they were really happy and enjoyed the story very much. In discussion the students also did not report any difficulty in comprehending the narrative texts. Unfamiliar words added in glossary helped them very much in understanding the texts. In conclusion, the developed product was ready to be evaluated its potential effect in field test phase without any revision.

Field-test

Field test was conducted to know the potential effect of the developed product. In this phase, reading comprehension test was firstly tried out to other students from other school. The result was analyzed by using SPSS to check the validity. There were 40 items out of 50 items were valid and 10 items were invalid. Those 40 questions would be used in the field test for checking the potential effect of developed product in the field phase.

The writers also checked the percentage of each aspects of reading comprehension done by students in field test. From 30 students, there were 79 % students who were capable of answering questions in term of main idea, 77 % students in term of details, 85% students in term of inference, 91 % students in term of cause and effect, 93 % students in term of sequence, 82 % students in term of vocabulary, and 96 % students in term of reference.

From the results of the students' scores in pretest, there was 14 student (46.7%) who reached the minimum mastery criterion which was 68 and there were 16 other students (53.3%) who obtained score below the intended outcome score. While from the results of the students' scores in posttest, there were 28 students (93.3%) obtained scores exactly or above 68 and 2 other students (6.7%) whose scores were below 68. From these results, therefore, it can be concluded that there was an improvement in students' scores before and after using the developed instructional reading materials with local culture-based narrative texts.

In developing instructional reading materials, development research method was used. The procedure of this research consisted of three stages as analysis, design, evaluation, and revision as proposed by Akker (1999). In this study, formative evaluation model proposed by Tessmer (1993) was also used in the evaluation phase to improve the quality of intervention. As previously mentioned, there are three main criteria for quality of the intervention, i.e.: validity, practicality, and potential effect.

In analysis procedure, there were three analyses that were conducted they were (1) instructional analysis, (2) students' need analysis, and (3) students reading analysis. Before the product developed, some analysis were conducted. Instructional analysis was done to identify learning objectives as the basis of development. It was stated that curriculum structure of educational institution must be based on local culture and its potential asset (Government South Sumatra Regulation No.38/2015). From the analysis, it was found that there were two narratives story in the textbook used in classroom given by central government entitled *Issumboshi* from Japan and *Malin Kundang* from West Sumatera. The result of readability with Flesch Kincaid Grade Level showed that the scores of those two text were 3.8 and 5.6. Even though those suited with students' level readability in SMA Negeri 1 Sungai Lilin, those two texts did not actually reflect the South Sumatra cultural background.

Next, there were some aspects adapted from Dick, Carey, & Carey (2005) which were taken into consideration to obtain information about students' needs. They were (1) their reading achievement; (2) their perception about the reading materials in their text book; (3) their barriers in

reading comprehension; (4) their perception of the learning process; (5) their expectations on the developed reading materials; and (6) their expectations on the developed instructional media.

In obtaining the information, there were some steps that were taken i.e. teachers' documentation, and a 15 items- questionnaire distributed. From the results of the needs analysis, the local culture-based narrative texts (about Siti Zubaidah version of Dulmuluk originally from South Sumatra) were needed to be developed. The reading materials had to provide vocabulary knowledge, pronunciation, knowledge about narrative text, and some pictures to make the texts more interesting especially for those who were from out of South Sumatra. In short, the usage of the developed instructional reading materials that fit the students' need could improve their interest, motivation, and also reading achievement.

The students did the reading test for the students' reading level analysis, Jennings Informal Reading Assessment developed by Dr. Joyce which included reading texts at level 2, 3, 4, 5, and 6. From the distribution of the reading level on Table 9, it can be seen that the biggest percentage (73.8%) of students who were in the instructional level. It was at level 4. In conclusion, students' reading level was at level 4.

The second procedure was designing the developed product. There was only one step conducted in this design phase, paper-based design. The narrative text was made based on Siti Zubaidah version of Dulmuluk which consisted of 3822 lyrics. This narrative lyrics originally comes from South Sumatra and needs to be shared and told in future (Nurhayati, Subadiyono, and Suhendi, 2014). It is hoped by reading it, students could gain experience and new understanding about many things (Inderawati and Nurhayati, 2017). These lyrics into six chapters of story were narrated. Those were translated and adapted into short and simple narrative story texts as what 2013 curriculum demanded. Those chapters were checked their readability levels by using an online tool of Flesh Kincaid (i.e.: <https://readability-score.com>). After the narrative texts had been set well, the writers also completed the materials with an evaluation in the form of reading comprehension test. The reading comprehension test which intended to find out the potential effect of the developed product in terms

of multiple choice questions which were distributed through 40 items of questions. After all of the reading materials had been completed along with its evaluation, some pictures were taken to support the story more interesting.

Last phase, it was formative evaluation by Messmer (1993) consisting of self-evaluation, one-to-one evaluation, small group evaluation, and field test was applied. The evaluation was intended to gain experts' and students' comments to revise and improve the quality of the product. It also functioned to know the validity (determined in expert review phase), practicality (determined in one-to-one and small group evaluation phase), and potential effect of the product (determined in field test phase).

In self-evaluation phase, the writers evaluated the developed instructional reading materials. From this self-evaluation, some misspellings and ungrammatical sentences were found.

The validity of instructional reading materials

The validity of the product was reviewed by three experts in two different aspects, i.e.: content (Dulmuluk researcher and translator of English) and construct. The three experts had different reviewing and validating the product. In terms of content, the obtained average score was 4.21 belonged to "Very High Validity" category while for constructing, the average score obtained was 4.69. It was in "Very High Validity" category. In determining its overall validity, it used the average score of scores above from each aspect. It was known that the average score was 4.45. It belonged to "Very High Validity" category. Therefore, it can be concluded that the developed instructional reading materials with local culture-based narrative texts for tenth grade was valid with "Very High Validity" category. In the expert reviewers' comments and suggestions, there were some comments and suggestions that could be used as the improvement of this developed instructional reading materials.

The practicality of instructional reading materials

Students in one-to-one evaluation and small group evaluation administered the practicality of the product. After studying narrative texts by using the developed product, students gave their judgment through a 20 items-questionnaire in form of a likert-scale with score

ranging 1 to 5. Students were also interviewed informally to obtain their comments on the developed product which their comments were also used as the basis for the revision.

The average score from the three students' scores was 4.64. It belonged to "Very High Practicality" level. In small group evaluation, the average score from the nine students' scores was 4.79 which also belong in "Very High" category of practicality. From both, one-to-one evaluation and small group evaluation, it can be concluded that the developed instructional reading materials was practical and at "Very High Practicality" level.

It was actually in line with Leow and Neo (2014) who mentioned that their research had significant improvement when they found their students showed positive attitude change as they became more active and motivated in the learning process. The test results of their students showed the improvement of the students' learning achievement.

In the informal interview, the students mentioned some weaknesses of the developed product. The first one was about the quantity of reading materials. There was revision to be made since one student thought, it was really needed for researcher to add more vocabulary in the glossary for each chapter of story. The second it was about the wording in evaluation so that the students could understand about the questions easily. Last, there were some additional pictures to make the story more interesting especially for those who came from out of South Sumatra.

The result of one-to-one evaluation indicated that the developed product has a few glossary of vocabulary and the reading materials which make one of the students, the low level one, bored. It means that the student in the low level of English proficiency cannot digest too much reading passage. Even though the texts given had been calculated based on the students reading level, it means it was suit with the students reading level. Feeling boring could be caused by internal factor, such as the student was not in good condition.

5 *The potential effect of instructional reading materials*

The potential effect was administered in the field test (Azizah, et al., 2021; Rhahima, et al., 2021; Inderawati, et al., 2018). After the product was conducted in three meetings, a developed reading

2 comprehension test was given to the 30 students to know the potential effect of the product. This analysis was done by using percentage of the students' number who passed the minimum mastery criterion or KKM which was 68. As mentioned by Farida, Yani, & Sigit (2013), instructional reading would be known effective or not after conducting an evaluation. From the results taken, it was shown that this developed product had 'very high' category. The results showed the improvement on students' reading comprehension achievement. It was relevant to Inderawati, et al., (2018) that after being taught and tested, the reading material had good potential effect to the students' achievement. In conclusion, this developed materials with local culture-based narrative texts had potential effect.

CONCLUSION

The results of study first, the developed reading materials with local cultured-based narrative texts was validated for its content and construct in which the validity for each was 4.21 and 4.69. The average score for validity was 4.45 implying the product was very highly valid. Second, the developed reading materials with local cultured-based narrative texts was evaluated in one-to-one and small group evaluation. Its practicality was 4.64 in one-to-one evaluation and 4.79 in small group evaluation which was at very high practicality level. Finally after being tried-out, the developed reading materials with local cultured-based narrative texts had potential effect in field test. As the number of students achieving the intended outcome score was 93.9 %, it can be stated that the potential effect of the product was very high.

Based on the research result in the evaluation and revision phase, it could 5 confirmed that the 2 reading material developed in this study met its validity, practicality, and potential effect on the students' achievement. In addition, the product was relevant to the students' reading level and the students' content subjects was supported. Hence, the conclusion was that the developed reading materials based on Siti Zubaidah Lyric in this study can be carried out to senior high school students. Since South Sumatra is rich of its cultural assets, other researchers are suggested to develop other materials with local culture-based from other provinces, such as the development of other

functional texts for writing, listening, and speaking skill achievement.

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