

# Article\_Silvia\_Indri\_Triani.docx

*by*

---

**Submission date:** 20-Dec-2021 06:39PM (UTC+0700)

**Submission ID:** 1734198606

**File name:** Article\_Silvia\_Indri\_Triani.docx (99.13K)

**Word count:** 4617

**Character count:** 26438

# Developing Palembang-Local-Culture Narrative Reading Materials for the Eleventh Graders of SMA Srijaya Negara Palembang

Silvia Indri Triani<sup>1</sup>, Eryansyah Eryansyah<sup>2</sup>, Margaretha Dinar Sitinjak<sup>3</sup>

DOI:

## Article Info

Keywords:  
*Development  
Narrative Reading  
Materials  
Palembang-Local-  
Culture*

Kata kunci:  
*Pengembangan  
Teks Narasi  
Budaya Lokal Palembang*

## Abstract

The objectives of this study were to find out the validity, practicality, and potential effect of the developed Palembang-local-culture narrative reading materials about Palembang food. This study was designed as research and development involving three phases including analysis, design, and evaluation and revision phases. The formative evaluation was done through one-to-one evaluation, small group evaluation, and field trial. The subjects of this study were eleventh graders of SMA Srijaya Negara Palembang. The validity was done in expert review. The validity score of the developed product was 3,20 which was categorized as high validity level. The practicality was conducted in one-to-one and small group evaluation. The practicality of one-to-one evaluation was 3,6 which was at very high practical level and the practicality in small group evaluation was 3,7 which was at very high practical level. The result in field trial was categorized as effective. It showed that there were 18 students (78,26%) out of 23 students in field trial reached the MMC (Minimum Mastery Criterion) which was 75.

## Abstrak

Tujuan dari penelitian ini adalah untuk mencari validity, practicality, dan potential effect bacaan naratif budaya lokal Palembang tentang makanan khas Palembang. Penelitian ini dirancang sebagai penelitian dan pengembangan yang melibatkan tiga fase yaitu fase analisis, desain, dan evaluasi dan revisi. Evaluasi formatif dilakukan melalui one-to-one evaluation, small group evaluation, dan field trial. Subjek penelitian ini adalah siswa kelas XI SMA Srijaya Negara Palembang. Validitas didapatkan dari expert review. Nilai validitas produk yang dikembangkan sebesar 3,20 yang termasuk dalam tingkat validitas tinggi. Practicality didapatkan melalui one-to-one dan small group evaluation. Hasil dari one-to-one evaluation adalah 3,6 yang berada pada tingkat very high practical level dan 3,7 untuk hasil dalam small group evaluation yang berada pada tingkat very high practical level. Hasil field trial menunjukkan bahwa dari 23 siswa terdapat 18 siswa (78,26%) yang mencapai nilai KKM (Kriteria Ketuntasan Minimum) yaitu 75.

<sup>1</sup> Universitas Sriwijaya, Palembang, Indonesia

Email: [silviaindrihatta.sit@gmail.com](mailto:silviaindrihatta.sit@gmail.com)

<sup>2</sup> Universitas Sriwijaya, Palembang, Indonesia Email: is to be put here and in this style

Email: [eryansyah@unsri.ac.id](mailto:eryansyah@unsri.ac.id) (Corresponding Author)

<sup>3</sup> Universitas Sriwijaya, Palembang, Indonesia

Email: [dinarsitinjak@yahoo.com](mailto:dinarsitinjak@yahoo.com)

Volume;issue;month;year

Received date month year; Received in revised form date month year; Accepted date month year; Available online date month year

This is an open access article under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

## INTRODUCTION

Language and culture cannot be separated. They are interconnected. Culture is the basis of communication since the meaning conveyed in language used depends on society where they live, and the communication is delivered through language (Rajabi & Ketabi, 2006, as cited in Shahed, 2013). Culture rules, promotes, or even obstructs the communication. The knowledge of culture will later determine language forms in different conditions and circumstances. It is not surprising that Zu and Kong (2009) declare the unfeasibility of foreign language acquisition with the absence of cultural understanding. In other words, teaching language is never been done without the elements of its culture.

However, the number of local culture materials is still inadequate. Dehbozorgi, et al (2014) discovered the emphasis on target than source or local culture by analyzing three different textbooks. There was a mismatch between the content and students' interest so that cultural content becomes another concern. Related to these phenomena, teacher can either adapt or develop local culture reading materials to improve students' comprehension. The concerns of either adapting or developing reading materials rely on the topics and format.

The culturally localized reading material is beneficial for students, mostly for beginner students. Local culture is preferred by students, and it directs to employment of local culture as the theme of reading materials (Rattanaphumma, 2006). Moreover, a study by Erten and Razi (2009) revealed that local culture which is familiar to students is more comprehensible. In line with this idea, Wulandari, et al (2018) discovered that incorporating local culture into reading can improve students' reading comprehension. In short, the familiarity of the content of reading materials leads to enjoyment and comprehension due to schemata theory.

One of the local cultures that can be developed as a narrative text is food. Indonesia is well-known for its culture. It has different traditional cuisines from different cities. The examples of traditional cuisines are rendang, pempek, sate, gudeg, etc. As one of the cities that has its unique and delicious cuisines, Palembang needs people with English competence both in spoken and written in order to promote its local culture. It is then considered important to develop English reading materials related to traditional food in Palembang.

Developing reading materials related to students' need is important. "Materials in the teaching-learning process are considered as the heart of it." (Rhahima, 2021). In line with this idea, Simarmata (2016) stated that teachers, materials writers, and even producers are now trying to create attractive materials because they think that attractive materials will bring about great success in EFL teaching. So, it is important to develop the appropriate learning materials with the students' needs. Therefore, students are more motivated in learning if the materials are suitable for them.

Furthermore, there are some previous related studies done by other researchers (Indriyani, 2016; Mariana, 2017, and Sitepu, 2018). One of them was conducted by Sitepu, et al (2018), who designed narrative reading materials for students at SMKN 8 Medan. This study aimed to develop reading materials needed for students at SMKN 8 Medan. The researcher used Research and Development (R&D) design through six phases. The result of this study was the developed product was categorized as relevant or appropriate for the eleven grade students at SMKN 8 Medan.

This present study focused on developing a supplementary reading on the traditional food in Palembang. As previously mentioned, the number of local culture materials is still inadequate. So, this study also aims to enrich the students' knowledge about Palembang local culture through the developed reading texts. Therefore, the students will be more familiar with traditional food in Palembang. Hence, they also can promote Palembang local culture. As cited in Cahyono (2013), in order to preserve the EFL learner's cultural identity, some researchers use local culture in EFL teaching in Indonesian.

### Literature Review

#### Material Development

Developing the materials is one of the ways to make the learning materials meet the students' needs. It is in line with Tomlinson (2016), who states that in order to provide the teaching materials that are suitable for the students, material development is used. According to Cebecaria (2020), one of the research methods used in the education field is development research. In the past, materials development practitioners were either teachers with little awareness of applied linguistics or applied linguists with little awareness of teaching and learning. Nowadays there are many materials development experts who have considerable experience and expertise as teachers, as materials development practitioners and as materials development researchers and there have been a number of conferences recently in which materials development principles and procedures have been both discussed in theory and demonstrated in action (e.g., the MATSDA Conference on Applied Linguistics and Materials Development at the University of Limerick in 2012 and the MATSDA Conference on SLA and Materials Development at the University of Liverpool in 2014).

#### Reading

There are four skills that are needed to be mastered by students when they learn a language. One of the skills is reading. According to Nunan (2003), reading is a process when the readers are combining information from the text and their prior knowledge to build meaning fluently. In addition, Grabe (2009) stated that reading is a main process of comprehending a text. As the important skill, reading brings the reader to get a lot of knowledge and information by comprehending. "Reading proficiency is essential for a wide variety of human activities – from following instructions in a manual; to finding out who, what, when, where and why of an event; to communicating with others for a specific purpose or transaction," (OECD, 2019).

Wijayanti (2020, as cited in Azizah, et al, 2021) believes that teachers are expected to have various ways in teaching reading in order to make students comprehend the reading text. One of the ways is to develop reading materials. By improving reading skills, learners will make greater progress and development in all other areas of learning. In addition, Hedge (2003) stated that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. Moreover, Varita (2017) concludes that reading comprehension needs to involve some knowledge, prior knowledge, text structured knowledge, and an active search for information.

16

#### Narrative Text

Narrative text is one of the genres taught at the eleventh grade. It is a text that tells a story, entertains and provides a literally impression (Mufauwazah, 2020). The purpose of narrative text is to amuse and entertain the readers.

The generic structures of narrative text are orientation, complication (sequence of events), resolution and re-orientation (Noviansari, 2012). In the orientation, the main characters, the minor characters, and the settings are described. The problems of the story start to arise in the complication part. Then, the narrator describes how the characters react to the problems. It describes the characters' feelings and how they react. The events can also be described in chronological order. Next, in resolution part, the implication may be resolved. The last part is re-orientation or it also can be said as coda, it is the ending as well as the conclusion of the story.

#### Local Culture

McKay (2000) categorizes three types of cultural materials. They are target culture, local culture, and international target culture materials. Target culture materials are the cultural aspects of intended language being learned. It can be British or American culture. In contrast, local culture is



students' native culture, either regional or national culture. Lastly, international target culture materials involve culture other than target and local culture.

The need of local culture in EFL learning setting is in the basis of developing students' awareness toward their own culture to socialize with global citizen. In other words, the aim of local culture involvement is students are able to communicate effectively through their own culture and beliefs (Clouet, 2006).

### Local Culture Reading Materials

There are various possibilities of the format of reading materials. Rajabi and Ketabi (2006) suggested that local culture reading materials can be in form of informative or descriptive text, attitudes and opinions texts, human-interest texts which are authentic of fictitious with details of everyday life. To sum up, the format chosen is varied depended on the objective of language teaching.

## METHODS

In accordance with the problems and the goals of this study, <sup>13</sup> this study used educational research and development (R&D) design with the aim of finding out whether or not (1) the developed reading material with Palembang-local-culture in narrative text was valid, (2) the developed reading material with Palembang-local-culture in narrative text was practical, and (3) the developed reading material with Palembang-local-culture in narrative text had potential effect. In this study, the <sup>12</sup> resulted model was Palembang-local-culture narrative reading materials for the eleventh graders of SMA Srijaya Negara Palembang. The development of the teaching material was intended to enhance English learning related to narrative reading materials in that school.

This development research process was carried out through seven steps suggested by Borg (1981), covering (1) need analysis, (2) materials selection and sequence, (3) material developments, (4) experts validation, (5) material revision based on expert verification, (6) try-out and evaluation from practical data, (7) final product of local culture materials.

Then, the design of the study was simplified over three phases, as follows: (1) the analysis phase, (2) the design phase, and (3) <sup>14</sup> the evaluation and revision phase.

This study <sup>14</sup> is carried out at SMA Srijaya Negara Palembang, with the subjects of the research were the eleventh-grade students of the SMA Srijaya Negara Palembang.

Table 1. Participants of the Study

No.	Formative Evaluation Stages	Number of Students	Description of the Students
1.	One-to-one Evaluation	3	1 student for each category, i.e: frustrational, instructional, and independent
2.	Small Group	9	3 students for each category, i.e: frustrational, instructional, and independent
3.	Field Test	23	All students in real class
<b>TOTAL</b>		35 students	

<sup>1</sup> The participants of this study were selected based on their reading level. Their reading levels were determined based on reading level tests by using Jennings Informal Reading Assessment which was developed by Jennings (2001). The student's reading level is categorized into three levels: frustrational, instructional, and independent reading levels. The students were selected randomly in each <sup>17</sup> reading level category.

To determine the validity, practicality, and potential effect of the developed product, a <sup>1</sup> questionnaire and a reading comprehension test were used as the data collection instruments. The validity of the product was determined based on the experts' evaluation. The products are classified as

valid if the average score of the questionnaires is not less than 2.51. The practicality of the product was determined based on the result of the questionnaire that was given to the students in one-to-one and small groups. Students' respond toward the learning activities that use the developed materials can understand the materials (Hala, al, 2015). The product is considered practical if the average score is not less than 2.51. Finally, the potential effect of the developed reading materials was determined based on the result of the field test. The developed product is considered to have the potential effect if the students' score is not below the passing grade (75) and the total percentage of the students who pass the passing grade was 78,26%.

## FINDINGS AND DISCUSSION

### *Analysis Phase*

#### *Instructional Analysis*

In this phase, the writer collected the data or information in the field, identified the problems related to the learning material. The writer also analyzed the materials related to narrative text in the students' textbook that they used entitled "Bahasa Inggris", a textbook provided by the Indonesian government. Textbook is one of the important things in teaching and learning process. It is used as a guideline for the teachers as well as the students. In line with this idea, Iqbal (2013) mentions that in order to reach the target learning optimally, textbook can be used by students to achieve that. From the textbook, there was one narrative text entitled "The Enchanted Fish". The narrative text was available in the textbook for eleventh graders but there was no local culture value in the text. The things that were analyzed were the number of narrative texts, readability level of the texts, linguistic aspects, and the availability of Palembang local content. The writer also analyzed the 2013 Curriculum to determine the basic competence, learning indicators and learning objectives for developed materials.

#### *Students' Need Analysis*

This phase was conducted before designing the materials. It is also called a pre-design survey (Sari, 2007). It was aimed to find out the students' needs, interests, lacks and learning styles in learning English reading skill. As Widodo (2015) said, "need analysis is used for conceptual consistency." It makes the teachers can be more focus on teaching the students based on the students' needs since need analysis helps the teachers in gathering data of the students. Moreover, those data are interpreted in designing, implementing, and reflecting the teaching and learning process. In line with this idea, Otilia (2015) states that needs analysis helps teachers in identifying students' needs and as the foundation that leads and increases the learners' motivation and success. Furthermore, in teaching English for Specific Purposes (ESP), the first thing that teachers should determine is the students' needs. That is the reason why needs analysis is used as the basic of ESP (Lapele, 2019).

Needs analysis is a cornerstone of English for specific purposes because in teaching ESP, the teachers need first to determine their students' needs (Lapele, 2019). Therefore, closed-ended questionnaire was used in collecting the data. The questionnaire consisted of 15 items was delivered to the eleventh graders of SMA Srijaya Negara Palembang. Therefore, based on the results of students' needs analysis, it can be concluded that developed narrative reading materials (i.e. Palembang local culture narrative reading materials) were needed to be developed.

#### *Students' Reading Level Analysis*

Analyzing students' reading level before designing the material was needed in order to make the developed Palembang local culture narrative reading materials are appropriate – neither too difficult nor too easy with the students' reading level. It was also important to analyze students'

reading level to choose who were going to be in one-to-one, small group discussion, and field test. Table 2 presents the result of the students' reading test.

**Table 2. The distribution of students' reading level**

Text Level	Reading Stage					
	Frustrational (Correct number ≤4)		Instructional (Correct number 5-6)		Independent (Correct number 7-8)	
	N	%	N	%	N	%
Level 2	10	28,57 %	24	68,57 %	1	2,86 %
Level 3	13	37,14 %	27	48,57 %	5	14,29 %
Level 4	5	14,29 %	24	68,57 %	6	17,14 %
Level 5	20	57,14 %	13	37,14 %	2	5,71 %
Level 6	27	77,14 %	8	22,86 %	0	0,0 %

### Design Phase

After identifying the problems, the next phase is design phase. Here, the writer designed the teaching materials and also determined the validity and effectiveness of the teaching materials.

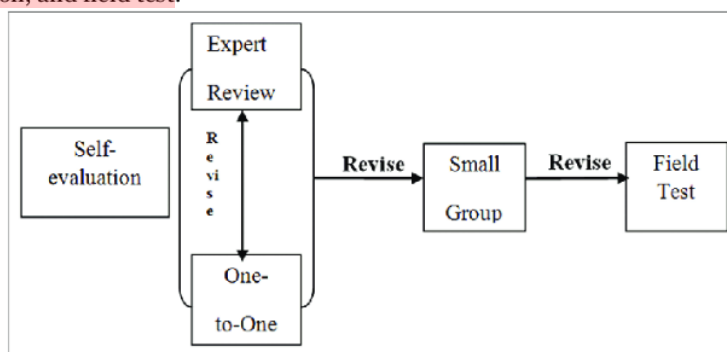
Palembang-local-culture narrative reading materials were developed based on the students reading level. Therefore, Flesch-Kincaid was used in calculating the readability of the narrative reading materials, the calculation is done in Web-based readability tool.

The readability of reading materials is appropriate to students' reading level. Reading comprehension questions were constructed. The questions of reading texts were in the format of multiple choices and true or false.

In developing the reading materials, nine reading texts about Palembang traditional food were designed. They were Pempek, Celimpungan, Kemplang, Kue Delapan Jam, Maksuba, Tebeng Nerako, Srikaya, Kue Lumpang, and Tempoyak. Each reading text consisted of five items of multiple choices and five items of true/false questions.

### Evaluation and Revision

In the evaluation phase, the formative evaluation by Tessmer (1993) was used. The formative evaluation consisted of 5 steps namely self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test.



### Self-evaluation

In the self-evaluation phase, the writer checked the product by herself in terms of the quality of content, construct and media. Some grammatical mistakes and spelling were found. Therefore, necessary changes were done to correct the mistakes.

### Expert Review

The next phase was expert review, the aspect evaluated in this phase was the validity of the product (content, construct and media). Mustami (2015) states that the results of the product can be used if it has met the standard of the validity. The experts who examined the content and media of the developed product were lecturers of English Education Study Program at Sriwijaya University. For the instructional design, the reviewer was a lecturer in the Faculty of Teacher Training and Education majoring in Indonesian Study Program, Sriwijaya University. Thus, three experts were validating the product. In the expert review, the product was shown to the experts to be reviewed and they gave their judgment to validate the product. Their comments or suggestions were used as a basis for some revisions of the product to improve its validity.

#### *One-to-one Evaluation*

In one-to-one evaluation, three eleventh graders of SMA Srijaya Negara Palembang were chosen. They had different reading levels that represented each reading level, i.e. frustrational, instructional, and independent reading levels. This evaluation was conducted to obtain their responses to the developed product to know the practicality of the product as well.

The developed product was given to each student to be reviewed. The students were asked to give comments about the strength and weaknesses of the product. After that, they completed the exercises given.

In obtaining the practicality of this product, 15 items of questionnaire were also given to the students. The average score obtained was 3,6 in table 3. It can be concluded that the developing Palembang-local-culture narrative reading materials for the eleventh graders of SMA Srijaya negara Palembang were practical with very high category.

**Table 3. Result of questionnaire in one-to-one evaluation**

Aspects	No.	Average Score	Remarks
The appropriateness between materials and students' needs	1	3	High Practicality
	2	4	Very High Practicality
	3	4	Very High Practicality
Content presentation	4	4	Very High Practicality
	5	3,7	Very High Practicality
	6	4	Very High Practicality
	7	3,3	High Practicality
	8	3,7	Very High Practicality
Exercise and evaluation aspects	9	3,7	Very High Practicality
	10	3	High Practicality
	11	4	Very High Practicality
	12	3	High Practicality
Attractiveness of the content	13	4	Very High Practicality
	14	3,3	High Practicality
	15	3,7	Very High Practicality
AVERAGE SCORE		3,6	Very High Practicality

#### *Small Group Evaluation*

In this step, the narrative text was evaluated and was revised based on the evaluation in self-evaluation, expert review and one-to-one evaluation. This evaluation determined the practicality of the developed product.

This phase was similar to one-to-one evaluation. The developed product was delivered to nine students who had different reading levels; three students in each reading level. They were asked to



review and evaluate the developed product. Then, the same questionnaire was delivered to the students as well.

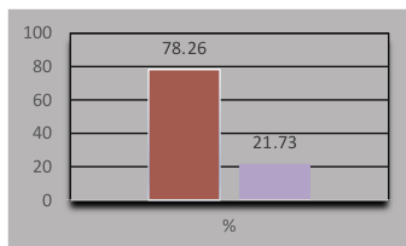
In order to determine the practicality of the product, the result of the questionnaire was calculated. It is shown in Table 4 that the average score was 3,7. It can be concluded that developing Palembang-local-culture narrative reading materials for the eleventh graders of SMA Srijaya negara Palembang were practical with very high category.

**Table 4. Result of questionnaire in small group**

Aspects	No.	Average Score	Remarks
The appropriateness between materials and students' needs	1	3,6	Very High Practicality
	2	3,6	Very High Practicality
	3	3,2	High Practicality
Content presentation	4	3,9	Very High Practicality
	5	3,6	Very High Practicality
	6	4	Very High Practicality
	7	3,9	Very High Practicality
	8	3,9	Very High Practicality
Exercise and evaluation aspects	9	3,7	Very High Practicality
	10	4	Very High Practicality
	11	3,8	Very High Practicality
	12	3,3	High Practicality
Attractiveness of the content	13	4	Very High Practicality
	14	3,7	Very High Practicality
	15	3,4	High Practicality
<b>AVERAGE SCORE</b>		<b>3,7</b>	<b>Very High Practicality</b>

#### Field Test Evaluation

The next was the field test. In this phase, the developed product was evaluated by implementing its use in a real teaching activity to teach a narrative text to the eleventh-graders in a real class at SMA Srijaya Negara Palembang. This evaluation was meant to know the potential effect of the developed product. To sum up, the validity of reading materials was evaluated in the expert review phase, and the product was evaluated practically in the one-to-one and small group phase. Meanwhile, the effectiveness was evaluated in the field test phase.



**Fig. 1. Result of Field Test Evaluation**

#### CONCLUSION

The developed Palembang local culture of narrative text for the eleventh graders of SMA Srijaya Negara Palembang was valid, with an average score was 3.20. From the validity categorization, the developed product was categorized as high validity. The developed product was also practical based on the results of the one-to-one evaluation with a score of 3.6, the product had a very high practical level. In the small group evaluation, the average score was 3.7. Therefore, it can be concluded

17

that the developed product had a very high practical level. Finally, the result of the field test confirmed that the product was valid and had a potential effect on students' reading achievement since 78.26% of students reached the passing grade.

## REFERENCES

- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *SIELE Journal: Studies in English Language and Education*, 8(2), 596-621.
- Cahyono, B. Y. (2013). *Teaching English by using culture contents*. State University of Malang, Indonesia.
- Checaria, K. A., Petrus, I., & Inderawati, R. (2020). *Developing descriptive reading materials about Palembang tourist destinations for the tenth-graders of SMK N 3 Palembang*.
- Clouet, R. (2006). Between one's own culture and the target culture: The language teacher as intercultural mediator. *Porta Linguarum* 5, 53-62.
- Dehbozorgi, M., Amalsaleh, E., & Kafipour, R. (2014). Exploring cultural content of three prominent EFL textbooks in Iran: A case study of American English files, Top Notch and Four Corners. *Acta Didactica Napocensia*, 7(1), 69-81.
- Erten, I. H., & Razi, S. (2009). The effects of cultural familiarity on reading comprehension. *Reading in a foreign language*, 21(1), 60-77.
- Grabe, W. (2009). *Reading a second language: Moving from theory to practice*. Cambridge University Press.
- Hala, Y., Saenab, S., & Kasim, S. (2015). Pengembangan perangkat pembelajaran biologi berbasis pendekatan saintifik pada konsep ekosistem bagi siswa sekolah menengah pertama. *Journal of Education and Science Technology*, 1(3), pp. 85-96.
- Hedge, T. (2003). *Teaching & learning in the language classroom*. University Press.
- Indriyani. (2016). *Developing Local Content-Based Instructional Pictorial Reading Materials for Tenth Graders*. (Unpublished Magister's Thesis).
- Iqbal, J. (2013). A review of English textbook at secondary level in the province of Khyber Pakhtunkhwa, Pakistan. *Research Journal of Educational Sciences*, 1(3), 1-5.
- Lapele, F. (2019). Need analysis on the material development of teaching ESP speaking. *English Teaching Learning and Research Journal (ETERNAL)*, 5(2).
- Mariana, D. (2017). *Developing Local-Folklore Instructional Reading Materials for the Eight Graders of SMP Negeri 6 Talang Ubi*. (Unpublished Magister's thesis). Sriwijaya University, Palembang.
- McKay, S. L. (2000). Teaching English as an international language: The role of culture in Asian contexts. *The journal of ASIA TEFL*, 1(1), 1-22.
- Mufauwazah, L. (2020). Supplementary reading materials in teaching reading comprehension of narrative text. *RETAIN*, 8(4), 10-17.
- Mustami, M. K. (2015). Model SM2CL untuk pembelajaran biologi yang inovatif. *Journal Biotek*, 3(1).
- Noviansari, D. (2012, December 11). The use of graphic organizer method to teach narrative text in senior high school. *Scripta*, (1). *Scripta*. <http://ejournal.umpwr.ac.id/index.php/scripta/article/view/276>.
- Nunan, D. (2003). *Practical English language teaching*. International Edition, McGraw-Hill, Singapore, 88.
- OECD. (2019). *PISA 2018 Results: Combine Executive Summaries*.
- Otilia, S. M. (2015, December 11). Needs analysis in English for specific purposes. *Annals of the Constantin Brancusi University of Targu Jiu*, 1(2). [http://www.utgjiu.ro/revista/ec/pdf/2015-01.Volumul%202/08\\_Simion.pdf](http://www.utgjiu.ro/revista/ec/pdf/2015-01.Volumul%202/08_Simion.pdf)
- Rahima, A., Inderawati, R., & Eryansyah. (2021). *Developing descriptive reading materials with QR-Codes for tenth graders of hotel accommodation program of SMKN 3 Palembang*. (Unpublished Magister's thesis). Sriwijaya University, Palembang.
- Rajabi, S., & Ketabi, S. (2006). Aspects of cultural elements in prominent English textbooks for EFL setting. *Theory and practice in language studies*, 2(4), 705-712. <https://doi.org/10.4304/tpls.2.4.705-712>

- Rattanaphumma, R. (2006). *Community-based English course in local perspectives*.
- Sari, Y. I. H. (2007). *Instructional writing materials using task-based language teaching for SMK BOPKRI I Yogyakarta*. (Unpublished undergraduate thesis), Sanata Darma University, Yogyakarta, Indonesia.
- Shahed, F. H. (2013, December 12). Culture as a skill in undergraduate EFL classrooms: The Bangladeshi realities. *TEFLIN Journal*, 24(1), 97-112. *TEFLIN*  
<http://journal.teflin.org/index.php/journal/article/download/157/209>
- Sitepu, I. S., Saragih, W., & Nasution, R. D. (2018, December 11). Developing reading materials in narrative texts for second grade students of fashion design department at SMK Negeri 8 Medan. *GENRE*, 7(1). *GENRE*  
<https://jurnal.unimed.ac.id/2012/index.php/ellu/article/view/12424>
- Simarmata, J. (2016). Local legends: EFL materials development for Indonesian teenage learners. *Proceedings of the Fourth International Seminar on English Language and Teaching*, 434-439.
- Tessmer, M. (1993). *Planning and conducting formative evaluation*. Kogan Page
- Tomlinson, B. (2016). The importance of materials development for language learning. *Issues in Materials Development* (pp. 1-9). Sense Publishers.
- Varita, D. (2017). The use of extensive reading in teaching reading. *Journal of English and Education*, 2(2), 68-80.
- Widodo, H. P. (2015). Approaches to needs analysis in ESP curriculum development. *The European Journal of Applied Linguistics and TEFL*.
- Wijayanti, E. (2020). The effects of reading newspaper and short stories on students' vocabulary size at Cenderawasih University setting. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4(1), 17-34.
- Wulandari, A. A., Vianty, M., & Fiftinova. (2018). Using local culture as teaching materials for improving students' reading comprehension. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language)*, 5(1), 11-24.
- Zu, L., & Kong, Z. (2009). A study on the approaches to culture introduction in English textbooks. *English Language Teaching*, 2(1), 112-118.

# Article\_Silvia\_Indri\_Triani.docx

---

## ORIGINALITY REPORT

---

20%

SIMILARITY INDEX

15%

INTERNET SOURCES

9%

PUBLICATIONS

5%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1	<a href="http://journals.aiac.org.au">journals.aiac.org.au</a> Internet Source	4%
2	<a href="http://www.sensepublishers.com">www.sensepublishers.com</a> Internet Source	3%
3	<a href="http://garuda.ristekbrin.go.id">garuda.ristekbrin.go.id</a> Internet Source	2%
4	Submitted to Universitas Negeri Jakarta Student Paper	2%
5	Sudung Nainggolan. "Evaluating of Digital Platforms Related Online Learning During Covid-19 Pandemic: Students' Satisfaction View", AL-ISHLAH: Jurnal Pendidikan, 2021 Publication	1%
6	Lisnani. "Developing teaching materials two-dimensional figure-based on Palembang local cultural context", Journal of Physics: Conference Series, 2020 Publication	1%
7	<a href="http://digilib.unimed.ac.id">digilib.unimed.ac.id</a> Internet Source	1%

---



8	<a href="http://eprints.radenfatah.ac.id">eprints.radenfatah.ac.id</a> Internet Source	1 %
9	<a href="http://ejournal.iainbengkulu.ac.id">ejournal.iainbengkulu.ac.id</a> Internet Source	1 %
10	<a href="http://www.journal.staihubbulwathan.id">www.journal.staihubbulwathan.id</a> Internet Source	1 %
11	<a href="http://ejournal.unp.ac.id">ejournal.unp.ac.id</a> Internet Source	1 %
12	Muhammad Khalifah Mustami, Siti Syamsudduha, N.A. Safei, Muhammad Ilyas Ismail. "Validity, practicality, and effectiveness development of biology textbooks integrated with augmented reality on high school students", International Journal of Technology Enhanced Learning, 2019 Publication	1 %
13	<a href="http://repository.usd.ac.id">repository.usd.ac.id</a> Internet Source	1 %
14	Lulu Jola Uktolseja, Sherly Gaspersz. "Implementation of chain story techniques to improve english speaking ability at immanuel YPK vocational high school, Sorong City", Journal of Education and Learning (EduLearn), 2019 Publication	1 %
15	Submitted to Universitas Muria Kudus Student Paper	

1 %

---

16

[adoc.pub](http://adoc.pub)  
Internet Source

---

1 %

17

[www.e-repository.unsyiah.ac.id](http://www.e-repository.unsyiah.ac.id)  
Internet Source

---

1 %

---

Exclude quotes  On

Exclude matches  < 20 words

Exclude bibliography  On