

## **Developing Locally-Sourced Descriptive Reading Materials For The Senior High School Students In Maluku Barat Daya: A Pedagogical Approach**

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### **ABSTRACT**

Students need to gain familiarity with the content of learning materials is one of the various classroom problems that influence EFL students' learning activities. The purpose of this study was to develop local content-based descriptive reading materials for the tenth-grade students of SMA Negeri 13 MBD. The ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation, was used for the instructional development of the descriptive reading materials. Three units of locally relevant reading materials and activities were developed, and they underwent expert review, a pilot test with a small group for usability, and a field evaluation with 35 tenth-grade students of SMA Negeri 13 MBD. The data were collected using questionnaires, interviews, and tests. The implementation of the developed local content-based descriptive reading materials with the local tenth-grade EFL students resulted in a significant improvement in their reading skills and motivation.

**Keywords:** *Developing, Reading Material, Descriptive text, Locally-sourced, Pedagogical approach.*

### **INTRODUCTION**

Developing learning materials needs to be done in schools as part of teachers' efforts to help students learn more effectively. Teaching and learning materials play a significant role, as they provide essential support for the language teaching and learning process. Consequently, the development of materials becomes a crucial aspect to consider, particularly in English language instruction. As highlighted by Rubdy in Tomlinson (2023:37), materials are a vital element that plays a positive role in English language teaching. To ensure effective teaching and learning, instructional materials must be developed contextually, taking into account the specific needs of the students. The quality of the materials should align with the desired learning objectives, enabling students to achieve them successfully. Students need to establish a connection with the materials and comprehend their relevance within the given context. This context can encompass various factors, including the student's prior knowledge, the cultural backgrounds of both teachers and students, as well as locally-sourced content, as these elements significantly impact their progress.

Saryati and Yulia (2019:2) explained that contextual materials serve as valuable tools for teachers, enabling them to link learning materials with students' real-life experiences. This Approach encourages students to utilize their background knowledge, which is rooted in their

daily lives within society, and apply it within the classroom setting. By developing learning materials that effectively align with students' needs and preferences, teachers may increase the teaching and learning process, providing supplementary materials that are both efficient and effective. The teachers, as the primary role of the activities in the educational system, should be innovative and creative to bring the progress of their students. As we know, the suitable teaching materials that are needed to be applied will bring better understanding and also the satisfaction of success in English language learning for the students. In addition, Huda (2017: 3) explained that worthy teaching materials are needed to make students motivated because if the teaching materials are not attractive and motivating, they will be useless. It means that the proper materials are an essential part of success in language teaching and learning. As we know, when reading a textbook or other material, a lot of information and knowledge is acquired, which naturally enhances one's knowledge. According to Atmazaki (2018), reading plays a positive role in cognitive development, making it particularly important for students in school. However, students often struggle to understand the content of reading materials when it does not align with their needs. Therefore, the content of reading materials must be interesting to ensure that students remain motivated to read. The key lies in selecting accurate reading materials that are proper for teaching students in the classroom. If the materials are inaccurate or too distant from students' background knowledge, comprehension becomes challenging. Furthermore, Guthrie (1996) and Harmer (1998), as cited in Ayhuan (2016), state that students need to be engaged, interested, and motivated by the reading material in order to improve their knowledge. This suggests that students become fascinated and develop a desire to learn when provided with precise and attractive reading materials by their teachers. According to UU No 20 tahun 2003, which pertains to the National Education System, learning materials should be tailored to match students' existing knowledge and understanding. However, it is not only about customization; it is also essential to incorporate familiar content and identity in a detailed manner that resonates with students. By doing so, students can develop values and appreciation for the incredible environment they inhabit as a gift from God. Essentially, cultural values and norms are intertwined with every aspect of an individual's life.

Consequently, when teaching reading, the teacher should prioritize addressing students' specific needs, such as the dominant impression, mood, and logical progression. Failing to do so would result in students not receiving the intimate information required to evoke feelings of joy and happiness, thus hindering their ability to comprehend sentences and words effectively (Wishon, 1980, as cited in Ayhuan, 2016). If the learning material remains monotonously passive, it is the responsibility of the teacher, as a key stakeholder in the classroom, to design engaging materials that facilitate active learning (Dar, 2012, as cited in Ayhuan, 2016). In addition, one of the factors teachers have to take note of in developing the materials is approaches in the language teaching process. According to Ahmad (2019; p: 1), the term approach is the concepts regarding the nature of language and language learning, which function as the basis of exercises and tenets in language teaching where the nature of language refers to integrated three English skills based on the activities in the classroom. Meanwhile the nature of learning refers to implicate students' diverse superiority and lack in terms of their knowledge base. It means that to develop better material, it is really important to see students' ability and infirmity so that the students will study, preferably when the way to teach them is pleasurable and proper. Moreover, teachers need to have the capability and

knowledge about the approaches in the teaching and learning process. As explained by Guerriero (2014: 5), one of the essential approaches for teachers is the educational Approach because this Approach is the way used by the teachers to increase the efficiency of learning in the classroom where the teachers must have this capability to organize the teaching and learning process effectively with the result that aims of learning can be achieved optimally. Therefore, to achieve that goal, teachers should be able to see students' needs in the classroom in making comprehensive and enticing learning materials because if it is not, what will be the learning objectives cannot be achieved well.

Concerning creating descriptive reading materials, locally sourced content can be utilized because it helps students connect more easily with the subject matter. When the reading materials draw from the local context, students are more likely to find the content relevant and engaging as it relates to their own experiences and environment. Using local materials encourages more students' participation in language learning because it makes students interested and more interested in the language learning process. As some researchers do their research, integrating locally sourced into descriptive reading material is necessary in order for students to be active and easy to comprehend (Kailuhu, 2019; Azizah et al., 2020; Simatupang et al., 2022).

## **LITERATURE REVIEW**

### **2.1. Material development**

The development of material becomes essential to the teaching and learning activity for teachers and students. Materials refer to all the teaching media used by teachers to teach students in the classroom, such as textbooks, reading materials, cassettes, power points, and others. Meanwhile, development refers to the process of making or creating and bringing forward something. It means that material development is the way to develop imaginable teaching media used by teachers to teach students. Tomlinson (2011; 2) states that the development of material is a sector of course and a realistic attempt.

This means that language teaching is needed as a field to study the principles and procedures for designing, implementing, and evaluating language teaching materials. The materials are being developed because teachers expect them to help students understand the teaching process better through evaluation, adaptation, production, exploitation, and research. In addition, Tomlinson (2011; 1) conveyed that there are some implicated in materials development that need to be noticed. First is the use of concepts and terms that generally must be clear in criticizing the development of material. Second, the structured assessment of materials is done presently with the aim of knowing what, why, and how far the language learning is facilitated. Third, take into consideration the possibility applications to develop the latter-day research material about second language acquisition into language use. She was fourth, thinking about the potential of what is trusted by teachers and students as precious things in a second or foreign language learning. Fifth, collect the resources and unify the researchers, writers, teachers, students, and publishers in an effort to evolve valuable materials. Therefore, to develop materials, it is essential to look at those relevant things that cannot be separated as the essential terms of material development.

## **2.2. Pedagogical Approaches for developing materials.**

As stated by Guerriero (2014: 5), the pedagogical Approach refers to the basic science used by teachers, where a science perspective is needed to create efficient and effective teaching and learning situations. It means that teachers have a significant role in being innovative in teaching and learning to bring effectiveness by having good skills and basic proficiency.

In addition, Rahman and Mahmud (2008:22) explain that there are three pedagogic approaches to teaching reading. They are Top-down, Bottom-up, and Interactive reading approaches. The top-down Approach is an approach that was argued by Goodman (1967), where it is an approach to reading that is encouraged by the students. Students bring their personal experiences and expectations to interpret a text. It really takes a dominant important role for the students in reading because it refers to the appropriate and consecutive identification. Many scholars and analysts absolutely recommend this Approach because of its coordinated connection to readers' scheme and their individual information and encounters. From now on, we will use the Bottom-up Approach argued by Gough (1972). Different from the Top-down approach, this Approach explains that readers do not need any personal experience or background knowledge because it is based on the text. They just entirely rely on contextual meaning.

The last Approach is Interactive Reading. This Approach argues that to get an efficient and good comprehension of reading, one needs to combine the Top-down and Bottom-up Approaches. Both approaches are known as interactive approaches, which shift the reading process from one to another with the aim of checking the truth of what is said by the writer. (Carrell, 1988) Moreover, Nuttall (1996) in Rahman and Mahmud (2008:23). Furthermore, as cited by Shahidullah (1995) in Rahman and Mahmud (2008: 23), interactive reading is the best Approach to getting a better understanding because it is supported by students' conceptual ability, prior knowledge, and process strategies. It can be said that the Approach to teaching language may assert the worth of helping students to become interested in features in language use. Many endorsers of language consciousness approaches emphasize the significance of students slowly developing their own consciousness from how the language is used through the discovery of what they do for themselves. (Tomlinson 2011: 15). It can be said that approaches have to be brought by the teachers immediately in real life as a part of finding out the good way in the teaching and learning process with the purpose of getting students' participation. A pedagogic approach should be done for some tasks which can require the use of fundamental world skills. Pedagogic tasks are practice activities that do not imitate real-life situations but are designed to help students learn language skills valuable in daily life, for instance, tasks like completing dialogues, filling in story gaps, or figuring out the meaning of made-up words from text clues (Tomlinson 2011: 15).

## **2.3. Locally-sourced**

Locally sourced content is original local content that becomes part of a place's culture. Pedoman Pengembangan Muatan Lokal Kurikulum 2013 clearly stated that local content includes local languages, English, local art, local customs, interesting places, and habits. Southwest Moluccas Regency is a regency of Maluku in Indonesia which has its own interesting locally sourced. There are a lot of beautiful and famous places that have become

tourist spots, such as Welora Beach, Gunung Kerbau, Syota Beach, and others. There is also traditional food and drink which become their cultural identity (Sopi and Natuta). In addition, Local customs reflect the way of living, unique relationships, and special events or ceremonies held by the natives from southwest Moluccas regency. For example, "Kalwedo and Seka dance."

Locally sourced materials are needed to be taught, especially to the students in southwest Moluccas regency, because they are related to their context. These locally sourced materials are considered more familiar when students are learning materials.

#### **2.4. Descriptive text and locally-sourced**

A *descriptive text* is a text that describes people, places, animals, and objects. Identification and description become the generic structure of this text. Identification is the process of identifying the object to describe, while description is the process of describing the object with its characteristics. The process of imagining something may appear in every teaching activity because students need to describe the words they use.

Descriptive text is the most needed material that is familiar to students' daily lives. Thus, students have to be sensitive in their sights and their feelings. Actually, descriptive text can be considered the most familiar text because since the day started, students have to associate with objects surrounding them. The sense of appearance always involves all the human senses, such as sight, touch, taste, hearing, and smell. Wishon in Ayhuan (2016), argues that descriptive text is well developed in students' dominant impressions, mood, and logical development. It means that it is necessary to adjust to students' context to learn this text.

#### **2.5. Reading material**

As we know, reading materials are material used by the teacher to teach students about reading where it is a form of written text that students can read. Reading materials play an essential role in the educational system because it may help students acquire knowledge and comprehension. Anything that is used to facilitate the teaching and learning process in the form of textbooks, books, novels, websites, flashcards, videos, and mobile phones, is a part of the reading material—Tomlinson in Irnansyah (2022).

Mahera (2019:28) argues that material must assist students in feeling the text at the beginning before they image their thoughts to its language. It means that students must be engaged to focus on the content first by offering the reading materials from all sides of individual experience with the purpose of activating their prior knowledge. In addition, Ahmad (2019:4) states that there are two goals of reading materials to make them become authentic as parts of communication in the classroom. That is offering the explanation and fact regarding language learning certainly about the society environment and civilization where it takes a lot of meaning and value of interaction.

#### **2.6. Research Questions**

In conducting this research, there were two research questions as follow:

1. How can locally sourced descriptive reading materials be developed to effectively enhance the descriptive reading skills of tenth-grade students in SMA Negeri 13 MBD?

2. What pedagogical approaches are most suitable for delivering the locally sourced descriptive reading materials to tenth-grade students in SMA Negeri 13 MBD?

**METHOD**

**3.1. Research design**

This study employed the Research and Development method, which, as described by Sugiyono (2013: 297), Research and Development is a technique applied for creating a particular product and assessing its effectiveness. Some models may be used in the Research and Development method; however, the researcher chooses the ADDIE development research model because it has systematic steps to help the researcher visualize the problem and break it into simple phases. According to Winaryati et al. (2021: 22), the ADDIE Model is a guide for researchers and designers to create efficient learning and get optimal results. ADDIE model has five phases, namely Analysis, Design, Development, Implementation, and Evaluation.

**1. Need Analysis**

The development of the local content-based descriptive reading materials for the tenth-grade EFL students of SMA Negeri 13 MBD involved a collaborative process among the researcher and the subject-matter experts. Need Analysis was the first step to determine the specific learning needs, challenges, and gaps that the students were facing and to ensure the materials developed were tailored to address their actual requirements. To identify the challenges and the gap, the researcher analyzed reading materials from English textbooks used by the teacher in the school and conducted a survey questionnaire and tested to measure students reading ability, habits, preferences, and attitudes toward reading.

Items	Answers	N	F	%
1. Do you like English?	a. Really like	35	27	77,1
	b. Like	35	5	14,2
	c. Do not like	35	2	5,71
	d. Very dislike	35	1	2,85
2. What is your aim in studying English?	a. To pass the national exam	35	5	14,2
	b. To be able to communicate in English	35	25	71,4
	c. To get good grades.	35	5	14,2
	a. Beginner	35	30	8,7
	b. Intermediate	35	5	14,2

3. At what level is your English proficiency currently?	c. Advanced	35	0	0
4. How important is reading material in the classroom?	a. Very important	35	31	88,5
	b. Important	35	4	11,4
	c. Quite important	35	0	0
	d. Not important	35	0	0
5. How important is vocabulary material in the classroom?	a. Very important	35	35	100
	b. Important	35	0	0
	c. Quite important	35	0	0
	d. Not important	35	0	0
6. How important is grammar material in the classroom?	a. Very important	35	34	97,1
	b. Important	35	1	2,85
	c. Quite important	35	0	0
	d. Not important	35	0	0
7. How important is it to learn about a text?	a. Very important	35	35	100
	b. Important	35	0	0
	c. Quite important	35	0	0
	d. Not important	35	0	0
8. How important are local learning resources (Maluku) in your opinion?	a. Very important	35	35	100
	b. Important	35	0	0
	c. Quite important	35	0	0
	d. Not important	35	0	0
9. What are your difficulties in learning English? (You can	a. Vocabulary difficulties	35	35	100
	b. Grammatical difficulties	35	35	100

choose more than 1 answer)	c. Difficulty understanding types of text	35	35	100
	d. Difficulty in learning material content	35	35	100
10. How important is it to know the content of teaching materials?	a. Very important	35	35	100
	b. Important	35	0	0
	c. Quite important	35	0	0
	d. Not important	35	0	0
11. Regarding your language skills, which text would you like to be easier to understand?	a. Write text	35	27	77,1
	b. Spoken text	35	8	22,8
12. What learning activity do you like most?	a. Individual	35	6	17,1
	b. Group	35	9	25,7
	c. Individual and group	35	20	57,1

*Table 1. Result of Students' Needs Analysis*

## 2. Design

Based on the insight from the need analysis, the researcher proceeds to formulate the goal and objectives by also referring to the standard goal and objective of the national curriculum for high school. The objectives outline the reading skills and knowledge which are measurable and observable. Based on this objective, the researcher collaborated with the subject matter experts to discuss the concept and the content of the product, which included the element of a pedagogical approach (student-centered approach and communicative language teaching), instructional activities, including teaching and learning methodologies, techniques, and activities employed within the materials, content organization and sequencing, multimedia integrity such as text, visual and audio to enhance the learning experience and cater to different learning preferences, and students engagement and motivation.

## 3. Development



After the discussion and consensus reached between the researchers and subject-matter experts, The collaboration continues to develop locally-sourced descriptive reading materials based on the needs and preferences identified in the first phase. Three units of reading materials and activities were developed: 1) Local landmark. This unit focuses on descriptive texts about prominent landmarks in MBD, such as Kerbau Mountain. The readings highlight the features of the mountain and the significance of these landmarks to foster students' appreciation for their immediate surroundings. 2) Local Public Figure. This unit focuses on a descriptive text about one of MBD's public figures, and the significance of this triggers students to describe a person easily. 3) Local Traditional Wedding Ceremony. This unit focuses on the descriptive text about a local traditional wedding ceremony from MBD. The development of reading material is as follows below:

THEME	VOCABULARY	READING	GRAMMAR	LISTENING	SPEAKING	WRITING
NATURE	<ul style="list-style-type: none"> <li>Physical description</li> <li>Adjective + Noun</li> </ul>	Topic: Kerbau Mountain <b>Reading strategy</b> <ul style="list-style-type: none"> <li>Scan for vocabulary and information</li> <li>Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Adjective+ Noun</li> <li>Simple present tense</li> </ul>	Topic (dialogue) Listening purpose <ul style="list-style-type: none"> <li>Listening for general information</li> <li>Listening for specific information</li> </ul>	Topic Camping in Kerbau Mountain Role play Asking and giving information Language expression	Describing Syota beach
(People) PUBLIC FIGURE	<ul style="list-style-type: none"> <li>Personality</li> <li>Adj + Noun</li> </ul>	<ul style="list-style-type: none"> <li>Barnabas Orno</li> </ul> <b>Reading strategy</b> <ul style="list-style-type: none"> <li>Scan for vocabulary and information</li> <li>Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Adjective+ Noun</li> <li>Comparative Adjective</li> <li>Simple present tense</li> </ul>	Topic (dialogue) Listening purpose <ul style="list-style-type: none"> <li>Listening for general information</li> <li>Listening for specific information</li> </ul>	Talking about public figure Interview	Describing expected public figure (Personality) Write about your public figure

Culture Traditional Wedding ceremony	<ul style="list-style-type: none"> <li>• Characteristic</li> <li>• Adj + Noun</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Wedding of Moa</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>• Scan for vocabulary and information</li> <li>• Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective+ Noun</li> <li>• Comparative Adjective</li> <li>• Simple present tense</li> </ul>	<p>Topic (monologue) Listening purpose</p> <ul style="list-style-type: none"> <li>• Listening for general information</li> <li>• Listening for specific information</li> </ul>	<p>Talking about traditional wedding ceremony</p> <p>Podcast</p>	<p>Describing traditional wedding of your village</p>
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*Table 2. The Development of Reading Material*

In addition, the materials were reviewed by a panel of experts in language education, literature, and culture to ensure their quality and appropriateness. The researcher distributed some questionnaires to the experts. There were appropriates of the text construction (Monologue and dialogue), (3,4) the alignment of activities with learning objectives (3,17), appropriates of language use (3,00), presentation (3,00), and graphic validation of material (3,00). The result of the expert review of the material was categorized as 'Good.'

**4. Implementation**

In this phase, the study implemented the locally-sourced descriptive reading materials in the classroom. The effectiveness of the materials in improving students' reading skills was evaluated through various methods, including:

**Pilot testing:** The materials were pilot-tested with a small group of students to identify any issues and make necessary improvements. There were five students given to validate the material. The result of students' responses to the material and Questionnaire needed interesting existing material and activities to encourage them to understand the material quickly.

**5. Evaluation.**

This phase was done to provide premier feedback to product users, with the result that revisions were made based on the evaluation outcome or the needs that were not met by the product. The last purpose of evaluation was to measure the performance of development aims. Pre-tests and Post-Tests were given to students to determine their understanding of the material before and after implementing the product.

**3.2. Subject and setting of the study**

This study was conducted at the tenth graders of SMA Negeri 13 MBD where the participants of this study were 35 students of class X1 consisting of 13 Male students and 22 female students.

**3.3. Technique of data collecting**

Some techniques applied to collect the data are as follows bellow:

**a. Questionnaire.** The researcher gave questionnaires to students to know their reading habits, preferences, and attitudes toward reading.

**b. Interview.** An interview was done with the teachers and students to find out how to know the descriptive reading material's achievement in learning reading.

**c. Test.** The researcher used the Test to measure the students' reading skills through Descriptive reading material.

### 3.4. Technique of analysis data.

The researcher analyzed the data using percentages and descriptive. The percentage was used to gauge how much information from the Questionnaire had been distributed to the students. Descriptive language was used to provide more thorough explanations of the Questionnaire and pre-post-test results. The data from the needs analysis questionnaire and students' responses questionnaire was calculated as proposed by Arikunto (1988) as follows:

P = Presentation of the respondent

F = Number of respondents

N = Total Respondents

$$P = F / N \times 100$$

In addition, in analysing the result of experts' validators, the researcher used the formula as suggested by Suharto (2006) as follows bellow:

R = Range

Xh = The highest scale

Xi = The lowest scale

4 = Range of likert- scale

$$R = (Xh - Xi) / 4 \times 100$$

The calculation result then classified into the descriptive data as modified from data conversation of Suharto (2006) as shown in the data conversion table below:

Scale	Range	Descriptive categories
1	1 – 1,74	Poor
2	1,75 – 2,24	Fair
3	2,25 – 3,24	Good
4	3,25 – 4,00	Very Good

*Table 3. Data conversion of expert validation*

In analysing the data of operational field try-out ( Pre and Post-test), the researcher used the formula of Haris et al.(1986) as follows :

M = Individual score

X = Number of correct answer

N = Total score

$$M = X / N \times 100$$

The score for essay and vocabulary items then calculated with the following formula:

$$\text{Total score} = M1 + M2 / 2$$

The result then converted into descriptive categories as follows:

Range	Categories
90 – 100	Excellent
89 – 80	Good
70 – 79	Fair
<70	Poor

*Table 4. Data conversion of Pre-test and Post-test*

## 4. FINDINGS AND DISCUSSION

### 4.1. Findings

#### The Result Of Operational Field Try Out (Pre-Test and Post Test)

Number of students	Score part of the test		score	Description
	Comprehension	Vocabulary		
1	40	80	60	Poor
2	40	60	50	Poor
3	50	80	65	Poor
4	80	80	80	Good
5	80	90	85	Good
6	60	50	55	Poor

7	90	90	90	Excellent
8	50	40	45	Poor
9	80	75	75	Fair
10	60	70	65	Poor
11	70	85	75	Fair
12	45	55	50	Poor
13	40	80	60	Poor
14	50	60	55	Poor
15	90	90	90	Excellent
16	60	50	55	Poor
17	40	70	55	Poor
18	50	50	55	Poor
19	70	60	65	Poor
20	85	90	87,5	Good
21	70	80	75	Fair
22	50	80	65	Poor
23	60	60	60	Poor
24	70	90	80	Good
25	40	60	50	Poor
26	85	100	92,5	Excellent
27	50	40	45	Poor
28	70	90	80	Good
29	80	55	67,5	Poor
30	75	80	77,5	Fair
31	30	35	32,5	Poor
32	60	50	55	Poor
33	80	75	77,5	Fair
34	45	70	57,5	Poor
35	80	85	82,5	Good
Mean			66.14	Poor

*Table 5. The Result of pre-test*

Table 5 shows that before applying Descriptive MBD Locally Sourced materials, three students gained excellent scores (8, 57), six students gained good scores (17,14), five students gained fair scores (14,28), and twenty-one students gained poor scores (60%). The mean showed that the student's score was 66,14, which was categorized as poor.

After implementing the materials, the researcher conducted a post-test. The data is shown in the following table:

Number of students	Score per part of the test		score	Description
	Comprehension	Vocabulary		
1	100	100	100	Excellent
2	80	55	67,5	Poor
3	90	85	87,5	Good
4	90	90	90	Excellent
5	70	75	72,5	Fair
6	85	95	90	Excellent
7	90	90	90	Excellent
8	80	70	75	Fair
9	80	80	80	Good
10	90	100	95	Excellent

11	80	100	90	Excellent
12	70	85	77,5	Fair
13	70	80	75	Fair
14	100	100	100	Excellent
15	70	70	70	Fair
16	60	60	60	Poor
17	70	80	75	Fair
18	80	60	60	Fair
19	80	70	75	Fair
20	80	80	80	Good
21	75	70	72,5	Fair
22	75	80	77,5	Fair
23	100	100	100	Excellent
24	100	100	100	Excellent
25	85	80	82,5	Good
26	90	100	95	Excellent
27	70	80	75	Fair
28	100	100	100	Excellent
29	100	100	100	Excellent
30	75	100	87,5	Good
31	80	80	80	Good
32	80	100	90	Excellent
33	80	80	80	Good
34	90	80	85	Good
35	90	95	90	Excellent
Mean			83,57	Good

*Table 6 the result of post test*

Table 6 shows that after applying Descriptive MBD locally sourced Content Materials, fourteen students gained excellent scores (40%), eight students gained good scores (22.85%), eleven students gained fair scores (31.425%), and two students gained poor scores (5.71%). The mean showed that the student’s score was 83,57, which was categorized as good.

The data of the pre-test and post-test in then described in the table below:

<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>
66,14	83,57	17,43

*Table 7 Data distribution of the difference of pre-test and post-test in mean*

Table 7 showed that there was a significant improvement between Pre-Test and Post-Test. The difference between them was 17,43. It showed that students’ scores before implementing Locally sourced descriptive reading material mean they got 66,14, which is categorized as “Poor.” Meanwhile, after implementing Locally sourced descriptive reading material, the mean they got 83,57, which is categorized as “Good”. The presentation of the pre-test and post-test is shown in Figure 4.2 below:

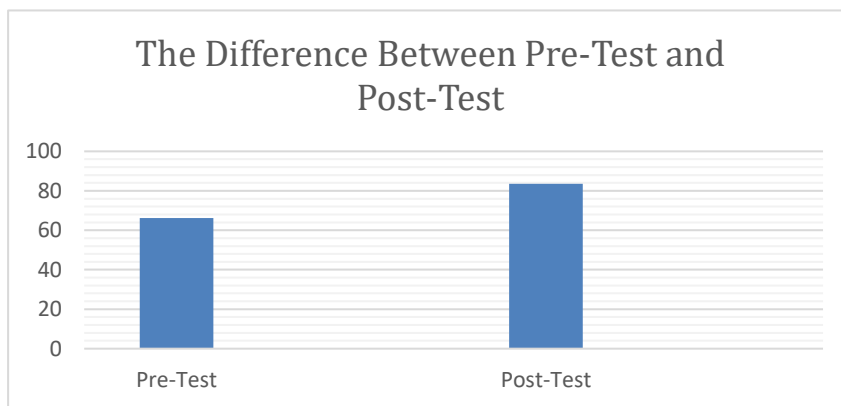


Figure 1. The difference of Pre-test and Post-test of the Tenth Grade XI students of SMA Negeri 13Maluku Barat Daya

## DISCUSSION

During the research conducted for the material development, the experts provided many valuable inputs and motivations to complete the material well. In conducting this research and development, the researcher followed the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation.

In the analysis phase, there were three units with three themes regarding Southwest Moluccas Regency culture: Unit 1 with the theme "Let's learn from local Tourism places," Unit 2 with the theme "Let's learn from local public figures," and Unit 3 with the theme "Let's learn from the local traditional wedding ceremony."

To design this material development, the researcher employed the Locally sourced descriptive Reading material based on the ATP of Merdeka curriculum, and all the content of the material applied contained Local contents of MBD culture such as Nature, local public figures, and traditional wedding ceremonies. The Nature was in Unit 1, and it was about Gunung Kerbau (Buffalo Mountain); the Local Public Figure was in Unit 2, and it was about Barnabas Nathaniel Orno; and the traditional wedding ceremony was in Unit 3, and it was about Lilyen Syharho (Traditional wedding ceremony from Moa Island). This was also connected with the vision of the English Education Study Program of PSDKU Pattimura University in Southwest Moluccas, which is "To become a competitive English language education study program based on Kalwedo cultural values on small border islands."

In addition, in the design phase, the researcher collected some English books, but there were no local content materials in those books. Then, the researcher focused on some activities as guidance in developing the materials. They were reading comprehension, vocabulary, pronunciation, listening comprehension, speaking, grammar, and writing. During this phase, the researcher distributed some questionnaires to the experts. There were appropriate of the

text construction (Monologue and dialogue), the alignment of activities with learning objectives, appropriates of language use, and graphic validation of material.

In the development phase, the expert still revised the work. The size of the picture and the grammar were unclear. Speaking comprehension, vocabulary, pronunciation, listening comprehension, discussion, grammar, reading, and writing were also involved.

The researcher conducted this study with a pedagogical approach. As stated by Guerriero (2014: 5), the pedagogical approach refers to science by teachers where it is needed science perspective to create efficient and effective teaching and learning situations. The researcher used this approach where the activities of materials in the teaching and learning process were adjusted to students' backgrounds. The research put the activities such as Top-down, Bottom-up, and interactive reading approaches. A top-down approach connected with students to bring their personal experience and expectations to interpret a text. The design of Unit 1 was a Top-down approach. From now on, the Bottom-up approach just entirely relied on the contextual meaning of the text. The design of Unit 2 was a Bottom-up approach. The last was Interactive Reading. This approach combined both the approach and the design was Unit 3. During the implementation, the researcher found that students quickly understood the material when it was related to their background knowledge.

Students were very enthusiastic in learning English and more active than usual; even though they didn't always use English in the process. This thing referred to Top-down approach. Meanwhile, Bottom-up and Interactive Reading were not too making them enthusiastic in the teaching and learning process.

In the evaluation phase, the researcher did a pre-test for the students. The result of Table 4.5 showed that before applying Descriptive MBD Locally-sourced materials, three students gained excellent scores (8, 57), six students gained good scores (17,14), five students gained fair scores (14,28), and twenty-one students gained poor scores (60%). Table 4.6 shows that after applying Descriptive MBD locally sourced Content Materials, fourteen students gained excellent scores (40%), eight students gained good scores (22,85%), eleven students gained fair scores (31,425%), and two students gained poor scores (5,71%). Table 4.7 shows that the result of the difference between the pre-test and post-test is 17,43%. Therefore, it can be assumed that the implementation of Locally sourced descriptive material is significant.

## **CONCLUSION**

1. Students at SMA Negeri 13 MBD require reading materials that describe the MBD content and relate to their background knowledge, particularly regarding the regencies they originate from.
2. Current resources fail to offer descriptive MBD content readings that align with the student's needs at SMA Negeri 13 MBD. This lack of familiarity with the existing materials results in students becoming disengaged during the teaching and learning process.
3. The pedagogical approach may be a promising approach for students in their English language learning because it proves that students can learn effectively and pleasantly during the implementation.



4. The materials underwent validation by expert authorities regarding content, language presentation, and layout and received a classification of "excellent."

5. The utilization of descriptive MBD content reading materials proves highly effective and meaningful as educational resources.

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