

DEVELOPING LOCAL-FOLKLORE INSTRUCTIONAL READING MATERIALS FOR EIGHTH GRADERS

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Abstract: This study aimed at finding out the validity, practicality, and potential effect of the developed instructional reading materials using local folklores from Muara Enim Regency for the eighth graders. The procedure of the study consisted of three stages: analysis, design, and evaluation. In evaluation stage, a set of formative evaluations consisting of self evaluation, experts review, one-to-one, small group, field test was conducted. There were two experts reviewing the product in the expert review stage, three students involved in one-to-one evaluation, nine students involved in small group evaluation, and thirty students of a real class involved in field test. The data were obtained from questionnaires and test. The obtained data were analyzed by using average score for the questionnaires and percentage for the test. The findings showed that the developed product was valid in terms of its content and instructional design with the average score 3.52 (very highly valid). The developed reading materials were practical after being evaluated in one-to-one evaluation with the average score 3.19 (highly practical) and small group evaluation with the average score 3.7 (very highly practical). Then, the product also had high potential effect after being evaluated in field test as 73.3% of students passed the minimum mastery criterion. It can be said that the developed product are potentially effective to be applied for the target students.

Keywords: *development research, instructional reading materials, local folklores, reading levels*

Reading is one of the English skills that must be mastered by the students because reading is an essential factor that influences people's activity in communication. Reading is a part of daily life for those who live in literate communities. Reading is considered as an important and interesting activity since it is the way to open the world and get information widely from both electronic and printed media. The more people read, the better they get. In other words, reading can make people

understand the information from what they have read based on their fluency and understanding.

Reading comprehension is not an easy process. It is affected by many factors which are analyzed from the perspective of students. They are (1) students spend minutes reading and re-reading sentence just because they do not understand the words; (2) students think that the questions below the text are very difficult; and (3) students are not able to read with increased speed

and fluency (Shehu, 2015). Reading comprehension plays an important role in learning English because it has to do with National Examination which includes reading skill as one of the primary curriculum concerns. It is important to comprehend genres in order to catch the information and messages in written texts (BNSP, 2013). Furthermore, the 2013 Curriculum asserts the students to be active, creative, and productive. The eighth grade junior high school syllabus demands the students to comprehend much information stated in the text by answering the comprehension questions followed during teaching and learning process to gain the learning objectives at the end of the process (Indonesian Ministry of Education and Culture, 2013). Therefore, teachers of English have to pay attention to aspects of comprehension (main idea, detail, vocabulary, sequence, inference, reference, cause and effect, and evaluation) as suggested by Roe, Stoody, and Burns (1995) in teaching reading comprehension in the classroom.

Teaching reading at junior high school is not easy for English teachers. The facts showed that students of junior high school faced problems in comprehending the text. Their problems lied on limited vocabulary, lacked of memory, and absence of extensive reading (Rahmawati, 2010; Kurnia, 2013; and Shehu, 2015).

To minimize students' reading comprehension problems, teachers are asserted to develop teaching materials which are appropriate with students' surrounding, needs, and interest (Indonesian Ministry of National Education, 2008). This study aimed to develop one genre of instructional reading materials. It was narrative text. Gerot and Wignell (1995) cited in

Herlina (2012) state that narrative text has social functions to amuse, entertain, and deal with actual and vicarious experience. It focuses on specific and usually individualized participants. The research done by Ervina (2014) showed that teaching narrative text to the eighth grade students made the students very enthusiastic in learning narrative text. Similarly, Setiyaningsih (2013) found that 89.2 % students were interested and more enthusiastic in learning narrative text. Narrative materials are very interesting and fun because they contain fables, legends, myths, and folklores. Some researchers have developed narrative instructional materials. First is a study done by Herlina (2012). She found that the materials were appropriate with the eighth grade students as they learned narrative text well and learned some points of character building. Second, Asih (2013) found that (1) the developed materials, reading interactive multimedia, were considered appropriate to be implemented to the students based on the results of the evaluation both from the content expert and the media expert; and (2) the target needs of the eighth grade students of SMP N 1 Puring were able to read, understand English text, and master the vocabulary. Then, Batari, Tolla, Tang, and Anshari (2015) showed that learning materials based on folklore in Gowa district could be declared eligible to serve as learning materials.

Tomlinson (2011) defines materials as anything used to help language learner to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on the whiteboard: anything which presents or informs about the language being learned.

In developing materials, Tomlinson (2011) divides principles of materials development into sixteen principles. They are: (1) materials should be engaging and motivating; (2) materials should be clear and systematic but flexible enough to allow for creativity and variety; (3) materials should provide the learners with opportunities to use target language to achieve communicative purposes; (4) materials should be student-centered; (5) materials should help learner to develop confidence; (6) materials should engage students to talk and share with their peers; (7) materials should require and facilitate learner self-investment; (8) materials must include various activities to appeal to different kinds of learners; (9) materials should allow learners to apply their developing skills to the world beyond the classroom; (10) materials should keep up to date; (11) materials should provide sufficient knowledge which learners need; (12) materials should make people think; (13) materials should include balance of approaches; (14) materials should provide authenticity; (15) materials should allow learners to develop learning skills and skills in learning; and (16) materials should encourage learners to learn more.

Indonesian Ministry of National Education (2008) also claims that developing instructional materials gives beneficial effect for the teacher. They are as follows: (1) teacher will have the materials appropriate with curriculum demand and students' need; (2) it is not necessary for teacher to depend on the textbook; (3) teacher will have various materials because they are developed with many references; (4) it builds effective and communicative teaching and learning process; and (5) it makes teaching and learning process become more interesting.

According to Article 9 of the Government Regulation No 13/2015, Curriculum Structure for educational institutions must be based on the local content and potential. Additionally, Faridi (2014) found that using local content instructional material could increase students' interest in the teaching learning process. Local culture text means that the text learned by students is part of students' life. By doing so, the students would feel motivated in reading class which brings a good impact to a higher level of reading class.

One of the local contents is folklore. It is partly cultural and historical that owned by Indonesia. Muara Enim Regency is one of potential areas in Indonesia to create instructional reading materials by using its folklores. By providing the local folklore instructional reading materials from Muara Enim in the form of narrative text, it is expected local folklores of Muara Enim can be exposed to the students and will still exist as part of Indonesia precious local culture. Other reasons are to (1) preserve the local culture of Muara Enim; (2) introduce students' local culture in form of narrative text; (3) grow students' sense of belonging and confidence for sharing about their surroundings.

Based on the previous description, this study intends to develop valid, practical, and effective Muara Enim local folklores instructional reading materials for the eighth graders.

METHODOLOGY

Development research was applied in this study to develop local-folklore instructional reading materials. According to Akker (1999), development research is used to various kinds of research approaches that relate

to design and development work. He also states that developmental research intends to design a product for certain purposes through such certain procedures as (1) analysis, the process of identifying the needs and goals of a system and determining the priorities among them. In this study, the analysis consisted of instructional analysis, students' needs analysis, and students' reading level analysis; (2) design, the process by which objectives, strategies, techniques and media for achieving the instructional goals are determined and specified.

In this study, the writer developed and designed narrative reading materials by considering the results of analysis stage. In this stage, the first thing to be conducted was to write the learning objectives which had been identified in the analysis stage. The second step was compiling all information needed to support the product that would be developed. In this step, the writer obtained the information from the students by asking them to tell what famous folklores from their regions.

Next, the writer selected the obtained information into 11 passages. After selecting those passages, the writer (a) adapted the reading materials in the form of narrative not only by considering the learning indicators, learning objectives, and the students' reading level, but also by omitting irrelevant words for junior high school students and adding time sequence related to narrative text, i.e.: in ancient time, long time ago, then, finally, etc, (b) translated the reading materials into English, (c) simplified each reading material to be 200 – 250 words, (d) checked the readability level of the texts by using online tool of Flesh Kincaid (<http://readability-score.com>); and (3) evaluation, the process of gathering the

data to identify the worth or value of the instructional materials in terms of its strengths and weaknesses for the basis of instruction revision to improve its effectiveness and appeal.

For the evaluation stage, formative evaluation proposed by Tessmer (1993) was applied. The implementation of formative evaluation during the development research is basically used to measure validity, practicality, and effectiveness (Akker, 1999).

The developed product was evaluated to the eight grade students of SMP Negeri 6 Talang Ubi. There are two classes of grade eight students at SMP Negeri 6 Talang Ubi. They are VIII.1 (38 students) and VIII. 2(37 students). In doing this study, the writer selected 42 students (21 students from each class) to be the participants of the study. The writer had 7 students for each category (low, medium, and high English proficiency) from both classes. Their English proficiency levels were determined based on the results of their mid test. In one-to-one evaluation, there were three students whose English proficiency represent each category, i.e.: low, medium, and high. In small group evaluation, there were other nine students selected to evaluate the developed product. From the nine students, there were three students for each English proficiency level, namely: low, medium, and high. Students participating in one-to-one evaluation were not involved anymore in small group evaluation. Finally, all students of a real class were involved in the field test (students participating in one-to-one and small group evaluation were not involved anymore in this stage).

First of all, analysis stages (instructional analysis, needs analysis, and reading level analysis) were conducted to make the developed reading materials was in line with

students' need. Then, self evaluation was done. After that, the developed instructional reading materials were evaluated by two experts to find out the validity of the developed product in the expert review stage. They were expert of content and expert of instructional design. Then, the developed instructional reading materials were applied to one-to-one evaluation. Next, small group evaluation was conducted. Those two evaluations were conducted to find out the practicality of the developed product. After that, field test was conducted to find out the potential effect of the developed product.

To determine the criteria of validity, practicality, and potential effect of the developed instructional reading materials, questionnaires and test were used as the instruments for collecting the data. The obtained scores of questionnaires from experts' judgment (for validity) and questionnaires in one-to-one and small group evaluation (for practicality) were calculated to know whether the developed instructional reading materials were valid and practical. The scores were interpreted as follows (Kubiszyn & Borich, 1993).

Table 1
Validity and Practicality Categorization

Average Score	Category
3.26 – 4.00	Very high
2.51 – 3.25	High
1.76 – 2.50	Low
1.00 – 1.75	Very Low

The first step was tried the test out to the eighth grade students from other junior high school to find out items validity before finding out the potential effect of the developed product.

Next, the quality of reading comprehension test items was checked in terms of its difficulty (Sudjana, 2015)

and discrimination index (Muhson, 2015).

Table 2
Item Difficulty Index

Difficulty index	Category
0.00 – 0.30	Difficult
0.31 – 0.70	Average
0.71 – 1.00	Easy

Table 3
Item Discrimination Index

Discrimination index	Category
0 – 0.20	Fair
0.20 – 0.30	Average
> 0.30	Good

In determining the potential effect of the developed instructional reading materials, 70% of students should pass the minimum mastery criterion (KKM). The percentage of minimum mastery criterion was decided based on the results of annual meeting of headmaster and all teachers of SMP Negeri 6 Talang Ubi.

RESULTS AND DISCUSSION

Analysis Stage

Results of Instructional Analysis

The writer analyzed the materials related to narrative texts available in the students' textbook. From the textbook, there were two narrative texts found entitled '*Mouse-deer and Crocodile*' with the readability level 3.1 and '*A Wolf in Sheep Clothing*' with the readability level 3.9. In terms of the number of materials, it can be said that the number of the narrative texts available in students' textbook were still insufficient.

In addition to analyzing the narrative texts available in the textbook, the writer also analyzed the curriculum to determine the basic competence, learning indicators, and learning objectives for the developed materials.

From the analysis, the basic competence, learning indicators, and learning objectives are described below:

1. *Basic Competence.*

- Responding meaning and generic structure of short simple text accurately, fluently, and acceptably which is related to students' surrounding in form of recount and narrative.
- Understanding social function, text structure, and language feature of narrative text.

2. *Learning Indicators*

- Determine the social function of narrative text.
- Identify the structures of narrative text.
- Identify the language features of narrative text.

3. *Learning Objectives*

After following the teaching and learning process, the students are able to determine the social function, identify the structures, and identify the language features of narrative text.

From the instructional analysis described above, it can be said that the number of narrative materials were insufficient and there were also no materials dealing with local-folklore reading materials from Muara Enim.

Results of Needs Analysis

The needs analysis was conducted to obtain information about their needs in terms of local-folklore reading materials by using questionnaire adapted from Dick, Carey, and Carey (2005). The results of the analysis are described as follows:

1. Students' reading skill was low.
2. Most of students faced difficulties in pronouncing the words and lack of vocabulary knowledge.

3. Most of them had never read English texts at home independently.
4. The students had never read English texts about local folklore from Muara Enim.
5. In teaching reading, their English teacher had never used any reading materials dealing with local folklore in Muara Enim.
6. Most of the students strongly agreed to get English reading materials containing local folklores from Muara Enim

From the results of the need analysis above, it can be concluded that developing local folklore reading materials were needed to improve students' interest and motivation.

Results of Reading Level Analysis

This analysis was intended to match the students' reading level with the readability of the developed products so that the difficulty level of the texts would be appropriate with students' reading level. The results of this analysis are described as follows:

Table 4
The Distribution of
Students' Reading Levels

Text Level	Reading Stages					
	Frustrational (CN: ≤ 4)		Instructional (CN: 5-6)		Independent (CN: 7-8)	
	N	%	N	%	N	%
1	14	33.3	12	28.5	16	38.1
2	16	38.1	17	40.4	9	21.4
3	12	28.5	26	61.9	4	9.5
4	19	45.2	19	45.2	4	9.5
5	22	52.3	17	40.4	2	4.7

*CN = Correct Number

Based on the distribution of students' reading levels above, it can be seen that 38.1% of the students were at independent stage for the text in level 1. For the texts in levels 2, 4, and 5, there were 38.1% students, 45.2% students,

and 52.3% students. While for the text in level 3, there were 61.9% students at instructional stage. So, it can be concluded that the students' reading level was level 3 since the biggest percentage of students who belonged to instructional stage was at that level.

Results at the Design Stage

The design was intended to develop the information compiling from the students to be narrative text. There were six passages for the developed reading materials and five passages for reading comprehension test. The writer developed 1 text which was exactly matched with the students' reading level, 2 texts above the students' reading level, and 2 texts below the students' reading level.

Since the reading level of the eighth grade students was level 3, the writer developed the reading materials for level 1, 2, 3, 4, and 5. The texts were as follows: (a) *The Origin of Pinang Belarik village* (3.6); (b) *The Story of Puyang Pekik Nyaring* (1.7); (c) *The History of Curup Tenang Waterfall* (2.2); (d) *Bujil House* (3.8); (e) *The Origin of Ujan Mas Village* (4.5); (f) *The Legend of Bumi Ayu Temple* (5.2); (g) *The Legend of Puyang Penanggiran* (1.3); (h) *The Story of Puyang Bujang* (2.4); (i) *The Story of Santani* (3.6); (j) *The History of Muaro Gulo Village* (4.7); and (k) *Mat Juri, the Penyemang* (5.2).

For the developed reading materials, the writer also provided each text with some exercises (multiple choice questions, short answer questions, and true or false questions). Meanwhile, the developed reading materials for reading comprehension test were designed in form of multiple choice questions. There were 40 multiple choice questions which covered some aspects, such as: main

idea, detail, cause and effect, inference, sequence, reference, and vocabulary.

Results at the Evaluation Stage

In this stage, evaluation and revision were done concurrently because if some revisions were needed in one stage of evaluation, the product had to be revised before it was proceeded to the next evaluation stage.

Self Evaluation

From self evaluation, some misspellings and ungrammatical sentences were found. The following is the example.

Table 5
Examples of Mistakes

No	Mistakes	Revision
1.	<p>Text 1: The Origin of Pinang Belarik Village</p> <p>Misspelling: Paragraph 1 (Line 2) "He was kind and <u>hansome</u> man."</p> <p>Ungrammatical Sentence: Paragraph 4 (Line 4) "..... by <u>kidnapped</u>"</p>	<p>"He was kind and <u>handsome</u> man"</p> <p>"..... by <u>kidnapping</u>"</p>
2.	<p>Text 2: The Story of Puyang Pekik Nyaring</p> <p>Misspelling: Activity 1 "..... do you <u>thik</u> of?"</p> <p>Paragraph 1 (Line 6) "..... took <u>firwood</u>"</p> <p>Ungrammatical Sentence: Paragraph 2 (Line 1) "..... And his</p>	<p>"..... do you <u>think</u> of?"</p> <p>"..... took <u>firewood</u>"</p> <p>".....and his soldiers</p>

	soldiers <u>seize</u> ...”	<u>seized</u>”
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Experts Review

The expert of content was a lecturer of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. In terms of content, the expert stated that the product was **valid with revision**. The expert of instructional design was a lecturer of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. In terms of instructional design, the expert stated that the product was **valid without revision**. The average score of both aspects (content and instructional design) was 3.52. The average score of content aspect was 3.2 and the average score of instructional design aspect was 3.85. Based on the validity categorization in Table 1, the developed materials had very high validity.

One-to-One Evaluation

The one-to-one evaluation was held on Tuesday, January 3rd, 2017 in SMP Negeri 6 Talang Ubi. First of all, the students were taught narrative text with the example texts *‘The Origin of Pinang Belarik Village’* and *‘The Story of Puyang Pekik Nyaring’*. After that, the three students evaluated all texts of the developed materials. Then, they were given a questionnaire intended to determine the practicality of the developed reading materials.

From the total 15 items of the questionnaire, the average score from the three students was 3.19, which fell at high practicality level. It can be concluded that the developed reading materials were practical and at high practicality level.

Small Group Evaluation

The small group evaluation was held on Tuesday, January 5th, 2017 in SMP Negeri 6 Talang Ubi. In this stage,

the students were also taught narrative text with the example text *‘Bujil House’*. After that, each student evaluated all the developed reading materials. Next, the students were given a questionnaire intended to determine the practicality of the developed reading materials.

From the total 15 items of the questionnaire, the average score from the nine students was 3.7, which fell at very high practicality level. It can be concluded that the developed reading materials were practical and at very high practicality level.

Field Test

To know the students prior knowledge, the writer did pre test before conducting real teaching by using the developed product. The field test in this study was conducted in three meetings on (1) Monday, January 9th, 2017; (2) Thursday, January 12th, 2017; and (3) Tuesday, January 17th, 2017 with time allocation 80 minutes per meeting. Then, the post-test was conducted to know the students’ reading achievement to see the potential effect of the product.

First of all, to find out items validity of the developed reading comprehension test, the writer had tried it out to the eighth grade students of SMP Negeri 1 Talang Ubi on Tuesday, December 13th, 2016. The writer measured the items validity by using SPSS (Statistical Package for the Social Science) version 20. The result showed that there were 10 items (1, 11, 20, 22, 26, 28, 31, 32, 35, and, 43) out of 50 items were invalid.

Next, the writer measured both items difficulty index and items discrimination index to the 40 valid items. For the items difficulty, there were 4 items (8, 13, 15, 37) considered as easy, 31 items (1, 2, 3, 4, 5, 6, 9, 11, 12, 14, 16, 17, 18, 19, 20, 21, 23, 24,

25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 38, 39, 40) considered as average, and 5 items (7, 10, 22, 29, 36) considered as difficult. Next, for items discrimination index, there were 19 items considered having good criterion, 15 items considered having average criterion, and 6 items considered having fair criterion. After that, the writer distributed the reading comprehension test to the students who belonged to field test participants.

From the results of pre-test, there were 18 students (60%) out of 30 students reached the score below the minimum mastery criterion which was 71 and there were 12 students (40%) out of 30 students reached the score above the minimum mastery criterion. The average score of pre test was 69.66. The results of post test showed that there were 8 students (26.6%) out of 30 students reached the score below the minimum mastery criterion and there was 22 students (73.3%) out of 30 students reached the score above the minimum mastery criterion. The next findings were about the average percentage of students' achievement in the aspects of reading comprehension could be seen as follows: (a) detail (75.6%); (b) main idea (73.3%); (c) sequence (78.8%); (d) inference (79.2%); (e) cause and effect (76.6%); (f) vocabulary (74.1%); and (g) reference (74.2%).

From the results of the post test, it showed that the product had high category potential effect since there were 73.3% students who passed the minimum mastery criterion. It can be concluded that the developed reading materials were potentially effective.

DISCUSSION

The product has been developed in this study was local folklore instructional reading materials for the

eighth graders in the form of narrative text. The research procedure proposed by Akker (1999) consisting of three stages, namely: analysis, design, and evaluation was applied. Formative evaluation by Tessmer (1993) was used in this study. There were some steps needed to be done in the process of developing the product. Instructional analysis was done to identify basic competence, learning indicators, and learning objectives as the basis of development. It was stated in curriculum that culture of local context has to be presented in the teaching and learning process (Badan Standar Nasional Pendidikan, 2006). It implies that English is taught contextually depending on where the learning takes place. Thus, the contextual learning involves local culture. In this study, local folklores from Muara Enim were presented as the narrative reading materials. However, analyzing textbook employed in school, the school book contained only two narrative reading materials. They were *Mouse-deer and Crocodile* (from Java) and *A wolf in sheep clothing* (from other country). It is needed to bring local folklores in the form of narrative texts into classroom so that the eighth grade students easily not only learn English, but also know more about their own culture.

Students' needs analysis was conducted to obtain information about students' need related to narrative reading materials. The results showed that most of students strongly agreed to have reading materials containing local folklores from Muara Enim in the form of narrative texts. Some students said that they were proud of having their local folklores written in English and exposed to them as narrative reading materials. To match the readability of the texts, Flesch-Kincaid online tool was used. The length of the text was not

more than 250 words. Glossary was provided so that the eighth grade students were facilitated to comprehend the texts.

Students' reading level was also analyzed by applying Informal Reading Inventory (IRI) from Jennings, Caldwell, and Lenner (2001) which was developed by Dr. Joyce. By having reading materials that match with their reading level, the eighth grade students of SMP Negeri 6 Talang Ubi were not frustrated with dreadfully challenging texts. Moreover, narrative reading materials in this developed product were designed graded in which reading level were set from the lower to higher. As the eighth grade students' of SMP Negeri 6 Talang Ubi reading was at level 3, the developed reading materials were at levels 1, 2, 3, 4, and 5.

Developed narrative reading materials had to be valid in terms of its content and instructional design. Thus, validation process involved the review of experts of language and instructional design. In terms of content, the product was validated by a lecturer of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. Having been reviewed, it was stated that the product was valid with revision in terms of its linguistics, appropriateness, accuracy of content, content presentation, and evaluation aspects. In line with instructional design, the relevance between the developed product with curriculum was evaluated by a lecturer of English Education Study Program, Faculty of Teaching Training and Education, Sriwijaya University. The product was declared valid without revision. The indicators and learning objectives had been reflected from standard and basic competence. In sum, it was asserted that the developed

product was very high valid with the average score 3.52.

Practicality was evaluated in one-to-one and small group evaluation stage. In both stages, the developed product was considered very high practical with the average score 3.4. It was because the development of the product was on the basis of students' needs. Shehu (2015) found that one of the students' problems in comprehending text was limited vocabulary. In this developed product, the glossary provided in each text hopefully helped the students dealing with low frequency words to comprehend the text.

Relevancy of local folklores from Muara Enim in the form of narrative texts as the topic of developed product with students' background had supported the practicality. The same result was found by Indriyani (2016) that local content-based instructional pictorial reading materials covering tourism destination in Bangka island had grasped students' positive attitude toward reading. Most of participating students stated that they were happy by having local folklores from their own regions as narrative reading materials.

Field test was conducted to evaluate the effectiveness. The developed product was confirmed having high potential effect so that it can be used for the target students. Based on the findings on the field, the developed product helped the eighth grade students of SMP Negeri 6 Talang Ubi to learn narrative texts. They were actively participated and interested in reading each text about local folklores from Muara Enim in the form of narrative texts. It was because they never found those texts on their learning textbook. One of them smiled at reading the text entitled "*the origin of Pinang Belarik village*" while saying that it was

my village and I was a *bujang* (boy) from Pinang Belarik.

Last but not least, the developed product has such features as glossary, picture, and systematic exercises in each reading material that can help the students in their learning of English narrative texts. Meanwhile, the weakness of the product is on the layout of the picture on each text. It is on the first part of each material so that it seems monotonous. Therefore, it is suggested that those who are interested to conduct a similar study can focus on this

CONCLUSION

There are three conclusions that are drawn based on the findings of this study. First, the developed local folklore instructional reading materials were valid in terms of its content and instructional design after being evaluated by two experts. Its validity was 3.52 indicating that the developed product had very high validity. Second, the developed local folklore instructional reading materials were practical after being evaluated in one-to-one and small evaluation. Its practicality was 3.19 in one-to-one evaluation which was at high practicality level and 3.7 in small group evaluation which was at very high practicality level. Third, the developed local folklore instructional reading materials were potentially effective to be used for the target students after being evaluated in the field test. As the number of the students achieving the intended outcome was 73.3%, it can be concluded that the product had high potential effect.

In addition to the conclusions, there are also some suggestions that are offered based on the findings of this study. First, it is suggested that the English teachers should consider

students' reading level, students' characteristics, and readability of reading materials before teaching reading so that the materials used match with the students' needs. In addition, English teachers should participate actively in introducing Indonesian local-content to the students which can be done by giving them local-content as the instructional reading materials. Second, students are expected to enhance their reading skill and local-content based knowledge actively by reading and learning more about various original stories from Muara Enim in English. So, at the same time, they can learn English and their own culture simultaneously. Finally, further researchers are suggested to develop other local content-based instructional reading materials related to the local content products of Muara Enim Regency, for example: its local dance, food, or agriculture products, that focus on other English skill either for junior or senior high school students.

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