

South Sumatra Local Culture-Based Teaching Materials Training for Vocational School Language Teachers

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ABSTRACT

This article reported a training conducted to increase competency mastery of teachers of Bahasa Indonesia and English in vocational schools in Palembang in developing teaching materials based on the local culture of South Sumatra. Applying the development research method, the following stages were conducted: identifying goals and objectives, conducting instructional analysis, determining entry behavior and student characteristics, writing performance objectives, developing assessments of teaching materials that refer to criteria, and developing texts of teaching materials. The training was conducted in the form of lectures, questions and answers, discussions, and demonstrations. The product of this training was teaching materials with the readings that were based on the local culture of South Sumatra.

Keywords: development of teaching materials, local culture, teacher training,

INTRODUCTION

There are still many teachers who are consumers or users of teaching materials such as textbooks, modules, and media. They have not attempted to compile or develop the teaching materials for the benefit of the teaching and learning process in the school. Teaching materials compiled by teachers for the needs of their students, of course, will be better because those who understand more about the characteristics of students, and the learning environment of their students are the teachers themselves, even though at this time learning feels different since the pandemic period like today.

The Covid-19 pandemic, which has been around for almost two years, has had an impact on various fields, especially in the field of education. This condition forced the Minister of Education and Culture of the Republic of Indonesia to transition the learning system from offline learning, namely classroom learning to online learning, which requires students to study at home. This also has an impact on the learning process and delivery of materials for teachers. Teachers are required to be able to adapt to technology and try to be professional in a pandemic situation (Ayu, Sari & Muhaqiqin, 2021).

As a professional teacher, the teacher must have a good ability to manage the classroom such as creating and maintaining an optimal learning process to achieve the objectives of the teaching and learning process. An excellent teacher spends a significant amount of time planning and analyzing the learning process. The streamlining of the learning plan's implementation is predicted to increase a teacher's learning quality during the learning process (Apriani, et. al, 2020). One of them is by making their teaching materials that are close to students'

lives, such as local culture in South Sumatra. However, what happened in the field as well as the background for this service activity were problems that arose in the language learning process, both Indonesian and English.

One of the problems is that there are still deficiencies in the textbooks used, namely that they do not contain local South Sumatran culture even though the South Sumatra Provincial Regulation number 4/2015, Article 8, Paragraph 1 (Perda No.4 Tahun 2015) has outlined that the community is obliged to preserve cultural aspects, one of which is to make teaching materials based on local culture. About, this study aimed to develop teaching materials based on South Sumatera local culture through training involving the teachers of Bahasa Indonesia and English of vocational high schools in Palembang as the participants. The training was given by the lecturers of the Master of Language Education at Sriwijaya University.

THEORETICAL FRAMEWORK

Teaching Material

Teaching materials are information, tools, and texts needed by teachers/instructors for planning and reviewing the implementation of learning. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material. Teaching materials are a set of materials that are systematically arranged both written and unwritten to create an environment/atmosphere that allows students to learn more effectively and efficiently with a more pleasant atmosphere.

The forms of teaching materials can be: (a) Printed materials such as syllabus, lesson plans, handouts, books, modules, student worksheets, brochures, leaflets, wall charts, and (b) Audio Visual such as video/film, VCD (c) Audio such as radio, cassette, audio CD, PH (d) Visual: photos, pictures, models/mockups. (e) Multi-Media: interactive CD, computer Based, Internet. Good teaching materials include the following: (1) Title, MP, SK, KD, Indicator, Place (2) Learning instructions (Student/teacher instructions) (3) Objectives to be achieved (4) Supporting information (5) Exercises (6) Work instructions (7) Assessment (Sopiah, 2019). Teachers can not only utilize materials from books, but they also create their materials because they believe the contents in their books are insufficient and incomplete, so they supplement with information from other sources and create their materials based on the syllabus (Rimadanti, 2018).

To achieve the set objective, community service was carried out in the form of training in developing the teaching materials based on the local culture of South Sumatra. Based on observations and interviews with teachers and students, there was a need to develop teaching materials for the learning of Bahasa Indonesia and English. In addition, the training helped to improve the ability of Bahasa Indonesia and English language teachers in developing their teaching materials. Based on field empirical and theoretical studies, it is deemed important to hold training, mentoring, and guidance on the development of teaching materials for the vocational language teachers. In addition, this training helped the teachers to form the writing habit for the benefit of their students and or even to be published locally, regionally, and nationally.

Teaching Material Development

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom (Rajabi & Ketabi, 2012; Tenridinanti, et al., 2021). Dehghan & Sadighi (2011) state that teaching materials are information, tools, and texts that are needed by teachers or instructors for planning and studying the implementation of learning. According to Elviana, et al. (2020), learning materials can be translated as a set of materials used by someone to carry out learning activities. In Fu (2018), it is stated that teaching materials are materials that contain material that students must learn as a means to achieve competency standards and basic competencies. Teaching materials/learning materials (instructional materials) are knowledge, skills, and attitudes that must be taught by teachers and must be learned by students to achieve competency standards/core competencies and basic competencies. From some understanding of teaching materials, it can be concluded that teaching materials are learning aids that support teaching and learning activities and can improve a good learning atmosphere so that student's motivation to learn is increased.

Teaching materials used in teaching and learning activities contain certain elements. According to Dehghan & Sadighi (2011), a teaching material should at least include, among others, learning instructions (student/teacher instructions), competencies to be achieved, supporting information, exercises, work instructions, data in the form of worksheets (LK) and evaluations. Teaching materials that can help students' learning process consist of several types. According to Rajabi & Ketabi (2012), the preparation of teaching materials has goals and benefits. Meanwhile, Sopian, et al. (2019) discovered that teaching materials are prepared with several objectives: 1) providing teaching materials that are following the

demands of the curriculum by considering the needs of students, namely teaching materials that are following the characteristics and providing teaching materials that are following the demands of the curriculum by considering the needs of students. , namely teaching materials that are following the characteristics and settings or social environment of students, 2) assisting students in obtaining alternative teaching materials in addition to textbooks which are sometimes difficult to obtain, and 3) making it easier for teachers to carry out learning.

In addition to the purpose, teaching materials also have benefits for teachers and students. According to Rajabi & Ketabi (2012) there are 6 benefits, namely: 1) obtaining teaching materials that are under the demands of the curriculum and per the learning needs of students, 2) no longer depending on textbooks which are sometimes difficult to obtain, 3) enriching because they are developed using various references, 4) increase the repertoire of knowledge and experience of teachers in writing teaching materials, 5) build effective learning communication between teachers and students because students will feel more confident in their teachers, and 6) increase credit scores if they are collected into books and published.

Teaching materials can be distinguished according to their type and function, a teacher does not have to be fixated on making or developing teaching material. Wulandari, et al. (2018)" Materials include anything which can be used to facilitate the learning, they can be presented in print, through live performance or display, or on cassette, CDI-ROM, DVD or the internet. Yang (2017) also says that teaching materials are divided into textbooks, modules, handouts, models or mockups, worksheets, audio teaching materials, interactive teaching materials, and so on. The results of the research or the resulting product can be made in printed form, audio programs, audiovisuals, and interactive teaching materials, which are packaged in such a way that students are expected to be able to study the teaching materials with the teacher or independently. The development of teaching materials consists of several stages. According to Elviana, et al. (2020), there are three, namely as follows.

a. Preparation

The first step that needs to be prepared and studied when preparing teaching materials is the curriculum of a field of study/subject for which the teaching materials will be prepared. The curriculum is used

as a reference, both related to the objectives of the subject, the objectives of each, the structure of teaching materials, the design of strategies or methods, and the development of evaluation activities. After the above curriculum is understood, the next step is to study the material structure of the developed teaching materials, which are related to scope and sequence. Both of these must be developed in such a way by taking into account the methodological and psychological aspects of students. The final step at this preparatory stage is to collect the various necessary sources, both related to books, journals, papers, and other materials that will be used as a complement to the writing of further teaching materials.

b. Writing Draft Teaching Materials

After the teaching materials are compiled and developed using a certain model, the next step is to discuss the contents of the draft teaching materials. Discussions can be carried out through focus group discussions (FGDs) in KKG and MGMP by involving several related experts, namely: material experts, linguists, and experts various inputs from experts, then revised according to the existing input. Those inputs are really important since writing is a competence that every scholar, especially English students, must learn since it is the foundation for writing scientific literature, papers, research, journals, and so on. Writing may also enhance the author's expertise, allowing pupils to express their thoughts with greater flexibility (Oktavianti, 2021).

c. Solution

The final stage of the study of the draft of teaching materials is to pay attention to aspects of language, readability (readability study), the vocabulary used including the level of language difficulty associated with the main user (target audience). Then the completeness of other supporting materials such as pictures, tables, and so on.

Furthermore, OECD (2017) explains that in developing materials for language teaching, some basic principles should be considered. Materials must: (1) achieve impact; (2) help students feel comfortable; (3) help students develop self-confidence; (4) be perceived by students as relevant and useful; (5) requires and facilitates students to invest on their own; (6) able to be mastered by students on the points being taught; (7) expose students to language in authentic use; (8) draws students' attention to the linguistic features of the input; (9) provide opportunities for students to use the target language to achieve communicative goals;

(10) take into account that the positive effects of instruction are usually delayed; (11) consider students to be different in learning styles; (12) take into account that students differ in affective attitudes; (13) allows a period of silence at the start of the instruction; (14) maximize learning potential that can stimulate right and left brain activity; (15) less reliance on controlled exercise; (16) provides an opportunity for feedback on results.

Meanwhile, OECD (2011) describes several factors that should be considered when designing materials. These factors are (1) Students. Considerations in developing the material will relate to the interests, motivations, and special needs of students; (2) The curriculum and its context. Designing or developing teaching materials cannot be separated from the curriculum used because it contains the aims and objectives of learning and the course of learning. In addition, the material must be contextual based on the characteristics and levels of students listed in the curriculum; (3) Resources and facilities. The availability of resources and facilities determines what can be achieved in terms of material design and production; (4) Personal confidence and competence. This factor will determine the individual's willingness to carry out material development. The material developed will be influenced by individual knowledge, understanding of several principles of material design and production, experience, and creativity; (5) Copyright compliance. Designers or developers eg teachers should be aware of copyright prohibitions and laws; (6) Time. Intelligence in managing time is very important because it can be one of the inhibiting factors for someone in designing or developing teaching materials.

In developing reading materials, it is necessary to measure the readability of reading texts. Yousef, et al. (2014) readability is the process of matching the reader and related text with the reader's understanding. In other words, readability is used to determine whether the text or reading material can be understood quickly and easily by the reader. There is a relationship between reading material and the level of understanding of the reader. This affects the reader in understanding the contents of the reading text. If the text is too difficult for the readers, they will not understand the content of the reading text or get detailed information from the text. Meanwhile, reading material that is too easy can be abandoned by readers because they feel there is no challenge to read. This means that the reading text must be per the reader, in this case, the ability or level of the student.

In this community service activity that was carried out, teachers were expected to produce textbooks in the form of various functional reading texts: descriptive and narrative texts, the raw material of which is the local culture of South Sumatra, the materials can be in the form of tourist attractions, legends, food, customs, and so on. etc.

Local Culture in Language Learning

Culture means the habits or ways of life acquired, maintained, and learned by a person or group of people, including beliefs, arts, morals, laws, ideas, customs, occupations, eating habits, and skills as members of a community (Richards, 2001; Hutchinson & Waters, 1987; Cooper, et al., 1988). Cooper, et al. (1988) state that culture is the basis of communication because the meaning conveyed in the language used depends on the society in which they live, and communication is conveyed through language. Cultural knowledge will later determine the forms of language in different conditions and circumstances.

Local culture is a certain culture in a certain area that reflects the way of life of the community related to customs, arts, food, clothing, and others. The very wide province of South Sumatra, in general, has similarities in geography and the way of life of its people in various districts/cities. South Sumatra is one of the provinces in this country that has a rich local culture as its identity. There are several aspects of South Sumatra's local culture including food, art, equipment, customs, clothing, folklore, legends, and others. The government and the community are involved in preserving and developing local culture. Several efforts have been made, among others, by making several regulations by local governments, promoting local culture to other regions, provinces, and events to the world, and integrating culture in tourism and education.

The culture where students live in the local culture. In other areas, local culture refers to the way people live concerning traditions, architecture, food, traditions, and so on. Students are familiar with the culture. The students will recognize it immediately if they know the text based on their local culture. It is often better for students to broaden their awareness and be more confident in their lessons to incorporate local cultural content into language classes.

In language learning, local culture is important to raise awareness of the students' community and socialize with global citizens has been investigated by some previous researchers (Azizah, et al., 2021; Kumbara, et al., 2021; Inderawati, et al., 2021; Inderawati, et al., 2018). In other

words, students can easily express their culture and values using English to engage various communities in EFL. The local culture that was developed by the Vocational Language teacher comes from all regencies/cities throughout the province of South Sumatra, both legends or folklore and those directly related to tourism.

RESEARCH METHODOLOGY

As described in the background, the aim of this activity was achieved through the training given by nine lecturers of the Master of Language Education at Sriwijaya University. Fifty teachers participated in this training and this activity of developing the teaching materials was considered successfully conducted if 75% of the participants completed the given tasks. Taking into consideration the Covid-19 pandemic at the moment, the training was conducted virtually via the Zoom platform through the following steps: 1) Explaining language subject matter at a vocational school, 2) Explaining students' reading interest, 3) Explaining the function and types of teaching materials, 4) Analyzing teaching material needs, 5) Explaining local culture as a text development material, 6) Developing teaching materials, and 7) Practicing needs analysis, level of readability, and developing teaching materials. Therefore, the methods applied in the implementation of this activity were lectures, discussions, modeling, guided exercises, and assignments.

More operationally, the description of the problem-solving actions can be seen in the following table. The method used in the development of teaching materials was development research. The model of training, mentoring, and mentoring in the manufacture of teaching materials was carried out through the following: (1) distribution of teaching materials, (2) Guidance in the development of teaching materials, (3) Validation of the draft of teaching materials, (4) Implementation of one-to-one and small group evaluation via Zoom, (5) Implementation of Field Tests at one vocational school, (6) Revision of the draft of teaching materials, (7) Presentation of 3 book drafts, (8) Revision of the draft of teaching materials, (9) Presentation of 3 book drafts as teaching materials that have been made, (10) Feedback from the lecturers and the participants
11. Collection of draft teaching materials.

RESULTS & DISCUSSION

As described in the background, the aim of this training or activity was the development of the teaching materials by the participants with

the guidance of the lecturers who served as the instructor. Forty-six out of fifty teachers involved in this activity managed to complete the tasks, including being able to select and develop teaching materials according to their needs. There were 3 sets of teaching materials that were successfully developed by the forty-six participants. The participants also showed a positive response to the whole activity. They showed their enthusiasm for the training materials provided by the lecturers and they were also actively involved in the tasks given, both verbally and in writing. Based on the stages of implementing the activities, it can be concluded that this activity was successful which was shown by the quality of the teaching materials developed by the participants. However, there were still shortcomings in several components of the teaching materials developed by the participants, namely spelling and story context.

The following section provides a detail of the stages of the implementation of developing the teaching materials.

Planning Stage

The planning stage of this community service activity went smoothly, before the event started the data collection of prospective participants had been carried out, and preparation for the opening of the Zoom training event for the development of teaching materials based on local South Sumatran culture for Indonesian language teachers at Vocational High Schools throughout the city of Palembang via the zoom platform.

Implementation Stage

This stage began with giving an initial test via Google Form and it continued with the presentation of the training material by the lecturers. The materials covered the following: language lessons in vocational schools, students' reading interests, functions, and types, the analysis of teaching material needs, local culture as a text development material, the development of teaching materials, the practice of needs analysis, readability, and developing teaching materials. In this stage, the participants practiced how to make teaching materials. In the implementation stage, there was an active interaction between the lecturers who served as the presenters of the training materials and the teachers who were the training participants, as seen by the active involvement of the participants in the Question and Answer session.

Stages of Distribution of Teaching Materials and Guidance



Figure 1: Stages of implementing Productive Society Service via zoom

At the stage of distributing teaching materials, the lecturers distributed teaching materials in the form of local folklore from South Sumatra, and then the participants developed a text about the folklore. Meanwhile, for the mentoring stage, the results of the tasks given, namely making teaching materials based on local culture were reviewed by the lecturers.

Stage of Validation of the Draft of Teaching Materials

At the validation stage, the lecturers validated the draft of teaching materials based on the local culture of South Sumatra developed by the participants. Afterward, the results of the tasks given, namely making teaching materials based on local culture were reviewed.



Figure 3: The validation stage of the draft teaching materials via zoom

Implementation of One to One and Small Group Evaluation

In the implementation stage of the one-to-one and small group evaluation, the lecturers validated the draft of teaching materials based on the local culture of South Sumatra and then a text about the folklore was created by the participants. There were three participants involved in reviewing the products developed in the one-to-one evaluation.

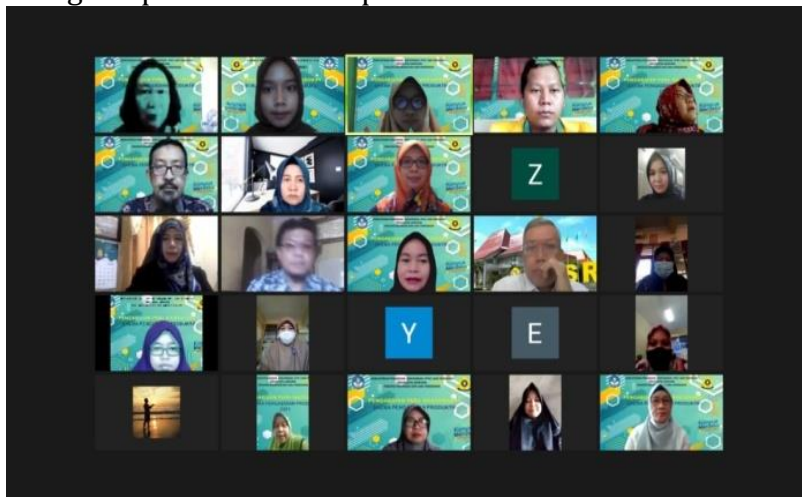


Figure 4: Stages of implementing one to one and small group validation

The participants reviewed the developed product by providing comments by filling out questionnaires regarding the relevance of the developed product to students' needs, presentation of material, evaluation, and attractiveness of the material. It was conducted to determine whether the product developed was practical. Next, in the small group evaluation stage, nine participants were asked to comment on the developed product. The participants were not the same as those who were in one-to-one evaluation. Reading, reviewing, and responding to the questions of the questionnaire were the activities done by those nine students. Meanwhile, for the mentoring stage, the results of the tasks given were reviewed by the lecturers.

Implementation of Field Test

At the stage of implementing this field test, the field test of the results of the given task was conducted through Google Form through the Zoom platform.

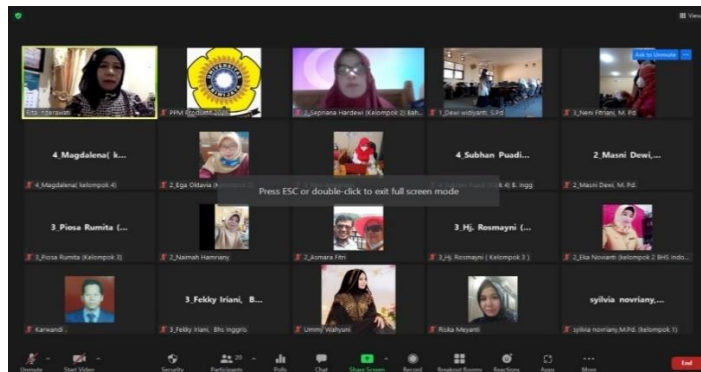


Figure 5: The implementation stage

Revising the Draft of Teaching Materials

At this stage, the lecturers revised the draft of teaching materials that had been made by the training participants. This activity was conducted via the Zoom platform. The activities of the fourth day of this training can be seen in the image below.

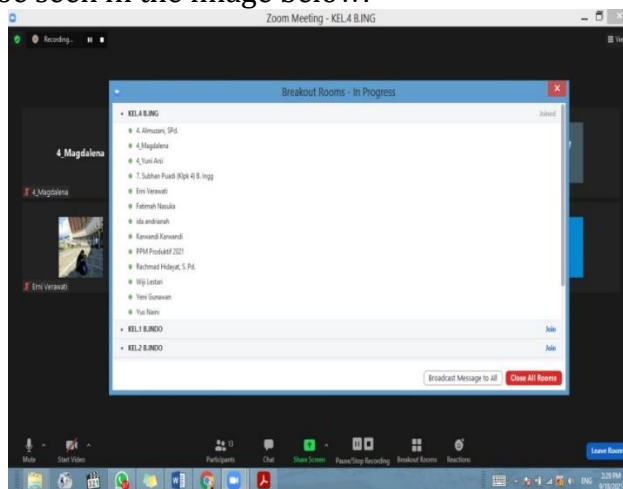


Figure 6: The stage of revising the draft of teaching materials via zoom

Presentation of Two Book Drafts

At this stage, the lecturer team asked 3 groups of participants to present a book draft of the teaching material that had been made them and continued with questions and answers or feedback from the lecturers as well as other participants. This activity was conducted via the Zoom platform.

CONCLUSION

The training or the activity was conducted to produce sets of teaching materials and in the end, it was completed. The activity was conducted per the following objectives. First, introducing teaching materials based on the local culture of South Sumatra for the needs of vocational students through the development of teaching materials related to the local culture by the teachers. Second, improving the knowledge of vocational language teachers in using local cultural resources for the skills of reading descriptive and narrative texts based on the local culture of South Sumatra in learning Indonesian and English. Third, producing teaching materials for reading descriptive and narrative texts based on the local culture of South Sumatra in Indonesian and English learning that are valid, practical, and have potential effects. Finally, motivating the teachers who participated in this activity to develop their teaching materials.

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