CHAPTER I

INTRODUCTION

This chapter outlines the foundation of this research, including the background of the research, questions of the research, objectives of the research, significance of the Research, Scope and Limitations of the Research, and Definition of Key Terms of the Research.

1.1 Research Background

English language education plays a vital role in Indonesian high schools, particularly at Phase E (Zein et al., 2020). English is positioned as a compulsory subject aimed at equipping students with four essential language skills: listening, speaking, reading, and writing (Al-Jiboury, 2024). In line with the *Kurikulum Merdeka*, the latest national curriculum introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2024), English learning outcomes at Phase E are designed to empower students to use language meaningfully in diverse social and academic contexts.

Based on the analysis of the Learning Outcomes (*Capaian Pembelajaran* /CP) document in the *Kurikulum Merdeka* for Phase E conducted on November 28, 2024, it was found that:

> "Students are expected to use oral, written, and visual texts in various types of texts to communicate according to the situation, purpose, and target audience/readers" (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/01-ContextualCommunication/28NOV2024)

This indicates that the ability to communicate contextually is a primary focus in English language learning at this phase.

> "Students are expected produce more diverse oral, written, and visual texts, with an understanding of the purpose and target audience to convey their desires/feelings/opinions and discuss topics related to their daily lives or current issues appropriate for their age in this phase" (Kemendikbudristek, 2024)."
> (DOC/CURR/LO-E/02-MeaningfulTextProduction/28NOV2024)

This statement emphasizes the importance of producing meaningful texts that are relevant to students' live and oriented toward the intended audience and communicative purpose.

> "Students are expected to understand spoken, written, and visual texts to learn something/obtain information." (Kemendikbudristek, 2024)
> (DOC/CURR/LO-E/03-InformationalTextUnderstanding/28NOV2024)

> "The skill of inferring implied meanings when understanding information in English also begins to develop." (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/04-ImpliedMeaningInference/28NOV2024)

The ability to infer implied meanings begins to develop at this phase as a form of higher-order thinking skill in understanding English information.

The learning outcomes (*Capaian Pembelajaran* or *CP*) of Phase E English reflect a holistic and communicative approach. Based on curriculum content analysis, four major thematic codes emerge from the official documents.

First, students are expected to use oral, written, and visual texts in various types of communication to convey their message according to the situation, purpose, and target audience (DOC/CURR/LO-E/01-ContextualCommunication /28NOV2024). This emphasizes the development of contextual communication skills across different text forms and communicative settings.

Second, students are encouraged to produce more diverse oral, written, and visual texts, with an understanding of the purpose and target audience, to express their desires, feelings, and opinions on topics related to their daily lives or current issues. (DOC/CURR/LO-E/02-MeaningfulTextProduction/28NOV2024). This indicates

the goal of enabling purposeful and meaningful text production that considers the communicative intent and the needs of the audience.

Third, students are required to understand spoken, written, and visual texts to learn something or obtain information (DOC/CURR/LO-E/03-Informational-TextUnderstanding-/28-NOV2024) Which reflects the function of reading and listening as tools for knowledge.

Fourth, the curriculum highlights that the skill of inferring implied meanings when understanding information in English also begins to develop." (DOC/CURR/LO-E/04-ImpliedMeaningInference/28NOV2024). This shows an expectation that students begin developing inferential comprehension to interpret meanings beyond what is explicitly stated.

These four outcomes illustrate the curriculum's emphasis on integrating receptive and productive skills, promoting multimodal literacy, and engaging students with relevant and age-appropriate content. They also suggest that students are expected to not only comprehend information but also interact with it critically and creatively.

Upon analysis, it can be observed that students are expected to master a range of communicative competencies, including interpreting multimodal input, inferring implied meaning, and expressing personal opinions in both spoken and written forms. These four competencies are integrated into four skills: English listening, speaking, reading, and writing.

Furthermore, the reference to topics related to their daily lives or current issues implies a pedagogical need to incorporate culturally and socially relevant content into teaching materials.

Among the four skills outlined in the curriculum, reading is considered foundational, as it enables students to access input and acquire language knowledge (Sharma & Puri, 2021). Additionally, Paige et al. (2024), claim that reading fosters critical thinking and analytical skills. When students engage with texts, they must comprehend the material, evaluate its meaning, and sometimes analyze the writer's perspective (Dirgantari & Susantiningdyah, 2020). This cognitive process sharpens their ability to think critically and solve problems skills that are valuable both inside and outside the classroom (Rusmin et al., 2024). The objective of reading instruction under *Kurikulum Merdeka* goes beyond decoding written symbols; it seeks to develop learners' capacity to critically engage with various types of texts that are relevant, authentic, and multimodal (Zaim & Zakiyah, 2024). The curriculum elaborates the learning objectives of reading elements that analysed in accordance of the need analysis.

Based on the analysis of the *Capaian Pembelajaran* (CP) document for the Reading Element in the *Kurikulum Merdeka* Phase E, it was found that:

> "Students are expected toread and respond to a variety of texts. They read to learn or to find information." (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/RD/01-ReadingForInformation/28NOV2024)

This statement shows that reading activities are directed toward learning and retrieving information, rather than merely surface-level understanding.

> "Students are also encouraged to locate and evaluate specific details and main ideas of a variety of texts." (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/RD/02-MainIdeasAndDetails/28NOV2024)

This emphasizes the importance of identifying and evaluating main ideas and specific details as foundational skills in reading comprehension. Furthermore, the types of texts introduced are diverse.

> "These texts may be in the form of printed or digital texts, including visual multimodal or interactive texts." (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/RD/03-TextVarietyAndMultimodality/28NOV2024)

This indicates that students are expected to engage with a wide range of texts, both printed and digital, including visual, multimodal, and interactive formats.

> In addition, students begin to develop higher-order thinking skills:
>
> "They are developing understanding of main ideas, inferences, and broader development in a variety of texts." (Kemendikbudristek, 2024)
> (DOC/CURR/LO-E/RD/04-InferenceAndTextDevelopment/28NOV2024)

This suggests that students are beginning to build deeper comprehension by drawing inferences and recognizing the development of ideas in texts.

> "Students are expected to identify the author's purposes and develop simple inferential skills to help them understand implied information from the texts." (Kemendikbudristek, 2024).
> (DOC/CURR/LO-E/RD/05-AuthorPurposeAndImpliedMeaning/28NOV2024)

This highlights the importance of recognizing the author's purpose and developing basic inferential skills to understand implied meanings an essential part of higher-order thinking.

The learning outcomes for the Reading element in Phase E of the *Kurikulum Merdeka* reflect a comprehension-oriented and multimodal literacy approach. Based on the curriculum analysis, five thematic codes can be identified that represent the expected reading competencies for students at this level.

First, students are encouraged to read and respond to a variety of texts with specific purposes, primarily to learn and obtain information (DOC/CURR/LO-E/RD/01-ReadingForInformation/28NOV2024). This reflects the functional role of reading in supporting knowledge acquisition. Second, they are expected to locate and evaluate specific details as well as identify main ideas across different types of texts (DOC/CURR/LO-E/RD/02-MainIdeasAndDetails/28NOV2024), highlights the importance of analytical reading skills.

Third, students engage with a wide range of text formats, including printed, digital, visual, multimodal, and interactive texts (DOC/CURR/LO-E/RD/03-TextVarietyAnd-Multimodality/28NOV2024), which suggests an emphasis on developing multi literacies in response to contemporary media environments.

Furthermore, students begin to develop inferential reading abilities by interpreting implied meanings and understanding the development of ideas in a text (DOC/CURR/LO-E/RD/04-InferenceAndTextDevelopment/28NOV2024). This indicates a shift toward higher-order thinking skills and deeper levels of comprehension.

Finally, they are guided to identify the author's purpose and apply basic inferential strategies to access implicit information from texts (DOC/CURR/LO-E/RD/05-AuthorPurposeAndImpliedMeaning/28NOV2024), a skill that promotes critical engagement with reading materials.

These outcomes suggest that the curriculum aims to integrate technical reading skills with interpretative and evaluative abilities. Students are not only expected to extract surface level information but also to think critically, recognize perspectives, and connect texts to broader themes and contexts. The focus on diverse text types and age-relevant content implies a pedagogical direction that values both relevance and cognitive development. Therefore, reading instruction at this phase should prioritize meaningful engagement with texts that are both culturally relevant and intellectually stimulating.

However, despite the strategic importance of reading, students' English reading proficiency in Indonesia remains low (Li et al., 2024). Studies by Budianto et al. (2021), found that students often struggle with understanding texts due to

limited vocabulary, insufficient background knowledge, and lack of exposure to engaging, contextual materials. Another Studies by Ismaiyah and Fadhilawti (2022) found that students in Blitar also faced challenges in developing their reading skills, particularly when engaging with descriptive texts. According to Prapelia and Fadhilawati (2024), Students in Blitar experienced difficulties in improving their reading skills. Students in Blitar were found to have low achievement in reading, indicating that their English reading comprehension skills were still underdeveloped (Puspita et al. 2023).

In line with the issues the researcher also conduct a preliminary interview with Mrs. Rendry Hanifa Ak Mallyta an English teacher from SMA Negeri 2 Blitar.

> "For reading comprehension, most students have not met the minimum criteria requirements, there are some children who have met the minimum criteria requirements but most of them have not met it."
> (INT/MSIF/ReadingComprehension/05DEC2024/15.00-16.00)

This statement indicates that the majority of students have not yet reached the expected competency standards in reading comprehension, highlighting a significant gap in learning outcomes.

Another interview was conducted with Mrs. Artini Widianti one of English teacher in SMA Negeri 1 Blitar.

> "Some students have not yet mastered reading skills and need more intense understanding."
> (INT/MSAR/ReadingComprehension/10DEC2024/09.00-10.00)

This statement reflects that some students still struggle with basic reading skills and require more intensive support to achieve deeper comprehension, indicating the need for targeted instructional intervention.

One contributing factor is the issue found in existing English textbooks (Interview with Mrs. Artini, 2024). National textbooks such as *English Pathway,*

English for Change, and commonly used student worksheets *(LKS)* often present content that is generic, globally themed, or culturally distant from the students' local context. This lack of cultural relevance can reduce students' interest and hinder their comprehension (Nanda & Azmy, 2020). Descriptive texts found in these books rarely portray local heritage, traditions, or places familiar to the students, leading to a sense of disconnect and reduced engagement in reading activities (Haryanti, 2021).

Current textbooks, such as *English Pathway* as used in SMA Negeri 2 Blitar serves distant topics in descriptive text material for example *The Dancing House (India)* and *The Basket Building (USA)* which feel irrelevant to students in Blitar. Such globalized content fails to stimulate local interest and impairs meaningful engagement (Haryanti, 2021).

As highlighted by Sahmadan & Ajam (2020), such disconnection reduces motivation and leads to shallow comprehension. International assessments like PISA confirm that this gap, consistently ranking Indonesian Students below the global average in reading literacy (Bilad et al., 2024)

This Issue of cultural irrelevance in existing English textbooks as stated by Mrs. Rendry Hanifa Ak Mallyta that there's no material about local culture applied in the learning. The statement was:

> "No, so far what I have seen is that there is no material with local content." (INT/MSIF/AbsenceofLocalContent/05DEC2024/15.00-16.00)

This statement highlights the absence of locally relevant content in the current teaching materials. It suggest that the textbooks and supplementary resources used in the classroom do not reflects students' cultural or regional context, potentially leading to reduced engagement and meaningful connection with the texts.

Further issues compounded by students' limited vocabulary knowledge, which significantly hinders their ability to comprehend the reading materials. As revealed in teacher interviews with Mrs. Rendry Hanifa Ak Mallyta as follows:

> "The challenge faced by students id the lack of knowledge and mastery of vocabulary. So they find it difficult to understand the reading."
> (INT/MSIF/VocabularyLackasReadingBarrier/05DEC2024/15.00-16.00)

This reveals that limited vocabulary knowledge is a primary obstacle in students' reading comprehension, suggesting that lexical mastery is crucial for effective understanding of texts.

Another interview was conducted with Mrs. Artini Widianti one of English teacher in SMA Negeri 1 Blitar, state:

> "To hook the understanding of students we really need to provide material where students already know the background of the material. For material from this school book does not yet have additional material that emphasizes local culture so we really need these additions."
> (INT/MSAR/NeedforCulturallyMaterial/10DEC2024/09.00-10.00)

This statements underscores the importance of using culturally familiar content to enhance student comprehension. It reveals that current textbooks lack supplementary material that reflects local culture, making it difficult to students to connect with the content. The teacher expresses a clear need for the inclusion of localized materials that align with students' prior knowledge and lived experiences.

To address this issue, the researcher conducting this study aimed to develop a supplementary reading material integrating the local culture of Blitar specifically in descriptive text for reading skill intended tenth-grade student. The theoretical basis for this study draws on several key frameworks. Reading as proposed by Rumelhart and Anderson (1984) reading as an interactive process where background knowledge (schemata) plays a crucial role in understanding texts (Shiqin,2023; Wang, 2024). Supplementary material development which are meet

the need analysis and material development (Nadu et al, 2024). Descriptive text as proposed by Gerot and Wignell (1994) is a type of factual text functioned to describe a particular person, place, or thing. The cultural integration in language teaching suggests that embedding local culture in materials fosters deeper student connection and promotes learning retention (Kartini et al., 2025).

Previous studies have demonstrated the value of developing such materials. Fitriani and Fadhilawati (2022) created a digital module for writing descriptive texts and found improvements in students' engagement and writing skills. Oktarina et al. (2022) developed a supplementary material for recount text based on Palembang's local destination and reported high validity, practicality, and improved students' reading comprehension scores. Elviana, et al. (2020), developed interactive multimedia for teaching descriptive texts based on Palembang local culture and found it to be highly valid, practical, and effective in improving students' reading comprehension.

Previous studies have explored the integration of local culture into English learning materials; however, their focus varied. The first study emphasized writing skills within the general topic of descriptive texts. The second focused on reading skills but used recount texts based on Palembang's local destinations. The third addressed descriptive texts, also incorporating Palembang's cultural elements. In contrast, the novelty of the present study lies in the development of descriptive reading materials that integrate local culture of Blitar, specifically designed for tenth-grade students under the *Kurikulum Merdeka*. This approach addresses the lack of culturally relevant reading resources rooted in Blitar's context materials that aim to enhance students' reading comprehension while fostering a deeper

connection to their local identity, an area that remains underexplored in prior research.

Numerous studies have emphasized the benefits of incorporating local culture into language education. For instance, Amalia et al. (2025) reported that materials embedded with local themes enhance learner motivation and identity-building. Ashrafova (2024) further noted that culturally responsive materials boost learner engagement by fostering familiarity and emotional connection. In the same vein, Putri et al. (2025) demonstrated that the integration of local context into English materials leads to more meaningful learning experiences.

Integrating local culture into English learning materials offers both pedagogical and affective benefits (Amalia et al., 2025). Culturally responsive content helps students develop a sense of belonging and pride in their heritage, which in turn boosts their attraction to learn (Ashrafova, 2024).

Several recent studies also highlight the benefits of incorporating local culture into language teaching materials. Sari et al. (2020) found that integrating local cultural themes into English teaching materials significantly improved students' motivation and engagement. Similarly, Dewi and Prasetya (2021) demonstrated that culturally relevant materials enhanced students' reading comprehension and vocabulary retention. Another study by Setiawan and Wibowo (2022) showed that the use of local culture-based materials fostered a positive attitude toward learning English and increased students' participation in classroom activities. Moreover, Prasetyo (2023) emphasized the effectiveness of supplementary materials featuring local culture in addressing students' reading difficulties and supporting their overall language development. Another research

findings have shown that integrating local culture into English materials can significantly improve students' reading ability and interest (Fitria & Rahmawati, 2023; Hasanah et al., 2020).

Given these consistent findings on the pedagogical and affective advantages of incorporating local culture into English learning, the development of culturally grounded reading materials is both timely and relevant. This effort is necessary because it addresses both a pedagogical and contextual gap in existing English teaching practices. Theoretically, it advances research on the integration of culture in reading pedagogy. Practically, it provides teachers with ready-to-use, validated, and culturally relevant materials that align with national curriculum standards. This development also supports the goals of *Kurikulum Merdeka* by fostering student agency, engagement, and local identity through reading.

This approach aligns with the *Kurikulum Merdeka*'s principle of contextualizing learning experiences and reinforcing character education. When students see their own environment reflected in the materials, they are more likely to participate actively and engage meaningfully in the learning process (Ashrafova, 2024).

The development of the supplementary reading materials becomes a solution. Supplementary materials can serve as enrichment resources that cater to students' interests and cultural backgrounds while meeting curriculum demands (Eden et al, 2024). Local culture based materials not only support reading skill development but also contribute to the preservation and promotion of regional identity (Nambiar et al, 2020).

Blitar, as a culturally rich city, offers a wide range of potential topics for descriptive texts. Iconic places like Bung Karno's Mausoleum, Penataran Temple, Alun-Alun Blitar, and local culinary heritage such as *Nasi Ampok* can be transformed into meaningful reading materials. These culturally grounded topics provide authentic input that students can relate to, thereby enhancing their comprehension and critical thinking (Budiman, 2023).

The development of the supplementary material has strong need to develop reading materials through a Research and Development (R&D) approach. This aligns with the goals of the *Kurikulum Merdeka* and addresses the challenges faced by both teachers and students. By incorporating familiar and engaging content, these materials aim to improve students' reading comprehension, foster cultural awareness, and support their overall language development (Kheang et al, 2024). This study contributes to the growing body of research on culturally relevant pedagogy and its impact on language learning in Indonesia. This model ensures that the materials produced are not only theoretically sound but also practically effective. Through expert validation and classroom try-outs, the feasibility, validity, and effectiveness of the product can be ensured.

Therefore, the main objective of this study is to develop valid, practical, and effective descriptive reading supplementary materials for tenth-grade students based on the local culture of Blitar. The developmet of the supplementary material integrating *Canva* as a supporting tools. These materials are expected to enhance students' reading comprehension skills while fostering cultural appreciation and engagement, in accordance with the objectives outlined in four intentions: 1) *develop* model of Tenth-Grade Descriptive Reading Supplementary Material based

on Local Culture of Blitar; 2) Know the validity of Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar; 3) Find out the effectiveness of Tenth-Grade Descriptive Reading Supplementary Material based on the local culture of Blitar; 4) Inquire about the students' and teacher's responses toward the utilization of Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar.

1.2 Research Questions

Research on the integration of Tenth-Grade English Reading Supplementary Material based on Local Culture of Blitar is increasingly recognized as a vital approach to teach student reading achievement and learning outcomes. This study aims to explore the development and appropriateness of English reading supplementary materials customized for tenth-grade students, specifically grounded in the rich cultural heritage of Blitar. The research will address three povital questions, written as follows:

1) How is the model of the Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar?
2) How is the validity of the Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar?
3) How is the effectiveness of the Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar?
4) How is the students' responses towards the use of Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar?

1.3 Research Objectives

Based on the research problem above, this research aims to develop Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar. Therefore, this research has povital objectives, written as follows.

1) To develop Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar
2) To know the validity of the Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar
3) To know the effectiveness of the Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar
4) To find out the students' responses towards the use of Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar

1.4 Research Significances

This research has three principal objectives that are significant in the field of English language education and local culture, i.e. reading skills, integration of local culture, and innovation in the use of technology. The integration of English reading materials with local culture of Blitar can increase students' motivation and participation in learning English. This is because the materials used are familiar and relevant to their daily lives. This research significances has two points, written as follows:

1.4.1 Theoretical Significances

Significances of this research theoretically is to develop Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar for Tenth-Grade student in Junior High School

1.4.2 Practical Significances

Significances of this research practically has four aspects, written as follows:

1) For school

This research is supposed to provide a contribution in the form of conventional Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar with the aim of being an additional material in reading skills

2) For teachers

The development of Tenth-Grade Descriptive Reading Supplementary Material based on Local Culture of Blitar will serve as valuable resources for teachers, equipping them with tools to help on teaching learning process basically in the topic of local culture

3) For students

Tenth-Grade English Reading Supplementary Material based on Local Culture of Blitar is developed to provide learning media for students specifically in reading skill. This is intended to let students deepen their reading skills. Integration of local culture in this supplementary material

with the intention of introducing students to their cultural diversity.

4) For future research

This study can be used as a reference for future researchers to conduct research and development of supplementary materials with the theme of local culture for other skills

1.5 Research Scope and Limitation

This research is made based on the need and analysis of the interviews that have been conducted so as to produce scopes and limitations. In this case the research scope will define the subject area to be covered. Whereas the research limitation will describe the field boundaries of this research. These two matters, research scope and limitation written as follows:

1.5.1 Research Scope

The scope of this research is intended to develop reading supplementary material based on local culture of Blitar to teaching reading for tenth-grade students in Senior High School in Blitar.

1.5.2 Research Limitation

This research has limitations in developing supplementary materials based on needs analysis. The limitation will be written as folows: 1) the development of this material is to teach reading skills, 2) the development of this material is adjusted to of teacher's and students' need, 3) the development of this material is adjusted to the analysis of student learning outcomes in Phase E written in the Decree of

KEMENDIKBUDRISTEK number 033/H/KR/2022 concerning the Merdeka Curriculum. Furthermore, the materials developed in this reading Supplementary material are as follows: 1) Introduction to reading skill “Let’s Build Our Reading Skill Through Local Culture”, 2) Introduction to descriptive text “Ready to Learn Descriptive Text?”, 3) Vocabulary of descriptive Text “Vocabulary Mastery”, 4) Descriptive text about person “An Outstanding Blitar Figure”, 5) Descriptive text about place “Blitar Tourism Spots”, 6) Descriptive text about things “Blitar Specialities”.

1.6 Definition of Key Terms

To provide a clear and consistent understanding of this study, the following is a definition of key terms used. This explanation aims to avoid ambiguity and ensure uniformity of interpretation during the analysis process. The terms discussed include: reading, local culture, and material development. The following is the definition of each term.

1.6.1 Reading

This study focused on exploring reading skill in English language learning. Reading is an activity of understanding the meaning of text through a complex thinking process. This process requires actions from intellectual aspects such as pronunciation and comprehension in order to retrieve information from a text. So it can be interpreted that reading is not only pronouncing a word and or sentence, but it is also necessary to understand a text to get information from what we read, and it can be concluded that reading is the process of taking information from the content

of text by seeing, pronouncing and understanding (Salmiah & Su, 2017).

Based on Laily (2018) in (Nurmalasari & Haryudin, 2021) Reading Comprehension is one of the most essential skills in English and is the most important skill. Through reading students can understand information from text by translating and interpreting the meaning in the sentence. Furthermore, this research will develop supplementary materials based on Blitar local culture for learning reading in tenth-grade students.

1.6.2 Local Culture

This study employed a local culture context on developing the supplementary material. According from statements of various studies, presenting reading materials with local content topics can help students better recognise their own culture (Elviana, Inderawati, & Mirizon, 2020; Fu, 2018; Sopian, Inderawati, & Petrus, 2019; Yousef, Chatti, & Schroeder, 2014) in (Ratri & Puspitasari, 2019). Embedding local culture in the material can help students facilitate understanding, this is because students already have knowledge about the topic (Khalaf Edam et al., 2021). In this case, Regmi (2017) in (Khalaf Edam et al., 2021) also stated that providing reading material based on local culture can minimize students' lack of knowledge and help students maximize their understanding.

As stated in the Law of the Republic of Indonesia Chapter XIV Article 50 paragraph 5 confirms that “District/city governments manage primary and secondary education, as well as local culture-based education units”. In line with the Indonesian Government Regulation No. 17/2010 Article 35 Paragraph 2 states that ‘District/city governments implement and/or facilitate the pioneering of

education programs and/or units that have met or almost met the National Education Standards to be developed into international standard education programs and/or units and/or based on local culture". Based on the statement above, this study develops reading material with the topic of Blitar local culture aimed for Tenth-Grade students.

1.6.3 Material Development

This study integrate on the development of material. Material development can help teachers in the learning process. In English subject, material development is very important for teachers because this material development provides material that is more intense and may be difficult for students to understand (Kusuma Devilia Indah, 2020). Providing interesting material with varied activities is intended to increase students' interest and enthusiasm in learning. The use of varied learning media such as pictures, videos, songs and so on can prevent boredom in learning. Besides the selection of appropriate materials can help to improve instruction and teacher performance. Reading Supplementary Materials are able to help the students advance their achievement in reading skills and deepen their understanding of the learning materials in line with national standards (Bajrami, 2020). From this statement it can be concluded that material development can improve students' skills, especially in English subjects which can help students in mastering English skills. Reading material development assists students in improving reading skills.