CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical foundations relevant to the development of supplementary descriptive reading materials for tenth-grade students under the Merdeka Curriculum 2024. It discusses key concepts of reading, local culture, and material development; synthesizes findings from previous studies to identify research gaps; and presents the theoretical framework and theoretical procedure combining language learning theories with the ADDIE model as the basis for the design and development of the material.

2.1 Review to the Related Literature

This section reviews the key concepts underpinning the development of supplementary descriptive reading materials for tenth-grade students under the *Merdeka* Curriculum 2024. It examines the nature of reading as a cognitive and interactive process, the prescribed reading materials and strategies that enhance comprehension, and the methods for assessing reading proficiency. It also explores the definition, significance, and benefits of integrating local cultural elements, specifically the heritage of Blitar, into English instruction to foster contextualized and meaningful learning. Furthermore, it discusses the concept, importance, and guiding principles of English reading material development to establish a theoretical basis for designing pedagogically sound and culturally relevant resources.

2.1.1 Reading

This section presents a comprehensive review of the concept of reading as one of the essential skills in English language learning, particularly within the context of senior high school education (Zein et al., 2020). It discusses the definition of reading from various theoretical perspectives, the types of reading materials prescribed for tenth-grade students under the *Merdeka Curriculum 2024*, the strategies commonly employed to enhance reading comprehension, and the approaches to assessing students' reading proficiency (Kemendikbudristek, 2024). These discussions provide a theoretical foundation for developing supplementary descriptive reading materials that integrate local cultural elements of Blitar, ensuring that the materials align with both pedagogical objectives and curriculum standards.

2.1.1.1 Reading Definition

Reading is widely recognized as a complex cognitive and linguistic process involving the interaction of a reader with a written text to construct meaning (Banditvilai, 2020). Reading is not merely decoding symbols but an active skill that requires the integration of linguistic knowledge, background knowledge, and strategic processing to comprehend texts effectively (Grabe & Stoller, 2020). Reading consists of multiple cognitive operations, including word recognition, syntactic parsing, and semantic integration, which collectively enable readers to extract and interpret meaning (Hyder et al., 2025).

In the context of English as a Foreign Language (EFL) learning, reading also involves the use of metacognitive strategies to overcome challenges posed by

unfamiliar vocabulary, grammatical structures, and cultural references embedded in texts (Raqqad et al., 2019). Reading is both a receptive and interactive process, where learners engage with texts strategically by predicting, summarizing, and inferencing to enhance comprehension (Farid et al., 2020).

Synthesizing the literature reviewed, reading is a complex cognitive and interactive process that requires linguistic knowledge, background knowledge, and strategic engagement (Banditvilai, 2020; Grabe & Stoller, 2020). In EFL contexts, learners must also navigate unfamiliar language and cultural content using metacognitive strategies (Farid et al., 2020; Raqqad et al., 2019). These insights highlight the need for reading materials that support comprehension through both cognitive scaffolding and cultural relevance. Thus, this study develops descriptive texts based on Blitar's local culture to enhance students' engagement and reading proficiency.

2.1.1.2 Reading Material for Tenth-Grade Student

The *Merdeka Curriculum 2024* for English at the senior high school level (Phase E) underscores the importance of developing comprehension, interpretation, and analytical skills through engagement with diverse text types (Haan et al., 2025). According to the *Capaian Pembelajaran (CP) Fase E*, tenth-grade students are expected to "understand and interpret meaning, social functions, text structures, and language features of various spoken and written texts, including descriptive, narrative, recount, procedure, and expository texts, within personal, social, and academic contexts" (Kemendikbudristek, 2024). Each of these text types develops distinct reading skills (Berkane, 2024). Descriptive texts train students to potray

people, places, objects, or phenomena in detail using specific nouns, adjectives, and present tense forms. Recount texts strengthen chronological sequencing skills by retelling past events using past tense verbs and time connectors. Narrative texts enhance students' understanding of plot and character development, featuring complications and resolutions. Procedure texts help students follow and comprehend instructions, while expository texts build skills in analyzing factual information and arguments with cohesive devices and logical connectors.

In this study, descriptive text is chosen as the primary focus for developing supplementary reading material. This text type closely aligns with the competencies outlined for Phase E, as it trains students to observe, describe, and express characteristics of people, places, and cultural elements in a way that builds vocabulary and grammatical precision (Zein et al., 2020b). Descriptive text is particularly effective for integrating local culture, enabling students to engage with familiar topics such as Blitar's historical landmarks, culinary traditions, festivals, and notable figures (Thi et al., 2024). Such cultural contextualization enhances motivation and engagement while fostering intercultural awareness and a sense of identity (Nuraini et al., 2024).

Furthermore, mastering descriptive text provides a foundation for more complex text types, as it reinforces essential reading skills such as recognizing text structures, analyzing language features, and identifying explicit and implicit information (Kartawijaya, 2017). However, despite the curricular emphasis, student performance in reading descriptive texts remains below expectations in many cases. This is evidenced by the results of the pretest conducted in the preliminary stage of this study, which revealed that a significant number of students scored below

theminimum mastery criterion (KKM). These findings suggest that students continue to struggle with comprehending and analyzing descriptive texts effectively, underscoring the need for targeted instructional support.

Synthesizing this literature reviewed, the Merdeka Curriculum 2024 highlights the importance of developing students' reading comprehension through engagement with various text types, including descriptive texts that emphasize detail, structure, and vocabulary (Kemendikbudristek, 2024; Zein et al., 2020). Descriptive texts are especially suited for integrating local culture, making them effective tools for enhancing motivation and intercultural awareness (Nuraini et al., 2024; Thi et al., 2024). However, pretest findings in this study indicate that many students still struggle to meet the KKM in reading descriptive texts, revealing a gap between curricular expectations and actual student performance. This underscores the relevance of the present study, which aims to develop supplementary descriptive reading materials based on Blitar's local culture to provide both contextual and pedagogical support for improving reading skills.

2.1.1.3 Reading Strategies

Reading strategies refer to deliberate actions or techniques that readers use to comprehend, interpret, and analyze texts more effectively. One of the most widely adopted frameworks in EFL contexts is the three-stage model, which organizes reading instruction into three phases: pre-reading, during-reading, and post-reading (Shiqin, 2023). This approach, adapted by Shiqin (2023) from earlier pedagogical models by Anderson (1984) and Winn (2004), highlights that effective

reading instruction extends beyond the act of reading itself and involves scaffolding learners before, during, and after their engagement with a text (Shiqin, 2023).

Pre-reading strategies are designed to activate students' prior knowledge and prepare them linguistically and cognitively for the text. Activities may include predicting content from titles or visuals, brainstorming, posing guiding questions, and discussing related experiences or concepts(Adhikari & Shrestha, 2023). These strategies lower comprehension barriers and provide students with clear purposes for reading, which is particularly crucial for EFL learners. During-reading strategies focus on active engagement with the text through techniques such as skimming for main ideas, scanning for details, annotating key points, recognizing discourse markers, and making inferences (Fatmawan et al., 2023). These strategies enhance students' metacognitive awareness and help them monitor and adjust their comprehension processes. Post-reading strategies aim to consolidate understanding and foster higher-order thinking by involving students in summarizing, discussing interpretations, answering comprehension questions, or critically evaluating the text (Asnawi et al., 2025). The importance of encouraging reflection on cultural and thematic elements, especially when texts incorporate local or intercultural content, lies in its ability to deepen comprehension and retention (Shiqin, 2023).

Synthesizing the literature reviewed, effective reading instruction involves strategic scaffolding through pre-reading, during-reading, and post-reading phases to support comprehension at multiple cognitive levels (Shiqin, 2023). These strategies ranging from activating prior knowledge and predicting content to inferring meaning and critically evaluating texts not only aid EFL learners in navigating linguistic challenges but also foster metacognitive awareness and

higher-order thinking (Adhikari & Shrestha, 2023; Asnawi et al., 2025; Fatmawan et al., 2023). Integrating reflective activities on cultural elements further enhances comprehension and retention, particularly when texts are contextually or culturally grounded (Shiqin, 2023). In the context of this study, the inclusion of local culture in descriptive reading materials aligns with these strategic phases, offering students both linguistic support and culturally familiar content to deepen understanding and engagement.

2.1.1.4 Reading assessment

Reading assessment serves as a vital component of language education by evaluating students' comprehension, interpretation, and analytical engagement with written texts. According to Alderson (2000), reading assessment must go beyond testing surface-level understanding and instead capture the complex cognitive processes involved in making meaning from texts. It must measure a range of skills, including literal comprehension, which involves understanding explicitly stated ideas; inferential comprehension, which refers to deriving implied meanings; and evaluative comprehension, which requires analyzing or critiquing the content (Azzahra & Putri, 2025). To address these varied dimensions, reading assessments are typically implemented in both non-project-based and project-based forms, each contributing to different aspects of student learning and proficiency.

Non-project-based assessments involve structured tasks designed to test comprehension directly and efficiently. These include true or false statements that measure factual understanding, matching tasks such as aligning headings with paragraphs to evaluate recognition of main ideas and organization, multiple-choice

questions that test literal and inferential comprehension, short-answer questions that require synthesizing key information concisely, and essay questions that prompt students to summarize, interpret, or critically analyze a text. High-order thinking skills (HOTS) questions are also incorporated, particularly in multiple-choice, short-answer and essay formats, to assess students' ability to analyze, evaluate, and create based on textual information. As suggested by Grabe and Stoller (2020), such assessments are essential in diagnosing reading comprehension abilities and identifying areas where learners need targeted support. These methods are practical for both formative and summative evaluations due to their ease of administration, objectivity in scoring, and adaptability to various reading objectives (Zou et al., 2024).

Project-based assessments prioritize authentic, performance-driven tasks that encourage deeper engagement with texts and the application of comprehension in meaningful contexts. Examples include creating a video retelling the text's content, writing a comprehensive summary with interpretation, and composing reflective essays that connect the text to students' real-life experiences. According to Moss and Brookhart (2019), performance-based assessments promote deeper learning by requiring students to apply knowledge in realistic and personally relevant ways. Such tasks foster authentic learning because they demand students to demonstrate comprehension beyond standardized testing, integrating reading with creativity, critical thinking, and personal expression (Paramole & Adeoye, 2024).

Synthesizing the literature reviewed, reading assessment plays a critical role in language education by measuring not only students' surface-level understanding

but also their cognitive engagement with texts, including literal, inferential, and evaluative comprehension (Alderson, 2000; Azzahra & Putri, 2025). The integration of both non-project-based and project-based assessments ensures a balanced evaluation of comprehension skills. While structured formats such as multiple-choice, short-answer, and essay questions often incorporating HOTS allow for efficient diagnosis of reading proficiency (Grabe & Stoller, 2020; Zou et al., 2024), performance-based tasks encourage students to engage more deeply and authentically with texts (Moss & Brookhart, 2019; Paramole & Adeoye, 2024). In the context of this study, these assessment principles guide the design of evaluation tools for the developed descriptive reading materials based on Blitar's local culture, ensuring that students are assessed not only on factual recall but also on their critical understanding and personal connection to the texts.

2.1.2 Local Culture

This section presents a comprehensive discussion of local culture as a central concept in the development of contextualized English learning materials. It explores the definition of local culture from various scholarly perspectives, its significance in language education, and the benefits of integrating local cultural elements into classroom practices. By examining these aspects, this section establishes the theoretical foundation for embedding the cultural heritage of Blitar into the supplementary descriptive reading materials developed in this study, ensuring that the materials are both pedagogically relevant and culturally meaningful.

2.1.2.1 Definiton of Local Culture

Local culture can be defined as a unique collection of practices, traditions, values, beliefs, and artifacts that are shared by a particular community or region, serving as a marker of its identity and social unity. According to Cortazzi and Jin (1999), local culture represents the lived experiences and perspectives of a community, which play a vital role in shaping learners' worldview and identity. Kramsch (1993) In education, local culture functions as a contextual foundation that helps students relate classroom learning to their lived experiences and heritage (Dehbozorgi et al., 2017). According to Yuen (2011) It includes both tangible aspects such as traditional crafts, arts, and landmarks and intangible elements like language, folklore, and customary norms, all of which reflect the community's historical and social identity (Ula et al., 2025). Incorporating these cultural dimensions into instructional materials can make learning more meaningful, relevant, and culturally responsive.

Incorporating local culture into learning is not static but evolves alongside social change, making it a dynamic resource that can engage students while fostering a deeper understanding of language and content. According to Risager (2011), culture is not a fixed set of traditions but a fluid and negotiated practice that interacts with identity, language, and context. Defining local culture within education is not only about preserving heritage but also about providing authentic contexts that enrich literacy development and align with curricular goals (Helda & Rose, 2025). According to Yuen (2011), embedding culturally familiar content in language materials helps learners connect personally with texts, which enhances motivation and comprehension. Therefore, local culture serves both pedagogical

and sociocultural functions in the classroom by bridging linguistic input with learners' real-life backgrounds (Ula et al., 2025).

Synthesizing the literature reviewed, local culture encompasses both tangible and intangible elements that reflect a community's identity, shaping learners' worldview and engagement in the classroom (Cortazzi & Jin, 1999; Yuen, 2011). As a dynamic and evolving construct, local culture offers rich contextual foundations that enhance the relevance and meaning of language learning (Dehbozorgi et al., 2017; Risager, 2011). Integrating such cultural elements into instructional materials fosters students' motivation, identity formation, and comprehension by connecting language input to their lived experiences (Kramsch, 1993; Ula et al., 2025). In line with these insights, this study develops culturally embedded descriptive reading materials based on Blitar's local heritage, aligning pedagogy with the sociocultural realities of learners and supporting the goals of the Merdeka Curriculum.

2.1.2.2 Importance of Local Culture

Local culture plays a crucial role in the learning process, especially in language education, as it connects abstract concepts with familiar contexts, enabling students to grasp content more effectively. According to Kramsch (1993), language and culture are inseparable; incorporating cultural references that are familiar to learners helps make language instruction more meaningful and contextually grounded. When cultural elements from students' surroundings are embedded into instructional materials, learners feel more connected to the content, which boosts motivation, engagement, and self-confidence (Cortazzi & Jin, 1999).

This cultural relevance enhances students' comprehension and encourages active participation because the learning experience feels personally significant (Ula et al., 2025).

The integration of local culture in English learning also strengthens students' cultural identity while cultivating intercultural competence, as it allows them to explore their heritage while comparing it with global perspectives. As Byram (1997) asserts, language education that incorporates intercultural elements enables learners to develop both linguistic proficiency and intercultural communicative competence, which includes the ability to reflect critically on one's own culture and understand others. Culturally relevant materials improve long-term retention and support critical thinking by prompting students to analyze, evaluate, and compare cultural concepts in both local and international contexts, thereby making learning more meaningful and holistic (Hossain, 2024). This dual focus aligns closely with the goals of the Merdeka Curriculum 2024, which prioritizes contextualized and student-centered learning approaches (Kurniawan, 2024).

Synthesizing the literature, integrating local culture into English language education bridges abstract linguistic concepts with learners' real-life contexts, enhancing motivation, comprehension, and identity formation (Kramsch, 1993; Cortazzi & Jin, 1999; Ula et al., 2025). Such cultural relevance not only fosters engagement but also supports the development of intercultural competence, enabling students to reflect critically on their own and others' cultures (Byram, 1997; Hossain, 2024). This culturally grounded approach aligns with the Merdeka Curriculum 2024's emphasis on contextualized, student-centered learning (Kurniawan, 2024). Therefore, the inclusion of Blitar's local culture in the

development of descriptive reading materials contributes to more meaningful, reflective, and effective language learning in the Indonesian EFL context.

2.1.2.3 Benefit of Local Culture in Learning

The integration of local culture into language learning provides numerous benefits, contributing to linguistic proficiency as well as cognitive and affective development. Students are more motivated and engaged when learning materials incorporate familiar cultural topics, as these connections make new vocabulary and structures easier to understand (Hanifa et al., 2024). As Tomlinson (2012) argues, materials that reflect learners' backgrounds and experiences enhance affective engagement, which in turn facilitates more effective language acquisition. Cultural familiarity also reduces cognitive barriers, allowing students to focus on developing their language skills (Lavrenteva & Orland-Barak, 2023). Beyond motivation, local culture strengthens students' sense of identity and nurtures intercultural awareness, providing a bridge between the local and the global in language education (Hossain, 2024).

Engaging with local culture in English learning encourages students to appreciate their heritage while building skills to interact thoughtfully with different cultures, which is vital in today's globalized world. According to Byram (1997), developing intercultural communicative competence enables learners not only to use language effectively but also to understand, respect, and reflect upon cultural differences. Local culture offers rich, authentic material that enhances literacy and higher-order thinking, as students can practice summarizing, inferring, and evaluating within a familiar and meaningful context (Hossain, 2024). These benefits

align with the objectives of the Merdeka Curriculum 2024, which seeks to create student-centered learning environments that are contextual, engaging, and competency-driven (Prahastina et al., 2024).

Synthesizing the literature reviwed, the integration of local culture into English language learning promotes linguistic, cognitive, and affective development by connecting content with students' lived experiences (Tomlinson, 2012; Hanifa et al., 2024). Familiar cultural topics reduce cognitive load and enhance motivation, while also fostering identity and intercultural competence (Lavrenteva & Orland-Barak, 2023; (Byram, 1997; Lavrenteva & Barak, 2023)). Such materials not only support higher-order thinking but also align with the Merdeka Curriculum 2024's emphasis on contextualized, student-centered learning (Prahastina et al., 2024). In this study, incorporating Blitar's local culture into descriptive reading texts is intended to enhance comprehension, engagement, and meaningful learning outcomes for tenth-grade students.

2.1.3 Reading Material Development

This section presents an overview of English reading material development as a key element in designing effective and contextualized instructional resources for language learning. It examines the definition of material development from the perspectives of leading scholars, highlights its significance in meeting learners' needs and curricular demands, and outlines the fundamental principles that guide the creation of effective materials. These discussions provide the theoretical basis for developing supplementary descriptive reading materials that integrate Blitar's

local culture, ensuring that the materials are pedagogically sound, engaging, and aligned with the Merdeka Curriculum 2024.

2.1.3.1 Definition of Material development

Material development in English language teaching refers to the systematic process of designing, adapting, and evaluating instructional resources to support language learning (Nikoopour & Farsani, 2011). According to Tomlinson (2012), material development encompasses “anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake.” Recent research by Noviarani et al., (2021) emphasizes the need for materials that are contextually relevant, linguistically accurate, and culturally responsive to learners' environments, particularly in EFL contexts. As highlighted in systematic reviews, effective material design integrates principles from second language acquisition, instructional design, and curriculum theory, making it both a field of scholarly inquiry and a practical classroom endeavor (Tantri & Santosa, 2024).

In the context of reading, material development entails selecting or creating texts, tasks, and activities that build comprehension skills while engaging learners through authentic and meaningful content. The use of authentic reading materials significantly improves both comprehension and motivation among Indonesian EFL students, compared to pedagogic texts (Assiddiq, 2024). Such materials allow students to encounter language in real-world contexts, making vocabulary and structures more relatable and easier to internalize. This relevance supports the design of instructional resources that reflect learners’ needs, cultural backgrounds,

and proficiency levels, emphasizing learner-centered supplementary materials tailored to local contexts (Ngabalin, 2023). Together, these insights suggest that materials designed with cultural and contextual authenticity lead to more effective and meaningful reading instruction.

Synthesizing the literature reviewed, material development in English language teaching must be grounded in linguistic accuracy, contextual relevance, and cultural responsiveness (Tomlinson, 2012; Noviarani et al., 2021). In the context of reading, this process involves designing authentic and meaningful texts that enhance students' comprehension and motivation, particularly when the materials reflect learners' backgrounds and local realities (Assiddiq, 2019; Ngabalin, 2023). These principles align with the goals of this study, which seeks to develop descriptive reading materials based on Blitar's local culture to support the Merdeka Curriculum 2024 and improve tenth-grade students' reading proficiency in a culturally relevant way.

2.1.3.2 Importance of Material Development

Developing or adapting materials is essential because commercially produced textbooks often fail to address learners' specific contextual, cultural, and linguistic needs. As Tomlinson (2011) argues, instructional materials designed by teachers provide tailored input that better matches students' proficiency, interests, and local contexts, compared to standardized resources. Recent research in Indonesia highlights that teacher adaptation, especially the inclusion of cultural and familiar content, enhances learning effectiveness by making materials more meaningful and engaging (Hanifa et al., 2024). Teacher-made materials rooted in

meaningful learning theory better support diverse learner needs and promote deeper understanding, including critical thinking, than generic textbooks (Mosquera, 2023). Therefore, material development empowers educators to innovate beyond standardized texts, incorporating skills practice, critical thinking activities, and differentiated tasks tailored to learners' contexts and preferences.

In the Indonesian educational context, material development aligns with the Merdeka Curriculum 2024, which emphasizes flexibility, contextualization, and student-centered learning (Kemendikbudristek, 2024). By incorporating local culture, teachers not only fulfill curricular requirements but also enhance students' motivation and engagement, as learners encounter content that reflects their own experiences and environment. Integrating local elements into learning materials increases relevance and emotional connection, making language learning more meaningful (Awe et al., 2024). Therefore, the development of supplementary reading materials becomes a vital strategy to offer students resources that are both academically rigorous and culturally resonant, supporting deeper comprehension and long-term retention (Prahastina et al., 2024).

Synthesizing the literature reviewed, developing or adapting English learning materials is crucial in addressing students' linguistic, cultural, and contextual needs often unmet by commercial textbooks (Tomlinson, 2011; Hanifa et al., 2024). Teacher-developed materials that incorporate local culture not only enhance engagement and motivation but also promote critical thinking and deeper understanding (Mosquera, 2023; Awe et al., 2024; Prahastina et al., 2024). In Indonesia, this practice aligns with the Merdeka Curriculum 2024, which prioritizes contextualized and student-centered learning (Kemendikbudristek, 2024).

Therefore, the integration of Blitar's local culture into supplementary descriptive reading materials supports curriculum goals while making instruction more meaningful and culturally relevant.

2.1.3.3 Principal in Material Development

The development of effective language learning materials must be grounded in principles that ensure pedagogical quality, learner engagement, and contextual relevance. Materials should provide rich, meaningful exposure to language use, facilitate learner interaction, and promote both affective and cognitive engagement by stimulating thinking during authentic language experiences (Tomlinson, 2023). Authenticity as a central guiding principle, arguing that authentic texts and tasks derived from real-world use enhance learners' communicative competence and motivation (Dja'far et al., 2023). Together, these principles uphold the view that materials designed with authenticity and opportunity for interaction lead to more durable and transferable learning outcomes.

Effective materials must be learner-centered, accommodating diverse learning styles and proficiency levels, and contextualized by incorporating cultural and situational elements that reflect students' realities (Kemendikburistek, 2024). Learner-centered materials are responsive to students' needs, interests, and experiences, making learning more relevant and motivating. Additionally, materials should promote critical thinking and reflection, enabling students not only to acquire language but also to develop analytical and interpretive skills (Mat & Jamaludin, 2024). Materials that integrate local culture enrich the learning experience by connecting classroom content to students' sociocultural background

(Tantri & Santosa, 2024). By adhering to these principles, educators can design materials that are not only linguistically and pedagogically sound but also engaging and culturally meaningful, which is particularly essential when developing local-culture-based English reading materials for senior high school learners.

Synthesizing the literature reviewed, the development of effective language learning materials must be grounded in key principles that promote pedagogical quality, learner engagement, and contextual relevance. Materials should offer authentic language exposure, encourage interaction, and stimulate both affective and cognitive engagement to foster deeper and transferable learning (Dja'far et al., 2023; Tomlinson, 2023). Moreover, learner-centeredness is crucial; materials must respond to students' needs, learning styles, and proficiency levels while also promoting critical thinking and reflection (Mat & Jamaludin, 2024). Integrating local culture into materials further enhances their effectiveness by connecting language learning with students' lived experiences and cultural identities (Tantri & Santosa, 2024). In line with these principles and the goals of the Merdeka Curriculum 2024, this study develops supplementary descriptive reading materials based on the local culture of Blitar. By embedding local cultural content, the materials aim to provide senior high school learners not only with meaningful linguistic input but also with culturally resonant learning experiences that strengthen engagement, identity, and comprehension.

2.2 Empirical Studies

This section reviews ten empirical studies that provide theoretical and practical insights for the present research, focusing on the development of

supplementary English reading materials, the integration of local and cultural elements, and strategies for enhancing students' reading skills at the senior high school level. By examining these studies, the section highlights patterns in previous research, including the use of diverse text genres, incorporation of cultural contexts to improve learner engagement, and alignment with specific target groups and curricular needs. These reviews establish a foundation for identifying research gaps and justifying the need for developing descriptive reading materials that integrate Blitar's local culture for tenth-grade students in alignment with the Merdeka Curriculum.

2.2.1 Previous studies

This section presents a review of ten relevant previous studies that form the conceptual foundation of the present research. As noted by Creswell (2018), reviewing prior research helps identify existing gaps, informs methodological choices, and supports the rationale for conducting a new study. In this study, the selected previous research serves as both a theoretical and practical reference in the development of English reading supplementary materials that incorporate the local culture of Blitar. These studies share common themes related to material development, the integration of local or cultural content into English instruction, the enhancement of students' reading skills, and the alignment with the needs of specific target groups.

First, Meliawati, Nitiasih, and Budasi (2014), in their study titled "Developing Blended Learning-Based Reading Materials for the Tenth Grade Multimedia Students", designed reading materials using a blended learning

approach for vocational high school students majoring in multimedia. Grounded in ESP theory and supported by the Lee and Owens R&D model, the study aimed to address the mismatch between general English textbooks and students' occupational needs. Conducted in Bali, the research found that blended learning materials significantly improved students' reading comprehension and fostered self-directed learning. The development process included a need analysis, validation, and field implementation, confirming the materials' high validity and effectiveness in enhancing student engagement and comprehension.

Second, Sopian, Inderawati, and Petrus (2019) in "Developing E-Learning Based Local Folklores for Eighth Graders" integrated South Sumatran folk tales into digital reading materials. Using Borg and Gall's R&D framework, the study was grounded in Tomlinson's materials development theory, emphasizing the importance of contextual and culturally relevant content. The results demonstrated that local folktales improved students' motivation, reading interest, and cultural awareness. The study, conducted in Palembang, concluded that culturally embedded digital content enhances both cognitive and affective learning outcomes for junior high school students.

Third, Susilowati and Robiasih (2021), through their work titled "Developing Interactive Multimedia for Teaching Descriptive Text Based on Palembang Local Culture", developed supplementary descriptive reading materials using multimedia elements. Drawing on Task-Based Learning Theory by Willis and employing a modified R&D model, the study addressed low student motivation and engagement in reading. Implemented in Yogyakarta with tenth-grade students, the materials were validated by experts and field-tested, yielding a high effectiveness

score. The findings indicate that task-based, culture-rich content delivered through multimedia can significantly support descriptive reading skill development.

Fourth, Nugraheni and Priyana (2017), in “Developing Interactive Reading and Writing Learning Multimedia for ‘Bahasa Inggris’ Grade X of Senior High School”, applied the ADDIE model to create an integrated multimedia product consisting of reading and writing tasks. Conducted in Temanggung, Central Java, this empirical study involved need analysis, expert judgment, and tryouts with tenth-grade students. The findings showed that the multimedia product was engaging, accessible, and enhanced students’ literacy in a multimodal environment. The study supports the use of interactive, visually supported learning for building reading and writing proficiency.

Fifth, Herawati, Inderawati, and Mirizon (2020) conducted a study entitled “Developing Islamic Instructional Descriptive Reading Materials for the Seventh Graders”, which aimed to design materials aligned with Islamic values. Using design-based research and Tessmer’s formative evaluation model, the study involved seventh-grade students at a religious school in South Sumatra. The findings showed that Islamic-themed texts increased students’ engagement and understanding, especially when the material reflected their religious and cultural identity. The study underscores the importance of religious-cultural relevance in improving reading instruction.

Sixth, Agustina, Harahap, and Syahrial (2019), in their work “Developing Reading Material Based on Local Culture for Junior High School in Kabupaten Rejang Lebong”, developed supplementary materials based on local folktales from Rejang Lebong. Employing Borg and Gall’s R&D model and grounded in

Vygotsky's sociocultural theory, the research revealed that familiar content helped students comprehend texts more easily. The study identified three suitable local tales and showed that students responded more actively when the material reflected their cultural background. Conducted in Bengkulu, this research supports the role of localized content in enhancing reading engagement.

Seventh, Haryanti, Inderawati, and Eryansyah (2021), through "Developing Sekayu Local Culture-Based Descriptive Texts", developed descriptive reading texts embedded with Sekayu cultural content. The study utilized formative evaluation by Tessmer and involved eighth-grade students through expert reviews, one-on-one sessions, and field testing. Conducted in South Sumatra, the results indicated that the developed materials were valid, practical, and effective in improving comprehension. This research provides strong support for incorporating regional culture in descriptive texts to build both reading skills and cultural literacy.

Eighth, Yusawinur Barella (2020), in "Developing Local Wisdom Content in West Kalimantan as English Language Teaching Material", explored the creation of reading materials featuring local values and traditions. Using a qualitative method with document analysis and interviews, the study argued that most English teaching materials overly emphasize foreign cultures, thus alienating learners. By integrating West Kalimantan's local wisdom into the materials, students became more engaged and confident in reading. The research, conducted across multiple regencies in Kalimantan, reinforces the idea that incorporating familiar cultural references can reduce anxiety and foster reading motivation.

Ninth, Oktarina, Inderawati, and Petrus (2022), in "Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning", designed

EFL reading texts on Palembang's tourism destinations. Adopting Tomlinson's material development framework and incorporating 21st-century skills, the study used an R&D approach with questionnaires, expert validation, and field testing. Conducted with vocational school students in Palembang, the findings showed the materials were valid, practical, and significantly improved students' reading performance. This research highlights the importance of aligning language learning with students' vocational and cultural context.

Tenth, Hilmiati and Listiawati (2022), in their article "Developing Learning Material of Descriptive Text Contained Lombok Local Culture for High School Students", employed the ADDIE model to design descriptive texts based on the traditions and architecture of Sade Village. Conducted in Lombok with high school students, the study emphasized character development and cultural pride through reading. The findings demonstrated that the materials were both valid and engaging, offering effective support for comprehension and classroom discussions. This study demonstrates that local culture can be a rich source of content for developing relevant and meaningful reading materials.

2.2.2 Research Gap

In this study, the research gap lies in the absence of descriptive reading materials specifically developed based on the local culture of Blitar for tenth-grade students. In conducting research, identifying the research gap is essential, as it provides a strong rationale for undertaking a study (Wald et al., 2024). A research gap refers to an area or aspect within a particular field that has not been sufficiently explored, is still debated, or is no longer relevant to current educational or

contextual developments (Agustika & Ananda, 2024). The presence of a gap allows researchers to contribute to the advancement of knowledge and practice by addressing areas that require further investigation.

Booth et al. (2004), in their book The Craft of Research, suggest that research gaps can be conceptual, practical, or theoretical. These gaps indicate spaces where new research may clarify, improve, or expand upon prior studies. Similarly, John W. Creswell (2018) emphasize the importance of clearly identifying what has not yet been studied in the existing literature, particularly in terms of population, research approach, or context. From this perspective, research gaps can emerge from limitations in knowledge, theory, methodology, population, empirical evidence, or even the time frame of earlier studies.

The process of identifying the research gap must be grounded in a systematic review and synthesis of related studies (Ajemba & Arene, 2022). Based on the systematic review of previous studies, several specific research gaps have been identified in this study. The identification and classification of research gaps constitute a critical foundation for the formulation of research questions and the advancement of scholarly inquiry.

According to Islam (2024) several distinct categories of research gaps that serve as analytical tools for emerging scholars. An evidence gap is characterized by the presence of contradictory or context-specific findings within existing literature, thereby necessitating further empirical validation to establish broader applicability. A knowledge gap arises when theoretical or practical understanding within a given domain remains insufficient or when empirical outcomes deviate from anticipated results, indicating areas that warrant deeper exploration.

The practical-knowledge gap reflects a divergence between theoretically endorsed practices and those implemented in professional contexts, underscoring the need to reconcile academic frameworks with real-world applications. A methodological gap is evident when the research design or methodological approach employed in prior studies lacks the rigor or adaptability required for generalization, thereby prompting the consideration of alternative methodologies. The empirical gap denotes a deficiency in observational or experimental data necessary to substantiate theoretical propositions, highlighting the imperative for more robust empirical inquiry.

A theoretical gap emerges when existing studies rely on limited or overly reductive theoretical models, suggesting the need for more comprehensive and integrative frameworks. The population gap pertains to sampling inadequacies that compromise the representativeness of findings, thereby limiting the generalizability of research outcomes. A conceptual gap is identified when inconsistencies or ambiguities exist in the interpretation or operationalization of key concepts, indicating a need for greater theoretical clarity and coherence.

Finally, the theory-application void signifies a disconnect between theoretical constructs and their empirical implementation, emphasizing the importance of validating theoretical models through practical application. Collectively, these categories provide a structured lens through which researchers may critically engage with existing literature, identify underexplored areas, and contribute substantively to the development of their respective disciplines.

Table 2.1 Research gap

No	Author (s)	Title	Method	Findings	Relation to this Study	Research Gap
1.	Meliawati, Nitiasih, Budasi (2014)	Developing Blended Learning-Based Reading Materials for the Tenth Grade Multimedia Students	Research And Development (Lee & Owens)	ESP-based reading materials with technology integration improved student engagement and reading comprehension	This study is relevant to explore on how's the integration of technology in tenth-graders	This study did not incorporate local culture, also vocational focus differs from general curriculum
2.	Sopian, Inderawati, Petrus (2019)	Developing E-Learning Based Local Folklores for Eight Graders	Research And Development (Borg & Gall)	Digital folklore-based reading material increased motivation and contextual understanding	The integration of local culture, also use of digital format.	Lower grade level (8^{th}), and focus on narrative rather than descriptive texts
3.	Susilowati & Robiasih (2021)	Developing Interactive Multimedia for teaching Descriptive Text Based on Palembang Local Culture	Reseasrch and Development, Text Based Language Teaching	Descriptive reading using interactive multimedia effective for comprehension by using text-based format	Explore descriptive text and local culture	Conducted in ELLP track, does not focus on general high school context
4.	Nugraheni & Priyana (2017)	Developing Interactive Reading and Writing Multimedia for "Bahasa Inggris" Grade X	ADDIE model	Reading and writing multimedia materials enhances literacy skills	Explore tenth-grade level also digital format	There's no integration of local culture
5.	Herawati, Inderawati, Mirizon (2020)	Developing Islamid Instructional Descriptive Reading Materials for the Seventh Graders	Design based research, Tessmer	Islamic themed descriptive reading texts enhanced relevance and motivation	Integrating descriptive genre and cultural identity emphasized	Integrating religious cultural focus, and different target grade

No	Author (s)	Title	Method	Findings	Relation to this Study	Research Gap
6.	Agustina, Harahap, Syahrial (2019)	Develping Reading Based-on Local Culture for Junior High School in Kabupaten Rejang Lebong	Research And Development (Borg & Gall)	Local Folktales as supplementary reading increased engagement through familiar stories	This study is in line with the research that integrating of local culture as content basis	This study does not designed for descriptive genre, also intended to junior high school level
7.	Haryanti, Inderawati, Eryansyah (2021)	Developing Sekayu Local Culture-Based Descriptive Texts	Development research, Tessmer	Descriptive reading with local Sekayu culture is valid, practical and effective	This study integrated the local culture	Focused on different locale (Sekayu), not tailored for Blitar context
8.	Barella (2020)	Developing Local Wisdom Content in West Kalimanatan As English Language Teaching Material	Qualitative (Descriptive)	Cultural awareness through local content increased cultural identity and interest	Emphasizes importance of local wisdom	There's no specific focus on reading skill or text genre
9.	Oktarina, Inderawati, Petrus (2022)	Develping Local Culture-Based EFL Reading Material for the 21st Century Learning	Research and Development, 21st skills framework	Vocational English with local tourism topics is valid, practical and effective	Integrated cultural EFL Reading for vocational use	Geared toward vocational students and recount text, not descriptive
10.	Hilmiati & Listiawti (2022)	Developing Learning Material of Descriptive Text Contained Lombok Local Culture for High School Students	ADDIE Model	Descriptive text based on Lombok culture engaging, valid materials with cultural value	Expoloring descriptive genre by integrating local culture	Locale and cultural setting differ (Lombok), not tialore in Blitar

The synthesis of the ten reviewed studies reveals several important research gaps that substantiate the rationale for the current study. While a number of researchers have developed English reading materials that incorporate technology (e.g., Meliawati et al., 2014; Nugraheni & Priyana, 2017) or local cultural content (e.g., Sopian et al., 2019; Haryanti et al., 2021), none of the existing studies have developed descriptive reading materials based specifically on the local culture of Blitar for general tenth-grade students.

Some studies, such as those by Sopian et al. (2019) and Agustina et al. (2019), focused on narrative texts or folktales for lower secondary students (e.g., eighth or ninth grade), which introduces a population and genre gap, as their contexts differ both in student developmental level and text type. In contrast, Susilowati and Robiasih (2021) and Haryanti et al. (2021) developed descriptive texts with cultural integration, but these were either designed for specialized English tracks (ELLP) or other specific regions such as Palembang or Sekayu, resulting in a clear contextual and geographical gap.

Moreover, while some studies used digital platforms or multimedia approaches to enhance learning engagement (e.g., Nugraheni & Priyana, 2017; Barella, 2020), they lacked localized cultural integration, revealing a conceptual gap between content and learners' sociocultural background. Others, like Herawati et al. (2020), embedded religious values into descriptive reading texts, but their focus was on Islamic-based instruction and younger learners, thus introducing a topical and level gap.

Additionally, a theoretical and methodological gap is present. Most previous studies did not explicitly ground their development process in

Comprehensive reading theories such as schema theory or culturally responsive pedagogy, nor did they consistently describe how each developmental phase (e.g., need analysis, design, evaluation) influenced the product refinement. The use of varied but under-detailed methodologies (e.g., simplified R&D, ADDIE, or Tessmer's formative evaluation) limits replicability and theoretical depth. This highlights a need for a more structured, context-responsive, and theory-informed approach.

Taken together, the review indicates that no study has yet developed descriptive reading materials for tenth-grade students in general high schools, rooted specifically in Blitar's local culture, aligned with current curriculum demands, and grounded in both pedagogical and reading comprehension theory. Therefore, the present study seeks to address these gaps and provide an original contribution to the development of culturally responsive English reading instruction at the secondary level.

The novelty of this study lies in the development of descriptive reading materials specifically designed for tenth-grade students using authentic content derived from Blitar's local culture, which has not been previously addressed in existing research. Unlike prior studies that either focused on different genres such as narrative or recount texts, different educational levels (junior high or vocational school), or different cultural contexts (e.g., Palembang, Lombok, Sekayu), this study uniquely combines genre relevance (descriptive text), target population (general senior high school grade X), and regional specificity (Blitar's cultural heritage).

Furthermore, the reading materials are developed using a theoretically grounded and systematically structured research and development model (Sugiyono, 2014) that integrates schema theory and culturally responsive pedagogy to enhance students' reading comprehension. The product is also designed to align with the goals of Kurikulum Merdeka, promoting learner autonomy, local wisdom, and contextualized learning. This combination of genre, population, cultural focus, pedagogical alignment, and theoretical integration has not been found in previous literature, thus marking the study's contribution as both original and contextually significant in the field of English language teaching material development.

2.3 Theoretical Framework

This section presents the theoretical framework that guides the development of local culture-based English teaching materials for tenth-grade students under the Merdeka Curriculum 2024. It combines two essential components: the theoretical foundation, which incorporates classic, mid, and contemporary language learning theories to inform the design of content, strategies, and approaches; and the theoretical development model, which applies the ADDIE instructional design model as the sole framework for systematically analyzing learners' needs, designing and developing the materials, implementing them in the classroom, and evaluating their effectiveness. By merging these conceptual perspectives on language acquisition with the structured ADDIE process, this framework ensures that the supplementary descriptive reading materials produced in this study are culturally relevant, pedagogically sound, and systematically developed to meet the learning needs and curricular standards of Phase E students.

2.3.1 Theoretical Foundation

The development of local culture-based teaching materials requires a solid theoretical foundation to ensure that the materials are contextually relevant, communicative, and effective for language learning. The theoretical frameworks that support this process can be grouped into three main categories based on their historical development: classic theories**,** mid theories, and contemporary theories. Each category provides a unique lens for understanding how teaching materials can be designed to optimize learning outcomes, ranging from focusing on communicative competence and schema activation to integrating social interaction, task-based learning, and 21st-century multi literacies.

2.3.1.1 Classic Theory

Classic theories focus on fundamental aspects of language acquisition and communicative teaching. These theories influenced the early stages of material development by emphasizing communicative competence, the role of prior knowledge, and comprehensible input as the cornerstones of effective language instruction. In the context of local culture-based materials, these theories help teachers to design content that is both accessible and meaningful to learners.

Classic theories contribute to the foundation of local culture-based material development by focusing on real-life communication, leveraging students' prior knowledge, and providing comprehensible input. When integrated into material design, these theories ensure that students engage with culturally familiar contexts, which makes learning more engaging and comprehensible.

Table 2.2 Classic theory underpinned this research

No	Theory Name	Year	Expert	Theory	Relevance to the material development
1.	Schema Theory	1977	Anderson	A cognitive theory stating that readers use prior knowledge (schemas) to understand new information in texts.	Helps design descriptive texts connected to students' existing cultural knowledge of Blitar.
2.	Communicative Competence Theory	1972	Dell Hymes	Language proficiency involves not only grammatical knowledge but also the ability to use language appropriately in social contexts.	Supports designing reading materials that build both linguistic and sociocultural competence.
3.	Systemic Functional Linguistics (SFL)	1978	Halliday	Language is a resource for making meaning, and its function depends on social context and purpose.	Forms the theoretical foundation for Genre-Based Approach in teaching descriptive texts.

The classic theories table highlights that early approaches to language learning prioritize communication, comprehensible input, and the activation of students' prior knowledge as essential for effective material development. First, Schema Theory, proposed by Anderson in 1977, emphasizes that readers comprehend texts by activating and connecting their prior knowledge or schemas. This theory supports the development of culturally relevant reading materials by encouraging the inclusion of familiar content that aligns with students' local experiences, thereby enhancing comprehension.

Second, Communicative Competence Theory, introduced by Dell Hymes in 1972, suggests that language proficiency extends beyond grammatical accuracy to

include the ability to use language appropriately in various social contexts. This theory underpins the importance of designing materials that not only develop linguistic skills but also promote sociocultural awareness through local content.

Lastly, Systemic Functional Linguistics (SFL), developed by Halliday in 1978, views language as a tool for making meaning that is deeply influenced by social context. It serves as the foundation for the Genre-Based Approach, which is particularly suitable for teaching descriptive texts, as it enables learners to understand how language choices are shaped by cultural and contextual factors. Collectively, these theories offer a strong conceptual basis for integrating local culture into reading materials that are meaningful, contextually grounded, and pedagogically effective.

2.3.1.2 Mid Theory

Mid-theories, emerging between the 1980s and 1990s, mark a shift from purely communicative approaches toward learner-centered learning, social interaction, and authentic task-based activities. These frameworks are highly relevant for developing local culture-based materials, as they emphasize active engagement, collaboration, and contextual learning.

Mid-theories extend the foundation of material development by stressing social interaction, task-based engagement, and knowledge construction through real-life experiences. In the context of local culture-based materials, these theories encourage teachers to design projects and collaborative tasks rooted in local traditions, thus providing learners with authentic and meaningful opportunities to use the language.

Table 2.3 Mid theories underpinned this research

No	Theory Name	Year	Expert	Theory	Relevance to the material development
1.	Input Hypothesis	1982	Stephen Krashen	Language is acquired when learners are exposed to input slightly beyond their current proficiency level	Guides the selection of readable and meaningful local texts for 10th-grade learners
2.	Cognitive Learning Theory	1985	Robert gagne	Learning involves internal mental processes and follows a structured sequence of instructional events	Helps structure reading materials in stages that enhance information processing
3.	Sociocultural Theory (in education)	1991	Werstch based on Vygotsky	Learning is socially mediated and shaped by culture, tools, and interaction with others	Justifies the use of local culture as a meaningful social context for learning

The mid-theories table reflects a progression toward approaches that prioritize active, collaborative, and contextual learning experiences. The first is Krashen's Input Hypothesis (1982), which asserts that language acquisition occurs when learners are exposed to input that is slightly above their current proficiency level (i+1). This principle is instrumental in selecting local texts that are both accessible and challenging, ensuring they are linguistically appropriate and meaningful for learners.

The second, Cognitive Learning Theory by Robert Gagné (1985), highlights that learning is governed by internal cognitive processes and follows a logical sequence of instructional events. This theory supports the systematic organization of reading materials into stages, allowing for gradual cognitive development and improved comprehension. The third is Sociocultural Theory, adapted by Wertsch

(1991) from Vygotsky's original work, which posits that learning is mediated through social interaction and cultural tools.

This perspective reinforces the importance of embedding Blitar's local culture into the materials, as it provides a socially meaningful context that enhances learner engagement and understanding. These theories collectively bridge cognitive and contextual aspects of learning, making them highly applicable to the design of effective and culturally relevant reading materials. These theories emphasize that local culture-based materials can serve as a catalyst for deeper engagement and more interactive language learning.

2.3.1.3 Contemporary Theory

Contemporary theories (2000–present) integrate 21st-century skills, digital literacies, intercultural competence, and dynamic language practices. These approaches reflect the evolving demands of language education, where materials must support multimodal learning, intercultural awareness, and flexible use of multiple languages. Contemporary theories advance material development by addressing the needs of modern learners, focusing on multimodality, intercultural competence, and translanguaging practices. In local culture-based materials, these theories help educators merge traditional cultural elements with digital media, foster global cultural awareness, and use students' first language (L1) as a bridge to strengthen second language (L2) acquisition.

Table 2.4 Contemporary theories underpinned this research

No	Theory Name	Year	Expert	Theory	Relevance to the material development
1.	Culturally Responsive Pedagogy	2000	Geneva Gay	Teaching that uses students' cultural knowledge, experiences, and perspectives as a foundation for effective instruction	Central to integrating Blitar's local culture into reading materials
2.	Intercultural Communicative Competence (ICC)	2008	Byram	Language teaching should develop intercultural speakers who can interact with people from different cultural backgrounds	Local culture serves as a starting point for building intercultural awareness, allowing students to compare and reflect on other cultures
3.	Translanguaging Theory	2014	García & Li Wei	Translanguaging is the process by which multilingual speakers use their languages as an integrated communication system	Flexible use of L1 and L2 in culturally relevant materials helps students understand content more deeply and fosters more efficient learning

The contemporary theories table emphasizes that effective material development must integrate multimodal, intercultural, and multilingual practices. First, Culturally Responsive Pedagogy, introduced by Geneva Gay in 2000, emphasizes the importance of using students' cultural knowledge, lived experiences, and values as a foundation for meaningful instruction. This theory directly aligns with the study's objective, as it legitimizes the inclusion of Blitar's local culture to create relevant and engaging reading content.

Second, Intercultural Communicative Competence (ICC), proposed by Byram in 2008, suggests that language instruction should cultivate learners' ability to communicate effectively across cultures. By starting from local culture, students

are encouraged to reflect on their identity and develop awareness of other cultural perspectives, promoting global-mindedness through comparison and critical reflection.

Third, Translanguaging Theory, introduced by García and Li Wei in 2014, views bilingual learners' use of multiple languages as a fluid and dynamic process. This theory supports the flexible use of students' first and second languages within culturally rooted materials, thereby facilitating deeper comprehension and more effective learning outcomes. Collectively, these contemporary theories validate the importance of culturally contextualized instruction and offer a modern, inclusive framework for developing reading materials responsive to both local and global demands.

2.3.2 Theoretical Development Model

This section presents instructional design models that support the development of culturally integrated teaching materials. Developing such materials requires not only pedagogical theories but also systematic frameworks to guide the stages of analysis, design, development, implementation, and evaluation. These models are crucial for ensuring that the materials are both educationally effective and culturally relevant. This section also explains the rationale for selecting the model used in this study.

2.3.2.1 Development Model

Developing local culture-based teaching materials not only requires linguistic and pedagogical theories but also systematic development models to ensure that the materials are planned, structured, and evaluated effectively. Various

instructional design models have been widely applied in educational research and material development, such as the ADDIE Model, the Dick and Carey Model, Kemp's Instructional Design Model, Tomlinson's Principles of Materials Development, and Cunningsworth's Criteria for Materials Evaluation and Design. Each of these models provides distinctive approaches to analyzing learners' needs, designing instructional strategies, developing and implementing materials, and ensuring cultural relevance, which are all essential for producing teaching resources that are pedagogically effective and contextually appropriate.

Table 2.5 Development model underpinned this research

No	Model	Year	Expert	Definiton	Strengths and Weakness	Relevance to the Study
1.	ADDIE Model	1970	Florida State University (Molenda. 2003)	The ADDIE process provides a structured and iterative framework for instructional design, ensuring analysis, design, development, implementation, and evaluation	Strengths: Structured, iterative, allows cultural adaptation, during analysis and design. Weakness: Time-consuming and may be rigid if interpreted linearly	Supports cultural integration during analysis and design phases, enabling systematic development of culturally relevant materials
2.	Dick and Carrey Model	1978	Dick, Carey & Carey	Instructional design systematic process involving goals, learner analysis, objectives, assessments, strategies, and evaluation	Strengths: Focuses on measurable objectives and detailed learner analysis. Weakness: Can be complex and rigid, less naturally adaptable for cultural integration	Useful for structured goal-setting, but cultural elements need deliberate inclusion by the designer

No	Model	Year	Expert	Definiton	Strengths and Weakness	Relevance to the Study
3.	Kemp's Instructional Design Model	1985	Jerrold E. Kemp	Instructional design is a flexible, continuous process where the developer can begin at any stage	Strengths: Flexible, emphasizes learner characteristics, encourages ongoing evaluation. Weakness: Less structured, may challenge novice developers	Flexibility allows cultural background integration at all stages, ensuring, learner-centered design
4.	Tomlinson's Principle of Materials Dvelopment	1998/ 2011	Brian Tomlinson	Effective materials expose learners to meaningful, authentic input and provide opportunities for discovery, use, and cultural relevance	Strengths: Language-specific, promotes cultural appropriateness and engagement. Weakness: Not procedural, must be combined with structural models	Ensures materials are engaging, authentic, and culturally relevant for language acquisition
5.	Cunningsworth's criteria for Materials Evaluation and Design	1995	Alan Cunningsworth	Materials msut be evaluated for communicative value, cultural appropriateness and alignment with learners	Strngths: Ensures quality and appropriateness of materials Weakness: Serves only as evaluation criteria, not a full development model	Helps verify that local culture-based materials meet the pedagogical standards when used alongside other models

A comparative analysis of various instructional design models reveals their unique contributions and limitations in supporting the development of culturally responsive reading materials. The ADDIE Model, introduced in the 1970s by Florida State University (Molenda, 2003), offers a structured and iterative process comprising analysis, design, development, implementation, and evaluation that is particularly suitable for systematic instructional material development. Its strength lies in its clarity and sequence, which allows for the integration of local culture during the analysis and design phases. However, its linear interpretation can

sometimes lead to rigidity and time inefficiency.

The Dick and Carey Model (1978) emphasizes a goal-oriented and systematic approach, including detailed learner analysis and performance objectives. This model is beneficial for ensuring that instructional goals and assessments are explicitly aligned. Nonetheless, its structured nature can make the integration of cultural content more challenging unless explicitly planned, thereby requiring intentional design strategies to embed local relevance.

Kemp's Instructional Design Model (1985), on the other hand, provides a more flexible framework where developers can begin at any stage and modify the sequence as needed. Its learner-centered orientation and continuous evaluation process make it highly adaptable to incorporating students' cultural backgrounds. However, the model's lack of rigid structure may pose challenges for novice developers who require more guidance.

Meanwhile, Tomlinson's Principles of Materials Development (1998; 2011) offer a language-specific theoretical foundation emphasizing authentic, meaningful input and cultural engagement. These principles support the development of language materials that are rich in communicative value and cultural relevance. Although highly insightful, Tomlinson's framework is not procedural and thus needs to be paired with structured development models like ADDIE or Kemp to ensure comprehensive material production.

Finally, Cunningsworth's Criteria for Materials Evaluation (1995) provide evaluative standards to assess materials' communicative effectiveness, cultural appropriateness, and alignment with learners' needs. While not a design model per se, this framework is essential for the post-development stage to ensure the quality

and contextual fit of the materials. Its role is particularly relevant in confirming whether locally developed descriptive reading materials meet both pedagogical standards and cultural expectations.

Overall, each model and framework contributes complementary insights. ADDIE offers structural clarity, Kemp provides flexibility, Tomlinson ensures cultural and linguistic authenticity, and Cunningsworth supports post-development validation. For the present study, which involves developing descriptive reading materials based on Blitar's local culture, a combination of ADDIE's systematic process and Tomlinson's cultural and language-specific principles provides a robust foundation for producing relevant, engaging, and pedagogically sound instructional content.

2.3.2.2 The Development Model Adopted in This Study

The model adapted in this study is the ADDIE instructional design model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. This model is selected due to its structured and iterative nature, making it suitable for the systematic development of instructional materials.

Empirical studies that have adopted the ADDIE model in similar contexts further support the relevance of this framework. For example, Hilmiati and Listiawati (2022) employed the ADDIE model to develop descriptive text materials embedded with Lombok's local culture for high school students. Their study demonstrated that the model facilitated a systematic and valid process of material

development, resulting in engaging and culturally meaningful content that supported reading comprehension.

Similarly, Nugraheni and Priyana (2017) utilized the ADDIE model in developing interactive multimedia for teaching reading and writing skills in English for tenth-grade students. Their findings showed that ADDIE's phases enabled effective alignment between learner needs, content design, and classroom implementation, making the product both pedagogically sound and practical. These studies validate the applicability of the ADDIE model for developing instructional materials that are both curriculum-based and contextually grounded, thereby reinforcing its use in the present study to design descriptive reading texts based on Blitar's local culture.

In the context of this study, which aims to develop descriptive reading materials for tenth-grade students based on the local culture of Blitar, ADDIE provides a clear procedural framework to ensure that each stage of material development is purposeful and data-driven. During the Analysis phase, a needs analysis was conducted to identify students' reading difficulties and the lack of culturally relevant content in existing materials. The Design phase focused on formulating learning objectives, organizing local cultural content, and selecting appropriate reading strategies aligned with the Kurikulum Merdeka.

In the Development phase, descriptive texts reflecting Blitar's local culture were created and designed into instructional materials suitable for tenth-grade students. These materials were then tested in the Implementation phase through classroom trials, and their effectiveness was assessed through student feedback and performance. Finally, the Evaluation phase involved expert validation and student

assessments to ensure the materials' validity, practicality, and cultural relevance. Thus, ADDIE offers a comprehensive, adaptable, and logical model that aligns well with the goals of this study, particularly in integrating local cultural identity into language learning in a structured and pedagogically sound manner.

2.4 Theoretical Procedure

This section presents the theoretical procedure that operationalizes the integration of language learning theories and the instructional design model into the process of developing local culture-based descriptive reading materials. The procedure is derived from the combination of theoretical foundation (classic, mid, and contemporary theories) and the ADDIE instructional design model. This integration ensures that each stage of material development is grounded in pedagogical theory while being implemented through a systematic and structured process.

The procedure begins with the Analysis phase, where classic theories such as Schema Theory and Communicative Competence Theory guide the identification of learners' existing knowledge, cultural context, and reading difficulties. A needs analysis is conducted to examine the absence of local cultural content in existing materials and to determine students' linguistic and cultural readiness. These findings provide a culturally informed basis for designing relevant and accessible reading materials.

In the Design phase, insights from mid-level theories, particularly Krashen's Input Hypothesis and Gagné's Cognitive Learning Theory, are used to formulate learning objectives, select meaningful texts, and organize the content structure.

Input materials are selected to be slightly above the learners' current proficiency level, while the design sequence follows cognitive principles that facilitate effective information processing. At this stage, contemporary theories such as Culturally Responsive Pedagogy and Intercultural Communicative Competence are applied to ensure that the materials foster both cultural understanding and intercultural reflection.

During the Development phase, materials are written and assembled based on Systemic Functional Linguistics and Tomlinson's Principles of materials Development. Descriptive texts are constructed using genre-based structures that reflect local culture, such as descriptions of traditional food, places, and community figures. These texts are designed to be authentic, meaningful, and engaging for learners, supporting language acquisition through cultural relevance.

The Implementation phase draws upon Sociocultural Theory and Translanguaging Theory. In this phase, the materials are tried out in the classroom, and students are encouraged to interact with the content through collaborative tasks and social learning. Learners are allowed to draw upon both their first and second languages to support comprehension and expression, promoting inclusive and effective language practices.

Finally, the Evaluation phase is guided by Cunningsworth's Criteria for Materials Evaluation and includes expert judgment and student feedback. The materials are assessed for their validity, practicality, and cultural relevance, with revisions made based on the findings. This phase ensures that the developed materials meet both pedagogical standards and the needs of tenth-grade learners within the context of the Merdeka Curriculum.

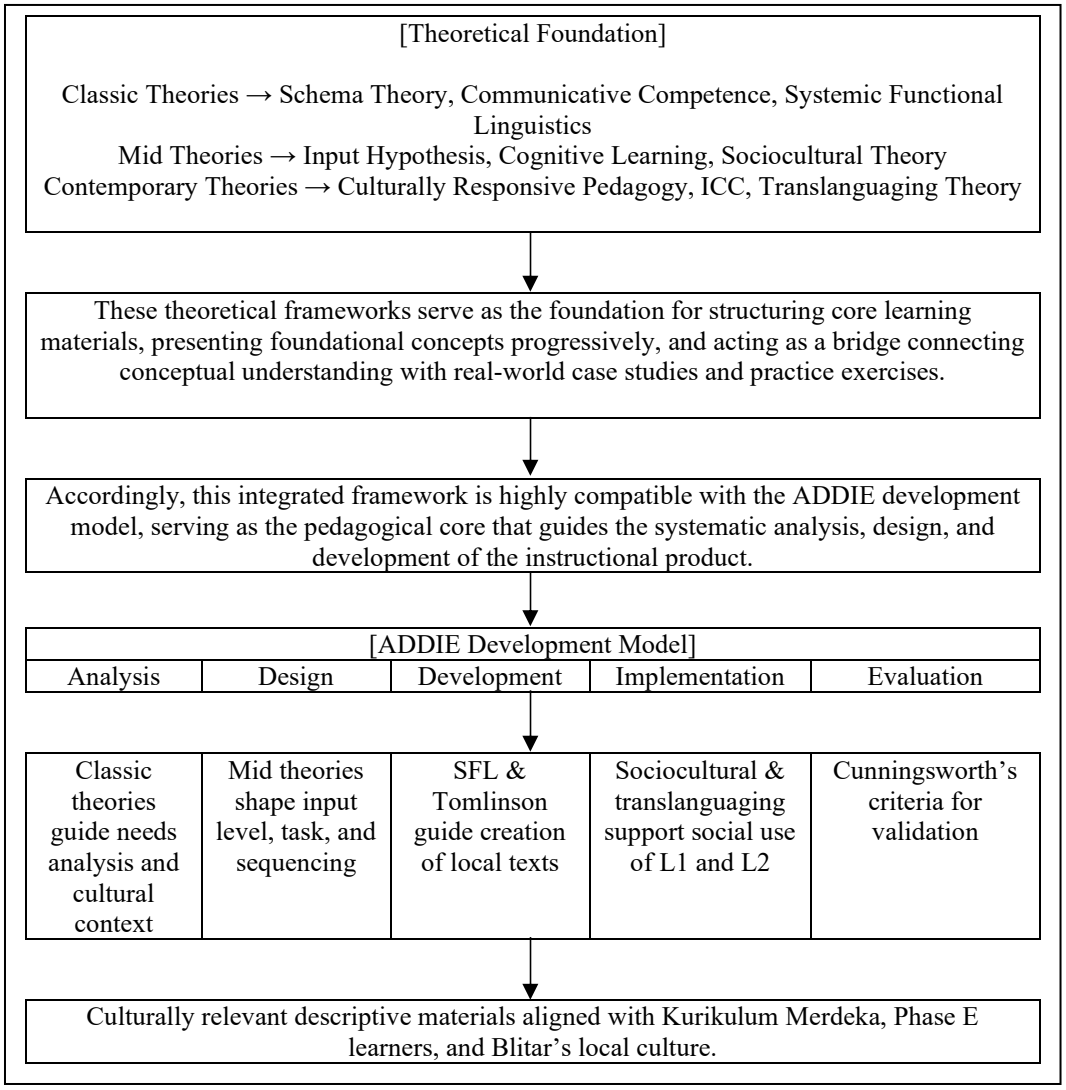


Figure 2.1 Theoretical framework underpinned this research

The passage outlines a theoretical procedure for developing local culture-based descriptive reading materials by integrating various language learning theories (classic, mid-level, and contemporary) into the five stages of the ADDIE instructional design model (Analysis, Design, Development, Implementation, Evaluation). This systematic integration ensures the resulting materials are pedagogically sound, culturally relevant, and tailored to the needs of tenth-grade students within the Merdeka Curriculum.