CHAPTER V

CONCLUSION

This chapter presents the final part of the study, consisting of conclusions, theoretical and practical implications, and suggestions for relevant stakeholders. The content is systematically arranged to address the research questions, highlight the contribution of the developed material to language learning, and provide recommendations for future development.

5.1 Conclusion

This research aimed to develop descriptive reading supplementary material for tenth-grade students based on the local culture of Blitar using a mixed-method approach, combining qualitative and quantitative data to support the development and evaluation process. The study was conducted through a Research and Development (R&D) model proposed by Sugiyono (2025**)**, which was modified into six systematic steps: (1) potential and problems identification and data collection, (2) design and development, (3) product validation, (4**)** product trial, (5) product revision and evaluation, and (6) product publication. Based on the results from each stage, the following conclusions are drawn in response to the four research questions:

First, in response to Research Question 1 (How is the model of the reading supplementary material?), the development process followed a structured sequence beginning with a needs analysis involving curriculum analysis, textbook evaluation,

and interviews with English teachers to identify existing gaps. These findings informed the design of a prototype. The prototype was then validated by a material development expert before final development. The expert validation involved four aspects: model appropriateness, language appropriateness, presentation and structure of the model, and visual and design quality. The validation confirmed that the model aligned with pedagogical standards, the Kurikulum Merdeka, and the characteristics of Phase E learners. The final model integrated local cultural content in five descriptive reading texts (e.g., Alun-Alun Kota Blitar, Gus Iqdam, Nasi Ampok), supported by exercises targeting reading comprehension. Thus, the model was systematically developed, culturally contextualized, and pedagogically appropriate for tenth-grade English instruction.

Second, addressing Research Question 2 (How is the feasibility of the reading supplementary material?), the feasibility was assessed through expert validation involving a content expert and a media expert. The content expert evaluated the material based on four components: content quality, language accuracy, vocabulary validity, and presentation of ideas, which resulted in a validity score of 92.5%, indicating that the material was "very valid." Meanwhile, the media expert examined the layout and design quality, focusing on layout and readability, color and visual appeal, navigation and user orientation, and integration of visual and multimedia elements, resulting in a validity score of 91.6%, also categorized as "very valid." These results confirmed that the developed material is not only theoretically sound but also practically feasible to be used in actual classroom settings.

Third, in response to Research Question 3 (How is the effectiveness of the reading supplementary material?), the material's effectiveness was evaluated through a pre-test and post-test conducted with students. The quantitative analysis used a paired sample t-test, which resulted in a Sig. (2-tailed) value of 0.000, meaning it was statistically significant ($p < 0.05$). The students' average pre-test score was 67.1, and the post-test score increased to 84.7, demonstrating a substantial improvement in reading comprehension after using the material. These findings clearly indicate that the material was effective in improving students' reading ability, especially in understanding descriptive texts with local cultural content.

Fourth, concerning Research Question 4 (How is the student response toward the use of the reading supplementary material?), students were asked to complete a questionnaire designed to collect their feedback on the material. The questionnaire consisted of five indicators: attractiveness and student engagement, relevance and cognitive and contextualization of material, support for cognitive and communication skills, adaptation to student learning styles, and learning potential and feedback. The average percentage of student responses was 89.8%, indicating that the students gave a strongly positive response. The feedback revealed that students felt more engaged and motivated to read, and found the materials easy to understand, visually appealing, and relevant to their cultural context and daily lives. In conclusion, the development of descriptive reading supplementary material based on the local culture of Blitar has fulfilled all the targeted criteria. The material was systematically designed through a valid instructional design model, confirmed as feasible by expert judgment, proven effective in improving reading skills through empirical testing, and positively received by the target users. These

outcomes support the conclusion that the product is pedagogically appropriate, culturally enriching, and suitable for use in the tenth-grade student.

5.2 Implication

The results of this study present both theoretical and practical implications for English language teaching, particularly in the development of reading materials for senior high school students.

Theoretically, this study reinforces the application of the ADDIE model as an effective framework for instructional material development. The sequential process of analysis, design, development, implementation, and evaluation has proven suitable in producing a structured, valid, and culturally contextualized reading material. The study also supports constructivist learning theory, which emphasizes the importance of meaningful content that relates to learners' cultural and social contexts. By integrating local culture of Blitar into the descriptive reading texts, this study contributes to the body of knowledge that localized materials can increase students' motivation, engagement, and comprehension. Additionally, the study provides empirical evidence that reading materials grounded in learners' real-life environments enhance relevance and cognitive connection, which are central to learner-centered pedagogical theories.

Practically, this study offers implications for several educational stakeholders; for schools, for English teachers, for students, and for future reasearchers.

1) For schools, the developed supplementary material can be implemented as an enrichment component to support the English curriculum, especially

in promoting reading skills through culturally relevant content. Schools are encouraged to facilitate the use of localized materials that reflect the students' environment, culture, and daily life, in line with the spirit of the Kurikulum Merdeka.

2) For English teachers, this material serves as a practical and contextual teaching resources that can be integrated into daily instruction. It provides ready-to-use reading texts and exercises that align with students' cultural backgrounds, helping teacher foster more meaningful learning experiences. Additionally, the structure of the material can inspire teachers to develop their own localized learning resources.
3) For students, the use of reading materials based on their own culture increases motivation, comprehension, and appreciation of their local identity. It creates a sense of relevance between what they learn and their real-life experiences, thus enhancing engagement and learning outcomes.
4) For future researchers, this study provides a development model and validation framework that can be adopted or modified in other contexts. Future studies may expand this research by applying the material to a larger population, integrating other language skills such as speaking or writing, or exploring digital platforms for wider accessibility and interactivity.

This research not only contributes to theoretical discussions in material development and contextual learning, but also offers concrete applications for improving English language education in culturally diverse settings.

5.3 Suggestion

Based on the results and implications of this study, several suggestions are proposed for educational stakeholders to optimize the use and further development of descriptive reading supplementary materials based on local culture.

1) For schools, it is suggested to support and facilitate the implementation of locally developed learning materials that reflect students' cultural backgrounds. Schools are encouraged to integrate such materials into the teaching and learning process as complementary resources, especially in supporting the Kurikulum Merdeka's emphasis on contextual and student-centered learning.
2) For English teachers, it is recommended to utilize the developed supplementary material as an alternative or additional resource to enrich students' reading comprehension. Teachers are also encouraged to actively participate in material development by adapting content to students' local culture, needs, and interests, thereby making learning more meaningful and engaging.
3) For students, it is suggested to actively engage with the supplementary material, as it provides relevant and accessible content that reflects their cultural context. Students should also take advantage of the material to improve not only their reading comprehension but also their critical thinking, vocabulary, and cultural awareness.
4) For future researchers, it is recommended to conduct further studies by applying the developed material to a wider and more diverse group of learners. Future research may also explore the integration of other

language skills, such as speaking and writing, or adapt the material into digital formats to enhance accessibility and interactivity. Moreover, longitudinal studies could be conducted to assess the long-term impact of using culturally-based materials on language acquisition and student motivation.

In conclusion, the developed supplementary material has demonstrated significant potential to support English language learning through culturally relevant content. Collaboration among schools, teachers, and researchers is essential to ensure the continued improvement and effective use of such educational resources