

DEVELOPING READING MATERIAL IN THE FORM OF SHORT STORY BASED ON CENTRAL KALIMANTAN CULTURE

Akhmad Fauzan¹, Yulitriana², Sulamit Syeba³, Lesly Martha Cecylia Meka⁴,
Olga Dona Retsi⁵, Rezqan Noor Farid⁶, Muhammad Subhan Fikri⁷, Jean
Seraf Yaspis⁸, Stepanus Saputra Ferry Lui⁹

¹²³⁴⁵⁶⁷⁸⁹Universitas Palangka Raya, Indonesia
a_fauzan@edu.upr.ac.id

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ABSTRACT

This research aims to develop reading materials in the form of short stories based on Central Kalimantan culture. Reading materials for university level in the form of local content are still limited. In fact, Dayak culture can be an interesting alternative reading material besides providing academic texts to students. Based on the needs analysis, it is known that at the English Education Study Program of Universitas Palangka Raya, there is a need for reading materials that are able to improve reading skills while containing relevant texts with text difficulty levels that are appropriate for student levels. Further, the reading materials should be in accordance with student interests and needs, contain effective learning strategies, and integrate culture or local content. This research applies Developmental Research in accordance with the ADDIE stages (Analysis, Design, Development, Implementation, and Evaluation). Based on the Evaluation, the developed reading materials are in the form of short stories that contain Central Kalimantan cultural aspects embedded in activities, name of people, name of places, and name of food. The reading materials also contain exercises that demand students' skills in reading comprehension.

Keywords: *reading comprehension, material development, Central Kalimantan culture.*

INTRODUCTION

Reading comprehension is a person's ability to understand and interpret the text they read and it involves the process of responding, analyzing, and interpreting the information contained in a text. Understanding word meanings, the connections between concepts, the text's structure, and drawing deductions and conclusions from the text's material are all part of reading comprehension. In many facets of life, but particularly in school, reading comprehension is crucial.

Learning reading comprehension at the university level involves a variety of goals. In general, the goal of reading comprehension instruction at the university is to improve comprehension abilities. Students can develop critical reading and understanding abilities for challenging academic literature by honing their comprehension skills. Additionally, it requires the capacity to discern arguments, pick out key details, evaluate meaning, and make connections between various textual concepts. Additionally, by developing their understanding abilities, students can raise their level of academic literacy, enhancing their ability to write

persuasively and generate outstanding academic assignments. Thus, a strong foundation in reading comprehension is necessary to develop academic literacy.

Reading comprehension activity can also develop students' critical reasoning and analysis. They can practice their ability to spot an argument's flaws, assess the available facts, and form an opinion. Additionally, reading comprehension instruction at the university level emphasizes teaching students how to conduct research. In order to improve their comprehension of the subject being studied, they are taught how to find, assess, and synthesize pertinent sources of information. In the end, students will get more vocabulary and comprehension of a concept. Thus, it helps in the growth of intellectual insight and a greater comprehension of their surroundings.

Currently, there are so many kinds of reading texts that can be used by students to train their reading comprehension skills. A number of previous studies have used local content as reading comprehension material (Agustina et al., 2018; Arifin et al., 2018; Dewi & Batan, 2016; Seli et al., 2022). In Indonesia, local content is part of the education curriculum that emphasizes the introduction, understanding, and respect for local wisdom, culture, traditions, and the surrounding environment. Local content is integrated into the national curriculum or core curriculum as an effort to maintain and develop the cultural identity, history, and values that are unique to a region or community.

Local content covers various aspects, including knowledge of customs, arts, languages, myths, religious traditions, local history, and environmental knowledge specific to a region or community. It aims to help students understand and appreciate cultural diversity, enrich their perspectives and strengthen their sense of self-identity. The provision of local content in the education curriculum is expected to help maintain cultural diversity, encourage tolerance, foster a sense of pride in cultural heritage, and develop awareness of the importance of preserving and protecting the environment and local natural resources.

There are many different cultures in Indonesia, yet there is still very little local content in education that incorporates Central Kalimantan's Dayak culture. The Dayak people's distinctive traditions, history, and cultural aspects should be referenced when discussing Dayak culture in educational materials. The Dayak language, which comprises vocabulary, grammar, and typical phrases in the Dayak

language spoken by the Dayak tribe, is one example of local Dayak content that can be incorporated into the curriculum or taught. Students can also be given information on Dayak culture's traditional dance and music, including the idea of movement, attire, and musical instruments. Arts and crafts can also be used as learning materials, such as wood carving, weaving, and sculpture, providing an understanding of craftsmanship and aesthetics in Dayak culture. Additionally, students can learn about Dayak values, social roles, and belief systems by using customs and ceremonies as learning materials. Furthermore, studying about local history can help students better comprehend their cultural heritage by introducing them to the history of the Dayak tribe, which includes tales of leadership, conflicts, or social transformations in Dayak society.

Currently, there are reading texts that contain local content about the culture of Rejang Lebong Regency (Agustina et al., 2018), Javanese Karawitan culture (Arifin et al., 2018), Balinese culture (Dewi & Batan, 2016), and Lubuklinggau culture (Seli et al., 2022). In addition, there are texts developed for primary education (Laila et al., 2021), secondary education (Azizah & Sugirin, 2019; Damaianti et al., 2017), but the development of reading materials for the university level is still limited with Central Kalimantan's Dayak culture is still limited. Therefore, this study aims to develop reading comprehension materials in the form of short stories based on Central Kalimantan culture.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is a person's ability to understand and interpret the text read by building a deep understanding of the information conveyed in the text. According to Perfetti and Stafura (2014), "Reading comprehension is the construction of a coherent representation of the meaning of a text. It involves the orchestration of processes at multiple levels, including word recognition, syntactic processing, and discourse comprehension." This definition emphasizes that reading comprehension involves building a coherent representation of the meaning of a text. It involves the simultaneous processes of word recognition, syntactic processing, and discourse comprehension.

According to Grabe and Stoller (2002), "Reading comprehension is an interactive process that involves the reader's prior knowledge, linguistic and cognitive abilities, and strategic use of comprehension strategies to construct meaning from a text." Grabe and Stoller (2002) emphasize that reading comprehension involves an interaction between the reader's prior knowledge, linguistic and cognitive abilities, and the use of comprehension strategies to construct meaning from a text. Furthermore, according to Afflerbach et al. (2008), "Reading comprehension is a transactional process involving the reader's construction of meaning through the dynamic interaction between the reader's background knowledge, the text, and the reading task." Afflerbach et al. (2008) emphasized that reading comprehension involves a transactional process in which the reader constructs meaning through the dynamic interaction between the reader's background knowledge, the text, and the reading task.

The definitions above highlight that reading comprehension involves an active and complex process in which the reader uses knowledge, skills and comprehension strategies to construct meaning from the text. Reading comprehension involves not only word-by-word processing, but also a macro understanding of the structure and meaning of the text as a whole.

Local Content

The definition of local content in the context of education is not specifically discussed in the theories commonly used in educational studies. However, local content can be understood in the context of broader educational theory. Local content refers to local wisdom, culture, traditions, and the surrounding environment of a particular region or community. Local content serves to maintain and develop the cultural identity, history, and distinctive values of a region or community. The integration of local content in education aims to enrich students' learning experiences, increase awareness of cultural diversity, and strengthen a sense of self-identity.

Although there is no specific quote that directly defines local content in educational theory, there are educational approaches that relate to the respect and integration of local wisdom in the context of education. One of them is the cultural education approach described by Banks (1993) that "Cultural education is an

approach to education that includes recognizing and strengthening students' cultural identity, appreciating cultural diversity, developing knowledge and skills in a global society, and using cultural understanding in the learning process."

This cultural education approach is often linked to the integration of local content in the education curriculum as a way to respect and promote cultural diversity and value local knowledge and values in the learning process. It should be noted that the meaning and implementation of local content may vary in the educational context of different countries and cultures. More specific approaches and definitions of local content can be found in the education guidelines or education policies that apply in each region or country.

Dayak Culture

Dayak is a group of ethnic groups that inhabit Kalimantan, Indonesia, and have a rich and diverse culture. Dayak culture includes aspects such as beliefs, customs, arts and crafts, music, dance, architecture, language, and other traditions. Within Dayak culture, there are various tribes and sub-ethnicities such as Ngaju, Maanyan, Ot Danum, and others, each with their own unique culture. Dayak culture is often closely linked to nature, mythology and communal life. For example, one aspect of Dayak culture is the traditional rituals associated with daily life, such as harvest ceremonies, weddings, healing, or religious events. Dayak traditional ceremonies often involve dance, music, traditional clothing, and the use of symbolic objects that depict their traditional values and beliefs. While there are no specific citations explaining Dayak cultural theory in general, it is important to remember that Dayak culture is a rich and varied heritage that is highly respected and guarded by the Dayak people. It has become an integral part of their identity and their lives, and continues to play an important role in maintaining their unique cultural heritage.

METHOD

This research is a developmental research conducted at the English Education Study Program of Universitas Palangka Raya. This research follows the stages of ADDIE by Branch (2009). ADDIE is an instructional design model that is often used in the development of learning materials and consists of Analysis, Design,

Development, Implementation, and Evaluation. The following are the stages of the research.

Analysis

The analysis stage was conducted in May 2023 to gather information and a comprehensive understanding of the learning needs, objectives, audience characteristics, and learning context of the reading comprehension course. At this stage, the learning objectives, learners' abilities and needs, and the learning context were analyzed by observing the study program's curriculum and syllabus. An interview with the reading comprehension lecturers and students was also performed. Based on the results of analysis, there are several points that arise as the basis for the need to develop reading comprehension materials based on Central Kalimantan's Dayak culture:

1. Improved reading skills. The needs analysis shows that the specific English reading comprehension skills needed by students are not enhanced. Reading comprehension materials should include understanding words, understanding meaning, inferencing, recognizing text structure, understanding main ideas, and analysis and synthesis skills.
2. Relevant text types. The needs analysis shows that the types of texts available to students currently include academic texts, scientific journals, news articles, and reports. However, literary texts, such as short stories with Central Kalimantan's Dayak culture that are appropriate to the learning context are still not available.
3. Text difficulty level. The needs analysis shows that the level of difficulty of the text that is appropriate to the students' abilities is very important because the current materials still do not match the appropriate reading comprehension level in order to facilitate the gradual development of reading comprehension skills.
4. Interests and needs. Through the needs analysis, it was found that students' interests and needs related to reading content need to be balanced between academic reading materials and those that are entertaining and contemporary.

5. Effective learning strategies and approaches. The needs analysis shows that there is a need for learning materials that have effective learning approaches in developing reading comprehension skills. These include group discussions, problem-based exercises, and the use of visual or digital aids.
6. Integration of culture or local content. The needs analysis revealed that the need to introduce local content or cultural aspects in reading comprehension materials was necessary. This aims to provide a context that is closer to students' experiences and daily lives.

Design

The design stage was done in June 2023 by planning and designing suitable reading materials to achieve the stated learning objectives for reading comprehension courses. At this stage, the planning of learning objectives, development of learning content and structure, and selection of appropriate evaluation were carried out. This reading comprehension materials contain short stories based on Central Kalimantan culture and practice questions following every text.

Development

The development stage was performed in July 2023 with the development of reading materials based on the planning and design that was planned. At this stage, the materials were developed in the form of short stories and practice questions. These short stories were developed by students who have taken the Creative Writing Based on Local Potential course in the fall semester of 2022. The students wrote short stories that contain elements of Central Kalimantan's Dayak culture. The culture can be reflected in the characters' names, place, plants, objects used in the story, and activities. The theme and plot of the story were also directed to show the true characteristics of the Dayak people, for example from daily food and drinks, traditional games, beliefs or customs that are upheld in the Dayak community, both widely known and those that are rarely displayed or discussed in oral or written form but are indeed owned by the Dayak people in the area. The short stories created by the students were then reviewed by the researchers in terms of grammar, vocabulary, plot, and story content. The researchers also added reading comprehension activities in the form of practice questions, such as multiple choice

questions, wh- questions, true and false, and matching information. In total there are nine short stories developed as reading comprehension materials.

Implementation

The implementation stage was done in August 2023 by using the developed reading materials in an actual learning environment. The reading materials were tried out by the researchers to a group of students taking Creative Writing Based on Local Potential class in the fall semester of 2023. The students were given two short stories each and they had to read and do the reading exercises.

Evaluation

In the current research, the evaluation stage involves assessing and evaluating the learning materials and the learning process as a whole. It was done in August to September 2023. The learning materials were evaluated by using two scoring rubrics. First is a rubric to assess the quality of the short stories using Creative Writing Text Scoring Rubric adapted from two different rubrics (Cab Calloway School of the Arts, 2019; Loyola Marymount University, 2008). The second rubric is to assess the readability and content by adapting from Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5 (Foorman et al., 2017). The next evaluation was to assess the learning process. It evaluates the achievement of learning objectives and the effectiveness of reading materials. A questionnaire was also distributed to the students to gather their perceptions on using the developed reading materials. The evaluation results are used to make improvements and revisions to the reading comprehension learning materials.

RESULTS AND DISCUSSION

The reading materials

The current research evaluated the reading materials by assessing the quality of the short stories and their readability. In terms of story quality, there are seven assessment categories, consisting of setting, character, conflict and theme, dialog, organization (story structure), creativity, and mechanics (punctuation). Each assessment category has criteria comprising *Exceptional*, *Strong*, *Needs Work*, and *Missing*. Each short story was reviewed by three researchers and they unanimously agreed to score the quality of the short stories. Table 1 shows the number of short stories based on their quality.

Table 1. Short Story Analysis

Category	Exceptional	Strong	Needs Work	Missing
Setting	5 (56%)	3 (33%)	1 (11%)	0 (0%)
Characters	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Conflict and Theme	1 (11%)	5 (56%)	3 (33%)	0 (0%)
Dialogue	0 (0%)	5 (56%)	4 (44%)	0 (0%)
Organization	3 (33%)	5 (56%)	1 (11%)	0 (0%)
Creativity	2 (22%)	7 (78%)	0 (0%)	0 (0%)
Mechanics	2 (22%)	6 (67%)	1 (11%)	0 (0%)

From Table 1, it is known that the developed short stories have excellent setting quality as the setting and time of the story are revealed through the use of many clear descriptive words. There are five short stories with *Exceptional* setting, three short stories with *Strong* setting, and only one short story that *Needs Work* to refine the setting.

In terms of characters, direct or indirect characterization techniques are used to name and/or describe the main characters. The character's appearance is at least obviously known to the readers. Six short stories have *Strong* characters, while only three that can reach an *Exceptional* state.

The conflict among the characters was able to drive the story and it encourages the readers to explore the larger themes. Among the nine short stories, five are in the category of having *Strong* conflict and theme, while one short story has *Exceptional* conflict and theme, and three *Needs Works*.

Dialogue is developed through the storyline and characters. Although it serves a purpose, dialogue in all short stories could be developed more. Five short stories are in the category of *Strong* for dialogue quality, while the other four *Needs Work*.

The majority of short stories have a well-structured storyline. Although sometimes a scene or idea seems out of place, transitions can still be made clearly. Out of the nine short stories, five short stories have *Strong* organization, three stories are *Exceptional*, and only one *Needs Work*.

Some imaginative details and/or descriptions in short stories are needed to add to the reader's enjoyment. Seven short stories have *Strong* creativity, and two short stories are *Exceptional*.

Since this story has gone through an editing process, there are only a few grammatical errors or minor mechanical errors found in this short story. Six short stories have *Strong* mechanics, while the other two are *Exceptional*, and one *Needs Work*.

After evaluating the short stories in terms of quality, the researchers evaluated them in terms of readability. There are 12 categories with five criteria as shown in Table 2.

Table 2. Short Story Readability Analysis

Category	The criterion is completely met	The criterion is substantially met	The criterion is adequately met	The criterion is partially met	The criterion is not met
1. Foundational reading skills	-	-	-	-	-
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns).	0 (0%)	7 (78%)	2 (22%)	0 (0%)	0 (0%)
1.2. Materials include guidance to provide small group, differentiated instructions to students struggling with reading development.	0 (0%)	0 (0%)	4 (44%)	2 (22%)	3 (33%)
2. Reading comprehension for literary and informational texts and text complexity	-	-	-	-	-
2.1. The text and text complexity are appropriate for the reading level of students.	0 (0%)	7 (78%)	2 (22%)	0 (0%)	0 (0%)
2.2. Materials provide students extensive opportunities to encounter and comprehend intermediate-level text.	0 (0%)	5 (56%)	4 (44%)	0 (0%)	0 (0%)
2.3. Materials incorporate texts that require careful and purposeful reading and re-reading.	0 (0%)	4 (44%)	5 (56%)	0 (0%)	0 (0%)
2.4. Materials contain questions and tasks that require students to use text-based evidence (including making inferences)	0 (0%)	4 (44%)	4 (44%)	0 (0%)	1 (11%)
2.5. Material cultivates student engagement in reading text carefully.	0 (0%)	8 (89%)	1 (11%)	0 (0%)	0 (0%)
2.6. Texts provide opportunities for students to build knowledge through reading and extended discussion.	0 (0%)	6 (67%)	2 (22%)	1 (11%)	0 (0%)
2.7. Materials support instruction that teaches students to identify and	0 (0%)	4 (44%)	5 (56%)	0 (0%)	0 (0%)

Category	The criterion is completely met	The criterion is substantially met	The criterion is adequately met	The criterion is partially met	The criterion is not met
describe or explain ideas for narrative text (for example, main idea and theme) and informational text (for example, connections between ideas and concepts) in a progressively more complex manner.					
2.8. Materials support instruction that teaches students to use the features of text to gain meaning from narrative text (for example, how chapters and scenes are used in types of literature) and informational text (for example, use of illustrations and graphs, and structural elements) with increasing complexity.	0 (0%)	4 (44%)	4 (44%)	1 (11%)	0 (0%)
2.9. Materials support instruction that teaches students to understand and analyze various points of view for narrative text (for example, author, narrator, and characters) and informational text (for example, what the author wants to explain and multiple accounts of the same event) with increasing complexity.	0 (0%)	6 (67%)	3 (33%)	0 (0%)	0 (0%)
2.10. Materials support instruction that teaches students to compare and contrast or analyze information within and across narrative text (for example, compare and contrast two versions of the same story and compare and contrast stories in the same genre) and informational text (for example, identify similarities and differences between two texts on the same topic and integrate information from several texts on the same topic to write about the subject) with increasing complexity.	0 (0%)	1 (11%)	7 (78%)	1 (11%)	0 (0%)

Based on Table 2, the reading materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns). However, the materials lack guidance to provide small groups or differentiated instructions to students struggling with reading development. In terms of the text and text complexity, they are appropriate for the reading level of the students. So, the materials provide the students extensive opportunities to encounter and comprehend intermediate-level text. The materials also incorporate texts that require careful and purposeful reading and re-reading.

For the reading exercises, the materials contain questions and tasks that require students to use text-based evidence (including making inferences). Thus, the material cultivates student engagement in reading text carefully. The texts also provide opportunities for students to build knowledge through reading and extended discussion.

In terms of teaching and learning activity, the materials support instruction that teaches students to identify and describe or explain ideas for narrative text (for example, main idea and theme) and informational text (for example, connections between ideas and concepts) in a progressively more complex manner. The materials also support instruction that teaches students to use the features of text to gain meaning from narrative text (for example, how chapters and scenes are used in types of literature) and informational text (for example, use of illustrations and graphs, and structural elements) with increasing complexity. The materials support instruction that teaches students to understand and analyze various points of view for narrative text (for example, author, narrator, and characters) and informational text (for example, what the author wants to explain and multiple accounts of the same event) with increasing complexity. Finally, the materials support instruction that teaches students to compare and contrast or analyze information within and across narrative text (for example, compare and contrast two versions of the same story and compare and contrast stories in the same genre) and informational text (for example, identify similarities and differences between two texts on the same topic and integrate information from several texts on the same topic to write about the subject) with increasing complexity.

The learning process

The suitability of reading materials and curriculum objectives is a critical aspect of effective learning and teaching. The developed reading material is carefully selected to align with the study program's curriculum objectives, to ensure that they cover the necessary content and skills outlined in the curriculum. The learning objectives of Intermediate English Reading course at the study program are allowing students to learn and implement reading comprehension skills by differentiating between facts and opinions, making inferences, synthesizing ideas expressed differently, finding topic, supporting details, main idea and thesis/statement of intent of an essay, reading various essay patterns based on essay

physical structure and genre: exposition, discussion, explanation, reports, review, procedure, description, recount, anecdote, news item, narrative. Therefore, the developed reading materials are suitable with the learning objective of the course.

After the implementation of the reading materials, the students were then questioned about their perceptions on the short stories, and most of the responses are positive. The first part of the questionnaire is about students' perceptions on the creativity of the writing. The students agreed that the reading material provided is appropriate for their reading level and age because the short stories are simple and well-structured. Even the stories are easy to understand. The next question was about how they find the content of the story they read. The students admitted that they may enjoy the reading materials, yet some parts of the stories are not able to attract the attention of other readers who may not be interested in a particular genre. In terms of aesthetic value that they found in the stories, they thought that the aesthetic value can be seen in the language used, in the characterization, and the message of the story. For the language used in the stories, the students said that they can understand the plot of the stories easily, because the authors used very simple language so that it is easy to understand. At last, the students found that the short stories are worthy of being a reading material.

In the second part of the questionnaire, the students were asked about their perceptions on the culture. The students agree on the culture introduced in the short stories. The cultures are daily activities, traditional ritual, name of person, name of place, food, plants, and music and arts. However, the students felt that the cultural elements of Central Kalimantan have not been sufficiently introduced in the stories they read. The students suggested that the cultural elements should be incorporated into the short stories by combining all the terms and activities that Dayak people usually do and use so that the short stories are rich with cultural elements.

CONCLUSION

Cultural based reading materials are learning materials that specifically emphasize reading comprehension on aspects of a particular culture, in this research is Central Kalimantan's Dayak culture. The reading materials are designed to broaden students' knowledge of culture, enhance cross-cultural understanding, and develop awareness of the cultural diversity around them, as well as to enhance their

reading comprehension skills. In the current research, Central Kalimantan culture-based reading materials cover a variety of topics, such as names, traditions, customs, food, clothing, traditional art and music, mythology, history, vegetation, and daily life.

Based on the Evaluation stage of ADDIE, it is found out that the developed reading materials have fulfilled the criteria of eligible reading materials for university level. The reading materials developed are able to support the students' ability to analyze information, words, and sentences. The text and its difficulty level are suitable for the students' level, which is at the intermediate level. The developed material contains exercises that demand students' skills in drawing conclusions. The exercises are also able to foster student engagement with reading materials. In conclusion, this material is able to help enhance students' reading comprehension skills as well as their cultural knowledge.

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