The Development of Reading Narrative Text Material Based on Local Folklore of the Eleventh Grade Students of SMA Negeri 1 Sinabang

Intan Mahalia[1*), Asnawi[2), Yulia Arfanti[3), Harianto II[4)
[1) Muslim Nusantara Al Washliyah University, Indonesia
[*) Correspondence Authors: intanmahalia043@gmail.com

Abstract

The objective of study is formulated as follows To know the development of reading narrative text material based on local folklore for the eleventh-grade students of SMA Negeri 1 Sinabang and To know the local folklore in English subject material narrative text effectively used to develop reading learning outcomes for the eleventh- grade of SMA Negeri 1 Sinabang. The type of research used is the Research and Development (R&D) research method. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analyze, design, develop, implement, and evaluate. The conclusion of this research are the development of Reading Narrative text by using local folklore was sucessed with the average point of assessment 4,51 that mean the development was at Excellent level. Local folklore as a media to learned reading narrative text, proved success by catagory "effective enough" by the percentage of Ngain score at 60,40% of effectiveness

Keywords: Reading, narrative, folklore

I.   INTRODUCTION

The learning process is an intensive interaction between the main components of the learning system; namely, teachers, students, learning materials, and the environment (Muchtar et al., 2020). In Indonesia, teaching and learning English mainly emphasize reading skills (Amin, 2017). Students from Junior High school to university level consider that reading is a craft that must be done (Swardani, L., Ras, F., & Riau, 2020). According to Tarigan (2018) reading comprehension is the ability to drive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer and as a complex process involving the interaction of many components, including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type. In senior and junior high schools, the students have to learn different types of text such as narrative, descriptive, exposition, analytical exposition, etc.

A narrative text is one sort of the literary texts (Setiawan & Fahriany, 2017). This type of text tells a story or past event and entertains the readers. A narrative text has a structural organization that includes orientation, complication, and resolution (Susilawati, 2017). In learning a narrative text, students may read materials in local culture context that is close to their lives. Readers may comprehend text easily on familiar topics but are less successful in comprehending texts on unfamiliar topics. Narrative text is given in junior and high schools. In teaching narrative text, the teachers have an essential role in optimizing the students' ability. They have to create a learning activity that makes the students optimize their ability in understanding a text. In the learning process, the students are expected to be active (Kamil, A., Komariah, E., & Yuliana, 2017).

Nambiar et al., (2020) views that teaching narrative text to students is an essential task of an English teacher because it is a part of how people apprehend the world in the time that it is virtually built into how people see. Pathan further indicated that narrative text could be selected and exploited appropriately, providing quality text content and significantly enhancing ELT courses and the stories attract the students' attention more than any other typical passages, develop students' interpretative abilities and expand their language awareness.

Furthermore, (Suryani et al., 2021) state that the elements of narrative text consist of five parts, they are: 1) vocabulary, for both primary and secondary students, this element of narrative text is crucial to comprehension, 2) characters is the personality of each character that play important roles in the story, 3) plot is the selection and arrangement of incidents that give a story focus. It is about how and why certain events happen, 4) setting informs the reader about where the story takes place, and 5) theme is a central meaning of the text. There are some classical problems related to teaching narrative text like the lack of students' understanding in several aspects such as: the meaning of vocabulary, sentences, and delivery during the lesson. Consequently, they got difficulty understanding the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Due to the lack of learning sources, the teachers usually rely merely on the workbooks provided by the school to teach their students reading skills (Rinardi, R., Ikhsabudin, 2019).

In addition, learning narrative text is beneficial for EFL learners, especially Indonesian ones. From its structure, for instance, students who are accustomed to writing structured narrative texts have the potential to improve their writing skills. (Fitriani, 2018) has proven this in her pre-experimental study that the student's writing skill was improved and categorized as good from 62.09% to 79.71% after being taught using narrative text. Another advantage is the storyline; the characters present values that instill a positive mindset and character in students. Then, in terms of tenses mastery, students are provided with sufficient information on how to construct sentences in past tense correctly from narrative text. One study conducted by Haryani in Fitriani (2018) emphasized this advantage that her research participants' ability in simple past tense improved within two cycles of CAR, with the average score from 55.29 in the first cycle to 75.15 in the second cycle, supported by positive responses from the participants that they agreed that their ability in simple past tense became better from learning through narrative text. These facts signify the importance of narrative text for students. In line with this, this study took teaching narrative text to year-8 students from the perspective of school textbooks as the research focus.

Also, the reading materials in the textbook were not interesting to them because the stories often came from other countries, and the reading texts were not appropriate to their knowledge background. The insertion of local wisdom was not found in the narrative reading materials (Mulyati, T., &Soetopo, 2017). Hence, it was difficult for them to comprehend the text. They also could not comprehend the detailed information, find the meaning of many words, and draw conclusion about the moral values of narrative text. Those are the reasons why they cannot comprehend the text well. (Kamil, A., Komariah, E., & Yuliana, 2017)found out the problems faced by the students which indicated that they were still confused about the plot of local folklore, "The Legend of Splitted Stone" comic. They tended to answer the questions based on their feelings. They still faced difficulties in finding out the main idea, finding implicit and explicit information, and identifying the generic structure and language features of the text. Besides, they still had weakness in vocabulary which made them difficult to understand the text given.

It was found that various textbooks provided at the library that were generally used by the teacher to teach English seldom contained local story materials. The majority of materials were focused on themes about national and international culture contents. Even though these themes are equally important to be introduced in the teaching, it is also necessary to provide the local content issue which is familiar with the students to raise their interest (Noviaty, G., Ikhsanudin, &Rosnija, 2017). Indonesia has natural resources, multicolored culture, and diverse ethnic groups and languages. It makes Indonesia highly considered as the richest concerning culture, natural resources, tribes and languages among other countries. Besides, the diversity and richness of local wisdom can be utilized (Darihastining, 2020). Therefore, a folktale is not something new for Indonesian students. Indonesia is a multicultural country that has rich in folk literature. Students are mainly familiar to legend story that have been retold through generations. Folktales are also included in the narrative text which has chronological events (Palupi, 2020).

Using legend story will make students more effective in making narrative texts, whereas a narrative text consists of a folktale. Since the importance of teaching reading texts, the teacher uses some techniques to make it enjoyable. There are some reasons for using a folktale in the teaching a foreign language as it issuggested by Fabusuyi that Utilization folktales into the teaching of a foreign language can be done since it can enhance quick learning, support classroom participation, and enlarge students' vocabulary. Yusuf Onyi also finds other impacts of utilizing folktale in reading comprehension teaching. He discovered that the use of folktale could stimulate students' interest in the reading class, their involvement in the discussion, enhance their self-confidence, and even makes the poor students active.

The linkage between local wisdom and literacy implementation should be flexible to socio-culture to promote social and cultural locality, which can facilitate the development of literacy. Therefore, the responsive and adaptive attitude of the community and the response to local wisdom can make the application of literacy successful and worldwide. Besides, the diversity and richness of local wisdom can be utilized and collaborated. Due to the reasons, stakeholders are responsible and vigilant in preserving and caring for Indonesian local wisdom, raising and collaborating local wisdom becomes the duty of Indonesian next generation, therefore it is necessary to maintain and help to generate the local culture to the next generation and to promote and socialize it with the national and international community (Sunendar, 2017).

Local legend might be a solution for a teacher to overcome the barrier to get the teaching materials. The local legend might involve the story about the place, history about a village, and the product of tradition such as folktales. Using local legend might be useful to help learners understand the text because it is familiar to with them (Lestari et al., 2020). Sometimes, but not always, EFL teachers need authentic materials to support their classroom teaching outside of the usual textbooks. Although not intended for educational purposes, authentic materials can familiarize students with the real context of the language.

There are many kinds of authentic materials. One of them is folklore. Supporting Indonesian culture, Indonesian folklores are also written in English and often used as reading texts in English textbooks. Folklore is about all-prose narrative following traditional storylines, using word of mouth, or told in previous generations. It includes fairy tales, legends of all types, memorates, fables, tall tales and humorous anecdotes. The original author is always unknown. Indonesian culture produces many kinds of folklore. They are variously on the tribes and where the folklore comes from. The characters in folklore would be the mirror of human life in the society. The example of folklores like "The Legend of Kemaro Island", "The Bitter Tongue", and "Origins Name of Palembang".

Kusmana & Nurzaman (2021) also views that the spread of folklore is done orally, but lately there has been an effort to documenting in written text, where folklores help human to act accordingly with their surrounding preserving their culture and nature. Therefore, Folklore is not only fun and interesting but also imbued with moral value (Chanda Halim & Hendri Prasetyo,

2018). It is also used to introduce literature from the students' cultural backgrounds (Mulyati, T., &Soetopo, 2017). Some studies have also been done on the development of reading narrative text material based on local folklore for students

As for the narrative text about The Origin of Simeulue Island has never been used as material for research related to the development of narrative texts for students. The story of Simeulue Island is taken from Acehnese folklore book.

II.   METHODS

Research Design

The type of research used is the Research and Development (R&D) research method. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analyze, design, develop, implement, and evaluate.
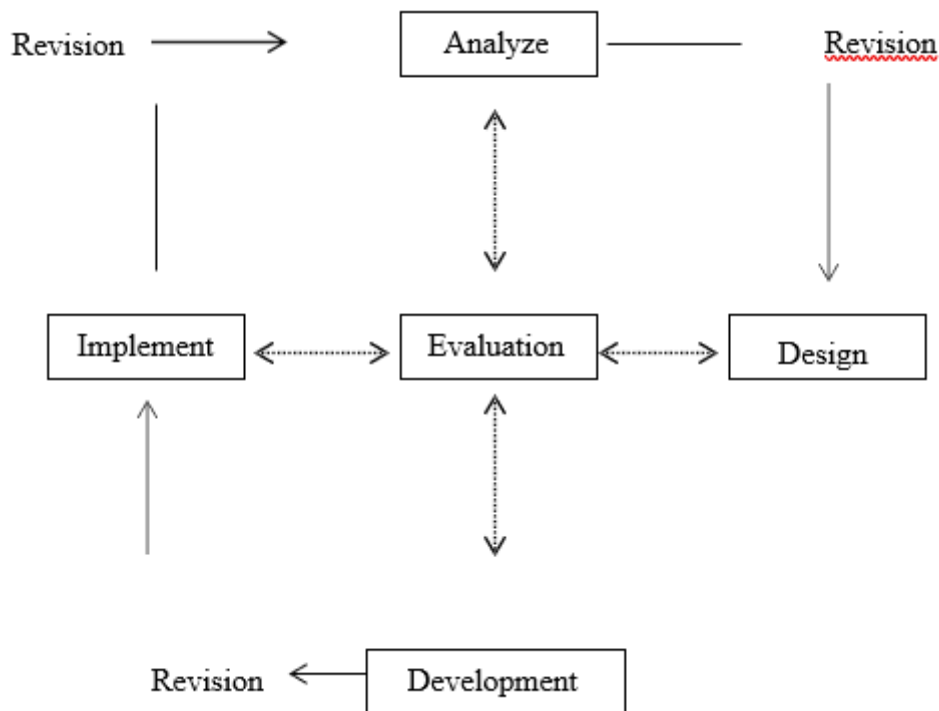

Figure 1. ADDIE Model (Aldoobie, N: 2015)

Place and Research Time

The subjects in this research and development were students in eleventh grade of SMA Negeri 1 Sinabang. Research and development will be carried out at SMA Negeri 1 Sinabang. The implementation of the research is from the beginning of December 2023 – Januari 2024

Population and Sample

The population of this study were all students of eleventh b class plus in SMA Negeri Sinabang with a total of 26 students. Thus, the entire population was used as a sample in this study totaling 26 students

Research Variables and Data Types

In order to understand the collected data, the data analyze on the basis of their characteristics and purpose. The subjects' responses on the questionnaire will calculate in the form of percentages. The answer from each question score based on Likert Scale (Riduwan & Sunarto: 2010) which are:

Table 1 Category Convention Table

Category	Score
Strongly Agree (Sangat Setuju/SS	4
Agree (Setuju/S)	3
Disagree (Tidak Setuju/TS)	2
Sterongly Disagree (Sangat Tidak Setuju/STS)	1

To analyze the percentage, the researcher uses the following formula:NA = PS x (100 %) SM
Where: NA = Final Score

PS = Score Obtained SM = Maximum Score

Table 3.2. The range of score interpretation criteria proposed by Riduwan (2010)

Score Interpretation Criteria	Category
0 % – 20 %	Very Low
21 % – 40 %	Low
41 % – 60 %	Sufficient
61 % – 80 %	High
81 % – 100 %	Very High

Operational Definition

Before collecting data and evaluation the data specified. Then the first identification of variables specified. In social and psychological research may not only relate to one variable only but also always mutually influenced by some other variables (Saifuddin Azwar, 2007). Definition of variable is constructs that its properties have been given numbers (quantitative) or can also be interpreted variable is a concept that has a variety of values, in the form quantitative or qualitative value can fluctuate (Syofian Siregar, 2010). A variable is a phenomenon that varies in form, quality, quantity, quality standards, etc (Burhan Bungin, 2010).

According to Sugiyono, the control variable is a variable that is controlled or held constant so that the independent variable on the dependent is not influenced by external factors that are not researched. Function of the cont7rol variables is to purify the result or effect relationship between the independent variables on the dependent variable from other variables (Sugiyono, 2013).

Based on the theories and hypotheses, the researcher formulates some research variables, are:
1. Independent Variable (X1): Development
2. Control Variable (X2): Reading Narrative Text
3. Dependent Variable (Y): Material Based on Local Folklore

The procedure of Research

Based on observation conducted in SMA Negeri 1 Sinabang by giving the questionnaire, the researcher found it was important to develop appropriate materials and more interesting to make students easily master the material as well as additional materials in addition to existing materials.

Researcher developed materials suitable for the needs of students based on CP in curriculum Merdeka. Then appropriate teaching materials provided for students by making the material interesting because there were Folklore who come from their home town

In this stage, the result of design of materials needs to be revised and validated by experts. The researcher development of Reading Narrative Text by the environment of research setting, because it can help the researcher to develop the materials. The product formed a story book that will motivate and add student's interest in learning. The product is used for eleventh grade students of SM Negeri 1 Sinabang. Therefore, in this stage students examine based on design of reading of Narrative Text. The data is gathered from the experts by using close-ended item questionnaires will analyze to know whether the materials are good and appropriate with the students. The product will be revised again. This revision will be finished until the product is valid by the experts and match with the students' need. The experts' team consist of two experts; they are one material expert and one design expert. The expert's team will give comments and suggestions through open- ended item questionnaire.

Implementation & Evaluation

In this stage, the result of design of materials needs to be revised and validated by experts. The researcher development of Reading Narrative Text by the environment of research setting, because it can help the researcher to develop the materials. The product formed folklore book" the origin of Simeulue Island" this story is the true story of Teuku Di Ujung, who was originally ordered by Sultan Iskandar Muda to spread Islam on this island, then married the princess of Meuelue, this story has become famous in Simeulue and was recorded in Acehnese fairy tale book that will motivate and add student's interest in learning. The product is used for eleventh grade students of SM Negeri 1 Sinabang. Therefore, in this stage students examine based on the design of reading of Narrative Text. The data is gathered from the experts by using close-ended item questionnaires will analyze to know whether the materials are good and appropriate with the students. The product will be revised again. This revision will be finished until the product is valid by the experts and matches the students' needs.

Evaluation is an important process of this research. This is the completion of the stages. In this stage action will be taken to improve the development of product and studies. The evaluation results are used to provide feedback to the user model / method, revisions are carried out according to the new model / method.

Research Instrument

Questionnaire One of the data collecting techniques in this research is questionnaire. According to Sugiyono (2013) questionnaire is a technique of data collection conducted by giving statements to respondents to be answered. will be shared with experts, lectures, and students. used to collect data about the feasibility of the model will be filled by experts, the questionnaire for lectures is given before the learning process, and the questionnaire for student responses is given after the learning process.

The instrument, the result of data collection from questionnaire, according to Johnson and Christensen (2014) questionnaire is an instrument of data collection that is filled out by research participants. It is analyzed with many aspects of students' attitude. The aspect of students' needs and interests will be a concern in this research. Besides choosing the appropriate answer, the participants are also given the opportunity to give comments and suggestions about the product.

Documentation Sugiyono (2013) stated that "Document is a record of events that have passed. Documents can be in the form of text, images, or the monumental works of someone". In this study, documentation used to collect the data of the school and compose the modules that are in accordance with the CP, ATP contained in the Merdeka curriculum

Data Analyze

Media/Method Development is analyzed using quantitative descriptive techniques that describe the application of learning media. This analysis is used to describe the characteristics of the data for each variable. The tabulation uses a Likert scale with five alternative answers. Namely: Very Good = 5, Good = 4, Fair = 3, Bad = 2, and Very Bad = 1. The indicators for each category in each item are calculated to get a total score.

To answer the hypothesis of this research, which is related to the effectiveness of the teaching method used, the researcher uses the N-Gain formula to obtain accurate results. The formula for N-Gain itself is as follows:

N-Gain = (post test-pretest)/(Ideal value-pretest)
Note:
N-Gain = Value of gain-normality
Post-test= sudent post-test score
Pre-test= student pre-test score
Ideal value = maksimum score
The results obtained from the test will be categorized based on the interpretation table of N-Gain effectiveness.

Table 3. Status Category of N-Gain Effectivity

Percentage (%)	Status
< 40	Not Effective
40-55	Less Effective
56-75	Effective enough
>75	Effective

III.   RESULTS AND DISCUSSION

Student's Need Analysis

There are at least three phases that must be passed in the development of a learning activity, namely planning, implementation, and evaluation (Marpaung, 2019). The first thing to do is to conduct a needs analysis and plan the learning activities. This is to make it easy to map out activities and further development if necessary based on the evaluation results (Marpaung, 2019).

There were 15 questions that were answered by the students. The result of the questionnaire showed two kinds of students' needs namely; the target needs and the learning needs. Target need was defined as learners' view of the target situation (Hutchinson & Water, 1987). The target needs consisted of the student's needs, lacks, and wants. The target needs which was found by the need analysis presented in the following table 1

Table 4. The Students' Need

Questions	Items	Value	Respondent	Score
Do you agree that narrative text reading	SD	1	0	0
assignment using folklore from the island of	D	2	0	0
which folklore/folk tale from the island of	A	3	0	0

folklore from the island of Simeulue is the story of the original monyang grandmother from Crimeulue?	SA	4	26	104
Total			**26 students**	**104**

Formula : NA = PS x (100 %) SM Where   :   NA = Final Score
PS = Score Obtained SM = Maximum Score
Therefore, NA = 104 X (100%) 104

NA = 104 x 100 %
104

NA = 1 x 100%

NA = 100%

The data of the first question indicated the sufficient category based on Riduwan (2010) range scale. It presented that independent tasks were less needed by them for elevating their reading skills. They mostly disagreed with the independent task implementation. They should think hard about elaborating on the idea personally for this task and they thought that they needed a teacher to guide the material or content first before developing their idea.

In contrast, compared to the first question, the students responded positively to the integrated task. They strongly agreed to the integrated task. They needed very high of this aspect. It could be seen from the 100% of range scale by Riduwan (2010). They thought that integrated task was better to be implemented in order to elevate reading skills. They needed the task which was delivered by displaying the material or content first such as storytelling. They said that they can easily elaborate their ideas if they understood the concept.

Table 5. The Students' Need

Questions	Items	Value	Respondent	Score
Do you agree that narrative text reading exercise in the form of folklore? Which aims to train students' ability to improve understanding of text content in English?	SD	1	0	0
	D	2	0	0
	A	3	7	21
	SA	4	19	76
Total			**26 students**	**76**

Formula : NA = PS x (100 %) SM
Where   : NA = Final Score
              PS = Score Obtained
  SM = Maximum Score
Therefore, NA = 97 X (100%) 104
NA = 97/104 (100%)
NA = 0,93 x 100%
NA = 93%

Students Lacks

Table 6. The Students' Lacks in Reading

Questions	Items	Value	Respondent	Score
Do you agree that reading narrative text can improve the structure of narrative text and improve grammar in English?	SD	1	0	0
	D	2	0	0
	A	3	5	15
	SA	4	21	84
Total			**26 students**	**100**

Formula : NA = PS x (100 %) SM
Where   : NA = Final Score

PS = Score Obtained
SM = Maximum Score
Therefore, NA = 100 X (100%) 104

NA = 100 x 100 %
104

NA = 0,96 x 100%

NA = 96%

Lacks can be described as the gap between what the learners know already and what they do not know yet or between students' current proficiency and the target proficiency. In other words, it can be stated that lacks are discrepancies between necessity and what the learner already knows. Table 4.3 presents the students' views about their lacks. From the data above, it showed that the most barrier to learning to read was lack of Grammer, pronunciation and vocabulary. They thought that vocabulary and pronunciation the key to read and translate the text. They should have many vocabularies to read English fluently. The rich vocabulary could assist the students to elaborate and organize their ideas well. It could be proven by the 96% .

However, the percentage presented that the students preferred grammar was more important to be learned in order to enhance their reading skills

Table 7. Reading Skills

Questions	Items	Value	Respondent	Score
Do you agree that reading Narrative text can improve vocabulary and pronunciation (students' vocabulary and pronunciation to be better better?	SD	1	0	0
	D	2	0	0
	A	3	9	27
	SA	4	17	68
Total			**26 students**	**95**

Formula : NA = PS x (100 %) SM
Where   : NA = Final Score
PS = Score Obtained
SM = Maximum Score
Therefore, NA = 100 X (100%) 104

NA = 95 x 100 %
104

NA = 0,91 x 100%

NA = 91%

Students Wants (Learning Expectation)
Wants in this target needs are related to students' preference about topic of the English materials which is presented in Table 5 below.

Table 8. The Students' Wants (Learning Expectations)

Questions	Items	Value	Respondent	Score
Do you agree if the folklore from Simelue Island is made into reading material (in the book) in order to increase the insight of students/readers about the island of Simelue island?	SD	1	0	0
	D	2	0	0
	A	3	4	12
	SA	4	22	88
Total			**26 students**	**100**

Formula : NA = PS x (100 %) SM
Where   : NA = Final Score

PS = Score Obtained
SM = Maximum Score
Therefore, NA = 100 X (100%) 104

NA = 100 x 100 %
104

NA = 0,96 x 100%

NA = 96%

From the data above, it can be seen that students want the story from Simeulue to be written down so that it will be known to more people in this Country. Even though they are very enthusiastic, students have to read the text over and over again and translate the narrative text on Google. there are also some students who are able to translate directly, but most have to open Google Translate to translate the full content of the text, and because the school also allows students bring a cellphone and the school is equipped with wifi so I as a teacher also allow it. They responded it positively. They thought that digital literacy as important as critical thinking for enhancing reading skills such speaking, writing, listening activities are designed to apply relevant technologies (communication lab, speech recognition software, youtube, teacher tube, and video) in the learning process Likewise critical thinking handled the important role in reading, digital literacy also presented the target wants around 96%. They responded it positively. They thought that digital literacy as important as critical thinking for enhancing reading skills Those technologies have been a great inspiration for students and have made them want to learn more about learning materials (Bahadorfar & Omidvar, 2014). These technological tools are much more interesting and provide fun and enjoyable learning, thus, motivating the students and helping them to enhance their language learning in a fruitful way. Moreover, these tools help students learn at their own pace and promote autonomy in them. For the data was shown in the table below.

Table 9. The Students' Wants (Learning Expectations)

Questions	Items	Value	Respondent	Score
Do you agree that to find the idea/moral message in a narrative text, you have to read it repeatedly?	SD	1	0	0
	D	2	0	0
	A	3	7	21
	SA	4	19	76
Total			**26 students**	**97**

Formula : NA = PS x (100 %) SM
Where   : NA = Final Score
PS = Score Obtained
SM = Maximum Score
Therefore, NA = 100 X (100%) 104

NA = 100 x 100 %
104

NA = 0,96 x 100%;
NA = 96%

Hutchinson and Waters (1987) make a distinction between target needs and learning needs. Learning needs are equated to the route of learning. This concerns things such as how learners learn the language, why they learn it and what resources are available to help them learn. Learning needs are represented through some components of task (Nunan: 2004) which are the input, the procedure, the teacher's role and the students' role. Added to this, the learning media and multimedia design are also considered as students' learning needs.

The researcher was focused on development of reading narrative text material based on local folklore of the eleventh-grade students of SMA 1 Sinabang. The ADDIE model was used in this research. The needs analysis was conducted during one week, it was 8-12 Januari 2024. The questionnaire was administered to the students.

There were 15 questions were distributed to 26 students. Those were used to get the information about students' needs. The needs analysis was divided into two parts, those were target needs and learning needs. Target needs were what the learners needed to do in the target situation it was comprised of the terms of need, lack, and wants. For the needs, the students needed integrated

tasks to be displayed in order to development of reading narrative text. The shortcomings, most of the students were lack of prolongation. In the term wants, most of the students wanted reading text narrative fluently and also develop their premutation. Based on this result, the researcher designed a new topic in each unit that could be more interested and motivated the students to practice reading skill shows that students prefer reading folk tales whose stories they have heard since they were small, these stories are stories of great figures and great scholars in Indonesia, this makes students feel that these folk tales are very close to their daily lives in terms of procedures and discussion methods chosen.

Phase 2 (Implementation)

Once the researcher had successfully mapped out the learning plan based on student needs, the next step was to create the lesson plan and apply it to the learning process. (For details of the learning plan created by the researcher, see the appendix of this thesis).

This stage lasted for three sessions, each of which consisted of four meetings, with the fourth meeting being a test of students' reading ability.The results of the implementation of this learning plan can be seen in the table below:

Tabel 10. Student's Reading Narrative Improvemant

No	Name Of Student	Student Improvement				
		Pre	Cy-1	Cy-2	Cy-3	Stat
1	AINA PUTRI	77.5	80	82,5	95	Pass
2	APRILYA KEYLANI PUTRI	60	65	67,5	80	Pass
3	ALFIANSYAH YUTRIKUL	42.5	47,5	50	67,5	Not Pass
4	DENI SYAHPUTRA ARUAN	35	40	42,5	65	Not Pass
5	FAUZI ANANDA	60	65	67,5	80	Pass
6	NAFRICH FAQIH ARKAN	77.5	80	82,5	95	Pass
7	KHAIRIL ANWAR	60	65	67,5	80	Pass
8	AKHDAN LUTFI KHAIRY	42.5	50	52,5	65	Not Pass
9	NAZRIL RIZKI ILHAM	77.5	85	87,5	92,5	Pass

Sustain of Table 7

No	Name Of Student	Student Improvement				
		Pre	Cy-1	Cy-2	Cy-3	Stat
10	LENO MAHENDRA	65	70	72,5	80	Pass
11	MUHAMMAD AKBAR MAULANA	65	72,5	75	82,5	Pass
12	MUHAMMAD ARIFIN	90	92,5	92,5	97,5	Pass
13	MUHAMMAD OVANI	90	92,5	95	100	Pass
14	PUTRA ARJUNA	67,5	72,5	82,5	82,5	Pass
15	RAKHA ARYASTYA	42,5	60	70	77,7	Pass
16	RASTI NATASYA AULIA	47,5	55	70	77,5	Pass
17	REYHAN NAUFAL HAKIM	45	52,5	77,5	80	Pass
18	SELVI ANJELI	42,5	55	72,5	82,5	Pass
19	SYAZWINA	40	57,5	62,5	77,5	Pass
20	NAMIRA ADHA	42,5	57,5	60	82,5	Pass
21	NAUFAL ALIIF YASA	62,5	65	67,5	82,5	Pass
22	RAFFA FADILLAH ASBI	42,5	47,5	50	62,5	Not Pass
23	RIZKY PRATAMA	47,5	52,5	52,5	75	Not Pass

24	THALITA SYAFITRI EFFENDI	45	52,5	55	62,5	Not Pass
25	VRYAZIE MARSHANDY	75	85	92,5	100	Pass
26	SIGIT GUNADI	85	85	92,5	100	Pass
Average Score		58,8	65,5	70,8	81,6	76,92%

Based on Table 7 above, it is known that there was an increase in each session, where this increase was due to input and revisions made to the method used and improvements made by the researcher on each evaluation result.

Based on the data above, it is known that at the end of the activity, as many as 76.92% of students have passed the minimum assessment limit set at 76%. This achievement of student graduation at 76.92% shows that the application of the method used has been successful.

Evaluation

The material is evaluated by experts in the field. Expert assessment criteria are based on BSNP standards (Content, use of language, methodology and layout).

Based on the evaluation conducted in each session, the researcher was able to improve the lesson plan used, so that in the final stage the researcher was able to find the best form of lesson planning to optimize the use of local folklore as a learning medium and achieve the desired goals. The details of the results of the assessment and evaluation carried out by the researcher can be seen in the appendix of this research.

Hypotetis Test

In this sub-chapter, the researcher will answer the research questions and also provide evidence for the hypotheses that were presented by the researcher in the previous chapter.

To answer Hypothesis 1 in this study, the researcher created a chart of average values and revision points that had to be revised by the researcher before proceeding to the next stage. The details of the intended chart or table can be seen in Table 8 below.

Table 11. Method Asessment Notulency

Phase	Score	Point of Revision
Pre-session	3,35	Method Aspect:Material; Language Accuracy Method Aspect:Language; Contextual suitability, Audience Suitability Method Aspect: Media; Active Teaching
Session-1	4,12	Method Aspect:Media; Presentation; Student Engagment Method Aspect: Media; Effectiveness; Use of Technology
Session-2	4,51	Nice to Apply

With reference to the assessment of method development, it was found that in the evaluation of the activity design in the first session, the average score for the suitability of the method used was 3.35. This score means that the application of the method was at the "Average to Good" level. The points for revision were in the material sub-aspect, the language accuracy point, the language sub-aspect points for revision were in the context appropriateness and listener or target appropriateness, and the media sub-aspect points for revision were in the teaching activity. These improvement points were the basis for the researcher to improve the activity design in the following session.

In the following session, with a focus on improving these points, the assessment of the method applied in session one received an average score of 4.12 points, which means that the method applied was at the "good to excellent" level. The focus of revision for this method was only on two sub-aspect points, namely student engagement and technology use.

In the final stage of the research, the average score for the application of the method had reached 4.51. This score means that the application of the method in this session was already at the "Excellent" level and there were no revision notes.

Based on these results, the researcher can conclude that the method development carried out in this research is already at the "excellent" level and H1 in this research can be accepted.

To answer the second hypothesis in this study related to the effectiveness of the method used on students' reading ability, the researcher used the N-Gain Percentage Score formula which was simulated in SPSS 2.2 software.

The results of the data processing can be seen in the table below

Table 12: Descriptives

	Class			Statistic	Std. Error
Ngain_persentage	Experiment	Mean		60.4073	3.76769
		95% Confidence Interval for Mean	Lower Bound	52.6476	
			Upper Bound	68.1670	
		5% Trimmed Mean		59.7580	
		Median		55.2381	
		Variance		369.082	
		Std. Deviation		19.21151	
		Minimum		31.82	
		Maximum		100.00	
		Range		68.18	
		Interquartile Range		24.77	
		Skewness		.796	.456
		Kurtosis		.051	.887

Based on the Ngain table above, it can be seen that the "mean" value on the N-Gain percentage score is 60.40%. This value means that the application of the local story reading method is at the "effective enough" level in improving students' narrative reading ability. Based on these findings, the researcher can state that in testing the second hypothesis in this study, H2 is accepted.

Development of Reading Narrative Teks

Method development is one form of effort made by teachers to obtain maximum learning outcomes. In this research, the researcher tried to obtain maximum achievements in learning "reading narrative text".There are some classical problems related to teaching treading narrative text, some of them are because students uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty understanding the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Due to the lack of learning sources, the teachers usually rely merely on the workbooks provided by the school to teach their students the reading skills (Rinardiet al., 2019).

Referring to the observation data related to students' reading ability, it was known that the average initial score of the students was 58.8 with a passing percentage of 38.64% or only 10 students meeting the minimum passing score. The improvement that occurred in the next session was the result of the improvement and development of the method carried out by the researcher, in line with what was conveyed by Hanafi (2017) that in the field of education, RnD can produce innovative products that support the teaching and learning process, such as teaching modules, interactive learning media, or more effective assessment systems. This can help improve the quality of education and student learning outcomes.

This statement is in line with what was conveyed by Sudjana and Ibrahim (2009) that "the RnD method can be used to develop curriculum and teaching materials that are tailored to the needs and development of students. This can help improve student motivation and learning outcomes."

Based on the findings and support from the opinions of the experts, it can be concluded that the correct development of the method has been proven to be able to improve student abilities

IV.   CONCLUSIONS

The Development of Reading Narrative text by using local folklore was sucessed with the average point of assessment 4,51 that mean the development was at Excellent level. Local folklore as a media to learned reading narrative text, proved success by catagory "effective enough" by the percentage of Ngain score at 60,40% of effectiveness. For the English teachers, they should analyze the target and learning needs for students to choose the most appropriate and best materials for the students. The appropriate materials make the students interested to achieve the goal of learning. The learning process could be succesful if the reading materials were useful for the students' in term of enhancing their reading skills. For the students, they could use the developed speaking material for practice in developing their speaking ability. For the further researchers, they could development of reading narrative text materials based on local folklore for other skills.

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