

DESCRIPTIVE READING MATERIALS FOR TENTH GRADERS: PALEMBANG TOURIST DESTINATIONS

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Abstract: The purpose of this study was to find out the validity, practicality and potential effect of the developed descriptive reading materials about Palembang tourist destinations for the tenth-graders of vocational high school. This study was conducted based on Akker (analysis, design, evaluation, and revision) development research design. The formative evaluation was consisted of self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field trial. Formative evaluation was intended to find out the validity, practicality and potential effect of the product. The average validity score of the developed product was categorized as a very highly valid level. The practicality in one-to-one was at a highly practical level and small group evaluation was at a very high practical level. The reading test material was categorized as effective. It showed that in the reading test students exceeded the passing grade which was 75. In brief, descriptive reading texts of Palembang tourist destinations were able to help students know about tourist destinations. The developed product was appropriate for the tenth-graders of vocational high school, especially for tourism majoring.

Keywords: *descriptive reading materials; development research; Palembang-tourist destinations.*

INTRODUCTION

Reading is one of the most important skills in learning English. By reading, students can get more knowledge and important information, especially for tourism. Moreover, the targets that should be achieved is mastering foreign language communication, such as simple daily conversation related to the work field, basic grammar, vocabulary, and basic expressions. In line with the statement above, teaching reading skill involves identifying word meaning, drawing inferences, identifying the main idea, and identifying relevant information of the text. The component skill approach is practical to important reading process and classroom practices and it is useful for teaching reading.

In addition, reading is one of the most important skills in learning English. By reading, students can get more knowledge and important information, especially for tourism. Moreover, the targets that should be achieved is mastering foreign language communication, such as simple daily conversation related to the work field, basic grammar, vocabulary, and basic expressions. In brief, those tourism subjects are mostly part of vocational high schools of tourism majoring. They should practically master a foreign language. Based on EF EPI in 2018, Indonesia was internationally ranked 51 from 88 countries. It meant that Indonesia has low proficiency in English, the score was 51.58. It can be concluded that reading interest in Indonesia was very low. The data showed that the quality of

English language teaching in Indonesia still categorized as very unsatisfactory. Most students faced the difficulties in reading comprehension especially in reading habit cause them lack in reading skill (Satriani, 2018). Students at higher proficiency level showed more interest in learning English than students at lower level (Chin-Ling, 2016). There were some methods to improve students' reading comprehension, like students' and teachers' understanding of the curriculum, the method of teaching reading and the variation of reading texts. Descriptive texts aim to give information by describing particular person, place, thing or animal. Meanwhile, for ESP students' especially tourism majoring needs to learn about descriptive texts in order to get a better information about the tourist destinations. ESP (English for Specific Purposes) is stated to meet various kinds of demand and request for learners. Students' needs are an important role in planning teaching because it is appropriate input selection in teaching language.

The developing materials were used to support the framework of learners' understanding of the language use. Mahbub (2020) explains VHS (vocational high school) and general school use the same text/course books which are provided by government. Furthermore, Karman (2017) states materials which are provided for the students are general and not specified for certain study program or school. Then, Ayutami, Harahap and Syahrial (2018) found that the material used in the teaching and learning process did not suit with VHS students. There was no difference material in the specification or vocational high school students. It seems general English materials less appropriated to vocational high school students since the English materials should meet their needs and interests. Salwianto and Pratika (2017) found in their study that 2013 Curriculum textbook did not meet the students' needs. Moreover, Erfiani, Ngadiso and Suparno (2019) found that English textbook which is used by the school are lack of reading materials. It makes teacher to use English materials which are not suitable with the students' needs. The use of irrelevant English books was a problem in the implementation of school based curriculum and it caused by two factors; the lack of relevant English books sold in the market and the inability of English teachers to design such kind of materials. Senior high school students learn whole English as their subject and there was no specification in skills that

they must master. Meanwhile, vocational high school students need different subject matter. Vocational high school students only need to learn about demand and needs which could support them in getting a job since most of the vocational school students were applying for a job right after they graduate (Septiana, 2020; Inderawati, et al., 2021; Rhahima, et al., 2021; Octaviana, et al., 2021).

Since ESP materials provide exemplars relating to forms and structures of target genre to raise learners' awareness of how texts are organized and how their communicative intentions are attained, it is important that they be relevant to learners' target contexts and authentic. In line with the explanation before, it is necessary that the materials should be determine the particular features of the target language or related to their reality that should be taught to the particular learner.

Tomlinson (2012) states the important of materials development as an attempt optimally to meet all the students' needs and wants. In connection with the idea above, the targets that should be achieved is mastering foreign language communication, such as simple daily conversation related to the work field, basic grammar, vocabulary, and basic expressions. In brief, those tourism subjects are mostly part of vocational high schools of tourism majoring. They should practically master a foreign language. An appropriate material should be based on the students' need and interest. Hanifa (2017) found in her study that to improve material adaptation teacher should include some process like reducing, omitting, modifying, adding and supplementing but the lack of opportunity caused the materials adaptation become inappropriate for the students. Waheeb (2019) found that the using authentic materials can helped in increasing students motivation and cultural awareness. By designing an appropriate descriptive reading material can accommodate suitable learning and teaching activities. Designing materials should be done first before the teaching and learning process is conducted. This is due to that language teaching and learning is a complex activity that requires a good plan and it becomes a guide for both teachers and students in achieving some goals. The materials play a role in the success of a language course. Furthermore, the materials are dealing with the students' needs, want and aspirations. Especially in providing the concept of materials for second

language teaching which engaged what the student's necessity in teaching and learning activities.

Due to the importance of materials design for the students, the reasons to have materials are: the reading materials which have existed are not appropriate for vocational high school students, and it can support the teachers and students because it makes language learning task easily to teach. Related to the explanation above, destinations originally from Palembang can be utilized as reading material in EFL teaching for students as an attempt of preserving local identity so that Palembang destination will be promoted and tourist will visit Palembang and it will not vanish from its existence as a part of precious cultures of Palembang in the middle of globalization threats. By including these Palembang tourist destinations as local content-based descriptive text in reading materials, not only students learn English but also, they learn their own culture. Susanti (2017) states in her study that the story of *Siti Zubaidah* should be introduced as a cultural heritage as a local culture from South Sumatera.

Concerning the use of Palembang tourist destinations as the descriptive reading materials in EFL teaching, the writer had not found English textbooks containing Palembang tourist destinations texts. Palembang tourist destinations texts available on the internet were also far from sufficiency and even the stories mostly in Indonesian. Those, there was a need for developing reading materials containing Palembang tourist destinations texts. The local context was developed in the form of descriptive text as an explanation belongs to the type of text in the 2013 curriculum.

There were some previous related studies about the research. The first was a study done by Sopian, Inderawati, and Petrus (2019) who tried to develop e-learning based local-folklores which were used for the eight-graders. In their study, the eight-graders of SMP Xaverius 6 Palembang were involved as the subject of the study and e-learning based local-folklores was developed. E-learning based local-folklores were considered appropriate to be implemented to the students based on the results of the assessment from the expert of content, construct and product design. Meanwhile, Elviana, Inderawati, and Mirizon (2020) conducted development study about interactive multimedia for teaching descriptive texts based on Palembang local culture. The results of their study showed that the

developed materials were valid, practical, and effective to be applied for the tenth-grade students of SMA LTI IGM Palembang. Kusuma (2016) found in her study that the fifth-grade students of elementary schools in Buleleng regency had some potency and problems towards the use of existing reading material. The development of descriptive reading material based on the criteria of good material, and it is also had high validity and practicality and was proven to be effective to improve the reading competency of the students (Azizah, 2021; Inderawati, et al., 2018; Herawati, et al., 2020; Kumbara, et al., 2021; Octaviana, et al., 2021; Tenridinanti, et al., 2021).

From the explanation above, the differences were clearly stated. The title showed that the reading material of the previous study was narrative text while the present study was used descriptive text. Interactive multimedia and e-learning were the media used in the previous study; meanwhile, the present study was not use media. In previous study, the researchers focused in senior high school and junior high school, while recent study focus on vocational high school, especially tourism majoring. Some researchers have been done conducted the study by using descriptive text such as tourist destinations, historical building, and local culture as teaching materials.

Concerning to the case above, to contribute in the development of ESP material is needed to meet the students' need. This research is aimed at developing descriptive reading materials based on Palembang-tourist destinations of which results can be used as a reference for English teacher to develop the materials, hopefully benefits to transfer and preserve local culture to the students through stories. Then for students, it will minimize students' difficulty in reading comprehension especially descriptive text and gain knowledge about Palembang tourist destinations by studying local-content materials.

METHOD

Development research method was used. This study was arranged to develop and validate a specific product. Akker (1999) states development research aims to design a product for certain purposes through certain prototype, i.e.: analysis, design, evaluation, and revision. Analysis phase has several analyses consist of instructional analysis, students' need analysis, and reading level analysis.

While in the design phase, descriptive reading materials about Palembang tourist destinations was developed and designed by considering the result of the analysis that was done in the analysis stage. This study used formative evaluation proposed by Tessmer (1993) to improve the quality of the product. There are three main criteria for the quality of the product; validity, practicality and effectiveness. Validity refers to the extent of the developed product related to the state of art knowledge (content validity) and that all the components included in the product are related and connected among each other (construct validity). Practicality refers to the extent that users and experts consider the product that it meets the need is engaging and implementable in regular settings. Effectiveness referred to the quality that the content and outcomes with the product are consistent with the intended aims.

This study was conducted at SMK 3 Palembang. The population of the study was the tenth-grade students consisting of two classes in academic year 2019/2020. The subject of the study can be seen on the table below. Dick, Carey and Carey (2005) states that the subjects of this study were selected based on their English proficiency. The students' English proficiency was determined based on the teacher's evaluation.

Table 1. *Subject of the study*

No	Stages of Formative	Number of Students	Description of the Students
1	One-to-one Evaluation	3	1 student for each category, i.e.: low, medium and high English proficiency.
2	Small Group	9	3 students for each category, i.e.: low, medium, and high English proficiency
3	Field Test	23	All students in real class
Total		35 students	

Source: Document from SMK Negeri 3 Palembang, 2019

In one-to-one evaluation stage, there were three students consisted of one student for each category (low, medium, and high reading level). The next step was a small group phase; there were another nine students (three students for each category). And field trial/test phase, the students that involved in one-to-one and small group evaluation were not

involved anymore. To conduct the field test, one class consisted of 35 students, only 23 students were involved. They were administered and developed reading comprehension test, then their scores were used to measure the effectiveness of developing a reading test in this study.

This research aimed to develop descriptive reading materials about Palembang tourist destinations which were valid, practical and had a potential effect. To determine its validity, practicality and potential effect, instruments used in this study were questionnaires, interview, and reading comprehension test. Questionnaires were given to experts in expert review and to students in one-to-one and small group evaluation in the form of Likert-scale to get information about their opinion and comments after reviewing and/or using the developed descriptive reading materials about Palembang tourist destinations.

Beside given a questionnaire to students, an interview was also conducted in one-to-one and small group evaluation. The interview intended to obtain students' comment, critiques, and suggestions after using the developed descriptive reading materials about Palembang tourist destinations. The results of the interview were used as a basis for revision. Formative evaluation was used to know the potential effect of the product by using reading comprehension test in the form of a multiple-choice question with five alternatives. The reading comprehension test was constructed by the writer based on descriptive texts developed in this study. The reading comprehension test included several aspects, such as the main idea, inference, vocabulary in context, cause and effect, and detail.

The validity of the product was determined in experts' review. After reviewing the descriptive reading materials about Palembang tourist destinations, the experts gave their judgment through a questionnaire in the form of Likert-scale and write their comments on it. Their comments were used as a basis for revision of the developed descriptive reading materials about Palembang tourist destinations.

To find out whether the developed descriptive reading materials with Palembang tourist destinations was practical, a questionnaire was administered to students in one-to-one and small group evaluation. After studying descriptive texts by using the developed product, students gave their judgment through a questionnaire in the form of

Likert-scale with a score ranging from 1 to 5. Students were also interviewed to obtain their comments on the developed product which their comments were used as the basis for revision. To determine the validity and practicality level of the product, the average score of the obtained total score from the students' judgment was calculated and interpreted as follows:

Table 2. Validity and practicality categorization

Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Table 3. Potential effect categorization

Mastery Percentage	Category
86-100	Very Effective
71-85	Effective
56-70	Moderate
41-55	Less Effective
0-40	Poor Effective

To now the potential effect of the product, the developed reading comprehension test was used. This analysis was done by using the percentage of the number of students who passed the passing grade which was 75. After being analyzed, the result was then interpreted to the table above.

RESULTS AND DISCUSSION

Analysis phase

Based on the data analysis, three kinds of analysis conducted to get information about the tenth-graders which were instructional analysis, students' reading level analysis, and students' needs analysis. The aim of conducting instructional analysis was to identify the indicators and objectives of learning English for the tenth-graders students in odd semester. Therefore, 2013 curriculum which is applied in the school was the target of the analysis. The indicators and learning objectives of developed reading materials were derived from the core competence and basic competence.

Students' needs analysis was conducted to obtain information about their needs in terms of reading. Aspects which were taken into consideration to obtain information about students' needs were (1) their reading achievement; (2) their perception about the reading materials in their textbook; (3) their barriers in reading

comprehension; (4) their perception of the learning process; and (5) their expectation on the developed reading materials.

From the results of students' needs analysis, the conclusion drawn as a guide to developed descriptive reading materials based on Palembang tourist destination. Descriptive reading materials about Palembang tourist destinations were needed to be developed. Meanwhile in students' reading level analysis, the analysis was intended to find out students' reading level as the readability levels of the developed descriptive texts had to match with students' reading level.

Design phase

As the further action of this study, Palembang tourist destinations descriptive texts were developed and designed the Palembang tourist destinations descriptive texts. In relation to this, there was a step conducted in this design phase which was paper-based design. In this phase, the first thing to be conducted was to write the learning objectives which had been identified in the analysis phase. The next step was collecting all of stories from Palembang. The Palembang tourist destinations were taken from internet. Since in 2013 Curriculum, tourist destinations used in teaching descriptive texts, all tourist destination, like sacred places, historical places, iconic places, religious places, and so on were developed. The texts were translated into English from Bahasa Indonesia. After being adapted and translated, the developed descriptive texts were checked by the validators to know whether the texts were appropriate or not and the readability levels were checked by using an online tool of Flesh Kincaid.

The developed materials, there was warming-up activities before the reading materials. After descriptive reading materials about Palembang tourist destinations had been set and the reading comprehension text was completed for evaluation phase. All of the items were constructed based on the indicators in the analysis phase. The reading comprehension test was used to measure whether the developed reading materials had potential effect or not and as a formative evaluation whether the students achieved the learning objectives or not.

Evaluation and revision

Evaluation and revision were done in this phase because some revisions were needed in one of the

evaluation phases; product had to be revised before it was proceeded to the next evaluation phase. From self-evaluation phase, the ungrammatical sentences, misspelling and redundant word were found.

In validating this product, three experts validated this product to know whether the developed product was valid or not in content, instructional design and media design. Moreover, it was intended to get the experts comments or suggestion towards the developed product to improve the quality of the

product. There was suggestion which needed to be paid attention and the validity level of the product was described below:

Table 5. *Suggestion from expert review*

No.	Experts Review Judgement	Suggestion
1	Validation Sheet of Content	Check your grammar.
2	Instructional Design	-
3	Validation Sheet of Media	-

Table 6. *The recapitulation of validity, practicality and potential effect*

Palembang Tourist Destinations	Validity			Practicality		Potential Effect
	Content	Construct	Media	One-to-One	Small Group Evaluation	Mastery Percentage of Field Trial
Unit 1 (Historical Places)	4.01	4.25	4.89	4,09	4.21	73.90%
Unit 2 (Sacred Places)	4.01	4.2	4.52			78.26%
Unit 3 (Religious Places)	3.99	4.14	4.98			0
Unit 4 (Iconic Places)	4.08	4.23	5			82.60%
Total	16.09	16.82	19.39	4.09	4.21	234.76%
Average Score	4.02	4.21	4.85	4.09	4.21	78,25%
	Average of Validity = 4.36			Average of Practicality = 4.15		Average of Potential Effect = 78.25%

The average score of content validity (i.e.: English) was 4.02 showed in table 6 was at a highly valid level. It can be concluded that a set of descriptive reading materials about Palembang tourist destinations was valid in content and categorized as highly valid level. Then, in construct validity (i.e.: instructional design), the average score was 4.21 which was at a very highly valid level. It can be concluded that the product valid. And for validation sheet of media, the expert reviewing the product was a lecturer of English study program at Sriwijaya University. From the validation sheet of media, the average score o media validity was 4.85 which was at a very highly valid level. To determine the product overall validity, the average score of scores above was used. The results showed that the average score was 4.36 which was a very high validity category. Therefore, in brief, the developed descriptive reading materials about Palembang tourist destinations was valid and in category of very high validity.

One-to-one evaluation

There were three students involved in one-to-one evaluation to use and review the developed of descriptive reading materials about Palembang tourist destinations. The students consisted of one student as the representative of students having high

English proficiency, one other students as the representative of students having medium English proficiency, and the last one as the representative of students having low English proficiency. The results from the total 15 items of questionnaire, the average score from the three students' score was 4.09 which was at a high practicality level. It can be concluded that the developed descriptive reading materials about Palembang tourist destinations was practical and at a high practicality level. In addition, in determining the practicality of the product, in one-to-one evaluation, interview was also conducted to obtain students' comments and suggestions toward the developed reading materials, the comments and suggestions were used as a basis for the revision of the product.

Small group evaluation

Small group evaluation was intended to know the practicality of the product like in one-to-one evaluation. Small group evaluation, involved more students and was conducted by implementing the real instruction by using the developed descriptive reading materials about Palembang tourist-destinations. Students who were participated in one-to-one evaluation were not involved anymore in small group evaluation. Based on the results of the questionnaire, the average score of practicality in

small group evaluation was 4.21 which was at a very high practicality level. It can be concluded that a set of developed descriptive reading materials about Palembang tourist-destinations was practical and at a very high practicality level.

Table 7. Results of questionnaire per text

Text	One-to-One Evaluation	Small Group Evaluation	Field Trial
Text 1	4.09	4.23	4.24
Text 2	4.11	4.27	4.27
Text 3	4.11	4.19	4.25
Text 4	4.02	4.23	4.25
Text 5	4.09	4.26	4.23
Text 6	4.11	4.18	4.24
Text 7	4.09	4.13	4.25
Text 8	4.13	4.19	4.25
Average	4.09	4.21	4.25
Remark	H	VH	VH

Field trial

Field trial was intended to examine the potential effect of the developed product. Field trial was conducted in a real class of tenth-graders of SMK Negeri 3 Palembang. There were 23 students involved in field trial. To determine the potential effect of the product as mentioned before, the writer tested the students with reading comprehension test in the form of multiple-choice questions. Descriptive reading materials with Palembang tourist destinations were given to determine the potential effect of developed product to students' passing grade.

From the results of reading test material, the developed product was effective. It showed that 19 students in the reading test fulfilled the passing grade that means the mastery percentage was 78.25% which was at a highly potential effect categorization. From the results above, the best aspect was inference and the worst aspect was vocabulary.

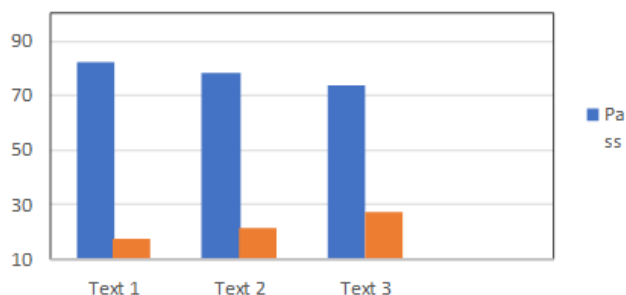


Figure 1. The mastery percentage of three texts

Discussion

The developed product was a set of Palembang tourist destinations in relation to descriptive reading materials for tenth-graders of tourism majoring. There were some phases that examined to be done in the process of developing reading materials and reading test materials. The prototype of the study used Akker model which were analysis, design, evaluation and revision.

In the analysis phase, there are three kinds of analysis conducted to get the information about the tenth-graders which were instructional analysis, students' needs analysis and students' reading level analysis. In the instructional analysis, the indicators and the learning objectives were analyzed. The core competence and basic competence of descriptive demanded students to response descriptive texts actively and established students become an active reader. It was relevant to the descriptive reading materials about Palembang tourist destinations which invited students to understanding and appreciating local tourist destination in the form of descriptive text. Therefore, students were able to reach the learning objectives in catching and reflecting the values from descriptive texts and for teacher, it was a chance to develop reading materials to introducing local tourist destinations, especially in Palembang.

In students' needs analysis, it was to obtain information about students' needs in term of reading. Some aspects were taken into consideration. In this phase, interview was conducted to the tenth-grade teachers and the results was that the students' reading achievement still unsatisfactory and needed to be improved. Then, to get the students' perception about reading materials in their textbook, students' difficulties in reading comprehension, students' perception of the learning process, a questionnaire and interview conducted. From the results of students' needs analysis, the conclusion drawn as a guide to developed descriptive reading materials about Palembang tourist destinations. In reading level analysis phase, this phase described that there were some needs and lacks. The students' needs were having good proficiency in reading English. As explained before, English becomes one of the subjects that is examined in the national examination and most of the questions were reading texts. It can be seen how student comprehend the texts and represent the meaning of the texts. Meanwhile, the lacks were

students reading comprehension was not really good, their reading interest was good but they were lack of motivation and eagerness in reading, especially in reading English. Suryanto (2017) claims that during the teaching of reading comprehension, students tend to be inactive.

Paper-based design was conducted, where a set of descriptive reading materials about Palembang tourist destinations were developed and designed. The first thing to do was to write the learning objective related to the analysis phase and next step was collecting the tourist destinations from Palembang from the internet and simplify the text before adapted and translated into English. There were eight texts about the tourist destinations in Palembang and each text has different readability level that match with the students' reading level. To achieve the instructional goals designing the process of objectives, media, techniques are needed (Gentry, 1994).

The last phase was the evaluation and revision phase. In evaluation phase, there are three criteria for the product: validity, practicality and potential effect. Formative evaluation consisted of five steps. In every step, the product was checked in terms of quality of the content, construct and media. After developed the texts, the product was validated by the three experts, to know whether the developed product was valid or not in the form of content, instructional design and media design (Herawati, et al., 2020; Inderawati, et al., 2021, Kumbara, et al., 2021; Azizah, et al., 2021).

The practicality of the developed product was done in one-to-one and small group evaluation. The results from each evaluation were calculated and interpreted. Field trial was intended to examine the potential effect of the developed product of descriptive reading materials with Palembang tourist destinations. To determine the potential effect of the product, the writer tested the students with reading comprehension test in the form of multiple-choice questions. Descriptive reading materials about Palembang tourist destinations were given to determine the potential effect of the developed product to the students. From the test given, the results showed that the reading comprehension test was effective because most of students accomplished the passing grade.

From the results above, the best aspect in reading descriptive materials was inference. Puspita (2017) found in her study that to comprehend the

text, students should understand the content of the text. In fact, students found some unfamiliar words on the texts and could not get what it means. It showed that descriptive texts of Palembang tourist destinations were able to help students known about local tourist destination. Perhaps, students understood about descriptive text.

CONCLUSIONS

This study aimed at developing a set of valid, practical and effective descriptive reading materials about Palembang tourist destinations for tenth-graders. There were some conclusions described as follows: First, the developed product of descriptive reading materials about Palembang tourist destinations was valid in term of content validity, construct validity and media validity after reviewed by three experts of English, instructional design and media. The obtain score was (4.36) which was in a very highly valid level.

Then, the developed product of descriptive reading materials about Palembang tourist destinations was practical after giving the reading material to the students in one-to-one group evaluation and small group evaluation. The obtain score was (4.15) which was in a highly practical level. Third, the developed product was effective as reading assessment which was showed all the texts were effective as reading assessment. It was conducted by the result of students' reading comprehension test was (78,25%). The result of practicality was relevant to what Rhahima, et al. (2021) and Zahra, et al. (2019) found that the developed product based on Palembang culture was important for students to learn their own culture.

Based on the results above, there are some suggestions. First, the English teachers especially for ESP teachers are suggested to have information about students' needs and students' reading level before having reading activity. During the learning process, it would be better if the teacher provided more vocabularies related to the material and focused more on vocabularies so that students can understand the texts better. And teacher should be familiar with 21st century curriculum and instruction enable innovative learning methods which integrated with the use of higher order thinking skills. For students, students are expected to use other kinds of Palembang-local tourist-destination reading materials. For schools, especially vocational high school is suggested to provide such training for

teachers to develop local tourist destination because students were interested and motivated in learning descriptive reading materials about Palembang tourist destinations. Finally, other researchers are suggested to develop other materials with other type of texts.

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