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by Journal VELES

Submission date: 05-Dec-2023 02:15AM (UTC+1100)

Submission ID: 2247496902

File name: 23935-162866-2-LE.docx (218.14K)

Word count: 5057

Character count: 29497

Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials

Abstract

Integrating local culture into language material leads to improving the students' reading skills. Conducted in South Sulawesi's Luwu Regency, the research employs the ADDIE model for development and assessment. Participants included five English teachers and 25 eighth-grade students from (Junior High School) SMP Negeri 4 Belopa. During the analysis phase, teacher interviews and student questionnaires revealed a strong demand for culturally relevant materials, with 92% of students and 100% of teachers expressing a need for Luwu-based content. Subsequently, the design phase involved selecting texts reflective of local culture, guided by the needs analysis. The development phase produced an initial draft of a reading book comprising four chapters: "Heroes of Luwu," "Folklores of Luwu," "Enchantment of Luwu Tourism Objects," and "Traditional Foods of Luwu." Expert evaluations rated the content and language quality as 'good' with an average score of 83.75. Based on expert feedback, the draft underwent revisions. In the implementation phase, the revised reading materials were introduced in English classes at SMP Negeri 4 Belopa. Teachers rated the materials' effectiveness with an average score of 3.64 (agree), while student feedback was highly positive at 3.96 (strongly agree) on a 4-point scale, indicating the materials' practicality in an educational setting. The final evaluation phase involved refining the book based on teacher and student feedback, culminating in the dissemination of the final draft to several junior high schools within the Luwu Regency. This study underscores the positive impact of culturally tailored educational materials on student engagement and skill development in language learning.

Keywords: Junior high school, Luwu culture, reading materials, research and development

INTRODUCTION

The significance of local culture in English language education is a pivotal aspect of enhancing students' learning experience. [Hilmiati and Listiawati \(2022\)](#) emphasize the foundational role of local customs, values, norms, and language in shaping communication, beliefs, and societal thinking, particularly when introduced from an early age in schools. According to [Syafii et al. \(2022\)](#), employing a conceptual model based on local culture in teaching English not only fosters patriotism among junior high school students but also creates a conducive environment for learning English as a foreign language. This approach also aids in the preservation of local culture, preventing its displacement by foreign influences. Further emphasizing the benefits of cultural integration, [Prastiwi \(2018\)](#) notes that incorporating traditional games into English teaching materials significantly boosts student motivation. [Ratri and Puspitasari \(2019\)](#) advocate for the embedding of local values in teaching materials as a means of reinforcing nationalism among students. [Anwar et al. \(2023\)](#) highlight the effectiveness of using folklore in teaching to enhance students' character development. Overall, the integration of local culture into teaching materials not only facilitates contextual learning but also strengthens the bond between students and their educational environment, enabling them to internalize their own culture. This approach represents an innovative breakthrough in teaching, promoting smooth, conducive, and creative learning processes that invigorate student enthusiasm.

Incorporating local culture into language learning materials is increasingly recognized as a key factor in enhancing language skills, including reading proficiency. The integration of local cultural elements into reading materials is highly advocated, as noted by [Aminullah et al. \(2019\)](#), especially in the context of teaching English as a foreign

language. This approach offers substantial benefits to students by aligning learning content with their cultural background. The engagement of students in reading activities shows a marked improvement when the content is related to local culture, as observed by [Nambiar et al. \(2020\)](#). Further, [Darong \(2022\)](#) and [Nurdiana et al., \(2023\)](#) emphasizes the positive impact of collaborative learning when utilizing materials based on local culture, specifically in boosting students' comprehension and participation in discussions.

A critical aspect of reading materials, as outlined by [Ariawan et al. \(2023\)](#), is their ability to not only educate but also inspire students to learn, understand, apply, evaluate, and creatively engage with the content. Materials rooted in local culture have been shown to significantly enhance students' interest in reading and their comprehension skills. Recognizing the importance of cultural integration in education, several researchers have focused on developing culture-based English learning resources. For example, [Elviana et al. \(2020\)](#) found that teaching descriptive texts based on Palembang's local culture was both valid and practical for tenth-grade students. [Kusmana et al. \(2020\)](#) demonstrated the effectiveness of fable teaching materials in character education and in fostering creative expression and thinking among students. The demand for reading materials that support learning about local history, such as in the Wajo Region, was highlighted by [H. et al. \(2022\)](#). Additionally, [Dianti et al. \(2023\)](#) showcased the appropriateness and efficacy of using local photography in teaching recount texts. Overall, these studies collectively affirm that materials that integrate local culture not only aid in the English learning process but also instill local cultural values in students, thereby enriching their educational journey.

The development of local culture-based English materials, particularly those focusing on reading skills, has seen significant advancements. For instance, [Tarigan et al. \(2019\)](#) demonstrated the effectiveness of reading materials incorporating Karo culture in the school literacy movement for senior high school students. Similarly, [Hamdani et al. \(2021\)](#) found that reading materials featuring Tapanuli culture supported students' reading habits. [Oktarina et al. \(2022\)](#) revealed that developing recount text reading materials related to tourist attractions heightened student interest in learning and promoting their local areas in English. [Lyonni et al. \(2023\)](#) also established the suitability of a Dayak folklore book for learning narrative texts, aligning well with the backgrounds and needs of teachers and students. However, there remains a gap in the development of reading materials based on the local culture of Luwu, particularly for enhancing English learning in high schools within the region. Luwu, historically a prominent kingdom in South Sulawesi, as highlighted by [Pawiloy \(2022\)](#), now spans three regencies and one city in the province. This rich cultural heritage presents a unique opportunity for educational integration.

Previous research has explored the integration of Luwu culture into the teaching and learning process. [Rustan and Munawir \(2020\)](#) emphasized the benefits of incorporating Luwu traditional games, which contribute to the development of motor and social skills and enrich knowledge related to learning materials. [Baderiah et al. \(2022\)](#) discussed how teaching materials derived from the Islamic acculturation and traditions in Luwu could help interpret the relationship between Islam and local culture. Furthermore, [Masruddin and Munawir \(2022\)](#) found that a treasure hunt game featuring local Luwu culture was highly effective for teaching English vocabulary and enhancing students' knowledge of Luwu culture. These findings underscore the significant potential of

integrating Luwu cultural elements into language learning processes and materials, highlighting an area ripe for further exploration and development in educational contexts.

Furthermore, this research is dedicated to developing reading materials centered around the local culture of Luwu. These materials are tailored to meet the specific needs of junior high school students in the Luwu area, aligning with the 2013 curriculum for class VIII. The outcome of this research is an enrichment book designed to enhance students' reading skills. Each text in the book is accompanied by authentic images to facilitate easier comprehension and engagement with the material. The novelty of this research lies in its unique focus: the creation of a reading book based on Luwu local culture, specifically crafted as enrichment material for learning different text types in class VIII. Such a resource has not been previously available, marking a significant contribution to educational materials in this region.

The developed reading material is anticipated to offer substantial benefits to both English teachers and students at junior high schools in Luwu Regency. For teachers, this material is expected to enhance teaching effectiveness, simplify the learning process, and make the material more accessible to students. For students, it provides a means to engage with and understand text materials themed around Luwu local culture, making the learning process more intriguing and relevant to their context. By utilizing this material, teachers and students will gain a deeper understanding of various aspects related to the area's potential. This, in turn, will enable students to appreciate and potentially harness the potential and natural resources of their local environment. The aim is to create a more immersive and contextual learning experience that resonates with the student's cultural background and surroundings.

METHOD

This research employs the ADDIE model, a well-established framework in instructional design, comprising five key steps: Analysis, Design, Development, Implementation, and Evaluation, as outlined by Dick & Carey (1996). The study's participants include five English teachers from Luwu Regency and 25 eighth-grade students from (Junior High School) SMP Negeri 4 Belopa. These participants were purposively selected for their relevance and presence at the site where the research's foundational problem was identified, ensuring their representativeness in the study. The research and development phase spanned from March to July 2023.

During the analysis phase, as recommended by Branch (2009), a comprehensive approach was undertaken, involving curriculum analysis, theoretical study, and field study. The curriculum analysis focused on examining the English materials currently in use, particularly those related to reading. The theoretical study aimed to assess the alignment of the theoretical framework with the product development process. For the field study, a needs analysis was conducted, which included interviewing English teachers and administering questionnaires to students. The interview comprised two open-ended questions about learning needs, while the questionnaire featured five yes-no statements. The data from the interviews were analyzed qualitatively, following the approach of Miles and Huberman (1994), whereas the questionnaire responses were quantitatively analyzed using percentage calculations.

In the design phase of this research, the preparation and selection of reading text references were guided by the results of the needs analysis conducted earlier. This involved choosing texts relevant to Luwu local culture and aligning them with the types of reading texts specified in the curriculum, as identified in the initial analysis stage. The development phase, as described by Sugiyono (2017), was structured into three stages. The first stage involved creating an initial draft of the book, with the arrangement of reading texts following the content sequence of the textbooks used in schools. In the second stage, the draft was evaluated by experts, including five English teachers/lecturers, for material accuracy, currency, layout, and language proficiency. They used a scoring range from 0 to 100, categorized into very good, good, fair, poor, or very poor. The third stage encompassed revising the initial draft based on the feedback and suggestions from these experts and practitioners.

During the implementation stage, the revised material was introduced in English classes at SMP Negeri 4 Belopa. The purpose of this phase was to gauge student responses to learning with the new material. Additionally, the product was distributed to English teachers at various junior high schools in Luwu Regency for assessment. Data on students' responses and teachers' assessments were collected through questionnaires, utilizing a four-point scale ranging from strongly agree (4) to strongly disagree (1). The final phase, evaluation, focused on refining the reading material based on its trial run in classrooms and the assessments by English teachers. This involved addressing any deficiencies identified in the reading materials to enhance their effectiveness and relevance, culminating in the completion of the final product. This systematic approach ensures that the developed reading materials are not only culturally relevant but also pedagogically sound and effective in enhancing students' learning experiences.

FINDING AND DISCUSSION

The needs analysis in this research and development is done by distributing questionnaires to the students at SMP Negeri 4 Belopa. The data obtained from the needs analysis questionnaire are presented as follows:

Table 1. The result of the student's needs analysis questionnaire

No.	Statement	Percentage
1.	The students do not have other handbooks for learning related to text material.	100%
2.	The students looked for materials other than books from school to help understand reading material through modules or the internet.	68%
3.	The students have never been given textbooks related to Luwu local culture.	88%
4.	The students need materials based on Luwu's local culture, which could be used for reading text easily and interestingly.	92%
5.	The students agree that books about texts based on Luwu's local culture are developed.	100%

¹ The results of the students' needs analysis questionnaire from Table 1 highlight several important needs in their learning resources. The first statement indicates that all surveyed students (100%) report a lack of additional handbooks or supplementary learning materials related to their textbook material. This unanimous response highlights a significant gap in their educational resources. The second statement shows that 68% of the students have sought materials beyond their school-provided books to enhance their understanding of the reading material. These supplementary resources include modules or internet-based content, suggesting a proactive approach by a majority of the students in seeking additional learning aids. According to the third statement, a substantial majority (88%) of the students have not received textbooks or educational resources covering Luwu local culture. This high percentage points to a notable deficiency in the integration of local cultural content in their educational materials. The fourth statement reveals that a large majority of students (92%) express a need for materials based on Luwu local culture, which should be easy and interesting to read. This suggests a strong interest among students in engaging with their local culture through educational content. Finally, the fifth statement indicates unanimous agreement (100%) among the students on the development of books or texts based on Luwu local culture. This consensus underscores the students' recognition of the value and importance of incorporating local cultural elements into their educational materials.

The development of this educational product involves creating reading material that centers around the local culture of Luwu. This material, which features texts related to various aspects of Luwu's local culture, is designed to assist teachers in their instructional roles. These texts are compiled into a book titled "Reading Materials Based on Luwu Culture for Junior High School Students," which serves as an enrichment resource for teachers, focusing specifically on Luwu culture. To enhance the learning experience, each text within the book is accompanied by pictures that are directly related to the Luwu cultural elements discussed in the text. This visual addition aims to make the material more engaging and relevant for the students. The book's design is thoughtfully curated to reflect Luwu's cultural identity. The cover of the book features colors and designs that align with the iconic Toddopuli monument, a symbol of Luwu's heritage. This design choice underscores the book's focus on local culture and is intended to spark students' interest in exploring and learning about their own cultural heritage. Consistency in design is maintained on the back cover, which mirrors the front cover's color scheme and style. This cohesive design approach reinforces the book's cultural theme and presents an appealing and unified visual presentation.

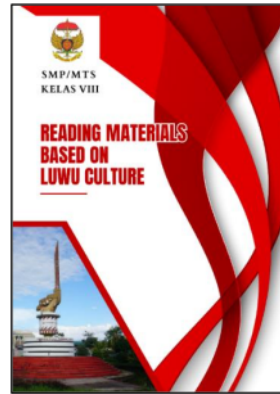


Figure 1. Book Cover

The book dedicated to Luwu's local culture is carefully structured into four chapters, each focusing on a distinct aspect of the region's heritage. These chapters cover "Heroes of Luwu," "Folklores of Luwu," "Enchantment of Luwu Tourism Objects," and "Traditional Foods of Luwu." This approach provides a comprehensive exploration of Luwu's rich cultural landscape. To cater to educational needs, the book includes a variety of reading materials: narrative texts that weave stories with characters and plotlines, descriptive texts aimed at portraying people and places, and procedural texts that guide readers on tasks such as making traditional Luwu foods. For example, the narrative texts vividly recount Luwu folktales, such as the "Legend of Sawerigading" and "Putri Taddampalik," while the descriptive texts delve into the history of Luwu's heroes.

Particularly notable is the first chapter of the "Heroes of Luwu." This section is crafted as English teaching material using descriptive text to detail the lives of prominent historical figures from Luwu. It introduces students to Opu Daeng Risaju and Andi Djemma, both recognized as national heroes for their roles in Indonesia's independence movement. Opu Daeng Risaju, a female warrior known as Famajjah, was influential in the Islamic Unity movement and the independence movement in Luwu. Andi Djemma, the king of Luwu and a leader against colonialism, also played a significant role in the Indonesian Republic's struggle for independence. The inclusion of these heroes in the book, as noted by Sumargono et al. (2022), Amir & Azis (2022), and Hidayat et al. (2021), aims to develop a sense of pride and love for local heroes in students. By learning about these figures, students gain an understanding of their historical significance and are inspired by their dedication and resilience, fostering a sense of nationalism and appreciation for their cultural heritage. Overall, the book is not only a tool aligned with the Indonesian junior high school English curriculum but also serves as a medium for students to connect deeply with their local culture, history, and traditions, enriching their educational experience and sense of identity.

Chapter two of the book focuses on the folklore of Luwu and serves as an important component of English teaching material, specifically in the context of narrative text. This chapter is crucial because folklore, as a cultural heritage, is rich in moral values and provides insights into local wisdom. The featured stories, including the "Legend of Sawerigading" and "Putri Taddampalik," are not only engaging but also offer significant

moral lessons. The importance of folklore in character education is underscored by its ability to instill moral values in students. As Kusmana et al. (2020) highlight, folklore can effectively contribute to character building. It encourages students to think creatively and express themselves, fostering a deeper understanding and appreciation of cultural values. The moral lessons derived from these stories are particularly beneficial for students, as they aid in shaping their character and personal development.

Furthermore, studying folklore serves as a multifaceted educational tool. It conveys messages that are vital for the personal development of students while also providing entertainment. The positive responses from students to reading materials that incorporate character-building through local wisdom are a testament to the effectiveness of folklore in education. This approach aligns well with some contexts of learning in Indonesia, as noted by Lyonni et al. (2023), particularly in teaching narrative texts in English. In the book, the first legend discussed is about Sawerigading, a prince from the Kingdom of Luwu in South Sulawesi, Indonesia. The name 'Sawerigading' has a unique etymology, combining local terms that signify 'being born on bamboo.' This legend provides a fascinating insight into the cultural narratives of the region.

The second story in this chapter is about Princess Taddampalik. She is the daughter of Datu Luwu, La Busatana Datu Maongge, a ruler famed for his wise governance that brought prosperity and peace to his people. Princess Taddampalik is celebrated for her extraordinary beauty, kindness, politeness, and humility. In summary, the second chapter of the book not only introduces students to the rich folklore of Luwu but also plays a crucial role in character education and developing creative thinking. The legends of Sawerigading and Princess Taddampalik, steeped in moral and cultural values, offer students a window into their local heritage and an opportunity to learn and grow through these timeless stories.

Chapter three of the book delves into the enchanting tourist attractions of Luwu, offering a descriptive portrayal of various locations. This chapter aligns with the educational approach of using descriptive texts to illustrate places, providing students with an opportunity for contextual learning by exploring local tourist sites. This approach is not only informative but also instrumental in fostering environmental awareness and conservation efforts among students. As Elviana et al. (2020) suggest, using descriptive texts based on local culture is a practical method for high school education.

The chapter presents various tourist attractions in Luwu, each accompanied by authentic images to enhance the learning experience. The inclusion of pictures is a deliberate choice, backed by the findings of Hafizah (2019), who demonstrated the effectiveness of using tourism pictures in teaching descriptive texts to tenth graders. The attractions highlighted in this chapter include Ponnori Beach, known for its unique reddish-white sand and a picturesque cape with plank rock formations resembling a house floor. The beach, with its serene ambiance accentuated by swaying coconut trees, offers a peaceful retreat. The second site, Batu Papan Natural Tourism, is notable for its clear river water and large stones, providing an ideal spot for bathing and relaxation. This location is further enhanced by various tourist facilities like gazebos, selfie spots, mosques, changing rooms, and parking areas, making it visitor-friendly.

Kambo Highland, the third attraction, offers a dual experience. From one vantage point, visitors can enjoy a panoramic view of Palopo city from above. In contrast, looking

inward reveals Kambo Highland as a picturesque village set on a hill characterized by its serene beauty, cool climate, and rural charm. Overall, this chapter not only introduces students to the natural beauty and tourist sites of Luwu but also serves as an educational tool to increase their environmental knowledge and appreciation. By providing descriptive texts about these locations, the book effectively combines educational objectives with environmental awareness and cultural appreciation.

Chapter four of the book is dedicated to Luwu's traditional foods, focusing on the procedural aspects of preparing these dishes. This chapter aligns with the English teaching material framework by emphasizing procedure texts. It presents four traditional Luwu dishes: Kapurung, Simbole, Pacco, and Sinole, each with its unique preparation process and cultural significance. The inclusion of traditional food in the reading materials is strategic. It aims to foster students' recognition, appreciation, and understanding of the local culinary heritage. Traditional food is not just a culinary delight but also a cultural asset, rich in history and closely tied to the region's identity. It plays a crucial role in advancing tourism and the local economy. By promoting traditional food, the area gains recognition, enhancing its appeal to a broader audience.

The chapter begins with a detailed description of Kapurung, a dish analogous to Papuan Papeda and a source of pride for the people of Luwu. Kapurung's significance extends beyond its cultural value, as evidenced by its inclusion in a non-rice traditional food competition and its popularity across Indonesia. The second dish, Simbole, is a simple yet flavorful concoction of shredded coconut mixed with brown sugar, often enhanced with nuts, milk, and biscuits. Following Simbole, the chapter describes Pacco, a refreshing dish featuring fresh fish or shrimp seasoned with a mix of salt, chili, and limes. Pacco pairs well with Sinole and Dange, offering a harmonious blend of flavors.

The final section is devoted to Sinole, a staple food made from roasted sago mixed with grated coconut. Sinole's versatility allows it to be served either as a main dish or accompanied by various side dishes such as fish, shrimp, and Pacco. Overall, chapter four not only serves as an instructional guide for preparing traditional Luwu dishes but also underscores the importance of culinary heritage in understanding and preserving a region's culture. Through this chapter, students gain practical skills in food preparation and a deeper appreciation for the rich culinary traditions of their community.

The effectiveness and suitability of the reading material centered on Luwu's local culture were evaluated through a comprehensive validation process involving experts. This assessment was critical to ascertain the quality of the reading materials designed for junior high school students. The process involved experts evaluating various aspects of the material, and their assessments were quantified to provide an average score for each criterion. This methodical approach to assessment served two primary purposes. Firstly, it offered an objective evaluation of the reading material's quality, ensuring that it meets the educational standards required for junior high school students. Secondly, the assessment results provided valuable insights into the appropriateness of integrating Luwu culture into English learning materials for junior high school students. The experts' evaluations were thoroughly analyzed to determine the overall feasibility of the reading materials. This analysis was key to ensuring that the content was not only educationally sound but also effectively incorporated elements of Luwu's local culture, making it a relevant and enriching resource for English learning. The validation process, therefore, played a pivotal

role in confirming the suitability of these culturally infused reading materials for use in the educational curriculum.

Table 2. The result of the experts' judgment

No.	Aspect Assessed	Mean Score	Classification
1.	The material accuracy	90,00	Very good
2.	The material update toward science, picture, and illustration	80,00	Good
3.	The language of the reading material	81,25	Good
	Total Score	83,75	Good

Table 2 outlines the results of an expert evaluation concerning a set of reading materials, specifically focusing on their quality and relevance in various aspects. Each aspect has been assessed and assigned a mean score, followed by a corresponding classification based on the score. The first aspect assessed is the "Material Accuracy," for which the reading materials received a mean score of 90.00. This score is classified as "Very Good," indicating that the materials are highly accurate. This high level of accuracy is crucial in educational content, as it ensures that the information provided to students is reliable and correct.

The second aspect evaluated is the "Material Update toward Science, Picture, and Illustration." This received a score of 80.00, classified as "Good." This suggests that while the materials are up-to-date with relevant scientific content, pictures, and illustrations, there may be some room for improvement. Keeping materials updated, especially in areas like science, is important as it reflects the latest developments and findings in the field. The third aspect, "The Language of the Reading Material," scored 81.25 and is also classified as "Good." This score indicates that the language used in the materials is of good quality, likely meaning it is clear, appropriate for the intended audience, and effectively conveys the intended information.

The total score across all assessed aspects is 83.75, falling under the classification of "Good." This overall rating reflects a strong performance in the key areas evaluated, though it also suggests that while the materials are of high quality, there may still be some opportunities for further enhancement to achieve excellence. In summary, the experts' judgment in Table 2 indicates that the reading materials are well-crafted, particularly in terms of accuracy, and they perform well in terms of both content relevance and language use. However, there is potential for further improvement to elevate their effectiveness and impact in an educational setting.

In a study conducted at SMP Negeri 4 Belopa, revised English reading materials were implemented in a seventh-grade class. These materials were evaluated through questionnaires completed by both the teacher and the students post-implementation. The teacher rated the materials highly, with an average score of 3.64 out of 4, appreciating their interesting content, understandable language, and engaging illustrations. Particularly noted was the inclusion of Luwu local culture, aligning with Hilmiati and Listiawati's (2022) findings on the validity of culturally infused reading materials. The students responded even more favorably, with an average score of 3.96 out of 4, as detailed in Table 3. They strongly agreed that the materials were motivating, culturally relevant, linguistically accessible, and effective in fostering a love for reading and enhancing their understanding of Luwu culture.

Table 3. The result of the student's response

No.	Statement	Mean Score	Classification
1.	The reading materials are motivating.	4,00	Strongly agree
2.	The materials contain Luwu local culture that the students can adopt in their daily lives.	3,88	Strongly agree
3.	The language of the reading materials is simple and easy to understand.	3,92	Strongly agree
4.	The materials encourage the students to love reading.	3,88	Strongly agree
5.	The reading materials add to the students' insight about Luwu's local culture.	3,88	Strongly agree
Total Score		3,96	Strongly agree

The evaluation of the newly developed reading materials in this study reveals a highly positive response from students. This finding aligns with prior research, which has consistently shown that reading materials incorporating local culture is not only effective (Tarigan et al., 2019) but also beneficial for students (Aminullah et al., 2019). Such materials have been recognized for sparking student interest in reading (Nambiar et al., 2020) and fostering reading habits (Hamdani et al., 2021). The teacher's assessment and student feedback collectively confirm that the reading materials meet educational needs and are practical for use in English classrooms. The evaluation process, mirroring the initial revision, focused primarily on language and layout improvements. Following this evaluation, the reading materials were printed and distributed to several junior high schools in the Luwu Regency, where they received similarly positive responses.

CONCLUSION

This study aimed to create reading materials rooted in Luwu local culture, tailored for Class VIII students as per the 2013 junior high school curriculum. Designed as an enrichment resource, the book integrates local cultural elements into reading texts. The development followed the ADDIE model, with a need analysis revealing significant demand: 92% of students and all English teachers expressed a need for such culturally relevant materials. The book comprises four chapters: 'Heroes of Luwu,' 'Folklores of Luwu,' 'Enchantment of Luwu Tourism Objects,' and 'Traditional Foods of Luwu.' Each chapter presents different text types—descriptive (people), narrative, descriptive (places), and procedural texts—complemented by images depicting local culture. Expert evaluations rated the book as 'good' (83.75), affirming its validity. Initial classroom implementation yielded positive feedback, with teachers' ratings averaging 3.64/4 and students' responses at 3.96/4, underscoring the material's relevance and practicality. After refining the language and layout in a second revision, the final version was distributed across several junior high schools in the Luwu Regency.

The research project on developing reading materials based on Luwu local culture encountered limitations, primarily in the need analysis phase, which involved a relatively small group of students and teachers. This limited sample size may not fully represent the broader target audience, potentially affecting the relevance and effectiveness of the

materials. Additionally, the scope of the analysis was not comprehensive enough to capture all necessary data, which could lead to a lack of depth in the developed materials. The reading materials themselves also had limitations. They offered a limited range of texts and lacked supplementary features to aid comprehension, which are crucial for a diverse student body. Given these constraints, future iterations should focus on broadening the variety of texts and including supportive elements to enhance understanding. For further research, continual updates and improvements are essential, along with exploring new topics or language skills incorporating Luwu local culture, possibly in comparison with foreign cultures, to enrich the educational content.

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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.



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Missing ", " You have a spelling or typing mistake that makes the sentence appear to have a comma error.



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Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Prep. You may be using the wrong preposition.



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Confused You have used **four** in this sentence. You may need to use **for** instead.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



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Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word. Consider using the article **the**.



Missing ", " You may need to place a comma after this word.



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Possessive You may need to use an apostrophe to show possession.



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Dup. You have typed two **identical words** in a row. You may need to delete one of them.



Article Error You may need to use an article before this word.



Article Error You may need to remove this article.



Wrong Form You may have used the wrong form of this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Prep. You may be using the wrong preposition.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

