

CHAPTER IV

DEVELOPMENT RESULT AND DISCUSSION

This chapter is separated into result of research and four sections of model. In each process of developing Banjar culture genre based on teaching materials for eighth grade using the 4D development model. First, discussion of the first step in developing English reading materials based on 4D model, it is the result of defining phase. Second, about the result of design phase. Then, about the result of develop phase. The last, about the result of distribution (disseminate) phase.

A. Research Result

This chapter presenting the results of research and development of the English language reading material. The process starts from the defining phase which includes curriculum analysis, students' analysis, material analysis and analysis of concepts and specification of learning objectives. Then, the English reading material was validated by lecturer at the Antasari Islamic University Banjarmasin and teacher at SMP IT Ukhuwah Banjarmasin.

After validating the English reading material, the process is carried out test on grade VIII of students in SMP IT Ukhuwah Banjarmasin. Researchers provide test to determine the practicality of English reading materials. Meanwhile in developed the researcher's English reading materials using a 4D model. This research consists of four stages which include define, design, development, and distribution.

B. Development Research

The reading material was developed in 4 step. They are define, design, develop, disseminate.

1. Result of Defining Phase

At this stage there are several steps that have been taken, these steps include:

a. Curriculum Analysis

The goal is to obtain information or early development data teaching materials to be carried out. The things that have been done are: observation the book, analysis the curriculum, analysis the students and analysis the concept of reading materials. There are a number of problems that was found from the results of the study related to teaching materials that are the difficulty of students' understanding, because the reading material presented still contains cultures that are not familiar to students (not their own culture). The problem is considered very important, so developing teaching materials is essential according the local Banjar cultural approach to expound and determine these problem. From this analysis it was also found that:

- 1) The English books provided by the government still do not contain Banjar culture, so when the students learn about reading material the students still lack understanding in terms of other cultures.

- 2) Curriculum demands in every subject to all students in order to achieve basic competition and competition standards that have been determined.

b. Students Analysis

In general, students in eighth grade of SMP IT Ukhuwah Banjarmasin is *Banjaress*, so they have an experience and can identify directly about Banjar culture. The academic ability of the students at SMP IT Ukhuwah Banjarmasin, especially eighth grade, can be said to be good. Most of them understand English, because beside they study English at school, they also take courses outside of school hours. This is certainly very helpful in developing teaching materials, so there is no need to explain too long to make them understand what the teacher is delivered. This analysis can be the basis for determining English learning teaching materials that are suitable for students' needs

Hawkins stated that there are seven keys to learning English as a second or foreign language, including (Makrifah, 2020, p.55):

1. The existence of a student community to practice the language, especially the school environment as a place for language practice.
2. The zone of proximal development means that every student has the ability to learn independently and also has the potential to learn with the help of others. That is, learning is a process of social practice assisted by teachers and friends.

3. The identity or participant has different sociocultural experiences that affect the interaction process.
4. Power and status, meaning and social relations are interdependent. Therefore, social interactions occur in certain contexts.
5. Multilingual, there is no language that stands alone, but is formed from various different social languages.
6. Multiple literacy, knowledge and skills aimed at sending and interpreting messages through local and international media.
7. Class as an ecological system where the learning process is implemented

c. Material Analysis

The teaching material that students learn in class is in the form of a textbook "Buku Interaktif Bahasa Inggris" with the publisher Intan Pariwara. Based on the syllabus used at SMP IT Ukhuwah Banjarmasin, it can be concluded that the material taught in the 2021/2022 academic year about the genre of text is descriptive text and recount text. Of course, it can be adjusted by developing a material based on Banjar culture without changing without changing the goals to be achieved by the school. The existence of teaching materials that are developed even support student learning, because they use their own culture where they are familiar with the given context and in accordance with their events in real life.

English teaching materials are one of the significant things that teachers often face in learning activities. The teachers need to choose or determine the right teaching materials with the aim of helping students achieve competence. In fact this happens because in the curriculum or syllabus, teaching materials are only written in outline in the form of material subject. The teachers' job is to describe the material subject into a complete teaching material. Moreover, how to use teaching materials is also a problem. The intended use is how to teach it from the teacher's point of view, and how to learn it from the student's point of view.

Related to the selection of teaching materials, in general, the problem in question includes how to determine the type of material, depth, scope, order of presentation, treatment of learning materials, and so on. Another problem related to teaching materials is choosing the source where the teaching materials are obtained or developed. There is a tendency for material resources to be focused on teaching and learning only. In fact, apart from books, there are many sources of teaching materials that can be used.

d. Analysis of Concepts and Specification of Learning Objectives

An analysis needed to identify, details and systematically arrange the concepts taught to students at the product trial stage. In this study, a trial was conducted with English subjects, especially in the 2021/2022 school year. The competencies, concepts / material and indicators for these English subjects are:

Table 5

Basic competencies, concepts / material and indicators on Reading skills in English class VIII (adapted from Khoiriyah and Yulizar, pp. 150)

Basic competencies	Material	Indicator
Capturing contextual meaning related to social functions, text structure and linguistic elements of oral and written descriptive texts, short and simple	Reading Text	Students will be able to identify and realize descriptive text correctly
Capturing contextual meaning related to social functions, text structure and linguistic elements of oral and written recounting texts, short and simple related to personal experiences in the past	Recount text	Students will be able to identify and realize recount text properly

The table above describe about the basic competencies, concepts/material and indicators on Reading skill in English class VIII that have to be achieve and as guide in learning process.

2. Result of the Design Phase

Generally, the process of the design for developing teaching material is as follows:

- a. The texts types in curriculum and syllabus is identified. From the results of this stage, the texts types that are learned by the student in first and second semester are; descriptive text and recount text.
- b. Designing and arranging the development of the texts genre that fit the content of Banjar culture based on teaching materials.

- c. Reading some books and articles that contains about Banjar culture to get specific information about the habits of Banjar people.
- d. The data that has been planned gotten from a few sources and set out as texts that are appropriate with the educational program.
- e. Discuss the result of introductory plan with Language validators and English instructors.

Then, in reading teaching materials the author designs teaching materials consisting of: pre-activity, vocabulary, grammar focus, the explanation about genre of texts (descriptive and recount) includes; definition, language features, characteristics, generic structure, and the example, then the exercise from the genre of texts.

First, design pre-activity based on the directions in the lesson plan, which is to give students an idea of what will be learned in this material. In pre activity, the author contains pictures and some questions to students related to the material. Pre activity is made interesting so that students have the passion to continue learning and also to make students not bored when learning to use this reading material. Pre activity in this material contains pictures that are familiar to students who come from Banjarmasin, of course it is still related to the culture of Banjar itself.

Then, the author put the vocabulary in the reading material to make it easier for students to understand the text in this teaching material. So, the students can add new vocabulary that they do not know yet. Also, when they

read the text they easily find the meanings from the words they do not know without having to look them up in a dictionary.

Next, the author design the grammar focus in this material. Because, usually students study previous grammar before studying the genre of text, there is a possibility that they forget past lessons or still do not understand. To anticipate that, the writer designed grammar focus, so that when students forget or still do not understand, they do not need to explain from the beginning. Especially for recount text, the author designed it by adding irregular verbs in the grammar focus. It will be able to help students recognize irregular verbs that seemed unfamiliar to students before and make it easier to understand the recount text when they find irregular verbs in the text.

Move to the design from the explanation of the genre of text (descriptive or recount). Here the author designs by providing a definition of the text, then language features and characteristics of the text that need to be considered when students make text and distinguish it from other texts, then, the generic structure gives an idea of the arrangement of a text. So, the students can get clearly what the text is for.

The author also designs the example from the each text in reading material, so the students will be able to understand more about the text. The author also gives color variations to the words or sentences in the example text to show what language features must be in the text.

Last, the author designs a text that has been adapted based on Banjar culture from several sources as an exercise for students to better understand the text being studied. The author also designs several questions based on the text that has been adapted. The goal is the students can obtain new knowledge about their own culture or they already know about something or an event, making it easier for them to understand the content and purpose of the text being conveyed.

3. Results of the Development Phase

Previously, the teaching materials to be made had been arranged in a conceptual framework at the design stage. Until this third stage, the researcher started to create the product. Where at this stage of development, the framework which is still in the form of these concepts is realized to become a product that is ready to be applied to learning. For determining the quality of teaching materials developed in the development of the text types is the conformity of the text with the use of curriculum requirements. So, recognizing the texts types as outlined in the syllabus and curriculum is quite possibly the earliest activity or plans that have been completed for developing teaching materials.

a. Material Expert Validation

Furthermore, in preparing the teaching materials, the researchers also validated products for several experts and gave questionnaires to students to assess the feasibility of teaching materials. The text of reading

material was given to the first expert on 3th March 2022 and the text was returned on 5th March 2022, as an English teacher in SMP IT Ukhuwah Banjarmasin. For the second expert was given on 7th March 2022 and returned on 15th March 2022, as an English lecturer in UIN Antasari Banjarmasin. The questionnaire for material experts consisted of 10 item. This is the results of the validation sheet from the experts.

Table 6					
Validation result of the development of reading material from the experts					
No	Aspect and Criteria	Expert (Score Obtained)		Total Score	Maximum Score
		I	II		
1	The materials support the achievement of competency standards and basic competencies	3	3	6	8
2	Completeness of the materials according to the curriculum	4	3	7	8
3	The compatibility between genre and curriculum	4	3	7	8
4	The compatibility between development of text and Banjar culture	4	3	7	8
5	The compatibility between text and English context	4	3	7	8
6	The accuracy of diction	3	3	6	8
7	The accuracy of vocabulary	4	2	6	8
8	The accuracy of using proper noun	3	3	6	8
9	The accuracy of language feature	3	3	6	8
10	The accuracy of orientation	4	3	7	8
Score				65	80
Percentage				81,25%	100%
Criteria				Very High	

Based on the data that get from the expert, the teaching materials get very high category. It can be stated that the teaching materials can be continued to conduct small-scale trials. After doing the revision that has been given from the experts.

b. Small Group Try Out

The English material was carried out in small group comprises of 14 students 17th March 2022. The students are given the product and questionnaire as the small group try out. The English reading material as the product and the questionnaire consists of 14 statements that have to fill by the students.

Table 7

The Result of Small Group Try Out

No	Statement	Score Obtained														Total Score	Max Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	Gambar yang terdapat pada reading materials ini menarik	4	4	3	3	3	3	3	4	4	4	3	3	3	4	48	56
2	Materi ini menarik untuk dipelajari	4	3	3	4	4	4	3	3	4	4	3	3	4	4	50	56

3	Materi pembelajaran ini sesuai dengan kebutuhan	3	4	4	3	3	3	4	4	4	4	4	4	3	4	51	56
4	Materi pembelajaran pada bahan ajar ini mudah untuk dipahami	4	4	4	4	4	4	4	4	3	3	4	4	4	4	54	56
5	Pembelajaran reading dengan menggunakan bahan ajar ini lebih memberikan motivasi belajar	4	3	4	4	4	4	3	4	4	4	4	3	4	3	52	56
6	Reading materials ini menggunakan bahasa yang mudah dipahami	3	4	3	4	4	4	4	4	3	4	4	4	4	4	53	56
7	Reading materials ini menggunakan budaya setempat	4	4	4	4	4	4	4	4	4	4	3	3	4	4	54	56

	sehingga																		
	memper muda																		
	h dalam																		
	memahami																		
	teks bacaan																		
8	Tidak ada kesulitan dalam mengerjakan latihan yang ada pada reading materials ini	4	2	4	4	4	4	3	3	4	4	4	4	4	3	51		56	
9	Gambar yang diberikan pada reading materials ini membantu untuk memahami materi	4	3	4	3	4	4	3	4	4	4	3	4	4	4	52		56	
10	Teks yang ada pada reading materials ini berhubungan dengan kehidupan sehari-hari	4	3	3	3	4	4	4	4	3	4	4	3	3	3	49		56	
11	Materi yang ada pada	3	3	4	4	4	3	3	4	4	3	4	4	3	4	50		56	

grade of SMP IT Ukhuwah Banjarmasin. The implementation of the teaching materials will be carried out after the researcher has revised the product.

c. Result of Validation

The development of English reading material based on 4D model through stage of validation by some experts and one small group try out. The experts was conducted the validation. First, the English teacher of SMP IT Ukhuwah Banjarmasin. Second, the English lecturer at State Islamic University Antasari Banjarmasin. Also, one small group try out of the student eighth grade SMP IT Ukhuwah Banjarmasin as respondent. English reading material obtained based on the results of the experts' validation, feasibility data and suggestions for improvement. The product revision based on the suggestions that have been given by the experts. Product revision has been carried out in once, this revision was carried out in accordance with the direction and suggestion of the English teacher at SMP IT Ukhuwah Banjarmasin. Also, the product has been revised three times based on the suggestion from English lecturer at State Islamic University Antasari Banjarmasin.

The researcher used suggestion from the experts for product revision.

- 1) There are some syntactic mistakes and erroneous spelling in the composition of English reading material. Then, the lecturer suggested to mind the error in writing.
- 2) Advice from the English teacher is that the text given should not be too much and do not use language that is difficult for students to understand. Also, the researcher could be add a variety of decorations to increase student interest when viewing reading materials.
- 3) The lecturer gives advice to researcher to add the irregular verb and practice matching vocabulary, so the students can be more active in finding vocabulary.
- 4) The lecturer also gives advice to add the mark in the part of the example text with the language features.

Figure 1

Before revision pre-activity and vocabulary

A. PRE ACTIVITY

- What the Picture is it?
- Do you know what is Bakantan?
- Can you describe about this picture?

B. VOCABULARY

Statue	: Patung	River	: Sungai
Park	: Taman	Culture	: Budaya
Hundred	: Seribu	Location	: Lokasi
Around	: Sekitar	Strach	: Menggaruk

Figure 2

After revision pre-activity and vocabulary

PRE ACTIVITY

- *What Picture is it*
- *Do you know what Bakantan is*
- *Can you describe about this picture*

VOCABULARY

Let's match the words below!

Fill in with the numbers that match with the meaning!

Gaping (.....)	Patung (.....)	Sungai (.....)	Culture (.....)
Menggaruk (.....)	Primate (.....)	Air Mancur (.....)	Location (.....)
Intersection (.....)	Around (.....)	Berdagang (.....)	Desa (.....)

1. Fountain	2. Village	3. Menganga	4. Statue
5. Primata	6. River	7. Strach	8. Budaya
9. Persimpangam	10. Trade	11. Sekitar	12. Lokasi

Previously, there was a grammar error. Then, the vocabulary is made into a matching exercise so, students become active in finding vocabulary.

Figure 3

Before revision grammar focus

C. GRAMMAR FOCUS


SIMPLE PRESENT TENSE

Patterns:

- (+) S + V (I, You, We, They)
(I eat a noodle)
- S + V s/es (She, He, It)
(She watches a TV)
- (-) S + do + not + V
(We do not play a game)
- S + does + not + V
(He does not take a bath)
- (?) Do + S + V ?
(Do you remember?)
- Does + S + V ?
(Does she know?)

Figure 4

After revision grammar focus



GRAMMAR FOCUS

SIMPLE PRESENT TENSE


Patterns:	(+)	S + V (I, You, We, They)
		<i>(I see Bakantan)</i>
		S + V s/es (She, He, It)
		<i>(He visits Siring Bakantan)</i>
	(-)	S + do + not + V
		<i>(We do not go to Pasar Terapung)</i>
		S + does + not + V
		<i>(He does not take a bath)</i>
	(?)	Do + S + V ?
		<i>(Do you remember me?)</i>
		Does + S + V ?
		<i>(Does she know Soto Banjar?)</i>

After revision, the example sentence contains elements of
Banjarese culture

Figure 5

Before revision example of descriptive text

PASAR TERAPUNG



(Identification)

Pasar Terapung Banjarmasin is a place where you will witness or have direct activities at the river market by the boat. Pasar Terapung is located in Banjarmasin, precisely at the intersection of the Kuin River and the Barito River. Pasar Terapung in Banjarmasin is a reflection of the culture of the Banjar people that has been going on for a long time.

(Description)

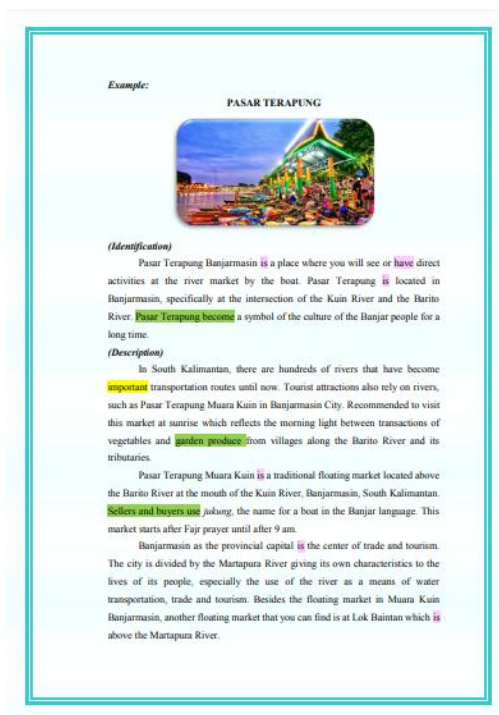
In South Kalimantan, there are hundreds of rivers that have become important transportation routes until now. Tourist attractions also rely on rivers, such as Pasar Terapung Muara Kuin in Banjarmasin City. Recommended to visit this market at sunrise which reflects the morning light between transactions of vegetables and garden produce from villages along the Barito River and its tributaries.

Pasar Terapung Muara Kuin is a traditional floating market located above the Barito River at the mouth of the Kuin River, Banjarmasin, South Kalimantan. Traders and buyers use *jukung*, the name for a boat in the Banjar language. This market starts after *Fajar* prayer until after 9 am. The specialty in this market is that there are still frequent barter transactions between boat traders, which in Banjarese is called *bapanduk*. The women traders (*dukuh*) who go on a boat sell their own produce, while the second hand who buys from the hamlets for resale is called *panyambangan*.

Banjarmasin as the provincial capital is the center of trade and tourism. The city of Banjarmasin is nicknamed the City of Water because it is located a few centimeters below sea level. The city of Banjarmasin, has an area of about 72 square kilometers or about 0.22 percent of the area of South Kalimantan. The city is divided by the Martapura River giving its own characteristics to the lives of its people, especially the use of the river as a means of water transportation, trade and tourism. Besides the floating market in Muara Kuin Banjarmasin, another floating market that you can find is at Lok Baintan which is above the Martapura River.

Figure 6

After revision example of descriptive text




In the descriptive example of the text after the revision the text becomes shorter and provides clarity to the language feature examples in the example.

Figure 7

Before revision reading exercise

E. READING

Bakantan Statue



A giant Bakantan statue at the Bakantan Mascot Park on Pierre Tendean Street Banjarmasin, South Kalimantan. The statue has become an icon for South Kalimantan tourism. The reason is as the name implies, in this place there is a statue of one type of primate animal in South Kalimantan, namely Bakantan.

This bakantan statue was built with height of up to six meters, and its shape resembles the original form of the primate which has the Latin name *Nasalis Larvatus*. In the right hand of the bakantan statue is made as if he is scratching his head, while the left hand holds the rambai fruit which is his favorite food. This bakantan statue was built around 2015 along with the construction of a siring park on the banks of the river and other public facilities. The statue has been realized and inaugurated by the mayor on September 29, 2015.

The mouth of the bakantan statue is made gaping and faces directly into the Martapura River which divides the city of Banjarmasin. Like the Merlion statue which has become a tourist icon in Singapore, from the mouth of this shy primate, a fountain can also be issued. So, iconic is the statue of the bakantan, it's no wonder that people and tourists who come often take selfie photos at the Bakantan Mascot Park


(Source: BanjarmasinPosttravel.com)

Figure 8

After revision reading exercise

READING TIME!

Bakantan Statue



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The mouth of the bakantan statue is made gaping and faces directly into the Martapura River which divides the city of Banjarmasin. From the mouth of Bakantan also put out of a fountain, like the Merlion statue which has become a tourist icon in Singapore. So, iconic is the statue of the bakantan, it's no wonder that people and tourists who come often take selfie photos at the Bakantan Mascot Park

(Source: BanjarmasinPosttravel.com)

In this reading exercise, after being revised the text becomes shorter.

Figure 9

Before revision pre-activity

A. PRE-ACTIVITY

Do you like travelling?
 Do you have any favorite place to go for a vacation?
 Where did the last time you go for a vacation?
 What did you do?
 Did you have a good time?

Figure 10

After revision pre-activity



Figure 11

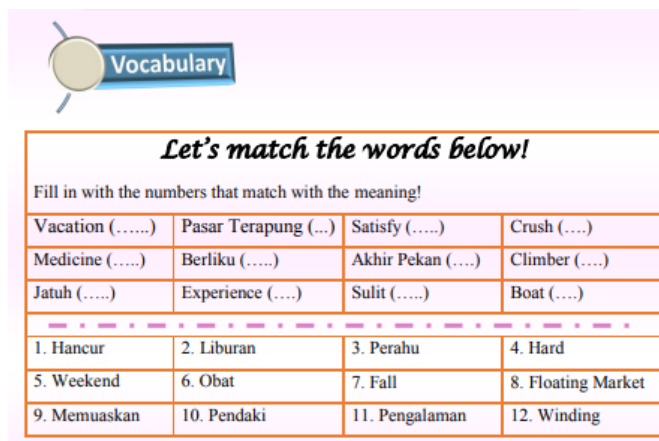
Before revision vocabulary

B. VOCABULARY

Vacation : Liburan	Weekend : Akhir pekan	Floating market : Pasar terapung
Climber : Pendaki	Experience : Pengalaman	Mountain : Gunung
Spend : Menghabiskan	Satisfy : Memuaskan	Flashlight : Senter

Figure 12

After revision vocabulary



Vocabulary

Let's match the words below!

Fill in with the numbers that match with the meaning!

Vacation (.....)	Pasar Terapung (...)	Satisfy (.....)	Crush (....)
Medicine (.....)	Berliku (.....)	Akhir Pekan (....)	Climber (....)
Jatuh (.....)	Experience (....)	Sulit (.....)	Boat (....)

1. Hancur	2. Liburan	3. Perahu	4. Hard
5. Weekend	6. Obat	7. Fall	8. Floating Market
9. Memuaskan	10. Pendaki	11. Pengalaman	12. Winding

After revision, the vocabulary is made into a matching exercise so, students become active in finding vocabulary.

Figure 13

Before revision grammar focus

C. GRAMMAD FOCUS

SIMPLE PAST TENSE

1. Simple past with to be

Positive

I/He/She/It	+	was	+	place/time/adjective
You/We/They	+	were	+	place/time/adjective

Example:

I was in Banjarmasin
They were on vacation
It was a wonderful land

Negative

I/He/She/It	+	was	+	not	+	place/time/adjective
You/We/They	+	were	+	not	+	place/time/adjective

Questions

Was	+	I/He/She/It	+	place/time/adjective?
Were	+	You/We/They	+	place/time/adjective?

2. Simple Past with Verb-2

Positive	: S + V2
Negative	: S + did + not + V1
Question	: Did + S + V1 + ?

Example:

- I slept (V1: sleep)
- I saw (V1: see)

*Verb 2 has regular and irregular forms. Regular verbs end with -ed. Ex. Called verb 2 from call (verb 1)

Figure 14

After revision grammar focus

GRAMMAR FOCUS

SIMPLE PAST TENSE

1. Simple past with to be

Positive

I/He/She/It + was + place/time/adjective
 You/We/They + were + place/time/adjective

Example:

I was live in Banjarmasin last year
 They were on vacation yesterday
 It was a wonderful land

Negative

I/He/She/It + was + not + place/time/adjective
 You/We/They + were + not + place/time/adjective

Questions

Was + I/He/She/It + place/time/adjective?
 Were + You/We/They + place/time/adjective?

2. Simple Past with Verb-2

Positive : S + V2
 Negative : S + did + not + V1
 Question : Did + S + V1 + ?

Example:

- I slept early last night (V1: sleep)
- I went to museum last week (V1: see)

*Verb 2 has regular and irregular forms. Regular verbs end with -ed. Ex. Called
 verb 2 from call (verb 1)

IRREGULAR VERB

Do	: Did	Go	: Went
Drive	: Drove	Make	: Made
Sleep	: Slept	Eat	: Ate
Awake	: Awoke	Hold	: Held
Leave	: Left	Buy	: Bought
Build	: Built	Say	: Said
Come	: Came	See	: Saw
Sell	: Sold	Spend	: Spent
Ride	: Rode	Meet	: Met
Know	: Knew	Bring	: Brought
Take	: Took	Have	: Had
Forget	: Forgot	Eat	: Ate

RECOUNT TEXT

1. Definition

Recount text is one type of text in English that contains the story of an action or activity of the author or the characters in the story. The activity or action in question

Recount Text


After revision, the example sentence contains elements of Banjarese culture and add table irregular verb.

Figure 15

Before revision example of recount text

Example:

Climb The Mountain Birah



(Source: Banjarmasin.tribunnews.com)

(Orientation)

Yesterday, I went to Mountain Birah with my friend. This was the first time I climbed a mountain and I did it with them. Before leaving, I began packing all the equipment needed, such as eating and drinking equipment, mountain shoes, medicines, flashlight and spare batteries, carrying bags, camping tent and more.

(Event)

We started climbing at 4:00 a.m. At that time, the day was getting dark and we have a little trouble for seeing the way. So, we used a flashlight to illuminate and find the hiking trail. To get to the top, we spend around 1 to 2 hours. I was a beginner climber, so I only followed the directions of my friend as the professional climber.

Finally, we arrived at the top the mountain at 5.30 a.m. Probably, there I saw many people who arrived before us. While waiting for the sun to rise, we cooked food and drinking hot water to warm our bodies. When the sun began to rise, I was amazed to see the beautiful natural panorama of the mountain peak, it's was satisfied. Then, we had to go back home. There were alternative routes for climbers who descend. So, getting down was not as a hard as climbing.

(Re-Orientation)

For me that was an impressive first experience. My tiredness and fatigue was replaced with the natural beauty that I saw. If I have a time to hiking, I'll do it again.

Figure 16

After revision example of recount text

Example:

Climb The Mountain Birah



(Source: Banjarmasin.tribunnews.com)

(Orientation)

Yesterday, I **went** to Mountain Birah with my friend. This **was** the first time I **climbed** a mountain and I **did** it with them. Before leaving, I **began** packing all the equipment needed, such as eating and drinking equipment, mountain shoes, medicines, flashlight and spare batteries, carrying bags, camping tent and more.

(Event)

We **started** climbing at 4:00 a.m. At that time, the day **was** getting dark and we have a little trouble for seeing the way. So, we used a flashlight for lighting and find the hiking trail. To get to the top, we spend around 1 to 2 hours. I was a beginner climber, so I **only followed** the directions of my friend as the professional climber.

Finally, we arrived at the top the mountain at 5.30 a.m. Probably, there I saw many people who arrived before us. While waiting for the sun to rise, we cooked food and drinking hot water to warm our bodies. When the sun began to rise, I was amazed to see the beautiful natural panorama of the mountain peak, it's was satisfied. **Then**, we had to go back home.

(Re-Orientation)

For me that was an impressive first experience. My tiredness was replaced with the natural beauty that I saw. If I have a time to hiking, I'll do it again.

(adapted from source: NESABAMEDIA)

Recount Text

In the recount example of the text after the revision the text becomes shorter and provides clarity to the language feature examples in the example.

Figure 17

Before revision reading exercise

E. READING

Visit the Floating Market



(source: wikipedia)

Last weekend, my friends and I went to visit the floating market in Lok Baintan Village, one of the villages in South Kalimantan. We went there because we had never seen the Floating Market before. People said that the Floating Market is buying and selling on the water by boat or known by the Banjar people as 'Jukung'.

We went there by motorbike. The road that we went through was quite stressful because there were so many rocks and the road was slightly crushed. But it's all conceivable by looking at the good view along the way. We arrived and parked the motorbike near the pier. Many people go there too to spend the weekend.

When we saw the floating market we were all blown away, seeing how unique this market is. My friends and I want to ride one of the boats there that sell various Banjar cakes. At first we were hesitant to climb it, for fear of falling into the water, but the seller was so friendly and said it would be fine.

After boarding several other boats and buying some food, we decided to go home. It was a very enjoyable experience. We also can see one of the unique markets in South Kalimantan.

Figure 18

After revision reading exercise



Visit the Floating Market



(source: wikipedia)

Last weekend, my friends and I went to visit the floating market in Lok Baintan Village, one of the villages in South Kalimantan. We went there because we had never seen the Floating Market before. People said that the Floating Market is buying and selling on the water by boat or known by the Banjar people as 'Jukung'.

We went there by motorbike. The road that we went through was quite winding because there were so many rocks and the road was a bit crushed. But it's all replaced by looking at the good view along the way. We arrived and parked the motorbike near the pier. Many people go there too to spend the weekend.

When we saw the floating market we were all blown away, seeing how unique this market is. My friends and I want to ride one of the boats there that sell various Banjar cakes. At first we were worried to get on the boat, it's can make us falling into the water, but the seller was so friendly and said it would be fine.

After boarding several other boats and buying some food, we decided to go home. It was a very enjoyable experience. We also can see one of the unique markets in South Kalimantan.

In this reading exercise, after being revised the text becomes shorter. Generally, the difference between these reading teaching materials before and after the revision is the teaching materials become more colorful and varied.

d. The Implementation of Big Groups

There are five class VIII of SMP IT Ukhuwah Banjarmasin. Class VIII A 30 people, VIII B 20 people, VIII C 30 people, VIII D 35 people, and VIII E 30 people. Before students use the product, the

researcher showed the product to students to make sense of the most common way of utilizing the product.

The implementation of the product to students with teaching practices and provided teaching materials for students in meetings. During the meeting, the writer explained about the text in the teaching materials, descriptive text and narrative text. Then, gave the students a little practice to know the students' ability to read the text. The students were given a questionnaire by the author after the meeting and the questionnaire was returned immediately after the students finished filling it out.

Table 8
The Data of the Implementation Results

No	Statement	Score Obtained				Total Score	Max Score
		VIII A	VIII B	VIII C	VIII E		
1	Gambar yang terdapat pada reading materials ini menarik	65	71	74	84	294	312
2	Materi ini menarik untuk dipelajari	60	68	77	83	288	312
3	Materi pembelajaran ini sesuai dengan kebutuhan	60	90	69	74	293	312
4	Materi pembelajaran pada bahan ajar ini mudah untuk dipahami	62	69	71	87	289	312
5	Pembelajaran reading dengan menggunakan bahan ajar ini lebih memberikan motivasi belajar	59	67	67	79	272	312
6	Reading materials ini menggunakan	60	69	75	85	289	312

	bahasa yang mudah dipahami						
7	Reading materials ini menggunakan budaya setempat sehingga mempermudah dalam memahami teks bacaan	54	68	74	87	283	312
8	Tidak ada kesulitan dalam mengerjakan latihan yang ada pada reading materials ini	56	62	74	85	277	312
9	Gambar yang diberikan pada reading materials ini membantu untuk memahami materi	66	71	76	89	302	312
10	Teks yang ada pada reading materials ini berhubungan dengan kehidupan sehari-hari	57	68	62	75	262	312
11	Materi yang ada pada reading materials ini dapat dikaitkan dengan pengalaman	59	69	70	83	281	312
12	Pembelajaran menggunakan reading materials ini memberikan pengetahuan baru	64	69	79	89	301	312
13	Materi yang diberikan dapat diimplementasikan dalam kehidupan sehari-hari	60	66	68	76	270	312
14	Contoh yang diberikan dapat memperjelas uraian	62	60	71	83	276	312
Score						3.977	4.368
Percentage						91,04%	100%
Category						Very High	

Based on the data above, teaching materials get a very high category. This indicates that reading teaching materials can be disseminated and can help teachers add teaching materials during teaching. This teaching material can also add insight into Banjar culture when learning English, without deviating from the provisions of the curriculum at school.

4. Dissemination

The data was analyzed and summarize based on the validation from the expert and try out of the student, the next step is to disseminate the products that have been made. Based on the results obtained, the Banjar culture genre based on teaching material that has been developed by the author has received a very good response. Therefore, the dissemination of products that have been developed can support student learning and are proven to bring a strong attraction to students when they see the teaching materials. Moreover, the English teacher also feels helped by the development of this teaching material. The author printed out the teaching materials to be distributed to English teachers at school and all eighth grade students of SMP IT Ukhuwah Banjarmasin.

C. Discussion

This research process started from January 2022 in the search for schools that would become targets as trials of products that have been developed. In February 2022, the researcher conducted a survey to SMP IT

Ukhuwah Banjarmasin, after consulting with the school department's curriculum, the researcher asked the researchers to provide a research letter first. Then the researcher submitted a research letter from February 21 to April 22, 2022. During the research process carried out at the school the researcher conducted interviews and observations of teachers and students, followed by asking for validation with an English teacher about teaching materials that had been developed which were then applied directly to students after complete the revision of the experts.

The qualitative and quantitative analysis is used when analyzing the data in this study. The use of qualitative analysis was described the data of questionnaire from the validation expert and small group try out. The following discussion of the validity of teaching materials. The quantitative analysis gets the results from questionnaire and validation from the experts.

The results of the validation in term of material is great, yet it actually need amendment flawlessly the product. Thus, the developed teaching materials have been obtained after carrying out several revisions and it was proper to be implemented. Based on the data from the experts, scores obtained is 65, it was very high category. Where the maximum score is 80, then the percentage is $\frac{65}{80} \times 100\% = 81,25\%$.

Try out in small group was conducted to verify response from the worksheet of users. There were 15 students as the users. The data was collected from small group try out by using the questionnaire. There are 14 questions in the questionnaire. Based on the data, scores obtained is 712, it was very high

category from the maximum scores is 840. For the percentage is $\frac{712}{840} \times 100\% = 84,76\%$, from this percentage indicates that the product is in very high category.

Teaching and learning is a methodical interaction that incorporates numerous part. Learning resources as one of the components. All that can be utilized and support the educational experience actually, it can be said as the learning resources with the aim of facilitating the achievement of goals either directly or indirectly. It can be concluded that a teaching material has to be designed and written with instructional principles because the teacher will be used it to help and support the learning process. (Ruhimat, 2011, in Anggraini, 2019, p. 96)

Teaching materials are essential for learning resources. Based on the Depdiknas (2008) that all types of materials used to help educators in doing educating and learning activities are teaching materials, both written and unwritten. Meanwhile, according to Sudjana (2009, p. 167) that teaching materials are the contents of certain fields of study given to students based on curriculum used in school.

The conclusion is that teaching materials are tools and texts that teachers need to plan and review the implementation of learning in the classroom class. Teaching materials at least include, among others: Learning instructions, competencies to be achieved, content, supporting information, exercises, evaluations and responses or feedback on the results of the evaluation. Students' English reading materials are explained in terms of

material and design. In terms of material, student needs are designed based on curriculum and syllabus. In terms of design. The author designs the material considered with many supporting aspects. Like designing content layouts, style, color, size, art form, interesting pictures, and contain elements of Banjar culture.

The material is supported by interesting and enjoyable pictures. The experts suggest adding color to teaching materials. Also recommended, the author must choose an image that should be colorful. Students made easy to understand the material through pictures, let alone interesting ones taking pictures. This is supported by Harmer (2001) said that pictures can help students to do things better.

The research that has been done, it can be concluded that researchers make English reading materials for the first and second semesters VIII grade students of SMP IT Ukhuwah Banjarmasin. English reading teaching materials in the form of printed teaching materials with a size A4. It contains pre-activity, vocabulary, grammar focus, the explanation about the text with the example, and exercise. Each page of English teaching materials has full color. A good learning media must have an impact on attract students' interest in learning such as English reading materials must have good material based on curriculum and syllabus, good performance of English reading material design that is in accordance with student needs.