



# **Development Of Teaching Materials in The Form of Modules on Basic English Grammar and Reading Based on Local Wisdom to Enhance English Language Skills Towards Character-Building Students at Entrepreneurship High School Chevalier Anasai (ECA) In Anasai Village, Semangga District, Merauke**

Marnina<sup>1</sup>, Angla F Sauhenda<sup>2</sup> Ranta Butar Butar<sup>3</sup> Reski Uspayanti<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Musamus

Corresponding E-mail: marnina@unmus.ac.id

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## **Abstract**

English is a foreign language that can be acquired through formal education and functions as a communication medium (Agustin 2011). It encompasses diverse materials and complexities at each proficiency level, and there are numerous challenges and obstacles in the English language acquisition process. The study of English is not solely a governmental initiative to enhance the quality of human resources in Indonesia, particularly students' knowledge, but is also a means for students to address future challenges that necessitate active English usage, both in oral and written forms. The objective of this research is to develop an English learning approach grounded in local wisdom and to produce pedagogical materials in the form of modules for Basic English Grammar and Reading that are valid, practical, engaging, and effective. These materials aim to facilitate students' development of English writing and reading skills and augment their interest in English learning based on local wisdom. This research was conducted at the Entrepreneurship High School Chevalier Anasai (ECA) in Anasai Village, Semangga District, Merauke. The participants comprised 35 Grade X students. This descriptive qualitative study was predicated on classroom learning experiences and literature reviews from various sources. Data analysis techniques involved descriptive analysis based on observations of the

teaching and learning processes. Data collection methods included observations, learning documents, and surveys of students and teachers at the institution. Data analysis was performed through data reduction, data presentation, and verification until conclusions were drawn (Sugiyono, 2010). The findings of this research will be compiled into a pedagogical text, which is anticipated to serve as the primary instructional material for English education in Grade X at the Entrepreneurship High School Chevalier in Anasai Village, Semangga District, Merauke. The expected outcome of this research is an enhancement in students' grammar, reading, and writing proficiency in English, as well as the provision of an English textbook as a supporting resource for English learning, both within the classroom and in domestic settings. The output of this research is an English textbook containing reading and writing materials linked to local wisdom for Grade X students at Chevalier Anasai High School, Semangga District.

**Keywords:** Development, grammar, reading, language skills

## Introduction

The acquisition of English language skills is not merely a governmental initiative to enhance the quality of Indonesia's human resources, particularly students' knowledge, but it also serves as a means for students to address future challenges that require proficiency in both spoken and written English. Consequently, the significance of English as an international language remains indisputable. These demands have a substantial impact, particularly in the educational sector.

Therefore, English language instruction in Indonesia is expected to meet the challenges posed by globalization. The primary objective of teaching English as an international language to students is to facilitate the mastery of language competencies that indicate a learner's success. Generally, in English language learning, these competencies encompass the knowledge, skills, attitudes, and behaviors that students require to effectively utilize English (Ratminingsih, 2017). One of the skill components investigated by the author was reading proficiency and grammatical mastery.

Reading is a fundamental language skill that students must acquire in educational settings. Educators can transmit knowledge to students through reading. Furthermore, with well-developed reading skills, students can obtain information and knowledge from various sources including books and newspapers. Conversely, grammar instruction is a crucial aspect that supports the four primary language skills. Language skills such as speaking, reading, and writing are inextricably linked to the grammar learning process. The process of learning grammar and reading aims to enhance student motivation, enthusiasm, and interest in exploring and studying English.

Reading and mastering grammar are critical skills for lower-grade students as they significantly influence their reading and grammatical proficiency in higher grades. Consequently, it is imperative for lower-grade students to attain mastery in reading and grammar to mitigate potential learning difficulties in the subsequent

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academic years. To facilitate a more structured and engaging approach to learning Basic English Grammar and Reading, it is necessary to develop a communicative teaching resource that can stimulate students' learning enthusiasm at the Entrepreneurship High School Chevalier in Anasai Village, Semangga District.

Teaching materials support the learning process, enabling students to better comprehend the content provided by the instructor (Prastowo, 2018). These materials played a crucial role in enhancing the effectiveness of the learning process. Modules as a form of teaching material are particularly beneficial for learning activities. One notable advantage of module-based teaching materials is the reduction in dependency between students as learners and teachers as content deliverers.

With module-based teaching materials, students can engage in independent learning without excessive reliance on teachers and notes. The implementation of module-based teaching materials incorporating local wisdom into the learning process is highly effective in enhancing students' insights and experiences relevant to their local area and integrating learning with the local values of the students' region. Teaching materials in the form of modules based on local wisdom facilitates students' comprehension, communication, and problem-solving skills related to the information they receive. According to Jannah et al. (2017), the utilization of modules based on local wisdom in teaching materials is anticipated to preserve the positive values inherent in a nation's culture and to yield optimal learning outcomes.

Generally, modules based on local wisdom are practical, whereas learning materials typically contain concepts or theories. Based on observations conducted at the educational institution, one of the issues identified was the lack of motivation among Grade X students at the Entrepreneurship High School Chevalier in Anasai Village to engage in classroom learning. This was attributed to the teaching materials utilized by educators who were less engaged in content delivery, management, and organization.

Existing English textbooks do not adequately support independent learning for Grade X students, particularly in enhancing their English language proficiency. Current modules do not fully consider students' learning modalities. Hence, it is imperative to develop teaching materials in the form of modules that consistently consider student modalities in the learning process and their desired learning outcomes. As a continuation of previous research, this study adopts a local wisdom-based grammar and reading learning model, which will be developed into teaching materials in the form of grammar and reading modules for grade X students at the Entrepreneurship High School Chevalier in Anasai Village, Semangga District.

Based on this background, this research aims to enhance the English language proficiency of character-building students.

## **Problem Identification**

Based on the issues delineated in the preceding section, we can conclude that several conditions are suboptimal. First, there are no programs to enhance students' English proficiency, particularly in grammar and reading. Second, there is a lack of funding and facilities to support students' English learning programmes. Third, the number of teaching staff was insufficient. Fourth, there are deficiencies in facilities and media, such as grammar and reading books, reference materials, dictionaries, and audiovisual aids.

## **Research Objectives**

The objective of this research is to design and develop teaching materials in the form of modules on Basic English Grammar and Reading for Grade 10 students at SMA Entrepreneurship Chevalier Kampung Anasai, Semangga District, based on local wisdom, to enhance English language proficiency and shape students' character.

## **Methods**

### **Type of the Research**

This descriptive study employed both quantitative and qualitative methodologies derived from classroom learning experiences and literature review from various sources. To develop teaching materials in the form of valid, practical, engaging, and effective modules for Basic English Grammar and Reading, this research utilizes Borg and Development (R&D) approach by Borg and Gall (1983:772). This study constitutes a process or set of steps for systematically developing an existing product. The research adheres to the 4D (Four-D) model proposed by Thiagarajan, Semmel, and Semmel (in Trianto, 2010). This model comprises four stages: (1) defining, (2) designing, (3) developing, and (4) disseminating.

### **Subject of the Research**

This research was conducted at SMA Entrepreneurship Chevalier Anasai in Semangga District, Merauke. The subjects were Grade 10 students of the SMA Entrepreneurship Chevalier Anasai.

### **Design of the Research**

The research design employed was the Research and Development (R&D) model by Borg and Gall (1983:772). The research procedures implemented were the development procedures established by Thiagarajan, Semmel, and Semmel. Quantitative data comprised response scores on product quality from experts,

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teachers, and grade 10 students of SMA Entrepreneurship Chevalier Anasai,  
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## **Instruments of the Research**

Two types of instruments were used in this study. The first was used to gather information for needs analysis, whereas the second was employed to evaluate the product. The researchers collected data for needs analysis prior to developing the materials, focusing on students and their learning requirements. To collect data, the researchers conducted classroom observations of the teaching and learning processes, interviewed teachers and students, and administered questionnaires. For product evaluation, the researchers utilized expert assessments to evaluate the materials, with evaluations conducted during the initial draft, subsequent revisions, and final draft stages.

## **Research Procedure**

The research methodology employed the Borg and Gall theory, which encompasses the following steps: (1) conducting a needs analysis, comprising initial observations, literature reviews, and data analysis; (2) developing materials based on topics and grammar needs analysis of the students; (3) Expert assessment, wherein the draft is evaluated using questionnaires regarding the materials; (4) revising the draft based on feedback and recommendations from experts; and (5) composing the final draft, which serves as supplementary material to enhance students' proficiency and reading skills.

## **Data Collection**

The researchers collected data for analysis using questionnaires and interviews. Two types of questionnaires were used: (1) a questionnaire for product evaluation by subject matter experts and (2) a questionnaire to gather acceptance and responses from practitioners and students.

## **Technique of Data Analysis**

A feasibility analysis of the product was conducted using validation questionnaires administered to subject matter experts, educators, and learning practitioners. The questionnaire used a five-point Likert scale with an interval range of 1–5. The analytical procedure encompassed the following steps: (a) data tabulation, (b) calculation of mean scores, and (c) conversion of mean scores into categorical values. Qualitative data comprising critiques, suggestions, and feedback from experts, educators, and students were subsequently analysed.

## **Findings And Discussion**

## Results and Discussion

Effective teaching materials are designed and developed in accordance with established learning principles, aligned with educational objectives, accommodating diverse learning styles, and maintaining relevance to students' real-world experiences. In the development of English language teaching materials, it is imperative to ensure that the materials are contextual; facilitate the development of communication skills; introduce various types of discourse, exercises, and activities that enhance students' language competence and promote active engagement; utilize materials that create engaging learning activities; and incorporate content that relates to students' lives and the real world.

There are several requirements for developing teaching materials. These requirements are implemented to facilitate the development of scientific thinking patterns among students. The principles are as follows: (i) Basic Competence (KD) from Core Competencies (KI) is integrated into one unit; (ii) images, text, and quotations can foster positive attitudes; (iii) cultivate students' interest and curiosity; and (iv) equilibrium between individual and group tasks.

## Description of Data Research

The applied research was conducted at the SMA Entrepreneurship Chevalier Anasai (ECA), Jln. Poros Kuprik-Kumbe, Dusun Anasai, Kampung Matara, Semangga District. The subjects of this research were Grade 10 students. Socialization with educators regarding the development of instructional materials in the form of Grammar and Reading modules occurred from August 23 to 30, 2024, with various activities designed according to the schedule.

The steps for developing instructional materials in the form of Grammar and Reading modules are as follows:

1. Development of Reading books, which includes fundamental reading competencies to facilitate mastery of reading skills.
2. Development of grammar instructional materials that encompass grammar content to assist students in constructing sentences or discourse in English.

## Need Analysis

Prior to developing the teaching materials in the form of basic English grammar and reading modules, information was gathered based on a needs analysis, which constitutes the initial step in the development process. Researchers conducted interviews with English teachers during observations at SMA Entrepreneurship Chevalier Anasai (ECA) to obtain a preliminary overview of the utilization of Basics English Grammar and Reading books by grade 10 English teachers.

Based on the interview results with English teachers at SMA Entrepreneurship Chevalier Anasai (ECA) for Grade 10, the findings were as follows:

1. The teaching materials employed by teachers still present content from

difficult to easy, and lack motivational elements during learning activities.

2. The English books utilized in Grade 10 of SMA Entrepreneurship Chevalier Anasai (ECA) are ineffective and lack sufficient grammar and reading exercises.
3. The sequence and presentation of teaching materials are not suitable for grade 10 students.
4. The language used in grammatical explanations and other sections is not readily comprehensible to students, causing difficulty in understanding.
5. The content of English books used by teachers is not relevant to students' needs, prompting them to attempt to relate the material to everyday life.

Based on interviews with grade 10 English teachers, it was ascertained that they utilized K13 textbooks and other supplementary books in the learning process but have not previously used or encountered a specialized book that includes a single language competency using a specific strategy. Therefore, in this research, teaching materials in the form of basic English grammar and reading modules are developed.

On August 23, 2024, researchers and team members conducted socialization with teachers and the principal of the SMA Entrepreneurship Chevalier Anasai (ECA) Grade 10 for seven days. Several inputs and suggestions were provided based on the first day's socialization, discussions, and Q&A sessions. It was suggested that Basics English Grammar and Reading books should provide materials that are easily comprehensible for grade 10 students by incorporating vocabulary and pictures into each reading.

Additional readings should include topics related to entrepreneurship to familiarize students with entrepreneurship and images related to local wisdom-based entrepreneurship. The development of reading books should also include videos or applications to assist grade 10 students in learning at home. For Basics English Grammar, each chapter should commence with simple words/materials for students and be aligned with the lesson plan (RPP). According to Grade 10 English teachers, reading skills and grammar knowledge are essential for teaching students because reading and grammar activities provide information, knowledge, insights, and skills and indirectly offer life examples through content and grammar in English.

All teachers concurred with the plan to develop Basics English Grammar and Reading books for Grade 10 students at SMA Entrepreneurship Chevalier Anasai (ECA), provided that they aligned with the current curriculum, employed proper grammar and common, easily understood vocabulary, offered relevant and engaging readings, and included explanations and examples in each reading.

## **Product Development**

## Planning of Product

Significant efforts have been devoted to the development of fundamental English grammar and reading materials for senior high school class X. However, this system lacks the ability to generate or manipulate images. Nonetheless, additional information pertaining to design and content selection would be valuable. Should you provide specifications for the intended cover design, assistance can be rendered to conceptualize and refine the design approach.

Alternatively, if specific elements require attention, please do not hesitate to communicate the requirements. The system provides support for this project.



The product developed in this research comprises instructional materials in the form of basic English grammar and reading modules for Grade 10 students at the SMA Entrepreneurship Chevalier Anasai (ECA). The module incorporates a preface; an introduction encompassing the background, objectives, and target users; and an overview of the material/content of the instructional text. The content section includes reading materials, such as applying dictionary and vocabulary skills, reading for the main idea, and identifying the main ideas in the reading materials.

The supplementary section contains a bibliography and a glossary. Each unit is structured based on learning objectives (basic competencies) and supplemented with exercises and examples in each lesson unit. The product developed in this research comprises instructional materials in the form of basic English grammar and reading modules for Grade 10 students at the SMA Entrepreneurship Chevalier Anasai (ECA). The module incorporates a preface, an introduction encompassing the background, objectives, target users, and an overview of the material/content of the instructional text.

The content section includes Reading materials such as applying dictionary and vocabulary skills, reading for the main idea, and identifying main ideas in reading materials. The supplementary section contains a bibliography and a glossary. Each unit is structured based on learning objectives (basic competencies) and is supplemented with exercises and examples in each lesson unit.

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### **Creating Product**

Subsequent to the planning phase and compilation of references, the ensuing step entails product development, which is predicated on the language structure, book content design, and book completeness. This encompasses elements such as the table of content, preface, background, objectives, target audience, and an overview of the material/content of the instructional text, all of which are situated at the commencement of this pedagogical resource. Additionally, it incorporates a bibliography, index, and glossary.

This instructional text comprised materials on reading comprehension skills and English grammar for students with the objective of enhancing information assimilation through passive and active reading activities. These activities encompass narrative texts, expository texts, comprehension of main ideas/texts with accompanying practice questions, and understanding of English grammatical structures. Instructional text is compiled in accordance with the content or material components, presentation of materials, readability, language, and visual elements.

### **Revising Phase**

The revision phase is conducted in two phases: (1) suggestions and feedback from three instructors regarding the development of Basics English Grammar and Reading teaching materials; and (2) feedback from the users of the Basics English Grammar and Reading book (student evaluation).

The validation results from subject matter experts indicate that the developed book requires further refinement. These refinements include incorporating additional language elements into each chapter, reducing and revising the materials in Chapter 3, and rectifying and editing questions (comprehension tests) that are not yet appropriate.

Below is a presentation on Chapter 1, page 3, prior to the revision.



Picture 1. Learning Material in Chapter 3 before Revising

### Description of Data Validation

### Description of Lecturers' Validation

### Aspect of Content

The validation results for the language aspect by subject matter experts showed an average score of 3.42 in phase 1, categorized as adequate, while in Phase 2, the average score was 4.71, categorized as excellent.

Table 1. Validation Results by Lecturers and Teachers

No	Indikator Penilaian	Tahap 1 (Sebelum Revisi)	Tahap 2 (Setelah Revisi)
1	Alignment of the material with Core Competencies (KI) and Basic Competencies (KD)	3	4
2	Accuracy and correctness of the material with the concept	3	4
3	Integration of the material	4	5
4	Accuracy of the material with facts	2	3
5	Accuracy of illustrations and examples	4	5
6	The material is presented with a logical and complete thought process	3	5
7	The material is presented contextually	4	5
8	The material is easy to understand	3	5
9	Relevance of the material with characteristics of active thinking	4	5

10	Relevance of the material with characteristics of creative thinking	4	5
11	Relevance of the material with characteristics of innovative thinking	3	4
Number of Score		37	50
Average		3,36	4,30
Precentage		67,2%	88,2%
Category	Cukup	Sangat Baik	

The validation results for the content aspect by subject matter experts concluded that in phase 1, the average score was 3.54, categorized as adequate, while in phase 2, the average score was 4.72, categorized as excellent.

### Aspect of Presentation

The validation results for the presentation aspect by subject matter experts showed that in phase 1, the average score was 3.63, categorized as good, while in phase 2 after revisions, the average score was 4.68, categorized as excellent.

#### 1) Languge Aspect

The validation results for the language aspect by subject matter experts showed an average score of 3.42 in phase 1, categorized as adequate, while in phase 2, the average score was 4.71, categorized as excellent.

#### 2) Graphical Aspect

The validation results for the graphical aspect, as evaluated by subject matter experts, demonstrated a significant improvement between stages 1 and 2. In Stage 1, the mean score was 3.37, classified as "good." Following the revisions, the score increased to 4.87, classified as "very good" in Stage 2. This outcome indicates a substantial enhancement in the graphical quality of the instructional materials, rendering them visually appealing and efficacious for classroom implementation.

### Description of Teachers' Validation

#### 1) Aspect of Content

Regarding content, the validation results from the English teachers yielded the following mean scores: Teacher 1: 3.54 (classified as "good"); Teacher 2: 3.63 (classified as "good"); Teacher 3: 3.18 (classified as "good"). Comments and suggestions that the materials demonstrated a general consistency with the curriculum. Additional exemplars should be incorporated to illustrate their use. Learning Objectives do not yet adequately reflect the intended goals and necessitate the inclusion of indicators for Core Competencies and Learning Objectives.

## 2) Aspect of Presentation

The validation results regarding the feasibility of presentation by English teachers indicated that the average score from teacher 1 was 3.57, classified as "good," the average score from teacher 2 was 3.78, classified as "good," and the average score from teacher 3 was 3.57, classified as "good."

Concerning presentation, the teachers' feedback suggested that the material had generally been presented adequately; however, some materials required augmentation, and the structure remained monotonous. In Section 3, additional sections of the recount text are necessary, and the formulas are incorporated into Section 4.

## 3) Aspect of Language

The validation results in terms of language assessment by English teachers indicated that the average score from teacher 1 was 3.71, categorized as "good," the average score from teacher 2 was 3.20, categorized as "sufficient," and the average score from teacher 3 was 3.16, categorized as "sufficient."

Comments and suggestions from the teachers regarding language included ineffective sentence construction, exemplified by the use of phrases such as "there was a simple kind." Additionally, typographical errors were present, and some chapters required revision. The discrepancy in assessment between teacher 2 and teachers 1 and 3 was attributed to the fact that Teachers 1 and 3 provided an overall evaluation, while Teacher 2's assessment was subjective, focusing on the suitability of the language structure.

## 1) Graphical Aspect

The validation results pertaining to graphical aspects, as evaluated by English teachers, indicated that the mean score from teacher 1 was 4.25, classified as "very good," the mean score from teacher 2 was 4.12, classified as "good," and for teacher 3, the mean score was 4.5, classified as "very good." The mean score obtained from teacher 1 was 5.02, classified as "very good," teacher 2 obtained a mean score of 4.91, classified as "very good," while teacher 3 obtained a mean score of 4.80, classified as "good." Based on comprehensive feedback from the teachers, areas requiring improvement include augmenting content in terms of substance, enhancing material in terms of presentation, and refining wording and sentence structure in terms of language. However, the graphical aspects were deemed satisfactory and did not require further improvement.

## Description of Students' assessment

Following the validation of the teaching book by subject matter expert lecturers and three ECA High School teachers, who provided scores, comments, and suggestions, the development of these teaching materials was tested with students. The student respondents comprised 35 Grade X students from the ECA High School.

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The assessment was conducted to ascertain the students' feedback and responses as book users.

The overall mean score on the students' assessment of grammar and reading book development was 3.20, indicating a satisfactory result. The majority of comments and assessments from the students were positive (80%); however, six students noted that the book's extensive length led to disengagement during reading and difficulties comprehending the grammar content.

## **Results and Discussion**

The validation results from subject matter expert lecturers indicated that the average score obtained from all aspects in the validation of grammar and reading teaching materials prior to revision was 3.00, which was categorized as sufficient. The development of grammar and reading books has necessitated improvements in all areas. After the revisions, the scores significantly increased across all aspects, resulting in a Stage 2 validation score of 4.70, categorized as very good. This suggests that the quality of the book evaluated in Stage 2 is superior to its previous iteration.

The validation results from the teachers demonstrated that the average score obtained by Teacher 1 in all aspects was 5.02, categorized as very good. Teacher 2's average score across all aspects was 4.91, categorized as good, while Teacher 3's average score was 4.80, also categorized as good. Teacher validation was conducted only once. According to teachers at ECA High School, the developed book is deemed suitable and can be utilized for classroom instruction.

The student assessment results for the four aspects were 3.20, with a feasibility level categorized as sufficient or feasible. Although students responded positively to the development of grammar and reading teaching materials, 94% expressed interest in the book, while seven students reported that the material was challenging and that the exercises were excessive.

In general, a teaching book comprises three sections: initial, content, and final. The initial section of the book includes the introduction, cover page, title page, foreword, introduction, and table of contents. The content section consists of five chapters: about me, so, too, not, either, and neither; wishing you; personal pronouns; and countable and uncountable nouns, as well as exercises and comprehension tests. The final section consists of a bibliography. The learning content incorporates illustrated readings related to entrepreneurship, along with exercises and assignments or activities that students must complete to facilitate their understanding of the reading material based on previously provided examples.

The developed reading and grammar learning materials incorporate aspects of student activities, encouraging students to seek information from various sources and engage in activities during each lesson. The language used in this

grammar and reading book was accessible, concise, and clear, making it easier for students to comprehend each lesson presented. The graphical aspects in the development of this grammar and reading book are limited by the suitability of the book format, cover attractiveness, font usage, illustrations, content design, and print quality.

## Conclusion

The development of grammar and reading teaching materials encompasses an initial assessment of the utilization of grammar and reading texts, methodologies for developing grammar and reading instructional materials, and the product's level of feasibility. Additionally, (1) the English textbooks employed in grade X at ECA High School are currently less effective and lack adequate reading exercises; (2) educators continue to utilize methods that are readily comprehensible to students; and (3) instructors infrequently teach grammar and reading.

The mean validation score from material expert lecturers and three ECA High School teachers, as well as student evaluations, fell within the satisfactory category, rendering the development of grammar and reading teaching materials feasible in terms of content, presentation, language, and graphical aspects.

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