



Developing A Dayak Folk Storybook as Supplementary Material for Teaching Narrative Text

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ABSTRACT

This study aimed to develop a Dayak Folk Storybook that can be used as supplementary material to teach the narrative text. This research is Design and Development Research. The respondents of this research were year-8 students of SMP Pelita Harapan Pontianak. This research was done by conducting three phases of the ADDIE approach: Analyze, Design, and Develop. The researchers analyzed the needs focusing on identifying the materials and tasks that should be created based on the result of students' questionnaires, teacher's interviews, and syllabus reviews in the analysis phase. Then, the phase continued to design the materials, creating the draft of the materials and tasks. Finally, it was finalized in the development phase of the product. The result of this research is a supplementary folk storybook for learning narrative text, namely Collection of Kalimantan *Dayaknese* Legends for Learning English Reading. From the result of internal evaluation of the product, it was indicated that the product was appropriate and relevant with the teacher's and students' background, needs, and preferences. Therefore, the supplementary storybook is recommended to be used by teachers to teach narrative text to 8th Grade students of junior high school.

Keywords: Developing, narrative text, supplementary materials



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1. INTRODUCTION

1.1. Introduction

Teaching narrative text to students is an essential task of an English teacher. Abott (2008) explained that narrative is a part of how people apprehend the world in the time that it is virtually built into how people see. Pardede (2011) further indicated that narrative text could be selected and exploited appropriately, providing quality text content and significantly enhancing ELT courses. In addition, Pathan (2012) also agreed that stories attract the students' attention more than any other typical passages, develop students' interpretative abilities and expand their language awareness. From these viewpoints, it can be implicated that learning narrative text is constructive in improving EFL students' language skills.

In addition, learning narrative text is beneficial for EFL learners, especially Indonesian ones. From its structure, for instance, students who are accustomed to writing structured narrative texts have the potential to improve their writing skills. Fitriani (2018) has proven this in her pre-experimental study that the student's writing skill was improved and categorized as good from 62.09% to 79.71% after being taught using narrative text. Another advantage is the storyline; the characters present values that instill a positive mindset and character in students (Rahasya, 2017). Then, in terms of tenses mastery, students are provided with sufficient information on how to construct sentences in past tense correctly from narrative text. One study conducted by Haryani (2011) emphasized this advantage that her research participants' ability in simple past tense improved within two cycles of CAR, with the average score from 55.29 in the first cycle to 75.15 in the second cycle, supported by positive responses from the participants that they agreed that their ability in simple past tense became better from learning through narrative text. These facts signify the importance of narrative text for students. In line with this, this study took teaching narrative text to year-8 students from the perspective of school textbooks as the research focus.

Based on pre-analysis results, the researcher found that the textbooks the government supplied were sufficient to teach narrative text to the students. They are provided with explanations, examples, and exercises of narrative texts. However, if it is related to prior knowledge and the context where the students live, the narrative text used in the textbooks is less relevant. As for this case, West Kalimantan students have prior knowledge of the local stories, such as *Batu Ballah Batu Betangkup* or *Batu Menangis*. They would know best and get attracted to learn narrative texts from these stories. One of the stories used in the textbook is *Sangkuriang* which comes from West Java. Of course, the story of *Sangkuriang* has lots of value for the students, yet, it is less relevant because it does not represent the story and culture of West Kalimantan. Good

material is the authentic one (Rao, 2019). One of the characteristics of authentic material is its relevance to the context of students' lives; one example is using local content materials (Febrina, 2017). Besides, providing reading materials that represent the local culture brings positive impacts to the students. Nambiar et al (2020) mentioned that local culture-based reading materials have succeeded developing and sharpening the students' skills in English, as well as increasing level of confidence. Moreover, by studying narrative text using local stories, the students also can develop their knowledge on their own culture that might build pride to it (Rahmani, Sutapa, & Salam, 2016). From these viewpoints, it is clear that students should get a text relevant to the narrative text materials that tell a local story.

Referring to the background above, the researchers were eager to develop supplementary material for teaching narrative texts relevant to the students' context to support the existing textbooks. The supplementary material was a storybook containing folk stories from the Dayak ethnic as the indigenous tribe of West Kalimantan (Sada, Alas, & Anshari, 2019). Notably, the researchers took the English teachers and students of SMP Pelita Harapan Pontianak as the research resources. This school complies with the researcher's criteria, where majority of the stakeholders (students and teachers) are Dayaknese. From the researcher's pre-observation, the English teachers merely used a textbook from the government entitled *When English Rings A Bell* and a module. However, the module also did not provide any locally based stories. Furthermore, when it was analyzed, the researchers found that there was only one narrative text story; it was, of course, not sufficient to be used as learning material. Therefore, through developing supplementary material for reading narrative text, the researchers expected that junior high school teachers and students in West Kalimantan, in general, and SMP Pelita Harapan Pontianak, in particular, could be favored to comprehend narrative texts better, get engaged with the teaching-learning process actively, and build respect upon their cultures.

There is one similar study conducted by Nugraha (2015) entitled *Designing a storybook as narrative reading materials based on west Kalimantan folktales*. He revealed that a workbook developed based on local culture was worth using in terms of its usability and relevancy. This inspired the researcher also to develop a folk storybook based on one of the most prominent tribes in West Kalimantan. In terms of the purpose of the study, Nugraha's and the researchers' work shared a similar topic: developing a storybook for narrative reading materials. However, his work focused on the Malay ethnic (also one of the most prominent tribes in West Kalimantan), while this study focused on stories from the Dayak tribe. It can be said that the researchers' product completed a collection of local folk stories to learn or teach narrative texts.

Furthermore, related to designing supplementary materials to teach the narrative text for junior high school, the researcher found at least two previous researches conducted by Puspita, Ikhsanudin, and Sada (2017) and Prilini, Salam, and Wardah, (2017) in Pontianak context. These previous studies emphasized the importance and functions of supplementary materials for teachers and students. They revealed that supplementary materials are essential to support students' comprehension or understanding towards certain topics. Differently, Puspita et al. (2017) developed a supplementary materials for vocabulary enrichment; while Prilini et al. (2017) focused on developing supplementary material to enhance students' reading skills. Their researches strengthened the researchers' idea to conduct this study. The gaps are apparent that those previous studies developed different types of supplementary material and focused on different skills or topics from the researchers' research.

In developing the storybook, the researcher used the developmental research as the research design and followed the steps of ADD (Analyze, Design, and Develop) in ADDIE model. The detail of ADD procedure can be seen in the next section.

1.2. Research questions

The following research questions are posed as the focus of the research

1. How are the galley of *Dayak* folk storybook for teaching narrative text in as the supplementary material?
2. What is the result of the storybook internal evaluation?

1.3. Significance of the study

The significances of the study embrace three parties: students, teacher, and English education department students. For the students, the product of this research is expected to be a supplementary material for the 8th grade of junior high school students in West Kalimantan, particularly the schools with *Dayaknese* as he majority. Then, for the teacher The supplementary material can be used by teachers to support the textbooks to teach narrative texts to students. Finally, for English Education Department students The research is expected to add references for reading assets to students who have similar interests of material development.

2. METHOD

2.1. Research Design

The researchers used three phases of ADDIE: Analyze, Design, and Develop. ADDIE model contains a systematic guideline for creating educational products in complex situations

(Branch, 2009). Moreover, student-centered, innovative, authentic, and inspirational material should be the focus of developing products using ADDIE. The five phases are explained in Table 1 below.

Table 1 ADD Approach Stages

	Analyze	Design	Develop
Concepts	Identifying the materials and tasks that should be created based on the result of students' questionnaire, teachers' interview, and syllabus review.	Creating the draft of the materials and tasks.	Taking action in creating the final product.
Procedures	Analyzing the questionnaire data of students to find out the students' interest regarding the tasks and materials. Analyzing interview data of teachers to find out teachers' needs regarding the materials and tasks. Review the current curriculum and syllabus to find out the materials that should be designed for grade VIII students.	Starting designing the draft of the materials, the tasks, and the layouts of the book.	Modifying, editing, and combining the tasks, the materials, and the layout of the book to create the final product.

2.2. Samples/Participants

The research was conducted in SMP Pelita Harapan Pontianak, as the final product was given to that school. The respondents were the resources of the research consisting of two: the English teacher of Grade 8 and the students of Grade 8. The researchers gathered information for the need analysis from the teacher through interview and students through questionnaire. The teacher was the one who validated the prototype of the product (internal validation).

2.3. Instruments

There are two instruments to gather information or data used in this research: questionnaire and interview. The questionnaire was given to students to identify their needs and preferences. It was formulated in Indonesian and in the form of open-ended questionnaire. There are three parts of the questionnaire: students' information of English ability, material and activity preferences, and task types preferences. Meanwhile, the interview was in the form of semi-structured conducted to the English teacher of Grade 8. The interview gathered the information from the teacher's perspectives about the needs and preferences to develop the product. In addition, the researchers

used checklist containing rubric for internal validation which was done by the teacher to prove the validity of the product since it was not piloted to the students due to some limitations. The internal checklist evaluation was adapted to from Dick, Carey, & Carey (2015) and in the form of Yes or No response.

2.4. Data analysis

To analyze the data, the researchers followed the following phases as suggested by Creswell (2014):

1. Organizing the data

Organizing the materials by the types of questions. The researchers prepared the question for the English teacher before interviewing and for the students' questionnaire.

2. Transcribing the data

Transcription was the process of converting audiotape recordings into text data. This step was used in analyzing the interview data. The researcher did transcribe the recording into written form.

3. Structuring narratives.

This phase involved converting the transcription into the description. This step was done to help the researcher better understand the organized data. The researcher organized the data into proper sequences, stories or description.

4. Interpreting the data.

After obtaining the findings from questionnaires and interviews, the researcher started to design and develop the product. After finishing those two stages, the researcher did the internal validation to validate the supplementary material. The checklist for validation was adapted from Dick and Carry (2015).

3. FINDINGS AND DISCUSSION

3.1. Findings

The interactional goal of this research is to find out the galley of A Dayak Folk Storybook as Supplementary Material for Teaching Narrative Text. The findings of research are presented based on the steps of ADD approach. The findings are below.

1. Analyzing Phase

This analysis phase was the first step to determine the main problems when the researcher developed supplementary reading material. The purpose was to collect the needs of the students and teachers. The researcher collected information to be analyzed by interviewing the English teacher. Based on the interview, it was found that the teacher used merely the worksheet and a

textbook to teach narrative text without any additional books or supplementary materials. The teacher explained and recorded material on the board to convey the material. The teacher also confirmed that the narrative texts and activities in the worksheet or book were less challenging and exciting. Even he revealed there was an occasion where the students proposed to have a more familiar story that the teacher interpreted this response as students' preference or need to have local content materials. This idea totally agreed or was in line with the researchers' purposes of developing the supplementary book.

Then, from questionnaire analysis result, it was found that majority of the students argued that their English competence were needed to be improved. It can be inferred that the level of the students were poor to moderate that the materials, the language for instance, should be suitable for their level. Then, particularly in reading competence, the students responded similar. From the questionnaire, it was also found that the students needed more communicative lesson that could attract them. They also responded that the materials in the textbooks were less relevant with their lives. They expected that the supplementary material could support them learning narrative text. The detail of the questionnaire analysis can be seen in Table 2 below.

Table 2 Questionnaire Analysis Result

Statement	Total of responses
In general, how do you scale your current competence of English?	
- Very poor	10
- Poor	17
- Fair	3
- Good	0
- Excellent	1
Specifically, in terms of English reading skill competence, how do you scale your competence?	10
- Very poor	15
- Poor	5
- Fair	1
- Good	0
- Excellent	
In your opinion, how difficult are your English learning materials?	
- Too easy	0
- Easy	0
- Fair	23
- Difficult	7
- Very difficult	1
Are the materials you learn for English subject relevant with your background?	
- Yes	2
- Neutral	11
- No	18

What is your preference towards the design of learning materials and activities in the class? (You may choose more than one options)	
- Communicative	18
- Structured assignment (e.g. projects or other structured tasks)	8
- Using attractive illustrations	8
- Other	0
.....	
What type of tasks that you need or prefer as the activities for learning reading narrative text? (You may choose more than one options)	
- Fill in the blanks	16
- Matching	4
- Reading and answering questions	14
- Essay	3
- True-false	10
- Multiple choice	9
- Other	
.....	
Specifically, for vocabulary activities, what type of tasks do you prefer or need? (You may choose more than one options)	
- Matching	10
- Crossword puzzle	6
- Picture description	17
- fill in the blanks	15
- Other	
.....	
What type of activities or tasks do you prefer to learn the structure and features of narrative texts? (You may choose more than one options)	
- Analyzing mistakes or errors in sentences (identifying or correcting mistakes)	14
- Completing or filling the blanks with correct answers	17
Do you like group work activities?	
- Yes	17
- Sometimes	13
- No	1
Do you like individual work activities?	
- Yes	17
- Sometimes	12
- No	2

2. Design Phase

The design phase was done adapting the framework of design phase suggested by Branch (2009). Specifically, for creating or simplifying the texts, the researchers followed Text Driven approach proposed by Tomlinson (2013) involving readiness activities, experiential activities, intake response activities, development activity 1, input response activity, and development activity 2. At this stage, the materials for the supplementary book were designed based on the

information gathered from the analysis phase. The researchers designed the materials by considering the level of students' ability and background. Student activities in studying this book began with an introduction to the material, giving examples for practice as stimulation. After that, they did and practiced; then, they answered the questions that were provided.



The design of the English Supplementary Book began with searching for figure and short story that was relevant to the stories in material. The researcher collected several stories in West Kalimantan area from various sources. From several stories, the researchers took seven stories that were considered familiar to the students. The researchers simplified the stories adjusted to the students' level of English competence without changing the idea of them. To make the stories more attractive, the researcher created pictures relevant with the content of the story by using Adobe Photoshop, CorelDraw, and Canva application.

3. Developing Phase

At this stage, the researchers carried out the sketch in design step in to real performance. The supplementary book considered components of learning media, such as selecting words, texts, shapes, colors, pictures and styles or design the supplementary book. The detail is below:

a. Sketching the cover.

Table 3 sketching the cover

Raw <i>(generating and modifying)</i>	Final <i>(Editing and coloring)</i>
	

b. Creating the Table of content

The table of content presents the detail of the text titles and activities together with the page numbers. The table of content displays the excerpt of texts and activities that had been designed in design phase. The table of contents is presented in Figure 1 below.

Table Of Contents

CHAPTER 1	3
Samabue Hills	3
Objectives	3
Readiness Activity	3
Experimental Activity 1	3
Experimental Activity 2	2
Generic Structure of Narrative text	4
Experimental Activity 3	4
Ruai Bird	5
Intake Response Activities (Multiple Choice)	6
Development Activities 1 (True or False)	7
Development Activities 2 (Matching Pictures)	8
CHAPTER 2	8
The Origin Story in West Kalimantan	8
Objectives	8
Reading Activity 1 (The Origin of the Hedgehog River)	9
Reading Activity 2 (The Origin of the Wire River)	10
Vocabulary Building	11
Memorize!	12
Reading Activity 3 (The Legend of a Crying Rock)	12
Writing Activity	14
CHAPTER 3	16
Fairy Tales	16
Objectives	16
Example of Reading Activity	16
Reading Activity 1 (The story of Bujeng Beji)	18
Vocabulary Building	19
Memorize!	20
Reading Activity 2 (Princess Anem And Princess Bussu)	20
Vocabulary Building	22
Writing Activity	22
Answer Keys	24

Figure 1 The table of content of Dayak Folk Story Book

c. Sketching the product by using Clip Studio Paint Pro

In this design and develop research, it is significant to present the processes of how the researcher came up with the product step by step. The following figures show ways of how the product was being developed.

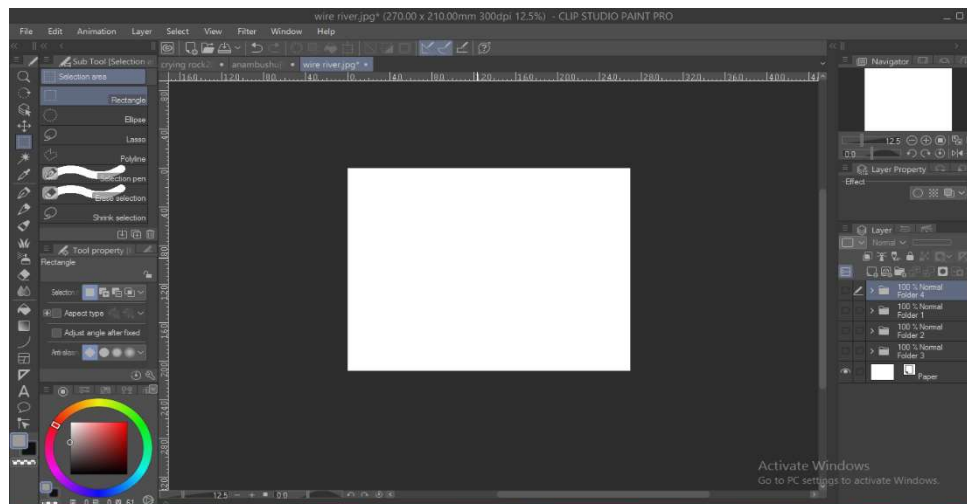


Figure 2 First Layer of the product

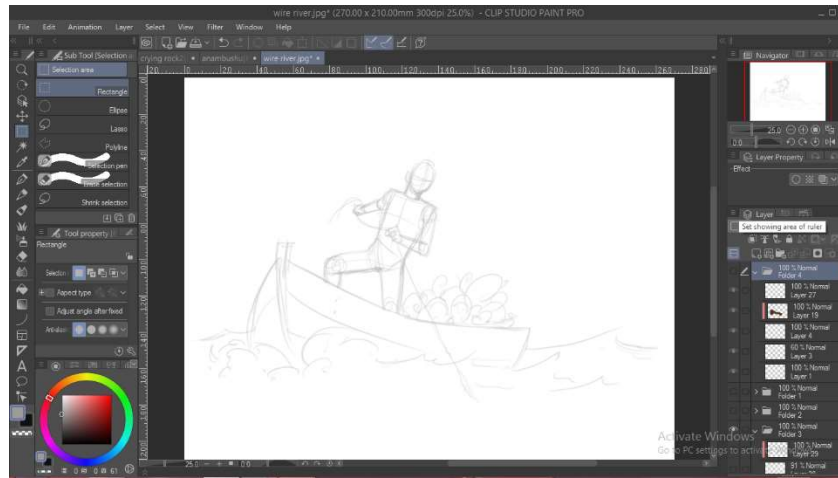


Figure 3 Sketching Processes

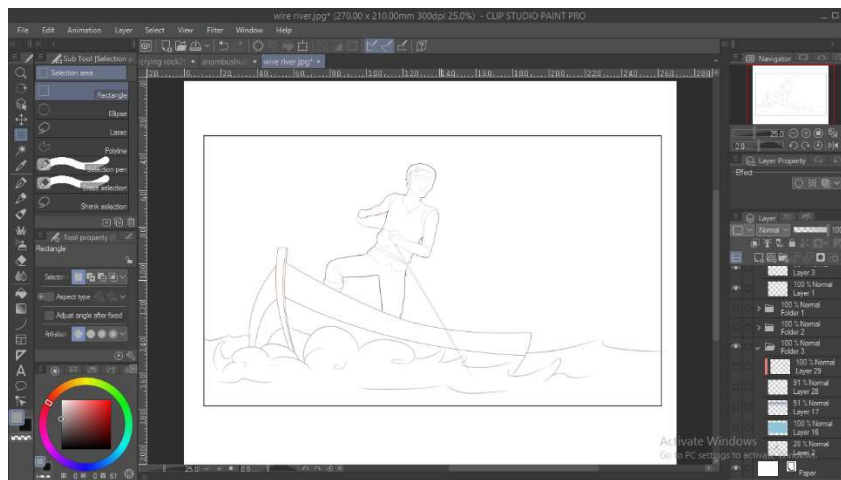


Figure 4 Art-Lining

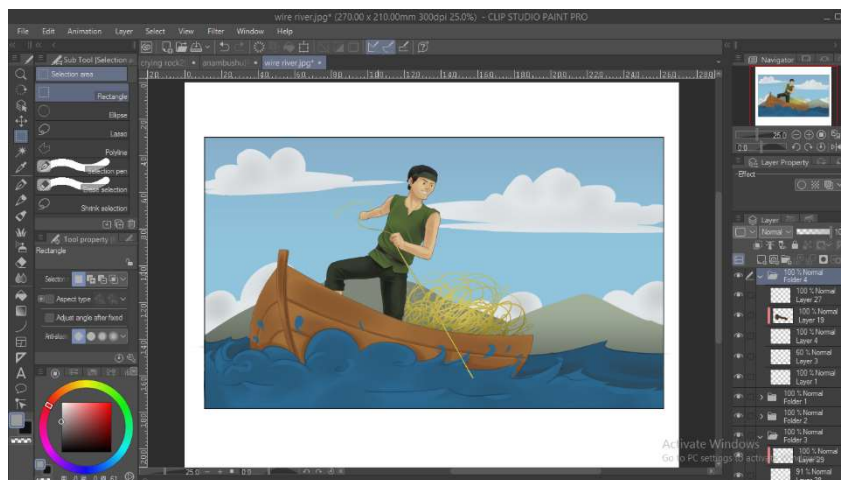


Figure 5 Coloring Processes

4. Text Driven Approach contributes to developing

Text driven approach was the adopted theory in the processes of designing and developing the product. To present a clear product that was made by following Text Driven Approach, it is shown below.

Experimental Activity 2
Match the pictures with the words based on the story above! Work with your teacher.



Landslide
 Cut
 Peak
Villagers
 Guardian Spirit

Generic Structure of Narrative text

Orientation	Complication	Resolution	Reorientation
It is about the opening paragraph where the characters of the story are introduced.	Where the problems in the story developed.	Where the problems in the story is solved.	Lesson from the story.

Experimental Activity 3
Work in a group of 5, then decide the generic structure of the text!

There was a village in west Kalimantan called Menjalin. All villagers lived happily in harmony.

One day, there was a man who desired to be the richest person in the village. He went to climb hills everyday until he decided to cut all trees to sell in the city. He always wanted to have a lot of money, even he had much already. This greedy man was warned by the villagers to not cut the trees on Sambau Hills, however he kept doing it.

Once he cut the trees the guardian spirit was so furious and cut the peak of hills, the man was there vent down with the landslide. Since then, no one cuts trees on that hills.

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Development Activities 1 **EXERCISE 2**

True or False
Mark each statement with (T) for the true statement and (F) for the false statement based on the text above!

STATEMENTS

1. The king was very cruel and evil.
2. All sisters were similar to the youngest sister.
3. All sisters wanted to get rid of the youngest sister.
4. The oldest sister asked the youngest to go fishing.
5. The youngest sister met an old man in the cave.

T/F

Development Activities 2 **EXERCISE 3**

Matching Pictures
Match the pictures with the stories by drawing a line to connect them!



The youngest daughter was the most beautiful. She was also the kindest.



She slowly changed into a beautiful bird.



The king has seven daughters.

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The older sisters asked her to go fishing. They asked to go to Gua Batu or a stone cave. There was a river flowing inside the cave. And there were a lot of fish in that river. The youngest daughter was so happy when they finally arrived at the cave. She did not know that her sisters were going to do something bad to her. "Hurry up, let's go inside the cave. You can find a lot of fish inside the cave," said the oldest daughter. The youngest was so eager. As she went inside the cave, she did not know that her sisters stayed outside the cave. They kept on asking her to go inside the cave.

She kept on walking until she was lost! She was calling out all her sisters, but they did not respond. She then understood that her sisters did not want her to rule the kingdom anymore. She was very sad. She cried. Suddenly an old man came. He was a holy man. He was meditating in the cave. She changed her tears into eggs. "Don't worry, I can help you. You can go back to the kingdom but you have to change into a bird. I name you Ruii Bird. After that, brood these eggs. After they hatch, the birds will accompany you," said the old man. She agreed. Slowly she changed into a beautiful bird. And after all the eggs were hatched, they went back to the kingdom. They all stayed at the tree near the kingdom. They all saw how the king punished the older sisters.

<http://indonesialegend.blogspot.com/2010/02/legend-of-ruii-bird.html>

Intake Response Activities **EXERCISE 1**

Multiple Choice
Choose the best answer based on the text above!

1. Where did the story take place?
 a. Sumatera b. Sulawesi c. Jakarta d. Kalimantan
2. How many daughters does the King have?
 a. Seventh b. One c. Three d. Seven
3. Which of the statement is true about the story?
 a. The queen has died b. The king has ten daughters.
 c. The daughters are ugly. d. The king knows his daughters' bad behaviors.
4. Who did the oldest daughter meet in the cave?
 a. A young lady b. An old man
 c. The daughters of the king d. No one

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"Good grief! Isn't this gold?" cried the fisherman. He confirmed his sight. It was true what he saw was gold wire. He quickly pulled the end of the wire until it rolled around the boat.

He quickly pulled the end of the wire until it rolled around the boat. "I'm going to be a rich man!" he exclaimed excitedly. He kept pulling the wire. The fisherman is getting happier and happier. He overlooked the coils of wire in his boat were getting heavier and heavier. However, greed has possessed the fisherman.

"Stop it. You have taken enough gold already" a voice from inside the river startled him. However, greed has possessed the fisherman. He kept pulling the gold wire.


"Stop it! If you do not, you will be harmed," the magical voice warned again.



He kept pulling the gold wire. The fisherman did not care. Over time the boat wobbled because of the heavier load. The fisherman just realized his mistake. Since then, people have called the river where the fisherman drowned, and the golden wire became the Wire River. The river is one of the tributaries of the Kapuas River in Sintang City, West.

Vocabulary Building
Please, match the vocabulary and the pictures below!




Wire
 fisherman
 sink
River
 boat

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Figure 6 Developing all contents based on Text-Driven theory

5. Product evaluation

The product evaluation was done through internal validation. The internal evaluator of the product was the English teacher of SMP Pelita Harapan Pontianak. The internal evaluation criteria were adapted from Dick and Carey (2015). There were 25 items or statements divided into three parts: content relevancy, vocabulary, and structures. The results show that all statements were responded to by Yes (100%). This result implies that the supplementary folk storybook has met the needs and preferences of the teachers explicitly and the students implicitly. The product suitability also met the syllabus of Grade 8 about the narrative text. It is inferred from the evaluation result that the supplementary material provided in the storybook has high relevance to the local content, teacher and students' needs and preference, and the national syllabus. The result of product internal evaluation can be seen in Table 5 below.

Table 5. Internal Validation Checklist Result

No.	Statement	Response	
		Yes	No
Content			
1	Is the storyline clear?	√	
2	Are the materials related to the syllabus of Grade 8?	√	
3	Do the activities support reading comprehension of narrative text?	√	
4	Do the topics provide the students with vocabulary required to interact in the situations occurring most frequently in daily life?	√	
5	Do the stories represent West Kalimantan culture?	√	
Grammar Focus			
6	Are the grammar activities suitable to students' level?	√	
7	Is there enough reinforcement and practice of the structures?	√	
8	Does grammar learning involve problem solving, comparing and contrasting the rules of English?	√	
Materials			
9	Are the material presented authentic and interesting?	√	
10	Do the activities encourage learner autonomy?	√	
11	Are the various sections clearly indicated?	√	
12	Are the instructions in every exercise or activities clear?	√	
Methodology and Appearance			
13	Are the communicative activities and language work carefully integrated?	√	
14	Are the language items dealt with through a clear presentation stage?	√	
15	Are the tasks and activities creative?	√	
16	Are the students exposed to real spoken and written materials?	√	
17	Is the appearance of the storybook attractive?	√	
18	Are the pictures relevant with the stories?	√	
19	Are the sentences used in the stories and activities clear and suitable for the level of students?	√	

3.2. Discussion

The researcher developed A Dayak Folk Storybook as Supplementary Material for Teaching Narrative Text to Year-8 Students of Junior High School students. The research informants or resources were an English teacher and Grade 8 SMP Pelita Harapan Pontianak students. This research was conducted to bridge the gap between less relevant narrative stories with the students' context used in the textbooks. The supplementary storybook was developed to support the textbooks by providing local content materials, such as those originated from West Kalimantan. As being understood that local based materials would be more beneficial for students in learning narrative texts (Febrina, 2017; Nambiar et al., 2020). In line with this, Rahmani et al. (2016) argued that students would develop their knowledge on their own culture and build pride to it from local based materials. The students could engage more actively because they got the sense of belonging, respect, and pride towards the culture.

The supplementary book was developed following the three phases of ADDIE: analysis, design, and develop phase suggested by Branch (2009). Specifically, to create or simplify the narrative stories, the researchers followed the Text Driven approach proposed by Tomlinson (2013). The supplementary storybook consists of three chapters containing eight stories from *Dayak* ethnic in total. There are also activities and exercises in the supplementary book to help students comprehend the stories and master the features of narrative texts.

The result of the internal product evaluation indicated that the supplementary book is relevant and has met the criteria and needs of the students and an English teacher of Grade 8. In line with the research findings by Nugraha (2015), Puspita et al. (2017) and Prilini et al. (2017), this research also confirmed that supplementary book containing local content materials is more relevant and suitable for the student's needs. Hence, the researchers claimed that the finding of this study supports the findings from that prior research. Nevertheless, a significant point of the product makes it different and unique. The researchers took the students' needs and preferences into account that types and activities in each unit were developed in such a way to meet them. The researchers realized that meeting the needs of the product users, in this case, students and teachers is the first material development principle. Without meeting the users' needs, the product's usability and relevancy might be under significant doubt (Hariyadi & Yanti, 2019; Yanti, 2019). That is why, although the product was not piloted, the researchers believed that its usability of it is guaranteed.

4. CONCLUSIONS

4.1. Conclusion

The product of this research is in the form of a storybook. It is developed as supplementary material for Grade 8 learners to study narrative text. This book is designed to polish students' beginner to intermediate-level English. The book contains three main chapters. Each unit contains a variety of language tasks developed around topics related to stories in Kalimantan, especially Dayaknese stories. The texts are selected under a text-driven approach, including lesson objectives, readiness, experimental, intake response, and development activities. Based on the finding of this research, it can be concluded that Dayak Folk Storybook as supplementary material for teaching narrative text can be used to support students in learning narrative text contextually because the contents are related to the learners' background in West Kalimantan. Last but not least, the researchers expect this product to be distributed widely to junior high school students in West Kalimantan, so their pride and respect for the local stories can be built to preserve the culture.

4.2. Suggestions

The researcher would like to suggest several points related to the finding of this research. The first is that the product is not yet implemented, so implementation and evaluation of the content and usability are highly suggested to other researchers interested in material development and evaluation to strengthen the quality of the supplementary material. The second is the supplementary book highly recommended to be used by English teachers to give extensive activities and mastery of reading narrative text. The third is that the stories contained in the supplementary book come from West Kalimantan, particularly from the Dayak tribe, so the product is also recommended as a storybook to introduce the local stories to children or teenagers to preserve the local culture, even foreigners who seek the local stories in the English version.

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