

Analyzing Students' Reading Needs through Dayak Cultural Content in East Kalimantan

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Abstract- The integration of local culture into English reading instruction is important for enhancing student engagement, reading comprehension, and cultural awareness. In Indonesia, English reading materials are predominantly influenced by foreign cultures, while locally relevant resources remain scarce. This study aims to analyze students' reading needs to improve comprehension and strengthen cultural identity through the development of reading materials based on Dayak culture, an indigenous ethnic group from East Kalimantan. Using a mixed-methods design, data were collected from 348 students and 36 lecturers across higher education institutions in East Kalimantan through questionnaires and in-depth interviews with 10 students and 5 lecturers. The research instruments were developed based on Hutchinson and Waters' Needs Analysis framework, addressing necessities, lacks, and wants. The findings reveal strong support for integrating local cultural texts, especially folktales and descriptive passages, to increase motivation and improve reading comprehension. Students reported difficulties with text complexity, while lecturers faced limited access to contextualized materials and low student interest in reading. Both students and lecturers preferred culturally relevant and visually engaging materials. There was a strong preference for the use of structured reading strategies such as SQ3R. These results can inform the development of culturally responsive reading materials and have implications for curriculum development, instructional design, and future research in English as a Foreign Language (EFL) context.

Keywords: Dayak culture; English reading materials; local culture; mixed-method research; reading comprehension

I. INTRODUCTION

Reading is an essential ability in language learning that significantly contributes to vocabulary development, comprehension, and critical thinking. In English as a Foreign Language (EFL) environment, particularly in Indonesia, reading activities frequently incorporate globalized or Western content, which may lack cultural relevance for learners. The disparity between pupils' cultural backgrounds and the instructional materials may diminish motivation and hinder the efficacy of reading education. Consequently, there is an escalating necessity to adapt reading materials to enhance student engagement and understanding.

Theoretical frameworks like Culturally Responsive Teaching (Gay, 2018) and Needs Analysis Theory (Hutchinson & Waters, 1987) underscore the necessity of connecting educational content with learners' socio-cultural contexts and distinct learning needs. Learning material development should consider

three key aspects: *necessities* (what learners must acquire to function effectively in a target situation), *lacks* (the gap between the learners' current proficiency and the required level), and *wants* (what learners personally wish to learn). Clarifying these distinctions helps readers better understand the rationale behind the needs analysis process, particularly those unfamiliar with the theoretical model while incorporating their local culture helps affirm their cultural identity, build a personal connection to the content, and increase motivation to learn. The integration of local materials, shown by the Dayak culture of East Kalimantan, into reading materials serves as both an educational tactic and a means of cultural preservation.

The prior studies have investigated the incorporation of local culture into language instruction, most have focused on speaking or writing, with limited attention to reading. Furthermore, cultural elements are often presented in a generalized way, lacking alignment with learners' specific reading needs.

This study addresses that gap by exploring how Dayak culture an indigenous heritage of East Kalimantan can be meaningfully integrated into English reading materials to support both comprehension and cultural identity in EFL contexts.

This study focuses on analyzing the reading material needs of university students by integrating Dayak cultural content to enhance reading comprehension and promote academic literacy in English. It responds to gaps in previous research by proposing a culturally integrated approach to reading instruction, one that not only supports language development but also affirms students' cultural identities. By exploring the *wants*, *lacks*, and *needs* of learners, the study seeks to identify how localized, culturally relevant texts can improve students' engagement and comprehension.

II. METHODS

This study employed a mixed-methods design, integrating both quantitative and qualitative approaches to gain a comprehensive understanding of students' reading requirements. Creswell and Plano Clark (2011) explained that the mixed-method approach is advantageous for educational research, as it integrates quantitative and qualitative perspectives crucial for comprehending the research subject.

The questionnaire for students consisted of 9 multiple-choice items, while the questionnaire for lecturers included 11 multiple-choice items. Each item required respondents to select one option only, reflecting their primary needs, challenges, or preferences related to English reading materials incorporating Dayak cultural content. The question themes covered academic reading needs, comprehension difficulties, and preferences for culturally relevant topics such as folktales, traditional arts, rituals, and local customs. The questionnaires were administered to 348 students and 36 lecturers from English language courses in East Kalimantan, who were selected through random sampling to ensure representativeness.

Qualitative data were collected through semi-structured interviews with 10 students and 5 lecturers, who were purposively selected based on their experience with and interest in Dayak culture related reading materials. This purposive sampling aimed to gather relevant

insights from participants who could provide deeper understanding of the cultural content's impact on reading engagement and comprehension. This selection method also helped minimize potential bias and ensured diverse perspectives. The interviews explored participants' interpretations of reading texts containing Dayak cultural elements and identified which cultural aspects they found most interesting and relevant.

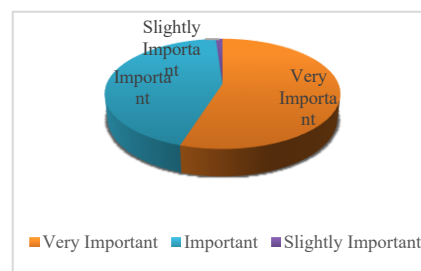
The results from both methods were assessed sequentially. Quantitative data was analyzed using descriptive statistics to identify patterns in students' reading preferences, challenges, and content interests. Qualitative data was collected through interviews, which were recorded, transcribed, and analyzed thematically to uncover deeper insights into the cultural aspects of students' reading needs.

III. RESULT AND DISCUSSION

a. The Analysis Results of Students

1. Necessities

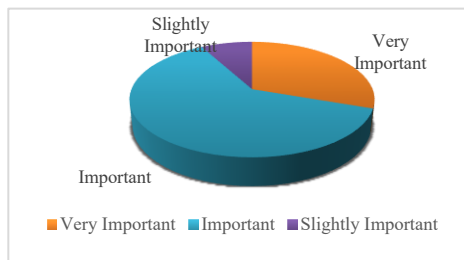
This section examines students' perceptions of the necessity of incorporating local cultural content into English language learning. The findings cover three main aspects: (1) the importance of learning English in relation to local culture, (2) the importance of local culture topics as English reading materials, and (3) the students' views on the use of local cultural topics in English texts. The results for the first aspect are presented below.



Picture 1. Importance of Learning English in Relation to Local Culture

The results revealed that most of respondents held favorable opinions: 54.9% deemed it very important, 44% classified it as important, and merely 1.1% regarded it as slightly important. Consequently, 98.9% of participants agree on the incorporation of local culture into English education. These findings align with the Contextual Teaching and Learning (CTL) theory, which posits that learning is more significant when the content is linked to students' real-life experiences and cultural contexts. In this instance, connecting local culture

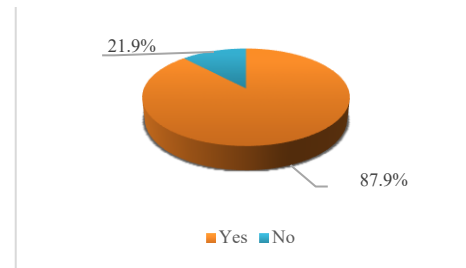
establishes a cognitive bridge that enhances the relevance and relatability of English learning to students' lives. This perspective is supported by the survey results which show that most of students believe it is crucial to insert local cultural contents, like Dayak culture, in English learning materials.



Picture 2. Importance of Local Culture Topics as English Reading Materials

The data shows that 30.2% of respondents believed this feature was Very Important, 61.5% believed it was Important, and 8% believed it was Slightly Important. Notably, there were no indications that people thought that it was unimportant. These findings support the interview results from students A, *“learning local culture as English reading materials is very interesting, it enables us to gain a deeper understanding of local culture, and it serves as valuable knowledge for promoting tourism”*. The concept that learning should be maintained through the usage of local culture-based materials since they provide cultural familiarity, which aids reading comprehension (Aminullah et al., 2019). The high percentage of students who evaluated this characteristic as significant shows that they appreciate the value of cultural relevance in aiding their comprehension of English texts. The introduction of familiar cultural content reduces cognitive load and fosters meaningful links between new language input and students' prior knowledge.

The data below also stated that a large percentage of respondents (87.9%) believe that English reading texts with local cultural topics can boost their interest and understanding of reading. Here is the data on students' views.

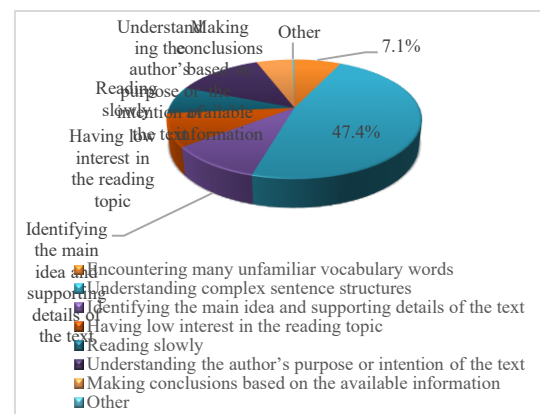


Picture 3. Students' Views on the Use of Local Cultural Topics in English Texts

The data above states that adding familiar cultural content not only keeps students' attention but also reduces cognitive load by forging meaningful connections between new language input and prior knowledge. In improving reading comprehension, resources related to local culture might improve students' capacity to predict the texts they read, thereby increasing their interest and knowledge (Darong, 2022). In contrast, just 21.9% of respondents said “no”, a small number compared to those who responded affirmatively. This result also supported from student B stated, *“engaging with English reading materials that incorporate local culture theme would enhance my understanding and awareness, as my current knowledge of local culture is still limited”*. Overall, the data imply that most participants appreciate the idea of combining local cultural elements into English reading materials. These findings show that incorporating parts of local culture can be an effective technique for increasing learning motivation, boosting comprehension, and promoting the development of English literacy abilities.

2. Lacks

Students' lack refers to the difficulties they frequently make when reading English texts. Here are the results of the students' lack.



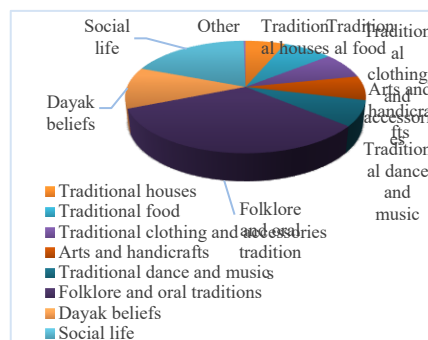
Picture 4. Students' Difficulties in Reading

Based on the data above, the most common challenge that students have is understanding complex sentence structures, which accounts for 47.4% of the total. It means that nearly half of the students struggle with understanding long sentences, complicated sentences, or complex grammatical structures in texts in English. student C stated, *"I have found difficult reading text before, it contains formal and complex language, I read a passage with complicated English structure, which made it hard for me to fully understand the content"*. When students encounter long or complex sentence structures, they use their cognitive resources to understand the grammatical structures rather than generate meaning. To address this issue, applying reading strategies such as skimming and scanning can be highly beneficial. These are two essential reading strategies that support students in navigating English texts more effectively. Skimming enables students to quickly grasp general ideas and main points without being overwhelmed by every grammatical detail, while scanning helps them locate specific information efficiently (Syamsir et al., 2021). However, beyond these surface-level strategies, students also face deeper comprehension challenges that demand more advanced cognitive skills. Notably, a considerable proportion of students struggle with understanding the author's purpose or intention (13.2%) and identifying the main idea along with supporting details (10.1%). These difficulties go beyond literal comprehension and require higher-order thinking skills, particularly those categorized under the evaluating domain in Bloom's Taxonomy. This means that students must be able to read critically, analyze information, and draw conclusions that are not always explicit in the text. Problems such as having a low interest in the reading topic (8.9%), reading slowly (7.5%), and encountering many unfamiliar vocabulary words (7.1%) are additional difficulties, but at lower rates.

3. Wants

These parts describe the students' wants regarding English reading materials. They cover the local Dayak cultural topics they wish to learn about, the kinds of reading materials they are interested in, the types of texts they prefer, and the reading activities they find most engaging and effective for supporting their learning. Here are the results of the local

Dayak cultural topics they wish to learn about.



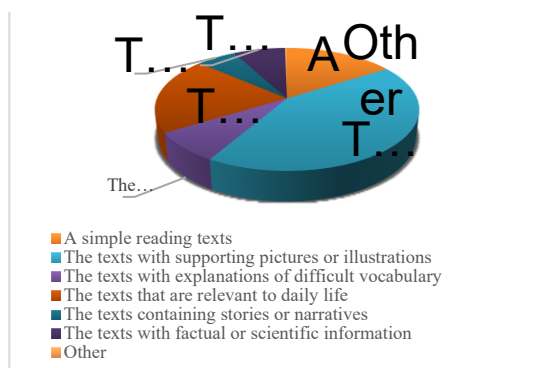
Picture 5. Topics

The diagram above explains that "folklore and oral traditions" is the most popular topic among students (32.5%). This demonstrates a significant interest in Dayak folktales and oral traditions, which are rich in cultural significance and easy to comprehend through narrative form. According to the results of research, using local folklore can be a successful method for engaging students and enhancing their reading comprehension abilities (Fatmawaty et al., 2022; Soplantila, 2024).

The second most important factor is "social life" (18.7%). This indicates a considerable interest in the everyday components of Dayak civilization. Materials regarding social relationships, conventions, and daily living are thought to be relevant to students' real-world experiences, which can boost reading engagement.

The topic of "Dayak beliefs" is also popular (11.8%). It indicates the students' interest in traditional values and beliefs. Student D stated that *"I prefer to learn about beliefs and traditions because I have limited knowledge of Dayak customs. I have only heard about them, but I am unsure of their accuracy"*.

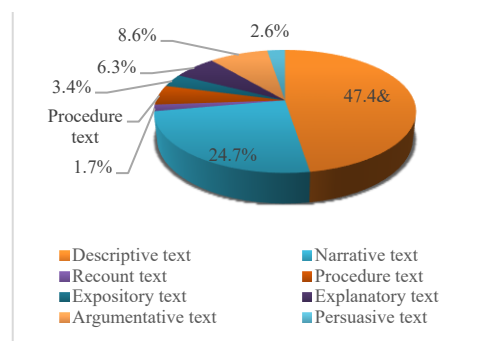
Meanwhile, other topics, such as traditional food, clothes, arts, dancing, and housing, have lower percentages (6-8%) but are nevertheless significant because they link to real cultural heritage. Only 0.3% selected "Other," showing that most of their preferences had previously been met.



Picture 6. Kinds of Reading Materials

According to the findings, the majority of students (42.2%) prefer to read texts with supporting pictures and illustrations. This emphasizes the significance of visual features in aiding text comprehension, particularly among foreign language learners. Student E also stated *"I prefer reading texts that include pictures to ensure my understanding, so I can see what the text is referring to through the images."* The images can help to offer context, clarify meaning, and lower cognitive load while dealing with complex texts. Furthermore, 20.1% of students choose texts that are applicable in everyday life. This demonstrates that connecting reading content to personal experiences is critical for inspiring readers.

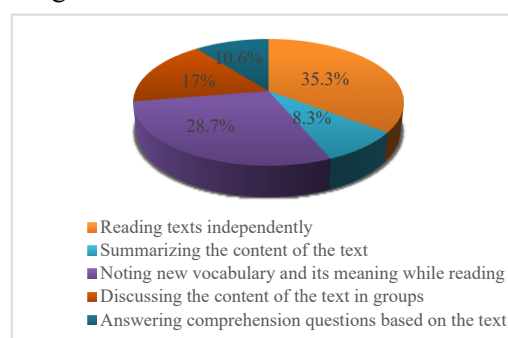
Simple reading texts were selected by 15.8% of students. This implies that language and structure simplicity are the highest priority. It implies that some students may still be at an early stage of English competence and that more complicated texts would impede comprehension and lower their interest in reading. In addition, texts with explanations of difficult vocabulary (7.8%), factual or scientific information (7.5%), and narrative texts (5.7%) received lower percentages. This shows that although scientific information and narratives are important, students may feel more supported when the focus is first on visual and everyday contexts that are closer.



Picture 7. Types of Reading Texts

The findings show that descriptive text is the most preferred type of text among students (47.4%). This result shows that nearly half of the respondents thought descriptive texts are the most helpful for understanding Dayak culture. It means that students prefer explicit, specific information that depicts items, places, traditions, or events in depth. Narrative text is ranked second (24.7%). This demonstrates a strong interest in reading stories with plots, characters, and events. Narrative writings are not only entertaining; they also subtly impart cultural values, morality, and customs, which motivates readers. Argumentative (8.6%) and explanatory texts (6.3%) are also given due consideration. This suggests that certain students are prepared to work with more complicated texts that require reasoning, arguments, and conceptual explanations.

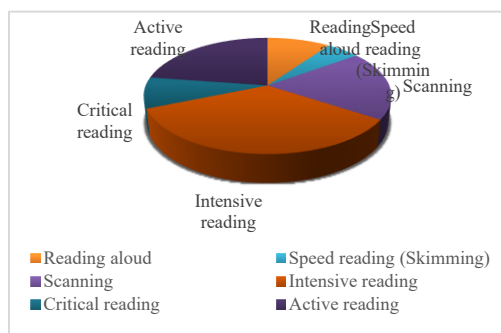
Procedure texts (5.2%), explanatory texts (3.4%), persuasive texts (2.6%), and recount texts (1.7%) all have lower percentages. This demonstrates that when learning about Dayak culture, students place less emphasis on texts that are oriented toward instructions, merely factual explanations, persuasion, or previous experiences. However, the existence of respondents who chose these types is still vital for ensuring a variety of ways to generate reading materials.



Picture 8. Preferred Reading Activities

Referring to the data above, students prefer reading text independently (35.3%). It implies that many students prefer to read alone, without the pressure of interaction with others. on interview result from student C stated, *"I prefer studying independently because it allows me to explore deeply and quickly"* The tendency could be related to a need to control one's own learning pace and allow for deeper thinking. According to self-directed learning theory, independent reading activities promote the development of learning independence while also increasing intrinsic motivation. The next option is to take note of new vocabulary and its meaning when reading (28.7%). It means that vocabulary knowledge remains the primary emphasis of students in improving their English reading skills. This action is also consistent with the bottom-up processing technique, in which readers attempt to comprehend the meaning of individual words before constructing an overall knowledge of the text.

Discussing the content of the text in groups came third (17%). This demonstrates that some students prefer collaborative learning which allows them to exchange ideas, clarify understanding, and broaden viewpoints. Answering comprehension questions (10.6%) and summarizing reading information (8.3%) received lower percentages. This is because these activities are frequently regarded as more cognitively demanding and necessitate greater analytical efforts than simply reading or noting vocabulary.



Picture 9. Types of Reading Activities

The data indicates that students prioritize intensive reading (34.5%) as their preferred activity. This confirms that a significant number of students prefer to read in depth in order to gain a comprehensive understanding of the text's details. Intensive reading typically entails the identification of main ideas and supporting ideas,

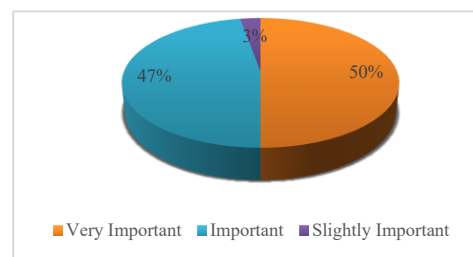
comprehension of vocabulary, and the analysis of sentence structures. This indicates that students have a strong need for systematic learning and thorough understanding, which is helpful to the generally mastery of reading comprehension.

Active reading is in the next position (22.7%). Based on interview results also show from students a prefers doing active reading *"this approach is commonly past of my study routine, and it helps me achieve a more comprehensive understanding of the text"*. This activity encompasses strategies such as note-taking, questioning, and emphasizing critical sections of the text. The significant interest in active reading indicates that certain students have reflective and proactive learning practices. Scanning was selected by 19.3% of respondents. Specifically, this activity is employed to promptly locate specific information within the text. In the context of locating specific data or facts, this substantial percentage demonstrates that students also require proficient selective reading skills. Reading aloud (9.8%) and critical reading (8.6%) are preferred at a lower rate. Pronunciation and comprehension can be improved by reading aloud; however, it may be unsettling in autonomous learning scenarios.

b. The Analysis Result of English Lecturers

1. Necessities

Necessities are the main needs that lecturers consider essential to support students' success in learning English. This concept encompasses the essential skills, reading materials, and teaching strategies that must be implemented to ensure that the learning process is conducted in a way which is both effective and consistent with the instructional objectives. Here are the results of the necessities.



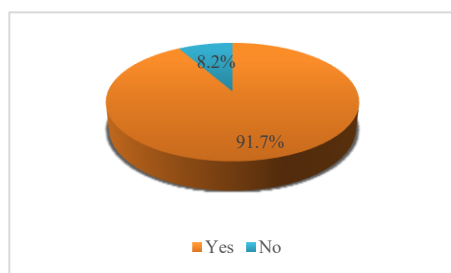
Picture 10. Lecturers' Views on Local Culture in English Reading

Based on the data, most participants rated it as either "very important (50%)" or "important (47.2%)". It indicates a strong support for culturally relevant content in language instruction. This reflects an awareness of the

value of connecting reading materials to students' cultural backgrounds, as emphasized in Culturally Responsive Teaching. The small percentage of those who rated it as only "slightly important (2.8%)" may suggest differing perspectives or limited engagement with local cultural topics.

These statements are further supported by interview data from Lecturer B, who stated, "Reading proficiency is crucial for university students, as the reading process not only enhances comprehension but also contributes to the development of other skills, particularly speaking". Furthermore, the findings indicate that lecturers are aware of the importance of contextual and meaningful language acquisition, which aligns with the core principles of Content and Language Integrated Learning (CLIL). In the Indonesian EFL context, empirical studies have demonstrated CLIL's effectiveness in improving both linguistic skills and content knowledge through integrated instruction (Norhasanah & Setiawan, 2023). Furthermore, a systematic review of CLIL implementation in Indonesian higher education reports notable gains in language competence and learner motivation, accompanied by challenges such as limited instructor readiness and insufficient institutional support (Marhamah, 2024).

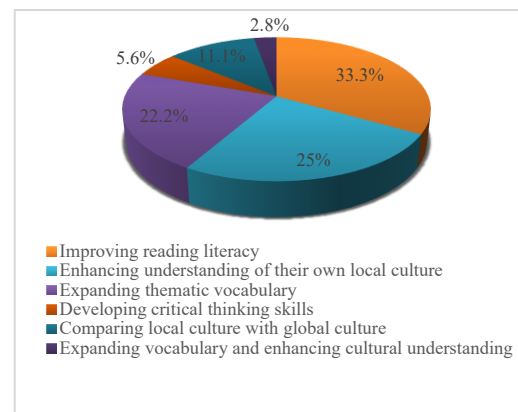
Therefore, integrating local culture into reading materials not only aligns pedagogically with CLIL principles but also offers a strategic pathway for preserving cultural identity while enriching English instruction.



Picture 11. Local Culture Texts Enhance Reading Interest

The data above indicates that the vast majority of lecturers. Most of the respondents agreed (91.7%) that English reading texts focusing on local cultural themes can enhance students' interest and comprehension. The interview results from lecturer C also agree that "learning English through local culture

can be highly engaging. I once taught local culture, and they responded is great and enthusiasm". This exceptionally high figure reflects their strong belief that connecting teaching materials with students' cultural backgrounds makes the learning process more relevant, meaningful, and engaging. Only a small portion (8.2%) expressed disagreement, possibly due to concerns regarding the design quality of these materials or the challenges in accessing appropriate cultural content. Overall, these findings demonstrate widespread support for the development of reading materials based on local culture as an effective strategy to improve English reading literacy in higher education.



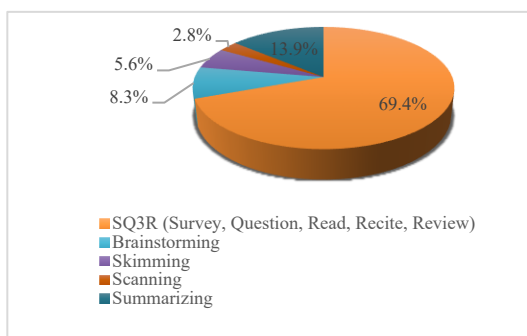
Picture 12. Purpose of Local Culture-based Reading

The data indicates that lecturers expect that the main purpose of local culture-based reading learning is to improve reading literacy, with a maximum score of 33.3%. It indicates a significant emphasis on the enhancement of students' essential reading abilities, including fluency and comprehension. Before students can conduct further complex analyses of text content, they must establish a strong foundation in reading literacy.

A second purpose that is frequently selected is to enhance comprehension of one's own local culture (25%). This is evidence of the lecturers' recognition that the instruction of a foreign language that is associated with the local culture not only enhances language ability but also reinforces the cultural identity of students. Expanding thematic vocabulary was also a high priority (22.2%), as the ability to comprehend texts and support other productive skills, such as writing and speaking, is facilitated by a mastery of cultural terms. A desire for students to develop a cross-cultural perspective that enhances critical thinking was indicated by the

objective of comparing local and global cultures (11.1%).

At the same time, 5.6% of respondents selected the development of critical thinking skills. It suggests that this skill is still regarded as an advanced stage after fundamental literacy is attained. Lastly, the objective of enhancing cultural comprehension while expanding vocabulary got the lowest percentage (2.8%), suggesting that lecturers prefer to isolate the emphasis on vocabulary and culture. In general, these data indicate that lecturers prioritize gradual learning, beginning with the acquisition of reading literacy and a comprehension of local culture, and subsequently progressing to the development of global insight, critical thinking, and an expanded vocabulary.

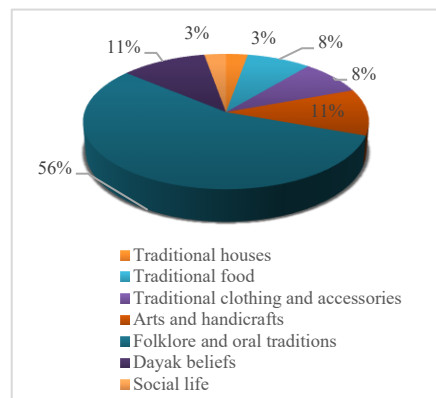


Picture 12. Reading Activity

According to the data above, the SQ3R method was chosen as the most suitable reading activity for enhancing students' text comprehension and reading abilities by the majority of lecturers (69.4%). Based on interview lecturer d, *"she said that this method was very effective to check students' understanding"*. The very high percentage demonstrates a strong belief that students can gain a deep understanding of information, organize main concepts, and develop their capacity to reflect on what they read through the use of systematic reading strategies. This method can also enhance students' reading comprehension (Saputra & Haddar, 2024). The primary information must be identified and reorganized in the students' own words, which is why 13.9% of lecturers selected summarizing as an effective technique.

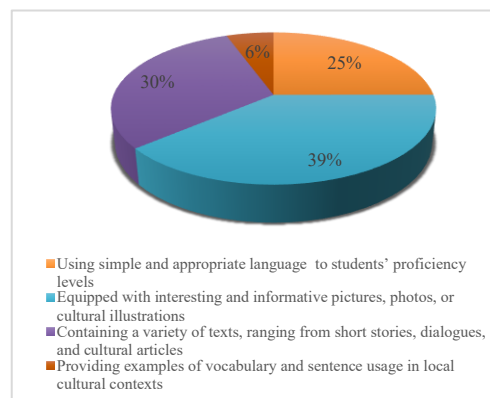
At the same time, brainstorming (8.3%) is also regarded as pertinent during the initial phases of learning in order to use prior knowledge and anticipate the text's content. Skimming (5.6%) and scanning (2.8%)

methods have lower percentages. It means that the primary strategy for establishing a comprehensive understanding is not centered on fast reading activities to identify main ideas or specific information in the text. According to these results, lecturers support a more structured, gradual, and critical reading approach to text-based English learning.



Picture 13. Topics Interest

The data indicates that lecturers are most enthusiastic about teaching folklore and oral traditions (55.6%). This implies an enthusiastic view that this is an efficient learning resources for imparting moral values and contextual vocabulary, as well as for introducing local culture. Arts and handicrafts and Dayak beliefs were each chosen by 11.1% of the respondents. It means that there is an interest in spiritual aspects and more specific cultural expressions. Lecturers also found the subjects of traditional food and traditional accessories and clothing (8.3% each) to be quite engaging due to their ease of connection to students' daily lives. In contrast, traditional residences and social life received only 2.8%, which may be perceived as less engaging or diverse if they are the primary focus of reading material.

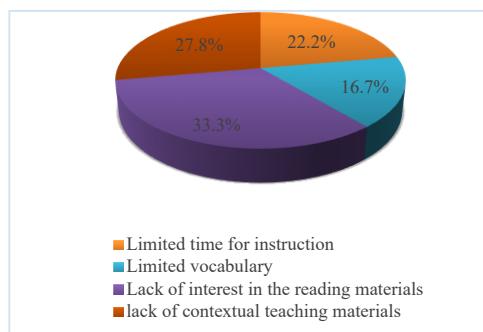


Picture 14. Components of Ideal Local Cultural Reading Resources

The data reveals that 38.9% of lecturers prioritize texts that include interesting pictures, photos, or cultural illustrations, as visual elements are believed to enhance students' reading motivation and facilitate comprehension. These results are also confirmed by lecturer a and lecturer b, they stated, *"if the students read a text about local culture, they could see the illustrations directly, with visual elements like photo would be better to learn"*. A variety of text types is selected by as many as 30.6% of lecturers. This underscores the necessity of learning materials that are accessible to a variety of learning styles and are common in context and format. The use of straightforward language that is appropriate to the level of student ability is a priority for up to 25% of respondents, in order to prevent linguistic barriers from impeding literacy development. Conversely, only 5.6% of lecturers prioritize the provision of examples of vocabulary usage within the context of local culture. This is regarded as a complementary aspect, rather than a primary concern.

2. Lacks

Lacks refer to the obstacles, difficulties, or gaps that lecturers perceive in students' abilities, resources, or learning environments. Below are the challenges lecturers face, specifically when teaching reading in English.



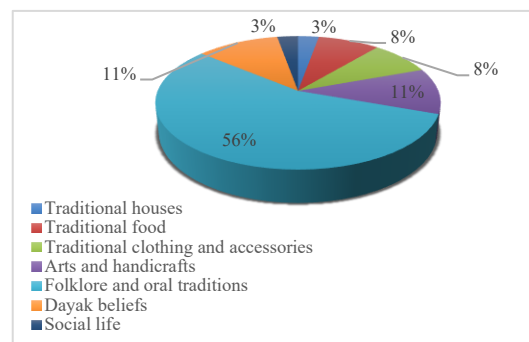
Picture 15. Challenge in Teaching Reading

The data show that the most common obstacle lecturers encounter in instructing reading skills is the lack of student interest in reading materials (33.3%). Based on interview lecturer e, she also confirmed that *"most of available reading materials tend to adopt foreign activities or cultures, which often leads to lack of enthusiasm among students when reading English text"*. This condition shows that the material used is less interesting and less appropriate, resulting in low student

reading motivation. Furthermore, the absence of contextual teaching materials (27.8%) is a substantial issue, as the current materials fail to address a significant number of themes that are consistent with the cultural backgrounds and experiences of students. The teaching process is also caused by the limited learning time (22.2%), as the available time allocation is insufficient to train literacy skills optimally. However, students' limited vocabulary (16.7%), although the percentage is smaller, still becomes a factor that hinders their understanding of English texts.

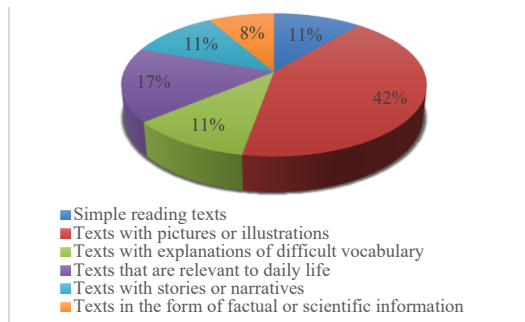
3. Wants

Wants describes the expectations, preferences, and interests of lecturers with respect to the substance, types of texts, and learning activities they believe are most appropriate for enhancing students' reading abilities.



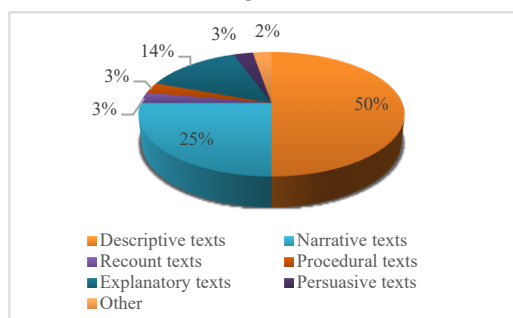
Picture 16. Preferred Topics in Teaching Reading

The data indicates that lecturers are most motivated about teaching folklore and oral traditions (55.6%). This is a serious view that it is an effective resource for enhancing students' contextual vocabulary, fostering reading interest, and establishing cultural connections. The arts and handicrafts and Dayak beliefs (11.1% each) also received significant attention due to their profound cultural and spiritual significance. Concurrently, traditional clothing and accessories, and traditional food (8.3%) are deemed significant for educational purposes due to their ease of connection to students' daily lives. Traditional houses and social life (2.8%) are the least popular themes, possibly due to a perception of variety or interest when used as the primary reading material. In conclusion, these findings prove that lecturers support learning resources that are large in moral values and cultural narratives, as compared to inactive descriptive themes.



Picture 17. Preferred Learning Materials in Teaching Reading

This data indicates that the majority of lecturers (41.7%) prefer texts that are supported by pictures or illustrations, as visuals tend to be effective in assisting students in comprehending the context of local culture in a more concrete way. Texts that are relevant to daily life (16.7%) are also quite popular, which is showing of the necessity for educational materials that are in alignment with students' experiences. Furthermore, 11.1% of lecturers selected narrative texts, texts that provided explanations for challenging vocabulary, and straightforward texts. This suggests that a variety of text formats is still required to accommodate various reading proficiency levels. It is possible that the reason for the lowest percentage (8.3%) is that factual or scientific texts are perceived as more difficult or less engaging when used as an introduction to cultural understanding.

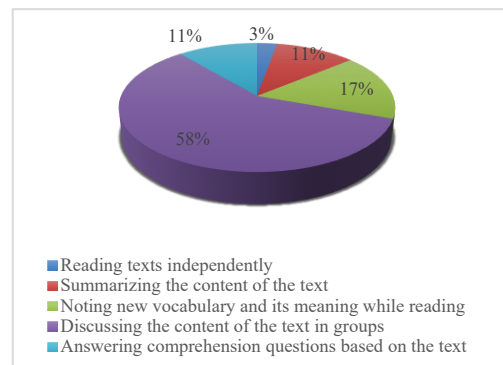


Picture 18. Preferred Types of Texts

The results describe that lecturers prefer descriptive texts (50%) as reading materials to facilitate comprehension of local culture. The results from interview lecturer B, she also agrees that *“descriptive text would be better to use, because it enables students to develop deeper and more thorough understanding the text”*. They believe that descriptive texts are able of providing clear and detailed

descriptions of objects, locations, or traditions, thereby facilitating the comprehension of fundamental cultural concepts by students. This preference is in line with the results of previous research, which indicate that English teachers can use two main teaching strategies, namely reading guides and question guides, to facilitate students' comprehension (Saini et al., 2021). The use of descriptive texts combined with structured reading and questioning strategies can further support students in organizing key concepts and enhancing their understanding of local cultural content.

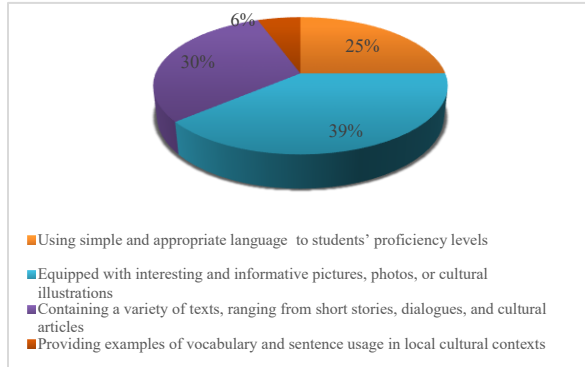
Narrative texts are selected by up to 25% of lecturers due to their ability to convey culture through captivating storylines and characters. Furthermore, explanatory texts (13.9%) are also highly regarded for their ability to explain the process or cause-and-effect relationships in culture. In contrast, recount, procedural, and persuasive texts were selected by only 2.8% of respondents, while other categories were selected by 2.7%. This result supports the idea that lecturers favor descriptive and narrative texts as effective ways for introducing local culture through reading texts.



Picture 19. Reading Activity

The majority of lecturers (58.3%) choose the activity of discussing the contents of the texts in groups, as it enables students to deeply comprehend the material, discuss perspectives, and develop critical thinking skills. In order to enhance students' related vocabulary, certain lecturers (16.7%) recommend the practice of noting down new vocabulary and its meaning while reading. Summarizing the contents of the text and answering comprehension questions are considered an effective method by some other lecturers (11.1% each) to practice the ability to extract essential information and comprehend reading details. This indicates that individual learning may be less optimal than collaborative

and interactive approaches, as only a small number of lecturers (2.8%) suggest that they prefer reading texts independently.



Picture 20. Components of Ideal Local Cultural Reading Resources

Most of lecturers (38.9%) prioritize teaching materials that are accompanied by engaging and informative images, pictures, or cultural illustrations to facilitate students' comprehension of the content in a more visual and contextual way. Lecturer a also stated that "*learning English through simplified language combined with the addition of visuals enables students to better comprehend texts and expand their cultural understanding. This approach is vital for their future, as it equips them with knowledge of local culture and the ability to convey Dayak cultural heritage to others, particularly for those pursuing careers in the tourism sector.*"

In order to enhance the relevance and diversity of the reading material in relation to the learning objectives, as many as 30.6% of lecturers select a diverse selection of texts that include cultural articles, dialogues, and short stories. As many as 25% of respondents believe that it is crucial to employ straight forward language that is appropriate for the level of students' abilities in order to facilitate the comprehension and accessibility of the material. In the local context, only 5.6% of lecturers prioritize providing examples of vocabulary and sentences. This may be due to the fact that these elements are already implicitly addressed in a variety of texts. These results imply the main way of encouraging an interest in reading skills in accordance with local culture is the development of teaching materials that are attractive, unique, and easily comprehensible.

IV. CONCLUSION

The findings of this study reveal that both students and lecturers perceive local-culture-based English reading materials as highly valuable for enhancing literacy, comprehension, and cultural awareness. Descriptive and narrative texts emerge as the most preferred types, reflecting a shared preference for clear, engaging content that depicts cultural aspects vividly and accessibly. Both groups emphasize the importance of integrating familiar cultural topics, particularly folklore and oral traditions, into reading materials, as this helps bridge learners' prior knowledge with new language input and foster deeper understanding.

However, while students often struggle with complex sentence structures and higher-order comprehension tasks, lecturers point to several instructional barriers, including limited classroom time, the scarcity of contextually appropriate materials, and low student interest. In light of these challenges, it is recommended that reading materials incorporate simple, accessible language, be supplemented with supportive visuals, and include a variety of text genres to maintain student engagement.

To further enhance reading comprehension and critical reflection, the implementation of systematic strategies such as SQ3R (Survey, Question, Read, Recite, Review) is advised. Overall, this study underscores that the development of English reading resources grounded in local culture is not only pedagogically effective but also serves to promote student engagement, cultural pride, and improved learning outcomes in higher education. Future research may investigate the continuing impact of localized reading materials on students' academic achievement and intercultural competence, while practical applications could entail collaborative material development between educators and local cultural stakeholders that ensure contextual relevance and sustainability.

ACKNOWLEDGEMENT

We would like to express our sincere gratitude to the Ministry of Higher Education, Science, and Technology (Kemendiktisaintek) for the opportunity and financial support provided through the "PDP" Scheme (Contract. No. 132/C3/DT.0500/PL/2025, dated May 28, 2025)

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