

Introduction

The English language, as a global lingua franca, plays a crucial role in bridging cultures and connecting people worldwide. Teachers recognize the importance of incorporating real-world, culturally rich content into their curriculum to engage students in meaningful language learning experiences. However, English language teaching materials often lack the cultural depth and relevance that can captivate students and enhance their language proficiency.

One of the four main skills deemed to be the most crucial in learning English is reading (Carrel & Eskey, 1998). This indicates that reading proficiency is a must for kids studying English. The students will receive a variety of information that will aid in their quest for knowledge. Students graduate as literate, educated, and capable citizens who can contribute to the advancement of the country (Tabroni, Irpani, Ahmadiyah, Augusta, Girivirya, & Ichsan, 2021; Reddy, Sharma, Chaudhary, 2021). But, this skills sometimes found difficult for students to be comprehend.

Based on the researchers' observation, the researchers found that students of SMP Talitakum Medan got difficulties in comprehending descriptive text. Based on the data evaluation, it was found that almost 60 % of the total students of the tenth grade got score under the criteria of KKM of 75. After having an interview with the students, the researchers found some of the source of problem dealing with the low score of the students' reading comprehension. Due to their inability to distinguish between the various sorts of reading comprehension questions, those students could not fully comprehend what was being asked. Their limited command of a variety of terminology and sentence structures contributed to these issues. Even Nevertheless, Azizah (2020) discovered that there are four main causes of students' reading comprehension problems. First, the students reported that learning new words posed significant barriers to text comprehension. Second, they frequently lamented that they had trouble remembering what they had just read. Students then read scantily or not at all. It took place when students encountered significant difficulties reading written content. They failed to

The researchers tried to develop reading materials with local historical buliding-based to improve the students' reading descriptive text. However, the reading materials ought to be reliable, useful, and capable of raising students' comprehension in reading descriptive text. A descriptive text is one that portrays the appearance of objects, people, animals, and locations. It seeks to provide a thorough explanation of an object. Furthermore, according to Wardiman in Hanafiawi, Muharam, and Parmawati (2020), a descriptive text is any text that explains a place, an object, a person, or something else. There are two different text structures for descriptive pieces. It comprises of identification and description, according to Gerot and Wignel in Rizkiani et al (2020). Identification includes a description of the subject of the description. The description, meanwhile, describes any details, hues, qualities, or other elements pertinent to the subject matter. In addition, the descriptive text has certain linguistic characteristics that set it apart from the other type of text.

Local historical buliding which became the source data in this research ia Tjong A fie Mansion in Medan, North Sumatera. By crafting English reading materials that draw inspiration from the Tjong Afie Mansion, the researchers aim to provide students with an enriching and immersive learning experience, which simultaneously exposes them to the cultural richness of Medan, Indonesia.

The impact of this research extends to the realm of language pedagogy and cultural preservation. By infusing English language education with elements of Medan's history and culture, we hope to not only make language learning more dynamic and captivating but also contribute to the preservation and promotion of the heritage encapsulated within the Tjong Afie Mansion

Through an interdisciplinary approach that melds history, architecture, culture, and language education, this research project aims to foster a deeper appreciation of both the English language and the cultural treasures of Medan, Indonesia. Ultimately, the development of supporting reading materials based on the Tjong Afie Mansion holds the potential to revolutionize the way we approach English language education, creating a more immersive, engaging, and culturally enriching learning experience for students.

Some previous researchers have done the study dealing with developing reading text in maintain students' comprehension in reading. First, Octaria et al (2022). The researchers' purpose of study was to create valid, useful, and maybe effective instructional reading materials for Palembang - Tourism-Destination for students enrolled in a Travel Agent Study Program at one vocational school in Palembang, South Sumatera Province, Indonesia. Second is Suharsono (2016). The goals of the researcher's study were to: (1) identify the reading and target needs of Grade VIII students at SMPN 2 Susukan; and (2) create an extensive reading book for Grade VIII students at SMPN 2 Susukan that is based on culture. The research and development (R&D) category was applied to this investigation. studentss in the eighth grade at SMPN 2 Susukan Classes VIII-A and VIII-H, each with 30 studentss, served as the study's subjects.

Based on the explanation above, the reaserchers wpuld like to conduct research in designing a desriptive text based on local historical building. The local historical building which was chosen is Tjong A Fie mansion in Medan, North Sumatera.