



# The Effect of Local Wisdom-based Material on Student's Reading Ability

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## ARTICLE INFO

### Article history:

Received May 04, 2023

Accepted August 06, 2023

Available online August 25, 2023

### Kata Kunci:

Materi berbasis kearifan lokal,  
Kemampuan membaca, Teks naratif.

### Keywords:

Local wisdom-based material, Reading ability, Narrative text

### DOI:

<https://doi.org/10.23887/jpbi.v11i2.51103>

## ABSTRAK

Permasalahan yang dihadapi manusia adalah ketidakmampuan hidup bersama secara harmonis dengan orang lain. Permasalahan tersebut dapat diatasi dengan mempelajari dan mengadaptasi kearifan lokal dalam setiap situasi, hal ini menegaskan bahwa kearifan lokal merupakan salah satu hal yang krusial untuk diajarkan di sekolah. Kearifan lokal sangat penting karena mengandung nilai-nilai moral. Tujuan dari penelitian ini adalah untuk menganalisis materi berbasis kearifan lokal berpengaruh terhadap kemampuan membaca siswa. Desain penelitian penelitian ini adalah penelitian eksperimen semu dengan desain kelompok kontrol non-ekuivalen. Penelitian ini dilakukan pada siswa kelas 12 SMA, sampel yang digunakan terdiri dari kelas eksperimen dan kontrol masing-masing berjumlah 22 siswa, dan instrumen yang digunakan berupa tes dan non tes. Hasil analisis statistik inferensial dengan menggunakan uji beda berpasangan (paired sample t-test) menunjukkan bahwa nilai rata-rata hasil kemampuan membaca pretest kelas eksperimen sebesar 67,77 sedangkan untuk eksperimen post-test sebesar 85,55. Selain itu, hasil angket menunjukkan terdapat sekitar 89% siswa memberikan respon positif, sehingga dapat disimpulkan bahwa penerapan materi berbasis kearifan lokal berpengaruh terhadap kemampuan membaca siswa.

## ABSTRACT

The problem faced by human beings is the inability to live together harmoniously with others. This problem can be solved by learning and adapting local wisdom in every situation, this confirms that local wisdom is one of the crucial things to teach in schools. Local wisdom is very important because it contains moral values. The aim of this study is to analyze the material based on local wisdom has an effect on students' reading ability. The research design of this study is a quasi-experimental research with a non-equivalent control group design. This study was conducted on students of 12 grade senior high school, the sample used consisted of experimental and control classes each with 22 students, and the instruments used are test and non-test. The results of inferential statistical analysis using the paired sample t-test showed that the average value of the results of the experimental class's pretest reading ability was 67.77 while for the post-test experiment it was 85.55. In addition, the results of the questionnaire showed that there were about 89% of students gave a positive response, so it can be concluded that the application of material based on local wisdom has an effect on students' reading ability.

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## 1. INTRODUCTION

Reading is a process that is carried out and used by readers to obtain messages, which are to be conveyed by the author through the media of words or written language, a process that demands that groups of words will be seen in view and the meaning of individual words can be understood. Is known if this is not fulfilled, the implied message will not be caught or understood, and the reading process is not carried out properly in learning to read itself (Karuniasih, 2022; Knauer et al., 2020; Yilmaz et al., 2020). Reading is one of the processes carried out and used by readers to get the message to be conveyed by the author through the medium of words or spoken language (Arnold & Reed, 2019; Bakoko & Pratiwi, 2021; Nurhayati & Fitriana, 2018). Reading is a very important skill to be mastered by every individual, reading is a process carried out and used by the reader to get the message, which the writer wants to convey through written language. Reading is a process carried out and used by readers to get the message, which the author wants to convey through written language (Jia & Liang, 2017; Koch & Spörer, 2017). Ability is a learning process that supports student development, ability is the proficiency, strength, to strive with oneself, so that the ability is the individual's ability to master the task given. Reading ability is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds, their meanings, and drawing conclusions about the purpose of reading (Rintaningrum. R, 2019; Yuliana et al., 2022). The purpose of reading is that

students are able to understand and voice simple words and sentences written with reasonable, fluent and precise intonation in a relatively short time (Martiniello & Wittich, 2022; Wong, 2020). The ability to read is basically very important as described; reading learning should get great attention by English educators. Based on the observations of educators in teaching reading in high school, learning tends to focus on recognizing written symbols, but pays less attention to speed and reading ability (Cookson & Stirk, 2019; Hsiao et al., 2022; Rachman, 2018). The success of reading is only based on students' ability to recognize written symbols without paying attention to the reading speed required by students in completing reading activities, there are even students who read slowly, so students need a long time to read a passage (Jamulia, 2018; Yang et al., 2018). Reading aloud is a reading activity by voicing the writing he reads with speech, the right intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of thoughts, attitudes or experiences (Karuniasih, 2022; Panjaitan & Hasanah, 2018; Yusuf, 2022). Reading aloud should have a specific purpose and not use format round robin, what is meant by the round robin format is that each student randomly gets a turn to read aloud a paragraph (Deshmukh et al., 2019; Gilmanova, 2018). Narrative is a form of discourse whose main target is the main actions that are woven and assembled into an event that occurs in a unit of time. Narrative is a form of discourse that seeks to describe as clearly as possible to the reader an event that has occurred (Arwita et al., 2022; Fauziah et al., 2021). Previous study reveals the difference between descriptive essays and narrative essays, namely if the descriptive essay describes objects statically, then the narrative essay tells a dynamic life in a time series (Bal, 2017). Narrative is a form of writing that aims to tell a series of events or human experiences based on the development of historical essays and writings from time to time. Narrative emphasizes the chronological order of events, events, and problems (Khair et al., 2022; Nugraha et al., 2018; Wisnu & Pradana, 2020). Narrative can contain facts, it can also contain fiction or recordings made up or imagined by the author only in the form of facts, for example biographies, autobiographies, and true stories.

Some previous studies have discussed about this case, local wisdom-based. The first research from previous study develop of local-based teaching materials to improve reading comprehension skills of fifth grade students at pongangan state elementary school, gunungpati district, semarang city (Ade-Ojo et al., 2022). This study were declared suitable for use by media experts with a percentage of 79%, material experts with a percentage of 87%, and language experts with a percentage of 75%. (2) local-based teaching materials are effectively used. The second, research conduct study about the effect of local culture-based material to improve reading ability of 8th grade students at state junior high school 9 Yogyakarta, used pre-experimental research methods with research results showing that Culture-Based Materials Local (LCBM) has a significant effect on improving students' reading ability (Wulandari et al., 2020). Thus, local culture-based materials (LCMB) are recommended to be applied in English language materials related to Indonesian local culture in teaching reading. The third, research is about the Effect of Using Local Wisdom-Based Reading Materials on the Students' Reading Comprehension, this research used a pre-experimental research method with research results showing that reading based on local wisdom materials positively affects students' reading comprehension (Hava, 2019). This is evidenced by the average score of students in the pretest 45.00 and posttest 69.95. In addition, the results of the questionnaire showed that there were about 72.73% of students gave a positive response to the material applied. Local wisdom contains more moral value than material. Local wisdom is very important to be used as a filter in this era of globalization (Sudirman et al., 2020; Williams et al., 2009). It is strongly support that the biggest problem facing human beings today is the inability to live together harmoniously with others. This problem can be solved by learning and adapting local wisdom in every situation, this confirms that local wisdom is one of the crucial things to teach in schools. Seeing the importance of reading in learning, the teacher must strive to improve students' reading skills. One of the efforts of a teacher to improve students' reading skills at school is the use of appropriate learning methods in the teaching and learning process (Alrwele, 2017; Nieto-Escamez & Roldán-Tapia, 2021). By using an appropriate reference or learning method, it will make students more active in the teaching and learning process, because the learning method is one aspect that plays an important role in facilitating the achievement of teaching goals. The aims of this study is to analyze the material based on local wisdom has an effect on students' reading ability.

## 2. METHOD

The method used in this research is quasi-experimental. Quasi experimental is a combination of two methods, namely quantitative and experimental, quantitative method is a method used to examine a particular population or sample using quantitative/statistical research instruments with the aim of testing the hypothesis that will be applied (Siedlecki, 2020). The research design used in this study is a non-equivalent control group design (Creswell et al., 2018). In this study, there is a control group and an experimental group, both groups will be equally given a pretest to see the initial conditions of the two groups, then one group is selected to apply a method, then a posttest is carried out to see the effect of the method applied in one group. In this study used test

and non-test techniques, for data collection using test techniques in the form of pretest and posttest, while non-test techniques namely observation and questionnaires. Observation aims to conduct a preliminary study to find the problems to be studied, in this study the writer uses non-participatory observation where the writer only observes when the learning takes place, the observed aspect is the difficulty in reading the text. The questionnaire aims to determine student responses to the learning process using materials based on local wisdom in improving reading skills. The data analysis used in this study is the IBM SPSS statistics 22 program, with the aim that the results can be used to answer research questions and test hypotheses. The data analysis technique was carried out through several stages, namely through descriptive analysis, data normality test, homogeneity test and paired sample t test to find out whether there was a significant influence between local wisdom-based material and material in the textbook. The student response questionnaire used in this study was a Likert scale which had positive and negative statements, as for the scoring for positive and negative statements can be seen in [Table 1](#).

**Table 1.** Giving Student Response Questionnaire Scores

Answer	Statement	
	Positive	Negative
Sangat Setuju (SS)	5	1
Setuju (S)	4	2
Cukup (C)	3	3
Tidak Setuju (TS)	2	4
Sangat Tidak Setuju (STS)	1	5

### 3. RESULT AND DISCUSSION

#### Result

##### *Observation Result*

Before conducting the research, firstly, the learning observation was carried out by the subject teacher, the observation was carried out in class XI IPA 1 and XI IPA 2 to determine students' reading ability, and in this case class XI IPA 1 was chosen to be an experimental class by being given learning treatment using wisdom material. local and class XI IPA 2 are used as control classes that only use textbooks in learning, with observations during learning the teaching and learning process runs smoothly even though students' mastery or student scores are lacking in learning.

##### *Normality Test*

The data distribution normality test aims to see if the data is normally distributed or not, so that it can determine statistical calculations to the next stage, namely using parametric calculations or non-parametric calculations. To calculate the normality analysis used the Kolmogorov Smirnov test using IBM SPSS Statistics 22. With the provision that if the value of Sig (2-tailed) < 0.05 then the data distribution is not normal while if the value of Sig (2-tailed) > 0.05 then the data distribution it's normal. Researchers have conducted a normality test using the help of IBM SPSS Statistics 22, and the output of the test of normality or normality test is as shown in [Table 2](#).

**Table 2.** The Results of the Normality Test of Reading Ability Data

Variable	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students'	Pretest Exp	0.133	22	0.200	0.945	22	0.250
Reading Ability	Pretest Con	0.109	22	0.200	0.965	22	0.591

Based on [Table 2](#) the output above, it is known that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test is greater than the standard statistical value of 0.05, it can be concluded that the research data is normally distributed. From the Kolmogorov-Smirnov significance value for the pretest experimental value, a significance value of 0.200 is obtained, which means it is greater than 0.05. Meanwhile, the Kolmogorov-Smirnov significance value for the pretest control value obtained a significance value of 0.200 which means greater than 0.05. So based on the results of data analysis using the SPSS program above, it can be concluded that the research data is normally distributed, because the research data is normally distributed, then we can use parametric statistics, namely (paired sample t test) to conduct research analysis, by Therefore we do not need non-parametric statistics namely the Wilcoxon test, because the non-parametric test is used when the research data is not normally distributed.

### Descriptive Analysis

The writer conducted a descriptive analysis using the help of IBM SPSS Statistic 22 which obtained descriptive statistical results from research data in the form of SPSS output. The results of processing the output data from the IBM SPSS Statistics 22 program can be seen in Table 3.

**Table 3. Statistical Descriptive Analysis Results**

Group	N	Min	Max	Mean	Std. Deviation
Pretest Exp	22	56	77	67.77	6.332
Posttest Exp	22	80	92	85.55	3.582
Pretest Con	22	55	84	67.55	7.915
Posttest Con	22	67	89	77.55	5.369
Valid N (listwise)	22				

Base on Table 3, the experimental class pretest value the number of samples or data used was 22, then the minimum value of the results of the experimental class students' reading ability was 56, the maximum value is 77, then the average value for the experimental class pretest is 67.77 and the standard deviation value is 6.332. Then for the posttest value of the experimental class the minimum value of the students' reading ability results is 80, the maximum value is 92, then the average value for the posttest experimental class is 85.55 and the standard deviation value is 3.582. As for the pretest value of the control class, the number of samples or data used is 22, then the minimum value of the results of the control class students' reading ability is 55, the maximum value is 84, and the average value for the control class pretest is 67.55 and the standard deviation value is 7,915. Then for the control class posttest the minimum value of the students' reading ability results is 67, the maximum value is 89, then the average value for the control class posttest is 77.55 and the standard deviation value is 5.369.

### Results of Pretest-Posttest Control Class

The control group is the group in the study that did not receive learning treatment in the form of local wisdom material, to find out the pretest data can be seen in Table 4.

**Table 4. Frequency Distribution of Control Class Pretest Scores**

Range Valid	F	Percent	Valid Percent	Cumulative Percent
55-58	3	13.6	13.6	13.6
59-62	4	18.2	18.2	31.8
63-66	1	4.5	4.5	36.4
67-70	7	31.8	31.8	68.2
71-74	4	18.2	18.2	86.4
75-78	1	4.5	4.5	90.9
79-82	1	4.5	4.5	95.5
83-86	1	4.5	4.5	100.0
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	

The posttest for the control class aims to determine the results of students' reading skills in the study that did not receive learning treatment using local wisdom materials., to find out the posttest data can be seen in Table 5.

**Table 5. Frequency Distribution of Control Class Posttest Scores**

Range Valid	F	Percent	Valid Percent	Cumulative Percent
67-70	2	9.1	9.1	9.1
71-74	3	13.6	13.6	22.7
75-78	8	36.4	36.4	59.1
79-82	5	22.7	22.7	81.8
83-86	2	9.1	9.1	90.9
87-90	2	9.1	9.1	100.0
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	

**Table 6. Frequency Distribution of Experimental Class Pretest scores**

Range	F	Percent	Valid Percent	Cumulative Percent
56-59	3	13.6	13.6	13.6

	Range	F	Percent	Valid Percent	Cumulative Percent
Valid	60-63	3	13.6	13.6	27.3
	64-67	3	13.6	13.6	40.9
	68-71	6	27.3	27.3	68.2
	72-75	4	18.2	18.2	86.4
	76-80	3	13.6	13.6	100.0
	<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	

### *Results of Pretest-Posttest Experiment Class*

The experimental class is a class that is given treatment using learning media in the form of local wisdom material. The pretest was conducted before the students were given treatment or treatment to determine the students' reading ability. The results of the experimental class pretest can be seen from the data [Table 6](#). The post-test was carried out in the experimental class after students were given treatment using learning media in the form of local wisdom material, so that it could be seen whether the results of students' reading abilities had increased or not. The results of the experimental class posttest can be seen from the data in [Table 7](#).

**Table 7.** Frequency Distribution of Experimental Class Posttest Scores

Range Valid	F	Percent	Valid Percent	Cumulative Percent
80-83	7	31.8	31.8	31.8
84-87	9	40.9	40.9	72.7
88-91	5	22.7	22.7	95.5
92-95	1	4.5	4.5	100.0
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	

### **Discussion**

This research aims to analyze the effect of using local wisdom-based teaching materials on students' reading abilities. The research was conducted in class XI IPS 1 SMA N 1 Karangbinangun with the research subject being English, especially narrative text material. This research was conducted by dividing students into two groups, namely the experimental group and the control group. The results of data analysis show that the experimental group and the control group show differences in students' reading abilities. The use of learning media based on local wisdom teaching materials has a positive effect on students' reading abilities in English subjects, especially in narrative text material ([Hadi et al., 2019](#); [Rahmatih et al., 2020](#)). This is supported by the finding that there were significant differences between the two groups, with the experimental group showing better improvement in reading ability compared to the control group. Furthermore, the research results show that there is a positive response from students towards the use of local wisdom-based teaching materials in English subjects, especially in narrative text materials. This can be seen from the results of the student response questionnaire, which shows that students in the experimental group gave a satisfactory assessment of the local wisdom-based teaching materials used ([Firat & Laramee, 2018](#); [Winarni et al., 2022](#)). Thus, it can be concluded that the use of teaching materials based on local wisdom has a positive impact on students' reading abilities in English subjects, especially in narrative text material in class XI IPS 1 SMA N 1 Karangbinangun. The results of this research can provide an important contribution to the development of teaching methods that are more effective and oriented to local wisdom to improve students' understanding of English subject matter.

The results of this study are consistent with previous findings which investigated the influence of local wisdom-based teaching materials on students' reading abilities. Similar research conducted by previous researchers also supports the finding that the use of local wisdom in teaching materials can have a positive impact on students' reading abilities. A study previous study found that the group of students who used local wisdom-based teaching materials showed a significant increase in reading ability compared to the control group who used conventional teaching materials ([Blumberg & Fisch, 2013](#)). This confirms that local wisdom can be an effective resource for improving students' understanding of reading material. Apart from that, research by other study also provided similar results. They found that students who were involved in local wisdom-based learning showed a real improvement in their reading skills, and this was supported by students' positive responses to the use of local wisdom in the learning process ([Uge et al., 2019](#)). The uniformity of these findings gives more strength to the positive implications of using local wisdom-based teaching materials in improving students' reading abilities. With the consistency of findings from various studies, it can be recognized that this learning approach has the potential to be applied more widely in the context of English education. The most basic positive implication is that this research can provide empirical evidence that the use of local wisdom-based materials can improve students' reading abilities. This can be a significant contribution in developing more effective learning strategies. Apart from that, research results can help in developing curriculum and learning materials that are

more contextual and in accordance with local wisdom. Teachers and educational institutions can utilize these findings to improve their teaching methods. However, this research has a weakness, namely, the research results may have limitations in generalization because they may only cover certain populations or environments. Therefore, caution is necessary in applying the findings of this study to different contexts. In addition, external factors such as changing social, economic conditions or educational policies can influence research results. Research may find it difficult to separate the direct impact of locally based materials from these external factors.

#### 4. CONCLUSION

Based on the results there is a difference between the results of students' reading ability using local wisdom materials and students using textbook media. To find out the results of reading ability using local wisdom material indicated by the results of the paired sample t-test of the experimental group and control group shows that the learning media based on local wisdom material has an effect on students' reading ability in the English subject of narrative text material for class XI IPS 1 SMA N 1 Karangbinangun. There are satisfactory results in the student response questionnaire to the local wisdom-based material used in the English subject of narrative text material in class XI SMA N 1 Karangbinangun as an experimental class.

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