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The Effect of Local Wisdom-Based Materials on Students' Reading Ability

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ABSTRACT

The aim of this study to find out whether the material based on local wisdom has an effect on students' reading ability. The research design of this study is quasi-experimental research with a non-equivalent control group design. This study was conducted on students of class XI IPA SMAN 3 Lamongan, 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.

Key Words: Local wisdom-based materials, rreading ability

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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 that will be seen in a 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 (Harrison, 2018).

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 (Johnson et al., 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 (Jia & Liang, 2017). Reading is a process carried out and used by readers to get the message, which the author wants to convey through written language (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 (Zadina & Ph, 2022). 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 (Flippo & Bean, 2017). 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 (Perfetti, 2019)

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. 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 (Indrasari, 2019).

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 (Wolsey & Lapp, 2018). Reading aloud should have a specific purpose and not use format *round robin*, what is meant by the roud robin format is that each student randomly gets a turn to read aloud a paragraph (Wright, 2017).

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. Keraf also 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 (Shepherd, 2019). Narrative emphasizes the chronological order of events, events, and problems (Langellier, 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.

Local wisdom contains more moral value than material as cited by (Cookson & Stirk, 2019). Local wisdom is very important to be used as a filter in this era of globalization, it is strongly supported by (Wibisono et al., 2018), 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. 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.

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. While experimental research is a research method that is usually used to find the effect of a particular treatment under controlled conditions (Creswell, 2018).

The research design used in this study is a non-equivalent control group design (Creswell, 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.

Population and Sample

The populations in this study were students of class XI IPA SMAN 3 Lamongan, and the samples in this study were class XI IPA 1 as the experimental class, and class XI IPA 2 as the control class.

Data Collection

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:

1. Test

Test is a series of questions or exercises that will be used to measure student abilities, levels of understanding, and talents possessed by individuals or groups. This studyer uses tests in the form of pretest and posttest.

a) Pre-test

The pre-test was used to measure the initial ability of the control class and the experimental class

b) Post-test

The post-test was used to see the ability of the control group, which only used material in the package book and the experimental group after the implementation of local wisdom-based learning media.

2. Non-Test

a) Observation

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.

b) Questionnaire

The questionnaire aims to determine student responses to the learning process using materials based on local wisdom in improving reading skills. The problems found by the writers during the research showed that students had difficulty reading texts, especially long texts such as narrative text materials, one of the reasons was because students were bored reading the reading material provided by the teacher. Therefore, serious attention is needed from a teacher to each of his students; it is important for English teachers to make reading material more interesting and motivate students to understand the reading text.

Data Analysis Techniques

After testing the instrument, the research is carried out, the research data obtained is then processed and analyzed with the aim that the results can be used to answer research questions and test hypotheses. Data analysis with statistical tests was carried out with the following steps:

1. Test Data Analysis

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. Data analysis with statistical tests was carried out with the following steps:

1) Descriptive Analysis

Descriptive statistical analysis is useful for describing and describing research data, which includes the amount of data, maximum value, minimum value, average value and so on.

2) Normality Test

The basic concept of the normality test is to find out whether the research data is normally distributed or not, normal data is an absolute requirement that must be met before conducting a parametric status analysis. The results of the data distribution normality test will be used as the basis for the use of further data analysis, if the data distribution is normal, then the data analysis using parametric statics in this case is the paired sample t test, while if the data distribution is not normal the alternative that can be used is using non-statistical statistics.

In this study, the data normality test used was the Kolmogorov-Smirnov test statistic with a significant level > 0.05 the data was declared normally distributed. For decision making with guidelines:

a. If the value of Sig. (2-tailed) > 0.05 then the data is normally distributed
b. If the value of Sig. (2-tailed) < 0.05 then the data distribution is not normal

3) Homogeneity Test

Homogeneity test was conducted to ensure that the two groups, namely the experimental group and the control group, had the same or different abilities. This difference test compares the posttest between the experimental group and the control group posttest, this difference test uses Paired samples t-test to determine the normal distribution of data and Wilcoxon for abnormal data distribution, this study uses statistical analysis of IBM SPSS statistics 22 with a 95% confidence level.

4) Paired Sample t-test

Basic concept Paired t test or paired sample t-test is used as a comparative or difference test if the data scale of the two variables is quantitative (interval or ratio). The paired t-test is a parametric difference test on two paired data, according to this understanding, it can be explained in more detail that this test is intended for a different test or comparative test. This means comparing is there a difference in the mean or average of two groups that are paired, paired means that the data source comes from the same subject and the requirements of the paired sample t test are that the data must be normally distributed

2. Non-Test Data Analysis

The non-test instrument in this study was in the form of student response questionnaires, the following are data analysis techniques from student response questionnaires:

1) Student Response Questionnaire

Student response questionnaires were given after learning using a learning model based on local wisdom material was carried out, the aim was to find out the responses of students during the learning process, 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 the following table:

Table 3. 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

Next, the data from the scores obtained are converted into percentages using the following formula:

$$\text{Score Percentage\%} = \frac{Total\ Respondent\ Score}{Maximum\ Score} x\ 100\%$$

FINDING AND DISCUSSION

1. 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.

2. Results of Pretest-Posttest Experiment and Control Class

1) Control Class

a. Pretest

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 the table below:

Table 4. 1 Frequency Distribution of Control Class Pretest Scores

Pretest Control					
		F	Percent	Valid Percent	Cumulative Percent
Valid	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
	Total	22	100.0	100.0	

b. Posttest

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 the table below.

Table 4. 2 Frequency Distribution of Control Class Posttest Scores

Posttest Control					
		F	Percent	Valid Percent	Cumulative Percent
Valid	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
	Total	22	100.0	100.0	

2) Experiment Class

a. Pre-test

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 below.

Table 4. 3 Frequency Distribution of Experimental Class Pretest scores

Pretest Experimen					
		F	Percent	Valid Percent	Cumulative Percent
Valid	56-59	3	13.6	13.6	13.6
	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
	Total	22	100.0	100.0	

b. Pos-test

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 table below.

Table 4. 4 Frequency Distribution of Experimental Class Post-test Scores

Post-test Experiment					
		F	Percent	Valid Percent	Cumulative Percent
Valid	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
	Total	22	100.0	100.0	

3. 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, where for 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. The results of processing the output data from the IBM SPSS Statistics 22 program can be seen in the table below.

Table 4. 5 Statistical Descriptive Analysis Results

Descriptive Statistics

	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				

4. 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 the table below.

Table 4. 6 The Results of the Normality Test of Reading Ability Data

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Results of Students' Reading Ability	Pretest Exp	.133	22	.200*	.945	22	.250
	Pretest Con	.109	22	.200*	.965	22	.591

*. This is a lower bound of the true significance.

Based on 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.

5. Homogeneity Test

This homogeneity test aims to determine whether a variance or diversity of data from two or more groups is homogeneous (same) or heterogeneous (not the same). In this study, the homogeneity test was used to determine whether the variance of the experimental class posttest data (using local wisdom-based material), and the control class posttest data (using textbooks) was homogeneous or not. The results of the homogeneity test output can be seen in the table below.

Table 4. 7 Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Reading Ability Results	Based on Mean	1.038	1	42	.314
	Based on Median	1.037	1	42	.314
	Based on Median and with adjusted df	1.037	1	32.319	.316
	Based on trimmed mean	1.037	1	42	.314

The results of the analysis of the homogeneity test using IBM SPSS Statistic 22, show that the known output, namely the significance value (Sig.) based on the mean is 0.314, which means it is greater than 0.05, so it can be concluded that the variance of the experimental class posttest data and posttest data control class is the same or homogeneous.

6. Paired Sample t Test

The paired sample t test in this study was used to answer the formulation of the first problem, namely " Does local wisdom-based material effect on students' reading ability?", to answer the formulation of the problem, test the paired sample t test was carried out on the experimental class pretest data with the experimental class posttest data where in the experimental class this

study used materials based on local wisdom, later it will be compared whether there are differences in the results of students' reading abilities on pretest data before being given treatment with posttest data after being given treatment, then the control class pretest data is also compared with the control class posttest where the learning control class uses a textbook, the results of the paired sample t test can be seen in the table below.

Table 4. 8 Paired Sample T Test Results

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest Exp	-17.773	7.764	1.655	-21.215	-14.330	-10.737	21	.000
Pair 2	Posttest Con	-10.000	5.855	1.248	-12.596	-7.404	-8.010	21	.000

Based on the analysis results of the paired sample t test using the IBM SPSS Statistic 22 program, the output of the paired sample test is obtained as shown in the table above, based on the output of pair 1, the value of Sig is obtained. (2-tailed) of 0.000 which means it is smaller than 0.05, it can be concluded that there is a difference in the average reading ability of students for the experimental class pretest with the experimental class posttest (using materials based on local wisdom). Then based on the output of pair 2 obtained the value of Sig. (2-tailed) 0.000 which means it is smaller than 0.05, it can also be concluded that there is a difference in the average reading ability of students for the control class pretest and control class posttest (using textbooks).

From these results, it can be concluded that in pair 1 there is an influence of learning models using local wisdom-based materials on the results of students' reading skills in English subjects, narrative text materials for class XI IPAA1 SMAN 3 lamongan, there is an influence here because it refers to the first output or interpretation. from pair 1 which concluded that there was an average difference, it means that there is a difference in the results of students' reading abilities before being given treatment and after being given treatment, because there are differences, it can be concluded that there is an influence from the application of local wisdom material on the results of students' reading ability, to see how much influence it has. it can be seen that the average value of the results of the pretest reading ability of the experimental class is 67.77 while for the posttest experiment of 85.55, it means that there is an increase in the results of students' reading ability, therefore in other words it can be concluded that the application of literacy-based material local fan is able to improve students' reading ability, the results of the descriptive statistical output of the average difference can be seen in the table below.

Table 4. 9 The Difference Average Pretest Post-test Result of the Experimental Class and the Control Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Exp	67.77	22	6.332	1.350
	Post Exp	85.55	22	3.582	.764

Pair 2	Pre Con	67.55	22	7.915	1.687
	Post Con	77.55	22	5.369	1.145

It can be seen in the table above, where the results of the differences in students' reading abilities for the experimental class posttest with the control class posttest on the statistical descriptive table above, there is a student reading ability result for the experimental class the average value is 85.55 while for the control class posttest the average value is of 77.55, which means the posttest value of the experimental class is higher than the posttest value of the control class, therefore it can also be concluded that the use of materials based on local wisdom is more effective than using textbooks.

7. Questionnaire

The result of the questionnaire data were obtained from the experimental class, after the students did the post test the writer gave a questionnaire of student responses to the material based on local wisdom, the questions consisting of 10 questions were done very quickly, confidently and honestly. Then the data was processed quantitatively to produce data in the form of percentage, then converted into qualitative data, the results of the calculation of the questionnaire data on student responses to learning using materials based on local wisdom obtained an average percentage of 89%.

CONCLUSION

Based on the results of the research discussed in the previous chapter, it can be concluded that:

1. 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, the value of Sig (2.tailed) is smaller than the significant level (0.000 < 0.005), then H_0 is rejected and H_a is accepted, which means "there is difference between experimental class students and control class students". This 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

2. 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, and the results of the data on student responses to local wisdom-based materials obtained an average value. by 89%, thus it can be concluded that in the questionnaire, student responses are very good.

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