

THE USE OF LOCAL WISDOM TO PROMOTE STUDENTS' READING INTEREST

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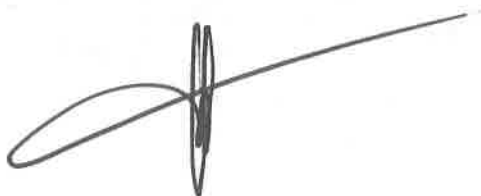
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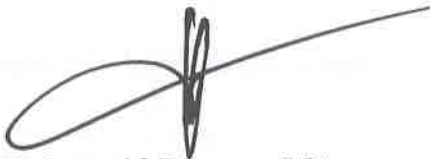
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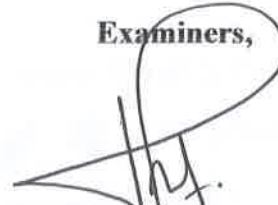
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"THE USE OF LOCAL WISDOM TO PROMOTE STUDENTS' READING INTEREST"** Merupakan hasil karya sendiri, Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The writer recognizes that this thesis is far from perfect. Despite putting forth my best effort during the writing process, there are still deficiencies and limitations that may be unavoidable. I hope that this thesis will still be useful and provide valuable contributions, and serve as a basis for future improvements.

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Abstract

Khuluqi Hasanin 2024 The Use Of Local Wisdom To Promote Students' Reading Interest Skripsi. English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

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This study investigates the use of local wisdom to promote students' reading interest. The strategies employed include incorporating texts about local wisdom through storytelling methods and utilizing scrapbook media. The research aims to examine the effectiveness of these strategies in enhancing students' engagement and interest in reading. Furthermore, it explores the perceptions of a teacher and students regarding the implementation of these methods. Data were collected through surveys and interviews, providing insights into the impact of integrating local cultural elements in reading materials on students' reading motivation. The findings suggest that the use of local wisdom in educational content significantly boost students' interest in reading by making the learning process more relatable and engaging. The study concludes with recommendations for educators on effectively incorporating local cultural elements in teaching materials to foster a more engaging learning environment.

Keywords : reading interest, local wisdom, storytelling, cultural element

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CHAPTER I

INTRODUCTION

A. Background of Study

The English language is spoken in numerous countries, including the United States, the United Kingdom, and Indonesia¹. The spread of English as a global language is closely tied to the historical expansion of the British Empire, which established its influence over many regions worldwide². Beyond economic domination, British colonial rule also imposed cultural assimilation, requiring colonies to adopt English. Some former colonies have since incorporated English as their official or primary language. Interestingly, English has also been adopted by several non-colonial countries. In Indonesia, English remains a foreign language primarily used in daily interactions³.

One of the most crucial subjects for internalizing these principles is English. The English language requires content based on local expertise to support contextual learning⁴. A primary obstacle in learning English is the lack of local

¹ E Imperiani, 'English Language Teaching in Indonesia and Its Relation to the Role of English as an International Language', *Passage*, 1.April (2012), 1–12 <<http://ejournal.upi.edu/index.php/psg/article/view/43>>.

² Sandra Lee McKay, *English as a Global Language, Handbook of Research in Second Language Teaching and Learning: Volume III*, 2016, iii <<https://doi.org/10.4324/9781315716893-3>>.

³ Marek M Koscielecki, 'Edith Cowan University', *The Grants Register 2024*, 2023, 470–72 <https://doi.org/10.1057/978-1-349-96073-6_427>.

⁴ Munir Munir and Riola Haya Nur, 'The Development of English Learning Model Based on Contextual Teaching and Learning (Ctl) in Junior High Schools', *International Journal of Language Education*, 2.1 (2018), 31–39 <<https://doi.org/10.26858/ijole.v2i1.4326>>.

wisdom context, which is difficult to locate⁵. Numerous prior studies indicate that students' language skills improve significantly when English is taught contextually. Local wisdom involves more than a culture perceived as backward by outsiders; it plays a crucial role in managing the environment, natural resources, and maintaining ecological balance⁶. Understanding the unique features of an area aids in protecting and managing these resources. When traditional values embedded in local culture are disregarded, a community risks losing its identity, pride, and sense of belonging. Local wisdom is essential for preserving human dignity within a community.

In Indonesia, local wisdom encompasses all cultures and ethnic groups, thereby establishing national cultural values⁷. For instance, local wisdom promoting teamwork, tolerance, a strong work ethic, and other virtues is present in virtually every region of Indonesia⁸. Local wisdom preserved to ensure that future generations use it as a filter for various aspects of globalization, maintaining stability in different areas of public life⁹. Each element of local wisdom consists of social, cultural, and belief-based values and ways of life adopted by a group of people. Education serves as a means to teach individuals

⁵ International Conference and English Language Teaching, '16 November 2019 , Bandar Lampung , Indonesia I'.

⁶ Christopher M. Raymond and others, 'Integrating Local and Scientific Knowledge for Environmental Management', *Journal of Environmental Management*, 91.8 (2010), 1766–77 <<https://doi.org/10.1016/j.jenvman.2010.03.023>>.

⁷ Eugene V Krasnov and Dara V Gaeva Editors, *Innovations and Traditions for Sustainable Development* <<https://doi.org/10.1007/978-3-030-78825-4>>.

⁸ Putut Sulasmono, Rasdi Ekosiswoyo, and Sugiyo, 'The Integration of Local Cultural Wisdom Values in Building the Character Education of Students', *International Journal of Education and Research*, 5.6 (2017), 151–62.

⁹ Muhammad Fuad, Anwar Efendi, and Ulul Azmi Muhammad, 'The Use of Pepaccur Local Wisdom for Indonesian Literary Teaching Materials', *JPI (Jurnal Pendidikan Indonesia)*, 9.2 (2020), 213 <<https://doi.org/10.23887/jpi-undiksha.v9i2.22779>>.

about using local wisdom as a guide in various aspects of life and their environment¹⁰. This requires a system capable of managing the educational process. Developing the curriculum to include a learning process based on local wisdom is an approach to raise awareness among students, the future generation, about the significance of local wisdom for community life.

The Ministry of Education and Culture issued Permendikbudristek No. 262/M/2022, an independent policy suggesting the internalization of local wisdom values in education to counter the decline in appreciation of local wisdom among Indonesians. This recommendation includes three forms of internalization: implementing local wisdom values through the Pancasila Student Profile Strengthening Project activities, integrating local wisdom values into subject-specific learning, and incorporating local wisdom values through local content learning. Due to curricular constraints, learning about Acehese customs is limited to local content. The local administration has selected teaching materials that include dances¹¹, environmental education, and Acehese history. This curriculum clarification emphasizes that understanding Acehese customs is facilitated exclusively through local content, with the teaching materials chosen

¹⁰ Iman Hilman and Nedi Sunaedi, 'Revitalization of Local Wisdom in Environmental Education', 79.Icge 2016 (2017), 383–87 <<https://doi.org/10.2991/icge-16.2017.74>>.

¹¹ Maho A. Ishiguro, 'Dance as Cultural Practice vs. Religious Piety: Acehese Dance in Banda Aceh and Yogyakarta', *Dance Research Journal*, 54.3 (2022), 68–90 <<https://doi.org/10.1017/S0149767722000274>>.

by the Acehese administration encompassing traditional dances, environmental education, and Acehese history¹².

Reading is one of the most important aspects of life, particularly for students. It provides students with a wealth of knowledge, facts, and ideas¹³. Reading is the primary means by which individuals obtain information from books, the more students engage with reading material, the more knowledge and information they will acquire¹⁴. Without reading, readers cannot access the information contained in novels, magazines, or books. People engage with various types of written material, including novels, science books, advertisements, newspapers, and more. As students comprehend what they read, their reading skills will improve with practice. Students can access information from various sources, such as books, newspapers, billboards, signboards, internet pages, novels, and e-books.

Students with an Acehese background face particular challenges¹⁵. Their familiarity with the Acehese language, which is commonly used in daily life, often complicates the learning of foreign languages. Many college students also experience difficulties with Indonesian, further complicating the instruction of information presented in that language. The predominant use of the Acehese

¹² Muhammad Taufik Hidayat and Muhammad Yakob, 'THE DEVELOPMENT OF ACEHNESE FOLKLORE TEACHING MATERIALS', 2019, 771–80 <<https://doi.org/10.24815/v1i1.14542>>.

¹³ By Stephen Krashen, 'The Power of Reading : Insights from the Research By Stephen Krashen Observations and Reflections from BEHS Staff , October 2004 The Power of Free Voluntary Reading', *October*, October, 2004.

¹⁴ By Anne E Cunningham and Keith E Stanovich, 'What Reading Does for the Mind', i (1998).

¹⁵ Banda Aceh, 'ISSN: 2527-8037 Proceedings of the 1 English Education International Conference (EEIC) in Conjunction with the 2', 2015, 2016, 510–14.

language can restrict students' ability to communicate on a global scale¹⁶. Students who do not achieve fluency in Indonesian often exhibit lower levels of confidence and engagement during classes. The effective techniques are necessary to enhance students' understanding of concepts presented in foreign languages. In practice, a lack of engaging reading materials, difficulties in comprehending assigned topics, or insufficient support in understanding the context of English who lead to student frustration or disengagement¹⁷..

Therefore, addressing reading difficulties in English necessitates a comprehensive approach that encompasses expanding vocabulary, deepening understanding of language structures, enhancing comprehension of cultural contexts, and providing additional opportunities for practice and interaction with diverse English texts. Integrating local culture into reading materials, adopting culture-based learning strategies, involving parents and local communities in the educational process, and utilizing local resources as reading materials exemplify the application of local wisdom as a strategy to increase students' interest in reading English¹⁸. In this context, the researcher proposes "**the use of local wisdom to promote students' reading interest**" as a means to enhance students' enthusiasm for reading. The objective of integrating indigenous knowledge,

¹⁶ 'Factors Influencing Acehnese (L1) and Indonesian Language (L2) Use in English Cultural Environment : A Case Study of an Indonesian Migrant Adolescent in South Australia Zainah Rahmiati Faculty of Education , Humanities and Law The School of Humanities', December, 2015.

¹⁷ Keiko Koda, 'Comprehension Instruction', *Insights into Second Language Reading*, 2012, 254–74 <<https://doi.org/10.1017/cbo9781139524841.014>>.

¹⁸ Radha M.K. Nambiar, Ruzy Suliza Hashim, and Ruhizan Mohammad Yasin, 'Impact of Integrating Local Culture into Language Materials on Communicative Ability of Malaysian Lower Secondary Learners', *3L: Language, Linguistics, Literature*, 24.4 (2018), 13–26 <<https://doi.org/10.17576/3L-2018-2404-02>>.

stories, and customs into teaching methods is to render the material more engaging and relevant for students.

B. Research Questions

1. How do students describe their experiences with reading materials that incorporate local wisdom?
2. What are the perceptions of teacher regarding the effectiveness of local wisdom in enhancing students reading interest?

C. Purpose of Study

1. To investigate students' views on reading materials that incorporate local wisdom.
2. To evaluate the effectiveness of local wisdom in enhancing students' reading interest from the teachers' perspective.

D. Significance of Study

The significance of studying the use of local wisdom to promote student interest to increase students' motivation, involvement, and sense of cultural significance; to preserve indigenous knowledge and cultural history; and to promote a deeper understanding of customs and values.

1. **Theoretical Benefits:** This research contributes to raising awareness of the importance of integrating regional cultural elements into the academic curriculum. It provides a theoretical framework for developing learning environments that leverage traditional knowledge.
2. **Practical Benefits:** This approach creates a more engaging and relevant learning environment for students, thereby enhancing their motivation and participation. Consequently, this research has the potential to enrich the educational experiences of students and strengthen the connections between schools, students, and local communities.

B. Scope of Study

This study aims to investigate educational resources that integrate indigenous knowledge with Acehnese culture, with a specific focus on "history of Ratoh Jaroe." The scope of this investigation includes identifying relevant components of local wisdom that are associated with engaging topics and evaluating their effectiveness in stimulating students' curiosity and enhancing their comprehension. The research will examine how these integrated educational resources utilized to enrich students' learning experiences and foster a deeper appreciation of both indigenous knowledge and cultural practices.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONAS

A. Findings

This chapter discusses the results of research entitled "The Use Of Local Wisdom To Promote Students' Reading Interest." Research findings are detailed for each variable, with variable discussions conducted using qualitative data. Various characteristics and indicators of reading habits are used as interview guides as research tools. Based on these research factors, interviews were conducted with teachers and students at SMPN 4 Langsa. These interviews involve a series of open-ended questions that allow respondents to provide in-depth and broad responses regarding the topics discussed.

Data from these interviews was evaluated to identify themes related to students' reading interest and the use of local wisdom in increasing it. The findings of this research provide insight into the elements that influence students' reading interest, as well as how techniques based on local wisdom can be applied effectively in the school environment. Data for this research was collected through interviews with an English teacher, because the focus of this research was centered on increasing interest in reading English reading materials. The following is a presentation of findings from an interview with an English teacher at SMPN 4 Langsa.

1. Students' interest in reading and the challenges faced by teachers at SMPN 4 Langsa

To investigate the issues at school, researchers interviewed one of the English teachers at SMPN 4 Langsa on June 3 2024, there were 5 questions asked. The resercher interviewed Mrs Maidah, one of the English teachers at the school, on June 3 2024, the researcher asked *"What is your view of students' interest in reading at SMPN 4 Langsa?"* Mrs Maidah answered: *"Students' interest in reading at SMP 4 Langsa is still quite low, especially in learning English and there is a lack of interesting learning materials. The majority of them have regional accents which make them difficult to pronounce, thus resulting in a decreased motivation to read."*

The second question, the author asks "What are the potential solutions to address the mentioned issue?" In response, Mrs. Maidah answer: *"To overcome students' low interest in reading, I applied text-based Acehnese local wisdom material delivered through storytelling techniques and used scrapbooks as teaching aids focusing on local wisdom, the history of the Ratoh Jaroe dance."*

The third question, the researcher asked *"Are they enjoy the material?"* then she answered *"Yes, their behavior which shows that the students are happy and involved in listening to the reading material, the actions they show while being given reading material. Students look enthusiastic in every reading session. They pay full attention to the reading content offered with pleasant facial expressions."*

Then, the writer asked *"How are students engaged in class?"* she answered *"Almost all students show high involvement in class, which is reflected through their activeness in asking and answering questions, actively participating in discussions, and showing deep interest in the material being taught."*

The last question, the writer asked *"Did they pay attention to the reading text?"* Mrs Maidah answered *"They showed attention in reading the text such as asking and answering questions."* During the reading assignment, students seemed concentrated, showing that they not only read but also tried to understand and appreciate the content. text."

Based on the results of the interview with these five questions regarding interest in reading, it is concluded that interest in reading at SMPN 4 Langsa is low. Learning English presents distinct challenges. Many students are not interested in the material presented. Numerous interrelated factors influence students' reading interest⁴⁷. The quality and relevance of reading material are crucial; materials that relate to students' life experiences and are engaging to them encourage more reading. Positive reading experiences at home and school contribute to fostering an interest in reading.

⁴⁷ Suzanne Hidi, 'Interest, Reading, and Learning: Theoretical and Practical Considerations', *Educational Psychology Review*, 13.3 (2001), 191–209 <<https://doi.org/10.1023/A:1016667621114>>.

Innovative and dynamic teaching strategies, such as storytelling and the use of visual media, enhance student engagement in reading⁴⁸. These strategies make the reading experience more interesting and relevant. Additionally, easy access to various reading materials, such as books, magazines, and digital resources, is essential. The availability of varied and interesting reading choices in the school or home library inspires students to read more actively.

At SMPN 4 Langsa, find that the lack of interesting reading resources is one of the main variables influencing students' reading interest. Due to the lack of variety and attractiveness of reading material, students feel less stimulated and are reluctant to read. The absence of diverse and appealing reading sources diminishes their overall interest in reading activities. Therefore, it is necessary to implement strategies to enhance the quality and relevance of reading materials in order to attract students' interest and promote increased reading engagement.

The teacher reported that, the use of text-based Acehese local wisdom material delivered through a storytelling approach, along with scrapbooks based on local content, facilitated a stronger connection between students and their culture, thereby enhancing their interest in reading. Students engaged more deeply in reading and analyzing the issues presented through stories that resonate with their daily lives and cultural backgrounds. The teacher also noted that the implementation of local wisdom-based texts in instruction resulted in

⁴⁸ Themis Suwardy, Gary Pan, and Poh Sun Seow, 'Using Digital Storytelling to Engage Student Learning', *Accounting Education*, 22.2 (2013), 109–24 <<https://doi.org/10.1080/09639284.2012.748505>>.

evident student satisfaction, as reflected in their facial expressions and active behaviors such as smiling and hand gestures. These indicators suggest a high level of contentment during reading activities.

This approach had a positive impact, as students developed a heightened interest and fascination with previously unfamiliar Acehnese stories. Through storytelling, students gained new perspectives and recognized that Aceh possesses many intriguing and significant stories worth exploring. This led to an increased motivation among students to read more and delve into stories from their local context.

In addition to experiencing enjoyment and engagement in reading, students at SMPN 4 Langsa demonstrated attentiveness during reading sessions. They did not merely read passively but actively participated in reading activities. For instance, during reading sessions, students frequently posed questions about the text and provided responses that reflected their comprehension. Other indicators of effective attention included participation in discussion groups, offering insights on the content, and identifying and understanding key information from the material⁴⁹. This behavior illustrates that students are endeavoring to comprehend and value the text, rather than simply reading the words.

2. Teacher strategies and implementation students' interest in reading

⁴⁹ Tobias O.Nyumba and others, 'The Use of Focus Group Discussion Methodology: Insights from Two Decades of Application in Conservation', *Methods in Ecology and Evolution*, 9.1 (2018), 20–32 <<https://doi.org/10.1111/2041-210X.12860>>.

The techniques employed by teachers to enhance students' reading interest involve various strategies designed to foster an environment that supports and promotes active reading. One such strategy includes the use of storytelling methods. In a discussion about these strategies, the researcher interviewed Mrs. Maidah, who detailed her approach by stating, "The strategies utilized include storytelling and scrapbooking. I employed the historical text of the renowned traditional Acehnese dance, Ratoh Jaroe." This narrative is widely recognized in Aceh, making it familiar to many students. Mrs. Maidah integrated this story with English text to engage students effectively.

Writer asked *"how this strategy is implemented in the classroom"*, Mrs. Maidah explained, *"The initial step involves selecting an Acehnese text for classroom discussion, such as the history of the Ratoh Jaroe dance. Subsequently, I provide the students with the English version of the text. After reading the English text, I translate it because the students do not fully comprehend English. In addition to storytelling techniques, I also utilize scrapbooks as a learning tool. By adding color to the text in the scrapbook, I aim to enhance students' interest in reading."*

From the interview with Mrs. Maidah, it is evident that storytelling is a central strategy used to boost students' reading interest. She selected the historical narrative of the Ratoh Jaroe dance, a story well-known in Aceh, thus familiar to many students. By presenting this narrative in English, Mrs. Maidah effectively captured students' interest and heightened their enthusiasm for

reading. In classroom implementation, the process begins with choosing an Acehnese story for discussion, such as "the history of the Ratoh Jaroe dance," followed by providing the text in English. After reading the English text, it is translated due to the students' limited understanding of the language. Besides employing storytelling, she also incorporates scrapbooks as a learning medium, using color to make the text more engaging for students.

According to David and others, humans process information through two channels: verbal and non-verbal⁵⁰. In an educational context, the use of visually engaging colors in text leverage non-verbal channels to enhance understanding and retention of information⁵¹. Alberts S, state that the incorporation of visual elements, such as color, can facilitate more effective information processing and improve learning outcomes⁵². This viewpoint is further supported by Simon Harper, who suggests that visual elements like color reduce cognitive load by making information easier to comprehend and remember.

Therefore, utilizing the traditional Acehnese dance story "Ratoh Jaroe" in English enriches students' understanding of their cultural history while simultaneously boosting their interest in learning English in a compelling and meaningful manner. During storytelling, the teacher presents the story with engaging intonation and narrative style, which stimulates students' interest. The

⁵⁰ David Hutchison and John C Mitchell, *Progress in Nonlinear Speech Processing*, 1973.

⁵¹ Mark Sadoski, 'Resolving the Effects of Concreteness on Interest , Comprehension , and Learning Important Ideas From Text', 13.3 (2001), 263–81.

⁵² Gordon Davis and others, 'An Experimental Program Investigating Color-Enhanced and Graphical Information Presentation : An Integration of the Findings', 29.li (1986), 1094–1105 <<https://doi.org/10.1145/7538.7545>>.

teacher achieves this by employing appropriate intonation and a narrative style that animates the story, rendering the listening experience more enjoyable and captivating for the students. This approach not only makes the story more engaging but also enhances the students' learning experience by aiding their comprehension of the story's values and significance within the context of Acehnese culture.

3. Students response and result through implementation

Upon gathering interview data regarding issues and strategies, the researcher inquired about student responses. Mrs Maidah said that *"The response I felt was positive, this also depends on how the material is delivered based on the strategies given so that they understand the meaning of the story."*

Next, the researcher asked the results of the final interview with the teacher regarding the efforts made to increase students' interest in reading, the answer obtained *"The implementation of local wisdom-based texts conveyed through storytelling and scrapbooks proved successful, although it required more than a week. Many students provided positive feedback on the application of this material in class. They also requested that texts about Aceh's local wisdom be frequently presented in the classroom."*

The interview above shows the students' enthusiasm for the story being told. They also actively demand that reading about Aceh's local wisdom be taught more often in class. This shows that students not only liked the material provided, but also felt that the stories enhanced their learning experience and

sparked interest in local culture. "The need for additional Acehese stories shows the effectiveness of this strategy in increasing students' reading interest and engagement."

4. Students interview based on the implementation of local wisdom

Following the collection of interview data concerning issues and strategies, the researcher solicited responses from students. This interview, conducted 3 students regarding the implementation of local wisdom in the learning process, revealed several significant points indicating positive student responses to this approach. The questions posed structured around three key indicators: feelings of satisfaction, focus, and engagement with the reading material. The subsequent section provides a detailed analysis based on these interviews.

For the first student, the question asked by the researcher *"Do you like the use of local wisdom which discusses Acehese stories translated into English?"* then student 1 answered *"we felt happy, even though at first we thought it was boring because it used English, but because the story was familiar, we were happy with the story"*

To the second student, the researcher asked *"Do you feel confused about the text given?"* "Then student 2 answered *"at first we couldn't focus on the story in English, but after hearing the title of the story, I focused on looking for vocabulary that I might know."*

Next, the final question was given by the researcher to the third student, namely *"Are you active in asking questions in this activity?"* Student 3 answered *"Even though the text is in English, we still discuss the text with each other using Indonesian."*

The interviews conducted with 3 students regarding the implementation of local wisdom in learning, several important points found that showed a positive response to the use of local wisdom in learning English. The first student feel happy with this approach even though he initially thought it would be boring because it used English; they feel more interested because the story is familiar. The second student initially had difficulty focusing on the English text, but after knowing the title of the story, they motivated to look for familiar vocabulary. The third student continues to actively discuss the text with friends using Indonesian, even though the text is in English.

5. Findings using Questionnaires and Student Interviews

Subsequent to conducting interviews with teachers and gathering information on the strategies employed and their perceptions of students' reading interests, the next phase involves analyzing the results of students' responses using a questionnaire. 10 questionnaire was administered by the researcher on June 4, 2024, to 30 students in the 8th grade at SMPN 4 Langsa. The results of the student questionnaire are presented below.

Statement 1: "I enjoy reading English texts related to the history of *ratojaroe*." Out of 30 students, 23 (76.67%) agree and strongly agree, while 7

disagree. The interview, of one student agree due to the entertaining presentation of the material, while another student objected due to difficulties in understanding the content.

Statement 2: "Reading the history of ratoh jaroe made me active in discussions." The questionnaire results revealed that 20 students (66.67%) active in discussions, while the remaining 10 students, although interested in reading, experienced challenges in discussing the material in English.

Statement 3: "I feel excited reading texts about the history of ratoh jaroe" Based on the responses, 24 students (80%) preferred reading texts about Aceh's history. This preference is attributed to the familiarity and interest generated by the material.

Statement 4: "I focused on reading historical texts in English." The questionnaire responses indicated that 24 students (80%) maintained focus while reading. However, one student reported difficulty maintaining focus due to the length of the text, while another student noted that the combination of text and images contributed to sustained engagement.

Statement 5: "I feel concentration reading texts about the history of ratoh jaroe because it relates to local culture.", 27 students (90%) agree with this statement. The material's relevance to Acehnese culture facilitated comprehension, though presenting it in English is new experience for students.

Statement 6: "I often ask about the history of ratoh jaroe in English." The questionnaire revealed that 20 students (66.67%) actively inquired about the historical content, indicating a high level of curiosity.

Statement 7: "Discussion about the history of ratoh jaroe in English makes me more enthusiastic about reading other related material." Of the 30 students, 25 (83.33%) expressed increased enthusiasm for related materials due to engaging discussions.

Statement 8: "I am motivated to read other histories of ratoh jaroe in English." The data shows that 23 students (76.67%) felt motivated to read additional English texts on Acehnese history, as provided by the teacher.

Statement 9: "Engaging with historical texts about ratoh jaroe in English enhances my reading experience and makes me satisfied." The responses indicated that 22 students (73.33%) agreed with this statement. Interviews with students revealed that the relevance of the material enhanced their engagement and satisfaction.

Statement 10: "I am not bored with local wisdom material." The results showed that 23 students (76.67%) strongly agree with this statement, indicating that they find the local wisdom material engaging and not boring. This high level of agreement suggests that the use of local wisdom in teaching effectively maintains students' interest and enhances their engagement in the learning process.

Overall, the results of the student questionnaires and interviews indicate that the majority of students responded positively to the use of local wisdom materials in reading. The alignment between teacher interviews, student feedback, and questionnaire results highlights that 23 students (76.67%) expressed interest in reading materials incorporating local wisdom.

B. Discussions

1. How do students describe their experiences with reading materials that incorporate local wisdom?

This chapter presents the findings of a study examining how students describe their experiences with reading materials that incorporate local wisdom. The data collected through interviews and surveys offer a comprehensive insight into students' perceptions and interactions with these materials.

Geneva argues that culturally responsive teaching connecting instructional content with students' cultural backgrounds enhances their engagement and understanding⁵³. She emphasizes the importance of integrating local wisdom and students' cultural experiences into the curriculum to make the material more relevant and improve learning outcomes. These findings supported by Vygotsky, who emphasizes the significance of social and cultural context in cognitive development, he argues that learning involving culturally familiar contexts, such as local

⁵³ Geneva Gay, 'Journal of Teacher Education', 2007.

wisdom, facilitates deeper understanding when accompanied by appropriate support⁵⁴.

Based on the responses, students expressed a positive reception towards the use of local wisdom, specifically Acehese stories translated into English. Initially, there was some apprehension about the material due to the language barrier; however, the familiarity of the stories helped overcome these initial reservations, leading to a more enjoyable experience. While some students experienced difficulties focusing on the English text at first, the recognition of familiar story elements facilitated their engagement with the material. Efforts to integrate local cultural content were well received, even when delivered in a foreign language. In discussions, students demonstrated a proactive approach by continuing to engage in conversations about the text in their native language, thus maintaining active participation despite the language challenges. Overall, the integration of local wisdom into the reading material proved to be effective in enhancing students' interest and involvement in the learning process.

Although the overall reception of integrating local wisdom into reading materials has been favorable, certain issues have emerged. Some students reported difficulties in comprehending literature presented in English. Nevertheless, the implementation of narrative and scrapbook strategies proven to be effective in enhancing students' engagement with

⁵⁴ Simple Machine Concept, 'Jurnal Profesi Keguruan', 5.1 (2019), 96–101.

literature. Overall, the integration of local wisdom into educational materials significantly enhances students' reading interest and comprehension, despite the challenges associated with delivering content in English that require resolution. The incorporation of local wisdom not only renders the materials more engaging and relevant but also fosters a more profound and meaningful learning process for students⁵⁵.

2. What are the perceptions of teacher regarding the effectiveness of local wisdom in enhancing students reading interest?

Teacher generally advocate for the integration of local wisdom into reading materials. She assert that incorporating cultural and traditional elements enhances students' comprehension and engagement with reading. Additionally, teacher explain that local wisdom plays a crucial role in augmenting students' interest in reading. The presence of local wisdom, such as Acehnese historical texts, within reading materials significantly impacts students' learning experiences. For instance, incorporating renowned Acehnese historical narratives, such as the "history of Ratoh Jaroe dance," into English language instruction not only introduces students to local cultural elements but also aids in understanding broader cultural contexts.

According to Kurnianti, local cultural contexts enhance students' understanding and interest in reading materials by relating the instructional

⁵⁵ Syahria Anggita, Suwardi Endraswara, and Arif Rohman, 'Heliyon Revitalizing Local Wisdom within Character Education through Ethnopedagogy Apporach : A Case Study on a Preschool in Yogyakarta', *Heliyon*, 10.10 (2024), e31370 <<https://doi.org/10.1016/j.heliyon.2024.e31370>>.

content to the classroom context⁵⁶. This perspective is supported by Nining Ismiyani, integrating local wisdom into lessons contributes to increased reading interest students⁵⁷.

The results of this implementation indicate that students provided highly positive responses and demonstrated significant interest in the material, with an overall reading interest percentage of 76.66%. Students exhibited significant indicators of enjoyment and enthusiasm throughout the learning process. They became more engaged by asking questions and discussing the reading material presented, which was based on Acehese historical texts in English and implemented using storytelling and scrapbook techniques.

By employing storytelling and scrapbooking techniques, it is highly plausible that the methods used by teacher in teaching local wisdom will enhance students' reading interest. This perspective is supported by Lev Vygotsky, who, in his theory of social and cultural learning, emphasizes the significance of cultural context in the learning process and how emotional connections can enhance students' understanding⁵⁸. Similarly, Sara Mliier, suggests that approaches incorporating diverse learning methods, including storytelling and visual elements, boost student engagement and

⁵⁶ L L T Journal, L L T Journal, and Language Teaching, 'No Title', 23.2 (2020), 273–92.

⁵⁷ Nining Ismiyani, 'Improving Students ' Motivation to Learn English by Serving English Book with Local Wisdom', 10.3 (2021), 453–63 <<https://doi.org/10.23887/jpi-undiksha.v10i3.32729>>.

⁵⁸ 'Vygostky's educational theory in cultural context'.

comprehension⁵⁹. Thus, both perspectives affirm that the use of storytelling and scrapbooking techniques in teaching local wisdom not only renders the instructional material more engaging and relevant but also strengthens students' understanding and involvement in a more effective manner.

⁵⁹ Sara Miller and Lisa Pennycuff, 'The Power of Story : Using Storytelling to Improve Literacy Learning', 1.1 (2008), 36–43.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The study underscores the significance of incorporating local wisdom to enhance students' reading experiences. Culturally relevant resources enable educators to create more engaging and meaningful learning environments. The positive impact on students' emotional and cognitive engagement, along with their reading interest and motivation, highlights the necessity of integrating local knowledge into educational content. Overall, the application of storytelling and scrapbooking in teaching local wisdom substantially boost student engagement, deepen their understanding of cultural contexts, and strengthen their emotional connection to the material. This approach renders the content more compelling and pertinent, assisting students not only in grasping the information more effectively but also in experiencing the value and significance of local wisdom in a more clear and impactful manner.

B. Suggestions

Based on research findings regarding the use of local wisdom to increase students' reading interest in learning English, here are several suggestions that can be implemented:

1. Integration of Local Wisdom in the Curriculum: Policy makers and curriculum designers at regional and national levels need to consider integrating local wisdom elements into English language learning materials. This step may include the development of textbooks and additional learning

materials that feature stories, legends, and local history that are relevant to students' cultures.

2. Development of interesting learning materials: Development of interesting and contextual learning materials must be a priority. The material must combine elements of local wisdom in a way that is interesting and easy for students to understand. Additionally, the use of technology and interactive media help the material more interesting and increase student engagement.

3. Cultural Enrichment Programs in Schools: Schools hold cultural enrichment programs such as workshops, seminars and extracurricular activities that focus on local wisdom. This program can give students hands-on experience of their culture and increase their appreciation of local heritage.

By adopting these suggestions, it is hoped that students' reading interest in learning English continue to be increased, while still preserving and respecting local culture. The application of local wisdom in education not only benefits students' academic development but also strengthens their cultural identity and sense of pride in their local heritage.

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