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LOCAL WISDOM STORY TO TEACH EXTENSIVE READING ON FICTION

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Abstract: The purpose of the research is to assess the reading comprehension of students by evaluating local wisdom stories and obtaining their answers to these stories in the context of reading education. Currently, local wisdom is considered to be a highly recommended resource in reading classes. The research was carried out among third semester students enrolled in the English Language Education Study Program at a teacher training school in Trenggalek. A qualitative research study was undertaken in the research. Data was collected through the use of a writing assignment and a questionnaire. For the writing project, the students were tasked with analyzing a local wisdom story by examining the point of view, characters, character attributes, and the role of

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each character in shaping the story. Concurrently, a questionnaire was issued to gather the students' feedback regarding the implementation of local wisdom stories. Based on the students' work, it is evident that they conducted a thorough analysis of the story. The questionnaire results indicated that the students responded positively and favourably to the incorporation of local wisdom stories in the extensive reading on fiction class.

Keywords: *local wisdom story, extensive reading, fiction*

INTRODUCTION

Reading is a part of learning English for EFL learners. Hudson (2007) explains that reading skill represents: (1) word attack skills, (2) comprehension skill, (3) fluency skill, and (4) critical reading. Word attack skill means converting orthographic symbols in a language. It requires the reader recognizes if the scripts represent language units such as phonemes, syllables and words. Comprehension skill refers the ability to utilize context and meaning to gain meaning from reading. Fluency skill means allowing the reader to read larger sentences and phrases of the whole text. It also refers to a process which helps in reading quickly. Fluency skill involves abilities such as word recognition, quick reading, high-frequency of letters clusters and having good vocabulary. Critical reading provides the skills in analyzing, synthetizing, and evaluating from reading. It involves activities to see cause and effect or comparing in the text. Further, Kurdi & Nizam (2022) describe reading as language learner ability to comprehend written text to obtain primary idea and facts specifically. Reading is one of important skills to obtain knowledge and understanding all subjects (Brilliananda & Wibowo, 2023). Therefore, Rusgandi (2023) states that reading comprehension gives interaction between text and information that the students possess before

constructing good comprehension of it. To conclude, reading involves skills to derive meaning of the text with some activities.

The research is conducted based on Extensive Reading on Fiction learning. Extensive reading is one of reading materials to learn. Abrar et al.,(2021) state that extensive reading is purposed for enjoyment. It is aimed to pleasure, obtaining information and getting general understanding of the passage. According to Clark & Rumbold (2006), reading to pleasure means we are free to gain our satisfaction what we get from reading. We also can choose the materials we are interested in and decide time or place to read. Several benefits can be obtained by reading for pleasure: (1) reading achievement and ability of writing, (2) comprehension of the text and grammar mastery, (3) developing vocabulary, (4) good reading attitudes, (5) improving self-confidence and (6) pleasure reading in the future. Yulia (2018) adds that extensive reading supplies rich target of language input, especially for learners of EFL. Further, Extensive reading gives advantage for EFL learners enhance their skill in learning language. Extensive reading also offers the necessary for mastering the meanings of all materials and the function of all words (Fan, 2023). Ferdila (2014) also reveals by implementing extensive reading, the learners: (1) can choose the material they want to learn and read, (2) develop their vocabulary mastery, and (3) are ready to join the class because they have leant the material before the class. Learners read materials with large quantities in extensive reading (Aliponga, 2013). The teachers' role in teaching extensive reading is very crucial. Harmer (2007) argues that most students will not apply extensive reading by themselves unless their teacher encourage them to do it. The teacher can persuade the students by explaining the benefits of extensive reading. Several various technique can be implemented to attract the students to learn extensive reading. Janah et al. (2022) explain if EFL learners are motivated through program of extensive reading, they will gain lots of advantages and opportunities. Further, Alfian et al., (2022) give benefits of extensive reading to assist the students to memorize terminology they never know before. In

conclusion, extensive reading can be applied in several techniques and it enhances the positive attitudes of reading.

Fiction is one suitable literary work to use in learning reading. Dewi & Siregar (2022) define fiction as one of literary work which contents of imagination. Further, Kleij et al., (2022) emphasize that fiction could be used as a training for development of mindreading and use. Meanwhile, Milhorn (2006) also defines fiction is literary work as the result of imagination, not from a fact. The examples of fiction are short story, fairy tale and novel. Several components are analyzed in fiction literary work, such as point of view, characters, characterization and the role of each character to set the story. Further, Arthur (2006) explains that fiction literary work may hold for teaching of second language. It can be useful as language acquisition with three ways. First, the learners' vocabularies can develop. By reading various fiction text, the learners obtain many new words and it can improve their vocabulary mastery. Second, the learners will know more about certain patterns that they do not use to speak. And third, reading fiction of target language will facilitate them in understanding about tradition, lifestyle and values in society. According to Erikson et al. (2020), fiction can be used for educational purposes. It means that fiction is one of good materials in teaching learning process. Firman et al. (2022) also explain that reading fiction can form individuals a situation model of the story and allow individuals to understand reason underlying the action of story characters. To sum up, fiction assists the learners enhance reading skill and vocabulary mastery by understanding society life such as tradition and lifestyle.

Nowadays, local wisdom as part of local content is often used in many education fields. It is highly recommended to apply in any materials of many subjects. In KEMDIKBUD (2014) about *Muatan Lokal Kurikulum 2013*, local content is taught with the aim of equipping students with the attitudes, knowledge, and skills needed to know and aware to the environment, social, cultural and spiritual environment in their area, as well as to preserve and develop regional

advantages and wisdom that are useful for themselves and their environment in order to support national development. Further, Suryanti et al., (2020) explain that local wisdom provides the society to learn culture. Learning materials with local wisdom are required needed to fortify from negative culture entered. Inserting local wisdom material in any course is appropriate policy. Meanwhile, Darmadi (2018) adds that local wisdom is a part of society culture and closely related with language of the society. Rahayu et al. (2019) also state that several cultural heritage of local wisdom includes beliefs, customary law and cultural values. Further, Mustadi & Irvan (2021) argue that the development of media based on local wisdom is very crucial to support learning process. In short, local wisdom is necessary to be applied in learning to develop the students' knowledge about their own social, culture or tradition.

Some previous researches related with local wisdom were conducted by several researchers. First, the research was conducted by Rahayu et al. (2019). The research was aimed to identify the local wisdom of story *Seuntaiian Pesan Ayah* by Damayanti. The result showed that the local wisdom found were religious value, faith, occupation of the people, about honoring and love to hometown. The second research was conducted by Santosa et al. (2019). The research was intended to describe the effectiveness of local wisdom as teaching materials on creative writing activity of elementary school students. The result of the research indicated that students' creative writing skill were different before using materials of local wisdom and after applied local wisdom as the materials. The next research was conducted by Erni (2023). The research was purposed to develop local content based e module to enhance students' awareness of culture in reading and writing course. The result of the research showed that the students were motivated to learn reading and writing by using local wisdom based e module. They also agreed that by applying it, they improved their awareness of culture. The differences are shown from the aspects that are analyzed by the students. In this research, the

aspects are the point of view, character based on the function and types, character's traits and the role of each character to set story.

Local wisdom story was applied in Extensive Reading on Fiction class. In the research, the researchers were interested to: (1) know the students' comprehension by analyzing local wisdom story, (2) gain the student's responses in implementation of local wisdom story as material in reading class.

METHOD

Research Design

Qualitative research was employed in the research. According to Leavy (2014), qualitative research is a learning way of social reality. It approaches to research can be utilized across of discipline to study wide topics. Further, Ary (2002) explains that qualitative researcher seeks in understanding the phenomenon by focusing the whole picture rather than breaking it down to be two or more variables. It is intended to describe the whole picture and detail understanding rather than using numeric in analyzing data. Therefore, case study was conducted in the research. Ary (2002) defines that case study is a depth study of unit such as an individual, a group or a program. It is aimed at gaining detail description and investigating the entity. Leavy (2014) adds case study describes depth view of quality and complexity of social/education programs that is implemented. The research was conducted to apply local wisdom story in learning Extensive Reading on Fiction.

Subject of the Study

The study was conducted to third semester students of English Language Education Study Program STKIP PGRI Trenggalek. It consisted of 22 students who were joining Extensive Reading on Fiction class. The researchers conducted research with the following steps. First, the explanation of extensive reading and fiction was given to the students. They were assigned to write the fiction work they ever read. Next, the researchers explained about the fiction works that

could be analyzed, such as fiction story. Third, the researchers gave several aspects to analyze a story, such as point of view, characters, characters' traits and the role of character, second character, supporting character, dynamic character, static character, round character and flat character. Then, the students were divided into several groups with 5 – 6 members of each group. Fifth, each group was instructed to find different local wisdom story. Next, they were assigned to analyze the story based on the point of view, characters, characters' traits and the role of each character to set the story. The result of analyzing was submitted to be evaluated.

Research Instruments

Several instruments were used by the researchers to obtain data. First, writing assignment of analyzing local wisdom story. The assignment was conducted to know the students comprehension of local wisdom story. The students were instructed to find point of view, characters, characters' traits and the role of characters to set the story. In analyzing point of view, the students explained about how the story narrated, point of view of the main character as the first, second or third person. Meanwhile, major characters' traits covered physical appearance (height, hair, how to dress, etc.), personality traits (kind, friendly, etc.), speaking style (formal, poetic, slang) and other traits (profession, age, etc.). They also explained about how the characters' action set the events of the story. The characters were clarified more detail into protagonist and antagonist, main, second and supporting character, major and minor character, dynamic and static character, rounded and flat character

Second instrument was questionnaire. It was distributed to 22 students to gain information about their responses of the local wisdom story in learning reading. The questionnaire consisted of ten statements about the implementation of local wisdom story in learning reading. The questionnaire was intended to obtain the students' responses during the learning.

Data Collection

The researchers obtained data by giving writing assignment and distributing questionnaire. In writing activity, the students were assigned to analyze local wisdom story. The data of writing assignment was gained from the students' works. Meanwhile, the data of questionnaire was provided from the students' responses about their perception of using local wisdom in learning reading.

Data Analysis

The result of students' work was analyzed descriptively. It covers point of view, characters, characters' traits, and the role of each character to set the story. Meanwhile, the result of questionnaire was analyzed by Likert Scale. Five options were provided to several statements. The options were Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The researchers constructed ten statements about the learning in questionnaire. From each response, the score was 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree and 1 for Strongly Disagree. Then the researchers calculated the questionnaire result and made conclusion.

FINDINGS

The part covers the result of students' analysis and questionnaire about the use of local wisdom story in learning reading. In analysis activity, the students were assigned to analyze the story from several aspects. They were asked to find local wisdom story in group and analyze it from the point of view, characters, characters' traits and the role of each character to set the story. The local wisdom stories were The Origin of Bagong Dam, The History of Putri Ngerit, and Raden Ayu Saraswati.

In analyzing point of view, the students explained about how the story narrated, point of view of the main character as the first, second or third person. From story of The Origin of Bagong Dam, the students mentioned the story was narrated by the third person. In characters' traits, the students described Adipati Menak Sopal as

major character. Adipati Menak Sopal was responsible and deeply concerned to welfare of people. He always spoke formally. He had dynamic and rounded character. Adipati Menak Sopal set the event of story by taking challenge to build Bagong Dam in providing water for rice fields. King Bedander as antagonist character, set the event of story by creating obstacles and challenge, leading conflict with Adipati Menak Sopal before dam was built. In story *The History of Putri Ngerit*, point of view was explained as third person. The main character of the story was Putri Ngerit. She was young, empathetic, and had connection with nature. She had static character throughout the story, maintaining her joyful and empathetic to nature. Putri Ngerit set the story by using her power to solve the conflicts. The second character of the story, Surya, set the story by leading encounter with Putri Ngerit. In story *Raden Ayu Saraswati*, point of view was narrated as the third person. The main character of the story was Raden Ayu Saraswati. She was described as a woman who had peculiar illness with strong odor. She always spoke formally and she was diligent also. She had dynamic character with changing character throughout the story. Raden Ayu Saraswati set the story by seeking a cure for her illness. The second character of the story, Sraba, as Raden Ayu Saraswati's husband set the story by curing Raden Ayu Saraswati from the illness and revealed as white crocodile.

From the students' work, it can be indicated that they comprehended the story well. They could analyze it based on point of view, characters, characters' traits and the role of characters to set the story.

The result of questionnaire showed that the students gave good response of using local wisdom story in learning reading fiction. Based on the students' perception about the use of local wisdom story in reading, it found that more than 50% of students thought local wisdom story stimulated their curiosity, enhanced reading skill, enriched vocabulary, enlarged knowledge and also motivated them to learn fiction. However, about 20% of the students still found difficulties in finding more related story and finding similar meaning

between local terms and English for example *tiwul* (traditional food) and *ruwatan* (traditional ceremony).

DISCUSSION

The findings of the research shows the students' could analyze local wisdom story well. It reveals that the students had good comprehension in analyzing it. The result of questionnaire also indicates that the students gave good and positive responses. They were motivated to use local wisdom story in learning Extensive Reading on Fiction class. Several advantages were gained by implementation of it are: enhancing reading skill, improving vocabularies, analyzing the story easily, developing knowledge and insight about local wisdom story. Febriana et al. (2022) argue that choosing story in learning is very crucial because the teacher can know the students' reading skill and if the story can give achievement and self-confidence sense. Further, Novasyari & Fauziah (2023) add that story can entertain, improve vocabulary, provide grammatical structure and train skill of logical thinking. Teaching by using short story in English class can motivate the learners to explore multiple advantage in teaching (Bhatti et al., 2022). According to Hastuti et al. (2023), local wisdom is often preferred because it provides positive values to strengthen the students; characters, such as education character, social value, and cultural value. It also preserves local culture and developing creativity and inspiration. Surip et al. (2021) argue that story of local wisdom is interesting to be analyzed because it reflects the condition of social and community. Further, Sudaryatie et al. (2022) explain that local wisdom inserted in material will build character such as discipline, creativity, struggle, being honest, excellence and defending our country. (Santosa et al. (2019) also suggest that it will be more useful if teaching material of local wisdom not only based on value of local cultural, but also able to develop skills needed. In short, local wisdom material can provide knowledge and insight as well as enhancing learners' skill.

Suitable material of reading can affect the students' interest in joining the class. Teacher should use good tools and resources in teaching and learning. Meanwhile, materials are parts of teaching tools Erni (2023). It means that the teacher should consider the materials that appropriate to the students. In short, materials should be prepared well to support learning activity. Meanwhile, Nurdianingsih (2021) defines teaching strategy as a plan of teachers in teaching to obtain what they have planned. The strategy should be appropriate for skill to gain expected outcomes. Therefore, Nguyen (2022) argues that the teacher should employ variety technique in teaching reading. Selecting appropriate approach could affect how well the learners understand what they are reading. Pertiwi et al. (2022) also emphasize that strategies used by teachers have crucial role in process of teaching and learning. It can assist the teachers in succeeding the goals of teaching. Teacher should apply suitable strategy to teach reading in helping to overcome their difficulties in reading English learning (Zahro et al., 2023). To sum up, teacher has big role to provide the appropriate strategy in learning reading.

CONCLUSION

From the research result, it can be concluded that local wisdom story can be used for teaching reading of fiction. It provides materials related with fiction and enlarge the learners' insight about local wisdom story. It is proven by the students' questionnaire result of local wisdom story usage and assignment result. The questionnaire result shows that the students were motivated and enthusiastic to join the class by using local wisdom story. It also enhanced the students' reading, developed their vocabulary mastery and provided several components to be analyzed,

The students' result of assignment indicates that they were able to analyze the story well. Based on the story, they analyzed the point of view, characters, character traits and the role of each character to set the story. The aspects of analyzing were provided in

story. In short, the local wisdom story assisted them to analyze several parts of it easily.

It is suggested that the teacher can use story related with local wisdom. It gives benefits for the students as well as the teacher. The students are expected to be familiar with materials related with their own local wisdom. Recommendation is also given to the next researchers. They are able to use materials related with local wisdom for the research with different design. It can enlarge knowledge and insight of local wisdom in teaching reading.

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