



Enhancing 10th Grade Senior High School Students Reading Skills Using Popular Folklore in Indonesia

Dinda Rahmah Az zahrah^{1*}, Nur Fauzia²

¹⁻² Universitas Negeri Surabaya, Indonesia

Email: dindaazahra094@gmail.com^{1*}, nurfauzia@unesa.ac.id²

Alamat: Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213

Korespondensi penulis: dindaazahra094@gmail.com

Abstract. Reading is a process in which the reader tries to understand the meaning that the writer wants to convey through written language. Good reading skills have a great effect on improving students' academic achievement, while difficulties in understanding reading can be an obstacle in the learning process. Therefore, teachers have an important role in encouraging students to use reading materials that are appropriate, interesting, and relevant to the subject matter. One form of reading material that can be used is folklore. Reading folklore in the classroom not only introduces students to the richness of local culture, but it can also increase their excitement, interest, and engagement in reading activities. This study aims to evaluate the significance of differences in students' reading comprehension scores before and after the introduction of Indonesian folklore as reading material. This study used a pre-experimental design involving 35 students of class X in one of the Senior High Schools (SMA) in Gresik. The data collection procedure is carried out in three stages, namely pre-test, treatment, and post-test. The results of the study showed a significant increase in the value of students' reading comprehension. The average score of the students' pre-test was 60.71 and increased to 85 on the post-test. In addition, the percentage of students who achieved learning completeness also increased from 48.57% to 91.43%. These findings indicate that the use of folklore as a teaching material in reading learning can have a positive impact on student understanding. Therefore, it is recommended that teachers consider the use of folklore as an alternative reading material in Indonesian learning to improve reading skills effectively and funly.

Keywords: Active Learning, Folklore, Learning Achievement, Narrative Text, Reading Comprehension.

Abstrak. Membaca merupakan suatu proses di mana pembaca berusaha memahami makna yang ingin disampaikan oleh penulis melalui bahasa tulis. Kemampuan membaca yang baik sangat berpengaruh terhadap peningkatan prestasi akademik siswa, sedangkan kesulitan dalam memahami bacaan dapat menjadi hambatan dalam proses pembelajaran. Oleh karena itu, guru memiliki peran penting dalam mendorong siswa untuk menggunakan bahan bacaan yang sesuai, menarik, dan relevan dengan materi pelajaran. Salah satu bentuk bahan bacaan yang dapat dimanfaatkan adalah cerita rakyat. Membaca cerita rakyat di kelas tidak hanya memperkenalkan kekayaan budaya lokal kepada siswa, tetapi juga dapat meningkatkan kegembiraan, minat, dan keterlibatan mereka dalam aktivitas membaca. Penelitian ini bertujuan untuk mengevaluasi signifikansi perbedaan nilai pemahaman membaca siswa sebelum dan sesudah dikenalkannya cerita rakyat Indonesia sebagai bahan bacaan. Penelitian ini menggunakan desain pra-eksperimental dengan melibatkan 35 siswa kelas X di salah satu Sekolah Menengah Atas (SMA) di Gresik. Prosedur pengumpulan data dilakukan dalam tiga tahap, yaitu pre-test, pemberian perlakuan (treatment), dan post-test. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada nilai pemahaman membaca siswa. Nilai rata-rata pre-test siswa adalah 60,71 dan meningkat menjadi 85 pada post-test. Selain itu, persentase siswa yang mencapai ketuntasan belajar juga mengalami kenaikan dari 48,57% menjadi 91,43%. Temuan ini mengindikasikan bahwa penggunaan cerita rakyat sebagai bahan ajar dalam pembelajaran membaca dapat memberikan dampak positif terhadap pemahaman siswa. Oleh karena itu, disarankan agar guru mempertimbangkan penggunaan cerita rakyat sebagai alternatif bahan bacaan dalam pembelajaran bahasa Indonesia guna meningkatkan keterampilan membaca secara efektif dan menyenangkan.

Kata Kunci: Cerita Rakyat, Pemahaman Membaca, Prestasi Belajar, Teks Naratif, Pembelajaran Aktif

1. BACKGROUND OF THE STUDY

One of the abilities that must be mastered in order to learn English is reading. Reading skills are essential in education, influencing learners' cognitive capacities, academic performance, and overall educational achievement. Reading is an alternative

method to communicate in writings; nevertheless, drawing inferences from the text requires knowledge and comprehension (Monica & Soplantila, 2024). Numerous studies have demonstrated that reading skill has a direct impact on not just language learning but also various academic objectives and requirements in the classroom (Ishak & Afifa Nordin, 2020).

Reading is a process in which the reader learns the meaning that the writer is attempting to convey through written language (Monica & Soplantila, 2024). A person's everyday existence will gradually become dependent on their ability to read. Reading is a challenge for many learners. Learners are sometimes simply needed to read the work in its entirety before answering questions about its substance. It is a method that does not include students' cognitive processes, resulting in students' disengagement from the active reading experience. Research indicates that reading has a significant impact on language learning, educational goals, and classroom expectations. This is why reading is so important in academic settings, but there is little focus given to students with learning difficulties or disabilities. Improving reading skill can improve academic achievement, while challenges can hinder learning. Teachers can encourage students to use appropriate and related reading materials and practices to improve reading skill (Ishak & Afifa Nordin, 2020).

Reading ability varies depending on the sort of content being read. Folklore is a form of reading material. Folklore readings are more commonly seen in narrative texts. Folklore may be classified as a form of communal culture since it is typically shared and passed down from generation to generation. Understanding folklore not only improves students' language abilities, but it also allows them to get significant insights into their own or other cultures' values, beliefs, and histories. (Ida Bagus Nyoman & Dewa Gede Agung Gana, 2018).

Folklore's potential in teaching languages is still neglected and has gotten little serious attention, despite the fact that it is one of the most well-known and culturally rich resources passed down orally from generation to generation. Folklore teaching resources have a long history in education. As a result, the purpose of this study is to investigate the efficacy of employing folklore to improve reading abilities among senior high school students. Using folklore in the reading classroom exposes students to distinctive opportunities for educational, intellectual, cultural and linguistic development (Ida Bagus Nyoman & Dewa Gede Agung Gana, 2018). This study is intended to find out whether folklore is able to help build reading comprehension among students and also as a means to introduce Indonesian culture from the stories they read. Learners can read literature

relevant to their local culture and life experiences. Readers may quickly absorb literature on known themes, but less so on novel topics (Creswell, 2012).

In the previous studies regarding the role of folklore to enhance students reading skill, some of the article that were found use folklore as a media/material to enhance students reading comprehension and reading skill. Research conducted by (Fatmawaty et al., 2022) Folklore as local cultured-based material for improving students' reading comprehension of narrative text, this study found that reading folklore can increase learners reading comprehension. Reading folklore in the classroom increases student excitement, enjoyment, and involvement. Reading narrative texts through folklore can help pupils enhance their reading comprehension. Research titled using folklore in enhancing primary school students (Ishak & Afifa Nordin, 2020), in this study shows that teachers can employ folklore as a teaching tool for reading comprehension lessons, benefiting learners of all genders. And the last, research conducted by (Nevo & Vaknin-Nusbaum, 2020) Enhancing motivation to read and reading abilities in first grade, According to the findings of this study, a reading incentive program should be integrated into the standard reading acquisition curriculum in order to increase children's reading motivation and skills.

Based on the explanation above, this study will discuss the role of Indonesian folklore in enhancing students' reading skills. In addition, this study will focus more on using local folklore that has not been widely used by researchers before as material in learning narrative text. Students will use popular folklore as reading material in a more interactive and enjoyable way because researchers will add pictures or illustrations that will help students to be more interested in reading.

The main objective of this study is to evaluate the significance of differences in reading scores before and after the introduction of Indonesian folklores as reading material. To look at how Indonesian folklore might improve reading comprehension in pupils, particularly those studying English as a foreign language. The purpose of this study is to investigate the efficacy of incorporating culturally appropriate narratives into educational practices in order to increase students' engagement and comprehension of reading materials.

Indonesian students frequently struggle to master English, as evidenced by poor EF English Proficiency Index scores. Traditional teaching methods may not be sufficient to meet these issues, demanding novel ways that are culturally relevant to learners. Folklore, as a rich collection of cultural narratives, offers a chance to construct interesting reading materials that improve comprehension abilities.

2. LITERATURE REVIEW

Reading

Brown (2015) describes reading as the act of comprehending content and relating to the text through a correlation between the reader's prior knowledge and background knowledge, information in the text, and the reader's perspective toward reading. In simpler terms, reading is an interaction between the reader and the text. It is more than just reading what is printed and written; it is also about how the reader extracts meaning from the text. According to (Anderson, 2008), reading is an active, fluent, and engaging process in which readers interact with reading materials to generate meaning from target information.

Besides that, Frank (2012) defines reading as a process the process of establishing new information in the human brain. It needs the reader's attention to get new knowledge. Moreover, Harmer (2001) notes that the eyes and brain are regularly employed in this action, since reading involves visual information, the eyes play a vital role. Their role in reading is often mentioned, because they are the instruments that provide information to the brain, and the brain decides what and how its perceptual conclusions are made based on information from the eyes, which is impacted by past knowledge (Frank, 2012). In other terms, reading is defined as the capacity to grasp written words and accurately interpret their meaning. It requires both visual and mental engagement.

Reading or activity where the focus is on developing skills and understanding the reading's content. The ability to master and comprehend what they read is a prerequisite for readers. In this instance, comprehension is a necessary component of any reading exercise (Martin-Beltrán et al., 2019). The goal of understanding reading exercises is to get a thorough knowledge of the material being read. Understanding the meaning or purpose of a written text is known as reading proficiency. The language itself and the visual representation of the writing that conveys information through reading are the two primary components of reading that are heavily emphasized in this definition.

Overview of the significance of reading skills for senior high school students

For senior high school students, reading skill is essential as it affects their academic achievement, capacity for critical thought, and general success in a quickly changing information environment. Reading skills are fundamental to academic success, particularly for senior high school students who are preparing for higher education and future careers. Reading comprehension continues to be a strong predictor of academic success. Wiley & Wright (2018) emphasize the importance of disciplinary literacy the ability to read and comprehend subject-specific texts for high school students. This means reading skills

extend beyond general comprehension to include the ability to navigate the unique vocabulary, structures, and reasoning patterns of different academic fields.

Academic success and reading proficiency are closely associated. Regular reading has been linked to improved performance in a number of topics, including science, math, and English, according to studies. Students who read often, for example, typically do better on standardized tests and receive higher marks overall, according to study (Hicks, 2023). Students in their senior year of high school frequently have to assess arguments, spot biases, and make inferences from a variety of literature. Critical evaluation of textual content promotes self-reliance and problem-solving abilities. According to research, children who use efficient reading techniques, such skimming and previewing, are better able to interact with and understand difficult texts (Fauziah et al., 2018).

Reading Material

Reading material refers to any written or printed content that is intended to be read for knowledge, amusement, or education. This comprises books, periodicals, newspapers, journals, articles, as well as digital content like e-books and internet articles. More specifically, reading materials are texts or sections that impart messages or ideas to the reader via the act of reading, and are frequently chosen to assist learning objectives in educational environments (Muslikhati, 2015). Reading materials are important resources in language acquisition because they provide meaningful and relevant information that helps students enhance their reading abilities.

The researcher attempted to construct reading materials based on local culture in order to improve students' reading narrative texts via the use of appropriate reading materials. However, the reading materials should be authentic, useful, and have the ability to improve students' success. The reading materials must provide text that is perfectly matched to the kids' reading level. In conclusion, the goal of this study was to provide instructional reading resources for tenth-grade students that were valid, practical, and potentially effective.

The research uses popular Indonesian folklore as reading material. Folklore stories are popular narrative writings that have been passed down through centuries and include valuable cultural and moral teachings. Folklore, as a reading material, offers significant information that may interest pupils by linking them with their cultural heritage while also developing their language abilities. Using folklore as reading material complements narrative text education because it provides real stories that represent social norms and values, which can increase student engagement and motivation. Furthermore, folklore's

regular narrative patterns help kids acquire abilities in recognizing tale parts, sequencing events, and interpreting implicit messages, all of which are necessary for reading comprehension.

Narrative Text

Every structured communication that tells a story, usually with characters, setting, and events, is called a narrative text. It creates a mental representation called as a "story" in the receiver's mind by using cues like words, pictures, or music. The story itself is the root of narrativity as it is the content that satisfies specific requirements to be considered a narrative. This implies that although a narrative text needs to tell a story, not all texts that employ signs are narratives; some may be used for other objectives, such discussions in philosophy or science.

A narrative is a text that evokes a story; a story, on the other hand, is a mental image created in reaction to the hints a text provides. Various schools of narratology have identified a number of narrative genres as prototypes, including conversational narratives of personal experience, narratives with a particular dynamic contour, such as mystery, thriller, or tragedy stories, literary fiction (i.e., the novel), and simple folklore forms like fairy tales or fables. Examining each of these prototype alternatives gives us a sense of the concept of narrative's underlying complexity and the range of approaches it has sparked.

Folklore, one of the few narrative texts, is used in this study. A culture or community's traditional beliefs, habits, stories, songs, and behaviours are referred to as folklore. These are frequently transmitted orally from one generation to the next. One of the most crucial aspects of comprehending narrative forms is folklore, since these texts not only represent cultural identities but also show how these ancient tales contribute to a larger conversation about storytelling and its social ramifications.

Folklore

One way to communicate an area's culture is through folklore. In order to preserve the history of their forefathers, stories have also been passed down from generation to generation in every corner of this archipelago. Although it can be documented in writing, folklore is mostly passed down orally. Because oral tradition permits modifications and alterations, folklore is a dynamic and changing part of culture (Marie Laure Ryan, 2017).

Indonesian folklore is a rich and diverse tapestry of stories, myths, and legends that reflect the cultural heritage of Indonesia's many ethnic groups. This overview examines the qualities and importance of Indonesian folklore, emphasizing its social, cultural, and educational functions. Encapsulating the ideas, values, and customs of its people,

Indonesian folklore is an essential part of the country's identity. A wide variety of stories that frequently combine aspects of history, religion, and environment are a result of the archipelago's different civilizations. These tales serve as a way to preserve cultural legacy and transmit knowledge throughout generations, thus they are more than just amusement. Folklore serves as a means for parents to impart wisdom or character development to their children in addition to conserving and transmitting the local cultural past (Widhiyanti & Gandang Gunanto, 2020).

3. METHODOLOGY

This study employs a quantitative research design utilizing a Pre-experimental research design, (Marsh & Stoker, 2010) state that Quantitative is a research strategy that utilize statistical techniques to analyse numerical data. These methods focus on deriving causal inferences from statistical analyses, leading to quantitative estimates of the robustness of theoretical models. The primary aim is to assess relationships between dependent and independent variables across a large number of cases. This design is beneficial for early evaluation of an intervention's efficacy. A pre-experimental design was selected due to its practicality in a classroom setting, allowing for a preliminary investigation of the effects of folklore-based reading interventions before considering more complex experimental frameworks. A pre-experimental design can give preliminary data that can be used to inspire more rigorous future research. In educational contexts, it is sometimes impossible to adjust for all variables that may impact outcomes. A pre-experimental design enables researchers to monitor the impact of an intervention without requiring a tight control group, which may not be feasible in a school context. Pre-experimental designs are excellent for measuring instantaneous improvements in reading abilities before and after an intervention.

To answer research question “Is there a significant difference in reading scores after they received Indonesian folklores as reading material?” the researcher will use the Pre-experimental design with pre-test and post-test (Cash et al., 2016) state that Pre-experimental design is the process of planning an experiment to ensure that the results are valid, reliable, and can be interpreted accurately. It involves defining the research question, selecting the appropriate experimental methods, determining how to control variables, and deciding how to collect and analyse data. Using pre-test and post-test will be comparison of whether the participant’s reading skill significantly increased before receiving treatment and after receiving Indonesian folklore as reading material. This methodology used to

evaluate causal relationships between variables without the use of random assignment. This approach is particularly valuable in scenarios where randomization is impractical or unethical, allowing researchers to investigate the effects of interventions in real-world settings. This means that while researchers manipulate an independent variable, participants are assigned to groups based on non-random criteria, such as existing characteristics (e.g., age, gender) or other relevant factors.

The researcher uses S. Sambangsari's book for reading material, the book with title "Kumpulan Cerita Rakyat Nusantara" is a compilation of folk stories highlighting cultural values and local knowledge from different areas in Indonesia. This book tells stories that are not only engaging, but also teach readers valuable moral truths. Each story in this book shows the archipelago's many cultures, customs, and mythology, as well as insights into the lives of individuals from various places. S. Sambangsari skilfully portrays key ideas about community, honesty, and environmental stewardship through an engaging tale. This book is appropriate for every generation, including children and adults, as a way to learn about and conserve Indonesia's cultural legacy.

The populations in this study consisted 10th grade senior high school students from Senior High school in Gresik. The researcher chooses sample of one class consist of 35 students, participants were selected through purposive sampling based on the researcher's prior teaching internship experience with this class this class chosen by researcher after observing reading behaviour all of the students when join teaching internship. Tenth grades students also choose because in tenth grades likely would not interfere compared to twelve grades which might have some more exams so it would interfere with the teaching and learning proses, this grade also perfect for this research because in this semester they will learn about the material that the researcher will be conducted.

Many students in this schools have limited exposure to English outside of formal classroom instruction. This school has students from both urban and rural areas which makes their English proficiency levels vary, some can already speak English confidently and some are still stiff to just speak the basics because of the limited vocabulary they have. Before conducting research on participants, researchers will first ask for permission from participants and will be informed that their responses and participation in data collection by researchers will remain confidential.

The researcher will collect reading score from students, pre-test, treatment, and post-test used by researchers to answer the second questions listed in the research questions. The reading comprehension test consists of 20 multiple-choice questions that measure

some aspects: identification of main ideas, inference, structure, vocabulary comprehension, language feature, and the participant's ability to understand the meaning of the reading (e.g. moral messages, implied and explicit meanings in sentences).

The treatment will use folklore as reading material, participants will use it as reading aloud for several texts and independent reading, these stages will be carried out for 2 weeks during the research period. At the beginning, participants will do a pre-test, this session will be the determining factor for researchers in carrying out the treatment. When the treatment already applied and the media has been used in it, the participants will get post-test. The data analysis method used is to analyse the results of the tests that have been carried out by the participants after the treatment carried out in class.

The analysis this research use Paired sample t-test for analysing the data. (Marsh & Stoker, 2010) A paired sample t-test, also known as a dependent t-test or matched pairs t-test, is a statistical method used to compare the means of two related groups. This test is particularly useful when the same subjects are measured under two different conditions or at two different times. The data analysis in this study is to determine whether there is a statistically significant difference between application pre-test and post-test, where the same participants are tested before and after a treatment.

This involves calculating the p-value and Cohen's d, which together provide a comprehensive understanding of the results. The p-value is a critical statistical measure that helps determine whether the results of our study are statistically significant. In this research, the researcher hypothesized that engaging students with popular folklore would enhance their reading skills. After conducting a pre-test to assess students' initial reading abilities and implementing an intervention involving the exploration of various folklore narratives, the researcher administered a post-test to measure any changes in reading skills.

4. FINDING AND DISCUSSION

Finding

The researcher examined and presented the data collected from the test instruments in this chapter. The data collection includes providing tests before and after the treatment to assess the students' Reading Comprehension skills. The researcher particularly administered a pre-test to examine the students' initial reading comprehension skills before to the treatment. After the treatment, which included the use of folklore stories, the students were given a post-test to assess any changes or gains in their abilities.

Result of Pre test and Post test

Before giving the treatment, the researcher administered a pre-test ability of the students in folklore story and gave a post-test after the students were given treatment. The researcher computed the result score of the pre-test and post test as can be seen in the following table.

Table 1. result of pre test and post test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	60.7143	35	16.76581	2.83394
	PostTest	85.0000	35	13.39447	2.26408

The average score attained by students in the pre test was 60.71. This result is lower than the predefined passing average of 70, suggesting that overall student performance did not exceed the expected level. Only 17 students, or 48.57% of the cohort, met the completion criterion. This figure is much lower than the needed success rate, which states that at least 75% of students must meet the minimal requirement for the test to be indicated successful.

The presentation table above shows that the average value is 85 in post test. Out of a total of 35 learners, three have not completed. Meanwhile, 32 pupils have finished the number, accounting for 91.43%. The second exam is considered successful when the average score is 70 and 75% of all pupils meet the success requirements. This is because 32 out of 35 students received the average score.

A paired sampe t-test was used to analyze the pre-test and post-test scores, and it revealed vital insights into the treatment's efficacy on participants' learning outcomes. The descriptive data reveal that the average score went from 60.71 in the pre-test to 85 in the post-test, showing a significant improvement after the intervention. This first finding implies that the therapy may have improved the participants' performance, but more statistical testing is needed to determine if this change is statistically significant or occurred by chance.

Treatment stage

- **Pre Activity**

At the beginning of the learning session, the researcher takes on the role of a tutor to guide the students through the activity. To create a welcoming and positive learning environment, the researcher starts by greeting the students warmly and saying

hello. This simple act of greeting serves as an icebreaker and helps to establish rapport, making the students feel comfortable and ready to engage in the upcoming tasks. It also signals the official start of the activity, preparing the students mentally for the learning process ahead.

- **Main Activity**

The teaching sessions were carefully planned to last for 120 minutes each, ensuring ample time for both reading and interactive activities. For the first teaching session, the reading materials were thoughtfully developed based on several engaging narratives. Specifically, the stories included *The Bitter Tongue* and *Four Eyes*, as well as the legend of *Ship Island*. These stories were selected to capture students' interest while providing rich content for reading practice. Meanwhile, the reading materials for the second teaching session were designed around the tales of *Malin Kundang* and *the Disgraceful Child* and *The Magic of Split Stone*. This selection aimed to introduce students to a variety of narrative styles and cultural backgrounds, enhancing their comprehension and appreciation of different story elements.

At the beginning of each session, the researcher initiated the activities by providing students with a QR code. This QR code was essential as it allowed students to easily access the reading materials digitally, facilitating a smooth and modern learning experience. Once the students scanned the QR code, they were presented with four narrative text titles to explore during the session. In the first treatment session, the researcher focused on discussing two of these stories in detail, while the remaining two stories were scheduled to be covered in the subsequent meeting. This approach ensured that students had sufficient time to engage deeply with each story, rather than rushing through the content.

The reading process employed the reading aloud method, where students took turns reading the stories aloud in front of their peers. This interactive technique was highly beneficial, as it encouraged active participation and helped students improve their pronunciation, fluency, and confidence in reading. While one student read, the others listened attentively, offering a supportive environment where peers could identify and gently correct any mistakes in real time. This peer observation not only fostered collaboration but also heightened students' awareness of their reading skills and areas for improvement.

After the reading activities were completed, the researcher facilitated a discussion by asking several questions related to the stories. These questions were carefully crafted to stimulate critical thinking and comprehension, encouraging students to reflect on the themes, characters, and events within the texts. This stage was particularly important for developing higher-order thinking skills, as students were prompted to analyze and interpret the narratives beyond just reading the words. Through this comprehensive process, the teaching sessions aimed to enhance students' literacy skills holistically, combining reading practice with thoughtful discussion and peer interaction.

- **Post Activity**

At the end of the class, the teacher takes time to review important materials and key information that students need to remember. This review helps reinforce previous lessons and ensures that students have a solid understanding of foundational concepts before moving forward. By revisiting critical points, the teacher can address any misunderstandings and clarify difficult topics, which ultimately supports better retention and prepares students for more advanced content. This process also encourages students to actively engage with the material and reflect on what they have learned so far.

Hypothesis Test

The researcher used two criteria to construct the research hypothesis, as shown below:

- If the t-counted value exceeds the t-table value, the research hypothesis is accepted. The usage of folklore stories can enhance reading comprehension for senior high school students.
- If the t-counted value lower than the t-table implies rejection of the study hypothesis. In other words, using folklore stories does not enhance reading comprehension among senior high school students.

Table 2. Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 PreTest - PostTest	-20.92353	-14.679	34	.000

A paired sample t-test was used to officially compare the pre- and post-test means. This test is useful since it compares two similar samples, in this example, the same subjects tested before and after treatment. The null hypothesis for this test states that there is no difference in mean scores between the two time periods, but the alternative hypothesis argues that a significant difference occurs. The test produced a t-value of -14.679 and a p-value of 0.000, which is significantly lower than the standard significance level of 0.05. This conclusion allows us to safely reject the null hypothesis, indicating that the observed rise in scores is statistically significant and unlikely to be caused by random fluctuation alone.

Besides the significance of statistics, it is critical to explore the actual applications of these results. The large t-value and extremely low p-value imply that the treatment has a significant influence on the learning results. This shows that the treatment had a significant influence on the participants' knowledge and abilities. Furthermore, the negative sign of the t-value reveals the direction of the difference, indicating that post-test scores were greater than pre-test stages. Researchers frequently supplement these findings by computing effect sizes (e.g., Cohen's d) and confidence intervals to better comprehend the scale and accuracy of the treatment outcome, which improves the interpretation of the data.

In conclusion, the paired sample t-test analysis shows strong evidence that the treatment enhanced participants' learning results. The descriptive rise in mean scores from 60.71 to 85, along with the highly significant t-test result ($t = -14.679$; $p = 0.000$), indicate the intervention's efficacy. These results support the conclusion that the treatment was effective in improving achievement and should be regarded a useful method in comparable educational or experimental settings. Further study might expand on this by looking at long-term impacts or comparing various sorts of interventions to maximize learning gains.

Discussion

The study aimed to improve reading comprehension in senior high school students using Indonesian folklore texts as teaching aids. The research involved pre-test, treatment, and post-test results, with a significant increase in mean scores from 60.71 to 85.00 on the posttest. The study used paired sample t-test to analyze the difference between pretest and posttest scores, showing a substantial increase from pretest to posttest.

The study also found that the standard deviation of the pretest was greater than that of the posttest, indicating reduced variability in scores after the intervention. This reduction in variability can be interpreted as a homogenizing effect of participants' abilities after the intervention. The small standard error of mean indicates that the sample size (n=35) is representative enough for population parameter estimation.

The study's results showed that the Indonesia Folklore Story as the learning medium improved students' reading skills. The study found that the average score of 75% of the total number of students who took the learning score ≥ 70 increased in the post-test, indicating that the folktale text not only motivates students in learning reading but also appropriate material for students learning reading comprehension.

The findings provide strong empirical support for the effectiveness of the implemented intervention, with a 39.3% increase in mean scores from baseline. This substantial magnitude of change shows not only statistical significance but also high practical significance, indicating that the intervention has a meaningful impact in a practical context.

5. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study and discussion, it can be concluded that the reading skill in senior high school students, increases by using folklore text. The increase of high school students reading comprehension is evidenced by an improvement in the quality of the learning process and learning outcomes. The enhancement of the learning process is demonstrated by improved student grades, as well as pupils becoming more engaged and excited about studying with folklore readings.

Local folklore may be a great method to engage learners and help them strengthen their reading comprehension abilities. Teachers can assist students connect with the content and have a better comprehension of the story. Furthermore, local folktales may give pupils with insight into a community's culture and customs, fostering a sense of pride and respect

for their background. This might encourage children to study and enhance their reading abilities.

The average pre-test reading score was 60.71, whereas the average post-test score was 85. The proportion of students who received an average score of 70 in the pre-test was 48.57%, while in the post-test it was 91.43%. These findings demonstrate that developing reading abilities using folkloric literature was successful in this study. The rise was caused by the process of learning through folkloric texts. Folklore has the potential to boost high school students reading comprehension.

Based on the outcomes of utilizing folklore in high school, students can increase their reading comprehension by doing the following steps: 1) The teacher greets students, 2) The teacher discusses the definition of folklore. 3) The instructor presents the folkloric text. 4) Students read the folklore text using the reading aloud method and other students listen, 5) Questions and Answers. 6) The teacher concludes and reviews.

However, the usefulness of utilizing local folklore is dependent on the unique context and the quality of the instructional design. Teachers must pick relevant resources and devise activities that match the learning objectives and the requirements of their pupils. To summarize, the use of local folklore may be a great strategy for improving students' reading abilities, particularly narrative texts, but it must be handled efficiently and in the appropriate context.

Suggestion

Reading instruction using folklore materials has shown promising outcomes for senior high school students. For learners, engaging with these culturally rich stories can enhance their reading skills and foster a deeper understanding of narrative structures. To maximize these benefits, students are encouraged to be attentive and active during reading activities, cultivate consistent reading habits, and regularly practice comprehending story elements. For educators, integrating folklore into English reading sessions offers an effective way to diversify instructional approaches and sustain students' interest—especially in narrative texts. By designing engaging, enjoyable learning experiences supported by relevant media, teachers can foster a more dynamic classroom environment and improve overall comprehension outcomes.

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