ANALYSIS OF STUDENTS' MOTIVATION ON LEARNING ACHIEVEMENT: COMPARATIVE ENGLISH READING MATERIAL FROM THE BAHASA INGGRIS TEXTBOOK AND NIAS LOCAL WISDOM-BASED

By Innes Lestari Zebua

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UNDERGRADUATE THESIS

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CHAPTER I

INTRODUCTION

1.1 Background

English reading skills form the cornerstone of language proficiency and academic success. Reading is not merely about decoding text; it involves the comprehensive ability to understand, interpret, and analyze information, fostering critical thinking and expanding intellectual horizons. Effective reading skills are essential for students to excel academically, as they underpin a broad spectrum of learning activities across various subjects. The materials used for reading instruction play a crucial role in this process, as they can either engage or disinterest learners, significantly impacting their motivation and subsequent learning outcomes. The choice of reading material is equally significant, as it can greatly influence the development of reading skills.

Motivation is a pivotal factor influencing students' learning achievement. It drives the desire to engage with learning tasks, persist in the face of challenges, and achieve educational goals. Agustina et al (2021:30) state that motivation is recognized as a factor that enhances an individual's drive to achieve success. Motivation is categorized into intrinsic and extrinsic forms. Intrinsic motivation, which stems from a genuine interest or enjoyment in the task itself, is particularly effective in promoting sustained academic engagement and success. Conversely, extrinsic motivation, driven by external rewards or pressures, can also contribute to learning, albeit often with less sustained impact. In the context of English language education, fostering intrinsic motivation through relevant and engaging reading materials can enhance students' learning achievement.

According to Herrlitz, Ongstad, and Piet in Raharjo & Pratiwi (2020:59) state that learning achievement refers to the outcomes attained by a student in a particular subject. They further explain that learning achievement signifies the changes that occur within an individual as a direct result of their learning activities. The relationship between learning achievement and the selection of reading material is pivotal in educational contexts. When students engage with

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appropriate reading materials that match their learning levels and interests, they are more likely to comprehend and retain information effectively. This alignment fosters a positive impact on learning achievement, as it encourages active participation and deeper understanding of the subject matter. Conversely, mismatched or overly challenging reading materials may lead to frustration and hinder learning progress.

The choice of reading materials is instrumental in shaping students' motivation and learning achievements. Engaging and culturally relevant reading materials can captivate students' interest and enhance their motivation to learn. According to Saota et al. (2023: 28) state that Teaching reading materials should be designed to align with students' learning needs, as well as the natural environment and culture in which they grow and develop. Reading materials that reflect students' cultural heritage and experiences are more likely to resonate with them, making the learning process more meaningful and enjoyable.

According to Yusawinur (2021: 245) local wisdom cannot be separated from the interaction of the local community and its environment, which contains positive values and becomes a reference for the pattern of life of the community. Nias local wisdom, encompassing beliefs, values, customs, and folklore, represents a rich cultural tapestry that can be woven into educational content to make learning more relevant and engaging for students in the Nias region. Integrating local wisdom into English reading materials not only aids in preserving cultural heritage but also provides students with a deeper connection to the content, thereby boosting their intrinsic motivation to read and learn.

Regulation No. 79 of 2014 by the Indonesian Ministry of Education and Culture underscores the importance of incorporating local wisdom into the curriculum to foster a deeper understanding of cultural identity and values among students. According to Prasasti in Sumarjoko And Subowo(2021:187) state that Local wisdom is the overall experience, ideas, outlook on life, values, norms, language and customs of society that are considered good for traditional use from one generation to the next generation in the country. The purpose of Curriculum "Merdeka Belajar" can be achieved through local wisdom. However, there is a

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need to consider how English language teaching at SMA Negeri 1 Gunungsitoli can better reflect and respect local wisdom.

In other hand, the MONEC has published a textbook to support the curriculum with the title "BAHASA INGGRIS work in progress by Budi Hermawan, Dwi Haryanti, dan Nining Suryaningsih 2022. In this book there are a lot of reading material types of text, one of them is a narrative text about little red riding hood (traditional version). This research will compare the both type of reading material from the textbook versus the reading material based Nias local wisdom with the title "Warrior of Sun Hill". Furthermore, This research will find out whether the reading material will motivates student the most and how does they impact to the learning achievement.

In conducting this research, the researcher will use a mixed method, Data collection involves interview for qualitative insight to understand students motivation and quantitative data such as test to measure the effect of motivation in learning achievement. Therefore, the researcher raises the research title **"Analysis of Students' Motivation on Learning Achievement: Comparative English Reading Material from the BAHASA INGGRIS' textbook and Nias Local Wisdom- Based**

1.2 Focus of the research

Based on the background, this research focuses on analyzing English reading materials in comparison to Nias local wisdom-based reading materials.

1.3 Formulation of the problem

1. Which reading material, from the Bahasa Inggris textbook or Nias local wisdom-based, motivates students in reading more?

2. Why does either reading material from Bahasa Inggris textbook or Nias local wisdom motivate student more.

1.4 Objective of the research

1. To investigate students reading motivation between the Bahasa Inggris textbook and Nias local wisdom-based reading material.

2. To identify the reasons why either the Bahasa Inggris textbook or Nias local wisdom-based reading material is more effective in motivating students

1.5 Significance of the research

   a. Theoretically

     1. Enhancement of Motivation Theories: The research contributes to existing motivation theories by demonstrating how different types of reading materials—culturally relevant versus standard textbooks—affect student motivation.

     2. Integration of Cultural Context in Learning Models: By examining the impact of Nias local wisdom-based reading materials, the study enriches theoretical frameworks that incorporate cultural relevance into learning models. It helps theorists understand how cultural factors can influence motivation and educational outcomes.

     3. Expansion of Achievement-Motivation Linkages: The research adds to theoretical knowledge about the relationship between motivation and learning achievement. It explores how motivational factors, influenced by the type of reading material, correlate with academic performance, thus refining theoretical perspectives on educational success.

   b. Practically

     1. Informed Curriculum Design: The findings offer practical guidance for educators and curriculum developers on how to choose or design reading materials that effectively motivate students. This can lead to the creation of more engaging and relevant educational content that enhances student interest and participation.

2. Improvement in Student Performance: By linking motivation to learning achievement, the research provides actionable insights for educators to develop strategies that boost student motivation. This, in turn, can improve academic performance and help address achievement gaps.

3. Policy Development and Implementation: The results can inform educational policy-makers on the benefits of incorporating culturally relevant materials into the curriculum. This practical application can lead to policies that support the integration of local wisdom and cultural contexts in educational resources, fostering a more inclusive and effective learning environment.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical framework

2.1.1 Motivation

According to Dornyei & Ushioda in dewi and Safitri (2018:750) aptly put it, motivation is responsible for why people decide to engage in a particular activity, how long they are willing to sustain it, and how hard they are willing to pursue it. Motivation is an intangible force that cannot be physically touched but can be felt and has a profound long-term influence on individuals. Motivations refer to the processes that initiate, guide, and sustain goal-directed behavior. It is the force that drives individuals to take action and persist in those actions until they achieve their goals. Motivation is a critical factor in learning and performance, influencing how much effort individuals put into tasks and how long they are willing to persevere in the face of challenge.

In general there are two categories of motivation, they are intrinsic and extrinsic motivation. According to Schiefele et al., Unrau and Schlackman., Ryan and Deci., in Wang shiaocheng et al.,(2020:2) intrinsic reading motivation refers to the desire to read because it is perceived as inherently rewarding or satisfying. This type of motivation typically stems from an individual's personal interest in a specific activity or topic and is fulfilled by engaging in that activity or exploring that topic. In contrast, extrinsic reading motivation involves reading due to external pressures and expectations, rather than for the pleasure of reading itself. This kind of motivation is often driven by the anticipation of certain outcomes, such as gaining rewards or avoiding negative consequences.

Acording to Wang and Guthrie in Rahmadina et al(2023:157-158) identified three key elements of intrinsic motivation:

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1.   **Curiosity**: This refers to the eagerness to read about topics of personal interest. Satisfying curiosity is intrinsically rewarding, as it helps eliminate feelings of ignorance and uncertainty (Litman in Hon et al., 2012).

2.   **Involvement**: This is the enjoyment one gains from reading a well-written book, article, or website on a topic that interests them.

3.   **Preference for challenge**: This refers to the desire to tackle complex ideas in a text. The ideal challenge is when the difficulty is slightly above one's skill level, providing a balance between challenge and ability.

For extrinsic motivation, which involves performing actions to achieve a specific outcome Wang and Guthrie (2004) identified five contributing factors:

1.   **Competition**: Reading to surpass others in performance.

2.   **Compliance**: Reading because it is required, such as for classroom obligations.

3.   **Grades**: The desire to achieve high marks, which serve as a reward and reflect progress and competence.

4.   **Recognition**: Reading to be acknowledged as a skilled reader by teachers, peers, or others.

5.   **Social sharing**: Sharing reading experiences with friends, teachers, or other adults.

In this research, motivation refers to the drive or willingness of students to engage with reading materials and the extent to which these materials influence their desire to read and comprehend texts. Motivation is a crucial factor in determining how effectively students interact with and learn from the reading materials provided to them. There are some theories that explain about the motivation related to the learning achievement towards comparative of different reading material. One of them is Self-Determination Theory (SDT). SDT is a framework in psychology that

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focuses on the motivation behind people's choices and actions. It proposes that individuals are driven by three basic psychological needs: autonomy, competence, and relatedness. According to SDT, when these needs are satisfied, individuals are more likely to be intrinsically motivated and experience greater well-being.

In the context of this research, SDT can provide valuable insights into understanding why students may be motivated differently by the two types of reading materials:

SDT suggests that individuals have an innate need to feel in control of their own actions and choices. English reading materials and Nias local wisdom-based materials may differ in the extent to which they allow students to exercise autonomy in their learning. For example, local wisdom-based materials may resonate more with students' cultural identities, thus enhancing their sense of autonomy and intrinsic motivation.

This refers to the need to feel connected to others and to experience a sense of belongingness. SDT suggests that learning environments that foster positive relationships and interactions can enhance motivation. The research can investigate how English reading materials and local wisdom-based materials contribute to students' sense of relatedness with their peers, teachers, and community.

According to Ryan & Deci, in Tobias Krettenauer & Randall Curren (2020:276) Self-determination theory divided in to intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity because the activity itself is inherently rewarding, interesting, or enjoyable. Individuals engage in activities driven by intrinsic motivation for personal satisfaction and fulfillment rather than external rewards or pressures. Intrinsic motivation can influence how students perceive and engage with both English reading materials and Nias local wisdom-based materials. Students who find these materials intellectually stimulating or personally meaningful may be more intrinsically motivated to learn and comprehend

them. The research can explore how intrinsic motivation towards these materials correlates with students' learning achievements, such as improved reading comprehension or deeper conceptual understanding.

Extrinsic motivation involves engaging in an activity tos achieve some separable outcome or external reward. It can vary in terms of the perceived locus of causality, from external regulation to integrated regulation, as mentioned earlier. Extrinsic motivation can be influenced by external factors such as grades, rewards, or social approval. Understanding how different types of reading materials (English vs. Nias local wisdom-based) impact extrinsic motivation can provide insights into factors that drive students' engagement and persistence.

Motivation plays a crucial role in shaping students' reading interest, particularly when viewed through the lens of Self-Determination Theory (SDT). According to SDT, Motivation can be divided into intrinsic and extrinsic types, with intrinsic motivation being more enduring and more effective in promoting long-term engagement in reading. When students are intrinsically motivated, they read for the inherent satisfaction and enjoyment that the activity brings, leading to a deeper interest in reading. Conversely, extrinsic motivation, driven by external rewards or pressures, may lead to short-term compliance but often fails to cultivate a lasting interest in reading.

In the context of the research on comparative English reading materials and Nias local wisdom-based materials, understanding both intrinsic and extrinsic motivations can shed light on how these materials influence students' reading interest, and their learning achievement.

2.1.2 Learning achievement

Learning achievement is significantly influenced by motivation, which can vary depending on the source and nature of the reading material. According to Agustina et al.(2021:30) declare that student motivation is a fundamental catalyst that drives students to pursue their

desired achievements. Furthermore, Agustina et al.(2021:36) state that it is crucial for teachers to prioritize students' motivation for learning during the teaching and learning process. Students may endeavor to uncover their innate motivation to achieve success in their studies. Learning achievement in reading refers to the levels of reading comprehension among students. there are so many test to measure student achievement in reading of of them is HOTS test.

HOTS test is an essential component of modern education, aimed at fostering critical thinking and problem-solving skills among students. By focusing on higher-order cognitive processes, educators can better prepare students for real-world challenges and improve their overall learning achievements. Furthermore, Laila and Fitriyah in Mujayanah et al (2022: 23769) emphasize that higher-order thinking skills have gained significant importance in education. In the context of English language learning, teachers focus on encouraging critical thinking through targeted exercises. These activities require students to think more deeply and solve problems independently, with teachers supporting this process by providing reading comprehension questions designed to develop higher-order thinking skills.

Picture 1. 1 Revised Taxonomy Bloom

Higher-Order Thinking Skills (HOTS) are highly suitable for use in senior high school education as students at this level are expected to engage in more complex cognitive processes. At this stage, they are transitioning from basic understanding to more advanced skills such as

analysis, evaluation, and synthesis of information. Incorporating HOTS in the curriculum challenges students to think critically, solve problems, and make informed decisions, which are essential skills for both academic success and real-life situations.

2.1.3 Reading material

According to Laoli (2021:180) state that reading served both as a pathway to learning and as a source of pleasure. Therefore English reading material plays a pivotal role in language education, serving as a cornerstone for developing language proficiency, comprehension skills, and cultural awareness. Reading materials not only enhance language acquisition but also foster critical thinking, analytical skills, and creativity. "Reading material is any composed material that is pointed at reading comprehension" based on Sholihah in Aslamiah et al. (2022:23). They provide a gateway to different worlds, enabling students to explore various perspectives, historical epochs, and societal issues. The selection of reading material is a nuanced process, involving considerations of linguistic complexity, cultural relevance, and educational objectives. Well-designed reading materials cater to the diverse needs and interests of learners, creating an environment that encourages engagement and promotes a love for literature. Through carefully curated texts, learners are exposed to a spectrum of linguistic structures, vocabulary, and diverse cultural contexts.

According to Berardo in Sobahiya M (2022) there are some of criteria for a good text for student such as: Suitability of Content: The material should be interesting, challenging, enjoyable, and aligned with students' learning goals in English. Exploitability: The text should facilitate language and content learning, be usable for instructional tasks, and adaptable for multiple skills (listening, speaking, reading, writing). Readability: The text should have a structure and vocabulary level that appropriately challenges the students. Presentation: The content should be presented in an authentic, visually appealing, and engaging way that grabs students' attention and motivates them to read more.

In the reading process, students have to deal with the document or written text named reading material. Material is the most important aspect that affects the successful of reading proficiency (Hanifa in Robbani, A. S., & Khoirotunnisa, U. (2021:1362). Hence, Reading success can be determined by how well teacher uses the material in the learning process. Furthermore, The teacher can increase students' reading motivation by providing them interesting reading materials.

2.1.4 Nias local wisdom

Local wisdom represents the unique cultural practices and beliefs found in a particular area. It includes the customs and traditions that shape how people interact with each other, nature, and their spiritual beliefs. These practices serve to maintain social harmony and regulate community life. In today's globalized world, there is a growing recognition of the importance of preserving and honoring local wisdom(Jumriani et al.,2020:104). Local wisdom as known as indigenous or traditional wisdom, refers to the collective knowledge practice, and value that passed down through generation within a specific generation community.

Nias local wisdom refers to traditional knowledge, values, and cultural heritage of Nias people. This local wisdom encompasses a wide range of aspect that shape the way of life social interaction, belief system in Nias community and become the uniqueness, identity of Nias. The local wisdom of the Nias ethnic group is a rich tapestry of traditions that have been cherished and preserved over centuries, offering insights into their cultural heritage and values. At the heart of these traditions lies a profound respect for the past and a commitment to preserving their cultural heritage for future generations. Through rituals like Fadahö-Dahö, which encourages strategic thinking and communication, and storytelling sessions like Famanö-manö, where wisdom is shared through narrative, the Nias community fosters a sense of continuity and belonging. These traditions not only reflect the resilience and adaptability of the Nias people but also serve as a source of pride, identity, and cohesion in an everchanging world.

Nias culture is full of different stories that teach us about their traditions. These stories are like windows into their world, showing us what's important to them. Whether they're legends or lessons, each story helps us understand Nias culture better. It's like treasure chests of wisdom that anyone can explore to learn more about Nias and its people (Zebua et al (2020:502-503)).

2.2 Conceptual Framework

The conceptual framework of the research starts with the idea providing meaningful and relevant learning experiences for the student interrelating the Merdeka belajar curriculum, P5 and local wisdom. Therefore, researcher is interested in doing the research. This study focus on analyze the student motivation on learning achievement in comparison of English reading material and Nias local wisdom-based reading. This study utilizes qualitative-quantitative method (mixed method). The researcher will held take the qualitative data through interview to find out whether reading material motivated student the most and will do the test by giving two different reading materials to approve the interview result. Then, compare the result to get the research answer. The research can be explained by the following conceptual framework.
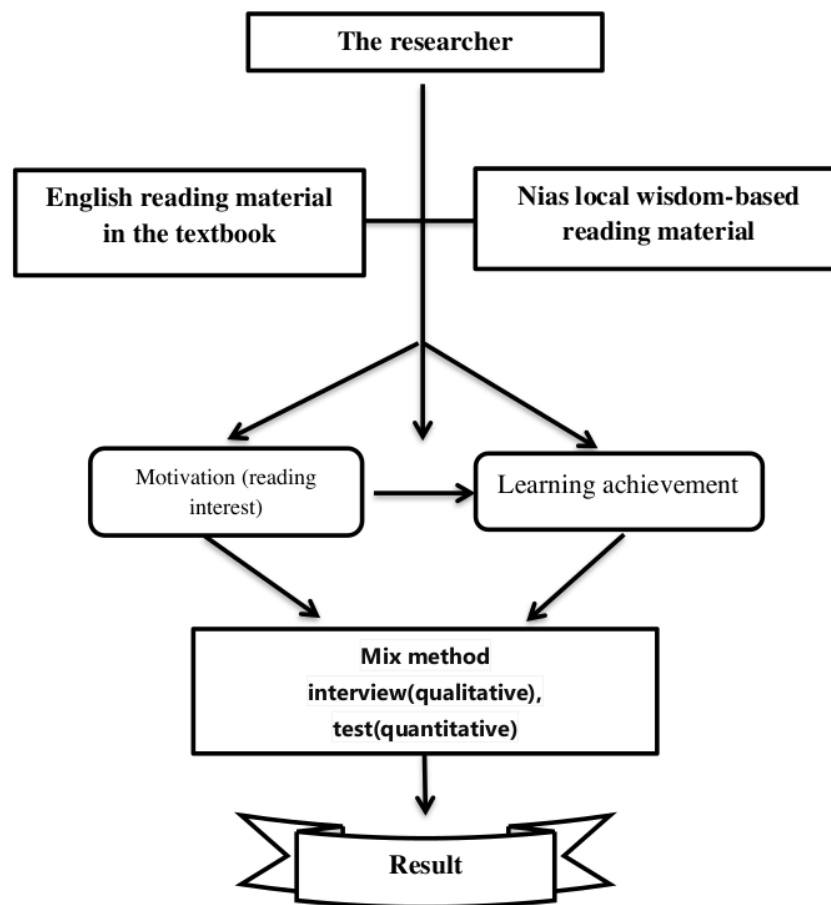
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                        │     The researcher      │
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                                    │
                                    │
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  │  English reading material│──────┼───────│  Nias local wisdom-based │
  │     in the textbook      │       │       │    reading material      │
  └─────────────────────────┘       │       └─────────────────────────┘
                                    │
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                ┌───────────────────┼───────────────────┐
                ↓                   ↓                    ↓
     ┌─────────────────────┐              ┌─────────────────────┐
     │ Motivation (reading │─────────────→│ Learning achievement│
     │      interest)      │              │                     │
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              │            Mix method                 │
              │       interview(qualitative),         │
              │          test(quantitative)           │
              └──────────────────────────────────────┘
                                │
                                ↓
                   ╲───────────────────────╱
                    │        Result        │
                   ╱───────────────────────╲
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Figure. 1.2 The conceptual framework of this research

CHAPTER III

RESEARCH METHOD

3.1. Approach and type of the research

John et al in Harrison, Reilly and Creswell (2020:2) Mixed methods research combines qualitative and quantitative approaches, including data collection, analysis, and inference techniques, to gain a comprehensive understanding and corroboration. Furthermore, support by Fetter in Fabrigues et al, (2023:2) describe Mixed methods research (MMR) combines quantitative and qualitative methodologies to provide more comprehensive knowledge than a single method. Mixed methods allow for a detailed quantitative measurement of reading comprehension and motivation levels, while also capturing qualitative insights into students' experiences and attitudes toward these materials.

By using mixed methods, the numerical data on reading comprehension and motivation with qualitative data on how students interact with and perceive different reading materials can be integrated. It can provide a more nuanced understanding of how and why certain materials might be more effective. The combination of quantitative and qualitative data can enhance the validity of the findings by corroborating evidence from different sources, leading to more robust conclusions. In summary, adopting a mixed methods approach, will be able to provide a comprehensive analysis that captures both the measurable outcomes of reading comprehension and motivation and the qualitative context that shapes these outcomes.

The mixed-methods approach employed in this research combines both quantitative and qualitative methods to provide a comprehensive understanding of the comparative analysis of English reading material and Nias local wisdom in student's reading comprehension and motivation. This approach allows for the collection of both numerical data and rich, detailed descriptions, which can be used to triangulate the findings and enhance the validity of the results.

By incorporating reading comprehension test, interview, and observations, this study can gather a wide range of data that can be analyzed using both quantitative and qualitative methods. The quantitative data from the test, while the qualitative data from the interview and observations can offer deeper, contextualized understandings of the students' experiences and perceptions. This mixed-methods approach can provide a more nuanced and comprehensive understanding of the impact of English reading materials versus Nias local wisdom-based reading materials on students' reading comprehension and motivation, ultimately informing more effective educational practices.

3.2 Variables of the research

In this study, the primary independent variable is the type of reading material used, specifically English reading materials versus Nias local wisdom-based materials. English reading materials typically encompass a broad spectrum of content, focusing on various themes and linguistic structures that aim to improve general reading comprehension skills. In contrast, Nias local wisdom-based materials are deeply rooted in the local culture, traditions, and knowledge of the Nias people, offering content that is more familiar and contextually relevant to the students. This distinction is crucial as it allows the research to investigate how culturally relevant content may influence students' ability to understand and retain information compared to more conventional English reading texts.

The dependent variables in this study are reading comprehension to measure students learning achievement and student motivation. Reading comprehension is measured through both assessments from two different reading material that designed to evaluate the students' ability to understand and interpret the reading materials. Improved scores indicate better comprehension skills. Student motivation is assessed using interview that explore various indictors of reading interest. Additionally, qualitative data

from interviews provide a nuanced understanding of how different materials affect students' enthusiasm and willingness to engage with the reading tasks. By analyzing these dependent variables, the study aims to draw conclusions about the effectiveness of English versus Nias local wisdom-based reading materials in enhancing both comprehension and motivation among students.

3.3 Setting and schedule of the research

The research will be conducted at SMA Negeri 1 Gunungsitoli located at Pendidikan street No.3, Ilir, Gunungsitoli District, Gunungsitoli City, North Sumatra, Indonesia. The research will take place on September 2024.

3.4 Source of data

In this research, source data includes both primary and secondary data to analyze the impact of English reading materials versus Nias local wisdom-based materials on students' motivation. The primary data consists of interview of student motivation in reading the materials and test to provide the impact of student motivation in their learning achievement. Secondary data for this research will take from journals from the related research.

3.5 Instrument of the research

3.5.1 Interview

Interviews are a qualitative instrument used to delve deeply into students' experiences, attitudes, and motivations regarding the reading materials. Accroding to Kvale 1994 in Camila Louie Scanlan (2020:4) there are five type of interview such as; conversational interview, guided interview, open-ended interview, fixd-response interview and semi structure interview.

This study choose Semi-structured interviews with open-ended questions will be conducted, exploring students' feelings about reading English materials in the textbook compared to Nias local wisdom texts.

Semi-structured interview have some advantages such as; flexibility, respondent comfortand rich data. These interview questions use to find out the detailed data that provide insights into students' emotional and cognitive responses, and offering a more comprehensive understanding of student motivation and engagement.

3.5.2 Test

A test serves as a crucial instrument in research, particularly when examining aspects of learning achievement. It provides a structured and measurable way to assess and quantify individuals' comprehension, retention, and application of information, which are fundamental components of learning. These assessments help in identifying areas where learners excel or struggle, thereby informing instructional practices and curriculum development. For instance, standardized tests can track progress over time and offer insights into how different teaching methods impact learning outcomes. Additionally, tests can reveal the relationships between reading proficiency and broader educational achievements, such as academic performance and cognitive development. Therefore, through well-constructed tests, researchers can systematically analyze and enhance educational practices, ensuring that learning objectives are met and supporting continuous improvement in educational environments.

3.6 Data collecting technique

3.6.1 Interviews

This study will Conduct Interviews to collect qualitative data through interviews involves scheduling sessions with selected students in a quiet and comfortable setting to encourage open communication. A set of semi-structured questions will be prepared in advance to guide the discussion while allowing for flexibility in responses. Interviews will be recorded (with participants' consent) to ensure accurate data capture. The recordings will then be transcribed verbatim for thorough

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analysis. Creating a relaxed atmosphere is essential to ensure students feel comfortable sharing their honest thoughts and experiences regarding the reading materials. After held some interview, the researcher will make transcription of the interview then describe the result.

3.6.2 Test

This research will administer the test used to collect quantitative data through the reading comprehension test for each text; the procedure involves preparing test for each materials. The test should be administered in a controlled environment, such as a classroom, to ensure consistency. Students will be provided with clear instructions and ample time to read and answer the questions. After take some test, the research will process the result by descriptive statistical analysis.

a. Mean: The mean is the average of a set of numbers. It is calculated by adding all the numbers together and then dividing by the total number of values. The mean provides a central value that represents the overall performance of students on a test, allowing you to compare the average performance between different tests. Mean use to compare the mean test scores of students who used different materials to see which performed better on average.

$$\text{Mean} = \frac{\sum xi}{n}$$

Mean = average score

$\sum xi$ = sum of data value

n = number of summed data

3.7 Analysis data technique

This study employs quantitative-qualitative data analysis methodology following the model outlined by Miles and Huberman (199215-19), which follow some steps:

1. Data Collection

This section will involves gathering qualitative data, which could include reading comprehension texts, questionnaire, and field notes. Data collection methods should align with the research objectives and may include interviews with students and teachers, and observations.

2. Data Reduction

The researcher condenses and summarizes the collected data to identify key themes, patterns, and concepts. This may involve coding the data, where segments of text are assigned labels or codes based on their content. Through this process, the researcher identifies recurring ideas and concepts related to Nias local wisdom in the English reading materials.

3. Data Display

In this step, the researcher organizes and visually represents the data to facilitate analysis and interpretation. This could involve creating tables, charts, or diagrams to display patterns and relationships identified during the data reduction phase. For example, thematic maps or concept diagrams may be used to illustrate the connections between different students' score test between the texts.

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4. Conclusion Drawing and Verification

The researcher draws conclusions based on the analyzed data, identifying overarching themes, insights, and implications. Conclusions are verified by referring back to the original data sources to ensure that they accurately reflect the data collected. This step may also involve triangulating findings from different data sources to enhance the validity and reliability of the conclusions.

CHAPTER IV

RESULTS AND DISCUSSTION

4.1. RESULTS

1.1.1. General description of SMA Negeri 1 Gunungsitoli

SMA Negeri 1 Gunungsitoli is a highly respected public high school located at JL. Pendidikan No. 3, Gunungsitoli, in the Ilir sub-district of Gunungsitoli City, North Sumatra Province. Accredited with an "A" rating, the school is known for its dedication to academic excellence and providing a well-rounded education to its students. Led by Principal Binaria Waruwu, the school ensures smooth operations through various educational programs and student services, maintaining a strong commitment to the academic and personal development of its learners.

Visi Misi SMA Negeri 1 Gunungsitoli as follows :

1. VISI

   a. "UNGGUL DAN BERPRESTASI SERTA BERIMAN DAN BERTAQWA KEPADA TUHAN YANG MAHA ESA"

2. MISI

   i. Mewujudkan proses pembelajaran yang kondusif, efektif dan efesien.

   ii. Membentuk manusia yang berprestasi, berdisplin, produktif, kreatif dan beretos kerja yang tinggi.

   iii. Menumbuhkan rasa ingin tahu dengan minat baca yang tinggi serta gemar meneliti dalam upaya menguasai ilmu pengetahuan dan teknologi.

   iv. Menumbuhkan rasa kemajuan, percaya diri dan kerjasama yang kokoh diantara warga sekolah.

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v. Menumbuhkan rasa tanggungjawab dan loyalitas segenap warga sekolah.

4.1.1 The Result of Test Sheet

In this chapter, the researcher present the results of the test sheet conducted to evaluate participants' performance. There are 36 student that finish the test of both test after read two different text such as text from the BUKU BAHASA INGGRIS with the tittle *"Little red riding hood"* and text from the Nias local wisdom-based with the title *"warrior of sun hill"* the test include of HOTS test which contain C4, C5, and C6, in multiple choice. The followings are the result of both test.

Table 1.1 Test result

Student	Text 1	Text 2
1	82,5	84,5
2	85	82,5
3	79	82,5
4	82,5	75,5
5	85	93
6	85	82,5
7	82,5	79
8	81	90
9	79	82,5
10	93	84
11	82,5	82,5
12	82,5	89,5
13	82,5	82,5
14	89,5	95
15	81	83
16	86	84,5

17	79	75,5
18	82,5	84,5
19	89,5	95
20	82,5	85
21	75,5	82,5
22	75,5	82,5
23	89,5	79
24	82,5	86
25	82,5	86
26	79	79
27	81	79
28	89,5	92
29	75,5	72
30	79	82,5
31	80	82,5
32	75,5	86
33	89,5	82,5
34	81	74,5
35	60	72
36	81	82,5
Total	**2948,5**	**2993,5**
Mean	**81,9**	**83,1**

Based on the result above, the researcher find that the students' test results reveals a slight difference in their performance between the two reading texts. The mean score for Text 1, taken from the BAHASA INGGRIS textbook, was 81.9, while the mean score for Text 2, based on Nias local wisdom, was slightly higher at 83.1. This indicates that, on average, students performed marginally better when engaging with the culturally relevant Nias local wisdom-based text. The difference in scores suggests that the familiar context of the local wisdom text

may have had a positive impact on students' reading comprehension and engagement.

Research by Saota et al. (2023) supports the idea that culturally relevant materials enhance engagement, comprehension, and retention. In this case, students likely found it easier to relate to and understand the Nias local wisdom text because it connected to their cultural background, which might have increased their motivation to engage with the material. This aligns with the concept of culturally responsive teaching, where materials that reflect students' cultural contexts can enhance learning experiences and outcomes.

The use of culturally relevant texts likely also contributed to students' higher engagement levels, which in turn may have led to improved test scores. Studies have shown that students are more likely to engage deeply with content that resonates with their personal experiences and cultural identity (Ladson-Billings, 1995). By integrating local wisdom into the curriculum, educators can create a more inclusive and motivating learning environment that promotes both cognitive and emotional engagement.

4.1.2 The Result of Interview sheet

Based on the researcher's objective to investigate students reading motivation between the Bahasa Inggris textbook and Nias local wisdom-based reading material. The researcher also conducted interviews according to the indicators that had been created previously. The researcher were gathered 10 participants using a semi-structured interview format with open-ended questions. This approach allowed for in-depth exploration of students' reading motivation, focusing on both intrinsic and extrinsic factors. The interview questions were designed to assess various indicators of reading motivation, such as curiosity, involvement, and challenge (intrinsic factors), as well as competition, compliance, grades, and recognition (extrinsic factors). For more details, the following are the result and discussion.

Intrinsic Motivation

a. Curiosity

Curiosity was a significant driver of motivation for many students, particularly when they read the Nias local wisdom-based text. Curiosity is defined as the desire to learn more about unfamiliar or intriguing topics, and it emerged as a strong motivator in this study. The novelty of the Nias local wisdom content sparked students' interest, as it offered them a new perspective on familiar cultural stories that they had not previously encountered in an English-language format.

For example, Diana expressed a strong sense of curiosity about the Nias local wisdom text: "Saya lebih penasaran ke teks yang berbasis kearifan lokal Nias. Karena yang jelas itu jarang sekali dibicarakan orang lain sehingga rasa penasaran itu tumbuh"

Her statement suggests that the uniqueness of the Nias local wisdom material, combined with its cultural relevance, heightened her interest and motivated her to engage more deeply with the text. This finding is consistent with research suggesting that curiosity can be a powerful intrinsic motivator in educational contexts, particularly when students are exposed to novel and culturally meaningful content (Litman, 2005).

Similarly, Billie noted: "Teks yang membuat saya lebih penasaran itu adalah teks kedua [kearifan lokal]. Karena bagi saya teks ini merupakan teks yang baru, dan saya sedikit terkejut bahwa kearifan lokal Nias bisa diubah menjadi bahasa Inggris".

Billie's response highlights how students' curiosity was piqued by the novelty of encountering local wisdom in a language and format different from what they are accustomed to. This sense of discovery may have encouraged students to explore the material more thoroughly, resulting in deeper engagement and improved learning outcomes.

b. Involvement

Involvement refers to the level of enjoyment and immersion that students experience while reading. Many students reported feeling more involved when reading the Nias local wisdom text because they could relate to the characters and cultural themes on a personal level. The emotional connection to the material likely contributed to their overall engagement and satisfaction with the reading experience.

Diana described her enjoyment of the Nias local wisdom text, stating: "Lebih menikmati yang teks dari kearifan lokal Nias... Karena perjuangan dari tokoh utama membuat saya tertarik"

This response indicates that students found the content of the Nias local wisdom text more emotionally engaging, particularly because of the cultural significance and the relatable struggles of the characters. Research on reading motivation has shown that emotional involvement is crucial for sustained engagement with reading materials, especially when the text resonates with the reader's personal experiences (Guthrie & Wigfield, 2000).

Miseri also reflected on the engaging nature of the Nias local wisdom text: "Tetap dari kearifan lokal Nias karena ada hal-hal gaibnya, kesusahannya, kesulitannya itu lebih seru menurutku sih"

The elements of mystery, challenge, and cultural depth in the Nias text appear to have captured students' attention, making the reading experience more enjoyable and immersive. This level of involvement can be critical for promoting sustained interest in reading, particularly when students feel a personal connection to the material.

c. Preference for Challenge

Students expressed a preference for the Nias local wisdom text because it offered more of a challenge compared to the BAHASA INGGRIS textbook. The concept of "preference for challenge" refers to

students' desire to tackle difficult tasks that stretch their abilities. In this study, many students found the Nias local wisdom text more challenging due to its unfamiliar vocabulary and complex cultural references, but they were motivated to overcome these difficulties.

Diana, for example, noted: "Lebih sulit yang teks dari kearifan lokal Nias, tapi itu lebih menantang. Saya mencoba memahami dan menyederhanakan bahasa tersebut" Her willingness to engage with the more difficult material suggests that students were motivated by the challenge, especially when it was tied to culturally meaningful content. Research on motivation suggests that appropriately challenging tasks can enhance engagement and learning, particularly when students perceive the task as relevant and attainable.

Josh echoed this sentiment, saying: "Yang lebih menantang pastinya yang dari kearifan lokal Nias karena teksnya itu merupakan hal baru bagi saya. Sedangkan cerita di buku paket mirip-mirip terus, jadi lebih menantang yang kearifan lokal"

Josh's response highlights how the novelty and complexity of the Nias local wisdom text provided an engaging challenge that encouraged deeper cognitive involvement. This preference for challenge aligns with Self-Determination Theory (Deci & Ryan, 2000), which suggests that individuals are more likely to be intrinsically motivated when tasks provide an optimal level of challenge that is slightly above their current skill level.

Extrinsic Motivation

a. Competition

Although competition was not a major theme in the interviews, some students expressed a sense of competition with their peers as a motivator for engaging with the texts. The desire to match or surpass the performance of others can be a powerful extrinsic motivator, particularly in educational settings.

Josh, for instance, remarked: "Ketika teman-teman berusaha memahami, saya ingin juga berusaha agar saya tidak ketinggalan"

This suggests that peer performance served as an extrinsic motivator, pushing students to put more effort into understanding the texts. While intrinsic motivation is often more sustainable, extrinsic factors like competition can provide additional incentives for students to engage with challenging material.

Diana also alluded to a sense of competition, noting: "Saya merasa bahwa teman-teman saya pastinya memiliki kemampuan dalam membaca hal tersebut bahkan mungkin lebih baik dari saya, tapi saya merasa saya lumayan unggul dalam teks berbasis kearifan lokal Nias" Diana's acknowledgment of her comparative performance reflects the subtle influence of competition on student motivation. Even when students are intrinsically motivated, external comparisons with peers can enhance their drive to succeed.

b. Compliance

Compliance, or reading because it is required, was a recurring theme in the interviews. Many students acknowledged that they read the texts, particularly the Nias local wisdom text, because it was a class requirement. However, compliance was often intertwined with a sense of cultural responsibility.

Diana stated clearly: "Teks yang menjadi kewajiban sih yang kearifan lokal Nias" Her comment indicates that, while students may not have chosen to read the text voluntarily, the requirement to engage with culturally relevant material provided an additional layer of motivation. This reflects the dual nature of compliance as both an extrinsic motivator and a culturally grounded responsibility.

Josh also reflected on the sense of duty associated with the Nias local wisdom text: "Teks tentang kearifan lokal Nias ini adalah kewajiban... karena ini salah satu cara nyata kita menyumbang budaya Nias di zaman globalisasi ini" His response suggests that compliance, in this case, was not merely an external obligation but also a means of preserving cultural heritage. This highlights the role of culturally

relevant materials in reinforcing both academic and cultural responsibilities among students.

c. Grades

Grades were an important extrinsic motivator for many students, particularly those striving for academic success. The desire to achieve high marks often influenced how seriously students engaged with the reading materials.

Billie explained: "Keinginan untuk mendapat nilai bagus selalu membuat saya lebih serius ketika membaca... terutama untuk teks kearifan lokal" This response illustrates how the prospect of earning good grades can amplify students' intrinsic motivation, particularly when the content is culturally relevant. Extrinsic motivators like grades can reinforce the value of the material, encouraging students to engage more deeply with the text.

Diana also emphasized the role of grades, saying: "Kalau misalkan dipertanyakan, mungkin saya bisa menjelaskan sehingga bisa mendapatkan nilai lebih bagus"

For students like Diana, the opportunity to perform well on assessments provided an additional incentive to invest time and effort into understanding the material. This finding aligns with previous research suggesting that extrinsic rewards, such as grades, can complement intrinsic motivation by providing clear benchmarks for success (Deci et al., 1999).

d. Recognition

Recognition from teachers and peers, although less prominent, was still a motivator for some students. The desire to be acknowledged for their efforts can drive students to engage more actively with the reading materials.

Diana shared: "Teks kearifan lokal Nias itu membuat saya bersemangat karena usaha saya mendapatkan nilai-nilai positif dari guru dan teman-teman" Her comment suggests that external acknowledgment,

particularly from respected figures like teachers, can reinforce students' intrinsic interest in a subject.

Josh also reflected on how recognition affected his motivation: "Ketika membaca teks kearifan lokal, saya mungkin akan mendapat pengakuan bahwa saya ini adalah seorang anak muda Nias sejati" For Josh, recognition tied to cultural identity was a significant motivator, illustrating how extrinsic factors such as social approval can enhance students' engagement with culturally relevant material.

e. Social Sharing

Social sharing, or discussing reading experiences with others, emerged as an important extrinsic motivator for many students. The opportunity to share insights and discuss the texts with peers and family members enhanced their engagement with the material.

Josh commented: "Saya dan teman-teman lebih banyak membahas tentang kearifan lokal... kadang-kadang kami diskusi bersama untuk memahami lebih jauh lagi" This response reflects how reading culturally relevant materials fostered peer interaction and collective learning. Social sharing not only enhanced students' understanding of the texts but also deepened their motivation to continue engaging with the material.

Diana also highlighted the role of discussion in her engagement with the text: "Kalau untuk soal diskusi... kadang-kadang sih dilakukan supaya kami bisa mengenalnya lebih jauh lagi" These discussions provided students with the opportunity to exchange ideas and gain new perspectives, reinforcing their motivation to engage with the reading materials.

The findings from both the test results and interviews suggest that students were more motivated and performed slightly better when engaging with Nias local wisdom-based reading materials compared to the BAHASA INGGRIS textbook. Intrinsic motivators such as curiosity, involvement, and preference for challenge were more prominent when students read culturally relevant texts, while extrinsic factors like compliance, grades, and recognition also contributed to their motivation.

The use of culturally relevant materials, such as those based on local wisdom, enhances students' engagement and comprehension. These findings indicate that integrating local wisdom into the curriculum not only preserves cultural heritage but also improves student motivation and learning outcomes. Educators should consider incorporating culturally familiar content to foster deeper student engagement and academic success, as it enhances both intrinsic and extrinsic motivation while promoting a more inclusive and meaningful learning experience.

4.1.3 Reading Material

In discussing the reading materials used in this study, it is important to evaluate them based on the criteria of a good text for students. According to Berardo (in Sobahiya M, 2022), an effective reading text should meet several key criteria: suitability of content, exploitability, readability, and presentation. In this case the researcher used two of the criteria to measure the appropriateness both of the texts.

4.2.2.1 Text from the BAHASA INGGRIS textbook (Little Red Riding Hood)

a. suitability of content

Sub-component	Items	score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth			√	
Material Accuracy	Social function			√	
	Generic structure				√
	Linguistic feature			√	
	Relevance			√	
Supporting	Development of life			√	

Materials	skill				
	Development of diversity insight		√		
Total			1	5	2

4.2.2.2 Text from the Nias Local wisdom (Warrior Of Sunhill)

Sub-component	Items	score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social function				√
	Generic structure				√
	Linguistic feature				√
	Relevance				√
Supporting Materials	Development of life skill				√
	Development of diversity insight				√
Total					8

1. Readability

In this case the research take the result of text readability THE NEW DALE-CHALL READABILITY FORMULA that calculate automatically from the readabilityfromulas.com. This is one of the website that can calculate readability include the score, reading difficulty, grade level, and age range of the text.

Based on the formula THE NEW DALE-CHALL READABILITY FORMULA the text "Little Red Riding Hood" has results as follows:

Score: 58 [= reading scale]

Reading Difficulty: Very Easy

Grade Level: 2

Age Range: 7 years

Meanwhile, the text "Warrior of Sun hill" has results as follows:

Score: 29.3 [= reading scale]

Reading Difficulty: Slightly Difficult

Grade Level: 9-10

Age Range: 14-15 years

4.2 Discussion

4.2.1   Student motivation on learning achievement

B. Test Scores Analysis

The test scores indicated that students performed slightly better when reading the Nias local wisdom-based text compared to the BAHASA INGGRIS textbook. The mean score for the Nias local wisdom text was 83.1, while the mean score for the BAHASA INGGRIS text was 81.9 This slight improvement suggests that the students were more engaged and better able to comprehend the culturally relevant material, which could be attributed to the familiarity and relevance of the content to their own experiences. The culturally resonant text may have

encouraged deeper cognitive processing and personal connection, enhancing their learning outcomes.

C. Interview Results

From the interviews, several intrinsic and extrinsic motivational factors influenced the students' reading motivation.

1. Intrinsic Motivation:

- Curiosity: Many students expressed heightened curiosity towards the Nias local wisdom text. They were intrigued by encountering familiar cultural stories presented in English, which sparked their interest in reading more. This curiosity, driven by the novelty of the material, motivated them to engage more deeply with the text.

- Involvement: Students reported feeling a stronger emotional connection and involvement with the Nias local wisdom text. They could relate to the cultural themes, which made the reading experience more immersive and enjoyable. This level of engagement is essential for promoting sustained interest in reading.

- Challenge: The complexity of the Nias local wisdom text, including unfamiliar vocabulary and cultural references, posed a challenge that motivated students to put in more effort. The challenge of understanding culturally rich material was perceived as rewarding, leading to improved learning outcomes.

2. Extrinsic Motivation

- Competition: While not a dominant theme in the interviews, some students mentioned that competition with their peers motivated them to perform better. Students like Josh expressed that seeing their friends strive to understand the text inspired them to put in more effort so as not to fall behind. Although

intrinsic motivation plays a more sustainable role in learning, the drive to outperform others can serve as a significant external motivator, particularly in competitive educational settings. Competition can push students to engage more deeply with the material, especially when they see it as a way to demonstrate their capabilities.

- Compliance: Many students acknowledged reading the texts, particularly the Nias local wisdom-based text, because it was a class requirement. Diana explicitly stated that engaging with the Nias local wisdom text was a "kewajiban" (requirement), suggesting that the obligation to complete the task motivated her to engage with the material(Analysis of Students). However, this form of compliance was intertwined with a sense of cultural duty. Students felt not only academically obligated but also socially responsible to engage with content that reflected their heritage. Compliance as a motivation factor was thus linked to both academic requirements and cultural respect.

- Grades: Grades were a powerful extrinsic motivator for many students. Several participants mentioned that the prospect of achieving high marks influenced their level of engagement with both texts, though more prominently with the Nias local wisdom text. For instance, Billie highlighted that her desire for good grades made her take the reading tasks more seriously (Analysis of Students). This suggests that students who are driven by academic performance are likely to invest more effort into reading comprehension when they know it will be reflected in their scores. The pursuit of high grades can be an effective motivator to engage more deeply with challenging content.

- Recognition: The desire for recognition from teachers and peers also influenced students' motivation. Some students, like

Diana, felt encouraged to read and understand the Nias local wisdom text because they wanted to gain positive acknowledgment for their efforts(Analysis of Students). Recognition can validate a student's hard work and serve as a form of reward, reinforcing their motivation to continue engaging with the material. In this study, students sought not only academic validation but also social recognition, which enhanced their motivation to perform well, particularly in culturally relevant contexts.

- Social Sharing: Social sharing emerged as an important extrinsic motivator, with many students discussing how reading the Nias local wisdom text fostered opportunities for interaction with peers and family. Josh mentioned that discussing the local wisdom content with friends helped deepen his understanding(Analysis of Students). This interaction created a social environment where reading became a shared experience, making it more enjoyable and engaging. The ability to exchange ideas and insights reinforced students' motivation, as they gained additional perspectives and support from their social circles, enhancing their overall engagement with the text.

4.2.2 Reading Material

In discussing the reading materials used in this study, it is essential to compare the suitability and readability of the two texts, "Warrior of sun hill" and "Little Red Riding Hood", using the established criteria for a good text for students. According to Berardo (in Sobahiya M, 2022), these criteria include suitability of content and readability, both of which are key in determining how well the materials meet students' learning needs and capabilities.

a. Suitability of Content:

The text from Nias local wisdom offers cultural relevance by reflecting the local heritage of Nias, making it particularly engaging

for students familiar with the cultural context. It addresses life skills such as resilience and perseverance, which resonate with students' personal and cultural backgrounds, adding depth and meaningful connections. The text's complexity allows students to engage more deeply with themes of identity, cultural pride, and personal growth, enhancing its suitability as a learning material.

On the other hand, text from BAHASA INGGRIS textbook, while widely recognized and structured for foundational learning, lacks the same cultural relevance for Nias students. Although it teaches important moral lessons such as caution and obedience, it doesn't offer the cultural insight or complexity found in text based Nias Local Wisdom. Therefore, its suitability for engaging students in culturally meaningful learning experiences is somewhat limited compared to the local wisdom-based text.

b. Readability:
Using "The New Dale-Chall Readability Formula", "Little Red Riding Hood" was rated as very easy, with a grade level of 2 and suitable for students aged 7. This makes it accessible for early learners but less challenging for senior high school students, especially those ready for more complex language and thematic content

In contrast, text from Nias local wisdom was rated as slightly difficult, with a grade level of 9-10 and suitable for students aged 14-15. This makes it more appropriate for senior high school students, offering the right level of challenge in vocabulary and structure to promote critical thinking and engagement with the material.

When comparing these two texts, text based on Nias local wisdom is emerges as more suitable for senior high school students both in terms of content and readability. It provides a culturally

relevant, challenging, and meaningful learning experience, making it a valuable tool for enhancing student motivation and learning achievement. "Little Red Riding Hood" while easy to comprehend, lacks the depth and cultural relevance needed to engage older students at a higher cognitive level and it is appropriate for the tenth grade of Senior high school.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

The research findings highlight the significant impact that culturally relevant reading materials have on students' motivation and learning achievement, particularly when comparing English reading materials from the *BAHASA INGGRIS* textbook and Nias local wisdom-based texts. The study reveals that students perform slightly better and are more engaged when reading culturally familiar texts that resonate with their personal and cultural identities.

The test results showed a higher mean score for the Nias local wisdom-based text (83.1) compared to the *BAHASA INGGRIS* textbook (81.9), indicating that students comprehended the culturally relevant text more effectively. This suggests that materials rooted in students' cultural contexts are not only easier to understand but also more likely to foster deeper cognitive engagement. The familiarity with the content and its relevance to the students' daily lives appears to enhance their ability to connect with the material, resulting in better academic performance.

In terms of motivation, the qualitative data from the interviews further illustrated that intrinsic motivators—such as curiosity, involvement, and a preference for challenge—were more pronounced when students engaged with the Nias local wisdom-based text. The novelty of reading about their own culture in English piqued their curiosity and made them more eager to explore the material. Moreover, the emotional connection to the themes and characters in the local wisdom texts fostered a higher level of involvement, making the reading experience more enjoyable and immersive. Students also demonstrated a preference for the challenge presented by the Nias text, as they saw it as an opportunity to improve their skills while learning more about their cultural heritage.

Extrinsic factors, such as grades, compliance, and recognition, also played a role in motivating students, but these were less influential compared to intrinsic motivation. While students acknowledged the importance of performing well in assessments and meeting classroom obligations, it was clear that their genuine interest in the content drove their engagement with the Nias local wisdom text. The sense of cultural pride and responsibility tied to reading about Nias traditions in an academic context added an additional layer of motivation, which was less present with the more generic *BAHASA INGGRIS* textbook material.

Overall, the findings suggest that integrating culturally relevant materials into the curriculum can enhance students' reading motivation, engagement, and academic performance. When students encounter texts that reflect their cultural backgrounds and experiences, they are more likely to be curious, involved, and willing to tackle challenges. This deeper engagement not only improves their comprehension and retention but also fosters a more positive attitude toward reading and learning in general.

5.2 RECOMENNDATION

Based on the conclusions drawn from this study, several recommendations can be made for students, teachers, and other stakeholders involved in the education process, including curriculum developers, school administrators, and policy makers.

1. For Students:

    Students should be encouraged to explore a variety of reading materials, including those that reflect their own cultural backgrounds as well as those from different cultures. Engaging with culturally relevant texts, such as Nias local wisdom-based materials, can deepen their understanding of their own heritage while enhancing their language skills. Additionally, students should embrace the challenges presented by these texts, as they offer

opportunities for personal and academic growth. The sense of curiosity and involvement experienced through reading culturally familiar texts can serve as a powerful motivator, making the learning process more enjoyable and fulfilling.

It is also important for students to recognize the value of balancing intrinsic and extrinsic motivators. While good grades and meeting academic requirements are important, fostering a genuine interest in learning for its own sake—through materials that are meaningful and engaging—can lead to more sustainable and long-term success. Students should seek out texts that challenge them intellectually and emotionally, as these experiences will help them develop critical thinking skills and a deeper connection to the material

2. For Teachers

Teachers play a crucial role in selecting and designing reading materials that motivate students and enhance their learning achievement. The findings of this study highlight the importance of incorporating culturally relevant materials, such as Nias local wisdom-based texts, into the English language curriculum. By doing so, teachers can create a more inclusive and engaging learning environment that resonates with students' cultural identities and personal experiences.

Teachers should strive to balance the use of traditional English language texts with local wisdom materials to provide students with a more well-rounded educational experience. This can include alternating between standard textbook content and culturally relevant materials, or even integrating both types of content into lessons. For instance, pairing a well-known English narrative with a

local wisdom story allows students to explore universal themes through different cultural lenses, promoting cross-cultural understanding and critical analysis.

Furthermore, teachers should encourage students to reflect on their reading experiences and discuss how cultural relevance affects their motivation and comprehension. Classroom discussions and group activities can help students articulate their thoughts and share insights about how culturally meaningful content influences their learning. These discussions can also foster social interaction, collaboration, and a sense of community within the classroom, further enhancing students' engagement.

Lastly, teachers should continuously assess the effectiveness of the reading materials they use. By monitoring student performance and motivation, educators can make informed decisions about which texts resonate most with their students and adjust their teaching strategies accordingly. Regular feedback from students about their preferences and challenges can provide valuable insights into how to improve the reading curriculum and tailor it to meet the needs of diverse learners.

3. Curriculum developers and school administrators

For Curriculum Developers and School Administrators should prioritize the inclusion of culturally relevant materials in the design and implementation of reading curricula. The findings of this study demonstrate the positive impact that Nias local wisdom-based materials have on students' motivation and learning outcomes. As such, there is a need to integrate more texts that reflect students' cultural heritage, local traditions, and lived experiences into the curriculum.

Incorporating local wisdom-based materials can help create a more inclusive and culturally responsive educational environment, which not only enhances student engagement but also promotes cultural pride and preservation. Curriculum developers should work closely with educators, cultural experts, and community leaders to select and adapt texts that are culturally meaningful and aligned with educational goals.

School administrators should support teachers by providing access to a wide range of culturally relevant resources and offering professional development opportunities focused on culturally responsive teaching. Teachers need training on how to effectively incorporate local wisdom into their lessons while maintaining high standards of language instruction. Administrators can also facilitate collaboration between teachers to share best practices and develop a cohesive approach to integrating culturally relevant content across different subjects.

Additionally, schools should invest in resources and materials that reflect the diverse backgrounds of their student populations. Libraries and resource centers should be stocked with books and reading materials that represent both global and local cultures, allowing students to explore their heritage and learn about the world around them.

4. For Policymakers

Policymakers at the regional and national levels have a responsibility to ensure that educational curricula reflect the diverse cultural contexts of students across the country. The integration of local wisdom into the English language curriculum aligns with Indonesia's broader educational goals, as outlined in the "Merdeka Belajar" initiative and the 2014 Regulation No. 79, which

emphasizes the importance of incorporating local wisdom into the school curriculum.

Policymakers should create frameworks and guidelines that encourage schools to include culturally relevant materials in their curricula while ensuring that these materials meet educational standards for language proficiency and critical thinking. This may involve developing specific criteria for selecting culturally relevant texts and providing funding for the production and distribution of such materials.

Furthermore, policymakers should support research initiatives that investigate the impact of culturally relevant education on student motivation and learning outcomes. By encouraging more studies like this one, policymakers can make informed decisions about how to enhance the quality of education and ensure that all students have access to engaging, meaningful, and culturally resonant learning experiences.

In conclusion, the integration of culturally relevant materials into the English language curriculum has the potential to significantly enhance student motivation and learning achievement. By drawing on students' cultural identities and experiences, teachers, curriculum developers, school administrators, and policymakers can create a more inclusive, engaging, and effective educational environment that fosters both academic success and cultural pride.

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Teachers play a crucial role in selecting and designing reading materials that motivate students and enhance their learning achievement. The findings of this study highlight the importance of incorporating culturally relevant materials, such as Nias local wisdom-based texts, into the English language curriculum. By doing so, teachers can create a more inclusive and engaging learning environment that resonates with students' cultural identities and personal experiences.

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School administrators should support teachers by providing access to a wide range of culturally relevant resources and offering professional development opportunities focused on culturally responsive teaching. Teachers need training on how to effectively incorporate local wisdom into their lessons while maintaining high standards of language instruction. Administrators can also facilitate

collaboration between teachers to share best practices and develop a cohesive approach to integrating culturally relevant content across different subjects.

Additionally, schools should invest in resources and materials that reflect the diverse backgrounds of their student populations. Libraries and resource centers should be stocked with books and reading materials that represent both global and local cultures, allowing students to explore their heritage and learn about the world around them.

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Policymakers should create frameworks and guidelines that encourage schools to include culturally relevant materials in their curricula while ensuring that these materials meet educational standards for language proficiency and critical thinking. This may involve developing specific criteria for selecting culturally relevant texts and providing funding for the production and distribution of such materials.

Furthermore, policymakers should support research initiatives that investigate the impact of culturally relevant education on student motivation and learning outcomes. By encouraging more studies like this one, policymakers can make informed decisions about how to enhance the quality of education and ensure that all students have access to engaging, meaningful, and culturally resonant learning experiences.

In conclusion, the integration of culturally relevant materials into the English language curriculum has the potential to significantly enhance student motivation and learning achievement. By drawing on students' cultural identities and experiences, teachers, curriculum developers, school administrators, and policymakers can create a more inclusive, engaging, and effective educational environment that fosters both academic success and cultural pride.

ANALYSIS OF STUDENTS' MOTIVATION ON LEARNING ACHIEVEMENT: COMPARATIVE ENGLISH READING MATERIAL FROM THE BAHASA INGGRIS TEXTBOOK AND NIAS LOCAL WISDOM- BASED

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