

AN ANALYSIS STUDENTS' READING
COMPREHENSION IN PROCEDURE TEXT
BASED ON LOCAL WISDOM MATERIAL
AT CLASS 8-A OF SMP NEGERI 1
LAHEWA TIMUR

By Ivan Luasi Gea

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UNDERGRADUATE THESIS



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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading involves interpreting a sequence of written symbols to understand their meaning. It requires the use of our eyes to recognize letters, punctuation, and spaces, while our brain processes these elements into words, sentences, and paragraphs that convey information or ideas. According to Snow (2020), reading comprehension involves the active construction of meaning from text, requiring the integration of prior knowledge with new information. For students in Class 8, mastering reading comprehension, particularly in specialized texts like procedure texts, is critical for their educational development. Based on the results of observations, researchers are interested in conducting research on reading at SMP N 1 Lahewa Timur which uses the 2013 curriculum because class 8-A students are still weak in understanding procedural texts.

A procedure text is a type of writing that outlines instructions or steps for completing a task. These texts, which detail how to carry out activities in a specific order, can be particularly challenging for middle school students. According to Duke and Pearson (2018), understanding procedure texts involves both grasping the content and following a logical sequence to apply the instructions in practice. This dual challenge can be difficult for students who are still honing their cognitive and language abilities. Integrating elements of local wisdom into educational materials has proven effective in boosting student engagement and comprehension.

Zulfikar (2021) argues that incorporating cultural and local contexts into learning materials can make lessons more relatable and meaningful for students. This approach not only enhances understanding but also fosters a deeper connection to their cultural heritage, strengthening their sense of identity and belonging. However, a significant challenge lies in the limited

availability of high-quality local wisdom-based resources. Putra (2022) highlights that educators often struggle to find or create materials that accurately represent local wisdom while adhering to educational standards. This scarcity can hinder effective teaching of reading skills, as teachers must dedicate substantial time and effort to developing suitable resources. Teaching strategies also play a critical role in the success of using local wisdom-based materials. Brown and Lee (2019) emphasize that interactive, student-centered methods are key to engaging learners and improving their comprehension. These approaches promote active participation and make learning more dynamic, which is particularly beneficial when teaching procedure texts. While integrating local wisdom into educational content offers great potential for enhancing students' reading skills in procedure texts, it also presents challenges related to resource development and teaching practices. By addressing these issues, educators can better equip students to understand and apply procedural information effectively.

Integrating local wisdom into learning is essential, as it not only helps develop students' skill competencies but also motivates them to achieve their desired goals (Komariah, 2018; Wahab, 2021). Regarding regional potential, the Nias ethnic group is notable for its rich oral literature, a significant part of their ancestral heritage. This form of local wisdom, passed down through generations, represents the customs and traditions preserved by the Nias community to prevent cultural extinction (Nurgiyantoro, 2013:10). The character education values embedded in Nias customs aim to cultivate moral excellence and strong character. In the context of character education, Wibowo (2013:131) identifies four key values found in literary works that make them effective as learning materials. These include aesthetic value, humanist values, ethical values, and religious values.

Based on observations conducted at SMP N 1 Lahewa Timur in class 8-A, it was found that some students struggled to answer questions related to procedure texts they had read. Additionally, students showed low motivation to learn procedure texts, as the materials provided were limited to simple

instructions, such as making a cup of coffee or baking a cake. This lack of variety made the texts less engaging and harder for students to read and understand. The low achievement among many students was attributed to their limited ability to study effectively, particularly in language-related contexts (Yuki, 2019; Nurjayanti et al., n.d.). This challenge was further compounded by differences in language structures and local wisdom specific to their region, including variations in orthography, morphology, syntax, and discourse patterns (Adriana, 2018). These challenges inspired the researcher to design a study titled **"An Analysis of Students' Reading Skills in Procedure Texts Based on Local Wisdom Material in Class 8-A of SMP Negeri 1 Lahewa Timur."**

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1.2 Focus of the Research

From the background of the problem above, there are some focusses of the research are:

1. To analyze the students' reading comprehension at class 8-A SMP Negeri 1 Lahewa Timur in understanding procedure texts based on local wisdom material.
2. To find out the impact of using procedure text based on local wisdom material for students reading comprehension.

1.3 Formulation of the Problem

Based on the focus of the research, there are some formulations of the problem:

1. How are reading skills of class 8-A students at SMP Negeri 1 Lahewa Timur in understanding procedural texts based on local wisdom material?
2. How does local wisdom material impact the reading skill of students' class 8-A at SMP Negeri 1 Lahewa Timur?

1.4 Objective of the Research

1. To analyze students' reading comprehension in procedure text based on local wisdom material
2. To find out the impact of using procedure text based on local wisdom at Class 8-A of SMP Negeri 1 Lahewa Timur.

1.5 Significance of the Research

The significance of this research are:

1. Theoretically

This research can be useful as reference to develop English language teaching and learning processes.

2. Practically

1. For the researcher, this research meant gaining knowledge in analyzing the students' reading skills in procedure text based on local wisdom for the learning process.
2. For the students, it can increase students' motivation and interest in learning because material taken from the area where they live, designed to be interesting, making students active and independent to maintain and preserve the local wisdom.
3. For the teachers, this research helped teachers created materials based on local wisdom, making it easier for them in the learning process and increasing their insight.
4. For the readers, it provided motivation to conduct another research.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Theoretical Framework

2.1.1 Reading

Reading is the process readers engage in to understand the messages conveyed by an author through written language. This process involves interpreting groups of words and grasping the meaning of individual words to fully comprehend the intended message. When this process is incomplete or ineffective, the implied message may not be understood, and the reading process itself fails to achieve its purpose in learning (Karuniasih, 2022; Knauer et al., 2020; Yılmaz et al., 2020). As noted by Arnold and Reed (2019), Bakoko and Pratiwi (2021), and Nurhayati and Fitriana (2018), reading serves as a vital means for readers to decode the author's intended message, whether conveyed through written or spoken language.

Reading is an essential skill that everyone should strive to master. It involves a process where readers interpret and understand the message that the writer aims to convey through written language (Jia & Liang, 2017; Koch & Spörer, 2017). Reading comprehension is a multifaceted activity that integrates several steps, including recognizing letters and words, associating them with sounds and meanings, and drawing conclusions about the purpose of the text (Rintaningrum, 2019; Yuliana et al., 2022).

The primary goal of reading is for students to understand and articulate simple words and sentences accurately, fluently, and with appropriate intonation within a short time frame (Martiniello & Wittich, 2022; Wong, 2020). Since reading is a fundamental skill, it requires significant attention from English educators. However, observations from high school educators reveal that reading instruction often emphasizes recognizing written symbols, while less focus is given to enhancing reading

speed and developing comprehensive reading skills (Cookson & Stirk, 2019; Hsiao et al., 2022; Rachman, 2018).

So it can be concluded that reading is the process of getting meaning from a series of words that are arranged and have meaning. Reading is not just about pronouncing words, but how readers can understand the message conveyed by the author.

14 2.1.2 Reading Comprehension

Reading comprehension is reading with understand or silent reading. The aim is to get information, to understand and to draw something from the text. The primary purpose of reading comprehension is to improve the students' ability to understand English as it is used in written material. Reading comprehension is the process of understanding and constructing meaning from a piece of text (Bening Savita: 2015).

Reading is not solely a visual process. It involves two types of information: **visual information**, which comes from the printed text, and **non-visual information**, which comes from the reader's prior knowledge and cognitive processing. Visual information is the text or writing that the reader sees, while non-visual information encompasses the reader's understanding of reading, language, and general knowledge about the world (Smith, 1973:6). This implies that simply perceiving sentences on a page is insufficient. To comprehend written material, one must also have knowledge of the language in which it is written, the subject matter, and the process of reading itself (Maria Novary Ngabut, 2015:1).

15 Understanding a written text is a complex process, requiring insight into how readers construct meaning. According to the **Simple View of Reading (SVR)** model proposed by Gough and Tunmer (1986), reading comprehension relies on two primary skills:

- 15 1. **Decoding** – the ability to recognize words by converting letters into sounds and blending these sounds to form words.
2. **Language comprehension** – the ability to understand information presented orally.

These skills work together to enable effective reading comprehension (Marian Bruggink, Nicole Swart, Annelies van der Lee, Eliane Segers, 2022:5).

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Reading comprehension is an active and interactive activity to reproduce the word mentally and vocally and to understand the content of reading text.

2.1.3 Component of Reading

Reading skills are built on five separate components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. These components work together to create strong, rich, and reliable reading abilities, but they're often taught separately or in uneven distribution. Here's how you comprehensively teach the 5 components of reading skills and make them a regular feature of your classroom (Jackson Best:2018)

1. Phonics

Phonics is the connection of different sounds with different letters, or different groupings of letters. For example, the letter 's' gives an /s/ sound, but adding an 'h' gives the different sound of /sh/.

2. Phonemic awareness

Phonemic awareness is an understanding of how individual phonemes (consonant or vowel sounds) can be manipulated and arranged to create words. This may sound similar to phonics, but there is a difference. Phonics concerns letter-sound knowledge, whereas phonemic awareness refers to sound-word knowledge. Phonemic awareness is therefore aimed on auditory understanding, as opposed to words on a page.

3. Vocabulary

Vocabulary is the range of words a student is able to understand and use in context. More of a toolbox than a skill, students' vocabularies grow as they read and are introduced to new words.

4. Fluency

Fluency is the ability to read with speed, understanding, and accuracy. Yet it's more than information extraction — it's the skill that allows us to 'follow' a text, picture its descriptions, and hear the auditory expression of words in our heads even when reading silently.

5. Comprehension

Comprehension is a student's understanding of the information being imparted by a text.

2.1.4 Reading Assessment

Reading assessment is essential for supporting effective reading instruction. Reading assessment data provides teachers important information to guide instructional decisions. It also helps guide school leadership as they make reading curriculum decisions. There are four main types of reading assessments that are used in schools: Screening, Diagnostic, Progress Monitoring, Summative (Joan Sedita: 2022)

1. Screening

Screening assessments are typically administered to all students at the beginning, middle and end of the year to identify students who might be at risk for reading difficulty. They provide an initial indication of which students might need extra instruction or intensive interventions if they are to reach grade-level reading standards by the end of the school year. The goal of these assessments is to identify students early before start to fail. Sometimes information from the previous year's summative assessments can be used as part of the screening process. Screening assessments are not diagnostic – they do not provide detailed information about why a student is struggling.

2. Diagnostic

Diagnostic assessments are used to provide information about individual students who may be having reading difficulty. The results of these

assessments help determine the cause of that difficulty, and help teachers plan appropriate supplemental instruction or intensive interventions based on individual student needs. There are many kinds of diagnostic assessments that range from informal reading tasks to formal assessments used for psycho-educational testing. They tend to be lengthy, but provide in-depth, reliable assessment of essential reading skills.

3. Progress Monitoring

Progress monitoring assessments are sometimes called formative assessments and are given periodically to determine whether students are making adequate progress. The primary goal of these assessments is to determine if the instructional practices being used are enabling students to make sufficient progress related to the development of reading skills. The focus is on developing student learning. Progress monitoring is especially helpful to make sure that students at risk for reading difficulty are making adequate progress and to identify any students who may be falling behind.

4. Summative

Summative assessments are sometimes called outcome assessments. The most common are standardized tests that are group administered and used to give school leaders and teachers feedback about the overall effectiveness of their reading curriculum and program. They are typically given at the end of the school year. The focus is on measuring student learning at a given point in time. The results from these assessments help determine if the instruction provided by all the educators in the school is sufficient to help all students achieve grade-level reading standards by the end of each year.

Reading assessment involves observing, analyzing, gathering, and evaluating data related to students' abilities, challenges, needs, and achievements. It provides valuable insights into the teaching and learning process. Formative assessments offer evidence that can be used reflectively, enabling educators to make informed decisions that improve the learning experience. Reading is a crucial skill, especially when

creating assessments for overall language proficiency. Traditionally, information about students' reading comprehension and skills has been collected through tests administered during or at the end of a course. These tests evaluate a student's ability to perform specific tasks or demonstrate mastery of certain skills and knowledge. In contrast, formative reading assessments include a range of activities that can take place before, during, and after the reading process (Abdelbassed Anes Boubris and Faiza Haddam, 2020).

According to Brown (in Study of Applied Linguistics and English Education: 2021), there are four types of assessing reading. Each of reading types has different kind of exercises

1. Perceptive Reading

Perceptive reading is the very basic level of reading. The learner is in the early stage of becoming literate. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other symbols. Bottom-up processing is implied. At the beginning level of reading a second language, the fundamental tasks include: recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences.

2. Selective Reading

A selective task is designed to evaluate a person's ability to recognize lexical, grammatical, or discourse features of language within a limited scope of language items. Examples include picture-cued tasks, matching exercises, true/false questions, and multiple-choice questions. Expected responses may involve sentences, short paragraphs, simple charts, graphs, or concise answers. These tasks often combine both bottom-up and top-down processing to assess reading skills related to vocabulary and grammar. Common types of items used include: 1) Multiple-choice questions (focused on form); 2) Matching tasks; 3) Editing tasks; 4) Picture-cued tasks; and 5) Gap-filling tasks.

3. Interactive Reading

Interactive reading views reading as a process of negotiating meaning, where the reader actively uses prior knowledge or schemata to understand the text. The final understanding, or "intake," results from the interaction between the reader and the text. The main objective of interactive tasks is to identify key features—such as lexical, symbolic, grammatical, and discourse elements—in moderately short texts and retain the processed information. Common genres for interactive reading include anecdotes, short stories, descriptions, excerpts from longer texts, questionnaires, memos, announcements, instructions, recipes, and similar materials. These tasks primarily involve **top-down processing**, with occasional use of **bottom-up skills**. While interactive reading tasks share similarities with selective tasks, combining both form-focused and meaning-focused objectives, they prioritize meaning. Texts for these tasks are generally longer, ranging from a paragraph to about a page in standard prose, and may include moderately complex visual aids like charts, graphs, or diagrams. Examples of interactive reading tasks include cloze exercises, multiple-choice comprehension questions, short-answer questions, editing tasks, sequencing activities, scanning, and non-verbal tasks like interpreting charts, maps, graphs, or diagrams for information transfer.

4. Extensive Reading

Extensive reading involves engaging with longer texts, such as professional articles, essays, technical reports, short stories, and books. While traditional reading research often associates extensive reading with longer works read outside of class, here it is defined as any text longer than a single page. The main goal of assessment in extensive reading is to evaluate global understanding, rather than focusing on detailed aspects. Most tasks in extensive reading emphasize **top-down processing**. Common tasks associated with extensive reading include **skimming** to understand the main ideas, **summarizing** to provide an overview of the text, and offering **personal responses** to the text as a whole. Higher-order learning strategies, such as **note-taking** and **outlining**, are also

frequently used. Additionally, tasks like **short-answer questions**, **editing**, **scanning**, **sequencing**, and **information transfer activities** are effective for assessing extensive reading comprehension. Students are often asked to read articles, essays, technical reports, or books to demonstrate their understanding of the overall message. One common assessment of extensive reading is **summarizing** long texts. **Skimming tasks** are also popular and have strong educational benefits, as they engage multiple cognitive stages, including pre-reading, post-reading, class discussions, and comprehension checks.

2.1.5 Material for Reading

Reading material refers to any text or passage that conveys a specific message or idea to the reader through the process of reading. When preparing reading material, several aspects must be considered. The researcher highlights the importance of considering the reader's level of interest and the objectives of the reading activity. Reading materials in English are also closely tied to the genre of the text and the reading skills required (Brown, 2023).

According to Brown, there are three main genres of reading materials:

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1. **Academic Reading:** This includes technical reports, general interest articles in newspapers/magazines, professional journal articles, reference materials, textbooks, theses, and essays.
2. **Job-related Reading:** This genre covers letters/emails, memos, project reports, schedules, applications, questionnaires, and financial documents.
3. **Personal Reading:** This includes greeting cards, invitations, messages, schedules (train, bus, phone, etc.), recipes, menus, maps, calendars, advertisements, commercials, novels, short stories, jokes, drama, poetry, and medical reports.

2.2 Local Wisdom

Local wisdom represents the culture and knowledge of a community, shaped through collective experiences (Basuki et al., 2019; Ramanta & Samsuri, 2020; Widanita et al., 2021). It is an important element that is carefully preserved and maintained as part of a community's identity, fostering harmony with nature, humans, and ancestors. Local wisdom not only reflects the values of a community but also plays a role in shaping and defining its identity (Pornpimon et al., 2014).

According to Sembiring (2019), local wisdom refers to the original knowledge of a community, rooted in the noble values of cultural traditions that help govern the order of people's lives. It can also be defined as local cultural values that guide individuals in managing their lives wisely. Local wisdom belongs to a community whose people have developed mature attitudes and personalities, enabling them to harness local potential and resources for positive change. Derived from oral tradition, local wisdom is passed down through generations and plays a crucial role in regulating life across various aspects.

Pandapotan (2019) stated that various local wisdoms that have been maintained by ethnic groups in Indonesia are learned from nature, and consider everything that is good and useful, which they also learn from nature. Of course, the activities carried out continuously and passed on to the next generation are believed by anthropologists as an effort to preserve culture. Based on the values of local wisdom mentioned above, research on local wisdom may have other meanings and functions of local wisdom, so it is very necessary to explore through this research.

Based on several expert opinions above, it can be concluded that local wisdom is the view of life of a particular community regarding the natural environment in which they live. This view of life is usually a view of life that has been deeply rooted in the beliefs of people in the area for tens or even hundreds of years.

2.3 Procedure Text

A procedure text ideally has at least seven characteristics or language features (Derewianka, in Conaplin and Icollite 2017). It uses generalized non-human participants to indicate a class of things like ingredients, tools, or the specific ones like the kites. The audience is referred in a general way by using one, you, or not mentioned at all. Linking words are the most important feature; particularly related to time of sequence like first, then, so on. Because of the generalization of the audience, action verbs or imperative form is used in which the tense is timeless by using simple present tense. Also, precise information and detailed commands are given in each of the stages.

A procedure text is a genre that explains how to do something. It typically communicates information in a series of steps or stages that lead to a specific goal or outcome. Examples of procedure texts include recipes, game rules, appliance manuals, how-to kits, and directions. The structure of a procedure text is usually organized into components, often referred to as generic structures. The first part of a procedure text typically includes the heading or goal, followed by the ingredients or materials needed, and then the steps or instructions to achieve the goal (Derewianka, in Conaplin & Icollite, 2017).

According to Knapp and Watkins in Journal of Excellence in English Language Education (2023), procedure text is a generic factual text with the aim to guide the reader to do a specific action. Furthermore, the included steps in the procedure text are supposed to be followed sequentially, so that the reader can reach their goal to do something with safe and suitable ways. Some examples such as food recipes with its' direction involved with telling the reader how to make something.

Generic structure and language features in procedure text should be related each other. Students who are able to consistently use all of the language features would produce a good organization of procedure text. According to Knapp and Watkins, There are five general components of language features in the procedure text. Those are imperative sentences,

action verbs, connectives, adverbials, and simple present tense. The following is an example of procedure text:

How to plant Cassava/Gowirio

Materials:

Cassava stem

Tools:

Hoe

Steps:

1. Choose a healthy cassava stem with a diameter of 2-3 cm
2. Cut the cassava stem into cuttings 20-25 cm long
3. Make a planting hole using a hoe with a depth of about 5-10 cm
4. Plant the cassava at an angle or upright
5. make sure the shoots face up
6. Water the plants regularly

How to Make Tamboyo

Materials:

White sticky rice

Young coconut leaves

Coconut milk

Salt

Tools:

Steamer

Spatula

Stove

Steps:

1. Secondly, fill it with half of the tamboyo sticky rice
2. Firstly, form a tamboyo holder using young coconut leaves
3. Then soak the tamboyo in water for 3-4 hours
4. Next, drain the tamboyo
5. Then put the tamboyo in the steamer to cook

6. After the coconut milk dries and the color of the tamboyo turns brown, the typical Nias tamboyo is ready to be served
7. Turn on the stove to medium heat, then stir continuously until the coconut milk dries
8. Pour in coconut milk, salt and food fragrance to taste

2.4 Procedure Text and Local Wisdom

According to Zubaidah (2022:44), a procedure text is a type of text that explains the purpose of an action or creation based on a specific sequence of steps. The steps or stages in a procedure text are usually presented in concise language to make them easy for readers to understand. The primary goal of a procedure text is to provide a clear explanation of how to perform an action according to the given instructions (Mulyadi, 2023: 358). Zubaidah (2022:50) outlines the structure of a procedure text, which includes the objective, materials, and steps.

According to Wagiran (in Saragih: 2020), local wisdom covers eight aspects, including developing local norms, such as prohibitions and obligations; traditional traditions and ceremonies and their meaning; cultural heritage in the form of folk songs, legends, myths and folk tales which often contain moral messages that are only understood by the local community; knowledge stored in the knowledge of parents, traditional leaders and spiritual figures; sacred texts or literary works believed by the local community; daily lifestyle and ways of survival of local communities; equipment and materials used for special purposes; as well as natural and environmental conditions that are utilized in everyday life.

Procedural text based on local wisdom provides a valuable method for integrating cultural heritage into the curriculum. By engaging with such texts, students not only gain insights into local knowledge but also develop their procedural reading skills while fostering an appreciation for their cultural heritage. This approach promotes a deeper understanding of language, culture, and tradition, ultimately enriching the overall learning

experience of students (Asdar Muhammad et al., International Journal of Social and Education, 2024).

2.5 Reading ⁸assessment

Reading assessments are intended to provide feedback on the skills, processes and knowledge resources that represent reading abilities. Reading assessment has great power to inform researchers, teachers, administrators and policy makers. Assessment practices can significantly benefit the learning environment. Although the assessments are used for various purposes, it should be borne in mind that all uses begin from an understanding of the reading construct, an awareness of the reading abilities and an effort to reflect the construct in assessment tasks (Dr. Sunila Thomas and Lizu Verghis, International Journal of Research and Analytical Reviews 2018).

In this research, the researcher will give students an assignment to find out their reading skills. The researcher will teach local wisdom-based procedure text material, then the researcher will ask students to create a series of local wisdom-based procedure text activities. Because the procedure text requested by the researcher is based on local wisdom, it will take a lot of time. So students will be asked to do it at home and make a video of the procedure text they created to find out the results. If students are able to describe the procedure text according to what is taught, then it can be concluded that they can understand the material..

2.5.1 Assesment

⁹ According to Brown in Tomás de Aquino Caluyua Yambi 2018, assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. In addition, assessments are developed by a wide array

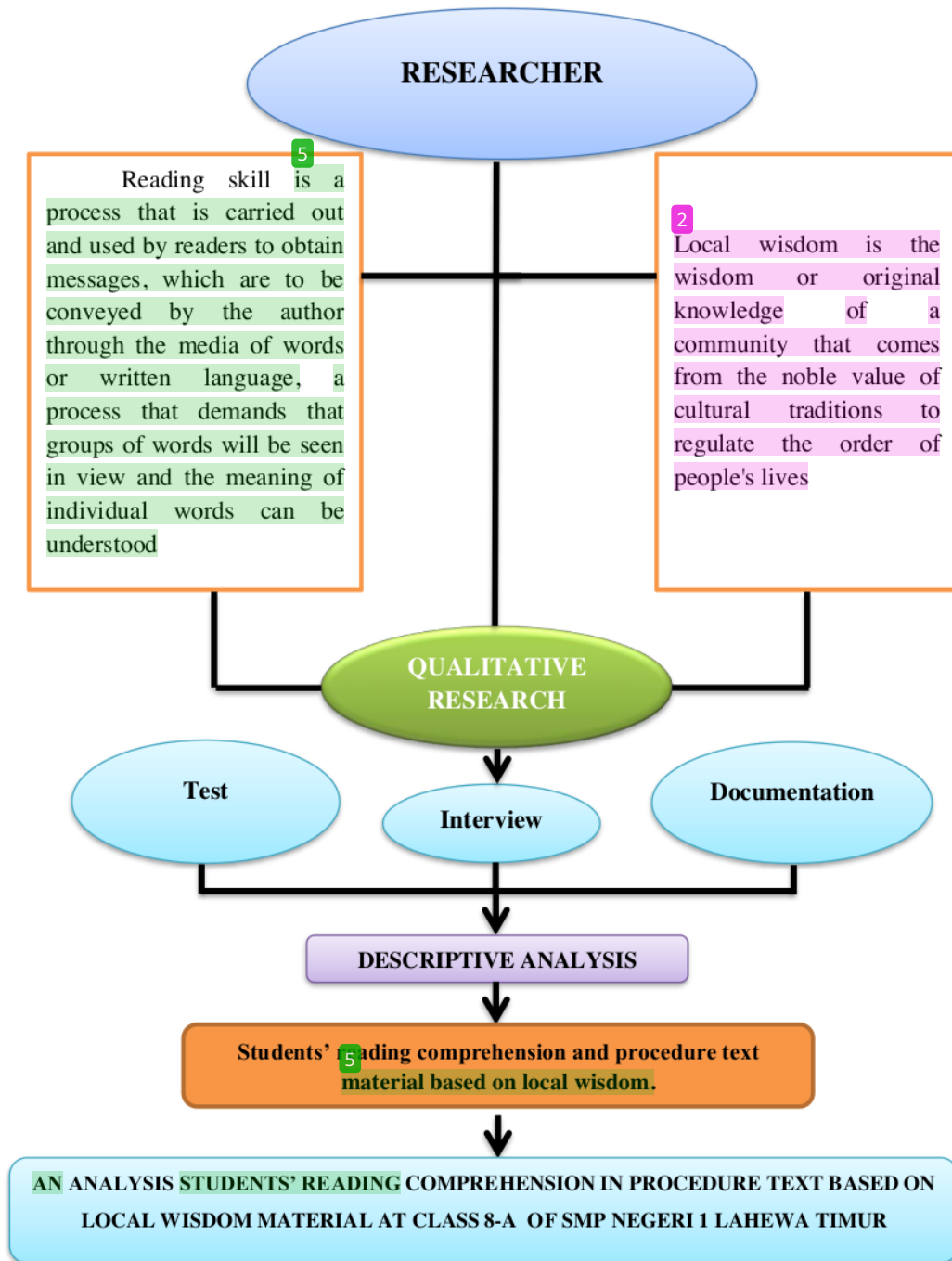
of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions. In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown (1990) maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students. Assessment is a process that includes four basic components: 1) Measuring improvement over time; 2) Motivating students to study; 3) Evaluating the teaching methods; 4) Ranking the students' capabilities in relation to the whole group evaluation.

2.5.2 Scoring System ¹⁷

Scoring is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes which are carried out systematically and continuously, so that it becomes meaningful information in decision making. Learning assessments must be designed to be able to measure and provide information regarding the achievement of students' acquired competencies through face-to-face activities, structured assignments, and unstructured independent activities.

In this research, Researcher has collected students' scores by conducting a test. The test consists of 10 questions in multiple choice form. The questions used in the test were taken from material provided by the researcher, namely procedure text based on local wisdom

2.6 Conceptual Framework



CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

Research method is strategy or technique that is employed by researcher to gather data or research evidence. This data or evidence is then analyzed to produce new and improved understanding or information about the problem being studied. Osuagwu (2020) states that research method is a set of instructions that helps the researcher gather data, analyze it, determine whether two variables are related, interpret the results, and communicate the results to the right audience.

In this research, the researcher used a qualitative research method that uses descriptive research as a framework. Turner et al., (2021), qualitative research tries to examine a phenomenon with an ill-defined research challenge which then dozens of concepts and theories to be momentarily validated. Therefore, in the qualitative research, researcher can only report what has happened or what is happening. This means that the researcher gathers data for the descriptive qualitative research, then analyzes them and comes to a conclusion based on the findings. This research is aimed at analyzing the reading comprehension of class 8-A students at SMP Negeri 1 Lahewa Timur, especially procedure text material based on local wisdom.

3.2 Variables of the Research

Variables are an integral part of the research, which is what makes it what it is. According to Marudhar (2019), variables are traits, characteristics, or features of people, objects, or circumstances that shift or change. Furthermore, there were several types of variables in the scope of research. According to Kurniawan et al., (2021), the research variables are independent, intervening, dependent, and control that create a visual representation of this sequence, and deciding where and how the variables will be measured or observed.

Generally, there were two familiar variables in the research, namely; independent variable and dependent variable. Kurniawan et al., (2021), states that independent variables are those that most likely contrimoreover to, sway, or have an impact on results. Meanwhile, dependent variables are those whose values rely on independent factors; they are the effects or consequences of the impact of independent variables.

Based on the explanation above, it can be identified that the variables in this research are students' reading comprehension and procedure text material based on local wisdom.

3.3 Setting and Schedule of the Research

The research location is SMP Negeri 1 Lahewa Timur which is located at Idanondrawa, East Lahewa District, North Nias Regency, North Sumatra, Indonesia. Researchers conducted research from October 14th to November 14th, 2024.

3.4 Source of Data

Research data sources were all sources that provide information or data used in the research process. In this research, researchers collected data directly at the research location by conducting test, interviews and documentation.

3.5 Instrument of the Research

Research instruments were equipment used to measure and gather data during a research activity. Thus, determining the instrument is very crucial in the research. To gather the data of this research, researcher will use research instruments in the form of test, interviews and documentation.

3.6 Data Collecting Technique

To achieve the research objectives, research collected the data through test, interview and documentation.

a. Test

In this research, the researcher conducted essay and multiple choice tests to assess students' comprehension in reading text procedures based on local wisdom material. The researcher will provide 5 essay

questions and 10 multiple choice questions on procedure text based on local wisdom material. The test results will be collected by the researcher to see how students' reading comprehension when using procedure text based on local wisdom material

b. Interview

The researcher conducted interviews directly with class 8-A students by asking several questions to find out how their reading abilities are using local wisdom-based material and students responds will be recorded by the researcher.

c. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, written numbers and images in the form of reports and information that can support research (Mery, 2021). After conducting interviews or assignments, researchers also carry out documentation. Such as taking pictures during the learning process, collecting student answers from assignments and so on.

3.7 Data Analysis Technique

According to Muhadjir Rijali (2018), to enhance the researcher's comprehension of the subject under investigation and present it as findings for others, data analysis is used to methodically examine and arrange records of observations, interviews, and other sources. This study used qualitative data analysis that follows the Miles and Huberman model in Rijali (2018). Since the model is consistent with the four key steps are data collection, data reduction, data display, and conclusion drawing and verification.

a. Data Collection

Data collection occurs in this section. Researcher came to the school to conduct initial observations of students regarding students reading comprehension and whether the local wisdom was linked or not to English materials. After conducting initial observations, researcher conducted interview with students at school concerned to obtain further

data for this research. Test was also given to students as additional valid evidence for the result. Thus the research data was collected.

b. Data Reduction

Data reduction is the process of sorting data that has been obtained from research results to be more focused and relevant to the research objectives. In this study, the reduced data relates to the analysis of students' abilities in understanding text procedures based on local wisdom material in grade 8. Data was obtained through instruments such as reading comprehension tests, interviews, observations, and tests. Reading comprehension tests are used to measure students' abilities in understanding text procedures, while interviews and observations are used to reveal factors that influence this understanding.

The collected data is then reduced to identify information that is relevant to the focus of the research. Some of the steps taken by researchers in the reduction process include:

- Students' answers in the test are sorted based on their level of understanding (high, medium, low).
- Data that is not directly related to the analysis, such as students' answers that are out of context of the procedural text or local wisdom material, are ignored.
- The test results are explained based on students' understanding of the procedure steps, and recognizing vocabulary based on local wisdom

c. Data Display

The presentation of data as writing, images, tables, and graphs is known as data display. Combining data for the purpose of providing an overview of the actual situation is the goal of data presentation. Summing up the compatibility of the students score in the material, researcher used the following formula to help presenting the data in forms of numbers. Based on the result of the test, the score of each student will analyzed by using the following formula offered by Wayan and Sumartana in Ritmawati 2021:

$$M = \frac{X}{N} \times 100\%$$

Where: M = Individual score
 X = Number of collect answer
 N = Number of all items

To know the percentage of the classification of the students' score, the formula used as follow:

$$P = \frac{F}{R} \times 100\%$$

Where: P = Percentage
 F = Frequency
 R = Number of students

Furthermore, the researcher also used criteria to count how the quality of textbook (Material) is. It is criterion Referenced Evaluation proposed by Nurgiyantoro (2001) as presented below.

Table 3.2 The Criterion Referenced Evaluation.

NO	Interval Percentage	Description
1.	81%-100%	Very Good
2.	61%-80%	Good
3.	41-60%	Fairly Good
4.	21%-40%	Bad
5.	0%-20%	Very Bad

Serasi et al., (2021),

d. Conclusion Drawing/Verifying

Drawing conclusions after the data reduction process is the final step. Interim conclusions can then be drawn after sufficient data have been gathered, and final conclusions can be drawn once all the data have been gathered. In conclusion, the process of data analysis was condensed into the figure below:

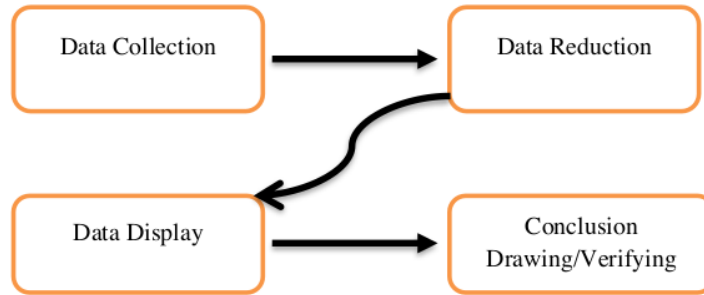


Figure 3.1 Miles and Huberman's Model isn Ahmad Rijali (2018)

In order to understand the process of data analysis techniques above, the researcher made a structured procedure briefly, as follows:

1. Implementing the instruments of the research
2. Analyzing student comprehension in procedure text based on local wisdom in the form of multiple choice, essay and interviews.
3. Interpreting the data from process of evaluation of the procedure text based on local wisdom material.
4. Summing up the compatibility of the students score by using formula to help presenting the data in forms of numbers that proposed by Wayan and Sumartana in Ritmawati 2021
5. Using scoring formula based on criterion referred evaluation Nurgiyantoro (2001).
6. Presenting the data which is interpreted descriptively.

CHAPTER IV
RESULT AND DISCUSSION

4.1 Students Reading Comprehension in Procedure Text Based on Local Wisdom

In this chapter, the researcher will present the result of the research based on the analysis of the data that have taken before. The researcher will show some data presentation and give the description based on the data presentation.

Table 4.1 Analysis of students reading comprehension in essay test

NO	Question Indicators	Number Of Questions	Total Score of Students Who Answered Correctly	Average Score	Category	Information
1.	Identify the objective of procedure text	1	19	95%	Very Good	Most students understand the objective of the procedure text
2.	Sequence of Steps in Procedure Text	1	20	100%	Very Good	All students understand the steps in procedure text based on local wisdom
3.	Structure of Procedure Text	1	20	100%	Very Good	All of the students understand the structure of procedure text
4.	Understanding local wisdom value in	1	20	100%	Very Good	The values of local wisdom in procedural texts

	procedure text					can be understood by students
5.	The example of local wisdom in their area	1	20	100%	Very Good	Students recognize local wisdom that exists around them

This essay test was given to 20 students with 5 questions for each student. Based on the table above, it can be seen that the local wisdom-based text procedure material is very easy for students to understand. This is evidenced by the results of the essay test which shows that students' scores from all indicators are in the very good category. In the first category, 19 out of 20 students were able to answer questions correctly with a percentage of 95%. For the second to fifth categories, all students were able to answer questions correctly with each percentage of 100% for each indicator.

Table 4.2 Recapitulation all Students Score Category in Reading Comprehension Procedure Text Based on Local Wisdom in Essay Test

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	20	100%
2	61-80	Good	0	0%
3	41-60	Fairly Good	0	0%
4	21-40	Bad	0	0%

5	0-20	Very Bad	0	0%
Total			20	100%

Based on the table, the score of students reading comprehension of procedure text based on local wisdom in form of essay test occupies the Very Good category with 20 students answered correctly or it is about 100% from the total score. There is no student with Good, Fairly Good, Bad, and Very Bad category. Based on the data, it can conclude that the reading comprehension of procedure text based on local wisdom at 8th grade of SMP Negeri 1 Lahewa Timur is Very Good category.

4.2 The Impact of Using Procedure Text Based on Local Wisdom Material For Students Reading Comprehension

In this section, researcher will give the description of the impact using procedure text based on local wisdom material at class 8th A of SMP Negeri 1 Lahewa Timur based on the data that already obtained in order to answer the research question. The following is a table of student responses to the use of procedure text based on local wisdom materials.

Table 4.3 Student responses to the use of procedure text based on local-wisdom materials.

NO	Initial Name of Student	Question	Student Answer	Information
1.	ISG	Apakah materi prosedur teks berbasis kearifan lokal mudah dipahami? Mengapa?	Mudah, karena sering dilakukan dalam kehidupan sehari-hari, sering dilakukan orang tua.	From the results of interviews conducted by researchers with 20 students in class 8th A of SMP Negeri 1
2.	JAN		Mudah, karena	

			sering melihat orang tua melakukan kegiatan tersebut.	Lahewa Timur, it can be concluded that the material of procedure text based on local wisdom is very easy to understand by all students. This is evidenced by students' responses to the question "Apakah materi prosedur teks berbasis kearifan local mudah dipahami? Mengapa?" which said that they easily understood the text for several reasons. Almost all students have the same reasons, namely because they often do it, see their parents and the community
3.	OBN		Mudah, karena saya dan orangtua sering melakukan kegiatan tersebut dirumah.	
4.	SBN		Mudah, karena kegiatan tersebut sering dilakukan oleh orangtua dan Masyarakat sekitar	
5.	CEG		Mudah, karena orang tua dan Masyarakat sekitar sering melakukan kegiatan tersebut.	
6.	JKN		Mudah, karena sering dilakukan orang tua dan lingkungan sekitar.	
7.	OLN		Saya mudah memahaminya dan mudah melakukannya, karena sering dilakukan	

			dilingkungan sekitar, keluarga/orangtua sering mengajarkan kegiatan tersebut.	around their environment often do these activities. In essence, students understand the
8.	AMN		Materi ini sangat mudah dipahami karena sering melakukannya dirumah, selain itu kegiatan ini sering dilakukan orangtua dan lingkungan sekitar.	material because it is related to their environment. From these results, researchers can confirm the theory of Zulfikar (2021)
9.	CN		Mudah, alasanya karena sudah menjadi salah satu kegiatan yang sering dilakukan dikehidupan sehari-hari.	"asserts that integrating cultural and local contexts into learning materials can make the content more relatable and meaningful
10.	DKG		Mudah, karena saya dan orangtua sering melakukannya.	for students". The data is proven based on
11.	MANG		Saya mudah memahami materinya, karena dapat dilakukan	test results and interviews conducted at school.

			dikehidupan sehari-hari dan juga sering melihat orang tua melakukannya.	
12.	EJZ		Sangat mudah, karena prosedur teks berbasis kearifan lokal ini sering dilakukan oleh kedua orangtua saya.	
13.	SIG		Mudah, karena orangtua saya pernah menanam bibit pinang.	
14.	WMR		Mudah, karena saya sering melihat orang tua melakukannya dirumah.	
15.	SHZ		Mudah, karena bagi kehidupan Masyarakat tidak asing lagi karena kegiatan ini sering dilakukan diderah sekitar.	
16.	ASMN		Mudah, karena orangtua saya sering melakukannya.	

17.	MHG		Mudah, karena orangtua saya sering melakukannya.	
18.	AZ		Mudah, karena sering melihat kegiatan ini.	
19.	NFN		Mudah, karena sering melihat dilingkungan sekitar.	
20.	YL		Mudah, karena sering melihat orang melakukannya.	

From the results of research conducted by researchers on 20 students in class 8th A of SMP Negeri 1 Lahewa Timur, the score of students reading comprehension of procedure text based on local wisdom in the form of essay test occupies the Very Good category. It can be concluded that the material of procedure text based on local wisdom is very easy to understand by all students. This is evidenced by students' responses to the question "Apakah materi prosedur teks berbasis kearifan lokal mudah dipahami? Mengapa?" which said that they found it easy to understand the text for several reasons. Almost all students have the same reason, namely because they often do it, see their parents and the community around their environment often do these activities. In essence, students understand the material because it is related to their environment. From these results, researchers can confirm the theory of Zulfikar (2021) "asserts that integrating cultural and local contexts into learning materials can make the content more relatable and meaningful for students". The data is proven based on test results and interviews conducted at school.

4.2.1 The Research Findings Versus to The Latest Related Research

Research Findings Compared with related studies by Fatmawaty et al. (2023) found that integrating local cultural elements into reading materials significantly enhances students' comprehension. Using a quasi-experimental design, they observed that students in experimental groups showed higher post-test scores (85.55 on average) compared to pre-tests (67.77), demonstrating the effectiveness of culturally relevant content in engaging learners and boosting comprehension skills. This research examines the findings of the study conducted at SMP Negeri 1 Lahewa Timur, which analyzed students' reading comprehension of procedure texts based on local wisdom.

Research Findings at SMP Negeri 1 Lahewa Timur

1. Improved comprehension: Students in class 8-A demonstrated a stronger grasp of procedure texts when these included local wisdom content.
2. Increased engagement and motivation: Incorporating local wisdom material led to increased student engagement, with students expressing greater interest and enthusiasm in learning activities.
3. Critical thinking: The use of local wisdom allowed students to connect the content to their personal experiences, enhancing their ability to critically analyze the text.

Similarities in Findings

- Improved comprehension through cultural relevance: Both the Lahewa Timur study and the rural study found that using local wisdom or culturally familiar material improved comprehension, engagement, and recall in students.
- Positive Impact on Sequencing Skills: In both rural contexts, students performed better on procedural tasks when the steps involved familiar cultural practices.

Differences in Findings

- Cultural diversity and engagement: Urban students showed varied engagement with culturally relevant texts, suggesting that in more culturally diverse settings, local wisdom material may not always resonate as strongly.
- Environment and Cultural Identification: The Lahewa Timur study and similar rural studies indicate a stronger positive effect when students share a common cultural background, suggesting that such material may be particularly effective in more culturally homogeneous classrooms.

The findings from SMP Negeri 1 Lahewa Timur align closely with recent studies emphasizing the benefits of incorporating local wisdom or culturally relevant content in rural and culturally unified settings. However, the effectiveness of such content may be moderated in urban or highly diverse environments, need for adaptable approaches to cultural relevance in education.

4.2.2 The Research Findings Versus Theories

Based on the research findings, it can be concluded that the material based on local wisdom (procedure text) meets the criteria of effective materials as defined by Putra and Lakoro (2015:2). These materials enhance students' understanding because they are contextual and relevant to their daily experiences, aligning with constructivism and cognitive theories. Constructivism emphasizes learning through building on prior knowledge and experiences, which is facilitated by linking teaching materials to students' environment and culture. Similarly, cognitive theory supports that learning is more effective when new information is meaningful and relevant, attributes found in local wisdom-based materials.

To effectively integrate local wisdom into classrooms, teachers need training tailored to adult learning principles outlined in andragogy theory. This theory underscores that adults, including teachers, learn

best when lessons are directly applicable to their work context. Hence, providing relevant training will enable teachers to effectively adopt and implement teaching materials grounded in local wisdom. Challenges such as identifying and collecting valid local wisdom resources and overcoming traditional teaching methods may arise, highlighting the need for educational reforms sensitive to social and cultural dynamics. Successful integration of local wisdom should consider the school's social and cultural context, as well as align with the curriculum in place.

This research shows that the teaching materials based on local wisdom has many benefits that are in line with modern educational theory. Implementation of this teaching material can improve students' understanding, critical thinking skills, motivation and involvement. However, to achieve optimal results, there needs to be adequate adaptation and training for teachers, as well as support in overcoming the challenges of gathering resources and resistance to change.

4.2.3 The Research Findings Implications

The research findings from the analysis of students' reading comprehension using procedure texts based on local wisdom have several implications for curriculum development and teaching strategies. By understanding how culturally relevant material impacts comprehension and engagement, educators and policymakers can make informed decisions to enhance learning experiences for students.

Implications for Curriculum Development

1. Inclusion of Local Wisdom Materials: The positive impact of local wisdom on comprehension suggests that schools should consider integrating culturally relevant content into reading materials, especially for subjects like language arts and social studies. Procedure texts with local themes (such as traditional crafts or recipes) could be incorporated across different grades to improve comprehension.

2. Promoting Cultural Identity: Incorporating local wisdom helps reinforce students' cultural identity and pride, making the curriculum more meaningful. This approach encourages students to see their cultural knowledge as valuable, fostering a sense of belonging and respect for their heritage.

Implications for Teaching Strategies

1. Engagement through Culturally Relevant Pedagogy: Teachers can use culturally relevant pedagogy to boost engagement and motivation. By presenting texts that resonate with students' backgrounds, teachers can make lessons more relatable and interactive, fostering a classroom environment where students feel seen and valued.
2. Enhanced Comprehension Techniques: Since students showed improved comprehension of culturally familiar content, teachers could leverage this approach to introduce complex reading strategies. For example, familiar procedural texts can serve as a bridge for teaching sequencing, main ideas, and critical analysis.
3. Development of Higher-Order Thinking Skills: As the study shows that local wisdom materials encourage critical thinking, teachers could design lessons that prompt students to make connections between their cultural knowledge and broader topics, encouraging higher-order thinking and analysis.

The findings from SMP Negeri 1 Lahewa Timur indicate that using local wisdom in procedure texts enhances students' comprehension, engagement, and critical thinking. These results suggest that culturally relevant content can be a powerful tool for improving educational outcomes, supporting curriculum reform, and inspiring teaching methods that resonate with students' identities. Emphasizing local wisdom in educational materials offers promising possibilities for fostering a more inclusive and effective learning environment.

4.2.4 The Research Findings Limitations

In conducting and getting the data in the research, there was some limitation of the research findings. The research findings limitation namely:

1. In conducting the research, the subject used by researchers were 8-A grade students at SMP Negeri 1 Lahewa Timur. The different result may be found if the researcher used different subject in the different grade.
2. The English materials in this research focus on local wisdom in Nias, related to the local wisdom in the form of procedure text. The different result may be found if the researcher used different local wisdom that exists in their own place.
3. This research focuses on analyze the reading comprehension of English material, especially in procedure text which is one of the subjects at school. It is hoped that other researchers can analyze reading comprehension materials for other material in the future

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this section, the researcher would give the conclusion of the research. Based on the findings, research conducted by researchers on 20 students in class 8th A of SMP Negeri 1 Lahewa Timur, the score of students reading comprehension of procedure text based on local wisdom in the form of essays and multiple choice tests occupies the Very Good category. It can be concluded that the material of procedure text based on local wisdom is very easy to understand by all students. This is evidenced by students' responses to the question "Apakah materi prosedur teks berbasis kearifan local mudah dipahami? Mengapa?" which said that they found it easy to understand the text for several reasons. Almost all students have the same reason, namely because they often do it, see their parents and the community around their environment often do these activities. In essence, students understand the material because it is related to their environment. From these results, researchers can confirm the theory of Zulfikar (2021) "asserts that integrating cultural and local contexts into learning materials can make the content more relatable and meaningful for students". The data is proven based on test results and interviews conducted at school.

Based on the result, the students' reading comprehension of procedure text can be qualified as Very Good. It seems that the teaching and learning activity at the class 8th A grade of SMP Negeri 1 Lahewa Timur especially in reading comprehension of procedure text based on local wisdom is already on the right track.

5.2 Suggestion

From the conclusion above, the researcher would like to suggest point especially for:

- a. Teacher

The teacher are hope gives some motivating, and interesting

strategies to support students in reading comprehension, should provide guidance and help for students practice in reading. The teacher should give explanation of the material clearly. The teacher not only explain theoretically the material, but also teacher should make the students interest to study by giving a good strategy and give interesting topic of narrative text.

b. The Student

The Students should improve their skill in reading comprehension, have a good vocabulary mastery, do not be lazy to keep reading, and more practice reading. The students should realize that reading is a very important skill to be learnt. They also have to decrease their laziness when reading. The students also need to bring their own dictionary to the class in order to be more understood about the new vocabulary the get from reading. The students have to pay attention to the teacher's explanation about anything. They also have to be courage to ask a question if they don't understand about something.

c. Further Researcher

For the next researcher who intends to conduct the same research, the researcher hopes this research can be used as the references. It also expected to the further researcher to use various test instruments, for example test essay and for the questionnaire use open-ended questions which can get various answer from the students and also a deeper explanation.

AN ANALYSIS STUDENTS' READING COMPREHENSION IN PROCEDURE TEXT BASED ON LOCAL WISDOM MATERIAL AT CLASS 8-A OF SMP NEGERI 1 LAHEWA TIMUR

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