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# TEACHING ENGLISH READING USING LOCAL WISDOM BASED MEDIA AND MATERIAL AT MTS MU'ALLIMAT NWDI PANCOR

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## Abstract

This study investigated the effectiveness of local wisdom-based media and materials in improving students' reading comprehension at MTs Mu'allimat NWDI Pancor. The study employed a mixed-methods approach using a sequential explanatory design. Quantitative data were collected through a pre-experimental one-group pretest–posttest design, while qualitative data were obtained through semi-structured interviews. The participants consisted of 30 eighth-grade students selected through purposive sampling. The findings showed that students' reading comprehension improved significantly after the implementation of local wisdom-based materials, as indicated by higher post-test scores. The paired-sample t-test revealed a statistically significant difference between pre-test and post-test results. In addition, the interview findings indicated that students felt more motivated, engaged, and confident when reading texts related to their local culture and daily experiences. The familiarity of the materials helped students understand reading texts more easily and increased their interest in learning English. These findings suggest that local wisdom-based materials can effectively support students' reading comprehension and motivation in English language learning.

**Keywords:** reading comprehension, local wisdom, learning materials, motivation, English language teaching

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## INTRODUCTION

As an international language, English plays a significant role in global communication. According to Hananuraga (2023), English is recognized as a lingua franca used across countries worldwide. She further explains that the status of English in different countries can be classified into three categories: English as a native language, English as an official language, and English as an additional language. This classification indicates that mastering English is essential, particularly in the field of education. To develop proficiency in a foreign language, learners are required to master four macro skills, one of which is reading.

Reading is a form of written communication between the writer and the reader in which the writer conveys messages through text and the reader interprets the meaning of the written material. According to Harianto (2020), reading is a cognitive process that involves analyzing, understanding, and interpreting the messages conveyed by the writer. Reading also serves as a major source of information because it stores knowledge and broadens people's perspectives on the world. Therefore, extensive reading can enhance both knowledge and critical thinking skills (Anisa et al., 2021). Based on these perspectives, reading can be understood as both a medium of written communication and a gateway to global knowledge. Consequently, developing reading habits is essential for expanding one's understanding of the world.

Recognizing the importance of reading, many developed countries have successfully implemented strong reading cultures. One country that is frequently cited as an example is Japan. According to Saud (2024), Japan has successfully established a reading culture and is widely known for its high literacy rate. In contrast, Indonesia continues to face challenges in fostering reading habits among its population. A report published by CNBC Indonesia (2024), citing data from UNESCO, states that Indonesia's reading interest index is only 0.001%, meaning that only one out of every 1,000 Indonesians consistently engages in reading activities. This condition may negatively affect language development, particularly among students. Low reading interest can lead to limited critical thinking skills and a lack of creativity and innovation when expressing ideas or opinions (Efendi et al., 2023). Therefore, improving students' interest in reading is crucial because it supports both literacy development and language acquisition.

factors contribute to students' low interest in reading. In the context of English language learning, limited vocabulary mastery and reading materials that are not relevant to students'

daily lives often reduce students' motivation to read. Low learning motivation may hinder students from improving their academic abilities, while insufficient vocabulary knowledge can negatively affect their language proficiency (Sholihat, 2021). To address this issue, teachers can use learning materials that are closely related to students' social and cultural backgrounds. One possible approach is the integration of local wisdom into reading materials. Texts that reflect students' real-life experiences can help them better predict, understand, and interpret the ideas presented in a reading passage (Katili, 2023). Furthermore, students tend to understand and remember learning materials more effectively when the content is relevant to their lives (Sastrawati, 2019). Ottu et al. (2024) also argue that integrating local wisdom into educational materials can improve learning effectiveness because such materials reflect students' socio-cultural and economic backgrounds. Similarly, Hulu et al. (2024) state that local wisdom-based materials can increase students' motivation and enthusiasm because the content is closely connected to their daily experiences. Therefore, using local wisdom as reading material may help students improve vocabulary retention, comprehend texts more easily, and increase their motivation to learn reading skills.

Several previous studies have examined the effectiveness of local wisdom-based materials in improving students' reading comprehension. For example, studies conducted by Fatmawaty et al. (2023) and Kencana et al. (2024) found that local wisdom-based materials were effective in enhancing students' reading skills. However, Fatmawaty's study focused only on senior high school students and did not examine the junior high school context. In addition, the instrument used to investigate students' perceptions was limited to questionnaires. Likewise, Kencana's study focused on developing teaching materials using the ADDIE model at the university level and did not directly evaluate their classroom implementation. To address these gaps, the present study employs a mixed-methods approach by combining a pre-experimental design with semi-structured interviews. This approach enables the researchers not only to examine the effectiveness of local wisdom-based materials in reading instruction but also to explore junior high school students' perspectives more comprehensively regarding the use of local cultural content in English reading classes. Therefore, this study is guided by the following research questions:

1. Is there a significant improvement in students' reading comprehension after being taught using local wisdom-based reading materials?

2. What are students' perceptions toward the use of local wisdom-based reading materials in English reading classes?
3. How does the integration of local wisdom in reading materials affect students' motivation and engagement in learning reading?

# Literature Review

## Reading Skills in English Language Learning

Reading is one of the essential language skills that students must master in learning English as a foreign language. As stated by Harianto (2020), reading is a cognitive activity that involves understanding, interpreting, and analyzing written information. Through reading activities, learners acquire knowledge, enrich vocabulary, and improve their critical thinking abilities. In the context of English language teaching, reading also functions as an important medium for language input because students are exposed to various sentence structures, vocabulary items, and cultural information through texts.

Furthermore, reading activities contribute significantly to students' intellectual development. According to Anisa et al. (2021), literacy and critical thinking are closely related because reading encourages learners to analyze information critically and broaden their perspectives. Students who read regularly tend to have better comprehension skills and stronger analytical abilities. Therefore, improving students' reading skills is considered an important objective in English language instruction.

However, reading interest in Indonesia remains relatively low. Efendi et al. (2023) explain that low reading interest can negatively affect students' creativity, critical thinking, and ability to express ideas. This condition becomes a challenge for English teachers because students who lack reading motivation often experience difficulties in comprehending English texts. Consequently, teachers need to apply appropriate strategies and use engaging learning materials to increase students' interest in reading activities.

## Learning Motivation and Vocabulary Mastery in Reading

Students' motivation plays a crucial role in the success of reading instruction. Motivation encourages learners to participate actively in classroom activities and improves their willingness to understand reading materials. According to Sholihat (2021), low learning motivation and limited vocabulary mastery can hinder students' language development.

Students with insufficient vocabulary knowledge often struggle to understand reading texts, which eventually decreases their confidence and interest in reading activities.

Vocabulary mastery is also closely related to reading comprehension because students cannot understand a text effectively without knowing the meanings of important words. Therefore, reading materials should be adjusted to students' language proficiency and learning context. Teachers are expected to provide meaningful and relevant materials that can help students connect the content of the text with their daily experiences. In this way, students may become more motivated and actively engaged in reading activities.

**Local Wisdom-Based Materials in English Language Teaching**

One strategy that can increase students' motivation and comprehension in reading is the use of local wisdom-based materials. Local wisdom refers to cultural values, traditions, customs, and social practices that originate from a particular community. Incorporating local wisdom into learning materials allows students to relate classroom content to their real-life experiences.

According to Katili (2023), reading materials based on local wisdom can help students predict and understand the meaning of texts more easily because the content is familiar to them. Similarly, Sastrawati (2019) found that students tend to remember and understand learning materials more effectively when the content is connected to their own cultural background and daily life experiences.

In addition, local wisdom-based materials can make the learning process more meaningful and contextual. Ottu et al. (2024) state that instructional materials reflecting students' socio-cultural backgrounds can improve learning effectiveness and student engagement. Such materials allow students to feel more connected to the lesson because they see representations of their own culture and environment in the learning process.

Likewise, Hulu et al. (2024) explain that local wisdom-based English teaching materials can increase students' enthusiasm and participation in learning activities. The use of culturally relevant materials may also help students improve vocabulary retention and reading comprehension because students can associate unfamiliar English expressions with familiar cultural contexts.

**Previous Studies on Local Wisdom-Based Reading Materials**

Several previous studies have investigated the effectiveness of local wisdom-based materials in English reading instruction. Fatmawaty et al. (2023) found that local wisdom-based materials significantly improved students' reading ability. Their study demonstrated that culturally relevant reading texts helped students understand reading passages more effectively and increased their participation during classroom activities.

Similarly, Kencana et al. (2024) emphasized the importance of integrating local wisdom into reading instruction. Their study focused on developing local wisdom-based learning materials through the ADDIE model and showed that such materials were appropriate for supporting reading instruction. However, the study mainly concentrated on material development and did not evaluate the implementation of the materials in actual classroom learning.

Although previous studies have shown positive results, several gaps remain. Fatmawaty et al. (2023) focused only on senior high school students and relied primarily on questionnaires to explore students' perceptions. Meanwhile, Kencana et al. (2024) conducted their research at the university level and focused more on material development rather than classroom implementation. Therefore, further research is needed to investigate the effectiveness of local wisdom-based reading materials at the junior high school level while also exploring students' perceptions through more comprehensive qualitative methods.

## RESEARCH METHOD

### Research Design

This study employed a mixed-methods research design that integrated both quantitative and qualitative approaches. The use of a mixed-methods approach was considered appropriate because the study aimed not only to measure the effects of an instructional intervention quantitatively but also to explore students' experiences and perceptions regarding the learning process. According to Leavy (2017), mixed-methods research is suitable for studies that seek to examine measurable outcomes while also investigating participants' subjective experiences and perspectives.

The mixed-methods model applied in this study was the Sequential Explanatory Design. According to Creswell and Plano Clark (2017), this design enables researchers to explain quantitative findings through subsequent qualitative exploration. In this design, the

research process is conducted in two sequential phases. The first phase involves collecting and analyzing quantitative data, followed by a qualitative phase aimed at explaining and expanding the quantitative results.

This sequential structure enabled the researchers to identify "what" changes occurred through statistical analysis and subsequently explore "why" those changes occurred through in-depth interviews. Therefore, this model was considered highly relevant for educational research, particularly studies focusing on both learning outcomes and students' learning experiences.

In the quantitative phase, the study applied a pre-experimental design, specifically a one-group pretest–posttest design. This design involved one group of students who were assessed before and after receiving a treatment. The treatment in this study referred to the implementation of local wisdom-based media and materials in reading instruction. The purpose of this phase was to determine whether there was a significant improvement in students' reading comprehension after being exposed to culturally relevant reading materials. Although the design did not include a control group, it was considered practical and suitable for classroom-based exploratory research.

In the qualitative phase, data were collected through semi-structured interviews conducted with selected students from the experimental class. The interviews aimed to explore students' reflections, engagement, and motivational changes during the learning process. The qualitative data were analyzed thematically to identify patterns and insights that supported or explained the quantitative findings.

The integration of quantitative and qualitative methods enabled the researchers to gain a more comprehensive understanding of the effects of local wisdom-based instruction, both in terms of students' academic achievement in reading comprehension and their affective responses, particularly learning motivation and classroom engagement.

**Population and Sample**

The population of this study consisted of all eighth-grade students at MTs Mu'allimat NWDI Pancor during the 2025/2026 academic year. The sample was selected using a purposive sampling technique. One class was chosen based on the recommendation of the English teacher and consideration of the students' average reading proficiency level.

The selected class consisted of 30 students who participated in all stages of the research, including the pre-test, treatment sessions using local wisdom-based media and materials, and the post-test.

**Research Setting**

This study was conducted at MTs Mu'allimat NWDI Pancor, an Islamic junior high school located in East Lombok. The school integrates both religious and general education curricula, and English is taught as one of the core subjects across grade levels.

The institution was selected for several reasons. First, the school provides a relevant context for integrating local wisdom into English language instruction because it is located in an area rich in cultural traditions and local values. Second, the students demonstrate varied levels of reading comprehension ability, making the school an appropriate setting for examining the effectiveness of local wisdom-based media and materials in improving students' English reading skills.

**Research Instruments**

The primary instrument used in this study was a reading comprehension test consisting of a pre-test and a post-test. The tests contained multiple-choice and true/false questions based on narrative and descriptive texts related to local culture. The test items were designed to measure several aspects of reading comprehension, including identifying the main idea, understanding specific information, interpreting vocabulary in context, and making inferences.

To ensure content validity, the reading test was developed based on the eighth-grade English curriculum and was reviewed by an English lecturer and an English teacher before being administered to the students. Their feedback was used to revise unclear instructions, inappropriate vocabulary, and item difficulty levels.

The reliability of the reading test was examined through a pilot test administered to students outside the research sample. The reliability coefficient was calculated using Cronbach's Alpha through SPSS version 20. The result indicated that the instrument had acceptable reliability for measuring students' reading comprehension.

In addition to the reading test, semi-structured interviews were used to collect qualitative data. The interview guide consisted of open-ended questions designed to explore students' perceptions, engagement, motivation, and experiences regarding the use of local wisdom-based learning materials.

To ensure the credibility and validity of the interview instrument, the interview questions were reviewed by experts in English education and qualitative research. Furthermore, the researchers applied member checking during the interview process by confirming participants' responses to avoid misinterpretation of the data.

**Data Collection**

In this study, the researchers employed three techniques for collecting data: pre-test, post-test, and semi-structured interviews.

Pre-test

The pre-test was administered before the treatment to measure students' initial reading comprehension ability. It functioned as a baseline assessment to identify students' prior knowledge and reading skills. The test consisted of reading passages followed by multiple-choice and true/false questions focusing on several reading comprehension components, such as identifying the main idea, understanding detailed information, interpreting vocabulary in context, and drawing conclusions from the text.

Post-test

The post-test was administered after the treatment to evaluate students' progress and determine the effectiveness of the local wisdom-based media and materials. The structure and level of difficulty of the post-test were designed to be equivalent to those of the pre-test to ensure the comparability of the results. The differences between pre-test and post-test scores indicated the impact of the instructional intervention on students' reading comprehension achievement.

Semi-Structured Interview

Semi-structured interviews were conducted to obtain qualitative data from selected students. The interviews aimed to gain a deeper understanding of students' experiences, perceptions, engagement, and responses toward the implementation of local wisdom-based media and materials in English reading classes.

The interview guide consisted of open-ended questions that allowed flexibility for the researchers to ask follow-up questions based on participants' responses. All interviews were recorded and transcribed to facilitate data analysis.

**Data Analysis**

This study employed both quantitative and qualitative data analysis techniques in accordance with the mixed-methods approach.

Quantitative Data Analysis

The quantitative data obtained from the pre-test and post-test scores were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean scores, minimum and maximum scores, and standard deviations in order to describe students' reading performance before and after the treatment.

Inferential statistical analysis was conducted using a paired-sample t-test to determine whether there was a statistically significant difference between students' reading comprehension scores before and after the implementation of local wisdom-based media and materials. The statistical analysis was performed using SPSS version 20 for Windows, with the level of significance set at $\alpha = 0.05$.

According to Sugiyono (2015), the paired-sample t-test is appropriate for analyzing differences between two sets of scores obtained from the same group before and after treatment.

Qualitative Data Analysis

The qualitative data obtained from the semi-structured interviews were analyzed using the interactive model proposed by Miles and Huberman (1994). The analysis consisted of the following steps:

Data Reduction

In this stage, the researchers selected, simplified, and organized the raw interview data based on the focus of the study. Irrelevant information was excluded, while important statements were categorized according to emerging themes.

Data Display

The organized data were presented in the form of narrative descriptions and thematic matrices to facilitate interpretation and pattern identification. This step enabled the researchers to draw meaningful conclusions from participants' responses.

Conclusion Drawing and Verification

In the final stage, the researchers interpreted the findings and verified the consistency of the emerging themes. The conclusions were continuously reviewed to ensure that they accurately represented the participants' perspectives and were supported by the collected data

## RESULT AND DISCUSSION

### Results

This chapter presents the findings and discussion of the study, which employed a mixed-methods design. The findings are divided into two main sections: quantitative findings and qualitative findings. The quantitative data were obtained from students' pre-test and post-test scores and analyzed using descriptive and inferential statistics, particularly the paired-sample t-test. Meanwhile, the qualitative data were collected through semi-structured interviews to enrich and support the quantitative findings by exploring students' perceptions and learning experiences regarding the use of local wisdom-based media and materials in reading instruction.

### Quantitative Results

The quantitative data were analyzed using descriptive and inferential statistics. Based on the descriptive analysis, the highest pre-test score was 85, while the lowest score was 60. After the implementation of local wisdom-based media and materials, the highest post-test score increased to 100, and the lowest score increased to 75.

The mean score of the pre-test was 73.50 with a standard deviation of 6.97, whereas the mean score of the post-test increased to 88.17 with a standard deviation of 5.94. These findings indicate that students' reading comprehension improved after the treatment.

The descriptive statistical results are presented in Table 4.1. The table shows the number of participants, minimum and maximum scores, mean scores, and standard deviations for both the pre-test and post-test. Overall, the data demonstrate an improvement in students' reading performance following the implementation of local wisdom-based learning materials.

Table 4.1 Descriptive Statistics

| Test | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-test | 30 | 60.00 | 85.00 | 73.50 | 6.97 |
| Post-test | 30 | 75.00 | 100.00 | 88.17 | 5.94 |

Furthermore, a paired-sample t-test was conducted to determine whether the improvement in students' reading comprehension scores was statistically significant. The analysis revealed a mean difference of 14.67 points between the pre-test and post-test scores, indicating a substantial improvement after the treatment.

The results of the paired-sample t-test showed a t-value of -12.252 with a significance value (p-value) of 0.000, which is lower than the significance level of 0.05. Therefore, it can be concluded that there was a statistically significant difference between students' pre-test and post-test scores.

The detailed results of the paired-sample t-test are presented in Table 4.2.

Table 4.2 Paired-Sample t-Test Results

| Variable | Mean Difference | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Pre-test – Post-test | -14.67 | 6.56 | 1.20 | -12.252 | 29 | 0.000 |

In addition, the correlation between the pre-test and post-test scores was 0.493, with a significance value of 0.006. This result indicates a moderate positive correlation between the two sets of scores.

The detailed correlation results are presented in Table 4.3.

Table 4.3 Paired-Sample Correlations

| Variables | N | Correlation | Sig. |
|---|---|---|---|
| Pre-test & Post-test | 30 | 0.493 | 0.006 |

Before conducting the paired-sample t-test, a normality test was performed using the Shapiro–Wilk test. The significance value for the pre-test was 0.068, while the significance value for the post-test was 0.083. Since both values were greater than 0.05, the data were considered normally distributed. Therefore, the use of a parametric test, specifically the paired-sample t-test, was appropriate.

The results of the normality test are presented in Table 4.4.

Table 4.4 Tests of Normality

| Test | Statistic | df | Sig. |
|---|---|---|---|
| Pre-test | 0.935 | 30 | 0.068 |
| Post-test | 0.938 | 30 | 0.083 |

**Qualitative Results**

After presenting the quantitative findings, the researcher analyzed the qualitative data to obtain a deeper understanding of the effectiveness of local wisdom-based media and materials in English reading instruction. The qualitative data were collected through semi-structured interviews with three students who participated in the learning process using local wisdom-based materials.

The participants were selected purposively based on their ability to express their experiences and perspectives clearly and relevantly to the focus of the study. The interviews were conducted directly by the researcher, recorded, and transcribed for further analysis.

The qualitative data were analyzed using the thematic analysis model proposed by Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. Through this analysis, several themes emerged regarding students' responses, perceptions, and motivation toward the use of local wisdom-based media and materials in reading instruction.

***Students' Responses toward the Use of Local Wisdom-Based Media and Materials***

The interviews revealed that students responded positively to the use of local wisdom-based reading materials. Most students stated that they felt more comfortable, confident, and engaged when reading texts related to their own culture and daily experiences.

One student stated:

"I felt happy and more confident even though I was not sure how to pronounce some words. Usually, I feel nervous because I am afraid the teacher will ask questions about the text."

Another student explained that the materials were easier to understand because the topics were familiar:

"The material was about TGB and places in Lombok, so I could guess the meaning while reading because I already knew the topic."

These responses indicate that culturally relevant materials helped students reduce anxiety and increase confidence during reading activities. Familiarity with the topic also enabled students to activate their prior knowledge, which facilitated comprehension.

Another student mentioned:

"I felt more confident because I already understood the topic, so I only needed to focus on unfamiliar vocabulary."

This finding suggests that students were able to allocate more attention to language learning aspects, such as vocabulary comprehension, because they were already familiar with the context of the text.

***Students' Perceptions toward the Use of Local Wisdom-Based Media and Materials***

The interviews also explored students' perceptions of learning English through local culture-based materials. Overall, the students perceived the materials positively and considered them easier to understand than conventional reading texts.

One student stated:

"I think it was easier. Even though some vocabulary was difficult, we could still guess the meaning because we already understood the topic."

Another student commented:

"It was easier than the usual texts we use in class."

Similarly, another participant explained:

"The texts were easier because we did not feel confused and could quickly understand the topic."

These statements demonstrate that local wisdom-based materials helped students understand reading texts more effectively because the content was closely related to their daily experiences and cultural background.

Furthermore, the students expressed that such materials should be used more frequently in English classes. One student explained:

"There should be more materials like this because they make us more motivated and help us understand the lesson more easily."

Another student noted that although some materials in existing textbooks discuss Indonesian topics, the content often feels unfamiliar to students. This suggests that materials reflecting students' local culture may create stronger engagement and contextual understanding.

***Students' Motivation toward the Use of Local Wisdom-Based Media and Materials***

The interview results also revealed that local wisdom-based materials positively influenced students' motivation to read English texts.

One student stated:

“The topic was related to our daily life, so we did not need to think too hard because we already understood the context.”

Another participant explained:

“The material was not completely unfamiliar because it was related to our daily activities and experiences.”

These responses indicate that culturally familiar topics reduced students’ cognitive burden during reading activities and increased their motivation to participate in learning.

In addition, the students suggested several ways to improve the learning experience. One student recommended using more local wisdom-based texts to provide additional reading practice. Another student suggested that teachers introduce important vocabulary before reading activities to help students understand the texts more effectively.

These findings highlight the importance of providing contextualized reading materials and vocabulary support to improve students’ reading comprehension and motivation.

## Discussion

The purpose of this study was to investigate the effectiveness of using local wisdom-based media and materials in improving the English reading comprehension of eighth-grade students at MTs Mu’allimat NWDI Pancor during the 2025/2026 academic year. The findings of this study indicate that the implementation of local wisdom-based materials contributed positively to students’ reading comprehension achievement and learning motivation. This conclusion is supported by both quantitative and qualitative findings obtained in the study.

The quantitative results demonstrated a significant improvement in students’ reading comprehension scores after the implementation of local wisdom-based media and materials. The mean score increased from 73.50 in the pre-test to 88.17 in the post-test. Furthermore, the paired-sample t-test revealed a significance value of 0.000, which was lower than the significance level of 0.05. This result indicates that the use of local wisdom-based materials had a statistically significant effect on students’ reading comprehension achievement.

The improvement in students’ reading performance suggests that culturally relevant materials can facilitate reading comprehension by connecting new information with students’ prior knowledge and real-life experiences. This finding is consistent with the theory proposed by Harianto (2020), who states that reading is an active cognitive process involving

understanding, interpreting, and analyzing written information. When students are already familiar with the context of a reading text, they can process information more effectively and focus more on understanding vocabulary and sentence meaning rather than struggling to comprehend the topic itself.

The findings of this study are also in line with previous studies conducted by Fatmawaty et al. (2023), who found that local wisdom-based materials significantly improved students' reading ability. Similarly, Sastrawati (2019) reported that students understand reading materials more easily when the content is closely related to their cultural background and daily experiences. The present study strengthens these previous findings by demonstrating that local wisdom-based materials are also effective at the junior high school level, particularly in improving students' reading comprehension and classroom engagement.

The qualitative findings further supported the quantitative results. Based on the interview data, students expressed positive responses toward the use of local wisdom-based reading materials. Most students stated that the texts were easier to understand because the topics were familiar to them. For example, several students mentioned that reading texts about Lombok culture, local foods, traditions, and the figure of TGB helped them predict the content and understand the meaning more easily. This finding indicates that students' background knowledge played an important role in supporting reading comprehension.

This result is closely related to schema theory, which emphasizes the importance of prior knowledge in understanding a text. When learners possess sufficient background knowledge about a topic, they can interpret information more efficiently and connect new vocabulary with familiar concepts. According to Katili (2023), local wisdom-based texts help students activate their schema because the content reflects their own cultural experiences and social environment. As a result, students become more confident and motivated during reading activities.

In addition, the interview findings revealed that local wisdom-based materials positively influenced students' learning motivation. Students explained that they felt more interested, comfortable, and confident when reading texts related to their own culture and daily life. Some students admitted that they usually felt anxious or afraid during reading activities, particularly when they did not understand unfamiliar topics. However, culturally familiar materials reduced their anxiety and encouraged them to participate more actively in classroom activities.

These findings support the argument proposed by Ottu et al. (2024), who state that learning materials reflecting students' socio-cultural backgrounds can improve learning motivation and classroom engagement. Likewise, Hulu et al. (2024) explain that students become more enthusiastic and motivated when the learning materials are closely connected to their real-life experiences.

The findings of this study also indicate that culturally relevant materials can reduce students' cognitive burden during reading activities. Since students were already familiar with the topic and context of the texts, they could allocate more attention to understanding vocabulary, sentence structures, and specific details within the reading passages. This condition allowed students to comprehend the texts more effectively and participate more confidently in classroom discussions.

Furthermore, students suggested that local wisdom-based materials should be used more frequently in English classes. They believed that such materials were more engaging and easier to understand than conventional reading texts commonly found in textbooks. Some students also recommended introducing key vocabulary before reading activities to support comprehension. This suggestion highlights the importance of vocabulary preparation as a scaffolding strategy in reading instruction. According to Sholihat (2021), vocabulary mastery is one of the key factors influencing students' language proficiency and reading comprehension ability.

From a pedagogical perspective, the findings of this study suggest that English teachers should consider integrating local wisdom into reading materials and classroom instruction. The use of culturally familiar texts not only improves reading comprehension but also increases students' motivation, confidence, and classroom participation. In addition, local wisdom-based instruction supports contextual learning because students are able to connect academic content with their daily experiences and cultural identity.

The findings also contribute to the broader discussion of culturally relevant pedagogy in English language teaching. Culturally relevant teaching emphasizes the importance of connecting learning materials with students' cultural backgrounds in order to create meaningful and inclusive learning experiences. In the context of English as a foreign language, this approach is particularly important because many students often perceive English texts as distant

from their social and cultural realities. By integrating local culture into reading materials, teachers can make English learning more accessible, relatable, and meaningful for students.

Nevertheless, this study has several limitations. First, the study employed a one-group pretest–posttest design without a control group, which limits the ability to make stronger causal conclusions regarding the effectiveness of the treatment. Second, the study involved a relatively small number of participants from only one school, which may limit the generalizability of the findings. Third, the duration of the treatment was relatively short, so the long-term effects of local wisdom-based instruction were not fully examined.

Therefore, future researchers are encouraged to conduct studies involving larger samples, longer treatment periods, and experimental designs that include control groups. Further research may also explore the effectiveness of local wisdom-based materials in improving other English language skills, such as writing, speaking, and listening.

The findings of this study demonstrate that the use of local wisdom-based media and materials can positively support students' reading comprehension, motivation, and engagement in English learning. The integration of culturally relevant content into reading instruction provides meaningful learning experiences and helps students connect English learning with their own cultural identities and everyday lives.

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