# Utilizing Local Wisdom-Based Reading Text to Improve Students' Reading Comprehension of the Second Grade of MAN 1 Baubau

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**ABSTRACT**
*Local wisdom-based reading text as the authentic teaching material overcomes various obstacles of reading comprehension in EFL which activate the students' schemata. This research is about utilization of the local wisdom-based reading text to improve students' reading comprehension. The types of comprehension include identifying main idea, understanding unfamiliar words, identifying text details, and being able to find reference within the text, being able to make inference regarding the text. The research design was pre-experimental study using a sample of 27 students in the second grade of Madrasah Aliyah Negeri 1 Baubau. A pre-test was administrated before intervention and after the same test for the post-test was administered to find out the students' improvement on reading comprehension. The result confirmed that local wisdom-based reading text is an effective tools to empower EFL learners' comprehension. The most prevalent improvement regards familiarity of the lexical items ability in making inference as well as finding out main idea. The students' positive responses that were based on the perception confirmed that local wisdom-based reading text could be encouraged to come up with pedagogical implication applicable for the EFL classroom notably at the second grade of MAN 1 Baubau.*

## 1. Introduction

Reading comprehension is a foundation to students' overall academic success in school. In educational environment, it is crucial thing for students to have a good comprehension in order easily to gain the information such as understanding the learning material to fulfill the purpose of the learning process (Grobe & Stoller, 2002)

The students of second grade of MAN 1 Baubau were lack of skill in comprehending an English reading text, mainly due to the lack of familiarity with the text. They were not able to find out the main idea of the paragraph or text (Fathu Rahman, 2018). Further, the students were passive and irresponsive in learning English as well as the students were not interested in reading an English text (Rahman & Amir, 2019). The English teachers need to apply technique in teaching reading precisely.

In concern with that, the researcher introduced an instruction of the utilization of local wisom reading text. The reason for choosing local wisdom-based reading text as the students' reading material was because it contains knowledge about the local culture of students which actually can promote the students' reading comprehension as it activates the students' schemata, that is, the students' background knowledge and experience (Carlisle & Rice, 2002; Mansyur & Suherman, 2020).

The same topic about reading and schemata has been studied by Al-Salmi (2011). They discussed about the relationship between L2 reading comprehension and schema theory. Their research shows that the ability to understand a text is based on general knowledge of the world and the extent to which it is activated during processing. Saputro, Widodo, dan Rusminto (2014) also conducted the similar research, showing that cultural familiarization to the text has a significant effect since readers are provided with the cultural familiar text. Besides, reading activities can make up for the lack of cultural familiarity. Another research was by Yousef (2014). The result of his study showed that ethnic learners' mean score on reading test with culturally specific contents were significantly different from their mean score on reading test containing different content. Those researches were in line with this current study, that is, they all focused on the

relationship between the students' cultural schemata to their reading comprehension. However, this current research was different from the rest of the studies since this research employed reading text of various cultures from five regions but with the same origin to embody the cultures of the participants coming from different areas.

Therefore, this study aimed to find out the extent to which reading comprehension of the participants can be improved through the instruction and how the students perceived the instruction. In terms of the significance, hopefully this study can enrich the theory of prior knowledge in teaching reading. Practically, this study hopefully can increase practice in teaching reading. Teacher can be easier to help students in reading comprehension.

## 2. Method

The object of this study was students of class IPA 2 of second grade of Madrasah Aliyah Negeri 1 Baubau whose total was of 27 students. The object was taken by random sampling. The object was given treatment under pre-experimental design wih one experimental group. There was a pretest and posttest after the seven meeting treatment of instruction with the utilization of local wisdom reading text. This study had two variables. They were independent and dependent variables. Independent variable was the utilizing of local wisdom-based reading text and dependent variable was students' reading comprehension. This research used three instruments; test, questionnaire, and observation.

The method of this research consisted of opening activity, main activity, and closing activity. Opening activity was used by the researcher to carefully explain instruction and the aim of the learning activity to the students. Main activity ran for 60 minutes each and divided into three phases; pre-reading phase, while-reading phase, and post-reading phase. For the closing activity, the teacher took 15 minutes each to ensure the aim of the learning was achieved and give some feedback. The students were also given chances to tell the difficulties which they are facing during the learning process in the classroom. Tools that were needed to conduct this mehtods were infocus, laptop, dictionary, and material printouts . Despite consisting of three stages which were common in teaching method, the method of this research had novelty in itself, that is to say, post-reading phase was used deliberately to give feedback necessary upon which participants' schemata was built and expanded to be used for the incoming learning.

The procedure of collecting data consisted of several step: 1) administering pre-test of reading to measure the participants' performance in reading comprehension skill before the treatments. The format of pretest based on the form of list of stimulus reading text 2) conducting treatments for 6 meetings for 90 minutes each in which the students were taught by utilizing local wisdom-based reading text. Then, the researcher conducted the three phases of reading model in the class, they are: pre-reading, while-reading and post-reading. After meeting in the class, the researcher put a passage and the participants have to practice that passage through different tasks such as discussion and reading comprehension question 3) administering the post-test to find out whether utilizing local wisdom-based reading text was effective on improving reading comprehension of the students or not 4) conducting observation. Observation was conducted during each meeting in which the researcher the students activities directly in reading class. The researcher collected the data and used observational checklist when observing the participant in natural setting. 5) administering questionnaire. After conducting posttest, the researcher asks the students to answer some questions in the questionnaire to find out students' perceptions.

The data of the research from reading test, questionnaire, and observation was analyzed. Firstly, in reading test, the data were accumulated after providing the test and analyze it quantitatively. The steps in analyzing the data quantitatively were first by analyzing the raw data of pretest and posttest. Second was by converting the score of the students into values and classifying the score of the students.

**Table 1.** Reading Comprehension Score (Nunan, 1991)

| No | Interval Score | Classification |
|----|----------------|----------------|
| 1 | 81 – 100 | Very good |
| 2 | 61 – 80 | Good |
| 3 | 41 – 60 | Fair |
| 4 | 21 – 40 | Poor |
| 5 | 0 – 20 | Very poor |

The questionnaire used in this research was closed questionnaire where the question has alternative answer just choose by respondent. The students cannot give the other answer or response except prepared. The scale used in this questionnaire will use *Likert* Scale.

**Table 2.** Likert Scale For Students' Perception questionnaire (Gay, 2012)

| Positive Statement | |
|---|---|
| **Score** | **Category** |
| 5 | Strongly agree |
| 4 | Agree |
| 3 | Undecided |
| 2 | Disagree |
| 1 | Strongly Disagree |

The total number of questions in the students' perception questionnaire is 10, the highest score was 50 and 10 for lowest one. The interval of students' perception respond on the questionnaire can be seen in the following table as follows:

**Table 3.** Perception Interval Score (Sugiyono, 2008)

| Interval Score | Perception Category |
|---|---|
| 43 – 50 | Very positive |
| 35 – 42 | Positive |
| 27 – 34 | Moderate |
| 19 – 26 | Negative |
| 10 – 18 | Very Negative |

## 3. Results and Discussion

### 3.1. Analysis on students' reading comprehension

The data of this study were analyzed by using SPSS version 25 which consisted of descriptive statistical analysis of the experimental group in pretest and post-test and inferential statistical analysis. The students' score in the pretest was analyzed and classified in five levels, as follows:

**Table 4.** Students' score and classification of experimental group in pretest

| No | Interval Score | Frequency | Percentage | Classification |
|---|---|---|---|---|
| 1 | 81 – 100 | 0 | 0% | Very good |
| 2 | 61 – 80 | 1 | 3.7% | Good |
| 3 | 41 – 60 | 23 | 85.2% | Fair |
| 4 | 21 – 40 | 3 | 11.1% | Poor |
| 5 | 0 – 20 | 0 | 0% | Very poor |
| | Total | **27** | **100%** | |

Based on the category table above, it indicated that there was no student or approximately 0% who obtained the interval with the very good classification, 3.7% who obtained good classification, and 85.2% who obtained fair classification, 11.1% who obtained poor classification, and there was no student who obtained very poor classification.

The classification of the students' score in post-test was presented into five levels as in following table.

**Table 5.** Students' score and classification in posttest

| No | Interval Score | Frequency | Percentage | Classification |
|---|---|---|---|---|
| 1 | 81 – 100 | 2 | 7.4% | Very good |
| 2 | 61 – 80 | 8 | 29.6% | Good |
| 3 | 41 – 60 | 14 | 51.8% | Fair |
| 4 | 21 – 40 | 3 | 11.1% | Poor |
| 5 | 0 – 20 | 0 | 0% | Very poor |
| | Total | **27** | **100%** | |

The table indicated that 7.4% of the students obtained very good classification, 29.6% obtained good classification, 51.8% fair classification, 11.1% poor classification, and there was no student was with very poor classification.

**Table 6.** Mean scores of pretest and posttest

| Test | Mean | Std. Deviation |
|------|------|----------------|
| **Pretest** | 49.7407 | 7.16075 |
| **Posttest** | 62.7037 | 12.17758 |

The table above shows that the mean score in experimental group improved from 34.94 in pretest to 58.15 in post-test. Furthermore, the students' score in control group also improved. The result of the normality test of the data was presented in the following table.

**Table 7.** Normality test of pretest-posttest

| | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Pretest | .197 | 27 | .009 |
| Posttest | .139 | 27 | . 192 |

From the table, we observed that significance in pretest was 0.124 (0.124 > 0.05) and for post-test was 0.211 (0.211 > 0.05). It means that the observed significance of both pretest and post-test were greater than 5 % (0.169 and 0.200 > 0.05). Accordingly, the pretest and the posttest were distributed normally to students in experimental group.

The result of hypotheses testing in this research was presented in the following table.

**Table 8**. The significance value

| Test | Significance value | Level of confidence |
|------|--------------------|--------------------|
| **Pretest-posttest** | 0.001 | 0.05 |

From the table, we showed that the observed significance was 0.001 and it was less than 0.05 (0.001<0.05). Therefore, the alternative hypothesis is accepted and null hypothesis was rejected, which means that there were significance difference in the participants' reading comprehension due to the utilization of the local wisdom reading text.

### 3.2. Analysis on Students' Perception

After giving treatments to the students, questionnaire was distributed to know students' perception toward teaching reading by utilizing local wisdom-based reading text. The data presented in the tables per items as below:

**Statement 1: The way in presenting the material on reading is more interesting by applying utilizing local wisdom-based reading text.**

**Table 9.** Frequency of statement 1

| Perception Category | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| **Strongly Agree** | 10 | 37.0 |
| **Agree** | 12 | 44.4 |
| **Undecided** | 5 | 18.5 |
| **Disagree** | - | - |
| **Strongly Disagree** | - | - |
| **Total** | 27 | 100 |

The table above shows that there were 10 (37%) students who strongly agreed, 12 (44.4%) students who agreed. Meanwhile, there were 5 (18.5%) students who undecided to the statement and none of them classified disagree and strongly disagree. It indicates that the way in presenting material on reading comprehension was interesting to the students by utilizing local wisdom-based reading text.

**Statement 2: I am interested in learning reading, if it utilizes local wisdom-based reading text**

**Table 10.** Frequency of statement 2

| Perception Category | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| **Strongly Agree** | 8 | 29.6 |
| **Agree** | 19 | 70.4 |

| | | |
|---|---|---|
| **Undecided** | - | - |
| **Disagree** | - | - |
| **Strongly Disagree** | - | - |
| **Total** | 27 | 100 |

The table above shows that there were 8 (29.6%) students who strongly agreed, and 19 (70.4%) students who agreed to the statement. Meanwhile, none of them classified undecided, disagree and strongly disagree. It indicates that the utilizing local wisdom based-reading text was interesting.

**Statement 3: I am motivated to know more about reading, if it utilizes local wisdom-based reading text**

**Table 11.** Frequency of statement 3

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 7 | 25.9 |
| Agree | 18 | 66.7 |
| Undecided | 2 | 7.4 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 7 (25.9%) students who strongly agreed, 18 (66.7%) students who agreed and 2 (7.4) who undecided to the statement and none of them classified disagree and strongly disagree. It indicates that utilizing local wisdom based-reading text can motivate the students to know more about reading.

**Statement 4: I feel enjoy in learning reading, if it utilizes local wisdom-based reading text**

**Table 12.** Frequency of statement 4

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 6 | 22.2 |
| Agree | 18 | 66.7 |
| Undecided | 3 | 11.1 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 6 (22.2%) students who strongly agreed, 18 (66.7%) students who agreed to the statement. Meanwhile, there were 3 (11.1%) students who undecided and none of them classified disagree and strongly disagree. It indicates that the students enjoy in learning reading, if it utilizes local wisdom based-reading text

**Statement 5: utilizing local wisdom-based reading text can help me to improve my knowledge about the text**

**Table 13.** Frequency of statement 5

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 7 | 25.9 |
| Agree | 18 | 66.7 |
| Undecided | 2 | 7.4 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 7 (25.9%) students who strongly agreed and 18 (66.7%) students who agreed. Meanwhile, there were 2 (7.4) students who undecided and none of them classified disagree and strongly disagree with the statement. It indicates that the utilizing local wisdom-based reading text can help the students to improve their knowledge about the text.

**Statement 6: Utilizing local wisdom-based reading text can create the classroom to be more active and fun in learning reading**

**Table 14.** Frequency of statement 6

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 7 | 25.9 |
| Agree | 17 | 63.0 |
| Undecided | 2 | 7.4 |
| Disagree | 1 | 3.7 |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 7 (25.9%) students who strongly agreed, and 17 (63.0%) students who agreed to the statement. Meanwhile, there were 2 (7.4) students who undecided, 1 (3.7) students who disagree and none of them classified strongly disagree with the statement. It indicates that Utilizing local wisdom-based reading text can create the classroom to be more active and fun in learning reading.

**Statement 7: I can be easy to understand reading text, if it utilizes local wisdom-based reading text**

**Table 15.** Frequency of statement 6

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 3 | 11.1 |
| Agree | 18 | 66.7 |
| Undecided | 6 | 22.2 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 3 (11.1%) students who strongly agreed and 18 (66.7%) students who agreed. Meanwhile, there were 6 (22.2%) who undecided and none of them classified disagree and strongly disagree with the statement. It indicated that the students could be easy to understand the reading text, if it utilizes local wisdom-based reading text.

**Statement 8: Local wisdom based reading text can facilitate me to comprehend the reading text faster**

**Table 16.** Frequency of statement 7

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 6 | 22.2 |
| Agree | 18 | 66.7 |
| Undecided | 3 | 11.1 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 6 (22.2%) students who strongly agreed, and 18 (66.7%) students who agreed to the statement. Meanwhile, there were 3 (11.1%) who undecided and none of them classified disagree and strongly disagree. It indicates that local wisdom based reading text can facilitate the students to comprehend the reading text faster.

**Statement 9: Utilize local wisdom-based reading text can help me to recognize the author's intend in a reading text in learning reading.**

**Table 17.** Frequency of statement 9

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 7 | 25.9 |
| Agree | 18 | 66.7 |
| Undecided | 2 | 7.4 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 7 (25.9%) students who strongly agreed, and 18 (66.7%) students who agreed to the statement. Meanwhile, there were 2 (7.4) students who undecided and none of them classified disagree and strongly disagree with the statement. It indicates that the utilization local wisdom-based reading text can help the students to recognize the author's intent in a reading text in learning reading.

**Statement 10: Utilizing local wisdom-based reading text can make predict the content of the text based on the topic of reading text**

**Table 18.** Frequency of statement 10

| Perception Category | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 6 | 22.2 |
| Agree | 19 | 70.4 |
| Undecided | 2 | 7.4 |
| Disagree | - | - |
| Strongly Disagree | - | - |
| Total | 27 | 100 |

The table above shows that there were 6 (22.2%) students who strongly agreed, and 19 (70.4%) students who agreed. Besides, there were 2 (7.4%) students who undecided to the statement and none of them classified disagree and strongly disagree with the statement. Based on that, it indicates that the utilization local wisdom-based reading text can make predict the content of the text based on the topic of reading text.

## 4. Discussions

### 4.1. The extent to which utilizing local wisdom-based reading text contributed on students' reading comprehension

As observed in the result of this research, the exent of reading comprehension of the participants through the utilization of local wisdom reading texts was improved. This improvement was shown by three indicators. They were the increasing of the lowest and highest scores from pretest to posttest, the increasing of mean scores of pretest and posttest and the increasing of classification of the participants' reading comprehension.

Through the conduction of thorough analyses, it was revealed that the such improvement on the participants' comprehension were made possible because of some of the aspects of reading, as asserted by Nuttal (1982) and used in the study, were also improved. Those aspects were the understanding of vocabulary, references, and main idea. Thus, the improvement as observed in this study consists of three reasons, namely, the increasing understanding of vocabulary and the increasing ability to find out main ideas. The elaboration of these three reasons is as follows:

### 4.1.1. The increasing understanding of vocabularies

Out of the three aspects, the participants was best to show improvement on understanding the vocabulary. The increasing number of the questions correctly answered by the participants was very noticable. Out of the thirty questions, six of them which were the questions of understanding vocabulary. In the pretest, the number of the students answering each question of vocabulary correctly was respectively in total of nine, eleven, fifteen, eight, and ten students. In the posttest, the corresponding question was correctly answered by a total of students of respectively twelve, twelve, twenty, eleven, and fifteen students. Thus, the number of the students who could correctly answer each question of questions

increased around half of the total. The increased understanding of vocabulary was very basic in the participants' reading comprehension as vocabulary was the building block upon which further understanding of aspects of reading was built (Mickulecky & Jeffries, 1996).

Such improvement on vocabulary understanding happens for a reason that is very underlying in this research, that is, there is a frequent activation of the participants' schemata during the reading to understand the meaning of unknown words. As noticed, there is a great deal presentation of words that the participants are familiar with in the material texts as well as the tests, in which the words are connected with beliefs and legends or usually used to carry out cultural traditions in the five regions where the participants come from. Those cultural words can be related to traditional events, places, characters, and goods about culture in the participants' regions.

For example, in the text about Wolio, we can find some of the cultural words in the text, such as ***haroa, baca do'a, posuo, dole-dole***, and ***syukuran***. In the text about Wakatobi, we can find cultural words like ***mia pande, kampote, Mount Tindoi***, and ***sarong***. In the text of Cia-cia, there are words like ***adat, Lapandewa, ombo, Wahankami, maa'taa***, and ***maa'cia.*** In the text of Kulisusi, we can see words like ***pekocuaano sangia*** and ***gaba-gaba***, and that of Wawonii, we can find words like ***Tamburano***.

The presentation as such activates the participants' background knowledge and experiences or shemata of the familiar words and connect them with the new vocabularies that the participants were not familiar with while reading the text, particularly for words around those cultural words. For examples, in a material from Wakatobi, there is the mention of ***mia pande*** after the mention of '***skilled shamans***' in a sentence that reads, ***"Skilled shamans (mia pande, clever person in Tukang Besi) can interact with this world to combat the effects of spirit..."*** *Mia pande* that means a person clever at spiritual things is a cultural phrase in the participants' region.

By the presentation of these words, the participants' background knowledge or experiences, particularly related to linguistic and content schemata, are activateted to understand the meaning of some of the familiar words around ***mia pande,*** such as ***shaman***. The content schemata of the students, thus, activately searches into the participants' long term memory and retrieve from it the meaning of ***mia pande***.

At the same time, the linguistic schemata of the participants which refers to readers' existing language proficiency in vocabulary, grammar and idioms (Al Sahmi, 2011; Fathu Rahman, 2017) is also activated in terms of recognizing some of the general familiar words which are not culturally bound to theirs, such as words of ***skilled, interact, effect***, and ***spirit.*** By doing this, the participants are able to understand the meaning of shaman, that is, dukun. Furthermore, the visualization of what a mia pande or shaman particularily does or is well-known to do, the participants may as well understand the meaning of ***combat***, that is, ***melawan***. Thus, we can see that the activation of schemata serves as a strategy to improve comprehension.

### 4.1.2. The increasing ability to find out main ideas

The understanding of the main idea in the test improved significantly as the influence of the inceasing understanding of vocabularies. A main idea is the most fundamental part of a paragraph; that is, what a paragraph talks about (Goodman, 1967). To understand main idea requires an adequate understanding of the vocabularies that make up the paragraph. Many root It applies for all types of main ideas' location, eitheir in the first or in the last sentence of a paragraph, as there is no way to say that the main idea is in the first or in the last if the participants have no knowledge of what the sentences in question say about. The need of understanding vocabulary to find out main ideas is even particularly truer for the type of main idea that is implied within the whole paragraph (Rahman & Weda, 2018).

The presentation of traditional words of the participants' culture in the text and which is combined with other general cultural words that the participants are familiar or have known help the participants decode many unfamiliar words, starting with the words where the familiar words are around. As consequences, it will affect the understanding of the whole sentence in which the newly known words are found. This will in turn affect that of the next sentences. Thus, this chain of reaction derived from understanding the meaning of words facilitate the participants to find out the main idea.

As in this case of this research, there were two questions in the test that were concerned with the finding of the main ideas of a paragraph. The number of the students who could correctly answer the first question main ideas increased from a total of 11 participants in the pretest to become a total of 24 participants in the posttest. Furthermore, in the second question, the number of the students who could correctly asnwer the question in the pretest was 9 participants which showed an increase of 13 participants to be a total of 23 participants in the posttest. Such increasing understanding of main ideas improves the participants' comprehension in reading (Pang, Muaka, Bernhardt, & Kamil, (2003).

### 4.2. The students' perception toward the utilizing of local wisdom-based reading text.

The students' perception towards the utilization of local wisdom-based reading text was derived from the result of data analysis from the questionnaire. The questionnaire itself which consisted of ten questions was developed based on three indicators in which each indicator was connected with the activation of the participants' schemata to see the connection between the activation of the participants' schemata and the improvement of reading comprehension through the utilization of the local wisdom reading text as the participants perceived it. The indicators of the participants' perception are elaborated as follows:

### 4.2.1. The content of the material is interesting

The materials in the local wisdom reading text consist of a compilation of expository cultural beliefs and legends from five different regions of Buton; Wolio, Wakatobi, Cia-cia, Kulisusu, and Wawonii. It arises the participants' interest in learning the materials because it gives the participants to acknowledge commonality and learn differences in cultures. As all the participants come from the regions of the former Buton Sultanate, that is, Wolio, Wakatobi, Cia-cia, Kulisusu, and Wawonii, they share a lot in common in their culture, for example **haro'a.** But, the fact that they live in different regions bears significances that they certainly have particular differences either in the kind or the specification of the beliefs and legends they have particularly concerning with the rites that they need to perform.

For example, as we can see from the text, in Wolio, from one region, for instance, Wolio, can learn the cultures from Wawonii.

### 4.2.2. The material is authentic

The book under the title, "The Misteries of the Islands of Buton" is a book that is written as a source of information for those who may come to Buton or are interested in finding out more about Buton and its historical cultures. It is indeed not purposely written for pedagogy. The advantages that can be offered from such authentic materials, which many of authentic materials may lack, is then enormous. One way whose effects is within the range of interest of this research is as it offers abundant opportunities for real-life communnication, the type of which native speakers have in their interaction.

For examples, in the text of Wolio, we find words *get things done* which is the natural way of saying doing and completing tasks; *pay the leader discreetly* , which means that the leader of a ceremony is paid with sum amount of money that is proper, but rather than not shown very much in the public. Sometimes, the payment is given while the principal man who has interests in the ceremony shakes hand with the leader, in which the money is conclead in an envelope or put inside the golden brass. But, such way of payment is actually known, understood, and accepted by the society. That is why, instead of using the word, *secretly*, the correct word for that is *discreeetly*. The third example is the use of *brass stand* to refer to one of the articles that is required present in certain big haro'a like Maulid, which means "*kaki talang*". Instead of using "tray foot", the participants have now known that the correct phrase is *brass stand*.

As we can see , compared to accuracy and fluency, naturalness is the most challenging level of learning English, as it requires not only the our utterances are accurate or the way we utter them is fluent, but also they need to suit the context and more to icomply with what the native speakers will naturally use. Such real-life aunthentic use of English will teach the participants or the readers in general some of the words or phrases that they may encounter or are expected to use themselves during communication with natives. More importantly, however, the participants may find themselves being more motivated to learn English studiously and in turn step up their English to be a natural speaker.

### 4.2.3. The structure of the material is interactive

The materials were presented in a strucutre that allows more real interaction between the writer and the readers. In addition to the compliance with the generic structure of expository texts, which consists of thesis, arguments, and reiteration, the writer varied his ways of telling the events to the readers. It is interesting to see as the stories of the texts unfolded, we notice a couple of times that during the texts, the writer got his readers involved by posting some of argumentative questions and also told them his personal experiences.

Besides, we find out in the texts that the readers invited his readers by throwing out questions like, "How is someone supposed to work and get anything done if they are fasting for 30 days? In other parts, the writer also told his readers his own experiences like as we can find in Wolio text, the writer said, "After diving in this case, several times, I was peppered with the questions about whether I saw furniture or other signs of human life beneath the water. They also asked if I saw a large, golden shrimp. Thus, the way of the stories told is richer which contributed to the students' positive perception.

### 4.2.4. The utilization of the local wisdom reading text makes the participants more willing to learn

The utilization of local wisdom can encourage the participants' willingness to read, obviously due to the presentation of the aspect of familiary that the contents of the texts bear so as to prompt ease and comfort on the part of the participants while learning. It is important to first put the participants at ease, otherwise they may get anxious that will impede their learning processes. As the participants are familiar with what they learn or where the participants are given chances to utilize their schemata, the bars of inhibitors inside the mentality of the participants were lower. Thus, it engages the participants to get more focus and are motivated to take up challenges.

### 5. Conclusion

This study investigated the contribution of utilizing local wisdom-based reading text to improve students' reading comprehension and assessed their perception toward its implementation as well. Therefore, based on the findings and, the researcher concludes that: a) The utilization of local-wisdom reading text can significantily improve the students' reading comprehension with the lowest and highest scores were increased from 30.00 in pretest to 37.00 in posttest for the lowest score and from 63.00 in pretest – 83.00 in posttest for the highest score and the mean scores were also increased; respectively from 42.74 in pretest to 62.70 in posttest, with the significant values was less than 0.05. The classification of the participants' reading comprehension was then improved from fair classification in the pretest to good classification in the posttest. The improvement of the students' reading comprehension was affected by the increasing understanding of vocabulary as many of cultural words tht the participants were familiar with were presented during the texts and the increasing ability to find out main ideas; b) Students' perception showed positive responses towards the utilization of local wisdom reading text. The students' positive responses towards such an application were caused by four reasons; first, the material content is interesting; second, the materials are authentic; third, the structure of the presentation of the material is more interactive, and fourth, it increases the students' willingness to read.

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