

The Role of Local Folklores in Students' Reading Comprehension

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Abstract

This paper aims to the role of local folklores in students' reading comprehension. This paper is expected to be used as guidance by English teacher in teaching and learning, especially to improve students' reading comprehension. The topic being discussed in this paper are limited only to the role of local folklores in students' reading comprehension. Researches showed that local folklores improving students reading comprehension, also using local folklore can be an effective way to engage students and help them develop their reading comprehension skills. By using stories and legends that are familiar to students, teachers can help them connect with the material and develop a deeper understanding of the narrative. Additionally, local folklore can provide a window into the culture and traditions of the community, helping students develop a sense of pride and appreciation for their heritage. This can further motivate them to learn and improve their reading skills. However, it's important to note that the effectiveness of using local folklore will depend on the specific context and the quality of the instructional design. Teachers need to carefully select appropriate materials and design activities that align with the learning objectives and meet the needs of their students. In conclusion, the use of local folklore can be a valuable tool for improving students' ability in reading comprehension.

Keywords: *Local Folklores, Reading comprehension, overview*

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INTRODUCTION

In Learning English, there are four basic skills, one of them is Reading skill. According to Nuriati et al. (2015), reading is one approach to communicate in writing; it takes understanding and comprehension to draw conclusions from the text. Every person should be able to read fluently. It is a highly vital talent. According to Jia and Liang (2017), reading is a process that the reader uses to learn the message that the writer is trying to express through written language. A person's daily existence will progressively come to depend on their ability to read. In addition, reading is described as a process utilized by readers to understand the author's message (Mendelman, 207). Effective reading tactics also help readers evaluate their comprehension processes and change their reading style to help.

To get information from a reading, or understand a reading To get information from a reading, or understand a reading well, it depends on the content of the reading material. Usually people will like to read if the material read is familiar to our ears. There are some things that make student can read excited and Anthusiast. One of them is how the teacher designs the material to attract students' attention. In this research the researcher focuses on

how the influence of use Local folklore to students reading comprehension. Based on one of the teaching objectives, students must master four main skills in English, namely, reading, writing, speaking and listening. In addition, teachers must master these fields in order to be studied in teaching and learning activities in class. Reading is one of the important activities in English, Because almost every lesson will begin with reading, but unfortunately, not a few of the students are less interested in reading.

Reading ability depends on the type of of text read. One type of reading material is folklore. Folklore readings are more often found in narrative texts. As folklore is typically shared and passed down from generation to generation, it can be thought of as a type of communal culture. As outlined in the folklore study's historical context. In modern study, folklore studies are distinctive in their focus on discuss about the use of local folklore to students' reading comprehension. In learning a narrative text, the students may read materials in local culture context that is close to students' life. Readers may comprehend text easily on familiar topics but are less successful at comprehending texts on unfamiliar topics (Creswell, 2012).

There are some classical problem related to teaching treading narrative text, some of them are because students uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty understanding the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Due to the lack of learning sources, the teachers usually rely merely on the workbooks provided by the school to teach their students the reading skills (Rinardi, Ikhsabudin, & Regina, 2019). Also, the reading materials in the textbook were not interesting to them because the stories often came from other province, and the reading texts were not appropriate to the student's background knowledge. The insertion of local wisdom was not found in the narrative reading materials (Mulyati & Soetopo, 2017). Hence, it was difficult for the students to comprehend the text. The students also could not comprehend the detailed information, find the meaning of many words, and draw conclusion about the moral values of narrative text. Those are the reasons why students cannot comprehend the text well (Nurmia, Apriliaswati, & Susilawati, 2016). Kamil, Komariah, & Yuliana (2017) found out the problems faced by the students which indicated that they were stillconfused about the plot of local folklore and the Legend of Splatted Stone comic. They tended to answer the questions based on their feelings. They still faced difficulties in finding out the main idea, finding implicit and explicit information, and identifying the generic structure and language features of the text.

By the explanation above, the topic being discussed in this paper are limited only to The Role of Local Folklore to Students' Reading Comprehension.

LITERATURE REVIEW

Folklore

Folklore is traditional customs and folklore passed down from generation to generation, but not recorded. Folklore is essentially a form of collective culture because generally folklore is spread and passed down from generation to generation. As described in the background of the study of folklore. Folklore studies are unique in modern scholarship in their emphasis on expressive behavior that is variously described as local, vernacular, traditional, and the like, and which involves symbols; verbal, visual, musical, and kinetic communications; and belief, history, and imagination, all of which necessitate description,

interpretation, and analysis (Ben-Amos, 2018).

Prahara (According to Prahara (2021), folklore is a scientific subfield that analyzes and explores culture. Folklore was also cited by Buterbaugh (2018) as a fundamental manifestation of human culture that is susceptible to comparable fundamental alteration depending on the situation. And Folklore can be a collective product of the so-called "folk," or it can be a consumable. Resource that fuels the growth of the tourism industry, definitions evolving along the way every country have their own folklore,pp also with Indonesia. Indonesia with a total of 38 provinces have various folklore. Meanwhile, to Brunvard (Danandjaja, 1997, p.21) folklore is categorized into three types, namely:

1. Oral folklore (verbal folklore)
For example: fairy tales, myths, anecdotes, legends, rhymes, poems
2. Partly verbal folklore
For example: Usually in the form of a game
3. Non verbal folklore (non-verbal folklore)
For example: clothing, food and drink known by the people of Maluku is "Batu Badaong".

Maluku which is part of Indonesia also has a variety of folklore. Folklore inherited from the ancestors of the Maluku people. One of the Maluku folklore that is very well the inheritance of folklore from the Ancestors to the present generation makes folklore always be remembered. Even some folklore is taken to be material in the learning process. Learning using folklore is often used in teaching narrative texts.

The Importance of Folklore in Education

Folklore plays a significant role in education for several reasons, enriching the learning experience and contributing to the holistic development of students. Here are some key points highlighting the importance of folklore in education:

1. Preservation of Cultural Heritage:

Folklore embodies the cultural heritage of a community, including its traditions, beliefs, customs, and values. Integrating folklore into education ensures that this rich cultural heritage is preserved and passed down to future generations. It helps students connect with their roots, fostering a sense of identity and pride in their cultural background.

2. Promotion of Cultural Diversity and Understanding:

Folklore represents the diversity of cultures around the world. Studying folklore exposes students to different cultural perspectives, beliefs, and practices, promoting tolerance and understanding among diverse communities. It nurtures a sense of global citizenship and helps students appreciate the richness of human cultural expression.

3. Development of Language and Communication Skills:

Folktales, legends, and oral traditions are excellent sources for language learning. They expose students to rich vocabulary, idiomatic expressions, and linguistic nuances. Analyzing and retelling folk stories enhance language comprehension, communication skills, and vocabulary acquisition. Additionally, folklore provides context for studying language evolution and historical linguistic variations.

4. Enhancement of Critical Thinking and Analytical Skills:

Folklore often presents complex moral and ethical dilemmas within its narratives. Analyzing folk stories encourages students to think critically, consider different viewpoints, and evaluate the consequences of characters' actions. This process enhances analytical and problem-solving skills, teaching students to make reasoned judgments and think deeply about societal issues.

5. Encouragement of Creativity and Imagination:

Folklore is inherently imaginative and creative, filled with mythical creatures, magical elements, and heroic adventures. Exploring folk narratives sparks the imagination of students, encouraging them to create their own stories, artwork, and performances inspired by folklore. This creative engagement fosters innovation, originality, and artistic expression.

6. Promotion of Moral and Ethical Values:

Folktales often convey moral lessons and ethical principles. By studying these stories, students learn valuable life lessons about kindness, honesty, courage, and empathy. Folklore serves as a repository of cultural wisdom, teaching ethical values in a context that is engaging and relatable to students, thus shaping their character and moral compass.

7. Integration of Interdisciplinary Learning:

Folklore is interdisciplinary, encompassing aspects of history, anthropology, sociology, literature, and art. Incorporating folklore into education allows for the integration of various subjects, providing a holistic understanding of culture and society. This interdisciplinary approach enhances students' overall knowledge and critical thinking abilities.

8. Fostering Community Engagement:

Folklore often has strong ties to local communities. Involving students in studying local folk traditions can foster a sense of community engagement and social responsibility. Students can actively participate in community events, interviews with local storytellers, or preservation efforts, promoting a sense of pride and connection to their community's cultural heritage.

Definition of Reading

Reading can be defined as a complex cognitive process of decoding symbols to derive meaning. It involves using knowledge, context, and prior experiences to understand written or printed texts. cognitive and metacognitive strategies. According to Harris & Sipay (2018) state that reading is the result of an interaction between the perception of graphic symbols that represent language skills and world knowledge. Meanwhile, From Kristin and Leah (2010) explanation, reading can be achieved when a reader is able to obtain some information from the written text. Reading is a dynamic skill that changes depending on the purpose of the reading and the text at hand. Reading comprehension necessitates the reader's prior knowledge as well as cognitive and metacognitive strategies

The perception also come from Jhonson et.al, (1980) that state reading is defined as the understanding, evaluating, and utilizing of information gained through interaction between reader and author. Klinger (2007) defines reading comprehension is a complex process involving the interaction of numerous components. Readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types are among these components. When reading a printed text, these components interact with one another. When inference appears in those interactions, readers struggle with reading comprehension. In addition, Rupley (2005) identifies the components of comprehension:

Remembering word meanings (vocabulary knowledge), inferences drawn from content, following a passage's structure, and recognizing the purpose, attitude, tone, and mood of a writer.

According to literacy experts, reading is not just a basic skill, but an essential tool for learning, communication, and personal growth. It involves multiple components such as phonics, vocabulary, comprehension, and fluency, which must be integrated to achieve proficiency. Effective reading requires automaticity and conscious effort, as well as an ability to adapt to different texts, genres, and purposes.

Thorndike in Nurhadi (2000:13) argues that reading is process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out. Reading comprehension refers to the ability to understand and make sense of written text. It involves not only decoding the words on the page but also grasping the meaning, intent, and implications of the content. Effective reading comprehension requires several skills working together:

1. **Vocabulary Knowledge:** A strong vocabulary helps you understand the meanings of words and phrases in the text, which is crucial for grasping the overall message.
2. **Text Structure Awareness:** Recognizing the organization of the text, such as headings, subheadings, paragraphs, and transitions, helps you follow the author's logical flow of ideas.
3. **Inference:** Drawing logical conclusions and making educated guesses based on the information provided in the text and your background knowledge.
4. **Main Idea Identification:** Identifying the central point or theme of a passage helps you understand the primary focus and purpose of the text.
5. **Supporting Details:** Recognizing the details that back up or provide evidence for the main ideas helps build a comprehensive understanding.
6. **Context Clues:** Using the surrounding words and sentences to decipher the meaning of unfamiliar words or phrases.
7. **Critical Thinking:** Analyzing the text's arguments, evaluating its credibility, and considering different perspectives on the subject.
8. **Summarization:** Condensing the key points of the text into a concise summary helps solidify your understanding of the material.
9. **Personal Connection:** Relating the text to your own experiences, knowledge, or opinions can deepen your engagement and comprehension.

Improving reading comprehension involves practicing these skills and strategies regularly. Reading a variety of materials, from fiction to nonfiction, and engaging actively with the text through note-taking, questioning, and reflection can help enhance your ability to comprehend and interpret what you read.

The Types of Reading

According to Kavcar and Oğuzkan (1999: 23) texts types are species that take place in literature and writings that have literary value. texts take place In Turkish Subject curriculum and textbooks prepared in accordance with these curricula were classified as poetry, informative and narrative texts. Informative text, is the text of which function is to submit information and messages can be used in real life situation and be actualized (Özdemir, 1983: 36). Narrative texts, are life quality texts that improves life more than knowledge (Güneş, 2002: 88). Both the narrative and descriptive text has a hierarchical structure. There are definition, rank, ranking, cause-effect relationships, problem / solution, and comparison among the basic structural patterns (Hall; Sabey and McClellan, 2005: 211).

There are several types of reading, including:

1. Skimming: Skimming is a reading technique where you quickly glance through a text to get a general overview of its content without reading every word. When skimming, you focus on headings, subheadings, keywords, and any highlighted or emphasized text. The goal is to grasp the main ideas, structure, and tone of the text without delving into all the details. Skimming is often used to decide whether a text is worth reading more thoroughly or to quickly review material you're already familiar with.

2. Scanning: Scanning is a reading technique used to quickly locate specific information within a text. Instead of reading the entire text, you scan by looking for keywords, phrases, numbers, or other specific elements that are relevant to your search. Scanning involves moving your eyes rapidly over the text while keeping your focus on the information you're seeking. This technique is particularly useful when you need to find specific details, such as names, dates, addresses, or statistics, in a text without reading it from start to finish.

3. Intensive Reading: Intensive reading is a focused and detailed approach to reading where the primary goal is to thoroughly understand and analyze the content of a text. In intensive reading, readers take their time to read carefully, paying close attention to every word, sentence structure, and detail. This type of reading is often used for studying complex or challenging material, such as academic texts, literature, or technical documents.

Intensive reading involves taking notes, highlighting key points, and asking questions to enhance comprehension. It's about extracting deeper meaning from the text, understanding the author's arguments, and evaluating the evidence and ideas presented. This type of reading is beneficial for gaining a comprehensive understanding of the subject matter and is commonly used in academic and critical reading contexts.

4. Extensive reading is a reading approach that focuses on reading larger amounts of material with the primary goal of improving reading fluency, building vocabulary, and developing a general understanding of the language or subject matter. In extensive reading, the emphasis is on reading for pleasure and enjoyment, rather than analyzing every detail.

Readers engage in extensive reading by selecting materials that are slightly below their current reading level, allowing them to read comfortably and quickly without constantly referring to a dictionary. This type of reading helps improve overall language skills, comprehension, and the ability to understand context from surrounding words and phrases. Extensive reading is often used to build a strong foundation in language learning and to develop a habit of reading regularly. It can include reading novels, newspapers, magazines, online articles, and other materials that interest the reader.

5. **Critical Reading:** Critical reading is an advanced reading skill that involves analyzing and evaluating a text in a thoughtful and systematic manner. The goal of critical reading is to go beyond simply understanding the content of a text and to assess the text's arguments, assumptions, evidence, and overall credibility. Critical readers engage in active questioning, reasoning, and reflection to form their own judgments about the material they are reading.

Key elements of critical reading include:

1. **Analyzing Arguments:** Identifying the main argument and supporting points made by the author, as well as any underlying assumptions.
2. **Evaluating Evidence:** Assessing the quality and relevance of the evidence provided by the author to support their claims.
3. **Considering Perspective:** Recognizing the author's point of view and considering how it might influence the way the information is presented.
4. **Detecting Bias:** Being aware of potential bias or manipulation in the text and considering how it might affect the reader's interpretation.
5. **Engaging with Contradictions:** Noting inconsistencies, contradictions, or gaps in the author's reasoning or information.
6. **Making Informed Judgments:** Forming well-reasoned opinions about the text's strengths, weaknesses, and overall validity.
7. **Critical reading is often employed in academic and scholarly contexts, as well as in situations where it's important to thoroughly understand and evaluate the information presented, such as when making decisions based on information from various sources.**
8. **Academic Reading:** This involves reading academic texts, such as research papers or scholarly articles, and using critical thinking skills to understand and analyze the content.
9. **Active Reading:** Active reading is an approach to reading that involves engaging with the text in a dynamic and purposeful way. Instead of passively absorbing the information, active readers interact with the material by employing various strategies to enhance comprehension, retention, and critical thinking. Here are some key aspects of active reading:
10. **Annotation:** Underlining, highlighting, or taking notes directly in the margins of the text to mark important points, key concepts, questions, and reactions.
11. **Asking Questions:** Formulating questions about the material as you read, seeking answers in the text, and generating new questions based on your understanding.
12. **Predicting:** Anticipating what might come next in the text, making educated guesses about the author's arguments or developments in the content
Summarizing: Periodically summarizing the main points or ideas in your own words to reinforce understanding and retention.
13. **Visualizing:** Creating mental images or diagrams to help visualize complex concepts or relationships presented in the text.

14. Reflecting: Pausing at intervals to reflect on what you've read, considering how it relates to your own experiences, opinions, or prior knowledge.
15. Connecting: Making connections between the text and other materials, personal experiences, or real-world situations
16. Responding: Expressing your reactions, opinions, and interpretations of the text through writing or discussion.
17. Active reading encourages deeper engagement with the material, promotes critical thinking skills, and improves overall comprehension. It's particularly useful for studying complex subjects, preparing for discussions, and retaining information for the long term.

The Use of Local Folklore to Students Reading Comprehension

The utilization of local folklore in enhancing students' reading skills has demonstrated numerous advantages, benefiting both teachers and students alike. This approach is not only effective but also culturally enriching. Here's a breakdown of how incorporating local folklore can enhance students' reading skills:

Improved Motivation and Engagement: Research conducted by Segni and Davidson (2016) highlights that the integration of local culture, such as folklore, into the curriculum can significantly boost students' motivation and engagement in the learning process. When students can relate to the content on a cultural level, they are more likely to be interested and involved in reading activities.

Enhanced Interaction: Local folklore can serve as a catalyst for interaction among students. In a classroom setting, sharing and discussing these stories can promote lively discussions, enabling students to exchange ideas, express opinions, and engage in meaningful conversations (Segni and Davidson: 2016).

Language Familiarity: Using local folklore, as noted by MC Kay (2000), can motivate students to better understand the language. When students are exposed to content that resonates with their cultural background, they find it easier to grasp linguistic nuances, idiomatic expressions, and vocabulary, leading to improved reading comprehension.

Stimulated Interest: Yusuf Onyi (2017) observed that incorporating folktales into reading instruction stimulates students' interest in the reading class. Folktales often contain elements of suspense, mystery, and cultural relevance, which captivate students' attention and encourage them to read more actively.

Increased Self-Confidence: Utilizing folktales can boost students' self-confidence. By successfully comprehending and discussing familiar stories, students develop a sense of accomplishment, which, in turn, enhances their confidence in their reading abilities (Yusuf, 2017).

Active Participation: Yusuf Onyi's research also found that incorporating folktales can make even less academically inclined students more active in the reading class. The engaging and relatable nature of folklore can draw in students who might otherwise be disinterested or passive in reading activities.

Effective Narrative Text Creation: Folklore, particularly local legends, can serve as excellent source material for teaching students how to create narrative texts. As Febriani et al. (2016) suggest, legends can provide valuable examples for structuring and crafting

engaging narrative content.

Cultural Relevance: Local legend stories, as highlighted by Ridwan et al. (2014), are inherently familiar to learners, making it easier for them to connect with and understand the text. This cultural relevance can bridge the gap between the learners' experiences and the reading material, making comprehension more accessible.

In summary, the incorporation of local folklore, including folktales and legends, into the teaching of reading skills offers a multitude of benefits. It boosts motivation, engagement, and interaction among students, while also enhancing their language comprehension, self-confidence, and participation. Furthermore, it provides a culturally relevant and effective way to teach narrative text creation. Overall, using local folklore enriches the learning experience and fosters a deeper connection between students and the content they are reading.

More over Dundes (1965) identifies four primary functions of folklore

1. Function of folklore is that it serves as a form of amusement or entertainment.
2. The role it plays in validating culture.
3. Folklore is founding the role that it plays in education.
4. Consist in maintaining the stability of culture.

Based on the Dundes (1965) opinions above can see that folklore can influence to students reading comprehension because Local folklore can be a valuable source of inspiration and material for narrative texts such as stories, novels, and films. Folklore refers to the traditional stories, beliefs, and customs of a particular community or culture, passed down from generation to generation through oral or written means.

Reading local folklore can provide writers with a wealth of ideas, characters, and settings for their stories. Folklore often contains themes and motifs that are universal and timeless, such as love, death, betrayal, and redemption. By drawing on these elements, writers can create narratives that resonate with readers on a deep emotional level.

Furthermore, local folklore can help writers capture the unique flavor and texture of a particular place or culture. By incorporating local legends, myths, and traditions into their stories, writers can bring a sense of authenticity and richness to their work. This can be particularly effective in creating a sense of place, which is essential in many types of narrative texts.

However, it is important to be respectful and mindful of the cultural origins of the folklore being used. Writers should do their research to ensure that they are representing the traditions and beliefs of the culture accurately and sensitively. Additionally, it is important to acknowledge the source of the folklore in any published work and to avoid appropriating or exploiting cultural heritage for personal gain.

In summary, the use of local folklore in narrative texts can provide writers with a rich source of inspiration and material. However, it is important to approach this material with respect and sensitivity, and to use it in a way that honors the cultural traditions from which it originates.

Maluku is a province very rich in traditions and historical stories handed down from our ancestors. In ancient times, these stories were usually used for children's bedtime, storytelling, relaxing with family, etc. Subconsciously, all the values contained in the story were input by the listener, Understood. In particular, children who are actually developing

need to be filled with positive values that they can later appreciate in their future lives.

Teaching values can not only be done within the framework of formal education, but effective ways of informing and teaching children about noble values are less formal, but still entertaining. Through my family it's a very unfortunate fact that we rarely see shows like it used to, due to the influence of an era in which every second was constantly provided with technological sophistication that was sure to grab the attention of children and younger generations. Of course, it is important for all of us to see that oral tradition is slowly disappearing and endangered.

Maluku is known as the Kingdom of Kings, spread over 11 counties/cities, and has a lot of folklore like legends, myths, or historical tales, not just meaningless tales, but these. These stories are very important cultural gateways to get to know young people. From the stories told, we can learn about the history, culture, ways of thinking, the struggles of the ancient peoples of the past with the principles of life, the lessons they brought, and the behaviors taught at the time of those values.

Maluku's history is documented in many folktales. Stories explain history and introduce people's culture. Through folklore, children learn not only about the values, but also about the culture of the society that makes up the Moluccan identity. Examples of Maluku folklore that mostly known are Batu Badaong, Nenek Luhu, and Buaya Tembaga.

Integrating local folklore into students' reading comprehension can be a valuable educational strategy. It can foster cultural appreciation, deepened language understanding, and engage students with familiar narratives. By connecting reading material to their cultural context, students may find it easier to relate to and comprehend the content. This approach also promotes critical thinking as students analyze cultural nuances, themes, and symbols embedded in these stories. However, its success depends on thoughtful selection of folklore and effective teaching methods to ensure optimal learning outcomes.

The Differences Between Local Folklore, National Folklore, and International Folklore

Local folklore encompasses the traditions, myths, legends, superstitions, songs, dances, and other cultural expressions unique to a specific region or community. It often reflects the history, geography, beliefs, and values of the people who inhabit that area. Local folklore can include tales of local heroes, supernatural beings, traditional crafts, rituals, and festivals that have been passed down orally through generations. It plays a significant role in shaping the identity and sense of belonging of communities around the world.

National folklore refers to the collective cultural heritage shared by the people of a specific nation or country. It includes myths, legends, stories, music, dance, art, rituals, and customs that are characteristic of that nation's history, traditions, and identity. National folklore often reflects a country's unique cultural diversity, historical events, religious beliefs, and societal values. It serves as a means of preserving and transmitting the cultural heritage from one generation to another, fostering a sense of national pride and unity among its people.

International folklore refers to the shared cultural traditions, stories, myths, legends, songs, dances, and customs that transcend national boundaries and are found in various cultures around the world. These folklores often exhibit similarities in themes, motifs, and symbols, despite originating from different geographic locations and cultural backgrounds. International folklore includes tales such as Cinderella, folk songs like "The Farmer in the

Dell," mythical creatures like dragons, and customs like celebrating the harvest season. It serves to connect people from different cultures and nations, highlighting the commonalities and universal aspects of human experience.

Previous Study

There are three previous studies that conducted in this research. The first is by Suryani, Misrita, Ristati (2021) "Folklore and Its Effect on Student's Ability In Reading Narrative Text: a Systematic Literature Review" This study describes the improvement of narrative text reading skills using folklore. The method used is a systematic literature review (SLR). This article provides a systematic review of journals discussing folklore in reading narrative texts. Search using Google Scholar, Science Direct.com, and JSTOR for ten years (2011-2021). After being selected, observation found ten articles to be eligible for analysis. The results showed that folklore could significantly improve students' ability to read narrative texts.

The second is by Adiyana, Hidantikarnillah, and Sarwendah (2022) Improving Students' Reading Comprehension of Narrative Text Using Folklore at SMK Negeri 9 Kabupaten Tangerang (A Classroom Action Research) The objective of this research is to find out whether or not teaching reading through CAR using folklore can improve the reading comprehension of narrative text on the first-grade students of SMK Negeri 9 Kabupaten Tangerang. The writer conducted the learning process in reading through folklore by Classroom Action Research. It focused on Kurt Lewin's Design: Planning, Acting, Observing, and Reflecting. The instruments that were used in this research involved the English test sheet, observation sheets, and interview guidelines. For collecting the data, the writer gave the test in the form of narrative text, and the students had to answer the essay questions based on the text that they had learned before. Based on the research result, the comprehension of students in learning the text through folklore has improved. The result of pre-test, there are only 4 students who passed the KKM. The result of post-test in the second cycle gained 20 students who passed the KKM and derived mean score 80,75. In addition, students' responses to learning are generally positive. Based on these findings, it can be concluded that the use of jigsaw technique can improve students' reading comprehension of narrative text on the first-grade students of SMK Negeri 9 Kabupaten Tangerang.

The third is by Helena (2022) How Ambonese Read: Challenges and Opportunity to Preserve Maluku Folklore and Culture. this research was conducted with the aim of understanding the challenges and opportunities in preserving the heritage of Maluku Folklore. This research has identified that some of the challenges include a lack of interest in reading and a literacy culture among the younger generation in Ambon, a lack of representation of Maluku folklore in school textbooks and national literature, and a lack of popularity and awareness of Maluku folklore. However, research findings also point to opportunities to improve this situation. Another challenge is that the younger generation feels that folklore is less available and difficult to access. Therefore, cooperation is needed to create quality publications of Maluku folklore that are suitable for various readers. In addition to print publications, digital platforms such as YouTube and podcasts can be used to reach a wider audience. Furthermore, we also need to appreciate the holding of storytelling contests and the role of teachers in giving assignments to students related to Maluku folklore. These steps not only facilitate competition and learning, but also provide rare opportunities for individuals to access and appreciate the values and messages in Folklore. By continuing this effort, we can preserve Maluku culture through the legacy of folklore, as well as help future generations of youth to understand their identity.

The provided readings discuss three previous studies related to the use of local folklore in enhancing students' reading skills and comprehension:

The first study conducted by Suryani, Misrita, and Ristati in 2021 focused on the effects of folklore on students' ability to read narrative texts. The study employed a systematic literature review and found that integrating folklore significantly improved students' narrative text reading skills.

The second study by Adiyani, Hidantikarnillah, and Sarwendah in 2022 explored the use of folklore in improving students' reading comprehension. The study was conducted through Classroom Action Research and found that teaching narrative text reading using folklore enhanced students' comprehension levels, as evidenced by improved test scores and positive student responses.

The third study by Helena in 2022 centered on challenges and opportunities in preserving Maluku folklore and culture. The research identified challenges such as low interest in reading among younger generations, limited representation of Maluku folklore in educational materials, and lack of awareness. However, it also highlighted the potential to address these issues by creating quality publications and utilizing digital platforms like YouTube and podcasts. Additionally, story-telling contests and teacher involvement were noted as avenues to engage students with Maluku folklore and culture.

In summary, these studies collectively underline the positive impact of incorporating folklore into reading education, resulting in improved reading skills, enhanced comprehension, and the preservation of local culture.

CONCLUSION

Using local folklore can be an effective way to engage students and help them develop their reading comprehension skills. By using stories and legends that are familiar to students, teachers can help them connect with the material and develop a deeper understanding of the narrative. Additionally, local folklore can provide a window into the culture and traditions of the community, helping students develop a sense of pride and appreciation for their heritage. This can further motivate them to learn and improve their reading skills.

However, it's important to note that the effectiveness of using local folklore will depend on the specific context and the quality of the instructional design. Teachers need to carefully select appropriate materials and design activities that align with the learning objectives and meet the needs of their students.

In conclusion, the use of local folklore can be a valuable tool for improving students' ability in reading narrative texts, but it needs to be implemented effectively and in the right context.

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