

Improving Reading Comprehension of the Eighth-Grade Students of Junior High School at Lore Peore through Napu Folktales

 <https://doi.org/10.31004/jele.v11i4.2825>

*Vio Gita Mengkido, Nadrun, Desrin Lebagi, Hasna Hasna 

¹²³⁴Universitas Tadulako, Indonesia

Corresponding Author: mengkidoviogita@gmail.com

ABSTRACT

Reading comprehension is an essential skill for English language learners, yet junior high school students experience difficulties in understanding narrative texts because of limited vocabulary, low reading motivation, and insufficient exposure to culturally relevant reading materials. Integrating local folktales into English instruction may enhance students' comprehension. This research aims to investigate the effectiveness of Napu folktales in improving the reading comprehension of eighth-grade students at SMP Negeri 2 Lore Peore. A quantitative pre-experimental one-group pre-test-post-test design was used. The participants consisted of 40 eighth-grade students selected through total sampling. Because the population at SMP Negeri 2 Lore Peore was fewer than 100 students, 20 students from SMP Negeri 1 Lore Peore were included to complete the sample. Data were collected using a reading comprehension test consisting of 20 multiple-choice questions and 5 essay questions. Data were analyzed using descriptive statistics and a paired-samples t-test with SPSS version 25. The findings revealed a statistically significant improvement in students' reading comprehension, with the mean score increasing from 30.0250 in the pre-test to 72.5750 in the post-test ($p < 0.05$), indicating that the use of Napu folktales effectively improved students' reading comprehension and promoted appreciation of their local cultural heritage.

Keywords: *Reading Comprehension, Folktales, Napu Folktales*

Article History:

Received 23th June 2026

Accepted 7th July 2026

Published 02nd August 2026



INTRODUCTION

Reading is a crucial skill in learning English because it not only helps students understand texts but also serves as a means of expanding knowledge and improving critical thinking skills. Furthermore, reading is not limited to academic contexts but is an inseparable part of everyday life. According to Gustadevi & Asib (2014), reading is an active and communicative process that occurs between the reader and the text. Reading is a means of communication between the reader and the writer. Reading skills are the ability to complete a task that involves several processes used to derive meaning and ideas from written texts, represented in written or printed language.

Reading is the process of understanding the meaning of written text, where we recognize the words and connect them with the knowledge we already have to understand the content of the text. According to Sholihah (2017), reading is a crucial language skill for student success. Reading also helps students learn new things and develop critical thinking skills. Through reading, students can obtain a variety of information from various sources, and it is a process of activating knowledge and exchanging information from one person to another. Furthermore, students can expand their vocabulary and improve their reading comprehension. In conclusion, reading is the foundation for achieving broader understanding.

Therefore, Pardede (2008), states that there are three theories that explain how someone reads. The first theory is the traditional theory, also known as bottom-up processing, which emphasizes text comprehension through recognizing words and sentences based on the text seen on the page. The second theory is the cognitive view, or top-down processing, which highlights the importance of the reader's background knowledge in understanding and interpreting the text. The third theory is the metacognitive view, which focuses on the readers ability to control and monitor their own comprehension during the reading process. These three theories demonstrate that reading is not simply about recognizing written symbols but also involves an active thought process in understanding them. In conclusion, the experts highlight the complex nature of reading. It is clear that reading is an interaction between the reader and the text. This means that reading is not merely reading, but rather understanding, comprehending, and interpreting the meaning of the text.

As a teacher of English as a second language, the teacher should be aware that the major purpose of reading is comprehension and being able to find meaning in what is read. However, some teachers might not be aware that the comprehension questions they create only assess students capacity to comprehend and remember concepts and details that are directly included in the assigned text. According to Afi Normawati (2021), there are four levels of reading comprehension they are: Literal Inferential, Critical and Creative/Evaluate.

Based on the Kurikulum Merdeka, junior high school students learn various types of texts relevant to the curriculum. Anggadewa & Tarigan (2022) stated that students study various types of texts tailored to the junior high school curriculum, such as narrative texts, procedure texts, and report texts. One of these is narrative text, which includes folktales, fairy tales, parables, moral tales, legends, and myths. This type of text plays a crucial role for students developing language skills. In addition, narrative text teaches that moral and cultural values are closely related to students lives.

One of the text genres is narrative text. According to Perdiana (2022), a narrative text is a type of text that contains a story based on imagination or a true story, such as a folktale, fable, legend, or short fiction. This text usually contains a conflict or problem that culminates in a climax and ends with a resolution. Its primary purpose is to entertain the reader with an engaging story. Besides its purpose to entertain, narrative text is also recognized by the way it presents events in chronological order.

The researcher has conducted interviews with English teachers at SMP Negeri 2 Lore Peore as additional data to identify problems in the narrative texts being studied. The results of the interviews showed that the teaching of narrative texts, especially folktales that featured popular stories in Indonesia, such as "Maling Kundang." However, the school has never specifically concentrated on the teaching of the Napu folktales, which is the original tribe of Napu. The Napu Valley is rich in folktales for example Tolelembunga. However, it is rarely explored and exhibited.

Additionally, on October 2, 2025, the researcher conducted observations in teaching and learning activities in class VIII of SMP Negeri 2 Lore Peore to see the students' condition in learning English, especially reading texts. From the observation, it is clear that students reading skills were still not optimal. One the main obstacles long paragraphs, limited reading time, and a lack of reading practice also hindered students reading comprehension. Long paragraphs reduced students concentration, limited time restricted their understanding of the text and insufficient reading practice affected their vocabulary knowledge. In addition, students found English texts uninteresting, which reduced their motivation to read. As a result, they were less engaged in reading activities.

According to Agustina & Harahap (2018), developing reading materials that are appropriate to students' backgrounds, reflecting their knowledge, interests, emotions, and cultural experiences, is crucial. When reading content that is relevant to them, students more easily understand and interpret the text. This can increase reading motivation and strengthen critical thinking skills. Additionally, Haryaningtias et al. (2013) stated that contextual learning helps students learn independently because it allows them to relate the material to their daily lives. This makes it easier for students to understand the material effectively. By using

contextual media, teachers could encourage students to analyze, interpret, and evaluate the information presented. Contextual media stimulated critical thinking skills and encouraged deeper levels of understanding. It could simplify complex concepts by presenting them in relatable contexts.

Napu folktales contain stories that originate from the region where this research is conducted. The folktales in the form of contextual media that the researcher uses to solve the students problems and to improve students motivation. Moreover, it aid students comprehension and enable them to grasp abstract ideas more easily, help in creating strong memory anchors, and made it easier for students to recall information later. Additionally, Monica & Soplantila (2024) state that using folktales in teaching reading offers numerous benefits for students. Stories such as fairy tales and legends not only motivate and engage students but also help them understand language better. Furthermore, reading becomes more enjoyable because students feel connected to the stories, which reflect their own culture.

Previous studies have consistently reported that narrative texts, storytelling, and local cultural materials can improve students' reading comprehension, vocabulary acquisition, and learning motivation in EFL classrooms. Other researchers have also emphasized the educational value of integrating local wisdom into English language instruction to create more meaningful and culturally relevant learning experiences. However, these studies have generally focused on widely known folktales or broader categories of local stories, while little attention has been given to the use of Napu folktales as instructional materials for reading comprehension. Moreover, empirical evidence examining their effectiveness among Indonesian junior high school EFL learners remains limited. As a result, it is still unclear whether the cultural relevance and narrative characteristics of Napu folktales can significantly enhance students' comprehension of English narrative texts while simultaneously fostering appreciation of local cultural heritage. Therefore, this study addresses this gap by investigating the effectiveness of Napu folktales in improving the reading comprehension of eighth-grade students in the Indonesian EFL context.

Based on the background, this research is intended to investigate the effectiveness of Napu folktales in improving reading comprehension. Furthermore, the stories by using the folktales from Napu, which are translated into English and are named Napu Folktales. Therefore, the title of this research is "Improving Reading Comprehension of the Eighth Grade Students of SMP Negeri 2 Lore Peore through Napu Folktales." It is expected that learning through Napu folktales could improve the students' reading comprehension of the narrative text.

METHOD

This research employed a quantitative approach using a pre-experimental design with a one-group pre-test-post-test format to examine the effectiveness of Napu folktales in improving students' reading comprehension. A pre-experimental design was selected because it allows researchers to measure changes in participants' performance before and after an instructional intervention without involving a control group (Campbell & Stanley, (2011)). The study consisted of three stages: administering a pre-test (O_1), implementing the treatment (X), and administering a post-test (O_2). Students' reading comprehension was assessed before the intervention, followed by a series of instructional sessions using Napu folktales as narrative reading materials. After completing the treatment, the same reading comprehension test was administered to evaluate students' learning gains.

The research was conducted at SMP Negeri 2 Lore Peore and SMP Negeri 1 Lore Peore, Central Sulawesi, Indonesia. The participants consisted of 40 eighth-grade students selected using total sampling. Since the population of eighth-grade students at SMP Negeri 2 Lore Peore was fewer than 100 students, all students were included as research participants. To obtain a sufficient sample size, an additional 20 eighth-grade students from SMP Negeri 1 Lore Peore who shared similar academic characteristics were included in the study. The

independent variable was the use of Napu folktales as instructional materials, while the dependent variable was students' reading comprehension achievement.

Data were collected using a reading comprehension test administered as both a pre-test and a post-test. The instrument consisted of 25 items, including 20 multiple-choice questions and five essay questions designed to assess students' understanding of narrative texts. Before the intervention, students completed the pre-test to determine their initial reading comprehension level. The treatment was conducted over six instructional meetings in which students learned narrative texts through six different Napu folktales, namely *Tolelembunga*, *Gogoa*, *Datu Mbunga*, *Wurangka*, *Buriro*, and *Torapeka*. During each session, the teacher introduced the narrative text structure, social function, and language features, guided students in reading and discussing the folktales, and assigned comprehension exercises based on the stories. After the instructional program was completed, the post-test was administered using the same test format to measure students' improvement.

The collected data were analyzed quantitatively using IBM SPSS Statistics version 25. Students' responses were scored according to predetermined scoring rubrics, and the raw scores were converted to a 100-point scale. Descriptive statistics were used to summarize students' performance, while inferential analysis was conducted using a paired-samples *t*-test to determine whether the difference between the pre-test and post-test scores was statistically significant. The level of significance was set at 0.05. If the Sig. (2-tailed) value was less than 0.05, the alternative hypothesis was accepted, indicating that the use of Napu folktales had a significant positive effect on students' reading comprehension. Conversely, a significance value of 0.05 or higher indicated that the treatment did not produce a statistically significant improvement.

FINDINGS AND DISCUSSION

The results of pre-test and post-test

Descriptive statistical analysis was conducted to provide a general overview of the distribution of pretest and post-test on the reading comprehension of eighth grade students at SMP Negeri 2 Lore Peore and SMP Negeri 1 Lore Peore. Data were obtained from 40 students as the sample and processed using the SPSS version 25. The result of the descriptive statistical analysis was presented in the table:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score of pre-test	40	20,00	40,00	30,0250	5,90301
Score of post-test	40	61,00	86,00	72,5750	6,31599
Valid N (listwise)	40				

Table 1 showed the descriptive statistics of students' scores in the pre-test and post-test. The data were obtained from 40 students. In the pre-test, the minimum score is 20.00 and the maximum score is 40.00, with a mean score 30.0250 and a standard deviation of 5.90301. Meanwhile, in the post-test, the minimum score increased to 61.00 and the maximum score to 86.00, with a mean score of 72.5750 and standard deviation 6.31599. These results indicate that there is a substantial improvement in students' scores after the treatment. The increase in the mean score from 30.0250 in the pre-test to 72.5750 in the post-test showed that students' performance improved significantly, suggesting that the treatment is effective in enhancing students' reading comprehension.

Table 2. Classification of Pre-Test Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	40	100.00	100.0	100.0
Total	40	100.0	100.0	

Based on table above, 40 students (100.0%) are classified as poor.

Table 3. Classification of Post-Test Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Good	34	85.0	85.0	85.0
Excellent	6	15.0	15.0	100.0
Total	40	100.0	100.0	

Based on the table 3, 34 students (85.0%) are classified as good, while 6 students (15.0%) are classified as excellent.

Test Normality

The normality test was conducted to determine whether the data of student learning outcomes were normally distributed. The normality of the data was analyzed using Kolmogorov-Smirnov and Shapiro-Wilk tests through SPSS 25. The criteria are sig > 0.05 means the data is normally distributed, while sig < 0.05 indicates the data is not normal. The calculation results are presented below:

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score of pretest	,078	40	,200*	,958	40	0,148
Score of post-test	,066	40	,200*	,982	40	0,769

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 4.4, the pretest and post-test scores are normally distributed. The results showed that the Shapiro-Wilk significance value for the pretest scores of 0.148 and post-test scores of 0.769, both of which are greater than 0.05. Therefore, it is concluded that both data met the assumption of normality. Because the data are normally distributed, the parametric Paired Sample t-test is used to compare the pretest and post-test result, which is appropriate for paired and normally distributed data.

Testing Hypothesis

The hypothesis in this research was arranged to determine whether there was a significant difference between students reading comprehension scores in the pretest and post-test after the treatment was given. The null hypothesis (H0) stated that there was no significant difference between pretest and post-test scores, meaning that the treatment did not have any effect on students reading comprehension. Meanwhile, the alternative hypothesis (H1) stated that there was a significant difference between pretest and post-test scores, meaning that the treatment had an effect on students reading comprehension.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score of pretest	30,0250	40	5,90301	0,93335
	Score of post-test	72,5750	40	6,31599	0,9864

Based on the table 4.5, the mean score for students' pre-test is 30.0250, while the mean score for the post-test is 72.5750. The standard deviation for the pre-test is 5.90301 and for the post-test is 6.31599. These figures indicate an improvement in students reading comprehension after the implementation of Napu folktales as the teaching material.

Table 6. Paired Samples Test

Table 1. Paired Samples Test								
	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre- test- Post-test	- 42,55000	1,60048	0,25306	-43,06186	-42,03814	- 168, 143	39	,000

Based on the table 4.6, the hypothesis is examined using SPSS 25, employing a t-test for paired samples. The test is used to assess the significance of the difference between the mean scores of students in the pre-test and post-test. The statistical analysis results, conducted at significance level of 0.05 with a degree of freedom (df) = N-1, where N = 40 and df =39, indicated that the probability value is smaller than alpha (α), where $0.00 < 0.05$. This implied that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In conclusion there is a significant difference in teaching reading comprehension before and after using the Napu folktales. The researcher concluded that the Napu folktales effectively improved students reading comprehension.

Discussion

This research discussed the results of using Napu folktales to improve students' reading comprehension. The research procedure included a pre-test, treatment and post-test. The pre-test was conducted to determine the students' reading comprehension before treatment, while the treatment involved the use of Napu folktales as a teaching material. After the treatment, a post-test was administered to measure the improvement in students reading comprehension.

Folktales are traditional narratives that include beliefs, myths, legends and stories transmitted from generation to generation. Sopian et al. (2025) stated that folktales can be utilized as a teaching medium that links language learning with cultural understanding. These stories represent moral values, life lessons and social norms that encourage students to think critically and develop a deeper understanding. In this research, the researcher used Napu folktales, which are traditional stories passed down from generation to generation, reflecting the cultural identity of the Napu ethnic community in the Pekurehua region. These oral stories convey the community's beliefs, values and historical background as a part of their cultural heritage. According to Nisdayanti (2023), folktales that are rich on local cultural values can help students recognize and appreciate their own culture. In using Napu folktales for cognitive learning in the classroom activity, the process involved several stages. Firstly, the researcher explains the topic of generic structures, social function, and language features in the narrative text. Secondly, the researcher gives a text to the students. The researcher prepares a text based on one of the stories from the Napu folktales. Additionally, the researcher asks the students to read paragraph by paragraph together and try to analyzed the generic structure, social function, and language feature and understand the contents of the story. Finally, the researcher distributes questions to the students. This approach integrated Napu folktales into learning, helping students engaged and comprehended the material more deeply.

According to Septia (2022), many students often experience difficulties in reading comprehension due to several factors. One of the main problems is low reading interest. In addition, limited vocabulary knowledge makes it difficult for students to understand the meaning of the text. During the implementation of the research, several challenges were identified in the process of improving students reading comprehension. The eighth-grade students faced several difficulties in reading comprehension. Their limited vocabulary made it difficult to understand unfamiliar words and grasp the meaning of English texts. Many

students also showed low interest and motivation in reading activities. In addition, lengthy reading passages often reduced their concentration and made reading feel overwhelming. Limited classroom time and the lack of regular reading practice hindered the development of students reading fluency and comprehension skills. In addition, students often perceived English texts as uninteresting and the limited variety of stories made reading activities less enjoyable. It supported by Iftanti (2012), who found that limited reading practice contributed to weak reading habits among EFL learners. Moreover, Chodkiewicz (2016), reported that students' interest in reading was strongly influenced by text type, indicating that limited variation in reading materials may reduce learners enjoyment and motivation to read. These challenges negatively affected their ability to comprehend English reading texts effectively.

To address the challenges during the research, the researcher employed Napu folktales as the primary reading material in the classroom. The use of these folktales proved effective because the stories were closely related to the students' local culture and daily lives, making them familiar and more meaningful. The familiarity of the stories helped students infer the meaning of unfamiliar words and improve their vocabulary through context. Masoni (2018) stated that folk narratives provide experiences. Students' familiarity with the cultural content and narrative structure helps them infer the meaning of unfamiliar words from context, thereby supporting vocabulary development and reading comprehension. In addition, the stories increased students' interest and motivation in reading activities. Students showed enthusiasm when the Napu folktales were introduced and participated more actively in the learning process. The familiar characters, settings and moral values encouraged them to engage with the texts and understand the context. According to Safitri (2023) the imaginative and culturally relevant folktales can make the reading experience enjoyable and engaging, and foster positive attitudes toward language learning. As a result, the use of Napu folktales helped improve students reading comprehension.

The development of reading comprehension at the literal level among several students at SMP Negeri 2 Lore Peore was evident through their growing ability to recognize fundamental elements within narrative texts. A number of students demonstrated the capacity to identify the main characters, locate the setting of the sequence of events presented in the text. Their ability to grasp specific details, such as significant occurrences and the progression of character roles throughout the story, indicated a notable improvement in their understanding of textual content. In addition, several students exhibited advancement in interpreting the straightforward meaning of words and phrases encountered in the text. They were able to apply key terms found within the story accurately, which supported their ability to retrieve and specify particular information from the reading material. The achievement of these students in recognizing such fundamental elements at the literal level reflected meaningful progress in processing explicit information within the text, which serves as an essential groundwork for developing deeper and more advanced reading comprehension skills.

The findings of this research have practical implications for English language teaching. Napu folktales can be used as effective reading materials in English classrooms because students' familiarity with the stories helps them understand the texts more easily through the cultural context embedded within them. This familiarity also contributes to increased students' engagement in reading activities and enhances their motivation to participate in classroom discussion. Davoudi & Ramezani (2014) stated that cultural familiarity enhances reading comprehension by allowing learners to connect the content of a text with their prior knowledge. This familiarity makes the reading process more meaningful and can increase students' engagement and motivation during learning activities. In addition, to improving reading comprehension skills, the use of Napu folktales encourages students to appreciate and preserve their local cultural heritage. According to Fatmawaty et al. (2022), who emphasize that folklore based instructional materials can improve students reading comprehension while also increasing their participation and enthusiasm in classroom learning activities, as such materials create a more enjoyable and meaningful learning environment that supports active learner involvement.

The findings of this research have theoretical implications for English language learning. The improvement in students reading comprehension supports the view that culturally relevant learning materials facilitate language learning by connecting new information with students existing cultural knowledge. Tantri (2025) stated that the integration of local culture into English language teaching materials enhances learners' comprehension, promotes learner identity and cultural pride and encourages meaningful engagement in the learning process. In the context of this research, the use of Napu folktales provided students with culturally familiar content, enabling them to understand narrative texts more effectively. Therefore, this research contributes to the growing literature emphasizing the importance of integrating local culture into English language teaching materials to support reading comprehension and student engagement. Sukus et al. (2026) stated that culturally relevant reading materials facilitate learners' comprehension and engagement by linking textual content to students' prior knowledge and lived experiences. Therefore, the integration of local culture into English teaching materials can create more meaningful and effective learning experiences.

In conclusion, the integration of Napu folktales at SMP Negeri 2 Lore Peore has proven to be effective in improving students' reading comprehension. Integrating these local folktales into the curriculum capitalized on students' familiarity with the stories, providing a relevant and meaningful context for language learning. The positive outcomes observed, including varying levels of progress and success in understanding narrative text, highlight the success of incorporating Napu folktales into the classroom. This approach not only enhanced language skills but also strengthened students' appreciation for and understanding of their local cultural heritage.

CONCLUSION

This study concludes that the use of Napu folktales effectively improved the reading comprehension of eighth-grade students at SMP Negeri 2 Lore Peore. Students' mean scores increased from 30.03 in the pre-test to 72.58 in the post-test, and the paired-samples t-test showed a statistically significant difference ($p < 0.05$). These findings indicate that integrating local folktales into English reading instruction enhances students' comprehension of narrative texts while creating meaningful learning experiences that promote engagement and cultural awareness. The findings also suggest that English teachers should use local folktales as authentic reading materials to support language development and cultural preservation. However, this study was limited to a single group of students from one school without a control group, which may limit the generalizability of the findings. Future research should involve larger and more diverse samples and apply experimental or quasi-experimental designs to further examine the effectiveness of local folktales in different EFL learning contexts.

REFERENCES

- Afi Normawati. (2021). The Initial Reading Comprehension Profile of EFL Learners. *English Language and Education Spectrum*, 1(1), 37–45. <https://doi.org/10.53416/electrum.v1i1.4>
- Agustin, Kiki Putri Suhardia (2017) Teaching Folktales Using Contextual Teaching and Learning Strategy to Improve Student's Reading Comprehension of 6th Grade students at SDN Tlogopojok Gresik. Undergraduate Thesis, Universitas Muhammadiyah Gresik.
- Agustina, L., & Harahap, A. (2018) Developing Reading Material Based-On Local Culture for Junior High School in Kabupaten Renjing Lebong. *JOALL (Journal of Applied Linguistics and Literature)*, 3(1), 115–128. <https://doi.org/10.33369/joall.v3i1.6169>
- Anggadewa, M., & Tarigan, S. N. (2022). Students' Problem in Reading Narrative Text. *Jurnal Bahasa Indonesia Prima (BIP)*, 4(1), 208–214. <https://doi.org/10.34012/jbip.v4i1.2571>

- Apri Kartikasari, H. S., & Tryanasari, D. (2020). Folklore as Literacy Teaching Materials for Elementary School Students: *Proceedings of the 1 St International Conference on Information Technology and Education (ICITE 2020)*. 1st International Conference on Information Technology and Education (ICITE 2020), Malang, Indonesia. <https://doi.org/10.2991/assehr.k.201214.222>
- Avcu, K. M. (2025). Teachers' perspectives on the use of local folk stories and narratives in social studies education. *Academic Journals*, 20(1)(January), 10–21. <https://doi.org/10.5897/ERR2024.4447>
- Bagus, I., Mantra, N., Gede, D., & Gana, A. (2018). Folktales as Meaningful Cultural and Linguistic Resources to Improve Students' Reading Skills. 25(2), 83–88. doi: <https://doi.org/10.23887/ls.v25i2.18827>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*
- Campbell, D. T., & Stanley, J. C. (2011). Experimental and quasi-experimental designs for research. Wadsworth.
- Chodkiewicz, H. (2016). Investigating EFL Learners Situational and Perceived Interest in Reading. *Roczniki Humanistyczne*, 64(11), 7–24. <https://doi.org/http://dx.doi.org/10.18290/rh.2016.64.11-1>
- Davoudi, M., & Ramezani, H. (2014). The Effects of Cultural Familiarity on Reading Comprehension of Iranian EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 8, August 2014, PP 58-71 ISSN 2347-3126 (Print) & ISSN 2347-3134, 2(8), 58–71.
- Efendi, M. A. (2021). The Use of Pictures as Media to Improve Students' Reading Comprehension. *Journal of English Teaching, Literature, and Applied Linguistics*, 2(2), 84. <https://doi.org/10.30587/jetla.v2i2.2467>
- Fatmawaty, R., Faridah, F., Aquariza, N. R., Nurahmada, (2022). Folklore as Local Culture-Based Material for Improving Students' Reading Comprehension. *Jo-ELT (Journal of English Language Teaching)* Vol.9 No.2 Online: 2548-5865 Print: , 9(2), 205–216. <https://doi.org/10.33394/jo-elt.v9i2.6338>
- Fitriani, & Muchtar, J. (2021). Local Folklore and Reading Comprehension of Eight Grade Students at SMP N 2 Baubau. *ASELS_2021*. <https://doi.org/10.51773/asels2021.v1i1.38>
- Grabe, W., & Stoller, F. L. (2020). Teaching and researching reading (Third edition). Routledge, Taylor & Francis Group.
- Gustadevi, A. S., Ngadiso, & Asib, A. (2014). Improving students' reading skill through Numbered Heads Together technique. *English Education Department of Teacher Training and Education Faculty, Sebelas Maret University*. vol.2, no.2, 2014.
- Hamzah, A., Rauf, W., Zia Ul Haq, M., & Muhammad Nur, A. (2025). An Experimental Study on the Role of Narrative Text in Enhancing Student Motivation in Reading Comprehension. *Jurnal Edukasi Saintifik*, 5(1), 1–17. <https://doi.org/10.56185/jes.v5i1.850>
- Harits, I. W. (2018). Religious and Moral Values in Madura Folktales. *Sirok Bastra*, 1(2), 243–249. <https://doi.org/10.37671/sb.v1i2.27>
- Haryaningtias, D., Suyatna, A., & Sesunan, F. (2013). Pengembangan Multimedia Interaktif Tutorial Menggunakan Pendekatan Kontekstual.
- Hastini, Lebagi, D., Bochari, S., Mukrim, & Wahyudin. (2023). Investigating the Local Folktales in the English Language Teaching Textbooks: A Case from Central Sulawesi. *Asia Social Issues*, 17(1), e259785. <https://doi.org/10.48048/asi.2024.259785>
- Iftanti, E. (2012). A Survey of the English Reading Habits of EFL Students in Indonesia. *TEFLIN Journal*, 23(2), 149–164, 149–164. <https://doi.org/https://doi.org/10.15639/teflinjournal.v23i2/149-164>
- Imran, F., & Sandiarsa S., K. D. (2018). Teammates Consult Strategy Towards Students' Motivation and Reading Narrative Text. *Jo-ELT (Journal of English Language Teaching)* Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, 5(1), 7. <https://doi.org/10.33394/jo-elt.v5i1.2293>

- Isnaini, S. M. (2014). An Analysis on Text Types of Reading Texts in National Examination. Thesis. English Language and Letters Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.
- IstiQ'Faroh, N. (2020). The effect of Indonesian folktales on fourth-grade students' reading comprehension and motivation. *İlköğretim Online*, 2149–2160. <https://doi.org/10.17051/ilkonline.2020.763772>
- Kaffah, N. F., Rohaeti, E. E., & Abdurrahman, D. (2021). The Study of Structure and Linguistic Rules in Writing Observation Results of Report Text at Senior High School. *JLER (Journal of Language Education Research)*, 4(1), 56–63. <https://doi.org/10.22460/jler.v4i1.6405>
- Laras, D. (2024). Increasing Reading Comprehension of the Ninth Grade Students at SMP Negeri 20 Palu through the use of Kaili Folktales. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, Vol. 10, No. 1, 2024. doi: <https://doi.org/10.30605/onoma.v10i1.3236>
- Masoni, L. (2018). Folk Narrative and EFL: A Narrative Approach to Language Learning. *Journal of Literature and Art Studies*, April 2018, Vol. 8, No. 4, 640–658, 8(4), 640–658. <https://doi.org/10.17265/2159-5836/2018.04.013>
- Monica, M., & Soplantila, E. (2024). The Role of Local Folklores in Students' Reading Comprehension. *MATAI: International Journal of Language Education*, 4(2), 185–198. <https://doi.org/10.30598/matail.v4i2.13717>
- Nisdayanti. (2023). Penggunaan Cerita Rakyat Sebagai Media. *JSES: Jurnal Sultra Elementary School*, 4(2), 685–697. <https://doi.org/https://doi.org/10.64690/jses.v4i2.399>
- Noveria, E., Tressyalina, Arief, E., & Afriyani, F. (2021). *Performance of Language: Structure and Elements Procedure Text for the Middle School Students*. 4th International Conference on Language, Literature, and Education (ICLLE-4 2021), Padang, Indonesia. <https://doi.org/10.2991/assehr.k.211201.013>
- Novitri, S. (2021). Developing Narrative Text-Based Module for Teaching Reading Comprehension: Focus on Practicality: Developing Narrative Text-based Modul for Teaching Reading Comprehension. *J-SHMIC : Journal of English for Academic*, 8(2), 132–139. [https://doi.org/10.25299/jshmic.2021.vol8\(2\).7198](https://doi.org/10.25299/jshmic.2021.vol8(2).7198)
- Nugraha, I. S., Ikhsanudin, I., & Novita, D. (2015). Designing a story book as narrative reading materials based on West Kalimantan folktales. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 5(3). <https://doi.org/10.26418/jppk.v5i3.14209>
- Pardede, P. (2008). A Review on Reading Theories and its Implication to the Teaching of Reading. *UKI: ELT'n Edu~ A cyber ELT & Edu service from Universitas Kristen Indonesia*.
- Perdiana, D. (2022). The Use of Narrative Text on Students' Reading Comprehension Ability. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 62(2), 2686–5106. <https://doi.org/https://doi.org/10.32585/ijelle.v4i2.2935>
- Saida, N. (2021). Effective Methods and Tecnique in Teaching Reading. *International Journal on Integrated Education*, vol. 4, no. 5, 2021, pp. 324–328.
- Safitri, I. (2023). Exploring the Utilization of Folktales as Reading Material for EFL Students. *Journal of English as a Foreign Language Education (JEFLE) E-ISSN 2775-3883* Vol. 4, No. 2 2023, 4(2), 115–125.
- Septia, N. W. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *EEdJ: English Education Journal*, 2(1), 11–22. <https://doi.org/10.32923/eedj.v2i1.2519>
- Sopian, Pujiyanto, E., Purwaningsih, L., & Imam Hanafi. (2025). Exploring the Imoact of Local Folklore on Students' Reading Comprehension Skills: A Mixed. *Jambi-English Language Teaching Journal* <https://Online-Journal.Unja.Ac.Id/jelt/Index>, 9(2), 63–77. <https://doi.org/10.22437/jelt.v9i2.46665>
- Sholihah, F. A. (2017). The Effectiveness of Reading, Encoding, Annotating and Pondering (Reap) Strategy in Improving Skills. *Jurnal Ketahanan Pangan*, vol. 1, no. 2.
- Sugiyono. (2013). Metode Penelitian Kuantitatif ; Kualitatif dan R & D. Alvabeta CV.
- Sulistyo, G. H. (2010). Assesing Non-English Department Students' Mastery of Academic Content Area Reading. *Jurnal Ilmu Pendidikan* 19 (1), 37–49. doi: 10.17977/jip.v19i1.3753

- Supriadi, E. (2017). Using Folktales in Implementing Text-Based Approach to Improve Students' Reading Comprehension Ability.1. In *Proceedings International Conference on Teaching and Education (ICoTE)* (Vol. 1, No. 1, pp. 93-97).
- Suryani, I., Misrita, M., & Ristati, R. (2021). Folklore and It's Effect on Student's Ability In Reading Narrative Text: A Systematic Literature Review. *Indonesian Language Education and Literature*, 7(1), 194. <https://doi.org/10.24235/ileal.v7i1.9089>
- Susanti, Y., Sudarsono, S., & Yuliana, Y. G. S. (2024). West Kalimantan Folktales: Supplementary Material for Teaching Narrative Text. *Jurnal Pendidikan Bahasa*, 12(2). <https://doi.org/10.31571/bahasa.v12i2.5836>
- Sukus, D. S. J., Fatsah, H., Ibrahim, M. S., Miolo, T. S., Katili, A. A., & Mukadji, M. (2026). Integrating Local Wisdom into EFL Reading Materials: A Needs Analysis of Vocational Students in Eastern Indonesia. *Al-Lisan: Jurnal Bahasa (e- Journal)*, 11(1), 15-29. <https://doi.org/10.30603/al.v11i1.7103>
- Tantri, N. N. (2025). Local Culture Integration in English Language Teaching Materials. *PEBSAS: JURNAL PENDIDIKAN BAHASA DAN SASTRA Volume 3 No 3 Tahun 2025*, 3(3), 33-41. <https://doi.org/https://doi.org/10.61721/pebsas.v3i3.622>
- Upa, R., & Mangalik, H. (2018). Utilizing Sulawesi Folktales into The Teaching Of Reading Comprehension. *Jurnal Studi Guru Dan Pembelajaran*, 1(1), 37-41. <https://doi.org/10.30605/jsgp.1.1.2018.19>
- Wahdaniah, Rismaya Marbun, S. H. (2012). The Use of Cloze Test in Increasing the Students Reading Comprehension Wahdaniah English Education Study Program Language and Arts Department Teacher Training and Education Faculty. *Jurnal Pendidikan Dan Pembelajaran Untan*, Vol. 2, No. 1.
- Wang, Y., & Eamoraphan, S. (2022). A Study of Students' and Teachers' Perceptions Towards Using Local Folk Stories for Improving English Reading Skills at Kunshan Development Zone Senior High School, Jiangsu Province, China. *Human Sciences*, ISSN 2586-9388, Vol.14 No.1 (Jan.-Jun. 2022), 14(1), 169-183.
- Wulandari, Desi, M. (2021). An Analysis on English Teacher ' s Strategies in Teaching Reading Comprehension in New Normal Era. *Journal of English Language and Education* <https://jele.or.id/Index.Php/Jele/Index>, 6(1), 172-183. <https://doi.org/https://doi.org/10.31004/jele.v6i1.121>