

## The Effectiveness of Bima Folktales as Learning Materials to Teach Reading Comprehension

**Nofi Firmallah, Mutmainnah Mustofa**

University of Islam Malang

[nfirmallah@gmail.com](mailto:nfirmallah@gmail.com)

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### ABSTRACT

Bima is one of the region located at West Nusa Tenggara, Indonesia. This tribe has many well-known folk stories between their people that can be considered as learning materials to teach reading comprehension in EFL class. The previous studies showed that folktales is effective to teach reading comprehension, it enhance reading comprehension achievement of students. However, how effective Bima folktales as learning materials to teach reading comprehension especially at the level senior high school's students should be investigated because there is no study about it before. Being designed in true experimental with post-test only control group, the objective of this study is to find out whether using of Bima folktales as learning materials is effective or not to teach reading comprehension on high school's students. Conducted on tenth grade students of IPA at SMA Negeri 2 which consists of 62 students who were divided into experimental group and control group. These two groups were proved on the same level of reading comprehension ability by the scores of mid-term test. Based on independent t-test in SPSS 20.0 version for windows calculation, it was proved that the significant values of variances assumed was .097. It is indicated that the students' reading comprehension achievement of experimental group and control group were homogenous. Meanwhile, sig. (2-tailed) value was .005 which less than .050 and it means that the  $H_0$  is rejected and  $H_1$  is accepted. The results of study showed that students of experimental group were performed better than students of the control group, although they have the same level of reading comprehension before the treatments were given. Suggestions purposed for further researchers to conduct the study with the related topic by providing more learning materials about Bima folktales. Because the time limited during Covid-19, the next researcher also could add more times for treatments, choosing more samples and preparing the test items more than the available items in order to have back up items if there are many difficulty items than the moderate items or if there are items deleted.

**Key Words:** Bima folktales, learning materials, teaching reading comprehension

## INTRODUCTION

When Makarim, the Indonesia Minister of Education, Culture, Research and Technology instructed some schools in remote area with the lowest risk of the spread of the covid-19 to reopen school during pandemic(Lee, 2020), both teacher and students have to adapt to the school environment with limited times allotment for learning and teaching English in the class. Teachers also need to beware of the aftereffect of the mental state of the students during online class to the real class learning. Through U report found some alarming states of students by analyzing “over 600 students from around the country, 53% of students feel pressure to stay productive during pandemic, 33% of them feel stressed leads to lack of concentration during online learning, while 25% of them are easily irritated, angry or upset(Team Peneliti UNICEF Indonesia, 2005). This report should become deliberation for teachers before starting the lesson especially while teaching reading in EFL (English Foreign Language) class.

Furthermore, reading activity need more concern especially for young learners. One of the problems is their improvement of their reading habit is low especially since they are living in the society that did not familiarize to read. Additionally, for high school’s students, Sari, G. R., Hastutiasih, S., & Wahjuningsih, E. (Sari et al., 2020) identified that source of reading comprehension problems especially in narrative text are loss of motivation, lack of reading strategies and poor background knowledge and language skills. Zuhra et al., (2017) also found lack of micro skills such as poor of mastery vocabulary and grammar that made students failed in the reading comprehension tests. By noticing some issues in reading comprehension, teachers may consider the effective ways to keep the enthusiasm of the students to the lesson.

Due to all the challenges in the teaching of reading comprehension in EFL class, one of the steps that can be considered by teachers for effective teaching and learning process is they need to provide interesting learning materials that students are familiar with. The reading materials should represent who they are, where they are from, what are their beliefs and values. It needs to be related to their background of knowledge in order to help them in analyzing and monitoring their own strategies for comprehension (Mustofa, 2014). Based on 2013 curriculum, the local based material is used to integrate local wisdom to the materials of teaching. Giyatmi (2020) suggested that introducing the local wisdom in teaching activities is very essential. It will help them to not lose their identity while learning the culture of English as the target language. Meanwhile, local based material can that can be used in teaching reading is folktales. Folktales are considered familiar because students already have the spoken language of them from the parents or the grandparents rather than the written language. The folktales become the bedtime

story or common tale that will be told during social gathering pass from generation to generation.

The studies applied on university students found that learning language by using folktales will motivate them to read more and to prompt their awareness about their cultural identities (Ida Bagus Nyoman & Dewa Gede Agung Gana, 2018; Upa & Mangalik, 2018). Meanwhile, the studies applied on senior high schools but different language skills found that using folktales can boost listening and speaking skills (Mulya et al., 2019; Yektingtyas & Br.Ginting, 2020). Referring to the previous studies, there is no study that take consider to know the effectiveness of using folktales to improve reading comprehension skill before specifically on senior high school's students. Therefore, the researcher will conduct the research to know the effectiveness of Bima folktales as learning materials to teach reading comprehension on tenth grade students of IPA at SMA Negeri 2 Woha.

## **LITERATURE REVIEW**

### **Language and Culture**

It is commonly known that language is a tool of communication, but some experts have their way to define what language is based on their own findings. Firstly, N. (2013) states that language is a system for expressing or communicating of thought and feelings. Through language whether its spoken or written, people will understand what is going on in someone's mind and emotions. It can help them to build the bond or relationship. Another one is Shahhoseiny (2013) believes that language is a system of conventional spoken or written symbols used by people in shared culture to communicate with each other. Since, culture consists of beliefs, rituals, values, religions, etc., language can be seen as a way to represent the culture of each groups around the world. The other is Hurford (2011) says that language is a form of communication that allows intercourse between people that is arbitrary (in words individually), generative (in word placement), and constantly evolving. The arbitrary in language make each group to be creative in forming their own symbols or words. For example, Java has Javanese or Bima has Mbojonese. Generative means that language has a set of rules called grammar. The last one is Chomsky (in Singh, 2022) defines language is the inherent capability of native speaker to understand and form grammatical sentences. In tune with Johnson, Chomsky believes that people has the ability to make a set of rules that become the guide to be able to speak well by forming the sentences correctly.

Meanwhile, culture also has its own definition based on experts or the related articles. Pollak et al., (2019) describes culture as a term that refers to large and diverse set of mostly intangible aspect of social life. It consists of the combination of wide and various

non-physical characteristics in the community or group of people. MCKelvie and Pappas (2021) also added those characteristics are the knowledge of particular of group of people, including language, religion, cuisine, social habits, music and arts. Based on The Artist Editorial (2020), the non-physical characteristics of human behaviors are also beliefs and social norms. Whereas, Newculturalfrontiers (2022) defines culture commonly as how people live and express themselves. Learning culture means that understanding the uniqueness of each group of people and accepting them the way they are as the diversity.

Regarding of relationship between of language and culture, as a tool to convey thoughts or feelings between people, language can be a way to understand others' identity, beliefs, rituals and also their values. Furthermore, it can help them to know about the cultures and also to promote theirs. Mustofa (2014:09) states that "language is a culture. It is a soul of the country and people who speak it. To be fluent in language, one has to think to that language. It builds the characters and the way people present themselves towards the world". In addition, Giyatmi (2020) said that learning second language can help ones to know its culture, especially how are their behaviors.

### **Bima Folktales**

Bima folktales are the stories came from Mbojo tribe at Bima Region, West of Nusa. These stories are already well-known between their people from generation to generation. There are some popular folktales between Bimanese, which are Wadu Ntanda Rahi, La Hila, Wadu Mbolo, Dae La Minga and Oi Wobo (Khairil, 2019). These stories became learning materials used in this research in the form of six English translated folktale texts.

### **Advantages of Teaching Folktales as Learning Materials.**

Some advantages of teaching folktales are:

First, Royani (2013) stated that using a local culture text is helpful for the students to start enjoying reading because the text is more understandable than the authentic one. Students can comprehend the story because of their background knowledge about their local culture. Their awareness about their culture can help them to understand the story in the text. They are also being reminded that their culture is also can be integrated with English learning teaching. Since folktales relate to local wisdom-based material.

Second, Herawati (2013) suggested that English teachers should give the students appropriate reading material such as folktale to increase their vocabulary inventory. It will upgrade their vocabulary competence. Using the proper words in the text should be the main focus from the teacher because students also found the difficulties in comprehend some new vocabularies.

Third, Husni & Rahman (2020) said that local wisdom-based material is more

effective to be used to improve students reading ability than the exist material.

### **Teaching Reading Comprehension**

In order to increase students reading comprehension skill, Johnson (2017) states that the National Reading Panel, proposed by the United States Congress and the National Institute of Child Health and Human Development, has divided five components of reading guidance needed for reading performance. These components include:

1. Phonemic awareness is the ability to listen, analyze, and employ someone sounds, or phonemes, in spoken words.
2. Phonics is the thought that there is expected relationship between phonemes the sounds of the spoken language and graphemes the written letters and spellings that serve as those sounds.
3. Vocabulary is the amount of words that readers has already known. The better reader's vocabulary, the simple it is to understand the text.
4. Comprehension is perceiving of what is being read.
5. Fluency is ability to notice words readily with proper speed, efficiency, expression, and greater understand what is read.

### **Problems in Teaching Reading Comprehension**

Unfortunately, far from the expectation in the theory above, reading activity need more concern especially for young learners. The progress of their reading habit is poor especially since childhood where society did not accustom to read (Poedjie, 2017). Both teacher and students face the challenge to teach and learn reading comprehension, where the teachers need to have considerable knowledge and skills (Linch, 2021), while students are lack of reading strategies (Suryanto, 2017). The problems of learning reading become severe when the covid-19 broke all over the world. UNICEF (2020) reported some alarming states of students by analyzing over 600 students from around the country, 53% of students feel pressure to stay productive during pandemic, 33% of them feel stressed leads to lack of concentration during online learning, while 25% of them are easily irritated, angry or upset. This report should become the main attention for the teacher especially when government told to reopen the school in most marginalized regions where the case of covid-19 has the lowest risk (Ne, 2020).

Additionally, for high school's students, Sari, G. R., Hastutiasih, S., & Wahjuningsih, E. (2020:350) identified that source of reading comprehension problems especially in narrative text are loss of motivation, lack of reading strategies and poor of background knowledge and language knowledge. Another one is Zuhra (2015:438) found lack of micro skills such as poor of mastery vocabulary and grammar made students failed in the reading

comprehension tests.

### Method

This study applied true experimental design with post-test only control group. It is a type of quantitative approach that have one control group and one experimental group.

### Population

Population of this study was whole tenth grade students of State Senior High School 2 Woha.

### Sample

The researcher took the sample with simple random sampling that belongs to class of tenth grade students of IPA which consists of 62 students who were able to participate. They were divided into 31 students as experimental group and 31 students as control group.

### Time Allocation

This research happened from 22<sup>th</sup> April -2<sup>th</sup> June 2021 at SMA 2 Woha, Kabupaten Bima, NTB. It presented in tables below:

Meetings	Times	Activities	Explanation
I	April, 22 <sup>th</sup> 2021	Class Observation	
II-III	April, 23 <sup>th</sup> and 24 <sup>th</sup> 2021	Try-out Items of the test	Pilot Class
IV-X	April, 29 <sup>th</sup> - 21 <sup>th</sup> May 2021	Treatments	Four meetings for both Experimental group and Control group.
IX	June, 2 <sup>th</sup> 2021	Post-tests	Experimental group and Control group

### Instructional Materials

Instructional materials used in this research are printed materials which are six English translated folktale texts about Wadu Ntanda Rahi, La Hila, Wadu Mbolo, Dae La Minga and Oi Wobo and folktales from students' worksheet "Bahasa Inggris X untuk

SMA/MA by R.Widjaja such as Timun Mas, Jaka Tarub, Ande-ande Lumut, the origin of Nyi Roro Kidul, the origin of Tangkuban Perahu, smart devices and Group Discussion to do presentation and assessment in the form of standardized test in the form of Multiple choice reading test.

### **Treatments**

There were two groups that got the difference treatments, which were:

#### **Treatment for Experimental Group**

Procedures are done in the experimental group from first meeting to four meeting were:

- First and second meetings, students taught about narrative text, generic structures of the text, and kinds of narrative text which one of them folktales and its language futures.
- Third and four meetings, students were formed group discussion to analyze five Bima folktales such as Wadu Ntanda Rahi, La Hila, Wadu Mbololo, Dae La Minga and Oi Wobo and presenting it in front of their peers.
- After the treatment, teacher provided post-test used Bima folktales La Hila text and remedial with Wadu Ntanda Rahi text to know reading comprehension achievement of the students of X IPA at SMA Negeri 2 Woha.

#### **Treatment Control Group**

Procedures are done in the control group from first meeting to four meeting were:

- First and second meeting, students taught about narrative text, generic structures of the text, and kinds of narrative text which one of them folktales and its language futures.
- Third and four meetings, students were formed group discussion to analyze five folktales from students' worksheet "Bahasa Inggris X untuk SMA/MA by R.Widjaja such as Timun Mas, Jaka Tarub, Ande-ande Lumut, the origin of Nyi Roro Kidul, the origin of Tangkuban Perahu and presenting it in front of their peers.
- After the treatment, teacher provided post-test used folktales Timun Mas text and remedial with Jaka Tarub text to know reading comprehension achievement of the students of X IPA at SMA Negeri 2 Woha.

### **Research Instrument**

Research Instruments used in this research were test and observation. The Experimental design with post-test only control group included the only post-test for experimental group and control group. The purpose of these terms is to compare the scores



that are collected from experimental group and control group. The tests were done based on the materials in the class which will use 20 questions of multiple choices about folktales text. Additionally, students' midterm scores average for experimental group is 75,41 and for control group is 75,19, therefore their ability are equal and they did not need to do pre-test to know their ability before the treatment.

Meanwhile, the researcher personally observed the students and teacher before starting the experiment. It was to know the big picture of how the researcher will do the treatment. During the treatment the researcher also was being observed by the teacher or observer to know how well the lesson plan was being implemented.

### **Data Collecting Technique**

Data are collected based on the instrument research; first data was from the post-tests in the form scores of experiment group and control group. Second data was from the observation in which to know the implementation of materials in the lesson plan from both group experiment group and control group. To find out whether the test item is applicable or not, the validity and reliability test is required.

### **Validity of Instrument**

The calculation of the validity of each item of the test used SPSS 20.0 version for windows shows that there are 7 items are Difficult and 13 items are Moderate. The Difficult items are still included in the test items because there were only 20 items available.

### **Reability Instrument**

After the calculation, it was found that the result of the reliability test shows by following table below.

**Table 1 Reliability of Test Items**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.764	20

Table 1 shows that the test items are considered reliable because Cronbach's Alpha value is 0,764 higher than the scale 0.70. Therefore, the items were applicable to collect the data.



### Criteria of Success

This research was acknowledged successful if it can be fulfilled the criteria of success. The criteria of success in this research are determined by (1) the students are able to understand the content of the text which includes identifying of the Bima folktales text, information related to the Bima folktales text (2) students are able to differentiate the structures of the text (3) students are able to distinguish language features (synonym and antonym, reference). (4) After the treatments, students minimum scores should be 75 (5) students give positive response during teaching Bima folktales.

The achievement of the criterion based on the results of multiple choice test will be categorized in four levels students reading comprehension skills which are very good, good, fair and poor. It is shown by the following table:

Table 3.6 Categories of Four Levels Students Reading Comprehension Skills

Categories	Scores Interval
Very good	91-100
Good	81-90
Fair	71-80
Poor	61-70
Very poor	51-60

(Arikunto, 2019)

Meanwhile, the researcher used scoring rubric to find out the scores of students' reading comprehension. It is developed based on competency achievement indicator on lesson plan which consist of content of the text (includes identifying of the text and information related to the text), structure of the text and language features (synonym and antonym, reference). The following tables is the rubric of the scores:

Indicators	Test items	Scores of each Items	Total of Scores
<b>Content of the text</b>			
• Identifying of the text			
1 Kind of the text	15 items		75
2 Purpose of the text			
3 Tittle of the text	(1,2,3,6,7.8.9,10.11		
• Information about the text	,12,13,17,18,19&20)		
<b>Structures of the text:</b>	2 items		10
Orientation and	(4 & 5)		

Resolution

<b>Language Features of the text:</b> Synonym, antonym and references	3 items (15, 16 & 14)	5	15
<b>Maximum Score</b>			100

Table 3.6 shows that there are 20 totals of test items which 15 items about content of the text, 2 items about structures of the text and 3 items about linguistic element of the text. Score of each items is 5 and the maximum scores is 100 when students are able to comprehend the text. The final scores of students' achievement of reading comprehension based on the following category:

$$\text{Score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100\%$$

The scores is gained by divided between obtained score and maximum score which is multiplied with 100%. The obtained scores was are from the indicators which consists of content of the text, structures of the text and linguistic element of the text. Additionally, the target that researcher need to achieve is based on the KKM (Kriteria Ketuntasan Minimal) of English in curriculum 2013 which is 75. Therefore, if the students reach the minimum scores 75, it means that the target of studying is accomplished.

**Data Analyzing Technique**

The data in this research was analyzed using two techniques; descriptive analysis and inferential analysis. In this research, inferential analysis includes normality test, homogeneity test and hypothesis testing.

**Result and Discussion**

**Descriptive Analysis**

The result of descriptive analysis of both experimental and control group can be seen at the table below.

**Table 2 Descriptive analysis Post-tests of Experimental Group and Control Group**

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
scores	Experimental	31	82.26	5.893	1.058
	Control	31	78.39	4.356	.782

The table 2 shows that there is difference of mean improvement between

experimental group and control group. The mean difference between experimental group and control group is 3.87, where Mean of experimental group is  $82.26 > 78.79$  for Mean of control group. Standard deviation difference between experimental group and control group is 1.537, where standard deviation difference of experimental group is  $5.893 > 4.356$  for standard deviation of control group. Meanwhile, Standard Error Mean difference between experimental group and control group is 276, where Standard Error Mean of experimental group is  $1.058 > 782$  for standard deviation of control group.

### Frequency Distribution

The achievement of the criterion based on the results of post-tests of experimental group and control group categorized in five levels students reading comprehension skills which are very good, good, fair and poor. It is shown by the following table:

**Table 3** Frequency Distribution of Post-Test Score

Category	Percentages of Post-Test			
	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
<b>Very good</b>	2	6%	0	0%
<b>Good</b>	11	36%	6	19%
<b>Fair</b>	18	58%	25	61%
<b>Poor</b>	0	0%	0	0%
<b>Very Poor</b>	0	0%	0	0%

The table shows that there are 6% of students' scores in experimental group in very good category and there is no students' scores in control group in very good category. 36% students' scores in experimental group and 19% of students' scores in control group are in good category. Meanwhile, 58% of students' scores in experimental group and 61% students' scores in control group are in fair category. There is no students' scores in poor and very poor categories for both experimental and control group.

### Inferential Analysis

Inferential in this research includes normality test, homogeneity test and hypothesis testing.

## 1. Normality Test

The following are the results of normality test uses SPSS 20.0 version for windows:

		<b>Tests of Normality</b>					
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti	df	Sig.	Statistic	df	Sig.
		c					
Scores	Experimental	.102	31	.200*	.949	31	.148
	Control	.147	31	.085	.885	31	.053

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

The table shows that Kolmogorov-Smirnov<sup>a</sup> or Lilliefors test has the significant value for post-test of experiment group is  $0,200 > 0,05$  and for post-test of control group the significant value  $0,85 < 0,05$ . Meanwhile, the Shapiro-Wilk test has the significant value for post-test of experiment group is  $0.148 > 0.05$  and for post-test of control group the significant value Shapiro-Wilk is  $0,53 > 0,05$ . It can be concluded that the data have normal distribution.

## 2. Homogeneity Test

The following are the results of homogeneity test uses SPSS 20.0 version for windows:

<b>Test of Homogeneity of Variances</b>			
scores			
Levene	df1	df2	Sig.
Statistic			
2.838	1	62	.097

Based on the table 4.3.2 homogeneity data test, the significant value on post-test of experiment group and post-test of control group is  $0.097 > 0.05$ , then the data is homogenous.

## Hypothesis Testing

Hypothesis statistic testing is held to identify whether or not there is significance difference between the experimental group and control group after treatment so the research hypothesis will be answered. In this research, hypothesis statistic testing is held using Independent samples t-test used SPSS 20.0 version for windows:

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
scores	Equal variances assumed	2.838	.097	2.941	62	.005	3.871	1.316	1.238	6.504
	Equal variances not assumed			2.941	55.248	.005	3.871	1.316	1.233	6.509

Based on the table above independent samples t-test significant value obtained is sig (2-tailed) 0.05. Then, the significant value is sig (2-tailed) 0.005 smaller than 0,05 (0,005 < 0.05). Therefore, H<sub>1</sub> is accepted and H<sub>0</sub> is rejected.

**Discussion**

At the beginning of the implementation of Bima folktales as learning materials to teach reading comprehension, students faced difficulty at the first meeting which is lack of motivation. Sari, G. R., Hastutiasih, S., & Wahjuningsih, E. (2020:350) identified that source of reading comprehension problems especially in narrative text are loss of motivation, lack of reading strategies and poor of background knowledge and language knowledge. Therefore, Mustofa (2014:7) suggested one of the strategies for students to comprehend the literary reading is by teaching them to use background knowledge. It can help students to understand the whole meaning of the text because the stories already well known. But, teacher should be really selective in choosing the proper materials for the students. It

should be properly graded and suit the linguistic capacity of them (Mustofa 2014: 7).

The positive effect that make the improvement of students' reading comprehension ability is the result after implementation of Bima folktales as learning materials to teach reading comprehension. The students are motivated and enjoyed to read more because the story is already familiar with them and it related to their background of their knowledge. Bima folktales also connected to their local culture. It is supported by Mangalik & Upa 2018; Mantra & Kumara, 2018 who found that the implementation of folktale is effective to teach reading comprehension. It builds students' motivation not only the excellent but also the poor students. They will be more interested in participating in the process of learning and teaching, because the story in the text already well known in their daily life. They can easily relate to the story and only focus on the new vocabularies to learn. It also enhanced their self-confidence to engage with the question and answer the questions while discussing about the content of the text.

Furthermore, local wisdom-based material is more effective to be used to improve students reading ability than the exist material. Students can comprehend the story because of their background knowledge about their local culture. Their awareness about their culture can help them to understand the story in the text. They are also being reminded that their culture is also can be integrated with English learning teaching (Rahman 2018; Royani 2013). Nunuk (2010) also suggested that English teachers should give the students appropriate reading material such as folktale to increase their vocabulary inventory. It will upgrade their vocabulary competence. Using the proper words in the text should be the main focus from the teacher because students also found the difficulties in comprehend some new vocabularies.

Finally, using Bima folktales as learning materials can boost English language skills (Mulya et al, 2019; Yektiningtias & Ginting 2020). It is indicated by the averages scores for students based on midterm scores before the treatment is 75.41 and after the treatment is 82.26. The improvement is 22%. Although both group can fulfill the criteria of success, but the students who were taught using using Bima folktales as learning materials has better improvement than the students who were not.

Based on the result of analyzing the data, it was found that the sig (2-tailed) from independent samples t-test is 0,005 in which  $0,005 < 0.050$ . It can be concluded that, the hypothesis is accepted and the null hypothesis is rejected. It means that after the treatment students' ability in reading comprehension have improved in the aspects of mastering the contents of the text which are identifying the text, structure of the text and information related the text, and language features.

It can be said that using Bima folktales as learning materials is effective to teach reading comprehension on tenth grade students of IPA at SMA Negeri 2 Woha

## CONCLUSION

Based on the result of the study, using Bima folktales as learning materials is effective to teach reading comprehension on senior high school's students in the aspects of mastering the contents of the text which are identifying the text, structure of the text and information related the text, and language features. All the aspects has improved because of students' background of knowledge especially their cultural awareness.

After knowing the positive impact of the effectiveness of Bima Folktales into teaching of reading comprehension on tenth grade students of IPA at SMA Negeri 2 Woha, there are some suggestions can be considered as follows:

1. Teachers should provide more learning materials about Bima folktales to improve students' reading skill and help them to create the environment that motivate them to read more.
2. Students should try to make the reading activity become their habit and search some reading sources that related to their background of knowledge such as Bima folktales. For further researchers, it is suggested to conduct the study with the related topic by providing more learning materials about Bima folktales. Because the time limited during Covid-19, the next researcher also could add more times for treatments, choosing more samples and preparing the test items more than the available items in order to have back up items if there are many difficulty items than the moderate items or if there are items deleted.

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